

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><u>DESSA</u> (A social emotional learning assessment to determine social/emotional skills needing to be taught)</p> <p><u>EST</u> (Educational Support Teams meet to discuss student needs on an ongoing basis)</p> <p><u>Behavior</u> (Behavior data is collected to track student infractions)</p> <p>Engagement Data: Statistical data compiled by schools (attendance, number of</p>	<p>The Dessa shows an increase in the percentage of students needing SEL instruction and support from SY19-20 to Fall of 2020 and from Fall 2020 to winter of 2021.</p> <p>While percentages vary school to school, on the average, 11% of students across OESU need intensive SEL instruction and support.</p> <p>Behavior data and collection varies across schools.</p> <ul style="list-style-type: none"> <li>● Most infractions occurred in the classroom</li> <li>● Disruption and defiance were the top two category types for infractions</li> <li>● The highest number of infractions occurred in October and November</li> <li>● Inconsistencies and inequities in systems; need consistency in schoolwide behavior approach and collection of data</li> <li>● Difference in culture and expectations across schools</li> <li>● Calibration needed with assessments, referrals and infractions</li> <li>● Engagement in classrooms needs to improve</li> <li>● UDL approach needed</li> </ul> <p>EST data shows significant discrepancies in some schools (academic vs behavioral)</p> <ul style="list-style-type: none"> <li>● inequity in systems</li> <li>● difference in culture and expectations across schools</li> <li>● Lack of fully implemented MTSS system</li> </ul>	<p>Universal instruction for SEL</p> <ul style="list-style-type: none"> <li>● Support the implementation of UDL</li> <li>● Focus on Classroom Management</li> <li>● Resources to support SEL coaching</li> </ul> <p>Consistent systems</p> <ul style="list-style-type: none"> <li>● EST coordinator to oversee process and to facilitate consistency across schools</li> </ul> <p>Partnerships?</p> <ul style="list-style-type: none"> <li>● Little Rivers</li> <li>● Stern Center</li> </ul> <p>MTSS Practices</p> <ul style="list-style-type: none"> <li>● Continue to develop a consistent framework in schools for both academic and behavior</li> <li>● Academic: data cycles and using data to inform targeted instruction; ensuring a place in the master schedule to support this aspect of MTSS</li> </ul> <p>Racial/Cultural Diversity:</p> <ul style="list-style-type: none"> <li>● Equity education position</li> <li>● Professional Development</li> </ul> <p>Appreciation</p> <ul style="list-style-type: none"> <li>● Employee appreciation programs which include unified and deliberate recognition across districts</li> </ul> <p>Compensation &amp; Career Path</p> <ul style="list-style-type: none"> <li>● Employee "grow-your-own" programs (substitute to paraeducator, paraeducator to teacher, teacher to leadership, etc.)</li> </ul>

