

**Danville School District**  
**Proposal for Alternative Structure**

**December 18, 2017**

**BOARD MEMBERS**

Bruce Melendy – Chair  
David Towle – Vice-Chair  
Robert Edgar - Clerk  
Ginni Lavelly  
Tim Sanborn

Matthew Forrest – Superintendent  
Peter Clarke – Act 46 Consultant

## EXECUTIVE SUMMARY

### Introduction:

The Danville School District is a PreK-12 operating district that is currently part of the Caledonia Central Supervisory Union.

Since the passage of Act 46, Danville has explored potential mergers with its most immediate neighboring PreK-12 school districts – specifically the Cabot and Twinfield School Districts who together, currently make up the Washington Northeast Supervisory Union. All three districts elected to form a joint 706 merger committee that after 18 months of study and negotiation, led to putting Articles of Agreement before the communities of Cabot, Danville, Marshfield and Plainfield.

This proposed unified union district was approved by the State Board in conjunction with a parallel merger plan for three PreK-8 operating districts in Caledonia Central - Barnet, Walden, and Waterford. Together these merger proposals would have created a 2x2 regional educational district (a preferred model) had each merger been approved by the communities involved. In the end, the merger of Barnet, Walden, and Waterford was approved by its citizens forming the Caledonia Cooperative District, but the proposed merger between Danville, Cabot, and Twinfield failed to pass in all four communities – being soundly rejected by the citizens of both Cabot and Danville.

Since the failure of that merger vote, the Danville school board has had exploratory conversations with the Blue Mountain Union School District – a PreK-12 operating district just south of Danville that is currently a member of the Orange East Supervisory Union. At this point in the Act 46 process, however, there is no time for our districts to work together to complete a detailed cost/benefit analysis for any potential merger. That said, preliminary discussions found some potential areas for establishing some regional cooperative agreements between the two districts (*See Appendix B*). However, the distance between BMU and Danville and the commensurate travel time needed to transport students in order to provide them real and meaningful access to additional program opportunities, remains problematic at best. Moving forward, the Danville school board remains open to exploring cooperative regional agreements with its most immediate neighbors, including BMU, to enhance its core programs, particularly for students in need of alternative placements, but contemplates no additional merger discussions at this time.

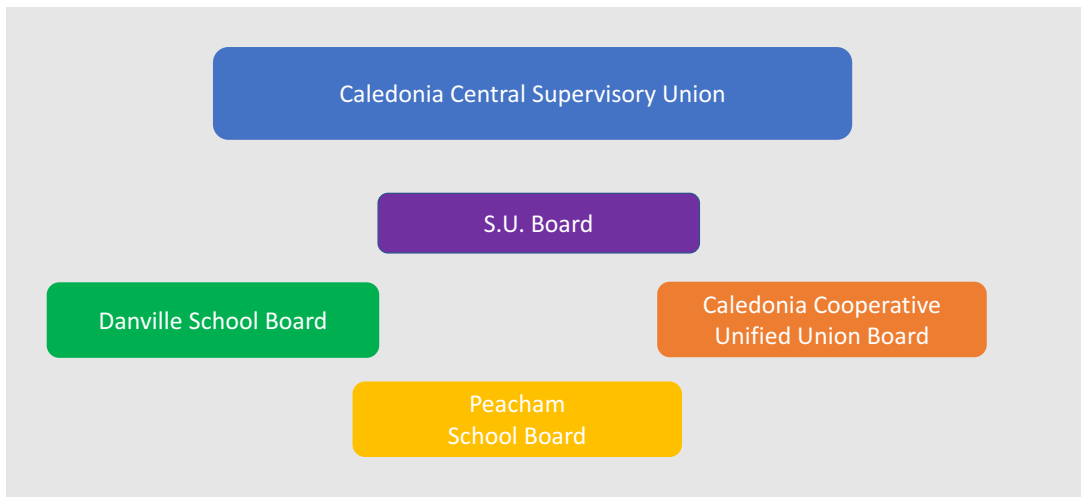
### Proposed Alternative Structure:

After a thorough review of all of the relevant demographic, fiscal, educational, and operational data, the Danville School board along with the citizens we represent believe that there is clear evidence for the State Board to conclude that the Danville School District **should remain a single PreK-12 operating school district within the context of a restructured Caledonia Central Supervisory Union made up of:**

- **The Caledonia Cooperative Unified Union School District,**
- **The Peacham School District,**
- **The Danville School District,**

as the “best means” for achieving the goals of Act 46 in our region.

## Proposed Caledonia Central AGS



A restructured Caledonia Central Supervisory Union would serve 1,062 students (*FY'16 ADM*).

Most importantly, this proposal reflects the stated desires of the citizens we represent. We believe it is essential to the success of any proposed change in governance in our region that it move forward with the support of the majority of the students, parents, and citizens whom we represent in order to insure ongoing engagement in our schools.

Our proposed AGS for the Danville School is grounded in a plan for continuous improvement aimed at four key educational initiatives that are already underway:

- I. The Implementation of Performance Based Graduation Requirements (Act 77)
- II. The Caledonia Central Supervisory Union Student Assessment Plan
- III. The Danville School’s 2017 Strategic Plan
- IV. The Danville School’s Educational Partnership with St. Johnsbury Academy

Taken together, we believe these initiatives will ensure that Danville Students will meet not only the goals of Act 46, but our district’s core mission to, “*create a community of learners by emphasizing rigorous learning, empathy towards others, self-advocacy, and individual excellence.*”



## Summary Arguments:

We believe that a supervisory union structure can, when effectively implemented in the right context (particularly between districts with a shared strategic vision and a history of operational cooperation), provide students and communities with educational programs of the highest quality in a fiscally responsible manner. Our current SU structure enables the Danville School, in concert with its S.U. partners, to build programs designed to support every student throughout the CCSU while allowing our school district to maximize our capacity to respond to the particular challenges, both fiscal and educational, of the community we serve. At the elementary school level in particular, we are able to coordinate our efforts to successfully develop and refine district initiatives and then scale those that work to benefit every student in the whole supervisory union.

In addition, the Danville School in partnership with the other members of Caledonia Central commit our full energies to:

- A. Initiating a more robust process of ongoing strategic, board-level discussions across our SU designed to:
  1. Continue the practice of having all SU and district board members meet jointly to assess demographic trends and student performance data in order to build a more comprehensive understanding of the emerging needs of the students and schools in our SU.
  2. Directly engage all board members in creating short and long-term SU action plans and aligning district budgets to ensure the realization of those plans by initiating the practice of reviewing district budgets together:
    - to build greater awareness of opportunities for enhanced cooperation,
    - to ensure greater equity of opportunity between our educational offerings, and
    - to support a common commitment to implementing best practice across our schools while at the same time promoting innovation within each of our schools and sharing what we have learned concerning what really works.
  3. Mutually developing multi-year capital plans that also address pressing short-term needs.
  4. Continuing the practice of undertaking joint, annual program reviews in order to facilitate the management of staffing and programming in light of changing student demographics.
- B. Developing a more coordinated approach to the implementation of Act 77 including the implementation Personal Learning Plans, proficiency-based report cards with the goal of articulating common expectations across our schools.

- C. Developing new strategies for acquiring and reviewing student performance data from high schools in our region that are educating our students in order to better assess their preparation and long-term academic success.
- D. Continuing to work on the providing equitable and effective delivery of student support systems.
- E. Initiating a joint school climate survey across all the schools in the district.
- F. Planning and delivering coordinated professional development opportunities that encourage teachers and administrators across our SU to work together to address shared instructional challenges.

Taken together, these steps will enable us to not only enhance the current governance of our supervisory union but ensure greater educational opportunity for all our students by fostering mutual understanding, a shared commitment to achieving shared goals, and real opportunities to work together in their interest.

As a central feature of its continuous improvement plan, the Danville School will continue to access the unique cultural and entrepreneurial resources available in Caledonia County – schools, businesses, non-profits – in direct support of our educational programs. These partnerships have enabled our school to extend and enrich the learning opportunities offered by our small district beyond what public dollars could support alone and provide our students with new and exciting pathways for learning. We see expanding our existing school/community partnerships – as in our newly established cooperative agreement with St. Johnsbury Academy - as an important vehicle for expanding educational opportunity for our students in a fiscally responsible manner.

Danville citizens are committed to maintaining a high school in their community. Danville High School is the last reasonably accessible\_public high school left in Caledonia/Essex Counties! Therefore, should cost pressures lead Danville to close its high school, serious questions would arise as to where regional high school students could actually attend school without inordinately long bus rides and increased transportation costs. As noted earlier in this report, Danville has embarked on a strategy of enhancing and promoting its high school programs in order to ensure the long-term financial sustainability of its high school. Succeeding in this effort will benefit not only the students of Danville, but students across the region who need and deserve a quality educational program to attend. We believe that our AGS proposal is key to the success of this effort.

# THE DANVILLE SCHOOL: PROPOSAL FOR AN ALTERNATIVE STRUCTURE

## INTRODUCTION:

### *History of Merger Activity in Danville*

Act 46 is a far-reaching piece of legislation designed to encourage school districts with similar operating structures in a given region of Vermont to explore the potential benefits of unifying their existing governance structure into a single, unified district with a single school board responsible for serving every student in the in the new unified union

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This proposed unified union district was approved by the State Board in conjunction with a parallel merger plan for three Prek-8 operating districts in Caledonia Central - Barnet, Walden, and Waterford. Together these merger proposals would have created a 2x2 regional educational district had each merger been approved by the communities involved. In the end, the merger of Barnet, Walden, and Waterford was approved by its citizens forming the Caledonia Cooperative District, but the proposed merger between Danville, Cabot, and Twinfield failed to pass in all four communities – being soundly rejected by the citizens of both Cabot and Danville.

Since the failure of that merger vote, the Danville school board has had exploratory conversations with the Blue Mountain Union School District – a PreK-12 operating district just south of Danville that is currently a member of the Orange East Supervisory Union. BMU has an overall enrollment comparable to Danville’s and similar educational philosophy. At this point in the Act 46 process, however, there was no time for our districts to work together to complete a detailed cost/benefit analysis for any potential merger. That said, preliminary discussions found some potential areas for establishing some regional cooperative agreements between the two districts. (*See Appendix B*) However, the distance between BMU and Danville and the commensurate travel time needed to transport students in order to provide them real and meaningful access to additional program opportunities, remains problematic at best. Moving forward, the Danville school board remains open to exploring cooperative regional agreements with its most immediate neighbors, including BMU, to enhance its core programs, particularly

for students in need of alternative placements, but contemplates no additional merger discussions at this time.

Over the two years that the Danville Board has been exploring the question of district governance, the citizens of Danville have been presented with multiple opportunities to learn about Act 46 and consider the future of their school district. Throughout its deliberations, the board has involved the greater community of Danville through representation on its original self-study committee, maintained a transparent record of its work through ongoing postings to the district's website of its meeting schedule, minutes, working documents, and draft findings, and sponsored multiple community forums on the options it has explored. These forums provided ample opportunities for the Board to elicit comments from the public on its findings and recommendations. *(See Appendix E)* That feedback has been used to revise and strengthen this final report outlining Danville's proposed alternative governance structure under Act 46.

### ***Focus of Board Deliberations on Meeting the Goals of Act 46***

To support the State Board in reaching a reasonable conclusion that Danville's Alternative Governance Structure (AGS) is the "best means" possible for achieving the goals of Act 46 for the students and citizens in Danville, the Danville board has completed a thorough self-study and plan for continuous improvement to facilitate the writing of this report, the Danville board and secured the Act 46 consultant, Mr. Peter A. Clarke, from the *Act 46 Project*, a joint initiative of the Vermont School Boards Association, Vermont Superintendents Association, and Vermont School Board's Insurance Trust.

At the heart of the law are five key goals, which the committee saw as essential guides to its work:

- *To provide substantive equity in the quality and variety of educational opportunities statewide.*
- *To lead students to achieve or exceed the State's Educational Quality Standards.*
- *To maximize operational efficiencies through increased flexibility to manage, share, and transfer resources, with the goal of increasing the district-level ratio of students to full-time equivalent staff*
- *To promote transparency and accountability.*
- *To achieve these goals at a cost that parents, voters, and taxpayers value.*

Central to the Board's deliberations at the heart of its proposed alternative structure is one central overriding question:

*How would a proposed alternative structure benefit our children? Specifically, how is this the best means for our district to provide better, more equitable learning opportunities for our children and better support them to achieve or exceed the State's Educational Quality Standards?*

## ***I. Requirements for Alternative Structures***

Under the law, “By {December 26, 2017}, the board(s) of a district (or group of districts) that will not be in a preferred, unified system by July 1, 2019 (a “non-merging district”) is required to perform three tasks: (1) to conduct a self-evaluation of the district’s current ability to meet or exceed each of the Goals; (2) to meet with the boards of other districts in and outside the SU to discuss ways to promote improvement relative to the Goals throughout the region; and (3) to submit proposals individually or jointly to merge or work together in some way – *i.e.*, proposals to be in an “alternative structure.” (*AOE Memorandum – Guidance: Proposals by One or More Non-Merging Districts for an Alternative Structure, July 29, 2016*)

Under the law, Act 46 states in Section 5, regarding alternative structures, that a supervisory union composed of multiple member districts, each with its separate school board, can meet the State’s [education] goals, *particularly* if:

1. The member districts **consider themselves to be collectively responsible** for the education of all PreK-12 students residing in the supervisory union;
2. The S.U. operates in a manner that **maximizes efficiencies** through economies of scale and the flexible management, transfer, and **sharing of nonfinancial resources** among the member districts;
3. The S.U. has the **smallest number of member school districts** practicable, and
4. The **combined average daily membership** of all member districts is not less than 1,100.
5. A Preferred Structure is **not possible/practicable or not the best model**;

An Alternative proposal under Act 46, Sec. 9 shall:

- (1) *Demonstrate the district’s or districts’ due diligence and provide sufficient, thoughtful data and documentation in support of the proposal.*
- (2) *Include a comparison of options considered, including consideration of a Preferred Structure.*
- (3) *Demonstrate on what basis the State Board would be able to “conclude that this alternative structure ... is the best means of meeting the [Goals] in a particular region” as the Board is required to do pursuant to Sec. 8(b).*

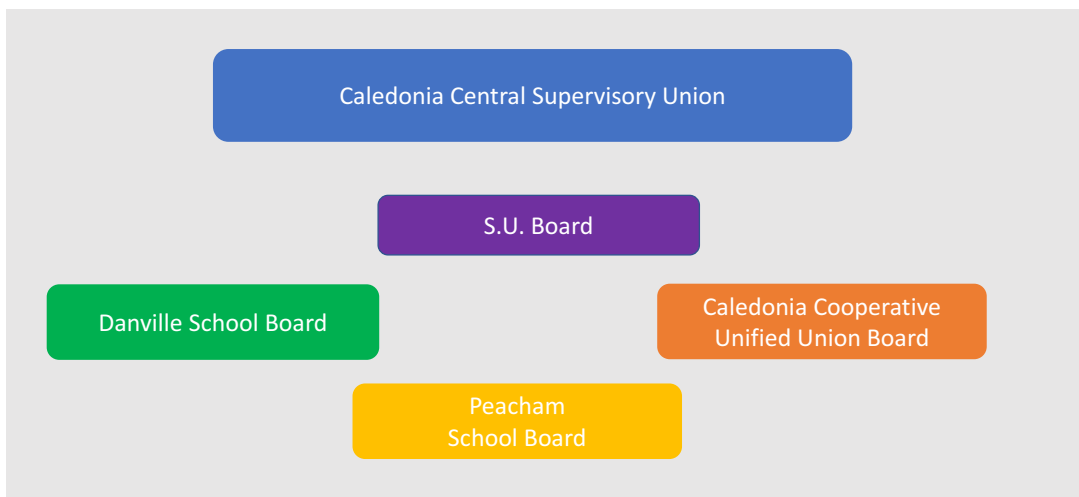
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## Proposed Caledonia Central AGS



A restructured Caledonia Central Supervisory Union would serve 1062.28 students (*FY'16 ADM*).

