



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

510 Peach Street · Wisconsin Rapids, WI 54494 · (715) 424-6701

Kathi Stebbins-Hintz, Chairperson
John Benbow, Jr.
Troy Bier
Christopher Inda
John Krings, President
Elizabeth St. Myers
Julie Timm

November 4, 2024

LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI
Conference Room A/B

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment

Persons who wish to address members of the Committee may make a statement pertaining to a specific agenda item. The Committee Chair will establish limits for speakers due to time constraints. Comments made by the public shall be civil in content and tone. Speakers bear the personal risk if comments made are defamatory, slanderous, or otherwise harmful to another individual. Please keep in mind that this is a Committee meeting of the Board open to the public, and not a public hearing.

- IV. Actionable Items
 - A. Curriculum Proposals: New Courses and Curriculum Modifications
 - B. Early College Credit Program (ECCP) and Start College Now (SCN) Applications
- V. Updates
 - A. Skyward Qmlativ Migration
 - B. JROTC Implementation
 - C. Input on 2025-2026 Strategic Plan
- VI. Consent Agenda Items
- VII. Future Agenda Items/Information Requests

The Wisconsin open meetings law requires that the Board, or Board Committee, only take action on subject matter that is noticed on their respective agendas. Persons wishing to place items on the agenda should contact the District Office at 715-424-6701, at least seven working days prior to the meeting date for the item to be considered. The item may be referred to the appropriate committee or placed on the Board agenda as determined by the Superintendent and/or Board president.

With advance notice, efforts will be made to accommodate the needs of persons with disabilities by providing a sign language interpreter or other auxiliary aids, by calling 715-424-6701.

School Board members may attend the above Committee meeting(s) for information gathering purposes. If a quorum of Board members should appear at any of the Committee meetings, a regular School Board meeting may take place for purposes of gathering information on an item listed on one of the Committee agendas. If such a meeting should occur, the date, time, and location of the Board meeting will be that of the particular Committee as listed on the Committee agenda however, no deliberation or action will be taken by other Committees or the full Board of Education.



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- I. Call to Order
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A. Curriculum Proposals: New Courses and Curriculum Modifications

Ms. Roxanne Filtz, Director of Curriculum & Instruction, reviewed a number of curriculum proposals for the Committee’s consideration which Committee members previewed at the October meeting. A summary of each proposal was shared by teachers in the various discipline areas, with time for questions and discussion. Each course proposal can be found in the October 2024 Educational Committee Background as attachments A through E. The District Council for Instructional Improvement (CII) Committee considered each proposal and at their October 23, 2024 meeting, the CII cast an advisory vote for the Board’s consideration. A summary of the CII’s individual comments and voting results is included as Attachment A. Final administration recommendations on the proposals is presented as follows:

1. Advanced Video, Digital and Graphic Arts

This course will allow students in grades 10-12 to earn .5 elective credits. A Media Arts option will give students a unique opportunity to explore a variety of technologies they can use in future career decisions. Students will also be provided a chance to create a portfolio of work for college entry to art and media programs, as well as, work experience for apprenticeships in tech-based companies. The District Council for Instructional Improvement (CII) supported this proposal by a vote of 24 Yes, 0 No and 0 Unsure.

The administration recommends approval of the proposed course Advanced Video, Digital and Graphic Arts as a .5 elective credit available to students in grades 10-12 beginning with the 2025-26 school year.

2. Game Changers: Tracing History Through Sports

This dynamic course is designed to captivate students' interest in history by highlighting the role of sports as a reflection of societal values, political shifts, and cultural transformations. The course will delve into a diverse array of sports and historical events. Students in grades 11-12 can earn .5 social studies credit. The CII supported this proposal by a vote of 24 Yes, 0 No and 0 Unsure.

The administration recommends approval of the proposed course Game Changers: Tracing History Through Sports as a .5 credit social studies course available to students in 11th and 12th grades beginning with the 2025-26 school year.

3. America's Voice

The LHS Social Studies department is requesting to remove America's Voice from the Lincoln High School Program of Studies due to low student interest and enrollment. The CII supported this proposal by a vote of 24 Yes, 0 No and 0 Unsure.

The administration recommends approval of removing the course America's Voice from the Lincoln High School Program of Studies beginning with the 2025-26 school year.

