Vermont Education Recovery Plan

LEA: Orleans Central Supervisory Union

LEA Recovery Coordinator: Michael D. Moriarty, Director of Instruction

LEA Recovery Team Members: Bev Davis- Superintendent of Schools; Mike Moriarty- Director of Instruction & Recovery Coordinator; Kelly Locke- Director of Student Services; Heather Wright- Business Manager; Joe Houston- EMS Facilities Director; Crista Perkins- Grants Coordinator; Julie Lavine- Director of Early Childhood; Angelique Brown- GCS Principal; Jenna Lawerence- BAGS PrincipaL; Larry Fliegelman- BCS Principal; Sherrie Gentry- OES Principal; Andre Messier- LR Principal; Sharon Gonyaw- LR Assistant Principal; Paul Simmons- IVS Principal; Steve Owens- ACS

Collaborative Stakeholders Represented:
- All teachers and administrators participated in the needs assessment.
- All building administrators and central office administrators developed logic models based on recommendations in the needs assessment.
- The OCSU Equity Team (made up of teachers, administrators, board members, community members) reviewed the needs assessment and possible   mitigation strategies and compared it with the Beyond COVID Recovery Toolkit published by the Education Justice Coalition of Vermont.

Phase 1: Initial Needs Assessment
Submit by April 15, 2021

1. Gather and begin to analyze existing or easily obtainable Student Status, Demographic, and School/LEA Process Data to determine initial, highest priority recovery needs. Pay particular attention to the status of historically marginalized students (students in different racial/ethnic

groups, English learners, students with disabilities, students in poverty, migrant students, military-affiliated students, homeless students, students in foster care). Draw on your learning from the data literacy professional development series to consider new and existing data sources for understanding needs.

2. In the corresponding table below, for each of the recovery areas (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success), identify or describe:
    a. Data sources used.
    b. Interpretation of student needs based on these data sources.
    c. Preliminary thoughts on how to address identified needs.
    d. Whether you would benefit from state partner assistance in this area.

    Answer: At this time, we are not requesting partner assistance in the needs assessment process.

See Suggested Key Indicators and QuickScan tool for data sources you may wish to use in determining the status of your recovery areas and Act 173 levers.

Phase 2: Recovery Planning and Implementation
Submit by June 1, 2021

1. It is expected that planning activities will be largely completed by May 15, 2021 (see Guidance: Education Recovery No.1). This allows ample time to finalize the plan and move toward implementation by June 1, 2021.
2. Based on the needs identified in Phase 1, generate specific strategic actions to address those needs.
3. Develop a Theory of Improvement or Logic Model to link the identified needs to specific activities. Determine steps you will take throughout the year to implement and evaluate the impact of these activities. Consider potential additional future data sources needed to answer emergent questions on student success and wellbeing.
4. Identify the specific human and material resources that will be necessary to implement your strategies and how you will pay for those resources. Refer to AOE guidance on use of ESSER funds and other relevant funding.
5. In the corresponding table below, for each of the Key Student Indicators (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success) identified for recovery planning describe

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a. identified student needs.
b. the selected strategies and activities, including any problems of practice to be addressed.
c. the logic model underlying their selection.
d. your plan for implementation and evaluation of your activities.
e. the resources you will need to enact this plan and how you intend to pay for those resources.

Analytical tools from the [Comprehensive School Improvement Toolkit](#) and [VTmtss Framework Tools](#), [Act 173 lever one-pagers](#), as well as tools provided through the Data Literacy professional development workshop series, will be useful in this work.

Equity Supports
If any schools in your LEA or the LEA are eligible for equity supports, please list which of the selected activities above address a reason for the eligibility. If none of the activities address eligibility, please identify a separate strategy or action for each of the organizations eligible for supports.

LEA: Orleans Central Supervisory Union
School: Lake Region Union High School
School: Glover Community School
School: Irasburg Village School

All 3 schools are identified as in need of equity supports due to the achievement gap between students eligible for free and reduced lunch and all other students. All of the activities in our logic models support decreasing that gap.

Phase 3: Evaluation and Refinement of Plan
Submit by June 1, 2022

1. Explain the effectiveness of the implementation of the strategic actions and activities you engaged in during the 2021-2022 school year and what modifications to those strategies you intend to make based upon this analysis moving forward.
   a. Determine your plan for sustaining practices that have achieved desired results.
   b. Describe any new activities you will pursue regarding Key Student Indicators.

