

REFORMING, REBUILDING, AND REBRANDING PUBLIC EDUCATION

VIRGIN ISLANDS DEPARTMENT OF EDUCATION
COMMITTEE ON EDUCATION AND WORKFORCE DEVELOPMENT HEARING

PRESENTED ON JULY 31, 2023
DR. DIONNE WELLS-HEDRINGTON
COMMISSIONER



Dionne Wells-Hedrington, Ed.D.
Commissioner

GOVERNMENT OF THE VIRGIN ISLANDS
DEPARTMENT OF
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July 28, 2023

Honorable Marise C. James
Chairwoman, Committee on Education and Workforce Development
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Sent electronically via mjames@legvi.org.

Dear Honorable Marise James,

Thank you for the opportunity to provide testimony on the status of schools and our readiness for the 2023-2024 school year to the 35th Legislature Senate Committee on Education and Workforce Development.

This handbook provides testimony and accompanying information. Thank you for your continued support and attention regarding the needs of the VIDE.

Sincerely,

A handwritten signature in black ink, appearing to read "Dionne Wells-Hedrington".

Dionne Wells-Hedrington, Ed.D.
Commissioner

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Statement by the Commissioner

Good morning, Committee Chairwoman, Senator Marise C. James. Vice-chair, Senator Donna A. Frett Gregory, other committee members Senator Diane T. Capehart, Senator Dwayne M. DeGraff, Senator Javon E. James Sr., Senator Franklin D. Johnson, and Senator Carla J. Joseph. I appreciate the opportunity to be here today to discuss our summer enrichment programs and afterschool programs, the status of school facilities, the latest vacancies, a detailed breakdown of federal grants, and a comprehensive report on the availability, accessibility, and quality of PreK programs.

With me are members of my leadership team: Mr. Victor Somme III, Assistant Commissioner; Dr. Renee Charleswell, Deputy Commissioner of Curriculum and Instruction; Mr. Kemo Smith, Deputy Commissioner of Fiscal & Administrative Services; Dr. Stefan Jürgen, St. Thomas-St. John District Insular Superintendent; Dr. Ericilda Ottley-Herman, St. Croix District Insular Superintendent; Mrs. Melene Cooper-Shelford, Acting Human Resources Director; Alan Fleming, Chief Operations Officer, Davidson Charlemagne, Territorial Director of Facilities and Maintenance; Yauncey Milligan, Director of Maintenance St. Croix District, Gene Weekes, Director of Maintenance St. Thomas-St. John District and Mrs. Keisha Culpepper Smith, Federal Grants Director.

The VIDE is committed to providing a quality educational experience for all students. We are Reforming, Rebuilding, and Rebranding Public Education in the Virgin Islands. We are happy and excited to open our doors on August 7, 2023, to welcome our faculty and staff, students, and parents to the school year 2023-2024. The districts have been working tirelessly to ensure that all the much-needed preparations are in place for a successful opening of our schools.

At this time, we request a moment of silence for our active employees that we lost over this summer, Laura Sanchez, Paraprofessional in the St. Thomas-St. John district, Dian John-Francis, Teacher in the St. Croix district; Nekesha Jeffers, Paraprofessional in the St. Thomas-St. John district and Kelly Charleswell, a teacher in the St. Thomas-St. John district. VIDE mourns their loss, and we are grateful for the contributions that they have made to the lives of so many children. May their souls Rest in Eternal Peace.

Today, we commend the hard-working employees of the Virgin Islands Department of Education for their commitment, dedication, and passion for our children as we embark on yet another year of enriching, inspiring, and educating the young minds of this territory. At the VIDE, we share in the common vision that we are transforming today's learners into tomorrow's leaders. With our rebranding, communication is key, and we will continue our efforts to keep the internal and external stakeholders informed. We are open to having those difficult conversations, finding solutions to our myriad of problems, and working together closely with all stakeholders to make our schools exceptional learning communities.

VIDE Agency Reform Plan

At VIDE, we are Reforming, Rebranding, and Rebuilding Public Education in the territory. Under our agency reform plan, we outlined three priorities: digitizing our processes, updating our standard operating procedures, and improving teaching and learning. The VIDE has spent the last year looking closely at our data to make informed decisions resulting in improved outcomes. When it comes to the operational processes of the Department, we have begun updating our policies and procedures for better management of resources and to ensure that the experience our clients receive is effective and efficient. Standard operating procedures ensure that all internal and external stakeholders know exactly what the expectations are to ensure consistency and quality of job performance. This process required us to look closely at the existing policies to determine which ones are most critical to opening schools. Due to the oversight of the Third-Party Fiduciary, many of our policies have been updated to include those tied to federal funding, such as the procurement and federal grants SOPs. Those SOPs in progress include payroll, compliance line, per diem, travel, cash management, and a multi-tiered system of support (MTSS) which will be rolled out in a couple of weeks. Under legal advisement are donated funds and SPED SOPs. The goal is to complete those by the end of this school year, 2023-2024.

The digitization of our processes will benefit the Department tremendously. We were excited to look for ways to make our parents' and employees' lives easier. Digitization allows us to streamline workflows, save time and money, ensure compliance and monitoring, and accelerate growth and efficiency. Some of the steps taken thus far include online registration, where our parents can now fill out the required application and upload documentation to register their children into our public school system. Internally, we have digitized our personnel request form for employment and are working on our per diem process. We have begun creating a one-stop shop through our existing PowerSchool platform where our employees can access their grade book, human resources files, professional development modules, and evaluation system. To minimize the interruptions to the schedules of our parents, we are establishing a cash management system that allows our parents to access their child's account to pay their fees and all other cost related to school activities and fundraisers. That system should be in place by the end of this calendar year. These are just a few steps taken to ensure that the service we provide at the VIDE is efficient and effective.

The main crux of what we stand for in the Department of Education is teaching and learning. We acknowledge that here at VIDE, we have lots of work to do to ensure our students receive quality learning experiences within our school system. This means going back to basics, where principals have developed their school improvement plans and created budgets for implementation. This allows school-based personnel the flexibility to design programs within their buildings unique to the needs of their population. Site-based management will enable principals to run their schools and be accountable for teaching and learning. Each school has developed targeted goals for their campuses, and that will be used to determine their success. This year is the first in many years that

we will be evaluating schools individually based on their academic performance. This journey began with a design in the school year 2021-2022, where VIDE convened a task force to review the Every Student Succeeds Act (ESSA) and made recommendations for the development of accountability. ESSA requires states to differentiate school performance by focusing on student proficiency on annual assessment, student growth in middle and elementary schools, the graduation rate for high schools, and English language proficiency progress. Accountability is about equity, providing support to achieve fairness and equality in outcomes. The VIDE's goal with this system is to articulate clear expectations to improve teaching and learning, differentiate the performance of schools, timely report actionable data on performance, and foster a culture of commitment to innovation and improvement.

Working into the 2022-2023 school year, the workbook was developed, and we launched using results from previous years. This school year, we will release the report cards using the Spring 2023 data in which schools will be identified for support. These reports will be public knowledge.

Figure 1: Timeline



The star ratings for each school will be based on how they perform on four indicators; (achievement, growth/graduation, EL proficiency, and absenteeism rates) for all students and each student group. As a department, we must have a system of support and intervention for schools when students overall (or if any group) are struggling. Our one- and two-star schools will require comprehensive support and intervention and will work directly with their district and the state to engage in comprehensive improvement efforts. As we get closer to the launch of these ratings, there will be public engagement so that the territory understands how the Department will address student performance.

In addition to the current support that the Department has in resources and human capital, we are designing a structured program to support our educators in those low-performing schools intensively. We recognize that student success really depends on all of us being committed to teaching and learning. It means ensuring that there is training, coaching, modeling, and consistent support in our buildings. As such, my superintendents know

that they must be visible in the school and support teaching and learning. The VIDE has begun the framework for the launch of the Education Turnaround Office (ETO), the first in the territory that will be responsible for providing that much-needed support to those schools identified as low performing. The goal of this unit is to provide intense support in schools, holding them accountable for results while limiting the operational obstacles and focusing the work on teaching and learning.

The VIDE will focus on teaching and learning in our efforts to reform public education. The entire team will be in our schools, monitoring instruction and providing the needed support. As our plans get solidified, we will be sure to communicate with all stakeholders.

Summer Enrichment Programs & Afterschool Programs

St. Thomas- St. John District Report

Extended Learning Opportunities

Summer Programs 2023

Summer 2023 was filled with a lot of learning and excitement for over 1100 students in the district. These programs were open to general education students as well as special populations such as Special Education, 504 students, and English Language Learners.

The Pathways to Success Summer Programs are designed to help students improve academic skills and access support so that they are better prepared for the next grade level, accelerate students learning and build interest in targeted areas. These programs help to reinforce and strengthen essential foundational skills in reading, writing, comprehension, math, and other courses and offer an array of enrichment classes and activities as well as field trip experiences. During the summer 2023, the elementary programs were housed at Ulla F. Muller Elementary School (*41 students*); Jane. E. Tuitt School (*77 students*); Elementary, Lockhart Elementary School (*50 students*), Yvonne Milliner Bowsky Elementary School (*77 students*), Joseph A. Gomez Elementary School (*97 students*), and Julius E. Sprauve Elementary School (*66 students*).

The KinderCamp program is designed to help students successfully transition by utilizing thematic units to engage students in learning activities and conversations that support Common Core communication standards. These students are introduced to Pre-K and Kindergarten curriculum and receive additional support and experiences that help reinforce skills that will strengthen their transition to kindergarten. This year 116 students participated in the programs housed at the Lockhart School and Joseph Gomez campus.

The Elementary STEAM Camp targeted students in Grades 2-5. These students were engaged daily in problem-solving, hands-on application, and experimental learning activities with a focus on science, mathematics, and engineering.

CTE Summer Explorers Academy is in its third year of operation. The program provides exploratory experiences in CTE fields for students in Drafting, Carpentry, Hospitality, Financial Literacy, Life Skills, Barbering, & Hair braiding, and Human Ecology. The 60 student participants rotated through each module. Programs were housed at the Bertha C. Boschulte and the Julius E. Sprauve Campuses.

The Summer Bridge Program is a four-week program designed to help students successfully transition from elementary (6th to 7th grade) to middle/junior high and from (8th to 9th grade) middle/junior high to high school. Programs were held at the Lockhart K-8th, formerly Addelita Cancryn, Bertha C. Boschulte Middle School, Ivanna Eudora Kean High School, and the Charlotte Amalie High School. Two hundred and eighty-one (281) students participated in this summer bridge across the four schools

Credit Recovery served 293 elementary, junior high/middle school students, and high school students, eight of which were from non-public schools. This program gives middle/junior/high school students a second chance at academic success by allowing them to re-take courses they failed, earn credit, and, in some cases, move on to the next grade. Student participation criteria are as follows:

- Counselor and/or principal recommendation
- Failed a course with a grade of 60% or higher
- At the school’s recommendation
- Willingness to sign a “Credit Recovery Program” academic and behavioral contract (Parent must also be willing to sign contract)
- Meet attendance requirements
 - Students must attend 20 days of classes (This permits no more than two (2) absences.)
 - Students may accumulate no more than three (3) late arrivals per class and get the opportunity to redo coursework or retake a course through alternate means.

Table 1: Number or count of students that attended the program.

Summer School	Count
Addelita Cancryn	57
Bertha C. Boschulte	67
Charlotte Amalie	94
Ivanna Eudora Kean	63
Yvonne E. Milliner-Bowsky	3
All Saints	9
Grand Total	293

Table 2: The number or count of grades successfully recovered.

Summer Schools	Count
Addelita Cancryn	86
Addelita Cancryn	84
All Saints	2
Bertha C. Boschulte	81
Bertha C. Boschulte	81
Charlotte Amalie	156
All Saints	10
Charlotte Amalie	91
Ivanna Eudora Kean	55
Yvonne E. Milliner-Bowsky	9
Yvonne E. Milliner-Bowsky	9
Grand Total	332

Table 3: The number or count of grades that were not recovered.

Summer Schools	Count
Addelita Cancryn	5
Addelita Cancryn	5
Bertha C. Boschulte	16
Bertha C. Boschulte	16
Charlotte Amalie	26
Charlotte Amalie	11
Ivanna Eudora Kean	15
Grand Total	47

Table 4: Number or count of grades earning 0.5 credits and not needed for Credit Recovery.

Schools	Count
Charlotte Amalie SS	11
Charlotte Amalie	7
Ivanna Eudora Kean	4
Grand Total	11

A Credit Recovery for Adult Continuing Education Program (ACE) also existed. There were 27 participants.

- 27 (100%) successfully completed the program. Among the 27 students enrolled, there were seven (7) co-enrollment students. Two (2) from Ivanna Eudora Kean High School and five (5) from Charlotte Amalie High School were successful.
- Five (5) were able to receive their diplomas (1 from ACE, 1 from CAHS and 3 from IEKHS).

