ESSER III LEA Plan Report

Gillett School District

2021-2022

Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent
Madison, Wisconsin

General Information

LEA Name: Gillett School District

Address: Gillett WI 54124

Superintendent/District Administrator: Todd Hencsik

Grades Served: K4 - 12

Number of Schools: 3

LEA Website: www.gillett.k12.wi.us

Student Demographics

Total Student Enrollment: 531

ESSER III Funding

ESSER III Allocation: $1,078,119.00

Amount Budgeted for Evidence-based Improvement Strategies: $459,978.03

Amount Budgeted for all other ESSER Activities: $370,045.54

Total Amount Budgeted in Approved Application: $830,023.57

Remaining Amount to Budget: $248,095.43

Plan for ESSER III

a) How will the funds be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidelines on reopening schools, in order to continuously and safely open and operate schools for in person learning?

Object	Purchase Item or Position/Area	Purchase Item Detail or Position Activity	Function	Amount Budgeted
100/200 - Employee Salaries/Benefits	Other Support Staff / Health Room Aide/Assistant	Health Screening	214900 - Other Health	$42,400.00
100/200 - Employee Salaries/Benefits	Other Support Staff / Health Room Aide/Assistant	Health Screening	214900 - Other Health	$44,500.00
550 - 550	Capital Equipment	COVID-19 Response	253000 - Operation	$11,496.80
100/200 - Employee Salaries/Benefits	Staff / COVID-19 Response	Sanitation and Prevention	253000 - Operation	$13,837.38

b) How will the LEA use their required 20% to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after school programs, or extended school year programs?

Object Number-Object Label	Purchase Item or Position/Area	Purchase Item Detail or Position Activity	Function Number-Function Label	EBIS	Student Group	Amount Budgeted
100/200 - Employee Salaries/Benefits	Teacher / Reading and Reading Interventions(including RtI for reading)	Standard (Default)	122000 - English Language	Foundational Skills to Support K-3 Reading		$90,175.70
100/200 - Employee Salaries/Benefits	Teacher / Reading and Reading Interventions(including RtI for reading)	Standard (Default)	122000 - English Language	Foundational Skills to Support K-3 Reading		$92,900.00
100/200 - Employee Salaries/Benefits	Staff / Activity Funding for Multiple Staff	Professional Development	221300 - Instructional Staff Training	Standards-Aligned Instructional Materials and Professional Learning		$2,061.58
100/200 - Employee Salaries/Benefits	Other Professional Staff in a Non-Instructional role / Professional Development Coordinator/Instructor	Standard (Default)	221300 - Instructional Staff Training	Administering and Using High-Quality Assessments		$80,883.97
100/200 - Employee Salaries/Benefits	Other Professional Staff in a Non-Instructional role / Professional Development Coordinator/Instructor	Standard (Default)	221300 - Instructional Staff Training	Administering and Using High-Quality Assessments		$102,943.00
310 - 310	Private Vendor Contract	Addressing Educational Delivery	221900 - Other Improvement of Instruction	Administering and Using High-Quality Assessments		$45,335.78
386 - 386	CESA Contract	Professional Development	221300 - Instructional Staff Training	Standards-Aligned Instructional Materials and Professional Learning		$33,000.00
386 - 386	CESA Contract	Professional Development	221300 - Instructional Staff Training	Standards-Aligned Instructional Materials and Professional Learning		$12,678.00

c) How will the LEA spend its remaining ARP ESSER funds consistent with allowed activities defined in the ARP Act?

Subbudget	Program Type	Object Number-Object Label	Purchase Item or Position/Area	Purchase Item Detail or Position Activity	Function Number-Function Label	Amount Budgeted
General Education	Addressing Long-term School Closure	100/200 - Employee Salaries/Benefits	Teacher / All Subjects/Elementary	Standard (Default)	110000 - Undifferentiated Curriculum	$53,247.36
General Education	Addressing Long-term School Closure	100/200 - Employee Salaries/Benefits	Paraprofessional / Instructional	Standard (Default)	110000 - Undifferentiated Curriculum	$40,322.00
General Education	Addressing Afterschool and Summer Learning	100/200 - Employee Salaries/Benefits	District Instructional Technology Coordinator / No Description Beyond Position	Standard (Default)	221500 - Instruction Related Technology	$97,753.00
General Education	Educational Technology	358 - 358	Communication	Internet Access	221500 - Instruction Related Technology	$5,000.00

Subbudget	Program Type	Object Number-Object Label	Purchase Item or Position/Area	Purchase Item Detail or Position Activity	Function Number-Function Label	Amount Budgeted
General Education	Educational Technology	362 - 362	Software as a Service	Addressing Educational Delivery	110000 - Undifferentiated Curriculum	$3,259.00
General Education	Educational Technology	362 - 362	Software as a Service	Addressing Educational Delivery	221500 - Instruction Related Technology	$12,500.00
General Education	Educational Technology	482 - 482	Non-Capital Equipment	Addressing Educational Delivery	110000 - Undifferentiated Curriculum	$5,431.00
General Education	Educational Technology	482 - 482	Non-Capital Equipment	Addressing Educational Delivery	110000 - Undifferentiated Curriculum	$5,431.00
General Education	Educational Technology	482 - 482	Non-Capital Equipment	Addressing Educational Delivery	221500 - Instruction Related Technology	$25,806.00
General Education	Educational Technology	482 - 482	Non-Capital Equipment	Addressing Educational Delivery	221500 - Instruction Related Technology	$9,062.00

d) How will the LEA ensure that the interventions it implements, including but not limited to the interventions under the 20% reservation of the ARP Act 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?