4. America's Story

The LHS Social Studies department is requesting to remove America's Story from the Lincoln High School Program of Studies due to low student interest and enrollment. CII supported this proposal by a vote of 24 Yes, 0 No and 0 Unsure.

The administration recommends approval of removing the course America's Story from the Lincoln High School Program of Studies beginning with the 2025-26 school year.

5. Earth Structure & Processes

The LHS Science department is requesting to modify the grade requirement for students eligible to enroll in the course Earth Structure & Processes. There is a large gap in academic and social maturity between students in grade 9 and those in grades 11 and 12. The level of rigor in this course is appropriate for students in grades 9 and 10. The CII supported this proposal by a vote of 18 Yes, 0 No and 6 Unsure.

The administration recommends approval of changing the grade levels of students eligible to take Earth Structure and Processes from students in grades 9-12 to students in grades 9-10 beginning with the 2025-26 school year.

6. Meteorology, Oceanography, Climatology

Understanding the content of the science department's Earth Sciences courses does not depend on a progression that is implied with the current required prerequisite for the course Meteorology, Oceanography, Climatology. Therefore, the science department is requesting to change the prerequisite for this course to state, "It is recommended, but not required, that sophomores who take this course have already completed Earth Structure & Processes." CII supported this proposal by a vote of 23 Yes, 0 No and 1 Unsure.

The administration recommends approval of changing the prerequisite for the Meteorology, Oceanography and Climatology course to state "It is recommended, but not required, that sophomores who take this course have already completed Earth Structure & Processes." This change would begin with the 2025-26 school year.

7. Physical Geology

Understanding the content of the science department's Earth Sciences courses do not depend on a progression that is implied with the current required prerequisite for the course Physical Geology. Therefore the science department is requesting to change the prerequisite to state "Students will collect and evaluate data using methods that are appropriate for students in grades 10-12. It is recommended, but not required, that sophomores who take this course have already completed Earth Structure & Processes." CII supported this proposal by a vote of 23 Yes, 0 No and 1 Unsure.

The administration recommends approval of changing the prerequisite for the Physical Geology course to state, "Students will collect and evaluate data using methods that are appropriate for students in grades 10-12. It is recommended, but not required, that sophomores who take this course have already completed Earth Structure & Processes." This change would begin with the 2025-26 school year.

8. Topics in Physical Science

The Topics courses exist to help students explore content and methods in the sciences at an introductory level. They are intended to help students build skills and content knowledge so that they can succeed in more specific courses geared toward the 20-24 score band of the ACT. Students who have already been successful in more specific courses have no academic need to step down to a less specific course with lower rigor. Therefore, the science department is requesting to change the language concerning those students eligible to take the course Topics in Physical Science to read, "This course is not open to students who have previously earned a grade of C- or higher in a course in Chemistry, Physics, or Earth Science at Lincoln."

The CII supported this proposal by a vote of 15 Yes, 6 No and 3 Unsure. The main concern of the CII is the course grade of C- being the cut-off grade. Some comments

from CII members include, "If students barely meet C-, they are likely to do worse in a higher level course" and "C- seems low to be considered successful - Maybe a B- would be more appropriate."

The administration recommends approval of changing the language in the Program of Studies course description for the course Topics in Physical Science to read, "This course is not open to students who have previously earned a grade of C- or higher in a course in Chemistry, Physics, or Earth Science at Lincoln." This change would begin with the 2025-26 school year.

9. Topics in Life Science

The Topics courses exist to help students explore content and methods in the sciences at an introductory level. They are intended to help students build skills and content knowledge so that they can succeed in more specific courses geared toward the 20-24 score band of the ACT. Students who have already been successful in more specific courses have no academic need to step down to a less specific course with lower rigor. Therefore, the science department is requesting to change the language concerning those students eligible to take the course *Topics in Life Sciences* to read, "This course is not open to students who have previously earned a grade of C- or higher in a Biology course at Lincoln." The CII supported this proposal by a vote of 14 Yes, 6 No and 4 Unsure. Some comments from CII members include, "I would be more supportive if it was 'B' or better for eligibility and "The C- is too low - should be higher, students should be able to go back if needed due to rigor and content."

The administration recommends approval of changing the language in the Program of Studies course description for the course Topics in Life Science to read, "This course is not open to students who have previously earned a grade of C- or higher in a Biology course at Lincoln." This change would begin with the 2025-26 school year.