The STEAM Summer Enrichment was once again offered to students in middle and high school. These 42 students were engaged in high interest in Science, Mathematics and the Arts programming. Students were able to solve real-world problems and engage in hands-on application, project-based learning, and collaborative learning experiences. Participants' stipends have been submitted for students that participated. Another 12 students spent their STEAM time in on-the-job STEAM experiences for their four weeks of the program.

The College and Career Readiness Secondary Summer Intervention Program provided experiences in trades for 20 students, providing them with targeted skills in an effort to prepare them for skill-based careers such as interior & exterior painting, basic carpentry, and basic air-conditioning and refrigeration. These students also receive counseling services, career & college readiness skills, and financial literacy training. Students also participate in weekly field trips. These students traveled to St. Croix overnight as part of their experience.

Eighteen students attended the Project JumpStart program that was started by the Edith Williams Alternative Academy (EWAA) this year. This served as a summer intervention program to narrow the skill gap for incoming students. In addition to academic support, students also received counseling services, enrichment activities, and some career exploration opportunities. Fifteen students also traveled to Piney Woods School in Piney Woods, Mississippi, accompanied by their chaperones. They attended a two-week program from June 12th - June 24th. Some activities they experienced included American Sign Language & Interpreting, agriculture, STEM activities, outdoor games, sports, baseball academies, horseback riding, fishing, and field trips.

Fourteen students and two chaperones traveled from June 12 - June 16, 2023, to Boston, Massachusetts. Students participated in the Harvard On-Campus Summer Academies academic enrichment programs for high school students, which were held on Harvard's campus. Students selected from three areas to include Business, Pre-Law, and Pre-Medical Studies. Each program contained forty hours of programming featuring engaging lectures, keynote speeches from professionals in the field, field trips, and a final project presentation. The Academies are uniquely positioned to foster connections between the students and Harvard undergraduate mentors. Our students represented themselves, their families, and the Virgin Islands exceptionally well and went on to win several awards.

One student has received a tuition scholarship to attend Berklee College of Music, and the district supported additional expenses to include travel fees for the student and an adult chaperone. Sessions started on June 6 and are slated to end on August 11. This program draws musicians from more than 70 countries to Boston to receive one-on-one instruction with Berklee's renowned faculty using their rigorous curriculum. That student will be receiving college credits. This immersive program will enhance participants' instrumental or vocal performance mastery. The program culminates with a final week of concerts where learners will perform for faculty, fellow students, and friends. Our goal continues to expand this opportunity to additional students this upcoming summer.

Three students and one chaperone attended a summer program at Emory University from June 14-22, 2023, in Atlanta, GA. The program provided an opportunity for future doctors and healthcare practitioners to discover their passions through hands-on medical experiences. Students resided on the campus and experienced the collegiate lifestyle firsthand, learned from doctors, participated in an interactive curriculum, visited an accredited medical school, and engaged in clinical skills rotation. They were also able to explore professional opportunities in the ever-expanding field of medicine and healthcare among fellow high school students. Students were invited to participate in the summer academy due to their exceptional academic performance in school.

SPED Extended School Year Program (ESY) supported the continuation of learning during out-of-school time for 30 students in grades K-12 who required additional services to maintain previously learned skills.

Twenty-two students received district intervention and support as a result of being referred for expulsion during the 22-23 school year. Those students met with program staff weekly for skill building and development in social-emotional content as well as areas of interest to students. Students were also monitored for their engagement in positive learning opportunities and work experience. In addition, they were provided guidance and support to assist them in achieving their educational goals.

The district also partnered with Livewire Sports Inc. to send 12 student-athletes to a three-week baseball camp at IMG Academy in Bradenton, Florida. The training at the summer program aims to provide these young athletes, ranging in age from 14-17, the chance to experience intensive, off-island baseball training for three weeks.

After School Programs

The district also provides After School Programs and Small Group Tutorials. During the 2022- 2023 school year, the district served over 700 students enrolled in afterschool programs at eleven school sites. Student attendance in programs, however, attendance was sporadic; 516 attended consistently.

These programs offer 20 weeks of academic tutorials and enrichment. Programs place emphasis on English Language Arts (ELA) and mathematics skills for students who are at or below standards based on data obtained from the iReady and Smarter balanced assessments. Results from these data points have indicated a need for emphasis on Reading: Comprehensions: Literature and Comprehension: Information Text · Math: Measurement & Data and Geometry. Afterschool classes/sessions are held Monday-Thursday.

Saturday Academy

In addition to afterschool classes, students have opportunities to engage in extended learning opportunities through the Saturday Academy programs. In the Saturday Academy Program, students receive either two hours of math or ELA or one hour of math and 1 one hour of ELA, based on their individual needs. The focus skills are identified during the beginning of the year iReady diagnostic testing. Students who have consistently participated in Saturday Academy have outscored their counterparts by 10-15 percentage points for the past two years. During 2022-2023 there were 181 participants.

Additional After School and Saturday Programs provide enrichment in the arts as well as exposure to an array of agricultural and environmental studies, literacy, music, athletics, leadership and cultural activities. Last school year, a small team of community artists and student artists began a creative project intended to promote awareness of Art Education as a part of S.T.E.A.M. The St. Thomas-St. John Mural Art Project staff was tasked with creating a team of visually creative students and community artists across the district. The first phase was completed at the Bertha C. Boschulte Middle School; this was followed by smaller projects at Jane E. Tuitt and Ivanna Eudora Kean High School.

Homework Hotline

The Homework Hotline has been explored for the past two years to offer an option for students to receive assistance at both the elementary and secondary levels. This program targets students not enrolled in afterschool programs. Usage was low, but a consistent 37 students utilized the service (See Figure 2).

Figure 2: Extended Learning Opportunities 2022-2023



Extending Learning Opportunities 2022-2023

After-School

<u>Afterschool</u>	
Ulla F. Muller Elementary K-6	80
Joseph Gomez Elementary K-5	85
Jane E. Tuitt Elementary K-4	40
Bertha C. Boschulte Middle School 6-8	33
Addelita Cancryn Intermediate Junior High School 4-8	69
Addelita Cancryn Intermediate Junior High Excll (ELL)	45
Lockhart Elementary K-3	55
Yvonne Milliner Bowsky Elementary PreK-5	109
Afterschool Total	516

Homework Hotline

37 Students actively participated



Saturday Academy

<u>Saturday Academy</u>	
Joseph Sibilly Elementary 3-6	37
Joseph Gomez Elementary 3-5	51
Julius Sprauve K-8	18
Addelita Cancryn Intermediate Junior High School 4-8	26
Yvonne Milliner Bowsky Elementary PreK-5	29
Lockhart Elementary	20
Saturday Academy Total	181

St. Croix District Report

Extended Learning Opportunities

STX Summer 2023

This summer, the St. Croix District conducted eleven Summer Programs from June 5, 2023, to July 7, 2023, to include academic enrichment and interest-based sessions, credit recovery, Pre-K Smooth Transition Program, 6th and 9th Grade Bridge Program, the STEM Program, Computer Science Academy, and Music Academy Program. It is important to note that several of these programs serve both the public and the non-public schools.

Academic Enrichment/Interest-Based Summer Academy - This 6-week program is broken into two sessions daily. Session 1 focuses on academic tutorials and interventions, primarily in Reading and Mathematics. Session 2 allows students to anticipate interest-based activities to include Coding, Gardening, STEM (Science, Technology, Engineering, or Mathematics), Arts, etc. Resources include iReady Teacher Toolkit, Journeys, and Common Core Math. This summer, 190 students participated in this program. Schools utilized End-of-Year I-Ready data as a baseline. Of the 93 ELA students who completed the End-of-Summer Assessment, 16% were in Tier 1, 33% were in Tier 2, and 51% were in Tier 3. Of the 96 Mathematics students who completed the End-of-Summer Assessment, 9% were in Tier 1, 40% were in Tier 2, and 51% in Tier 3.

Prekindergarten Smooth Transition Program - This program provides an extended opportunity for our youngest learners to receive instruction in preparation for entering kindergarten. Students engage in activities that allow them to be fully prepared for the

upcoming year. 50 students benefited from this program. Students are flagged in the PowerSchool system to track their academic progress in comparison to their peers.

Summer Bridge Academy - This non-academic program focuses on providing students transitioning to 7th and 9th grade with time management and organizational skills needed to reduce retention rates. Students engage in campus tours, self-esteem-building activities, and social-emotional activities. 20 Students participated in this program. Students are flagged in the PowerSchool system and tracked to document their academic progress in comparison to their peers.

Credit Recovery Academy – 227 students attended these programs at various schools. The program focused on providing secondary students who are in danger of being retained with the opportunity to "recover" credits needed for promotion/graduation. Teachers utilized a variety of instructional resources, including hardcover text, online textbooks, and online supplemental programs (Edmentum, i-Ready, Khan Academy, etc.). Data shows there has been a steady decrease in the Post-Summer Retention Rate since SY2021. (SY2021 – 9%, SY2022 – 7%, and SY2023 – 5%)

Math/Science/Stem Research Academy (MSR) – This program is centered around hands-on learning experiences through a created atmosphere where students select an environmental issue, conduct research, collect and analyze data, and provide plausible solutions with community partners. Sixty-six students participated in the program and were eager to share all they had been exposed to in the final program showcase.

Computer Science Academy – This program allows students to develop and deepen awareness and engagement among students as computational thinkers and become responsible digital citizens. This program was conducted online and an average of 7 students out of 25 attended the program consistently. Next year, this program will be in-person with a strong campaign to entice participants.

Music Academy – This program allows students to hone their skills in band and is open to all public high schools. This year, ten second and third-year band students opted to participate in the Music Academy with a focus on rebuilding both high schools' band programs. The students received one-to-one instruction with instruments of their choice. Students clearly articulated and demonstrated what they learned in the final recorded showcase.

Extended School Year – This summer, students in the Special Education Program participated in the district's annual summer program. Students receive target instruction aligned to the Individual Education Plan. Teachers and paraprofessionals conduct mini-lessons in various subject areas to address learning slides during the summer. Approximately 25 to 30 students participated.

Off-island Student Experiences - This summer, students across the district were able to engage in professional learning communities across the United States of America.

These opportunities allowed participants to be exposed to many learning activities that will help transform our district for the upcoming school year.

Five Middle School students attended a phenomenal one-week Coding Program at the University of California, Berkeley, in sunny San Francisco, California. The Coding Sessions fostered critical thinking and problem-solving abilities as students learned to break down complex tasks into manageable steps. Coding encourages creativity by enabling students to bring their innovative ideas to life through programming. Additionally, we had an exceptional group of 22 high school students, coming together from the St. Croix Educational Complex and St. Croix Central High School, who embarked on a transformative journey at Yale University. Over a rigorous 2-week period, these remarkable young minds participated in a wide range of courses, including Trial Law, Political Science, Psychology & Neuroscience, Emergency Medicine, Criminal and Forensic Sciences, etc. We are incredibly proud to announce that our students not only completed their Summer Springboard courses with excellence, but two of our talented students received the "Outstanding Award in Emergency Medicine" and the "Outstanding Award in Business."

After School

Afterschool offers a myriad of benefits for participants, making them a valuable investment in personal and educational growth. Firstly, these programs provide an excellent platform for students to continue learning outside of the traditional school environment. Whether it's academic enrichment, skill development, or pursuing new interests, these programs offer targeted instruction that caters to individual needs and interests. Students can explore subjects not covered in their regular school curriculum, fostering a love for learning and intellectual curiosity. Moreover, these programs often adopt interactive and experiential learning methods, promoting critical thinking, problem-solving, and teamwork, which are essential skills for success in the real world.

In the St. Croix District, nine schools conducted After School Programs from November to April. Credit Recovery in secondary schools was included in this program. As schools delved into their data, they were able to identify and target students in need of additional academic assistance. This past year, we increased the number of hours for the program, allowing students to receive targeted support for a longer time throughout the school year. The attendance data for After School showed that an average of 560 students participated in the After School Program for School Year 2022-2023.

This school year, we will be implementing Afterschool programs facilitated by community organizations in addition to the District After School Programs. Students will receive additional targeted academic instruction and participate in interest-based activities even earlier. Our Afterschool programs will begin on October 2, 2023, with an end date of April 12, 2024.

High Dosage Tutoring

The St. Croix District implemented High Dosage 1:1 tutoring based on an analysis of student performance on the Spring 2022 Summative Smarter Balanced Assessments.

50 students in grades 4-7 were selected for this program, receiving one-to-one tutoring with certified online instructors through the Edmentum platform, focusing on English Language Arts and Mathematics. Tutors were provided with performance data to create personalized plans for each student. The program commenced in January 2023 and continued throughout the school year with 2 to 3 weekly tutoring sessions. The Spring 2023 Summative Assessments revealed that 30% of the students showed improved performance, with some moving from Level 2 (Nearly Met) to Level 3 (Met Standard) in Math or ELA. The district is now working on expanding the program for the upcoming 23-24 school year to benefit more students and further enhance achievement in both subjects.

