

High-quality Core Curriculum and Instruction

Curriculum, instruction, and assessments are aligned vertically (between grades) and horizontally (across classrooms at the same grade level and across sections of the same course). A method is established and implemented for assessing the effectiveness of the core curriculum on a routine basis. District and school leaders address instruction needs and strengths identified through active monitoring of instruction and ongoing use of formative and summative student assessment data. Qualified personnel are skilled in providing large- and small-group research-based differentiated instruction aligned with individual students' developmental levels and learning needs, and a system for formative feedback and decision-making is in place. All students receive academic instruction and non-academic supports that include differentiation and extension activities and are guided by the three Universal Design for Learning (UDL) principles (multiple means of representation, multiple means of action and expressions, and multiple means of engagement).

School-wide Behavior/Social Rules, Supports, Expectations

All students have access to non-academic supports that focus on the optimization of positive and productive functioning. Proactive and predictable classroom routines and a positive school climate are essential to the successful implementation of the tiered system of support. Classroom and school-wide expectations for all students must be clearly defined, communicated, and visually displayed in classrooms and throughout the school. The school climate should support positive relationships with adults/teachers/mentors to provide additional support and encouragement.

Condition for School Effectiveness

III. Aligned curriculum: The school's taught curricula are aligned to state curriculum frameworks and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course.

IX. Students' social, emotional, and health needs: The school creates a safe school environment and makes effective use of a system for addressing the social, emotional, and health needs of its students that reflects the behavioral health and public schools framework.