Most importantly, this proposal reflects the stated desires of the citizens we represent. We believe it is essential to the success of any proposed change in governance in our region that it move forward with the approval of the majority of students, parents, and citizens whom we represent in order to insure ongoing support for and engagement in our schools.

Over the years, the Danville community has demonstrated an ongoing and unwavering commitment to providing its children educational opportunities of the highest quality at a cost points that they value as evidenced by:

- the high levels of community engagement throughout this process; and
- the high levels of community involvement in our schools, and
- the unwavering financial support our citizenry has shown their schools by consistently passing district budget appropriations.

### **Final Introductory Thoughts:**

We believe that a supervisory union structure can, when effectively implemented in the right context (particularly between districts with a shared strategic vision and a history of operational cooperation), provide students and communities with educational programs of the highest quality in a fiscally responsible manner. Our current SU structure enables the Danville School, in concert with its S.U. partners, to build programs designed to support every student throughout the CCSU while allowing our school district to maximize our capacity to respond to the particular challenges, both fiscal and educational, of the community we serve. At the elementary school level in particular, we are able to coordinate our efforts to successfully develop and refine district initiatives and then scale those that work to benefit every student in the whole supervisory union.

As a central goal of its continuous improvement plan, the Danville School is also continuing to access the unique cultural and entrepreneurial resources available in Caledonia county – schools, businesses, non-profits – in direct support of our educational programs. These partnerships have enabled our school to extend and enrich the learning opportunities offered by our small district beyond what public dollars could support alone and provide our students with new and exciting pathways for learning. We see expanding our existing school/community partnerships – as in our newly established cooperative agreement with St. Johnsbury Academy - as an important vehicle for expanding educational opportunity for our students in a fiscally responsible manner. Moving forward, we look to partner with other organizations wherever practicable as evidenced by our exploratory conversations with BMU over establishing a regional alternative program.

**SELF-STUDY: FINDINGS**

***Section 1: Demographic Data***

**Current Enrollment as of 12/11/17:**

<b>PK3</b>	<b>16</b>
<b>PK4</b>	<b>17</b>
<b>K</b>	<b>22</b>
<b>Grade 1</b>	<b>22</b>
<b>Grade 2</b>	<b>18</b>
<b>Grade 3</b>	<b>30</b>
<b>Grade 4</b>	<b>16</b>
<b>Grade 5</b>	<b>31</b>
<b>Grade 6</b>	<b>16</b>
<b>Grade 7</b>	<b>40</b>
<b>Grade 8</b>	<b>33</b>
<b>Grade 9</b>	<b>30</b>
<b>Grade 10</b>	<b>22</b>
<b>Grade 11</b>	<b>39</b>
<b>Grade 12</b>	<b>22</b>
<b>Total:</b>	<b>374</b>

**Danville ADM: FY 2012-2016**

<b>FY 2012</b>	<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>% Change</b>
346.26	330.62	319.99	319.55	326.23	<b>-5.8%</b>

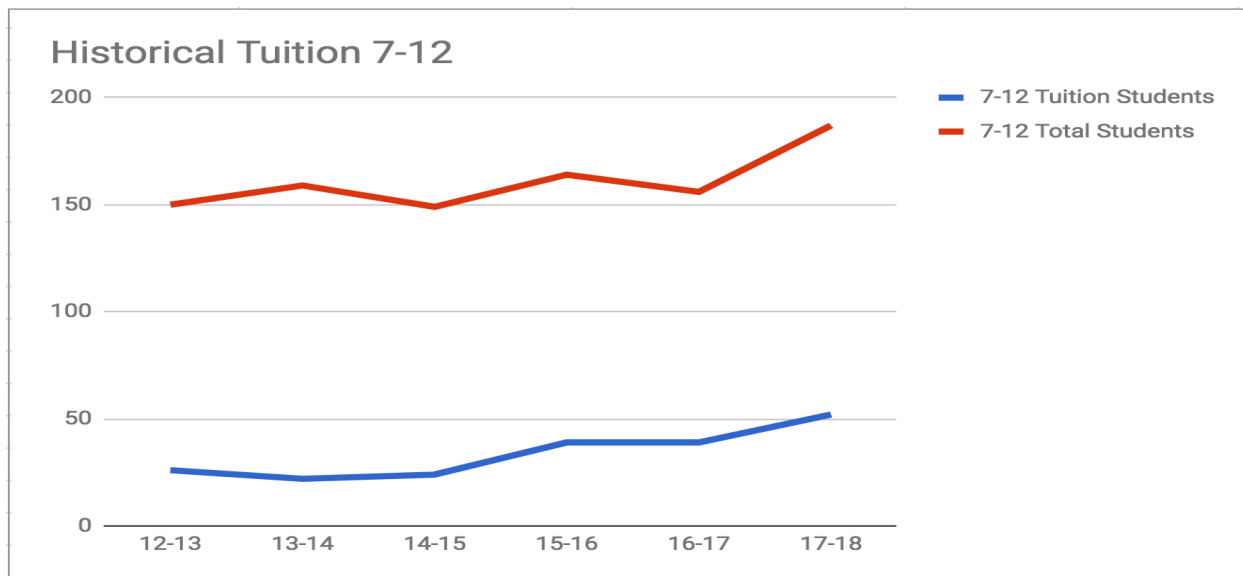
**Danville Equalized Pupil Count: FY 2013-2017**

<b>FY 2013</b>	<b>FY 2014</b>	<b>FY 2015</b>	<b>FY 2016</b>	<b>FY 2017</b>	<b>% Change</b>
334.54	324.48	315.56	310.63	317.65	<b>-5%</b>

**Danville HS Tuition Counts: 2012-2017**

	<b>12-13</b>	<b>13-14</b>	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>
7-12 Tuition Students	26	22	24	39	39	52
7-12 Total Students	150	159	149	164	156	187
% of Enrollment	17.3%	13.8%	16.1%	23.8%	25.0%	27.8%





**Summary Findings:**

During the past 5 years, Danville’s total student population has declined 5.8%. Across Vermont during the same time period, Vermont’s overall student population declined 1%. Recognizing these demographic trends, Danville has taken significant steps to increase the number of tuition students opting to choose Danville High School to complete their secondary education.

Danville High School is strategically located in the midst of a large number of PreK-8 operating districts that tuition their high school students. While Danville has always competed for these students, the school has not undertaken a comprehensive effort to market its academic and co-curricular opportunities to the students and families in their region. As will be noted later in this report, Danville High School offers a unique range of curricular offerings and instructional innovations that put it on the leading edge of high schools in Vermont.

As a result of the school’s efforts over the past three years to communicate the quality of its educational programs to local families, Danville has seen a dramatic increase in the number of students choosing to attend its high school. In the 2012 school year, 26 high school students tuitioned to the Danville School; in the current year, that number has doubled to 52. For the 2017-2018 school year, 27.8% of Danville’s high school population is tuition students, stabilizing and improving Danville’s financial picture, ensuring the breadth of Danville’s academic and co-curricular offerings, and enriching the diversity of student life at the high school.

Danville’s recently announced partnership with St. Johnsbury Academy represents another step in the high school’s efforts to offer a competitive high school experience designed to meet the needs of a broad range of students in its region.

## ***Section 2: Program Review - Equity, Quality, and Variety of Educational Opportunity***

### ***Program Overview - Danville School, Kerin Graham Hoffman, Principal***

Danville School is a PreK-12 community of 374 learners that strives to provide each student with a personalized and rigorous learning experience, supported by a nurturing and highly qualified staff and the community at large; and to ensure every student graduates with the skills and knowledge necessary to attend and be successful in college and career; we emphasize inquiry, informed citizenship, and giving back to enhance our vibrant and unique Vermont small towns for the future.

#### **Academics**

Elementary students spend 80 minutes a day in both math and reading instruction, as well as 45 minutes of MTSS small group instruction in reading, math, writing, or an academic extension. We use supervisory-wide core curriculums, Eureka Math, and in reading Wit and Wisdom (also Great Minds) and the new Fountas & Pinnell Literacy curriculum.

Our Kindergarten has worked to strike a balance between the increasing academic demands of that grade level and our belief that play is a key element of learning. Explore Time and “tinkering” are key components of students’ days. In grades 1 and 2, Wednesday afternoons are devoted to a new Outdoor Learning program, which takes students on field trips to Hardwick Trails and our own outdoor areas, for lessons in nature, stewardship and teamwork. Our teachers received a grant from the Vermont NEA to begin this work.

Middle school students in grades 7-8 attend class 42 minutes per day in four core subjects, plus 1-2 periods of arts (language, art, family and consumer sciences, tech arts, health, PE, library science) per day. Our middle school arts offerings are so varied because those teachers are shared with the high school and are able to offer their programming to lower grades for part of the day. Selected 8th grade students have the option to enroll in high school courses as part of a personalized acceleration program. The middle school math and reading curriculums are also Eureka Math and Wit and Wisdom.

Students have areas of course work they must complete but are largely able to build their schedule to meet both these requirements and their own strengths and needs. For example, ninth graders can choose to start their required foreign language courses right away, or add an additional science course that first year and begin language in 10th grade. Additionally, a student could choose to satisfy some of their English requirements with World Literature, or with something like Dystopian Literature or Creative Writing instead. A senior can choose to add advanced level course work in Calculus and Physics to their schedule above and beyond the required number of science courses, but only meet the minimum Global Citizenship courses if that area of study does not point towards their college and career goals. At Danville, it is paramount that high quality instruction be delivered over a range of courses, which serve as the vehicles for engaging and rigorous content through which to deliver important skills.

Danville partners with Community College of Vermont and Southern New Hampshire University to offer 7-9 in-house Dual Enrollment courses per year. Our teachers are required to have Master's degrees in the subject, match their syllabus to the college syllabus, and receive approval from the accrediting institution. Students who use their two Dual Enrollment vouchers may take additional courses, paid for through our budget.

Shifts and updates are made to our course catalog each year. Beginning in January, students take an interest survey. We ask which classes were the most successful, which they feel they may not have gotten enough out of and why, and what areas might they like to see a course in next year. Teachers also meet to discuss student data and progress, for example whether we are teaching enough explicit writing skills or whether an additional pace of Geometry is needed. In some cases, we establish courses that run every other year, and in some cases, we may close a class in favor of another course that more adequately meets our needs.

This year, for example, we expanded last year's Building Better Essays course, an introductory writing class, and added a Building Better Essays II section for students who felt they needed additional support. The school also added an Introduction to Critical Thinking class, for 9th and 10th graders, as a response to the overwhelming popularity of Theory of Knowledge. TOK is an International Baccalaureate course opened in 2016 that asks the question "how do I know what I know?" and was very popular, however we found that younger students needed additional prior instruction in order to be able to access the level of work in TOK. We also added a new Dystopian Literature course, in the service of critical thinking, closing a 12th Century Literature course to make room. In addition, we saw a high demand from students for courses around multiculturalism and world issues. To that end, we revived an old Ethnicity and Diversity in America course, and added a Modern Middle East course for the first time.

A new Robotics and Coding course has also opened this year, our first course to include both middle and high school students, run by our MS math and science teacher and a HS math teacher. This began with a Lego Mindstorm Robotics club in previous years, which has not become a Makerspace club in our new library space, allowing the course to attract more serious "tinkerers." This course has also generated conversations and PD among our STEM staff around gender equity practices in STEM and encouraging girls to sign up for these types of courses.

Finally, our Engineering Sustainable Solutions class, opened in 2016, has continued to be popular. This course works through small group projects to teach students to grow, build, harvest and tend using local resources in a sustainable way and engineering new methods. We are looking at adding a business planning element to the course next year, where students would learn the skills of designing and writing and perhaps implementing a business plan, in service of Danville's mission of graduating students uniquely prepared to contribute to the health of our local economy.

An additional graduation requirement for students in GY 2020 and beyond is the Performance-Based Portfolio. Per Act 77, students will present at the end of 11th grade an electronic portfolio full of evidence with proof of proficiency towards our Performance-Based Graduation Requirements (more information in section 2 below).

## **Flexible Pathways**

In any semester, 30-40% of Danville's high school student schedules include at least a period of Independent Study, online coursework, or credit-bearing internship. (A sample list is included below). Danville employs a full-time Pathways Coordinator, who teaches 1-2 courses per semester while developing, approving and supervising all alternate coursework. In many cases, classroom teachers assist in supervising independent studies in addition to their full course load. Occasionally, a course will not fill with regular students, due to scheduling conflicts with other courses. When this happens, we can choose to change the course or to convert it to an individual or small group Independent Study, if the course is either needed for graduation requirements or part of a student's longer-term career interests. This flexibility is at the core of our high school programming and missing.

The second part of our Act 77 progress has been the development of our Performance-Based Graduation Requirements (attached below). We developed our PBGRs based on Vermont's Transferable Skills, so that they are both a platform for students to apply multiple types of experiences and learning to their graduation portfolio, and a way for us as a school to foster the graduates that embody our school's values and mission. For example, our PBGRs include some skill-based areas, such as:

- Generate questions and predictions using evidence and data.
- Demonstrate organized written, oral or multimedia communication utilizing evidence and citing multiple sources.
- Use technology strategically and capably to effectively communicate information.

As well as some character-based PBGRs, such as:

- Understand and demonstrate ethical behavior and the moral courage to sustain it.
- Persevere and be flexible in challenging situations, learning from failure.
- Demonstrate positive leadership through advocacy and oral/written skills.
- Participate in and demonstrate commitment to the enhancement of community life, community health and personal health.

Students will upload evidence of these PBGRs including scores based on articulated performance rubrics, scores, and reflections, taken from course assignments, work responsibilities, extra-curriculars, clubs, and other areas throughout their high school career.

## **Senior Service Learning Project**

The final element of our graduation requirements is the Senior Service Learning Project. The goal of the SSLP is for students to design, perform, and present a personally meaningful, academically challenging, hands-on independent experience that will demonstrate their acquisition of new knowledge and 21st Century college and career readiness skills. This experience is intended to instill the importance of clear and effective communication, self-direction, problem solving, integrative and collaborative thinking, and responsible and involved citizenship. Students develop and collect evidence of these skills throughout their educational

experience which culminate through the development, execution, and final presentation of this service learning experience to the Danville community. Successful completion of the project, presentation, and paper are required for graduation. Recent SSLPs have included historic restoration and preservation of a local building, teaching girls automotive skills and encouraging independence in a traditionally male field, and restoration of our dormant on-campus sugar house.

## **Grading**

The elementary school is on a trimester system, the middle and high school are on a semester system. Both utilize standards-based grading. Each course in the middle and high school is graded on a number of selected standards appropriate for the content. Students are graded on a proficiency scale of 1 through 4. For each assignment or assessment, a proficiency grade is given for each standard relevant to that assignment, and the assignment receives an overall grade that reflects both proficiency standards and Habits of Work expectations. Students and parents can view their progress towards proficiency throughout a course through the PowerSchool Parent Portal.

## **Advisory and Academic Support**

Elementary students receive Guidance weekly as part of their Essential Arts curriculum. Our student support system includes individual and group counseling, as well as a mentoring program with middle and high school students.

Danville School believes every student can achieve rigorous academic success with appropriate support. Our Tutorial system is built on the MTSS (multi-tiered system of support) model of utilizing student formative assessment data to determine needs for intervention or enrichment. In the elementary school, this takes place five days a week. In the middle and high school, students utilize a system of Extended Office hours as much as three times a week (with optional after school time) to work with teachers on skills and assignments based on formative and classroom data.