Current Status of School Facilities

Over the summer break, our dedicated maintenance team has been working diligently to address potential issues and implement necessary upgrades. We believe it is crucial to maintain a conducive and safe environment for our students' growth and development. The Department has established a petty cash system where Maintenance Directors can have access to funding for emergency repairs at our sites. The division is also creating service contracts with local vendors so that in the event we have an immediate need, for example, air quality testing or mold remediation, that awarded contractor could be tasked and respond to the situation immediately to remediate. The establishment of the School Maintenance and Construction Bureau is on the way. The post for the executive director is in the Division of Personnel, and once that person is interviewed and hired, preparations will begin to transition the unit.

Here are some of the maintenance activities and improvements that have been completed or are currently underway utilizing the limited funding allotted to the Maintenance Divisions:

1. **Enhanced HVAC System:** Our ventilation and air conditioning systems are being inspected and cleaned to ensure optimal performance for everyone.
2. **Electrical and Plumbing Upgrades:** We have conducted a comprehensive review of our electrical and plumbing systems, including inspections of wiring, outlets, fixtures, pipes, and faucets, to identify and resolve any potential issues that could disrupt day-to-day activities.
3. **Renovated Classrooms:** We have refurbished several classrooms, creating a fresh and inspiring atmosphere where students can thrive academically. The renovations included new flooring, upgraded lighting fixtures, restrooms, and air conditioning.
4. **Painting and Repairs:** A fresh coat of paint has been applied to various areas throughout the school premises, including classrooms, hallways, and common areas, to create a more vibrant and welcoming atmosphere. Additionally, any necessary repairs, such as fixing broken windows, walkways, and replacing ceiling tiles and window operators are taking place.

5. **Safety Upgrades:** The safety of our school community is of utmost importance to us. Therefore, we have conducted thorough inspections and made necessary improvements. This includes the installation of additional fire safety equipment, such as smoke detectors and fire extinguishers, as well as improved emergency exit signage and evacuation plans.
6. **Landscaping and Grounds Maintenance:** Our outdoor spaces play a significant role in providing a pleasant learning environment. Our landscaping team has worked diligently to maintain grounds and trees while also ensuring pathways remain safe and well-maintained.

By prioritizing these maintenance activities, we aim to provide a safe, comfortable, and nurturing environment within our school. We firmly believe that a well-maintained facility enhances the overall learning experience for our students and promotes the highest standards of education. Attached you will find the detailed work for each of our sites as well as where they are in the process. Maintenance remains ongoing, and we will continue to ensure that our environments are safe and secure.

Disaster Recovery Projects/New Schools

The Virgin Islands Department of Education continues to work with FEMA to attain the needed funding to complete school improvements and build new schools. Local funds are being leveraged to undertake projects that support building the new Arthur A. Richards PreK-8 and rebuilding Charlotte Amalie High School. These early projects are the CAHS 9th Grade Center at Wheatley, Arthur A. Richards Demolition, Evelyn Williams Demolition, and Abraham Center for CTECH & Adult Education. The VIDE will work with the Program Management (PM) firms to develop implementation timelines once the PM firms' contracts are executed.

Kitchens

Kitchen upgrades will equip the districts to respond to COVID-19 and other pandemics by improving health conditions in the kitchens where we prepare food for students and by installing/repairing fencing to control the movement of students, staff, and visitors to campuses during COVID-19 and other pandemics. Plans were placed out for bids to renovate school kitchens at Rivera (contractor selected, waiting for bonding to sign the contract), Markoe (construction in progress and completion is expected by December, a change order is pending for additional work for removing a wall inside the kitchen), and a contractor has been selected to renovate kitchens at Central, Woodson, Gardine, Muckle, and Ricardo Richards (contract is at DPP pending signature).

A Task Order for performing detailed assessments of the St. Thomas/St. John District kitchens are being processed. A list of kitchen equipment needed has been prepared. Upon execution of the task order, plans will be prepared for the required electrical, plumbing, gas, and other code upgrades necessary to support the installation of the new equipment to code at those campuses that need modifications to receive the equipment. The equipment may be ordered while the kitchen renovations are placed out for bids.

Fencing

A request for proposals (RFP) is being drafted for fencing upgrades in each district and should be out for bid this fall. The following schools will receive fencing and/or retaining walls. The list of schools receiving fencing in the St. Thomas/St. John District inspected by DR project managers Parrilla, Garcia, and Canton is Boschulte, Edith Williams, Kean, Gomez, Sibilly, and Muller. The list of schools receiving fencing in the St. Croix District are Education Complex, Larsen, Rivera, Woodson, Andrews, Markoe, Gardine, Muckle, Ricardo Richards and STX Central.

Human Resources Updates

The Virgin Islands Department of Education currently has two thousand one hundred forty-three (2,143) active employees at our various schools and activity centers. There are one thousand and forty-nine (1,049) active employees in the St. Thomas-St. John District and one thousand and ninety-four (1,094) active employees in the St. Croix district, of which two hundred and seventy-two (272) are eligible for retirement. The Department's ongoing recruitment and retention still pose many challenges. Teachers and paraprofessionals continue to submit separation letters one to two weeks before the first day of school. Whenever these separations occur as the school year begins, it becomes a challenge to find replacements at such a last minute. Teacher shortages continue to be at an alarming rate; Brevard County in Florida lost over 200 teachers to resignation and retirements. This was due to a lack of support from Superintendents and Principals, long hours, and no overtime or incentives. Here at VIDE, we must support our employees, hence the shift in leadership showing hands-on support in our schools.

From May 26, 2023, to July 21, 2023, the Department has received over thirty (30) separation letters from the St. Croix district, of which 17 were resignations and 13 were retirements. Thirty-five (35) letters were received from the St. Thomas/St. John district, of which fourteen (14) were resignations, and twenty-one (21) were retirees. Territory-wide, the Department has lost over fifty-seven (57) teachers, of which 26 were international teachers, 10 paraprofessionals, 3 administrators, 2 school nurses, 2 counselors, 1 librarian, and 16 support staff.

Table 5: Employee count by class

Employee Count		as of 7/21/2023	
Class	STTJ	STX	Grand Total
Administrators	55	56	111
Counselors	20	29	49
JROTC Teachers	7	4	11
Librarian	6	8	14
Nurses	6	6	12
Other Support Staff	459	404	863
Paraprofessionals	111	146	257

Teachers	385	441	826
Grand Total	1049	1094	2143

Table 6: Personnel Funding

GEN-FED		<i>as of 7/21/2023</i>	
Funding Source	STTJ	STX	Grand Total
Federal	157	124	281
General	892	970	1862
Grand Total	1049	1094	2143

Table 7: Separation by Class

Separation	<i>8/31/2022 to 7/21/2023</i>		
Class	STTJ	STX	Grand Total
Administrators	3	2	5
Librarian	1	2	3
Nurses	1	2	3
Other Support Staff	33	38	71
Paraprofessionals	7	8	15
Teachers	55	26	81
Counselors	1	2	3
Grand Total	101	80	181

Table 8: Separations by Action

Separation	<i>8/31/2022 to 7/21/2023</i>		
Action	STTJ	STX	Grand Total
Appointment End	26	0	26
Deceased	3	2	4
Dismissal	1	0	1
Resignation	42	43	85
Retirement	29	35	64
Grand Total	101	80	181

Table 9: Eligible for Retirement

Eligible for Retirement		<i>Eligible on 9/1/2023</i>	
Class	Eligible	Not Eligible	Grand Total
Administrators	38	73	111
Counselors	10	39	49
JROTC Teachers	3	8	11
Librarian	4	10	14
Nurses	4	8	12
Other Support Staff	79	784	863
Paraprofessionals	27	230	257
Teachers	107	719	826
Grand Total	272	1871	2143

Table 10: International Teachers That Left

International Teachers That Left		6/30/2023
District	Grand Total	
St. Thomas-St. John	26	
St. Croix	0	
Grand Total	26	
Breakdown		
DOMINICAN REPUBLIC		2
Foreign Language Teacher	2	
GUYANA		4
Elementary Education	1	
Mathematics	1	
Social Science	1	
Vocational High School and Secondary Business	1	
JAMAICA		3
Business and Innovation/Entrepreneurship Teacher	1	
Social Studies	1	
Special Education	1	
PHILIPPINES		17
Mathematics	6	
Physical Education	2	
Science Teacher Education/General Science Teacher Education	1	
Special Education	6	
Teaching English as a Second /ESL Language Instructor	2	

The Human Resources division has continued its recruitment efforts using various advertising means. Job fairs were held in both districts, where potential candidates were given the opportunity to apply and go through a preliminary interview on-site. The job fair also allowed applicants to follow up on their applications and apply for other vacant positions. Fifteen (15) applications were received from interested applicants at the job fairs for the following positions; paraprofessional, school monitor, Custodial worker, food service worker, and teaching positions.

The Department interviewed and was successful in filling One Hundred and three (103) vacant teaching positions, Fifty-Three (53) in the St. Thomas/St. John district and Fifty (50) in the St. Croix district. Thirty-Two (32) were local teachers, of which nine (9) were paraprofessionals who were promoted to teaching positions. The Department anticipates the arrival of Seventy-One (71) international teachers between the months of July to September. Thirty-five (35) teachers are expected in the St. Thomas/St. John district and thirty-six (36) in the St. Croix district through the J1 Visa exchange program with the Department of State. The teachers from Africa, Guyana, and the Philippines were hired to teach some of our hard-to-fill positions, such as Mathematics, Science, Special Education, and Physical Education (See Table 11). We were also successful in hiring two (2) school Nurses and one (1) librarian. The Department continues to work with the Board of Education weekly to ensure that all local candidates are captured and international teachers go through the certification process and are qualified to teach in our local schools. Our superintendents are collating the data on vacancies to submit to our contracted vendor to engage in distance learning opportunities for those vacant areas of discipline. We have also looked at the hiring requirements for our paraprofessional applicants to now open the opportunity to allow individuals to be hired on probation with the understanding that they have three years as teachers to complete their certification. We continue to explore opportunities to assist our employees and potential new hires in being successful in their various capacities.

Table 11: New Teachers for SY 2023-2024 (by District and Subject Area)

Subject Area	STTJ	STX	Grand Total
ESL	2	1	3
Elementary Education	12	14	26
English	3	4	7
Librarian	0	1	1
Math	9	6	15
Music	0	1	1
School Nurse	1	1	2
Foreign Language	0	1	1
Physical Education	6	5	11
Psychology	1	2	3
Social Studies	2	3	5

Special Education	7	3	10
Vocational Education	5	5	10
Science	6	5	11
TOTAL	54	52	106

St. Croix Total Enrollment by Year (Based on Fall Enrollment for all years)

2020-2021- 5,451- 297 (SPED) 205 (ELL's)

2021-2022- 5,091- 461 (SPED) 268 (ELL's)

2022-2023- 5,072- 436 (SPED) 270 (ELL's)

Table 12: Fall Enrollment for Last 3 School Years

School Year	PreK	KG	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
2020-2021	38	346	392	388	403	386	453	472	467	433	484	429	389	371
2021-2022	50	319	346	350	366	369	388	405	486	402	519	379	349	363
2022-2023	84	356	340	368	358	374	381	366	461	425	497	406	346	310
Increase or Decrease in student enrollment between SY 2021 and 2023	↑	↑	↓	↓	↓	↓	↓	↓	↓	↓	↑	↓	↓	↓
Amount of Students Decreased			52	20	45	12	72	106	6	8		23	43	61
Projected 2023-2024 SY	98	308	426	355	412	391	381	406	394	415	523	408	425	367

St. Croix District Average Class Size - Teacher Student Ratio Per School

Ratios in schools can vary depending on the school's population and the capacity of its classrooms. For high schools, the ratios may differ based on the specific content area and course being taught. These variations ensure that the student-to-teacher ratio is appropriately balanced to provide effective and personalized instruction.

Claude O. Markoe- **1:16**

Alfredo Andrews- **1:20**

Eulalie Rivera- **1:18**

John H. Woodson- **1:16**

Juanita Gardine- **1:17**

Lew Muckle- **1:18**

Pearl B. Larsen- **1:15**

Ricardo Richards- **1:22**

Central High- **1:18**

Complex- **1:20**

CTEC- **1:14**

St. Thomas - St. John Teacher Student Ratio

Ratios in schools account for every single teacher, including those teaching subgroups such as students with special needs and English Language Learners. This can lower the ratio in some schools. However, classes are filled to capacity, when possible, to maximize these valuable human resources. For high schools, the ratios also differ based on the specific content area and course being taught.

