



# STRATEGIC FRAMEWORK

Updated and Approved by the Board of Education  
on February 10, 2025

*Proud to be the Red & White of Rapids*

## **Vision**

*The Wisconsin Rapids Public Schools is the district of choice for prospective students, parents, and staff in Central Wisconsin. WRPS meets the needs of diverse learners, preparing them to compete and reach their full potential in an evolving and global economy while cultivating values of responsibility, respect, and citizenship to contribute meaningfully to their community and beyond.*

## **Mission**

*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 For Our Students, Families, Community, Partners, and Interested Stakeholders

The WRPS Board of Education understands that the educational environment is constantly changing. The District's Strategic Framework is a “living, working document” that will continue to meet the needs of our diverse learners and prepare them to compete and reach their full potential in an evolving global economy.

The Board of Education reviews and approves the Strategic Framework annually to analyze the status of commitments, objectives, and strategies set and make changes to help our district continue to progress in meeting student needs and helping them achieve success.

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



**Beliefs**

- All students can learn.
- All students should become effective citizens of the community, state, nation, and the world.

<b>Commitment 1: Preparing Students to be Global Citizens</b>		<b>Timeline</b>		<b>Responsible Persons Involved</b>	<b>Evidence of Success</b>
<b>Objectives</b>	<b>Strategies</b>	<b>Start Date</b>	<b>End Date</b>		
Empower all students with the digital literacy and critical thinking skills necessary to effectively navigate, evaluate, and create in an increasingly interconnected and technology-driven world	Integrate the K-12 Wisconsin Information and Technology Literacy Standards (ITLS) into 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., Instructional Technology Committee, 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 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., Instructional Technology Committee	<i>References to AI in PD Plan and curriculum materials purchased  Development of WRPS AI Guidelines</i>
	Digital Literacy Development initiatives that focus on student skill development in information and media literacy, appropriate use of Artificial Intelligence, and computational thinking	2025		Curriculum Dept., Technology Dept.	<i>Track student use of digital tools and resources  Development of WRPS AI Guidelines  Increase Library Media staffing at the elementary level  Create PD opportunities that focus on AI, digital literacy and the ITL Standards.  Develop a K-12 Technology Scope and Sequence  Update curriculum in 6<sup>th</sup> grade Computer Applications course and 9<sup>th</sup> grade required IT Fundamentals I.</i>

<p>Improve student performance through a focus on literacy, computational skills, critical thinking, rigor and relevance</p>	<p>Continue to use Late Start Mondays to enhance Professional Learning Communities (PLCs)</p>	<p>2024</p>		<p>Building Principals, Curriculum Department, Department Chairpersons, Grade Level Leaders</p>	<p><i>Review of weekly team agendas</i></p> <p><i>Common Assessments developed</i></p> <p><i>Data-driven decision making impacting instructional practices</i></p>
	<p>Cultivate a deep love of reading and writing through the continued integrations of science-based early literacy instruction</p>	<p>2024</p>	<p>Ongoing</p>	<p>Curriculum Dept.</p>	<p><i>Implementation of Amplify CKLA at K-5</i></p> <p><i>Student Achievement Data</i></p> <p><i>Increase by 10% per grade level students in the meeting and advanced expectations categories</i></p>
	<p>Equip students with the mathematical and computational thinking skills to thrive</p>	<p>2025</p>	<p>Ongoing</p>	<p>Curriculum Dept.</p>	<p><i>Develop a pathway for students interested in STEM fields</i></p> <p><i>Student Achievement Data</i></p> <p><i>Increase by 10% per grade level students in the meeting and advanced expectations categories</i></p>
	<p>Ensure that all students are challenged to reach their full potential and that learning is connected to real-world applications</p>	<p>2025</p>	<p>Ongoing</p>	<p>Curriculum Dept</p>	<p><i>Increase course offerings and participation in Dual Enrollment and Advanced Placement courses</i></p> <p><i>Provide student opportunities through apprenticeships</i></p> <p><i>Differentiate instruction to meet the needs of all learners</i></p>

**Beliefs**

- All students can learn.
- Each student is the first consideration of the educational process.
- We believe in a safe, caring, and respectful learning environment.

