

Vermont Education Recovery Plan

LEA: Rivendell Interstate School District

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Collaborative Stakeholders Represented: *Kathy Hooke (School Board), Makena Goodman (Mnt. School), Tami Sullivan (FOR), Hulbert Outdoor Center, Rivendell Rec., We-R-Hope, Montshire, Rivendell Trails Association, National Honors Society*

Phase 1: Initial Needs Assessment

Submit by April 15, 2021

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.

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.

Based on the needs identified in Phase 1, generate specific strategic actions to address those needs.

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.

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.

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: Rivendell Interstate School District

School: Rivendell Academy

School: Samuel Morey Elementary

School: Westshire Elementary School

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.
 1. Determine your plan for sustaining practices that have achieved desired results.
 2. Describe any new activities you will pursue regarding Key Student Indicators.

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

 - c. what you learned about the effectiveness of your implemented strategies/activities.
 - d. 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.
 - e. 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 - Rivendell Academy

Recovery Domain	Data used	Interpretation of data	Preliminary ideas re how to address need, Request assistance? (Y/N)
<i>SEL, Mental Health and Well-Being</i>	<ul style="list-style-type: none"> -Number of referrals to We RHOPE. -Number of 504 plans for mental health disability. -limited playground equipment for physical activity. Addition of 6th grade. - Students referred to alternative program. 	<ul style="list-style-type: none"> -Increased number of We R HOPE referrals. -Playground equipment is in constant use. -Successful placement of several students in Alternative Education Program—Expedition Classroom. 	<ul style="list-style-type: none"> -After school WeRHope -Shaun Perry, WeRHope director, Youth Emotional CPR course in high school health -Playground and outdoor activity equipment -School-based clinician/ partnership with Clara Martin -Redesign classroom space for alternative education program-Expedition Classroom

<i>Engagement/Truancy</i>	-Attendance data -Number of students referred for truancy -High engagement of students in projects and outdoor education programs	-Increased truancy referrals -Decreased attendance -Create more opportunities for project work and outdoor education.	-After school programming: Clubs- robotics, Odyssey of the minds/ Destination Imagination, makerspace , yearbook, WeRHope -After school monitor Outdoor Ed/Farm to School Coordinator -After school transportation -Increase funding for trips, outdoor education equipment and project materials
<i>Academic Achievement and Success</i>	-Percentage of student body that is failing -10-year comparison of failure data	-Significant increase in percentage of student body failing.	-Middle school after school tutoring -High school after school tutoring -Math interventionist -Standardized math assessment -Summer science camp - Summer writing camp -Fees for on-line credit recovery classes (American School, NH VLACS for VT students, VTVLC) -Academic Mentoring Program, teacher and learning coach

Table 1 - Phase 1: Initial Needs Assessment (Samuel Morey Elementary School)

Recovery Domain	Data used	Interpretation of data	Preliminary ideas re how to address need, Request assistance? (Y/N)
<i>SEL, Mental Health and Well-Being</i>	<ul style="list-style-type: none"> Total absences for Teacher, Staff and Administrators from 9/1/2019 to 3/1/2020 were 393.75 days (Bereavement = 3, Jury Duty = 1, Personal Day = 54.5, Professional Development = 50.5, Sick Bank = 1, Sick Day = 191.75, Unpaid leave = 81, Vacation = 11) Total absences for Teacher, Staff and Administrators from 9/1/2020 to 3/1/2021 were 229.75 days (Bereavement = 2, COVID19 = 36.5, Personal Day = 19.25, 	Interpretation of School Personnel absence data; Overall – not much difference in sick time, but there is an overall deduction in personal days and unpaid leave compared to the previous year. Due to COVID, the level of professional development was	<ul style="list-style-type: none"> We request assistance from the State in helping us solidify our MTSS framework and guidance in meeting the effective

