



## ESSER III LEA Plan of Use

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:

- As a virtual school, PrepNet Virtual Academy's ESSER 3 funds were not spent on prevention and mitigation strategies to continuously and safely open and operate our school.

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:

- Math Academic Specialist = 1%
  - This staff member supports students that are performing in the bottom quartile in mathematics. Students receive an additional academic instruction utilizing a research-based intervention program (Bridges) to target and close each students' learning gap quickly. Small groups are pulled during rotation and at other times to ensure students receive differentiated support as a second dose.
- Tutoring Personnel = 6%
  - Students participating in the Spring Credit Recovery (March 7, 2022 - May 27, 2022) have a second opportunity to recapture high school credit for those semester 1 courses they have previously failed or not completed. In the spring of 2022, 50 of 120 students participated in the recapture courses. Students were expected to participate in 2 hours of additional instructional time each week. Student completion was determined by assessments aligned to each standard.
    - Courses offered:
      - Algebra 1a
      - Algebra 2a
      - Geometry a
      - English 9a
      - English 10a
      - English 11a
      - Biology a
      - Chemistry a
      - World History a
      - US History a
  - 120 students invited
  - 50 students participated in recapture academy
  - 31 courses recaptured
  - 62% Recapture Rate
- Summer Program Personnel = 53%
  - **Coordinators** 2 summer school coordinators are hired to manage both the academic instruction and accountability of instructional staff and students for the duration of the summer learning programs. Each coordinator monitors attendance, student academic progress and manages communication for teachers, and families.
  - **K-2** Students in grades K-2 were selected from the bottom 25th percentile and did not demonstrate attendance concerns. Reading was the focus to ensure students were starting the next grade at grade level. To facilitate consistent data-based lessons, students were provided a benchmark assessment at the start and end of the summer program. Raz Kids and Lexia were the tools utilized for instruction. Instruction was delivered in small groups 2-5 students for 55 minutes, 4 times weekly for 4 weeks. 53 students participated in K-2 Summer Reading Camp.
  - **3-5** Students in grades 3-5 were selected to participate if they demonstrated performance in the bottom quartile in reading and did not demonstrate attendance concerns. Students participated in small group instruction for 55 minutes, 4 times weekly for 4 weeks. Teachers utilized Corrective Reading to benchmark and provide targeted instruction. 75 students participated in 3-5 Summer Reading Camp.
  - **Middle School** Students in grades 6-8 were split into 2 specific programs based on instructional need. Students at risk of failing the grade level were offered a "recapture" option to relearn and demonstrate learning on the skills that they failed. To pass grade level ELA, students were required to complete their grade level in the Lexia Core 5 program, complete 240 minutes of independent reading, and complete the tutoring sessions with teachers weekly. Students participated in small group instruction for 55 minutes, 4 times weekly for 4 weeks. 23 students participated in this program with a 57% promotion rate.  
Students that had reading difficulties and were ineligible for retention participated in the other program for 6-8 grade students. Students were identified as being in the bottom 10th percentile and did not have attendance concerns. Teachers utilized Corrective Reading to benchmark and provide targeted instruction in reading. For math students were provided instruction utilizing Zearn small group lessons and demonstrated completion of 6 lessons weekly in the math intervention

program, DreamBox. Students participated in small group instruction for 55 minutes daily, 4 times weekly for 4 weeks. 105 students participated in 6-8 Summer School.

- **High School** 9-12 grade students participating in the Summer Credit Recovery (June, 2022 - July, 2022) have a second opportunity to recapture high school credit for each semester of a course they have previously failed or not completed. In the summer of 2022, 97 students participated in the recapture courses. Students were expected to participate in 4 hours of additional instructional time each week at an accelerated pace. Student completion was determined by assessments aligned to each standard. At the conclusion of Credit Recovery, 62 (64%) students were able to recover credits.

Please describe how your school will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.

