General Information
LEA Name: Lake Geneva J1 School District
Address: 208 E South St Lake Geneva WI 53147
Superintendent/District Administrator: James Gottinger
Grades Served: K4 - 08
Number of Schools: 5
LEA Website: lakegenevaschools.com

Student Demographics
Data Source: 2020-21 WISEdash
Total Student Enrollment: 1,866

Funding
ESSER III Allocation: $1,962,927.00
Amount Budgeted for Evidence-based Improvement Strategies: $438,133.00
Amount Budgeted for all other ESSER Activities: $157,716.16
Total Amount Budgeted in Approved Application: $595,849.16
Remaining Amount to Budget: $1,367,077.84

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?

<table>
<thead>
<tr>
<th>Object Number- Object Label</th>
<th>Purchase Item or Position/Area</th>
<th>Purchase Item Detail or Position Activity</th>
<th>Function Number- Function Label</th>
<th>EBIS</th>
<th>Student Group</th>
<th>Amount Budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>200 - Employee Benefits</td>
<td>Teacher / All Subjects/Elementary</td>
<td>Standard (Default)</td>
<td>120000 - Regular Curriculum</td>
<td>Teaching Elementary Students to Write Effectively</td>
<td>$99,887.00</td>
<td></td>
</tr>
<tr>
<td>200 - Employee Benefits</td>
<td>Teacher / All Subjects/Elementary</td>
<td>Standard (Default)</td>
<td>120000 - Regular Curriculum</td>
<td>Mathematical Problem Solving in Grades 4 - 8</td>
<td>$104,766.00</td>
<td></td>
</tr>
<tr>
<td>200 - Employee Benefits</td>
<td>Teacher / Mathematics</td>
<td>Standard (Default)</td>
<td>124000 - Mathematics</td>
<td>Assisting Elementary Students Struggling with Mathematics</td>
<td>$125,394.00</td>
<td></td>
</tr>
<tr>
<td>200 - Employee Benefits</td>
<td>Teacher / All Subjects/Elementary</td>
<td>Standard (Default)</td>
<td>110000 - Undifferentiated Curriculum</td>
<td>Foundational Skills to Support K-3 Reading</td>
<td>$108,086.00</td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Object Number- Object Label</th>
<th>Purchase Item or Position/Area</th>
<th>Purchase Item Detail or Position Activity</th>
<th>Function Number- Function Label</th>
<th>Amount Budgeted</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>Addressing Afterschool and Summer Learning</td>
<td>Staff / Summer School</td>
<td>Enrichment Courses</td>
<td>110000 - Undifferentiated Curriculum</td>
</tr>
</tbody>
</table>

General Education Addressing Afterschool and Summer Learning 200 - Employee Benefits Staff / Summer School Enrichment Courses 110000 - Undifferentiated Curriculum $157,716.16

Investigation Plan:
1. **Object Number- Object Label**: This describes the specific area or position where funds will be allocated. For example, in the context of employee benefits, this may refer to benefits for all subjects or for elementary teachers.

2. **Purchase Item or Position/Area**: This indicates the specific item or area related to the purchase. This could be a specific position or a particular area of focus, such as staff for summer school enrichment courses.

3. **Purchase Item Detail or Position Activity**: This specifies the detailed activity or position that will be funded. This could be the specific task or activity that the funds will support, such as teaching writing or solving mathematical problems.

4. **Function Number- Function Label**: This provides the specific function or label associated with the funds. This could be a description of the specific function or label related to the activity, such as teaching elementary students to write effectively.

5. **EBIS**: This stands for Evidence-based Improvement Strategies. It specifies the evidence-based strategies that will be implemented. For example, teaching elementary students to write effectively.

6. **Student Group**: This indicates the target group for the intervention. This could be specific to certain grades or subjects, such as grades 4-8.

7. **Amount Budgeted**: This is the total amount budgeted for each specific activity or position. This could range from $99,887.00 to $125,394.00, depending on the specific strategy and its impact.

This structured approach ensures that the interventions are well-documented, evidence-based, and strategically aligned with the LEA's priorities, allowing for effective and accountable use of the ESSER funds.
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 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.

Lake Geneva J1 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/1nAL2VFxp2rPAqgJrs3JqUM-wt-xmen5jifAN6akjGog/edit](https://docs.google.com/document/d/1nAL2VFxp2rPAqgJrs3JqUM-wt-xmen5jifAN6akjGog/edit)

On 3/3/2022, Lake Geneva J1 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:


**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: