

98C Allocation

McGraw Hill ConnectEd - Supplemental Digital Licenses (9-12 Social Studies)

- Supplemental digital licenses for every 9-12 student that align with the 9-12 Social Studies textbooks
 - These supplemental digital licenses offer teachers the ability to differentiate instruction, accelerate learning, and utilize diagnostic and curriculum-embedded assessments.
 - The digital licenses also offer passages at different lexile levels, text-to-speech capability, and content/vocabulary tools.

IXL - 6-12 Licenses

- A portion of the IXL subscription for all students in grades 6-12.
 - IXL offers personalized learning and guidance for all students and allows teachers to identify areas of need for all students, including knowledge gaps, to assist in getting them back on track.
 - IXL can also target these trouble spots in a way that differentiates and scaffolds the instruction.

ESSER PLAN

Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools in order to continuously and safely open and operate schools for in-person learning:

VPS adopted an updated COVID-19 policy, BINAX testing, quarantine, and isolation policy for five days' home and five days masking. The district continues to purchase disinfectant wipes. Air purifiers have been installed, and we continue to follow disinfecting protocols. In the 2022 school year, VPS adopted a balanced calendar to allow our students to extend in-person learning through the summer and during two intersession periods. To provide quality educational programming, VPS has invested in Science materials for K-12. The curriculum cycle has the district purchasing Social Studies 6-12, Fine Arts K-12, Math 6-12, and a prescribed reading program for K-5 and ELA updated materials 6-12. The virtual experience gave us insight into the technological needs of our students and families. We plan to purchase additional Chromebooks and accessories for grades K-12, Interactive Flat panels 6-12, and Chromebook charging carts for 6-12.

Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:

VPS ran a successful summer program for grades K-12 for the summers of 2021 and 2022. The program started immediately at the end of the previous school year and ran for five weeks. The students engaged in STEAM activities, SEL lessons, credit recovery, field trips, and academic support. The VPS implemented a balanced calendar for the 2022-2023 school year. In Oct. 2022 and Feb. 2023, the district will offer a week-long intersession that will utilize intervention strategies, academic support, attendance make-up, field trips, STEAM activities, enrichment, and credit recovery.

The 6-12 building has data that shows our math students have fallen behind, so additional instruction intervention periods have been integrated into the schedule to target students to receive additional instructional time. The student data will be reviewed, and programs will reflect different classes for target students. This year we added an MTSS coordinator to support the SEL needs and increased behavioral needs. The 6-12 building continues to dedicate thirty minutes daily to mentoring all students. This mentoring course focuses on social-emotional learning, goal setting, personal and academic development, and relationship building.

The K-5 building has data that shows students not on grade level in reading and math. The most significant barrier for these students is their social-emotional learning, ultimately affecting their academic performance. We implemented summer school, intersession, behavior interventionist, and academic interventionists. This year we added a behavioral support teacher coordinator to reduce instructional interruption for students with behaviors.

VPS was very lucky to implement a new School Resource Officer for K-12. The program's focus is to ensure the safety of the building, staff, and students. There is a priority to build positive relationships between students and law enforcement. Our officer goes into classrooms and teaches the T.E.A.M curriculum for K-12. A new mentoring program was established between our "littles" and the high school mentors of our officer. Our officer is also the leader of the "Students leading Students" program. There are daily communications with students and families to promote positive behavior. Recently, our officer helped to facilitate our "Run, Hide, Fight" professional development workshop. The "Safety Town" program will be implemented for

kindergarten students this summer. Our resource officer was recently certified as an ASIST (Applied Suicide Intervention Skills Training) caregiver.

Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act. VPS conducted a community survey to gather input on the use of ESSER III funds. The highest percentage (60.3%) of votes were for air conditioning in all instructional spaces. The next item to receive votes (52.1%) was technology. We plan to update all existing computer labs and continue replacing outdated Chromebooks, instructional technology, and infrastructure to handle the increased bandwidth use and daily equipment maintenance. The next area that received votes (43.3%) was developing an outdoor pavilion and classroom.

Finally, the areas of summer learning, tutoring before and after school, and improving instructional materials all received approximately (30%) of the votes. VPS is purchasing educational materials to fulfill the curriculum adoption cycle. Subscriptions to IXL and Illuminated have also been purchased to support academics. In addition, VPS has adopted an e-sports pilot program to buy gaming computers and training for the second semester.

Two additional surveys (community mental health survey & staff wellness survey) have been conducted to gather further ideas and data to guide our decision-making regarding mental health supports and resources throughout the district.

Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students. VPS conducted a community survey to gather input on the use of ESSER III funds that included stakeholders with students from low incomes, of color, English learners, disabilities, homelessness, foster care, and students of neglect. In addition, VPS utilized the 310 grant to hire a registered nurse and a student support supervisor to address social, emotional, and mental health needs, as well as a School Resource Officer. To offer before and after school activities, Blue Water Thumb Youth for Christ, in collaboration with VPS, wrote the Out of School Time grant. The data has shown that our students across the district suffered academic and social-emotional loss and gaps in "in-person" learning due to the COVID-19 pandemic.

The district has taken the time to review the previous ESSER plan and collected student, staff, and community feedback. This updating process has guided our development of the newly updated learning loss plan.