

VT Education Recovery Plan ~ Phase 2

LEA: Burlington School District

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Phase 2: Recovery Planning and Implementation

Recovery Domain: SEL, Mental Health and Well-being

Theory of Improvement Statements:

If we develop emotionally and intellectually safe learning environments in which all students are valued for their diverse perspectives, beliefs and ideas, then classroom communities will support empathy, cultural competence and academic rigor for equitable learning experiences, which will lead to greater mental health and well-being for our students.

If we provide teachers and students with the tools to recognize and regulate emotions in order to develop and sustain healthy, positive relationships, then we will create learning environments that support the well-being of students critical to academic success, thereby minimizing student isolation and stress from pandemic related learning models.

Problems of Practice (summarized from Needs Assessment):

Identified focus area 1: disparities in discipline

Interpretation/root causes:

- Lack of relationships - cultural barriers/implicit bias
- Compliance-based/punitive approach to behavior
- Poor academic performance leads to student behavior incidents

<p>Identified focus area 2: increased mental health needs of students</p> <p>Interpretation/root causes:</p> <ul style="list-style-type: none"> ● Increased stress from pandemic ● Increased isolation ● Changes in family stability 			
Goal/Strategy	Specific Activities 2021-2022	Implementation/ Evaluation	Human and material resources and funding sources
<p>Goal 1: Student mental health/wellbeing will show a significant increase from fall 2021 to spring 2022 in domains that students are struggling in as measured using a mental health screener.</p>	<ul style="list-style-type: none"> ● Increase coordination and capacity of school based systems of support for student mental health and well-being. ● Develop and implement assessment practices for student social/emotional, mental health and well-being. 	<p><u>Implementation Steps:</u></p> <ul style="list-style-type: none"> ● Create/re-envision an SEL/Well-being Task Force by August 2021 ● Use the Task Force to evaluate assessment/screener tools and make recommendations to the Director of Teaching and Learning/Recovery Coordinator by September 2021. ● Purchase assessment tool to establish SEL/mental health baseline data and make recommendations for school/district protocols by October 1, 2021. ● Implement Assessment Tool to be administered twice a year (fall/spring) <ul style="list-style-type: none"> ○ SEL/Mental Health 	<ul style="list-style-type: none"> ● Stipend for Task Force ● Purchase assessment tool -- (ex. Panorama). ● PD Consultants to support SEL professional learning for staff. ● Increase contract services with Mental Health Providers. ● Hire a coordinator to lead SEL efforts.

		<ul style="list-style-type: none"> ● Create a process for accessing additional mental health services/supports. Contract for additional mental health services as needed during 2021-2022 based on needs assessment data. ● SEL/Well-being task force examines SEL/mental health assessment data (e.g., YRBS, SEL/well-being assessment, RP Survey) monthly beginning in August for areas of need and identify strategies for addressing needs. ● SEL/Well-being Task Force conducts interviews/focus groups with teachers, counselors and community partners (i.e., Howard Mental Health) in the fall of 2021 and the spring of 2022 to identify additional SEL/mental health needs and whether the strategies implemented to date are working. 	
	<ul style="list-style-type: none"> ● Provide opportunities for educators to access PD focused on SEL, Restorative 	<ul style="list-style-type: none"> ● Curriculum office regularly communicates SEL, RP and TIP PD opportunities with schools: 	<ul style="list-style-type: none"> ● Funding for trainings including support for teacher substitutes.

	<p>Practices (RP) and trauma informed practices (TIP).</p>	<ul style="list-style-type: none"> ○ ESA Offerings ○ AOE Offerings ○ Local Consultants ● Stipended teachers curate a resource bank of resources (created by those who have attended PD) related to SEL/RP/TIP by June 2022. ● Executive Director of Teaching and Learning supports district and school-based leadership teams with developing CIP goals related to SEL/RP/TIP as part of the required safe/healthy schools goal for annual review by the CIP 2022 deadline. ● Collect feedback after each SEL/RP/TIP PD including the names/schools of staff who attend each PD and examine the data quarterly in order to use internal teacher leadership for future PD. 	<ul style="list-style-type: none"> ● Stipends for developing a resource bank from professional learning opportunities.
	<ul style="list-style-type: none"> ● PreK-12 focuses on building learning communities by focusing on teacher/student relationships. 	<ul style="list-style-type: none"> ● Schools develop plans for all classrooms to use dedicated time at the start of the school year to nurture positive classroom relationships and communities. 	