- Retention & Recruitment = 16%
  - Staff fulfilling hard to fill positions such as 7-12 math and sciences were provided with retention bonuses to ensure that the staff would maintain employment at PVA. This resulted in retaining 6 of the 8 staff members in that content area over 2 years.
- Supplies & Materials = 25%
  - Summer Bridge Books
    - Title 1 population
    - K-8 Summer Bridge Books for all Title 1 students (McKinney Vento, FRL status, EL, students struggling with chronic absenteeism, those in the bottom quartile of academic performance, students at-risk of retention)
    - 9-12 # students participating
  - Digital Curriculum
    - Flocabulary views
    - RazKids used
    - Sora Overdrive
    - GoGuardian
    - Learning.com
    - Typing Club
- Single Audit Fee
  - This funding is utilized to audit school level implementation of the ESSER 3 funds and allocation.

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.

- Interventions in grades K-6 are included below:
  - Online Learning Mentors (OLMs) serve as additional support in all self-contained classrooms. The OLMs serve to provide targeted intervention services in reading and math, strategic instruction, and co-teaching alongside the teacher, and monitoring of student success in collaboration with families.
    - Academic small group support
      - UFLI program for reading intervention
      - Corrective Reading/Reading Mastery groups
      - Zearn Math groups
    - Attendance interventions and family engagement
      - Attendance intervention check-ins via OLM for daily absences/tardies/idle behavior
      - Family engagement communication targeted toward students with low academic performance, low attendance rates, low participation, or identified additional needs (504 interventions, McKinney Vento, etc.)
  - The K-6 Math Specialist provides targeted math instruction and intervention to students identified with an increased academic need. Data is analyzed from common assessments, unit assessments and NWEA. Students are instructed regularly based on need, then assessed to determine growth and performance increase. As students progress, they are moved out of the targeted group.
    - Small groups
    - Utilizing Bridges intervention curriculum (adapted for virtual instruction)
    - Data collection through assessment
    - Data Analysis and collaboration with GE teachers
  - The K-6 Reading Specialist provides targeted reading instruction and intervention to students identified with an increased academic need. Data is analyzed from common assessments, unit assessments and NWEA. Students are instructed regularly

based on need, then assessed to determine growth and performance increase. As students progress, they are moved out of the targeted group.

- Small groups
- Data collection through assessment
- Data Analysis and collaboration with GE teachers
- The Summer intervention program is tailored based on student age and need. Students are identified to participate in targeted academic summer intervention based on teacher recommendation and end of year academic performance results via state test, common assessments and NWEA scores. Students in K-2 are grouped with a focus on reading only, where as, students in grades 3-6 are selected for either or both reading and math. If students in grades 3-6 are promotion contingent and they demonstrate grade level performance during the summer program, those students are able to be promoted to the next grade. Student performance is assessed weekly based on objective mastery by their small group tutors. All tutors are qualified teachers.
- Interventions in grades 7-12 are included below:
  - Online Learning Mentor (OLM)
  - Math Specialist
    - Push in targeted support for scholars scoring in the bottom quartile or those that are failing the math course
  - Reading Specialist
    - Reading skills workshop elective course provided to students identified in the bottom quartile or failing GE courses.
  - Summer intervention program
    - Credit Recovery
- Schoolwide
  - EL Teacher
    - Administers WIDA screener to all Kinder and recent immigrant students
    - Administers WIDA assessments
    - Provides scheduled and data-based support to EL students based on WIDA assessment tier placement.
    - Provides language and community supports to family
    - Acts as liaison for newcomer families to resources
  - Summer Independent Program
  - Attendance Liaison
    - Attendance Corrective Action Plan (ACAP) creation
    - Individualized family engagement with resources
    - Positive attendance incentives
    - Data collection and mgmt
    - Schoolwide initiatives in attendance systems and communication
  - Achievement and Behavior Support Specialist (ABSS)
    - Crisis support
    - Individualized family engagement with resources
    - Small group supports
    - Schoolwide Social Emotional Learning (SEL) and family engagement
    - McKinney Vento monitoring and support
    - Homebound/Hospitalized monitoring and support
  - Intervention Assistance Team (IAT)
    - Identification of students in academic and behavioral need
    - Early intervention process strategy identification and documentation of strategies and successes
    - Support implementation of student 504 plans
  - Special Education Program
    - Identification and screening of students in Tier 3 to develop a data-based IEP plan
    - Targeted goal development with IEP team for students being serviced
    - Implementation of targeted instructional supports/accommodations for students with IEP goals
    - Monitoring and reporting of student progress toward IEP goals
    - Self-contained instruction for students with IEPs that require modified instruction
    - Support of high school students with transition goals to meet graduation requirements