ESSER III LEA Plan Report

Washington-Caldwell School District

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

General Information

LEA Name: Washington-Caldwell School District

Address: 8937 Big Bend Rd Waterford WI 53185

Superintendent/District Administrator: Kevin McCormick

Grades Served: K4 - 08

Number of Schools: 1

LEA Website: www.washcald.com

Student Demographics

Data Source: 2021-2022 WISEdash

Total Student Enrollment: 191

Detailed student demographic data and trends can be viewed in the WISEdash Public Portal

ESSER III Funding

ESSER III Allocation: $76,586.00

Amount Budgeted for Evidence-based Improvement Strategies: $21,477.60

Amount Budgeted for all other ESSER Activities: $55,108.40

Total Amount Budgeted in Approved Application: $76,586.00

Remaining Amount to Budget: $0.00

EBIS Grant Funding

EBIS Grant Allocation: $323,074.00

Amount Budgeted for Evidence-based Improvement Strategies: $323,074.00

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

b) How will the LEA use their required 20% to address the academic impact of unfinished learning through the implementation of evidence-based improvement strategies, 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	Amount Budgeted
100/200 - Employee Salaries/Benefits	Paraprofessional / Instructional	Standard (Default)	110000 - Undifferentiated Curriculum	MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	$17,643.60
310 - Personal Services	Private Vendor Contract	Professional Development	221300 - Instructional Staff Training	MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	$3,000.00
362 - Software as a Service	Software as a Service	Addressing Educational Delivery	110000 - Undifferentiated Curriculum	MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	$834.00

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	310 - Personal Services	Private Vendor Contract	Professional Development	221300 - Instructional Staff Training	$3,600.00
General Education	Addressing Long-term School Closure	382 - Payment to a Wisconsin School District	Payment to WI School District	Addressing Educational Delivery	431000 - General Contracted Instruction or Base Cost Tuition—Non-Open Enrollment	$25,593.40
General Education	Addressing Long-term School Closure	362 - Software as a Service	Software as a Service	Addressing Educational Delivery	221500 - Instruction Related Technology	$2,288.00
General Education	Addressing Long-term School Closure	362 - Software as a Service	Software as a Service	Addressing Educational Delivery	221500 - Instruction Related Technology	$10,182.00
General Education	Addressing Long-term School Closure	581 - Technology Equipment - Capital	Capital Equipment	Data and Cybersecurity	295000 - Administrative Technology Services	$13,445.00

d) How will the LEA ensure that the improvement strategies it implements, including but not limited to the improvement strategies under the 20% reservation of the ARP Act to address the academic impact of unfinished learning, 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 stakeholders in all parts of the planning process. LEA used a protocol for shared leadership and collaborative decision-making (i.e., Leading by Convening). LEA ensured meaningful communication with English Learner family members.
Example: Stakeholders co-lead the process to identify needs created by the pandemic, co-lead the development of a plan, and will co-lead 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.

Washington-Caldwell Sch Dist has their Safe Return to In-Person Instruction and Continuity of Services Plan posted to this website: https://docs.google.com/document/d/10koC-8FpMxsKXoQpxKptBFk0XSyIsUDBwKJQZ1pUQHU/edit?usp=sharing

On 8/21/2023, Washington-Caldwell 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
- WI DPI COVID-19 Information for School Health Services

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 unfinished learning through the implementation of evidence-based improvement strategies, 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	Amount Budgeted
100/200 - Employee Salaries/Benefits		Standard (Default)	159100 - Special Education Program Aide	Foundational Skills to Support K-3 Reading	$14,318.74
100/200 - Employee Salaries/Benefits	Paraprofessional / Instructional	Standard (Default)	110000 - Undifferentiated Curriculum	MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	$1,102.08
100/200 - Employee Salaries/Benefits		Standard (Default)	213200 - Licensed School Counseling	MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	$13,299.48
100/200 - Employee Salaries/Benefits		Professional Development	221300 - Instructional Staff Training	MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	$2,159.09
100/200 - Employee Salaries/Benefits		Standard (Default)	221900 - Other Improvement of Instruction	MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	$96,799.29
100/200 - Employee Salaries/Benefits		Addressing Educational Delivery	221900 - Other Improvement of Instruction	MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	$51,186.34
100/200 - Employee Salaries/Benefits		Standard (Default)	221900 - Other Improvement of Instruction	MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	$37,871.40
100/200 - Employee Salaries/Benefits		Standard (Default)	223900 - Other Instructional Staff Supervision and Coordination	MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	$91,067.58
310 - Personal Services	Private Vendor Contract	Professional Development	221300 - Instructional Staff Training	Foundational Skills to Support K-3 Reading	$1,430.00
362 - Software as a Service	Software as a Service	Addressing Educational Delivery	110000 - Undifferentiated Curriculum	Foundational Skills to Support K-3 Reading	$2,920.00
362 - Software as a Service	Software as a Service	Addressing Educational Delivery	110000 - Undifferentiated Curriculum	MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	$468.00
362 - Software as a Service	Software as a Service	Addressing Educational Delivery	120000 - Regular Curriculum	Teaching Elementary Students to Write Effectively	$770.00
362 - Software as a Service	Software as a Service	Addressing Educational Delivery	120000 - Regular Curriculum	MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	$36.24
411 - General Supplies			110000 - Undifferentiated Curriculum	Foundational Skills to Support K-3 Reading	$359.24
411 - General Supplies			110000 - Undifferentiated Curriculum	Foundational Skills to Support K-3 Reading	$217.35
482 - Technology Equipment			110000 - Undifferentiated Curriculum	MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	$8,820.00
310 - Personal Services	Private Vendor Contract	Professional Development	264400 - Noninstructional Staff Training	Foundational Skills to Support K-3 Reading	$249.17