	<p>Professional Development = 9.25, Sick Day = 145.75, Unpaid leave = 4, Vacation = 13)</p> <ul style="list-style-type: none"> A subcategory of the above data is the support staff. When comparing staff absences for the 2 years we have the following data: 9/1/2019 to 3/1/2020 – 153.75 days (Bereavement = 1, Personal Day = 26.25, Professional Development = 1, Sick Day = 101, Unpaid leave = 21.5, Vacation = 3). 9/1/2020 to 3/1/2021 - 96.75 (COVID19 – 10.25, Personal day = 11.75, Sick Day = 65.75, Unpaid leave = 4, Vacation = 5) A second subtotal of absence data is for faculty and administrator: 9/1/2019 - 3/1/2020 - 234 days (Bereavement = 2, Jury Duty = 1, Personal Day = 26.25, Professional Development = 47.5, Sick Bank = 1, Sick Day = 88.75, Unpaid leave = 59.5, Vacation = 8). 9/1/2020 to 3/1/2021 127.75 (Bereavement = 2, COVID19 = 26.25, Personal Day = 5.5, Professional Development = 9, Sick Day = 77, Vacation = 8) 	<p>drastically reduced in the 2020-21 school year.</p> <p>Nurse referral data is more specific in 2020-21 than it was in the previous year because the nurse is in her second year of maintaining data systems.</p> <p>The pandemic has forced the guidance counselor to rotate between schools every 2 weeks compared to when she split her time between the 2 elementary schools on a weekly basis. The lack of a full-time guidance counselor has severely impacted the mental health and anxiety levels of our neediest students. This year the guidance counselor has taken on the role of being a liaison with community food shelf organizations. She did not perform this service during the 2019-20 school year. She reports a greater level of food insecurity this year.</p> <p>Regarding student's physical health, fitness grams were not tested in the 2019-20 school year. However, the physical education teacher had 100% participation in the</p>	<p>practices provided by the AOE regarding EST.</p> <ul style="list-style-type: none"> We need assistance in creating an effective support system for SEL (strengthen responsive classroom, document discipline referrals, and have a full-time guidance counselor and/or school-based clinician or behavior interventionist. We request professional development in creating Functional Behavior Assessments. We request assistance in developing a data warehouse and an effective data team. We also request professional development in understanding developmental trauma and effective approaches to meeting the needs of these students.
	<ul style="list-style-type: none"> Nurse Referrals – In the month of January 2020, there were 240 documented nurse visits. There was not coding at that time to determine how many were for anxiety or emotional support. There were 40 documented nurse visits in January 2021 and very few of those were for emotional support or anxiety. 2019-2020 school nurse referral data shows an average of 19.4 daily student visits to the health office. Interview with school nurse reports that there were 6.6 visits per day for this school year. The nurse did report that visits to the nurse's office have increased in recent months compared to the beginning of the school year. The nurse reported 		