Educator Practices

Through multiple Plan Do Study Act (PDSA) cycles, the LEA regularly reviews educator practices monitoring evidence/data sources used to document implementation (e.g., evidence from walkthroughs and observations, coaching cycles, data collected as part of the EE process, evidence of application of professional learning).
LEA uses educator practice data to identify unintended consequences to equity (if any).
LEA either revises plan(s) and next steps or prepares for scale-up, in response to multiple PDSA cycles.
LEA uses protocol to review educator practices monitoring evidence/data sources.

Student Outcomes

Regularly, the LEA reviews evidence of student outcomes (e.g., benchmark reading assessment, formative assessments, common summative assessments based on standards, attendance, behavior, course-enrollment and on-track for graduation).
Outcome data is used to identify unintended consequences to equity (if any).
The LEA either revises plan(s) and next steps or prepares for scale-up.
LEA uses protocol (i.e., resources from Wisconsin's Strategic Assessment) to review student outcome monitoring evidence/data sources.

Stakeholder Engagement for Plan Development

LEAs must provide opportunities for stakeholders to meaningfully and substantively contribute to their ESSER III Plan. Consultation must occur prior to submitting a plan in WISEgrants. All LEAs must consult with the following groups:

- Students
- Families
- School and district administrators (including pupil services/special education administrators)
- Teachers, principals, school leaders, other educators, school staff, and their unions

To the extent present in or served by the LEA, LEAs must also consult with the following groups:

- American Indian Nations
  - Wisconsin Tribal Head Officials
  - Wisconsin Tribal Education Directors
- Civil rights organizations (including disability rights organizations)
- Stakeholders representing the interests of
  - Children with disabilities,
  - English learners,
  - Children experiencing homelessness,
  - Children in foster care,
  - Migratory students,
  - Children who are incarcerated, and other underserved students

Describe your LEA's level of engaging stakeholders:

LEA invited stakeholders to participate in planning but engagement is minimal or focused on sharing or disseminating information.
Example: LEA provided a presentation of the plan to use ESSER funds at a school board meeting and listened to comments and concerns from meeting attendees.

Safe Return to In-Person Instruction and Continuity of Services Plan

The United States Department of Education (USDE) requires all LEAs to post their Safe Return to In-Person Instruction and Continuity of Services Plan to their website and identify the extent to which they have adopted Centers for Disease Control and Prevention (CDC) recommendations for the safe return to schools. The extent to which LEAs adopted the CDC recommendations did not impact the amount of ESSER funds it received.

Gillett Sch Dist has their Safe Return to In-Person Instruction and Continuity of Services Plan posted to this website:
https://www.gillett.k12.wi.us/Safe%20Return%20to%20In%20Person%20and%20Continuity%20of%20Services%20Plan%20updated%206-16-22.pdf

On 12/19/2022, Gillett Sch Dist stated they took the following steps to ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

WDPI strongly encourages LEAs to follow the CDC and the Wisconsin Department of Health Services (DHS) recommendations. The following resources will help LEAs prepare for, prevent, and respond to COVID-19 so that students, staff, and families can safely return to in-person instruction:

- CDC Guidance for COVID-19 Prevention in K-12 Schools and ECE Programs
- Guidelines for the Prevention, Investigation, and Control of COVID-19 Outbreaks in K-12 Schools

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Continuity of Services

Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

Check all that apply (the LEA is required to select at least one):

☒ LEA has created a plan for continuity of learning that includes a plan for providing remote learning if disruptions to in-person instruction should occur.

☒ LEA has created a plan for continuity of learning that includes services for specific student groups (e.g. ELs, students with IEPs, gifted and talented, students experiencing homelessness) if disruptions to in-person instruction should occur.

☒ LEA has created a plan for providing nutritional services, student health services, and other student support services if disruptions to in-person instruction should occur.

☒ LEA will implement evidence-based programs and practices that address student social and emotional wellness during the school day and in out-of-school time programs (e.g., summer, before and after school programs).

☒ LEA will implement evidence-based programs and practices that address staff social and emotional wellness.

☒ LEA will implement an equitable multi-level system of support (with a focus on core instruction for each student, with intensified services based on student need) to address students' academic and social emotional needs.

☒ LEA plan for continuity of services was influenced by stakeholder feedback.

☐ Other, please describe: