Vermont Education Recovery Plan

LEA: White River Valley Supervisory Union

LEA Recovery Coordinator: Anda Adams, Chief Academic Officer

LEA Recovery Team Members: Jamie Kinnarney, Aimee Toth, Carrie McDonnell, Lindy Stetson, Bonnie Bourne, Meg Hopkins, Mindybeth Pike, Lisa Burg, Maura Strance, Ashley Shepard, Tara Weatherell

Collaborative Stakeholders Represented: List the names and roles of representative stakeholders involved in developing the plan (e.g., school board member(s), students, parents, teachers, administrators, CTE partners, mental health agency representatives, and other community members). Strive to ensure diverse voices are part of the planning process. Jamie Kinnarney (Superintendent) Aimee Toth (Literacy Coach/Interim Curriculum Coordinator), Carrie McDonnell (parent/community member, One Planet Program Director), Lindy Stetson (principal) Bonnie Bourne (principal), Megan Hopkins (parent/community member, Elementary Teacher) Mindybeth Pike (MTSS Coordinator), Lisa Burg (High School Teacher), Maura Strance (guidance counselor), Ashley Shepard (community partner, WCMH), Tara Weatherell (Business Manager, parent/community member), Ray Ballou (Director of Technology, parent/community member)

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.

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.

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**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
   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  White River Valley Supervisory Union
School: White River Valley High School
School: Sharon Elementary
School: Chelsea School
School: South Royalton Elementary
School: Tunbridge Elementary

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.
### Table 1 - Phase 1: Initial Needs Assessment

<table>
<thead>
<tr>
<th>Recovery Domain</th>
<th>Data used</th>
<th>Interpretation of data</th>
<th>Preliminary ideas re how to address need, Request assistance? (Y/N)</th>
</tr>
</thead>
</table>
| SEL, Mental Health and Well-Being | School-wide Climate Survey (Students, Faculty/Staff, and Families), Attendance Data, Youth Risk Behavior Survey Data, Office Discipline Referrals | 1. Discrepancy in ODRs between male and females in most of our schools. For example Chelsea has 91 ODRS for males as compared to 14 for females. This could be based on a sense of belonging or approach to regulation techniques.  
2. Lack of consistent approach for regulation techniques provided in a systematic way. Lack of universal approach to SEL with aligned universal assessment. Lack of predictability and clear expectations/routines developed across all schools/classrooms. Climate survey indicated Clear rules/ consequences 2019 56% 2017 69%  
3. Concerned with internalizers and lack | 1. *Training of Special Educators in the BRIEF to better support data teams in order to provide successful accommodations.*  
*Provide professional development in Restorative Practices*  
*Provide professional development in function of behavior and regulation techniques (mindfulness).*  
*Book studies across WRVSU on Power of our Words and Yardsticks*  
*Increase experiential and kinesthetic learning to better engage our male students.*  
2. *Provide professional development in a universal approach to S.E.L for each building. Examples would be all teachers trained in each building in either Responsive Classroom or Conscious Discipline.*  
*Provide professional development in the “why” and implementation with fidelity of Check-in and Check-out*  
*Provide further development in social cognition and how it can be implemented as a targeted intervention.*  
3. |
**Vermont Education Recovery Plan Template**

**Engagement/Truancy**

<table>
<thead>
<tr>
<th>a) School climate surveys and office referral data</th>
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<tr>
<td>b) and c) School attendance data, including quantitative comparisons to previous year, virtual learning academy</td>
</tr>
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- Survey data show students reporting less favorable experiences than educators and families are reporting. This low favorability also emerges more pronounced in younger grades than in previous years.
- Educators reporting challenges between prioritizing social-emotional learning and student connections during this

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<th>Address engagement concerns (in addition to academic concerns) during targeted intervention &amp; enrichment time in schedule.</th>
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<tr>
<td>Increase use of universal design for learning to improve accessibility of Tier 1 instruction through professional learning targeting literacy and math. Utilize adoption of consistent math</td>
</tr>
</tbody>
</table>

- Add additional therapeutic interventions through partnership with community mental health (CMC) to access school based clinicians (6).
- Provide therapeutic intervention and check-ins for faculty/staff.
- For students who have been socially isolated - fee waive to One Planet to encourage social reconnection with peers
- Look to access a backpack program in all of our schools.
- Look to pilot access to grooming and hygiene through nurses offices.
- Partner with local community mental health (CMC) to provide BCBA oversight and support for schools.
- Train a subset of paraprofessionals in order to provide intensive behavioral supports.

