



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

Mary Rayome, Chairperson
John Benbow, Jr.
Katie Bielski-Medina
Troy Bier
Larry Davis
Sandra Hett
John Krings, President

July 6, 2021

LOCATION: East Junior High School Cafeteria, 311 Lincoln Street, Wisconsin Rapids, WI

TIME: 6:00 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Possible Mitigation Strategy Changes Effective July 13 Through August 31 for Summer School and Other District Related Activities
 - B. Pupil Academic Standards
 - C. Renaissance Learning Purchase Contract for 2021-22
 - D. SEL-Life Tools Grant
 - E. Healthy Schools (b.e.s.t.) Grant Application
 - F. Title VI of the Elementary and Secondary Education Act: Indian Education Formula Grant Application
 - G. Gifted and Talented Educational Services (GATES)
 - H. Schedule Modification to Implement Professional Learning Community Meeting Times
- IV. Updates
 - A. Achievement Gap Reduction (AGR) End of Year Report
 - B. Wisconsin RtI Center Recognized Schools
- V. Consent Agenda Items
- VI. 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.



BACKGROUND

Mary Rayome, Chairperson
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- I. Call to Order
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- III. Actionable Items
 - A. Possible Mitigation Strategy Changes Effective July 13 Through August 31 for Summer School and Other District Related Activities

On June 14, 2021 Superintendent Broeren had a discussion with District medical advisors and Wood County Public Health with regard to possible mitigation strategy changes in the future due primarily to increased access to the COVID-19 vaccine for kids aged 12-18, as well as fairly low positive case rates in the area. The medical advisors and public health agree that allowing all individuals aged 12 and older to choose whether or not to wear a mask is a prudent course of action as individuals aged 12 and older have had ample opportunity to receive the vaccine if they chose to do so.

The current recommendation of our medical advisors and public health is to continue to require masks and other mitigation strategies for kids age 11 and under due to the fact that those ages have not yet had access to the vaccine. Additionally, they do have some concerns around the SARS-coV-2 variants that are circulating widely as these are known to be more infectious and potentially more serious in young children than the "original" virus.

Additional pieces of relevant information for consideration are the low number of positive cases in the County and surrounding area, as well as the fact that all districts in our vicinity have moved to allowing optional masks for all age groups during summer school and other school-sponsored summer activities.

Lastly, the number of students and staff involved in summer school is significantly lower than during the regular school year. Quarantine procedures as outlined by

public health have remained unchanged with the exception that vaccinated individuals are not required to quarantine.

At a minimum, the administration recommends making masks optional for individuals 12 and older effective July 13 through August 31. However, if the Board is considering allowing optional masks for all age levels, summer school would be the best time to implement that approach. Any changes made at this point in time would apply only for summer, with a final determination and recommendation for mitigation strategies to be implemented during the 2021-22 school year brought through for Board consideration and possible action in August.

B. Pupil Academic Standards

Pursuant to Section 120.12(13) and Section 118.30(1g)(a)1 of the Wisconsin State Statutes, districts are required to provide notification surrounding pupil academic standards. This notice includes identifying the pupil academic standards adopted by the Board of Education that will be in effect for the school year. Parents will be provided notice of this information through the Wisconsin Rapids Public Schools (WRPS) website.

Attachment A sets out the pupil academic standards on which the WRPS curriculum is based. Roxanne Filtz, Director of Curriculum and Instruction, will be present to answer any questions about the standards.

The administration recommends approval of the pupil academic standards that will be in effect for the 2021-2122 school year, as presented.

C. Renaissance Learning Purchase Contract for 2021-22

Wisconsin Rapids Public Schools would like to enter into an agreement with Renaissance Learning to purchase Renaissance products for the 2021-22 school year for a total cost of \$44,161.55. The products utilized by WRPS include STAR Math, STAR Reading, and Freckle Math.

STAR Math is used to screen students three times per year to determine student progress in mathematics. STAR Math is taken by students in grades two through high school geometry. The screening is especially useful in deciding whether or not a student needs intervention or acceleration in mathematics. In addition, student results on the STAR math assessment are used for reporting math achievement as required by the State for participation in the Achievement Gap Reduction (AGR) program. Students in other grades are screened in mathematics using different products. Students in kindergarten and grade one are screened using an assessment created by district math teachers. Students in math courses beyond geometry are screened using the Early Math Placement Tool (EMPT), which is an assessment that is designed to allow high school students to see how ready they are to pursue math courses at the post-secondary level.

STAR Reading is used to screen students three times per year in grades two through five to determine student progress. The screening is especially useful in deciding

whether or not a student needs intervention or acceleration in reading. In addition, student results on the STAR Reading assessment are used for reporting reading achievement as required by the State for participation in the Achievement Gap Reduction (AGR) program. Students in other grades are screened in reading using other products. Students in kindergarten through grade two are screened using the PALs screener. Students in grades six through twelve are screened using the Reading Inventory (RI).

Freckle Math by Renaissance helps K-12 teachers differentiate instruction to reach every student at their own level. The District will use Freckle Math to provide differentiated instruction in Grades 6–8. This resource will allow teachers to assign targeted activities to students that will help fill learning gaps from previous grades as well as support current skills and concepts.

The administration recommends approval of the contract with Renaissance Learning for the 2021-2022 school year in the amount of \$44,161.55, to be paid for from Elementary and Secondary School Emergency Relief II Funds (ESSER II).

D. SEL-Life Tools Grant

Steven Hepp, Director of Pupil Services, will provide background information for the SEL-Life Tools Grant Application. Marshfield Clinic Health System (MCHS) child psychologists developed Life Tools, a program using individual therapy techniques as the foundation to build a small group delivery model. This is an 8-week program consisting of weekly one-hour group sessions for students ages 7-14 struggling with mental health and social emotional learning issues. The program provides research-based activities geared for youth to enhance social, emotional, physical and recreational functioning. The goal of the Life Tools program is to provide youth with the tools to be more successful at home, at school, and in the community. Youth work on developing social and emotional learning skills in a group setting such as self-awareness, self-management, social awareness, and relationship skills. MCHS child psychologists provide technical assistance and consultation to the school counselor to ensure quality and fidelity of the program. The Life Tools program is not group therapy. Youth are not asked personal questions about their home life or family. Life Tools does not evaluate or diagnose children.

WRPS submitted an application and has been awarded Grant funding of \$2,400.00 for two 8-week sessions (\$1,200.00/session). Each session would consist of 4-8 participants, identified by the school district. The funding is used to pay the facilitators for their work. WRPS is partnering with the Wisconsin Rapids Boys and Girls Club for each session. The sessions will take place after school at the Boys and Girls Club. WRPS will provide the facilitator (Gillian Goetsch) and the Boys and Girls Club will provide the co-facilitator (TBD). The facilitator is required to attend two training sessions (August 13 & 19) prior to the start of the sessions.

The administration recommends approval of the SEL-Life Tools Grant of \$2,400.00 for the 2021-2022 school year.

E. Healthy Schools (b.e.s.t.) Grant Application

Mr. Hepp will provide details about the Healthy Schools (b.e.s.t.) Grant Application. The b.e.s.t. Universal Screening Program provides a systematic method of quantifying behavioral observations in order to translate the principles of mental health wellness into practice.

Behavioral, Emotional and Social Traits (b.e.s.t.) provide the following: Helps and reinforces positive behavioral health for typically developing children while helping teachers to implement universal, positive behavioral health practices for children who may be struggling, provides interventions for children with elevated risk status, develops focused interventions for children with targeted needs, and context for organizing information for more efficient and effective problem-solving discussions.

The Center for Community Health Advancement at Marshfield Clinic Health System and Security Health Plan will pay for the implementation of b.e.s.t at select, qualifying schools.

Mr. Hepp will be attending the b.e.s.t. Summer Institute July 28-29, 2021.

The administration recommends approval of the b.e.s.t. Grant Application for the 2021-2022 school year.

