

**Addendum
Board Meeting
June 24, 2021**

Vermont Career Technical Education Recovery Plan

CTE Center: Central Vermont Career Center

CTE Center Recovery Coordinator: Jody Emerson

Sending School Liaisons: *Mark Tucker, Jessica Monahan, Carrie Cook, Bill Deiss, Jody Emerson, Maria Paris, Ellen Cooke, Megan McDonough.*

Additional Stakeholders Serving on the Center's Recovery Planning Team: *Scott Griggs, Clifton Long, Christina Currier, Kristine McSheffrey, Penny Chamberlin, Stefanie Seng, Kathi Fuller.*

Phase 1: Initial Needs Assessment

Submit by June 30, 2021

1. Gather and begin to analyze existing or easily obtainable Student Status, Demographic, and Center Data, and Sending 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 30, 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. Complete the table below for each sending high school. 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.
 - f. how information will be shared between the high school and the CTE center.
 - g. how and by which school (CTE center and/or sending high school) students will be supported.

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.

Phase 3: Evaluation and Refinement of Plan

Submit by June 1, 2022

6. 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.
7. 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. [Act 173 lever one-pagers](#), as well as tools provided through the Data Literacy professional development workshop series, will be useful in this work.

Sending School Recovery and Moving Forward Plans: Phase 1 & 2 as of June 23, 2021.

Barre Unified Union School District

Caledonia Central Supervisory Union: Cabot & Twinfield

Harwood Unified Union School District

Montpelier-Roxbury Public Schools

Washington Central Unified Union School District

Phase 1 and 2: CVCC - Administration, Special Education and School Counseling

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> 2019-2020 SY (March -June)</p>	<p>Daily communication between CVCC special education coordinator and the sending school case managers re: attendance, grades, check ins.</p> <p>Regular parent contact.</p> <p>CVCC School Counselor surveyed students in late April 2020 and 80-90% felt well supported. 12 students felt overwhelmed and asked for a counselor to check in.</p>	<p>Students had opportunities to check in with the special education coordinator as well as their sending school case managers. The special education coordinator also had regular contact with teachers when concerns arose with grades or attendance.</p> <p>Students were given opportunities to check in with our school counselor, there were many stressors during this time related to food and job insecurity.</p> <p>Many students reported that they had the school support they needed.</p>	<p>Ongoing communication between CVCC Special Education coordinator and program teachers to provide clarity on what students are working in order for sending school case manager(s) to support their students.</p>
<p><i>SEL, Mental Health and Well-Being</i> 2020-2021 SY</p>	<p>CVCC School Counselor surveyed students again in December of 2020,</p> <p>100% of student respondents reported feeling safe in general, but 25% felt unsafe in the school building due to the pandemic, 25% were unhappy with the decision to go remote, and 25% felt our school is somewhat inclusive of</p>	<p>There was a split between students who felt unsafe being in school and those who felt unhappy with the amount of remote learning. While we had fewer reports of HHB and discipline issues related to socializing, the data still reflects gaps in inclusion and support for most marginalized groups.</p>	<p>Utilize Restorative Practices (training staff and implementing proactive / tier 1 circles in the classroom) - include, if possible, sending school case manager(s). This will be built into the year long partnership with Up For Learning</p> <p>Consider intentional, whole</p>

	<p>marginalized groups.</p> <p>A Parent/Guardian survey issued in May of 2021 had similar responses</p> <p>99% felt supported, 89% feel that their child is doing well at CVCC</p> <p>100% believe their child's time at CVCC benefitted them and are happy with their child's decision to attend CVCC</p>		<p>community activities - BBQ; Quarterly or monthly opportunities for whole center (we will include our sending school partners in these invitations as appropriate)</p> <p>Explore the idea of center wide community service for potential implementation post 21-22 school year and document that work we currently do and expand in the future.</p>
<p><i>Engagement/Truancy</i> 2019-2020 SY (March -June)</p>	<p>Outreach from the CVCC school counselor occurred via email only with students who did not engage at all in the spring during remote learning.</p> <p>Program teacher's communicated with admin, counselor, and student support if a student was not engaging in learning.</p> <p>No students were dropped due to attendance or disengaged learning related to COVID.</p> <p>Daily attendance is communicated with all sending schools. Following teacher and guidance level contacting students, primary contacts, and sending schools are contacted by Asst. Director.</p> <p>Administrative drops and/or sending school withdrawal of students are considered, with the primary goal of</p>	<p>Wrap-around meetings were conducted on an as needed basis</p> <p>Students successfully completed their programs</p>	<p>Utilize the SST (Student Support Team: Student Support, Counselor, Assistant Administrator) meetings with appropriate sending school staff to support students who struggle to attend.</p>

