

**Addendum  
Board Retreat  
July 29, 2021**

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

| <b>Goal 1 - Ensure Students Have Equitable Access to Learning Resources</b>                        |   |   |   |  |                                  |
|--|---|---|---|--|----------------------------------|
| <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>               |
| <b>1. A. Close student learning gaps by addressing poverty, race, and gender learning barriers</b> | 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.<br>3x per year<br>2021<br><br>Annual School Board Report | Principals<br><br>Superintendent<br><br>School Board<br><br>MTSS Coordinator | School Budget<br><br>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<br><br>Covid Funds |

|   |   |  |                                       |  |                              |
|---|---|--|---------------------------------------|--|------------------------------|
|   | <b>activities</b>   | <b>co-curricular activities</b>  |                                       |  |                              |
|   | 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                |
| <b>1.B. Ensure all students and staff have access to quality learning resources</b> | 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<br>MS - 2023<br>HS - 2024 | Superintendent<br>Assistant Superintendent | Covid Funds                  |
|   | Recruit and hire high quality teachers. 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                        | Develop multi-year Total Cost of Operation (TCO), which includes hardware purchase, training, and maintenance expense. Include funding   | 2021                                  | Technology Director and Business Manager   | School Budget<br>Covid Funds |

|  |                       |   |             |  |  |
|--|-----------------------|---|-------------|--|--|
|  | each student, PK - 12 | needs in a three year budget projection cycle   |             |  |  |
|  |                       | Align with staff development plan to meet goal  | 2021 - 2026 | Assistant Superintendent   | School Budget                                  |
|  |                       | Help families access affordable internet resources<br>Provide family training for home computer use | 2021 - 2022 | Technology Director and Principals<br>Partner with Government Agencies | Possible Legislative Remedy<br><br>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<br/>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>  |                       | Principals   |                    |
| 2.C. Explore branding options for the District  | <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> | 2023                  | <p>Communications Director</p> <p>Business Manager</p> | School Budget      |
| <p><b>Goal 3 - Develop Creative and Flexible Curriculum and Career Pathways That Enable Students to Become Successful Citizens and Skillful Workers</b></p> |   |  |                       |  |                    |
| <i>Strategic</i>  | <i>Action Step</i>  | <i>Benchmarks</i>  | <i>Implementation</i> | <i>Responsible for</i>                                 | <i>Fund Source</i> |

| <b>Objectives</b>   |  |   | <b>Timeline</b>  | <b>Monitoring Progress</b>   |  |
|---|--|---|--|--|--|
| <b>3.A. Provide summer academic and recreation services for students</b>                                  | <b>Create an implementation plan for student summer academic and recreation services K-12</b>  | <b>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</b>   | <b>2021</b>  | <b>YMCA Coordinator</b>  | <b>Covid Funds</b>                             |
| <b>3.B. Complete detailed student assessment framework</b>  | <b>Clearly articulate all student assessment systems in each content area and grade level and use analysis to adapt learning practices</b> | <b>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</b><br><br><b>Periodic Board monitoring reports</b> | <b>2021</b><br><br><b>Ongoing and formally 3x per year</b> | <b>MTSS Coordinator</b><br><br><b>Assistant Superintendent</b><br><br><b>Teachers</b><br><br><br><br><br><b>School Board</b> | <b>Covid Funds</b><br><br><b>School Budget</b> |
| <b>3.C. Implement Multiple Modes of instruction to reach all levels of students (Ex: Universal Design</b> | <b>Provide learning resources that meet diverse student learning needs</b>   | <b>Align with staff and administrative development plan to meet goal</b>  | <b>2022</b>  | <b>Assistant Superintendent</b><br><br><b>Principals</b>   | <b>School Budget</b>                           |

|  |   |   |                      |  |                              |
|--|---|---|----------------------|--|------------------------------|
| 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<br>HS Principal   | School Budget                |
| 3.E. Create clear scope and sequence and aligned curriculum  | Articulate curriculum with proficiency standards and learning progressions, PK-12<br><br>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<br><br>Expectations communicated through online student, teacher, and family handbooks<br><br>School Board Reports at Board Curriculum Committee<br><br>Administrators work with Professional Learning Groups to ensure consistency across all classrooms and schools<br>PBL and PLP implementation | 2023<br><br>Annually | Assistant Superintendent<br><br>Principals<br><br>Teachers<br><br>School Board<br><br>Principals<br>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<br>Interventionists<br>Teachers<br>Principals   | School Budget<br>Covid funds |

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

**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<br>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<br>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<br>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<br>MTSS Recovery Coordinator<br><br>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<br>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<br>Teachers   |               |

|   |   |  |                    |   |   |
|---|---|--|--------------------|---|---|
| <p><b>5.F. Assess school culture and climate from student, teacher, and family perspectives</b></p> | <p><b>Conduct a school culture and climate survey that focuses on student aspirations and student voice in the school setting</b></p>       | <p><b>Possible resources - Quaglia Institute Student, Parent, and Teacher Voice and Aspirations surveys: <a href="https://quagliainstitute.org/services/common-services-and-products-quaglia-school-voice-surveys-and-pd">https://quagliainstitute.org/services/common-services-and-products-quaglia-school-voice-surveys-and-pd</a> Use survey data to inform school policy and instructional practices</b></p> | <p><b>2023</b></p> | <p><b>Superintendent</b></p>                              | <p><b>Covid Funds</b><br/><br/><b>School Budget</b></p> |
| <p><b>5.G. Create a Personal Learning Plan (PLP) for all students in grades 7-12</b></p>            | <p><b>Implement Personal Learning Plans for each grade 7-12 student, outlining goals, assessments, and career exploration resources</b></p> | <p><b>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.</b></p>  | <p><b>2023</b></p> | <p><b>Guidance Office<br/>Advisors<br/>Principals</b></p> | <p><b>School Budget</b></p>                             |

## Vermont Education Recovery Plan

LEA: BUUSD

LEA Recovery Coordinator: David Wells

LEA Recovery Team Members: Brenda Waterhouse, Jennifer Nye, Kathy Gardner, Stacy Anderson, Chris Hennessey, Erica Pearson, Hayden Coon, Mary Ellen Simmons, Tim Sanborn, Paula Beudet, Pierre Laflamme, Sue Brennan

Collaborative Stakeholders Represented: Kathleen BrBryant, FNP, Pediatric Nurse Practitioner

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### Phase 1: Initial Needs Assessment

Submit by April 15, 2021

1. Gather and begin to analyze existing or easily obtainable Student Status, Demographic, and School/LEA Process Data to determine initial, highest priority recovery needs. Pay particular attention to the status of historically marginalized students (students in different racial/ethnic groups, English learners, students with disabilities, students in poverty, migrant students, military-affiliated students, homeless students, students in foster care). Draw on your learning from the data literacy professional development series to consider new and existing data sources for understanding needs.
2. In the corresponding table below, for each of the recovery areas (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success), identify or describe:
  - a. Data sources used.
  - b. Interpretation of student needs based on these data sources.
  - c. Preliminary thoughts on how to address identified needs.
  - d. Whether you would benefit from state partner assistance in this area.

See [Suggested Key Indicators](#) and [QuickScan tool](#) for data sources you may wish to use in determining the status of your recovery areas and Act 173 levers.

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## Phase 2: Recovery Planning and Implementation

Submit by June 1, 2021

1. It is expected that planning activities will be largely completed by May 15, 2021 (see [Guidance: Education Recovery No.1](#)). This allows ample time to finalize the plan and move toward implementation by June 1, 2021.
2. Based on the needs identified in Phase 1, generate specific strategic actions to address those needs.
3. Develop a Theory of Improvement or Logic Model to link the identified needs to specific activities. Determine steps you will take throughout the year to implement and evaluate the impact of these activities. Consider potential additional future data sources needed to answer emergent questions on student success and wellbeing.
4. Identify the specific human and material resources that will be necessary to implement your strategies and how you will pay for those resources. Refer to AOE guidance on use of ESSER funds and other relevant funding.
5. In the corresponding table below, for each of the Key Student Indicators (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success) identified for recovery planning describe
  - a. identified student needs.
  - b. the selected strategies and activities, including any problems of practice to be addressed.
  - c. the logic model underlying their selection.
  - d. your plan for implementation and evaluation of your activities.
  - e. the resources you will need to enact this plan and how you intend to pay for those resources.

Analytical tools from the [Comprehensive School Improvement Toolkit](#) and [VTmtss Framework Tools, Act 173 lever one-pagers](#), as well as tools provided through the Data Literacy professional development workshop series, will be useful in this work.

## Equity Supports

If any schools in your LEA or the LEA are eligible for equity supports, please list which of the selected activities above address a reason for the eligibility. If none of the activities address eligibility, please identify a separate strategy or action for each of the organizations eligible for supports.

LEA:

School:

School:

School

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## Phase 3: Evaluation and Refinement of Plan

Submit by June 1, 2022

1. Explain the effectiveness of the implementation of the strategic actions and activities you engaged in during the 2021-2022 school year and what modifications to those strategies you intend to make based upon this analysis moving forward.
  - a. Determine your plan for sustaining practices that have achieved desired results.
  - b. Describe any new activities you will pursue regarding Key Student Indicators.
2. In the corresponding table below, for each of the Key Student Indicators (SEL, Mental Health and Wellbeing; Engagement/Truancy; Academic Success) identified for recovery planning describe
  - a. what you learned about the effectiveness of your implemented strategies/activities.
  - b. intended modifications to your theory of improvement, including change ideas or activities you intend to continue pursuing and those you intend to modify or replace.
  - c. how you will resource sustainability of change ideas and strategic activities.

Analytical tools from the [Comprehensive School Improvement Toolkit](#) and [VTmtss Framework Tools, Act 173 lever one-pagers](#), as well as tools provided through the Data Literacy professional development workshop series, will be useful in this work.

Table 1 - Phase 1: Initial Needs Assessment

| Recovery Domain                          | Data used   | Interpretation of data   | Preliminary ideas re how to address need, Request assistance? (Y/N)  | Assistance (Y/N) |
|--|---|--|--|------------------|
| <i>SEL, Mental Health and Well-Being</i> | <p><a href="#">Nurse reports on Wellness for students (SNAP)</a></p> <p><a href="#">YRBS data (middle level and higher) (2018 data plus historical data trends)</a></p> | <p>Nurse data is reflective of the year we have had. COVID has played a role in the number of students in the building which will impact the number of students who access this resource.</p> <p>This YRBS data was collected in 2019. Our numbers are, for the most part aligned to the state averages. This data will not be collected again until fall of 2021 and reported out in 2022..</p> <p>I see some data in the YRBS that could support the fact that Barre students could benefit from additional support/services.</p>  | <p>It would be helpful to know what measures other districts are using to assess student Health and Well Being. Is there a comprehensive climate survey that would provide this crucial information?</p> <p>It would be ideal to extend the service of the dental van to High Schoolers.</p> <p>I'd love to advocate for extending school based health center services to other Barre schools as well. Including telehealth to increase access to services such for medical and mental health needs</p>  | ?                |
| <i>Student Engagement/ Truancy</i>       | <p><a href="#">Attendance</a></p> <p>Behavior Data, <a href="#">School-Wide Information System (SWIS)</a> and IC</p>  | <ul style="list-style-type: none"> <li>• N Factor for different cohorts is so small that it's in-appropriate to tease out.</li> <li>• Review 7 &amp; 8 data for BCEMS.</li> <li>• All grades, all cohorts can use improvement.</li> <li>• February attendance data was better than January. March attendance was not better than February.</li> <li>• How is attendance taken in each grade level (different schedules due to hybrid, fully remote and in-person.)</li> <li>• Does this data include BVA (Barre Virtual Academy)</li> <li>• Are the cohorts reflecting the same way in the BVA? For example, Is the % of ELL for in-person similar to the % of ELL of the students who participated virtually?</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• Truancy homeschool coordinator/social worker for every building in our District. (flexible pathways, meeting the family, creating a plan--RELATIONSHIPS!) NOT DISCIPLINE!</li> <li>• Mental Health--Additional counselors</li> <li>• Alternative learning options for our students</li> <li>• Community connection--mentoring, grandparent program (reading with students)</li> <li>• Education and work with families to value education</li> <li>• Communication--What does school look like?</li> <li>• Access to transportation (SHS)</li> <li>• Maintain SROs in BC and BT - relational community policing</li> <li>• Coordination with outside agencies (WCMHS, DCF, Etc.)</li> </ul> | ?                |