10. Physics 101

Due to changes to the contract with the UW system, Physics 101 will not be offered in the future at LHS unless there are changes to UW System requirements or to the course structure at LHS. Physics 101 will be dropped from the Program of Studies beginning with the 2025-26 school year. The CII supported this proposal by a vote of 24 Yes, 0 No and 0 Unsure.

The administration recommends approval of removing the course Physics 101 from the Program of Studies beginning with the 2025-2026 edition.

11. AP Environmental Science

For the last two registration cycles, there have been zero course requests for AP Environmental Science. In addition, LHS does not currently have a person on staff who has been trained to teach the course. The science department is requesting to remove AP Environmental Science from the Program of Studies. The CII supported this proposal by a vote of 24 Yes, 0 No and 0 Unsure.

The administration recommends approval of removing AP Environmental Science from the Program of Studies beginning with the 2025-2026 edition.

12. Outdoor Education F/S (Fall/Spring)

The LHS Physical Education department would like students to have the opportunity to continue to expand their experiences within the outdoor units of Physical Education. Currently, the course description for Outdoor Education F/S (Fall/Spring) states that students cannot take this course if they have taken Environmental Literature in the Outdoors. The Phy Ed department would like to eliminate this statement which would allow an integration of these two course offerings. The CII supported this proposal by a vote of 24 Yes, 0 No and 0 Unsure.

The administration recommends approval of allowing students to take both Environmental Literature in the Outdoors and Outdoor Education F/S (Fall/Spring) beginning with the 2025-26 school year.

13. Winter Outdoor Education

The LHS Physical Education department would like students to have the opportunity to continue to expand their experiences within the outdoor units of Physical Education. Currently, the course description for Winter Outdoor Education states that students cannot take this course if they have taken Environmental Literature in the Outdoors. The Phy Ed department would like to eliminate this statement which would allow an integration of these two course offerings. The CII supported this proposal by a vote of 24 Yes, 0 No and 0 Unsure.

The administration recommends approval of allowing students to take both Environmental Literature in the Outdoors and Winter Outdoor Education beginning with the 2025-26 school year.

14. Mental Health and Stress Management

The LHS Health Department has noticed that some freshmen students who enroll in the course Mental Health and Stress Management lack the maturity needed to be successful in the course. This is partially due to age and partially due to these students not completing their required .5 credit health course first. Therefore, the Health department is asking to add the prerequisite that students have completed their high

school .5 credit health course as well as limit enrollment to students in grades 10-12. The CII supported this proposal by a vote of 24 Yes, 0 No and 0 Unsure.

The administration recommends approval of adding the prerequisite to the course Mental Health and Stress Management that states students must complete their required .5 credit health course prior to taking Mental Health and Stress Management as well as limiting course enrollment to students in grades 10-12 beginning with the 2025-26 school year.

15. Dual Credit Course Name Changes

Lincoln High School is now partnering with UW-Green Bay for dual credit courses. As a result, several college level courses offered at LHS need to undergo a name change in order to match what UW-GB offers. English 101 will change to WF 100 First Year Writing, English 202 will change to WF 105 Research and Rhetoric and History 102 will change to History 104 World Civilizations II. The course content of each course will not change. The CII supported each of these name changes by votes of 24 Yes, 0 No and 0 Unsure.

The administration recommends approval of changing the name of the course English 101 to WF 100 First Year Writing, English 202 to WF 105 Research and Rhetoric and History 104 to World Civilizations II beginning with the 2025-2026 school year.

B. Early College Credit Program (ECCP) and Start College Now (SCN) Applications

There is one Early College Credit Program (ECCP) request for the spring of the 2024-2025 school year.

Number of students	Grade Level	Name of Course
1	12	General Biology

There are 12 students from LHS and 1 student from RCHS applying to take 8 courses through the Start College Now (SCN) Program at Mid-State Technical College during the spring of the 2024-25 school year. The chart below outlines the requests.

Number of students	Grade Level	Name of Course
1	12	Organizational Behavior
1	12	Team Building and Problem Solving
10	11, 12	Nursing Assistant
1	12	Accounting 2
1	12	Income Tax Accounting
1	12	Basic Anatomy
1	12	Group Fitness Instruction
1	12	Behavior Change Wellness

The administration recommends approval of the 1 application to participate in the 1 requested course through the Early College Credit Program (ECCP) in the spring of the 2024-25 school year.

