

Introduction

The Wisconsin Rapids Public School District Curriculum Department is committed to enhancing our educational practices and outcomes across all grade levels and subject areas. Our common understanding is to ensure our students are able to meaningfully engage in society after high school and successfully navigate through all that life sends their way. This Framework aligns with the recent mandates set forth by Wisconsin Act 20 and Wisconsin Act 95, ensuring compliance with state regulations while fostering a culture of continuous improvement that is centered in equity, assessment, and inclusivity. This Framework is also fluid as we must be able to pivot from the plan in order to meet any unforeseen mandates or legislative changes that are brought to us from the Wisconsin Department of Instruction.

Our goals are interchangeable, with no one particular goal having more importance or more of an impact on overall student achievement. We begin with a short summary of each goal followed by the action steps to complete that goal along with a timeline for completion.

Finally, it is important to note that the items listed specifically in the Framework at this time are NOT the only things that we continue to work on in the Curriculum Department. We will continue to manage the Title I, II and IV programs, working with and ensuring equitable access to our private school partners, work with software program integration through a partnership with our IT department and the Director of Technology, engage with Pupil Services to ensure the effective implementation of our MLSS program, provide oversight and constant review of resource purchases, apply for and disseminate grant funds to help improve our work with students and staff, continue to provide professional development that enhances the success of our professional and support staff alike, lead the New Teacher/Mentor program for the District, and serve on committees that provide insight into the world of curriculum along with many other tasks performed daily through our department.

Although all of this work is ongoing, there are particular goals that we must reach each year and areas of focus change yearly. To determine a specific multi-year plan in curriculum is very difficult when we cannot predict the changes or directives that come from sources such as the DPI, student needs determined by assessment results, responses to challenges faced by our community or district as well as other factors beyond our control. Our goal is to continue to work as a team with other Central Office departments to address important topics as they arise in our district while continuing to address the work outlined in our framework on a daily basis.

Respectfully submitted,

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Equitable Instructional Framework

Central to our Curriculum Department Framework is the development and implementation of an Equitable Instructional Framework. This framework will guide our efforts to provide all students, regardless of background or circumstance, with access to high-quality instruction that meets their diverse learning needs. Our goal is for students to see themselves reflected in the curriculum that is presented to them so they feel connected to the school and the larger Wisconsin Rapids community. Another main goal is to eliminate achievement gaps and ensure that every student has the opportunity to succeed academically. This work will involve a collaborative approach with the Wisconsin Rapids Pupil Services Department and will be grounded in the Multi Levelled System of Support Framework that has been adopted by WRPS.

Goal: Develop and Implement an Equitable Instructional Framework			
Action Steps	Responsible Parties	Measurement of Success	Timeframe
Provide Professional Development to promote a clear understanding of Equity in Education: could include culturally responsive teaching practices, differentiated instruction and strong Tier I inclusive classroom management strategies.	Curriculum Department Pupil Services Department Various District Committees	Improved student engagement and achievement Reduced achievement gaps	Ongoing
Ongoing thorough reviews of existing policies, practices and curriculum resources. Revision of these policies, practices and resources is a fluid process.	Curriculum Department Teachers/PLC Teams Administration	Improved student learning outcomes Data-driven decision-making	Ongoing
Ensure that subcommittee goals are aligned with the WRPS mission and vision.	Curriculum Coordinators Committee members	Aligned curriculum with standards and best practices Effective resource implementation	Ongoing
Teachers use research based strategies that provide appropriate scaffolding, including opportunities for challenging enrichment for students.	Teachers/PLC Teams Administration GATES Coordinator	Improved student learning outcomes Use of Strong Tiers I and II classroom instruction	Ongoing

Actionable Assessment Framework

Complementing the Equitable Instructional Framework is our Actionable Assessment Framework. This framework will focus on implementing a balanced assessment system that provides meaningful data to inform instruction and support student learning. By utilizing a variety of formative and summative assessments, we will be able to monitor student progress, identify areas for improvement, and make data-driven decisions to enhance teaching and learning. Central to our approach is the Professional Learning Community (PLC) process, which will serve as the catalyst for collaboration, reflection, and continuous improvement among educators. Through PLCs, teachers will have the opportunity to engage in meaningful discussions based on student data, share best practices, and collaborate on strategies to enhance student learning. Universal Late Start Monday PLCs will play a critical role in achieving our goals.

This comprehensive structure is designed to meet the expectations set forth by Wisconsin's 2023 Act 20 legislation, which emphasizes the importance of providing a rigorous and comprehensive early reading education for K-3 students. We are committed to improving student achievement, closing achievement gaps, and ensuring that every student has access to the resources and support they need to succeed. Towards that end, we will ensure all K-5 classroom teachers, reading interventionists, special education teachers and administrators receive the required reading training by the 2025 deadline as well as understand the newly adopted K-5 reading curriculum resources, implement the newly adopted state reading screener and meet the expectation to complete Individual Student Reading Plans as outlined by the legislation.

Along with this effort, we will ensure that success in other curricular areas will not diminish due to the concentration of efforts on reading in the elementary buildings. Continued professional development and support from interventionists will be paramount to a well-rounded successful education being delivered to our students.

Wisconsin's 2024 Act 95 will require that high schools review their grading policies and ensure that they provide a consistent and common instructional and assessment experience for all students, regardless of which teacher is teaching a particular subject or course. Common summative assessments as well as grading policies for student work, credit for late work, and point values for common work will need to be reviewed and consistent among departments and courses. Transparent communication with all stakeholders will be vital to the successful implementation of our Actionable Assessment Framework.

Goal: Develop and Implement an Actionable Assessment Framework			
Action Steps	Responsible Parties	Measurement of Success	Timeframe
Provide Professional Development to promote a clear understanding of assessment principles, including the different types of assessment (formative, summative, diagnostic) and ensure a complete understanding of their purposes.	Curriculum Department Curriculum Leaders Interventionists/SEFs Administration	Improved student learning outcomes Data-driven decision-making Reduced achievement gaps	Ongoing

Provide a clear assessment calendar for state required tests, district required screeners, as well as appropriate assessment guides, training and a platform that is conducive to successful administration of state standardized tests.	Curriculum Department Administration	Calendar is shared Assessment information meetings held PLC agendas address data	Yearly
Using the PLC process, clarify the goals of the team's assessment framework. Determine what the team wants to achieve through assessments, such as improving instruction, identifying learning gaps, or measuring student progress.	PLCs/Building Leadership Teams Administration	PLC agendas address data Data-driven decision-making Improved student engagement and achievement	2024-2025
Ensure that assessments are aligned with the curriculum and instructional goals. Assessments should reflect what students are expected to learn and be able to do.	PLCs/Building Leadership Teams/Teachers Administration Curriculum Department	PLC agendas address data Data-driven decision-making	2024-2025
Develop clear, common and specific criteria for assessing student performance. This could include rubrics, scoring guides, or performance standards.	PLCs/Building Leadership Teams/Teachers	Assessments clearly identified on Curriculum documents Similar gradebook data among "like courses"	Spring 2025
Collect assessment data and analyze it to identify trends, patterns, and areas for improvement. Use data to inform instructional decisions and interventions as a PLC team.	Curriculum Department PLCs/Building Leadership Teams/Teachers	PLC agendas address data Data-driven decision-making	Ongoing
Provide timely and constructive feedback to students based on assessment results. Use feedback to guide student learning and improvement. Make changes to the curriculum as needed.	Teachers PLC Teams	Data-driven decision-making	Ongoing
Understand HOW to access data as well as develop the capacity to drive conversations using the stories that data tells.	IT/Curriculum departments Teachers/PLC Teams	DEU courses provided Professional development provided for all	2024-2025

Curriculum Mapping and Resource Acquisition

In the upcoming 2-3 years, district curriculum leaders will conduct a thorough review of the K-12 Music Curriculum Maps as well as the K-12 Reading/English/Language Arts Curriculum Maps. This review will include an assessment of current curriculum standards, instructional materials, and teaching practices. Based on the findings of this review, we will develop a plan to acquire and implement new materials that align with best practices and state standards. Similarly, we will review the curriculum for our 6-12 Career and Technical Education (CTE) program. This review will focus on aligning the CTE curriculum with industry standards and workforce needs. We will also explore opportunities to acquire new materials and resources that enhance the learning experience for students enrolled in CTE courses.

Professional development will be provided to all teachers to support the effective implementation of the new and revised curriculum and resources as well as to enhance the understanding of effective teacher practice.

Goal: Curriculum Maps and Resource Acquisition and Implementation			
Action Steps	Responsible Parties	Measurement of Success	Timeframe
Review and revise current curriculum maps to ensure alignment with State standards and Best Practice.	All Curriculum Committees		Ongoing
Provide professional development centered around Best Teaching Practices in general as well as targeted PD for particular curricular areas.	District Leadership		Ongoing
K-12 Music Curriculum Maps and Resource Acquisition and Implementation.	K-12 Music Curriculum Subcommittee District Music Teachers	Revised maps and acquisition request approved by School Board	2024-2025
K-5 Reading/Language Arts Curriculum Maps and Resource Acquisition and Implementation.	K-5 ELA Curriculum Subcommittee District K-5 ELA teachers/Reading Interventionists	Revised maps and acquisition request approved by School Board	2024-2026
6-12 English Language Arts Curriculum Maps and Resource Acquisition and Implementation.	6-12 ELA Curriculum Subcommittee District 6-12 ELA teachers/Reading Interventionists	Revised maps and acquisition request approved by School Board	2024-2026
6-12 Career and Technical Education (CTE) Curricular Curriculum Maps and Resource Acquisition and Implementation.	6-12 CTE Curriculum Subcommittee District CTE teachers	Revised maps and acquisition request approved by School Board	2025-2026