	meeting proficiency and/or credit requirements toward graduation.		
<p><i>Engagement/Truancy</i> 2020-2021 SY</p>	<p>Our school counselor continued to email students and in December met with our Special Educator and Assistant Director to reflect and develop plans for struggling students.</p> <p>At that time there were 54 students struggling with one or more of the following:</p> <ul style="list-style-type: none"> • attendance • grades • mental health <p>Results:</p> <p>-7 have dropped from CVCC (1 for grades 2 for attendance, 4 for both reasons)</p> <p>-7 will be non-completers (with attendance as the primary factor... 1 would be a non-completer for grades as well)</p> <p>- 16 were at risk as this report was being compiled.</p> <p>-23 of those original 54 successfully completed.</p> <p>Instruction team is developing a proposal for consistent assessment of</p>	<p>The vast majority of at-risk students received the support they needed to turn around their trajectory.</p> <p>The remaining students have had many wrap-around meetings and had support available and didn't access it.</p> <p>Most (if not all) sending schools are planning to graduate all CTE students, regardless of whether or not they reach completer status, so wrap-around with engagement and attendance has been procedural, knowing there isn't much consequence to not showing up or limited engagement.</p> <p>We do not assign credits or graduate students, so we are not 100% informed of the final decisions that sending schools make.</p> <p>Students are engaged in their programs at CVCC and have a good overall educational experience with us.</p>	<p>Special Educator, Assistant Director and School Counselor check in monthly on student engagement, attendance, etc.</p> <p>Partner our Student Leadership Team and Student Support PLG with Up For Learning.</p> <p>Explore the impact of lack of transportation on student attendance and identify ways to mitigate that.</p>

	<p>engagement across programs.</p> <p>End of Year Student Survey (spreadsheet)</p> <p>End of Year Student Survey (form results)</p>		
<p><i>Academic Achievement and Success</i> 2019-2020 SY (March -June)</p>	<p>See above, in addition per the survey results, 21% believe that we need a more challenging curriculum.</p>	<p>Clarity is needed around scoring process across sending schools</p>	
<p><i>Academic Achievement and Success</i> 2020-2021 SY</p>	<p>See above.</p>	<p>CVCC School Counselor had difficulty understanding the current status of students in their progress toward graduation due to the variations in graduation procedures and use of proficiency across sending schools.</p> <p>Some students arrive at CVCC meeting proficiency in multiple areas and others have additional proficiencies to meet beyond what traditional schedules will allow.</p>	<p>Create an opportunity for students to identify the current state and/or request transcript/ graduation status of juniors and seniors by Sept 1, 2021 in order to determine how to better support students in achievement of graduation proficiencies through their CTE portfolio/ personalized learning plan. Support this work with STEM Teacher and Literacy Interventionist and the differentiation already provided by WorkKeys.</p> <p>Recommend each sending school to have one contact for credit recovery/proficiency progress. (Need sending schools to support this)</p> <p>Recommend that IEP students have 1 contact/case manager per school</p>

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 CTE center or LEA will have access to or use all the indicators, but we believe that all CTE centers and 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.

When relevant, 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.

