

# Vermont Education Recovery Plan

LEA: **Orange Southwest School District (OSSD)**

LEA Recovery Coordinator: **Layne Millington**

## LEA Recovery Team Members:

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

**Collaborative Stakeholders Represented:** *List the names and roles of representative stakeholders involved in developing the plan (e.g., school board member(s), students, parents, teachers, administrators, CTE partners, mental health agency representatives, and other community members). Strive to ensure diverse voices are part of the planning process.*

See Above and include:

- Clara Martin Mental Health
  - Gifford Medical Center
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## 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.

Orange Southwest School District is eligible for equity supports in Free and Reduced Lunch, IEP, and Historically Marginalized student groups.

In the Recovery Plan we identified the need for social workers and wraparound services that would help families support and reengage students who are part of the groups identified for equity supports. There will also be extended time on learning ongoing throughout the year to help get students who qualify for free and reduced lunch or IEPs the support they need to succeed both academically and emotionally.

Randolph Elementary School is eligible for equity supports in Free and Reduced Lunch and Historically Marginalized student groups.

- Content Interventionist: This will reduce the class-size and increase the amount of time on learning and direct instruction for students eligible for FRL and IEPs.
- After School Tutoring: This will increase the amount of time on learning and direct instruction for students eligible for FRL and IEPs.

Randolph Union High School is eligible for equity supports in Free and Reduced Lunch and IEP student groups.

- Innovation Center Educator: Career and workforce exposure and hands-on work with traditional and high tech tools increases the engagement of students who struggle academically and emotionally with schooling, including students on IEPs and those who qualify for FRL.
  - Social Worker: Many students on IEPs have other health impairments or disabilities related to emotional disturbance. Additional in-school and family-systems supports from mental health professionals will increase the resilience of students on IEPs and those who qualify for FRL to persevere through challenges.
  - Social Emotional Learning Coordinator: This position will provide additional supports for students on IEPs and those who qualify for FRL: de-escalation, self-regulation and re-integration of students into the classroom setting after episodes of dysregulation.
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Table 1 - Phase 1: Initial Needs Assessment

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

		<p>Attendance on remote days is significantly worse.</p> <p>The number of students placed at the Brattleboro Retreat have risen markedly which indicates that the severity of the mental health problems we are experience are on the more severe end of the spectrum.</p>	<p>families access the available state and federal services.</p> <p>Increase capacity for home visitations.</p>
<i>Engagement/Truancy</i>	<p><b><u>Common Data All Grade Levels Districtwide</u></b></p> <ul style="list-style-type: none"> <li>● Attendance Data</li> <li>● DCF Referral Rate</li> <li>● Truancy Affidavit Rate</li> <li>● Rate of Counselor Home Visits</li> </ul>	<p><b><u>Elementary</u></b> There has been no increase in truancy.</p> <p>A very small number of students have checked out due to a lack of parental support at home during the Friday remote days.</p> <p><b><u>Middle/High/RTCC</u></b> Truancy is at the same level as previous years.</p> <p>Attendance on full in-person days is better than pre-covid years. During the remote days, many students are not fully engaged.</p>	<p><b><u>Elementary</u></b> Run a weekly parent’s night (remotely) to support and re-engage these families.</p> <p><b><u>Middle/High/RTCC</u></b> Increase the rate of home visits to connect more fully with these families and re-engage students.</p>
<i>Academic Achievement and Success</i>	<p><b><u>Elementary</u></b></p> <ul style="list-style-type: none"> <li>● Track my Progress Trends.</li> <li>● Percent of Students Receiving Services for Speech and Language disabilities.</li> <li>● STAR 360 Data</li> </ul>	<p><b><u>Elementary</u></b> There is a 10% decline in performance in mathematics compared to a year ago. The decline is general and not in a specific area indicating it may be due to slower pacing.</p> <p>There is a 6% decline in ELA compared to a year ago. The decline is general and not in a specific area indicating it may be due to slower pacing.</p> <p>The district was previously identified as having a disproportionate number of students receiving speech and language services on their IEP’s. Had our students been provided more intensive speech and language services through our general education MTSS program at a younger</p>	<p><b><u>Elementary</u></b> Use assessment data to identify each student’s learning deficiencies. Correct these deficiencies using extended time on learning through a targeted afterschool tutoring program beginning in September. Hire an additional SLP to provide services to our younger general education students to make up for service time lost during COVID.</p>