2. In the corresponding table below, for each of the Key Student Indicators (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success) identified for recovery planning describe
   a. what you learned about the effectiveness of your implemented strategies/activities.
   b. intended modifications to your theory of improvement, including change ideas or activities you intend to continue pursuing and those you intend to modify or replace.
   c. how you will resource sustainability of change ideas and strategic activities.

Analytical tools from the Comprehensive School Improvement Toolkit and VTmtss Framework Tools, Act 173 lever one-pagers, as well as tools provided through the Data Literacy professional development workshop series, will be useful in this work.

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AGENCY OF EDUCATION

Table 1 - Phase 1: Initial Needs Assessment

Academic Success:
Pre-K: TS Gold
K-2: POA & PNOA
K-5 Eureka Mid and End of Module Assessments
LRUHS 8th grade assessments: Reading, Writing, Math, Science, & Social Studies
Grades 9-12 Folio Performance Tasks
STAR 360 Math & Reading Achievement Data
Staff Professional Learning Survey Data- Focus Area: SEL, PBL, Equity, & Technology
School-based Assessment Data: ESGI; Moby Max; IXL; AIMSWEB; LR Student Pass/Fail Data (Progress Report and Final); Credit Recovery Data; Study Island; F&P
EST, 504, IEP Data

SEL, Mental Health & Well Being:
Discipline Data; HHB Data
Student referrals for mental health services- ie. school-based clinicians; anxiety coaches
Teacher Observations
School Nurse Reports

Engagement/Truancy:
Attendance Data
Teacher Observations
LR Co-Curricular Participation Data
HS YRBS Data & Drop-Out Rates
Facilities data
School level Climate/Culture Surveys
Parent surveys RE: After School Programs and Learning Options

VERMONT
AGENCY OF EDUCATION

e. Interpretation of student needs based on these data sources.

Academic Success:
Based on student achievement data, our interpretation is that the data indicates a wide variety of student success. Achievement data varies from school to school at the K-8 level, as well as different grade spans. Student readiness for high school shows the need for a focus on literacy (Reading & Writing) and students would benefit from more intervention time at all grade levels PK-12. Students would also benefit from more intervention in math. We also need a common assessment system K-12 to support students meeting our graduation proficiencies.

All SU schools, including PreK and High School, are represented in the SU EST team. There is not an equitable distribution of personnel across schools to support students. We also need training in the purpose of EST, how it works, and what the steps are, how to try other strategies. Documentation of the process and strategies is needed. There seems to be discrepancy among schools. There needs to be continued professional development of staff on the purpose of EST, data collection, and use of data to inform strategies.

SEL, Mental Health & Well Being:
Student referrals for social-emotional support suggests that we need more services, programming, and personnel to be able to meet the needs of students so that they can access learning. In general, there will be effects from the pandemic, even just on social connectedness. This includes diagnostic tools to support identifying needs, as well as to create consistency and equity in the supports that are provided in all of our schools.

Engagement/Truancy:
Parent survey data suggests that students would benefit from programming during and beyond the school day/year. This includes after school activities (intervention/enrichment); extended day programs, and summer programs to promote engagement. enrichment activities during the school day and during after school and summer would include residencies, speakers, middle school concerts, art shows, STEM, etc. Data also indicates the need to increase flexible pathway opportunities for students who live in a rural part of Vermont. Finally, data suggests exploring options to promote building projects to increase middle school programming and a facility designated to a middle school model.

f. Preliminary thoughts on how to address identified needs.

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AGENCY OF EDUCATION

Academic Success:

Our preliminary thoughts for academic success are as follows:
- Personnel to support MTSS: Interventionists, Coaches, Tutors, Special Educators, and coordinators
- K-12 Assessment system (Academic and Social/Emotional)
- Early Literacy Investment- K-2 Phonics & Foundations
- Professional Development in literacy (Reading & Writing) and math, as well as how to implement a proficiency-based model of instruction. Staff also need professional development in the EST process
- Contracted Services to support professional development needs
- Supplies, materials and equipment to support students accessing the curriculum
- Parent and family engagement to support struggling learners

SEL, Mental Health & Well Being:

Our preliminary thoughts for Mental Health & Well Being are as follows:
- Personnel
- Contracted Services to support struggling students
- Contracted Services to support professional development in Responsive Classroom, Second Step Program (incl. curriculum, materials/supplies), SEL, & Restorative Justice
- Universal Screener to identify student social/emotional learning needs
- Programs that support physical and mental well-being. IE. Farm to School Programs; Fresh Fruits & Veggies Program; Summer programming