F. Title VI of the Elementary and Secondary Education Act: Indian Education Formula Grant Application

Mr. Hepp will provide information about the Title VI of the Elementary and Secondary Education Act: Indian Education Formula Grant. The Indian Education Formula Grant program provides grants to support local school districts in their efforts to serve Indian students.

The objectives of the grant, as well as who is served and the requirements for receiving the grant is presented in Attachment B.

The administration recommends approval of Title VI of the Elementary and Secondary Education Act: Indian Education Grant Application for the 2021-2022 school year.

G. Gifted and Talented Educational Services

The Wisconsin Rapids Public Schools Gifted and Talented Educational Services (GATES) Plan was last updated by the Board of Education in the spring of 2017. Kelly Bluell, Lincoln High School Math Teacher, and Amberell Applebee, Principal of Mead Elementary School, served as the secondary and elementary GATES coordinators, respectively. Leslie Anderson has been named the Elementary GATES coordinator effective July 1, 2021. Several changes and updates have been made to the GATES program plan as well as the implementation of a new elementary level screener. The changes to the document focus on making the plan more user friendly by shifting some pieces of information to the appendices and rearranging the order of the information. Names of people involved in the process

have also been updated. In addition, a new flowchart was created to more clearly depict how Gifted and Talented works within the RtI process.

Both Kelly and Amber will be present to review these updates. Kelly and Amber have shared their work with the GATES plan and the new screener with the District RtI and Council for Instruction Improvement Committees during the 2020-2021 school year. Both committees have unanimously approved of the changes.

The administration recommends approval of the revised Gifted and Talented Educational Services Plan as presented.

H. Schedule Modification to Implement Professional Learning Community Meeting Times

Grove and Howe Elementary Schools, as well as Wisconsin Rapids Middle School and Lincoln High School have all proposed a modification to their schedules in order to implement time for teachers to meet in Professional Learning Communities to discuss student progress based on data. The proposed changes will not affect district transportation schedules and will continue to allow students to remain in school buildings with supervision during the normal school hours. All schools will continue to meet the required minutes of instruction as determined by the Department of Public Instruction.

Ms. Filtz will present the changes and answer any questions the Board may have regarding these changes. The proposed changes are presented in Attachment D.

The administration recommends approval of the revised school day schedules to accommodate Professional Learning Communities meeting time as presented.

IV. Updates

A. Achievement Gap Reduction (AGR) End-of-Year Report

Per Wis. State Statute sec. 118.44(4)(d), school districts that have an approved Achievement Gap Reduction (AGR) contract must present an end-of-year report to the school board. The report must contain information on the schools' implementation of the AGR contract requirements, performance objectives, and success in attaining the objectives. The End of Year 2020-2021 AGR Report is presented as Attachment E. Ms. Filtz will share this information with the Committee.

B. Wisconsin RtI Center Recognized Schools

The Wisconsin RtI Center has recognized Grove Elementary, Lincoln High School, Mead Elementary, THINK Academy and Washington Elementary at the Bronze level for its work toward fully implementing a Response to Intervention system that leads to improved student outcomes. This equitable system helps increase consistency of instruction, enhances staff skills, proactively provides support for all learners, and builds stronger relationships.

A Bronze level recognition indicates that a school is at full implementation or fidelity in a content area at the universal level for at least one school year.

By establishing our equitable, multi-level system of supports, we increase consistency of effective instruction, build staff knowledge and skills to equitably support all learners, use data to proactively identify and provide support for students, and create a positive culture that nurtures relationships with students and their families, and communities. This strong foundation helps learners gain the skills needed to graduate ready for college or a career.

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:

- Seclusion and Restraint (August)
- Parent CII Representatives (September)
- ESSA Update (September)
- ACP Update (October)

NOTICE of Student Academic Standards in Effect for 2021-22 School Year

Academic Standards are statements that identify what students should know and be able to do. Standards serve as goals for teaching and learning. Academic Standards constitute only part of the curriculum. Once standards are identified, a curriculum must be developed that helps students meet and go beyond the standards. Curriculum includes standards, essential questions, benchmarks, instructional strategies, activities, resources, and assessments.

Wisconsin Rapids Public Schools (WRPS) utilizes a committee process to identify standards and develop curriculum. A committee exists for each discipline. After the curriculum is developed, it is presented to the WRPS Council for Instructional Improvement and Board of Education for approval. Curriculum is studied and revised on a ten or seven year cycle. Curriculum Committees may utilize standards from one or several state and/or national organizations, including all or parts of the standards. WRPS curriculum committees generally rely on state standards promulgated by the Wisconsin Department of Public Instruction. The chart below indicates what set of standards each WRPS curriculum committee utilized in developing their most recent curriculum.

Discipline	Standards
Agriculture	<input type="checkbox"/> Wisconsin Standards for Agriculture, Food, and Natural Resources
Art	<input type="checkbox"/> Wisconsin Standards of Art and Design
Business, Marketing & Information Technology	<input type="checkbox"/> Wisconsin Standards for Business & Information Technology <input type="checkbox"/> Wisconsin’s Model Academic Standards for Personal Financial Literacy <input type="checkbox"/> Wisconsin Standards for Marketing, Management & Entrepreneurship <input type="checkbox"/> Wisconsin Standards for English/Language Arts <input type="checkbox"/> Wisconsin Common Career Technical Standards <input type="checkbox"/> Wisconsin Standards for Computer Science
Counseling and Guidance	<input type="checkbox"/> American School Counselors Association National Model <input type="checkbox"/> Wisconsin’s Model Academic Standards for School Counseling <input type="checkbox"/> K-12 College and Career Readiness Standards
English/Language Arts	<input type="checkbox"/> Wisconsin Standards for English/Language Arts <input type="checkbox"/> Wisconsin Standards for Theatre Education (New)
Family and Consumer Sciences	<input type="checkbox"/> Wisconsin Standards for Family and Consumer Sciences <input type="checkbox"/> Wisconsin Common Career Technical Standards <input type="checkbox"/> Wisconsin’s Model Academic Standards for Personal Financial Literacy

Health	<input type="checkbox"/> Wisconsin Standards for Health Education <input type="checkbox"/> Wisconsin Standards for Health Science <input type="checkbox"/> Wisconsin Standards for Environmental Literacy and Sustainability
Information & Technology Literacy	<input type="checkbox"/> Wisconsin Standards for Information and Technology Literacy
Math	<input type="checkbox"/> Wisconsin Standards for Mathematics <input type="checkbox"/> Wisconsin Model Academic Standards for Personal Financial Literacy
Music	<input type="checkbox"/> National Coalition for Core Arts Standards <input type="checkbox"/> WMEA Wisconsin Music Standards
Physical Education	<input type="checkbox"/> Wisconsin Standards for Physical Education <input type="checkbox"/> Wisconsin Standards for Dance (New)
Science	<input type="checkbox"/> Next Generation Science Standards <input type="checkbox"/> Wisconsin Standards for Science <input type="checkbox"/> Wisconsin State Standards for Literacy in all Subjects <input type="checkbox"/> Wisconsin Standards for Environmental Literacy and Sustainability
Social Studies	<input type="checkbox"/> Wisconsin Standards for Social Studies <input type="checkbox"/> Wisconsin's Model Academic Standards for Personal Financial Literacy <input type="checkbox"/> Wisconsin State Standards for Literacy in all Subjects <input type="checkbox"/> Wisconsin Standards for Environmental Literacy and Sustainability
Technology & Engineering	<input type="checkbox"/> Wisconsin Standards for Technology and Engineering <input type="checkbox"/> Wisconsin Common Career Technical Standards
World Languages	<input type="checkbox"/> Wisconsin Standards for World Languages (New) <input type="checkbox"/> World Readiness Standards for Learning Languages

Title VI of the Elementary and Secondary Education Act: Indian Education Formula Grant

Grant Purpose: Title VI is designed to address the unique cultural, language, and educationally related academic needs of American Indian and Alaska Native students, including preschool children. The programs funded are to meet the unique cultural, language, and educational needs of Indian students and ensure that all students meet the challenging State academic standards. The Indian Education Formula Grant program provides grants to support local school districts in their efforts to serve Indian students. Annually each applicant develops and submits to the U.S. Department of Education a comprehensive plan for meeting the needs of Indian children. Applicants must develop this plan in collaboration with a local committee comprised primarily of parents and family members of Indian children and must include student performance goals, a description of professional development activities that the applicant will carry out, and an explanation of how it will assess students' progress toward meeting its goals. In order to participate in the Title VI Indian Education Formula Grant program, eligible applicants must have a minimum of 10 Indian students enrolled in the LEA or not less than 25 percent of the total number enrollment. Since this is a formula grant, our funding is based on a per pupil amount according to how many Native American students complete an ED 506 Form.