	<p><b><u>Middle/High</u></b></p> <ul style="list-style-type: none"> <li>● Track my Progress Trends.</li> <li>● STAR 360 Trends</li> <li>● Preliminary SBAC Data</li> </ul> <p><b><u>RTCC</u></b></p> <ul style="list-style-type: none"> <li>● WorkKeys Assessment</li> <li>● Career Exploration: Level of Activity</li> </ul>	<p>age, it is likely that their issues would not have evolved into a need for IEP level services. The lack of physical contact with students during COVID has exacerbated the problem by preventing us from effectively providing these services through our MTSS program.</p> <p>With the return of students to full in-person instruction, there has been a noticeable lack of stamina for learning – students simply cannot make it through the day and concentrate as much as is needed.</p> <p><b><u>Middle/High</u></b> Growth is happening but at a slower pace than previous years. There are no specific deficiencies other than progression through the curriculum is slower than normal. Preliminary SBAC data in ELA shows a proficiency increase over previous years.</p> <p><b><u>RTCC</u></b> Like the middle-high school, growth is happening but at slower pace than normal leaving students less career ready.</p> <p>COVID restricted many of the career exploration activities students typically engage in: internships and apprenticeships.</p> <p>Academic were taught on remote days which resulted in a lowering of math and ELA proficiencies.</p>	<p><b><u>Middle/High</u></b> There is a need for extended time on learning. Decreasing the student to staff ratio along with a targeted after school tutoring program should meet this need.</p> <p><b><u>RTCC</u></b> Hiring of a support specialist to provide increased Tier II services to students in an extended time on learning format.</p> <p>Hiring of an additional guidance counselor to expand RTCC’s ability to tailor and deliver individualized career exploration plans.</p>
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	<p><b>Districtwide</b></p> <ul style="list-style-type: none"> <li>Track my Progress</li> <li>STAR 360</li> </ul>	<p><b>Districtwide</b></p> <p>There is evidence in our internal testing data which suggests that the academic achievement gap between students on IEP's and the general population has grown.</p>	<p><b>Districtwide</b></p> <p>Expand summer services for IEP students to put them back on equal footing with their general education peers.</p>
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Table 2-Phase 2: Recovery Planning and Implementation

Recovery Domain	Problem of Practice (from Needs Assessment)	Goal/Strategy	Specific activities	Implementation and evaluation plans	Human and material resources required and how to pay for them
<p><i>SEL, Mental Health and Well-Being</i></p>	<p><b>Elementary</b> Demand on all systems that provide socioemotional support to students have increased by 75% relative to our pre-COVID rates.</p>	<p><b>All Levels Districtwide</b> By June of 2023, these demands will decrease to the 2018-19 level or lower.</p>	<p><b>Elementary</b></p> <ol style="list-style-type: none"> <li>Hire a .2 FTE guidance counselor to add additional service time to Braintree and Brookfield.</li> <li>Hire a .5 FTE Social worker to assist the Randolph RISE program.</li> <li>Provide Staff with Professional Development in <i>Leader and Me</i> training to improve the delivery of our socioemotional curriculum.</li> <li>Contract with an outside service provider who</li> </ol>	<p><b>All Levels Districtwide</b></p> <ol style="list-style-type: none"> <li>Implementation will begin in June 2021.</li> <li>Position have already been posted as anticipated openings.</li> <li>Purchase orders will be complete by June 2021.</li> <li>Schools will provide socioemotional support data to the OSSD cabinet monthly.</li> <li>The recovery plan will be updated as needed based upon an analysis of longitudinal socioemotional data.</li> </ol>	<p><b>All Levels Districtwide</b></p> <p>EST/MTSS Teams</p> <p>OSSD Cabinet</p> <p>District Staff</p> <p>PD Trainers (Internal and External)</p> <p>ESSER II Funds</p> <p>Title Funds</p> <p>ESSER III Funds</p> <p>Year-end Surplus</p>

