

# **REFORMING, REBUILDING, AND REBRANDING PUBLIC EDUCATION**

## **VIRGIN ISLANDS DEPARTMENT OF EDUCATION TESTIMONY BEFORE THE 35TH LEGISLATIVE COMMITTEE ON EDUCATION & WORKFORCE DEVELOPMENT**

PRESENTED ON FEBRUARY 12, 2024  
DR. DIONNE WELLS-HEDRINGTON, COMMISSIONER





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February 12, 2024

Honorable Senator Marise C. James, Esq.  
Chairwoman of the Committee on Education & Workforce Development  
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Sent electronically via [senatormc james@legvi.org](mailto:senatormc james@legvi.org)

Dear Honorable Senator Marise James, Esq.,

I would like to extend my gratitude for granting me the opportunity to offer status updates on several critical areas, including school facility conditions, renovations at John H. Woodson Junior High School, bathroom upgrades, student achievement and strategies to address learning gaps, iReady, and intervention block initiatives, as well as parental engagement in schools to the esteemed members of the 35th Legislature Senate Committee on Education and Workforce Development.

Enclosed within this handbook, you will find comprehensive testimony and accompanying information. Your ongoing support and attentive consideration of our progress and plans to fortify VIDE are deeply appreciated.

Thank you once more for your dedication to our shared goal of rebuilding a stronger VIDE.

Dionne Wells-Hedrington, Ed.D.  
Commissioner

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## **STATEMENT BY COMMISSIONER**

Good morning, Committee on Education and Workforce Development Chairwoman, Senator Marise James, Esq.; Vice-Chair, Donna A. Frett-Gregory; committee members Carla J. Joseph, Diane T. Capehart, Dwayne M. DeGraff, Javan E. James, Sr., and Franklin Johnson; non-committee members present, and everyone listening and viewing today. I am Dr. Dionne Wells-Hedrington, and I am here to provide updates on several critical areas, including school facility conditions, renovations at John H. Woodson Junior High School, bathroom upgrades, student achievement and strategies to address learning gaps, iReady, and intervention block initiatives, as well as parental engagement in schools.

With me this morning is Assistant Commissioner, Victor Somme III; Deputy Commissioner Curriculum and Instruction; Insular Superintendent for the St. Thomas-St. John District, Dr. Stefan Jurgen; Insular Superintendent for the St. Croix District, Dr. Ericilda Ottley-Herman, Chief Operations Officer, Alan Fleming, Territorial Facilities Manager, Davidson Charlemagne, Director of Maintenance, St. Croix District, Yauncey Milligan, Director of Maintenance, St. Thomas-St. John District, Gene Weekes. Before we begin our update I want to say thank you to the hard-working, committed employees of the Virgin Islands Department of Education. Words cannot express how valuable your contributions have been to the overall success of your students.

## **CONDITION OF SCHOOL FACILITIES THROUGHOUT THE TERRITORY**

Esteemed members of the Senate committee, I would like to begin by shedding light on the critical issue of school facility conditions throughout our territory. The physical environment in which our students learn plays a pivotal role in shaping their educational experiences and outcomes. Unfortunately, in recent years, many of our school facilities have faced significant challenges that demand our immediate attention.

Our school infrastructure, the backbone of our education system, has been showing signs of wear and tear. Deteriorating roofs, outdated HVAC systems, inadequate classroom spaces, and aging facilities have become all too common in many of our schools. These conditions not only affect the comfort and safety of our students and staff but also impact the overall learning environment.

In today's world, where education is the cornerstone of progress and prosperity, it is essential that we provide our students with the best possible facilities to enable their success. In this testimony, we will delve deeper into the state of our school facilities, discuss ongoing renovation efforts, and outline our vision for ensuring that every student has access to safe, modern, and conducive learning environments.

Our dedication to tackling the issues in our school facilities remains steadfast, and we eagerly anticipate collaborating with this committee to find practical solutions that will benefit our students, educators, and the entire community.

The recent enactment of legislation establishing the Bureau of School Maintenance and Construction is making progress. We have received eight applications and have a structured interview process in place to select a qualified individual to lead this division. In

the interim, our internal framework remains functional, and we are actively addressing the crucial repairs needed in our facilities to enhance safety and security across our campuses and activity sites. As previously mentioned, we have received approval from the US Department of Education to allocate some of the federal funding from the American Rescue Plan (ARP) towards addressing our infrastructure challenges.

In the St. Thomas-St. John and St. Croix districts, we have allocated resources for this purpose, and we have publicly outlined our 30- and 60-day projects, demonstrating the department's commitment to tackling these issues methodically. While our list of projects may appear ambitious, we are steadfast in our commitment to completing all of them. Although we have faced some challenges along the way, the department remains resolute in its commitment to maintaining transparency with both internal and external stakeholders.

I would like to address a significant challenge currently confronting our department. We are grappling with the rapid deterioration of modular units that were initially covered by a five-year warranty upon installation. We have exceeded that warranty period, and as a result, we are experiencing detachment issues in our modular units, particularly in the joints connecting the roof and floors of these structures. This deterioration has led to air quality concerns, necessitating the development of a comprehensive plan for roof repairs and, in severe cases, the complete replacement of wall paneling to rectify the situation. Furthermore, some of the HVAC systems within these same structures have also required replacement. Such challenges have been significant in Charlotte Amalie High School and Eulalie Riveira K-8<sup>th</sup>. The plan includes repairing all the modular unit's territory wide. This is being scoped and will be out for bid utilizing the ARP funding.

Each school has been identified for extensive repairs under the department's plan, which does not include the unexpected challenges that arise daily. Addendum A lists the projects by school and their status.

## **STATUS ON THE JOHN H. WOODSON JUNIOR HIGH SCHOOL**

The VIDE Operations and Maintenance team has diligently worked to address critical concerns recently identified at John H. Woodson Junior High School. These concerns are central to our unwavering commitment to providing a safe and conducive learning environment for our students. Over the past few months, our school has faced urgent challenges that necessitate immediate attention, including the presence of mold, uncomfortable heat conditions, and a disturbing odor that has adversely affected both our students and staff daily. These challenges not only jeopardize the well-being of our school community but also hinder our pursuit of academic excellence.

The VIDE team has taken the following measures to tackle these pressing issues, ensuring the safety of our students and staff while creating an environment that promotes learning and growth at John H. Woodson Junior High School:

1. Air quality testing was carried out, and the results indicate that the mold remediation efforts have been successful. Adcon Environmental Services conducted the air quality testing and found that, based on the completed remediation, there is no immediate threat to the life, safety, or health of occupants in the serviced area. Two recommendations were made to the department, both of which have been

addressed: professional cleaning of HVAC air handlers in each room and annual inspections of the HVAC system as per the NADCA ACR 2021 recommended inspection schedule to ensure its cleanliness and optimal performance. Please refer to Addendum B for a copy of the detailed report.

2. Several other important improvements have been implemented, including the replacement of the duct system in the main office, changing of floor tiles in classrooms, ceiling tiles, replacing exterior lighting in hallways, installing new air conditioning units in building B, addressing minor repairs such as electrical and plumbing concerns, deep cleaning of the entire campus, pressure washing of hallways and exterior painting in the courtyard.
3. Due to John H. Woodson Junior High School's persistent moisture issues resulting from its location and water table rising, regular monitoring for increased exposure within the buildings will be necessary. It's worth noting that Woodson is scheduled for a complete replacement once FEMA obligates the funding for the project.

We remain fully dedicated to ensuring the safety, comfort, and academic success of our students at John H. Woodson Junior High School.

## **RENOVATION OF BATHROOMS**

As part of our ongoing commitment to improving the learning environment at all schools, we have undertaken a significant initiative to renovate and modernize the schools' bathroom facilities. The state of our bathrooms had been a concern for both students and staff, with aging fixtures, plumbing issues, and limited accessibility. These conditions not only affect the comfort and hygiene of our students but also contribute to their overall sense of well-being and pride in their school. With the additional funding received, the bathrooms at every site will be renovated.

Through careful planning and investment, we have initiated a comprehensive renovation project that aims to transform our bathroom facilities into safe, clean, and welcoming spaces for all. We have worked closely with contractors to ensure that the designs are not only functional but also aesthetically pleasing, promoting a positive and inclusive atmosphere within the school. Our goal is to provide students with modern, well-maintained bathrooms that align with the high standards of education we aim to achieve at both high schools.

### ***St. Croix Central High School***

The bathroom renovations have progressed with the selection of the contractor, Lightning Construction. Currently, work is underway to revamp a total of 14 restrooms. Additionally, comprehensive scopes have been meticulously prepared to address roof leaks in both the cafeteria and walkways.

Moreover, the prestigious Central High contract for replacement has been awarded to MCN Build, the same accomplished contractors who are currently involved in the construction of the new Arthur Richards PreK-8th facility. Notably, students have expressed a keen interest in the development of a dedicated wellness center for their

fellow students. These collaborative discussions are scheduled for this week, with student input regarded as invaluable.

The Virgin Islands Department of Education (VIDE) eagerly anticipates the continuation of our monthly meetings with the student councils at each high school. These interactions hold great significance as they represent our investment in nurturing the leaders of tomorrow.

### **St. Croix Educational Complex**

The approach to renovating the restrooms at the St. Croix Educational Complex has taken a different path. The Virgin Islands Department of Education (VIDE) has opted for a consolidated contract encompassing all remaining restroom renovations across the district, which is currently in the bidding phase. Once the contractor is selected, work will commence accordingly. Meanwhile, our internal maintenance division remains committed to addressing daily issues, including inoperable fixtures, replacement of the air conditioning unit in the band room, air quality testing in problematic areas (awaiting results), installation of ceiling fans, and mold remediation. Addressing the auditorium's leaking roof and scoping and bidding for stage repairs are ongoing projects. Details on other ongoing projects can be found in the project status listing. Additionally, Springline Architects is currently assessing the modernization needs of Complex/CTEC, revealing severe roofing issues necessitating a complete roof replacement for that facility.

## **STUDENT ACHIEVEMENT & ACTIONS TO CLOSE THE LEARNING GAPS**

This paragraph presents data on the demographic and attendance trends within a specific educational system over several years. The overall population is declining, from 10,907 in the 2019-2020 school year (SY) to 10,312 in the 2023-2024 SY. However, the number of English Language Learners (ELLs) is increasing, especially in the St. Thomas-St. John district (from 903 in 2022-2023 to 1,074 in 2023-2024) and to a lesser extent in the St. Croix district (from 237 to 270 in the same period). In contrast, the population of Special Needs students is slightly decreasing in both districts (from 403 to 394 in St. Croix and from 317 to 310 in St. Thomas-St. John between 2022-2023 and 2023-2024). Currently the department has 14 funded teaching vacancies in the St. Croix district (4 elementary, 5 secondary, 5 SPED) and in the St. Thomas-St. John district 2 secondary teachers. With the decline in student enrollment and recent budget cuts, both districts have undertaken an assessment to maximize human resources to ensure that students have highly qualified teachers and paraprofessionals at each school facility.

The state of student achievement and the initiatives undertaken by the Virgin Islands Department of Education (VIDE) to address the educational disparities within our region are of paramount significance. We have meticulously crafted a comprehensive strategic plan that delineates the department's path forward. Each educational institution has formulated their individual school improvement plans, which are aligned with federal funding and provide a clear roadmap for rectifying the disparities observed in student outcomes. We wholeheartedly acknowledge that education serves as the cornerstone of our society, and the accomplishments of our students not only mirror our commitment to their future but also serve as a gauge of our steadfast dedication to the progress and prosperity of the Virgin Islands.

## Learning Accomplishment Profile (LAP-3)

After careful analysis of the multiple data points available in the territory it was determined that we needed to ensure that our early childhood grade levels (preK-3<sup>rd</sup>) remains our focus as we train our professionals on the Science of Reading and mathematics instruction. Data has shown that the gaps in student achievement have been recognized during those years. If schools are unable to close those gaps and have students reading on grade level at the end of 3<sup>rd</sup> grade, statistics show that those gaps continue to widen resulting in students being unable to read and comprehend as they matriculate through the grades.

The Learning Accomplishment Profile-Third Edition (LAP-3) is a comprehensive assessment tool designed to track the development of children from birth through 36 months. It evaluates skills across multiple domains including cognitive, language, fine motor, gross motor, and social-emotional development. The LAP-3 is used by kindergarten teachers to identify children's strengths, needs, and growth over time, enabling targeted intervention and support. The tool consists of structured observations and a checklist that teachers can use to monitor developmental milestones. Its focus on a wide range of developmental areas makes the LAP-3 a valuable resource for ensuring children are on track for their age and identifying early any areas needing additional support. By providing a detailed profile of a child's abilities and progress, the LAP-3 plays a crucial role in early childhood education and intervention programs.

The LAP-3 summary report for the St Croix District, shows that the majority of kindergarten students are performing well, particularly in the Fine Motor and Pre-Writing domains, with completion rates above 97% and average scores of 86.00 and 84.00, respectively. The Cognitive and Language domains also exhibit high completion rates of over 96%, although the average score in Language is slightly lower at 68.00, suggesting a variation in skill levels within this domain.

Notably, while the Personal/Social domain shows a lower completion rate of 79.4%, the average score is high at 87.00, equal to that of the Self-help domain, which has a higher completion rate of 88.43%. This indicates that while fewer children complete the Personal/Social domain, those who do tend to score well. The Gross Motor skills are also well-developed with a 95.6% completion rate. The data suggests a strong overall performance with particular strengths in motor skills and pre-writing, while highlighting an opportunity for focused improvement in the Personal/Social domain.



Figure 1: Learning Accomplishment Profile (STX District)



The LAP-3 summary report for the St. Thomas-St. John School District indicates that for most domains, the average score is 79 or above, indicating a high level of proficiency, except for Cognitive and Language, which have average scores of 68 and 63 respectively. Fine Motor and Pre-Writing skills have a significant proportion of students (80% and 85%, respectively) showing proficiency in over 75% of domain items, indicating strong development in these areas. The majority of the children are over 60 months old (5 yrs.), with high completion rates for the assessment, ranging from 92.86% to 99.74%. Personal/Social skills have a relatively high average score of 84, but the distribution is more even across different levels of proficiency. This is the initial report for the 2023-2024 school year therefore there is no data indicating change (See Figure 2).

Figure 2: Learning Accomplishment Profile (STTJ District)



Summary report of child raw scores by domain based on the LAP-3

View: District

Group name: St. Thomas-St. John School District School Year - 2023 / 2024

Total Child Ct. 378 ELL Ct. 0 IEP Ct. 3 FRL Ct. 13

Group Progress Summary Report is a report that charts and summarizes child raw scores by domain based on LAP-3 domain. Graphs represent the change in the percent of items children have demonstrated mastery of. The calculated average represents the average number of items achieved by all children.

- Demonstrates proficiency in 1 - 25% of domain items
- Demonstrates proficiency in 26 - 50% of domain items
- Demonstrates proficiency in 51 - 75% of domain items
- Demonstrates proficiency in > 75% of domain items

Birth to 9 mos.	1
9 - 16 mos.	0
16 - 24 mos.	0
24 - 36 mos.	0
36 - 48 mos.	2
48 - 60 mos.	95
> 60 mos.	280

Domain	Percent of children	Child Count	Percent Complete	Average	Change
Gross Motor	7.18 7.45 11.17 74.20	376	99.47%	79.00	-
	Beg.				
Fine Motor	7.43 2.92 18.57 71.09	377	99.74%	80.00	-
	Beg.				
Pre-Writing	2.93 2.66 13.03 81.38	376	99.47%	85.00	-
	Beg.				
Cognitive	6.32 15.38 34.89 43.41	364	96.3%	68.00	-
	Beg.				
Language	18.45 15.78 15.51 50.27	374	98.94%	63.00	-
	Beg.				
Self-help	1.42 2.84 13.07 82.67	352	93.12%	85.00	-
	Beg.				
Personal/Social	4.56 5.70 8.83 80.91	351	92.86%	84.00	-
	Beg.				

**Student Achievement**

Student achievement encompasses the progress and success that students demonstrate in their academic pursuits. It is typically measured through standardized tests, assessments, grades, and teacher evaluations. Factors contributing to student achievement include effective teaching practices, access to a well-designed curriculum and educational resources, parental involvement, a supportive classroom environment, and student engagement in the learning process. High student achievement signifies that students are mastering the curriculum and acquiring the necessary knowledge and skills for their educational development.

## St. Croix District

Today, I present evidence of the district's strategic initiatives, focusing on three critical areas: Classroom Instruction, Targeted Intervention, and the pivotal role of Parent Engagement. These efforts are integral to closing the achievement gap and ensuring every student thrives academically.

The current enrollment is 5,117 students, spanning various educational levels: 3,517 students in Prekindergarten through 8th grade and 1,600 students in 9th through 12th grade. Gender demographics indicate a slight majority of male students, with 2,606 males compared to 2,501 females. Among the total enrollment, 389 students are receiving Special Education Services, 257 students are classified as English Language Learners, and approximately 30 students are receiving both Special Education and ESL Services. The district's educational makeup includes two high schools, one Career & Technical Education Center, four PK-6 schools, three PK-8 schools, and one junior high school.