The administration recommends approval of the 13 applications to participate in the 8 requested courses at Mid-State Technical College through the Start College Now (SCN) program in the spring of the 2024-25 school year.

V. Updates

A. Skyward Qmlativ Migration Update

In July of 2024, the District migrated from Skyward SMS 2.0 to Skyward Qmlativ. Phil Bickelhaupt, Director of Technology, will be in attendance to update the Educational Services Committee on the current status of the migration including positives of the system, challenges that the District has faced and what is in store for the future.

B. JROTC Implementation

Rod Watson, Principal of Lincoln High School, will be present to provide the latest updates regarding the implementation of JROTC at LHS as well as discuss the [curriculum](#).

C. Input on 2025-2026 Strategic Plan

Historically, the Central Office administration team would annually review the District Strategic Plan beginning in November and then take a revised draft to the Educational Services Committee in February for possible approval. Through discussion and review of District actions, the group would determine which goals and action steps have been met and therefore could be removed from the Plan, which needed to be modified and which needed to be added. However, after the School Board workshop in late summer, the Board expressed that it wanted to be more actively involved in

the annual review and modification of the plan earlier in the process versus seeing the final draft only at the end. Therefore, Superintendent Ron Rasmussen will lead the Committee through a review of the current Strategic Plan. The Educational Services Committee will offer suggestions and next steps for the Central Office Administrators to work through before bringing a final draft of the 2025-26 Strategic Plan forward for approval in February (see Attachment B).

V. Consent Agenda Items

Committee members will be asked to decide which items should be placed on the consent agenda for the regular Board of Education meeting.

VI. Future Agenda Items/Information Requests

Agenda items are determined by the Committee Chair after consultation with appropriate administration depending upon other agenda items, presentation information, and agenda availability.

Future agenda items/information requests include, but are not limited to:

- Innovation Mini Grant Recipients (December)
- School and District Report Cards (December's Board Meeting)
- Early Literacy Remediation Plan (December)
- Open Enrollment Space Determination Limits for the 2024-2025 School Year (January)
- AGR Mid-Year Report (February)
- District Strategic Plan (February)

CII Ballot Results

New Course Proposals / Modifications

October 23, 2024

Advanced Video, Digital and Graphic Arts			
Yes	No	Unsure	
24	0	0	
<p>Comments:</p> <ul style="list-style-type: none"> -Highly competitive career field, so all the background possible is important to be hired after college. -This would be a great opportunity for students who are interested in this. -I think this would be great for students to have as an option and I think it would be well attended. -Great way to help push the higher-level students. -Why wouldn't we? Offer what students need/want. -Really necessary for a specific group of kids. -No change in FTE. -Great opportunity for higher level students and those interested. -Great opportunity to extend interests and knowledge. -Great opportunity for kids to go more in-depth w/topic. -Love the idea of letting kids expand in these areas. 			

Social Studies - Game Changers: Tracing History Through Sports (new)			
Yes	No	Unsure	
24	0	0	
<p>Comments:</p> <ul style="list-style-type: none"> -Inspiring, engaging idea! -I think that this will be a popular choice for some students to get involved in history. -I think many students would really enjoy taking this class. -Great way for our students to connect to social studies through a different lens. -Sounds super intriguing and should be a good course. -Should entice a different group of students and hold their interest. -Love the idea of this course! -I like this and think it would engage students in subject matter. -Hopefully it will get more kids interested in history! -I love this idea ... I would take this and I'm not necessarily a sports fan! -Good way to get kids interested in history. -Seems very interesting. -I think this will be very engaging for students 			

Social Studies - America's Voice (drop from Program of Studies)

Yes	No	Unsure
24	0	0

Comments:

-Huge shout out to retired teachers Gary Rosencranz and Denny Kelly who started American Dream and kept it thriving for so many years for so many students. The end of an era!

-Students have not signed up for this in years.

-Good to come up with something new to accommodate changes in our students.

-Reluctantly voted yes - sad to see this go. American Dream was a great class, a legend really, but hopefully with changing times and classes, this new course will fuel the same learning.

-If not needed, get rid of them.

-Makes sense.

-Sad to see go but understand low enrollment.

Social Studies - America's Story (drop from Program of Studies)

Yes	No	Unsure
24	0	0

Comments:

-Students have not signed up for this in years.

-Good to come up with something new to accommodate changes in our students.

-Reluctantly voted yes - sad to see this go.

-If not needed, get rid of them.

-Makes sense.

-Sad to see go but understand low enrollment.

Science - Earth Structure and Processes (change prerequisites)

Yes	No	Unsure
18	0	6

Comments:

- Limiting this to 9th and 10th grade would still leave plenty of Science classes for 11th and 12th grades.
- Concerns w/ "at grade level". Students who may really struggle or work hard just to get the C-, making sure there are still appropriate options that are not advanced level/rigor.
- I think the Program of Studies should read Gr. 9/10 only beginning with the 2026-2027 school year.
- Makes sense. Do what's best for kids.
- Will this take options away from non-special ed low level students to complete their graduation requirements?
- Concerns about 11th and 12th graders who are not special ed or have IEP who find Science challenging. What appropriate courses would be available for them to take that would meet them where they are?
- But with specific wording to show that it's going away for upperclassmen.
- Makes sense as long as alternatives are available as said.
- Add description to course book for Science classes that make it clear to parents what grades these classes are appropriate for.

Science - Meteorology, Oceanography, Climatology (change prerequisites)

Yes	No	Unsure
23	0	1

Comments:

- I may be more supportive if it was "B" or better for eligibility.
- The reasons to remove the pre-req are sound.
- Make it clear that it is rigorous for 10th grade.
- Which grades will be listed in the description? 11-12 or 10, 11, 12?

Science - Physical Geology (change prerequisites)

Yes	No	Unsure
23	0	1

Comments:

- I may be more supportive if it was "B" or better for eligibility.
- Definitely mention who the course is appropriate for.
- Make it clear that it is rigorous for 10th graders.

Science - Topics in Physical Science (change prerequisites)

Yes	No	Unsure
15	6	3

Comments:

-A student receiving a C- may have struggles to get that grade for both. Possibly change to B- in wording.

-I may be more supportive if it was "B" or better for eligibility.

-Some students may need this class or have interest in the class. May help them get to 3 Science credits.

-The C- is too low - should be higher, students should be able to go back if needed due to rigor and content.

-Like the idea of challenging kids if you go through with requirements, I am not comfortable with C-, would put a B. However, what if they are not ready for the next jump to another level or what if the course they took and just squeaked by with a C-?

-I don't agree with the C- cutoff.

-C- is too low of a grade. If students barely meet C-, they are likely to do worse in a higher level course.

-C- appropriate cut off?

-C- seems low to be considered "successful." Maybe B-?

-Would like to see it say B- or higher.

Science- Topics in Life Science (change prerequisites)

Yes	No	Unsure
14	6	4

Comments:

-C- seems low to be considered successful. Maybe B-

-I may be more supportive if it was "B" or better for eligibility.

-C- is too low of a grade. If students barely meet a C- they are likely to do worse in a higher level course.

-I don't agree with the C- cutoff.

-I have concerns that students who barely pass other "lower rigor" Science classes won't have other options besides a "higher rigor" class.

-The C- is too low - should be higher, students should be able to go back if needed due to rigor and content.

-It would help parents so much to know the rigor of the class and who it is appropriate for!

For all courses - tell what grade level its meant for.

-C- appropriate cutoff?

-Would like to see it say B- or higher.

Science - Physics 101 (drop from program of studies)

Yes	No	Unsure
24	0	0

Comments:

Science - AP Environmental Science (drop from program of studies)

Yes	No	Unsure
24	0	0

Comments:

-What if we need it later?

General Comments Regarding Science:

Comments:

-There are too many Science courses and the sequencing/options are confusing.
 -Program of Studies discussion - does it make sense for and do students who don't have the parental help at home have resources for this? Do they get help?

English 101 to WF 100 First Year Writing (name change)

Yes	No	Unsure
24	0	0

Comments:

English 202 to WF 105 Research and Rhetoric (name change)

Yes	No	Unsure
24	0	0

History 102 to History 104 World Civilizations II (name change)

Yes	No	Unsure
24	0	0



WISCONSIN RAPIDS PUBLIC SCHOOLS

◆ District Strategic Plan ◆

Updated and Approved by the Board of Education on February 12, 2024



Mission Statement

Working together with home and community, we are dedicated to providing the best education for every student, enabling each to be a thoughtful, responsible contributor to a changing world.

