

Educational Support Systems / Multi-Tiered Systems of Support

REPORT **2014 - 2015**

VSA Title 16, Section 2904, requires that each district (or school) annually provide a description of the Educational Support System, how it is funded, and how building the capacity is addressed in the School's Continuous Improvement Plan.



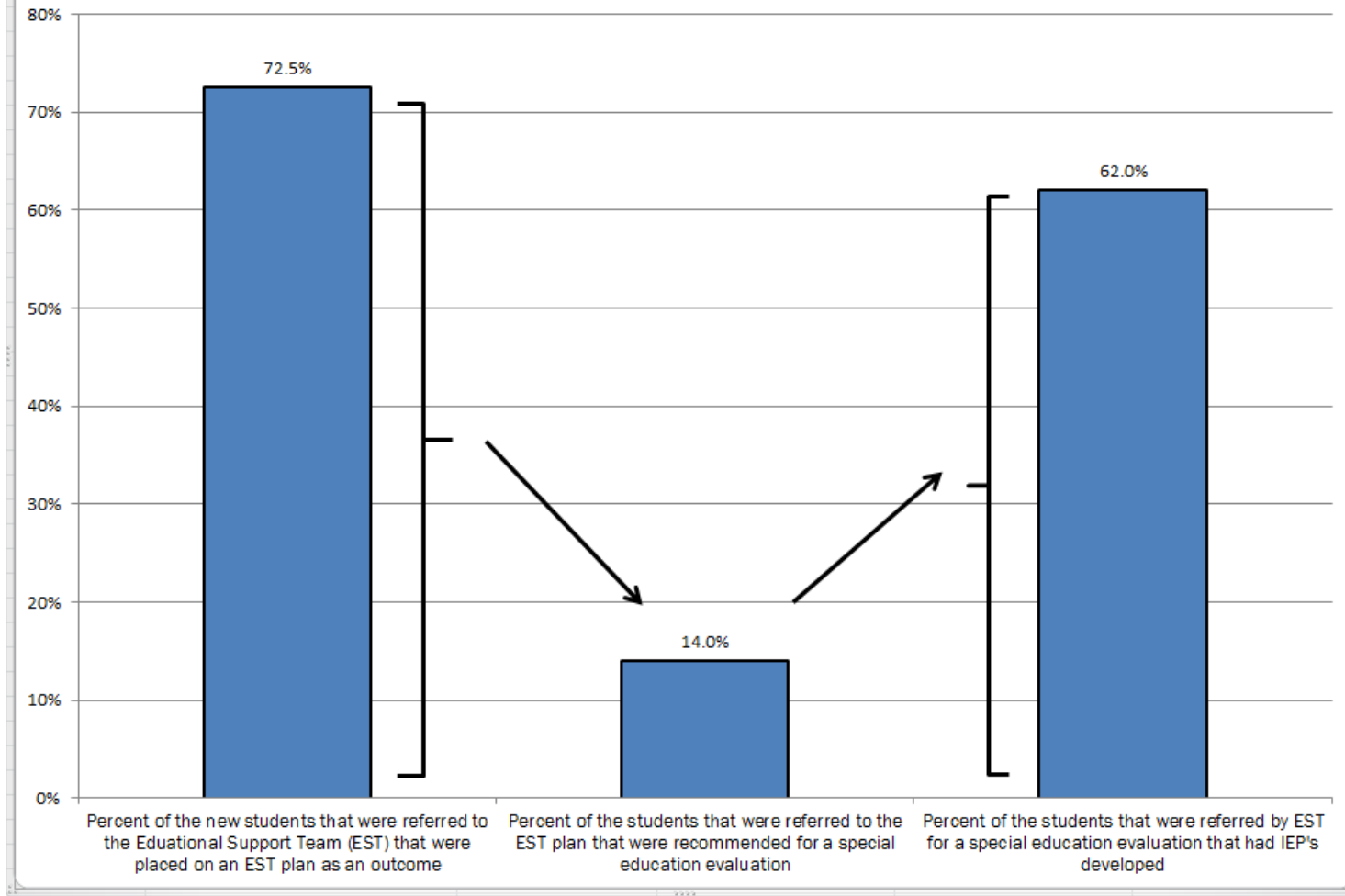
[VSA Title 16, Section 2904](#), requires that each district (or school) annually provide the Vermont Secretary of Education with a description of the Educational Support System (ESS), how it is funded, and how building the capacity of the ESS is addressed in the School's Continuous Improvement Plan.

For more information please reference [Education Quality Standards \(EQS\) 2121.5](#).

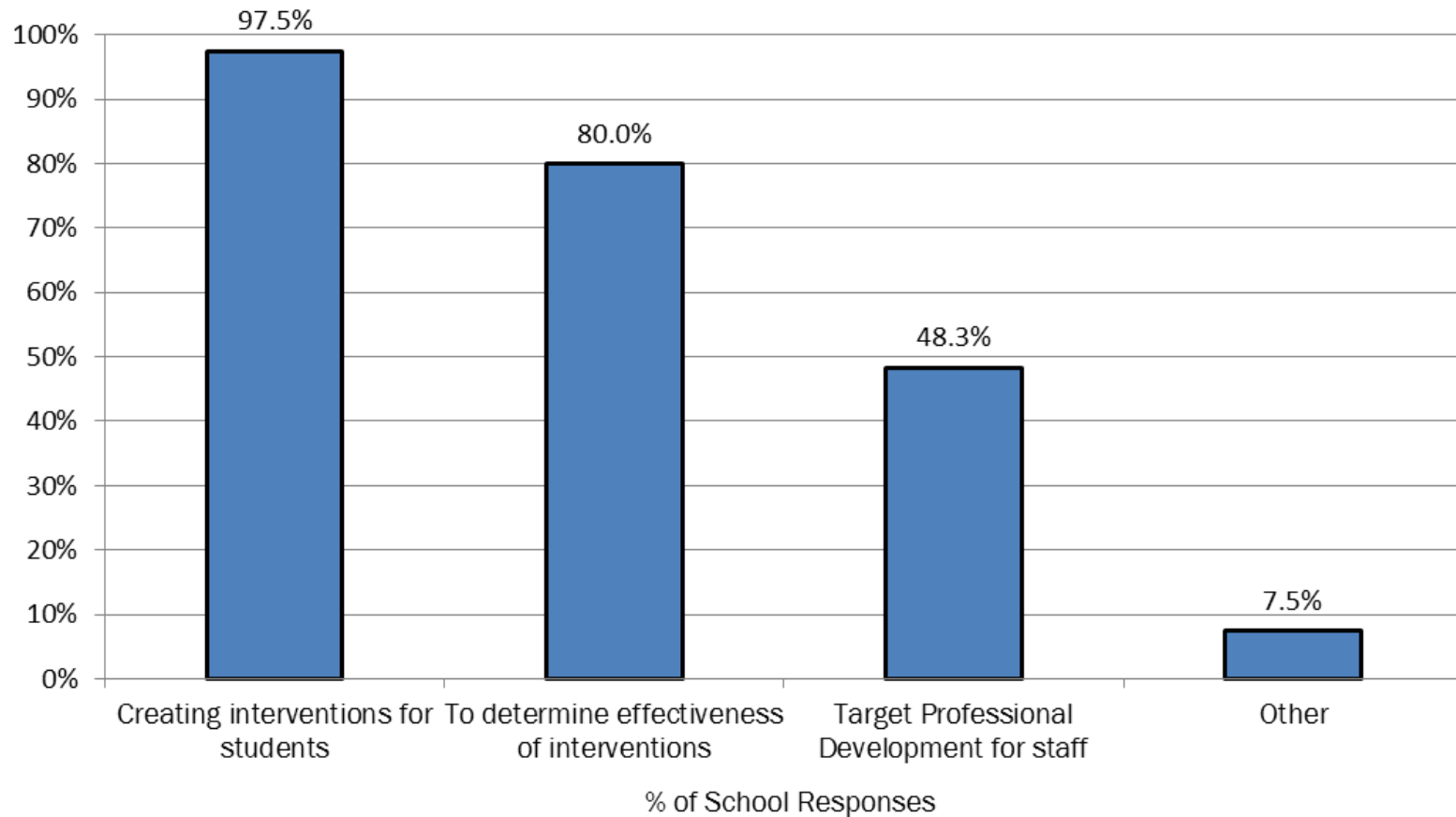
The results contained in this report represent survey data collected from 120 schools representing 45 Supervisory Unions and School Districts, for school year 2014-2015. The respondents were able to choose multiple answers, to most of the questions. Therefore, the data represents the percentages of schools that responded, for the multiple choice questions.

