

STANDARDS OF QUALITY (SOQ) CHECKLIST

Metropolitan Preparatory Academy

Metropolitan Preparatory Academy SOQs (Note: Section numbers below refer to specific sections in the Charter Application)	Corresponding Commonwealth SOQ
Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.	<u>§ 22.1-253.13:1.</u> Standard 1
1. Furnish a working environment, benefits, and salaries conducive to retaining high-quality personnel. [Employee Satisfaction Metric, Section 12.7]	<u>§ 22.1-253.13:1.</u> Standard 1, A
2. Create and maintain a learning environment conducive to student achievement. [Framework for Academic Quality, Indicator #1]	<u>§ 22.1-253.13:1.</u> Standard 1, A
3. Provide instruction that produces productive, educated citizens. [Framework for Academic Quality, Indicator #3]	<u>§ 22.1-253.13:1.</u> Standard 1, A
4. Implement a curriculum which is aligned to the Standards of Learning. [Bell Schedule – K6-12 (Attachment 6-2); SOL Curriculum Framework with Common Core Adds, Curriculum Sections 6.9, 6.13]	<u>§ 22.1-253.13:1.</u> Standard 1, B
5. The school’s curriculum emphasizes English, Math, science, Virginia, U.S. and World History, Citizenship Concepts, Government, Economics & Financial Literacy, Foreign Languages, International Cultures, Health and P.E., Environmental Issues and Geography, Fine Arts. . [Bell Schedule – K6-12 (Attachment 6-2); Sections 6.9, 6.13]	<u>§ 22.1-253.13:1.</u> Standard 1, C
6. Offer career and technical education programs. [Career & Technical Training, Sections 6.7, 6.17]	<u>§ 22.1-253.13:1.</u> Standard 1, C
7. Provide remediation programs including summer school. [Educational Program Sections 6.2, 6.3, 6.4, 6.5]	<u>§ 22.1-253.13:1.</u> Standard 1, C
8. Establish and maintain an agreement for postsecondary degree attainment (dual enrollment) with a community college in the Commonwealth concurrent with studies for a high school diploma. [Early College-High School, Section 6.6]	<u>§ 22.1-253.13:1.</u> Standard 1, D
9. Focus on early identification, diagnosis, and assistance for students with reading and math problems and provision of effective instructional strategies and practices for proficiency development. [Double periods of English and Math – Section 6.1, Special Needs – Section 6.23, ELL – Section 6.24]	<u>22.1-253.13:1.</u> Standard 1, D
10. Offer a physical fitness program of at least 150 minutes per week during the year. [Bell Schedule K6-12, Physical Education (Period 9) – 180 minutes per week minimum)	<u>22.1-253.13:1.</u> Standard 1, D
Standard 2. Instructional, administrative, and support personnel. [Since Metro Prep will be a combined school, we will meet all staffing requirements at the highest grade level, which is the high school level (as is required by the SOQ).]	<u>§ 22.1-253.13:2.</u> Standard 2

STANDARDS OF QUALITY (SOQ) CHECKLIST

Metropolitan Preparatory Academy

Metropolitan Preparatory Academy SOQs (Note: Section numbers below refer to specific sections in the Charter Application)	Corresponding Commonwealth SOQ
1. Employ licensed instructional personnel qualified in the relevant subject areas.	§ 22.1-253.13:2. Standard 2, B
2. Maintain prescribed student-teacher ratios.	§ 22.1-253.13:2. Standard 2, C
3. School Student - Teacher Ratio - 21:1 [Ratio for core classes 20:1, Section 6.26]	“
4. Provide one unencumbered planning period per day for instructors. [Instructors of core courses have approximately 300 minutes (5 hrs) of teaching/meal time daily, leaving 3 hours and 30 minutes of unencumbered time.]	“
5. ELL Programs: 17 full-time teachers per 1,000 students. [Org Chart, Attachment 12-2]	§ 22.1-253.13:2. Standard 2, F
6. Principals: 1 full-time principal: 600 students. [Org Chart, Attachment 12-2]	§ 22.1-253.13:2. Standard 2, H
7. Assistant Principals: 1 full-time assistant principal : 600 students [N/A until year 6]	§ 22.1-253.13:2. Standard 2, H
8. Librarians: 1 part-time librarian per 299 students. 1 full-time librarian per 300+ students. [Librarian function split between Technology Director and Executive Admin, Org Chart, Attachment 12-2. Part-time function for years 1-3].	§ 22.1-253.13:2. Standard 2, H
9. Guidance counselors: 1 period per 70 students. 1 full-time at 350 students. [Success Services Director focuses on academics/career coaching and wrap-around services for special needs students. Life Coach handles other academic and career counseling. In year 2 we add a Futures Planning Director focused on College and Career planning. Life Coach reports to Success Services and Futures Planning Directors.]	§ 22.1-253.13:2. Standard 2, H
10. Technology: 2 full-time staff per 1000 students. 1 staff for technology support; and 1 technology instructional resource teacher/data coordinator. [Staff includes IT Director and full-time Data Analyst. Depending upon budget, IT Director maybe part-time consultant in year 1, Org Chart, Attachment 12-2].	§ 22.1-253.13:2. Standard 2, J
11. Clerical: 1 full-time and one additional full-time for each 600 students beyond 200 students. Also, 1 full-time for the library at 750 students. [See Org Chart, Attachment 12-2]	§ 22.1-253.13:2. Standard 2, J
Standard 3. Quality of classroom instruction and educational leadership.	§ 22.1-253.13:5. Standard 5, B