	<p>that phone calls to or from families and staff visits to nurse's office have increased markedly this year.</p> <ul style="list-style-type: none"> • Counseling Referrals – In 2019-20, the guidance counselor had weekly contact with 48 students during individual/group counseling plus taught 15 - 30-minute social skills classes per week. For 2020-21, the guidance counselor reported weekly contact with 25 students per week, in part because of the inability to do groups, instead of teaching social skills classes, she reports spending an inordinate amount of time in classrooms responding to struggling students to help maintain the classroom climate. • CIRS Data shows 21 serious misconduct incidents 2017-18, 16 serious misconduct incidents in 2018-19 (7 of those incidents being bullying) and 13 serious misconduct incidents in 2019-20. The pandemic has possibly skewed the 2019-20 data along with the fact that Samuel Morey had 3 different Principals during this 3-year period. There was 1 use of restraint in the 2019-20 school year while there have been 4 uses of restraint in the 2020-21 school year. • The IFR indicated that while schools in RISD provide a full range of academic and behavioral supports, they do not have a formalized MTSS framework to help support the process of accessing and/or transitioning from tier to tier. The May 2020 survey of faculty and staff felt that there was an improvement in school climate, and they feel supported by the current administration. Findings also 	<p>Jump Rope for Heart fundraiser in 2019-20. The Finding our Stride running program had 18 participants in the spring of 2020, 13 participants in the fall of 2020 and currently have 23 participants in the spring of 2021.</p> <p>CIRS Data, although helpful, shows a need for a data collection system for all major and minor discipline issues.</p> <p>Our Free and Reduced lunch rate is We believe our rate is higher, but we cannot get parents to complete the paperwork to cross the 50% threshold.</p> <p>Five teachers elected to not return after the 2019-20 school year. Also, we were not able to fill our Title 1 math teacher for the 2020-21 school year.</p> <p>Since the IFR Report from Jan. 9, 2018, there are no multiple data sources or a clear and effective MTSS to gauge student health and safety. Staff surveys indicate a need for a school climate survey for all stakeholder groups and a School Leadership Team to create a school</p>	
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	<p>suggest that there is an intense desire for a School Leadership Team to improve systems for an effective MTSS.</p>	<p>climate survey and make data-driven decisions.</p>	
<p>Engagement/Truancy</p>	<ul style="list-style-type: none"> The January 9, 2018 IFR Report reveals that parents report their schools are welcoming places where they feel supported and that the District has devoted time to ensuring systems are in place to effectively and efficiently communicate with parents and community members at all levels. Constant turnover in administration has prevented clear documentation of events that increase parent and family engagement. Anecdotal evidence from veteran staff indicates “Celebration of the Arts” help in the spring, a math night, along with the Winter and Spring Concerts. Findings indicate future parent engagement activities are needed once administrator and faculty turnover stabilizes. The Principal attends the monthly PTO meeting (Friends of Rivendell Schools). He reports average attendance in 2019-20 to be 6 parents, while attendance during the 2020-21 school year averages 3 parents per meeting. Student engagement with the library from 9/1/2019 to 1/1/2020 there were 175 student patrons and 971 circulations. From 9/1/2020 to 1/1/2021 there were 175 patrons and 843 circulations. There was over 99% parent participation in the March 2021 parent conferences. This was the first time that Zoom was offered as an alternative for meeting. 19-20 we had 3 kids truant, vs 20-21 we had 2 kids who were truant. We also had a 	<p>We realize that we need to keep clear track of data related to this Recovery Domain. However, we wish we had a data system such as PowerSchool to keep efficient track of data related to this domain.</p> <p>It is evident that the pandemic has severely hindered efforts at parent and community engagement.</p> <p>Remote learning has enabled certain students who have a requirement to isolate to be able to access education this year.</p> <p>In comparing the attendance data with the nurse, we surmise that fewer students were called out of school for illness in the 2020-21 school year. We think this is due to the pandemic and the need to get a COVID test if you tell the school your student is ill. Due to the pandemic, there has been a drastic improvement in public health within the</p>	<p>We request assistance in developing a data warehouse and data teams. We request assistance in purchasing software that will be more user friendly in tracking student data, and, in allowing administrative assistants to easily generate reports from the system.</p> <p>Other resources that would be great in helping reengage students and community:</p> <p>Hulbert partnership</p> <p>Mountain School</p> <p>Vershare – outdoor ed. and summer camps</p> <p>Artist in residence</p> <p>Outdoor place-based education</p> <p>Expanded pre-school options</p>

	<p>decrease in the number of students with more than 10 absences from 19-20 to 20-21</p> <ul style="list-style-type: none"> • In the 2020-21 school year, we had fewer absences than in the 2019-20 school year. • Meal data Anecdotally, we are serving many more meals to students in the 20-21 school year than we did in the 2019-20 school year. Our percentage of students receiving free and reduced lunches in the 2020-21 school year is 40%. This percentage is similar to the percentage of families receiving free and reduced lunch in the previous year. • In the 2020-21 school year, we have 11 students who have accessed remote learning. Since October 1, we have been in school full time with students learning in the classroom 5 days a week. We had to close the entire school for 3 days before Thanksgiving due to a COVID case in the school. We also had to close one classroom for one week due to another COVID case. 	<p>school with an increased emphasis on hand washing and keeping high touch surfaces clean and mask wearing has probably helped to decrease the spread of all germs.</p> <p>One area of increased truancy due to the pandemic occurred when we have required a classroom or the whole school to switch from in-school learning to remote learning. When we have been engaged in whole school or whole class remote learning, there are some students who do not access remote learning.</p> <ul style="list-style-type: none"> • The Jan. 9, 2018 IFR Report reveals that parents report their schools are welcoming places where they feel supported and that the district has devoted time to ensuring systems are in place to effectively and efficiently communicate with parents and community members at all levels. • Constant turnover in administration 	
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		<p>has prevented clear documentation of events that increase parent and family engagement. Anecdotal evidence from veteran staff indicate a “Celebration of the Arts” held in the Spring, a Math Night, along with the Winter and Spring Concerts. Findings indicate future parent engagement activities are needed once administrative and faculty turnover stabilize.</p>	
<p>Academic Achievement and Success</p>	<p>Historical Academic Data Proficiency</p> <ul style="list-style-type: none"> In the 2018-19 school year, 45% of grade 3 students did not reach the Words Their Way (WTW) fall benchmark. Only 40% of them reached the DRP fall benchmark and 15% of grade 3 students reached the DRP spring benchmark. Title 1 grade 3 students were working on Fountas & Pinnell (F&P) Instructional Levels J, L, N, P and Q. 38% of grade 5 students did not meet the WTW fall benchmark, while 26% of grade 6 students did not reach the WTW fall benchmark. Title 1 grade 5 students were working on F&P Instructional Levels S, T and U, while Title 1 grade 6 students were working on F & P Instructional Levels O, T, and V. The data shows a direct correlation between poor phonemic awareness and spelling. Five-year trends (2014-15 through 2018-19) for SBAC results for English Language Arts for each 	<ul style="list-style-type: none"> Administrative and faculty turnover necessitates a mentoring program for both stakeholder groups to stabilize the leadership and instruction within the school. A School Leadership Team is needed to coordinate parental awareness and engagement in math and literacy activities, as well as coordinate data driven decision making to enhance MTSS for academic learning and 	<p>We are asking for assistance for creating an effective data warehouse, professional development in data teams.</p> <p>We are asking for professional development in teaching literacy for Tier 1.</p> <p>We are asking for funding for Title 1 Reading and Math teachers.</p> <p>We are asking for funding for Academic Interventionists.</p> <p>We are asking for funding for reinvigorating classroom libraries for literacy.</p> <p>We are asking for professional development in PLPs.</p> <p>Early intervention – pre-k</p>