Educational Support System / Multi-Tiered System of Supports Survey

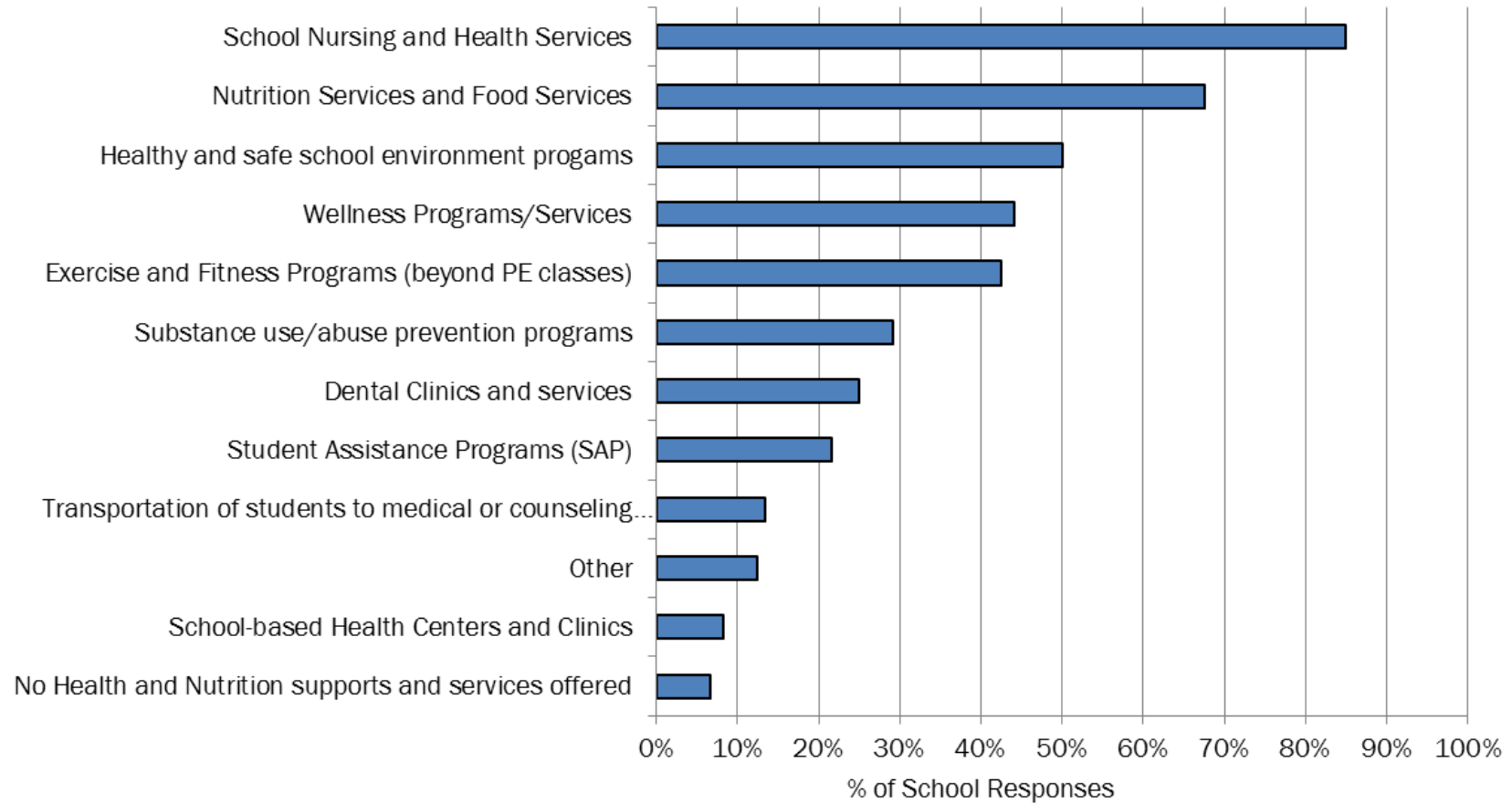
(120 schools / 45 SU's)



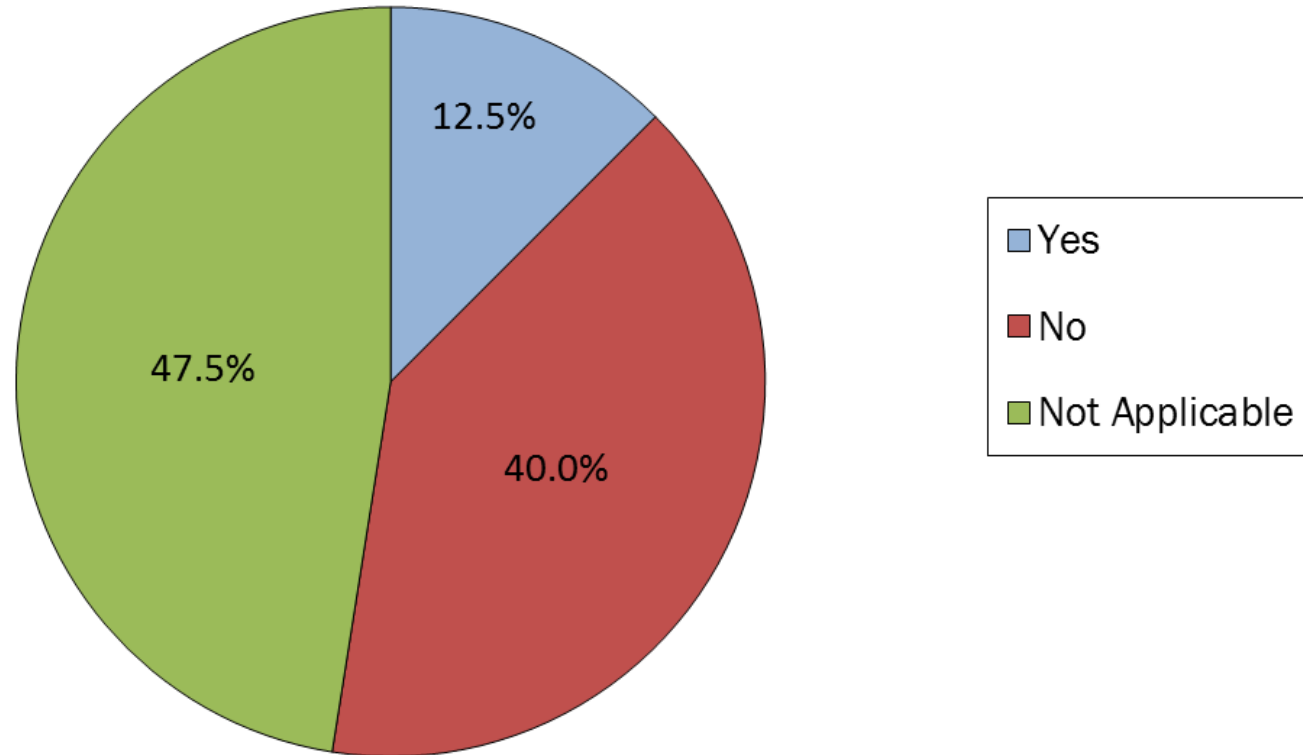
How is EST data being used to evaluate effectiveness of ESS / MTSS? (n = 120 schools)



