ESSER III LEA Plan Report

Verona Area School District

2021-2022

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

General Information

LEA Name: Verona Area School District

Address: 700 N Main St Verona WI 53593

Superintendent/District Administrator: Tremayne Clardy

Grades Served: K4 - 12

Number of Schools: 12

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

Student Demographics

Data Source: 2020-21 WISEdash

Total Student Enrollment: 5,732

ESSER III Funding

ESSER III Allocation: $3,229,334.00

Amount Budgeted for Evidence-based Improvement Strategies: $1,077,776.00

Amount Budgeted for all other ESSER Activities: $310,000.00

Total Amount Budgeted in Approved Application: $1,387,776.00

Remaining Amount to Budget: $1,841,558.00

EBIS Grant Funding

EBIS Grant Allocation: $91,343.00

Amount Budgeted for Evidence-based Improvement Strategies: $0.00

Remaining Amount to Budget: $0.00

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
411 - 411	Supplies	Sanitation and Prevention	253000 - Operation	$50,000.00

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	Short Term Substitute Teacher / No Description Beyond Position	Addressing Educational Delivery	110000 - Undifferentiated Curriculum	Evidence-Based Strategies for Social and Emotional Learning and Mental Health		$200,000.00
100/200 - Employee Salaries/Benefits	Teacher / Mathematics	Standard (Default)	124000 - Mathematics	Administering and Using High-Quality Assessments		$60,000.00
100/200 - Employee Salaries/Benefits	Teacher / Mathematics	Standard (Default)	124000 - Mathematics	Administering and Using High-Quality Assessments		$60,000.00
100/200 - Employee Salaries/Benefits	Teacher / Mathematics	Standard (Default)	124000 - Mathematics	Administering and Using High-Quality Assessments		$45,000.00

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 / Mathematics	Standard (Default)	124000 - Mathematics	Administering and Using High-Quality Assessments		$60,000.00
100/200 - Employee Salaries/Benefits	Teacher / Mathematics	Standard (Default)	124000 - Mathematics	Administering and Using High-Quality Assessments		$60,000.00
100/200 - Employee Salaries/Benefits	Teacher / Mathematics	Standard (Default)	124000 - Mathematics	Administering and Using High-Quality Assessments		$35,000.00
100/200 - Employee Salaries/Benefits	Social-Emotional Behavioral Interventions / Support / No Description Beyond Position	Standard (Default)	219000 - Other Pupil Services	Evidence-Based Strategies for Social and Emotional Learning and Mental Health		$35,600.00
100/200 - Employee Salaries/Benefits	Social-Emotional Behavioral Interventions / Support / No Description Beyond Position	Standard (Default)	219000 - Other Pupil Services	Evidence-Based Strategies for Social and Emotional Learning and Mental Health		$53,000.00
100/200 - Employee Salaries/Benefits	Social-Emotional Behavioral Interventions / Support / No Description Beyond Position	Standard (Default)	219000 - Other Pupil Services	Evidence-Based Strategies for Social and Emotional Learning and Mental Health		$69,176.00
430 - 430	Instructional Media	Addressing Educational Delivery	110000 - Undifferentiated Curriculum	Evidence-Based Strategies for Social and Emotional Learning and Mental Health		$400,000.00

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	Mental Health Services and Supports	100/200 - Employee Salaries/Benefits	School Nurse / No Description Beyond Position	Standard (Default)	214200 - School Nursing	$160,000.00
General Education	Educational Technology	358 - 358	Communication	Internet Access	221500 - Instruction Related Technology	$100,000.00

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 engaged diverse stakeholders, particularly those representing historically marginalized/currently marginalized students, in all parts of the planning process. LEA ensured meaningful communication with English Learner family members.
Example: Stakeholders participated in identifying needs created by the pandemic, developing a plan to meet those needs, and will be involved in the implementation of the plan as well as assessing the outcomes of the plan.

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.

Verona Area Sch Dist has their Safe Return to In-Person Instruction and Continuity of Services Plan posted to this website: https://www.verona.k12.wi.us/Page/849

On 11/7/2022, Verona Area 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:

EBIS Grant Addendum

How will the LEA use their EBIS Grant funds 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?

The LEA does not currently have an approved EBIS Grant budget.