Our middle and high school advisory program connects each student with an adult and a small community of students to provide a close team and support system. Advisory supports the development of Personalized Learning Plans, offers guidance with college and career goals, supports social and emotional needs and advocates for students. We are also integrated Restorative Circles into our Advisory curriculum to facilitate having tough conversations, seeking support during crises, and ensuring every student feels like a valued member of our school community. Advisory meets twice per week.

## **Athletics**

Danville currently has a no-cut policy on all athletic teams. We are a Division IV school in girls' and boys' basketball and soccer, baseball and softball, as well as, a co-ed club lacrosse. Students may participate in other sports through member-to-member agreements with local high schools.

Many of our students ski, swim, and play hockey locally as well. Elementary students take part in Danville Peacham Little League, AAU Basketball and Girls on the Run.

Danville takes pride in the character and academic focus of its athletes. Students are eligible for sports by demonstrating timely completion of work, punctuality, and respectful behavior towards classmates and staff.

### **Clubs, Activities and Partnerships**

Danville runs most of our clubs and non-athletic activities during the school day in order to encourage participation and ensure the availability of all students and teacher. Groups range from Makerspace to knitting, from rollercoaster construction and drama to book clubs, from chess to Future Farmers of America.

Danville School has partnerships with the Fairbanks Museum and Montshire Museum of Science. Students travel to both museums multiple times per year to participate in classes and workshops.

Our Student Council hosts monthly assemblies for students 7-12 that include academic and athletic awards, teacher and staff recognition and game competitions by grade (staff competes too!) The Student Council also hosts athletic pep rallies by season attended by students PreK-12.

The elementary students host Community Meeting once per month, organized by the guidance counselor and the 6th grade students.

The Danville School – Programs Offered and Full Time Equivalent Staff {PreK-8}

Danville PK-8	Average Minutes per Day							
	ELA	Math	Social Studies	Science	World Languages	Art	Music	Band
PK	60	60				42	42	
Kindergarten	80	80	25	25		42	42	
Grade 1	60	60	30	40		42	42	
Grade 2	60	60	30	40		42	42	
Grade 3	85	60	25	25		42	42	
Grade 4	90	73	15	15		42	42	42
Grade 5	65	65	20	20		42	42	42
Grade 6	60	60	30	30		42	42	42
Grade 7	42	42	42	42	42	42	42	42
Grade 8	42	42	42	42	42	42	42	42

<b>Average Minutes per Day</b>						
	<b>PE</b>	<b>Health</b>	<b>Guid- ance</b>	<b>Library</b>	<b>Math or Reading Inter- vention</b>	<b>Additional Physical Activity Time</b>
PK	42		20	42	25	15
Kindergarten	84		42	42	40	25
Grade 1	84		42	42	40	25
Grade 2	84		42	42	40	25
Grade 3	84		42	42	40	25
Grade 4	84		42	42	40	25
Grade 5	84		42	42	40	25
Grade 6	84		42	42	40	25
Grade 7	84	42		42	40	20
Grade 8	84	42		42	40	20



<b>RULE 3450.8(2) – Elementary Schools; Subjects and Programs Offered</b>								
<b>Danville PK-8</b>	<b>Full Time Equivalent Staff</b>							
	<b>ELA</b>	<b>Math</b>	<b>Social Studies</b>	<b>Science</b>	<b>World Languages</b>	<b>Art</b>	<b>Music</b>	<b>Band/Chorus</b>
PK	2.0					0.6	0.8	
Kindergarten	2.0							
Grade 1	2.0							
Grade 2	1.0							
Grade 3	2.0							
Grade 4	1.0							
Grade 5	2.0							
Grade 6	1.0							
Grade 7	1.0	1.0	1.0	1.0	0.2	0.2	0.2	0.2
Grade 8		1.0						

**RULE 3450.8(2) – Elementary Schools; Subjects and Programs Offered**

<b>Full Time Equivalent Staff</b>							
<b>Danville PK-8</b>	<b>PE</b>	<b>Health</b>	<b>Guidance</b>	<b>Library</b>	<b>Reading Intervention</b>	<b>Math Intervention</b>	<b>Nurse</b>
PK	1.0		1.0	1.0	1.0	1.0	1.0
Kindergarten							
Grade 1							
Grade 2							
Grade 3							
Grade 4							
Grade 5							
Grade 6							
Grade 7			0.2				
Grade 8			0.2		0.2		

## Danville High School – Program of Study

Semester 1	1	2	3	4	5/5a	6	7	8	9
	7:35 - 8:27	8:30 - 9:12		10:10 - 10:52		11:48 - 12:30	12:33 - 1:15	1:18 - 2:00	2:03 - 2:45
Introductory	Pre-Algebra Cassidy, Greaves	French 1Y Brillhart	T	Int Sci 1Y Edgar		Post-Bellum American History	World History Geography B	World History Geography A*	
	Algebra 1Y* Brigham	Teen Health Pearce	U			World Literature C	Building Better Essays 1		Building Better Essays 1
	Algebra 1* Morse		T		L	Integrated Science 1 Edgar		Teen Health Pearce	Spanish 1Y Brillhart
	Guitar Colosa		O	Visual Art B Bartell	U	Robotics A Zajko, Morse	Band/Chorus Wiggett		Visual Art A Bartell
			R		N				
Intermediate	Brit Lit: Pre-19th C Demers	Int Sci 2Y Edgar	I	French II Y Brillhart	C	Spanish IY Brillhart	Intro to Drama Demers	Dystopian Literature Demers	British Literature: Pre-19th Century Demers
	Buildng Better Essays 2 Parent	Creative Writing Demers	A	Economics Grossman	H		PhysEd Pearce	Music Theory & Comp I Wiggett	Criminal Justice Grossman
	Photography Bartell		L	History of Women in America Warren		Building Trades English		Engineering Sustainable Solutions English, Robbins	
	PLLF Pearce	American Government and Civics Richard		Algebra II Y Morse		Theory of Knowledge Keach			History of Women in America Warren
		Financial Lit Brigham	A		A		Geometry Y Brigham	Algebra II Brigham	
			D		C				
Advanced	Sociology Y (CCV) Warren		V	AP Language/Comp Y Demers	T	Psychology (CCV) Grossman		Bio 1 + Lab (SNHU) Edgar	
		English Composition Parent			I	Physics (CCV) Robbins		Calculus Y (SNHU) Morse	
	Adv French Brillhart		I	Math in the Workplace Brigham	V	AP Art Y Bartell			
			S		I				
	Y = Yearlong		O		T				

Semester 2	1	2	3	4	5/5a	6	7	8	9
	7:35 - 8:27	8:30 - 9:12		10:10 - 10:52		11:48 - 12:30	12:33 - 1:15	1:18 - 2:00	2:03 - 2:45
Introductory	Pre-Algebra Greaves/Cassidy	World History and Geography A Warren	T	Integrated Science 1Y Edgar		Building Better Essays 1 Parent	Vermont History and Politics Grossman	Post-Bellum American History Warren	World Histor and Geography B Warren
	Algebra 1Y Brigham		U		L	Intro to Critical Thinking Keach		American Literature Parent	Building Better Essays 2 Parent
	Geometry Morse		T		U	Robotics B Zajko/Morse	Band/Chorus Wiggett	Teen Health Pearce	Spanish 1 Y Brillhart
		French 1 Y Brillhart	O		N			Music Theory & Comp II Wiggett	
			R		C				
Intermediate	Guitar Colosa	Integrated Science 2Y Edgar	I	French II Y Brillhart	H	British Literature: Pre-19th Century Demers	Dystopian Literature Demers	Integrated Scence 2 Edgar	
	Building Better Essays 2 Parent	Ethnicity & Diversity in America Grossman	A	Visual Art A Bartell		Spanish IIY Brillhart	Planning for Lifelong Fitness Pearce	Intro to Drama Demers	Architecture Bartell
	PhysEd Pearce	Modern American History Richard	L	Planning for Lifelong Fitness Pearce	A	TED Talks Grossman	Geometry Y Brigham		
	Creative Writing Demers	SAT Prep Demers/Brigham		Modern Middle East Grossman	C			Pre-Calculus Brigham	
	Design and Technology English			Algebra II Y Brigham	T			Engineering Sustainable Solutions Robbins/English	
	Ceramics Bartell					I	Public Speaking Warren	History of Women in America Warren	
			D		V				
Advanced	Sociology Y (CCV) Warren		V	AP Language and Composition Y Demers	I	AP Studio Art Y Bartell	Statistics (CCV) Morse		
	Adv Spanish Brillhart	English Composition Parent			T	Chemistry (CCV) Robbins			Calculus Y (SNHU) Morse
					Y	Bio 2 + Lab (SNHU) Edgar			

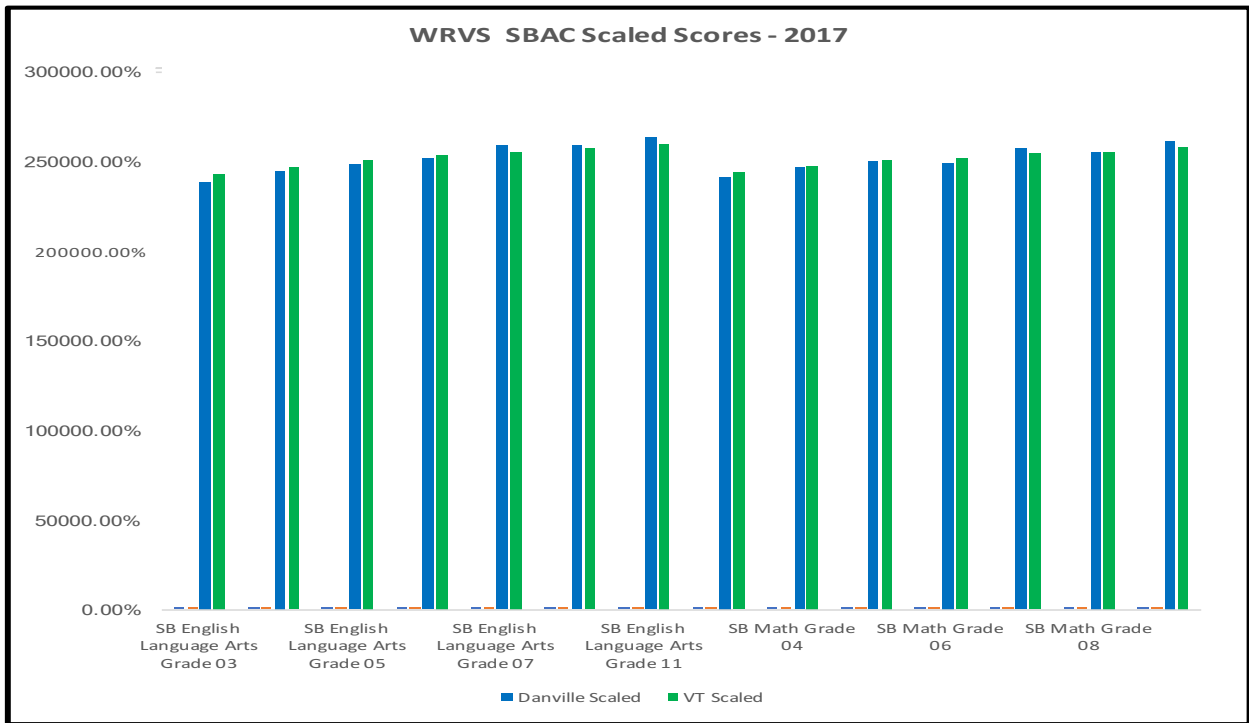
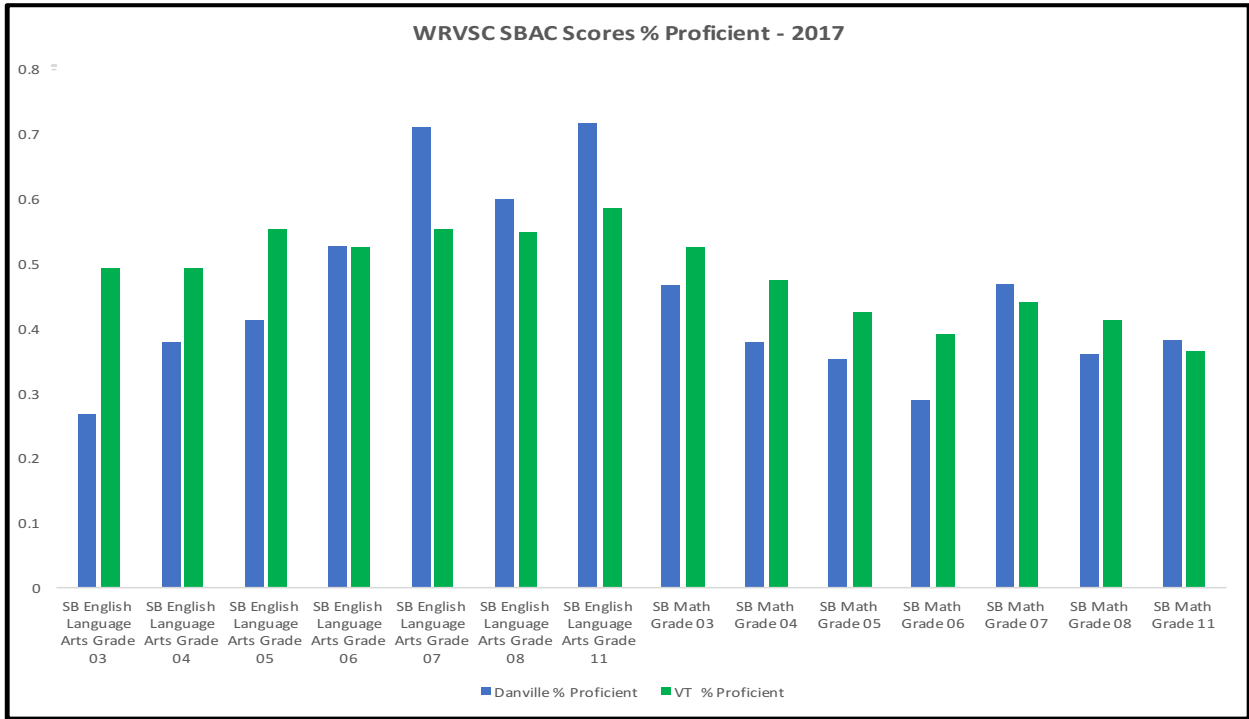
### **Summary Findings – Program Equity, Quality, and Variety:**