		<ul style="list-style-type: none"> ○ Tier 1 RP activities ○ Responsive Classroom ○ Advisory ○ Morning meetings/check-ins <ul style="list-style-type: none"> ● Schools use student and educator relationship mapping or another tool starting in fall 2021 and continue throughout the year to assess improvements in student/educator relationships in June 2022. ● District climate committee studies district climate surveys for evidence of student/educator relationships and identifies strategies for strengthening those relationships. 	
<p>Goal: Reduce student suspensions, particularly for BIPOC and students being served by an IEP</p> <p>Strategy 1: Develop a district menu for consistent responses to behavior incidents and provide embedded PD on RP and CRT. The menu will incorporate strategies aligned with Restorative practices (RP) as an inclusive and non-</p>	<ul style="list-style-type: none"> ● Implement a behavior protocol menu across the district ● Reduce suspensions, shifting discipline practices to a model aimed at reconnecting students to learning when they have become disconnected. 	<p><u>Implementation Steps:</u></p> <ul style="list-style-type: none"> ● The District Team develops a behavior protocol menu by August 2021. ● District team provides PD for district/school level staff in using the behavior menu by September 2021. 	<ul style="list-style-type: none"> ● PD: Consultants & Materials. ● Stipends for Teams to Develop resources and provide training. ● Purchase materials to support the implementation of the

<p>punitive way to respond to Tier 1 conflict. BSD believes RP strategies are integral to the creation of safe, healthy learning environments where student suspensions are reduced particularly for BIPOC and students being served by an IEP.</p>		<ul style="list-style-type: none"> ● Monthly Data Review/Action Planning using the following data sources: <ul style="list-style-type: none"> ○ Staff and student annual RP survey data ○ Monthly Behavior incidents reports ○ Annual Reducing Disparities/Equity Report ○ Staff self-assessment survey ○ Staff focus groups ○ Classroom walkthrough data ○ Professional goal setting ● District team provides Differentiated Staff Professional Development during 2021-2022 school year: <ul style="list-style-type: none"> ○ RP ○ Behavior Menu Protocol ○ Relationship Mapping 	<p>behavior protocol.</p> <p>Resources for SEL/Mental Health and Well-Being Domain to be funded from ESSER II & III.</p>
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Recovery Domain: ATTENDANCE/TRUANCY ~ ENGAGEMENT

Theory of Improvement Statement: If we expand family engagement practices and design teaching and learning to foster curiosity and produce meaningful, relevant, culturally responsive work that is significant to the learner, then students will develop their own personal interests and self-discovery, finding new areas of joy in learning. If students develop their own personal interests and self-discovery, finding new areas of joy in learning, then students will be more engaged in school. If students are more engaged with school, then student attendance will increase.

Problems of Practice (summarized from Needs Assessment):

Identified focus area: disparities in attendance by group

Interpretation/root causes:

- Inconsistent communication to families of learning expectations for students
- Student anxiety, especially students on IEPs
- Varying Instructional Models (in-person, hybrid, and remote)

Identified focus area: student levels of engagement

Interpretation/root causes:

- Impact on student/family as a result of the pandemic (emotional, financial, family structure)
- Students are disconnected from experiences that do not offer student voice and choice in the learning process.

