

Vermont Education Recovery Plan

LEA: Orange Southwest School District (OSSD)

LEA Recovery Coordinator: Layne Millington

LEA Recovery Team Members:

- Layne Millington, Superintendent, Community Member, Parent
- Erica McLaughlin, Randolph Elementary Principal
- David Roller, Brookfield Elementary Principal
- Pat Miller, Braintree Elementary Principal
- Melinda Robinson, Randolph Elementary Teacher, and Interventionist
- Kayla Link, Special Education Teacher
- Lisa Floyd, Randolph Union High School Head of Lower Grades (7-8), Parent
- Caty Sutton, Randolph Union High School Head of Upper Grades (9-12)
- Kara Merrill, Guidance Counselor
- Beth Osha, School Nurse
- Felicia Allard, Randolph Technical Career Center Director, Community Member

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.*

See Above and include:

- Clara Martin Mental Health
 - Gifford Medical Center
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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/Tuancy; 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.

N/A

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)
<p><i>SEL, Mental Health and Well-Being</i></p>	<p><u>Elementary</u></p> <ul style="list-style-type: none"> • SWIS PBIS Data. • Referral Rate to RISE Program and Patterns. <p><u>Middle/High/RTCC</u></p> <ul style="list-style-type: none"> • Discipline Referral Rates and Patterns. • District YRBS. <p><u>Districtwide</u></p> <ul style="list-style-type: none"> • Mental health trends seen at Gifford Medical. • Mental health trends seen at the Clara Martin Center. • Attendance Data. • Rate of Students referred to Brattleboro Retreat. 	<p><u>Elementary</u></p> <p>SWIS referrals increased by 50% when students returned to full in-person instruction as compared to previous years. Most referrals were due to aggressive behaviors.</p> <p>Referrals to our RISE Program (mitigates trauma-based behaviors) have doubled since the return to full in-person learning.</p> <p>There has been a shift in the types of referrals being addressed by the EST: they are now mostly socioemotional.</p> <p><u>Middle/High/RTCC</u></p> <p>Staff report a marked increase in depression, hopelessness, alcohol use, and vaping. Further, family attitudes towards helping address these issues have declined. Related cases being handled by the school’s mental health staff have climbed beyond our current capacity to meet.</p> <p><u>Districtwide</u></p> <p>A degradation in mental health trends with a corresponding uptick in needs for services is happening throughout the district’s communities at all age levels.</p> <p>School attendance on in-person instruction days</p>	<p><u>Elementary</u></p> <p>Add an additional licensed social worker.</p> <p>Provide funding so the RISE staff can provide wraparound services to students and their families over the summer.</p> <p><u>Middle/High/RTCC</u></p> <p>Add additional mental health staff to expand current capacity including home visits to support families.</p> <p><u>Districtwide</u></p> <p>Continue to share information in order to provide the best wrap around services.</p> <p>Hire an outreach</p>

Recovery Domain	Data used	Interpretation of data	Preliminary ideas re how to address need, Request assistance? (Y/N)
		<p>is on par or better than the pre-covid years. Attendance on remote days is significantly worse.</p> <p>The number of students placed at the Brattleboro Retreat have risen markedly which indicates that the severity of the mental health problems we are experience are on the more severe end of the spectrum.</p>	<p>coordinator to help families access the available state and federal services.</p> <p>Increase capacity for home visitations.</p>
<i>Engagement/Truancy</i>	<p>Common Data All Grade Levels Districtwide</p> <ul style="list-style-type: none"> Attendance Data DCF Referral Rate Truancy Affidavit Rate Rate of Counselor Home Visits 	<p>Elementary There has been no increase in truancy.</p> <p>A very small number of students have checked out due to a lack of parental support at home during the Friday remote days.</p> <p>Middle/High/RTCC Truancy is at the same level as previous years.</p> <p>Attendance on full in-person days is better than pre-covid years. During the remote days, many students are not fully engaged.</p>	<p>Elementary Run a weekly parent's night (remotely) to support and re-engage these families.</p> <p>Middle/High/RTCC Increase the rate of home visits to connect more fully with these families and re-engage students.</p>
<i>Academic Achievement and Success</i>	<p>Elementary</p> <ul style="list-style-type: none"> Track my Progress Trends. 	<p>Elementary There is a 10% decline in performance in mathematics compared to a year ago. The decline is general and not in a specific area indicating it may be due to slower pacing.</p> <p>There is a 6% decline in ELA compared to a year ago. The decline is general and not in a specific</p>	<p>Elementary Use assessment data to identify each student's learning deficiencies. Correct these deficiencies using extended time on learning through a</p>