STANDARDS OF QUALITY (SOQ) CHECKLIST

Metropolitan Preparatory Academy

<p>1. Teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents.</p> <p>Teacher evaluations shall include <i>regular observation</i> and evidence that instruction is <i>aligned with the school's curriculum</i>. [Staff Evaluation, Section 13.3]</p>	
<p>2. Provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria; (ii) in the skills necessary to work with advanced learning students, students with learning challenges, and ELL students to increase achievement; (iii) in education technology to facilitate integration of technology into curriculum; (iv) for administrative personnel to enhance leadership and management skills; and for teachers to enhance skills in (v) creating instructional content; (vi) in assessment preparation; (vii) in assessment methodology; (viii) in delivering instruction and remediation techniques in core subjects; (ix) in interpreting test data; (x) in technology applications to enhance instructional effectiveness; and (xi) in effective classroom management. [Professional Development Program, Section 13.3]</p>	<p>§ 22.1-253.13:5. Standard 5, E</p>
<p>3. Create plans for high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals.[Professional Development Program, Section 13.3]</p>	<p>§ 22.1-253.13:5. Standard 5, F</p>
<p>Standard 4. Planning and public involvement.</p>	<p>§ 22.1-253.13:6. Standard 6.</p>
<p>1. Develop a long-range plan to integrate educational technology into the Standards of Learning and the curricula...including career and technical education programs. [Virtual Learning, Section 6.28]</p>	<p>§ 22.1-253.13:6. Standard 6, A</p>
<p>2. Develop a long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement.</p>	<p>§ 22.1-253.13:6. Standard 6, B</p>
<p>3. Prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its division-wide comprehensive plan.</p>	<p>§ 22.1-253.13:6. Standard 6, C</p>
<p>4. Make available to governing board, school administrators, faculty, and staff information about where current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the Attorney General of Virginia may be located online.</p>	<p>§ 22.1-253.13:6. Standard 6, D</p>
<p>Standard 5. School board policies.</p>	<p>§ 22.1-253.13:7. Standard 7.</p>

STANDARDS OF QUALITY (SOQ) CHECKLIST

Metropolitan Preparatory Academy

<p>1. Develop policies and procedures to address complaints of sexual abuse of a student by a school employee, agent of the school, or other person.</p>	<p><u>§ 22.1-253.13:7.</u> Standard 7, A</p>
<p>2. Maintain up-to-date policies. Perform policy and procedures overhaul at least every 4 years.</p>	<p><u>§ 22.1-253.13:7.</u> Standard 7, B</p>
<p>3. Ensure that policies are developed giving consideration to the views of teachers, parents, and other concerned citizens and addressing: [Parent Association, Section 12.2; Community Engagement, Section 4.1; Parental Involvement, Section 4.3]</p> <p>(i) a process for communication between school employees, administrators, and school board;</p> <p>(ii) selection of instructional materials, with clear procedures for handling controversial materials;</p> <p>(iii) standards of student conduct and attendance, and enforcement procedures;</p> <p>(iv) guidelines for community relations and engagement;</p> <p>(v) guidelines for parental engagement;</p> <p>(vi) information for parents and guardians about the process for addressing parental concerns and related recourse;</p> <p>(vii) a collaborative procedure for personnel evaluation;</p> <p>(viii) grievances, dismissals, etc. of teachers and related procedures.</p>	<p><u>§ 22.1-253.13:7.</u> Standard 7, C</p>
<p>4. Provide employee access to a current copy of the school division policies, including the Student Conduct Policy, via the division's website.</p>	<p><u>§ 22.1-253.13:7.</u> Standard 7, D</p>
<p>Standard 6. Compliance.</p>	<p><u>§ 22.1-253.13:7.</u> Standard 8</p>
<p>1. School shall provide, as a minimum, the programs and services, as provided in the Standards of Quality prescribed.</p> <p>2. Report compliance with the Standards of Quality to the School Board annually.</p>	<p><u>§ 22.1-253.13:7.</u> Standard 8.</p>
<p>Standard 7. Virginia Index of Performance incentive program.</p>	<p><u>§ 22.1-253.13:9.</u> Standard 9.</p>

STANDARDS OF QUALITY (SOQ) CHECKLIST

Metropolitan Preparatory Academy

- | | |
|---|--|
| <ol style="list-style-type: none">1. Track increase in enrollments, elective course offerings, and advanced proficiency attainment in core courses and other performance indicators aligned with the Commonwealth's education objectives. [Framework for Academic Quality]2. Track the number of high school students who earn the 1-year Uniform Certificate of General Studies or an associate's degree from a Virginia community college concurrent with studies for earning the high school diploma.[Early College-High School, Section 6.6; and Framework for Academic Quality] | |
|---|--|