Goal/Strategy	Specific Activities 2021-2022	Implementation/ Evaluation	Human and material resources and funding sources
Goal: By June 2022, Increase student attendance by 20%	Strategy #1: Family Engagement Continue and expand family	<u>Implementation Steps:</u>	● Funding to support family engagement

<p>especially for students of color and economically disadvantaged students as measured by district attendance reports.</p>	<p>engagement practices as a lever to move student achievement levels and support school improvement. Family Engagement is centered on connecting families to student learning by sharing data, providing strategies to support learning at home, and providing opportunities for ongoing, two-way communication and participation.</p>	<p>Implement pilot (Kindergarten) home visit/call procedures by August 20, 2021.</p> <p>Implement listening conferences as a two way model for spring parent conference time.</p> <p>Create collaborations with stakeholders within the school community and external community partners beginning August 2021 and ongoing to ensure that communications are in families’ home languages and are culturally appropriate. Collect district data around the number and type of communications. Use district staff to engage with families regarding the types of communication most effective. Use survey data to expand/modify district communication/engagement. Assist families’ ability to support student learning at home by sharing learning goals and expectations. Through weekly/monthly classroom</p>	<p>events.</p> <ul style="list-style-type: none"> ● Stipends for staff to make home visits and develop home/school connections. ● Resources to support at home learning (ie.. take home books). ● Funding to support the implementation and analysis of family surveys.
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		<p>newsletters, teachers provide at-home strategies that align with content standards and learning strategies. Collect feedback from families twice per school year to assess effectiveness of strategies.</p> <p>Conduct a family survey twice a year to assess their level of engagement and what would improve their engagement with the district.</p> <p>Conduct community focus groups (Living Room Chats) to understand the effectiveness of various family engagement strategies twice a year.</p> <p>Collect information twice a year on family participation in various school events/conferences to identify if engagement strategies are leading to greater family participation.</p>	
	<p>Strategy #2: Student Engagement Create learning spaces that aim to increase student engagement, challenge and joy in the learning</p>	<p><u>Implementation Steps:</u> Create expanded summer learning experiences by June 15, 2021 to create additional opportunities for</p>	<ul style="list-style-type: none"> ● Funds to support summer learning opportunities both in the district and in

	<p>process and maximize the potential of every student by providing opportunities for authentic, hands-on learning.</p>	<p>summer engagement and assess student engagement at the conclusion of the sessions.</p> <p>Create classroom systems that support the implementation of best practices for student engagement strategies (i.e., student talk, collaboration, etc.) by November 2021 and assess their implementation through weekly walkthroughs.</p> <p>Develop a plan to increase opportunities for student leadership including community projects/internships. Pilot expanded opportunities January 2022-June 2022 and assess their utilization through participation and student feedback.</p> <p>Implement student engagement surveys (Example: Gallup Poll) twice a year to understand areas for improvement and assess impact of engagement</p>	<p>partnership with community agencies.</p> <ul style="list-style-type: none"> ● Stipends for summer work. ● Funds to support student projects/internships. ● Funds to purchase/analyze engagement survey data. <p>Resources for Attendance/Truancy ~Engagement Domain to be funded from ESSER II, III and Title I.</p>
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		<p>strategies.</p> <p>Develop PreK-12 resources for innovation and deeper learning experiences (teaching and learning outside the box) started by September 2021 and ongoing and assess implementation through feedback surveys.</p> <p>Ensure all teachers set a student engagement goal as part of their Professional Goal Setting by November 1, 2021</p> <p>Examine student dropout rates, district state test scores, attendance data, graduation rates, walkthrough data twice a year for evidence of improvement in student engagement.</p>	
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Recovery Domain: ACADEMIC ACHIEVEMENT AND SUCCESS

Theory of Improvement Statements: If curriculum and assessment is organized around essential learning targets, varied ways of demonstrating mastery, best practices for effect on student achievement and teachers receive relevant job-embedded PD, then all students will access rigorous learning that fosters a growth mindset and student ownership of learning. If students experience rigorous learning that fosters a growth mindset and student ownership of learning, then they will be more likely to contribute to the learning community as problem-solvers and collaborators. If students contribute to the learning community as problem-solvers and collaborators, then more students will meet or exceed academic standards.