Closing the achievement gap within the St. Croix District is strategically anchored in three transformative approaches, each supported by evidence and aimed at fostering equitable academic outcomes. Currently, student achievement reflects the largest population to be tested since the pandemic, serving as a baseline for the district. The proficiency rates for the 2022-2023 Summative Smarter Balanced Administration indicate that there is room for improvement, with rates of 17% in ELA, 6% in mathematics, and 32% in science. In response, the district has undertaken a comprehensive analysis of historical data, leading to a strategic focus on three major areas to address and close the achievement gap.

Figure 3: Attendance (STX District)



Figure 4: Smarter Balanced Proficiency Levels (STX District)

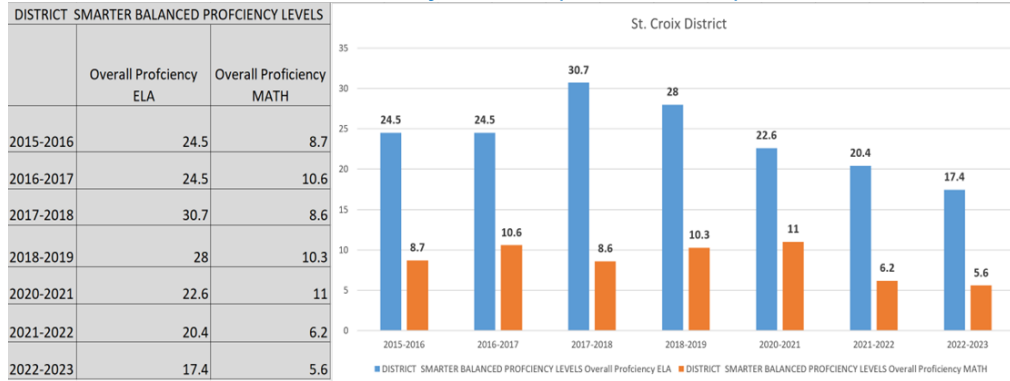


Figure 5: Smarter Balanced Math Proficiency by Grade Levels (STX District)

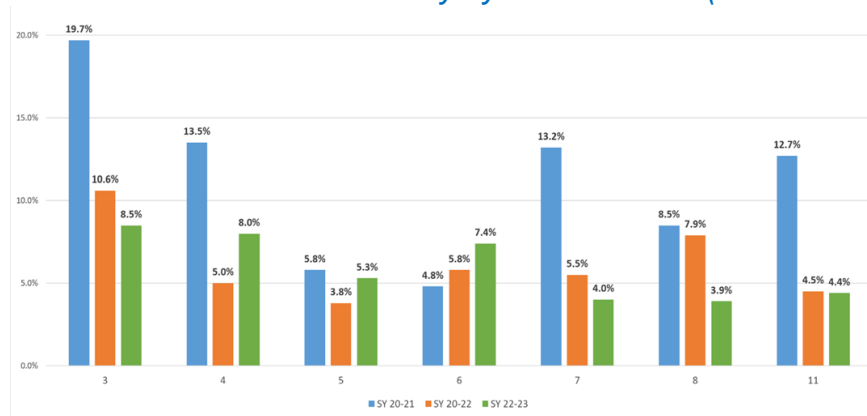
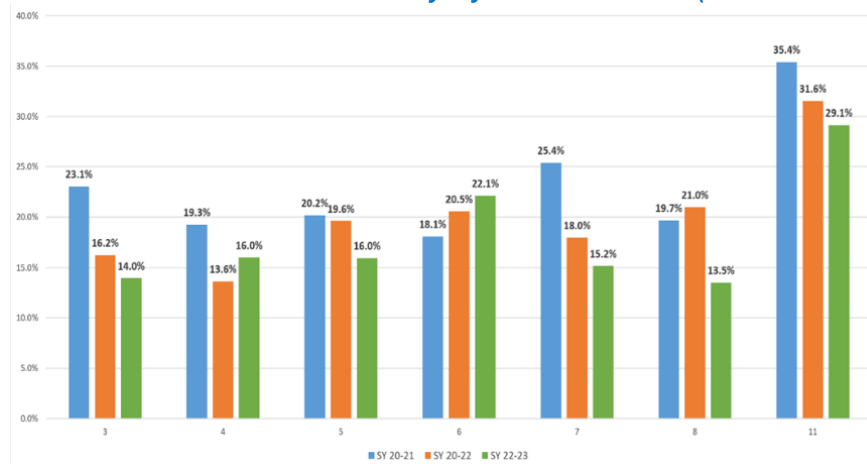


Figure 6: Smarter Balanced ELA Proficiency by Grade Levels (STX District)

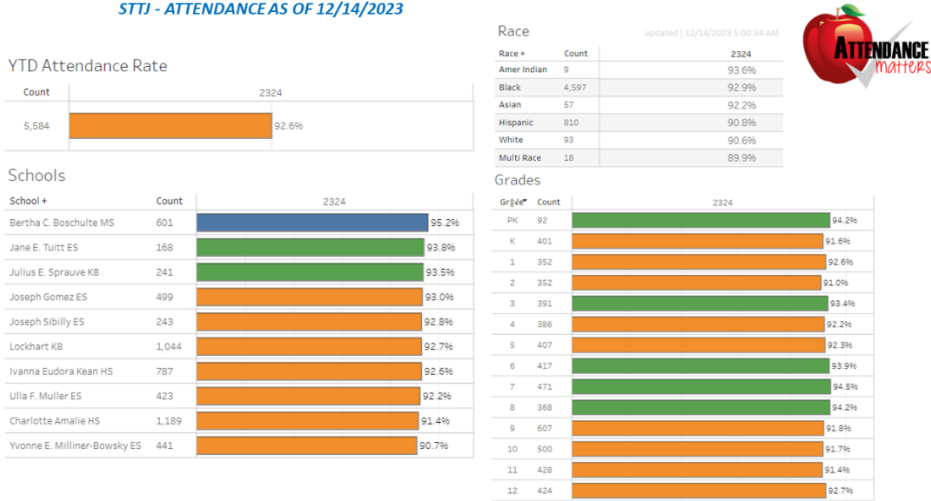


### St. Thomas-St. John District

In the St. Thomas - St. John District, the current enrollment stands at 5,262 students, distributed across various educational levels with 2,575 in Elementary, 1,822 in High School, and 775 in Junior High School. Gender demographics show a slight male predominance with 2,729 males compared to 2,533 females. Special educational needs are addressed with 50 students having a 504 plan, and 315 receiving Special Education

Services. 1,095 students are classified as English Language Learners. The district's infrastructure includes two high schools, seven elementary schools, one middle school, one K-8 school, and one Pre-K-8 school. As of December 14, 2023, the attendance rate was recorded at 92.6%.

Figure 7: Attendance (STTJ District)



The district has observed academic performance trends in the Smarter Balanced Assessments for the 2022-2023 school year, where 17% of students achieved proficiency in English Language Arts (ELA), marking an improvement from 15.8% in the previous year, while math proficiency experienced a minor decline with only 4.7% scoring proficient. Further details and data breakdowns are available in Figures 2, 3 and 4.

While the increased ELA proficiency is a sign of academic growth, the decline in math scores highlights the importance of continually assessing and adjusting educational strategies to meet all students' needs. The overall attendance rate of 92.6% as of December 14, 2023, also contributes positively to the district's educational outcomes, as regular attendance is crucial for consistent learning and academic achievement.

Figure 8: Smarter Balanced Proficiency Levels (STTJ District)

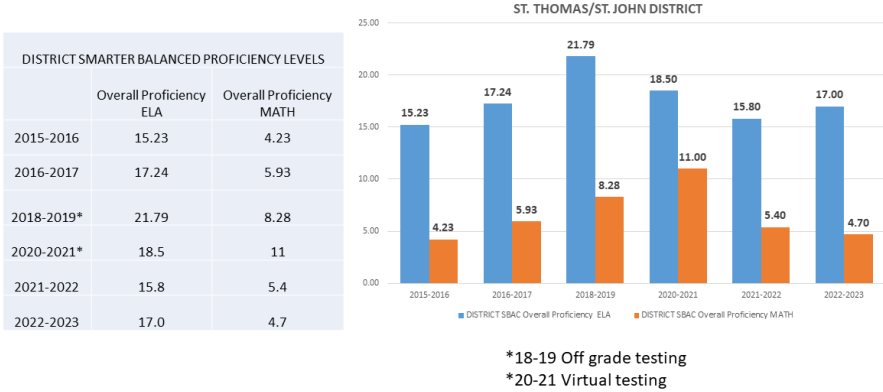


Figure 9: Smarter Balanced Math Proficiency by Grade Levels (STTJ District)

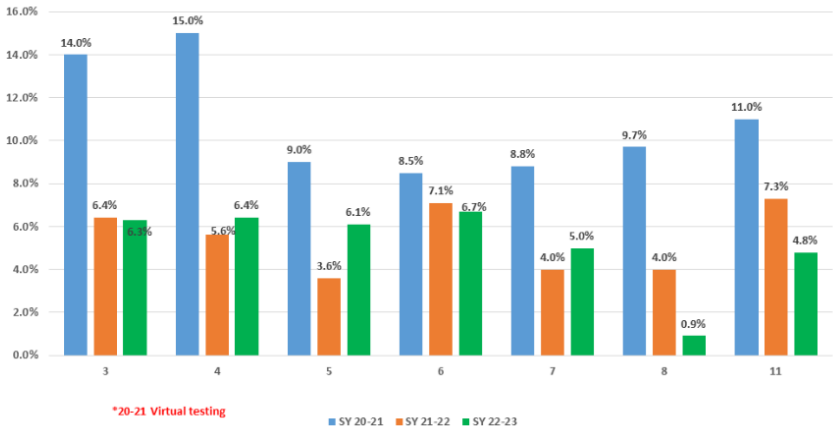
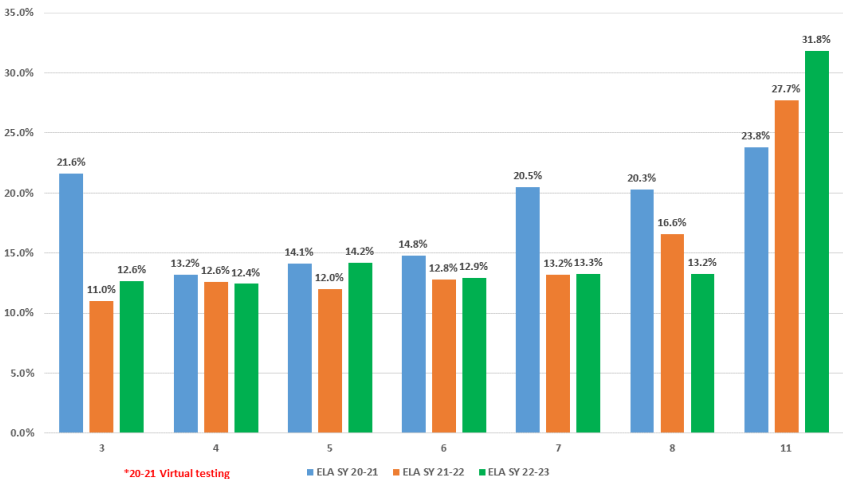


Figure 10: Smarter Balanced ELA Proficiency by Grade Levels (STTJ District)



**Actions to Close the Learning Gaps**

Addressing learning gaps is vital for achieving educational equity. To close learning gaps, the Virgin Islands Department of Education has taken several actions. Early intervention is crucial, involving the identification of struggling students and providing tailored support like tutoring and individualized learning plans. Teachers should also employ differentiated instruction to accommodate diverse learning styles. Equitable allocation of resources, professional development, data analysis, parent and community engagement, culturally responsive teaching, extended learning opportunities, mental health and social-emotional support, and advocacy for fair policies and funding are all essential strategies to bridge these gaps. Closing learning gaps is an ongoing and collaborative effort that requires the involvement of various stakeholders to ensure all students have equal opportunities for academic success.

## *St. Croix District*

### *Strategic Focus on Classroom Instruction:*

*Tier 1 Instruction Enhancement:* The district has prioritized targeted professional development to enhance Tier 1 instruction. Science of Teaching Reading sessions for Prekindergarten to third-grade teachers and Science of Teaching Math sessions for fourth through eighth-grade teachers address identified challenges in literacy and math proficiency, ensuring students meet crucial benchmarks for future academic success. The initial training for these programs was conducted on November 22, 2023. Currently, teachers are actively engaged in job-embedded coaching at their respective school sites, focusing on the Science of Reading for PreK-3rd grade and the Science of Math/Core Instruction for 4th-8th grade. This comprehensive approach underscores the district's dedication to ongoing professional development, with the current contract being implemented until May 2024. Future action steps include extending professional development on the Science of Core Instruction to all high school teachers, fostering literacy support across content areas.

*Leadership Coaching and Professional Development:* Ongoing professional development for the Superintendent's Team and district coordinators centers on leadership coaching, monitoring, and supporting quality instruction. The professional development sessions were strategically designed and executed throughout the year, emphasizing critical aspects such as leveraging time and resources to optimize academic achievement. This initiative extended into a Leadership series on Effective Strategies for Dropout Prevention, conducted in collaboration with the Successful Practices Network (SPN). The SPN's involvement included facilitation of a Dropout Prevention Academy, Monthly Leadership Sessions, and District Level and Campus-Based Job Embedded Coaching sessions. The Dropout Prevention Academy commenced with an initial session on April 19, 2023, where expectations and goals were articulated. The subsequent components unfolded over the year. The first component, an overview, took place on August 2, 2023, at the Back-to-School Superintendent's meeting. The second component involved monthly leadership meetings, addressing topics such as academic weaknesses, attendance, and discipline, held on September 11, 2023, November 11, 2023, and December 14, 2023, respectively. The third component focused on Job-Embedded Coaching, delivered at individual school sites. This phase occurred during September, October, and November of 2023, with time allocated for 1:1 Principal coaching sessions. All (eleven) principals received individualized coaching sessions tailored around a leadership goal tied to improving the student outcomes. The Leadership Academy's execution spanned from April 19, 2023, to December 15, 2023, ensuring a comprehensive and sustained professional development experience for district and school leaders in the St. Croix District.

### *High Dosage Tutoring and Targeted Intervention:*

*Individualized Support Through High Dosage Tutoring:* In our innovative approach to tackling learning gaps, we have expanded our High Dosage Tutoring program, leveraging personalized prescriptions derived from i-Ready diagnostic data. Tutors are instrumental in administering individual or small-group sessions seamlessly integrated into the school day, amounting to approximately 50 hours per semester. This targeted intervention aims to address specific areas of student deficiencies and learning disparities, with a particular

focus on tailoring support to individual needs. Notably, students who participated in the program in previous semesters exhibited significant growth in core subject areas. The initial phase saw the enrollment of 63 students during the 1st semester, and as we approach the Spring 2024 Smarter Balanced testing, we eagerly anticipate comparing students' data with last year's scores to measure the program's impact. In an ongoing commitment to student success, we are actively adding new students for the 2nd semester, ensuring a continued and personalized approach to addressing learning gaps.

*Crunch-time Smarter-Balanced Supplemental Guide:* To reinforce and expose students to tested skills and concepts, content coordinators have developed Smarter-Balanced Supplemental Guides. These guides focus on historically challenging domains, such as writing in ELA and specific mathematics concepts, aligning strategically with curriculum objectives. The intent of this document is for students to be exposed to standards and skills that were either previously introduced in the school year or to delve deeper into concepts that we as a district have historically scored low in (see Addendum C)

*Improving Student Attendance for Enhanced Learning:*

Recognized as a fundamental factor in effective learning, research consistently underscores the correlation between attendance and academic achievement. As education researcher Robert Balfanz aptly puts it, "Poor attendance isn't just a lack of learning time; it's a lost opportunity to teach a child." In our district, the attendance rates vary across grade levels, with high school attendance rates at a commendable 93%, notably higher than the district average. However, there is a discernable drop in attendance rates at the elementary level, particularly in kindergarten, where rates stand at 86%. The first step for the district in closing the achievement gap is ensuring our students are not only present but consistently engaged in school to maximize the impact of instruction. To address this, each school leadership has been tasked with creating attendance teams, who make parental contact or in extreme cases engage outside agencies, as an intervention method. Weekly attendance reports are provided to schools by the district team, highlighting students who have missed or been tardy for more than three days consecutively. In March, we will launch an attendance survey to determine the impact of school start time and out-of-district approvals on student attendance. As we strive to enhance instructional efforts, we call on parents, community leaders, and policymakers to join hands in prioritizing student attendance. By collectively fostering an environment that values and promotes regular school attendance, we can significantly contribute to closing the achievement gap and ensuring every student can thrive academically.

