

# VGV Program Model

## Draft 2.0



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The Village Green Program Model is unique among schools in the Northeast region and one of only a handful of schools nationally which uses 100% blended learning strategies supported by sophisticated e-courseware and thin client/virtual desktop technology backed with an enterprise grade blade server with 100% cat 6 network capability.

Over the past four years the school has experimented with various levels of blended learning and has built a culture which has wholly adopted, continued to refine, and become proud of its ability to operate within a new educational paradigm while bringing both adult learners and young adult learners into a space which heretofore none of us has had experience in. Being a bricks and mortar virtual school, with a fully virtualized curriculum but not a virtualized school experience, has brought challenges, opportunities, and successes. Village Green Virtual personalizes the curriculum for every student to the greatest degree possible. VGV also has the opportunity to make data driven decisions to an extent not possible in typical schools.

### ***The Importance of Mission***

VGV is in a position where its license to operate, or its charter, specifies that it use a curriculum known as Edgenuity. Additionally, the mission discusses the creation of community and the mandate to redefine school and reshape teaching. The missions as stated in the charter are:

The original and ultimate mission statement of the Village Green is:

*The Village Green exists to advance individualized education and family choice by maximizing technology, creating community, reshaping teaching, and redefining school.*

The secondary mission statement of the school as phrased in language attempting to align with accepted mission metrics expectations is:

*Every student, regardless of past experience or current designation, will academically progress within an e-learning framework at a measured annual rate, under the watchful guidance of caring teachers, with the support of a community of peers and will outperform their traditional education sub-group counterparts by at least 5% on all state-wide standards based performance assessments.*

It is critical that in every decision the school makes that mission adherence and mission fulfillment are continually achieved.

### ***Intake phase***

VGV recruits through numerous means of which the most effective is customer testimonial and word of mouth. Our radio and TV advertisements are as much about PR and branding as they are tools for recruitment. Starting in January and February we begin to advertise for the March lottery. However, recruitment of new students continues through the summer and into September. The deadline for closing enrollment without financial penalty is September 31<sup>st</sup>. In 2017/2018, VGV will pursue outreach targeted through analytics and social media as well as traditional forms of advertising.

### ***New Student Orientation***

Prior to the start of school VGV holds a new student orientation where valuable work is performed and valuable data is harnessed. The work of this period in the summer is critical for both the

school and the student. Academic assessment data is gathered through the NWEA MAP test in reading comprehension, language usage, math reasoning and math computation.

Depending on the results of this assessment students will be programmed for courses and levels that are matched to their ability. Students will be afforded a learning stretch and not a learning leap. No student will be assigned coursework which is considerably (two or more years) beyond their measured ability.

The charter lottery regulations allow for a meeting to be held post acceptance to determine the suitability of the school's model and the special needs of the student. In cases where it is agreed that the student is not in the appropriate setting then a return to the home district can be recommended.

During the week of New Student Orientation, the following will be the minimum accomplished:

- ✓ Meet their teachers and get familiar with the school and our technology,
- ✓ Take a very important NWEA test in math and reading
- ✓ Obtain their VMware and Edgenuity credentials,
- ✓ Begin taking their Digital Citizenship course,
- ✓ Obtain an access control badge for badging in and out of the school building,
- ✓ Create a LinkedIn account for Digital Badges, and
- ✓ Complete an MLA essay as a baseline writing sample.

During the New Student Orientation, the Admissions Officer and academic teams will review the final report cards of the incoming students to do a transcript analysis. Students who do not have high school readiness, or have achieved high school type credit in middle school, will need special considerations as their Edgenuity curriculum is built for them.

Every student is to have an ILP from WayToGoRI and My Path form Edgenuity if that curricular route is best for them given the number of credits earned and their age.