Recovery Domain	Data used	Interpretation of data	Preliminary ideas re how to address need, Request assistance? (Y/N)
	<p><u>Middle/High</u></p> <ul style="list-style-type: none"> Track my Progress Trends. STAR 360 Trends Preliminary SBAC Data <p><u>RTCC</u></p> <ul style="list-style-type: none"> WorkKeys Assessment Career Exploration: Level of Activity 	<p>area indicating it may be due to slower pacing.</p> <p>With the return of students to full in-person instruction, there has been a noticeable lack of stamina for learning – students simply cannot make it through the day and concentrate as much as is needed.</p> <p><u>Middle/High</u> Growth is happening but at a slower pace than previous years. There are no specific deficiencies other than progression through the curriculum is slower than normal. Preliminary SBAC data in ELA shows a proficiency increase over previous years.</p> <p><u>RTCC</u> Like the middle-high school, growth is happening but at slower pace than normal leaving students less career ready.</p> <p>COVID restricted many of the career exploration activities students typically engage in: internships and apprenticeships.</p> <p>Academic were taught on remote days which resulted in a lowering of math and ELA proficiencies.</p>	<p>targeted afterschool tutoring program beginning in September.</p> <p><u>Middle/High</u> There is a need for extended time on learning. Decreasing the student to staff ratio along with a targeted after school tutoring program should meet this need.</p> <p><u>RTCC</u> Hiring of a support specialist to provide increased Tier II services to students in an extended time on learning format.</p> <p>Hiring of an additional guidance counselor to expand RTCC's ability to tailor and deliver individualized career exploration plans.</p>

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
<p><i>SEL, Mental Health and Well-Being</i></p>	<p>Elementary Demand on all systems that provide socioemotional support to students have increased by 75% relative to our pre-COVID rates.</p>	<p>All Levels Districtwide By June of 2022, these demands will decrease to the 2018-19 level or lower.</p>	<p>Elementary</p> <ol style="list-style-type: none"> 1. Hire a 1.0 FTE social worker/guidance counselor (.5 FTE Brookfield, .5 FTE Braintree) 2. Hire a 1.0 FTE Social worker to assist the Randolph RISE program. 3. Provide each teacher with a <i>Zones of Regulation</i> book to enhance the current training and to ensure consistency in application. 4. Provide Staff with Professional Development in <i>Leader and Me</i> training to improve the delivery of our socioemotional curriculum. 5. Contract with an outside service 	<p>All Levels Districtwide</p> <ol style="list-style-type: none"> 1. Implementation will begin in June 2021. 2. Position have already been posted as anticipated openings. 3. Purchase orders will be complete by June 2021. 4. Schools will provide socioemotional support data to the OSSD cabinet monthly. 5. The recovery plan will be updated as needed based upon an analysis of longitudinal socioemotional data. 	<p>All Levels Districtwide</p> <p>EST/MTSS Teams</p> <p>OSSD Cabinet</p> <p>District Staff</p> <p>PD Trainers (Internal and External)</p> <p>ESSER II Funds</p> <p>Title Funds</p> <p>ESSER III Funds</p>

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
	<p><u>Middle/High/RTCC</u> Cases related to depression and hopelessness doubled compared to pre-COVID rates. Drug and Alcohol abuse rates have also increased proportionally.</p>		<p>provider who specializes in the creation of accommodation for students of trauma to assist teachers in differentiating instructional delivery for these students.</p> <p>6. Provide each classroom with a collection of sensory tools to help students with self-regulation.</p> <p><u>Middle/High/RTCC</u></p> <ol style="list-style-type: none"> 1. Hire a 1.0 FTE social worker to help manage the increased caseloads. 2. Increase Drug and Alcohol counseling staff by 1.0 FTE. 3. Hire a 1.0 FTE Behavioral Interventionist 4. Host evenings designed to train parents to support our 		

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
			<p>work improving student executive functioning skills, especially as they relate to self-control and self-regulation.</p> <p>5. Contract a professional facilitator to help the district develop a project-based learning plan that includes community involvement in order to help students feel more connected.</p>		