|                                |  |  |   |   |
|--------------------------------|--|--|---|---|
|                                | Student attendance in extracurricular activities (tutoring, athletics, girls on the run, clubs)  |  |   | ? |
| Academic Achievement & Success | <p>PK TS Gold,</p> <p><a href="#">Kindergarten Readiness assessments</a></p> <p>PNOA (Primary Numbers and Operations Assessment), Math Lab, Star 360 MATH, FnP (Literacy assessments), Star 360 ELA, SBAC - ELA - MATH - PE - Science</p> <p><a href="#">Link to Past Data</a></p> | <p>SBAC scores show that BUUSD students are less than 60% proficient over time in ELA. Third grade scores drop off in 2018 &amp; 2019</p> <p>SBAC scores show that BUUSD students are less than 60% proficient over time in Math. Math scores decrease as students move up through the grades.</p> | <p>Study grade cohorts through data teams.</p> <p>Use PD sessions and PLG groups to focus on student progress and teaching practices. These groups should combine general education, special education and intervention staff.</p> <p>Use Star 360 Data to drill down and identify specific skills to be taught.</p> <p>Find strategies to enhance team based approaches to MTSS - sharing data and strategies.</p> <p>Explore ways to make instruction more cohesive across grade levels.</p> <p>Provide PD to enhance use of best practices.</p> <p>Explore use of technology to close learning gaps.</p> | ? |
|                                | 4 year HS graduation rate and 6 year completion rate   |  |   | ? |

|        |   |  |  |   |
|--------|---|--|--|---|
|        | From ESSER grant proposals  |  | <ul style="list-style-type: none"> <li>• Meet student literacy needs by providing a 4 credit course “The Orton Gillingham Approach to Teaching Reading and Spelling.”</li> <li>•</li> </ul>  |   |
| Equity | <p>Assessment outcomes based on demographics of students to compare gen ed students to marginalized populations</p> <p><a href="#">Kindergarten Readiness Data broken down by demographics</a></p> <p><a href="#">Review of academic performance by demographics (Ex: SBAC,</a></p> | <p>Kindergarten Readiness</p> <ul style="list-style-type: none"> <li>• More boys took the assessment than girls but more girls were Kindergarten ready compared to boys</li> <li>• Difference in Kindergarten readiness based on FRL status</li> <li>• Attended publicly funded PK lower on Kindergarten readiness than the private funded PK</li> </ul> <p>SBAC Data</p> <ul style="list-style-type: none"> <li>• FRL consistently averages 30% lower in math and ELA SBAC (grade 7 in ELA 42%)</li> <li>• Math scores decreased over grade level</li> <li>• Students on an IEP significantly lower than gen populations and lower than FRL</li> <li>• Boys do better in math but evens out as they get older</li> <li>• Girls do better in ELA</li> <li>• Science results get better over time except for students on IEP</li> </ul> | <p>Consistent use of assessment data disaggregated to identify needs for student groups. Coordinate assessment data PK - graduation to see trends.</p> <p>How do we better meet the needs in lowest categories - FRL, Student on IEP, males,...?</p> <p>Emphasis on earlier grades to address needs at PK, Kindergarten, primary grades to impact student achievement in demographic groups.</p> <p>Are we maximizing our resources and staff across the district to meet the needs of the school?</p> <p>Vertical teaming across grades and strong transition plans for students.</p> | ? |
|        | <p>Break down by demographics for honors and higher level (AP) courses</p> <p><a href="#">GRAPH OF AP COURSE PARTICIPATION</a></p>  | <p>AP Courses</p> <p>Slightly more girls than boys in honors classes</p>   | <p>Embed honors in all classes for all students to access high levels of learning.</p> <p>How does SEA, CVCC and CCV courses impact these numbers?</p>   | ? |