Problems of Practice (summarized from Needs Assessment):

Identified focus area 1: disparities between subgroups on academic performance

Interpretation/root causes:

- Inconsistent MTSS implementation that results in students not having needs met prior to special ed identification - Teachers struggle with providing interventions for students
- Implicit bias, cultural barriers between teachers and students
- Lack of growth mindset of teachers for their students - deficit focus
- Lack of educators of color

Identified focus area 2: decrease in academic proficiency from 2020 to 2021 in both ELA and math

Interpretation/root causes:

- Inconsistent implementation of the district curriculum and best practices related to achievement (Hattie effect size)
- Lack of understanding of the importance of universal design and social-emotional learning

Goal/Strategy	Specific Activities 2021-2022	Implementation/ Evaluation	Human and material resources and funding sources
Goal: By June 2022 decrease disparities in academic performance by	Strategy #1: Create a district model for student centered learning	Continue to develop and implement the district	● Stipends for district committees

<p>20% between subgroups (students of color, students on IEPs, EL and economically disadvantaged students) as measured by district assessments.</p>	<p>environments that support academic risk-taking, student voice/choice and ongoing reflection through the implementation of culturally relevant teaching practices.</p> <p>Strategy#2:Build systems to monitor student academic progress and staff diversity and inclusion. Build systems for supporting students to make developmentally appropriate academic progress even though they may have academic gaps, as well as systems for hiring and retaining diverse staff.</p> <p>Strategy #3: Expand opportunities for access to high-quality preschool programs to address potential learning gaps prior to Kindergarten.</p>	<p>Instructional Framework (IF), which includes best practices for teaching and learning. Implementation of the IF will ensure the use of high quality instructional strategies and practices for student academic success as assessed through administrative walkthroughs. District data compiled/analyzed quarterly.</p> <p>Offer on-going, job-embedded PD on instructional practices through instructional coaches and examine effective coaching strategies through monthly meetings with coaches and principals.</p> <p>Review/Revise district guidance and systems for EST teams by October 2021 and review EST notes and student academic data</p>	<ul style="list-style-type: none"> ● Additional tools to support academic progress monitoring. ● Walkthrough Tool (software) with analytics capability for district data analysis.
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		<p>on a quarterly basis to assess utility and effectiveness of the system.</p> <p>District Diversity, Equity, and Inclusion Committee meets monthly to examine student academic data as well as staff HR data, identify root causes to issues, and implement strategies to address issues using a continuous improvement approach.</p> <p>Examine ELA and math assessments twice a year to identify areas with the greatest disparities and identify strategies with the greatest impact on reducing disparities.</p> <p>Expand BSD preschool programming to include PreK at both Edmunds Elementary and Champlain Elementary beginning in August of</p>	<ul style="list-style-type: none"> ● PreK expansion costs including: staffing, equipment, supplies/materials. <p>Resources for Academic Achievement/Success Domain to be</p>
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		2021.	funded from ESSER II, III and Local.
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Equity Supports (Based on 2018-2019 Accountability Data): The VTAOE memo dated December 2, 2020 identified the equity supports determinations for Burlington School District based on the academic proficiency portion of the Vermont Annual Snapshot. These determinations were analyzed as part of the recovery planning needs assessment and goal creation process.

Academic Achievement/Success Domain - Goal: By June 2022 decrease disparities in academic performance by 20% between subgroups (students of color, students on IEPs, EL, and economically disadvantaged students) as measured by district assessments.

The academic achievement/success goal and supporting strategies addresses the district and all schools eligible for equity supports.

- District: FRL, IEP, Historically Marginalized
- Burlington High School: Historically Marginalized
- CP Smith: Historically Marginalized
- Champlain Elementary: FRL, IEP, EL, African American
- Edmunds Elementary: FRL, Historically Marginalized
- Edmunds Middle School: FRL, IEP, Historically Marginalized, African American, EL
- Hunt Middle School: FRL
- Integrated Arts Academy: FRL
- Flynn Elementary: IEP, African American
- Sustainability Academy: FRL, EL