Beliefs

We Believe...*each student is the first consideration of the educational process.*

We Believe...*all students can learn.*

We Believe...*learning is a life-long process.*

We Believe...*in a safe, caring, and respectful learning environment.*

We Believe...*all students should become effective citizens of the community, state, nation, and the world.*

We Believe...*meaningful home, school, and community involvement is vital to continuous improvement.*

A Message To Interested Stakeholders

The WRPS Board of Education approved Strategic Plan was developed and designed with an understanding that the educational environment is constantly changing. In order to continue meeting the needs of our diverse learners and prepare them to compete and reach their full potential in an evolving, global economy, the District's strategic planning document is a "living, working document." The Strategic Plan is reviewed and updated by the Board on an annual basis.

The Board of Education reviews the Strategic Plan to analyze the status of objectives and goals set, and makes changes to objectives and action steps that will help our district continue to make forward progress in meeting student needs and helping them achieve success.

Thank you for your time and interest in learning more about the plan developed to keep moving WRPS forward as a progressive district that meets the needs of all students, preparing them well for their future!

OBJECTIVE 1: Bring content, technology, and pedagogy together to build global learners	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Integrate the K-12 Wisconsin Information and Technology Literacy Standards (ITLS) into the current content areas by developing a WRPS K-12 Technology Scope and Sequence with specific learning targets and competencies at each grade level	2023	2025		Curriculum Dept., ITC, Administration	<i>Development of a set of documents that include learning targets and competencies by grade level, where in the curriculum they will be taught, and who will be responsible for teaching these competencies</i>
Continue to explore and pilot new and emerging technologies that will enhance and/or create efficiencies within our 1:1 learning environment	2023	On-going		All departments in conjunction with the Technology Support Dept.	<i>Periodic updates to the Board on progress being made to utilize new and emerging technologies</i>
All teachers will acquire a fundamental understanding of Artificial Intelligence (AI). Secondary level teachers will actively integrate AI into their instructional practices. In addition, secondary level teachers will have utilized AI tools personally or in collaboration with their students, engaging in meaningful discussions about its implications	2023	June, 2025		Curriculum Dept., Technology Dept.	<i>References to AI in PD Plan and curriculum materials purchased</i>



OBJECTIVE 2: Develop an equitable strand within the District's MLSS framework for student mental health and behavior which includes systemic screeners, universal social and emotional learning competencies, and prevention and intervention strategies; continue to refine the implementation of Professional Learning Communities (PLCs) through the use of MLSS to analyze and investigate student academic, behavioral, social, and emotional competencies through various data sources for our entire student population including the marginalized populations we serve; and identify, implement, and engage in best instructional practices which benefit our diverse student population	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Tasks/Action Steps: Utilize the PLC process in all buildings to achieve academic excellence and performance for all students, helping them reach their full potential	2020-21	On-going		Curriculum and Pupil Services Departments, Building Principals	<i>Reflected in Building & District professional development plans, PLC integration work, and student achievement data</i>
Develop District and building level methods and processes to evaluate the success and impact of MLSS / PLC integration	Spring, 2020	On-going		Curriculum Dept., Pupil Services, Technology	<i>Evaluation methods implemented; PD plans and student progress reflect successful integration</i>
Continue to identify and analyze achievement gaps and implement best instructional practices to address issues of bias, equity, disproportionality, and achievement gaps	2016	On-going		Curriculum and Pupil Services Departments, Building Principals	<i>Building & District professional development plans for 2019-20 and beyond; results of Equity Audit</i>
Implement Universal Late Start Mondays to enhance PLC time	Fall, 2023	On-going		Curriculum, Building Principals	<i>Proposal approved by Board and fully implemented at beginning of 2024-25 school year</i>
Implement a plan to integrate science-based early literacy instruction in universal and intervention settings as required under Wisconsin Act 20	2024-25	On-going		Building Principals, Curriculum, Pupil Services	<i>Curriculum acquisition and affiliated professional development and assessment practices fully implemented; effectiveness monitored through analyzation of student achievement data</i>