8. 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

Engagement/Truancy

- e. Students who remain fully engaged in school activities, by type of learning experience
 - i. In-person
 - ii. Hybrid
 - iii. Fully remote
- f. Students who CTE or LEA is unable to locate/contact/ascertain status
 - i. In-person
 - ii. Hybrid
 - iii. Fully remote
- g. Students significantly absent/disengaged from school
 - i. In-person
 - ii. Hybrid
 - iii. Fully remote
- h. Students engaged in extracurricular offerings
 - i. In-person
 - ii. Hybrid
 - iii. Fully remote

9. 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
- WorkKeys 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
- 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
- Students preparing for nontraditional fields
- Parent profiles

Perceptions

- Student, parent, teacher interviews
- Student, parent, teacher focus groups
- Student, parent, teacher questionnaires
- Student, parent, teacher surveys
- Communication records
- Meeting notes

CTE Center and High School/LEA Processes:

- Local comprehensive assessment systems and practices*

- Curriculum coordination/alignment*
- EST functioning*
- Perkins V Comprehensive Local Needs Assessment
- 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

BUUSD Strategic Plan Goal Matrix

As part of our district's strategic planning process, we identified 5 key goal areas that will drive our work:

- [Equitable Access to Learning Resources](#)
- [Communications & Relationship Building](#)
- [Curriculum & Career Pathways](#)
- [Student Wellness](#)
- [Student Engagement In Learning](#)

Within each of these 5 goal areas, we have established a set of action steps and benchmarks that will help ground our mission and bring our vision to life. This goal matrix outlines our district's work for the next 5 years.

Legend
New Initiative
Existing Initiative
Board Role
Superintendent Role
Assistant Superintendent Role
New Budget Funds