**No assistance needed**
data, and qualitative data from educators

d) Out-of-school time attendance and survey data

challenging year while maintaining same frequency of academic assessments

Students engaged in in-person learning are attending school at comparable rates to previous years. Between one-quarter and one-third of students in the Virtual Learning Academy have been identified as significantly disengaged. Many VLA students have returned to in-person.

Students engaged in out-of-school time activities consistently report having fun and having choices. Fewer students have attended programs in the past 12 months.

materials to ensure alignment of universal instruction.

Increase opportunities for students to have choice and follow their interests through project-based, outdoor, interdisciplinary and capstone learning, including within the essentials/special subjects.

Standardize expectations and responsibilities of MTSS Coordinators at each school/district through professional coaching to help collect comparable data, communicate needs, and ensure equitable response across schools.

Utilize summer programs to support in-person and remote learners identified as significantly absent or disengaged, with particular attention to both academic recovery and SEL. Reduce barriers to participation (busing, meals, etc.).

No assistance needed

| Academic Achievement and Success | Math | 1. Universal instruction may not be aligned in instructional techniques, time, and assessments. Currently we have pre-Common Core instructional resources being used at high school level. This is resulting in 40% proficiency in grades 1-6 Math, 22% grades 7-8, 35% | 1. *Strengthen universal instruction through Professional development opportunities and coaching. *Invest in CCSS aligned instructional materials at all levels *Examine our proficiencies and assessments to better respond to |

- **Math**
  - Star 360 longitudinal data SU wide, universal screening data by level (1-6, 7-8, 9-10), and disaggregated results from Star 360(FL, RL, SPED), PNOA, WRVSU Consolidated School Achievement Data Report

- **No assistance needed**
Reading

Star 360 longitudinal data, Star 360 results by level, Benchmark Assessment System, Teacher Survey, Interventionists Survey, Literacy Program Exit Report, WRVSU Consolidated School Achievement Data Report

9-10. While proficiency levels went down as a result of Covid, they have historically had an average of 42%, which would indicate universal instruction should be strengthened.

2. Across WRVSU there is a lack of interventionists focused on Math to support students in recovery.

3. Historically disadvantaged students have had greater impacts with Math proficiency levels at 22% of Free Lunch students and 6% of our Special Education students.

1. Our focus in K-6 universal reading instruction has yielded increases from 55% proficient in Jan of 2020 to 60% proficient in January of 2021 in grades 3-6. SU wide our proficiency is the highest it has been in at least the last 6 years.

2. Only 44% of teachers are confident in knowing what they need to teach in Phonics and Word Study.

3. 51% of teachers indicated that students write about reading daily.

4. Historically disadvantaged students are struggling to attain proficiency in Reading with 44% of our Free Lunch students and only 20% of Special Education Students across WRVSU.

No assistance needed

1. Summer PD in universal literacy instruction to maintain fidelity to assessments and instructional model as new teachers are hired.

2. Partnership to build understanding of Structured Language.

3. Readers Notebooks purchased to continue to support this within Readers Workshop.

4. Credit recovery summer opportunities for high school and opportunities for elementary and middle school academic recovery.
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<th></th>
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<th><strong>No assistance needed</strong></th>
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### Table 2 - Phase 2: Recovery Planning and Implementation

<table>
<thead>
<tr>
<th>Recovery Domain</th>
<th>Problem of Practice (from Needs Assessment)</th>
<th>Goal/Strategy</th>
<th>Specific activities</th>
<th>Implementation and evaluation plans</th>
<th>Human and material resources required and how to pay for them</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEL, Mental Health and Well-Being</td>
<td>1. Discrepancy in ODRs between male and females in most of our schools. For example, Chelsea has 91 ODRS for males as compared to 14 for females. This could be based on a sense of belonging or approach to regulation techniques. 2. Lack of consistent approach for regulation techniques provided in a systematic way. Lack of universal approach to SEL with aligned universal assessment.</td>
<td>1. By June of 2023 we will see a significant decline (20%) of ODRs across our entire population. In addition we will see a decrease in our male population of an additional 15%.</td>
<td>1a. Provide professional development in function of behavior and regulation techniques (mindfulness). 1b. Increase experiential and kinesthetic learning to better engage our male students.</td>
<td>1a. We will contract with an outside provider to provide professional development and coaching in social cognition that is aligned to mindfulness techniques beginning in Fall of 2021. This will be evaluated based on staff feedback at Administrative Team 1b. We will provide a one day in-service on an overview of Function of Behavior beginning in August of 2021.</td>
<td>1a. BCBA. (ESSER) 1b. Provided by WRVSU Mindful Movement and Mindfulness Coordinator (ESSER and CFG Title IV)</td>
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<td>2a. Increase FTE of school based counselors.</td>
<td>2a. We will increase the amount of adult connection through intentional additions of time in guidance, pathways, and mtss which will be evaluated within the school</td>
<td>1b/2a. ECO/Pathway/Outdoor educators in place for each district. (Local district, CFG Title IV, ESSER) 1b/2a. PD (ESSER)</td>
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1a. BCBA. (ESSER) 1b. Provided by WRVSU Mindful Movement and Mindfulness Coordinator (ESSER and CFG Title IV)
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<tr>
<th><strong>2b. Added SAP SU wide - with a middle and high school student focus</strong></th>
<th><strong>2c. Provide professional development in a universal approach to S.E.L for each building. Examples would be all teachers trained in each building in either Responsive Classroom or Conscious Discipline.</strong></th>
<th><strong>2b. We will begin the implementation of Outdoor/Experiential Learning in all districts beginning in the fall of 2021. We will begin the implementation of Capstone Projects throughout all WRVSU schools in the fall of 2023</strong></th>
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<tr>
<td><strong>2c. All schools will have an identified approach and purchased curriculum for S.E.L. by the fall of 2021 to support new SEL frameworks will be provided during the summer of 21 and into the school year of 2022, with evaluation of programs being conducted through teacher feedback</strong></td>
<td><strong>2d. We will provide professional development in developmentally appropriate middle grade facilitated instructional practices</strong></td>
<td><strong>2b. Additional SAP SU wide - with a middle and high school student focus (ESSER/CFG)</strong></td>
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| **2d Middle Grades Institute (ESSER)** | **2c. Building Based Universal and Leadership Teams meeting to plan/coordinate/ implement (Local, CFG, ESSER)** | }
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<tr>
<th>3. Lack of predictability and clear expectations/routines developed across all schools/classrooms. Climate survey indicated Clear rules/ consequences 2019 56% 2017 69%</th>
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<tr>
<td><strong>3. Students will be able to identify the school-wide rules/expectations with proficiency 90% of the time. All WRVSU schools will have a clearly defined SEL and progress monitoring system by September of 2022.</strong></td>
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<tr>
<td><strong>3a. Training of Special Educators in the BRIEF to better support data teams in order to provide successful accommodations.</strong></td>
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<td><strong>3b. Provide professional development in Restorative Practices</strong></td>
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<td><strong>3c. Provide professional development in the “why” and implementation with fidelity of Check-in and Check-out</strong></td>
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<td>Provide further development in social cognition and how it can be implemented as a targeted</td>
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<td><strong>beginning in June Of 2021</strong></td>
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<td><strong>3a. All Special Educators will be trained in the Behavior Rating Inventory of Executive Functioning by the spring of 2022</strong></td>
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<tr>
<td><strong>3b. We will provide professional development in Restorative Practices at select schools by fall 2021</strong></td>
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<tr>
<td><strong>3c. We will provide a one day in-service on an overview of Function of Behavior. beginning in August of 2021.</strong></td>
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<tr>
<td><strong>3a. Provided by Clara Martin certified BCBA. (ESSER)</strong></td>
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<td><strong>3b. ESSER</strong></td>
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<td><strong>3c. Local, Medicaid</strong></td>
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4. Concerned with internalizers and lack of ability to identify and support them. Example, we had 90 referrals for school based clinician in January. Youth Risk Behavior Survey indicated Felt sad or hopeless, past year 2019 38% 2017 31% Concerned with teacher/staff fatigue. Teachers/Staff are reporting compassion/empathy fatigue.

4a. We will see a 10% decline in the percentage of students that self-identify as feeling sad/hopeless. In addition, we will have connected 90% of our students that are in need of therapeutic intervention/support. We will have implemented a framework that provides 90% of our elementary school students the opportunity to identify one’s feelings.

4a. Add additional therapeutic interventions through partnership with community mental health (CMC) to access school based clinicians (6).

4b. Provide therapeutic intervention and check-ins for faculty/staff.

4b. Starting in the fall of 2021 all schools will have drop-in hours for access to community based mental health providers. Evaluation of the effectiveness will be measured by the number of students served per semester 4c. Starting in the summer of 2022 all students will have access to summer programming free of charge if identified as a needed support.

