

Washington Central Unified Union School District **DRAFT**
Plan for Moving Forward
(VT AOE Recovery Plan)
Spring 2021

Introduction

WCUUSD has had the tremendous fortune to fully reopen our schools PreK-8 during the 2020-21 school year. We have operated a hybrid model in Grades 9-12 whereby students alternate weekly between in person and remote learning. Further, we have created a robust learning option for students who want or need to engage in fully remote learning this year.

While we acknowledge that the 2020-2021 school year has been a period of stress and loss in many ways and has exacerbated inequities that already existed in the system, we feel compelled to celebrate the resiliency of our students and staff and the strength of our community.

We reject deficit thinking. Like last spring, we do not want our students or families to feel targeted or penalized in any way because of what they have and have not yet been able to achieve during this global pandemic.

We in Washington Central embrace this opportunity to move forward in a post-pandemic era, restoring all that was good, redesigning the aspects of the system that hadn't worked well for all before, and incorporating the promising practices and innovations that emerged in response to the pandemic. Our school system's response to the COVID-19 pandemic has deepened our collective appreciation of the roles of our schools in our community and has presented a vital, and now cherished, opportunity to strengthen partnerships with families in service to our students.

As we move forward, we recommit to our mission to nurture and inspire in all students the passion, creativity, and power to contribute to their local and global communities, and we aspire to ensure that our schools are places of joy, places our students would choose to attend even if they didn't have to.

Cover Sheet

LEA: Washington Central Unified Union School District

LEA Recovery Coordinator: Jen Miller-Arsenault, Director of Curriculum, Instruction, and Assessment

LEA Recovery Team Members (Phase One):

- Lori Bibeau, Business Manager
- Aaron Boynton, Principal, Berlin Elementary
- Kelly Bushey, Director of Student Services
- Steven Dellinger-Pate, Principal, U-32 Middle/High
- Cat Fair, Principal, Calais Elementary
- Gillian Fuqua, Principal, Doty Memorial
- Alicia Lyford, Principal, East Montpelier Elementary
- Jen Miller-Arsenault, Director of Curriculum, Instruction, and Assessment
- Amy Molina, Director of Student Affairs, U-32 Middle/High
- Bryan Olkowski, Superintendent
- Casey Provost, Principal, Rumney Memorial

Additional LEA Recovery Team Members (Phase Two):

- Bonnie Gadapee, Business Teacher, U-32 Middle/High and VTVLC
- Lindy Johnson, School Board Member
- Matt Kittredge, Financial Accountant, WCUUSD
- Michelle Ksepka, District Operations Manager, WCUUSD
- Mary Beth Langevin, School Counselor, Calais Elementary and East Montpelier Elementary
- Stephen Looke, School Board Member
- Karoline May, School Board Member
- Maria Melekos, School Nurse, Calais Elementary, and incoming COVID-19 Coordinator, WCUUSD
- David Powelson, Music Teacher, U-32 Middle/High
- Jamie Spector, Social Worker, WCUUSD
- Ben Weiss, 1st/2nd Grade Teacher, Rumney Memorial School and Remote Elementary School 2020-21
- Elizabeth Wirth, COVID-19 Coordinator, WCUUSD

Phase 1: Initial Needs Assessment

April 15, 2021

Social Emotional Learning, Mental Health, and Well-Being			
	Source of Data	Interpretation of Data	Preliminary Ideas
Elementary	<ul style="list-style-type: none"> Behavior data 	<ul style="list-style-type: none"> Historically, physical aggression and disrupting class make up nearly 50% of our ODRs. We are missing an element of proactive/universal teaching and reinforcing of prosocial behavior. Our students have not had the opportunity to practice many social skills during the 2020-21 school year. 	<ol style="list-style-type: none"> Revitalize our commitment to and implement school-wide behavioral supports.
U-32 Middle/High	<ul style="list-style-type: none"> Youth Risk Behavior Survey (YRBS) data Behavior data 	<ul style="list-style-type: none"> Over 50% of the behavior issues fall under “cutting class.” YRBS indicates there is learning that needs to be done to mitigate dating violence and unhealthy behaviors such as drug/alcohol abuse. 	<ol style="list-style-type: none"> Provide preventative health instruction at all levels. Examine and revise our comprehensive health education framework.

WCUUSD	<ul style="list-style-type: none"> ● PE and Health report card data ● Teacher and ESP attendance data ● School counselor data 	<ul style="list-style-type: none"> ● ESP staff take more full days off than our professional staff. ● The staff who work with most vulnerable population of students are our most vulnerable employees. ● Some students are not coming to school and/or do not have the skills to fully engage in learning. 	<ol style="list-style-type: none"> 1. Provide instructional coaching related to social emotional learning and behavior. 2. Allocate time for health instruction, provided by a licensed health educator, in an equitable manner. 3. Develop comprehensive health curriculum framework PreK-Graduation. 4. Examine our universal approach for behavior, explicitly teaching and reinforcing desired behaviors. 5. Employ full-time nurses in each building. 6. Employ full-time school counselors in each building. 7. Hire a district coordinator to supervise and support nurses and school counselors. <p style="color: red;">AOE assistance: Provide sample job descriptions for district SEL/mental health/well-being coordinator.</p>
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Engagement and Truancy			
	Source of Data	Interpretation of Data	Preliminary Ideas
Elementary	<ul style="list-style-type: none"> Attendance data from IC 	<ul style="list-style-type: none"> An examination of our attendance data leads to further questions: <ul style="list-style-type: none"> What's the comparison to previous years? Is the data from the elementary schools consistent or should we look at it per school (e.g., Calais and Rumney?) We have 25 students who have been absent more than 25 days. <ul style="list-style-type: none"> What were the reasons for the absence? Sick? Refusal to come to school? Other? 	<ol style="list-style-type: none"> Consider surveying students and families about attendance. Examine these data more deeply in order to respond to needs and trends.
U-32	<ul style="list-style-type: none"> Attendance data from IC Information regarding student participation in 	<ul style="list-style-type: none"> An examination of our attendance data leads to further questions: <ul style="list-style-type: none"> What's the comparison to previous years? 	<ol style="list-style-type: none"> Consider surveying students and families about attendance. Examine these data more deeply in order to respond to needs and trends.

	athletics	<ul style="list-style-type: none"> ○ Is it important to look at middle school attendance versus high school attendance? ○ Should we examine our remote and home school family survey data as part of this needs assessment? ● We are concerned about 14 students who have missed over 25 days. <ul style="list-style-type: none"> ○ Is this the norm? What were the reasons for the absence? Sick? Refusal to come to school? Other? 	<p>AOE assistance: Provide sample surveys for families and students regarding engagement and attendance.</p>
WCUUSD			<ol style="list-style-type: none"> 1. Consider hiring a home school coordinator to support families. 2. Provide opportunities for staff members to connect with families personally before the first day of school as the foundation of strong relationships.

			AOE assistance: Provide sample job descriptions for home/school coordinator.
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Academic Achievement and Success			
	Source of Data	Interpretation of Data	Preliminary Ideas
WCUUSD	<ul style="list-style-type: none"> ● Report card data ● BAS results ● STAR 360 results ● i-Ready math diagnostic results ● APR 	<p>Our students' performance in our SLO's varies based on report card data. In elementary school, we temporarily adjusted our winter benchmark to provide our students more time to grow and meet our expectations this fall. This is the first year that we are universally administering the i-Ready math diagnostic.</p>	<ol style="list-style-type: none"> 1. Encourage robust and representative teacher attendance at Curriculum Camp to design units of study and/or projects that center our standards, transferable skills, universal design for learning, trauma-informed practice, and culturally responsive practices. 2. Actualize the <i>Effective Practices in Math</i> tool with all teachers, administrators, and students of mathematics. 3. Revise and actualize the <i>Effective Practices in Literacy</i> tool with all teachers, administrators, and students of literacy. 4. Hire more instructional coaches to increase access to

			<p>job-embedded professional learning.</p> <p>5. Provide summer opportunities for students to engage in activities related to artistic expression, PE and health, creative and practical problem solving, and integrated, innovative, and creative thinking.</p> <p>6. Carefully examine 11th and 12th grade student PBGR data to see if the data shows that students are on track based on previous years' data, and make plans to respond to data as necessary.</p>
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Phase 2: Recovery Planning and Implementation (Due June 1, 2021)

Pillar	Social Emotional Learning, Mental Health, and Well-Being
School(s)/WCUUSD	WCUUSD
Problem of Practice	We have an increased demand for school counseling services in the elementary schools. We have a 35% increase in visits to the middle school counselor this year compared to 2018-2019.
Goal or Strategy	<p>By June 2022 we will decrease the demand for school counseling services to pre-pandemic levels.</p> <p><i>If we increase our capacity to provide SEL and counseling support to elementary and middle school students and establish schedules that allow classroom teachers to participate in SEL lessons led by school counselors, then we will reduce the number of individual school counseling visits to pre-pandemic levels.</i></p>
Specific Activities	<ol style="list-style-type: none"> 1. Increase FTEs for school counseling in all elementary schools in 2021-2022. 2. Employ another full-time counselor in the middle school in 2021-2022. 3. Reopen the SPARK Center in the middle school in 2021-2022. 4. Establish master schedules that allow classroom teachers to be present with school counselors during SEL lessons. 5. Employ an elementary level social worker to support students and families.
Implementation and Evaluation Plans	<ol style="list-style-type: none"> 1. Increase FTE's and/or hire additional school counselors for the 2021-2022 school year. 2. Hire an elementary level social worker for the 2021-2022 school year to provide more mental health therapy to students in school. 3. Develop schedules that allow classroom teachers to participate in SEL lessons led by school counselors in classrooms during 2021-2022 school year. 4. Monitor number and nature of individual school counseling visits by students.
Required Resources and Funding Sources	<ul style="list-style-type: none"> ● ESSER III

Pillar	Social Emotional Learning, Mental Health, and Well-Being
School(s)/WCUUSD	WCUUSD
Problem of Practice	WCUUSD schools do not have consistent wellness support systems in place for students and staff. In addition, there is no consistent coordination at the district level. Therefore we are lacking data to recognize what our needs are.
Goal or Strategy	<p>Provide staff support to all WCUUSD health and wellness. Bring organization/coherence to multiple strands of SEL and health/wellness work.</p> <p><i>If we ascertain the current state and needs of our students related to social emotional learning, mental health, and well-being, and we coordinate our efforts to meet those needs across the school system, then we will increase the overall wellness and performance of students on both social emotional and academic measures.</i></p>
Specific Activities	<ol style="list-style-type: none"> 1. With the input of multiple stakeholders, including but not limited to school nurses, school counselors, social workers, the COVID-19 coordinator, teachers, and principals, create a vision and implement an organizational framework to support our students' physical and mental health and well-being. 2. Revitalize our commitment to and implement school wide behavioral supports such as Responsive Classroom, Restorative Practices, and Positive Behavior Interventions and Supports. 3. Examine our current practices and develop a comprehensive health education framework. Provide preventative health instruction at all levels. 4. Examine our current practices and develop a comprehensive SEL curriculum and framework. 5. Provide instructional coaching related to social emotional learning and behavior support. 6. Develop meaningful data collection practices regarding social emotional learning and growth. 7. Articulate roles and responsibilities of school social workers. 8. Support VISTA volunteer to develop more comprehensive and systemic supports to students and families who are experiencing homelessness. 9. After conducting a needs assessment and creating a vision for supporting students and

	families regarding social emotional learning, mental health, and well-being, considering hiring a Director/Coordinator of Integrated Wellness to coordinate supports across the system.
Implementation and Evaluation Plans	<ol style="list-style-type: none"> 1. Create a vision and framework to support students' physical and mental health and well-being. 2. Offer training in Responsive Classroom and Restorative Practices in 2021-2022. 3. Conduct a needs assessment regarding students' social emotional learning, mental health, and well-being. 4. Articulate roles and responsibilities of school social workers. 5. Hire health educator(s) for elementary schools. 6. Support elementary health educator(s) to develop a comprehensive health framework. 7. Develop a process to collect data regarding students' social emotional learning and growth. 8. Collect baseline data about students' social emotional learning. 9. Analyze quantitative and qualitative data to determine options to coordinate supports across the school system, including the coordination of school nurses and school counselors and/or hiring a Director/Coordinator of Integrated Wellness.
Required Resources and Funding Sources	<ul style="list-style-type: none"> ● ESSER III ● CFP funds ● Local funds

Pillar	Engagement and Truancy
School(s)/WCUUSD	WCUUSD
Problem of Practice	During the pandemic we were not able to offer some extra/co-curricular programming for our students and community (e.g., music classes, clubs, theater productions, camps, intramural sports, open gym) and our school buildings have been closed to families and community members since March 2020.
Goal or Strategy	Beginning in Fall 2021 we will create opportunities for students and community members to utilize the school building and grounds for a variety of extra/co-curricular programs and/or activities. <i>If we create opportunities based on student and community interests and needs to engage students, families, and the community during and after school, on weekends, and during school vacations, through activities that support educational growth, community engagement, and fun, we will increase student engagement and community support and deepen the community's trust in the ability of our schools to meet students' health, safety, and academic needs.</i>
Specific Activities	<ol style="list-style-type: none"> 1. Coordinate more closely with Community Connections to offer more extensive programming for students and the school community. 2. Hire an Community Engagement/Activities Coordinator to develop and implement programming that fully utilizes the school facilities based on student and community interest. 3. Explore transportation issues to increase access to programming for families who might need transportation services. 4. Train community members to provide services (e.g., jewelry making, supervise open gym sessions). 5. Develop student clubs based on student interest. 6. Create materials like videos, calendars, brochures, newsletter items, press releases, etc, to provide information about programming.
Implementation and Evaluation Plans	<ol style="list-style-type: none"> 1. Hire Community Engagement/Activities Coordinator in Fall 2021. 2. Survey students and families to ascertain needs and interests. 3. Develop more extensive programming for implementation in 2021-2022 school year.

	<ol style="list-style-type: none"> 4. Monitor participation levels. 5. Provide transportation to increase access as necessary. 6. Identify and eliminate barriers to participation (e.g., transportation, food, child care, discomfort with school building, uncertainty about what to expect). 7. Evaluate data and programming and make any adjustments necessary to ensure that programming is accessed by both historically marginalized populations and historically privileged populations.
<p>Required Resources and Funding Sources</p>	<ul style="list-style-type: none"> ● Salary and benefits for Community Engagement/Activities Coordinator ● Stipends for providers of activities and clubs ● Transportation costs ● Childcare for families with younger kids ● Supplies ● Costs associated with keeping buildings open and clean ● ESSER III ● Local funds

Pillar	Academic Achievement and Success
School(s)/WCUUSD	WCUUSD
Problem of Practice	<p>All schools in WCUUSD have perennial differences in literacy and math performance on local and statewide assessments between students who belong to some historically marginalized groups and students who do not.</p> <p>Doty Memorial School has been identified by the VT AOE as a school in need of comprehensive supports.</p> <p>The other schools in our district have been identified as Equity 1 schools for the following reasons:</p> <ul style="list-style-type: none"> ● Berlin: FRL ● Calais: FRL ● EMES: Historically marginalized ● Rumney: Historically marginalized ● U-32: Historically marginalized ● WCUUSD (LEA): Historically marginalized
Goal or Strategy	<p>By June 2022 we will reduce the difference in literacy and math performance between historically marginalized students and historically privileged students on local and statewide assessments by 10% and we will increase the overall percentage of students who are proficient by 10%.</p> <p><i>If we can increase the number of opportunities our students have to be successful and provide high quality instruction and intervention, then we will increase student engagement and achievement.</i></p>
Specific Activities	<ol style="list-style-type: none"> 1. Provide professional learning opportunities in the areas of differentiation, universal design for learning, and principles of Multi-Layered Systems of Support. 2. Hire additional instructional coaches to support teacher growth in the area of effective instructional strategies. 3. Examine master schedules to ensure that intervention services are driven by student need rather than the schedule. 4. Provide professional learning regarding the use of quick data points to drive both general and supplemental instruction. Examples include: i-Ready, Star 360, and other assessments