Table 13: Ratio Inclusive of SPED and EL Teachers

Elementary	Configuration	# Pupil	# Teachers	Ratio	Core Course Teachers	Core Course Ratio
Jane E. Tuitt	K-4	169	15	11.3	10	16.9
Joseph Gomez	K-5	420	31	13.5	31	13.5
Joseph Sibilly	PreK-6	231	17	13.6	12	19.3
Julius Sprauve	PreK-8	202	20	10.1	12	16.8
Lockhart	K-3	298	18	16.6	14	21.3
Ulla Muller	K-6	420	29	14.5	18	23.3
Yvonne Milliner Bowsky	PreK-5	428	29	14.8	17	25.2
Intermediate/Middle /Junior High						
Bertha C. Boschulte	6-8	507	52	9.8	33	15.4
Addelita Cancryn	4-8	686	61	11.2	35	19.6
Senior High						
Charlotte Amalie	9-12	1031	94	11.0	56	18.4
Ivanna Eudora Kean	9-12	702	62	11.3	36	19.5
Total		5094	428	11.9	274	18.6

Maximum Class Size are as follows:

**Kindergarten: 25
Grades 1-6: 30
Grades 9-12: 27**

Ratios varies for:						
Special Education and Inclusion Classes						
CTE						
ESL						

Initiatives or programs aimed at enhancing school leadership and administration

St. Croix District School Leadership

The St. Croix District has embraced a data-driven approach to education, recognizing the significance of evidence-based strategies in achieving educational excellence. As part of this commitment, the district has designed a comprehensive 100-day plan with a clear focus on addressing crucial areas of improvement. The primary goal of this plan is to enhance attendance rates, particularly among PK-8 students, as well as to transform core

instruction with an emphasis on explicit instruction, non-fiction writing, and valuable feedback. Additionally, the plan aims to reduce incidents within the district, ensuring a safe and conducive learning environment for all students. Through careful implementation and continuous monitoring, the St. Croix District is dedicated to driving positive and transformative changes that will benefit its students and the entire educational community.

The importance of effective school leadership cannot be understated, as it sets the tone for the entire learning environment, inspiring all stakeholders to strive for excellence and directly impacting student achievement and well-being (Smith, 2019). At the end of the 2022-2023 School year, Principals and Assistant Principals were strategically reassigned based on their leadership strengths and school data, proving to be an essential strategy in educational administration. The evaluation of each principal's strengths and careful analysis of different school requirements ensured effective and productive leadership placements. This approach allows schools to benefit from leaders who possess the necessary skills and experience to address unique challenges and maximize student success. By aligning school needs with the expertise of principals, a targeted approach to educational improvement was achieved, promoting enhanced student outcomes and overall school performance.

Throughout the 2023-2024 school year, principals will receive strong support through coaching tailored to their individual professional goals developed in 1:1 meetings and closely monitored by Superintendents and the Turnaround office. This support began with the opportunity to receive training at Harvard during the month of July, with a focus on building their leadership practice. Additionally, starting in August, they will actively participate in executive coaching sessions with the Successful Practices Network and receive instructional coaching through feedback sessions from the Superintendents. These comprehensive coaching initiatives aim to enhance the principals' leadership skills, instructional strategies, and overall effectiveness in their roles. By providing tailored support and valuable resources, the school district aimed to foster continuous growth and success among its educational leaders, ultimately benefiting the students and the entire school community.

As a result, we firmly believe that this strategic approach to supporting instructional leadership plays a pivotal role in fostering a conducive learning environment and empowering both educators and students to thrive academically and socially. The educators of the St. Croix District have demonstrated an unparalleled commitment to the holistic growth and development of their students. Our dedication to offering varied learning experiences, supporting teachers in instructional practices, and engaging leaders in shifting leadership will continue to be the driving force behind the district's pursuit of academic excellence. By devoting time on the calendar to the critical endeavors outlined in our 100-day plan, we ensure that every child receives the best possible education and opportunities to thrive. Furthermore, our proactive approach to close monitoring of instruction and making course corrections demonstrates our adaptability and willingness to continuously improve the educational experience. With a firm focus on

student success and well-being, the educators of the St. Croix District have laid a solid foundation for a bright future where each young mind can reach their full potential and transform into tomorrow's leaders.

Table 14: STX Principal Assignments for SY 2023-2024

School	SY 2022-2023	SY 2023-2024	SY 2023-2024
	Principal	Principal	Assistant Principal
Pearl B. Larsen	Loretta Moorehead	Henry Mark	Juliette Heddad-Miller Anna Marie Gordon
Juanita Gardine	Barbara McGregor	Barbara McGregor	Joseph Schrader Sherna Concepcion
Eulalie Rivera	Joanna Brow	Loretta Moorehead	Dinah Browne Marion Cromwell-Lake Dr. Etta Mitchell
Alfredo Andrews	Andrea Hobson	Wendy Gonzales	Cheru Ross Dr. Marine Joseph
Claude O. Markoe	Wendy Gonzales	Debbie Colbourne-Thomas	Cheryl Jeremiah-Ambrose
Lew Muckle	Lili Doctrine-Cornelius	Lili Doctrine-Cornelius	Shanet Alexander
Ricardo Richards	Natasha O'Hallaron-Smith	Natasha O'Hallaron-Smith	Valda Austrie (New)
John H. Woodson	Henry Mark	Dr. Vincent Gordon	Natasha Liburd Merancienne Marcellin-Ishmael (New) Margarett Burnett
St. Croix Central High School	Yves Abraham	Andrea Hobson	Minerva Delauney Lorraine Cadet Dureama Moorehead Eddie Parrilla (New)
St. Croix Educational Complex	Rodney Moorehead	Rodney Moorehead	Verne Graham Dr. Erick Willie Cheryl George Nicole Girard
St. Croix Career & Technical Education Center	Dr. Vincent Gordon	Yves Abraham	Sharon Charles Betina Larocque
Adult Education	Christa-Ann Molloy	Christa-Ann Molloy	N/A
YRC	Patricia Cottle-Matthew	Patricia Cottle-Matthew	N/A
Alternative Education	Debra Abel	Debra Abel	Aisha Williams, Director
Special Assignment	N/A	Joanna Brow	N/A

St. Thomas-St. John District School Leadership

Great leaders have the ability to model expectations, create effective communities of practice, and support teachers as they provide high-quality instructional opportunities. The St. Thomas – St. John District is vested in the development necessary to transform current, new, and aspiring leaders into effective instructional leaders. Instructional effectiveness can only be determined by thoughtful observation and knowledge of practices. By providing training and coaching support, leaders will be able to improve the instructional strategies of teachers, which will, in turn, increase the learning potential of their students. To achieve this goal, the district has contracted the services of the International Center for Leadership Education (ICLE) to provide training and job-embedded coaching support to all district leaders during the 2023-2024 school year.

During these intentional sessions, leaders will focus on key elements for creating a collaborative approach to supporting teachers as they increase their instructional effectiveness. Leaders will identify powerful teaching strategies, engage in the collaborative instructional review process, and, ultimately, support teachers in improving student outcomes.

Leaders will also engage further in the Collaborative Instructional Review Process by visiting classrooms and discussing their observations with each other with the support of an ICLE Consultant to calibrate observations while building capacity to provide effective feedback and support to teachers. They will have the opportunity to closely examine rigor indicators, high-level questioning, and academic discussion through ongoing classroom observations. By gauging the level of rigor, relevance, and student engagement and the collective calibration of findings.

These collaborative learning experiences will assist the district in creating a system-wide approach to effective instruction and establish a common definition, understanding, and expectations for rigor, relevance, and engagement. Throughout the 2023-2024 school year, coaching support will continue, and the intentional implementation of instructional leadership to include regular walkthroughs and instructional feedback will be monitored by Superintendents.

To further address the instructional leadership capacity of leaders, principals will also be refreshed with research-based strategies that can help to strengthen instruction in the classroom. Some topics include:

- Science of reading, vocabulary, comprehension, and writing instruction and strategies
- Systematic and explicit gradual release of responsibility
- Standards-based instruction
- Differentiated support to teachers on planning, delivering, and personalizing standards-based instruction
- Math development (numeracy, numbers, computation, math fluency)
- Personalized learning and strategies and interpreting and using data to inform instruction
- Grades PK-8 teachers on standards-based math instruction
- Strategies to increase student engagement, goal setting, and tracking of their own learning.
- Project-based learning
- A multi-tiered system of support (academic and behavioral)

This summer St. Thomas-St. John administrators, along with teachers and other members of School Improvement Teams, traveled off-island to the Model Schools Conference and the AASA Learning 2025 National Summit. These trainings focused on

cutting-edge insights in leadership development, leader and teacher efficacy, tiered systems of support, instructional coaching, strategic planning, student success strategies, school climate, strengthening the school's culture, whole child support, reflective practices, focusing instruction, maximizing the use of resources, personalizing learning, creating choice, and giving learners voice.

As the St. Thomas-St. John District engages in district and school improvement to address quality instruction and make the changes needed to move achievement forward; it was a good time to also make some shifts in leadership teams. Thus, at the end of the 2022-2023 School year, Principals and Assistant Principals were strategically reassigned based on their leadership strengths and school data, notwithstanding movement tied to retirements and internal promotions.

Table 15: STTJ District Principal Assignments for SY 2023-2024

SCHOOL	PRINCIPAL	ASSISTANT(S)
Charlotte Amalie High	April Petrus april.petrus@vide.vi	Joel Buchanan joel.buchanan@vide.vi Nneka Howard-Sibilly nneka.sibilly@vide.vi Daniella Roumou(acting) daniella.roumou@vide.vi
Ivanna Eudora Kean High	Sally Petty sally.petty@vide.vi	Saraan Saunders-Arnold saraan.saunders@vide.vi Juelis Hodge juelis.hodge@vide.vi Jessica John-Baptiste jessica.johnbaptiste@vide.vi Michelle Wilkinson michelle.wilkinson@vide.vi
Bertha C. Boschulte Middle	Terence I. Corbett terence.corbett@vide.vi	Diana Tyson diana.jackson@vide.vi Alenia Buncome-Murraine alenia.buncome@vide.vi Kifani Hendricks-Carey kifani.Hendricks@vide.vi
Jane E. Tuitt Elementary	Dr. Thelca Bedminster thelca.bedminster@vide.vi	Elvis Richardson elvis.richardson@vide.vi
Joseph Gomez Elementary	Erma Skelton erma.skelton@vide.vi	Patricia Maynard patricia.maynard@vide.vi Tashina Rogers tashina.rogers@vide.vi Kalamis Maduro kalamis.maduro@vide.vi

Joseph Sibilly Elementary	Audrey Bowry audrey.bowry@vide.vi	Judy King-Edmeade judy.king@vide.vi	340-774-7001
Yvonne Milliner-Bowsky Elementary	Daphne Gonzalez-Thomas daphne.gonzalez@vide.vi	Sandra Reed sandra.reed@vide.vi Onika Hodge-Smith onika.hodge@vide.vi	340-775-3220
Ulla F. Muller Elementary	Njnanya Boyd(acting principal) njanva.boyd@vide.vi	Dr. Jennifer Norford jennifer.norford@vide.vi	340-774-0059
Julius E. Sprauve School (St. John)	Sharon Richardson sharon.richardson@vide.vi	Clifton Boyd clifton.boyd@vide.vi	340-776-6336 340-776-6337
Lockhart K-8 School	Dr. Merlene Jones merlene.jones@vide.vi	Shermaine Smith shermaine.smith@vide.vi Kimbolie Torres kimbolie.torres@vide.vi Phyllis Rey-Bryan phyllis.bryan@vide.vi	340-774-2133
Edith L. Williams Alternative Academy	Alcede Edwards alcede.edwards@vide.vi	Carlton Stevens carlton.stevens@vide.vi (Director)	340-775-0820
Adult Continuing Education	Rhona Pinney-Simon(Program Administrator) rhona.pinney@vide.vi		
Raphael O. Wheatley Skills Center	Mario Francis mario.francis@vide.vi		
Day Adult	Alicia Leerdam alicia.leerdam@vide.vi		
Itinerant Principal	Michelle Rogers-Bully michelle.rogers@vide.vi		

St. Thomas-St. John School Consolidations

In the St. Thomas-St. John School District, the following changes will take place for the 2023-2024 School year:

- During the month of August, the Raphael O. Wheatley Skills Center will move to its newly renovated location at the former Gladys A. Abraham Elementary School. Satellite sites will also remain at the CAHS site for some programs (evening). The Day Adult Program will also continue to operate at the CAHS Annex until their spaces are fully renovated for occupancy at the new site at Gladys A. Abraham Elementary School.
- Another noteworthy change is the merge of Addelita Cancryn Jr. High School with Lockhart Primary School to become the Lockhart K-8 School. This will allow for the shared use of personnel and common areas such as the library, cafeteria, and outdoor learning spaces.
- Fifth (5th) grade students currently enrolled in the Joseph Sibilly Elementary School during the 2022-2023 School Year will attend the Bertha C. Boschulte Middle School for sixth (6th) grade or Lockhart K-* Schools/ Middle School Academy during the 2023-2024 School Year. Fifth (5th) grade students currently enrolled in the Ulla F. Muller Elementary School during the 2022-2023 School Year will attend the Bertha C. Boschulte Middle School for sixth (6th) grade or Lockhart K-* Schools/ Middle School Academy during the 2023-2024 School Year.

- At the Joseph Sibilly School, another Kindergarten Class will be added, and the second-grade class will be expanded to host 25 rather than 15 students, which was due to space limitations.
- Muller School also now be able to house a Pre-K and an additional special education classroom.
- At the Joseph A. Gomez Elementary School, a pre-K class and class for students with behavioral disabilities will be added to the campus. Lastly, the Edith Williams Alternative Academy, the school will once again host students in lieu of expulsion, in addition to a targeted intervention program for students in Grade 9.

Federal Grants

The Virgin Islands Department of Education (VIDE), Office of Federal Grants, currently manages 13 federal grants received from the United States Department of Education. These grants are Special Education (IDEA), Consolidated Grants, Striving Readers, Adult Education, Education Stabilization Fund (ESF), American Rescue Plan (ARP), and Stronger Connections. There are 7 grants set to expire on September 30, 2023. To date, VIDE has obligated and expended over 71% (\$68,343,626.44) in funds and is on track to obligate the remaining balance of \$20,758,481.37 by the obligation deadline.

The Office of Federal Grants continues to provide program leads with weekly Grant Status Reports (GSRs) and requires detailed spending plans which outline the purposes of the unexpended funds and the status of procurement of goods and services. The VIDE staff responsible for obligation of expiring funds participated in boot camp meetings during which they prepared Information for Bids (IFBs), requested quotes, and prepared justification letters (JLs). These meetings were a success as they have resulted in an influx of justification letters, requisitions, and budget modifications.

No funds will be returned to the federal government due to non-compliance with grant requirements. The Department continues to work with vendors to ensure services and supplies are delivered timely and feels confident that it will meet the liquidation deadline of January 31, 2024. Program technical assistance and monitoring visits are being conducted to ensure that activities are implemented as approved and with fidelity. Moving forward, the Department will take a different approach to the management of federal dollars; we must monitor the encumbrance of these dollars more closely, and secondly, we will solicit outside services to evaluate all programs tied to federal grant funding to determine if they are meeting the desired outcomes.

A large portion of the district's funds comes from the United States Department of Education's Rural and Low-income Schools Program or Consolidated Grant Application (CGA). The Department received its FY 2023 Consolidated Grant Award on July 1, 2023.

Table 16: Grants Expiring September 30, 2023

Grant	Budget	Expenditures	Encumbrances	Pre-Encumbrances	Balance to Spend
FY 2020 Consolidated Grant (CGA)	\$ 15,974,066.00	\$ 11,488,380.71	\$ 1,265,852.78	\$ 456,657.35	\$ 2,763,175.16
FY 2021 Consolidated Grant (CGA)	\$ 16,299,814.00	\$ 9,185,489.55	\$ 1,628,469.15	\$ 1,128,082.76	\$ 4,357,772.54
FY 2021 Education Stabilization Fund (CARES II)	\$ 53,234,881.00	\$ 31,316,306.44	\$ 2,940,280.24	\$ 3,461,106.61	\$ 15,517,187.71
FY 2021 Adult Education (AE)	\$ 590,188.00	\$ 419,244.05	\$ 156,888.58	\$ -	\$ 14,055.37
FY 2021 Special Education (IDEA)	\$ 8,798,265.00	\$ 7,883,105.64	\$ 469,231.67	\$ 271,585.22	\$ 174,342.47
FY 2021 Special Education (IDEA ARP)	\$ 1,756,253.00	\$ 1,350,238.00	\$ 85,836.94	\$ 249,740.29	\$ 70,437.77
FY 2021 Striving Readers	\$ 156,038.00	\$ 128,402.69	\$ 25,900.00	\$ -	\$ 1,735.31
	\$ 96,809,505.00	\$ 61,771,167.08	\$ 6,572,459.36	\$ 5,567,172.23	\$ 22,898,706.33

Table 17: Grants Expiring September 30, 2024

Grant	Budget	Expenditures	Encumbrances	Pre-Encumbrances	Balance to Spend
FY 2021 American Rescue Plan (ARP)	\$ 138,158,430.00	\$ 15,242,817.81	\$ 9,059,428.22	\$ 5,289,118.16	\$ 108,567,065.81
FY 2022 Consolidated Grant (CGA)	\$ 15,964,573.38	\$ 4,841,757.18	\$ 1,888,026.93	\$ 714,132.24	\$ 8,520,657.03
FY 2022 Adult Education (AE)	\$ 601,717.00	\$ 56,109.90	\$ 8,082.00	\$ 297,152.61	\$ 240,372.49
FY 2022 Special Education (IDEA)	\$ 8,887,689.00	\$ 4,323,625.90	\$ 241,344.04	\$ 3,445.31	\$ 4,319,273.75
FY 2022 Striving Readers	\$ 156,038.00	\$ 28,498.00	\$ 60,155.66	\$ 32,000.00	\$ 35,384.34
	\$ 163,768,447.38	\$ 24,492,808.79	\$ 11,257,036.85	\$ 6,335,848.32	\$ 121,682,753.42

PRE-K Programs

St. Croix District Granny Pre-Kindergarten Program

St. Croix District Granny Preschool Pilot Bridge Program Initiative The Virgin Islands Department of Education (VIDE) implemented a federally funded, voluntary, full-day prekindergarten program at all seven elementary school sites within the St. Croix District since SY2021-2022. As of today, 172 students have participated in the Granny Pre-School Program.

SY2020-2021 – 38

SY2021-2022 – 50

SY2020-2023 – 84

SY2023-2024 – 98 (Proposed Enrollment)

With a ratio of 1 teacher and 1 paraprofessional to 10 students, the program provides many opportunities for students to engage in learning activities at an earlier age which ensures that students are reading, writing, speaking, and solving grade-appropriate Mathematical concepts by Grade 3. According to ACT 7343, the purpose of the preschool program is to provide greater opportunity for young children in the Virgin Islands to enter school ready to learn by expanding access to quality preschool curricula for all students who will become the age of 4 years old by December 31st. Goal 1 of the Virgin Islands Department of Education also aligns to ACT 7343 as it states: Each student, by the end of kindergarten, will be socially, emotionally, and academically prepared for learning success.

Program Goals

The Granny Preschool Bridge Pilot Program aspires to meet the needs of all preschoolers as instruction emulates practices that enhance kindergarten readiness skills. Best practices include activities that foster kindergarten readiness skills which refer to a child's readiness to make smooth and successful transitions and integration into the kindergarten environment, adapting to routines and expectations. A personalized approach to teaching and learning is the focus as data drives instruction, and students receive support based on areas of need.

In alignment with the Virgin Islands Department of Education, the Granny Preschool Program believes our students are the nucleus of everything we do, and through high-quality instruction, ALL students achieve their fullest potential. We value:

- Active family and community engagement
- Adaptability
- Commitment
- Competency
- Continuous professional growth
- Honesty and integrity
- Passion

- Proactivity
- Respect for the unique culture of the Virgin Islands
- Teamwork

Preschool Enrollment Requirements

Enrollment is open to children 4 years old on or before December 31st. All children must be potty trained, and parents must have reliable transportation as transportation is not provided for students within the program. Professional development sessions focused on building foundational skills for early learners through developmentally appropriate teaching and learning opportunities.

All parents are required to complete the Granny Preschool Eligibility Questionnaire available online and at the Division of Student Services. Once eligible, parents must bring in the following documents to the Division of Student Services to begin the registration process:

- Birth Paper
- Clearance slip from the Department of Health
- Immunization Card
- Social Security Card
- Proof of Residency (WAPA Bill)
- Lease or Deed

Immunizations are an important health policy as students must:

- Be fully immunized, or
- In the process of becoming fully immunized according to the approved schedule, or
- Provide a physician's statement that immunization is not needed for medical reasons or a note from the parent stating that the child is not immunized due to religious beliefs.

St. Thomas-St, John District SUGARAPPLE Pre-Kindergarten Program

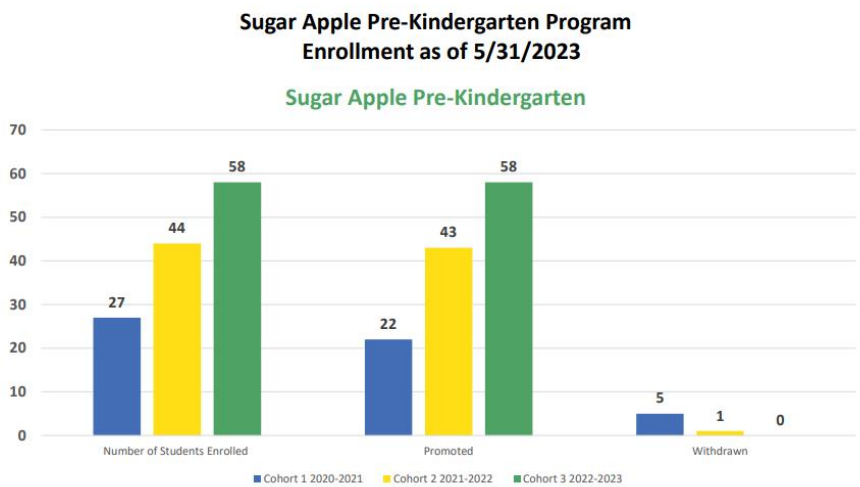
The St. Thomas-St, John District SUGARAPPLE Pre-Kindergarten Program is now in existence for four years. Last year there were four classrooms located at the Julius E. Sprauve School on St. John, the Yvonne E. Milliner Bowsky Elementary School – Monroe Annex. During the 2023-2024 school year, we added and prepared two more classrooms at the Ulla F. Muller Elementary and at Joseph Gomez Elementary totaling six. Our four-year-old students in the program prepare to be promoted to the kindergarten program in our elementary schools. The Creative Curriculum is the preferred curriculum for this program which exposes our students to a myriad of hands-on activities as well as formative interest areas in the classroom and objectives for the development of the whole child. There are also domain-specific teaching practices that are researched based, focusing on the developmental growth of each student. Each classroom is equipped with

an Early Childhood certified Teacher and a Paraprofessional who has a strong interest in fulfilling the prerequisite coursework to becoming a certified early childhood instructor. As of today, 129 students have participated in the SUGARAPPLE Pre-Kindergarten Program.

SY2020-2021 – 27
 SY2021-2022 – 44
 SY2020-2023 – 58

For SY2023-2024, two additional classes will be added at the Ulla F. Muller Elementary School and the Joseph A. Gomez Elementary School, with an anticipated enrollment of 65 students. See Figure 3, which outlines participation and student progress.

Figure 3: Participation and Student Progress



- * 1 student from cohort 1 was retained in kindergarten
- * 2 students from cohort 1, after kindergarten were skipped to grade 2
- * 1 student from cohort 2, after Pre-K was skipped to grade 1
- * 2 students from cohort 1 were retained after 1st grade, pre summer school

Curriculum

Teachers will utilize observations and interactions to gain knowledge about each student and their learning. During the preschool day, students' work is also compiled in a portfolio as a visual artifact of student growth. Components in the portfolio may include but are not limited to students' writing of his/her name, letter and number formation, individual portrait/drawing, checklists, anecdotal records, self-reflections, progress reports, samples of work, drawings, paintings, writings, and stories. The required assessment is LAP-3. Data from this assessment are then analyzed to determine students' mastery levels. Skills are then itemized, and instructional support is provided for students based on areas of difficulty.

Online instructional tool to support teaching and learning of skills at Granny Preschool is a comprehensive, technology-based early reading, math, and science program with integrated assessments and teacher tools for PreK. Lesson plans are also derived from teachers' editions and pacing provided through the Waterford curriculum. The Common Core State Standards (ELA/Mathematics) for kindergarten are the standards utilized to guide instructional skills to ensure that students are exposed to skills that they will be required to master in kindergarten.

School Safety and Security

School Monitor Training

In an effort to enhance, streamline, and further professionalize the role and practices of school monitors, the Department of Education hosted the first School Monitor Professional Development Retreat, June 6-8, 2023, at the University of the Virgin Islands' Albert A. Sheen Campus, Great Hall on St. Croix. The event is expected to be held annually in June.

The three-day, in-person gathering brought together 85 school monitors from across the St. Croix and St. Thomas-St. John districts with presentations and workshops from VITEMA, Virgin Islands Department of Health, Bureau of Corrections, Louisiana State University, Virgin Islands EMS, and other entities for hands-on training and workshops on mass violence and active threats, self-defense, CPR/First Aid, social-emotional wellness, de-escalation techniques, incident report writing, and the rollout of a new evaluation system.

Professional development for school monitors will continue to be ongoing throughout the school year.