	<p><b><u>Middle/High/RTCC</u></b>  Cases related to depression and hopelessness doubled compared to pre-COVID rates. Drug and Alcohol abuse rates have also increased proportionally.</p>		<p>specializes in the creation of accommodation for students of trauma to assist teachers in differentiating instructional delivery for these students.</p> <p>5. Provide each classroom with a collection of sensory tools to help students with self-regulation.</p> <p><b><u>Middle/High/RTCC</u></b></p> <ol style="list-style-type: none"> <li>1. Hire a 1.0 FTE social worker to help manage the increased caseloads.</li> <li>2. Increase Drug and Alcohol counseling staff by 1.0 FTE.</li> <li>3. Hire a 1.0 FTE Behavioral Interventionist</li> <li>4. Host evenings designed to train parents to support our work improving student executive functioning skills, especially as they relate to self-control and self-regulation.</li> </ol>		
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			5. Contract a professional facilitator to help the district develop a project-based learning plan that includes community involvement in order to help students feel more connected.		
<i>Engagement/Truancy</i>	<p><b>Elementary</b> Student engagement increased when outdoor learning opportunities were enhanced due to COVID.</p> <p><b>Districtwide</b> Truancy rates remained level despite COVID.  Attendance rates remained level despite COVID on the in-person days.  Attendance declined on the remote</p>	<p><b>Elementary</b> Double the current amount of outdoor learning and green time by the end of the 2020-21 school year.</p> <p><b>Districtwide</b> Have all students return to full in-person instruction five days a week by the start of the 2021-22 schoolyear.</p>	<p><b>Elementary</b> 1. Build outdoor classrooms at Randolph and Brookfield Elementary Schools.  2. Go out to bid on these projects, using the outdoor classroom at Braintree elementary as the model.  3. Secure contractor to build the outdoor classroom spaces.</p> <p><b>Districtwide</b> All systems are currently in place to support this goal.</p>	<p><b>Elementary</b> 1. Contract with an outdoor learning specialist (we have one in-house) to develop an expansion of our current curriculum.  2. Track time on learning in the outdoor program along with daily attendance; this data will be reported bi-monthly to the administrative cabinet.</p> <p><b>Districtwide</b> This expectation has already been set with the community.  Schools will provide the administrative cabinet with monthly</p>	<p>In house outdoor program specialist.  Elementary Teachers  Facilities  ESSER II/III  Facilities Reserve Funds</p> <p><b>Districtwide</b> Union Support  Community Support  OSSD Cabinet  Continued</p>



	instruction days relative to pre-COVID rates.			attendance and truancy reports.  The recovery plan will be updated if local COVID conditions devolve to the point that meeting this goal puts students at significant risk.	improvement in local infection rates.  All work required to meet this goal has already been completed using ESSER I funding; no additional major funding is needed at this time to support this goal.
<i>Academic Achievement and Success</i>	<p><b>Elementary</b> There was a significant decline in our pre-school attendance in 2020-21 due to parent concerns about COVID – especially amongst three-year olds. The total academic impact of this is unknown but will surely provide challenges to these students as they will be missing important foundational academic and social skills.</p> <p>There has been a 10% and 6% decline in student proficiency in mathematics and ELA respectively compared to the district’s pre-COVID performance.</p> <p>The district was previously identified as having a disproportionate number of students receiving speech and language services on their IEP’s. Had our students been provided more intensive speech and language services through our general education MTSS program at a younger age, it is likely that their issues would not have evolved into a need for IEP level</p>	<p><b>Districtwide</b> Complete the creation of a full-day pre-school program for all four-year-old students by the fall of 2021.</p> <p>The percentage of students achieving proficiency on the Vermont Science Assessment as well as the ELA and Math SBAC will equal or exceed the district’s pre-COVID proficiency rates by the spring 2022 testing administration.</p> <p>Reduce the percentage of new students needing an IEP for speech and language services to</p>	<p><b>Elementary</b> 1. Increase pre-school teaching staff by .5 FTE. 2. Hire a .8 FTE ELA/Math Interventionist to provide extended time on learning at Brookfield. 3. Hire 1.0 FTE content interventionist to intensify classroom instruction in grades 3/4 and 5/6 at Randolph by effectively reducing class sizes. 4. Provide year-long afterschool tutoring in a Tier II format. 5. Provide periodic family nights to</p>	<p><b>Districtwide</b> 1. Implementation will begin in June of 2021. 2. Position have already been posted as anticipated openings. 3. Internal testing data will be monitored quarterly by the administrative cabinet: Track my Progress and STAR 360 – this data is designed to predict student performance on the ELA and mathematics SBAC . 4. Quarterly monitoring of student progress on personalized learning plans will be conducted.</p>	<p><b>Districtwide</b> EST and PLC Teams OSSD Cabinet District Staff ESSER II/III Funds MTSS Teams Special Education Team IDEA B Grant RTCC Reserve Funds Regular Budget</p>

	<p>services. The lack of physical contact with students during COVID has exacerbated this disparity by preventing us from effectively providing these services through our MTSS program.</p> <p><b><u>Middle/High</u></b>  Preliminary data show increases in mathematics and ELA SBAC proficiency relative to a year ago on the standards students have been exposed to; there has been a loss however in that teachers have not been able to cover as many standards as normal due to COVID.</p> <p>Career exploration and project-based learning (PBL) activities were significantly reduced due to COVID.</p>	<p>the state average by the spring of 2023.</p> <p><b><u>Middle/High/RTCC</u></b>  Student performance on the spring of 2022 SBAC in ELA and mathematics will be equal or better than the spring of 2019 results.</p> <p>Career exploration, PBL, and Personalized Learning pathway activities will return to their pre-COVID levels by January 2022.</p>	<p>educate parents on how they can support the school's work with their students at home.</p> <p>6. Hire a 1.0 FTE SLP to support MTSS speech and language early intervention.</p> <p><b><u>Middle/High</u></b>  1. Hire 2.0 FTE's to reduce class sizes in mathematics and ELA to support intensified instruction so students can catch up on the portions of the curricula that teachers were unable to deliver.</p> <p>2. 1.0 FTE to support our Career Workforce Development team as well as our Innovation Center.</p>	<p>5. The district will monitor quarterly, the number of students receiving SLP services through the MTSS program as well as IEP's.</p> <p>5. The recovery plan will be updated as needed based upon the ongoing analysis of this data.</p>	
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	<p><b><u>RTCC (CTE Center)</u></b>  There are no specific deficiencies other than progression through the curriculum is slower than in pre-COVID years.</p> <p>Career exploration activities (apprenticeships and internships) were significantly reduced due to COVID.</p> <p><b><u>Districtwide</u></b>  Internal testing data shows that the achievement gap between students in our IEP subgroup has grown (ELA, Math) relative to our general student population due to COVID.</p>	<p><b><u>District wide</u></b>  The gap will be reduced to at least its pre-COVID levels by June of 2023.</p>	<p><b><u>RTCC (CTE Center)</u></b></p> <ol style="list-style-type: none"> <li>1.0 FTE paraeducator to assist in the academic center to provide more extended time on learning.</li> <li>Increase our outreach coordinator position by .2 FTE's to help students catch up on the work-based learning placements that were lost due to COVID.</li> </ol> <p><b><u>Districtwide</u></b></p> <ol style="list-style-type: none"> <li>Hire an .3 FTE special educator to provide summer services to identified IEP students.</li> </ol>		
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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
<p><i>SEL, Mental Health and Well-Being</i></p>	<p><b>Elementary</b> The additional of mental health and guidance counselors was effective at helping to mitigate the new behaviors seen in students that impede leaning. Students were more engaged in work than otherwise would have been possible.</p>	<p><b>Elementary</b> The primary difficulty was in finding properly qualified staff to fill these positions.</p>	<p><b>Elementary</b> We will do what is necessary to preserve our current grant supported counselors while expanding our advertising regiment for open positions.</p>	<p><b>Elementary</b> Continue to support these positions with a focus on training students to mitigate their own behaviors that interfere with learning.</p>	<p><b>Elementary</b> .2 FTE Guidance Counselor .5 FTE Social Worker Title/ESSER</p>
	<p>Work on developing relevant goals through the leadership and me program to guide behaviors has been effective at increasing student academic success.</p>	<p>The primary difficulty was finding enough Professional Development time to properly train staff in these methods.</p>	<p>We will be ending an initiative that was only moderately successful to free up time for this programming.</p>	<p>To leverage the maximum gain, we will devote more time to this program.</p>	<p>Training Materials PD Time Title/ESSER</p>
	<p>Using an outside behavioral specialist to provide insight into our most difficult cases has provided a means to develop effective accommodations for these students.</p>	<p>We need to develop or acquire this skill set in-house if possible.</p>	<p>Continue as before. See if it is more cost effective to hire an inhouse school psychologist as opposed to paying contract fees.</p>	<p>Continue strategy.</p>	<p>Title/ESSER</p>