Evidenced-based support underscores the effectiveness of these strategies. A focus on Tier 1 instruction aligns with the research-backed understanding that high-quality classroom teaching is foundational to student success (Hattie, 2009). High Dosage Tutoring has gained traction as an impactful intervention, particularly for students with learning gaps (Kraft et al., 2020). By concentrating efforts on these three strategies, the St. Croix District is poised to make significant strides in narrowing the achievement gap and fostering equitable academic outcomes for all students.



### *St. Thomas-St. John District*

Over the last two years, students have continued to learn and grow, even though their educational experiences have been markedly different from those prior to the pandemic. They have honed vital 21st-century skills such as flexibility, communication, technological literacy, resilience, problem-solving, independence, and creativity. Their proficiency in online learning and use of web-based tools for collaboration, interactive discussions, and research has significantly increased.

Although students have acquired many valuable skills through their virtual learning experiences, preparing them for future academic and career endeavors, the Department acknowledges the uneven impact of the pandemic on our student body, especially affecting students with disabilities and English learners. Before the pandemic, at the end of the 2018-19 school year, 24.8 percent of students met or exceeded English language arts standards, and 10 percent did so in mathematics. To gauge the pandemic's effect on student learning, the Department compared the average growth in scale scores of students in spring 2021 with that of similar student's pre-pandemic.

### *Strategic Focus on Classroom Instruction:*

Efforts to address learning losses began with identifying essential standards necessary for students to succeed in subsequent grades. In the summers of 2020 and 2021, we assembled grade-level teacher teams to select key standards that would guide learning objectives. Teachers were then encouraged to focus more on these objectives, reinforcing them and providing ample practice time, rather than rushing through content to cover more ground in less time.

### *Monitoring of Instruction:*

Coordinators and Superintendents have been engaged in regularly monitoring instruction and providing feedback to teachers in the presence of principals. Feedback sessions are non-evaluatory and provide teachers with a safe place to self-reflect on the execution of the lesson. Teachers frequently respond with what they could have added to the lesson or done differently to address a problem area or get more students to demonstrate a deeper understanding.

### *Coaching & Personalized Supports:*

The monitoring of instruction from a district standpoint has led to our ability to spend quality time with those teachers that need it most. Coordinators have been able to follow-up with teachers to share teaching strategies, assisting with becoming more familiar with the new materials and supplies associated with the newly adopted textbook series.

### *Assessment:*

To determine the degree to which students' loss of learning potential, students must be assessed. The VIDE has ensured that all students in grades K-9 participate in our selected intervention program (iReady), which assesses students at three critical points during the year: the beginning, middle, and end. These assessments offer a comprehensive academic overview, prompting the Department to adapt its instructional programs accordingly. IReady not only covers the diagnostic component but also provides each

student with an individual prescription that supports their academic deficiencies. We have established a framework from Kindergarten through Grade 12 to offer additional support to those in need, implementing a multitiered system of supports for targeted interventions to help students advance. In our elementary schools, for instance, teachers dedicate 20-30 minutes daily to small-group instruction and reinforcement for students struggling with specific concepts or theories. This period is integrated into the daily schedule, offering flexibility in our instructional approach to both address deficiencies and provide enrichment. The "flex block" has been instrumental in mitigating learning losses, highlighting our commitment to addressing educational gaps exacerbated by recent challenges. We are actively exploring ways to enhance the effectiveness of the Flex Block to maximize its benefits for our students.

Ongoing professional development continues for our leadership team, focusing on coaching and instruction monitoring. Teachers will receive ongoing support in areas such as the newly adopted curricular series, the science of reading, multitiered systems of support, differentiated instruction, standards-based instruction, personalized learning, and more.

## **EFFECTIVENESS OF I-READY PROGRAMS & INTERVENTION BLOCKS**

iReady programs and interventions have become increasingly recognized in education for their effectiveness in addressing individual student needs and promoting academic growth. These versatile tools offer a comprehensive approach to assessing and improving student performance, allowing educators to tailor instruction to meet students where they are and help them progress at their own pace. With a strong emphasis on data-driven decision-making and personalized learning, iReady programs have demonstrated their ability to enhance student outcomes and bridge learning gaps. The Virgin Islands Department of Education has explored the key components and evidence supporting the effectiveness of iReady programs and interventions blocks in empowering educators and students alike to achieve academic success.

### ***I-Ready Programs***

#### ***St. Croix District***

Data analysis highlighted that 3rd-grade students showed an increase from 30% to 37% on or above grade level in Reading, and 6th graders increased from 16.4% to 25%. In Mathematics, growth was observed across multiple grade levels, showcasing the program's effectiveness. Furthermore, we are seeing successes through the incorporation of the Growth Monitoring feature within the iReady platform. After 21 days of instruction, Growth Monitoring assessments provide detailed insights into students' strengths and deficiencies, enabling teachers to intervene promptly and tailor lessons accordingly. The resulting data empowers educators to differentiate instruction through small group activities, ensuring that struggling students receive the focused support they need. Overall, i-Ready has demonstrated substantial growth, with students on average increasing by 18 points in Reading and 13 points in Mathematics on the second diagnostic, affirming its efficacy across all grade levels. The charts below represent growth in both ELA and Math for the 23-24 school year.

Figure 9: i-Ready Reading Diagnostic Comparison-STX

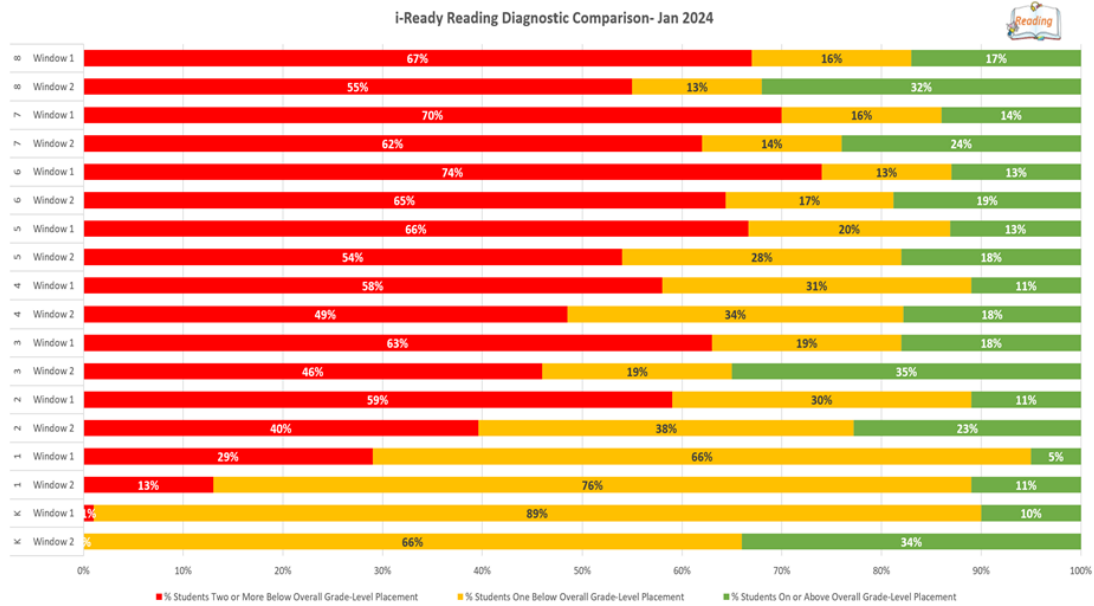
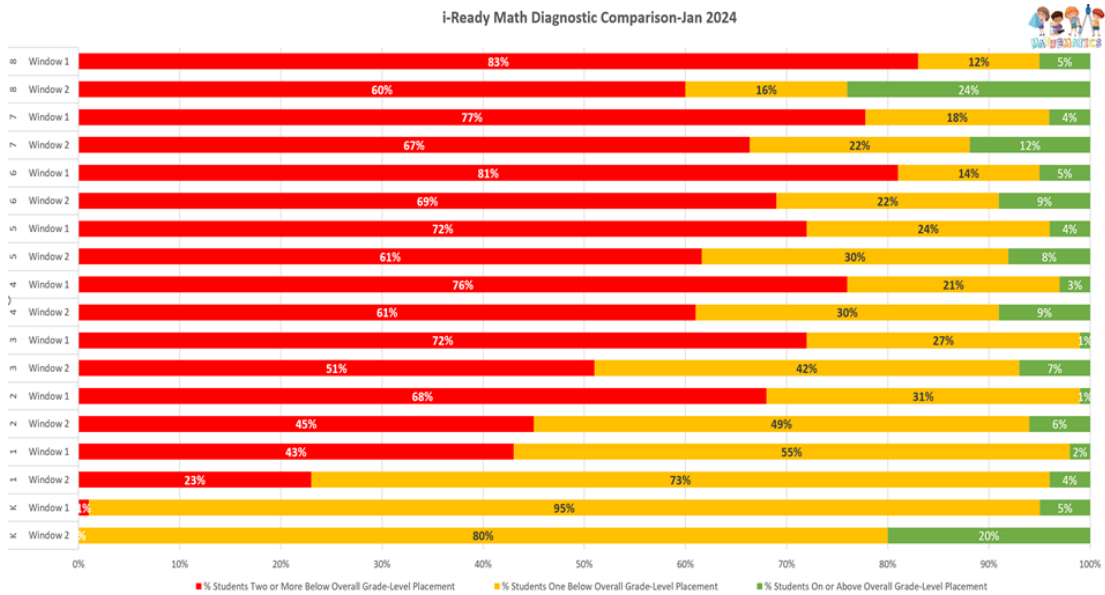


Figure 10: i-Ready Math Diagnostic Comparison-STX



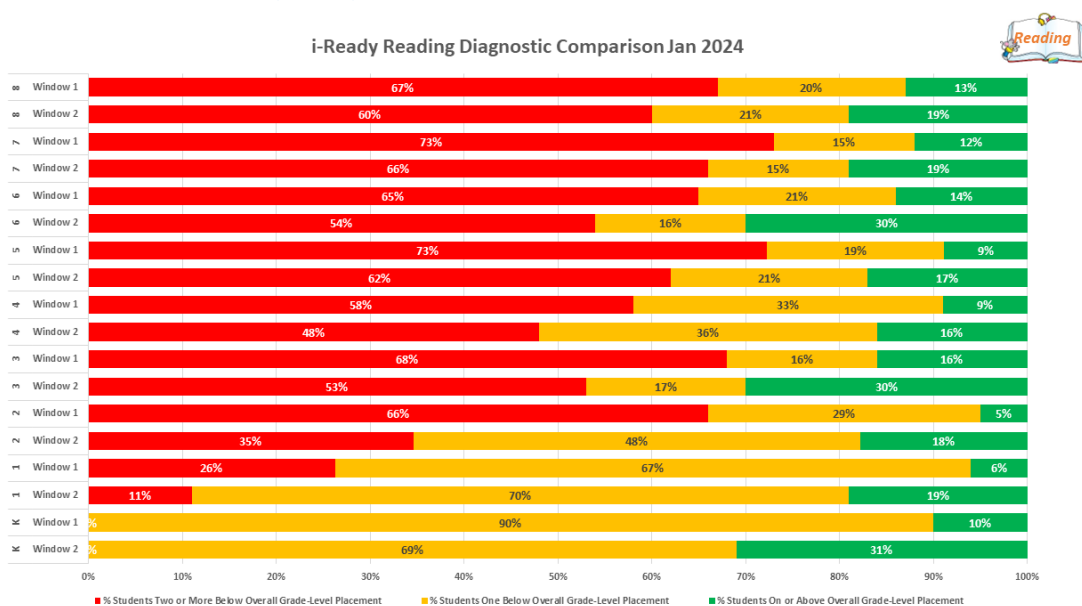
St. Thomas-St. John District

Reading

The i-Ready Reading Diagnostic figure presents a comparison of student performance across two assessment windows, highlighting progression in reading proficiency within various student groups. Most groups demonstrate an encouraging upward shift in the proportion of students achieving at or above overall grade-level placement, as evidenced by the expanding green segments from Window 1 to Window 2. This positive trend suggests that most students are advancing in their reading capabilities over time. Notably,

the group represented in the last pair of bars shows a remarkable improvement, with students at or above grade level soaring from 19% to 90%. On the contrary, a few groups exhibit a worrying decline, particularly one group where students at or above grade level plummet from 67% to 6%, signaling a potentially critical need for academic intervention. The red and yellow segments, indicating students one or more levels below grade placement, also reveal significant fluctuations. While some groups show a reduction in these segments, indicating fewer students falling behind, others, such as the group that regressed from 35% to 48% below grade level, suggest that additional educational support and resources may be necessary to mitigate these declines. This data underscores the importance of tailored instructional strategies to support those groups lagging behind, ensuring that all students have the opportunity to reach and maintain grade-level reading proficiency.

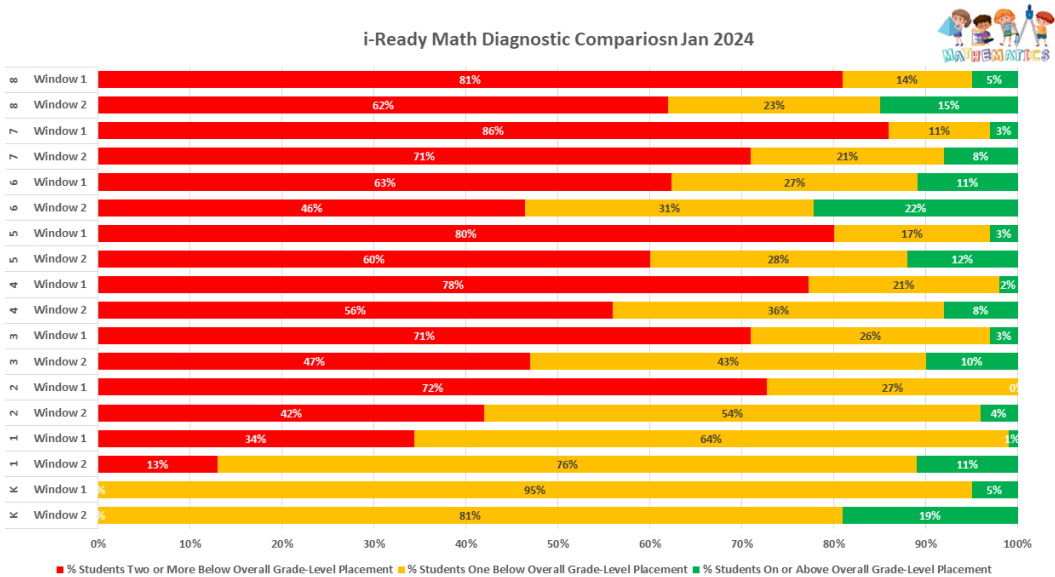
Figure 11: iReady Reading Diagnostic Comparison



### Math

The i-Ready Math Diagnostic figure reveals a diverse range of outcomes in student math proficiency across two assessment windows. While there is a general trend of improvement, with several student groups showing an increase in the percentage of students meeting or exceeding grade-level expectations, there are notable exceptions that warrant concern. One group experienced a significant improvement, jumping from 76% to 95% proficiency, whereas another group saw a drastic reduction from 81% to 19% proficiency. These disparities underscore the need for targeted instructional strategies to support those groups who have not shown improvement or have declined, ensuring that progress in mathematical understanding is equitable across all student demographics.

Figure 12: iReady Math Diagnostic Comparison



**Intervention Blocks**

*St. Croix District*

The implementation of Intervention Blocks within the St. Croix District has been a focal point in our commitment to providing targeted academic support and fostering holistic student development. District Walkthroughs play a pivotal role in this initiative, consistently providing constructive feedback to school leaders and teachers, ensuring the effective implementation of intervention blocks across all educational levels. In PK-8 and PK-6 schools, these 45–60-minute blocks are thoughtfully structured, with students participating in small groups facilitated by an instructor or independently completing personalized prescriptions on various educational programs. The success of this approach is evident in the individualized attention students receive, aligning with their specific learning needs.

*St. Thomas-St. John District*

To support the needs of struggling learners, an intervention period of 20 – 25 minutes was added to all elementary schedules in the St. Thomas-St. John District. This valuable time allows elementary teachers to dedicate focused attention to their students' specific needs. During this period, teachers have the flexibility to employ various strategies that benefit their students' academic growth. They can choose to work with small groups of students to review and reinforce objectives that may have posed challenges in their learning journey. Additionally, this time allows for extra practice to solidify understanding or to follow up with enriching extensions of previous lessons, ensuring that each student's unique learning requirements are met effectively. This intervention period aims to empower teachers and students alike, fostering a supportive and tailored learning environment to maximize educational outcomes.