4c. For students who have been socially isolated - fee waive to One Planet to encourage social reconnection with peers.

4c. Provided through partnership via community mental health (CMC) (ESSER and medicaid)

4b. Provided through partnership via community mental health (CMC) (Local Funds)

4c. Partnership with 21Century Afterschool Program (Local, ESSER, 21 C)

4a. We will have school based clinicians in place for each district of the WRVSU starting in the fall of 2021. Evaluation of effectiveness will be explored within MTSS teams

5a We will partner with Hartford Area Career and Technology Center

5a. Partner with Hartford Area Career and Technology Center
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<th>5. Concerns with food insecurity of our most at risk students.</th>
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<td><strong>5. We will ensure by June of 2023 that all WRVSU students that are in need of additional nutritious food over the weekends/vacations are provided with food/meals.</strong></td>
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<td><strong>5a Look to pilot access to grooming and hygiene through nurses offices.</strong></td>
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<tr>
<td><strong>5b Look to access a backpack program in all of our schools.</strong></td>
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<tr>
<td><strong>5b School-based community partners, local farms, and Hunger Free Vermont will be explored in Summer of 21 and 22, number of families supported will be tracked at building level</strong></td>
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<tr>
<td><strong>5b Partner with area food shelves &amp; Veggie Van Go programming, &amp; Hunger Free Vermont</strong></td>
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<th>6. Significant lack of expertise or implementation of Intensive S/E interventions as observed by referrals to alternative</th>
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<tr>
<td><strong>6. We will increase our expertise in executive function in order to differentiate executive function from misbehavior</strong></td>
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<tr>
<td><strong>6a Partner with local community mental health (CMC) to provide BCBA oversight and support for schools.</strong></td>
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<td><strong>6a We will have two certified BCBAs in place to support intensive/targeted intervention plans beginning in the fall of 2021 with evaluation of effectiveness being done in partnership with Clara Martin throughout the year 6b. We will hold WRVSU book study groups beginning in the summer of 2021 with teacher engagement</strong></td>
</tr>
<tr>
<td><strong>6b Book Study Group Facilitator (ESSER and Local Funds)</strong></td>
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</table>
| Engagement/Truancy | 1) Survey data available from most schools show students across all surveyed grade levels reporting less favorable experiences than previous years (and lower than educators and families are reporting.) SU-level data is not possible to generate due to different questions and surveys being used at each school/district. | 1) By June 2022, we will increase the number of students reporting positive feelings about school at every school. 

*If we have all students back for in-person learning with activities and procedures that promote interpersonal connections & student engagement, and we ensure that all schools use common questions to survey students,* | 1a. Provide professional learning on universal design & personalized learning, beginning with literacy & math PD; then project-/place-based & interdisciplinary approaches through support from Flexible Pathways coordinators. 

1b. Increase opportunities for connected, hands-on learning for students through targeted | Implementation will begin by June 2021. 

1a. Professional learning will begin during summer 2021. 

Interim measures of students’ feelings about school will be collected at the classroom level and analyzed at the school level through morning meetings at least monthly. | 1a. PD (Title IIa/Title IV + ESSER II); pathways coordinator & math coach (ESSER II) 

1b. Contract organizations to increase engagement through hands-on learning (ESSER II) 

1c. Increased janitorial staff time (ESSER II) 

1d. School leadership (Local) |
| 1a. | Create school climate survey, then we will be able to more accurately measure more students reporting positive feelings about school. |
| 1b. | Investments in proven organizations and tools utilized in-person and online, including UP for Learning, Curiositorium, and WeVideo. |
| 1c. | Ensure updated policies and procedures meet current health and safety needs while enabling student interaction to the extent possible through support from Covid coordinator position and increased janitorial time. |
| 1d. | Establish new and restart existing special events and activities that target connecting and building community with students, families, & staff through support from communication and engagement coordinator. |
| 1e. | Develop common expectations/responsibilities. |
| 1f. | Annual climate survey of students, staff, & families will be administered at all schools by Spring 2022. |
| 1g. | SWIS platform for surveys and data; school leadership and MTSS teams; administrative support from CAO and SU to develop common practices across SU (Local). |
2) Students participating in in-person learning are attending school at nearly comparable rates to previous years. Between one-quarter and one-third of students in the Virtual Learning Academy have been identified as significantly disengaged.