OBJECTIVE 3: Strengthen community partnerships to complement and enhance WRPS programming	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Continue to establish and enhance collaboration with community partners by building relationships and working collaboratively in the best interest of kids	2024	On-going		Administration, Curriculum, Pupil Services	<i>WRPS representation on community agency boards and committees; MOUs or partnership agreements established; collaborative projects completed</i>
Continue collaboration with Wood County Health and Human Services agencies to enhance or improve services for students	Fall, 2019	On-going		Administration, Curriculum, Pupil Services	<i>Connections with agencies enhanced and collaborative projects identified</i>
With involvement from community mental health providers, continue to address the issue of suicide among students and provide professional development for WRPS staff related to suicide prevention	Spring, 2020	On-going		Pupil Services, Curriculum	<i>Report progress to Board</i>
Invite community members into schools to increase their involvement and share their expertise or volunteer	2024	On-going		Administration, Curriculum, Pupil Services	<i>Report to Board on ways community members have been involved in schools</i>



OBJECTIVE 4: Maintain buildings and properties within WRPS so that they continue to support evolving student programs and activities	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Tasks/Action Steps:	Start Date	End Date		
Analyze the condition of each facility; identify upkeep and what maintenance is necessary to maintain the buildings and grounds	November, 2011	June (annually)	On-going	Ed Allison, Building Principal, Maintenance & Custodial Personnel, Technology Dept.	Completed document presented by Maintenance Dept.
Maintain a maintenance replacement/upkeep/budget cycle to address the ongoing facility needs identified	November, 2011	June (annually)	On-going	Buildings & Grounds	Completed document presented by Maintenance Dept.
Continue to invest in new energy savings technology and benchmark progress	2020-21	On-going	Progress Reported Annually in October-December	Buildings & Grounds	Report to Board
Continue to explore creative ways to address underused areas of East Jr. High	2022	On-going	On-going	Administration	Building is being used more or to full capacity
Explore options for expanded and enhanced community-based playground upgrades/amenities to occur at various District sites, including potential funding sources	2023	2025		Administration	Proposal developed and presented to Board for approval; playgrounds upgraded



OBJECTIVE 5: Ensure the safety and security of all students, personnel, and members of the public on the Wisc. Rapids Public Schools' campuses/premises	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Review and revise current building and network security measures	On-going	Annually	On-going ✓	Administration, Law Enforcement, Emergency Management, Fire Personnel	Completed a Review and Revision of District Crisis Plan & Network Infrastructure
Review and revise current safety plans	On-going	Annually	On-going ✓	Administration, Law Enforcement, Emergency Management, Fire Personnel	Completed a Review and Revision of District Crisis Plan
Develop comprehensive plans and conduct a drill for student reunification and District response for crisis situations at events	2019	2024-25	In Process	Administration, Law Enforcement, Emergency Management, Fire Personnel	Crisis Plan includes additional processes/protocols as appropriate; drills and table top exercises conducted with staff and community partners
Refine threat assessment team protocol and processes to strive for enhancements and/or improvement	2020-21	On-going	On-going ✓	Administration, Specific WRPS Personnel, Law Enforcement/SROs	Process Improvements Identified and Implemented
Continue to educate staff and students about safety plans and procedures, including ALICE; ensure new employees receive safety training during onboarding process	On-going	On-going	On-going	Administration	Completed a Review and Revision of District Crisis Plan, Staff Drills Operate Smoothly, On-going Training, Drills, and Updates to Individual Building Safety Plans Occurs
Continue to investigate and implement new technologies to improve current security measures including cyber security	On-going	On-going	On-going	Ed Allison, Phillip Bickelhaupt, Building Principals, Police Liaison Officers	Installed Security Hardware and Technology, Cyber Security Incident Response Plan Developed and Presented to Board



OBJECTIVE 6: Create a District environment that promotes healthy lifestyles for students and staff	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Administrators and other school leaders across the District will promote a culture and environment that supports, encourages, and motivates health and wellness	2018	On-going	On-going	Administration	
Review and refine wellness programs and services to more effectively address whole person wellness, primarily through physical and mental well-being at individual, group-wide, and District-wide levels	2017	On-going	On-going	Student Wellness Committee, Staff Wellness Committee	
Explore possibilities to enhance District sponsored staff wellness activities	2023	On-going	On-going	Human Resources, Staff Wellness Committee	<i>New activities and initiatives to promote staff wellness have been introduced and staff members are participating</i>