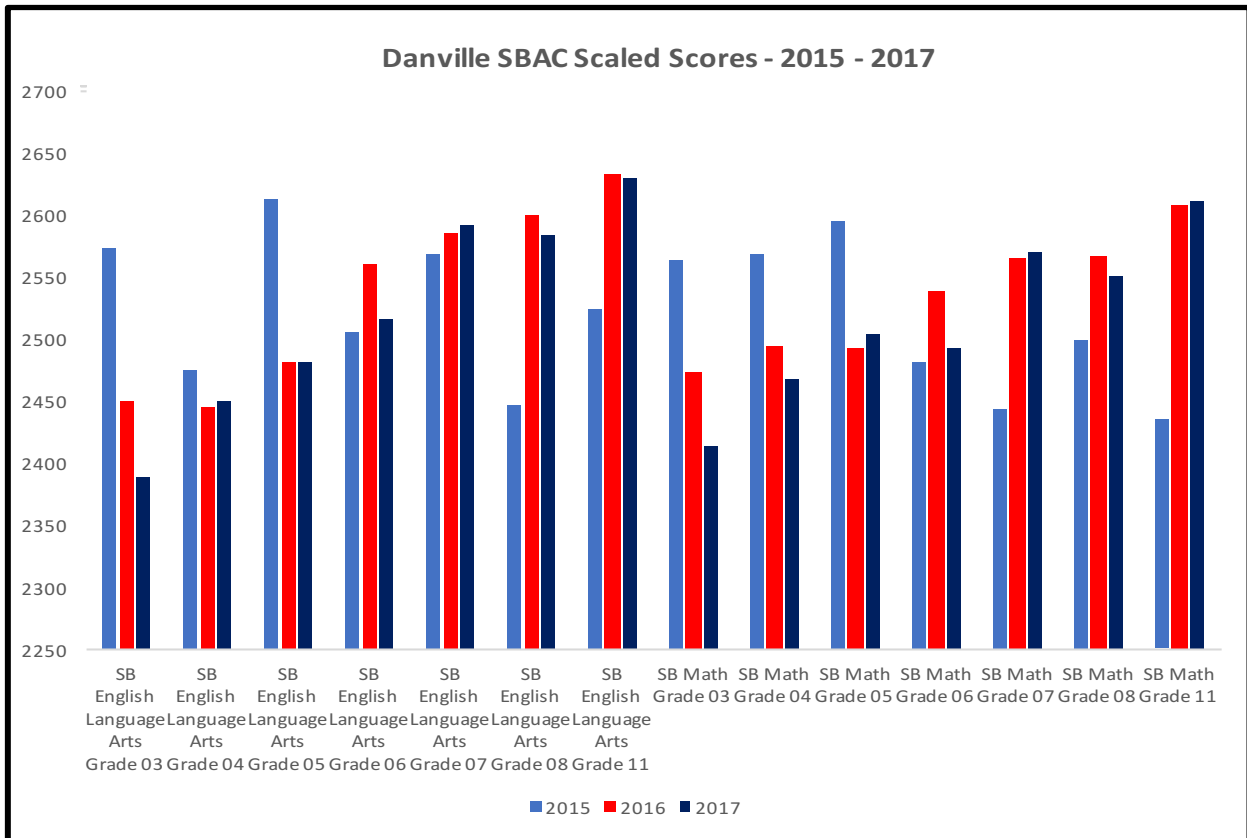
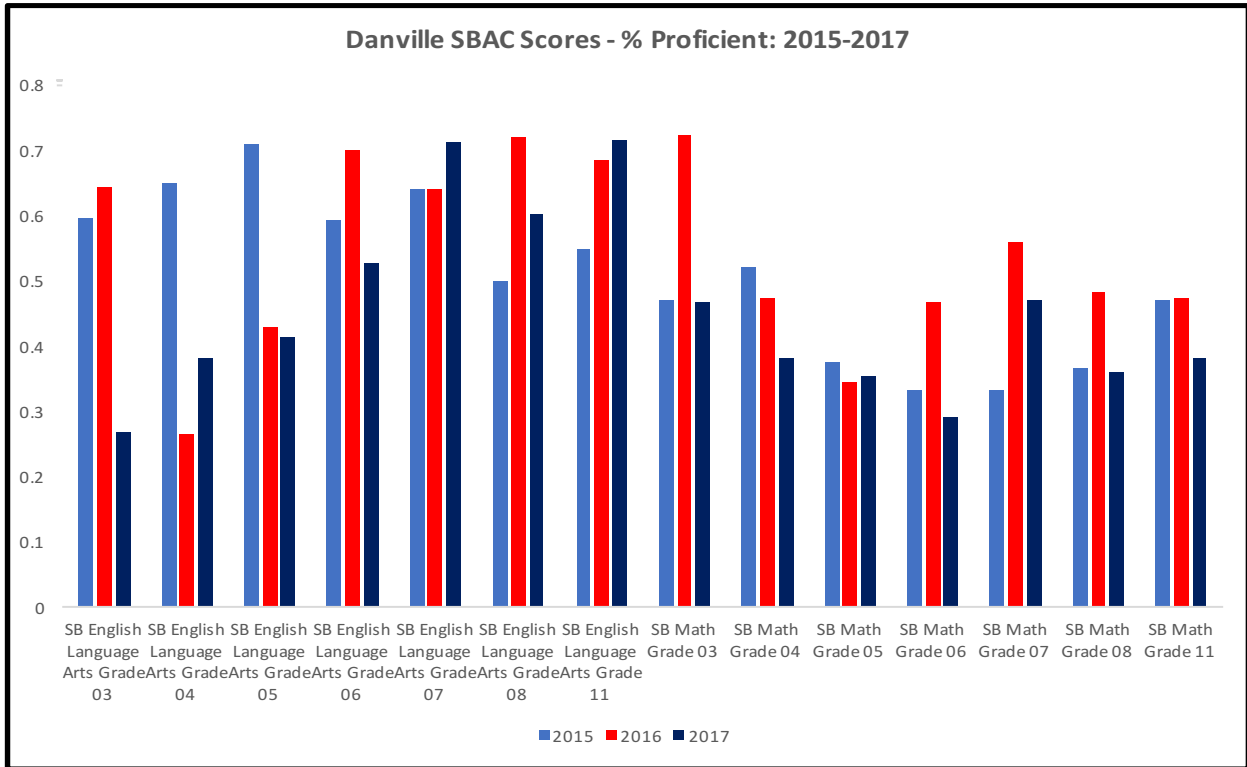
It is the conclusion of our self-study, that historically and currently, the Danville School meets the requirements of the Education Quality Standards outlined by the State of Vermont for grades PreK-12 as they relate specifically to curriculum and instruction - including, but not limited to:

- ✓ The breadth, variety, and quality of educational programming offered our students;
- ✓ Student-Centered Instructional Practices, including progress towards implementing proficiency-based learning graduation standards and assessment strategies;
- ✓ Curriculum Content;
- ✓ Personalized Learning Plans;
- ✓ Flexible Pathways, including Dual Enrollment Course;
- ✓ Senior Service Learning Projects;
- ✓ Multi-tiered Student Support Systems;
- ✓ Curriculum Coordination – aligned with state standards and coordinated across all grades;
- ✓ The Integration of Technology; and
- ✓ Pre-Kindergarten.

**Section 3: Student Performance**

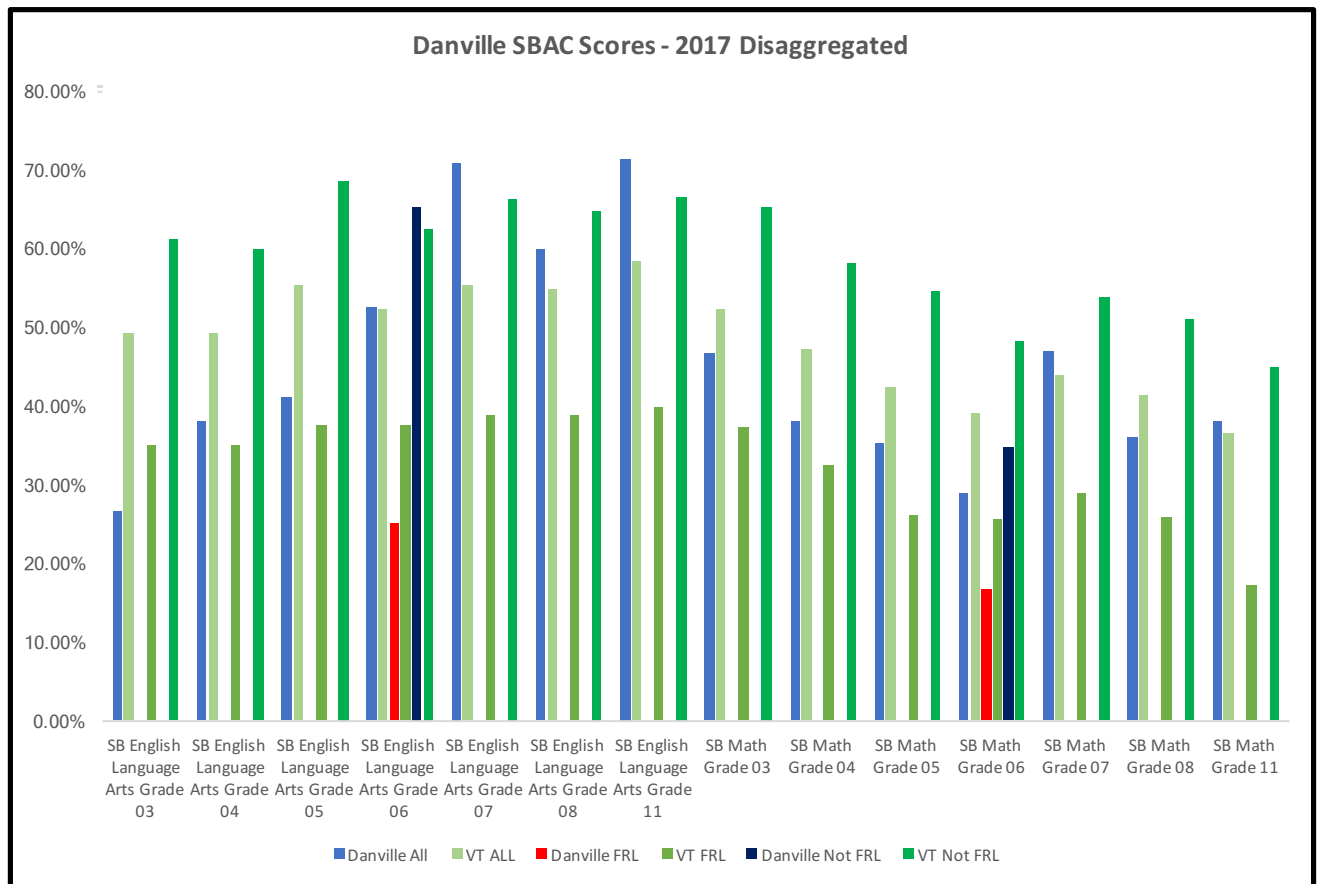
**Part A: SBAC Overall Data**





2017 SBAC by Cohort		2015	2016	2017	2015	2016	2017
Class of	2016-2017 Grade Level	Math Proficient +	Math Proficient +	Math Proficient +	ELA Proficient +	ELA Proficient +	ELA Proficient +
2026	3rd			47%			27%
2025	4th		72%	38%		64%	28%
2024	5th	65%	47%	38%	47%	26%	44%
2023	6th	33%	33%	29%	50%	42%	53%
2022	7th	32%	47%	47%	57%	70%	71%
2021	8th	36%	56%	36%	55%	64%	60%
2019	11th			38%			71%

**Part B: SBAC Disaggregated Proficiency Score Comparison: 2015-2107**



*Note: Only Free and Reduced Lunch cohort large enough in Danville to compare scores in 2017 was in grade 6*



**Part C: Fountas and Pinnell Scores**

Fountas & Pinnell Reading - Independent Levels								
	Fall 2016				Spring 2017			
	Benchmark	# Sts Tested	Meeting/ Exceeding		Benchmark	# Sts Tested	Meeting/ Exceeding	%
1st	D	18	7	39%	J	15	8	53%
2nd	J	30	16	53%	M	32	20	63%
3rd	M	15	5	33%	P	15	13	87%
4th	P	28	11	39%	S	29	19	66%
5th	S/T	16	6	36%	V	16	7	44%
6th	V	36	20	56%	Y	37	17	46%

**Part D: SAT Scores and Post Graduate Studies**

*2016 Average SAT Scores - Profile of Vermont Schools (With % FRL populations for context)*

2016 Average	Free and R	Reading	Math	Writing	Total
Cabot	60%	578	535	512	1625
Danville	38%	475	515	461	1451
Hanover High School	N/A	621	611	613	1845
Hartford High School	24%	509	517	483	1509
Montpelier High School	26%	587	555	559	1587
U-32 (2015)	30%	557	544	525	1626
Twinfield	51%	520	519	515	1554
Woodstock Union HS	28%	563	556	537	1656
Vermont	44%	522	525	507	1554
US (2013)	N/A	496	514	488	1498

**2016 Danville High School College Matriculation Rates (With % FRL populations for context)**

	Non-Free/ R	4 Yr. College	2 Yr. College	Total College
<b>Cabot</b>	40%	63%	8%	71%
<b>Danville</b>	62%	68%	7%	75%
<b>Hanover</b>	N/A	N/A	N/A	N/A
<b>Hartford</b>	76%	58%	9%	67%
<b>Montpelier</b>	74%	72%	0 %	72%
<b>Twinfield</b>	49%	44%	4%	48%
<b>U-32 (2015)</b>	70%	56%	12%	68%
<b>Windsor</b>	60%	40%	12%	52%
<b>Woodstock</b>	72%	70%	8%	78%
<b>Vermont</b>	56%			52% (2013)

**VSAC Follow-up Studies:**

	DANVILLE SCHOOL		STATEWIDE	
	<u>NUMBER</u>	<u>PERCENT</u>	<u>NUMBER</u>	<u>PERCENT</u>
<b>MY HIGH SCHOOL PROVIDED THE INFORMATION AND ASSISTANCE TO CONTINUE MY EDUCATION</b>				
Strongly Disagree	0	.0%	143	2.9%
Disagree	1	4.2%	348	7.2%
Neutral	4	16.7%	1250	25.7%
Agree	12	50.0%	1885	38.8%
Strongly Agree	7	29.2%	1238	25.5%
	<u>24</u>	<u>100%</u>	<u>4,864</u>	<u>100%</u>
<b>CLASSES ARE RIGOROUS AND CHALLENGING</b>				
Strongly Disagree	0	.0%	181	3.7%
Disagree	2	8.3%	494	10.2%
Neutral	12	50.0%	1662	34.2%
Agree	5	20.8%	1728	35.5%
Strongly Agree	5	20.8%	801	16.5%
	<u>24</u>	<u>100%</u>	<u>4,866</u>	<u>100%</u>

<b>MY HIGH SCHOOL CARED ABOUT ME AS AN INDIVIDUAL</b>				
Strongly Disagree	0	.0%	135	2.8%
Disagree	0	.0%	317	6.5%
Neutral	3	12.5%	1029	21.1%
Agree	9	37.5%	1756	36.0%
Strongly Agree	12	50.0%	1638	33.6%
	<u>24</u>	<u>100%</u>	<u>4,875</u>	<u>100%</u>
<b>MY HIGH SCHOOL HELPED IN LEARNING THE SKILLS NEEDED TO BE SUCCESSFUL IN WORK OR COLLEGE</b>				
Strongly Disagree	0	.0%	198	4.1%
Disagree	2	8.3%	501	10.3%
Neutral	5	20.8%	1456	29.8%
Agree	12	50.0%	1766	36.2%
Strongly Agree	5	20.8%	964	19.7%
	<u>24</u>	<u>100%</u>	<u>4,885</u>	<u>100%</u>

	<b>DANVILLE SCHOOL</b>		<b>STATEWIDE</b>	
	<b>NUMBER</b>	<b>PERCENT</b>	<b>NUMBER</b>	<b>PERCENT</b>
<b>MY HIGH SCHOOL PROVIDED A GOOD EDUCATION</b>				
Strongly Disagree	0	.0%	90	1.8%
Disagree	0	.0%	210	4.2%
Neutral	2	8.3%	1067	21.5%
Agree	13	54.2%	2130	43.0%
Strongly Agree	9	37.5%	1456	29.4%
	<u>24</u>	<u>100%</u>	<u>4,953</u>	<u>100%</u>
<b>MY HIGH SCHOOL PROVIDED THE GUIDANCE NEEDED TO REACH MY GOALS</b>				
Strongly Disagree	0	.0%	154	3.1%
Disagree	0	.0%	403	8.2%
Neutral	3	12.5%	1279	25.9%
Agree	14	58.3%	1825	37.0%
Strongly Agree	7	29.2%	1275	25.8%
	<u>24</u>	<u>100%</u>	<u>4,936</u>	<u>100%</u>

<b>YEARS OF SCHOOL COMPLETED PARENT 1</b>				
Did not finish high school	2	8.3%	310	6.4%
High School Diploma or GED	12	50.0%	1445	29.8%
Some College or 1 year certificate	1	4.2%	528	10.9%
2 year college degree	5	20.8%	437	9.0%
4 year college degree	2	8.3%	1149	23.7%
Master's, doctorate, or professional degree	1	4.2%	770	15.9%
Don't Know	1	4.2%	209	4.3%
	<u>24</u>	<u>100%</u>	<u>4,848</u>	<u>100%</u>
<b>YEARS OF SCHOOL COMPLETED PARENT 2</b>				
Did not finish high school	1	4.3%	285	5.9%
High School Diploma or GED	12	52.2%	1407	29.2%
Some College or 1 year certificate	2	8.7%	533	11.1%
2 year college degree	3	13.0%	448	9.3%
4 year college degree	2	8.7%	1158	24.0%
Master's, doctorate, or professional degree	2	8.7%	683	14.2%
Don't Know	1	4.3%	307	6.4%
	<u>23</u>	<u>100%</u>	<u>4,821</u>	<u>100%</u>

## **VSAC Follow-up Studies - Findings**

Based on our college matriculation rate (75% of the class of 2017 attended college or post-secondary training), and data from the VSAC Class of 2016 Senior Survey (the most up to date information available), we can draw the following conclusions:

- Half of our students come from families where parents obtained only a high school diploma or equivalent;
- A small percentage of our parents have a degree from a 4-year college or above;
- 87% or higher of students responded that Danville provided them with a quality education, prepared them to reach their goals, and cared about them as an individual, and provided assistance to continue their education. This percentage is higher than the state average in all four categories;
- 70% responded that the skills they learned in Danville helped them be successful in work or college, also higher than the state average; and
- 41% reported that classes were challenging and rigorous, below the state average.

Based on this information and feedback from parents, we have implemented and/or continued the following:

- Weekly visits from our VSAC rep, who meets with individual identified students;
- College and career planning lessons in Advisory;
- Trips to colleges, college fairs and career fairs;
- A new website page guiding parents and families through the college application and review process;
- Expanded our dual enrollment partnerships from 15-16 to double the initial courses, including adding SNHU on as a four-year institution;
- Professional development and staff meetings around rubric and learning scales to norm our expectations of rigor;
- Increased walkthroughs and observations using the Danielson Model of teacher evaluation, which includes indicators around planning, outcomes, and engagement;
- Increased graduation requirements, including requirements that students take advanced level courses in each subject area; and
- This year, 17/22 of our seniors and the majority of juniors are enrolled in at least one Dual Enrollment or AP class.

### ***Summary Findings – Student Performance:***

In analyzing our student performance data, the Board found:

- In Reading, our scale scores hover around the state average in all grades - 7/14 just below, 5/14 just above and 2/14 the same
- In Reading, 5/7 grades are at or above state average in proficiency
- In all grades but one, proficiency by cohort in Reading improved.
- In all grades proficiency by cohort in Math stayed level or decreased. This may be due in part to our increased focus on literacy skills during our MTSS and intervention blocks.

- In grades 3-6, a comparison with Fountas & Pinnell data shows F&P proficiency rates are higher than SBAC proficiency, pointing to improved test scores during a 1:1 non-computer based assessment.

In addressing current performance levels of our students, Danville is in the process of:

- Implementing two new reading programs in grades K-8 this year, Wit and Wisdom and the Fountas & Pinnell Literacy curriculum. Both curriculums will increase the amount of time students spend working with and practicing comprehension of grade level texts, in addition to guided reading intervention time, which we believe will improve students' ability to think critically using grade level content and vocabulary.
- Strengthening our MTSS system as teachers work in teams to analyze data, create targeted intervention groups (particularly in Math), and design benchmark assessments to measure growth. Tier II and III student progress continues to be monitored throughout the year.
- Expanding entry-level math and reading/writing options for students in high school who need more assistance with the transition to high school skill expectations
- Including funding in Danville's FY18 budget, a proposal for an in-house curriculum coordinator and coach to help teachers design universal, Tier I approaches to learning that allow all students to access material
- Hiring additional staff in FY17 (continuing from FY16) to implement four Language Labs in the middle and high school, where small groups of students engage in word attack and vocabulary skills they may have not mastered in elementary school and which are crucial to high school success; we also added an additional Special Educator in the K-3 grades in order to offer extremely personalized reading instruction through the Orton Gillingham program to each student for whom this approach is appropriate.
- Facilitating conversations with teachers throughout the grades concerning reading and writing stamina, which will likely become a schoolwide effort in the 2018-2019 school year.

**Section 4: District Spending/Operational Comparisons:**

	FY 2013	FY2014	FY 2015	FY 2016	FY 2017	% Change
<b>Ed Spending</b>	\$4,164,607.00	\$4,468,352.00	\$4,346,872.00	\$4,398,860.00	\$4,791,341.00	15%
<b>Ed Spend/Eq. pupil</b>	\$12,448.76	\$13,770.81	\$13,775.10	\$14,161.09	\$15,083.71	21%

*Note: FY'17 average education spending per equalized pupil in Vermont: \$14,651; FY'17 average education spending per equalized pupil for K-12 operating districts: \$14,522. % increase in Ed spending per equalized pupil from FY'13 to FY'17 was 14.6%*

Ratios	2012-2103		2013-2014		2014-2015		2015-2016		2016-2017	
	Danville	VT	Danville	VT	Danville	VT	Danville	VT	Danville	VT
<b>Student/Teacher</b>	10.19	10.61	8.8	10.56	9.35	10.55	9.66	10.41	11.2	10.55
<b>Teacher/Admin</b>	18.25	9.66	20.04	9.9	18.50	9.88	18.57	9.38	16.34	9.52
<b>Student/Admin</b>	104.57	102	178	104.57	173	104.24	183	97.71	183	100.41

**Summary Findings – Operational Efficiency:**

Over the years, Danville has focused its operational funds on maintaining its core educational programs, while at the same time maintaining a lean but effective administrative team and reducing operational costs wherever possible. *(See discussion of supervisory union operational efficiencies later in this report)* Hence, Danville’s teacher and student to administrator ratios reflect positively against state averages. Within the context of declining enrollments, the choices facing Danville taxpayers have been difficult, but they have continued to support their school while at the same time looking for strategies to increase student enrollment instead of cutting programs.

Clearly the Danville School has the capacity, particularly at the high school level, to educate more students without incurring unacceptable class sizes. This fact, however, made merger discussions with its most immediate PreK-12 neighbors difficult. While Danville’s program is currently stable and growing due to the school’s efforts to attract more tuition students, its immediate neighbor, Cabot, is struggling with declining enrollments. It is clear that merger discussions failed, because the search for operational efficiency among the Cabot, Danville, and Twinfield school districts led the 706b committee to recommend the closing of Cabot High School – a key obstacle in our region to a preferred merger under Act 46.

**Despite that recommendation, Cabot’s fundamental cost structures – education spending per equalized pupil and the cost of renovating their core facilities – became a clear obstacle to any merger for the citizens and taxpayers of Danville.**

Danville citizens are committed to maintaining a high school in their community. Danville High School is the last reasonably accessible public high school left in Caledonia/Essex Counties! Therefore, should cost pressures lead Danville to close its high school, serious questions would

arise as to where regional high school students could actually attend school without inordinately long bus rides and increased transportation costs. As noted earlier in this report, Danville has embarked on a strategy of enhancing and promoting its high school programs in order to ensure the long-term financial sustainability of its high school. Succeeding in this effort will benefit not only the students of Danville, but students across the region who need and deserve a quality educational program to attend. We believe that our AGS proposal is key to the success of this effort.

### ***Section 5: Transparency, Accountability, and Community Engagement***

The Danville School takes full advantage of its small size and close-knit community to encourage parents, guardians, and others in the community to engage with the school for the benefit of its children. Effective and successful communication is established so that all members of the town of Danville are connected with the school, understand its mission, and are kept apprised of the progress the school is making to realize its strategic goals, as well as the performance of our student body.

The Danville School endeavors to engage our parents and community in a number of ways, including:

- Our website and blog, updated weekly and sometimes daily;
- Our Facebook page, nearing 1,000 followers;
- Four to five “Breakfast with the Admin Team” morning opportunities per year;
- Monthly elementary Community Meetings, to which parents are invited;
- Field trips within the community;
- Robust community support and attendance at sports events;
- Participation in community parades and events around national holidays;
- 6-8 music concerts per year;
- Senior Service Learning Project community night showcase;
- Parent involvement on the Danville 2020 committee (Strategic Plan);
- Many community members act as loyal substitute teachers and chaperones on a daily basis.

For the past two years, Danville has been engaged in an ongoing exploration of a broad range of governance options with its most immediate educational neighbors – Cabot, Twinfield, and Blue Mountain. Our exploratory and 706b committees have benefited from the participation of community members throughout our joint deliberations. The school board has also held public forums to strategically elicit community input every step of the way. ***(See Appendix D)***

In addition, students at the Danville School have also played an integral part of this process through their student representatives on the school board. At key moments in time, student representatives polled their peers to assess student opinion on the governance options under consideration.

Throughout this process the community has sent three key messages concerning the future direction of our school district. The importance of:

1. Maintaining and strengthening the quality of our school programs – in particular the vibrancy of our high school.
2. Ensuring the long-term financial stability and sustainability of our school’s core operations.
3. Pursuing educational partnerships with our neighbors, where possible and practicable, that lead to greater educational opportunity for our students.



## AGS PROPOSAL PART 1: MEETING THE GOALS OF ACT 46

### A. A Plan for Continuous Improvement – The Danville School

#### *Introduction:*

#### **Mission Statement:**

*Danville School prepares students to be kind, aware and competent friends, leaders, co-workers and citizens by creating a safe environment where each individual can grow intellectually, socially, and emotionally. We create a community of learners by emphasizing rigorous learning, empathy towards others, self-advocacy, and individual excellence.*

As a context for understanding and assessing our district’s proposed plan for continuous improvement plan, our self-study began by reviewing our district’s most recent statement of educational vision, as well as, the core educational and operating principles currently guiding the management of our school.

Our leadership team, the Danville 2020 Committee, comprised of administrators, school board members, teachers, and parents spend the 2016-2017 school year codifying our Performance-Based Graduation Requirements, 16 Transferable-Skill based statements ([link to full list on our website](#)) such as:

- Generate questions and predictions using evidence and data.
- Understand and demonstrate ethical behavior and the moral courage to sustain it.
- Persevere and be flexible in challenging situations, learning from failure.

Students have created Graduation Portfolios via google sites to which they have begun uploading evidence gathered from either a course, club or Advisory activity, or work or extra-curricular activity. They then connect that evidence with a teacher or advisor to a Learning Scale score, final rubric-based score, and a reflection piece.

Next year, the class of 2020 will present their portfolios at the end of their 11th grade year, giving students time to augment or improve their portfolios while completing their course-based graduation requirements. The goal is to “defend” their diploma by presenting the committee with their body of learning towards our PBGRs.

The work during the 2017-2018 school year is to take a step back and look at our whole school from a macro lens, in order to create a long-term action plan. The plan will include categories and goals around equity, community engagement, curriculum, vertical PreK-12 planning, and allocation of resources. Part of the section on curriculum will include a plan to use the sixteen PBGRs as an educational and social-emotional focus for future initiatives in the middle and elementary school.

### ***Educational Goals – A Strategic Overview:***

The Caledonia Central Supervisory Union has instituted a goal of 90% of our 3rd graders reading at or above proficiency. Danville School has committed a number of physical and human resources towards reaching this goal. In addition, Danville School has committed additional resources to our middle school in order to ensure readiness for high school, and also to our high school, specifically at the 9th and 10th grade levels, in order to ensure that both our local and tuition students are set up for success as they complete high school and move on.

In the elementary school:

- a. New reading curriculums K-6, with the goals of:
  - i. increasing student time spent reading and discussing/responding to grade level texts.
  - ii. creating a common language and teaching methodology throughout the elementary school.
  - iii. adding phonics instruction whole class through grade 3.
  - iv. improving our Tier I universal instruction to identify and address any deficits before utilizing the MTSS and special education referral systems.
- b. Additional special educator for K-3 in order to provide specialized instruction to IEP and other Tier II/III students in small, targeted groups.
- c. Small classrooms in the elementary school with single grades (12-20 students) to provide as much personalization as possible.

In the middle school:

- a. Addition of a dedicated ELA teacher for grades 7 and 8. *Note: Previously, those grades had been taught part time by high school teachers, leaving the middle school curriculum fragmented and the overall team structure of the middle school weaker.*
- b. *New Wit and Wisdom* reading program also in grades 7 and 8, increasing instruction on grade level texts and breadth and depth of universal instruction.
- c. Addition of a joint middle/high school Robotics course to assist students who may not feel successful in other academic areas learn new skills, excel in a new “language” and continue to feel invested in their school day and present for regular instruction.

In the high school:

- a. Returning to two 1.0 FTE English teachers in the high school has allowed multiple sections of lower level writing and literature classes to open up, giving students more opportunity to practice essay and critical reading skills before moving on to advanced coursework.
- b. Maintaining full-time FTEs in Global Citizenship, Math and Science has allowed multiple sections of lower level courses to run at different paces (semester or year), and has allowed over 30% of our students to design Independent Studies, take online coursework, or engage in internships supervised by licensed teachers. Some examples of Independent Studies and Internships currently in place: Equine Business Management,

Physical Therapy, Literature of War, Art and Music in Elementary Education, and Dyslexia Studies.

- c. The MTSS system in the high school is called “Extended Office Hours,” where 3-4 times per week students can elect or be called to work with a teacher of a specific subject on an assignment or task and learn or practice the skills necessary to successfully and independently complete that assignment.

At all levels, students are assessed periodically throughout the year using the STAR Math and Reading screeners, which allows us to identify students who are still below grade level, as well as Fountas & Pinnell assessments in grades K-8 and the POA/PNOA in grades K-2. (See *CCSU Assessment Plan later in this report*)

### **Continuous Improvement Plan – The Danville School**

#### ***Current Practice:***

In considering the requirements for Alternative Plans, the Danville School would point to a strong history of meeting and/or exceeding the State of Vermont’s *Education Quality Standards* (EQS). As evidence, the Danville School would point to:

1. The number of HS students taking advantage of Dual Enrollment - 43% of 11th and 12th graders participating in Dual Enrollment.
2. Increased participation in Band and Chorus.
3. 30% of HS students chose Independent Studies and Internships, online coursework related to college and career as part of their schedules.
4. Addition of 14+ clubs during the school day, accessible by all students in grades 7-12: Makerspace, Yoga/Mindfulness, Knitting, Chess, etc.
5. Increased opportunities for STEM learning through Robotics, Engineering Sustainable Solutions, Nature’s Classroom, Outdoor Learning, and development of our ropes course.
6. MTSS system throughout the building: daily small groups K-6, including guided reading groups K-8, Extended Office Hours 3x per week 6-12.
7. Improved student relationships through Advisory program and Restorative Justice practices.
8. Graduation Portfolios have begun through Google Sites for classes 2020 and 2021. Students in grades 7 and 8 are building practice portfolios in order to learn the skills and procedures early.
9. Danville has 16 new PBGRs!
10. Monthly assemblies and community meetings PreK-12 to celebrate academic and athletic accomplishments, build teams and practice leadership.
11. Events aimed at building community include Literacy Parade, Winter Carnival, Multicultural Festival, Thanksgiving Meal, and Arts Festival Week.
12. Community connections include Green Up Day, holiday food drives, annual Open House, new Blog and Website, Parent Information Nights on Digital Citizenship, Safe Relationship, and Applying to College, and robust (nearly 1,000 likes) Facebook page.