	<p>students engaging in remote learning, etc)</p> <p><u>Upbeat Data</u> (Upbeat is a survey sent to all staff to collect data on climate and culture)</p>	<p>Data that shows how staff are feeling about their job, work/life balance</p> <ul style="list-style-type: none"> <li>• Less than half of the staff feel they are not appreciated, do not have work/life balance and do not have a strong voice in policy making</li> </ul> <p>Data about racial and cultural diversity in schools</p> <ul style="list-style-type: none"> <li>• 63% of employees disagreed that employees at their school are racially, ethnically, and culturally diverse</li> <li>• 39% of employees disagreed that as a staff, they openly discuss issues of race, ethnicity and culture at their school</li> </ul>	<ul style="list-style-type: none"> <li>• Stipends for extra roles and duties</li> </ul> <p>Professional Development &amp; Work/Life Balance</p> <ul style="list-style-type: none"> <li>• PD software that helps us have access to a library of trainings and track required trainings, but also allows employees to organize their professional development for easy access</li> </ul>
<p><i>Engagement/Truancy</i></p>	<p>Engagement Data</p> <p>Statistical data compiled by schools (attendance, number of students engaging in remote learning, etc)</p>	<p>Truancy data varies across schools. Truancy and disengagement increases as grade levels increase.</p> <ul style="list-style-type: none"> <li>• Homestudy increased from last spring to this school year for some schools and declined for others</li> <li>• Principals reported many juniors and seniors abandoned academics last spring to work</li> <li>• CTC numbers have decreased</li> </ul>	<p>Summer Learning Program</p> <ul style="list-style-type: none"> <li>• design specifically to re-engage students</li> </ul> <p>Engagement Specialists/Coordinator</p> <ul style="list-style-type: none"> <li>• assist with overall engagement, truancy; from either case management or systems level</li> </ul>
<p><i>Academic Achievement and Success</i></p>	<p><u>SBAC:</u> (Smarter Balanced Assessment Consortium is the state assessment)</p> <p><u>STAR Data</u></p>	<p>Percentage of proficiency in math decreases as grade levels increase. Overall, we need to increase academic achievement for students in all content areas.</p> <ul style="list-style-type: none"> <li>• Inconsistency in programs across schools and within schools; lack of high quality resources</li> <li>• Lack of targeted instruction time in some schools</li> <li>• Lack of equity with resources: lack of consistent and high quality programs across all schools;</li> </ul>	<p>Universal instruction</p> <ul style="list-style-type: none"> <li>• Support the implementation of UDL</li> <li>• Instructional Coaches</li> <li>• Professional development for instructional strategies across content areas (ALN, NGSX)</li> <li>• Data literacy; increase capacity to use data</li> <li>• SU technology integration specialists (not part of back-end tech; focus on ed tech)</li> <li>• Focus on Classroom Management</li> </ul>

	<p>(Reading and Math assessments used by all schools in OESU; computer adaptive)</p> <p><u>Equity Data</u> (From data available on Vermont's Annual SNAPSHOT)</p> <p><u>Upbeat Data</u> (Upbeat is a survey sent to all staff to collect data on climate and culture)</p>	<p>lack of high quality resources in all schools</p> <ul style="list-style-type: none"> <li>• Lack of time for data review cycles built into schedule</li> <li>• Professional Development is not coordinated at the SU level</li> <li>• Unfinished coordinated curriculum framework</li> <li>• Need to develop and implement proficiency based learning</li> <li>• Inconsistency and inequity in systems across schools; capacity varies</li> <li>• Assessment practices vary; contributes to invalidity of data across schools</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a master schedule that supports time for data informed instruction and targeted instructional time</li> <li>• Need to calibrate assessments</li> <li>• Need to focus resources on Curriculum, instruction and assessment (budget, time, capacity)</li> <li>• Support for curriculum development; programs, assessments</li> <li>• Support for early literacy programs and increasing equitable access to literature and resources in all homes</li> </ul> <p>We need to focus on universal instruction and developing a robust MTSS model.</p> <ul style="list-style-type: none"> <li>• Work with other SUs to learn about model &amp; approach</li> <li>• PD to increase skills and capacity</li> <li>• Presenters, motivators</li> </ul> <p>Extended Learning</p> <ul style="list-style-type: none"> <li>• Coordinator</li> <li>• Community engagement programs such as Farm to School; Outdoor Education</li> <li>• Credit Recovery Programs</li> <li>• Internship/Flexible Pathways coordinator</li> </ul> <p>Comprehensive SU wide approach to Literacy</p> <ul style="list-style-type: none"> <li>• Targeted professional development to build capacity within staff to improve literacy instruction</li> <li>• Partnerships: may include but not limited to Stern Center, consultants, Lesley U, Teacher's College, Linda Mood, etc</li> <li>• Equitable access to high quality materials and resources across schools and communities</li> </ul> <p>Proficiency Based Learning</p> <ul style="list-style-type: none"> <li>• Great Schools Partnership</li> </ul>
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