

---

## Essex North Supervisory Union Plan for Recovery

**LEA:** Essex North Supervisory Union trauma

**LEA Recovery Coordinator:** Karen Conroy, Superintendent

**LEA Recovery Team Members:** Karen Conroy, Superintendent, Debbie Lynch, Principal, Jennifer Lawcewicz, Director of Student Supports, Megan Prehemo, School Nurse/COVID Coordinator, Bridget Cross, Business Administrator

**Collaborative Stakeholders Represented:** Jeff Richards, Technology Coordinator, Kara Sweatt, School Counselor, Josee Berry, Student Assistant Program Coordinator, Irene Simons, Counselor

---

### Phase 1: Initial Needs Assessment: due April 15, 2021

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

---

### Phase 2: Recovery Planning and Implementation

Submit by June 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

---

## 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)
<p><i>SEL, Mental Health and Well-Being</i></p>	SEL Survey	Based on SEL survey, school nurse, and increased EST plans we've seen a significant increase in the percentage of students needing SEL instruction.	<p>Curriculum &amp; Assessment Coordinator to oversee process and to facilitate consistency.</p> <p>Academic data cycles and using data to inform targeted instruction; ensuring a place in the daily schedule to support this aspect of MTSS</p> <p>Employee appreciation programs which include unified and deliberate recognition and wellness activities</p> <p>Professional development around classroom management, universal design, creative approaches to teaching and demonstrating learning, modification and accommodation for diverse learners.</p> <p>Professional development on trauma informed practices regarding behavior in school.</p> <p>Coaching for specific behavior issues by SAP/BCBA with a focus on inclusion and flexibility</p> <p>SEL Counselor/Interventionists for behavior support.</p>
	Attendance Data	12% of students need intensive SEL instruction and support, including additional services from Behavioral Interventionists.	
	Behavioral Data		
	School Nurse Logs	Behavior data collected identifies a need for consistency in schoolwide behavior approach and an adjustment with assessments, referrals and infractions. Engagement in classrooms needs to improvement and an UDL approach is needed.	
	EST Plans		
	Staff Survey	EST data shows significant discrepancies in some schools (academic vs behavioral) a lack of fully implemented MTSS system	
	YRBS Data	Staff Survey Data that shows how staff are feeling about their job, work/life balance less than half of the staff feel they are not appreciated, do not have work/life balance.	
<p><i>Engagement /Truancy</i></p>	Engagement Data	Truancy has only been limited, but disengagement increased as grade levels increase.	<p>Summer and extended day learning programs designed specifically, to re-engage students</p> <p>Summer and extended day coordination to assist with overall engagement</p> <p>Early Education extended Full Day PreK/Childcare</p>
	Statistical data compiled by schools	<ul style="list-style-type: none"> <li>• Home study increased from last spring to this school year.</li> </ul>	
	Remote Learning	<ul style="list-style-type: none"> <li>• Significant decline in PreK and students requests for virtual learning in elementary grades.</li> </ul>	

	<p>Survey</p> <p>Enrollment</p>	<ul style="list-style-type: none"> <li>• Masks breaks disrupting learning</li> </ul>	<p>Career and Technical Education Director to implement and assist with overall engagement in career and college readiness and work-based Learning/Internships/Flexible Pathways</p>								
<p><i>Academic Achievement and Success</i></p>	<p>SBAC</p> <p>NWEA MAP</p> <p>Local Assessments</p> <p>WorkKeys</p>	<p>Percentage of proficiency in math and Literacy decreased significantly from Fall 2019 to Fall 2020. Overall, we need to increase academic achievement for students in all content areas.</p> <ul style="list-style-type: none"> <li>• Lack of targeted instruction time</li> <li>• Lack of time for data review cycles built into schedule</li> <li>• Professional Development is not coordinated</li> <li>• Need to continue the development and implementation of proficiency-based learning</li> <li>• Assessment practices vary; contributes to invalidity of data across schools</li> </ul> <p>MTSS structure needed to reduce the need for tier three supports with increase in the number of students on plans:</p> <table border="0" data-bbox="583 1112 1192 1250"> <tr> <td>Elementary (pre-k-6)</td> <td>Middle &amp; High School</td> </tr> <tr> <td>IEP: 20 (26%)</td> <td>IEP: 20 (26%)</td> </tr> <tr> <td>504: 4 (5%)</td> <td>504: 11 (12%)</td> </tr> <tr> <td>EST: 11 (14%)</td> <td>EST: 2 (2%)</td> </tr> </table> <p>New transient students with significant cognitive delays (Middle/HS – 3 Students, Elementary/PreK – 4 students) Needing life skills programs and support for significant developmental disabilities.</p>	Elementary (pre-k-6)	Middle & High School	IEP: 20 (26%)	IEP: 20 (26%)	504: 4 (5%)	504: 11 (12%)	EST: 11 (14%)	EST: 2 (2%)	<p>Support the implementation of UDL</p> <p>Professional development for instructional strategies across content areas</p> <p>Data literacy; increase capacity to use data</p> <p>Focus on Classroom Management</p> <p>Support to focus resources on Curriculum, instruction and assessment</p> <p>Support for early literacy programs and increasing equitable access to literature and resources in all homes</p> <p>Career and Technical Education Director to facilitate achievement in career and college readiness, work-based Learning, Internships and Flexible Pathways</p> <p>Comprehensive SU wide approach to Literacy with targeted professional development to build capacity within staff to improve literacy instruction</p> <p>Proficiency Based Learning Partnership with V &amp; School Solutions, LLC</p>
Elementary (pre-k-6)	Middle & High School										
IEP: 20 (26%)	IEP: 20 (26%)										
504: 4 (5%)	504: 11 (12%)										
EST: 11 (14%)	EST: 2 (2%)										

		<p>Address the needs and conditions of the school facility to create a better learning environment and increase equity of access to education.</p>	<p>Develop a life skills program to meet the needs of our current population of students with significant developmental disabilities.</p> <p>Addition of a full-time literacy &amp; math interventionist</p> <p>Professional development in differentiating instruction (especially with multiple grade levels)</p> <p>Development of a vertically aligned writing curriculum</p> <p>Modify middle and high school MTSS model</p> <p>Facilities &amp; Maintenance Director to implement facilities needs related to assessment, HVAC and access to learning.</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>	<p>There is an increase in demand for mental health services and we do not have the capacity or resources to meet these demands.</p> <p>Many Staff do not feel appreciated.</p> <p>There are inconsistencies and inequities in our system: approach, expectations, culture, instruction, professional development.</p>	<p>By school year, 2023-2024, fully implement MTSS system for academic and behavioral supports.</p> <p>Increase the percentage of staff feeling appreciated to from 50% to 75%</p> <p>Fully implement Universal Design for Learning across all grade levels.</p>	<p>Hire School-Based Clinician, Behavioral Interventionists and/or Psychologist</p> <p>Form a Study Committee to Develop Recognition and Appreciation Programs</p> <p>Continue to facilitate school wide curriculum development and contract services to consult to support implementation of Universal Design for Learning</p>	<p>Evaluation will be based on EST data, student achievement data, behavioral data and review at the leadership team level.</p> <p>Implementation Plans specific to MTSS and Continuous Improvement Plan.</p> <p>Evaluate UDL by student achievement data, EST data and Behavioral data.</p>	<p>Resources will be funded through ESSER grants and the Consolidated Federal Program where/when appropriate and relevant.</p> <p>Appreciation Committee stipends, consultants, books and materials.</p> <p>Professional development to including training sessions, consultants, books and materials.</p>
<i>Engagement/Truancy</i>	<p>Remote learning decreased student engagement and participation in Career and Technical Education programs</p>	<p>By school year 2023-2024, overall student engagement will increase to 95%</p> <p>Increase engagement in Career and College Readiness</p> <p>Increase participation in PreK.</p>	<p>Continue to provide extended day learning programs and summer programs to re-engage students.</p> <p>Investigate extended Full Day PreK/Childcare to provide early interventions and</p>	<p>Evaluate impact annual through team data review: Home study Data EST Data Truancy Data CTE Enrollment PreK Enrollment</p>	<p>Resources will be funded through ESSER grants and the Consolidated Federal Program where/when appropriate and relevant.</p> <p>Salaries, stipends, professional development, books</p>

			engagement  Hire Career and Technical Education Director to implement and assist with overall engagement in career and college readiness, and work-based learning.		and resources.
<i>Academic Achievement and Success</i>	<p>We do not have a fully developed and implemented MTSS system.</p> <p>We do not have a fully developed coordinated curriculum.</p> <p>We do not have a fully developed approach to proficiency-based learning.</p> <p>We currently do not have infrastructure to support growth in curriculum, instruction and assessment.</p> <p>Learning Environment has significant needs related to the facility</p>	<p>Coordinate targeted instruction and data review cycle in support of MTSS practices.</p> <p>Create PLC to focus on high quality intervention strategies in literacy and math.</p> <p>Support high quality training in UDL and Proficiency-based learning.</p> <p>Consistent approach to proficiency-based learning and grading with coordinated curriculum.</p> <p>By 2023-2024, improve HVAC systems and conditions of learning</p>	<p>Hire Curriculum &amp; Assessment Coordinate to facilitate activities.</p> <p>Hire CTE Director to facilitate activities related to college and career pathways.</p> <p>Hire Interventionists in Math and Literacy.</p> <p>Hire instructional Coaches.</p> <p>Hire Facilities &amp; Maintenance Director to oversee and implement facility needs related to building electrical assessment, HVAC and access to learning.</p>	<p>Evaluate annually through student achievement data as compiled for Data Inventory and Assessment Needs.</p> <p>Evaluate monitoring data and facility walk-through based on identified needs.</p>	Salaries, contracts, professional development, books and resources.

	lacking proper indoor air quality and heating negatively impacting education.	environments.			
--	---	---------------	--	--	--

**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>					

## 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*