	<p>Providing students with sensory tools has allowed them a means to self-regulate to maintain a state of mind that is conducive to learning.</p> <p><u>Middle/High/RTCC</u></p> <p>Like the elementary schools, increasing the number of mental health professionals has had a positive impact on student dealing with depression and increases substance use due to the pandemic.</p> <p>Hiring an additional drug and alcohol counselor has not happened due to a lack of qualified and available candidates.</p> <p>Attempts to hire a specialist in behavioral intervention have been unsuccessful due to a limited pool of candidates.</p> <p>Attempts to hold parent evenings to train parents to support our work on executive functioning,</p>	<p>These tools are in place and effective.</p> <p><u>Middle/High/RTCC</u></p> <p>This staff is in place and effective.</p> <p>A specialist may not be available.</p> <p>Lack of available candidates.</p> <p>The nature of this work makes it most effective when done in person.</p>	<p>We will create and implement a replacement plan for lost or damage sensory tools.</p> <p><u>Middle/High/RTCC</u></p> <p>Continue Strategy</p> <p>We will shift to trying to find candidates that have a more general counseling background as opposed to a specialist.</p> <p>Continue trying to implement this strategy.</p> <p>Implement this strategy when the COVID restricts have relaxed enough to safely allow large indoor</p>	<p>Continue strategy.</p> <p><u>Middle/High/RTCC</u></p> <p>Continue strategy.</p> <p>Continue trying to implement this strategy.</p> <p>Continue trying to implement this strategy.</p> <p>Implement this strategy when conditions permit.</p>	<p>ESSER</p> <p><u>Middle/High/RTCC</u></p> <p>1.0 FTE Social Worker Title/ESSER</p> <p>1.0 FTE Counselor Title/ESSER</p> <p>1.0 FTE Behavioral Interventionist Title/ESSER</p> <p>Stipends for preparation and delivery. Title IV/ESSER</p>
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	<p>self-control and self-regulation have been hampered by the COVID pandemic.</p> <p>We have been unable to contract a facilitator to help the district develop a project based, community service plan.</p>	<p>Outside expertise is not available, internal staff are too exhausted to take on additional work.</p>	<p>gatherings.</p> <p>We are examining the creation of a community service requirement with students that takes the form of a summer or afterschool program.</p>	<p>This shift will allow for the same end results: students who feel more connected to their community.</p>	<p>Stipends of extracurricular work.</p> <p>Title IV/ESSER</p>
<p><i>Engagement/Truancy</i></p>	<p><b>Elementary</b> Student Engagement increased when structured outdoor learning opportunities were increased.</p> <p><b>Districtwide</b> All Students did return in school by the end of the 2020-21 School year.</p>	<p><b>Elementary</b> Construction of additional permanent outdoor classroom spaces is needed.</p> <p>Creation of an expanded PK-6 outdoor curriculum that incorporates math and ELA Common Core and NG science standards.</p> <p><b>Districtwide</b> Due to crowding in the two small elementary buildings we had exposure rates that were higher than expected which resulted in several COVID "snow days."</p>	<p><b>Elementary</b> Move forward with construction on Braintree and RES sites.</p> <p>Engage our in-house expert in this work beyond contracted hours.</p> <p><b>Districtwide</b> Upgrade the HVAC systems at Braintree and Brookfield to include forced air to allow for more air circulation and filtration.</p>	<p><b>Elementary</b> These strategies will increase the impact of an already effective program.</p> <p><b>Districtwide</b> Increased ventilation and filtration will reduce the number of days students are out sick, it will also further decrease potential health issues if air conditioning is added</p>	<p><b>Elementary</b> Construction Costs</p> <p>Stipend for Curriculum development</p> <p>PD for PK-6 Teachers</p> <p>Title/ESSER/Local Funds</p> <p><b>Districtwide</b> ESSER III Funding</p>