Grant Objectives:

- Increase knowledge of cultural identity and awareness
- Increase career readiness skills
- Increase at-risk student support
- Increase activities for prevention of violence, suicide, and substance abuse

Funding:

2019-20: \$23,048

2020-21: \$25,378

2021-22: \$28,133

2020-21 Funding Priorities:

- Approximately 75% of the grant dollars fund our Title VI Native American Liaison, Jessica McMillan
- Purchase school supplies and books for school libraries (Native American authors, stories of Native American culture, language, etc.)
- 4th grade field trip to Ho Chunk Nation in Black River Falls (did not occur due to pandemic)
- Cultural events (did not occur due to pandemic)

2021-22 Funding Priorities:

- Approximately 80% of the grant dollars fund our Title VI Native American Liaison positions
- Purchase school supplies and books for school libraries (Native American authors, stories of Native American culture, language, etc.)
- 4th grade field trip to Ho Chunk Nation in Black River Falls
- Cultural events
- Cultural celebration of graduating seniors



Gifted and Talented Educational Services Plan (GATES)

*“All educators
for all students”*

*Wisconsin
Rapids Board of
Education
Approved:
May 1st, 2017*

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Gifted and Talented Educational Services Advisory Committee

The School District of Wisconsin Rapids thanks the following people who were instrumental in the creation and/or review of this plan:

Kelly Bluell	GATES Coordinator (secondary)
Amber Applebee	GATES Coordinator (elementary)

Mary Pat Erdmann	Elementary Teacher
Tari Jahns	Parent
Gretchen Niedbalski	Counselor
Jeanne Olson	Music Teacher
Dana Rice	Art Teacher
Lisa Sullivan	RtI Teacher (elementary)
Abigail Wills	Secondary Teacher/Special Ed

Gifted and Talented Educational Services Staff

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Brenda Woyak, Curriculum Secretary
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MISSION, VISION AND PHILOSOPHY

Wisconsin Rapids Public School District 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.”

Myth: *Gifted students don’t need help; they’ll do fine on their own*

Truth: *Would you send a star athlete to train for the Olympics without a coach? Gifted students need guidance from well-trained teachers who challenge and support them in order to fully develop their abilities. Many gifted students may be so far ahead of their same-age peers that they know more than half of the grade-level curriculum before the school year begins. Their resulting boredom and frustration can lead to low achievement, despondency, or unhealthy work habits. The role of the teacher is crucial for spotting and nurturing talents in school.*

Gifted and Talented Educational Services Mission:

“Our mission is to provide the best education for every student which includes meeting the unique educational needs of gifted and talented (GT) students. The Wisconsin Rapids Public School District is committed to meeting these needs by providing continuous and systematic educational and support services. These services will motivate, challenge, and support our gifted and talented students academically, socially, and emotionally by developing their talents in order to achieve purposeful outcomes.”

Gifted and Talented Educational Services Vision:

“Students in the Wisconsin Rapids Public School District who are gifted and talented in any of the five areas: intellectual, academic, artistic, creative, or leadership will receive education and support commensurate with their abilities, needs, and potential throughout their K-12 education.”

Gifted and Talented Educational Services (GATES) Philosophy

Gifted students have unique academic, social, and emotional needs. While all students have personal strengths, some have abilities and talents that go beyond the core curriculum. Such students often require access to differentiated or advanced curriculum in order to realize their full potential. School district staff including administrators, teachers, interventionists, related support staff, GATES coordinators, psychologists, and counselors, as well as parents, must be involved with planning, implementing, supporting, and evaluating the Gifted and Talented Educational Services provided to our students.



**"A rising tide lifts all
ships"**

Key Characteristics of Gifted Education Plans

Engaging in conversations is an important part of developing a district GT plan. Through shared vision and collaborative discussion, local school district teams can make decisions that respond to the needs of their students and maximize the resources in their communities. The notion that “one size does not fit all” applies to gifted and talented plans as well as to classroom instruction. This means that gifted education may look different from school district to school district. With this in mind, however, there are nine key characteristics that should frame the planning. According to those descriptions, a district GT plan should be: **Systemic, Collaborative, Sustainable, Responsive, Fluid, Appropriate, Comprehensive, Aligned, and Measurable.**

Adapted from the Wisconsin Department of Public Instruction Website

In conjunction with the above key characteristics, the WRPS district has chosen the following commitments to embrace as the foundational components of our district GATES plan.

We Are Committed To:

- Providing programming K -12 including identifying students early and providing continuous monitoring
- Aligning with state and NAGC standards
- Serving all areas of Giftedness
- Providing on-going professional development for teachers, staff and administration
- Meeting individual intellectual, social and emotional needs
- Serving diverse populations
- Creating a nurturing environment
- Partnering with parents/guardians and community members
- Differentiating classroom instruction
- Conducting annual GT program reviews

**For additional information on State Statutory Requirements and/or State and National Standards for GATES students, see Appendices A-C.*

Definitions of Students with Gifted and Talented Needs

There are many definitions for what it means to be “Gifted and Talented.”

The Wisconsin Rapids Public School District will use the following definition from Wisconsin School Law, Chapter 118.35:

“Gifted and talented pupils” means pupils enrolled in public schools who give evidence of high-performance capability in **intellectual, creative, artistic, leadership or specific academic areas** and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

See Appendix D for additional definitions.

Bright or Gifted?

Bright children who work hard and are high achievers may appear to be gifted. How do you tell the difference? What about students who are creatively gifted?

BRIGHT	GIFTED
Enjoys school	Enjoys learning
Is pleased with own learning	Is self-critical
Answers the questions	Questions the answers
Is interested	Is curious
Is attentive	Is selectively mentally engaged
Generates advanced ideas	Generates complex, abstract ideas
Absorbs information	Manipulates information
Memorizes well	Guesses and infers well
Learns with ease	Already knows
Needs 5 or 6 repetitions to master	Needs 1 to 3 repetitions to master
Completes assignments on time	Initiates projects and extensions of assignments
Performs at the top of the group	Is beyond the group
Grasps the meaning	Infers and connects concepts
Gets As	May not be motivated by grades
Enjoys the company of age peers	Prefers the company of intellectual peers
Understands complex abstract humor	Creates complex abstract humor
Smart	Intellectual

Adapted from (Szabos, 1989) & (Kingore, 2004)

Characteristics of Students with Gifts and Talents

Some common characteristics associated with giftedness are listed below. Some of these may be noted as early as age 5. See Appendix E for guidelines for early administration.

General Intellectual

- Shows keen insight into cause-effect relationships
- Has exceptional ability to solve problems
- Has phenomenal memory
- Has an extraordinary vocabulary at an early age
- Has an exceptional understanding of complex or abstract ideas
- Displays knowledge or behavior that is not taught/coached, but surface on their own
- Asks many and unusual questions

Specific Academic Area

- Displays a passion for a topic of interest or particular content area
- Precocity in math and language tasks
- Displays amazing curiosity and questioning
- Makes independent contact with or carries on correspondence with experts in a field
- Puts extensive efforts into a project- time is of no consequence

Creativity

- Possesses strong visual, thinking, imaginative, oral or written skills and demonstrates the ability to explore, invent or design artifacts that show these particular skills
- Can adapt, improve, transfer or modify their original idea/artifact or presentation
- Prefers variety and novelty
- Individual way of solving problems by testing and/or challenging limits
- May not be aware of norms
- Advanced sense of humor and understanding of jokes and puns

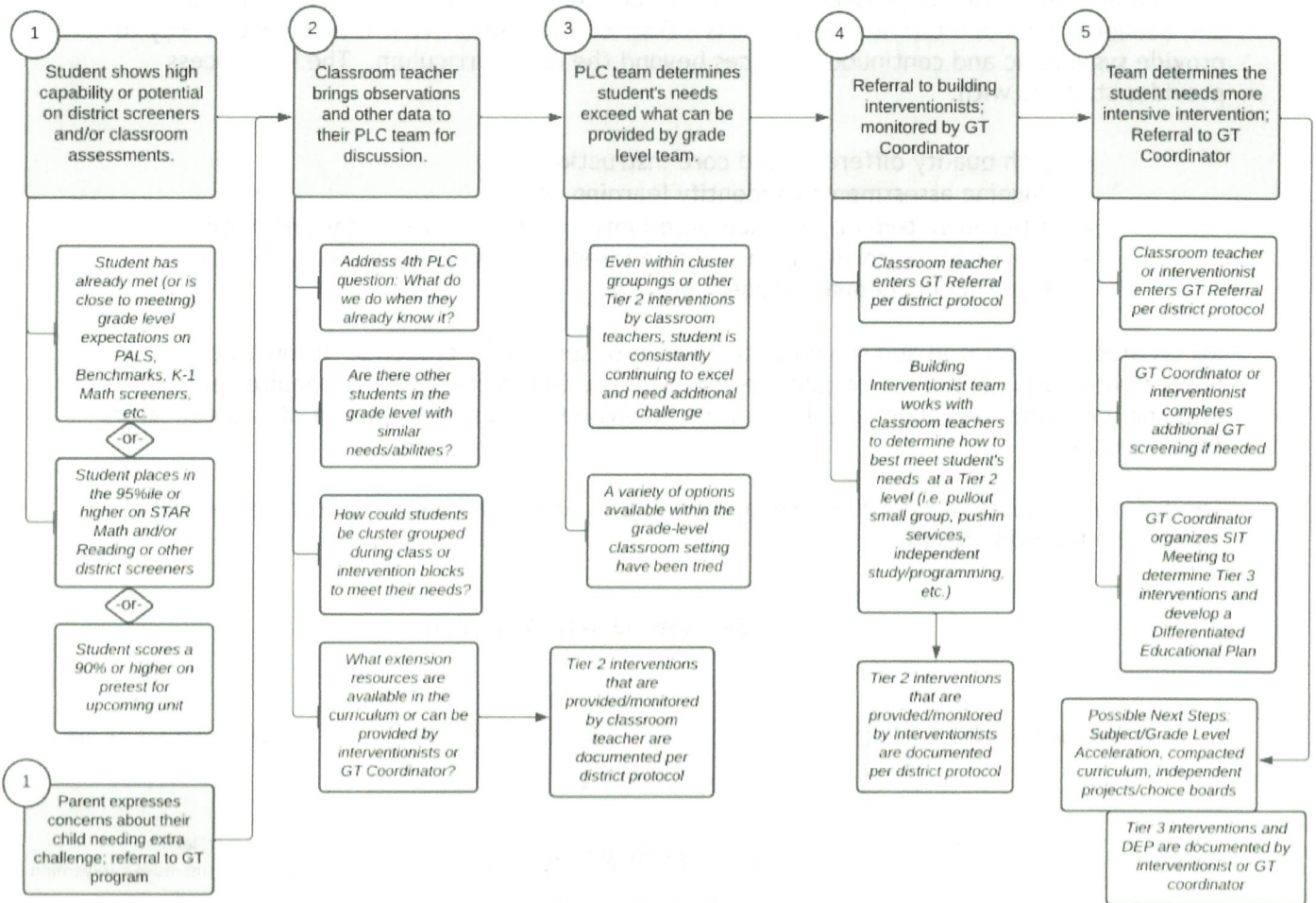
Leadership

- Relates to and motivates other people
- Initiates and organizes others for activities with little effort
- Demonstrates high levels of self-assurance when making decisions or convincing peers
- Sees problems from many perspectives
- Listens to and respects the opinions of others (or debates the opinions of others)
- Displays ethical behavior and strong communication skills

Visual/ Performing Arts

- Shows very high ability in visual arts i.e. paintings, sculpting, and/or arranging media
- Ability to problem solve independently with new techniques, equipment, media
- Possesses unusual ability to create, perform, or describe music
- Possesses unusual talent in drama or dance
- Interested in or uses artistic ability to express or evoke feelings without prompting
- Persists with an artistic vision

WPS GATES Rtl Process



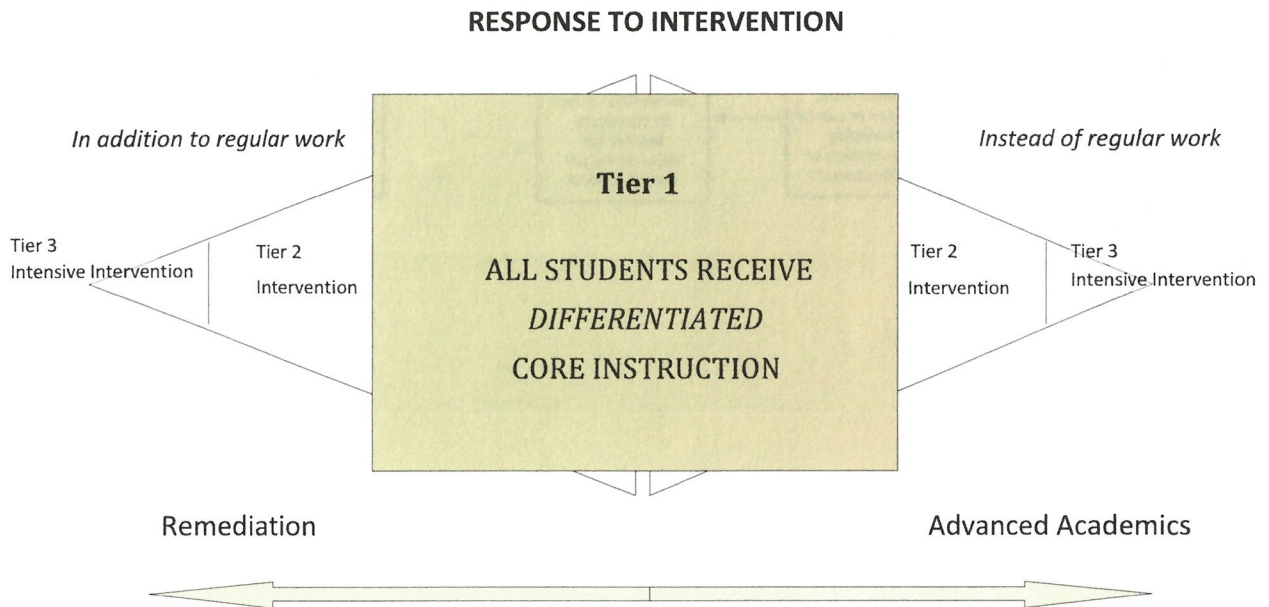
Continuum of Services

The Wisconsin Rapids Public School District uses the Response to Intervention (RtI) three-tiered model to provide appropriate services for all students including those with intellectual and academic gifts and talents. Since RtI is a District-wide initiative it is an effective way to provide systematic and continuous services beyond the core curriculum. The RtI process provides students with:

- high quality differentiated core instruction
- ongoing assessments to identify learning needs
- a tiered system of evidence-based interventions to meet learning needs
- progress monitoring to ensure that interventions are appropriate and are resulting in adequate student growth

RtI creates an integrated and seamless continuum of service for students. It must be implemented using culturally-responsive and evidence-based practices. It requires effective building leadership and ongoing collaboration among educators with a motto of “all educators for all students”.