Engagement/Truancy:
- Facilities upgrades and maintenance to support students' access to programming. IE. outdoor learning spaces, auditorium space, modular units and additions to school buildings
- Personnel to coordinate extended day/extended year programs
- Supplies & equipment to support extended day/extended year programs & flexible pathways
- Supplies to support the continuity of learning in-person: sanitation; building upgrades

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AGENCY OF EDUCATION

Table 2-Phase 2: Recovery Planning and Implementation

Vision: Ensure that all of our students will have choices for success throughout their lives.
Theory of Action: **If we support teachers in providing high quality tier I instruction for all students, then ……** ● **Fewer students will need Tier 2 & Tier 3 instruction.** ● **Educators will continuously improve their craft,** ● **Students will be engaged in their learning, and** ● **All students, staff, families, and community members will be invested in our school community.**
Strategic Objectives (Academic Achievement and Success) Student Learning: We will graduate students prepared for college, career, and civic life by providing rigorous, authentic, and engaging learning experiences aligned to clear outcomes and ensuring that EVERY student has access and support to achieve the proficiencies. High-Quality Staffing: We will strengthen staff culture to support collaborative and reflective practice in order to improve student achievement. Equity: We will build a system that provides all students the resources and educational opportunities they need to learn and thrive. School Climate: We will sustain systems that are highly effective at meeting the needs of all faculty, staff, students, and families within the OCSU community.

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AGENCY OF EDUCATION

Problem of Practice (from Needs Assessment)	Goal/Strategy	Specific activities	Implementation and evaluation plans	Human and material resources required and how to pay for them
1. Progress monitoring is inconsistent across schools and grade levels	We want to implement a common assessment platform K-12 with fidelity.	Identify common assessment platforms. Professional Development for chosen common assessment platform. Convene an assessment team to plan and implement	Training in common assessment platform Differentiate for those schools who have used assessment platforms and those who have not.	ESSER funds will pay for a common assessment platform and training. Stipend and/or time for the Assessment Team to convene.
2. Lack of Data Literacy	Teachers are able to utilize the data to improve their instruction and student outcomes.	Schedule data days facilitated by coaches to review student work/data in order to	Review language in TEP goals to assist teachers in connecting their growth in data	Time for data teams to meet Subs for the school day so that data teams can meet - Local funds

VERMONT
AGENCY OF EDUCATION

		improve Tier I instruction Connect to TEP goals	literacy Refocusing PLC agendas on using data	Time during Cabinet Retreat to review TEP goals and time for admins to review with their staffs.
3. Not all students demonstrate proficiency	100% of students will show improvement in their scaled scores in SBAC Reading, Math, Science year to year and will demonstrate growth on local assessments.	PD on assessment & student-led conferences Create opportunities for students to demonstrate proficiency Use of data days to review student work/data in order to inform instruction Scheduled interventions to meet the needs of struggling learners Revised Assessment Plan	Documentation of PD offered Annual review of progress on statewide assessments PLC meeting minutes Review local assessment data Artifacts Student-Led Conferences LR Portfolio of School-wide Learning Expectations Senior Exhibitions	Time for data teams Subs for the school day so that data teams can meet - Local funds Time and/or funds for PD Intervention time and/or interventionists
4. The implementation of research-based learning strategies is	Teachers use a variety of strategies to ensure equitable access to the	Peer Observations Coaching	Contract with outside agencies to provide professional	Funding for outside agency services for professional development (Grant?)

VERMONT
AGENCY OF EDUCATION

not well established across schools in the SU.	general curriculum	Use of TEP and Observations Use of data days to review student work/data in order to improve Tier I instruction Training/PD in Universal Design for Learning	development in all content areas Scheduled time for teachers to collaborate Observation data shows evidence of research-based learning strategies in all classrooms Evidence of UdL in all classrooms	Time for teacher collaboration & PD Time for data teams Subs for the school day so that data teams can meet - Local funds
5. Not enough Tier II supports/services available to students	Struggling learners will have access to intervention supports beyond universal instruction	Increase FTEs for intervention Provide regular opportunities for interventionists to collaborate Provide scheduled time for the most highly qualified personnel to provide interventions (ie. classroom teachers) Follow EST guidelines &	Students needing supports beyond Tier I will decrease PLC Meeting Minutes EST Data shows students meeting targets	Funding for Interventionists (Grants) Scheduled intervention time for classroom teachers Funding for subs Time for interventionist to collaborate - PLC Time