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
<i>Engagement/Truancy</i>	<p>Elementary Student engagement increased when outdoor learning opportunities were enhanced due to COVID.</p>	<p>Elementary Double the current amount of outdoor learning and green time by the end of the 2020-21 school year.</p>	<p>Elementary 1. Build outdoor classrooms at Randolph and Brookfield Elementary Schools. 2. Go out to bid on these projects, using the outdoor classroom at Braintree elementary as the model. 3. Secure contractor to build the outdoor classroom spaces.</p>	<p>Elementary 1. Contract with an outdoor learning specialist (we have one in-house) to develop an expansion of our current curriculum. 2. Track time on learning in the outdoor program along with daily attendance; this data will be reported bi-monthly to the administrative cabinet.</p>	<p>In house outdoor program specialist. Elementary Teachers Facilities ESSER II/III</p>
	<p>Districtwide Truancy rates remained level despite COVID. Attendance rates remained level despite COVID on the in-person days. Attendance declined on the remote instruction days relative to pre-COVID rates.</p>	<p>Districtwide Have all students return to full in-person instruction five days a week by the start of the 2021-22 schoolyear.</p>	<p>Districtwide All systems are currently in place to support this goal.</p>	<p>Districtwide This expectation has already been set with the community. Schools will provide the administrative cabinet with monthly attendance and truancy reports. The recovery plan will be updated if COVID conditions devolve to</p>	<p>Districtwide Union Support Community Support OSSD Cabinet Continued improvement in local infection rates. All work required to meet this goal has already been</p>

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
				the point that meeting this goal puts students at significant risk.	completed using ESSER I funding; no additional major funding is needed at this time to support this goal.
<p align="center"><i>Academic Achievement and Success</i></p>	<p>Elementary There was a significant decline in our pre-school attendance in 2020-21 due to parent concerns about COVID – especially amongst three-year olds. The total academic impact of this is unknown but will surely provide challenges to these students as they will be missing important foundational skills.</p> <p>There has been a 10% and 6% decline in student proficiency in mathematics and ELA respectively compared to the districts pre-COVID performance.</p>	<p>Districtwide Complete the creation of a full-day pre-school program for all four-year-old students by the fall of 2021.</p> <p>The percentage of students achieving proficiency on the Vermont Science Assessment as well as the ELA and Math SBAC will equal or exceed the district’s pre-COVID proficiency</p>	<p>Elementary</p> <ol style="list-style-type: none"> Increase pre-school teaching staff by .5 FTE. Hire a 1.0 FTE ELA/Math Interventionist to provide extended time on learning. Hire 2.0 FTE’s interventionists to intensify classroom instruction in grades 3/4 and 5/6 by 	<p>Districtwide</p> <ol style="list-style-type: none"> Implementation will begin in June of 2021. Position have already been posted as anticipated openings. Internal testing data will be monitored quarterly by the administrative cabinet: Track my Progress and STAR 360. 	<p>Districtwide</p> <p>EST and PLC Teams</p> <p>OSSD Cabinet</p> <p>District Staff</p> <p>ESSER II/III Funds</p>

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
	<p>Middle/High Preliminary data show increases in mathematics and ELA SBAC proficiency relative to a year ago. Students are doing as well or better in terms of the standards they have been exposed to; there has been a loss however in that teachers have not been able to cover as many standards.</p> <p>Career exploration and project-based learning (PBL) activities were significantly reduced due to COVID.</p> <p>RTCC (CTE Center) There are no specific deficiencies other than progression through the curriculum is slower than in pre-COVID</p>	<p>rates by the spring 2022 testing administration.</p> <p>Middle/High/RTCC Career exploration, PBL, and Personalized Learning pathway activities will return to their pre-COVID levels by January 2022.</p>	<p>effectively reducing class size.</p> <p>4. Provide year-long afterschool tutoring in a Tier II format.</p> <p>5. Provide periodic family nights to educate parents on how they can support the school's work with their students at home.</p> <p>Middle/High 1. Hire 4.0 FTE's to reduce class sizes in mathematics and ELA to support intensified instruction.</p> <p>2. 1.0 FTE to support our Career Workforce Development team as well as our Innovation Center.</p> <p>RTCC (CTE Center) 1. 1.0 FTE paraeducator to assist in the academic center</p>	<p>4. The recovery plan will be updated as needed based upon the ongoing analysis of this data.</p>	

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
	<p>years.</p> <p>Career exploration activities (apprenticeships and internships) were significantly reduced due to COVID.</p>		<p>to provide more extended time on learning.</p> <p>2. Hire an additional outreach coordinator (1.0 FTE) to help students catch up on the work-based learning placements that were lost.</p>		

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
<i>SEL, Mental Health and Well-Being</i>					
<i>Engagement/Truancy</i>					
<i>Academic Achievement and Success</i>					

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*