Professional Learning Community (PLC) Process and the Use of Data Warehousing Programs

A cornerstone of success to our approach is the Professional Learning Community (PLC) process, which will serve as a guide for collaboration, reflection, and continuous improvement among educators. Through PLCs, teachers will have the opportunity to engage in meaningful discussions, share best practices, and collaborate on strategies to enhance student learning. District teachers and administration will integrate data warehousing programs such as Qmlativ and EduClimber to drive conversations in weekly PLC meetings. Professional conversations will be driven by data. Wisconsin’s 2024 Act 95 will require that high schools review their grading policies and ensure that they provide a consistent and common instructional and assessment experience for all students, regardless of which teacher is teaching a particular subject or course.

Goal: Understanding and Utilization of Data Warehousing Programs and the PLC Process			
Action Steps	Responsible Parties	Measurement of Success	Timeframe
Provide comprehensive training to teachers and administrators on how to use Qmlativ, Canvas Gradebook and EduClimber. Ensure an understanding of how to access and interpret data relevant to inclusivity, such as student demographics, attendance, discipline, and academic performance.	Building Administration Technology and Curriculum Departments Teachers	Use of the data warehousing and gradebook programs seamlessly on a daily basis	2024-2025
Clearly communicate expectations for teachers and administrators to use these programs to drive conversations in weekly PLC meetings.	Building Administration	PLC agendas address the use of these programs	2024-25
Use data from these programs to track equity indicators, such as student achievement gaps, access to advanced coursework, and disciplinary actions by race or ethnicity. Use this data to guide discussions and actions to address inequities, when the data provided by these programs shows who is reaching benchmark, who is above benchmark and who is not quite there. These conversations then lead to empowering teachers to make informed decisions that positively impact student success.	Building Administration Teachers Pupil Services and Curriculum departments	Reports provided to stakeholders that are built on student data	2024-2025 and ongoing

Use of CESA 5 Literacy and Math Audit Results

In developing this Curriculum Framework, we have carefully considered the results of both the 2024-2025 CESA 5 Literacy Audit and the CESA 5 Math Audit. These audits have provided valuable insights into our current practices and have helped us identify areas for improvement. By incorporating the findings of these audits into our department planning, we are confident that we can address the needs of our students more effectively and achieve better outcomes.

Goal: Use of CESA 5 Literacy and Math Audit Results			
Action Steps	Responsible Parties	Measurement of Success	Timeframe
Thoroughly review the findings of the CESA 5 Literacy and Math Audits to understand the strengths and areas for improvement in literacy and math instruction.	Math and ELA Teachers Curriculum Coordinators Administration	Summary of report with Action Steps provided to the Board	2023-2025
Identify priority areas for improvement based on the audit findings. Focus on areas that have the greatest impact on student learning and achievement.	Math and ELA Teachers Curriculum Coordinators Administration	Summary of report with Action Steps provided to the Board	2023-2025
Develop specific action plans for addressing the priority areas identified in the audits. These action plans should include measurable goals, timelines, and strategies for implementation.	Math and ELA Teachers Curriculum Coordinators and Director Administration	Summary of report with Action Steps provided to the Board Posted Action Plans	2023-2025
Allocate resources, such as funding, professional development opportunities, and instructional materials, to support the implementation of the action plans and provide ongoing support.	Curriculum Coordinators and Director Administration	Summary of report with Action Steps and resources and PD allocated provided to the Board	2023-2025
Implement interventions and strategies to improve literacy and math instruction based on the action plans. Provide support and training to educators to ensure effective implementation.	Interventionists Classroom Teachers Curriculum department	Use data to determine the impact on student learning and make any necessary adjustments to improve outcomes. Improved Math and ELA scores	2023-2025

Charlotte Danielson Educator Effectiveness Framework

The Charlotte Danielson Educator Effectiveness revised framework, renowned for its comprehensive approach to teacher evaluation and professional growth, will serve as a guiding tool for our educators to enhance their instructional practices and promote student achievement. By integrating the Danielson Framework into our strategic initiatives, we aim to foster a culture of continuous improvement and provide our educators with the support and resources they need to excel in their profession.