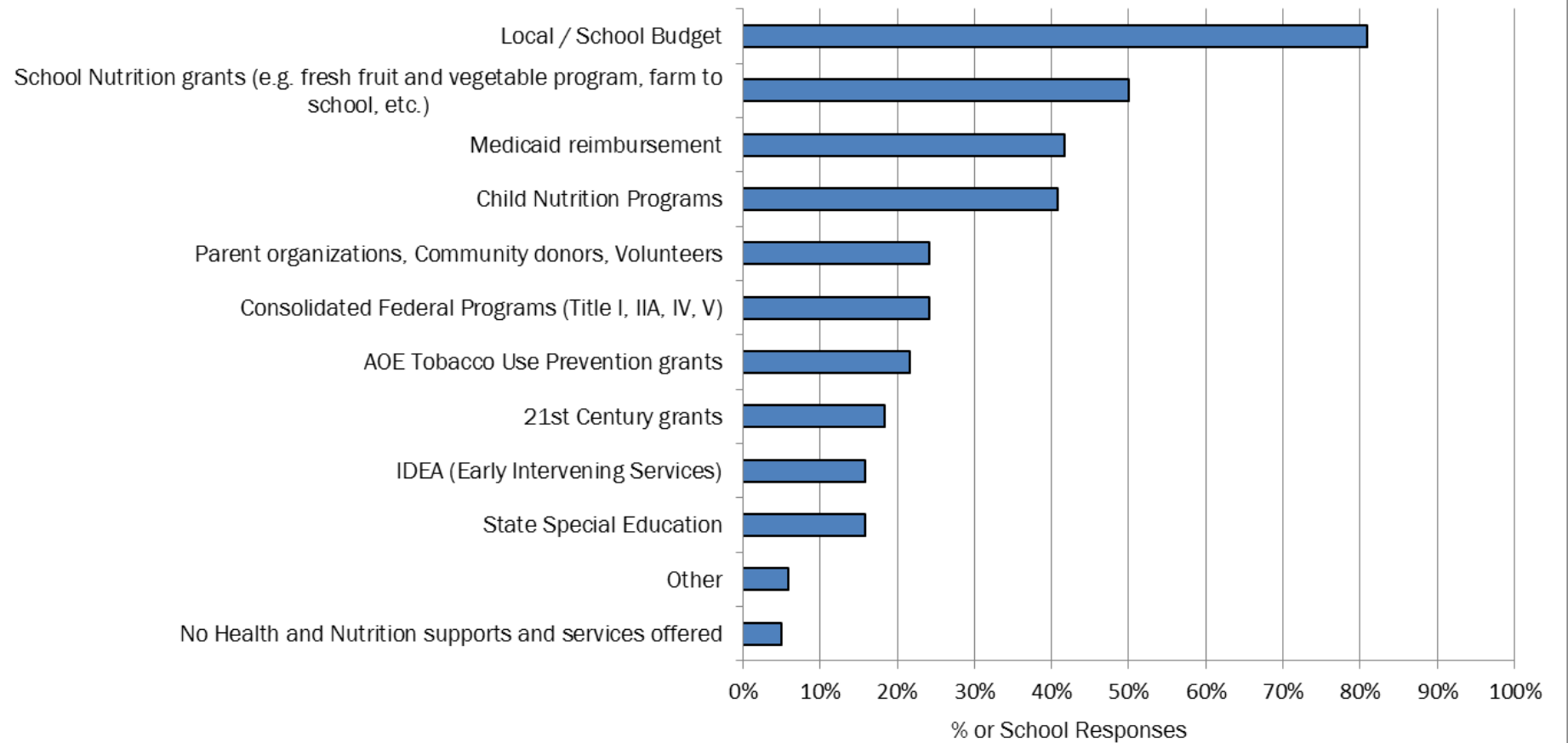
Health and Nutrition Services & Supports (n = 120 schools)



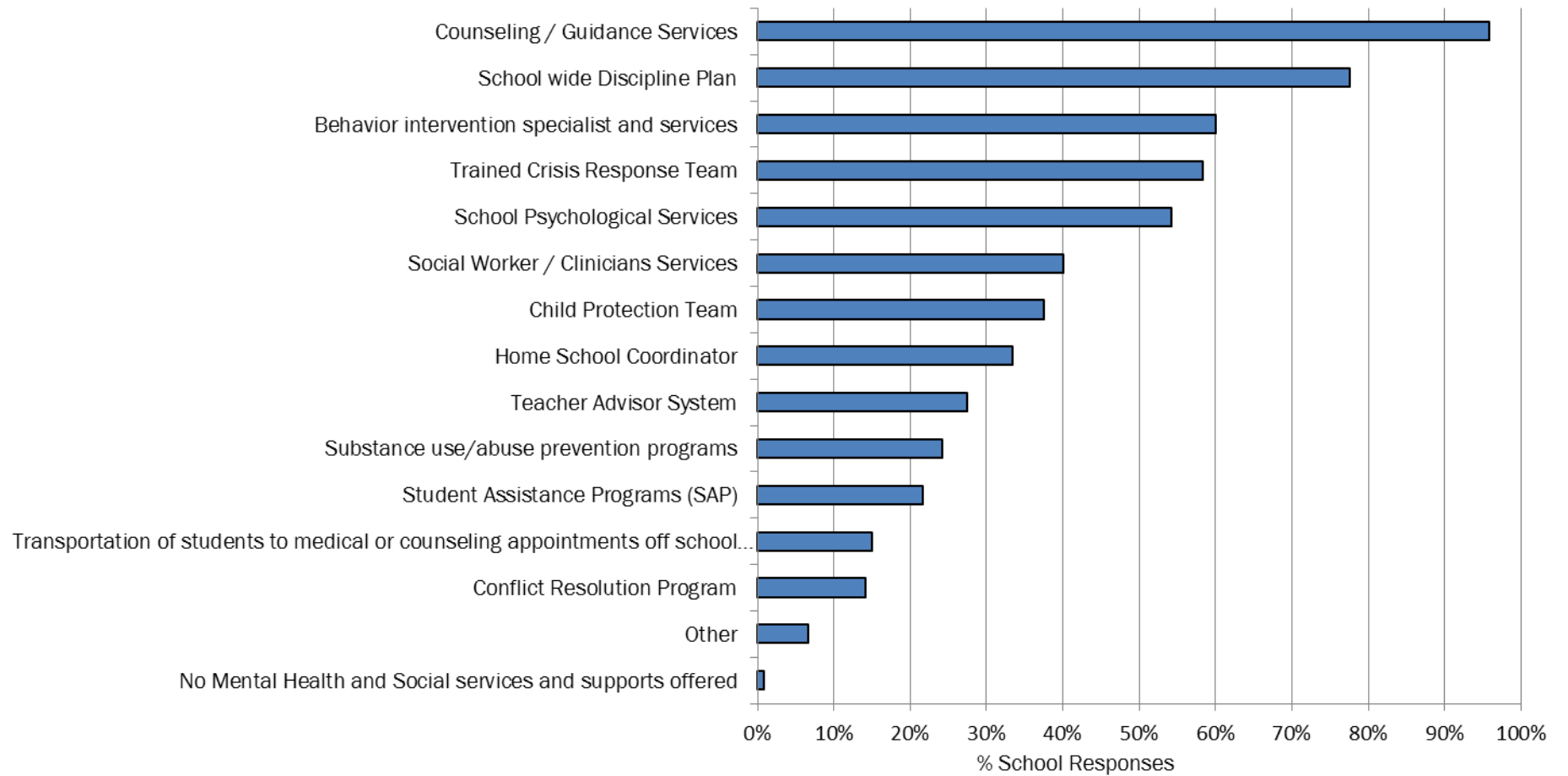
**% of Schools that have a MOU with substance abuse
treatment providers?**
(n = 120 schools)



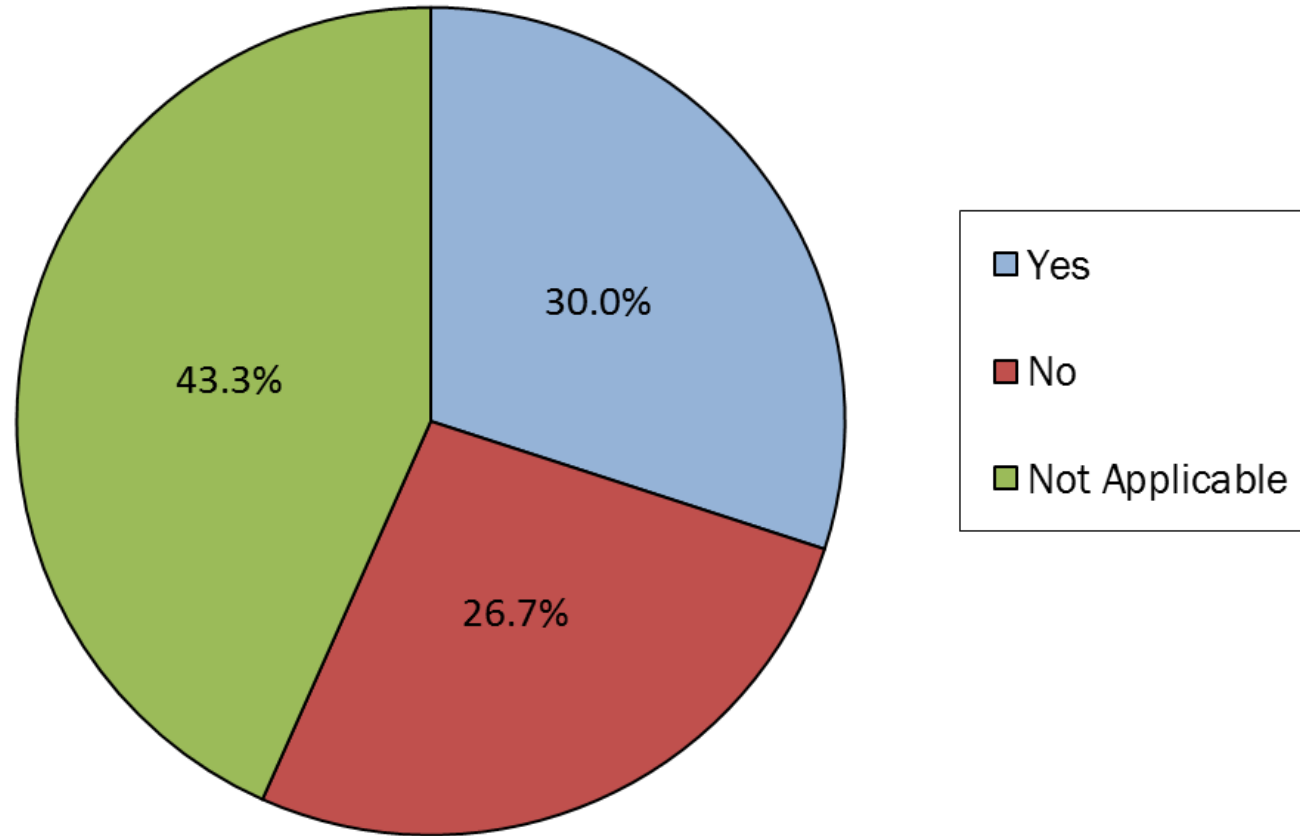
Primary Funding for Health and Nutrition Supports & Services (n = 120 Schools)