|  |   |   |   |   |
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|  | <p>Disciplinary data - IC<br/>(and SWIS)</p> <p><a href="#">Attendance</a></p>  |   |   | ? |
|  | <p><a href="#">VT Indicators from VCRS: Barre City &amp; Barre Town</a></p> <p>Now includes Barre City and Barre Town</p> | <p>Demographics population of community based on demographics</p> | <p>Would be nice to have Barre City and barre town side by side</p> | ? |

Table 2-Phase 2: Recovery Planning and Implementation

| Recovery Domain                          | Problem of Practice (from Needs Assessment)  | Goal/Strategy   | Specific activities  | Implementation and evaluation plans   | Human and material resources required and how to pay for them  |
|--|--|---|--|---|--|
| <i>SEL, Mental Health and Well-Being</i> | <ul style="list-style-type: none"> <li>An increased number of Barre students have been unavailable for instruction due to social-emotional concerns.</li> </ul>                          | Increase student regulation and engagement for students negatively impacted by hybrid learning during the COVID-19 Pandemic as measured by Attendance and SWIS data   | <ul style="list-style-type: none"> <li>Provide training and professional development to all faculty and staff on regulation and engagement strategies.</li> </ul>  | <p>FY22 to fall of 2024</p> <p>Evaluate attendance and SWIS data each quarter</p>       | <ul style="list-style-type: none"> <li>Consulting fees to licensed clinician to provide training. \$50,000 per year. ESSER II and ARP ESSER</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>Students in Barre lack access to physical and mental health services as reported by school health offices and local service providers.</li> </ul> | Increase student access to medical and dental care in order to improve their overall wellbeing and to increase their readiness to learn after having restricted access to health services during the COVID-19 Pandemic. | <ul style="list-style-type: none"> <li>Schedule a dental van to visit all three district schools.</li> <li>Established a tele-medicine program at Spaulding High School.</li> <li>Increase access to mental health services at all schools.</li> </ul> | <p>FY22 to fall of 2024</p> <p>Evaluate attendance and SWIS data each quarter</p>       | <ul style="list-style-type: none"> <li>Fund dental van</li> <li>Fund tele-medicine \$30,000 start up, \$7,000 per year afterwards. ESSER II and ARP ESSER</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>A high number of Barre students are in out of school placements due to the social/emotional challenges they face.</li> </ul>                      | Reduce referrals to outside placements for students facing social/emotional challenges which were intensified during the COVID-19 Pandemic by providing varied  | <ul style="list-style-type: none"> <li>Establish a second Restorative Classroom at BCMES for elementary grade students.</li> <li>Support Restorative practices at BTMES</li> </ul>   | <p>FY22 to fall of 2024</p> <p>Evaluate SWIS data and student rosters each quarter.</p> | <ul style="list-style-type: none"> <li>Two licensed staff to support Restorative Classroom. One BI to support the classroom. \$225,000 per year</li> <li>Behavior Specialist for BTMES \$75,000 per year.</li> </ul> |

|                           |   |   |   |  |   |
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|                           |   | learning opportunities within each school   | through an additional behavior specialist.<br><ul style="list-style-type: none"> <li>Expansion of SEA program</li> </ul>  |  | <ul style="list-style-type: none"> <li>One year funding for 2 BIs at the SEA program \$70,000</li> </ul> <p>ESSER II and ARP ESSER</p>  |
| <i>Engagement/Truancy</i> | <ul style="list-style-type: none"> <li>Truancy rates for low income Barre students have traditionally been high and have increased during the COVID-19 Pandemic.</li> </ul> | Reduce the high amount of truancy and lack of engagement of students (Particularly students in low income households) that was heightened during the COVID-19 Pandemic by increasing home to school coordination with area mental health and social work agencies (WCMHS, DCF, etc.). | <ul style="list-style-type: none"> <li>Provide a social worker at each district school to work with students and families.</li> <li>Parent education</li> <li>Provide Family Engagement Coordinator to coordinate efforts across the district.</li> </ul> | <p>FY22 to fall of 2024</p> <p>Evaluate attendance data each quarter</p> | <ul style="list-style-type: none"> <li>Social Worker at BTMES \$88,000</li> <li>Social Worker at SHS 88,000</li> <li>Funding for parent education sessions. \$15,000</li> <li>Family Engagement Coordinator \$50,000</li> </ul> <p>ESSER II and ARP ESSER</p> |
|                           |   |   | <ul style="list-style-type: none"> <li>Coordinate with STA (busing contractor) to provide AM &amp; PM bus routes for high school students.</li> </ul>   | <p>FY22 to fall of 2024</p> <p>Monitor attendance trends</p>             | <p>Contract with STA for busing. \$250,000 per year.</p> <p>ESSER II and ARP ESSER</p>  |

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| <p><i>Academic Achievement and Success</i></p> | <p>Student achievement data shows that, in many cases, close to 60% of Barre’s students are not proficient in literacy and mathematics. Barre’s lower graduation rate was also exasperated during the pandemic. This is particularly true among low income students and students with disabilities.</p> | <p>Modify instructional practices to remedy the negative impact of the COVID-19 Pandemic on student achievement so that third grade students who are below proficiency in math and literacy will show 20% growth each year until they reach proficiency as measured by the Star 360 assessment.</p> | <ul style="list-style-type: none"> <li>• Increase teacher capacity to provide classroom based interventions through PLG supports.</li> <li>• Provide additional training for administrators to support their role as instructional leaders.</li> <li>• Increase intervention staffing at both elementary schools to address student case-loads.</li> <li>• Provide increased opportunities for students to participate in summer programming which meets academic and social/emotional needs.</li> </ul> | <p>FY22 to fall of 2024</p> <p>Evaluate achievement data each quarter</p> | <ul style="list-style-type: none"> <li>• 8 additional interventionists for grades K-8<br/>8 x \$90,000=\$720,000/year</li> <li>• Funding for BUUSD/GBYMCA program for grades K-6. Five week, 8-5 summer program \$800,000 for K-12 summer programs.</li> <li>• Funding for work outside of contracted time to develop interventions \$15,000</li> </ul> <p>ESSER II and ARP ESSER</p> |
|  |   | <p>Modify instructional practices to remedy the negative impact of the COVID-19 Pandemic on student achievement so that the number of middle school students who meet proficiency in math and literacy as measured by the Star</p>  | <ul style="list-style-type: none"> <li>• Increase teacher capacity to provide classroom based interventions through PLG supports.</li> <li>• Provide additional training for administrators to support their role as</li> </ul>  | <p>FY22 to fall of 2024</p> <p>Evaluate achievement data each quarter</p> | <ul style="list-style-type: none"> <li>• Funding for Beta Masters coding/video gaming program for grades 7 &amp; 8. (part of \$800,000 yearly funding)</li> <li>• Funding for summer PD group to develop PASS program and develop interventions</li> </ul>  |