School Security Equipment

To better protect students, faculty, staff, visitors, and school monitors and to ensure greater security effectiveness, both school districts are procuring school safety equipment with ARPA funding as follows:

- Body cameras
- Body Armor Vest (bulletproof)
- Arm Protectors
- Segway Electric Patrol Vehicles
- Handheld Metal Detectors
- Emergency Vehicles

This equipment is expected to arrive in the Department and be allocated before the end of the final quarter of fiscal 2023. A Safety Equipment Use Policy and training in said equipment will be done before it is assigned to school monitors.

School Security Initiative

Learning is most effective when schools are safe and welcoming environments for students, staff, parents, and community stakeholders. School Resource Officers (SROs)

add value to learning and school environments. *“SRO programs first appeared in the 1950s but did not become widespread until the late 1990s. The Federal impetus came in the form of the U.S. Department of Justice’s Office of Community Oriented Policing Services.... which heavily subsidized the hiring of SROs.”* As of 2019, there were 24,900 SROs in 5,500 law enforcement agencies across the nation. The Virgin Islands Police Department employs 13 SROs: seven (7) in the St. Croix district and six (6) in the St. Thomas-John district. They are assigned primarily at the high school level. However, **there are not enough, and they are often reassigned to manage crises in the community or are needed to attend to other priorities.** Therefore, the Virgin Islands Department of Education seeks to create a Bureau of School Security (“the Bureau”) as a law enforcement entity **internal and exclusive** to the Department that will support schools to achieve a safe learning environment for student achievement. It will provide school security resource officers (sworn police officers), school investigators, 24-hour accessibility for emergencies, intrusion alarm protection, video cameras in schools, video recovery on school buses, crisis response team training, crisis planning, crime prevention, and positive preventative education.

For the VIDE to establish internal police operations with legal standing, it must be supported by legislation. Therefore, an amendment to 3 V.I.C. §262 will be needed to transfer the **functions and responsibilities** of the Bureau from the Virgin Islands Police Department to VIDE.

The Mission of the Bureau will be to provide a safe and secure learning environment which promotes an atmosphere of trust between the diverse, multicultural school community and the Bureau. Working hand in hand with local and federal agencies, the Bureau will commit to minimizing its schools from violence, weapons, substance abuse, vandalism, and other hazards.

The Bureau will play an integral role in improving the overall school climate and culture by assisting in educating the school-wide community on safety procedures and counseling and mentoring students. The Chief of School Security and Deputy Chief will lead the Bureau and be in opposite school districts. The Chief will be a direct report to the Commissioner of Education. School Security Resource Officers (SSRO) will be assigned to each district and two school investigators (one per district) will comprise the law enforcement component of the Bureau. SROs have four (4) major roles: Law Enforcement, Informal Counselors, Educator, and Emergency Manager.

The uniqueness of a VIDE Bureaus of School Security is that it would have a wraparound/behavioral services component. An Emergency Program Manager, reporting to the Chief, will supervise four (4) Truancy Officers (2 per district) and wrap-around/behavioral services staff. Additionally, the Emergency Program Manager will supervise a School Psychologist and four (4) Family Services Specialists (2 per district) needed to provide wrap-around/clinical behavioral services to address the most serious of student infractions within schools. School Monitors will be assigned to the Bureau for routine training, security equipment, and uniforms during the summer months. They will not be SROs unless they apply and are accepted.

The benefits of a VIDE Bureau of School Security, compared to just regular SROs, are as follows:

Table 18: Traditional School Policing vs VIDE Bureau of School Security

TRADITIONAL SCHOOL POLICING	VIDE BUREAU OF SCHOOL SECURITY
<ul style="list-style-type: none"> ▪ Reactive response to 911 calls 	<ul style="list-style-type: none"> ▪ SSRO assigned to/stationed at the school “community”
<ul style="list-style-type: none"> ▪ Incident driven 	<ul style="list-style-type: none"> ▪ Problem-oriented
<ul style="list-style-type: none"> ▪ Minimal school–law enforcement interaction, often characterized by a “us vs. them” mentality 	<ul style="list-style-type: none"> ▪ Ongoing school–Bureau partnership to address problems of concern to educators, students, and parents
<ul style="list-style-type: none"> ▪ Police role limited to law enforcement 	<ul style="list-style-type: none"> ▪ SRO role extended beyond law enforcement to include prevention and early intervention activities
<ul style="list-style-type: none"> ▪ Police viewed as a source of the solution 	<ul style="list-style-type: none"> ▪ Educators, school administrators, students, and parents are active partners in developing solutions
<ul style="list-style-type: none"> ▪ Educators and law enforcement officers reluctant to share information 	<ul style="list-style-type: none"> ▪ Partners value information sharing as an important problem-solving tool
<ul style="list-style-type: none"> ▪ Criminal incidents are subject to inadequate response; criminal consequences are imposed only when incidents reported to the police 	<ul style="list-style-type: none"> ▪ Consistent responses to incidents are ensured—administrative (policies) and criminal, as appropriate
<ul style="list-style-type: none"> ▪ Law enforcement presence viewed as an indicator of failure 	<ul style="list-style-type: none"> ▪ Bureau presence is viewed as taking a positive, proactive step to create orderly, safe, and secure schools
<ul style="list-style-type: none"> ▪ Police effectiveness is measured by arrest rates, response times, calls for service, etc. 	<ul style="list-style-type: none"> ▪ Bureau effectiveness is measured by the absence of crime and disorder

In conclusion, the Bureau will contribute to the safety of schools and the social-emotional well-being of students by contributing to secure campuses through protecting, investigating, troubleshooting, and educating students, parents, and our community of schools. A written proposal is being finalized and evaluated internally and externally before it is formally presented to the Governor for his review, consideration, and approval.

Curriculum Management

Curriculum development and engagement continue an upsurge as educators are involved and are supported through weekly scheduled meetings to build capacity on curriculum standards, #GO OPEN USVI resource site, and textbook adoptions. With the support of Region 3 Comprehensive Center (R3CC), state directors for specific areas participate based on the content being addressed. The support of content coordinators and lead teachers will be re-established to ensure accountability on all levels.

C&I facilitated textbook adoption for three of the core content areas outlined below. Professional development on the new adoptions for math, science, and ELA will be provided by the publishers, in-person at the August 3rd and 4th PD, and will be ongoing throughout the school year in various modalities (virtual, hybrid, in-person).

- Mathematics (purchased)
 - Houghton Mifflin Harcourt K-8
 - Savvas Learning (formerly Pearson) 9-12 to include AP
- Science - Houghton Mifflin Harcourt K-8 (purchased)
 - Houghton Mifflin Harcourt K-8
 - Savvas Learning (formerly Pearson) 9-12 to include AP
- English Language Arts (to be purchased)
 - Houghton Mifflin Harcourt K-12
 - Adoption process completed
 - Evaluation report completed

The Curriculum and Instruction Unit is fully engaged in contractual services with a vendor to develop an intentionally robust K-12 curriculum aligned to the Board-approved VISA for Social Studies. The team meets twice monthly. The contract focuses on a *Gap Analysis, Implementation Plan to include the roll-out of the standards, Train the Trainer Modules, Development of lesson plans to be housed on GoOpenUSVI, and Evaluation of the implementation*. There are two instructional modules, one focused on unwrapping the standards, the second on the instructional shifts required to address the standards that have been developed for social studies educators and will be presented at the Back to School PD on August 3rd (STX) and 4th (STTJ). Modules designed specifically for administrators to support teachers are under development for delivery during each district's superintendent meetings. The team is revisiting the Gap Analysis, which started last year after the standards were approved. The goal is to gather as much information as possible about what resources are available and what is still needed to support the standards. Surveys to gather this information will be sent out to directors, coordinators, teachers, school administrators, UVI School of Education faculty, the Board of Education, and retired teachers.

Additionally, the Curriculum and Instruction unit is actively engaged with CodeMantra, the contractor hired to produce customized e-texts and print-ready cartridges for Civics and

VI History. The team meets weekly under the guidelines of the executed contract to publish a VI-centric Civics text for 9-12 and a VI History workbook for grades 3-8.

A team of teachers led by the District Social Studies Coordinator created the content for this work. At the end of May, the STTJ teachers joined the STX teachers to ensure collective continuity across the territory. Teachers also worked individually on creating their own lesson plans. These lesson plans are uploaded to a Google folder for all to review, which sets the tone for fidelity within this subject area. Both groups meet with the district coordinator and the state instructional director weekly. This work remains intense, focused, and deliberate.

The instructional resources for this area are e-texts that will be ported onto Schoology, VIDE's Learning Management System (LMS), and accessible to teachers and students for classroom instruction.

The customized civics text is between 750-800 pages celebrating the rich legacy of the Virgin Islands government and civic responsibility.

School visits are just one way of getting the information into the hands of educators. However, there must be a systematic approach to the broader shared responsibility of dispensing this information to educators and the wider community. Development and promulgation of curriculum resources is a year-round undertaking to ensure effective "buy-in". With the assistance of the Public Relations Division, C & I has already established a constructive protocol for the dissemination of the curriculum work and resources available.

Conclusion

The VIDE is always open to any recommendations from this body as we work together to improve public education in the territory. We stand ready to answer any questions that you may have at this time.

Addendums

Addendum A: Spending Plans

STT/STJ District		
FY 2020 CGA STTJ District	Per diems for summer programs and summer training for staff, professional books for teachers, supplemental workbooks for students, college prep and career skills training for junior and senior high school public and non-public students, radio ads, and chromebooks	\$ 868,392.65
FY 2021 CGA STTJ District	Additional resources for the Sugar Apple Pre-School locations, travel reimbursements up to 07/31/23, Social Studies resources for Grades K-2, professional services to address Educator Quality, training for non-public schools - Improving the Social Studies Curriculum (Antilles School), Diversity & Inclusivity training (Montessori), SEL training (Moravian), Promethean Board training (Bethel Baptist), and Data Collection & Assessment (All Saints School), operating supplies and Microsoft licenses for Wesleyan Academy and Seventh Day Adventist School	\$ 1,480,228.10
FY 2021 CARES II STTJ	Personnel and fringe for full-time and part-time staff, school security cameras, air-conditioners and installation contracts, school safety resources, school signage for all schools, professional services for public and non-public schools to include conflict resolution and team building, supplies, and generators	\$ 7,293,437.49
STX District		
FY 2020 CGA STX District	Per diems for teachers and staff Summer Programs, Credit Recovery, and Enrichment, online digital solutions for teachers to assist students in reaching their targeted goals, K-12 Curriculum Assessments, Literacy Acceleration services, foundational literacy instruction. services, professional development, Master's Degree assistance in Teaching English as a Second language, operational supplies, supplemental workbooks for the public and non-public schools, and radio ads	\$ 1,247,746.90
FY 2021 CGA STX District	Supplemental resources for the Granny Pre-K classrooms, Model School conferece travel reimbursements, supplementatl workbooks for social studies, math, and science, inter-island travel and accommodations for the St. Croix members of the Early Learning Taskforce, online digital instructional resources, operating supplies and professional development for the public and non-public schools, PowerSchool K-12 Software, Cloud-Based Solutions, Master's Degree assistance in Teaching English as a Second language	\$ 1,878,371.02
FY 2021 CARES II STX	Payroll reimbursement full-time and part-time staff, per diem reimbursements for persons who worked in our summer programs, security guard services, AC replacement for the Curriculum Center and various public schools , Mi-Fi services, operatining supplies, small tools and minor equipment, professional development, other services for public and non-public Schools, library furnishings, and security equipment	\$ 5,251,910.01

School Improvement Plans (ARP)

STT/STJ District

Ulla F. Muller	Summer enrichment and tutorials, supplies, Model Schools training, and professional development
Jane E. Tuitt	After school, supplies, data portfolio resources, professional development, and online licenses
Joseph Sibilly School	After school/summer enrichment, professional development, online subscriptions, off-island training, gardening resources, and supplies
Lockhart K-8 School	Lockhart's submission: summer tutoring program, voice translators, professional books, supplies, off-island training, professional development, subscriptions, and memberships
	Addelita Cancryn's submission: after school/summer STEM program, supplies, lab equipment, professional books, professional development, supplies, large tents, and online subscriptions for English as a Second Language classes
Charlotte Amalie High School	SAT prep classes, tents/shed like structures, technology resources, professional books, supplies, workbooks for special classes, AP conference, online resources, professional development, and culinary arts resources
Yvonne Milliner Bowsky School	Technology, CTE equipment, and supplies
Edith Williams Alternative School	Summer Enrichment Program, technology equipment, furniture, counseling services, career program, off-island training, online programs, and software
Joseph A. Gomez School	Summer Enrichment Program, golf cart, technology equipment, supplies for parent room, professional books, office supplies, science, mathematics, literacy, and culinary supplies, off-island travel, professional development, and online resources
Bertha C. Boschulte Middle School	Lawn tractor, golf carts, off-island travel, AVID training, online resources, culinary resources, professional books, technology resources, and supplies
Ivanna Eudora Kean High School	Afterschool and Summer programs, aquaponic farm system, agricultural supplies, professional books, supplies, CTE supplies, technology resources, and off-island training
Julius E. Sprauve School	Laptops, hands on resources/manipulatives, subscriptions, and licenses