### ***House vs. Advisory***

VGV has established the "House System" as a replacement for Advisories. Every student is a member of a House in their LC. Houses are used as forms of student groupings for everything from emergency evacuation drills to field trip clusters. Houses are themed and students are conscripted into a House through interest inventory surveys. The ability to align Houses vertically through the grades for multi-age, multi-grade activities is a unique method of connecting the entire school. Houses meet every day in one form or another and it is therefore un-necessary to meet in smaller units separately from the LC on a weekly basis.

### ***Restorative Justice***

Our on-staff MSW is an expert in Restorative Justice Practices and Principles. It is not necessary to meet for "Hi-Lo" circles routinely, although when Houses meet the ritual is helpful, but it is imperative that teachers and House Leaders bring issues, where there is a harmer and the harmed, to the MSW for intervention using RJP&P.

## ***Program of Study***

VGV has the entire Edgenuity course catalog at its disposal through a unique site license program. VGV does not buy Edgenuity on a course by course basis. Instead, it is like a utility where we pay for bandwidth used by a measurement of estimated concurrent users.

The ability to have the entire 6 through 12 (and soon maybe K through 12) brings to the faculty and administration the responsibility to not assign e-coursework on an assumption of presumed grade level to due age or sending city designation. Courses must be appropriately selected, based on data driven decisions, and customized to provide an appropriate length of course. Challenging courses cannot be made less challenging by simply shortening them. A Lexile and “challenge match” must be deliberate decisions on the part of faculty and administration.

## ***LC and Workshops***

As students move through their years at VGV they will also be placed in environments where independence and acceleration opportunities are the greatest. In the 9<sup>th</sup> and 10<sup>th</sup> grades the school uses the Roto-flex model where students are held to a certain pace in ELA and math but are allowed to work at their own pace in other subjects. In the 11<sup>th</sup> grade the program begins to take on the elements of a full flex model where workshops are designated on an as needed basis and in the 12<sup>th</sup> or final year students are seeking dual enrollment, finishing capstone and Portfolio, and preparing to graduate. It is the hope of the school that by the end of either the 3<sup>rd</sup> or 4<sup>th</sup> year that students nearing graduation are working at 100% independence.

## ***Quarterly IDP***

Interdisciplinary projects are MLA or APA research papers with imported tables and graphs which are then synthesized into power point or Prezi and publicly exhibited. Ideally, every student who begins as a first semester 9<sup>th</sup> grader will have between ten and fourteen IDPs in their on-line and cloud based storage platform by the time portfolio night takes place. Portfolio guidance is on line. IDP's have successfully been completed on an expedited timeline when the half-day schedule is employed with a mandatory deliverable being needed to leave after 12:00 PM.

## ***Sundial with Roto-flex***

In the 9<sup>th</sup> and 10<sup>th</sup> grade LC's there are teachers who have Workshop assignments from 9 to 11 AM and from 1 to 3:15 PM. Those teachers must supervise the LC for one hour between 11 AM and 1 PM. The teachers who are primarily assigned to the LC from 9 to 11 AM and from 1 to 3:15 PM will re-assume control of the LC during the hour when Workshop teachers have lunch or unassigned time. This form of a trade-off of responsibility allows for faculty to have time in addition to the hour between 8:15 and 8:45 AM and 3:15 and 3:45 PM. Whenever the lunch block happened to fall then the teachers with the students at that time will eat lunch with them as is customary at VGV.

It is the responsibility of the teachers and teacher leaders to facilitate the above described rotation.

In the 11<sup>th</sup> and 12<sup>th</sup> grade LC's the rotation and coverage is dependent on the planning of the team in charge of the LC.

The DNA of the sundial is simple to understand but logically challenging to employ. It is highly dependent on the establishment of routines and rituals within the LC. Additionally, teachers who are assigned primarily to the Workshops must be willing to trade off on occasion with social studies and science to allow those teachers access to the Workshops.

The work of the Teacher leader is pivotal in keeping the system on track and equitable to all while providing the balance needed to prepare for PARCC and to keep students on a graduation track.