Goal: Charlotte Danielson Educator Effectiveness Framework			
Action Steps	Responsible Parties	Measurement of Success	Timeframe
Review the 2022 revised Charlotte Danielson Educator Effectiveness Framework to understand its components, domains, and performance levels.	Curriculum Department Student Engagement Facilitators Administration Professional staff		2024-2025
Offer professional development sessions to teachers and administrators on the key changes and expectations of the revised framework. Provide resources and support to help them align their practices with the framework.	Curriculum Department Student Engagement Facilitators	DEU opportunities provided In building PD provided	2024-2025
Provide opportunities for classroom observations and the delivering of constructive feedback based on the framework.	Curriculum Department Building Administration	Completion of Frontline Documents	Ongoing
Encourage educators to engage in reflective practice by regularly reflecting on their teaching practices in relation to the framework.	Curriculum Department Building Administration Student Engagement Facilitators	Completion of Frontline Documents	Ongoing
Regularly monitor the implementation of the framework and evaluate its impact on teaching practices and student outcomes.	Curriculum Department Building Administration	Reflective discussions at Administration meetings	2024-2025 and Ongoing

Artificial Intelligence and Its Impact on Teaching and Learning

Creating a framework for understanding AI's impact on teaching and learning in the Wisconsin Rapids School District involves several key components. By following this framework, the Wisconsin Rapids School District can systematically understand, implement, and evaluate the impact of artificial intelligence on teaching and learning. Regular reviews and adaptations to the framework will ensure ongoing improvement and relevance in the rapidly evolving field of AI education.

Goal: Understanding Artificial Intelligence and Its Impact on Teaching and Learning			
Action Steps	Responsible Parties	Measurement of Success	Timeframe
Create a District Artificial Intelligence Committee.	Curriculum and Technology Departments	Committee is functioning successfully	2024-2025
Develop and implement professional development programs focused on AI literacy for teachers and staff.	Curriculum and Technology Departments District AI Committee	Participation rates in training programs Integration of AI concepts in lesson plans	2024-2026
Identify areas in the curriculum where AI can enhance learning outcomes and student engagement.	Curriculum and Technology Departments District AI Committee Student Engagement Facilitators	Integration of AI components in curriculum maps	2024-2026
Develop guidelines and policies for ethical AI use, ensuring equity and fairness.	Curriculum, Pupil Services and Technology Departments District AI Committee	Implementation of Ethical Guidelines	2024-Ongoing
Develop a communication plan to engage with parents, students, and the community about AI's role in education.	Curriculum and Technology Departments District AI Committee Administration	Plan is shared with stakeholders and feedback on the plan is sought	2024-2026
Establish a framework for ongoing monitoring and evaluation of AI integration's effectiveness.	Curriculum and Technology Departments District AI Committee Curriculum Coordinators	Regular reports on AI's impact on student learning outcomes	Ongoing

Other Ongoing Topics

- Evaluate the effectiveness of ESSER III purchases and determine how to move forward after the funding is exhausted (September 2024).
- Ensure that District Professional Learning Communities have the tools as well as the capacity to use the tools that will lead open and honest discussions about student progress; these discussions will be based on data and will stay focused on the vision of always doing what is best for our students.
- Evaluate the current Acquisition Cycle and its sustainability in an age of technology growth and influence on curriculum purchasing and implementation. Make revisions to the Cycle as needed and/or required.
- Work with the Technology Department to finalize the *Instructional Technology Standards* for the district; develop a collaborative approach to implementing the ITL standards into our existing curriculum framework.
- Continue to support the Pupil Services Department with the implementation of the processes defined in the MLSS District Handbook. In addition, continue to work with the Social Emotional Learning curriculum programs to ensure fidelity in application across all grade levels.
- Continue to evaluate and improve the New Colleague Program; work with Human Resources to develop ways to promote our District and greater Rapids community so that we have quality recruitment and a higher rate of teacher retainment within the district.
- Continue to evaluate and improve the mentor program.
- Increase the presence of the Curriculum Department in the buildings.
- Continue partnerships with community organizations in promoting overall success for our students.
- Continue to lead district committees in an organized and efficient manner so that the time spent is productive and all voices/concerns are heard; remain open-minded to a variety of opinions and always make judgements based on the data presented.

Conclusion

In conclusion, this Curriculum and Instruction Framework reflects our commitment to providing a high-quality education that is equitable, inclusive, and focused on student success. Through the implementation of our Equitable Instructional Framework, Actionable Assessment Framework, the use of PLCs, overall alignment with Wisconsin's Act 20 legislation, integration of CESA 5 audit results, and a concerted effort to understand the implications of Artificial Intelligence in our day to day practices, among other actions, we are confident that we can achieve our goals and ensure that every student reaches their full potential in all subject areas.

Overall, this Framework aims to create a cohesive approach to curriculum development, assessment, professional development, and data-driven decision-making, ultimately enhancing the educational experience and outcomes for all students in the Wisconsin Rapids Public School District.