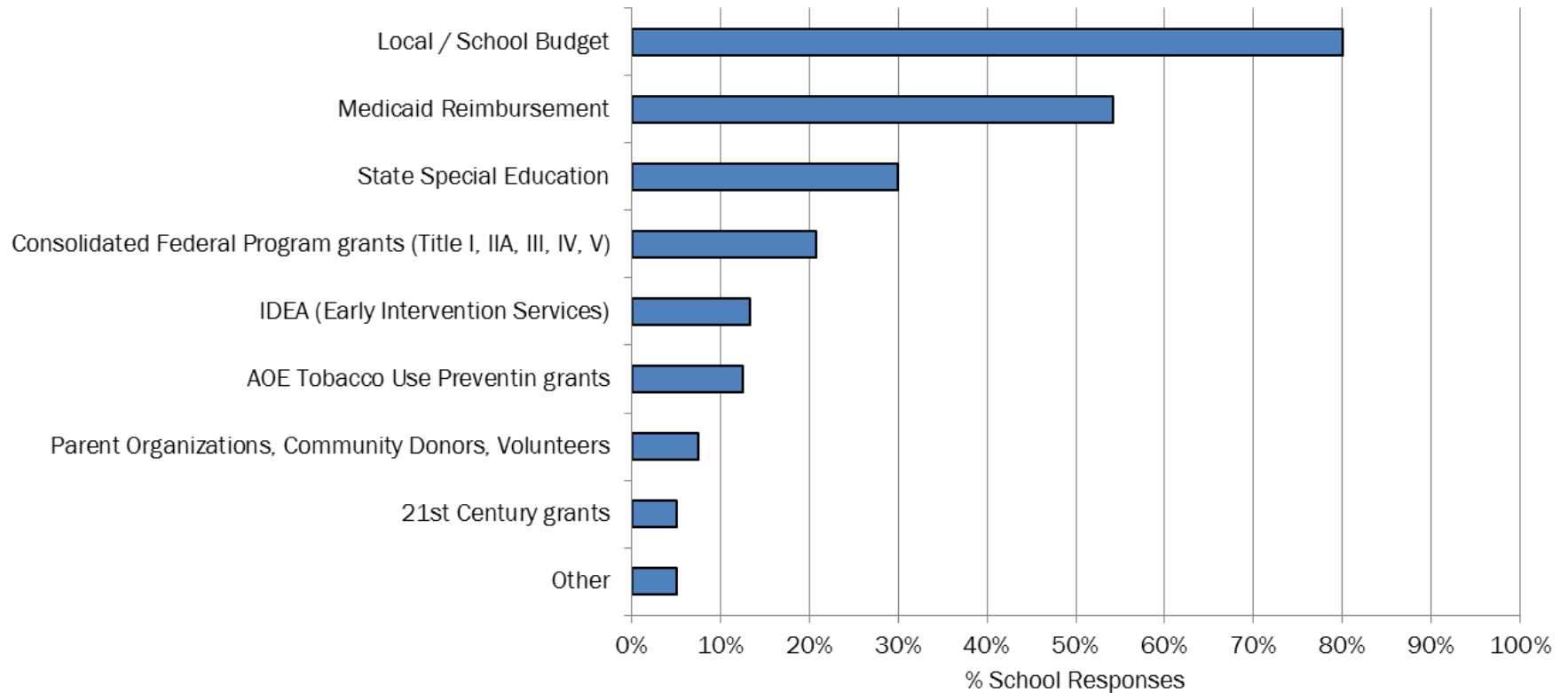
Mental Health and Social Services & Supports (n = 120 schools)



**% of Schools that have a MOU with
Mental Health agencies**
(n = 120 schools)

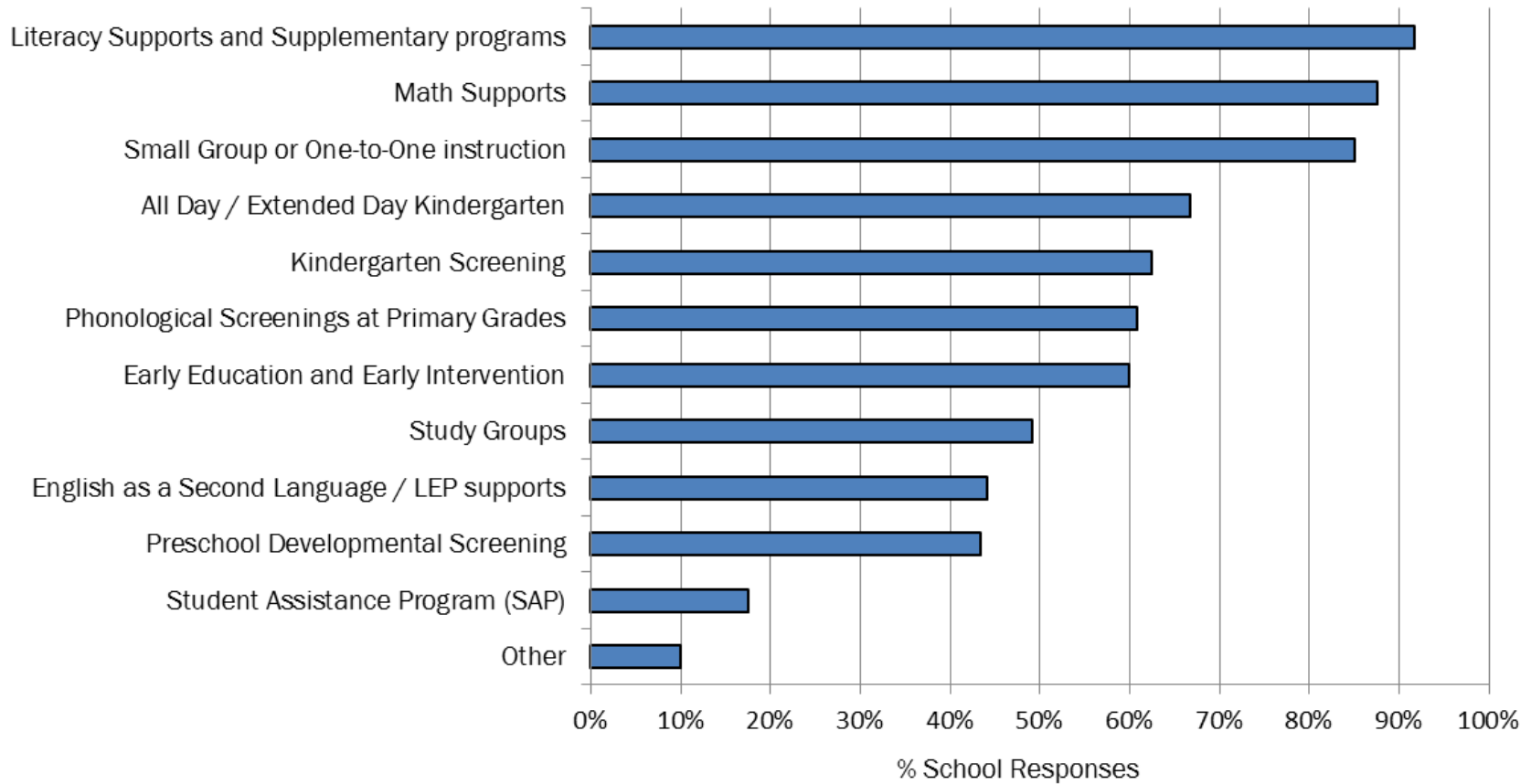


Primary Funding Sources for Mental Health Supports & Services (n = 120 schools)