13. Student leadership opportunities through Student Council, Student Representatives to the School Board, and student representation at regional high school fairs including U Matter Suicide Prevention committee, and OVX Anti-Tobacco Club
14. Flexible work environments for students through multiple workspaces, seating options, assistive technology, and daily recess/activity in all grades.
15. Robust Athletics program in grades 3-12 that values high achieving student athletes as well as access for all through a no-cut policy.
16. High college and post-secondary training attendance rates, positive data through VSAC Senior Surveys.
17. Senior Service Learning Project prioritizes inquiry, new learning, and post-secondary connections.
18. Course options and choices based on student needs and interests.
19. Common literacy and math curriculums with SU (PreK-8) creates common language, teaming opportunities, and vertical planning.
20. Pre-K enrollment has grown, adding a second full time classroom in FY15 with potential for a third in FY19.
21. Increase in tuition students over the past five years from surrounding towns, supported by increased transportation options, outreach and recruiting efforts.
22. Updates to physical plant including new flooring and chairs, lockers, tables, wall paint, and cafeteria redesign.
23. Updates to building security including all doors locked all day; 32 cameras installed; gender neutral bathrooms; revised evacuation policies; safety fairs for students including bus and fire safety; secure dismissal procedures; and in-house Driver's Education.
24. Historic positive community support continues through well-attended concerts and events; budget passed annually; community substitutes and volunteers.
25. High levels of faculty retention; many teachers have continued education through Master's Degrees.
26. Renewal of partnerships with foreign exchange student organizations; three attending Danville High School this year.

### **Continuous Improvement Plan – The Danville School**

The future of the Danville School is grounded in a plan for continuous improvement aimed at four key educational initiatives that are already underway:

- V. The Implementation of Performance Based Graduation Requirements (Act 77)
- VI. The Caledonia Central Supervisory Union Student Assessment Plan
- VII. The Danville School's 2017 Strategic Plan
- VIII. The Danville School's Educational Partnership with St. Johnsbury Academy

Taken together, we believe these initiatives will ensure that Danville Students will meet not only the goals of Act 46, but our district's core mission to, *“create a community of learners by emphasizing rigorous learning, empathy towards others, self-advocacy, and individual excellence.”*

## I. Performance Based Graduation Requirements:

*Approved by the Danville 2020 Committee in April, 2017, these PBGRs are based on Vermont's Transferable Skills and edited to reflect the unique viewpoint and goals of Danville School.*

### **Lead!**

*Students will demonstrate self-direction*

#### **Inquire!**

Demonstrate initiative and responsibility for learning by seeking academic experiences and proficiency on various topics, seeking depth of content in certain areas.

#### **Experiment!**

Persevere and be flexible in challenging situations, learning from failure.

#### **Model!**

Demonstrate positive leadership through advocacy and oral/written skills.

#### **Choose!**

Take responsibility for personal decisions and actions through self-awareness.

#### **Discover!**

Seek out and take part in experiences to support post-secondary and future goals.

### **Express!**

*Students will demonstrate clear and effective communication.*

#### **Write!**

Demonstrate organized written, oral or multimedia communication utilizing evidence and citing multiple sources.

#### **Speak!**

Demonstrate written/oral/multi-media communication with language adjusted to audience and purpose.

#### **Share!**

Use technology strategically and capably to effectively communicate information.

### **Solve!**

*Students demonstrate critical and practical problem solving*

#### **Analyze!**

Analyze, evaluate, and synthesize competing evidence, arguments, claims, and beliefs.

#### **Question!**

Generate questions and predictions using evidence and data.

#### **Persist!**

Take time to generate solutions and problem solve.

#### **Collaborate!**

Identify opportunities for innovation and collaboration; collaborate.

## **Connect!**

*Students will demonstrate responsible and involved citizenship.*

### **Thrive!**

Participate in and demonstrate commitment to the enhancement of community life, community health and personal health.

### **Care!**

Understand and demonstrate ethical behavior and the moral courage to sustain it.

### **Engage!**

Explore and respect diversity and differing points of view; practice empathy towards other people, situations, points of view.

### **Represent!**

Understand and practice responsible digital citizenship.

**II. CCSU Assessment Plan**

CCSU Assessment Plan 17-18  Literacy & Math Assessments	Fall  Window 8/24/2017 - 9/15/17 for 9/18 Building In-service			Winter  STAR Window 1/2/2017 - 1/12/2017 for 1/15 Building In-service  CCSU In-service 2/23 Writing Calibration			Spring  STAR Window 4/2/17 - 4/30/17 for 4/11,4/12 Conferences  4/30-5/4 SBAC Prep & Practice May 7 - May 31 SBAC Grades 3-8,11    NECAP/NAEP 4, 8, 11			
	All Students	Below Proficient	At or Above	All Students	Below Proficient	At or Above	All Students	Below Proficient	At or Above	
All	On Demand Baseline Writing Piece			On Demand Mid-Line Writing Piece			On Demand Endline Writing Piece			
K	POA/F&P Monthly RR PNOA Eureka Modules	Bi-Weekly Progress Monitoring		POA/F&P Monthly RR Eureka Modules	Bi-Weekly Progress Monitoring		POA/F&P Monthly RR PNOA Eureka Modules	Bi-Weekly Progress Monitoring		
1				STAR POA/F&P Monthly RR PNOA Eureka Modules			STAR, POA Monthly RR Eureka Modules			STAR POA/F&P Monthly RR Eureka Modules
2				STAR F&P Monthly RR Eureka Modules			STAR Monthly F&P RR Eureka Modules			STAR F&P Monthly RR Eureka Modules
3					F&P					

4	STAR F&P Eureka Modules	Monthly RR		STAR Eureka Modules	F&P Monthly RR		STAR F&P Eureka Modules	Monthly RR	
5		Bi-Weekly Progress Monitoring						Bi-Weekly Progress Monitoring	
6									
7									
8									
HS	STAR	F&P		STAR	F&P		STAR	F&P	

Eureka K-5 Module Calendar [here](#) Eureka K-5 Pacing Guide here  
Eureka 6-8 Module Calendar [here](#)  
TBD

*\*Wit and Wisdom deadlines*



### III. The Danville School's Strategic Plan

**Initial Plan Development Date: 6/2016 & 6/2017**

**Date of Last Revision: June 2017**

Continuous Improvement Plan (CIP)  
*(Addressing Education Quality Standards CIP, AYP Plan, and Title I Schoolwide Plan Requirements)*

**School Name: Danville School**

**Title I Schoolwide? (Y/N):**

**Supervisory Union or District:**

Caledonia Central

**Superintendent:** Mathew Forest  
 mathew.forest@ccsuonline.org

**SU/ District Phone: (802) 684-3801**

**Superintendent Email:**

**School Principal:** Kerin Hoffman  
 khoffman@danvillek12vt.us

**School Phone: (802) 684-2292**

**Principal Email:**

<b>Education Quality Standards:</b>		<b>Curriculum and Instruction (2120)</b>
<b>Goal No.</b> <b>1A</b> <b>ELA</b>	<b>Curriculum Content (2120.5) &amp; Curriculum Coordination (2120.6):</b> Ensure the written and delivered curriculum within the SU is aligned with current content standards. Ensure students engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency.	
<b>Statement of Goal: Student will engage with high quality and rigorous core instruction</b>		
<b>Goal what identified need? What data supported the identification of this need?:</b> Our data *2016-17) indicates the need to strengthen our core instruction as 26-72% of our students are proficient and or above proficient on state testing. 30-76% local assessments SBAC Results(Spring 2016): Grade Level: 3rd-64%, 4th-26%, 5th-42%, 6th-70%, 7th-64%, 8th-72%, and 11th-70% STAR Reading Results (Fall 2016): Grade Level: 1st-30%, 2nd-43%, 3rd-33%, 4th-50%, 5th-35%, 6th-50%, 7th-67%, 8th-45%, 9th-50%, 10th-50%, 11th-58%, and 12th-76%  STAR Reading Results (Spring 2017): Grade Level: 1st-47%, 2nd-56%, 3rd-60%, 4th-63%, 5th-53%, 6th-59%, 7th-67%, 8th-48%, 9th-33%, 10th-45%, 11th-38%, and 12th-65%		<b>Anticipated funding sources (Title I, Title IIA, etc.):</b> Local Title IIA
<b>How does this goal translate into student outcomes? Identify your supporting data and performance indicators.</b> -During the 2017-2018 school year, students will improve their ability to read, analyze, and interpret complex texts as measured by an increase in the percentage of students scoring in the "proficient" and "above proficient" levels on local and state assessments.		<b>Implementation lead (name and role):</b> Kerin Hoffman, Principal

-During the 2017-2018 school year, students will improve their ability to examine multiple sources and cite evidence in written arguments as measured by an increase in the percentage of students scoring in the "proficient" and "above proficient" levels on local and state assessments.			
Will use local and state assessment data to determine proficiency (STAR, POA, Fountas and Pinnell, and SBAC).			
Tasks	Targeted Completion Date	Who	Status ("completed", "in progress", etc.) and related notes:
<b>Task 1:</b> Determine high leverage teaching practices.	August 2016	Principals	Complete Close Reads CER Framework
<b>Task 2A:</b> Provide professional development to teachers around "best" practices using a Lesson Study format.	Ongoing (bi-weekly and SU wide PD 3X per year)	Principals	In progress
<b>Task 2B:</b> Develop embedded PD calendar for each school.	September 2017	Principals	Complete
<b>Task 3:</b> Research and pilot possible ELA programs for grades 5-8.	June 2016	Curriculum Coordinator, Principals, Teachers, Interventionists	Grades 4-8 will implement Wit and Wisdom based on 16-17 pilot feedback beginning August 2017
<b>Task 4:</b> Ensure teachers have access to and are using CCSU Literacy curriculum.	Ongoing	Tech Director, Principals, Teachers, Interventionists	In progress, Wit and Wisdom training August 2017, ongoing FUNdations training August 2017 as components of Tier I universal instruction
<b>Task 5:</b> Supervision and Evaluation aligned with expected practices.	Ongoing SU -Administrative Rounds -monthly	Administrative Team	In progress

Education Quality Standards:		Curriculum and Instruction (2120)
Goal No. <b>1B</b> <b>Math</b>	<b>Curriculum Content (2120.5) &amp; Curriculum Coordination (2120.6):</b> Ensure the written and delivered curriculum within the SU is aligned with current content standards. Ensure students engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency.	
Statement of Goal: <b>Student will engage with high quality and rigorous core instruction</b>		

<p><b>Goal addresses what identified need? What data supported the identification of this need?:</b>  Our data indicates the need to strengthen our core instruction as 33-72% of our students are proficient and or above proficient (state) 36-86% (local)  SBAC Results(Spring 2016): Grade Level: 3rd-72%, 4th-47%, 5th-33%, 6th-47%, 7th-56%, 8th-48%, and 11th-45%  STAR Math Results (Fall 2016): Grade Level: 1st-36%, 2nd-40%, 3rd-67%, 4th-55%, 5th-47%, 6th-42%, 7th-67%, 8th-56%, 9th-59%, 10th-66%, 11th-70%, and 12th-86%.</p> <p>STAR Math Results (Spring 2017): Grade Level: 1st-47%, 2nd-78%, 3rd-80%, 4th-70%, 5th-76%, 6th-69%, 7th-73%, 8th-65%, 9th-70%, 10th-80%, 11th-81%, and 12th-67%.</p>			<p><b>Anticipated funding sources (Title I, Title IIA, etc.):</b>  Local  Title IIA</p>
<p><b>How does this goal translate into student outcomes? Identify your supporting data and performance indicators.</b>  -During the 2017-2018 school year, students will improve their math computational skills as measured by an increase in the percentage of students scoring in the "proficient" and "above proficient" levels on local and state assessments.</p> <p>-During the 2017-2018 school year, students will improve their ability to solve multistep, complex mathematical problems as measured by an increase in the percentage of students scoring in the "proficient" and "above proficient" levels on local and state assessments.</p> <p>Will use local and state assessment data to determine proficiency (STAR, PNOA, Eureka Mid and End of Module Assessments, SBAC)</p>			<p><b>Implementation lead (name and role):</b>  Kerin Hoffman, Principal  Nicole Bell, Math Coach</p>
Tasks	Targeted Completion Date	Who	Status ("completed", "in progress", etc.) and related notes:
<b>Task 1:</b> Adopt a CCSS based math program (piloted several programs in previous year). Eureka Math by Great Minds was adopted.	Adopted August 2016	Math Council, Administrative Team, Math Coach	Eureka Math by Great Minds has been adopted
<b>Task 2:</b> Professional Development to implement Eureka Math's components with fidelity. (Customization and Preparation & Focus on Fluency trainings)	Regional Trainings: August 24-2016 - Customization and Preparation January 16, 2017 – Focus on Fluency	Curriculum Coordinator, Principals, Math Coach, all Math teachers grades K-5, Interventionists	Completed, new teacher trainings fall 2017
<b>Task 3:</b> Provide professional development to teachers around "best" practices using a Lesson Study format.	Ongoing, monthly	Principals, Math Coach, Teachers	in progress
<b>Task 4:</b> Supervision and Evaluation aligned with expected practices	Ongoing SU –Administrative Rounds -monthly	Administrative Team	in progress

**Education Quality Standards:**

**Curriculum and Instruction (2120)**

**Goal No.**  
**2**  
**Reading**

**Curriculum Content (2120.5) & Curriculum Coordination (2120.6):**  
Ensure the written and delivered curriculum within the SU is aligned with current content standards.  
Ensure students engage in rigorous, relevant and comprehensive learning opportunities that allow them to demonstrate proficiency.

**Statement of Goal: By the close of third grade 90% of students will meet or exceed grade level expectation in reading.**

**Goal addresses what identified need? What data supported the identification of this need?:**  
Our data indicates the need to strengthen our core instruction as 26-72% of our students are proficient and or above proficient on state testing. 33-67% local assessments  
SBAC Results(Spring 2016): Grade Level: 3rd-64%, 4th-26%, 5th-42%, 6th-70%, 7th-64%, 8th-72%, and 11th-70%

Update - STAR Reading Results (Spring 2017): Grade Level: 1st-47%, 2nd-56%, 3rd-60%, 4th-63%, 5th-53%, 6th-59%, 7th-67%, 8th-48%, 9th-33%, 10th-45%, 11th-38%, and 12th-65%

**Anticipated funding sources (Title I, Title IIA, etc.):**

**How does this goal translate into student outcomes? Identify your supporting data and performance indicators.**  
-During the 2017-2018 school year, students will improve their ability to read, analyze, and interpret complex texts as measured by an increase in the percentage of students scoring in the "proficient" and "above proficient" levels on local and state assessments.  
-During the 2017-2018 school year, students will improve their ability to examine multiple sources and cite evidence in written arguments as measured by an increase in the percentage of students scoring in the "proficient" and "above proficient" levels on local and state assessments.

Will use local and state assessment data to determine proficiency (STAR, POA, Fountas and Pinnell, and SBAC).