	<p>with skills broken out in graphs and suggested learning activities and/or targeted areas of focus.</p> <ol style="list-style-type: none"> 5. Create regular opportunities for teachers to examine and respond to multiple sources of student data. 6. Create regular opportunities for teachers to model and share expertise within and across schools and develop teacher capacity regarding MLSS, universal design for learning, and differentiation. 7. Continue to offer flexible pathways for high school students to achieve proficiency in our standards, including remote learning options like VTVLC.
Implementation and Evaluation Plans	<ol style="list-style-type: none"> 1. Disaggregate, analyze, and act on LCAP and state assessment data, differentiating for historically marginalized populations. 2. Evaluate the data that we are using from multiple sources, emphasizing the data points that yield the most reliable, valid, and/or actionable results. 3. Routinely monitor student progress for individuals served by interventionists. 4. Examine belief systems and implicit biases related to historically marginalized students.
Required Resources and Funding Sources	<ul style="list-style-type: none"> ● Salary and benefits for increased FTE for instructional coaching ● Increase funding and opportunities to support individual and district wide professional learning opportunities ● Local funds ● Title funds ● ESSER funds

Pillar	Academic Achievement and Success
School(s)/WCUUSD	WCUUSD
Problem of Practice	Students will be coming into our classrooms with increasingly varied skill levels, experiences, successes, and challenges due to learning disruption and differences in modality due to COVID.
Goal or Strategy	During the 2021-2022 school year we will commit to focusing on Tier/Layer 1 instruction and commit to embedding opportunities for professional learning opportunities within the school day.

	<p>This enriched practice will lead to improved scores in local and state assessments.</p> <p><i>If we provide ongoing professional learning experiences focused on high quality instruction in the general classroom and all students have the opportunity to access high quality classroom instruction, then students will meet grade level expectations.</i></p>
Specific Activities	<ol style="list-style-type: none"> 1. Establish a vision for professional learning in Washington Central UUSD. 2. Develop a district wide, intentional, long-range professional learning plan that focuses on Tier I high quality, research based instruction. 3. Provide multiple pathways for teachers to engage in job-embedded professional learning within the classroom setting (e.g., the Bridging Project, instructional coaching cycles, lesson study). 4. Ensure that instructional coaches have access to high quality professional learning, including content specific learning. 5. Create opportunities for staff to observe other teachers in the district and in other districts 6. Develop professional learning communities based on the DuFour model.
Implementation and Evaluation Plans	<ol style="list-style-type: none"> 1. Utilize Wednesday afternoons primarily for building based work related to the professional learning needs of the building as determined by the building principal. 2. Use local assessment data to track student progress 3. Ensure that PLCs engage in ongoing reflection and focus on continuous improvement.
Required Resources and Funding Sources	<ul style="list-style-type: none"> ● Local funds ● CFP funds ● Coordination across schools

Phase 3: Plan Evaluation and Refinement (Due June 1, 2022)

Social Emotional Learning, Mental Health, and Well-Being				
	New or Modified Change Ideas or Activities	Analysis of Effectiveness of Previous Strategy or Activity including Supporting Data	Refined Goal or Theory of Improvement	Required Resources and Funding Sources
Berlin				
Additional or Modified Problem of Practice				
Calais				
Additional or Modified Problem of Practice				
Doty				
Additional or Modified Problem of Practice				
East Montpelier				
Additional or				

Modified Problem of Practice				
Rumney				
Additional or Modified Problem of Practice				
U-32				
Additional or Modified Problem of Practice				
WCUUSD				
Additional or Modified Problem of Practice				

Engagement and Truancy				
	New or Modified Change Ideas or Activities	Analysis of Effectiveness of Previous Strategy or Activity including Supporting Data	Refined Goal or Theory of Improvement	

Berlin				
Additional or Modified Problem of Practice				
Calais				
Additional or Modified Problem of Practice				
Doty				
Additional or Modified Problem of Practice				
East Montpelier				
Additional or Modified Problem of Practice				
Rumney				
Additional or Modified Problem of Practice				

U-32				
Additional or Modified Problem of Practice				
WCUUSD				
Additional or Modified Problem of Practice				

Academic Achievement and Success				
	New or Modified Change Ideas or Activities	Analysis of Effectiveness of Previous Strategy or Activity including Supporting Data	Refined Goal or Theory of Improvement	
Berlin				
Additional or Modified Problem of Practice				
Calais				
Additional or				

Modified Problem of Practice				
Doty				
Additional or Modified Problem of Practice				
East Montpelier				
Additional or Modified Problem of Practice				
Rumney				
Additional or Modified Problem of Practice				
U-32				
Additional or Modified Problem of Practice				
WCUUSD				
Additional or				

Modified Problem of Practice				
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