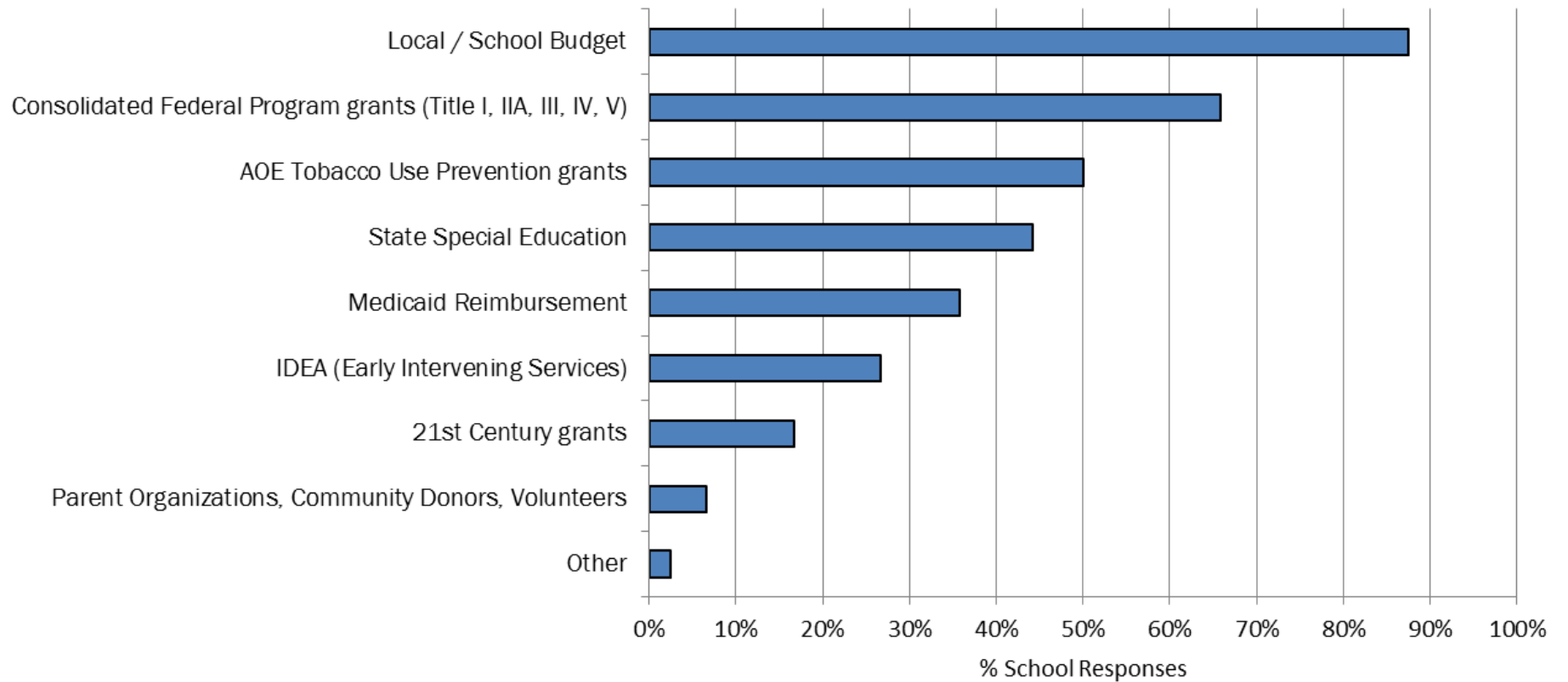
Academic Services and Supports

(n = 120 schools)

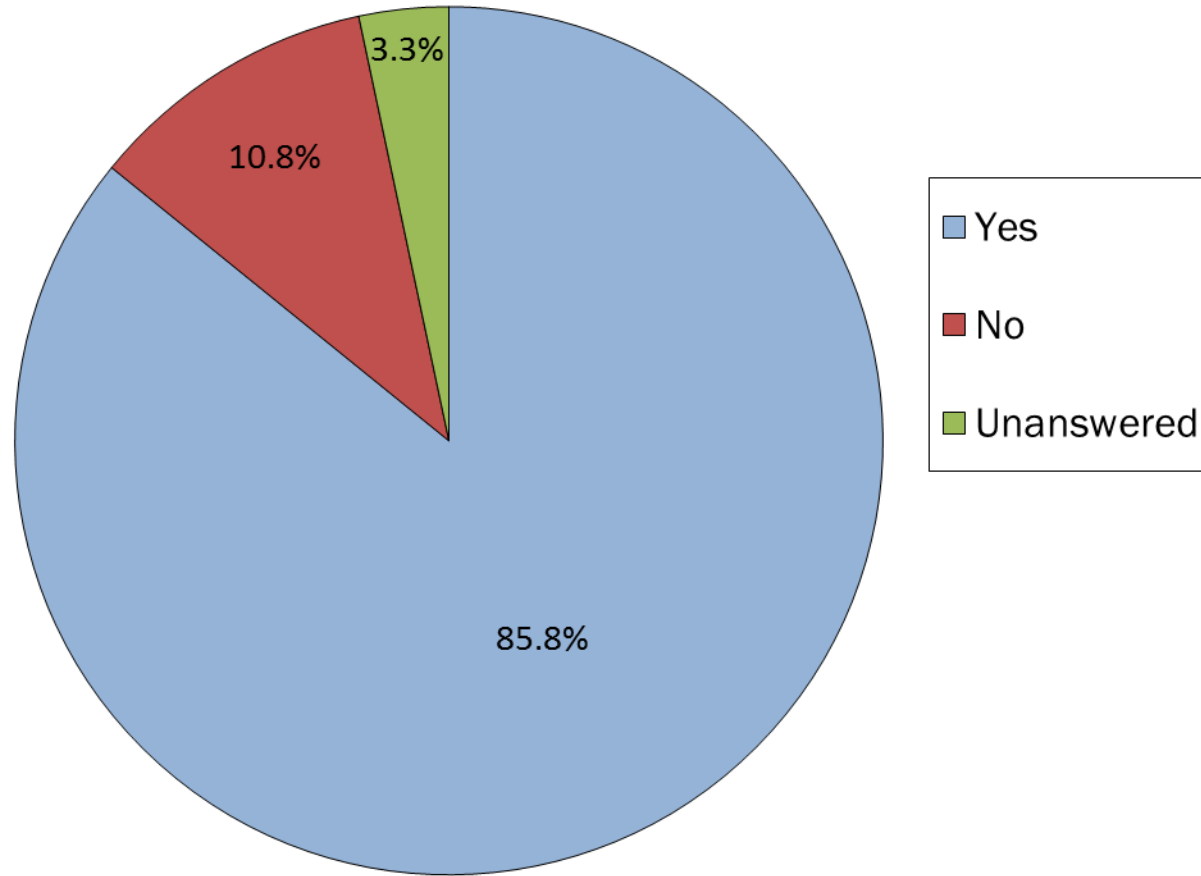


Primary Funding for Academic Services and Supports

(n = 120 schools)



Is there a specific strategy in the school action plan that supports ESS?
(n = 120 schools)



School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
ALBERT BRIDGE SCH (W WIND)	Development of MTSS through Support from SPDG 4 grant
ATHENS/GRAFTON JOINT CONTRACT SCHOOL	Data facilitation to determine ongoing needs of students who are not meeting with success.
BAKERSFIELD SCHOOL	To expand and develop available Tier 2 interventions.
BARNARD ACADEMY	Monitoring students who are receiving or need intervention services. We hold EST meetings as needed or at least 1x/month to follow student progress. We consult with parents, specialists and teachers. When there is a medical concern, the nurse is consulted. If there is no progress with supports and interventions, the student is referred for further testing.
BARNET ELEMENTARY SCHOOL	To develop a MTSS system, communicate that system to the community, and continually develop and assess our strategies.
BELLOWS FALLS MIDDLE SCHOOL	Focus on professional learning regarding MTSS. Use benchmark testing to assess our students. Creating evidence folders to track student data.
BELLOWS FREE ACADEMY (FAIRFAX)	BFA Classroom teachers will use research based instructional strategies and appropriate assessments within an MTSS system to monitor student learning, provide differentiated instruction within the classroom, and identify more specialized intervention, and possible consideration for special education.
BELLOWS FREE ACADEMY (ST ALBANS)	Identify and communicate a Multi-Tiered System of Support

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
BENNINGTON ELEMENTARY SCHOOL	Review of student data (academic, behavioral, medical, etc) Teaming structure to support student needs Co-teaching training MTSS training
BLUE MOUNTAIN US #21	PBIS and that there will be an MTSS system that the principal oversees. We also had a goal to create a trained EST team, which we have done.
BRAintree SCHOOL	Development and implementation of PBIS.
BRATT AREA MIDDLE SCHOOL #6	<p>2. In order to enhance a multi-tiered system of supports, all teachers, teams and departments will create and continually refine curriculum maps to design and implement instruction, assess student learning (formative and summative), and analyze assessment data to guide further instruction. (CIN08)</p> <p>5. BAMS Staff members will conduct the frequent measurement of all BAMS students' math and literacy proficiencies for all students and implement the timely delivery of necessary interventions through a multifaceted program of assessment and instruction as outlined in the Targeted Math & Literacy portion of the BAMS Action Plan 2011-2014. (UD05)</p> <p>6. Core, special education, academic support and exploratory teachers will collaborate in Professional Learning Communities to implement differentiation practices within each learning environment.</p> <p>4. The BAMS Leadership teams (Action Plan Committee, Leadership Committee, Data Committee, BEST team) will regularly look at school performance data (climate, NECAP, attendance, benchmark, common assessments, other relevant data) and aggregated classroom observation data and will use the data to make decisions about school improvement and professional development needs (RST03).</p>