	<p>grade level of students (combines Samuel Morey and Westshire) who met or exceeded the standard are the following: Grade 3 (58%, 53%, 47%, 57%, 43%), Grade 4 (63%, 64%, 63%, 53%, 53%), Grade 5 (71%, 66%, 60%, 48%, 46%), Grade 6 (53%, 58%, 61%, 50%, 50%). The findings show a relatively flat level of achievement.</p> <ul style="list-style-type: none"> • Five-year trends (2014-15 through 2018-19) for SBAC results for Mathematics for each grade level of students (combines Samuel Morey and Westshire) who met or exceeded the standard are the following: Grade 3 (67%, 69%, 53%, 60%, 40%), Grade 4 (66%, 82%, 73%, 48%, 61%), Grade 5 (56%, 56%, 70%, 56%, 32%), Grade 6 (42%, 61%, 48%, 53%, 42%). The findings show a higher level of achievement than ELA, yet there is a marked decline at some grade levels in 2018-19. • Only 16% Grade 5 students met or exceeded the standard (WES and SME combined) on the 2019 SBAC Science. • The 2019-20 STAR Reading results show 67% of grade 3 students (56% of grade 3 students in the Urgent category) were below the benchmark, 32% of grade 4 students (16% of grade 4 students in the Urgent category) were below the benchmark, 34% of grade 5 students (13% of grade 5 students in the Urgent category) were below the benchmark, and 41% of grade 6 students (11% of grade 6 students in the Urgent category) were below the benchmark. • The mid-year Academic Reading results show the following percentages for Kindergarten students reaching the benchmark in the following tests: Reading Composite (54%), First Sound Fluency (69%), Phoneme Segmentation (92%), Nonsense 	<p>social-emotional learning.</p> <ul style="list-style-type: none"> • Since the end of the 2017-18 school year when the IFR Report was written, there is no conclusive data that shows a high level of student voice or personalized learning currently at Samuel Morey. A School Leadership Team is needed to re-ignite these efforts. When the IFR report was written, evidence at the elementary level indicated a process for personalization of learning is provided for all students. Classroom observations by the current Principal indicate that this is no longer the case, and this could be due to the frequent change in building principals along with significant faculty turnover the last two years. <p>Discussions about literacy data:</p> <ul style="list-style-type: none"> • Use data such as spelling data to form small groups for targeted instruction, progress monitor 	<p>Instructional coach - Curriculum</p> <p>Academic coordinator – MTSS</p> <p>Summer programming including food and transportation – free to all families.</p>
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	<p>Word Fluency (NWF) Correct Letter Sounds (77%).</p> <ul style="list-style-type: none"> • The mid-year Academic Reading results show the following percentages for Grade 1 students reaching the benchmark in the following tests: Reading Composite (35%), Whole Words Read (29%), ORF Words Correct (41%), ORF Accuracy (35%), and NWF Correct Letter Sounds (35%). • RISD Computational Fluency results from Sept. 2019 to Jan. 2020 show improvements at grades 3 through 6. Findings show a lack of proficiency with multi-digit subtraction and division. Another overall trend is fact fluency is lacking. • In 2019-20, 44% of grade 1 students were not meeting the standard in the Groupings and Place Value section of the PNOA. Only 24% of grade 1 students were meeting the standard in forward and backward sequencing respectfully. This is a crucial skill for understanding of additive and multiplicative reasoning. 33% of grade 2 students in the winter were not meeting the standard in the groupings and place value section of the PNOA. <p>Title 1 Data</p> <ul style="list-style-type: none"> • SBAC, Acadience, and Star Reading results (see above) show that students most at-risk are far behind their grade level peers. • Heggerty data suggests that letter sound correspondence needs to be more automatic. Students have shown growth in phonemic proficiency. A key finding is that the percentage of students below benchmark for NWF in grades K-2 shows the need for Professional Development in phonemic awareness and foundational skills in a classroom setting. Another finding is that the 	<p>to gauge when to change up groups.</p> <ul style="list-style-type: none"> • All grades need to increase spelling instruction to a daily practice based on structured literacy (phonemic awareness, same scope, and sequence, teach to mastery before moving on, dictations, etc.) • Start using advanced phonemic awareness (PA) tasks after basic PA tasks are mastered. • Practice decoding using controlled passages and provide immediate feedback in small groups rather than focus on “independent reading” • Provide passages to practice oral reading fluency. <p>Increase teacher knowledge in linguistics via professional development.</p> <p>Certain grade level cohorts are successful according to the literacy measure used, but a majority of cohorts are below benchmarks.</p>	
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percentage of students below benchmark in grade 3-6 shows the need for Professional Development in morphological awareness to help students with word attack on multisyllable words.