2) By June 2022, attendance rates will meet or exceed rates from SY 2019-20. **If we actively work to re-engage all students, particularly those enrolled in the VLA or homeschooled, beginning in Spring 2021 through the beginning of the SY2021-22, students and families will feel welcome and have a sense of belonging in their school setting.**

2a. All VLA and homeschool students eligible to attend summer camp/intervention (academic, social-emotional) for no charge.

2b. Schools will communicate regularly and plan events for VLA and homeschool students to welcome them (back) to the school community through support from communication and engagement coordinator.

2c. School-based MTSS teams will plan for individual outreach to students who have

Implementation will begin in Spring 2021. Communication with families re: summer offerings & logistics, including fees, food, transportation to increase enrollment.

Welcome back communications sent regularly to families between Spring and Fall 2021.

Attendance, behavior, & academic performance data will be monitored at the school- & SU-level to identify attendance and engagement concerns early.

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<tr>
<td>2a. Camp costs (One Planet, DCF Recovery, and ESSER II)</td>
<td>2b. School leadership (local); communication &amp; engagement coordinator (ESSER II)</td>
<td>2c. MTSS team &amp; School leadership (local)</td>
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<tr>
<td>2d. Technology hardware (ESSER II)</td>
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</table>
3) Students engaged in out-of-school time activities consistently report having fun and having choices. Fewer students have attended programs in the past 12 months.  

| 3) By June 2022, afterschool and summer enrollment numbers will meet or exceed those from SY2019-20.  

**If we increase access to after-school programs through increased communication, adjusted fee structure, and better alignment with needs, then more students will develop deeper connections and motivation for school and related activities.**  |
|---|
| 3a. Program fees will be decreased to increase access for more students and clear communications will feature benefits and changed fee schedules.  

**3b. Offerings available for middle and high school students will be reviewed to ensure meeting the needs and interests at all levels, utilizing findings from action research through from UP for Learning.**  |
| Implementation will begin in Fall 2021.  

**Programs’ impact will be monitored using enrollment and attendance data, student & teacher surveys, and Youth Program Quality Self-Assessment.**  |
| 3a. Program costs (One Planet, DCF Recovery, and ESSER II)  

**3b. Contract organizations to increase engagement through hands-on learning (ESSER II)**  

**3c. Administrative support from SU to develop relationships with organizations (Local)**
<table>
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<tr>
<th><strong>Math</strong></th>
<th>1. <strong>Universal instruction may not be aligned in</strong></th>
<th>3c. <strong>Conduct outreach to local organizations/resources that provide opportunities for non-traditional learning. (ie. homeschool programs offered through Montshire, outdoor schools, etc.)</strong></th>
<th>1. <strong>By June of 2022 55% of students in grades 1-6 will be proficient, an increase by 15 percentage points</strong></th>
<th>1a <strong>Math coach will provide embedded professional development through coaching focused on pedagogy and</strong></th>
<th>1a <strong>Hiring will begin in June 2021 for coaching and coaching schedules by school will be designed. Feedback</strong></th>
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*Resources are the same between Math and Reading General resources*
Academic Achievement and Success

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<td>Across grades 1-10 according to STAR 360.</td>
<td>Implementation of instructional resources.</td>
</tr>
<tr>
<td>By June of 2022, 37% of free lunch students will reach proficiency and 21% of our IDEA students will reach proficiency based on STAR 360</td>
<td>1b. Math interventionists will identify, monitor and support struggling students in the area of mathematics. They will collaborate with parents, teachers and administration to promote academic success.</td>
</tr>
</tbody>
</table>

1. If we have increased embedded coaching and professional development opportunities for teachers, interventionists to reach students with lagging skills, and updated instructional materials then by 6/22 we will see increases, even with historically disadvantaged students in their proficiency levels. |

2. Across WRVSU there is a lack of interventionists focused on Math to support students in recovery |

3. Historically disadvantaged students have had greater impacts with Math proficiency levels at 22% of Free Lunch |

will be provided to teachers through embedded professional development to improve instruction. Feedback to coach given through leadership team |

1b. Hiring will begin in June 2021 for interventionists. Students will be identified and monitored through School Data Teams. Through these meetings, collaboration will be strengthened between stakeholders. Interventionists will be evaluated through district evaluation system |

1c. Summer intervention services will be provided and credit recovery available for High School Students |

1d. The first two courses in the VMI sequence, Math as a Second Language and Algebra and Functions for teachers to build their expertise in core content knowledge |