**Implementation lead (name and role):**  
Kerin Hoffman, Principal

Tasks	Targeted Completion Date	Who	Status (“completed”, “in progress”, etc.) and related notes:
Task 1: Define proficient reader characteristics	Fall 2016	Administrative Team, Literacy Interventionists Teachers	Completed

<b>Task 2:</b> Determine what local and state data points will be used to determine proficiency.	Fall/Winter 2016	Administrative Team, Literacy Interventionists Teachers	Completed
<b>Task 3:</b> Analyze 3 <sup>rd</sup> grade data for possible deficits and review 1 <sup>st</sup> & 2 <sup>nd</sup> grade data for possible implications in practice and programs.  Update 6/17 - 3rd grade went from 33% in the fall to 60% proficient in the spring on STAR reading assessment 1st and 2nd grades are at 47% and 56% proficient on the STAR spring assessment. Students will continue to be identified for supports using a variety of assessment data and provided with appropriate core instruction and interventions.	Ongoing 2017-2018. Teams will meet bi-weekly to discuss student data, interventions, assessment, address gaps	Administrative Team, Literacy Interventionists Teachers	In Progress
<b>Task 4:</b> Research and explore evidence based Literacy programs for core instruction.	Ongoing 2017-2018	Administrative Team, Literacy Interventionists Teachers	In progress - In 2017-18 we will be piloting <i>Wit and Wisdom Reading Curriculum in grades 4-8</i> . FUNdations as a universal instructional tool continues K-3.
<b>Task 5:</b> See Goal 1A – Core Instruction			
<b>Task 6:</b> See Goal 3 – Multi-tiered System of Support			

<b>Education Quality Standards:</b>		<b>Professional Resources (2121)</b>
<b>Goal No.</b> <b>3</b> <b>MTSS</b>	Tiered System of Support (2121.5): Ensure that a tiered system of academic and behavioral supports is in place to assist all students in working toward attainment of the standards.	
<b>Statement of Goal: Schools within the SU will utilize an MTSS model to ensure all student academic needs are met. Revised: <a href="#">Caledonia Central SU MTSS document</a></b>		
<b>Goal addresses what identified need? What data supported the identification of this need?:</b> Literacy: <b>Goal addresses what identified need? What data supported the identification of this need?:</b> Our data indicates the need to strengthen our core instruction as 26-72% of our students are proficient and or above proficient on state testing. 30-76% local assessments		<b>Anticipated funding sources (Title I, Title IIA, etc.):</b>

<p>SBAC Results(Spring 2016): Grade Level: 3rd-64%, 4th-26%, 5th-42%, 6th-70%, 7th-64%, 8th-72%, and 11th-70%</p> <p>STAR Reading Results (Fall 2016): Grade Level: 1st-30%, 2nd-43%, 3rd-33%, 4th-50%, 5th-35%, 6th-50%, 7th-67%, 8th-45%, 9th-50%, 10th-50%, 11th-58%, and 12th-76%</p> <p>Math: Our data indicates the need to strengthen our core instruction as 33-72% of our students are proficient and or above proficient (state) 36-86% (local)</p> <p>SBAC Results(Spring 2016): Grade Level: 3rd-72%, 4th-47%, 5th-33%, 6th-47%, 7th-56%, 8th-48%, and 11th-45%</p> <p>STAR Math Results (Fall 2016): Grade Level: 1st-36%, 2nd-40%, 3rd-67%, 4th-55%, 5th-47%, 6th-42%, 7th-67%, 8th-56%, 9th-59%, 10th-66%, 11th-70%, and 12th-86%.</p>			
<p><b>How does this goal translate into student outcomes? Identify your supporting data and performance indicators.</b></p> <p>Student progress will be assessed approximately every 8 weeks as part of our CCSU defined system. Principals will develop Board Reports that discuss student performance. STAR Reading and Math will be used for progress monitoring student growth. Individual schools will develop a system of data informed intervention/remediation.</p>			<p><b>Implementation lead (name and role):</b> Kerin Hoffman, Principal</p>
Tasks	Targeted Completion Date	Who	Status (“completed”, “in progress”, etc.) and related notes:
<p><b>Task 1:</b> Building schedules, faculty and staff will be maximized to ensure student in Tier II and III interventions are small group instruction.</p>	August 2017	Principal	Completed
<p><b>Task 2:</b> All student 1-12 will be benchmarked using STAR Reading and Mathematics Assessments</p>	Ongoing (Fall, Winter, Spring) See-SU Comprehensive Assessment Plan 2016-2017	Admin Team, Principal, Teachers	All students in 1-12 have been benchmarked using STAR Reading and Math. This will continue into 2017-18.
<p><b>Task 3:</b> Develop an “intervention calendar” for the year (roughly eight week intervals)</p>	August 2017	Principal	In progress
<p><b>Task 4:</b> Develop data teams that meet regularly analyze student data (academic and behavioral)</p>	Ongoing (weekly)	Principal	Completed
<p><b>Task 5:</b> Administration will continually evaluate their data team meetings to ensure teachers are comfortable and knowledgeable in analyzing data to create targeted interventions or extensions for all students.</p>	Ongoing	Admin Team, Principal, Teachers	Implemented in 2016-17 and will continue into 2017-18. Principal and data team implementing some shifts in meeting times, structure.

<b>Task 6:</b> Students receiving interventions will be progress monitored (every two weeks).	Ongoing (every two weeks)	Principals, Teachers	Implemented in 2016-17 and will continue into 2017-18
<b>Task 7:</b> Implement universal team to review MTSS/B-PBIS data. (see task 4)	Ongoing (monthly)	Principal, Teachers	Implemented in 2016-17 and will continue into 2017-18
<b>Task 8:</b> Principals will include MTSS updates in Board Reports.	Ongoing (bi monthly)	Principals	Implemented in 2016-17 and will continue into 2017-18

<b>Home School Partnerships</b>	
<b>Goal No.</b>  <b>4</b> <b>Home School Partnerships</b>	Implement structures that promote strong parent-family- school connections and relationships.
<b>Statement of Goal: Engage families in positive and supportive relationships to strengthen student engagement.</b>	
<b>How does this goal translate into student outcomes?</b> Having trusting collaborative relationships among teachers, families, and community members supports all students.	<b>Anticipated funding sources (Title I, Title IIA, etc.):</b> Local
<b>Identify your supporting data and performance indicators.</b> -Administrators, teachers and other staff members recognize, respect, and address families’ needs, as well as class and cultural differences, and they ensure equitable access to information and supports. -Broad-based groups of parents/families participate in school decision-making by serving on teams that make important recommendations and/or decisions about the planning and management of the school. -The school provides school resources for parents to support their children’s learning, and continually seeks ways to increase family use of available resources.  Success will be monitored using qualitative data from students, parents, teachers, community members.	<b>Implementation lead (name and role):</b> Kerin Hoffman, Principal

Tasks	Targeted Completion Date	Who	Status (“completed”, “in progress”, etc.) and related notes:
<b>Task 1:</b> Develop a coordinated plan to communicate our work to the community, including articles in the local newspaper, parent newsletter, website and social media, consolidated calendar.	New website completed Fall 2017, Facebook page ongoing, new Fall 2017 blog implemented for daily announcements. Newspaper routinely sent photos/announcements. Budget in FY 18 to print newspaper ads and promotional materials.	Principal	Completed/On-going
<b>Task 2:</b> Develop strong systems for reporting student progress, including attendance, behavior, class grades, and report cards.	New grading system in Powerschool completed Fall 2017, implementation ongoing. All parents and students have access in real time.	Principal	Complete
<b>Task 3:</b> 3x per year student STAR scores mailed home to parents. Twice per year parent conferences including data. 3x per year CCSU data reports posted publicly.	3x per year	Principal	On-going
<b>Task 5:</b> Parents invited to Open House, field trips, awards ceremonies, to volunteer at school events, join class presentations, monthly Community Meetings.	Monthly	Principal	On-going



<b>Goal No.</b> <b>5</b>	<b>Flexible Pathways (2120.2):</b> Provide opportunities for students to experience learning or pursue their education through multiple or non-traditional avenues (Tech Ed, Virtual Learning, Internships, Independent Studies, Dual Enrollment).		
<b>Statement of Goal:</b> <b>Provide various opportunities for students to seek educational experiences in self-directed and non-traditional ways as determined by a Personal Learning Plan; use these experiences to explore career and post-secondary goals and options.</b>			
<b>Goal addresses what identified need? What data supported the identification of this need?:</b>  Our data indicates the need to strengthen our core instruction as 26-72% of our students are proficient and or above proficient on state testing. 30-76% local assessments SBAC Results(Spring 2016): Grade Level: 3rd-64%, 4th-26%, 5th-42%, 6th-70%, 7th-64%, 8th-72%, and 11th-70% STAR Reading Results (Fall 2016): Grade Level: 1st-30%, 2nd-43%, 3rd-33%, 4th-50%, 5th-35%, 6th-50%, 7th-67%, 8th-45%, 9th-50%, 10th-50%, 11th-58%, and 12th-76% Our data indicates the need to strengthen our core instruction as 33-72% of our students are proficient and or above proficient (state) 36-86% (local) SBAC Results(Spring 2016): Grade Level: 3rd-72%, 4th-47%, 5th-33%, 6th-47%, 7th-56%, 8th-48%, and 11th-45% STAR Math Results (Fall 2016): Grade Level: 1st-36%, 2nd-40%, 3rd-67%, 4th-55%, 5th-47%, 6th-42%, 7th-67%, 8th-56%, 9th-59%, 10th-66%, 11th-70%, and 12th-86%.			<b>When will this goal be realized (date or “ongoing”)?:</b>  Ongoing.
<b>How does this goal translate into student outcomes? Identify your supporting data and performance indicators.</b>  Our goal is for students to graduate with a set of skills and experiences that help them reach career and college goals, as well as develop the skills of self-advocacy, inquiry and communication.			<b>Anticipated funding sources (Title I, Title IIA, etc.):</b>  Title I for interventionists
<b>How does this goal reflect District/SU goals or priorities?</b>  As the only high school in the district, the implementation of Act 77 and development of Personal Learning Plans and non-traditional options are a priority distinct to Danville. College and career readiness is a statewide goal. As of June 2017, 75% of Danville’s graduating class is attending college in the fall (15/20, with another 2 attending job training programs, 1 joining the military and 1 taking a gap year.			<b>Implementation lead (name and role):</b> Kerin Hoffman, Principal Simon Fisher, Student Counselor Rachel Keach, Pathways Coordinator
<b>Task</b>	<b>Target Completion Date</b>	<b>Who</b>	<b>Status (“completed”, “in progress”, etc.) and related notes:</b>
Task 1: Revamp middle and high school advisory system to put teacher advisors in charge of helping students develop Personal Learning Plans and advocating for related educational opportunities	June 2018 May 2017 creation of individualized schedules in Advisory	Principal, School Counselor, Pathways Coordinator, Advisers	completed/ongoing

Task 2: Initiate use Google Sites for students to build their own PBGR portfolio platform	Fall 2017 implementation of google sites to build student portfolios	Principal, School Counselor, Pathways Coordinator, Advisers	in progress
Task 3: Continue developing PBGRs and attendant rubrics.	Danville 2020 committee completed PBGR selection May 2017		Completed
Task 4: Provide ongoing in house and outside professional development to help teachers understand and implement standards-based grading, performance based assessment.	June 2018	Principal, School Counselor, Pathways Coordinator, Advisers	ongoing

#### IV. Danville's Educational Partnership with St. Johnsbury Academy

Beginning with the 2018-2019 school year, high school students at the Danville School will be able to access a select group of academic and co-curricular programs currently offered at St. Johnsbury Academy. *(See Appendix A)* This partnership will significantly enhance the educational opportunities currently available to Danville students particularly in world languages and the performing arts. Specifically, Danville students will be able to access:

- 1) Course offerings at St. Johnsbury Academy outside of the CTE courses in the areas of Japanese, Latin, Chinese and the performing arts (acting, dance).
- 2) Extracurricular activities at St. Johnsbury Academy in nonathletic clubs, including but not limited to Theater, FIRST Robotics, Scholars Bowl, Science Olympiad, Dance Club, Language Clubs, and Automotive Club.

Highlights of this new cooperative agreement between the two schools include the following:

- The cost for students to take part in courses at St. Johnsbury will be paid for by the Danville School and will not exceed \$1,700.00 per student, per course. Student materials will be provided by St. Johnsbury within the cost of the course. The Danville School District will be responsible for providing student transportation to and from St. Johnsbury Academy.
- For Extracurricular activities, the Danville School District and/or parents will be responsible for transportation to and from St. Johnsbury Academy for participation in nonathletic extracurricular activities. St. Johnsbury Academy will provide transportation to and from the Academy for field trips and competitions.

Beyond the academic benefits of this innovative partnership, students will have the opportunity to experience and benefit from working with and within a larger community of students, many of whom come from different parts of the United States and the world.

Looking ahead, the Danville School would like to explore the possibility of establishing other cooperative agreements with local districts, including the aforementioned conversation with the Blue Mountain School District aimed at establishing some regional programs that might benefit students in both communities. *(See Appendix B)*

## AGS PROPOSAL PART 2: CCSU AS “BEST MEANS”

### *Part A: History of Cooperation in Caledonia Central*

Over the past few years, the administrative team that oversees the delivery of educational services for Caledonia Central has worked closely with the Supervisory Union Board and the boards of all member schools to foster initiatives aimed at enhancing educational opportunity and student performance for every student attending school in CCSU, as well as finding new ways to deliver a quality education in the most efficient manner possible.

In support of enhancing educational opportunity and student performance, the member districts of our SU have worked together to:

1. Set short and long-term **educational goals** for our SU. This process involves sharing individual school performance data among all of the boards that make up Caledonia Central. To this end, reports go out three times of year to reflect growth, regression, or stagnation in student performance. The boards use this information to assess and revise their goals. CCSU goals are created based on SU data.
2. Consolidate **special education** personnel and services at the central office level. All special education personnel including special education para educators are now SU employees led by a district level director of special education services who is working to ensure the responsive delivery of academic and social emotional support for every student.
3. Implement a unified/coordinated **curriculum** with clearly defined goals throughout Caledonia central supervisory union
4. Adopt and deliver a **multi-tiered system of support** (MTSS model) throughout the Caledonia Central Supervisory Union, along with the necessary data infrastructure, data warehouse, and district level data teams to support the system and insure a regular review of student performance data.
5. Hire a **Math/ Science Instructional Coordinator** to promote continuous improvement in math and science instruction through a coordinated approach to curriculum and instructional review, revision, and implementation, as well as providing coaching for professional staff.
6. Hire a **Literacy/Humanities Instructional Coordinator** to support continuous improvement in student literacy throughout the supervisory union’s humanities curriculum through a coordinated approach to curriculum and instructional review, revision, and implementation, as well as providing coaching for professional staff. *Note: This position is still in the process of being filled.*

**Operationally**, our supervisory union has worked together in recent years to

1. Restructure **Maintenance services**. The new model consists of two supervisors who work collaboratively together overseeing all SU maintenance needs for all four schools within the district.
2. Reorganize the delivery of **Food services**. Workers are now SU employees. All positions were restructured to create an SU food service director that oversees the food service

programs in all the districts. This is resulted in cost efficiencies, reduction in hours of personnel, and reduction in food costs.

3. Restructure the **Finance Department** at the SU. After a review of personnel and operations, the department was restructured eliminating one and a half positions by purchasing software to increase operational efficiency and financial management across the supervisory union.
4. Restructure the delivery of **curriculum and instruction support services** at Central Office. Previously there was a curriculum coordinator, a math science coach and a literacy coach. The positions have been restructured eliminating the curriculum coordinator, and hiring a math science instructional coordinator and a literacy humanities instructional coordinator. These two positions oversee all the curriculum coordination within the SU and provide a much stronger focus on the content areas. In addition, this restructuring of the delivery of instructional leadership has resulted in \$107,000.00 in ongoing personnel savings per year moving forward
5. Centralize **Transportation services**.
6. Centralize the coordination and disbursement of **Title I/Title 2a grants** through a title I district coordinator.
7. Centralize the delivery of **Technical Support Services** and the purchase of technology equipment for every school in the SU.
8. Consolidated contracted services – garbage collection, plowing , and maintenance.