- 2019-2020 - 44% of first graders were not meeting the standard in the Groupings and Place value section of the PNOA. Title 1 (previously at SME) has used this section of the PNOA to determine services as place value understanding is critical for math moving forward in school.
- 2019-2020 – Only 37% and 24% of first graders were meeting the standard in forward and backward sequencing respectively. This is a crucial skill for a clear understanding of additive and multiplicative reasoning.
- 2019-2020 – 33% of second graders in the winter were not meeting the standard in the groupings and place value section of the PNOA.

15 students at K-4 in 2019-20 were on IEPs, while 16 students in K-4 are on IEPs for the 2020-21 school year. 20 students were on IEPs for 2019-20 at grade 5 and 6, while 10 students in grades 5 and 6 are on IEPs for 2020-21.

Current data:

1st Grade		Feb 2021
PNOA Addition Facts		97%
PNOA Subtraction Facts		87%
Compos of 10/20		76%
10 More/Less		67%
2nd Grade		Feb 2021
PNOA Facts		66%
10/100 more less		64%

Compos of 20/100		44%		
3rd Grade	Oct 2020	Jan 2021		
10/100 more less	60%			
Compos of 20/100	65%			
Multi-digit Addition	65%	79%		
Multi-digit Subtraction		79%		
Number Sense		79%		
Avg on Assessment	68%	78%		
4th Grade	Oct 2020	Feb 2021		
Multi-digit Addition		76%		
Multi-digit Subtraction		29%		
Extended Facts		59%		
Avg on Assessment	46%	57%		
5th Grade	Oct 2020	Feb 2021		
Multi-digit Addition	88%	89%		
Multi-digit Subtraction	75%	67%		
Multi-digit Multiplication	86%	79%		
Multi-digit Division	67%	55%		
Avg on Assessment	76%	75%		
6th Grade	Oct 2020	Feb 2021		
Adding fractions	73%	82%		
Subtracting fractions	73%	79%		
Multiplying fractions	58%	93%		
Dividing fractions		68%		
Adding decimals	57%	54%		
Subtracting decimals	57%	82%		
Multiplying decimals	23%	64%		
Dividing decimals		54%		

