VERMONT
AGENCY OF EDUCATION

1 National Life Drive, Davis 5, Montpelier, VT 05620-2501
(p) 802-828-1130 | (f) 802-828-6430 | education.vermont.gov

Vermont Education Recovery Plan

LEA: Central Vermont Supervisory Union

LEA Recovery Coordinator: Michaela Martin- Co Director of School Transformation

LEA Recovery Team Members:

Echo Valley- Nick Stance, PE/Health, Shawna Badger, Coordinator of Student Support, Kathy Gingras, 3-4 Math Science
Williamstown- Lisa McCarthy, Coordinator of Social Cognition, Kevin Sullivan, Music, Michele Blanchard, School/Home Coordinator
Northfield- Eileen Bean, 1-2 ELA, Lyndsey Loiselle, 9-12 ELA
CVSU- Andrea Wasson, Co- Director of School Transformation, Chris Locarno, Director of Finance & Facilitites,

Collaborative Stakeholders Represented: *Washington County Mental Health, CVSU School Board*

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.

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: CVSU
School: NES- Equity Literacy Group meets once a month and will participate on newly formed CVSU Equity Professional Learning Group
School: NMHS- Additional Math Teacher to provide intervention and - Equity Literacy Group meets once a month and will participate on newly formed CVSU Equity Professional Learning Group
School: WES- 2.0 - Intervention funded by CFG
Equity Literacy Group meets once a month and will participate on newly formed CVSU Equity Professional Learning Group
School OCS- Equity Literacy Group meets once a month and will participate on newly formed CVSU Equity Professional Learning Group

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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

Recovery Domain	Data used	Interpretation of data	Preliminary ideas re how to address need, Request assistance? (Y/N)
SEL, Mental Health and Well-Being	Nurse data by month Medical vs Social Emotional Attendance- Covid Related Access to PE • Cohorting • Change in schedule Access to extra curricular Office Referrals Data when students leave classroom for regulation Suspensions Referrals to student support team (EST) Students who need therapy Number of students on IEP or 504 with a diagnosis related to social emotional Check In Check out Referrals to DCF	• Nurse data was down due to non covid related sicknesses • Attendance for some students was higher because of Covid related protocols • Increase attendance issues on Wednesday in all schools due to early release on Wednesday and remote learning at middle/high school • Students had less access to PE during the week due to cohort restrictions and Wednesday schedule of no school in pm • Access to extracurricular was limited due to covid restrictions and shorten sports seasons • Office referrals were higher than previous years at Northfield Elementary School and Williamstown Middle High School • More students left their classroom for regulation or needing to process with another adult other than their teacher in • OCS, WMHS, NES & NMHS	• MS/HS students will return to in person instruction on Wednesday beginning April 14th • Planning for working with staff during the last six weeks of school to prepare for returning to school in August with limited restrictions around mitigation • Contacting families in remote learning to develop a plan for a successful return to in person instruction in the fall • Planning the first six weeks of schools to include intentional teaching of expectations post covid restrictions and include a strategy to build resiliency with students • All schools will include an advisory period each day in their schedules

Recovery Domain	Data used	Interpretation of data	Preliminary ideas re how to address need, Request assistance? (Y/N)
		• **Increase in out of school suspensions in NES & WMHS** • **More students in need of Check In/Check Out** • **Increase need of students needed 1-1 therapy in all schools** • **Increase referrals to DCF for educational neglect** • **Increased need for therapy for students and not enough therapists for number of referrals** • **Loss of a student to suicide during pandemic Increase concerns around students' suicidal thoughts** • **More requests for support for students through the PBIS Analyst**	• **Restructure student support teams to better meet the needs of students in a post covid** **Positions added to SU to support schools:** • **Coordinator of Partnerships and Home Study Coordinator** • **WCMH PBIS Analyst** • **Additional therapists** •
Engagement/Truancy	Attendance • In person • Remote • Hybrid (Wednesday- MS/HS) • Wednesday impact on elementary early release/sibling at home Unable to locate • In person • Remote Engagement	• **Attendance for some students was higher because of Covid related protocols** • **Increase attendance issues on Wednesday in all schools due to early release on Wednesday and remote learning at middle/high school** • **Attendance at MS/High School in**	• **MS/HS students will return to in person instruction on Wednesday beginning April 14th** • **Planning for working with staff during the last six weeks of school to prepare for returning to school in August with limited restrictions around mitigation** • **Contacting families in remote learning to develop a plan for a successful return to in person**