1e. Instructional resources will assist teacher alignment of proficiencies and assessments vertically. Hands-on and digital materials will engage a

Hands-on and digital materials will engage a

*Administrative support allocated within annual budget |

*Data/MTSS Teams |

*SEL Teams |

*School Leadership Teams |

*Swis Data |

*Academic Data Systems annual budget |

1a coach ESSER 2 |

1b Math intervention ESSER 2 |

1c Summer intervention, Esser 2 and One Planet 21c budget |

1d Esser 2, local pd funds |

1e Esser 2, REAP |

1f Substitutes within local budget, BEST Grant |

1g and 1h, Esser 2, Technology Dept. time will be paid for within the Supervisory Union Budget
students and 6% of our Special Education students

variety of learners in a differentiated manner.
1f. MTSS systems development meeting time will be scheduled during the summer or substitutes provided for release time during school year
1g. Technology infrastructure needs to be updated to support face to face and virtual learning
1h. Digital infrastructure needs updates to increase efficiency and SU wide collaboration

evaluated on core content knowledge through the coursework.
1e. CCSS aligned instructional materials will be ordered 2021-2022, will provide greater fidelity to a framework and current instructional materials for teachers to design effective instruction. Multiple modalities will engage different types of learners. Evaluation will occur through normal observation cycles and walkthroughs
1f Building level systems for SEL, Academic needs, and data management will be built over the summer in teams with opportunities for feedback and adjustments throughout the 21-22 school year.
1g Procurement of necessary technology infrastructure will be
1. By June of 2022, 75% of students will reach proficiency based on STAR 360 in 1a Reading interventionists will identify, monitor and support struggling 1a Hiring of Interventionists will completed by August 1a ESSER 2, CFG

Procurement of needed digital software infrastructure will occur June/July 2021 to implement fall of 2021 to increase efficiency in evaluation, attendance, reporting Evaluation of these new systems will occur through Administrative Team Meetings

Survey for effectiveness sent spring of 2022 to adjust to emerging needs.
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<tr>
<th>Reading</th>
<th>grades 3-6. By June of 2022, 60% of free lunch students will reach proficiency and 35% of our IDEA students will reach proficiency based on STAR 360 in grades 3-6</th>
<th>students in literacy. They will collaborate with parents, teachers and administration to promote academic success. Results will be disaggregated to ensure historically disadvantaged populations needs are addressed.</th>
<th>2021. Students will be identified and monitored through School Data Teams. Through these meetings, collaboration will be strengthened between stakeholders. Interventionists will be evaluated through district evaluation system</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Our focus in K-6 universal reading instruction has yielded increases from 55% proficient in Jan of 2020 to 60% proficient in January of 2021 in grades 3-6. SU wide our proficiency is the highest it has been in at least the last 6 years. Historically disadvantaged students are struggling to attain proficiency in Reading with 44% of our Free Lunch students and only 20% IDEA Students across WRVSU.</td>
<td>1b Summer intervention and credit recovery</td>
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<td></td>
<td>1c MTSS system develop summer meeting times or substitutes during school year</td>
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<tr>
<td></td>
<td>1d Technology infrastructure to support face to face and virtual learning</td>
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<td></td>
<td>1e Digital infrastructure to increase efficiency and SU wide collaboration</td>
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<td></td>
<td>1b Hiring will begin in May/June and oversight conducted through One Planet summer program and building administrators</td>
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<td>1c Building level systems for SEL, Academic needs, and data management will be built over the summer in teams with opportunities for feedback and adjustments throughout the 21-22 school year.</td>
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<td>1d, 1e Procurement of necessary hardware technology infrastructure will be purchased in June/July</td>
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<td>1c Administrative time, Substitutes within local budget, BEST Grant</td>
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<td>1d, 1e Esser 2, Technology Dept. time will be paid for within the Supervisory Union Budget</td>
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</table>
2. Only 44% of teachers are confident in knowing what they need to teach in Phonics and Word Study.

2. By June of 2022, 85% of teachers will have confidence in knowing what to teach in Phonics and Words Study.

2a Structured Language cohorts will be developed to strengthen Phonics and Word Study Progressions of 2021. Evaluation will come through needs assessment on Administrative Team.

2a Cohorts will begin fall of 2021 and fall of 2022 with embedded coaching and coursework. Teachers will be evaluated through the coursework in core content knowledge.

2a Esser 2
## Table 3-Phase 3: Plan Evaluation and Refinement

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

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
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
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
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
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