## ***FLEX Blocks***

### ***St. Croix District***

At the high school level, our ongoing implementation of the FLEX Block intervention period is now entering its second year, reflecting our commitment to refining and expanding successful models. While each school has crafted an implementation plan tailored to their unique culture and student requirements, a comprehensive evaluation has identified areas of weakness in the High School model. For example, at St. Croix Central High School, the Flex Block period is being utilized to address the needs of students based on their grade level. Ninth graders receive intensive instruction in Reading Comprehension and Writing, while tenth and eleventh graders focus on Smarter-Balanced Preparation Lessons. Teachers were provided with an SBAC Preparation Guide to create mini lessons based on these documents. Twelfth graders attend sessions focused on preparation for entering post-secondary life, while all students participate in at least one weekly Social Emotional Session. Additionally, external agencies collaborate with the school to provide wellness sessions during the block. As we strive to ensure that both schools adopt this model, recent research indicates the critical importance of intervention programs at high schools, particularly in the post-pandemic landscape. Studies have shown that targeted interventions can significantly mitigate learning loss and address the socio-emotional needs of students during these challenging times. This intervention block has a longstanding presence at the Elementary level, and its introduction to the secondary level underscores the district's dedication to providing comprehensive support throughout a student's educational journey. Therefore, our commitment remains unwavering in ensuring that school teams implement an intervention model that is not only successful but also meets the evolving needs of all our students at every level.

### ***St. Thomas-St. John District***

In the 2021/2022 school year, both school districts collaborated to review and revamp their high school operations. They were concerned about the quality of education and the number of teacher vacancies affecting their high schools. Their goals included establishing common schedules among all four public high schools to allow students to cross-register for courses not available at their home school and designing a flexible block system to address learning loss and academic deficiencies. After analyzing standardized test data, it was evident that changes were needed to support students effectively. They settled on a new schedule consisting of four 75-minute blocks and one 45-minute flex block, which aimed to address academic deficiencies for struggling students and offer enrichment opportunities for proficient ones, including courses in various life skills and interests.

The introduction of the Flex Block served to help students who scored below proficiency levels in English Language Arts and Mathematics by providing daily sessions to improve their skills. For students proficient in these subjects, the Flex Block offered a range of enriching courses, such as auto repair, financial literacy, etiquette, and more, giving them a chance to explore diverse interests and practical skills. This transformation aimed to improve the overall quality of education and support students in achieving success in their academic and personal development.

## PARENTAL ENGAGEMENT IN SCHOOLS

Parental engagement in schools is an essential cornerstone of the success of the Virgin Islands Department of Education. Parents and caregivers' active involvement in their children's schooling fosters a strong sense of partnership between home and school and significantly contributes to the academic and social development of students. As the research consistently shows, when parents are engaged in their child's education, students are more likely to excel academically, exhibit positive behavior, and have a greater sense of self-esteem. Throughout the territory, there are various forms of parental engagement in schools.

### *St. Croix District*

Our commitment to fostering a strong connection between parents and schools is evident through various initiatives. Monthly PTA meetings serve as a platform for open communication, allowing parents to actively participate in the decision-making process. Additionally, schools have been organizing engagement activities, creating a vibrant and inclusive community where parents feel connected to their child's educational journey.

In our efforts to enhance communication, we leverage the parent blast system to disseminate timely information. However, we recognize the importance of ensuring accurate contact details. We are actively encouraging parents to update their emails and cell phone numbers in the school system. Furthermore, the District has conducted sponsored workshops focusing on family dynamics, encouraging meaningful interactions during dinners, and emphasizing the importance of reducing technology use to strengthen family bonds. The PowerSchool parent portal remains a valuable tool for parents to track their child's academic progress, enabling informed involvement in their education. As a crucial checkpoint in the academic calendar, Open House/Parental Conference Days on February 16th, 2024, provide an opportunity for parents to gain insight into their child's achievements and challenges. We understand the pivotal role parents play as key stakeholders in the success of their children, and we remain dedicated to fostering a collaborative and supportive educational environment.

In conclusion, the St. Croix District educators' dedication to excellence is not just a testament to their professionalism but a commitment to shaping the future of our community through education. By strategically focusing on classroom instruction, targeted intervention, and fostering robust parent engagement, we envision a future where every student achieves their full potential. The evidence-based support for these initiatives is reflected in increased proficiency rates, data-driven growth, and a resilient educational community. As we collectively invest in the success of our educators and students, we are confident that the St. Croix District will continue to be a beacon of educational excellence. Thank you for your time, attention, and unwavering support.

### *St. Thomas-St. John District*

Thematic activities for parents are regularly organized in our schools. The annual school calendar informs parents about various parental activities, including parent meetings, open houses, parental conferences, and more.

### *Dissemination of Information (Parent University and Lights on in the Library):*

Parents and students have the opportunity to access information through the Parent University. Courses covering topics such as technology and parental coping skills are offered.

Additionally, Parent Complaints trigger investigations regarding specific students and their progress. When parents or students initiate a complaint, it initiates a process that includes a meeting at the school level with district representation. If the issue is not resolved at the school level, a formal hearing is conducted in the Office of the Superintendent.

### *Monthly Outreach:*

Our monthly outreach efforts take place through the "Lights on in the Library" program. Each month, district libraries are illuminated with live presentations on relevant topics for parents. These presentations aim to provide students and parents with valuable information to aid in their future decision-making. Guest presentations from various community agencies and private institutions looking to make meaningful contributions are welcomed as part of the Lights on Program.

So far, our outreach opportunities for the public have taken place in locations such as Tutu Park Mall, Fort Christian Parking Lot, Bovoni Housing Community, Westin Frenchman's Reef, Carnival Fair & Children's Parade, and more.

## **CONCLUSION**

In conclusion, I would like to express my deep gratitude to the members of this Senate committee for giving us the opportunity to provide updates on the critical areas that impact our education system. Our commitment to improving school facility conditions, renovating John H. Woodson Junior High School, upgrading bathrooms, enhancing student achievement, addressing learning gaps through initiatives like iReady and intervention blocks, and fostering parental engagement in schools remains unwavering.

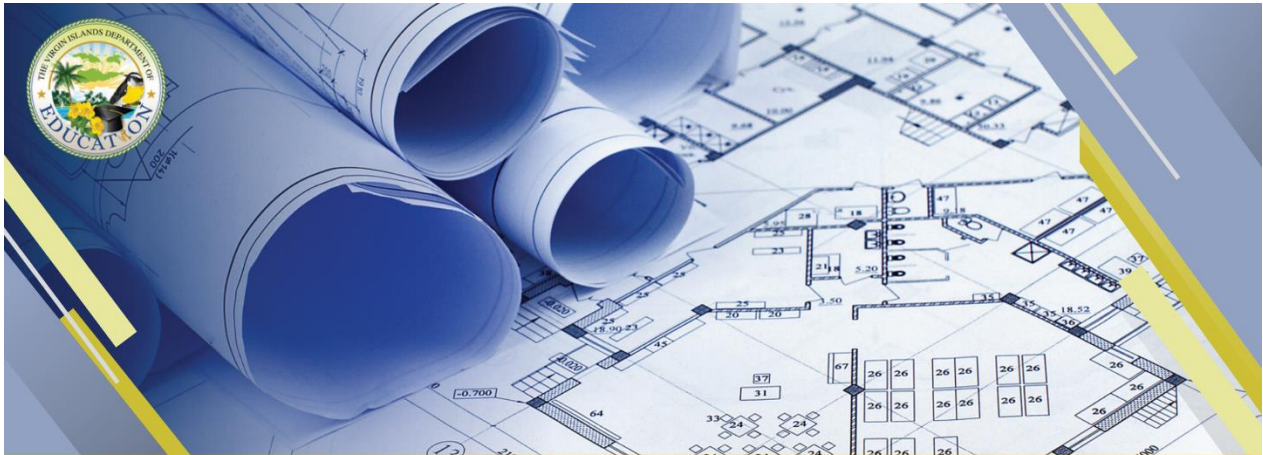
These endeavors are not just about improving our infrastructure or academic outcomes; they are about investing in the future of our students and the prosperity of our nation. We understand the challenges ahead and are fully dedicated to working collaboratively to overcome them.

As we move forward, I am confident that by working together, we can create a brighter future for our students and ensure that every child in our district has access to a high-quality education. We look forward to continued partnership and support from this esteemed committee and appreciate your dedication to the betterment of education in our community.

Thank you for your time and consideration. I am open to any questions or further discussions you may have.

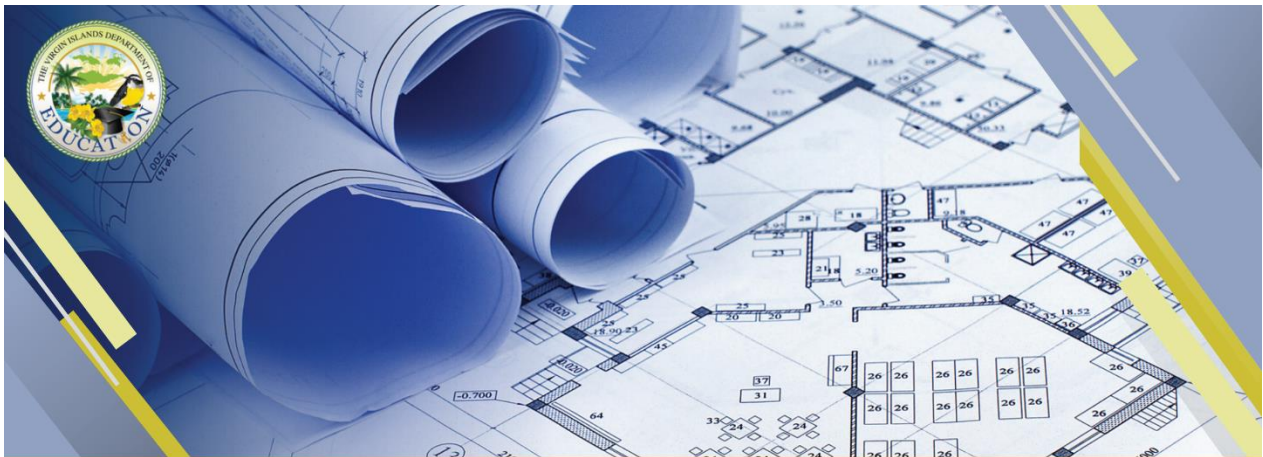


## Addendum A: Project Updates



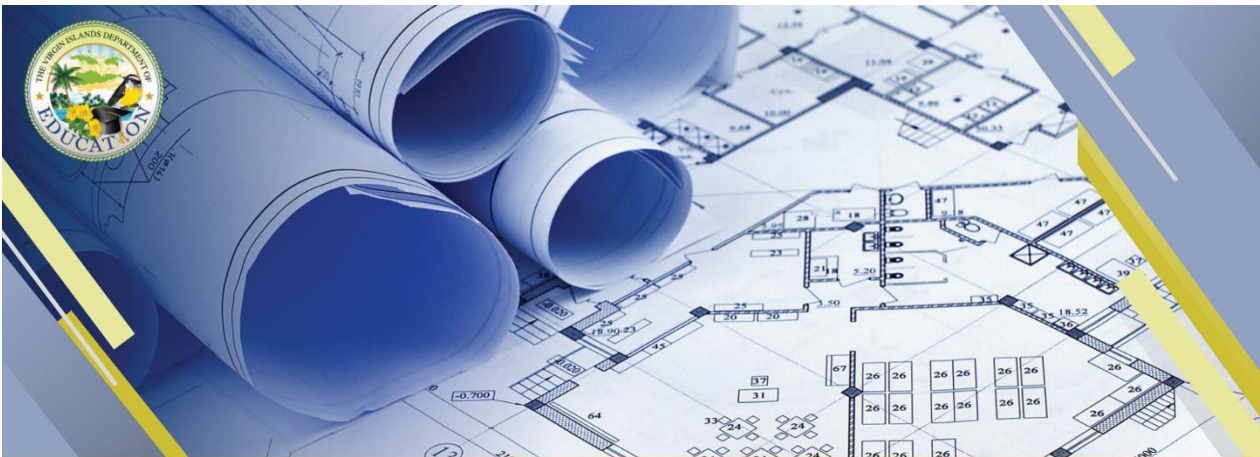
# Bertha C. Boschulte Middle School

30-60 DAY PROJECTS	30-60 DAY STATUS
AC INSTALLATIONS/BAND ROOMS	IN PROGRESS / 70% COMPLETED
BROKEN LIGHTS	BID SOLICITATION
WINDOW OPERATORS	PROCURING
CEILING TILES	IN PROGRESS
AIR QUALITY TESTING	<u>COMPLETED</u>
BATHROOM REPAIRS	<u>COMPLETED</u>
CAMERA INSTALLATION (STARTED)	CONTRACTED
ELECTRICAL OUTLET REPAIRS	IN PROGRESS
IRON GATE REPLACEMENT	BID SOLICITATION



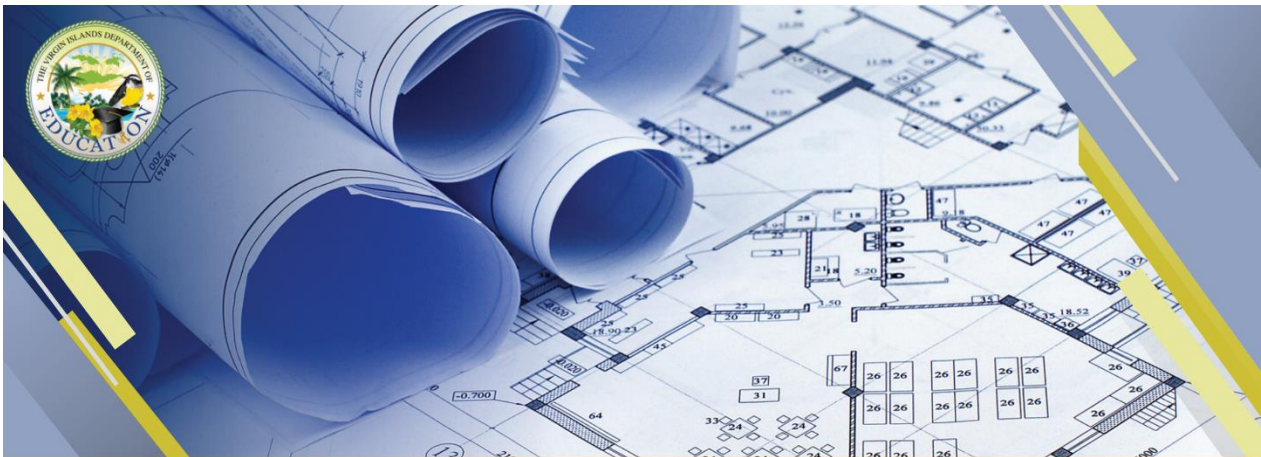
# Joseph Sibilly Elementary School

30-60 DAY PROJECTS	30-60 DAY STATUS
AC INSTALLATIONS/ REPAIR	IN PROGRESS
ROOF LEAKS	SCOPING
EXTERMINATION - TERMITES	CONTRACTING
BATHROOM REPAIRS	COMPLETED/ SCOPED FOR REMODELING
WINDOW OPERATORS	IN PROGRESS



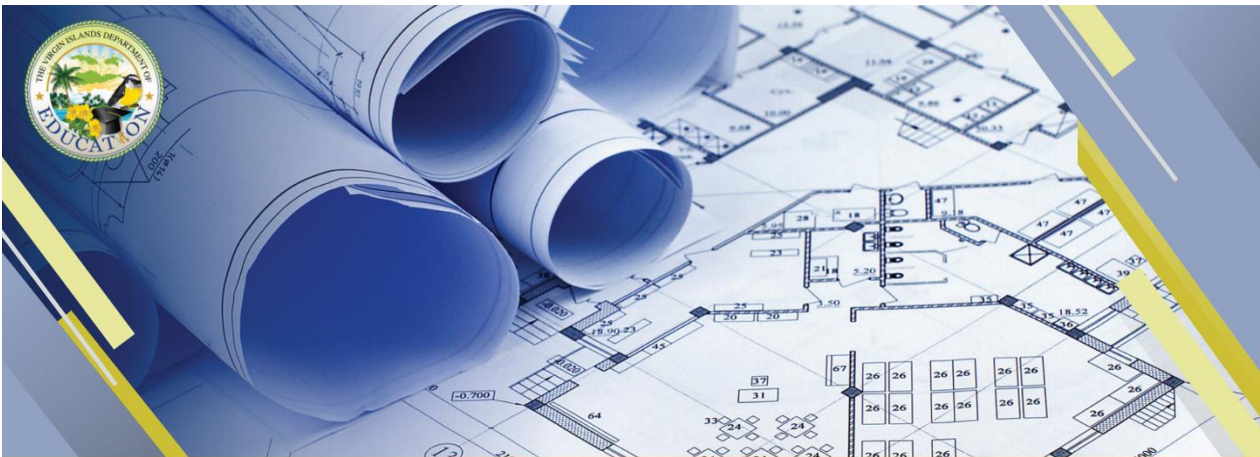
# Ulla F. Muller Elementary School

30-60 DAY PROJECTS	30-60 DAY STATUS
AC INSTALLATIONS/ REPAIR	ASSESSING AND SCOPING
ROOF LEAKS	ASSESSING AND SCOPING
EXTERMINATION - RATS, TERMITES CONTRACT	<b>COMPLETED</b>
BATHROOM REPAIRS	<b>COMPLETED/ SCOPED FOR REMODELING</b>
STAIRS/ WALKWAYS	ASSESSING AND SCOPING