Services for students with intellectual/academic gifts and talents are depicted on the right side of the following diagram:



For additional information on the Wisconsin Response to Intervention model please refer to the following website: <http://dpi.wi.gov/rti/>

For additional information on RtI within the Wisconsin Rapids Public Schools please see the WRPS RtI Guide: <http://www.wrps.org/curriculum/rti.cfm>

RtI and the Gifted

Wisconsin has defined RtI as a process for ALL students, including those with gifts and talents. While the general framework for RtI is the same for students with advanced learning needs as it is for students in need of additional help, there are some differences.

The eight essential components of RtI are:

1. Evidence-based curriculum and instruction
2. Ongoing assessment
3. Collaborative teaming
4. Data-based decision-making
5. Fidelity of implementation
6. Ongoing training and professional development
7. Community and family involvement
8. Strong leadership

Each element is part of an interrelated process that should be applied to every student. RtI creates an integrated and seamless continuum of services that encompasses all staff through a multi-tiered service delivery model. The WRPS District's Gifted and Talented Services adheres to the principles of RtI as the foundation of our practice.

Key points to remember when implementing RtI for the gifted are:

1. The learning needs of students gifted in any curricular area, not just reading and/or math, will be met using the components of the RtI process.
2. Differentiation of the core curriculum must include advanced level content, creativity, novelty, metacognition and critical thinking skills to address advanced learning needs.
3. Pre-assessment is essential to identify those students who already know the material prior to instruction. For students scoring at the test ceiling, above grade-level testing may be necessary.
4. Students will not be required to receive instruction on material for which they have already demonstrated mastery. Challenge interventions will be offered in place of the core curriculum when classroom expectations have been exceeded. Subject or grade level acceleration may sometimes be necessary.
5. Successful intervention challenges may result in the need for even more intensive interventions moving forward.
6. Professional development, collaboration time, and intervention resources provided for RtI implementation must include options for gifted students.
7. Building level teams should review data to identify students with advanced learning needs including potentially gifted underachievers and those from underrepresented demographic groups.
8. If screening data indicates that more than 20% of students at a grade level in a content area are in need of enrichment, the District needs to address the core curriculum.

Gifted and Talented Educational Services at each Tier of the Rtl model

STUDENT MOVEMENT THROUGH THE TIERS

Student movement through these Rtl tiers is a fluid process based on student needs. Needs are determined through an ongoing, balanced system of assessments. A student may need intervention at some times and not others; in some subjects or all subjects. Needs are continually assessed, and instruction/intervention is adjusted as needed.

TIER 1

Students receive high quality, culturally responsive, research-based, core instruction aligned with State Standards and differentiated to match their advanced learning needs. Differentiation is NOT additional work; it is different work (Appendix F).

Teachers and other professional staff members continually review data from a balanced system of formal and informal assessments including screeners, pre-assessments, reading benchmark data, standardized test results, classroom assessments and teacher observations. This data is used to identify student learning needs, monitor and document progress and adjust instruction as needed. Counseling support is provided to students as needed. For additional information on enrichment types or differentiation ideas, please see Appendix F or our GATES webpage at: <https://sites.google.com/a/wrps.net/gates2/home>

If Tier 1 differentiated instruction is not enough to keep a student learning at an appropriate level and pace, the teacher will bring observations and other data to their PLC team for discussion to determine if the student's needs exceed what can be provided by the grade level team. If a student requires a Tier 2 Intervention, it must be documented in the current Student Information System/Data Warehouse Program. Signs that a student has learning needs beyond Tier 1 may include:

- Continued demonstration of proficiency, even when provided with more depth, breadth, complexity, and higher level challenges.
- Lack of appropriate progress from where the student started. Gifted students learn at a much faster pace relative to their age peers. They should not be expected to slow down or wait for others to catch up.

TIER 2

Small groups of students receive strategically targeted instruction based on deepened learning goals. Creative scheduling and staffing may be required to create flexible grouping opportunities which allow gifted students to work with others of similar ability. These groupings or accommodations can be implemented by teachers, interventionists or other staff members.

Tier 2 gifted intervention plans will be shared with parents/guardians. Counseling support will be provided to students as needed. A small number of students may require more advanced instruction than what can be provided through Tier 2 interventions. When this situation arises, a GT referral must be entered into the Student Information System/Data Warehouse Program and additional assessments and data collection will take place. If needed, the GATES Coordinator will convene a SIT meeting.

For additional information on enrichment types or differentiation ideas, see Appendix F or our GATES webpage at: <https://sites.google.com/a/wrps.net/gates2/home>

TIER 3

At the SIT meeting, parents and school staff will review the data and collaborate to create an intervention plan to meet student needs. Intervention at Tier 3 is individualized and intensive. It typically replaces most or all of the grade-level core instruction in one or more content areas.

Tier 3 Interventions and Differentiated Educational Plans (DEP) must be documented in the Student Information System/Data Warehouse Program. Please see Appendix K for the DEP Form. Additionally, a modified report card may need to be requested.

Extensive counseling support is provided for course and career planning as well as for addressing the social/emotional concerns of the gifted student. For additional information on enrichment types or differentiation ideas, please see appendix F or additional information on the variety of honors, AP and advanced placement courses offered, please see the Lincoln High School Program of Studies which can be found at: http://www.wrps.org/schools/lincoln/lhs_program_of_studies.cfm or our GATES webpage at: <https://sites.google.com/a/wrps.net/gates2/home>

For information on Twice Exceptional Learners, please see Appendix G.

For information on subject or grade level acceleration, see Appendices H, I & J.

Referral, Evaluation and Identification of Students with Gifted & Talented Needs

The Wisconsin Rapids Public School District adheres to the Wisconsin Standard (T) requirement stating gifted and talented students shall be identified as required in s.118.35(1), Stats. This identification shall include multiple criteria that are appropriate for the category of giftedness including intelligence, achievement, leadership, creativity, product evaluations, and referrals. A pupil may be identified as gifted or talented in one or more of the categories under s.118.35(1), Stats.

WRPS utilizes data from a series or balanced assessments to identify students with gifted and talented needs. These assessments may include screeners, pre-assessments, reading or math benchmarks, standardized tests, rating scales, classroom assessments/products, portfolios, referrals, and teacher or community member observations.

Referring Students for Gifted and Talented Educational Services

Pre-Kindergarten or Kindergarten students who display characteristics of intellectual giftedness may be evaluated for early admission to kindergarten or first grade as described in the Board of Education Rule 421 (Appendix E).

K - 12 Students

1. Teacher Referral

When it has been determined by teachers/interventionists/PLC teams that a Tier 2 intervention is no longer sufficient, the teacher or interventionist will submit a referral in the Student Information System/Data Warehouse Program to the Gifted-Talented coordinator and communicate the needs of the student. The GATES Coordinator will conduct additional assessments and collect data as needed. If necessary, the GATES Coordinator will convene a Student Intervention Team (SIT) meeting for any student requiring a Tier 3 gifted intervention.

2. GATES Coordinator Referral

The GATES Coordinator will review standardized test scores to alert staff of the potential need to evaluate students for gifted and talented services. Test score review can help in the identification of gifted underachievers and gifted students in traditionally underrepresented populations.

3. Student/Parent/Guardian Referral

Any student or parent/guardian has the ability to refer a student for gifted and talented educational services in one or more of the areas of giftedness. The Gifted and Talented Referral Form may be obtained from the classroom teacher, counselor or the GATES Coordinator. See Appendices L & M.

Evaluating Students for Gifted and Talented Educational Service

Once a referral is received by the GATES Coordinator, the GATES Coordinator will gather and review evidence based on the area of giftedness. A minimum of three pieces of evidence must be present to indicate a need for gifted and talented educational services. If three pieces of evidence are not available or the evidence presented is not sufficient, the GATES Coordinator will contact the parent/guardian for permission for additional testing. See Appendix M for Permission to Test Form. WRPS uses the following documentation and tests for the 5 areas of giftedness:

General Intellectual

- Full scale IQ test score at or above 130
- Aptitude test score at or above the 96th percentile
- Documentation of student performance 1 or more years beyond peers
- Other evidence of intellectual giftedness

Specific Academic Area

- Standardized Screeners or achievement test scores
- Benchmark Exams and/or Common Assessments
- Previous and current course grades
- Teacher Recommendation
- Demonstration of student performance 1 or more years beyond peers
- Other evidence of content area giftedness
- Interviews with GATES Coordinator or District Content Area Coordinator

Creativity

- Torrance Test of Creative Thinking (TTCT) 85 or above
- Student generated evidence
- Third party recommendation
- Other assessment results for creativity

Leadership

- Leadership Checklist (See Appendix N)
- Teacher referral or recommendation
- Third party recommendation
- Other leadership assessments
- Student-generated evidence (awards or recognitions)

Visual and Performing Arts

- Artistic Checklist (See Appendix O or P)
- Student-generated evidence (portfolio, awards, recognition, etc)
- Third party recommendation
- Other assessments for the visual or performing arts

Identifying and Serving Gifted & Talented Students

- a. The GATES Coordinator will notify parents, teachers, administrators, and school counselors of the assessment and evaluation results.

- b. If a student is determined to be gifted intellectually or academically, and s/he is not receiving interventions, or if the interventions are not adequately meeting student needs, a Student Intervention Team (SIT) meeting will be scheduled. The team may consist of the GATES Coordinator, classroom teacher(s), parents, counselor, administrator, student and others. This team will review data and collaborate to create an intervention plan to meet the student needs. Subsequent meetings will be scheduled to review student progress and make adjustments to the plan as needed.

- c. If a student is determined to be gifted in the areas of creativity, leadership or visual/performing arts, the GATES Coordinator will communicate with classroom teacher(s), parents, counselor, administrator, student and others on how to best meet the student needs, and if necessary, hold a SIT meeting. The GATES Coordinator will also provide opportunities of growth and learning for these areas of giftedness beyond the classroom as requested.

For a list of clubs, organizations, course offerings, competitions, conferences, and other opportunities for the 5 areas of giftedness, please see our district's GATES webpage at:

<https://sites.google.com/a/wrps.net/gates2/home>

For a complete list of honors, AP and advanced placement course that Lincoln High School offers, please see our Program of Studies at:

http://www.wrps.org/schools/lincoln/lhs_program_of_studies.cfm

ROLES/RESPONSIBILITIES

The primary responsibilities of the various stakeholders involved in the delivery of Gifted and Talented Educational Services include, but are not limited to, those listed below:

GATES Coordinator(s)

Major Role: Monitor GT Programming in the K - 12 buildings and provide resources and support

Responsibilities:

- Review data to help identify students with advanced learning needs
- Collaborate with teachers and other school personnel for students in need of Tier 2/3 gifted interventions
- Convene SIT meeting for students in need of Tier 3 gifted interventions
- Collaborate with counselors for students in need of support/guidance
- Conduct classroom searches for students with talents in all areas of giftedness
- Maintain records on students with gifts and talents
- Communicate and collaborate with parents and other school personnel to meet the learning needs of students with gifts and talents
- Work with administrators to ensure the GATES plan is effectively implemented throughout the Wisconsin Rapids Public Schools
- Manage resources for Gifted and Talented Educational Services
- Provide resources and expertise to support staff, students and parents.
- Provide new teachers with background and information about the GT program.
- Work with classroom teachers and administrators to provide staff development including: providing resources, planning assistance, modeling, and providing assistance with differentiation strategies to meet the needs of GT students.

Teachers (all content areas)

Major Role: Referral and Delivery Agent of Programming

Responsibilities:

- Screen/pre-assess and review data to identify students in need of challenge/enrichment, including those who may be underachievers or twice exceptional
- Ensure differentiated lessons include options for advanced students and provide in-classroom Tier 2 interventions when possible
- Submit a referral for and collaborate with GATES Coordinator for students requiring Tier 3 gifted interventions
- Guide and support students in learning how to self-advocate
- Communicate and collaborate with parents and other school personnel to meet the learning needs of students with gifts and talents
- Engage in professional development activities related to gifted education
- Provide feedback in the identification process and attend SIT meetings

Administration

Major Role: Monitor and manage GT Programming in their building

Responsibilities:

- Provide Professional Development opportunities in the area of gifted education
- Ensure that “intervention time” includes opportunities for those in need of gifted interventions/enrichment
- Allow for flexible/creative scheduling so that gifted students have opportunities to work with similar ability peers.
- Ensure adequate resources are available for meeting gifted education needs
- Monitor and ensure implementation and continuous delivery of GT programming in their buildings by collaborating with the GT Coordinator
- Include information about the GT Program in building handbooks for teachers and newsletters for parents

School Counselors

Major Role: Support

Responsibilities:

- Assist in the referral and/or identification of students in need of advanced learning opportunities and related counseling need
- Provide students with individual and group counseling
- Collaborate with parents and other school personnel to maximize opportunities for students with gifts and talents
- Engage in professional development activities related to gifted education
- Provide assistance with course scheduling, Youth/Course Options, Independent Study Options, and college planning
- Attend SIT meetings, as requested, for students needing Tier 3 interventions

Interventionists

Major Role: Support

Responsibilities:

- Assist in the review of data and identification of students with advanced learning needs
- Provide additional diagnostic testing as needed
- Assist in the referral and/or identification of students in need of advanced learning opportunities
- Assist teachers in providing programming options for gifted-talented students
- Engage in professional development activities related to gifted education

School Psychologists

Major Role: Support

Responsibilities:

- Assist in the review of data and identification of students with advanced learning needs
- Provide additional diagnostic testing as needed
- Participate in SIT meetings, as requested, for students requiring Tier 3 interventions

Support Staff

Major Role: Support

Responsibilities:

- Work with classroom teachers to provide resources, strategies, and ideas for gifted students
- Work with gifted-talented students whose programming needs require direct contact when appropriate

Parents

Major Role: Provide support and advocacy

Responsibilities:

- Provide opportunities and encouragement for your child to explore a wide variety of activities, books, movies, art, music, cultures, and other experiences
- Communicate and collaborate with school personnel in efforts to identify and meet student learning needs
- Guide and support your child in learning how to cope with both failure and success
- Guide and support your child in learning how to advocate for himself/herself

GLOSSARY OF TERMS

Acceleration: Interventions that move a student through an educational program at a faster than normal rate.

Achievement test: A test that measures what students have learned in a specific content area relative to the expected achievement of average students.

Aptitude test: A standardized test designed to predict an individual's ability to learn certain skills.

Cluster Grouping: A grouping method that places the top five to eight high ability students in the same grade level in one classroom.

Compacted Curriculum/Compacting: Streamlining the regular curriculum to “buy time” for enrichment, accelerated content, and independent study. Usually involves “testing out” of classroom content and using that time for challenge or enrichment activities.

Concurrent Enrollment: Allowing students to attend classes in more than one building level during the same school year.

Contracting: Allows students to contract for grades and/or choose from a variety of available project/product options. This strategy allows students an option to eliminate repetition of material already mastered, moving at their own pace, while insuring mastery of content, through enrichment and/or acceleration.

Differentiated Instruction: A matching of instruction to meet the different needs of learners in a given classroom by modifying delivery, time, content, process, product, and the learning environment. One or more of these elements can be modified to provide differentiation.

Early Entrance to School: Allowing selected gifted children showing readiness to perform schoolwork to enter kindergarten or first grade one to two years earlier than the usual beginning age.

Evidence-Based Instruction (EBI): Refers to empirical research that applies rigorous, systematic, and objective procedures to obtain valid knowledge. This includes research that: employs systematic, empirical methods that draw on observation or experiment; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review; involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and can be generalized.

Flexible grouping: Grouping students based on readiness, interests, and abilities on an assignment-by-assignment basis.