VERMONT
AGENCY OF EDUCATION

		process as needed for individual students		
6. No consistent program for early literacy skills across the EMS	All OCSU K-2 students will be exposed to a consistent program/skills	Implement a phonics program & foundational skills block, K-2 across the SU	Training in programs Professional Development	Funding for a phonics program Time and funding for PD and training Time for collaboration
7. Insufficient progress in writing skills	Increase writing opportunities and skill development across content areas	Writing interventionist	Contract with outside agencies to provide professional development in writing	Funding for outside agencies Time
8. K-12 Learning Scales are not complete, which inhibits communication and the feedback loop. (*For additional information, see PBL logic model link below.)	Regularly use Learning Scales as part of the instructional practice loop.	PD Learning Scales 101 Complete Learning Scales K-12 PLC Cycles of Inquiry	PLC Meeting minutes Scales used for grading and reporting Scales used for performance assessments (SLCs, Folio Tasks, Exhibitions, Summative reporting etc.)	Funding for PD Time Contracted Services
9. There is currently no time built into our administration cabinet	Strengthen Instructional Supervision Skills of administrators	Schedule time once/quarter for video during cabinet meetings	Meeting Minutes reflect time spent	Time in our Cabinet meetings and/or schedule visits at schools

VERMONT
AGENCY OF EDUCATION

meetings to collaborate and strengthen instructional supervision skills.		CO/Principal visits 2x/month Admins gain skills in providing feedback to teachers. Admins will be in classrooms often. Improve connections between central office and schools Coaching Look at and revise as needed Track 3, Corrective Action Book Study	Reflection on effectiveness of implementation Admins using aligned tools to support S&E	Admin retreats (time to look at Track 3 & observation tools, etc.) Funding for coaching and supplies
10. There is a higher number of admin turnover for the 21-22 school year.	Maintain sustainability of our admin communication practices	Continue work on Admin Handbook and share with new admins Regular meetings between principals/CO	Meeting Minutes reflect time spent Admin Mentors meet regularly with mentees.	Time in our Cabinet meetings and/or cabinet retreats Admin mentors

VERMONT
AGENCY OF EDUCATION

		admins Regular cabinet meeting schedule (hybrid) EMS Principal Hangout group		

Vision: Ensure that all of our students will have choices for success throughout their lives.
Theory of Action: **If we support students in Social Emotional Learning, and they improve skills in emotional and cognitive regulation, they will be better able to access the academic curriculum, and make positive contributions to their school and society.**
Strategic Objectives (SEL, Mental Health, and Well-Being) Student Learning: We will graduate students prepared for college, career, and civic life by providing rigorous, authentic, and engaging learning experiences aligned to clear outcomes and ensuring that EVERY student has access and supports to achieve the proficiencies. High-Quality Staffing: We will strengthen staff culture to support collaborative and reflective practice in order to improve student achievement.

VERMONT
AGENCY OF EDUCATION

Equity: We will build a system that provides all students the resources and educational opportunities they need to learn and thrive.

School Climate: We will sustain systems that are highly effective at meeting the needs of all faculty, staff, students, and families within the OCSU community.

Student referrals for social-emotional support suggests that we need more services and personnel to be able to meet the needs of students so that they can access learning. This includes diagnostic tools to support identifying needs. Cultural change will help staff see students through the lens of trauma informed practice.

	Problem of Practice (from Needs Assessment)	Goal/Strategy	Specific activities	Implementation and evaluation plans	Human and material resources required and how to pay for them
1	We currently use Handle With Care, which is not well aligned to up-to-date trauma informed practices. We do very few restraints. We have a need for a simpler, more accessible, and school friendly method of managing extreme behaviors.	Train additional staff members to be CPI trainers.	CPI "Train-the-Trainer" Training Train new trainers annually	Evaluation plan: at least one trainer in each school Data on how the trainer trains staff (meeting agendas, notes, certificates, spreadsheets, etc.)	One trainer for each building Grant funding Annual PD/ Training Calendar created prior to year
2	We currently use Handle With Care, which is not	Train staff members in CPI	CPI Professional Development Time	80% trained staff in verbal co-regulation;	Professional Development time for all staff, including subs

