

Valor Academy of Ohio ARP ESSER Use of Funds Plan

Valor Academy of Ohio will ensure that its ARP ESSER Funds meet all the required elements and are spent in an allowable manner.

1. ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in person learning.

Valor Academy of Ohio recognizes that safe reopening schools and sustaining safe operations to maximize in person instruction is essential for student learning and student well-being. The School will maintain the health and safety of students, educators and other School staff. To support the safe return to in-person instruction and sustain safe operation, the school developed a strategy that includes but not limited to the following procedures:

- Upon entry, all students, faculty and staff will be temperature checked. Any person with a temperature that is above 100.4, will be given the opportunity to wait 10 minutes and then have their temperature checked again. If it is still above 100.4, they will be turned away. If it is a student, parents will be called to come pick the student up.
- All students, faculty and staff will be given hand sanitizer upon entry to the school.
- Hourly handwashing and hand sanitizer will be done for all students, faculty and staff.
- Disinfecting and sanitizing learning and work environments.
- Personal Protective Equipment (this protocol is subject to change), will be provided upon request.

2. The School will address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year.

Valor Academy of Ohio will use the ARP ESSER funds to identify, re engage, and support students most likely to have experienced the impact of lost instructional time on student learning. The following strategies will be implemented to mitigate learning loss.

- MindPlay is a web-based reading program. It delivers one-to-one, personalized, systematic, reading instruction. MindPlay features virtual reading teachers who will help your child fill in the skill gaps that are preventing him or her from reading accurately and fluently. The adaptive program modifies instruction to suit the needs of each child. A [white paper](#) was prepared to demonstrate a data set from an urban Midwestern school district was mined to explore how the technology based reading enrichment known as Mindplay affects children's performance on the English Language Arts (ELA) Standards state-wide assessment (N = 6098 students from Grades 3 to 9).

- Classcraft provides behavioral insight and motivational support for students, teachers, schools, and districts to collaborate and grow in one empathetic learning environment. Students disengage with remote learning because of a lack of intrinsic motivation. This makes setting behavior expectations in remote education more important than ever, especially to mitigate learning loss. Classcraft has developed the first set of standards for learning, based on 3 core skills:
 - Being an Empowered Learner
 - Being an Engaged Learner
 - Contributing to the Learning Community

For each of these competencies, different behaviors with different mastery levels have been identified and are built into the platform. Classcraft's motivational approach is based firmly on Self-Determination Theory, a well-researched psychological framework to explain what drives individuals to engage in specific activities. By fulfilling players' needs for exercising control, developing competency, and experiencing relatedness, games are effective external systems to foster intrinsic motivation. In other words, games are great at making you want to play them.

- Paraprofessional- Schools need paraprofessionals now more than ever, to address learning loss, maintain safety, and restore a sense of normalcy for students. Paraprofessionals will support teachers in mitigating learning loss due to COVID-19 school closures, summer break, disabilities, personal situations, and other circumstances. These individuals provide valuable supports at school and can be part of the supports offered during these times of social distancing and instruction. The engagement of paraprofessionals can provide a sense of personal connection, continuity, and provide instruction that may help avoid regression of previously learned skills/concepts and hopefully advance progress.

Evidence-based Intervention from a Paraprofessional

- High-impact tutoring
- Just in time supplemental instruction in pre-requisites skills needed to access upcoming grade level content
- Small Group and Individualized Instruction
- Differentiation

3. The School will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP.

Section 2001(e) of the ARP permits schools to use the ARP ESSER III funding not reserved for learning loss to address the impacts of COVID-19 in a variety of ways. Valor Academy of Ohio will use the remaining funds on creating and maintaining a STEM related curriculum that is incorporating an eSports league that teaches coding to students. Additionally, Valor Academy of Ohio will engage with iLearn Collaborative, a professional development provider, to offer richer and deeper quality professional development by creating a 6-course pathway to build teacher corps of experts. Instructors will become the trainers for new teachers as part of a New Teacher Induction Program which will:

- Builds capacity
- Sustainability
- Empower teachers, creates teacher leaders

Additionally, iLearn Collaborative will implement three phases over a three year period to do the following:

