## Table 2-Phase 2: LNSU 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 |
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| *SEL, Mental Health and Well-Being* | **Goal 1:** There is no standardized SEL/Health/Wellness system within the district.<br><br>Mental Health needs, especially anxiety and depression and substance use continue to rise.<br><br>Access to community supports are limited and multiple barriers to access available supports exist (i.e. transportation).<br><br>Special Education and student support services, including school counselors have case loads larger than best practices indicate. | **Goal 1:** Create, implement and maintain a coordinated district-wide SEL/Health/Wellness System, to include providing guidance, support, and interventions for all students in each school and in the community. | **Goal 1:** 1. Complete the School Health Index (SHI) district wide to identify successes and needs in each school.<br><br>2. Develop a district-wide system SEL Guide, to support holistic SEL systems and evidence based practices (such as CASEL).<br><br>3. Integrate components of the SEL Guide across all domains of learning where appropriate.<br><br>Provide consistent and quality mental health services, including individual counseling and small group work | **Goal 1:** 1. Data will be used to start process of developing a SEL Guide to include: Action for Healthy Kids to School Health Index (SHI), Check Yourself (SB-SBIRT), and YRBS<br><br>2. A school based team with community partners, such as Lamoille County Mental Health, Lamoille Restorative Center, and Healthy Lamoille Valley, will research various SEL guides and curriculum to determine what evidence-based information would be helpful in the | **Goal 1:** 1. Materials for SHI and Intervention Teams or School Teams to complete the Index process. (Local, ESSER II)<br><br>2. Stipends for work beyond contracted time to support data review and research. (ESSER II, Local)<br><br>3. Professional development for learning about systems and curricula.<br>● Resources (books, materials…)<br>● Supplies<br>(ESSER II, Local) |

| | | Use universal mental health screeners (such as Check Yourself at the HS and MS, Close Gap, or similar app at the elementary level) to provide brief interventions and referrals when appropriate<br><br>Support the use of student support centers in each school where the varying needs of students can be addressed by a variety of individuals (Student Support Specialist, Behavior Specialist, etc.) | development of the LNSU SEL Guide.<br><br>3.. Determine any training needed for staff once a guide is developed.<br><br>4. Evaluation/Evidence:<br>● A LNSU SEL Guide will be developed.<br>● Any needed training will be determined.<br>● A list of priorities and any needed training will be developed.<br>● To be completed by June 30, 2022 | |
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| **Goal 2:**<br>Students struggling with conflict resolution demonstrated inconsistencies with restorative practices (RP) and school culture approaches towards social emotional skills, positive behavioral | **Goal 2:**<br>To help students better deal with conflict and improve school culture, a new three-year plan is needed in the areas of trauma informed and restorative practices and approaches to | **Goal 2**<br>1. Training over the next three years for all staff members in trauma informed and restorative practices, as well as behavioral supports, improving school climate, improving social skills, | **Goal 2:**<br>1. Local and district-wide teams in coordination from community partners will be established to oversee and act on the activities. | **Goal 2:**<br>1. Professional development trainers/opportunities (Local, CFG, ESSER II)<br><br>2. Contract with RP specialists (ESSER II, CFG)<br>3. Hire a Diversity, |

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| expectations, diversity, etc. | healthy school climates (day to day practices and procedures) | increasing understanding of importance of diversity and inclusion, etc. (Examples could be PBIS, Responsive Classroom, and the Healing Center Education.)<br><br>3. Create a "Train the Trainer" program to sustain these efforts in RP, equity, diversity and inclusion..<br><br>3. Establish a K-12 system of learning and coaching opportunities in RP for all staff in "real-time". This will include circles for community building, response to harm, and reentry.<br><br>4. Develop K-12 procedures for school handbooks and create a RP Toolkit. | 2. Evaluation/Evidence:<br>● Professional training opportunities offered<br>● Restorative Practices Toolkit developed<br>● School Handbooks are updated.<br>● Assessment of effectiveness of professional learning opportunities by the local and district teams in cooperation with community partners.<br>● To be completed by June, 2023. | Equity and Inclusion Coordinator. (ESSER II)<br><br>4. Stipends for work beyond contracted hours. (ESSER II, Local, CFG)<br><br>5. Continue partnership with Lamoille Restorative Center (LRC) on restorative practices. (CFG) |
| ---------------------------<br>**Goal 3:** | ---------------------------<br>**Goal 3:** | ---------------------------<br>**Goal 3:** | | ---------------------------<br>**Goal 3:** |

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| | Students do not have basic needs met; families are struggling economically, housing, mental health, substance use<br><br>Anxiety and depression rates have risen in both teens and children, including increased suicidal ideation.<br><br>An increase in 504 plans for students with documented disabilities has been seen.<br><br>Families are reporting struggles with food insecurity, eating disorders, and sleep disruption . | To assist families in meeting their basic needs, home to school connections will be strengthened in order to help students navigate school, home, community life. | Increase the number of providers who can offer outreach, counseling, and referral support.<br><br>Develop stronger referral systems.<br><br>Maintain relationship between Lamoille Restorative Center to team, coordinate and collaborate in order to best meet the needs of families who need support accessing education.<br><br>Prioritize training of all staff to recognize signs of mental health crisis. | -----------------------------<br>**Goal 3:**<br>Mental health screeners will be available<br><br>Student support will be strengthened in and out of school (to include the possibility of Student Support Centers). Community Partners will provide exemplars, guidance and assistance regarding well-being screening and associated tools.<br><br>Training will be provided on recognizing the signs of mental health crisis.<br><br>**Evidence:**<br>Implementation of Universal Screeners<br><br>Referral Process will be created or improved upon for Student Support Teams and School Based Clinicians/Mental | 1. Full-time School Social Workers/Home School Coordinators/Student Support Specialists (ESSER II)<br><br>2. Universal Mental Health Screeners (Local, ESSER II)<br><br>3. School-Based Clinicians and Mental Health Counselors (ESSER II)<br><br>4. Funds to support work by staff beyond contracted hours (Local, ESSER II)<br><br>5. Support personnel for Student Centers, such as 504 Coordinators and Student Support Specialists (ESSER II, Local)<br><br>6. Mental Health Training for all Staff (ESSER II, CFG, Local) |

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| | | | Health workers<br><br>Training of signs of mental health crisis will have been provided..<br><br>Timeline: By June 30, 2023 | |
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| -------------------------- <br>**Goal 4:**<br>Substance use within grades 5 - 12 continues to rise, specifically tobacco, cannabis and alcohol use.  This has been evidenced in lack of student motivation, feeling disconnected from school and peers, and attendance issues. | --------------------------- <br>**Goal 4:**<br>Provide education, prevention and counseling to students and families | --------------------------- <br>**Goal 4:**<br>1. Research a prevention programs and curriculum that is implemented with consistency and fidelity<br><br>Provide additional personnel to support students who are struggling with substance abuse | --------------------------- <br>**Goal 4:**<br>1. Develop referral system for out of school resources<br><br>2. A team will be developed to research prevention curriculums<br><br>**Evidence:**<br>School-based substance abuse counselor will be in place.<br><br>Referral systems will be created.<br><br>Program will be identified by June, 2022 and implemented by June, 2023. | ----------------------------- <br>**Goal 4:**<br>Hire a substance abuse counselor to work with grades 5-12. (ESSER II)<br><br>Program materials, books, time for district wide planning and review of data and programing (Local, ESSER II) |

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| 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 |
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| *Engagement/Truancy* | **Goal 1:**<br>Responses to absenteeism are inconsistent across the district.<br>-Attendance tracking<br>-Communication with families<br>-Referral process to LRC (Lamoille Restorative Center)<br>-Truancy petitions<br>-Referrals to DCF for educational neglect | **Goal 1:**<br>Create consistent methods that include both attendance data systems and procedures as well as a consistent response to absenteeism. | **Goal 1:**<br>-Create a district work group for developing consistent language, coding procedures and referral practices.<br>-Communicate procedures and systems to relevant parties (teachers, staff, etc.)<br>- Determine a communication system for students and families around attendance expectations, policies, and procedures.<br>- Consider utilizing | **Goal 1:**<br>**Implementation and Evidence -**<br>- Determine who will take part in the district work group.<br><br>-By the end of July 2022, we will have established consistent methods for attendance data systems and referral practices.<br>-We will have district attendance expectations and practices in written | **Goal 1:**<br>Stipends for work provided beyond contracted hours. (ESSER II, Local)<br><br>Increase FTE of School Attendance Specialist (ESSER II) |

