



**DISTRICT OFFICES**  
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**FRAMING THE FUTURE**  
**BSD FROM RECOVERY TO REINVENTION**

VT Education Recovery Plan

**LEA: Burlington School District**

**LEA Recovery Coordinator: Stephanie Phillips, Executive Director of Teaching & Learning**

**LEA Recovery Team Members (Steering Committee):** Stephanie Phillips, Bonnie Johnson-Aten, Melissa Hathaway, Becca McCray, Miriam Ehtesham-Cating, Colleen Cowell, Lal Pradhan, Isara Masi

[List of all recovery planning participants including roles](#)

**Collaborative Stakeholders Engaged in Phase 1:** BSD Cabinet (District Administrators), BSD Restorative Practices Collaborative (Administrator and Teacher representatives from all schools), BSD Instructional Coaches

**PHASE 1: Initial Needs Assessment**

Gather and begin to analyze existing or easily obtainable Student Status, Demographics, and School/LEA Process Data to determine initial, highest priority recovery needs. Pay particular attention to the status of historically marginalized students (students in different racial/ethnic groups, English learners, students with disabilities, students in poverty, migrant students, military-affiliated students, homeless students, students in foster care).

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<b>ACADEMIC ACHIEVEMENT AND SUCCESS</b>		
<b>Data used to determine needs</b>	<b>Analysis and Interpretation of Data</b>	<b>Preliminary Strategies to Address Identified Recovery Needs</b>
<p>Historical SBAC data</p> <p>District progress monitoring assessments</p> <p>Instructional Coaching Cycles</p> <p>PLC Meeting Notes</p> <p>Walkthrough Data</p> <p>PreK Enrollment Data</p> <p>Kindergarten Readiness Survey Data</p>	<p><b>Identified focus area 1:</b> disparities between subgroups on academic performance</p> <p><b>Interpretation/root causes:</b></p> <ul style="list-style-type: none"> <li>● Inconsistent MTSS implementation that results in students not having needs met prior to special ed identification - Teachers struggle with providing interventions for students</li> <li>● Implicit bias, cultural barriers between teachers and students</li> <li>● Lack of growth mindset of teachers for their students - deficit focus</li> <li>● Lack of educators of color</li> </ul> <p><b>Identified focus area 2:</b> decrease in academic proficiency from 2020 to 2021 in both ELA and math</p> <p><b>Interpretation/root causes:</b></p> <ul style="list-style-type: none"> <li>● Inconsistent implementation of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>● District plan for implementation of Education Support Team (EST) model <ul style="list-style-type: none"> <li>○ (possible) Intervention support specialists</li> </ul> </li> <li>● (possible) Education Support Coordinator to lead EST meetings and support teachers in implementing and measuring interventions</li> <li>● Audit of Special Education and EL Service Delivery Models</li> <li>● Expansion of PreK Programming (EES and CES for 2021-2022)</li> <li>● Coaching on differentiated instruction</li> <li>● PD focused on Culturally Responsive Teaching and the Brain followed by PLCs looking at student work and peer observations</li> <li>● District communication plan to include authentic communication with families <ul style="list-style-type: none"> <li>○ Develop a process to provide</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>● Lack of understanding of the importance of universal design and social-emotional learning</li> </ul>	<p>positive feedback to families on a regular basis (academic success)</p> <ul style="list-style-type: none"> <li>● Examination of district’s hiring and retention policies and practices</li> <li>● Instructional rounds for teachers to see peers implementing practices and for principals to ensure appropriate pacing of scope and sequence</li> <li>● Intentional implementation of setting the stage for learning (e.g., responsive classroom, morning meeting)</li> <li>● PD and coaching on UDL</li> <li>● Review of District Curriculum Materials for content and cultural relevance</li> </ul>
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<b>SEL, MENTAL HEALTH, WELL-BEING</b>		
<b>Data used to determine needs</b>	<b>Analysis and Interpretation of Data</b>	<b>Preliminary Strategies to Address Identified Recovery Needs</b>
Referrals to SAP/Counselors Suspension Reports DCF Referrals Homelessness YRBS Planning Room Referrals Staff Observations	<p><b>Identified focus area 1:</b> disparities in discipline</p> <p><b>Interpretation/root causes:</b></p> <ul style="list-style-type: none"> <li>● Lack of relationships - cultural barriers/implicit bias</li> <li>● Compliance-based/punitive approach to behavior</li> <li>● Poor academic performance leads to student behavior incidents</li> </ul> <p><b>Identified focus area 2:</b> increased mental health needs of students</p> <p><b>Interpretation/root causes:</b></p> <ul style="list-style-type: none"> <li>● Increased stress from pandemic</li> <li>● Increased isolation</li> <li>● Changes in family stability</li> </ul>	<ul style="list-style-type: none"> <li>● See above for academic proficiency strategies that relate to similar root causes</li> <li>● District-wide menu for addressing behaviors starting with restorative practices both in the classroom and the school prior to punitive approaches (e.g., losing recess time, etc.)</li> <li>● Additional supports for students both in school and in the community               <ul style="list-style-type: none"> <li>○ Student support groups</li> <li>○ Additional staff to support students</li> <li>○ Howard Mental Health support or other community agencies</li> </ul> </li> </ul>

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<b>ATTENDANCE/TRUANCY ~ ENGAGEMENT</b>		
<b>Data used to determine needs</b>	<b>Analysis and Interpretation of Data</b>	<b>Preliminary Strategies to Address Identified Recovery Needs</b>
Attendance Reports Truancy Data Staff Observations	<p><b>Identified focus area:</b> disparities in attendance by group</p> <p><b>Interpretation/root causes:</b></p> <ul style="list-style-type: none"> <li>● Inconsistent communication to families of learning expectations for students</li> <li>● Student anxiety, especially students on IEPs</li> <li>● Varying Instructional Models (in-person, hybrid, and remote)</li> </ul> <p><b>Identified focus area:</b> student levels of engagement due to pandemic trauma/stress</p> <p><b>Interpretation/root causes:</b></p> <ul style="list-style-type: none"> <li>● Impact on student/family as a result of the pandemic (emotional, financial, family structure)</li> </ul>	<ul style="list-style-type: none"> <li>● Hire a mental health worker (mirror role of guidance counselor) to be scheduled into classes/groups to focus on mental health strategies and restorative practices to address anxiety and trauma.</li> <li>● Place health back into the center of curriculum K-5. Teach kids how their bodies function and why sleep/routine matter and how these impact learning</li> <li>● Direct outreach to students who are truant (e.g., home visits); supporting re-entry into school with a whole child perspective including summer school and community programming</li> <li>● District communication plan to provide clear learning expectations for students as well as ways to engage parents as partners for student learning.</li> <li>● All students will require expanded levels of support in order to authentically engage in</li> </ul>



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		<p>the fall of 2021. Students who have not been present for learning as well as those who are engaging on some level while experiencing stress and trauma related to the pandemic will require additional support. Areas for further district exploration include Universal Design for Learning (UDL) and The Whole Child Model. Implementation of a tool to collect data will be critical to creating systems and structures to support all students.</p>
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\*\* Areas of Needed Support from AOE: Tools and resources to support authentic student engagement. Regional/state opportunities for professional development to support engagement practices.