School Improvement Plans (ARP)

STX District

Pearl B. Larsen	Smart Lab Conference and Parent Engagement Conference, supplies/small tools/minor equipment, professional books for library, professional services , Smart Lab/Outdoor Learning Design, translation software services, and utility cart
St. Croix Educational Complex High School	Professional books, supplies/small tools/minor equipment, professional development travel, other services, annual grade level assessment, and per diem staff
Alfredo Andrews School	Professional books, professional development travel, supplies/small tools/minor equipment, other services, and Parent Institute resources
Central High School	Professional books, supplies/small tools/minor equipment, professional development, teachers conference, professional services, utility cart, other services, standard based assessment, and per diem personnel
Claude O. Markoe School	Professional books, supplies/small tools/minor equipment, professional services instruction in wood working, creative writing, and culture, other services, digital board and fitness course, and professional development travel
Eulalie Rivera School	Professional books, supplies/small tools/minor equipment, professional services, other services, internet connectivity, online subscriptions, heavy duty copiers, shredders, storage area, and professional development travel
John H. Woodson JHS	Professional books, supplies/small tools/minor equipment, computers, culinary equipment, recording equipment, professional services, other services, math subscriptions, and per diem hires
Ricardo Richards School	Professional books, supplies, computers, cameras, keyboards, student headphones, professional development for teachers and paraprofessionals, reading subscriptions, copier, professional development off-island travel, and per diem for staff
Juanita Gardine	Capital outlay, off-island travel and AVID training, online resources, culinary resources, professional books, technology resources, and supplies
Lew Muckle School	Afterschool and summer programs, aquaponic farm system, agricultural supplies, professional books, supplies, CTE supplies, technology resources, and off-island training
CTEC	Laptops, hands on resources/manipulatives, subscriptions, and licenses

Addendum B: STTJ District Summer Maintenance Update

Julius Sprauve School

1. Boys' Bathroom (TB 108B)
 - A. Privacy divider between urinals missing – installation needed. **COMPLETED**
 - B. Privacy divider between urinal need to be secured to the wall. **COMPLETED**
2. Stuck or Inoperable Classroom Window Shutters TS101, TS 103, TS 105-2, TS 111, TS 116, TS 124, Main Office
3. Inoperable Water Fountains · TS 108, TS 112, TS 128 **COMPLETED**
4. Moldy Rooms · TS 101, TS 102, TS 103, TS 107, TS 108B, TS 110, TS 111, TS 113, TS 116, TS 123, TS 125, Industrial Arts Room **JANITORIAL CONTRACTOR CLEANED**
5. Broken Window Screens / Blinds / Windows TS 110, TS 111, TS 123, TS 126, Industrial Arts Room, **COMPLETED**
6. Questionable Working Fire Alarms · TS 105, TS 107, TS 109, TS 110, TS 111, TS 113, TS 115 **B TECH REPALCED BATTERY - COMPLETED**
7. Broken Safety Spring Door Closers / *Broken Door Lock · TS 104, TS 110, TS 116, TS 117, TS 113 **COMPLETED**
8. Classrooms with Damaged Walls · TS 106, TS 110, TS 126 **COMPELTED**
9. Cafeteria
 - A. Cafeteria door frame needs to be changed **COMPLETED**
 - B. Gate needs to be replaced for electrical panel box **COMPLETED**
 - C. Serving Area/ Steam Drainage **COMPLETED**
 - D. Roof vent to be sealed above serving area
 - E. Kitchen Manager office needs electrical panel wiring
 - F. Lights needs to be replaced **COMPLETED**
 - G. Cafeteria Outlets **COMPLETED**
 - H. Plexiglass needs to be repaired **COMPLETED**
 - I. Cabinet doors in Kitchen **COMPLETED**
10. Ceiling Tiles in Modular **90% COMPLETED**
11. Termites – **CONTRACTOR – OLIVER EXTERMINATING**

IN-HOUSE COMPLETION

1. All water faucets repaired
2. Replaced all bulbs and ballasts
3. Outlets in Cafeteria repaired
4. Ac repaired in head cook office
5. Exposed wires repaired head cook office
6. Hot water heater outlets repaired
7. Water fountains repaired replaced hose with cooper tubing
8. Broken 2" main water line repaired
9. Divider between urinals installed
10. Broken spring door closer repaired
11. Classroom damaged wall repaired

12. Steam table drainage repaired
13. Gate repaired protection from electrical panel box
14. Broken window screens, blinds and window repaired
15. All lights replaced
16. Plexi glass clips in cafeteria repaired
17. Replaced door frame in Cafeteria

Charlotte Amalie High School

1. Air Conditioner in Piano Lab is NOT functional. New unit has been installed and awaiting electrical hook-up for months **COMPLETED**
2. Air Conditioner in Social Studies Dept (B-Annex) needs to be serviced **COMPLETED**
3. Air Conditioner in Band Room (Music Suite) leaks badly and is no longer functional **COMPLETED**
4. Air conditioner in N104 leaks **COMPLETED**
5. Air conditioner needed in Auto body Shop's classroom **COMPLETED**
6. Air conditioner units in Auditorium need to be serviced **COMPLETED**
7. Air conditioner in Sprung is not cooling; needs immediate service **COMPLETED**
8. Mold issues/complaints from teachers in TC 403, 404, 410, 203 **CONTRACT EXECUTED. CONTRACTOR TO BEGIN 7/26/2023**
9. Condensation/mildew in light fixtures & ceiling tiles in TC 206 **COMPLETED**
10. At least one more custodian is needed to assist with cleaning the 15 acres of school grounds and emptying numerous garbage bins. Only ONE custodian is currently assigned to keep up with this mammoth task. In addition, a golf cart type utility cart is needed to facilitate this process and make it more humane and efficient. **NOT APPLICABLE TO MAINTENANCE**
11. Electronic Shop leaks badly when it rains **NEEDS ACCESS TO BUILDING TO COMPLETE PROJECT**
12. Rest room in newly renovated Family & Consumer Affairs dept. needs to be renovated. **TWO (2) ADDITIONAL TOILETS NEEDED. PROJECTED COMPLETION 7/28/2023**

IN-HOUSE COMPLETION

1. Walkway decks wood replaced, painted
2. Repair holes in wall 9 grade academy
3. Piano lab electrical service repaired
4. Kitchen bench repaired
5. Replaced door locks
6. All AC cleaned and repaired
7. Painted speed bumps and directional signs
8. Bathrooms in Auditorium repaired for Graduation ceremonies
9. Painted Graffiti on classrooms and bathrooms
10. Repair door lock

Lockhart K-8 School

1. Covering External AC Vent **80% COMPLETED, INSIDE TO COMPLETED**
2. All AC Units needs to be deepcleaned **COMPLETED**
3. Mold Issue on Campus **CONTRACT EXECUTED. CONTRACTOR TO BEGIN 7/26/2023**
4. TA-102 Water dripping from the A/C. **REPAIR COMPLETE**
5. TA-103 Malfunctioning A/C. The temperature is in the upper 80's. **REPAIR COMPLETED** The broken window to the south is unable to open and stay up. Wooden borders under both windows and near the restroom door need replacing. **AWAITING PARTS TO COMPLETE REPAIR FROM SUPPLIER**
6. TA-105 The southern part of the room has a leak that was repaired; however, the ceiling tile is wet, which indicates that there is another leak.
7. TA-107 Classroom has a lingering odor. **COMPLETED – NO ODOR DETECTED**
8. TA-110 Mold has covered maintenance and custodial workers' supplies, and old computers being stored (will be sent to e-waste). **COMPLETED (CLEANED & DEHUMIDIFIER PLACED)**
9. TA-111 The mold issue within the classroom must be resolved prior to the start of the 2023-2024 school year. **ROOM WAS DEEP CLEANED - COMPLETED**
10. TA-112 This classroom will need mold remediation before the start of the next school year. **ROOM WAS DEEP CLEANED - COMPLETED**
11. TA-113 Malfunctioning A/C and holes in the floor. **COMPLETED**
12. TA-114 Holes in the floor need to be repaired. **75% COMPLETED – PROJECTED COMPLETED DATE 7/28/2023**
13. TA-115 Malfunctioning A/C. The A/C unit is not working. Additionally, there is mold or other **COMPLETED**
14. TA-116 Requesting all A/C vents and air purifier vents be cleaned. **COMPLETED**
15. TA-119 Repair floor, install jack (outlet cover), and replace the light bulb. The roof is leaking. **75% COMPLETED – PROJECTED COMPLETED DATE 7/31/2023**
16. TA-120 The classroom has a strong odor that may be from the mold. **ROOM WAS DEEP CLEANED - COMPLETED**
17. TA-123 Classroom has a lingering odor. **ROOM WAS DEEP CLEANED - COMPLETED**
18. 5 Exterior Lights fixtures **COMPLETED**
19. ALL CLASSROOMS NEED TO BE PAINTED ON THE OUTSIDE.

IN-HOUSE COMPLETION

1. All AC Cleaned
2. Walkway decks wood replaced and painted
3. Painted classrooms
4. walkway decks replaced
5. All AC cleaned and serviced

6. Sink fell from brackets rehung
7. Clogged toilet soap bottle found
8. Removed ceiling tiles and replaced

Yvonne E. Milliner Bowsky Elementary School

1. Filters and vents to be cleaned in modular units **COMPLETED**
2. Retaining Wall needed in front of the Teacher's Lounge to prevent flooding
ENGINEERING ASSESSMENT
3. Two (2) A/C units not working in rooms F206: **CONTRACTOR AWAITING PO FOR UNITS PURCHASE WITH CARES FUNDING**

IN-HOUSE COMPLETION

1. Placed garbage bins for the removal of Books, cabinets and desks
2. Toilette backup repaired
3. Replaced ballast and lights
4. Install 3 bulletin boards
5. Repaired all cafeteria lights for graduation ceremony
6. Broken water line in home economics room from removing cabinet

Joseph Sibilly Elementary School

1. Plumbing problem in teacher's lounge **COMPLETED**
2. Fixing of leaky roof in Building B **SOW PREPARED BUT REQUIRES FURTHER ADJUSTMENT**
3. Needs Ramps for easy access to the Cafeteria **PROJECTED COMPLETION 9/5/2023**
4. Paint Main Office **PROJECTED COMPLETION 9/5/2023**
5. Paint Principal Office **PROJECTED COMPLETION 9/5/2023**

IN-HOUSE COMPLETION

1. Classroom partition removed Painted
2. All AC cleaned
3. Replaced water tank
4. Sewage line blocked with tree root repaired

Ivanna Eudora Kean High School

1. The main office is in terrible shape and needs immediate repairs as it pertains to air conditioning. **QUOTE PROVIDED BY PRINCIPAL AND PURCHASE IN PROCESS**
2. The gymnasium requires painting and maintenance to continue to remain its level of standard as a multi-million dollar sports and educational arena. **WORK IN PROGRESS PROJECTED COMPLETION 9/5/2023**

3. Replace & install AC in DMW Gym by 11May (4 ACs fully functional/ 12 scheduled to be installed) **IN PROGRESS BY CONTRACTOR PROJECTED COMPLETION 8/5/2023**
4. Replace and Install AC units for study hall, accountant's office, and main office **QUOTE PROVIDED BY PRINCIPAL AND PURCHASE IN PROCESS**
5. Clean AC duct in main office and library
6. Replace & Install AC units in twenty- three (23) classrooms and two (2) in Kean Cafe **CONTRACTOR AWAITING PO FOR UNITS PURCHASE WITH CARES FUNDING**
7. Replace & Install ten (10) east and west main ramp lights **AWATING SUPPLIES FROM VENDOR**
8. Install LED light outside cafeteria entrance door **AWAITING SUPPLIES FROM VENDOR**
9. Install two (2) electrical outlets under bus shed
10. Replace ceiling tiles in forty (40) rooms (3,000) **IN PROGRESS. ONLY REPLACING WHAT'S NEEDED**
11. Check classrooms clean AC filters **IN PROGRESS. PROJECTED COMPLETION 8/5/2023**
12. Check classrooms operators and window screens **COMPLETED**
13. Check outlets of each classroom **COMPLETED**
14. Remove all rusty cast iron countertop sink and replace them with ceramic in the boys and girls restroom in the gym **COMPLETED**