				to reduce humidity levels which will prevent mold growth.	
<i>Academic Achievement and Success</i>	<p><b>Elementary</b> The creation of free, full day preschool for four-year-old students has helped ameliorate some of the learning gaps experienced when these students as three-year-olds did not attend the pre-school program as parents were fearful of sending them to school.</p>	<p><b>Elementary</b> Program is working as intended, additional .5 FTE that was needed to complete the expansion was added to the regular budget for 2022-23.</p> <p>Attendance in each program would improve if the district were able to offer after school programming for ages three-to-five.</p>	<p><b>Elementary</b> Continue four-year-old strategy.</p> <p>Survey parents to investigated expanding the three-year-old program to more than ten hours.</p> <p>Survey parents to see how many more students would take advantage of pre-school if afterschool programming were offered at those age levels.</p>	<p><b>Elementary</b> Continue Strategy.</p>	<p><b>Elementary</b> Regular budget if additional staffing for three-year-old program is needed.</p> <p>ESSER/Title if expansion of afterschool programming appears promising.</p>
	<p>The .8 FTE math and ELA interventionist has been effective in helping struggling students complete unfinished learning in a Tier II setting: Brookfield and Braintree.</p> <p>The 1.0 FTE content interventionist has been</p>	<p>Continue strategy.</p> <p>Continue strategy.</p>	<p>Continue strategy.</p> <p>Continue strategy.</p>	<p>Continue strategy.</p> <p>Continue strategy.</p>	<p>ESSER/Title</p> <p>ESSER/Title</p>

	<p>effective in accelerating instruction related to unfinished learning in grades three-through-six at Randolph elementary.</p> <p>The afterschool tutoring program has been effective in helping students complete unfinished learning.</p> <p>Providing family nights to educate parents on how they best can support the school's work has been successful but primarily in the youngest grades: PK-K.</p> <p>The hiring of a 1.0 FTE SLP to provide early intervention services to regular education students has been effective in limiting the number who progress to IEP's.</p> <p><b><u>Middle/High School</u></b> Hire 2.0 FTE's to reduce class sizes in mathematics to intensify and accelerate instruction to reduce unfinished learning.</p>	<p>Teachers have been too exhausted to sign up to do this work. While some is happening, we are not well enough staffed to support all that is needed.</p> <p>By first grade, parents have interacted with the schools enough to know how to best support their children so have little interest in investing time they see as redundant.</p> <p>Continue strategy.</p> <p><b><u>Middle/High School</u></b> Was not supported by ESSER.</p>	<p>Expand staffing levels when as candidate availability allows.</p> <p>Expand this to summer programming as well.</p> <p>Focus most of this programming at the pre-school and kindergarten levels where it will be most effective and impactful.</p> <p>Continue strategy.</p> <p><b><u>Middle/High School</u></b> Was able to add a 1.0 FTE math teacher to the regular budget for 2022-23 but could not afford ELA.</p>	<p>Continue strategy.</p> <p>Continue but with modified strategy.</p> <p>Continue strategy.</p> <p><b><u>Middle/High School</u></b> Continue with modified strategy.</p>	<p>ESSER</p> <p>ESSER</p> <p>ESSER/IDEA B</p> <p><b><u>Middle/High School</u></b> Regular Budget</p>
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	<p>The hiring of a STEM teacher to help expand our project-based learning program was effective at increasing knowledge in engineering, programming, science, social studies as well as increasing overall student engagement.</p> <p><b><u>RTCC (CTE Center)</u></b> Due to a lack of qualified candidates, RTCC was unable to hire a 1.0 FTE paraeducator to assist in providing extended time on learning to students who were behind due to the pandemic.</p> <p>Due to a lack of available candidates (.2 FTE), RTCC was unable to expand its career exploration program.</p> <p><b><u>Districtwide</u></b> The hiring of a .3 FTE special educator to provide summer services to IEP students was unnecessary.</p>	<p>Strategy was so successful that demand was higher than we could fully accommodate.</p> <p><b><u>RTCC (CTE Center)</u></b> Lack of available candidates.</p> <p>Lack of available candidates.</p> <p><b><u>Districtwide</u></b> The end of year evaluations did not result in an increase in the number of students needing summer services as an accommodation.</p>	<p>Create a full STEM Academy to get the maximum benefit from this strategy.</p> <p><b><u>RTCC (CTE Center)</u></b> Continue with original strategy.</p> <p>Continue with original strategy.</p> <p><b><u>Districtwide</u></b> Discontinue strategy</p>	<p>Continue with Modified strategy.</p> <p><b><u>RTCC (CTE Center)</u></b> Continue with original strategy.</p> <p>Continue with original strategy.</p> <p><b><u>Districtwide</u></b> Discontinue strategy.</p>	<p>ESSER/Title IV</p> <p><b><u>RTCC (CTE Center)</u></b> ESSER/GEER</p> <p>ESSER/GEER</p> <p><b><u>Districtwide</u></b> N/A</p>
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