<b>Commitment 2:</b> <b>Building Equitable Systems and School Environments within the EMLSS (Equitable Multi-Level Systems of Support) framework to address student behavioral and social-emotional needs.</b>		<b>Timeline</b>		<b>Responsible Persons Involved</b>	<b>Evidence of Success</b>
<b>Objectives</b>	<b>Strategies</b>	<b>Start Date</b>	<b>End Date</b>		
<b>Professional Learning Communities:</b> Refine the PLC process with an explicit equity focus by embedding EMLSS practice to: <ul style="list-style-type: none"> <li>• Analyze disaggregated academic, behavioral, social, and emotional data</li> <li>• Collaborate on evidence-based strategies tailored to individual and group needs</li> </ul>	Continue to use universal late start Mondays to enhance PLC time	Aug. 2024	Ongoing	Building Principals, Curriculum Dept., Pupil Services Dept.	<i>Building teams are actively using agendas to focus on collaboration and examination of disaggregated academic and behavioral data during Late Start Mondays.</i>
	Use disaggregated data from screeners to inform instruction, provide targeted interventions, and monitor progress to address the specific needs of all student groups	Aug. 2025	Ongoing	Building Principals, Curriculum Dept., Pupil Services Dept.	<i>Periodic updates on each of the screener results.</i>  <i>Building systems designed to allow for academic and behavioral interventions/supports.</i>  <i>WRPS EMLSS Framework is updated with explicit focus on eliminating disproportionality in outcomes.</i>
	Building PD plans reflect integration of PLC/EMLSS processes and include a method of evaluating	Aug. 2025	Ongoing	Building Principals, Curriculum Dept., Pupil Services Dept.	<i>Each building's PD plan incorporates SMART Goals that address student academic and behavioral needs.</i>
<b>Universal Competencies and Culturally Responsive Instructional Practices:</b> Develop and implement a comprehensive set of universal competencies that integrate social-emotional learning (SEL) and academic strategies, aligned with culturally	Establish district wide EMLSS team	Nov. 2024	June 2025	Building Principals, Curriculum Dept., Pupil Services Dept.	<i>WRPS EMLSS Framework is updated to prioritize culturally responsive and equity and data driven practices across all tiers of academic and behavioral supports.</i>  <i>Periodic updates to district via E-clips employee newsletter</i>
	Identify and adopt an equity focused instructional framework	June 2025	June 2026	Curriculum Dept., Pupil Services Dept.	<i>Instructional framework integrated into 6-12 PD plan for 25-26+</i>  <i>Percentage of marginalized students accessing advanced</i>



sustaining pedagogy and instructional best practices					coursework and/or enrichment opportunities increases
	Ensure that all professional and support staff across every building receive professional development in the <i>Reframing Behaviors</i> program and apply the strategies	Nov. 2024	Aug 2025	Building Principals, Curriculum Dept., Human Resources Dept., All Staff	<p><i>Building principals report progress, completion, and reflective summary of the Reframing Behaviors professional development.</i></p> <p><i>Cohesive District plan for integration of the Reframing Behavior tenants is collaboratively created with building administrators and Pupil Services.</i></p> <p><i>Decrease in percentage of staff reporting compassion fatigue and low resilience</i></p>
	Incorporate District universal social-emotional learning competencies into core instruction and daily practice	Sept. 2025	Ongoing	Building Principals, All Staff	<i>Percentage of students identified as high or medium risk as identified by teachers via SAEBRS and/or students via mySAEBRS decreases</i>
	Integrate and implement the District's SEL curriculum with fidelity into core instruction and daily practice. (Move This World (MTW) & 7 Mindsets)	Sept. 2024	June 2026	Building Principals, All Staff	<p><i>Corresponding data is reported by buildings.</i></p> <p><i>Percentage of students identified as high or medium risk as identified by teachers via SAEBRS and/or students via mySAEBRS decreases</i></p> <p><i>Percentage of students who feel a sense of belonging at school and can identify a trusted school staff member per the YRBS and Brief Screener for Adolescent Depression (as applicable) increases</i></p>
	Establish district-wide Trauma and Resilience team	Spring 2024	Ongoing	Pupil Services Dept.	<p><i>Periodic updates to district via E-clips employee newsletter</i></p> <p><i>PD regarding trauma sensitive practices and understandings is developed.</i></p>
	Conduct PD for staff on culturally responsive teaching, SEL, trauma informed practices, and EMLSS integration	July 2025	Ongoing	Administration, Curriculum Dept., Pupil Services Dept., Trauma & Resilience Team, Equity Team, Signs of Suicide Team, All Staff	<p><i>Percentage of students who feel a sense of belonging at school and can identify a trusted school staff member per the YRBS and Brief Screener for Adolescent Depression (as applicable) increases</i></p> <p><i>Decrease in expulsions and suspensions for marginalized populations.</i></p>
<b>Systematic Screeners:</b> Implement <u>district-wide</u> , culturally	Implement <i>SAEBRS/mySAEBRS</i> for behavior and <i>MAPS/Aimsweb/STAR/MAP</i>	January 2025	Ongoing	Administration, Curriculum Dept., Pupil Services Dept.,	<i>Corresponding data is reported by buildings and periodic</i>