OBJECTIVE 7: Ensure all April, 2021 referendum projects and expenditures are monitored through to completion	Timeline			Person Responsible/Persons Involved	Evidence of Success
Tasks/Action Steps:	Start Date	End Date	Completed		
Allocate and track expenditures tied to operational levy override referendum for purposes of curriculum and technology instruction	2021-22	2025-26		Administration	<i>Reports to Board</i>



OBJECTIVE 8: Create a District environment that promotes educational innovation and creativity	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Continue the Innovation Grant program and explore ways to solicit more involvement	2020-21	On-going		Administration, QEC Committee	<i>Report to Board on types of grants submitted and awarded</i>
Develop and implement Professional Development (PD) around facilitating creativity and innovation	2020-21	On-going		Administration, Curriculum	<i>Innovation incorporated into PD offerings</i>
Solicit and/or recruit staff who show an interest in pursuing innovative/creative teaching approaches; cultivate a climate where staff need not fear failure when attempting new approaches	2020-21	On-going		Administration, Curriculum	<i>Staff members identified and new and innovative approaches are piloted in classrooms</i>
Identify ways in which we can maintain and enhance innovative educational and instructional approaches to create engaging classrooms, including the use of technology tools in these approaches	2021	On-going		Administration, Curriculum, Technology, Pupil Services	<i>Inform the Board on various innovative instructional approaches and/or uses of technology identified which will be continued or built upon</i>



OBJECTIVE 9: Utilize ESSER III funds and track progress and expenditures	Timeline			Person Responsible/Persons Involved	Evidence of Success
Tasks/Action Steps:	Start Date	End Date	Completed		
Implement ESSER III Plan funding projects and monitor for impact, including the required 20% of funding slated for Evidence Based Intervention Strategies	2021-22	2024		Administration, Curriculum, Pupil Services	<i>Updates and reports based upon evidence presented to Board</i>



OBJECTIVE 10: Promote communication among all stakeholders; develop a comprehensive public relations program that showcases WRPS programming, builds support and trust among stakeholders, and unifies staff, students, families, and the community around District initiatives	Timeline			Person Responsible/Persons Involved	Evidence of Success
Tasks/Action Steps:	Start Date	End Date	Completed		
Review Board Policies connected to public relations and communication to determine whether updates are needed, including the following: Board Policy 810, 820, 821.1, 821.1 Rule, 821.2, 822, 822.1 and others that are applicable	Spring, 2024	Fall, 2024		Superintendent Office, Board of Education	<i>Policies will have been reviewed and updated as needed</i>
Develop a comprehensive WRPS public relations and communication plan that “tells our story,” builds brand awareness, focuses on the District mission and strategic plan, highlights progress, creates pride and fosters support for the school district, and strengthens relationships both internally and externally	Spring, 2024	2024-25		Superintendent Office, Board of Education, Administration	<i>Public Relations and Communications Plan Presented to Board</i>
Implement the WRPS Public Relations and Communications Plan	Fall, 2025	On-going		Superintendent Office, Board of Education, Administration, Key Communicator Team, Individual Staff Members, and Local Stakeholders	<i>Plan is being followed according to: established schedules; as witnessed through District and school communications initiatives; activities involve and engage numerous stakeholders; participation level in events; and through established data metrics and analytics as well as potential survey data</i>



Phy Ed - Outdoor Education (change prerequisites)

Yes	No	Unsure
24	0	0

Comments:

- Students really like these outdoor ed classes.
- Depends on when the Environmental Lit in the Outdoors is offered. These classes should not have the same “seasonal” time of the year as the Environmental Lit of the Outdoors.

Phy Ed - Winter Outdoor Education (change prerequisites)

Yes	No	Unsure
24	0	0

Comments:

- Students really like these outdoor ed classes.
- Depends on when the Environmental Lit in the Outdoors is offered. These classes should not have the same “seasonal” time of the year as the Environmental Lit of the Outdoors.

Mental Health and Stress Management Course (change prerequisites)

Yes	No	Unsure
24	0	0

Comments:

- Not allowing freshmen to take because they don't have background needed or maturity needed.
- Agreed - 9th grade lacks the maturity to handle these ideas.
- Would recommend 11th and 12th - not 10th-12th.
- Sounds like we could use other mental health/stress management for 9th graders at their level.
- Love the concept of this course; would support junior and senior level course offering.
- 11th-12th might be even more appropriate?