## ***Part B: Strengthening SU Cooperation to Meet the Goals of Act 46***

### **Core Findings:**

In reviewing SU operations, and in particular the way that member districts work together to insure a quality educational program for every child who attends school in CCSU, the committee found that much of the progress we have made over the years has been the result of Central Office leadership engaging member boards to consider the implementation of common initiatives across the SU, rather than a robust strategic discussion/conversation among all of the boards for the express purpose of assessing student need, setting goals, and coordinating implementation. It is not that these discussions do not happen. They do. But as a result of our self-study, we believe that strategic processes at the SU level need to be strengthened and enhanced if we are to fully address the educational and operational promise of our new governance structure. Currently, for example, it takes multiple presentations before local boards to review and revise SU initiatives in order to get everyone moving together in the same direction. This not a good use of either administrator or board time. We can do better.

### **Action Plan:**

Specifically, we propose to:

- G. Initiate a more robust process of ongoing strategic, board-level discussions across our SU designed to:
  5. Continue the practice of having all SU and district board members meet jointly to assess demographic trends and student performance data in order to build a more comprehensive understanding of the emerging needs of the students and schools in our SU.
  6. Directly engage all board members in creating short and long-term SU action plans and aligning district budgets to ensure the realization of those plans by initiating the practice of reviewing district budgets together:
    - to build greater awareness of opportunities for enhanced cooperation,
    - to ensure greater equity of opportunity between our educational offerings, and
    - to support a common commitment to implementing best practice across our schools while at the same time promoting innovation within each of our schools and sharing what we have learned concerning what really works.
  7. Mutually develop multi-year capital plans that also address pressing short-term needs.
  8. Continue the practice of undertaking joint, annual program reviews in order to facilitate the management of staffing and programming in light of changing student demographics.

- H. Develop a more coordinated approach to the implementation of Act 77 including the implementation Personal Learning Plans, proficiency-based report cards with the goal of articulating common expectations across our schools.
- I. Develop new strategies for acquiring and reviewing student performance data from high schools in our region that are educating our students in order to better assess their preparation and long-term academic success.
- J. Continue work on the providing equitable and effective delivery of student support systems.
- K. Initiate a joint school climate survey across all the schools in the district.
- L. Plan and deliver coordinated professional development opportunities that encourage teachers and administrators across our SU to work together to address shared instructional challenges.

Finally, in our discussions with one another, we identified the importance of creating a new and stronger sense of regional **identity and affiliation** among the families and citizens of the newly aligned districts that will make up our new Supervisory Union. To that end we propose to:

- A. Strengthen and expand the sense of shared mission and identity among the communities and families we serve by enhancing our web presence and developing SU-wide communication strategies that focus on the work we are all doing together to create great schools and celebrate student achievement.
- B. Initiating SU functions that provide opportunities for students, families, and communities to come together to share and celebrate student achievement. (e.g. joint music concerts, art shows, open houses, science fairs, etc.)
- C. Explore ways to encourage PTA/booster groups to coordinate activities and programs.
- D. Schedule community forums on issues of concern to all our parents and citizens to foster community input and dialogue throughout our SU.

We believe that, taken together, these steps will enable us to not only enhance the governance of our supervisory union but ensure greater educational opportunity for all our students by fostering mutual understanding, a shared commitment to achieving shared goals, and real opportunities to work together in their interest.

## AGS SUMMARY ARGUMENTS:

Our proposed AGS is not simply a statement of intent, but work already in progress. At its heart, our operational plan for continuous improvement focuses on four key strategic initiatives that are already underway:

- I. The Implementation of Performance Based Graduation Requirements (Act 77)
- II. The Caledonia Central Supervisory Union Student Assessment Plan
- III. The Danville School's 2017 Strategic Plan
- IV. The Danville School's Educational Partnership with St. Johnsbury Academy

Taken together, we believe these initiatives not only provide the required evidence that our AGS is the best means in our region for achieving the goals of Act 46, but the best means for ensuring that the Danville School achieves its core mission to prepare *“students to be kind, aware and competent friends, leaders, co-workers and citizens by creating a safe environment where each individual can grow intellectually, socially, and emotionally.”*



## APPENDICES

### Appendix A: Memorandum of Agreement – Danville School and St. Johnsbury Academy

#### BARNET – DANVILLE – PEACHAM – WALDEN

Caledonia Central Supervisory Union  
PO Box 216 - Danville, VT 05828 (802)684-3801 - Fax (802) 684-1190

December 18, 2017

### Memorandum of Understanding

This document is a memorandum of understanding between the Danville school district and St. Johnsbury Academy. This document establishes a formal agreement between the two parties. The purpose of this document is to outline each parties' requirements and responsibilities moving forward in a collaborative effort in providing extended opportunities for children.

#### Increased academic opportunities:

- 1) Students at the Danville School will be able to take part in course offerings at St. Johnsbury Academy outside of the CTE courses in the areas of Japanese, Latin, Chinese and the performing arts (acting, dance).
- 2) The cost for students to take part in these courses will not exceed \$1700.00 per student, per course.
- 3) St. Johnsbury Academy will inform the Danville School of the availability of course offerings by the last week in January.
- 4) Student materials will be provided by St. Johnsbury Academy within the cost of the course.
- 5) The Danville School District will be responsible for providing student transportation to and from St. Johnsbury Academy.
- 6) Danville students will be expected to follow the Academy dress code and all Academy student handbook policies while on the Academy campus.
- 7) Course offerings will be made available to Danville students starting in January 2018.
- 8) St. Johnsbury Academy will provide transportation to and from St. Johnsbury Academy for all field trips

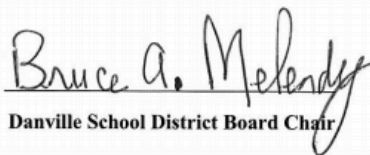
#### Extracurricular:

- 1) Students at the Danville School will be able to take part in Extracurricular activities at St. Johnsbury Academy in nonathletic clubs, including but not limited to Theater, FIRST Robotics, Scholars Bowl, Science Olympiad, Dance Club, Language Clubs, and Automotive Club
- 2) Danville School District and/or parents will be responsible for transportation to and from St. Johnsbury Academy for participation in nonathletic extracurricular activities.
- 3) The setup for this arrangement will follow the current member to member arrangement that exists between the two parties including fees and space available.
- 4) St. Johnsbury Academy will provide transportation to and from the Academy for field trips, and competitions.

St. Johnsbury Academy and the Danville School District both agree to the above terms.



St. Johnsbury Academy Headmaster



Danville School District Board Chair

## **Appendix B. Program Enhancements – Danville and BMU Exploratory Study**

Danville/Blue Mountain – Exploratory Study  
Educational Opportunities Through Collaborative Agreements  
October 3, 2017

### **Introduction:**

A meeting of the administrative teams of both districts identified the following educational opportunities that might be initiated through a collaborative set of agreements between the Danville and Blue Mountain school districts.

#### ***A. Alternative Program***

One avenue of cooperation could be the creation of a jointly funded and administered regional alternative program to serve the special needs of students in both districts, as well as, those of neighboring districts who could tuition their students to the program.

Administrators identified a number of student profiles they believe are not being served well by the current configuration of educational services available in their districts. In addition, the cost of serving these students in out-placement programs is very high. Specifically, administrators identified students:

- Suffering from trauma.
- On the severe end of the autism spectrum of special needs.
- Needing intense academic remediation or credit recovery.
- Whose emotional and social needs cannot be managed with existing behavioral/counseling supports.

While more work clearly needs to be done to identify the exact focus of student need and age profile to addressed by the program, current resources in Caledonia are often full, sometimes do not match a particular profile of student need, are expensive, and not always accountable to the programmatic interests of the sending districts. Preliminarily, administrators believe there a critical mass of students in Danville, Blue Mountain and the Caledonia Cooperative district to support the creation of a project-based instructional program with the requisite academic and behavioral supports for students struggling to be successful in the core programs currently offered across both Supervisory Unions. In addition, the program could also be supported by taking students from other neighboring school districts.

#### ***B. Contract Services***

Administrators identified a number of instructional and administrative services might be delivered with less cost through shared contracts across each district. Achieving this goal would be better facilitated if Blue Mountain and Danville were a part of a single Supervisory Union, but a full-scale merger would not be required to reap the benefits of sharing the funding and administration of these services:

- a. SU contracted instructors: one avenue for expanding current program offerings would be to contract at the SU level certain instructional staff that would serve and enrich the instructional program of both schools (PK-12). The idea would be to create 100% positions through sharing staff that would serve in both schools. This would need the careful coordination of schedules and other factors, but is preferable to having to bus students to expand program opportunities. For example:
  - Dual Enrollment instructors in various fields;
  - Academic Specialists: Health, PE, Music, Arts
  - Support Staff – Counseling, Social Work, etc.
- b. Re-organize/consolidate school administrative positions at an SU level to streamline the delivery of key support services – e.g. a Director of Guidance to serve both schools along with redefining the roles of the current counseling staff to focus on specific needs – guidance, college counseling, crisis intervention, etc.
- c. Instructional Coaching: using an SU model, each district’s instructional coaching model (literacy and math) could be expanded with full time positions to provide professional support to teachers across both schools.

### ***C. Student Choice***

Through the creation of specific reciprocity agreements between Blue Mountain and Danville, a certain measure of student choice could be established that would enable students to access the educational programs of both schools either for a semester or a year, or to matriculate permanently to a “sister” school.

### ***D. Real-Time Virtual Learning***

When it comes to online learning, most students are taking courses offered by universities or other online providers that involve them completing a proscribed curriculum but which provide little direct instruction on instructional support. The administrative team proposes to fully connect one or more classrooms at both schools to enable real-time, shared instruction so that students in one building could virtually attend class with students from another building with full communication and instructional capabilities in real-time. The equipment and space is currently available but has not been configured to allow these courses to function. In addition, schedules would also need to be aligned to support this program. In addition, seats in these courses could be “tuned” to students in schools with the requisite virtual equipment.

### ***E. June/January Term***

“Term” programs enable high schools to create intensive specialized learning opportunities without the constraints of normal scheduling enabling students to take mini-courses, travel abroad, complete internships, and participate in service learning programs. The administrative team proposes to coordinate the delivery of an alternating June/January term program that would enable students from both schools to learn with one another. Such a program would create a

critical mass of students for special programs and could be more efficiently administered using existing resources across both schools.

#### ***F. “Credit” Recovery***

Currently there is no program in our region that enables students who are behind in meeting the required standards for graduation to catch-up either in credits or proficiencies. The administrative team proposes the creation of a joint program to serve both schools and perhaps the region.

#### ***G. Professional Development***

Danville and Blue Mountain administer two very similar K-12 programs. However, staff are often work alone in delivering the schools’ educational programs with little opportunity to work with other professionals in their field of expertise/responsibility. If Danville and Blue Mountain were a part of the same supervisory union structure with a coordinated curriculums and instructional objectives, a joint program of professional development could be created and delivered that would be more cost effective and enable teachers form both schools to share best practice, build professional relationships, and work on common instructional challenges.

#### ***H. Operational Efficiency***

If Danville and Blue Mountain were a part of the same supervisory union structure, then administrative operations for key programs could be administered from one central office for all schools:

- One Central Office Team (restructuring from two superintendents to one)
- Food Service
- Technical Support
- Maintenance

## Appendix C: Senior Service Learning Project Description 2017-2018

**Summary:** This is the first step toward completing the senior exit project as required for graduation. The project must provide demonstrated evidence of NEW LEARNING and transferable skills. This initial process ensures that the work to be completed aligns with the intent of the requirement: for our students to demonstrate and share their expanded service learning in an area of personal interest, be aligned with future plans and/or goals, and assure Danville School they can perform essential skills necessary for success in the 21st century.

1. Inquiry
2. Research
3. Action
4. Writing
5. Oral Presentation

**Purpose:** The purpose of the proposal letter is to broadly describe the project, explain why, based on evidence from your personal learning plan, previous learning, and/or current coursework you have chosen this specific project; identify your specific new learning targets and how you plan to gain this learning; state the intended final product and its lasting impact; predict personal obstacles and/or challenges; state your plan to complete this project.

**Role/Perspective:** Your role is to defend your project to the committee by being prepared to explain your reasoning and new learning.

**Audience:** The audience for this proposal will be a selected group of adults whose responsibility is to approve acceptable projects for Danville School.

### Expected content:

- Identify and briefly describe the project topic/title
  - evidence from PLP to support decision
  - personal interest (personal connection, future plans, etc.)
  - previous experience with this topic
- Identify and explain choice of mentor if applicable
  - how you met the mentor (we encourage the mentor to be someone not related)
  - why this person was selected (skills/resources available to support completion)
  - characteristics of the mentor that support working closely
- Identify and describe your new learning
  - new learning expected as a result of completing this project
  - how are you going to attain this new learning (research, interviews)
- Describe and explain the end product and/or goal
  - how this project will provide service to the community
  - how do you plan to present this product to the community

- Predict obstacles/challenges
  - what will you have to overcome for success
  - how are you going to overcome
  
- Organize a plan to complete the project
  - propose a timeline for completion
  - clarify a list of steps to take
  
- Based on the above information, defend why the committee should approve this project

**Appendix D: Public Meetings and Forums Related to Act 46**

**CABOT-DANVILLE-TWINFIELD 706(b) STUDY COMMITTEE MEETINGS & FORUMS (2016-2017)**

2016	2017	Public Forums 2017
September 14	January 5	January 10 Twinfield Union School
September 21	January 31	January 11 Cabot School
October 12	March 9	January 12 Danville School
October 26	March 16	April 10 Danville School
December 5	March 22	April 11 Twinfield Union School
December 12	April 5	April 12 Cabot School
	April 18	
	April 24	

**DANVILLE SCHOOL BOARD MEETINGS, FORUMS & SURVEYS - 2017**

Regular Meetings	Special Meetings, Public Forums <sup>2</sup> & Surveys
April 4 Public Input on Act 46	January 23 Blue Mountain and Newbury (t.n.r.) <sup>3</sup>
June 6 Act 46 Update <sup>1</sup>	February 16 Act 46 discussion (t.n.r.) <sup>3</sup>
July 11 Act 46 Update	April 12 Blue Mountain Union (51 min) <sup>3</sup>
August 1 Act 46 Update	June 12 FORUM (1 hr 13 min, c. 75 attendees)
September 5 Act 46 Update	July 19 @ Blue Mountain (51 min)
November 3 Act 46 Update	August 1-27 SURVEY - Act 46 Retrospective Survey <sup>4</sup>
December 4 Act 46 Update	August 7 Blue Mountain (49 min)
	August 28 @ Cabot School (50 min)
	September 5 Blue Mountain (c. 45 min) <sup>4</sup>
	September 21 St. Johnsbury Academy (35 min) <sup>4</sup>
	September 28 Cabot School (59 min)
	October 3 @ Blue Mountain (1 hr 45 min) <sup>4</sup>
	October 23 FORUM (3 hr; c. 40-45 attendees)
	November 20 Act 46 Discussion (2 hr) <sup>4</sup>
	December 13 AGS Proposal drafting/editing
	December 18 AGS Proposal drafting/editing

<sup>1</sup> Updates are scheduled agenda items for a Regular meeting.

<sup>2</sup> All meetings were at Danville School unless indicated otherwise, e.g. @ Blue Mountain.

<sup>3</sup> Duration of discussion; t.n.r. is discussion time not recorded

<sup>4</sup> Survey and verbatim transcripts of discussions on Danville School Board website:

<https://sites.google.com/a/danvillek12vt.us/danville-school-board/home>.