responsive screening tools to assess student mental health, behavior, and academic performance, ensuring timely identification of needs across all student groups	<i>Growth/ EMPT/district screeners for academics district-wide, three times per year, in all buildings</i>			Interventionists, Teaching Staff	<i>reports are shared with the school board</i>
	Develop and implement a user-friendly dashboard for building administrators to track, analyze, and manage key metrics and data related to screener information	January 2025	August 2026	Building Principals, Curriculum Dept., Pupil Services Dept. Technology Dept.	<i>Dashboard is developed Building administrators are actively logging into and updating the dashboard to monitor screener data and providing periodic updates to Pupil Services and Curriculum departments as well as the school board</i>
	Maintain and strengthen the Signs of Suicide (SOS) District Team	Sept. 2024	Ongoing	Pupil Services Dept.	<i>Decrease in the percentage of students contemplating suicide and self-indicating significant depression as identified on the Brief Screener for Adolescent Depression (gr 6-12)</i>
<b>Prevention and Intervention Strategies:</b> Develop and scale equitable, data-driven prevention and intervention strategies, ensuring accessibility for student disproportionately impacted by systemic barriers, including those from marginalized populations	Establish district-wide Equity Committee	October 2024	Ongoing	<i>Pupil Services Dept.</i>	<i>Periodic updates to district via E-clips employee newsletter</i>
	Partner with families and other stakeholders to ensure interventions and supports are culturally relevant and inclusive	Spring 2025	Ongoing	<i>Building Principals, Curriculum Dept., Pupil Services Dept.</i>	<i>WRPS EMLSS Framework is updated to increase culturally relevant practices. Increase in school attendance data. Student SEL competency strengths and needs shared with families</i>
	Use disaggregated data to improve universal and tier 2 instruction within the classroom setting	January 2025	Ongoing	<i>Building Principals, Curriculum Dept., Pupil Services Dept., Teaching Staff, Interventionists</i>	<i>Achievement Gap Reduction (AGR) report Equity focused instructional framework is identified and adopted</i>



**Beliefs**

- Learning is a lifelong process.
- Meaningful home, school, and community involvement is vital to continuous improvement.

<b>Commitment 3: Expanding Student, Family, and Community Partnerships</b>		<b>Timeline</b>		<b>Responsible Persons Involved</b>	<b>Evidence of Success</b>
<b>Objectives</b>	<b>Strategies</b>	<b>Start Date</b>	<b>End Date</b>		
Strengthen community partnerships to complement and enhance WRPS programming	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>  <i>WRPS graduate profile is created in partnership with stakeholders.</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>
	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>
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	Establish a central hub for all communication between the district, staff, students, families, and the community	2025	Ongoing	Superintendent Office, Technology Dept., Outside Vendor/Consultant, Board of Education	<i>Develop an updated user-friendly website and mobile app with clear navigation and easily accessible information</i>  <i>Utilize social media platforms (e.g., Facebook, Instagram) to share news, events, and updates</i>  <i>Continue use of ParentSquare for district-wide and community communication system (announcements and newsletter)</i>  <i>Create a digital signage network within schools and community spaces to display important information</i>
	Foster open and ongoing dialogue with all stakeholders	2025	Ongoing	Superintendent Office, Board of Education, Administration	<i>Conduct surveys of parents, staff, and community members</i>  <i>Conduct Superintendent Listening Tour in the Winter</i>  <i>Conduct Board of Education Listening Sessions in the Spring</i>  <i>Hold feedback sessions with the WREA and other employee groups</i>