### ***Learning Center Rhody or LCR***

LCR is a new addition to our portfolio of unique educational spaces. Located at 204 Westminster Street, LCR is modeled after a co-working facility to maximize flexibility of time and effort. As a self-operating Micro-School, LCR will have autonomy to work within the program model but without the environment of the “cubical bullpen.” LCR travels between the two campuses with a single and simple rule; Front Door to Front Door with staying on the sidewalk. The goal of LCR is to transition students to post-secondary life.

### ***Movement within Program of Study***

Due to the ability of students to accelerate their progress and to become serious about their studies it is possible to realign oneself with the level which is appropriate by either age or sending city designation. For instance, if a 9<sup>th</sup> grade student is assessed in NWEA MAP as having a 500 to 700 Lexile range and their level of progress and subsequent MAP assessments improve then they can be accelerated over the next assumed level on their continuum.

### ***Continuous data collection***

Data is at the heart of all decision-making at VGV. The data is not only short cycle data from Edgenuity or formative data from NWEA MAP but it also comes from internally produced reports. Some of those are:

Daily diaries	9 <sup>th</sup> and 10 <sup>th</sup> grade, responsibility of the LC Teachers.  11 <sup>th</sup> and 12 <sup>th</sup> grade they are the responsibility of the student unless they prove to be incapable and then it is the responsibility of the LC Teachers.
LC or Cohort Snapshots	Data Manager/Director of Academic Logistics and Planning/Academic Dean
Monthly Report Cards	From Alma with teacher maintenance and produced by the Data Manager/Director of Academic Logistics and Planning/Academic Dean
Monthly 21 <sup>st</sup> Century Report Cards	Produced by teachers for their Houses on the first Wednesday of the month and mailed home by Friday.

**PLP's** Personal Literacy Plans are the responsibility of the English Teachers and are written for every student who is more than one year behind in reading as evidenced by NWEA MAP. These plans must be

current and shared widely with faculty assigned to the student's LC's and Workshops. English teachers receive a \$1,500 per year stipend or this responsibility.

### ***Digital Badges***

Digital Badges are a form of recognition for a skill or achievement. There are criteria for each badge and they are awarded by faculty and attached to each student's Linked-In page. Design Space is the hub or organization and maintenance for the Digital Badges, however, the acculturation of this form of metric into our student's record of achievement is the responsibility of all. Badges are organized through the Credly website.

### ***Dual Enrollment/Career Pathways***

Our students deserve as many opportunities for Dual Enrollment and Edgenuity courses based on interest as they can handle. Dual enrollment is always off campus (Edgenuity as part of charter fulfillment mandate) and the open Edgenuity course catalog allows the bundling of courses in a creative fashion to promote unique pathways. When a student nears completion of their RI High School program of study there should be as many courses active as is reasonable given that student's circumstances.

### ***100% transition to post-secondary plan***

VGV has a Board approved policy which requests that every student have a post-graduation destination arranged and sanctioned by the College Transition Coordinator to allow them to graduate.

### ***Role of Testing and Assessment/test participation policy***

There are very few students in RI who are assessed as often as VGV students are. Assessment and data collection are at the heart of our program and it is continual and transformative. All decisions are made with a data discussion as the primary catalyst for any shift or modification.

NWEA, SAT, PSAT, ASVAB and ACCUPLACER all fall under the board approved policy which mandates complete effort on the part of the student. If there is refusal to take and provide effort, then graduation can be withheld.

### ***Conferring of Diploma/Supt.'s Seal***

As a precursor to the Regent's proposed graduation requirements, VGV adopted a system where a student needs a minimum of:

- 20 courses to graduate (4 ELA, 4 math, 3 sciences, 3 social studies, health, art, and technology)  
not including foreign language, SAT Prep, and,
- A Portfolio and Capstone Project

VGV also offers the Superintendent's Seal for Students who have:

- Scored a 4 or 5 in a PARCC test (phased out in 2020)
- Earned Dean's List grades at CCRI in a dual enrollment course
- Outperformed the state average in an SAT test
- Scored proficient in ACCUPLACER or ASVAB