VERMONT
AGENCY OF EDUCATION

			during Inservice	gold standard would be all staff (instructional and otherwise), including subs	
	well aligned to up to date trauma informed practices. We do very few restraints. We have a need for a simpler, more accessible, and school friendly method of managing extreme behaviors.		Recommend that at least verbal co-regulation be addressed in pre-service	Data on how teachers are using the training (self-reports, behavioral data)	Training calendar time to review data
3	We currently do not have a training schedule and tracking system for verbal co-regulation training.	CPI committee to monitor and assess progress	Review PowerSchool to see if it can be used for tracking all staff trainings. If not, investigate or create an alternative tool for tracking system and training schedule for all staff (including kitchen, custodial, etc.) and substitutes	Tracking system & data Calendar of trainings created prior to the School Year Established CPI committee	CPI committee Annual PD/ Training Calendar created prior to year
4	Student referrals for social-emotional support suggests that we need more services and personnel to be able to meet the needs of students so that they can	Provide additional social/emotional supports to students	Create SEL positions in each building Routine communication/ weekly or monthly	Evaluation plan: at least one SEL position in each school Data on SEL needs of students and	SEL Specialist in each building - Special Ed/ ESSER Time for SEL Specialists to look at data

VERMONT
AGENCY OF EDUCATION

				behavioral referrals (SEL screener & monitoring; behavioral referral data)	Time for all staff to create action plans based upon data
access learning			meetings among SEL specialists and Ashley		
5	Data indicates need for embedded psycho-therapeutic health services for students	Provide additional mental health services to students	Create a calendar for reviewing and renewing contracts with outside agencies. Part of this would including evaluating those services, Contract with School Based Clinicians or other Mental Health Professionals, such as WeRHope	Contract with outside agencies Create funding opportunities Data on SEL needs of students and behavioral referrals (SEL screener & monitoring; behavioral referral data)	Full time SBC in each building Contracted services Work with school based clinician contracted service providers to find interns as needed. Use ESSER funds, CFG or other grant sources Write strategies. Time to review and act upon data
6	It is well-established that good physical health supports emotional health and learning. We have a need for equitable opportunities across our schools for students to access programs that support student physical health and well being.	Provide programs which support student physical health and well being	Contract to provide outdoor learning activities	Document programs in each school. Monitor progress/look at student assessment data	IE. Farm to School Programs; Fresh Fruits & Veggies Program Funding (grants and otherwise) Time to look and act upon data

VERMONT
AGENCY OF EDUCATION

7	It is well-established that good physical health supports emotional health and learning. We have a need for equitable opportunities across our schools for students to access programs that support student physical health and well being.	Provide programs which support student nutrition	Serve fruits & veggies during school day	Student and family survey data	IE. Farm to School Programs; Fresh Fruits & Veggies Program;
8	It is well-established that good physical health supports emotional health and learning. We have a need for equitable opportunities across our schools for students to access programs that support student physical health and well being.	Provide programs which support student physical health and well being	Offer opportunities to learn about gardening, where food comes from, sustainability, composting Create a communication plan for outreaching with families Plan family outreach activities (harvest dinner, etc)	Document programs in each school. Program attendance data/feedback Contract with outside agencies	IE. Farm to School Programs; Fresh Fruits & Veggies Program; MAC
9	It is well-established that good physical health supports emotional health	Provide programs which support student physical	Create Health and/or PE positions in each building or contract	Full time positions in all schools OR More equitable health	Full time Health/PE positions in each building or contracted service providers

VERMONT
AGENCY OF EDUCATION

	and learning. We have a need for equitable opportunities across our schools for students to access programs that support student physical health and well being.	health and well being	out for these positions Provide outdoor winter activities opportunities	& PE opportunities for all students	Supplies, health program, materials, curriculum Local budgets Grants Titles ESSER MAC
10	We currently have students who need additional support in order to meet their social emotional needs during the summer.	Offer extended school year activities in order to meet student social emotional needs	Summer Programming Affinity Spaces during summer	Advertise and hire personnel - • Summer Program Director • Site Coordinator (each site)	ESSER 21C
11	We currently have students who need additional support in order to meet their social emotional needs through time outside of the school day through engaging activities.	Offer extended school day	After school programming	Advertise and hire personnel - • After School Director • Site Coordinator (each site) Partnerships with organizations that provider	After School Director Site Coordinator (each site) ESSER 21C

				programming coordinated across schools	
12	Need for data on school climate for decision making	Identify and use a common climate survey	Agree on a common climate survey across schools to implement

Uniform climate survey | Implement a climate survey across schools

Data on the results of climate survey across schools | Local Budget
ESSER |
| 13 | We need data to identify student SEL needs in real time to guide deployment of interventions | Identify and use a common universal screener

Consider a data warehouse that can combine and analyze discipline, Dessa, attendance, nurse, etc | SEL Team selects an SEL screener

Universal SEL Screener
I.e. CloseGap, Dessa | Purchase an SEL Universal Screener

Implement an SEL Screener in all schools

Data on the results of the SEL Screener across time and related interventions | ESSER