					<p><i>Strengthen Parent-Teacher Organizations at the building level</i></p> <p><i>Increase focus on multilingual communication to include non-English-speaking families</i></p>
	Develop and implement a proactive public relations strategy that showcases the positive impact of WRPS programs and initiatives	2025	On-going	<p>Superintendent Office, Board of Education, Administration, Individual Staff Members, Outside Vendor/Consultant and Local Stakeholders</p>	<p><i>Develop compelling stories about student successes, innovative programs, and dedicated staff</i></p> <p><i>Partner with local media outlet to share positive news about the District</i></p> <p><i>Create promotional materials (e.g. videos, brochures, flyers) to showcase District and building strengths</i></p> <p><i>Host and attend community events to highlight the District</i></p> <p><i>Increase the number of students open-enrolled to WRPS.</i></p>
Establish a culture of physical, emotional and intellectual wellness (or well-being) for students and staff	Offer health and wellness resources, promote healthy lifestyles and choose appropriate interventions.	2025	On-going	Wellness Committee	<p><i>Identify wellness opportunities that encourage student success and staff retention.</i></p> <p><i>Continuous improvement of student and employee health and morale.</i></p>



**Beliefs**

- Each student is the first consideration of the educational process.
- Meaningful home, school, and community involvement is vital to continuous improvement.

<b>Commitment 4: Maintaining financial stability while addressing curriculum, staffing, technology, safety, and facility needs.</b>		<b>Timeline</b>		<b>Responsible Persons Involved</b>	<b>Evidence of Success</b>
<b>Objectives</b>	<b>Strategies</b>	<b>Start Date</b>	<b>End Date</b>		
Maintain buildings and properties within WRPS so that they continue to support evolving student programs and activities	Analyze the condition of each facility; identify upkeep and what maintenance is necessary to maintain the buildings and grounds	November 2011	June annually	Buildings & Grounds Dept., Building Principals, Maintenance & Custodial Personnel, Technology Dept.	<i>Completed document presented by Maintenance Dept.</i>
	Maintain a maintenance replacement/upkeep/budget cycle to address the ongoing facility needs identified	November 2011	June annually	Buildings & Grounds Dept.	<i>Completed document presented by Maintenance Dept.</i>
	Continue to invest in new energy savings technology and benchmark progress	2020-21	Ongoing	Buildings & Ground Dept.	<i>Report to Board of Education annually in the Fall</i>
	Continue to explore creative ways to address underused areas of the District (East Jr. High, elementary buildings)	2022	Ongoing	Superintendent's Office, Administration	<i>Buildings are being used more or to full capacity</i>
	Explore options for expanded and enhanced community-based playground upgrades/amenities to occur at various District sites, including potential funding sources	2023	2025	Superintendent's Office, Administration	<i>Playground upgrades completed</i>
	Explore revised parent/student drop-off and community space at Howe Elementary	November 2024	Sept. 2026	Building and Grounds Dept., Howe Building Principal	<i>Development and implementation of a plan</i>
	Begin exploring and plan financial options for facility maintenance and upgrades	Spring 2025	2026	Superintendent's Office, Building & Grounds Dept., Business Office, Administration	<i>Development of a facility plan with identified funding</i>