IN-HOUSE COMPLETION

1. Painted 2 JRTOC building, flag pole
2. Ice Machine install
3. Replace all bulbs, ballast and outlets in classrooms
4. Exterior walls on campus and some classrooms painted
5. Filter installed on ice machine
6. Removed Garbage from steel pan room
7. Painted and Marked concrete slab
8. JROTC building painted
9. Girl's locker room hallway painted
10. Bathrooms doors rehanged
11. Windows operators, clips and doors repaired
12. Sinks replaced in gym
13. Maintenance work done at Kean Gym for Graduation
14. Replaced breaker room 120 for AC
15. Repaired lift for bleachers in gym
16. Repaired wood around AC units
17. Removed all damaged vinyl floor tiles to be replaced
18. Water line leak at campus running repaired
19. Repaired leaking pipe in gym ceiling
20. Replaced water 120 gallon water heater

Bertha C. Boschulte Middle School

1. Air conditioning units checked and cleaned **COMPLETED**
2. Replace missing/mildewed ceiling tiles **IN PROGRESS. PROJECTED COMPLETION 8/5/2023**
3. Leaking roofs in need of sealing
 - A. Auditorium **COMPLETED**
 - B. Music Building **COMPLETED**
 - C. Main Office **COMPLETED**
 - D. Cafeteria **COMPLETED**
4. Address leakage of cafeteria A/C drainage pipe **COMPLETED**
5. Install missing window winders **COMPLETED**
6. Install electrical outlet covers inside and outside **COMPLETED**
7. Bulbs/lighting fixtures needed
 - A. Classrooms **AWAITING SUPPLIES FROM VENDOR**
 - B. Auditorium **CONTRACT RECEIVED. PROJECTED COMPLETION 8/5/2023**
 - C. Main office storage and bathroom **IN PROGRESS. PROJECTED COMPLETION 8/5/2023**
8. Multiple A/C units down
 - A. Gymnasium **COMPLETED**
9. Extermination of rodents **CONTRACTOR – OLIVER EXTERMINATING**
10. Mold Remediation **CONTRACT EXECUTED. CONTRACTOR TO BEGIN 7/26/2023**
11. Deep cleaning **JANITORIAL CONTRACTOR**
12. Ceiling fans cleaned **JANITORIAL CONTRACTOR**

IN-HOUSE COMPLETION

1. AC cleaned and service
2. AC in gym installed
3. All classroom doors painted
4. Top coat library and main office
5. Replaced faucets and urinal valves
6. Patch flashing office, library and cafeteria
7. Repair Plumbing room P-101
8. Repaired 4 sinks in home improvement class
9. Repaired door hinges in auditorium
10. Repaired broken pipe in cafeteria
11. Installed 2 spot lights in Auditorium
12. Repaired lights switches in main office
13. Fluctuating power called WAPA repaired

Ulla F. Muller Elementary School

1. Cleaning: All units **COMPLETED**
2. Room T3 Need Window AC **AWAITING SUPPLIES FROM VENDOR**
3. Broken pipe was repaired and the area was left covered with blocks and not properly covered with cement. **IN PROGRESS. PROJECTED COMPLETION 8/5/2023**
4. Broken/Lifting Floor Tiles in Rooms 6, 7, 12, 14, 21
5. Ceiling Leaking in Room 7, Room 20, Room 21
6. Ceiling (Falling Pieces) in Room 6
7. Door Knobs/Locks Change in Rooms 2, 17
8. Room 20 (Back door)
9. Door Frame Replacement Room 16, 17, 9, 10 (Severely termite damaged) **COMPLETED**
10. Door Replacement – Rooms 9, 11 **COMPLETED**
11. Door Repair – Room 1
12. Room T1 – Water enters when it rains. **COMPLETED**
13. Electrical for Room 1 – 3, 11-12, Library, Kitchen, Cafeteria (Electrical upgrade to entire wing; AC's have been unable to come on for the entire year) **QUOTES SENT TO ENGINEERING**
14. Extermination
 - A. Rooms 19 and 21 (Kinder Wing that backs up against T's) – Rats **CONTRACTOR – OLIVER EXTERMINATING**
 - B. Room 11 and 12 (Backs up against brush) – Rats **CONTRACTOR – OLIVER EXTERMINATING**
 - C. Room 1 and 15 – Roaches **CONTRACTOR – OLIVER EXTERMINATING**
15. Kitchen - Gas line still not repaired; Meals// must be cooked off site. **IN PROGRESS BY CONTRACTOR. PROJECTED COMPLETION 7/28/2023**
16. Light Bulbs Rooms 6, 18, 19, 20, **IN PROGRESS , PROJECTED COMPLETION 8/5/2023**
17. Rear exterior of Rooms 11, leaking from pipe on second floor from room 1
18. Screens Fasteners for screen – Rooms 2, 16, 17 **IN PROGRESS, PROJECTED COMPLETION 8/5/2023**
19. Screens Broken – Room 1 **IN PROGRESS, PROJECTED COMPLETION 8/5/2023**
20. Screens in the girls bathroom but cabinet needs to be rebuilt and needs flush meters and single push faucets **IN PROGRESS BY CONTRACTOR. PROJECTED COMPLETION 8/5/2023**

IN-HOUSE COMPLETION

1. Painted main office
2. Roof office painted
3. Painted classrooms and campus
4. Repaired termite damage doors and frames in classrooms
5. Replaced ballast and bulbs

Joseph Gomez Elementary School

1. NEW SUGAR APPLE Classroom **IN PROGRESS WITH CONTRACTOR. PROJECTED COMPLETION 8/5/2023**
2. PLAY GROUND **REPAIRS TO BE COMPLETED THOROUGH DISTRICT**
3. 4 UNITS ARE inoperable – NB 1, NB 8, NB 6, AND NB 15 : **AWAITING TRANSFORMER**
4. NB 1 Clips needed for screens **COMPLETED**
5. Door is very difficult to open. New Door may be needed OR THE BOTTOM OF THE DOOR SHAVED. **COMPLETED**
6. Room is extremely moldy **JANITORIAL CONTRACTOR**
7. NB 6 - needs a strip under the door to prevent critters from entering. **IN PROGRESS. PROJECTED COMPLETION**
8. Renovation of two classrooms to a Pre-K Center, **In progress, projected Completion August 2, 2023**
9. Recommissioning of a Special education Building, **In progress, projected Completion August 2, 2023**

IN-HOUSE COMPLETION

1. Painted 4 Classrooms
2. Replaced ceiling tiles
3. Lubricated knobs and operators
4. Repaired screen clips
5. Replaced locks in kitchen
6. Repaired hole on floor in modular
7. Repaired urinals

Jane E. Tuitt Elementary School

1. Door painted white **COMPLETED**
2. Plastic screens need to be realigned to windows, and properly attached for optimal air condition air circulation; check window operators; some need to be replaced; door needs to be checked; not closing properly, and lock definitely needs to be changed (safety hazard when door is jammed and cannot be opened in a timely manner); replace floor tiles in the entire room **IN PROGRESS. PROJECTED COMPLETION 8/5/2023**
3. Woodlice / Termites around the perimeter of the room **CONTRACTOR – OLIVER EXTERMINATING**
4. Plumbing is a regular issue in some stalls. **IN PROGRESS. PROJECTED COMPLETION 8/5/2023**
5. Plastic screens for 2 windows on side facing office need to be replaced. **IN PROGRESS. PROJECTED COMPLETION 8/5/2023**
6. Broken tiles on north side of room need to be replaced. **AWAITING PO FOR COMPLETION**

7. Hole in the wall where the a/c hose is needs to be caulked. Can see outside. **AWAITING PO FOR COMPLETION**
8. Floor needs retiling. Patches of raised tiles cause tripping. **AWAITING PO FOR COMPLETION**
9. Remote on wall for fan needs to be secured. It is hanging from the wall. **IN PROGRESS. PROJECTED COMPLETION 8/5/2023**
10. Door Frame for the storage room needs fixing. **IN PROGRESS. PROJECTED COMPLETION 8/5/2023**
11. Window operator for windows 1 and 3 from the right of the door needs replacing. Window 3 window panels is bent. **IN PROGRESS. PROJECTED COMPLETION 8/5/2023**
12. The cabinets in the office need doors and locks so as to allow for clean and secure storage. **IN PROGRESS. PROJECTED COMPLETION 8/5/2023**
13. Barbed wire needs to be placed on fencing for entire surroundings. Holes need to be patched also. **SCHOOL SECURITY – MR. MASON**
14. A/C Units need to be cleaned **COMPLETED**
15. 2nd Restroom on Right. Door and knob may need replacement. Upgrade needed to both. **IN PROGRESS. PROJECTED COMPLETION 8/5/2023**
16. AC filters and vents need to be cleaned around the entire campus. **COMPLETED**
17. The panel box needs to be upgraded to accommodate load. **COMPLETED**
18. 3" sewage line needs to be rectified and remove U trap and replace with straight pipe and vent **BIDDING PROCESS**
19. Main Office water feed leak line needs to be rerouted. **COMPLETED**

IN-HOUSE COMPLETION

1. Fix pressure water line underneath main office
2. Replace flush valves
3. AC Cafeteria repaired
4. Repaired toilette not flushing
5. Broken water line behind office repaired
6. AC cleaned and service

Addendum C: STX District Summer Maintenance Update

Pearl B. Larsen

1. All Classrooms are painted; **Completed**
2. Floor tiling Library; **Pending tile delivery due to supplier shortage**
3. Removal of broken and missing tiles **Completed** in all classrooms; **Estimated completion date 8/01/23**
4. Painting of auditorium, **Waiting for paint**
5. Repair and painting of doors and frames, **Completed**
6. Replacement of bulbs of ceiling lights and replacement of broken ceiling fans. **Completed**
7. Removal and replacement of broken ceiling tiles and cabinets in classrooms **Completed**
8. Replacement and repair of non-working outlets in classrooms, **Completed**
9. Replacement and repair of non-working light switches in classrooms **Completed**
10. Washed and cleaned AC filters in all classrooms, **Completed**
11. Replacement of broken paper towel holders in bathrooms, **Completed**
12. Replacement of ceiling lights in bathrooms, **Completed**
13. Replacement of sink and faucets in bathrooms, **Completed**
14. Replacement of broken toilet bowls in bathrooms, **Completed**
15. Replacement of non-working urinals in bathrooms, **Completed**
16. Replacement of 36 lights in gym area, **Completed**

Juanita Gardine School

1. Interior and exterior painting, **Completed**
2. Installation of 52 AC units **Completed**
3. Electrical upgrade from 400 amp to 800 amp **Completed**
4. Repair of gymnasium roof leaks **Completed**
5. Removal and replacement of urinals and toilets **Completed**

Adult Education

1. Repair walkways **Quotes are in, pending additional funding**

Lee Muckle

1. Interior and exterior painting throughout campus 75% of paint came late. **Estimated completion: 08/01/23**
2. All 67 AC units to clean fir 32 classrooms **Completed**
3. Replacement of over 4,000 square feet of tiles **Completed**

Ricardo Richards

1. Repair of AC leak on roof; **Completed**
2. Cistern running dry issue (replacement of water pump); **Completed**
3. Removal and replacement of over 600 square feet of broken floor tiles; **Completed**
4. Removal of abandoned trailers Waiting for contractors quotes; **Scope of Work completed, pending funding**
5. Interior and exterior painting throughout the school; **Completed**

John H. Woodson

1. Painting of all classrooms, **Completed**
2. Repairs of bathroom fixtures, **Pending additional funding**
3. Pressure washing and painting of hallways, **Completed**
4. Auditorium AC replacement, **Completed**
5. Roof leak above stage in auditorium, **Completed**
6. Termite treatment, **Completed**

St. Croix Educational Complex

1. Removal and replacement of all window operators 2000 ordered, **installation will commence upon delivery of operators**
2. Replacement of 150 ceiling fans throughout campus, **Awaiting P.O.**
3. Painting of all classrooms
4. Repair of auditorium, **AC Completed**
5. Repair of band suite AC, **Awaiting compressor delivery**
6. Installation of portable water **Completed**
7. Installation of additional cistern usage, **Completed**

St. Croix CTECH

1. Repair of 1000 feet of copper pipes **Completed**
2. Installation of portable water **Completed**
3. Need of power wash, **Estimated completion: 08/01/23**

St. Croix Central High

1. Replacement of AC in gymnasium; **Completed**
2. Interior and exterior painting Work in progress. **Estimated completion July 28, 2023**
3. Washed and cleaned AC filters in all classrooms Work in progress. **Estimated completion: July 28, 2023**
4. Repair and replacement of AC units in classrooms Work in progress. **Estimated completion: August 1, 2023**
5. Hallway leaks Bidding in process. Projected completion: **August 1, 2023**

Alfredo Andrews

1. Repair of fence line; **Awaiting P.O.**
2. Painting of South East exterior wall; **Awaiting P.O.**
3. Removal of tree responsible for broken sidewalk; **Awaiting P.O.**
4. Removal and replacement of AC units for cafeteria and auditorium; **Waiting for shipment**
5. Painting of classrooms and interior common areas Work in progress; **completion estimate July 28, 2023**

Eulalie Rivera

1. Interior and exterior painting Work in progress. **Estimated completion date August 1, 2023**
2. Modular Mold Remediation; **Completed**