Time to look upon and act on data |
| 14 | Integrate SEL curriculum across classrooms - the business of all staff | Move the curriculum from the purview of guidance classes to all teachers | Utilize restorative circles & admin provide modeling

Provide PD on:
- MTSS
- Tier 1 vs tier 2 interventions
- EST | SEL Curriculum

Trained staff

Lesson plans demonstrate embedded SEL skill development | Local budget
Titles
ESSER

Time to evaluate and act upon SEL curriculum data |

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AGENCY OF EDUCATION

			Use of consistent SEL Curriculum across schools		
15	We need systems for SEL/trauma-informed practice across all classrooms and locations in order to change hearts and minds and create lasting cultural change.	Ongoing training of all staff members in SEL/trauma informed practices	Provide additional PD on: - PBIS - SEL - Restorative Justice - Responsive Classroom - MTSS - Tier 1 vs tier 2 interventions - EST Use and model restorative circles with staff to address training and staff personal supports	Use faculty meeting time for training, under supervision of administrators. Develop local/distributed expertise	Local budget Titles ESSER Time to evaluate and act upon PD
16	Our early childhood program can't access intervention with the additional grant funds.	Smaller class sizes for 2021-22 which will allow for embedded interventions	We will have 3 classrooms and divide our students among them. Intervention will therefore be embedded.	Reviewing data on the intervention model to determine effectiveness	Titles Local Budget PD around interventions PLC time with K-1 interventionists

		Training in age-appropriate interventions Outreach with interventionists working with K-1 students to share data and best practices		

Vision: Ensure that all of our students will have choices for success throughout their lives.
Theory of Action: If all staff and students deeply explore their own learning, and if there is a culture of support and learning, then: ● all educators will continuously improve their craft, ● all students will be present and actively engaged in their learning (connected to and part of their learning), ● all students, staff, families, and community members will be invested in our school community. ● all students and families understand the value of education currently and throughout their lives.

VERMONT
AGENCY OF EDUCATION

Strategic Objectives (Engagement/Truancy)

Student Learning: We will graduate students prepared for college, career, and civic life by providing rigorous, authentic, and engaging learning experiences aligned to clear outcomes and ensuring that EVERY student has access and supports to achieve the proficiencies.

High-Quality Staffing: We will strengthen staff culture to support collaborative and reflective practice in order to improve student achievement.

Equity: We will build a system that provides all students the resources and educational opportunities they need to learn and thrive.

School Climate: We will sustain systems that are highly effective at meeting the needs of all faculty, staff, students, and families within the OCSU community.

Problem of Practice (from Needs Assessment)	Goal/Strategy	Specific activities	Implementation and evaluation plans	Human and material resources required and how to pay for them
E/T1) Structures and policies are not in place, need revising, or need to be better communicated in order to better support engagement.

Students and/or families | Engage students and families more fully in the educational practice.

Students will attend school regularly in order to access their education | Review and revise student attendance policy procedures

Create consistent structures for all educators around:
- Report card | Summer 2021: review PowerSchool forms

Summer 2021: review procedures connected to student attendance policy as a cabinet | PowerSchool time for form revision (additional time needed?)

Cabinet time |

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AGENCY OF EDUCATION

feel students can miss school with no consequences or negative impacts		incompletes - Expectations on work completion - Retention Communicate to all stakeholders expectations for all educators for: - Report card incompletes - Expectations on work completion Create forms for additional attendance data review	Ongoing - Admins (of six year olds through high school students) create consistent structures After structures are in place, work on a communication plan, using the former parent letter(s) as a springboard. Pull attendance data as part of annual data review within buildings and as Cabinet. - Graduation rates by school - Post-secondary plan data - Trends by grade-level	
E/T2) Students have limited extended-day learning opportunities and unclear vision of overall learning paths.	Provide more diverse learning choices and self-directed learning. Provide a variety of robust after school and summer learning opportunities and activities, with people in	Hire an after school program director. Connect with Nancy Horton over summer meals. Hire program staff;	Evaluate programs and make decisions about future programming. Gather data about proposed and actual attendance to make decisions around staffing,	After school director Supplies Transportation Summer meals program Contracted Services ASP staff Funding for "as needed" admin oversight