Ensure the safety and security of all students, personnel, and members of the public on the Wisc. Rapids Public Schools' campuses and premises	Review and revise current building and network security measures	Ongoing	Annually	Administration, Law Enforcement, EMS, Emergency Management, Fire Personnel	<i>Video surveillance availability and access addressed</i>  <i>Completed a Review and Revision of District Crisis Plan &amp; Network Infrastructure.</i>
	Review and revise current safety plans	Ongoing	Annually	Administration, Law Enforcement, EMS, Emergency Management, Fire Personnel	<i>Training conducted with staff yearly</i>  <i>Continuous review of the District Crisis/Safety Plan based on the best practices in the field and the development of proposed modification</i>
	Continue to investigate and implement new technologies to improve current security measures including cyber security	Ongoing	Ongoing	Building & Grounds Dept., Technology Dept., Building Principals, Police Liaison Officers	<i>Installed Security Hardware and Technology; Cyber Security Incident Response Plan Developed and Presented to Board</i>
	Explore and plan financial options for safety/security measures	Spring 2025	2026	Superintendent's Office, Building & Grounds Dept., Technology Dept., Business Office, Administration	<i>Identify funding sources to implement the District's Crisis/Safety Plan</i>
Attract, develop, and retain a highly qualified, diverse, and motivated teaching and support staff that is committed to student success and creating a positive and inclusive learning environment	Offer competitive salaries and benefits packages to attract and retain top talent while exploring innovative compensation models that reward performance and attract highly qualified candidates	Spring 2025	Spring 2026	Superintendent's Office, Human Resources Dept., Employee Groups, Board of Education	<i>Review and possibly develop new staff compensation models</i>  <i>Review and possibly develop new staff benefit packages</i>  <i>Review and possibly revise co-curricular contracts</i>
	Invest in high-quality professional development opportunities that support teacher growth and development while providing opportunities for teachers to collaborate, share best practices, and learn from each other - this includes strong mentorship programs to support new staff	Spring 2025	Ongoing	Curriculum Dept, Human Resources Dept., Quality Education Committee	<i>Maintain and grow the teacher mentorship program</i>  <i>Develop administrator mentorship program</i>  <i>Expand professional development opportunities</i>  <i>Pilot professional development day options</i>
	Ensure that support staff are onboarded well and provided relevant professional development opportunities to enhance performance, keep skill levels at their peak, and support the school community well	Spring 2025	Ongoing	Curriculum Dept, Human Resources Dept., Pupil Services Dept.	<i>Provide district and building level training opportunities</i>  <i>Offer in-district training sessions outside of school hours</i>

	Foster a culture of respect, collaboration, and appreciation for all staff members and resolve staff concerns and issues promptly and effectively	Spring 2025	Ongoing	All Staff, Human Resources Dept.	<p><i>Conduct Superintendent Listening Tour and Board of Education Listening Sessions</i></p> <p><i>Analyze trends in staff retention and identify contributing factors</i></p> <p><i>Establish clear procedures for addressing staff concerns and ensure that these procedures are followed consistently and fairly</i></p>
Address the District's 2.4 million-dollar deficit anticipated in the 2025-26 school year and ensure the continued provision of high-quality educational programs and services for all students.	Build and present a budget supporting the District Strategic Framework and needs in the areas of curriculum, technology, safety/security enhancements, and facility infrastructure goals while maintaining the longevity of the District	Winter 2025	Ongoing	Superintendent's Office, Business Dept., Administration	<p><i>Utilize a budget forecasting model for a minimum of five years.</i></p> <p><i>Develop a budget focused on District sustainability</i></p> <p><i>Identify, protect, and enhance funding streams</i></p> <p><i>Develop transparent plans for cost reduction and revenue generation</i></p>
	Develop a system and structure to communicate the District's financial position to stakeholders	Spring 2025	Ongoing	Superintendent's Office, Business Dept., Administration	<p><i>Share budget and school finance information with the school community through newsletters, articles, social media, and in-person gatherings</i></p> <p><i>Seek feedback from the community</i></p> <p><i>Communicate potential impacts on programs and staffing</i></p>
	Develop timelines to hold a referendum based upon statutory requirements	2025	Ongoing	Superintendent's Office	<p><i>Seek feedback from the community on District needs</i></p> <p><i>Implementation of Strategic Framework Commitments 1-4</i></p>