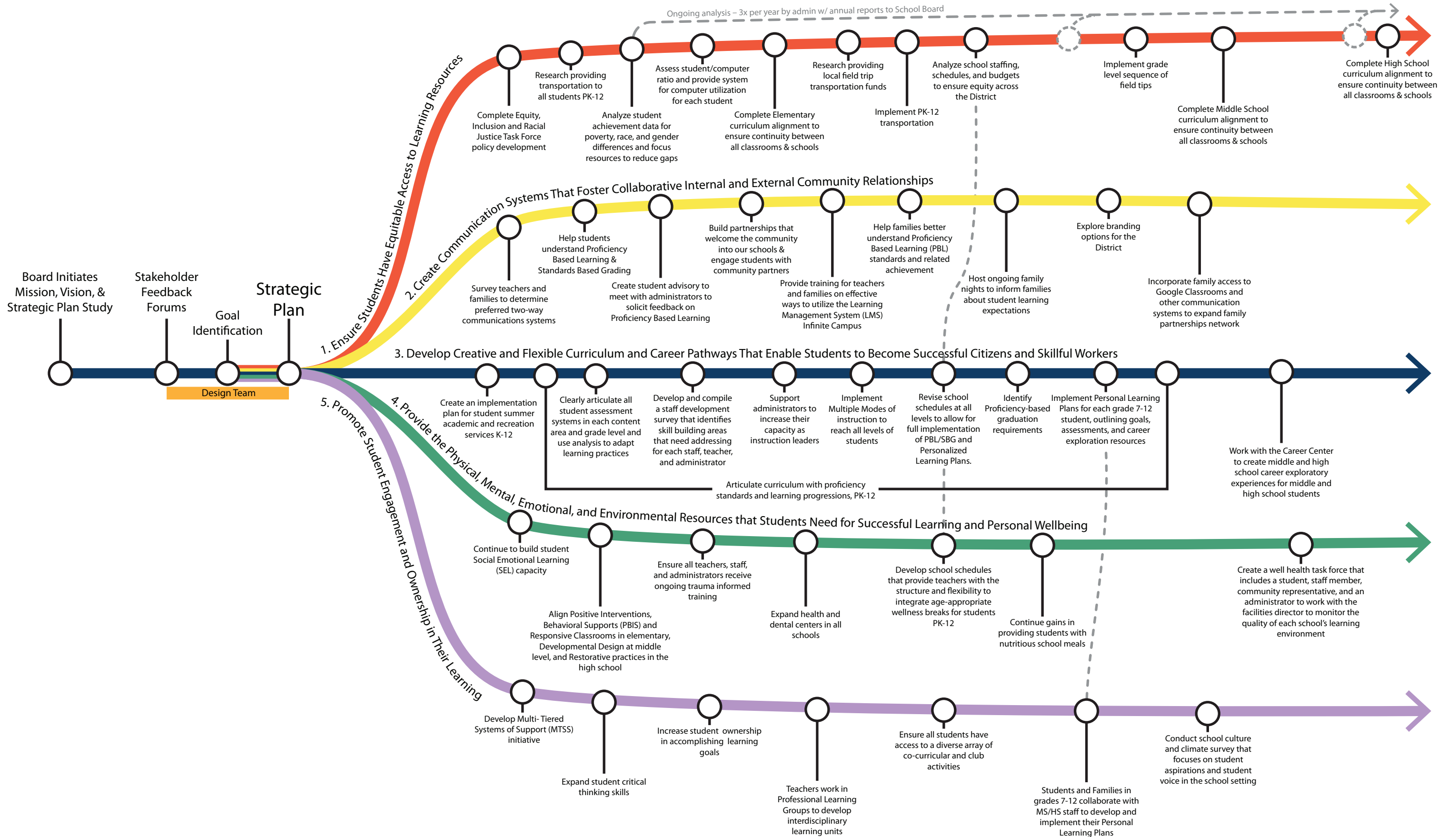
2019-20

2020-21

2021-22

2022-23

2023-24



Barre Unified Union School District Strategic Plan Goal Matrix
(Goals are all of equal importance)

Goal 1 - Ensure Students Have Equitable Access to Learning Resources					
<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
1. A. Close student learning gaps by addressing poverty, race, and gender learning barriers	Analyze student achievement data for poverty, race, and gender differences and focus on delivery of Social Emotional, Universal Design, and Education Support Team resources to reduce assessment score differences	Professional Learning Groups monitor, monthly, student achievement progress on state and local assessments and improve growth in annual student achievement by 5% per year using SBAC, PNOA, Math Lab, Fountas and Pinnell, and Star 360 assessment systems	Principals, Superintendent & Curriculum Com. 3x per year 2021 Annual School Board Report	Principals Superintendent School Board MTSS Coordinator	School Budget Covid Funds
	Research cost/benefit analysis for providing transportation to all students for academic and co-curricular	Use bus routing software to analyze the most efficient way to integrate high school bus routes and integrate high school and middle school	2022	Business Manager	School Budget Covid Funds

	activities	co-curricular activities			
	Research cost/benefit analysis for providing local field trip transportation funds	Establish grade level sequence of field trips to access Barre learning resources like the Granite Museum, Opera House, History Museum...	2023	Business Manager	School Budget
1.B. Ensure all students and staff have access to quality learning resources	Assess curriculum to address inclusion, equity, poverty, disability, social emotional learning, gender, and racial justice issues	Complete Equity, Inclusion and Racial Justice Task Force policy development work	2021	School Board	School Budget
	Continue PK-12 and grade level curriculum alignment and ensure continuity between all classrooms and schools	Align with staff development plan to meet goal	Elem - 2022 MS - 2023 HS - 2024	Superintendent Assistant Superintendent	Covid Funds
	Analyze school staffing, schedules, and budgets to ensure equity across the District	Update and adopt Board Policy and Administrative Procedures		Principals	School Budget
	Assess student/computer ratio and conduct analysis to provide system for updating computer utilization for each student, PK - 12	Develop multi-year Total Cost of Operation (TCO), which includes hardware purchase, training, and maintenance expense. Include funding needs in a three year budget projection cycle	2021	Technology Director and Business Manager	School Budget Covid Funds

		Align with staff development plan to meet goal	2021 - 2026	Assistant Superintendent	School Budget
		Help families access affordable internet resources Provide family training for home computer use	2021 - 2022	Technology Director and Principals Partner with Government Agencies	Possible Legislative Remedy Covid Funds
		Continue to update technology infrastructure	2022	Technology Director	School Budget

Goal 2 - Create Communication Systems That Foster Collaborative Internal and External Community Relationships

<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
2.A. Improve communications between families and schools	Survey teachers and families to determine preferred two-way communications systems	Work with administrators and teachers to develop and coordinate monthly targeted communications with families	2021	Communications Director	School Budget

	<p>Provide training for teachers and families on effective ways to utilize either the current or a new Learning Management System (LMS) Infinite Campus</p> <p>Help families better understand Proficiency Based Learning (PBL) standards and related achievement</p> <p>Incorporate family access to Google Classrooms and other communication systems to expand family partnerships network</p>	<p>Monitor trends of teachers and families who electronically access the Learning Management System</p> <p>Utilize periodic family surveys to gauge PBL understanding and for educators to receive family feedback</p> <p>Provide annual family training and monitor family access trends</p>	<p>2022</p> <p>2022</p> <p>2023</p>	<p>Principals</p> <p>Principals and Teachers</p> <p>Technology Director</p>	<p>School Budget</p> <p>Possible Covid Funds</p>
<p>2.B. Engage families and community about curriculum goals and student learning outcomes</p>	<p>Help students understand the how and why of Proficiency-based Standards learning</p> <p>Create student advisory to meet with principals and central office administrators to solicit feedback on Proficiency-based Learning process</p> <p>Host ongoing family</p>	<p>Conduct and analyze periodic student and family surveys</p> <p>Monitor attendance trends at public and virtual meetings to address goals of Proficiency-based Standards system. Use family feedback to modify communication strategy</p> <p>Receive School Board</p>	<p>2021</p> <p>Annually</p> <p>Annually</p>	<p>Principals</p> <p>Communications Director Special Services Director</p> <p>School Board</p>	<p>School Budget</p> <p>Title I Funds</p>

	<p>nights to inform families about student learning expectations</p> <p>Build partnerships that both welcome community into our schools and engage students with community partners</p>	<p>feedback to either reinforce or modify family and community communication strategies</p>		<p>Principals</p>	
<p>2.C. Explore branding options for the District</p>	<p>Research District name change rules, articles of agreement with the Agency of Education</p> <p>Research process for a District name change and the impact on the Business Office</p>	<p>Seek advice from Tech Center staff on their branding process. Explore options for working with a branding consultant. Research availability of possible local businesses with branding expertise that might donate resources</p> <p>Create a task force and timeline to study possible new District name and identity branding themes</p>	<p>2023</p>	<p>Communications Director</p> <p>Business Manager</p>	<p>School Budget</p>
<p>Goal 3 - Develop Creative and Flexible Curriculum and Career Pathways That Enable Students to Become Successful Citizens and Skillful Workers</p>					
<i>Strategic</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation</i>	<i>Responsible for</i>	<i>Fund Source</i>

Objectives			Timeline	Monitoring Progress	
3.A. Provide summer academic and recreation services for students	Create an implementation plan for student summer academic and recreation services K-12	Contract with the YMCA to operate summer academic and recreational camps with a focus on social emotional learning, school-based academic intervention, high school recovery, and provide meal services for 200 students	2021	YMCA Coordinator	Covid Funds
3.B. Complete detailed student assessment framework	Clearly articulate all student assessment systems in each content area and grade level and use analysis to adapt learning practices	Professional Learning Groups assess all curricular areas and student needs during monthly data meetings. Weekly staff meetings focus on equity, social emotional learning work. Coordinate assessment work with Improving Student Learning Team (ISL) comprised of teachers, administrators and curriculum leaders Periodic Board monitoring reports	2021 Ongoing and formally 3x per year	MTSS Coordinator Assistant Superintendent Teachers School Board	Covid Funds School Budget
3.C. Implement Multiple Modes of instruction to reach all levels of students (Ex: Universal Design	Provide learning resources that meet diverse student learning needs	Align with staff and administrative development plan to meet goal	2022	Assistant Superintendent Principals	School Budget