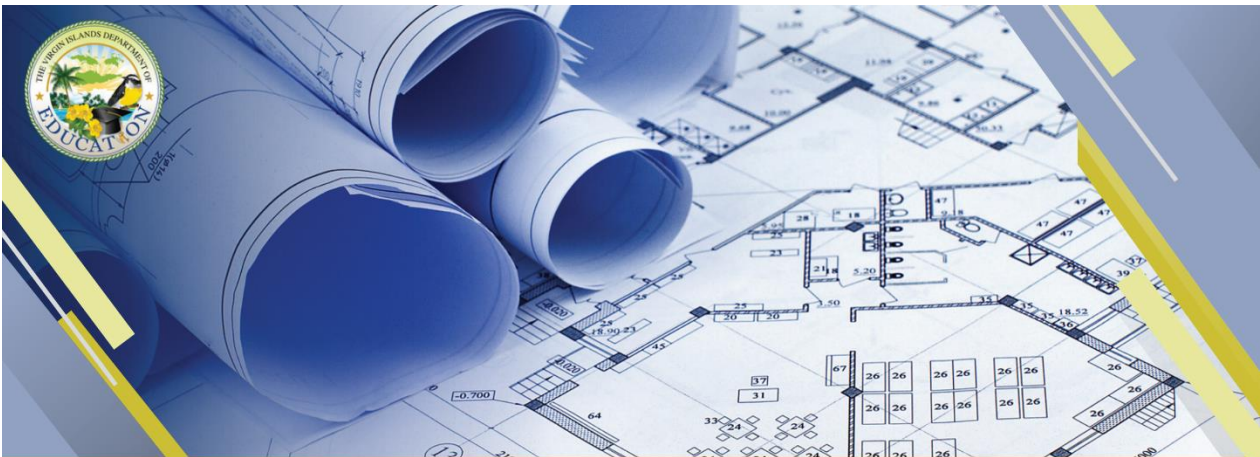
## Lockhart K-8

30-60 DAY PROJECTS	30-60 DAY STATUS
AC INSTALLATIONS	ASSESSING AND SCOPING
EXTERMINATION SERVICE CONTRACT	<b>COMPLETED</b>
MODULAR ROOF LEAKS	IN PROGRESS
BATHROOM REPAIRS	IN PROGRESS
STAIRWAYS/ WALKWAYS	CONTRACTED



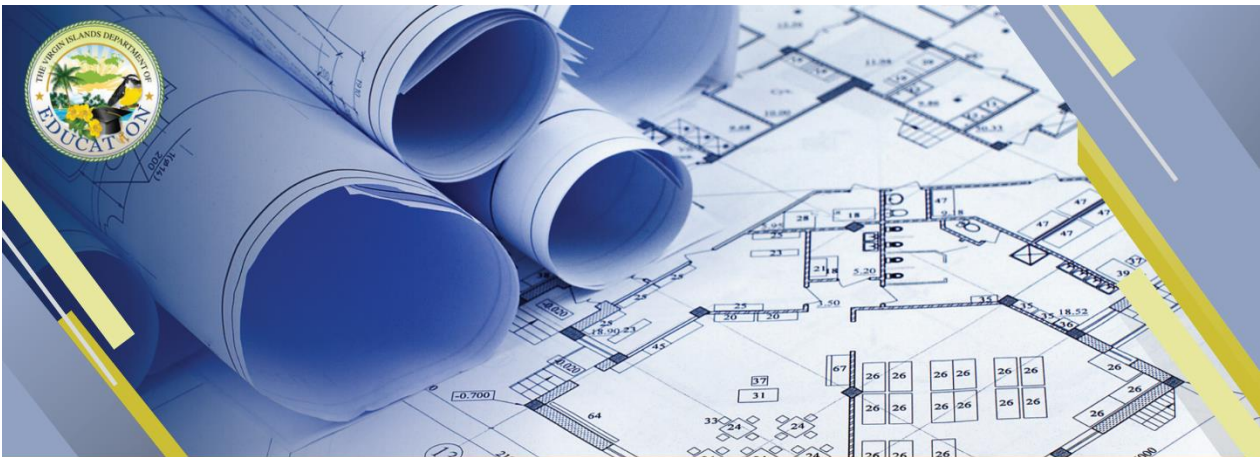
# Ivanna Eudora Kean High School

30-60 DAY PROJECTS	30-60 DAY STATUS
AC INSTALLATIONS	IN PROGRESS/90% COMPLETED
AIR QAULITY TESTING	SECURING QUOTES
BATHROOM REPAIRS	COMPLETED/ SCOPED FOR REMODELING
MODULAR ROOF LEAKS	COMPLETED
MAIN OFFICE TILING	IN PROGRESS



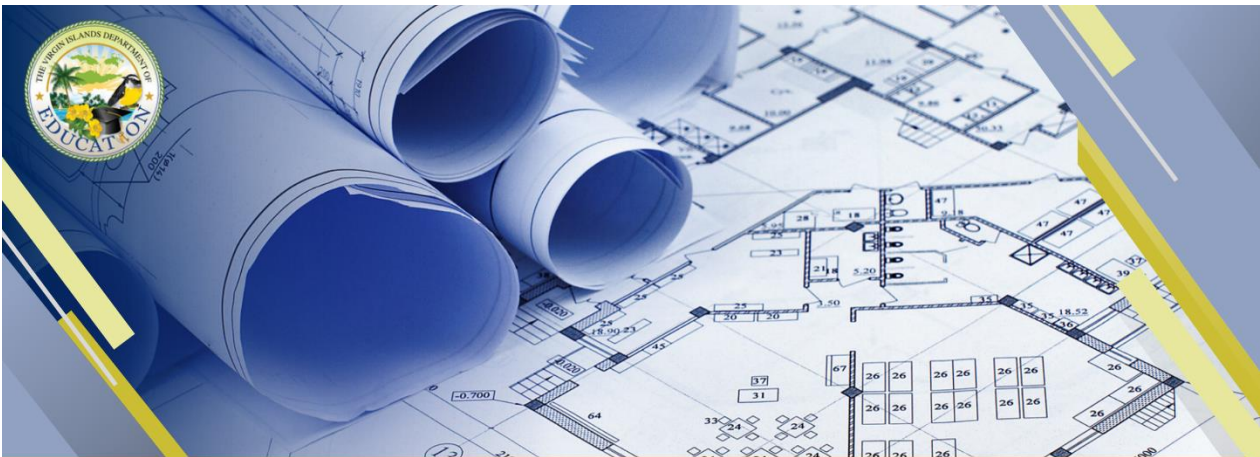
# Julius E. Sprauve School

30-60 DAY PROJECTS	30-60 DAY STATUS
DEHUMIDIFIER	<u>COMPLETED</u>
AIR QAULTY TESTING	IN PROGRESS
BATHROOM REPAIRS	IN PROGRESS
CAMERA INSTALLATION (STARTED)	CONTRACTED
AC INSTALLATIONS/REPAIR	SECURING QUOTES
PLUMBING REPAIRS	BID SOLICITATION
MODULAR ROOF LEAKS	<u>COMPLETED</u>
MODULAR CEILING TILES	<u>COMPLETED</u>



## Jane E. Tuitt Elementary School

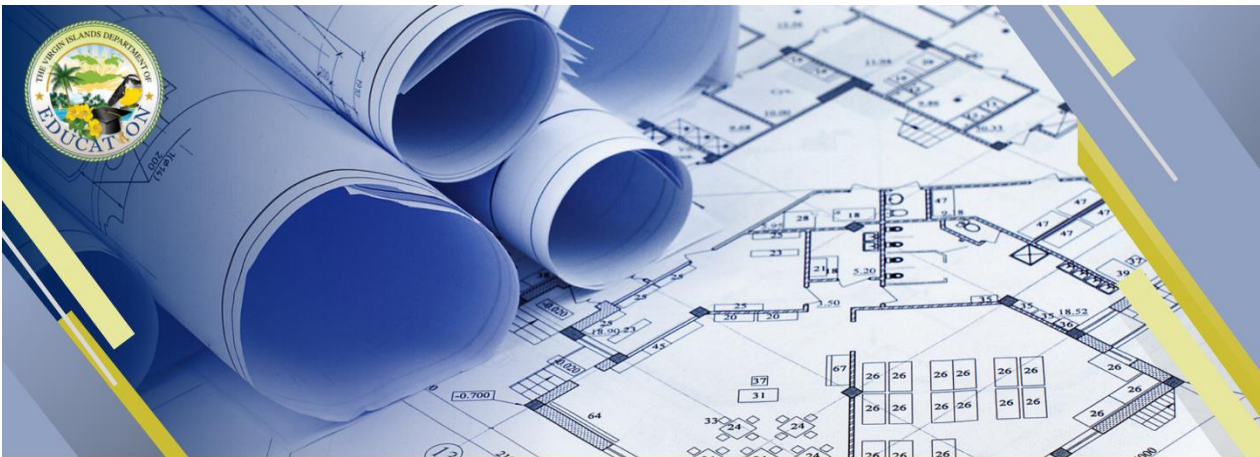
30-60 DAY PROJECTS	30-60 DAY STATUS
FLOOR TILES	INSTALLING
AC INSTALLATIONS	4 UNITS INSTALLED
BATHROOM REPAIRS	IN PROGRESS
CAMERA INSTALLATION (STARTED)	CONTRACTED



# Joseph A. Gomez Elementary

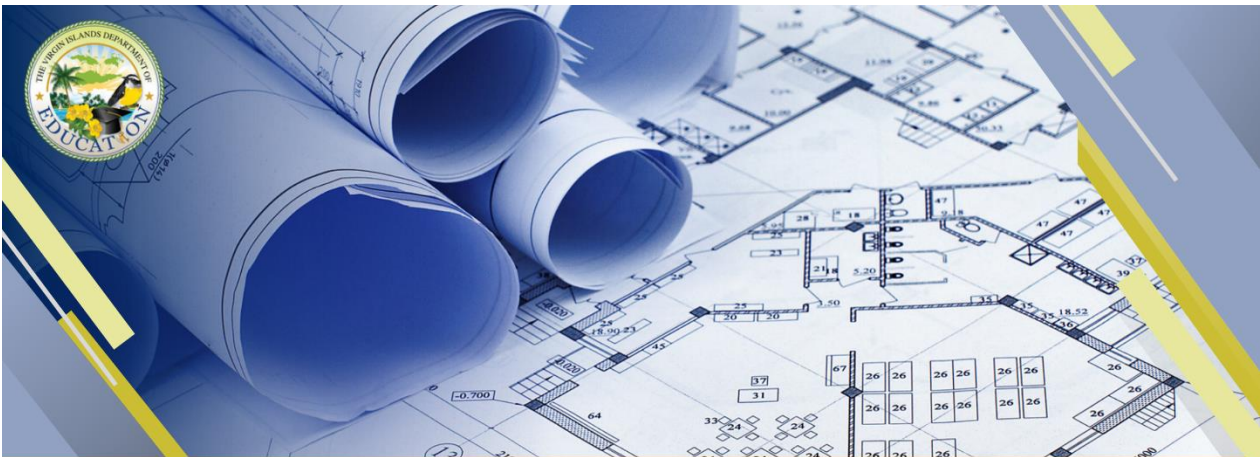
30-60 DAY PROJECTS	30-60 DAY STATUS
AC INSTALLATIONS	PENDING INSTALLATION OF TRANSFORMER
AIR QUALITY TESTING	BID SOLICITATION
WINDOW SCREENS	SCOPING
BATHROOM REPAIRS	<u>COMPLETED</u>
CAMERA INSTALLATION (STARTED)	CONTRACTED
INTERCOM INSTALLATION (STARTED)	<u>COMPLETED</u>
SPED CLASSROOM RENOVATION	IN PROGRESS
TRANSFORMER INSTALLATION	CONTRACTING





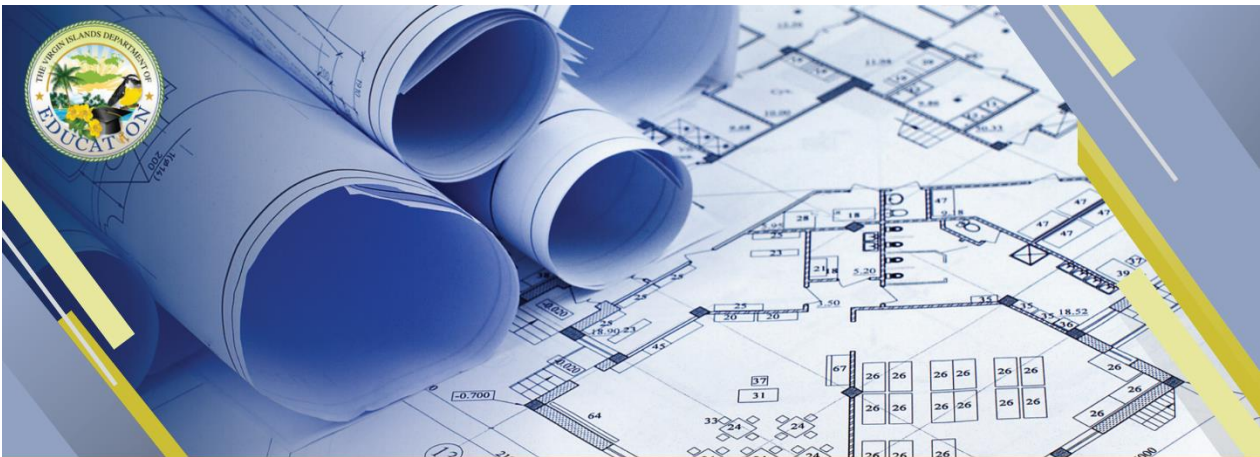
# Edith Williams Alternative Academy

30- 60 DAY PROJECTS	30- 60 DAY STATUS
AIR QUALITY TESTING & REMEDIATION	IN PROGRESS
AC INSTALLATIONS	UNITS ORDERED
WINDOW SCREENS	SCOPING
BATHROOM REPAIRS	SCOPING
REMOVAL OF OLD EQUIPMENT	<u>COMPLETED</u>
CAMERA INSTALLATION (STARTED)	CONTRACTED
ROOF LEAKS	BID SOLICITATION



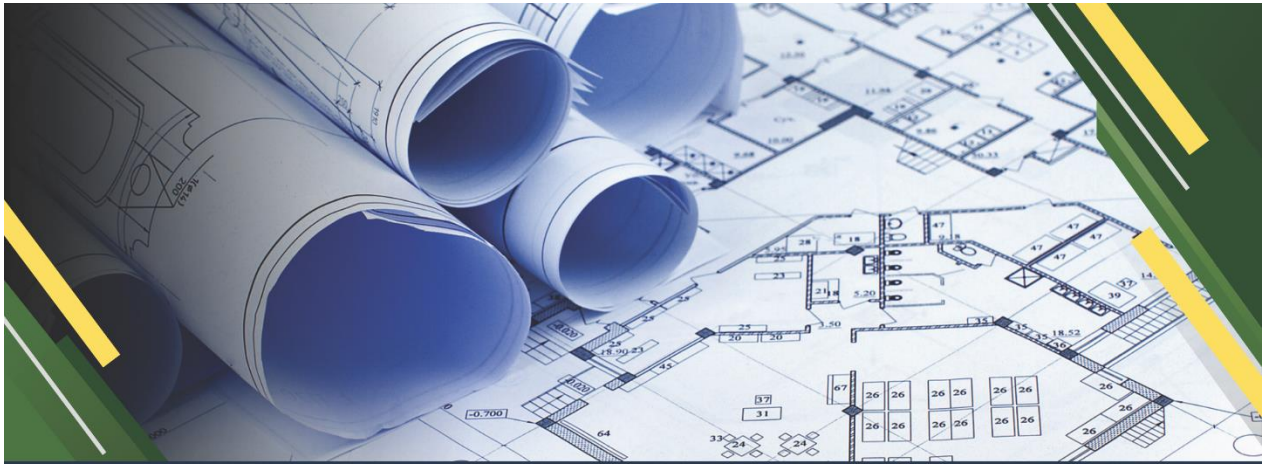
# Charlotte Amalie High School

30-60 DAY PROJECTS	30-60 DAY STATUS
BAND ROOM RENOVATIONS	SCOPING
AC INSTALLATIONS	BID SOLICITATION
AIR QUALITY TESTING/REMEDIAATION	IN PROGRESS 60%
ROOF LEAKS	<u>COMPLETED</u>
BATHROOM REPAIRS	<u>COMPLETED</u>
CAMERA INSTALLATION (STARTED)	CONTRACTED
INTERCOM INSTALLATION (STARTED)	<u>COMPLETED</u>
CEILING TILES	<u>COMPLETED</u>
WALKWAY DECK REPAINTING & REPAIR	BID SOLICITATION
BLEACHERS	SECURING QUOTES
MODULAR CLASSROOM RENOVATION	IN PROGRESS/ 3 COMPLETED
TRANSFORMER REMOVAL AND REPLACEMENT	<u>COMPLETED</u>