|  |  |  |   |  |   |
|--|--|--|---|--|---|
|  |  | 360 and SBAC assessments will increase by 20%.   | <p>instructional leaders.</p> <ul style="list-style-type: none"> <li>• Increase intervention staffing at both middle schools to address student case-loads.</li> <li>• Provide increased opportunities for students to participate in summer programming which meets academic and social/emotional needs.</li> </ul>  |  | \$25,000  |
|  |  | Modify instructional practices to remedy the negative impact of the COVID-19 Pandemic on student achievement so that the number of high school students who meet proficiency goals to graduate from high school in four years as measured by annual graduation rates will increase by 20%. | <ul style="list-style-type: none"> <li>• Increase teacher capacity to provide classroom based interventions through PLG supports.</li> <li>• Provide additional training for administrators to support their role as instructional leaders.</li> <li>• Increase intervention staffing at the high school to address student case-loads.</li> <li>• Provide increased access to flexible pathways to graduation.</li> <li>• Provide increased opportunities for</li> </ul> | Evaluate achievement data each quarter and graduation rates each year. | <ul style="list-style-type: none"> <li>• Funding for Spaulding High School summer program. (part of \$800,000 yearly summer funds)</li> <li>• Funding for summer PD group to develop PASS program and develop interventions \$25,000</li> </ul> |

|               |  |   |  |   |   |
|---------------|--|---|--|---|---|
|               |  |   | <p>students to participate in summer programming which meets academic and social/emotional needs.</p> <ul style="list-style-type: none"> <li>• Enhance PASS program</li> </ul>   |   |   |
| <i>Equity</i> | <p>Achievement data for Barre students shows that the COVID-19 Pandemic has had a negative effect on underserved populations as defined by poverty, race, gender and disability.</p> | <ul style="list-style-type: none"> <li>• Reduce the negative impact of the COVID-19 Pandemic on academic achievement for underserved populations (as defined by poverty, race, gender and disability) by analyzing student achievement data and focusing on increased achievement.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide PD (workshops, courses, etc.) for teachers and administration on the analysis of data to reach equity goals.</li> <li>• Provide MTSS Coordinator for the district.</li> <li>• Provide Equity Coordinator for the district.</li> </ul> | <p>FY22 to fall of 2024</p> <p>Evaluate achievement data each quarter</p> | <p>Substitutes<br/>Tuition funding \$15,000</p> <p>Funding for MTSS Coordinator \$95,000</p> <p>Funding for Equity Coordinator .5FTE \$50,000</p> <p>ESSER II and ARP ESSER</p> |
|               |  | <ul style="list-style-type: none"> <li>• Analyze curriculum to address inclusion, equity, poverty, disability, social emotional learning, gender, and racial justice issues</li> </ul>  | <ul style="list-style-type: none"> <li>• Provide PD (workshops, courses, etc.) for teachers and administration on curriculum analysis.</li> </ul>  | <p>FY22 to fall of 2024</p> <p>Evaluate achievement data each quarter</p> | <ul style="list-style-type: none"> <li>• \$10,000 for trainers and/or consultants</li> </ul> <p>ESSER II and ARP ESSER</p>  |



Table 3-Phase 3: Plan Evaluation and Refinement

| Recovery Domain                          | Effectiveness of strategy/activity (include supporting data) | Identified additional or modified problem(s) of practice | New or modified change ideas/activities | Refined goal/theory of improvement | Human and material resources required and how to pay for them |
|--|--|--|---|------------------------------------|---|
| <i>SEL, Mental Health and Well-Being</i> |  |  |   |                                    |   |
| <i>Engagement/Truancy</i>                |  |  |   |                                    |   |
| <i>Academic Achievement and Success</i>  |  |  |   |                                    |   |
| <i>Equity</i>                            |  |  |   |                                    |   |

## Suggested Key Indicators

Refer to the following list of metrics for possible use in your Needs Assessment and planning activity. It is neither anticipated nor expected that any LEA will have access to or use all the indicators, but we believe that all LEAs have information on and will use at least some of them.