Simplest form		43%		
Avg on Assessment	58%	74%		
<p>The Acadience Kindergarten composite score had 6 of 13 reaching the Middle of the Year (MOY) benchmark, 6 of 13 reaching the Words Their Way MOY benchmark, and 9 of 13 students reaching the MOY benchmark for Foundations High frequency Words. In first grade, 8 of 15 students reached the MOY benchmark for Words Their Way, 11 of 15 students reached the MOY Foundations benchmark, and 11 of 15 students met the Acadience MOY Reading Composite benchmark. In grade 2, the students reaching Heggerty MOY benchmarks are the following: adding initial phonemes (3 of 16 students), deleting initial phonemes from a consonant blend (6 of 16), substituting the rime (3 of 16 students); 2 of 16 met the Words Their Way MOY, 6 of 16 student met MOY benchmark for Acadience Composite, while 11 of 16 met Foundations MOY benchmark for Trick words. In grade 3, only 3 students were below the STAR MOY instructional benchmark. In grade 4, 10 out of 19 are below the MOY instructional reading level benchmark on STAR, 10 of 19 are below the MOY Spelling Inventory benchmark, while on the MOY Ekwel-Shanker Reading Inventory, 5 students are below instructional level. In grade 5, 11 out of 16 students are below the MOY STAR Reading level benchmark, 9 of 14 met the MOY Accuracy benchmark on Acadience while 5 of 14 met the Acadience MOY Oral reading Fluency benchmark. In grade 6, 9 of 33 students were below instructional level MOY benchmark for STAR Reading, while 4 students are above the MOY and 29 below the MOY Words Their Way benchmark. On the Acadience MOY Oral Reading</p>				

	Fluency benchmark, 9 of 33 students were below.		
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Table 1 - Phase 1: Initial Needs Assessment (Westshire Elementary School)

Recovery Domain	Data used	Interpretation of data	Preliminary ideas re how to address need, Request assistance? (Y/N)
SEL, Mental Health and Well-Being	<ol style="list-style-type: none"> 1. Staff climate/safety survey February 2021 2. Staff meeting responses 3. April 2021 teacher data Inventory of student support. 30% of K-5 student have been identified needing additional emotional supports, 26% are identified as struggling with social/peer interactions, needs for each classroom 4. 71.4% Free and Reduced Lunch, 28 % on IEP, 25% identified as needing Title 1 services. 	<ol style="list-style-type: none"> 1. The survey indicates that we do not have a mission and vision, goals and priorities that are shared school-wide. 2. Staff survey cites the highest priorities for WES as SEL, mental health counseling staffing support for all students (not based on Special ed), universal systems and knowledge to address behaviors, mentoring role models for students, time for team meetings, shared consistent responses to behaviors, sensory items and spaces for students. 3. There are significant (a third) of our students that demonstrate ongoing struggles with emotional needs. There is a significant (a third) of our students that demonstrate ongoing struggles with social relationships and peer interactions. 	<p>Additional behavioral/counseling staffing (1 FTE),</p> <p>Responsive classroom training,</p> <p>Ongoing year-round PD on trauma and schoolwide approaches to behavior, with an equity focus,</p> <p>Consulting with OT for school wide sensory spaces and universal level classroom practices that build core strength and focus abilities</p> <p>Consulting for targeted level and intensive level student mental health/ behavior supports</p> <p>Rental of space and incentive to attend a summer 2-day staff retreat</p>

		<p>4. Most of our student’s families are facing socio-economic disadvantages; thus, issues of student equity are relevant for our school to address.</p>	
<p>Engagement/Truancy</p>	<p>1. Staff climate and safety survey</p> <p>2. Attendance records</p> <p>10-20: 14</p> <p>21-30: 1</p> <p>31-40: 3</p> <p>41-50: 3</p> <p>51-60:1</p> <p>81-90: 1</p> <p>3. April 2021 teacher data</p>	<p>1. 2020-2021 Decreased parent connection with the school, without access to the building, no events. Over half of staff said that parents are not actively involved on committees and included with school decision making (i.e. engaged with the school).</p> <p>2. Our absences and truancy concerns are at the highest recorded with 23 students with over 10 absences. 9 of these are over 21 days absent.</p> <p>3. Teachers reported that 15% of K-5 students are identified as withdrawn/disengaged.</p>	<p>Monthly PD for outdoor education and materials for outdoor classrooms</p> <p>Staffing for MTSS/504/EST / Home to school coordination</p> <p>Staffing for Outdoor education/Farm to school/ Trails coordination</p> <p>Staffing for Afterschool programs/event coordination/ clubs/ sports</p> <p>Food and materials for family and community events</p> <p>playground equipment, outdoor recess supplies, gardening items, inventory of outdoor gear to help all kids access the outdoors</p> <p>PD and coaching with Montshire Museum of science</p> <p>Staffing to connect Social studies curriculum with local community history and place-based education</p>