Grade-Skipping/Grade Acceleration: Double promoting a student such that he/she bypasses one or more grade levels.

Higher-Order Thinking Skills: Questioning in discussions or providing activities based on processing that require analysis, synthesis, valuation, or other critical thinking skills.

Independent Study Projects: Structured projects agreed upon by student and supervising teacher that allows a student to individually investigate areas of high interest or to advance knowledge.

Intelligence Quotient (IQ): A measure of cognitive ability as determined by a standardized test.

Differentiated Educational Plan (DEP): A formal written plan for managing and delivering instruction for a child with extraordinary differences in ability or educational needs.

Intervention: Provided by school staff, these are learning activities designed to help a student improve performance relative to a specific, realistic, and measurable goal. Interventions are based upon valid information about present levels of performance relative to grade-level expectations, realistic implementation with fidelity, and may include modifications and accommodations. Interventions are multi-tiered, research-based, target-specific skills, time limited and parent inclusive.

Learning Contracts: Student and teacher jointly develop a contract for accomplishment of learning outcomes(s); often involves a streamlining of regular class work.

Mentoring: Establishment of a one-to-one relationship between a student and an outside-of-school expert in a specific topic area or career.

Problem-Based Learning: Providing students with unstructured problems or situations for which they must discover the answers, solutions, concepts, or draw conclusions and generalizations.

Progress Monitoring: The ongoing process of collecting and analyzing assessment data to determine student progress toward specific skill goals or general outcomes. At Tier 2 and Tier 3, progress monitoring data is used to make instructional decisions about the effectiveness of intervention to accelerate student learning that increases the learning rate and enables the student to meet a specific goal designed to meet at least minimum proficiency levels.

Response to Intervention (RtI): A process for achieving higher levels of academic and behavioral success for all students through high quality research-based instruction and interventions, regular monitoring of student progress using multiple measures, and collaborative, data-based educational decision making.

Single-Subject Acceleration: Allowing students to move more quickly through the progression of skills and content mastery in one subject where great advancement or proficiency has been observed; other subjects may be at grade level.

Student Intervention Team (SIT): A group of people who meet regularly to review data, and discuss, plan and monitor interventions for students whose learning needs are not being met by differentiated classroom instruction. The team for a gifted student may consist of the classroom teacher, GATES Coordinator, parent(s), administrator, guidance counselor, and others.

Systematic Instruction: A carefully planned sequence for targeted instruction.

Talent/Ability Grouping: Grouping students of like ability or like interest on a regular basis during the school day for pursuit of advanced knowledge in a specific content area.

Targeted Intervention: Focused instruction on an identified skill.

Tier 1 Intervention: Evidence-based core curriculum and differentiated instructional practices provided to all students in a classroom.

Tier 2 Intervention: Tier 2 intervention is strategic and targeted intervention that is implemented as a result of assessment that indicates a student is not making adequate gains from Tier 1 instruction/programs. Tier 2 intervention is typically delivered in small groups of students with similar skill concerns.

Tier 3 Intervention: Tier 3 interventions are for students who require highly individualized, systematic, and explicit instruction to accelerate learning rate and/or to support learning. Intervention is considered to be intensive and is typically delivered one-on-one or in very small groups of students (2-3) with similar skill needs.

Within-Class Ability/Performance Grouping: Grouping of students, so that those of similar ability work together on a short- or long-term basis.

Youth Options: College courses offered to students for both college and high school credit.

ADDITIONAL RESOURCES

General information:

- www.nagc.org The National Association for Gifted Children
- www.watg.org The Wisconsin Association for Talented & Gifted
- www.world-gifted.org The World Council for Gifted and Talented Children
- www.hoagiesgifted.org Hoagies Gifted Education Page
- www.tagfam.org Families of the Talented and Gifted
- www.sengifted.org Supporting Emotional Needs of the Gifted
- www.uniquelygifted.org Resources for gifted children with special needs

Programs:

- www.wcaty.org The Wisconsin Center for Academically Talented Youth
- www.ctd.northwestern.edu/ctd/ The Center for Talent Development at Northwestern University
- <http://epgy.stanford.edu/> The Education Program for Gifted Youth (EPGY) at Stanford University
- www.gifted.uconn.edu Neag Center for Gifted Education and Talent Development
- www.davidsongifted.org The Davidson Institute for Talent Development

Join the WISGIFT Listserv to receive announcements and participate in discussions about GT topics with other concerned people throughout the state.

To SUBSCRIBE:

1. Send an e-mail message to lyris@listmanager.uww.edu
2. In the message area type SUBSCRIBE WISGIFT-L
3. Leave the subject line blank and don't include your e-mail signature

See the GATES link on the District website: www.wrps.net for a listing of current interventions, activities, and resources available to students, teachers and parents.

Please contact the WRPS GATES Coordinator for a current list of print resources available to gifted students, parents, and teachers. There are books and articles on a variety of topics which can be borrowed upon request.

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Gifted and Talented Statutory Requirements

Wisconsin Statute 121.02(1)(t): Each school board shall provide access to an appropriate program for pupils identified as gifted and talented.

Wisconsin Statute: s. 118.35, Wis. Stats. Programs for gifted and talented pupils.

1. In this section, “gifted and talented pupils” means pupils enrolled in public schools who give evidence of high-performance capability in intellectual, creative, artistic, leadership, or specific academic areas and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.
2. The state superintendent shall by rule establish guidelines for the identification of gifted and talented pupils.
3. Each school board shall ensure that all gifted and talented pupils enrolled in the school district have access to a program for gifted and talented pupils.
4. From appropriations under s. 20.255(2)(FY), the department shall award grants to nonprofit organizations, cooperative educational service agencies (CESAs), institutions within the University of Wisconsin System, and the school district operating under ch. 119 for the purpose of providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities.

Wisconsin Administrative Code (Section PI 8.01(2)(t)2) Requirements

1. Establish a plan and designate a person to coordinate the gifted and talented program
2. Identify gifted and talented pupils as defined in sec. 118.35 (1).
 - a. This identification shall occur in kindergarten through grade 12 in general intellectual, specific academic, leadership, creativity, and visual and performing arts.
 - b. A pupil may be identified as gifted or talented in one or more of the categories under sec 118.35 (1).
 - c. The identification process shall result in a pupil profile based on multiple measures, including but not limited to standardized test data, nominations, rating scales or inventories, products, portfolios, and demonstrated performance.
 - d. Identification tools shall be appropriate for the specific purpose for which they are being employed.
 - e. The identification process and tools shall be responsive to factors such as, but not limited to, pupils’ economic conditions, race, gender, culture, native language, developmental differences, and identified disabilities as described under subch. V of ch. 115.

Gifted and Talented - Related State Standards

Referenced from: <http://www.dpi.wi.gov/cal/gift-rel-stnd.html>

Standard (b).

Staff development plans should include information to develop awareness and understanding of the needs of gifted and talented pupils as well as materials, resources, and appropriate strategies for use with gifted and talented children and youth in the classroom.

Standard (e).

Provide guidance and counseling services to gifted and talented students - critically important to overall program success.

Standard (k).

District curriculum plans should include objectives, content, and resources which challenge the most able and most talented children in any classroom.

Standard (n).

Many gifted children are at risk and need special attention, counsel, and support to help them realize their potential.

Standard (p).

Pupils identified as gifted or talented may require special accommodations in programming which is outside the normal sequence of a course(s) or the standard requirements for graduation.

Standard (s).

Data derived from a testing program may be used as part of multiple-criteria identification processes.

WRPS BOARD OF EDUCATION POLICY 342.4

The School District of Wisconsin Rapids recognizes that all students are unique and valuable individuals and all students possess gifts and talents. Some students, however, are gifted and talented to an extraordinary degree. Such students need specially planned educational services where pace, level of instruction and support are matched with each student's unique capabilities and social and emotional needs. The School District of Wisconsin Rapids accepts the complex challenge of identifying and meeting such needs through implementation of a Gifted and Talented Educational Services plan aligned with the District Response to Intervention process. This plan will incorporate the key characteristics of effective gifted and talented plans as set forth by the Wisconsin Department of Public Instruction: systemic, collaborative, sustainable, responsive, fluid, appropriate, comprehensive, aligned, and measurable.