Additional recommendations:

**Record both the number and percentage of students to assist your planning activity.**

**If possible, examine comparisons to SY 2018-2019.**

**To the extent practicable, break down results by historically marginalized groups, including students with disabilities (IEPs), students with 504 plans, English learners, students of different racial or ethnic backgrounds, students in poverty, migrant students, homeless students, etc.**

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

- a. Students who experienced decline in MH/WB
  - i. Physical Health
  - ii. Socioemotional (peers, relationships, social emotional learning/SEL)
  - iii. Internalizing problems (i.e., anxiety, depression, etc.)
  - iv. Externalizing problems (i.e., acting out, behavioral challenges, etc.)
- b. Students requiring MH supports
  - i. One-on-one counseling/therapy
  - ii. Group counseling/therapy
  - iii. Behavioral intervention
  - iv. Universal SEL approaches (Tier 1)
  - v. Other (Identify what)
- c. Students requiring additional supports for well-being, including targeted assistance for physical health
- d. Students who are doing well in terms of well-being and mental health



## 2. Engagement/Truancy

- a. Students who remain fully engaged in school activities, by type of learning experience
  - i. In-person
  - ii. Hybrid
  - iii. Fully remote
- b. Students who LEA is unable to locate/contact/ascertain status
  - i. In-person
  - ii. Hybrid
  - iii. Fully remote
- c. Students significantly absent/disengaged from school
  - i. In-person
  - ii. Hybrid
  - iii. Fully remote
- d. Students engaged in extracurricular offerings
  - i. In-person
  - ii. Hybrid
  - iii. Fully remote

## 3. Academic Success and Achievement

- a. Students proficient in
  - i. ELA
  - ii. Math
  - iii. Science
  - iv. Social sciences
  - v. Other
- b. Students showing decline in proficiency from last year (i.e., erosion in performance, opposite of growth):
  - i. ELA
  - ii. Math
  - iii. Science
  - iv. Social sciences
  - v. Flexible Pathway: CTE
  - vi. Flexible Pathway: WBL

- vii. Flexible Pathway: DE/EC
  - viii. Other
- c. Students qualifying for an IEP
- d. Students qualifying for 504 plans (with academic accommodations)
- e. Students who advanced (grew in proficiency) from last year

## Potential Data Sources

### Student Status or Outcomes

- State assessments
- Local assessments
- Formative assessment measures
- Curriculum based measures
- Mental health/wellbeing screening measures
- Other student self-reports/referrals re: mental health/well being
- Grades/proficiency
- Graduation rate
- Dropout rate
- Attendance/truancy data
- Student portfolio measures
- College readiness measures
- Career readiness measures
- School climate surveys
- Physical education data
- Nurse referrals
- Counselor referrals
- Teacher absences
- Parent requests for mental health supports for child
- Kindergarten readiness measures
- EST data
- Behavior data
- Exclusionary discipline practices
- Youth Risk Behavior Survey data
- English proficiency data

### Demographic

- School enrollment
- Transience
- Homelessness
- Migrant status
- Socio-economic status
- Age
- Grade
- Gender
- Race
- Ethnicity
- Language
- Disability
- Parent profiles

### Perceptions

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

### School/LEA Process

- Local comprehensive assessment systems and practices\*
- Curriculum coordination/alignment\*
- EST functioning\*
- Professional development planning process\*
- Instructional practices /walkthrough data
- VTmtss Survey
- Integrated Field Review (IFR) report
- Analyses of technology integration practices and infrastructure
- Staff evaluations
- Mentoring practices
- Parent involvement rates

- Leadership strategies
- Data use and literacy practices
- Scheduling practices
- Planning practices
- Hiring practices
- Staff retention
- Staff credentials
- Staff vacancies
- Continuous improvement practices
- Professional learning outcomes

*\*Act 173 Rubric*