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
BRATTLEBORO UHS #6	Collaboration and development of public, schools wide support infrastructure.
BRISTOL ELEMENTARY SCHOOL	1. Supplemental services available to all students as needed in math and literacy. 2. Staff has access to professional development. 3. Data collection is required and used to inform and make decisions. 4. EST - Team meets regularly. Adhere to a process that includes all stakeholders. Determines intervention and use of school resources. 5. Progress monitoring.
BROOKFIELD ELEMENTARY SCHOOL	Improving differentiation in the classroom to allow teachers to more effectively provide Tier 1 instruction.
BROWNINGTON CENTRAL SCHOOL	"Decision making protocols for supplemental intervention will be in place, including guidelines for how students will enter into or exits from supplemental intervention."
CABOT SCHOOL	The school behavior interventionist, administration and counselors work together with weekly meeting.
CANAAAN SCHOOLS	Organize teachers into collaborative groups based on the five components of MTSS. Teams will identify and agree upon the assessments to be used to gather data for primary, intermediate, junior high and high school groupings Expand the role of the Literacy Coach to support the work of the K-8 literacy team Content of PD days will be determined based on the identified needs of teacher collaboration throughout the year Introduce the components of UDL and explain the benefits of how it relates to Tier 1 instruction. We will assist teachers with lesson and assessment implementation.

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
CENTRAL ELEMENTARY SCHOOL	Assessment data is reviewed every six weeks. Skills/intervention groups are formed based on these results and specific skills are re-taught.
CHARLOTTE CENTRAL SCHOOL	Focus on Early identification and targeted intervention of students in low SES and IEP subgroups.
CLARENDON ELEMENTARY SCHOOL	Establishment of data-driven interventions to support and enhance student performance in ELA and Math as part of a comprehensive MTSS system.
CRAFTSBURY SCHOOLS	Tutorial blocks in the middle and high school with all classroom teachers and specialists available to provide both short and long term interventions to identified students.
CROSSETT BROOK MIDDLE US #45	SCA01 - The principal provides managerial leadership for a multi-tiered model for focused academic and discipline/student management processes.(3523) The redesign of the Multi-Tiered System of Supports (MTSS) in its current form is a relatively new mission for the administrative team atCrossett Brook Middle School (CBMS). That being said, there are current mechanisms in place to assist in implementation of the MTSS model. Currently, CMBS has both a functioning Targeted Support Team (TST), and an Educational Support Team (EST). The TST meets weekly and discusses cases of students who have been identified throughout the week either for behavior, social, psychological, medical or other pertinent concerns that may put the student at risk academically, socially, or in any other way.
CURRIER MEMORIAL US #23	The administrative team for the BRSU has been working this year on evaluating our schools readiness for developing a MTSS plan. Meetings and PD for this upcoming year will include an MTSS focus.

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
DORSET SCHOOL	Principals in the SU are meeting this year to determine the needs for our MTSS and what needs to be improved. Progress Monitoring for all interventions will be instrumental in determining the efficacy of interventions.
DOVER ELEMENTARY SCHOOL	Interventionist
DUMMERSTON SCHOOLS	Literacy and Math coaches Academic support Flexible grouping Data Collection and progress monitoring
EDEN CENTRAL SCHOOL	Early Intervention Small group instruction Title I support math and literacy support Data driven decision making
ELMORE SCHOOL	Define and implement an Educational Support System (ESS) to include the RtI model and consistent progress monitoring. Refine the educational program to provide for multi-tiered instruction (I.E. scheduling, school resources, personnel and technology infrastructures)
ENOSBURG FALLS ELEMENTARY SCHOOL	The school's master schedule includes the intervention/enrichment times for each class. Teachers review data on a weekly basis to ensure fluidity of groupings.
ENOSBURG FALLS MIDDLE-HIGH SCHOOL	Focus on teacher leaders in the professional learning community. Working on Tier 2 academic response to struggling students.

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
FAIR HAVEN GRADE SCHOOL	<p>The SU will support building administrators in sharing and implementing the Multi-Tiered System of Support. ARSU MTSS Task Force/Administrative Team will introduce the MTSS Guide for Reading to Faculty and Staff. ARSU MTSS Taskforce will research appropriate research based programs with associated costs and develop a draft ARSU tiered system of support for Behavior. ARSU MTSS Taskforce will research appropriate research based programs with associated costs and develop a draft ARSU tiered system of support for Math. The ARSU will support school EST Teams and building administrators to help staff in increasing their knowledge of the 40 developmental assets and how to foster them in the classroom as well as the EST referral process and team procedures. ARSU will continue to support schools in offering after school tutoring services, extended school year, ARSU Summer Learning Academy as well as other opportunities to extend learning for all students. ARSU will support schools in maintaining transition plans to assist preschool students as well as middle school students as they transition from one program and/or school to another. (HSP, EEE-K, etc.) Develop and implement a protocol for analyzing district/school level data and share the protocol/templates with the ARSU Leadership Team. Building-based PLC's will further analyze data for decision making, with actions being recommended for next steps. The Supervisory Union and the Administrative PLC will share and support implementation of the identified ARSU Best Instructional Practices. All ARSU ELA curriculum will have clear measurable learning objectives ensuring measurement of the common core and next generation standards. All ARSU Math curriculum will have clear measurable learning objectives ensuring measurement of the common core and next generation standards. District-wide grade level /subject area PLCs will meet regularly to review the curriculum documents and revise objective/strategies and common assessments.</p>
FAIRFIELD CENTER SCHOOL	<p>Instructional Teams (including special educators and related service providers) will meet for blocks of time (4 to 6 hour blocks, once a month; whole days before and after the school year) sufficient to develop and refine units of instruction and review student learning data.</p>
FAYSTON ELEMENTARY SCHOOL	<p>Responsive Classroom</p>

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
FLETCHER ELEMENTARY SCHOOL	The school shall design and implement a MTSS to support academic and social/emotional growth for all students.
FRANKLIN ELEMENTARY SCHOOL	Identify and target assistance for students not meeting grade level expectations (includes many specific content specific strategies), identification and early intervention for behavioral/emotional difficulties, promote a positive working and learning environment including school wide programs, provide regularly scheduled EST meetings to help all students be successful
GLOVER COMMUNITY SCHOOL	We do have a multi-tiered system of supports for our students. Students who struggling, teachers refer students to the EST. A plan is implemented. The student plan is monitored. There are follow-up meeting to discuss and review student progress. If students, over time, do not make progress, a student may be referred for further evaluation for special education services. Students making progress may eventually no longer need services.
GRAND ISLE SCHOOL	Targeted intervention in reading and math
HIAWATHA SCHOOL	Assessment
IRASBURG VILLAGE SCHOOL	School Leadership Team regularly looks at multiples measures and use this data to make decisions about student social emotional learning. School teams base decisions about interventions (instructional and support) on data from continuing progress monitoring throughout the MTSS process.

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
ISLE LA MOTTE ELEM SCHOOL	Data analysis in PLC groups Math assessment training and data analysis GISU-wide curriculum councils in literacy and math
JAMAICA VILLAGE SCHOOL	Use CCSS checklists to record when skills are taught and to chart individual progress. Differentiate instruction so as to provide all students with challenging and authentic work; including enrichment for those that are proficient or above.
JERICHO ELEMENTARY SCHOOL	Data Teams to review effectiveness of interventions in Behavior, Literacy and Mtah
KILLINGTON ELEMENTARY SCHOOL	I assumed this meant the School Action Plan. We target student needs using data and then determine those needs at EST meetings.
LAKE REGION UHS #24	http://www.lruhs.org/additional-information/2014-2015-lr-action-plan This is the link to our action plan. The elements of our ESS/MTSS are sprinkled throughout the plan in many places.
LELAND AND GRAY UHS #34	1. EST/case management reporting systems. 2. Academic support in Math & English. 3. Individual/group counseling. 4. Peer tutoring. 5. Structured study. 6. Before/after school study help.
LUNENBURG/GILMAN SCHOOLS	7. Improve student academic performance and social/emotional health by improving the learning environment.
MIDDLEBURY UNION MIDDLE SCHOOL #3	Instructional teams collect student work to identify focused instructional practices.