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AGENCY OF EDUCATION

		place to organize and host these events.	investigate evaluation needs for staffing. Hold summer programs in 2021 (and beyond) and after school programs in the 21-22 school year (and beyond).	offerings, etc. Family and staff and participant feedback.	
E/T3) Parent & Family Engagement: Families have become progressively disengaged due to COVID and lack of building access.	Reintegrate and re-engage families into the learning community.	Provide targeted opportunities on a local building level in informal settings to engage with families. (Example: parking lot "donuts for dads", small group gatherings) Create a shared list or calendar of events to prevent overlapping events; gather a committee to determine workflow and articulate expectations. Continue/Revitalize student-led conferences as another way to re-engage families.	Summer(s)- Plan calendar of events (incl. SLCs, Title I Annual Mtg. for Fall) Share best practices around events so others can benefit. Take attendance at activities in shared document (doing "best guess headcount") End-of-year survey on engagement and event participation	Committee to run and plan local events Funding for parent events Group to determine management and best practices for building-based calendar sharing Stipends for staff BCO

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| E/T4) Students are not as engaged in school due to a lack of:
- Personalization
- Ownership/lack of voice & choice
- Mastery of CCP's/LEs
- Flexible pathways | Students are actively engaged in and reflective on their learning to promote future goals.

Increase engagement and support SEL by offering multiple modes and paths for learning. | Continue/Revitalize student-led conferences as another way to re-engage students and connect them with their families.

Provide SEL supports for all students.

Provide coursework and learning on PLP's for guidance

Provide training on designated, uniform PLP tool (sites)

Gather and use assessment data to better promote voice and choice (learning styles or strengths assessments)

Promote and build both on and off-campus alternative learning spaces

Examine more alternative school choices, including an in-house alternative | Review existing guidelines for student-led conferences

Initiate conversations with all stakeholders around student-led conferences with feedback loops for future changes.

Provide time and guidance for PLC's to analyze data and make informed decisions.

Admins craft site surveys for local learning projects, using other stakeholders to elicit feedback. | SEL specialists

Assessment systems

Stipends for training and outside data evaluation

Funds for alternative learning spaces

[SLC Shared Drive](#)

Data day and PLCs

Meeting times |

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| | | learning program, an expansion of the high school program, and community-based learning programs.

Examine how to best support former remote students being re-integrated into in-person learning

Examine current and future remote learning options.

Articulate the value of all learning paths (AP, career center, etc.) and create a more unbiased lexicon around those paths (example: "honors" puts a certain emphasis on those classes that may downplay others)

Grow connections with the career center earlier in their academic career. | | |
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Problem of Practice (from Needs Assessment)	Goal/Strategy	Specific activities	Implementation and evaluation plans	Human and material resources required and how to pay for them
E/T5) There is a large number of staff leaving OCSU, and we are struggling to fill positions.	Recruit certified applicants Retain certified teachers	Create a committee to explore the positives and negatives of a junior high or middle school model (restructuring using current facilities), schools focused. Connect this work with the Feasibility work that Board is considering Continue to implement the SU PD plan that is based on goals and needs of staff (incl. Ongoing assessment). Develop a program for HS students to become interested in education Collect data to establish turnover cause Create a promotional video and digitizing the pamphlet Encourage self-care in staff	Gather data related to hiring - Track certified applications by position - Where new hires come from - Gather data on who sticks (who do we retain?) - Gather data from candidates who take positions elsewhere or decline (via short survey) Social/Emotional data on staff to address staff needs	SEL assessment for staff (connected to data warehouse and data person) Time/coordinator for HS/preK-elementary collaborations College outreach person Individual to manage and create promotional materials (possible outside contracted service) Principal collaboration in recruiting and hiring staff Form relationships with preparation programs and communicate student teaching possibilities pro-actively

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		goals Place more student teachers in OCSU Checklist for how to promote the school through the job posting		
E/T6) There is a lack of systemic, embedded project-based learning opportunities in all OCSU schools.	Find engaging materials, programming, and activities early into students' educational careers to promote learning and engagement	Long-term plan for SU-wide challenge-based learning strand embedded in 8th grade, fostered in elementary classrooms, tied philosophically to senior exhibitions? Provide training for all staff to provide more project-based learning opportunities through book studies and mini-courses on Project-Based Learning Collaborate with the high school to work on career-track paths with multiple entry points and	Common tools to evaluate student strengths, interests, habits of work, and learning styles, with systemic documentation passed along grade-levels	Individuals and organizations to partner with: locally, regionally, and wider People to help coordinate partnerships Resources to explore career paths at all ages Book and learning materials (coursework, etc) for staff

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| | | supporting data; include multiple stakeholders (educators, admin, boards, students, community).