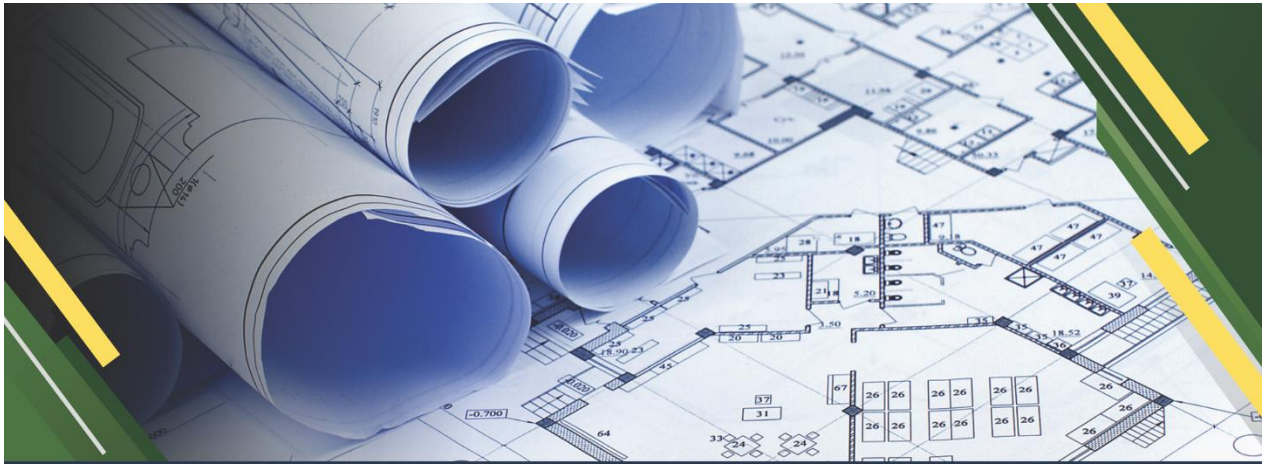
# Yvonne E. Milliner Bowsky Elementary School

<u>30-60 DAY PROJECTS</u>	<u>30-60 DAY STATUS</u>
AIR QUALITY TESTING	BID SOLICITATION
CEILING FANS	AWAITING SUPPLIES
EXTERMINATION- TERMITES	BID SOLICITATION
AC INSTALLATIONS	<b>COMPLETED</b>
BATHROOM REPAIRS	DESIGN BUILD CONTRACT
CAMERA INSTALLATION (STARTED)	CONTRACTED
MODULAR ROOF LEAKS	IN PROGRESS
MODULAR CLASSROOM RENOVATION	BID SOLICITATION



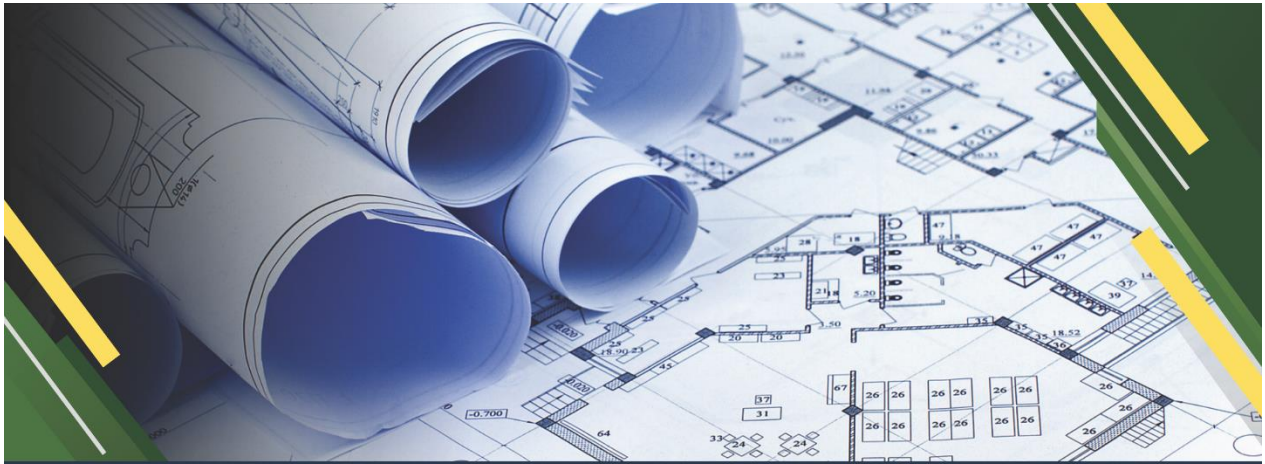
# ADULT EDUCATION

30-DAY PROJECTS	30-DAY STATUS	60-DAY PROJECTS	60-DAY STATUS
ELECTRICAL UPGRADES ASSESSED	<b><u>LOAD IS GOOD, NO UPGRADES SCHEDULED</u></b>	CAMERA SYSTEM CONTINUED	CONTRACTING
BATHROOM UPGRADES	<b><u>NO UPGRADES SCHEDULED</u></b>	WALKWAY RENOVATIONS	IN PROGRESS
DRINKING WATER	<b><u>COMPLETED</u></b>		
AIR QUALITY TESTING	<b><u>NOT NEEDED</u></b>		
AC INSTALLATION	<b><u>ALL OPERATIONAL</u></b>		
CAMERA SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING		



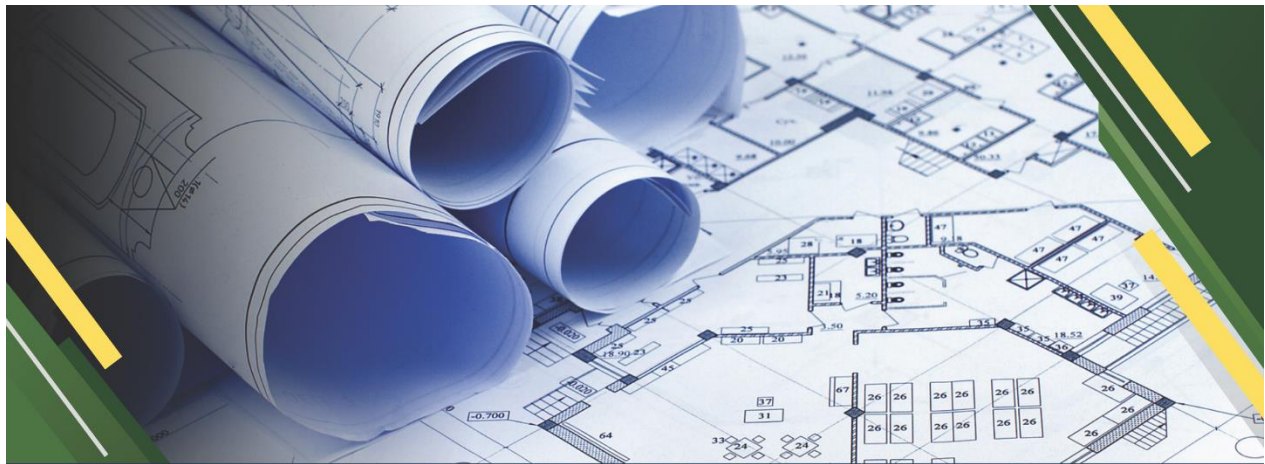
## EULALIE RIVERA ELEMENTARY SCHOOL

30-DAY PROJECTS	30-DAY STATUS	60-DAY PROJECTS	60-DAY STATUS
ELECTRICAL UPGRADES	SCOPED AND BIDDING	ELECTRICAL UPGRADES	CONTRACTING
BATHROOM UPGRADES	SCOPED	BATHROOM UPGRADES	CONTRACTING
DRINKING WATER	<b>COMPLETED</b>	FENCING	BID SOLICITATION
AIR QUALITY TESTING	<b>COMPLETED</b>	CHANGING ROOM REPAIRS	SCOPING
OUTSIDE LIGHTING	WAPA CONSULTATION	INSTALL OUTSIDE LIGHTING	WAPA INSTALLATION IN PROGRESS
CAMERA SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	CAMERA SYSTEM CONTINUED	CONTRACTING
KITCHEN UPGRADES STARTED	STARTED – LIGHTNING CONSTRUCTION	KITCHEN UPGRADES CONTINUED	IN PROGRESS – LIGHTNING CONSTRUCTION



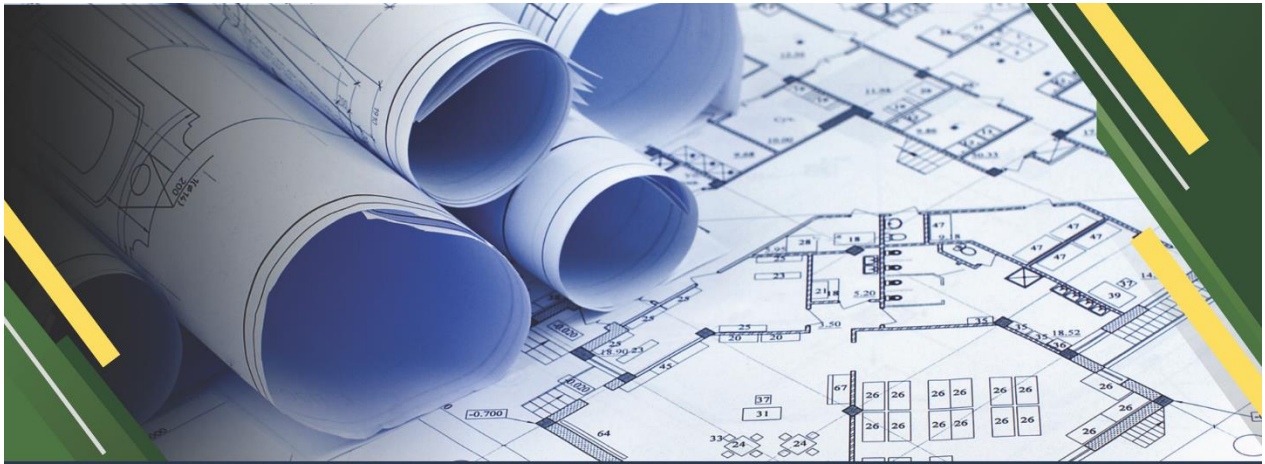
## ALTERNATIVE ACADEMY

30-DAY PROJECTS	30-DAY STATUS	60-DAY PROJECTS	60-DAY STATUS
WINDOW OPERATORS	<u>COMPLETED</u>	PAINTING SCOPED	BID SOLICITATION
BATHROOM UPGRADES	SCOPED	BATHROOM UPGRADES	CONTRACTING
DRINKING WATER	<u>COMPLETED</u>	FENCING	BID SOLICITATION
ROOF LEAKS	SCOPED OUT FOR JL APPROVAL	ROOF LEAKS	<u>COMPLETED</u>
CAMERA SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	CAMERA SYSTEM CONTINUED	CONTRACTING
		PLUMBING	IN PROGRESS



## JUANITA GARDINE PREK-8 SCHOOL

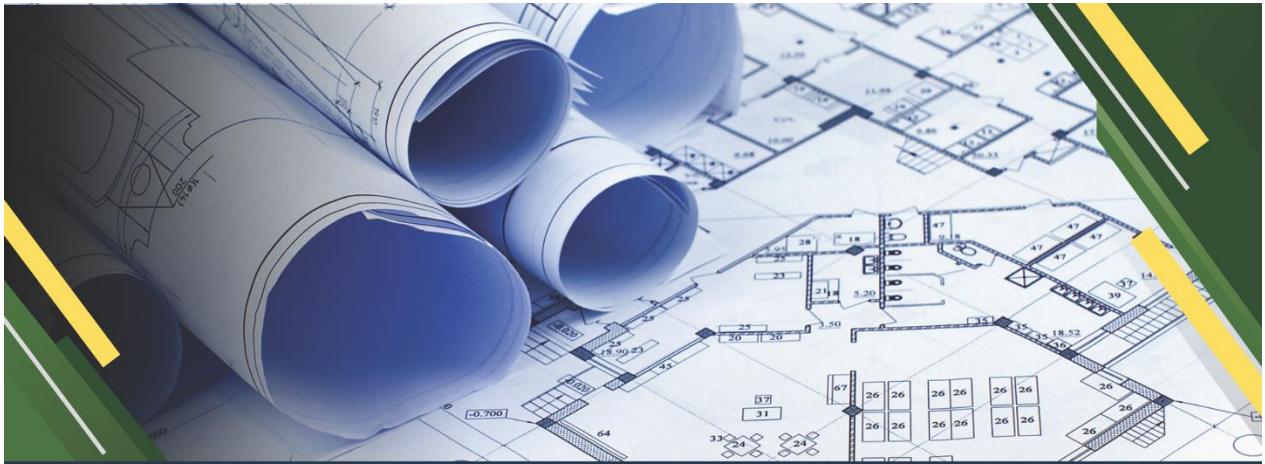
30-DAY PROJECTS	30-DAY STATUS	60-DAY PROJECTS	60-DAY STATUS
OUTSIDE LIGHTING	WAPA CONSULTATION	INSTALL OUTSIDE LIGHTING	WAPA INSTALLATION IN PROGRESS
BATHROOM UPGRADES	SCOPED	BATHROOM UPGRADES	CONTRACTING
DRINKING WATER	<b>COMPLETED</b>	FENCING	BID SOLICITATION
AIR QUALITY TESTING	<b>NOT REQUIRED</b>	DEMOLISH WALKWAY BY GYM	BID SOLICITATION
INTERCOM SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	INTERCOM SYSTEM CONTINUED	VENDOR SELECTED, ACQUIRING PURCHASED ORDER
CAMERA SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	CAMERA SYSTEM CONTINUED	CONTRACTING
GYM LIGHTING & FANS	PURCHASING EQUIPMENT	GYM LIGHTS	<b>COMPLETED</b>
		GYM FANS	PURCHASING EQUIPMENT



## RICARDO RICHARDS ELEMENTARY SCHOOL

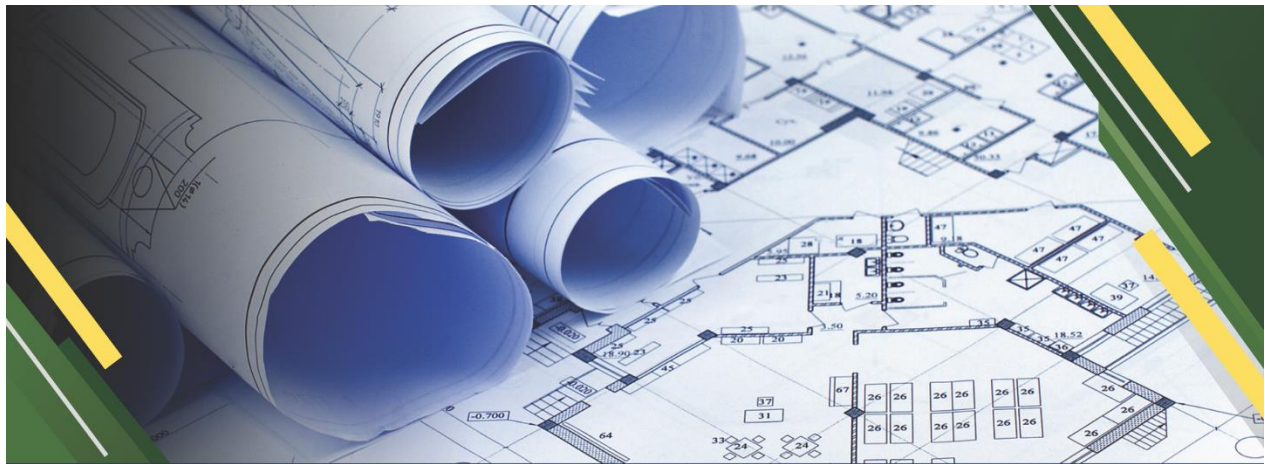
30-DAY PROJECTS	30-DAY STATUS	60-DAY PROJECTS	60-DAY STATUS
AIR QUALITY	<u>NONE REPORTED</u>	PAINTING SCOPED	BID SOLICITATION
BATHROOM UPGRADES	SCOPED	BATHROOM UPGRADES	CONTRACTING
KITCHEN UPGRADES (CONTRACTED)	DVD CONTRACTED	KITCHEN UPGRADES	DVD CONTRACTED, IN PROGRESS
HALLWAY LIGHTING	<u>COMPLETED</u>	PLAYGROUND RENOVATIONS	SCOPING
CAMERA SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	CAMERA SYSTEM CONTINUED	CONTRACTING
MODULAR CLASSROOM REMOVAL AND DISPOSAL	SOLICITATION THROUGH PROCUREMENT	MODULAR CLASSROOM REMOVAL AND DISPOSAL	<u>COMPLETED</u>