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
MILTON ELEMENTARY SCHOOL	"Effective systems have a comprehensive and highly functioning support system in place to address students' academic, emotional, behavioral, and social needs."
MISSISQUOI VALLEY UHS #7	Referral process, EST process, EST follow up and evaluation with student/parent & teachers and EST team.
MORRISTOWN ELEM SCHOOLS	Define and implement an Educational Support System (ESS) to include the RtI model and consistent progress monitoring. Refine the educational program to provide for multi-tiered instruction (I.E. scheduling, school resources, personnel and technology infrastructures)
MT ABRAHAM UHS #28	Training and Professional Development on use of data to identify and implement tiered system of supports and interventions.
NESHOBÉ SCHOOL	<ul style="list-style-type: none"> • Continue to provide prevention and intervention services for students with emotional and behavioral challenges that interfere with their ability to access academics and assist them in developing social/emotional skill sets, coping strategies, conflict resolution, regular school attendance through the services of a mental health clinician, case manager, and school guidance counselor and student support counselor. Continue collaboration with local mental health agency and their work as Neshobé's Intensive Support Team. Continue use of Instructional Data Team Six Step Process Analysis Monitor students receiving MTSS, the effectiveness, and students dismissed Assessment tools" Performance on SBAC Grade Level Assessments Student in class performance Trimester and mid-trimester student progress repor
NEWBROOK ELEMENTARY SCHOOL	I do not understand the question...

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
NORTH COUNTRY UHS #22A	schools action plan
NORTH HERO SCHOOL	Intervention block time in our regular master schedule
NORTHFIELD MIDDLE/HIGH SCHOOL	The MTSS Team will base decisions about interventions (instructional and support) on data from continuing progress monitoring throughout the multi-tiered system of support process.
NORTHWEST PRIMARY SCHOOL	School has EST/SST that meets 1x a week to discuss individual students and make data-based decisions within the MTSS to support all students to make academic and behavioral progress.
ORLEANS ELEMENTARY SCHOOL	We are an MTSS cohort school so we have an entire MTSS plan in support of these supports.
PEOPLES ACADEMY	Define and implement an Educational Support System (ESS) to include the RtI model and consistent progress monitoring. Refine the educational program to provide for multi-tiered instruction (I.E. scheduling, school resources, personnel and technology infrastructures)
PEOPLES ACADEMY MIDDLE SCHOOL	Define and implement an Educational Support System (ESS) to include the RtI model and consistent progress monitoring. Refine the educational program to provide for multi-tiered instruction (I.E. scheduling, school resources, personnel and technology infrastructures)

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
PORTERS POINT SCHOOL	Align tier 1 instructional practices to improve student readiness and achievement. For social-emotional: PBIS, PAX, and Responsive Classroom. For reading and math: study data to determine the efficacy of tier 1 instruction, plan professional development to address identified instructional weaknesses.
POULTNEY ELEMENTARY SCHOOL	Per our CIP, we have addressed our goal to implement PBIS and formalize the structures we have in place/have begun the process; such as Zones of Regulation/data collection/review to guide instruction/, etc. We have our School Leadership team attending the Summer BEST Institute to assist us in the process of meeting some of our goals in the plan which is comprehensive (though able to be modified) to assist in student success. We are fortunate to have secured a behavior interventionist which will allow for expedition to outside resources as needed, as our children are faced with many social and emotional needs; this is due to the changing dynamic of families and communities which is also a component of our plan.
POULTNEY HIGH SCHOOL	Identify and implement RTB/MTSS model for the high school and provide time and professional development opportunity for teachers and administrators to use student data to drive instruction.
POWNAL ELEMENTARY SCHOOL	HQII01 Embed coaching in the school for meeting MTSS goals. HQII11 Ensure ongoing Professional Learning for differentiation and UDL. HQII01 Review progress monitoring data to regroup students for intervention using Title I Interventionists.
PROCTOR ELEMENTARY SCHOOL	Established MTSS team with clearly defined goals focusing on literacy and behavioral goals for students.
RANDOLPH ELEMENTARY SCHOOL	Using data to inform instruction with MTSS. Build background knowledge to implement a math data wall.

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
READSBORO ELEMENTARY SCHOOL	We are using a train the trainer model for a literacy coach.
RICHMOND ELEMENTARY SCHOOL	Our strategic outlines the process of including PLC development to use data driven decision making to design best academic supports for students
ROXBURY VILLAGE SCHOOL	School will implement PBIS as a way to ensure school wide expectations for behavior.
SALISBURY COMMUNITY SCHOOL	Task 1: (Funded by CFP Investments: 6 and 52), Implement tiered supports including Reading Recovery and other best practices for individuals and small groups not meeting benchmarks, K-6. Task 1: Pilot adaptive and early literacy screeners (FAST) Task 2: (Funded by CFP Investments: 6 and 52), Implement tiered supports in mathematics and other best practices for individuals and small groups not meeting benchmarks, K-6. Task 3: Pilot adaptive and early math screeners (FAST) Task 4: Data team (Learning specialist, Title One teachers and Administrator) analyzes results and identifies students on, above or below benchmark. Task 5: Teacher teams compare data to other sources (Fountas & Pinell, classroom assessments, RCB measures) and discuss classroom, and individual interventions in response to data Task 6: Educational Support Team creates a plan to monitor effectiveness of strategies and revises as needed
SAMUEL MOREY ELEMENTARY SCHOOL	reading instruction/intervention for students below standard in reading. Same for math.

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
SHREWSBURY MOUNTAIN SCHOOL	We use data to look at student progress and offer tiered interventions. We also use progress monitoring and assessments - local and normed
SMILIE MEMORIAL SCHOOL(BOLTON)	* The Principal provides managerial leadership for a multi-tiered model for focused academic and discipline/student management processes * Decision making protocols for supplemental intervention are in place, including guidelines for how students will enter or exit from supplemental intervention
SO BURLINGTON HIGH SCHOOL	Developing consistent procedures - we have a designated EST coordinator -
ST ALBANS CITY SCHOOL	How will we Sustain Our Effort to Address issues of Severe Poverty and Trauma? - by continuing to make the Kaleidoscope Program available to children with consistent unexpected behaviors and those with autism - by continuing to have a ?Whole Child Focus?- Universal Breakfast,Dinner, & Snacks - by offering before school, after school and summer options for tutoring and activities - by remaining a Positive Behavioral Intervention and Supports (PBIS) Exemplar School - by constantly working on the Home-School Connection - by fostering strong connections with social service agencies - by making all opportunities for students inclusive - by making mentoring and foster grandparents available at school How will we Show Continuous Improvement Dealing with Severe Poverty and Trauma? - by supporting advanced Professional Development for our staff - by finding a way to offer no cost lunch to all students (Universal Lunch) - by understanding each child and establishing behavior plans that work for individual children - by supporting each other so we can best support students - by striving for educational continuity (allowing children to be in one school from kindergarten-8th grade)
ST ALBANS TOWN EDUC CENTER	Supplemental Services for behavior, literacy, and math.

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
STOWE ELEMENTARY SCHOOL	Define and implement an Educational Support System (ESS) to include the RtI model and consistent progress monitoring. Refine the educational program to provide for multi-tiered instruction (I.E. scheduling, school resources, personnel and technology infrastructures)
STOWE MIDDLE/HIGH SCHOOL	Define and implement an Educational Support System (ESS) to include the RtI model and consistent progress monitoring. Refine the educational program to provide for multi-tiered instruction (I.E. scheduling, school resources, personnel and technology infrastructures)
SUMMIT STREET SCHOOL	Instructional teams use student learning to assess the strengths and needs of the curriculum and instructional strategies.
UNION MEMORIAL SCHOOL	Union Memorial School will produce an official document that includes: 1. the Colchester School District curriculum maps; 2. the Colchester School District literacy and mathematics pacing guides; and 3. flow charts for universal instruction and tiered intervention in reading, mathematics, written language and social behavior.
WAITS RIVER VALLEY US #36	MTSS
WAITSFIELD ELEM SCHOOL	Continued implementation of multi-tiered system of intervention (MTSS) with focus upon progress monitoring of tier 2 services and implementation of WWSU MTSS common system
WALLINGFORD VILLAGE SCHOOL	-Training teachers in the data team process -Data driven instruction -Embedding assessment for learning strategies -Training in developing and using learning targets

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
WARDSBORO CENTRAL SCHOOL	We align our academic and behavioral goals for students using a multi-tiered approach. Student needs are reviewed (BEST and EST) and assessed informally throughout the year. The instructional support teacher collaborates with classrooms teachers and adjusts EST plans to meet student needs. We also use our para professional to ensure SPED and EST supports are in place.
WARREN ELEMENTARY SCHOOL	Teachers work collaboratively to implement strategies to help students with social/behavioral or academic needs. These plans are entered in to VCAT and monitored over time.
WATERVILLE ELEMENTARY SCHOOL	Instructional teams meet weekly in PLCs to discuss student progress monitoring data, make instructional and grouping decisions based on individual and small group needs. Staff meeting time, inservice days, and release time are structured to support data teams in monitoring student assessment data to make instructional and curricular decisions. 21st Century funds support after school homework clinic. Also SES tutoring is offered through the After school program. Medicaid reimbursement funds support the guidance counselor and planning room supervisor who work with the PBIS system of tiered behavioral supports. Behavior team has monthly meetings to monitor behavior plans and EST plans. Teachers receive professional development and embedded coaching to better provide effective Tier 1 math instruction and Tier 2 math interventions.
WEATHERSFIELD SCHOOL	Our schoolwide action plan has embedded the MTSS model. Our current goal is to increase number sense across all grades by including it in all areas of the curriculum.

