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VERMONT MODEL FOR WHOLE SCHOOL REFORM

Checklist of Responsibilities for Approved 1003g SIG
Schools/LEA

I. SCHOOL LEADERSHIP	
LEA	
Timeline for progress monitoring indicating specific school and professional performance goals	
Collaborate with a systems coach to assess and improve operational and organizational practices, procedures, processes, structures, and policies.	
Work with AOE Education Quality Assurance (EQA) Team to: <ul style="list-style-type: none"> <input type="checkbox"/> Complete comprehensive needs assessment <input type="checkbox"/> Develop Continuous Improvement Plans <input type="checkbox"/> Apply rapid cycles of learning using a plan-do-study-act process <input type="checkbox"/> Organize collaborative inquiry for analyzing data <input type="checkbox"/> Implement instructional coaching program 	
Check in with AOE EQA team at quarterly meetings (virtual or in-person).	
Demonstrate a shared explanation of the vision and mission, how they were developed, and the relationship to instructional practices.	
Evidence of processes and practices designed to deepen educators' understanding of the curriculum and refine instruction to improve and sustain student learning.	
Develop or strengthen comprehensive plan to develop educator and administrator professional learning and regularly review the plan to ensure alignment with needs and implementation with fidelity.	
Provide professional learning, for educators and administrators, which is systemic, data-driven, ongoing, embedded, and evidence-based	
SCHOOLS	
Participation in an LEA approved mentoring program.	
Participation in the VT AOE sponsored Principal Professional Learning Communities or an approved LEA / VT AOE Program.	
Engagement in all regional professional learning sessions offered by VT AOE Education Quality Assurance Team.	

Align instruction and practices with the LEA vision and/or mission.	
Engage in databased collaborative inquiry during regular professional learning community meetings; these sessions should occur at least monthly.	
II. TEACHING AND LEARNING	
LEA	
Develop, strengthen, and/or streamline (depending on current state) local comprehensive and balanced assessment system, which must be aligned to EQS, curriculum, and instruction.	
Help schools develop needs-based professional learning plans. Develop a comprehensive plan for educator and administrator professional learning and regularly review the plan to ensure alignment with needs driven by student data and outcomes.	
Develop shared understandings of, and expectations for, high-quality instruction, as well as processes for setting clear, cognitively demanding goals for student achievement.	
Develop coordinated, written curriculum that is aligned with standards, instruction, and assessment and that builds knowledge on a continuum.	
Enacts a shared instructional framework including evidence-based, high-leverage practices, used appropriately in varied contexts.	
SCHOOLS	
Use a multi-tiered system of support to assess; analyze and interpret data; diagnose; progress monitor; evaluate academic performance; and make instructional, programmatic, and professional development decisions.	
Select or develop assessments that are directly aligned to student standards and curriculum.	
Apply a collaborative inquiry approach to use results to adjust instruction and apply appropriate interventions.	
Strengthen and streamline comprehensive assessment system, which includes formative, interim, and summative assessments.	

<p>Apply consistent processes and protocols for engaging in collaborative inquiry for setting proficiency criteria and levels, examining student work, and examining pedagogy:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Data Wise (or comparable inquiry method) <input type="checkbox"/> Collaborative Inquiry Protocols & Proficiency Criteria Setting Protocol <input type="checkbox"/> Lesson Study <input type="checkbox"/> School-Based Rounds 	
<p>Engage in monthly, data-based collaborative inquiry in professional learning communities and in offered networked improvement/learning communities. (Document actions for AOE review).</p>	
<p>Teach transferable skills across the curriculum.</p>	
<p>Develop and enact coordinated, written curriculum maps, including a full scope and sequence for all core academic areas.</p>	
<p>Apply the common instructional framework on a daily basis; evidence-based, high-leverage practices are embedded in instructional practice.</p>	
<p>Develop professional learning plans, both for school-wide needs and for educator needs.</p>	
<p>Apply the Data Wise method (or comparable method) for analyzing data to make instructional (and programmatic) decisions.</p>	
III. STUDENT NON-ACADEMIC SUPPORT	
LEA	
<p>Apply the multi-tiered system of supports framework to identify student Social-emotional needs and ensure sufficient and appropriate supports. These supports must include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Counseling and/or advisory services <input type="checkbox"/> Positive Behavior Intervention Supports (PBIS) and Restorative justice strategies Partnership services <input type="checkbox"/> Trauma -sensitive training 	
<p>Provide evidence of comprehensive personalized learning plans, which meet the learning needs, interests, and aspirations of all students.</p>	
<p>Provide all students, parents, families, and educators a shared understanding of the full ranges of pathways, programs, options and supports that are available.</p>	

Demonstrate how personalized learning environments help students build on in school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills, and education and career/life aspirations.	
Demonstrate implementation of a multi-tiered system of supports framework.	
SCHOOLS	
Develop (in collaboration with students, parents, and community members) personalized learning plans for all students.	
Construct and disseminate explicit, written communication to students and families, explaining the range of flexible pathways offerings and related supports.	
Establish advisory structures to help students connect learning experiences with the skills, goals, interests, and aspirations indicated in their personalized learning plans.	
Apply a multi-tiered system of supports to meet students' academic, behavioral, and social-emotional needs.	
Apply evidence-based, targeted, and intensive interventions (or instructional adjustments) equitably, for all students, based on the data analyzed within the multi-tiered system of supports.	
IV. FAMILY AND COMMUNITY ENGAGEMENT	
LEA	
Work systemically to include family and community as a necessary component for school improvement.	
Develop or strengthen their plan for engaging families and community members, and post the plan on the school and LEA website.	
Maintain ongoing communication about school policies and practices in place to allow students, educators, and parents to monitor and support student learning.	
Actively engage families and community members in building a shared vision and fostering supportive culture.	

Actively promote a shared vision/theory of action for equity, continuous improvement and high expectations for all students and staff;	
Use a multi-tiered system of supports to provide appropriate academic, behavioral, and social-emotional interventions.	
Educate community members about the Education Quality Standards by providing information and materials during LEA sponsored events.	
SCHOOLS	
Educate family and community members about the Vermont Education Quality Standards by offering information sessions.	
Develop community-based partnerships to strengthen their methods for engaging families and community members.	
Build or strengthen strategies for home-school communication and parent/family feedback, including newsletters, websites, and other forms or methods of appropriate communication for their context.	
Promote family and community involvement in school-based initiatives and practices by organizing at least one event, which engages families and community members in the academic, and one event for non-academic practices.	
Adopt a positive behavior support approach (or comparable approach) and clearly communicate the inherent processes and expectations to students, families, and community members.	
Include families and community members in developing and/or enacting the school vision and mission for supporting student academics and well-being.	
Offer sufficient counseling services for all students and apply an equitable version of PBIS/comparable approach grade band levels.	