Phase 1: 2021-22 SY

- 1) 3 Signature PD Courses (teachers)
 - Instructional Best Practices in Blended Learning (30 PD clock hrs)
 - Creating Digital Content for Blended Learning (15 PD clock hrs)
 - Project-Based Learning in a Blended Environment (30 PD clock hrs)
- 2) 2 Signature Leadership PD Courses (Principal)
 - Introducing Blended Learning To Your School or District
 - Supporting Blended Learning in Your School or District
- 3) 3 Onsite Workshops: Align with and kickoff each new training
 - Kickoff: September 2021 - Instructional Best Practices
 - Mid-year engagement: December or January - Creating Digital Content
 - End-of-year engagement: April, May or June 2022 to kick off summer training
 - Project-Based Learning
 - **Each workshop will launch the online PD course.*
- 4) Monthly One-On-One Coaching
 - 30 min virtual meetings per teacher
 - Topics TBD, but may include:
 - goal setting
 - lesson plan design and review
 - instructional best practices guidance
 - additional support based on each teacher's needs

Phase 2: 2022-23 SY

- 1) 3 Signature PD Courses (Returning teachers from phase 1)
 - Continued PD towards local expert level
 - Personalized pathway customized for each teacher
 - Can cover more instructional areas to build teacher experts specializing in different topics
 - Broadens and strengthens school's PD program
- 2) 3 Signature PD Courses (New teachers)
 - Repeat of Phase 1 PD courses for 5 new teachers

- 3) 2 Signature Leadership PD Courses (1 New Leader)
 - Introducing Blended Learning to Your School or District
 - Supporting Blended Learning in Your School or District
- 4) 3 Full-Day Onsite Workshops (Morning and Afternoon Groups)
 - New/morning and returning/afternoon teachers)
 - New teachers will receive workshop training as described in Phase 1
 - Returning teachers workshop: Customized specific to their needs & PD courses
 - Beg of Year: September 2022
 - Mid-engagement: December or January
 - End of Year: May or June 2023
- 5) Continued 1:1 Virtual Coaching (Returning and projected 5 new teachers)
 - Monthly or quarterly depending on teacher needs and preferences
 - Customized for each teacher

Phase 3: 2023-24 SY

- 1) 3 Signature PD Courses (Returning teachers from phase 2)
 - Repeat of Phase 2 for new teachers 2022-23 SY
- 2) Continued 1:1 Virtual Coaching (All teachers)
 - Monthly or quarterly depending on teacher needs and preferences
 - Customized for each teacher
- 3) Sustainability Planning / Building Capacity for Future

New Teacher Induction

1. Valor OH Certified Blended Instructors become facilitators and trainers
 - a. Facilitator Training Mini PD Course
 - b. 5 certified teachers
 - c. Accreditation of teachers (ability to offer graduate credit to teachers they train)
2. Valor OH PD Facilitators
 - a. Use of iLC PD courses
 - i. Signature or Fast Track PD courses for new teachers
 - b. Onsite Workshops
 - i. Facilitated by 1st year certified teachers for new and phase 2 teachers
 - ii. iLC provides customized content & mentoring iLC co-facilitation if needed

4. The School will ensure that any implemented interventions, including those implemented under ARP section 2002(e)(1) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families,

students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and, migratory students.

As stated in the aforementioned text, Valor Academy of Ohio will use ARP ESSER funds to implement a gamified learning curriculum called Classcraft. Classcraft has embedded in its content a SEL component that addresses the mental health needs of all students. Additionally, Classcraft has developed standards for learning, based on 3 core skills:

- Being an Empowered Learner
- Being an Engaged Learner
- Contributing to the Learning Community

For each of these competencies, different behaviors with different mastery levels have been identified and are built into the platform, specifically targeting at risk students. Classcraft's behavior presets make it easy to develop skills and competencies by promoting positive behaviors schoolwide. Our approach aligns with well-documented practices like PBIS, MTSS and SEL – encouraging positive behavior through gameplay mechanics such as earning experience points (XP) and levelling up. Using Classcraft, schools transform their behavior, SEL and climate initiatives into a game-like experience that's all about celebrating wins.