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| | | | school-based problem-solving team members such as the principal, guidance, special educators, school nurse, etc.) to respond to individual student and family needs. | form to share with all stakeholders. (Schools will be able to update their handbooks with this information).<br><br>- By the end of July 2022, each school will have scheduled meetings with the district work group to learn about the new systems and to be provided the support needed to implement for the start of the 2022/2023 school year.<br><br>-Survey will be completed for school teams to gather information in regard to the effectiveness of our policies, practices, and supports.<br><br>- Prior to the start of the 2022/2023 school year, school-based committees will determine best practice to communicate attendance procedures and expectations with | |
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| | | | families.<br>-The district work group will request information from each school in regard to communication practices used for students and families. | |
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| | --------------------------- <br> **Goal 2:** <br> Inconsistent data and response across the district related to attendance concerns for the entire student body was indicated, especially for historically marginalized populations <br><br> Increase in absenteeism over the 2020/2021 school year was found across all schools. <br><br> Communication to families is not equitable. (Equity issues - phone, internet and email, language barriers, etc.) | --------------------------- <br> **Goal 2:** <br> To create consistent methods for data tracking, analyzing, and responding to attendance concerns through an equity lense, resulting in a decrease in absenteeism for the 2021/2022 school year and beyond. In addition, we need to Increase personalized, needs-based, communication to families. | --------------------------- <br> **Goal 2 :** <br> -Invite data manager and DEI Coordinator to the district attendance working group, which will include community partners. <br> -Increase the capacity of the School Attendance Specialist. This specialist will provide direct-service support to students with attendance concerns <br> - School work groups will improve responsiveness and increase communication with historically marginalized groups and other families with barriers, to include a more robust referral and wraparound | ----------------------------- <br> **Goal 2:** <br> -Create systems to gather consistent data with a focus on historically marginalized populations. <br> - District and schools teams, with the support of community partners will respond to concerns specific to historically marginalized populations. <br> -Survey district faculty, staff, and administrators specific to family outreach. <br><br> Evidence: <br> -A decrease in | --------------------------- <br> **Goal 2:** <br> -Diversity, Equity and Inclusion Coordinator will be hired (ESSER II) <br> -Data Systems will be reviewed for possible future use. (ESSER II, Local, CFG) |

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| | | | process. | absenteeism will be seen.<br>- District work group will determine problems of practice with communication.<br>- Team works together to develop solutions and practices to better meet the needs of families (evidence of referral and wraparound process)<br>-Strategies to be shared with schools and families.<br>-Family input will be gathered | |
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| **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** |
| *Academic Achievement and Success* | **Goal 1:**<br>COVID-19 prevented students from getting the same amount of instruction under the hybrid and remote learning programs that | **Goal 1:**<br>To support Tier 1 universal instruction by:<br>* increasing knowledge and understanding about a structured and | **Goal 1:**<br>*Increase teacher (classroom and interventionist level) knowledge and understanding of the different purposes of | **Goal 1:**<br>*Year 1 - PK-6*<br>Implement a literacy and math coaching/facilitation model at each of the K-6 school buildings, to | **Goal 1**:<br>Literacy Consultant (CFG)<br><br>Math Consultant (CFG) |

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| they would have gotten pre-COVID-19. Both literacy and math scores were impacted, though math data was very poor overall.<br><br>Inconsistencies across schools were noted in terms of instructional time, materials used, and various levels of data across grade levels in each school. In addition, the transition to both middle school and high school were difficult academically and socially for students.<br><br>A number of experienced teachers leave the district each year, creating gaps in expertise and the sustainability of high quality instruction and sustained teacher leadership. | balanced literacy curriculum and how the different purposes of each of the components support students by:<br>*increasing ability of educators to teach math across ability levels<br>* increasing high quality instruction by developing shared leadership within the district and schools to build expertise and sustainability. | each of the literacy components that support students including word study, Reader's and Writer's Workshop, explicit whole group instruction, small group instruction, one on one conferencing, interactive read alouds, shared reading, and writing workshop.<br>*Provide additional unit planning instruction with a common design template which encourages universal design principles<br>*Increase interventionists to work with students and coaches around techniques to support struggling students.<br>*Continue to strengthen and support:<br>-Curriculum Redesign Committee<br>-Math and Literacy Committees<br>-District Grade Level Meetings<br>-Intervention Meetings | include:<br>*Embedded professional learning (PL) to support expertise at the classroom level (Effectiveness of Coaching)<br>*Increase effective uses of school and district data to inform instruction<br><br>*Year 1 for 7-12*<br>*Provide additional training around professional learning communities (PLCs) to build supports for content area teachers.<br>*Provide training for teachers to develop/define or pilot standards based curriculum that coordinates with the 6th and 9th grade.<br><br>*Year 2* - Implement a literacy and math Teacher on Special Assignment (TOSA) Cohort 1 to include:<br>*Providing a | A district level literacy and math coach ( ESSER II)<br><br>Literacy and Math Interventionists to assist in strengthening both universal classroom instruction and Tier 2 instruction. (CFG, ESSER II)<br><br>Release time and/or stipends for work beyond contracted hours on committee work, grade level meetings, book/video study, and assessment calibration (Local, CFG)<br><br>Best practices documents, videos, books, etc. (ESSER II, Local, CFG)<br><br>Video equipment and platform to house, edit, collaborate, and share information (ESSER II, Local) |

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| | | | -Professional Learning Communities (PLC's) -Data Literacy Teams *Further development of a transitional standards-based curriculum from the elementary to the middle level and from the middle level to the high school level. | sustainable system that supports new hires in the district *Providing models of what best practices and high quality instruction looks like for teachers and administrators *Supporting new teachers by having models of high quality instruction

**Evidence:**

By the end of June 2023, *Data will demonstrate that increasing high quality instruction will decrease intervention referrals *Fewer teachers will leave the district due to opportunities for shared leadership *6th-8th grade teachers and 7th-9th grade teachers will meet throughout the school year and discuss their curriculums in order to ensure the transition to | Tech support for setting up and using equipment (Local)

Coaching Toolbox for supporting instruction (ESSER II)(Local)

Substitutes for lesson studies, grade level meetings, release time (Local)

Stipends for Beyond Contracted Hours (CFG)

Curriculum Coach for K-12 PLC and Curriculum support (CFG) |

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| | | | | the middle and high school is seamless in terms of content expectations and focus areas.<br>*Increased use of data to inform progress and instruction<br>*strong collaboration between consultant, coaches, interventionists and classroom teachers<br>*Creation of data teams and process to use, analyze and interpret all types of data to inform classroom and school decisions for instruction<br>*Coaching/Facilitation and Interventionist job descriptions will be in place<br>*TOSA Cohort will have been formed and feedback received from participants regarding next steps and sustainability.<br>*Student achievement will begin to increase as the academic | |

| | | | transition to 7th and 9th grade becomes more streamlined *Development of Units of Study with Assessment, Common Lesson Study Forms, and Literacy and Math Cohort Expectations and Application | |
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| --------------------------- **Goal 2:** The schools within LNSU have worked together since 2017 implementing structures and systems designed to create an effective multi-tiered system of support (MTSS) with a focus on strengthening instruction at the universal level and to help address absenteeism. Due to requirements which have been in place to meet COVID-19 mandates, it has been a challenge for schools to effectively implement this system of support | --------------------------- **Goal 2:** To reestablish a district MTSS team whose task will be to develop a three year implementation plan. Strategies: *Review and adjust the Problem Solving Team self-assessment *Continue the development and implementation of the Library of Classroom Strategies *Establish a school-based coaching model in which teachers access colleagues able | ------------------------------- **Goal 2 Activity:** By the end of June 2023, *Provide additional training in the use of various types of data. (continue work with Datawise techniques and other helpful formats) *Build a comprehensive local assessment system. *Expand the structure around the Problem Solving Teams, progress monitoring and EST systems *Develop a MTSS support handbook for teachers *Create a school class | ------------------------------- **Goal 2:** Implementation will be accomplished with the support of an MTSS consultant and district level coordinator. Evidence: By the end of June, 2023, Success will be measured by: *development of products which align with the goal *MTSS Coordinator and district administration satisfaction with our | --------------------------- **Goal 2:** MTSS Consultant (Consolidated Federal Grant -CFG) LNSU MTSS Coordinator (ESSER II) Stipends for educators working beyond contracted time (Local) Library of Classroom Strategies Program (ESSER II, CFG) Program(s) for effective comprehensive assessment program data collection and reporting (ESSER II, |