Recovery Domain	Data used	Interpretation of data	Preliminary ideas re how to address need, Request assistance? (Y/N)
	• Remote • Students out of class • Extra-Curricular Participation • DCF referrals for educational neglect	**both in person and remote continues to get worse by the month** • **50% of remote learners are not engaging in on line opportunities or completing the necessary assignments K-8** • **Increased referrals to DCF**	**instruction in the fall** • **Universal teams will meet this summer to plan for social emotional learning focused on engagement and belonging.** • **Planning the first six weeks of schools to include intentional teaching of expectations post covid restrictions and include a strategy to build resiliency with students** • **All schools will include an advisory period each day in their schedules** • **Summer opportunities for students in remote learning and students disengaged to reconnect with school and have time to earn proficiencies that that are needed** • **Summer intervention opportunities**

Recovery Domain	Data used	Interpretation of data	Preliminary ideas re how to address need, Request assistance? (Y/N)
Academic Achievement and Success	STAR 360 OG Reading Assessment K-2 Targeted Intervention Data	• K-5 students made significant growth since fall but performing below previous year's cohort in January 2020 • Middle school students are making minimal growth from September to January • Grades 1-8 are 3-6 months behind in scope and sequences in math and reading. • More students need targeted support in reading and math • Inconsistent scores with students in remote learning • Loss of instructional time on Wednesday has had an impact on students in grades K-5	• Early release days will be reduced next year • Test remote learners in person in June • Increase time and capacity for providing more intervention in the summer • Vertical teams will meet to development a multi-year plan to adjust scope and sequence • Hire additional interventionists to help support schools with intervention needs • Provide additional professional learning on differentiated instruction and intervention strategies to support students • Continue with on line platforms through the summer to support remediation (Freckle, Lexia)

When we developed this plan, our goal was to first look at our system and how it could support using our local budgeted funds and our current funds and strategies in CFG. We stressed the strategy of using contract services before looking to add positions we could not sustain through the local budget in 2 years. We intend to use ESSER funds to fund contracted services and additional positions that are added.

Table 2-Phase 2: Recovery Planning and Implementation

Recovery Domain	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	Timeline
SEL, Mental Health and Well-Being	• Increase mental health needs for students and families • Increased trauma for students and staff • Lack of sense of belonging due to remote or Covid restrictions in school	80% of Students social emotional needs will be met through universal teaching and supports	Implement a social emotional curriculum Professional development for staff on resilience and system of support Participate in Data Wise Training Create Social Emotional Targeted Menu of Supports	Monitor fidelity of system through data	SU School/Home Coordinator- ESSER SU WCMH PBIS Analyst ESSER Social Emotional Coach (NES)- ESSER Restorative Justice Coaches (NMHS)- ESSER SU WCMH Clinician- ESSER	Hire this summer Contract begins in August 21 Hire this summer 2021-2023 Contract begins in August 21

Recovery Domain	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	Timeline
Engagement/Truancy	• **Students not engaged in remote learning** • **Students not meeting academic proficiencies because of remote learning**	**95% of students will return to in person instruction** **90% Graduation Rate** **80% of students will meet proficiencies at their grade level by the end of the year**	**Using data and family meetings to create targeted plans for students returning from remote learning** **Creating PLP to support graduation**	**Monitor targeted plans and PLPs** **Monitor rate of growth and report cards for level of proficiencies**	SU School/Home Coordinator- ESSER Pathway Coordinators (Paine Mountain)- ESSER Experimental Middle School Coordinator (Orange)- ESSER 3 days per week Hulbert Center (Echo Valley)- ESSER 10 days in summer with remote learners (WES)- ESSER Outdoor Classroom (NES)- ESSER Intervention/Performance Indicator Recovery (NMHS)- ESSER	Hire this summer Recruit this summer 2021-2023 School Years Hire this summer Contract begins in September June 24- July 2 Fall 2021 July 2-July 30 2021

Recovery Domain	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	Timeline
Academic Achievement and Success	**Students have gaps in learning and due to spring shut down and loss of instructional time on Wednesday** **Inequity of quality instruction and teacher time in remote learning at K-5 compared to in person instruction**	**80% of Students academic needs will be met through universal teaching and supports**	**Schedule support 5 days of instruction** **Professional learning in writing** **Increase interventionists** **Time for teachers to meet in summer to align curriculum vertically**	**Monitor through universal data and SBAC**	**. 4 Middle School/High School Coach for Math (SU)- ESSER** **.4 Orton Gillingham interventionists (WES)** **Extra intervention before and after school (WES)- ESSER** **Writing professional development (NMHS) ESSER** **Additional math teacher (NMHS) ESSER** **Vertical curriculum adjustment and alignment in June with 20 teachers. ESSER**	**2021-2022 School Year** **2021-2022 school year** **2021-2022 school year** **August inservice 2021** **Hire this summer** **June 2021**

Table 3-Phase 3: Plan Evaluation and Refinement

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					

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

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