<p style="text-align: center;">Academic Achievement and Success</p>	<ol style="list-style-type: none"> 1. Literacy School-wide observation/visits from March/April 2021 data 2. Literacy Independent analysis by Partnership for literacy and learning- this may be ready as soon. 3. Literacy Fountas and Pinnell Benchmark Reading Assessment and STAR reading assessment <p>NOTE: Westshire’s reading data and divided the data into two categories based on the assessments and screenings given at each grade level. In Grades K-2 our school wide assessment is based on the POA (Primary Observation Assessment) which is divided into six subtests. For the purposes below I used student’s text level as the data point. In Grades 3-5 our school wide reading screener is based on the Star Reading Assessment.</p> <ol style="list-style-type: none"> 4. Math For Kindergarten the full PNOA (Primary Number 	<ol style="list-style-type: none"> 1. Inconsistency of the core teaching values practices and language across classrooms. Classroom libraries are outdated and not robust, leading to students not engaging with books or being interested in reading. We do not have a large variety of updated books on topics that are interesting to students. 2. Comprehensive Results will be available later today. 3. School-wide 49%-94% of students are not meeting the standards this year. <p><i>DESCRIPTION: In Grades K-2, there were a total of 32 students assessed in the winter. Of those 32 students 74% did not meet the text level standard using the Fountas & Pinnell Benchmark Reading Assessment, which is the primary component of the POA. In the Fall 94% did not meet the text level standard. As you can see 20% of students not meeting the fall reading standard were able to make significant progress in their reading performance from the beginning of the year. The data supports what we are seeing in</i></p>	<p>Creation of Master Calendar that schedules fit for supports to be provided to all students that need it.</p> <p>Resources and incentives for a summer retreat to plan enrichment and targeted supports for students</p> <p>Increased staff for Math (1.FTE) interventionist, and coach.</p> <p>Increased staff for Literacy (1FTE) coach and curriculum coordinator</p> <p>PD and coaching with partnerships for literacy and learning</p> <p>Classroom libraries that are up to date and engaging</p>

	<p>and Operations Assessment) was administered.</p> <p>For 1st and 2nd grade we administered a part of the groupings and place value section and the operations section of the PNOA. 3rd through 5th grade take a district made computational fluency assessment three times a year.</p>	<p><i>class. Many of our students continue to struggle in reading.</i></p> <p><i>In grades 3-5, there were a total of 38 students given the Star Reading Assessment in March. Of those 38 students 61% did not meet the standards for reading. In the Fall 49% did not meet the standards for reading. In looking deeper into the assessments, the primary increase in the number of students not meeting the standards from the fall to spring assessments are from students in 4th grade. In this group of students 80% did not meet the reading standards in March up from 64% in the fall.</i></p> <p><i>In grades 3-5 the Star Reading Assessment data shows the majority of our students who are not meeting the standard need additional instruction in many areas and most significantly their highest needs are in “ Range of Reading & Text Complexity, Integration of Knowledge & Ideas and Craft and Structure”.</i></p> <p>4. Math Students are far behind normal years on meeting grade level standards for math. The scores range between 19%-75% proficiency.</p> <p>Kindergarten -In the critical area of groupings and place value 75% of the students are not meeting the standard.</p> <p>In 1st Grade the areas of concern are subtraction fact fluency (48% proficient) and</p>	
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		<p>understanding of place value (tens and ones) at 60% proficiency. For 2nd grade fact fluency is at 63% proficiency and composing/decomposing combinations of 100 is at 50% proficiency.</p> <p>Multi-digit subtraction in 4th grade is a concern at 53% proficiency. In 5th grade all multi-digit operations except addition are a concern especially division at a 19% proficiency.</p>	
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Table 2-Phase 2: Recovery Planning and Implementation - RA