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| on a consistent and uniform basis. | to demonstrate effective instructional strategies<br><br>*Articulate a comprehensive assessment system to include: screening, benchmark, progress monitoring and outcome data<br><br>*Articulate what assessment looks like at each level in the MTSS system<br><br>*Define the role of the school-based leadership team in assuming responsibility for oversight of the school's MTSS<br><br>*Develop a program evaluation model which will inform progress in implementing MTSS with respects to improvement/gains in student academic achievement and behavioral outcomes | schedule that supports intervention opportunities and enrichment for every student.<br>*Professional development in differentiated instructional techniques. | ability to work collaboratively to support schools in implementing effective problem solving teams<br>*increase in the number of students successful in Level 1 and Level 2 within the MTSS system of support | Local)<br><br>Common Learning Management System for strengthening universal instruction and collaboration across district schools. (Local)<br><br>Further development of a written and guaranteed curriculum across content areas, to include stipends beyond contracted hours for curriculum committees (CFG, ESSER II) |

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| | *continue working collaboratively with math and literacy consultants<br>*Monitor attendance data monthly<br>*Create reports that provide clear information to support outreach efforts.<br><br><br>------------------------------<br><br>**Goal 3:**<br><br>To provide a comprehensive K-12 Summer Program that will focus on the three areas of student concern:<br>*Socioemotional Functioning, Mental Health and Wellbeing<br>*Student Engagement<br>*Academic Achievement and Success<br><br>**Strategies:**<br>**K-6:**<br>*Provide project and passion based activities | | -----------------------------<br><br>**Goal 3:**<br><br>Track attendance that follows the reporting guidelines set forth by the AOE and Federal 21 CCLC organizations, to include breaking data into identified subgroups (FRL, IEP, etc.) Site coordinators use tracking software to facilitate reports to AOE and Federal Reporting Organizations<br><br>**Evidence**:<br>Compare standardized test scores from 2021/2022 school year to previous years (at least 2 years back)<br><br>Survey students on their experience in the summer program. Ask about likes, dislikes, and growth they | -----------------------------<br><br>**Goal 3:**<br><br>Summer School Supplies and Personnel K-12<br>(ESSER II) |
| | ---------------------------<br><br>**Goal 3:**<br><br>Data has shown evidence of loss of learning and social experiences due to COVID-19. This has necessitated planning for district-wide summer programming for 2021 and 2022. | | -----------------------------<br><br>**Goal 3:**<br><br>The summer program will run during the 4 weeks of July from 9 a.m. to 3 p.m., with before and after summer school programs offered at each site.. Students can attend all four weeks or pick and choose which weeks they want to attend. Transportation and meals will be provided. Mental health professionals, school counselors, etc. will be available for | | |

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| | | *These activities will also embed STEM, Math, & Literacy components.<br>*The summer program will offer options to all grade levels as well as be open to all learners.<br><br> **7-12:**<br>*Provide opportunities for LUHS students to complete PBGR through individualized flexible pathways<br>*Provide opportunities for students to limit regression of skills and re engage in school<br><br>The summer programs will closely work with the ESY (Extended School Year) staff to ensure that students that are accessing special education services still can participate in the enrichment opportunities. | social-emotional support and field trip opportunities will be offered for social engagement. Academics will be offered in the core content areas, much of which will be embedded into the various projects and activities. School literacy and math program materials and lessons will be an integral part of each week as well.<br><br>Each week will have a variety of different activities such as art, drama, dance, swimming, STEAM projects, etc. Themes will vary and include topics such as the Earth, Food Trucks, Dawn of Time, Wind, Maps, Water, Fire, Insect, Robots, and the Future. | | |

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