for Learning (UDL) in all classrooms)				MTSS Coordinator	
3.D. Expand alternative pathways to graduation	Identify Proficiency-based Standards graduation requirements	Assess the current baseline. Increase number of alternate pathway graduates by 5% annually	2023	Assistant Superintendent HS Principal	School Budget
3.E. Create clear scope and sequence and aligned curriculum	Articulate curriculum with proficiency standards and learning progressions, PK-12 Revise school schedules at all levels to allow for final implementation of Proficiency Based Learning/Standards Based Grading and Personalized Learning Plans. Incorporate times for retesting/reteaching and personal exploration for students.	Post on school websites Expectations communicated through online student, teacher, and family handbooks School Board Reports at Board Curriculum Committee Administrators work with Professional Learning Groups to ensure consistency across all classrooms and schools PBL and PLP implementation	2023 Annually	Assistant Superintendent Principals Teachers School Board Principals Assistant Superintendent	School Budget
3.F. All students by the end of grade three meet or exceed learning standards in math and literacy	Teachers provide intervention services and additional supports for students behind grade level	Assess grade level learning and determine what additional interventions need to be implemented	Annually	MTSS Coordinator Interventionists Teachers Principals	School Budget Covid funds

<p>3.G. Create Personal Learning Plan (PLP) for all students in grades 7-12</p>	<p>Implement Personal Learning Plans for each grade 7-12 student, outlining goals, assessments, and career exploration resources</p>	<p>Students and families establish individual goals based on personal, academic, and career interests</p>	<p>2023</p>	<p>Guidance Office and Advisors</p>	<p>School Budget</p>
<p>3.H. Provide age appropriate career cluster exposure in the curriculum for middle and high school students</p>	<p>Work with the Career Center to create middle and high school career exploratory experiences for middle and high school students</p>	<p>Align with middle and high school students Personal Learning Plan goal needs</p>	<p>2024</p>	<p>Guidance Office and Advisors Technical Center Assistant Director Principals/Guidance</p>	<p>School Budget</p>
<p>3.I. Provide all staff and administrators with deep investments in training, professional development, and support</p>	<p>Align with staff and administrative development plan to meet goal</p>	<p>Develop and compile a staff development survey that identifies skill building areas that need addressing for each staff, teacher, and administrator</p>	<p>Annually</p>	<p>Assistant Superintendent</p>	<p>School Budget Grants Covid Funds</p>
<p>3.J. Support administrators to increase their capacity as instruction leaders</p>	<p>Include this priority in every administrators annual goal plan</p>	<p>Annually monitor the number of classroom walk throughs and formal teacher evaluations</p>	<p>Annually</p>	<p>Superintendent</p>	<p>School Budget</p>

Goal 4 - Provide the Physical, Mental, Emotional, and Environmental Resources that Students Need for Successful Learning and Personal Wellbeing

<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Implementation Timeline</i>	<i>Responsible for Monitoring Progress</i>	<i>Fund Source</i>
4.A. Provide social emotional learning resources for students across all grades	Align Positive Interventions, Behavioral Supports (PBIS) and Responsive Classrooms in elementary, Developmental Design at middle level, and Restorative practices in the high school	Integrate employee skill building within the staff development plan. Staff workshops and courses correspond to program implementation timelines	2021	Principals Assistant Superintendent	School Budget and Covid Funds
4.B. Staff acquire skills and resources to support the diverse academic and social learning needs of all students	Ensure all teachers, staff, and administrators receive ongoing trauma informed training	Integrate employee skill building within the staff development plan. Staff workshops and courses correspond to program implementation timelines	2022	Special Services Director Assistant Superintendent Principals	School Budget