Assess what partnerships we can leverage to both free up time for teachers to work together, as well as providing new opportunities for educators | | |
|---|---|---|---|---|

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Table 3-Phase 3: Plan Evaluation and Refinement DUE JUNE 2022

Recovery Domain	Effectiveness of strategy/activity (include supporting data)	Identified additional or modified problem(s) of practice	New or modified change ideas/activities	Refined goal/theory of improvement	Human and material resources required and how to pay for them
SEL, Mental Health and Well-Being					
Engagement/Truancy					
Academic Achievement and Success					

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Suggested Key Indicators

> Refer to the following list of metrics for possible use in your Needs Assessment and planning activity. It is neither anticipated nor expected that any LEA will have access to or use all the indicators, but we believe that all LEAs have information on and will use at least some of them.
> Additional recommendations:
>
> Record both the number and percentage of students to assist your planning activity.
>
> If possible, examine comparisons to SY 2018-2019.
>
> To the extent practicable, break down results by historically marginalized groups, including students with disabilities (IEPs), students with 504 plans, English learners, students of different racial or ethnic backgrounds, students in poverty, migrant students, homeless students, etc.

1. **Mental Health and Well Being (MH/WB)**
   a. Students who experienced decline in MH/WB
      i. Physical Health
      ii. Socioemotional (peers, relationships, social emotional learning/SEL)
      iii. Internalizing problems (i.e., anxiety, depression, etc.)
      iv. Externalizing problems (i.e., acting out, behavioral challenges, etc.)
   b. Students requiring MH supports
      i. One-on-one counseling/therapy
      ii. Group counseling/therapy
      iii. Behavioral intervention
      iv. Universal SEL approaches (Tier 1)
      v. Other (Identify what)
   c. Students requiring additional supports for well-being, including targeted assistance for physical health
   d. Students who are doing well in terms of well-being and mental health

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2. **Engagement/Truancy**
   a. Students who remain fully engaged in school activities, by type of learning experience
      i. In-person
      ii. Hybrid
      iii. Fully remote
   b. Students who LEA is unable to locate/contact/ascertain status
      i. In-person
      ii. Hybrid
      iii. Fully remote
   c. Students significantly absent/disengaged from school
      i. In-person
      ii. Hybrid
      iii. Fully remote
   d. Students engaged in extracurricular offerings
      i. In-person
      ii. Hybrid
      iii. Fully remote

3. **Academic Success and Achievement**
   a. Students proficient in
      i. ELA
      ii. Math
      iii. Science
      iv. Social sciences
      v. Other
   b. Students showing decline in proficiency from last year (i.e., erosion in performance, opposite of growth):
      i. ELA
      ii. Math
      iii. Science
      iv. Social sciences

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   v. Flexible Pathway: CTE

   vi. Flexible Pathway: WBL

   vii. Flexible Pathway: DE/EC

   viii. Other

 c. Students qualifying for an IEP

 d. Students qualifying for 504 plans (with academic accommodations)

 e. Students who advanced (grew in proficiency) from last year

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Potential Data Sources

Student Status or Outcomes
- State assessments
- Local assessments
- Formative assessment measures
- Curriculum based measures
- Mental health/wellbeing screening measures
- Other student self-reports/referrals re: mental health/well being
- Grades/proficiency
- Graduation rate
- Dropout rate
- Attendance/truancy data
- Student portfolio measures
- College readiness measures
- Career readiness measures
- School climate surveys
- Physical education data
- Nurse referrals
- Counselor referrals
- Teacher absences
- Parent requests for mental health supports for child
- Kindergarten readiness measures
- EST data
- Behavior data
- Exclusionary discipline practices
- Youth Risk Behavior Survey data
- English proficiency data

Demographic
- School enrollment
- Transience
- Homelessness
- Migrant status
- Socio-economic status
- Age
- Grade
- Gender
- Race
- Ethnicity
- Language
- Disability
- Parent profiles

Perceptions
- Student, parent, teacher interviews
- Student, parent, teacher focus groups
- Student, parent, teacher questionnaires
- Student, parent, teacher surveys
- Communication records
- Meeting notes

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School/LEA Process
- Local comprehensive assessment systems and practices*
- Curriculum coordination/alignment*
- EST functioning*
- Professional development planning process*
- Instructional practices /walkthrough data
- VTmtss Survey
- Integrated Field Review (IFR) report
- Analyses of technology integration practices and infrastructure
- Staff evaluations
- Mentoring practices
- Parent involvement rates

- Leadership strategies
- Data use and literacy practices
- Scheduling practices
- Planning practices
- Hiring practices
- Staff retention
- Staff credentials
- Staff vacancies
- Continuous improvement practices
- Professional learning outcomes
  *Act 173 Rubric

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