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
SEL, Mental Health and Well-Being	<p>-Trained clinicians to work with students with anxiety and depression</p>	<p>-Students develop and use strategies to mitigate challenges caused by anxiety and depression</p>	<p>Daily coaching and weekly counseling</p>	<p>Scheduled coaching/ counseling schedules for students.</p> <p>Weekly reports on each student shared with counseling and administrative staff.</p>	<p>Contract with WeRHope and Clara Martin.</p>
		<p>-Expedition classroom proven effective with high needs/at risk students</p>	<p>Therapeutic education based program. Increase enrollment</p>	<p>Construction to expand classroom space.</p>	<p>Contract construction work</p> <p>Recovery funds</p>
	<p>- Classroom space</p>				

	for new alternative program - Expedition Classroom				
Engagement/Truancy	- No time for club activities - No supervision. - Stipends for club advisors - Funds for project materials, equipment, travel	- Increase extracurricular engagement of all students but especially students who are not athletes or theatre students. Stipends for club advisors. - Increase quantity and quality of projects and outdoor education participation	Robotics Odyssey of the Mind Maker Space Yearbook Outdoor-oriented coursework Training for staff	Increase club offerings after school. Evaluate through participation Professional development time for teachers to plan projects. Increase project work.	Club advisors Teachers offering outdoor oriented courses and trips. Purchase outdoor education and make space equipment and supplies Recovery money
Academic Achievement and Success	- Students need targeted support in developing student skills and barriers to learning that can be overcome with extra time and support. Student	- provide targeted support in math and more consistent standardized assessment to develop interventions and track progress. Targeted academic assistance, to middle school and students in 9 th and 10 th grade. Fund a program for 9 th and 10 th grade, non-special education students who typically struggle because of non-academic barriers. (Academic Mentoring) Provide targeted enrichment in Science/math and writing instruction in a summer program	- Pre algebra class to low 9 th grade math students consistent testing in math Math intervention time for students needing extra support Individual and small group support for 9 th and 10 th grade	Hire a math interventionist. Evaluate through standardized assessment results and grades. Staff the academic mentoring program with a teacher and aid. Evaluate through grades and attendance data. Staff afterschool tutoring. Evaluate through participation and grade data. Staff a summer science/math camp and writing camp. Evaluate through enrollment,	Math Interventionist Academic Mentor and assistant Hire afterschool tutors Hire Writing and science/ math summer teachers Recovery money

	<p>s need more targeted support in math, given a downward trend in math school on state testing.</p>		<p>students with a strong parental component. Identify specific barriers to student success and teach/coach strategies to address those barriers.</p> <p>Time for students to get individual help on schoolwork.</p> <p>Added instruction in science/math and writing in the summer.</p>	<p>student work in the program.</p>	
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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>					

<i>Engagement/Truancy</i>					
<i>Academic Achievement and Success</i>					

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>					
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Suggested Key Indicators

1. Mental Health and Well Being (MH/WB)

1. Students who experienced decline in MH/WB
 1. Physical Health
 2. Socioemotional (peers, relationships, social emotional learning/SEL)
 3. Internalizing problems (i.e., anxiety, depression, etc.)
 4. Externalizing problems (i.e., acting out, behavioral challenges, etc.)
- b. Students requiring MH supports
 1. One-on-one counseling/therapy
 2. Group counseling/therapy
 3. Behavioral intervention
 4. Universal SEL approaches (Tier 1)
 5. 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

Engagement/Tuancy

e. Students who remain fully engaged in school activities, by type of learning experience

1. In-person
2. Hybrid
3. Fully remote

f. Students who LEA is unable to locate/contact/ascertain status

.In-person

i.Hybrid

ii.Fully remote

g. Students significantly absent/disengaged from school

.In-person

i.Hybrid

ii.Fully remote

h. Students engaged in extracurricular offerings

.In-person

i.Hybrid

ii.Fully remote

Academic Success and Achievement

i. Students proficient in

1. ELA
2. Math
3. Science
4. Social sciences
5. Other

j. Students showing decline in proficiency from last year (i.e., erosion in performance, opposite of growth):

.ELA

i.Math

ii.Science

iii.Social sciences

iv.Flexible Pathway: CTE

v.Flexible Pathway: WBL

vi.Flexible Pathway: DE/EC

vii.Other

k. Students qualifying for an IEP

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

m. 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***