	Continue to build student Social Emotional Learning (SEL) capacity	Assess current student behavior referrals and reduce behavior referrals by 5% annually	Annually	Special Services Director Assistant Superintendent	School Budget
4.C. Provide access to health and dental services for all students	Expand health and dental centers in all schools	Work with State Agencies to expand health and dental services in grades 9-12	2022	Superintendent, Principals, Facilities Director, and Nurses	Covid Funds
4.D. Focus on student wellness issues that include physical activity and nutrition	Develop school schedules that provide teachers with the structure and flexibility to integrate age-appropriate wellness breaks for students PK-12 Continue gains in providing students with nutritious school meals	Employee skill building integrated within the staff development plan. Staff workshops and courses correspond to program implementation timelines Food service director work with a nutritionist to ensure meals are healthy Food service director work with local food network	2023	Physical Education, Health Teachers, School Nurses, and Principals Nurses Health Teachers Food Service Director	School Budget
4.E. Assess school facilities for healthy building factors, i.e. air quality, water quality, light, noise, temperature, cleaning, and science	Create a well health task force that includes a student, staff member, community representative, and an administrator to work with the facilities director to monitor the	Establish an acceptable baseline for each school's well health assessment data and develop a timeline for complying with state, federal, and international norms and	2024	Facilities Director Principals	Covid Funds School Budget

lab chemicals, etc.	quality of each school's learning environment	<p>regulations</p> <p>Work with the International Well Health Institute to learn about and establish building safety norms https://wellhealthsafety.com/</p>			
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Goal 5 - Promote Student Engagement and Ownership in Their Learning

<i>Strategic Objectives</i>	<i>Action Step</i>	<i>Benchmarks</i>	<i>Timeline</i>	<i>Who is Responsible for Monitoring Progress</i>	<i>Additional Funds Needed and Source(s)</i>
5.A. Create integrated interdisciplinary units of learning	Teachers work in Professional Learning Groups to develop interdisciplinary learning units	Students show 3% annual growth in local and state student assessment results	Annually	Teachers Principals	School Budget
5.B. Increase student ownership in accomplishing learning goals	<p>Continue executive functioning skill building for students</p> <p>Help students develop self confidence and perseverance skills</p>	Identify current baseline trend and increase student attendance and graduation rates by 3% per year	Annually	Teachers Principals	School Budget

5.C. Expand student critical thinking skills	Help students acquire information gathering skills that separate facts from fiction	Increase student problem solving assessment data by 5% annually in writing, allied arts, and science...	Annually	Teachers Principals	School Budget
5.D. Develop Multi-Tiered Systems of Support (MTSS) initiative	Hire MTSS Coordinator to perform Recovery Plan Coordinator duties	Identify current baseline trend and decrease learning gaps for identified groups by 5% per year	2021	AOE required MTSS Recovery Coordinator Special Services Director	COVID funds
	Incorporate MTSS staff training in District Staff Development plan	Hire a Multi-tiered Systems of Support coordinator to align MTSS systems within and between schools	2022	Special Services Director Assistant Superintendent	Covid funds
5.E. Develop a system that promotes student voice	<p>Ensure the curriculum and after school activities provide opportunities for students to build personal confidence by advocating for their self-interest and to engage in leadership development and public speaking experiences.</p> <p>Ensure all students have access to a diverse array of co-curricular and club activities</p>	Partner with students and families to identify both competitive and collaborative co-curricular clubs, activities, and athletic programs that flexibly meet the individual and team interests of students	2023	Advisors Teachers	

<p>5.F. Assess school culture and climate from student, teacher, and family perspectives</p>	<p>Conduct a school culture and climate survey that focuses on student aspirations and student voice in the school setting</p>	<p>Possible resources - Quaglia Institute Student, Parent, and Teacher Voice and Aspirations surveys: https://quagliainstitute.org/services/common-services-and-products-quaglia-school-voice-surveys-and-pd Use survey data to inform school policy and instructional practices</p>	<p>2023</p>	<p>Superintendent</p>	<p>Covid Funds School Budget</p>
<p>5.G. Create a Personal Learning Plan (PLP) for all students in grades 7-12</p>	<p>Implement Personal Learning Plans for each grade 7-12 student, outlining goals, assessments, and career exploration resources</p>	<p>Students and families collaborate with MS/HS staff to complete career interest inventories and use data to develop/update PLPs. Students and families identify PLP goals based on personal, academic, and career interests.</p>	<p>2023</p>	<p>Guidance Office Advisors Principals</p>	<p>School Budget</p>