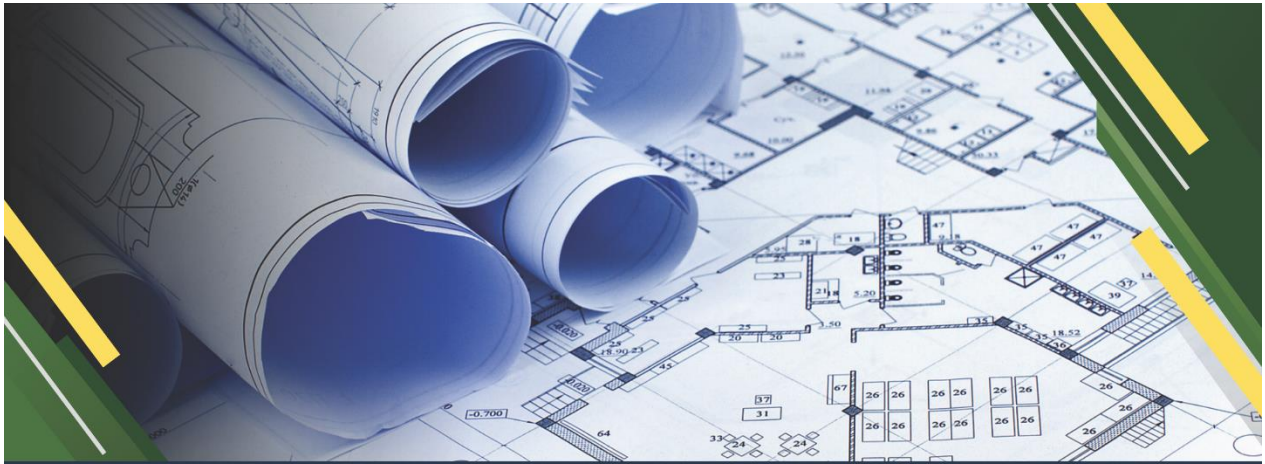
## PEARL B. LARSEN PREK-8 SCHOOL

30-DAY PROJECTS	30-DAY STATUS	60-DAY PROJECTS	60-DAY STATUS
CLOSURE OF STEP-DOWN TRANSFORMERS	NO CLOSURE REQUIRED	ELECTRICAL UPGRADES	SCOPING
BATHROOM UPGRADES	SCOPED	BATHROOM UPGRADES	CONTRACTING
DRINKING WATER	<b>COMPLETED</b>	ROOF LEAKS	<b>COMPLETED</b>
AIR QUALITY TESTING	<b>NONE REPORTED</b>	CONSTRUCT BUS SHED	SCOPING
HALLWAY LIGHTING	EQUIPMENT PURCHASED	INSTALL LIGHTS	IN PROGRESS
CAMERA SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	CAMERA SYSTEM CONTINUED	CONTRACTING
STAGE REPAIRS	ASSESSING		
KITCHEN AIR CONDITION	<b>COMPLETED</b>		



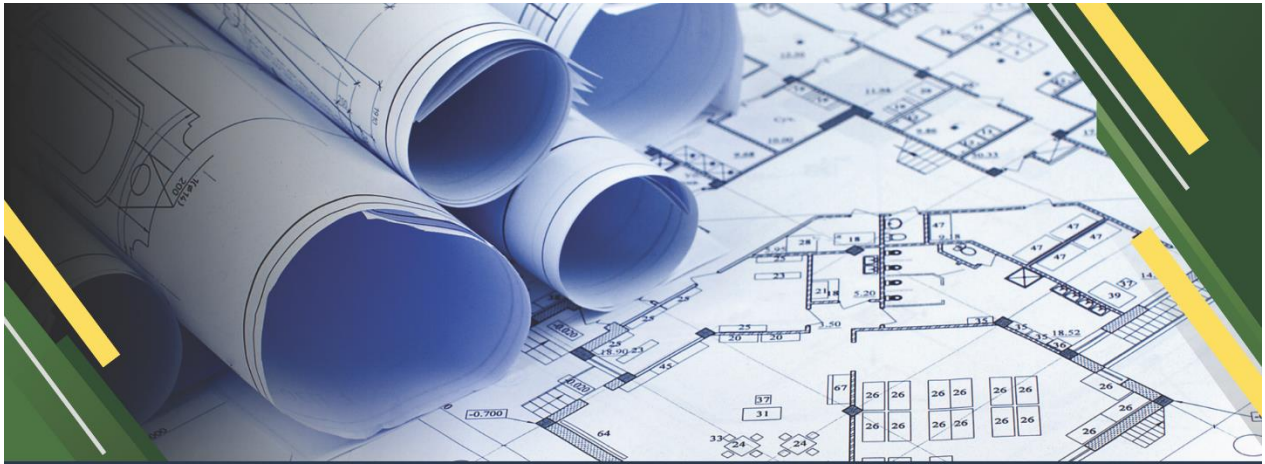
## JOHN H. WOODSON JUNIOR HIGH SCHOOL

30-DAY PROJECTS	30-DAY STATUS	60-DAY PROJECTS	60-DAY STATUS
LEAKING HALLWAYS	SCOPED AND BIDDING	BATHROOM UPGRADES	CONTRACTING
BATHROOM UPGRADES	SCOPED AND BIDDING	HALLWAY LIGHTING	IN PROGRESS
DRINKING WATER	<b>COMPLETED</b>	ROOF LEAKS	<b>COMPLETED</b>
AIR QUALITY TESTING B WING	<b>COMPLETED</b>	AIR QUALITY AND REMEDIATION	<b>COMPLETED</b>
HALLWAY LIGHTING	CONTRACTED 50% COMPLETED	KITCHEN UPGRADES	CONTRACTED
CAMERA SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	CAMERA SYSTEM CONTINUED	CONTRACTING
STAGE REPAIRS	ASSESING	STAGE REPAIRS	SCOPING
MAIN OFFICE HVAC SYSTEM CLEANING	AWAITING PO	CLASSROOM TILING	<b>COMPLETED</b>
		MAIN OFFICE HVAC SYSTEM CLEANING	<b>COMPLETED</b>
		EXTERIOR COURTYARD PAINTING	<b>COMPLETED</b>



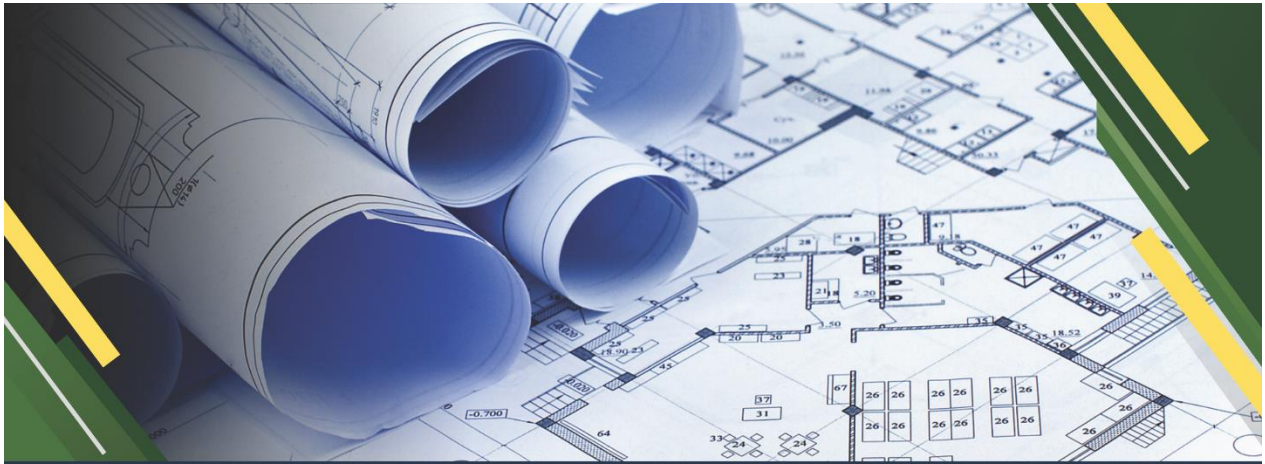
## LEW MUCKLE ELEMENTARY SCHOOL

30-DAY PROJECTS	30-DAY STATUS	60-DAY PROJECTS	60-DAY STATUS
BATHROOM UPGRADES	SCOPED	BATHROOM UPGRADES	CONTRACTING
DRINKING WATER	<b>COMPLETED</b>	SCOPE PAINTING	<b>COMPLETED</b>
AIR QUALITY TESTING	<b>NO REPORTS</b>	ROOF LEAKS J WING	<b>NO REPORTS</b>
WINDOW OPERATORS	<b>COMPLETED</b>	BASKETBALL RESURFACING	SCOPING
CAMERA SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	CAMERA SYSTEM CONTINUED	CONTRACTING
DEBRIS REMOVED	<b>COMPLETED</b>	KITCHEN UPGRADES CONTINUED	<b>COMPLETED</b>
KITCHEN UPGRADES STARTED	DVD CONTRACTED	KITCHEN UPGRADES	DVD CONTRACTED, IN PROGRESS
ELECTRICAL UPGRADES	SCOPED AND BIDDING	ELECTRICAL UPGRADES CONTINUED	CONTRACTING



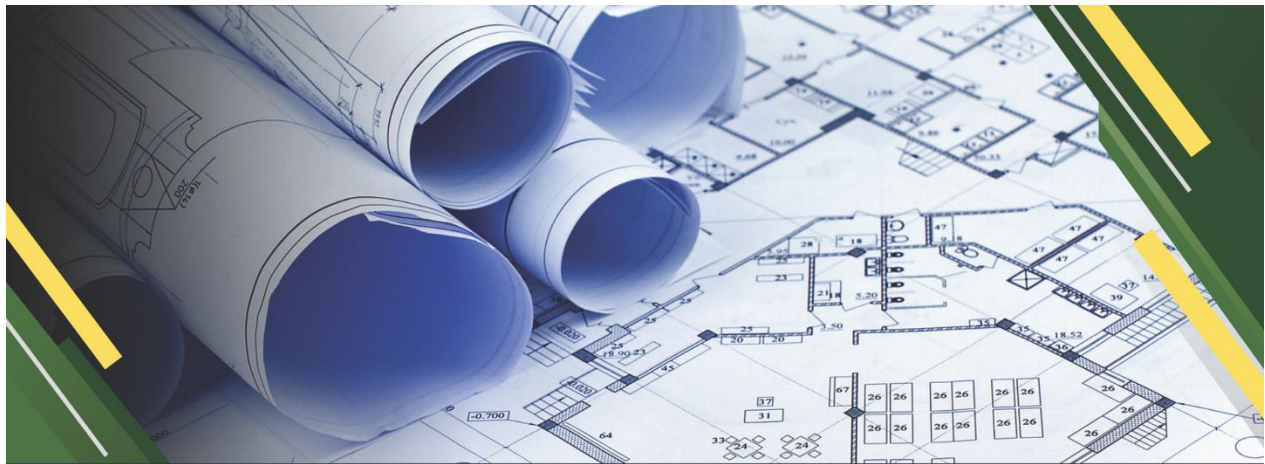
## CLAUDE O. MARKOE ELEMENTARY SCHOOL

30-DAY PROJECTS	30-DAY STATUS	60-DAY PROJECTS	60-DAY STATUS
LEAKING HALLWAYS	<b>COMPLETED</b>	SEWAGE	SCOPED AND BIDDING
BATHROOM UPGRADES	SCOPED	ELECTRICAL UPGRADES	BID SOLICITATION
DRINKING WATER	<b>COMPLETED</b>	PAINTING	BID SOLICITATION
AIR QUALITY TESTING	<b>NONE REPORTED</b>	ROOF LEAKS CAFETERIA	SCOPING
AIR CONDITION INSTALLATION	<b>COMPLETED</b>	BASKETBALL RESURFACING	SCOPING
KITCHEN UPGRADES (STARTED)	IN PROGRESS	PLAYGROUNDS DESIGNED	IN PROGRESS
FLOOR TILES	<b>COMPLETED</b>	GYM DESIGN	<b>COMPLETED</b>
CAMERA SYSTEM STARTED	BID SOLICITATION AND CONTRACTING	CAMERA SYSTEM CONTINUED	CONTRACTING
AC INSTALLATION	<b>COMPLETED</b>	KITCHEN UPGRADES	IN PROGRESS



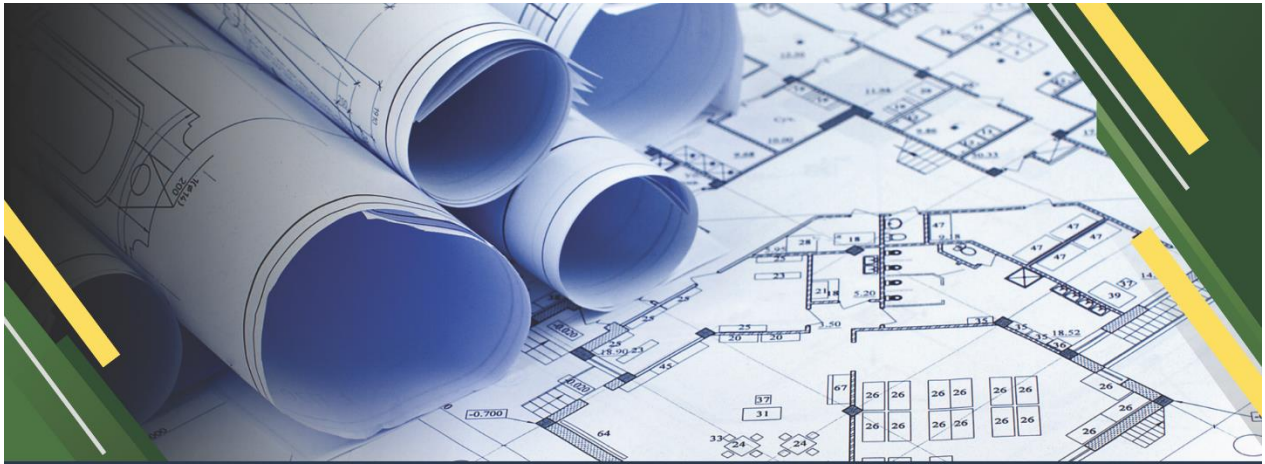
## ALFREDO ANDREWS ELEMENTARY SCHOOL

30-DAY PROJECTS	30-DAY STATUS	60-DAY PROJECTS	60-DAY STATUS
LEAKING HALLWAYS	<u>NO CONCERNS REPORTED</u>	SEWAGE	SCOPED AND BIDDING
BATHROOM UPGRADES	SCOPED	BATHROOM UPGRADES	BID SOLICITATION AND CONTRACTING
DRINKING WATER	<u>COMPLETED</u>	SCOPE FOR PAINTING	BID SOLICITATION
AIR QUALITY TESTING	<u>NO CONCERNS REPORTED</u>	ELECTRICAL UPGRADE ASSESSMENT	IN PROGRESS
TREE TRIMMING	CONTRACTOR SELECTED AND WORKING WITH UVI	BASKETBALL RESURFACING	REBID
CLOSURE OF STEP-DOWN TRANSFORMERS	NO CLOSURE REQUIRED	TREE TRIMMING AND SIDEWALK REPAIRED	CONTRACTOR SELECTED AND WORKING WITH UVI
CAMERA SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	REPLACE EXIT/ ENTRANCE DOORS	ASSESSING
INSTALLATION OF KITCHEN AC	<u>COMPLETED</u>	CAMERA SYSTEM CONTINUED	CONTRACTING
		PLAYGROUND DESIGNS	SCOPING