School and / or SU Name	If Yes, Please list the specific strategy(s) that are used:
WESTMINSTER SCHOOLS	SCA01- The principal provides managerial leadership for a multi-tiered model for focused academic and discipline management processes. SCA04- The school maintains an official document that clearly defines the curriculum and instruction for each tier in reading, mathematics, written language, and social behavior. SCA07 Teams of special general education teachers and related service providers meet regularly to enhance/unify instructional planning and program implementation for all students including students with disabilities. EC08 - School Leadership Team looks at multiple measures (e.g. behavior data, aggregated classroom observation data, and school climate surveys of students, and parents) and use this data to make decisions about student social emotional learning. HQII05- Interventions and intervention at all tiers are guided by an articulated framework for curriculum, instruction, and assessment aligned with CCSS.
WESTSHIRE SCHOOL	To serve all kids.
WOLCOTT ELEMENTARY SCHOOL	Regular progress monitoring
WOODBURY ELEMENTARY SCHOOL	Decision making protocols for supplemental intervention will be in place, including guidelines for how students enter into or exit from supplemental intervention.

School and / or SU Name	If No, Please describe why not:
BARTON GRADED SCHOOL	We are in the process of updating our continuous plan for improvement through MTSS.
CONCORD GRADED/HIGH SCHOOL	We are just developing a plan now
FOLSOM ED AND COMMUNITY CTR	We are not required to have a continuous improvement plan. We have an Action plan. We are currently using the SWIFT Data Snapshot as our Action Plan. We have our MTSS system as a part of our action plan.
HALIFAX SCHOOL	The MTSS language is not used on our current action plan. we are targeting literacy and math instruction , reteaching, extra support etc.. but a comprehensive system is not fully developed, we have been given support by the state to complete a MTSS rubric and know what are next steps will be for the coming year.
LINCOLN COMMUNITY SCHOOL	We don't have a school improvement plan as we are not an identified school.
LOTHROP SCHOOL	Needs to be included in new plan
LUDLOW ELEMENTARY SCHOOL	We have not done a CIP this year. We were working form our Corrective Action Plan
POMFRET SCHOOL	The action plan is supposed to reflect changes. We have an active and effective EST program we are maintaining.
SUNDERLAND ELEM SCHOOL	We run the programs with rigor and determination for the betterment of all students every day.
THETFORD ELEMENTARY SCHOOL	We are not on a continuous improvement plan this year
TWIN VALLEY MIDDLE SCHOOL	didnt write the plan
WINDHAM ELEMENTARY SCHOOL	It has not been put in there.

School and / or SU Name	What, if any, additional financial costs were necessitated in order to comply with the statutory requirements during the academic year ending?
BARNARD ACADEMY	We have a regular education line with money available for non-special education services/assessments. Through grant funding the interventionist has received professional development training.
BARNET ELEMENTARY SCHOOL	Providing MTSS services in a small school is essential for students, but a real drain on the local budget...especially with federal grants getting smaller.
BENNINGTON ELEMENTARY SCHOOL	Cost of trainings for MTSS and Co-Teaching
BLUE MOUNTAIN US #21	We have budgeted for unforeseen costs, so there was not additional cost beyond that.
CANAAN SCHOOLS	We work within our budget, however, there are unmet needs: 1. providing adequate instruction for students while staff are working in collaboration teams. 2. The after school program 3. adequate staffing for intervention groups 4. Alternative program for those students who aren't successful in a traditional school setting
CRAFTSBURY SCHOOLS	No additional costs were required.
CROSSETT BROOK MIDDLE US #45	None
CURRIER MEMORIAL US #23	We did not incur any additional costs.
DUMMERSTON SCHOOLS	Title IIa and rental revenue from housing a district program at our school

School and / or SU Name	What, if any, additional financial costs were necessitated in order to comply with the statutory requirements during the academic year ending?
EDEN CENTRAL SCHOOL	None
ENOSBURG FALLS MIDDLE-HIGH SCHOOL	There were some summer costs for PLC teacher leader training.
FAIR HAVEN GRADE SCHOOL	Costs associated with providing professional development regarding the effective development and implementation of a MTSS model. Cost of intervention programs to augment the tiers of instruction associated with developing instruction through a MTSS model. Costs associated with providing release time / stipends for individuals to undertake the work needed to implement and maintain an effective MTSS model.
FRANKLIN ELEMENTARY SCHOOL	additional speech services observation and consultation for hard of hearing (504 student) FM system and supplies (504 student) additional reading and math supports additional guidance and psychological services
GLOVER COMMUNITY SCHOOL	There were no additional financial costs needed during the academic year.
HALIFAX SCHOOL	The state must have financially supported the efforts of the MTSS coach which was provided to the district to fill out the MTSS rubric and offer coaching opportunities for schools or staff interested.
HIAWATHA SCHOOL	Significant local costs.
ISLE LA MOTTE ELEM SCHOOL	Which statutory requirements? I don't understand the question.
JAMAICA VILLAGE SCHOOL	none
LAKE REGION UHS #24	none

School and / or SU Name	What, if any, additional financial costs were necessitated in order to comply with the statutory requirements during the academic year ending?
LELAND AND GRAY UHS #34	None.
LINCOLN COMMUNITY SCHOOL	None
LUDLOW ELEMENTARY SCHOOL	Money for in school tutoring program.
MIDDLEBURY UNION MIDDLE SCHOOL #3	Do not understand this question--too vague.
MILTON ELEMENTARY SCHOOL	PD costs
MT ABRAHAM UHS #28	none at this time
NESHOBIE SCHOOL	Neshobe School is moving from an RTI model to a comprehensive MTSS academic and behavioral model. We have utilized staff in our local budget and used Title I finding to hire a Literacy and Math interventionist.
NORTH HERO SCHOOL	None at this time.
NORTHFIELD MIDDLE/HIGH SCHOOL	This is difficult since we have tried to embed requirements into existing job descriptions. Specific to MTSS, and more closely PBIS, we have budgeted \$1500 for student recognitions and an additional \$800 for a PBIS coordinator. We have spent money from our budgeted Contracted Services line to pay for some counseling services not covered by Medicaid. We have tried to use grants to cover in other areas, we have utilized our CFG monies for the SES tutoring and 21C for afterschool homework help.

School and / or SU Name	What, if any, additional financial costs were necessitated in order to comply with the statutory requirements during the academic year ending?
ORLEANS ELEMENTARY SCHOOL	None
POMFRET SCHOOL	There weren't any.
PORTERS POINT SCHOOL	None
POULTNEY ELEMENTARY SCHOOL	Grant Funding through the BEST Institute Title funding Local Funding
POULTNEY HIGH SCHOOL	None
POWNAL ELEMENTARY SCHOOL	ECO1 Mentoring teachers/SVSU Mentoring Program using Charlotte Danielson's "A Framework for Teaching"
PROCTOR ELEMENTARY SCHOOL	n/a
RANDOLPH ELEMENTARY SCHOOL	It costs staff a great deal of time to implement and follow through on EST plans. Evaluations and observations from outside professionals implemented through the EST process cost the school money.
SAXTONS RIVER ELEM SCHOOL	homework lab tutors cost, two regular education paraeducators and half time reading teacher money from CFG and local budget
SUMMIT STREET SCHOOL	No additional costs needed.
SUNDERLAND ELEM SCHOOL	Not sure there are any.

School and / or SU Name	What, if any, additional financial costs were necessitated in order to comply with the statutory requirements during the academic year ending?
TWIN VALLEY MIDDLE SCHOOL	none
UNION MEMORIAL SCHOOL	none
WAITSFIELD ELEM SCHOOL	I'm unclear what this question is asking.
WATERVILLE ELEMENTARY SCHOOL	Additional financial costs have incurred this year by having to employ the services of a 1:1 BI from Lamoille County Mental Health for a student in DCF custody on a 504 plan (not in special ed.) (But I believe the State may be reimbursing us for this cost).
WEATHERSFIELD SCHOOL	None
WESTMINSTER SCHOOLS	We decreased our school counselor position to full-time to accomplish our MTSS goals. We purchased SWIS program to track our office referrals more accurately. We purchased LLI kits to support reading intervention. We provided professional development for primary mathematics teachers and staff.
WOLCOTT ELEMENTARY SCHOOL	Not sure.
WOODBURY ELEMENTARY SCHOOL	none- just schedule changes and protocol changes.