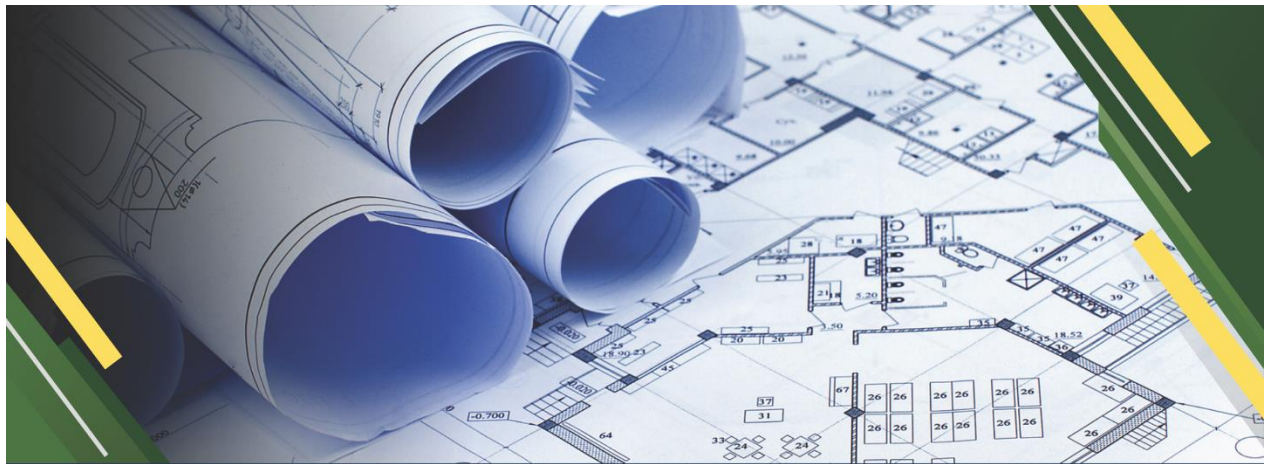
## CAREER AND TECHNICAL EDUCATION CENTER

30-DAY PROJECTS	30-DAY STATUS	60-DAY PROJECTS	60-DAY STATUS
REMOVAL OF LOCKERS	<u>COMPLETED</u>	CEILING TILES AND GRIDS	CONTRACTING
BATHROOM UPGRADES	SCOPED	BATHROOM UPGRADES	BID SOLICITATION AND CONTRACTING
RENOVATION OF FLOOR TILES	CONTRACTING	FLOOR TILE INSTALLATION	CONTRACTING
AIR QUALITY TESTING	CONTRACTING	AIR QUALITY TESTING AND REMEDIATION	CONTRACTING
ELECTRICAL UPGRADE ASSESSMENT	SCOPED BY SPRINGLINE ARCHITECTS	LIBRARY FURNITURE	PURCHASING
CEILING FANS PURCHASED	<u>COMPLETED</u>	CEILING FANS INSTALLED	AWAITING PO
DRINKING WATER	<u>COMPLETED</u>	SCOPING FOR PAINTING	BID SOLICITATION
TEXTBOOKS	NEEDS ASSESSMENT	WINDOW SCREENS	NEEDS ASSESSMENT
SUPPLIES FOR WELDING	<u>COMPLETED</u>	PURCHASE SAFETY EQUIPMENT	<u>COMPLETED</u>
INTERCOM SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	INTERCOM SYSTEM CONTINUED	VENDOR SELECTED, ACQUIRING PURCHASED ORDER
CAMERA SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	CAMERA SYSTEM CONTINUED	CONTRACTING



## ST. CROIX CENTRAL HIGH SCHOOL

30-DAY PROJECTS	30-DAY STATUS	60-DAY PROJECTS	60-DAY STATUS
SECURE HANGING WIRES	<b>ASSESSMENT COMPLETED</b>	SECURING HANGING WIRES	IN PROGRESS
BATHROOM UPGRADES	CONTRACT WORK IN PROGRESS	BATHROOM UPGRADES	IN PROGRESS
WINDOW OPERATORS	<b>COMPLETED</b>	SCOPE AND CONTRACT FOR ROOF LEAKS/HALLWAYS	IN PROGRESS
AIR QUALITY TESTING	SCOPES SECURED AND CONTRACTING	AIR QUALITY TESTING	<b>COMPLETED</b>
ELECTRICAL UPGRADE ASSESSMENT	ELECTRICAL LOAD MONITORING	INSTALLATION OF LIBRARY FURNITURE	ASSESSING
CEILING FANS	VENDOR SELECTED	CEILING FANS	AWAITING PURCHASE ORDER
DRINKING WATER	<b>COMPLETED</b>	SCOPING FOR PAINTING	BID SOLICITATION
AC FILTERS CLEANED	<b>COMPLETED</b>	AC INSTALLATIONS	<b>IN PROGRESS 55% COMPLETED</b>
CAFETERIA ROOF	BID SOLICITATION	SOCIAL EMOTIONAL WELLNESS STUDENT CENTER	2/6/24 COLLABORATIVE MEETING
ISSUE LAPTOPS	<b>COMPLETED</b>	ELECTRICAL OUTLETS INSTALLATION	<b>COMPLETED</b>
INTERCOM SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	INTERCOM SYSTEM CONTINUED	VENDOR SELECTED, ACQUIRING PURCHASED ORDER
CAMERA SYSTEM STARTED	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	CAMERA SYSTEM CONTINUED	CONTRACTING



## ST. CROIX EDUCATIONAL COMPLEX

30-DAY PROJECTS	30-DAY STATUS	60-DAY PROJECTS	60-DAY STATUS
SECURING HANGING WIRES	<u>ASSESSMENT COMPLETED</u>	SECURING HANGING WIRES	SOLICITING EQUIPMENT BIDS FOR IN-HOUSE COMPLETION
CEILING FANS INSTALLED	<u>COMPLETED</u>	BATHROOM UPGRADES	BID SOLICITATION AND CONTRACTING
DRINKING WATER	<u>COMPLETED</u>	AIR QUALITY TESTING AND REMEDIATION	<u>COMPLETED</u>
REMOVAL OF DEBRIS	<u>COMPLETED</u>	COPPER PIPING/ ROOF LEAKS/ ELECTRICAL UPGRADES	SCOPED BY SPRINGLINE ARCHITECTS
INTERCOM SYSTEM (STARTED)	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	OUTDOOR FACILITIES REVENOVATIONS	IN PROGRESS
CAMERA SYSTEM (STARTED)	CONTRACT SECURED WAITING FOR USDE APPROVAL FOR FUNDING	SCOPING FOR PAINTING	BID SOLICITATION
		INTERCOM SYSTEM CONTINUED	VENDOR SELECTED, ACQUIRING PURCHASED ORDER
		CAMERA SYSTEM CONTINUED	CONTRACTING



## Addendum B: Adcon Environmental Services Report



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December 14, 2023

Virgin Islands Department of Education  
Maintenance Division  
ATTN: Mr. Davidson Charlegmagne, Territorial Facilities Manager  
2133 Hospital Street  
Christiansted, VI 00820

**RE: MOLD REMEDIATION IAQ CLEANING FINAL REPORT OF CLASSROOMS B101  
THRU B116, B121 AND MAIN OFFICES AT THE JOHN H. WOODSON SCHOOL, ST.  
CROIX**

Dear Mr. Charlegmagne,

As per your request, we performed an Indoor Air Quality (IAQ) Cleaning/Microbial Remediation of rooms B101 thru B116, B121 and the main office located at the John H. Woodson School, St. Croix from November 16<sup>th</sup> thru December 4<sup>th</sup>, 2023.

We contained each room and HEPA vacuumed all surfaces, contents and items. All surfaces and items were then wet wiped using an anti-microbial broadband disinfectant. The contained area was also placed under negative pressure to prevent possible microbial cross contamination prior to disturbance.

The microbially contaminated areas were remediated and surfaces were cleaned via HEPA vacuuming to remove any potentially loose contaminants/particles. The walls and surfaces were wet wiped with Shockwave, an EPA registered anti-microbial and disinfectant.

Air scrubbing was performed during the entire remediation to ensure the capture of any potential airborne pollutants.



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## OBSERVATIONS:

We retrieved one indoor air clearance sample per room. All samples were taken using Standards of Practice for the Assessment of Indoor Environmental Quality/Mold Sampling per Indoor Environmental Standards Organization (IESO). One air sample was taken outside in the main courtyard to determine the normal fungal ecology of the school, as mold spores naturally exist in the outdoor environment. Air sampling was performed for mold and other related particulate contaminants.

We have attached lab results and created a simple chart and spread sheet that shows the area, date of sampling and the total mold spore count in the air on the day the testing was conducted.

The goal we are looking for in air sampling is to have considerably less mold spores in the indoor air than outside. That threshold for this specific project is less than 1,000 mold spores per cubic meter of air.

Our personal max threshold for indoor mold spore levels in the indoor environment is 2,000 spores per cubic meter of air. With proper air filtration on HVAC units, the particulate count (including mold spores) should be lower than outdoors on high level days.

In some rooms, air samples results were above 1,000 spores per cubic meter of air. Additional air scrubbing was performed in those rooms to reduce the mold spore count to an acceptable level.

The rule of thumb for good indoor air quality is to have substantially less mold indoors than outside. When your indoor air contains **more than ten times** the mold spores of that of the outside air then further investigation is warranted because a problem may exist. There are exceptions to that rule such as there should not be any *Stachybotrys* or *Chaetomium* mold found indoors because the associated health effects are far more pronounced than most other molds. Another exception would be that extremely high outdoor mold spore counts are rare and may occur with moderate wind, extremely dry and/or high relative humidity.

Please note that the air sampling performed represents a snapshot of what is in the air at the time of testing. Mold spores are microscopic particles that and move around based on airflow and surrounding movement. This means that the spore count can be higher or lower in an indoor environment depending



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on the traffic throughout the area, pressurizations such as doors opening and closing, cross ventilation from windows being open and the air conditioning air handler turning off and on.

An inspection of the HVAC Air Handling Units (AHU) servicing the rooms indicates the need of comprehensive cleaning. Most of the AHU's were not operating at the time of the remediation. Several rooms had the windows open to the outdoor air.

The ceiling plenum is open to each room as well as the hallways. This allows air flow from outside to inside thus carrying pollutants.

## **CONCLUSIONS:**

Based on the remediation performed and completed, there is no immediate threat to life, safety or health of occupants in the area where the service was performed.

Currently, there are no Federal standards or recommendations for acceptable exposures to airborne concentrations of mold or mold spores. According to the Occupational Safety and Health Administration (OSHA), most typical indoor exposures to mold do not present a risk of adverse health effects. Mold can cause adverse health effects to persons with sensitivities. For those persons that are sensitive to mold, exposure can cause symptoms such as nasal stuffiness, eye irritation, wheezing, or skin irritation. Severe reactions may occur among person exposed to large amounts of mold. Severe reactions may include fever, shortness of breath, headaches, sore and scratchy throats. Potential health concerns are important reasons to prevent fungal growth and remediate existing problem areas.

As we are not medical doctors, we do not offer any advice on health issues and recommend that a proper medical professional be consulted with on any emerging health issues.

## **RECOMMENDATIONS:**

We **HIGHLY RECOMMEND** that the HVAC air handler servicing each room be professionally cleaned. All HVAC and duct cleaning should follow National Air Duct Cleaners Association (NADCA)



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ACR 2021 and American Society of Heating, Refrigeration and Air Conditioning Engineering, Inc (ASHRAE) Standard 180. All work conducted in part based on the New York City Department of Health Guidelines, the Assessment and Remediation of Fungi in the Indoor Environment and the IICRC S-520 Standard and Reference Guide for Professional Mold Remediation. This task should be performed by a company that has at least one Air Systems Cleaning Specialist and Ventilation Systems Mold Remediator on staff to ensure that the job is done correctly and according to the above-mentioned standards.

We **HIGHLY RECOMMEND** that you have the HVAC system be inspected annually as per the NADCA ACR 2021 recommended inspection schedule to ensure its cleanliness and optimum performance.

If you need further assistance or information, please don't hesitate to call.

This concludes this report.

Respectfully,

A handwritten signature in black ink, appearing to read "Addison P. Christian".

Addison P. Christian,  
CIEC, Certified Indoor Environmental Consultant  
CHC, Certified Healthcare Contractor  
CCHM, CICTI Certified Healthcare Manager  
ABI, Asbestos Building Inspector  
ACS, Asbestos Contractor/Supervisor  
CMR, Certified Mold Remediator  
CMI, Certified Mold Inspector  
LBI, Lead Building Inspector  
ASCS, Air Systems Cleaning Specialist  
CVI, Certified Ventilation Inspector  
VSMR, Ventilation Systems Mold Remediator  
WRT, Water damage Restoration Technician  
FSRT, Fire & Smoke Damage Restoration Technician



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CBRS, Certified Bio-Remediation Supervisor  
CTT, Crime Scene & Trauma Cleanup Technician  
EDS, Environmental Disinfection Specialist

## Addendum C: STX Smarter Balanced Crunch Time Supplemental Guide

Underlined content in the **Smarter Balanced Targets and Standards** column shows what each assessment target assesses. Each target is aligned with a set of standards that is grouped together. In the Smarter Balanced Assessment, students must use the combined skills for each target and standards to proficiently answer the questions. Therefore, although teachers can and should teach each objective (skill) in mini-lessons, as the skills are learned, students should then be provided with ample time to practice the skills in combination with one another and not only as isolated skills.

5 <sup>th</sup> Grade				
Claim 2: Students can produce effective writing for a range of purposes and audiences				
Topics/Skills	Smarter Balance Targets & Standards	Objectives	Timeline	Smarter Balanced Interim Assessment
Writing Informational Paragraphs: -Main idea -Transitional Strategies -Evidence -Elaboration -Conclusion	<b>Targets 3 a. WRITE BRIEF TEXTS &amp; 3 b. REVISE BRIEF TEXTS:</b> <b>Write and revise one or more informational paragraph demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.</b> (DOK 3)  <b>W-2</b> a. <u>Introduce a topic clearly, provide a general observation and group related information logically</u> ; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u> c. <u>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</u> d. <u>Use precise language and domain specific vocabulary to inform about or explain the topic.</u> e. <u>Provide a concluding statement or section related to the information or explanation presented.</u> <b>L-3a</b> <u>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</u> <b>W-8</b> <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u> <b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	Scholars will... -write and revise informational paragraphs -organize ideas -state a focus (main idea) -include appropriate transitional strategies -include supporting evidence -include elaboration -produce a conclusion	2 Weeks Jan. 16 <sup>th</sup> to Jan. 26 <sup>th</sup>	Brief Writes (IAB)  Write and Revise Informational Texts (FIAB)  Revision (IAB)
Conventions: -Grammar & Usage -Capitalization -Punctuation -Spelling	<b>Target 9. EDIT:</b> <b>Apply or edit grade appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.</b> (DOK 1, DOK 2)  <b>L-1</b> <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u> <b>L-2</b> <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u>	Scholars will... -apply or edit: *grammar usage *Capitalization *Punctuation *spelling -clarify a message -edit narrative, informational, and opinion texts	2 weeks Jan. 29 <sup>th</sup> to Feb. 9 <sup>th</sup>	Editing (FIAB)
Writing Informational Texts: -Purpose -Audience -Main idea -Text Structure -Transitional Strategies -Elaboration -Evidence -Conclusion -Writing Process: *Plan *Draft *Revise *Edit	<b>Target 4. COMPOSE FULL TEXTS:</b> <b>Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources; and develop an appropriate conclusion related to the information or explanation presented.</b> (DOK 4)  <b>W-2</b> a. <u>Introduce a topic clearly, provide a general observation and group related information logically</u> ; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. <u>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</u> c. <u>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</u> d. <u>Use precise language and domain specific vocabulary to inform about or explain the topic.</u> e. <u>Provide a concluding statement or section related to the information or explanation presented.</u> <b>W-4</b> <u>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</u> <b>W-5</b> <u>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</u> <b>W-8</b> <u>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u> <b>W-9</b> <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	Scholars will... -write full informational text -use a complete writing process -attend to purpose and audience -organize ideas -state a focus (main idea) -include text structure -include appropriate transitional strategies -include elaboration -include supporting evidence -produce an appropriate conclusion -plan, draft, revise, and edit in one or two sittings	3 Weeks Feb. 12 <sup>th</sup> to March 1 <sup>st</sup>	Performance Task – Recycling (IAB)

Claim 4: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.				
Topics/Skills	Smarter Balance Targets & Standards	Objectives	Timeline	Smarter Balanced Interim Assessment
-Locating Information -Supporting Central Ideas & Subtopics -Data; Print & Non-Print Text -Purpose	<b>Target 2. INTERPRET &amp; INTEGRATE INFORMATION:</b> <b>Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text source for a given purpose.</b> (PT: DOK 3) (CAT: DOK 2)  <u>RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u> <u>RI-6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u> <u>RI-7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u> <u>RI-9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u> <u>W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u> <u>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	Scholars will... -locate information -support central ideas and subtopics -select and integrate information for a given purpose	2 Weeks March 4 <sup>th</sup> to March 15 <sup>th</sup>	Research Interpret and Integrate (FIAB)
-Distinguishing Relevant & Irrelevant Information	<b>Target 3. ANALYZE INFORMATION/SOURCES:</b> <b>Distinguish relevant/irrelevant information.</b> (PT: DOK 3, 4) (CAT: DOK 2)  <u>RI-7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u> <u>W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u> <u>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>	Scholars will... -distinguish relevant vs. irrelevant information	1 Weeks March 18 <sup>th</sup> to March 22 <sup>nd</sup>	Research Analyze Information (FIAB)
-Citing Supporting Evidence	<b>Target 4. USE EVIDENCE:</b> <b>Cite evidence to support opinions, ideas, or analyses.</b> (PT: DOK 3) (CAT: DOK 2)  <u>RI-1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u> <u>RI-6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u> <u>RI-7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</u>	Scholars will... -cite evidence -support opinions, ideas, or analyses.	2 Weeks March 25 <sup>th</sup> to April 5 <sup>th</sup>	Research Use Evidence (FIAB)
	<u>RI-9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</u> <u>W-1b Provide logically ordered reasons that are supported by facts and details.</u> <u>W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</u> <u>W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>			