Reports on Gifted and Talented Educational Services will be provided to the Board of Education on a periodic basis.



Alignment to National Association of Talented Children (NAGC) Standards

The National Association of Talented Children (NAGC) has developed and outlined program standards, student outcomes, and evidence-based practices to guide our district's actions to best meet the needs of gifted and talented students.

Standard 1: Learning and Development- Educators, recognizing the learning and developmental differences of students with gifts and talents, promote ongoing self-understanding, awareness of their needs, and cognitive and affective growth of these students in school, home, and community settings to ensure specific student outcomes.

- Staff will receive professional development to foster the use of gifted and talented differentiation and culturally responsive instructional strategies with students.
- The educators will collaborate with families in accessing resources to develop the gifts and talents of students.
- The pupil services staff will work to provide social-emotional supports and academic career planning ensuring individual success for our gifted and talented students.

Standard 2: Assessment- Assessments provide information about identification, learning progress and outcomes, and evaluation of programming for students with gifts and talents in all domains.

- The staff will utilize the Response to Intervention Process and Professional Learning Communities to establish comprehensive, cohesive, and on-going procedures for identifying and serving students with gifts and talents.
- The Gifted and Talented Educational Services (GATES) Coordinators will keep an electronic profile folder for each student identified for gifted and talented services. It will include referral, evaluation and identification data.
- The Director of Curriculum and Instruction will periodically survey students and parents in the gifted and talented program for information regarding services and achievement.

Standard 3: Curriculum Planning and Instruction- Educators apply the theory and research-based models of curriculum and instruction related to students with gifts and talents and respond to their needs by planning, selecting, adapting, and creating culturally relevant curriculum and by using a repertoire of evidence-based instructional strategies to ensure specific student outcomes.

- The WRPS District will offer high quality, challenging learning opportunities.
- The staff offers differentiated instruction and a continuum of services for students with varied ability levels.
- The WRPS District is committed to continuous teacher development within curriculum development and instructional pedagogy.

Standard 4: Learning Environments- Learning environments foster personal and social responsibility, multicultural competence, and interpersonal and technical communication skills for leadership in the 21st century to ensure specific outcomes.

- The WRPS district will create learning environments that support high expectations, leadership, trust among diverse learners, and offer specific feedback that focuses on developing student potential.
- The WRPS District will work to develop social and communication skills needed for 21st century citizens.
- Staff members will model culturally responsive practices.

Standard 5: Programming- Educators are aware of empirical evidence regarding (a) the cognitive, creative, and affective development of learners with gifts and talents, and (b) programming that meets their concomitant needs. Educators use this expertise systemically and collaboratively to develop, implement, and effectively manage comprehensive services for students with a variety of gifts and talents to ensure specific student outcomes.

- The WRPS Director of Curriculum and Instruction provides oversight to the K-12 GATES Coordinator(s).
- The WRPS District will implement a service delivery model to serve the needs of gifted and talented students that consists of a continuum of services ranging from differentiation in the classroom to acceleration.
- The WRPS GATES Advisory Council will engage families and community stakeholders in the monitoring and evaluation of the district's gifted and talented services.

Standard 6: Professional Development- All educators build their knowledge and skills using the NAGCCEC Teacher Standards for Gifted and Talented Education and the National Staff Development Standards.

- The Director of Curriculum and Instruction will be responsible for coordinating learning opportunities to ensure maintenance of highly qualified teachers who are able to meet the unique needs of talented students, as well as provide differentiated instruction.
- Classroom teachers and other certified staff will use differentiation to meet the needs of students and will be offered professional development opportunities.

Definitions of Students with Gifted and Talented Needs

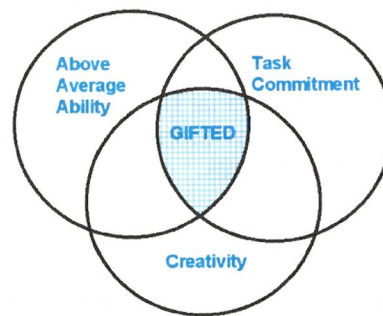
Wisconsin Definition: “Gifted and talented pupils” means pupils enrolled in public schools who give evidence of high-performance capability in **intellectual, creative, artistic, leadership or specific academic areas** and who need services or activities not ordinarily provided in a regular school program in order to fully develop such capabilities.

The Federal Definition of Gifted and Talented in NCLB (US): The term “gifted and talented”, when used with respect to students, children, or youth, means students, children, or youth who give evidence of high achievement capability in areas such as intellectual, creative, artistic, or leadership capacity, or in specific academic fields, and who need services or activities not ordinarily provided by the school in order to fully develop those capabilities. (Title IX, Part A, Section 9101(22), p. 544)

Note: States and districts are not required to use the federal definition, although many states, including Wisconsin, base their definitions on the federal definition.

National Association for Gifted Children (NAGC) definition: Gifted individuals are those who demonstrate outstanding levels of aptitude (*defined as an exceptional ability to reason and learn*) or competence (*documented performance or achievement in top 10% or rarer*) in one or more domains. Domains include any structured area of activity with its own symbol system (*e.g., mathematics, music, language*) and/or set of sensorimotor skills (*e.g., painting, dance, sports*).

Joseph Renzulli’s model: In this model, gifted behavior results from the interaction of above average abilities, creativity, and task commitment. (Renzulli, 1978)



The Pentagonal Implicit Theory of Giftedness

There are five “necessary and sufficient conditions that gifted persons have in common “:

1. *Excellence* - A gifted person must be extremely good at something.
 2. *Rarity* - (S)he must possess a high level of an attribute that is uncommon relative to peers.
 3. *Productivity* - The superior trait must (potentially) lead to productivity.
 4. *Demonstrability* - The trait also must be demonstrable through one or more valid tests.
 5. *Value* - The superior performance must be in an area that is valued by society.
- (Sternberg & Zhang, 1995)

421 – Rule Guidelines for Early Admission to Kindergarten or First Grade

Requests for early admission to kindergarten or first grade shall be submitted and evaluated as follows:

1. Parent(s)/guardian(s) who wish early admission for their students in kindergarten or first grade must make written application to the Director of Pupil Services, stating the reasons for the request, prior to May 1.
2. An evaluation of the child's potential for long-term advanced performance shall be conducted and shall:
 - a. Consider the child's emotional stability, and social and mental maturity.
 - b. Be conducted by a certified school district psychologist in conjunction with other Pupil Services Department staff.
 - c. Be conducted at no cost to the parent(s)/guardian(s).
3. After the evaluation has been completed, a conference shall be held with the parent(s)/guardian(s) to consider the appropriateness of early admission.
4. Admission or exemption from the Wisconsin mandatory kindergarten completion requirement will be based on the following conditions:
 - a. Kindergarten
 1. The child demonstrates the social, emotional, physical, and mental maturity normally expected for advanced performance in kindergarten and beyond.
 - b. First Grade
 1. The child was admitted to and successfully completed kindergarten under (a) above; or
 2. The child successfully completed a program for five-year-old children which the school district deems equivalent to kindergarten; or
 3. Before either commencing or completing first grade, the child moved into Wisconsin from a state, country, or territory in which completion of 5-year-old kindergarten is not a prerequisite to entering first grade; or
 4. Before either commencing or completing first grade, the child moved into Wisconsin from a state, country, or territory in which completion of 5-year-old kindergarten is a prerequisite to entering first grade and the child was exempted from the requirement to complete 5-year-old kindergarten in the state, country, or territory from which the child moved.

5. The decision to grant early admission to kindergarten or first grade before the legal entrance age, and/or without completion of 5-year-old kindergarten, shall be made by the building principal.

If admission is denied under this policy, the child's parent(s)/guardian(s) may appeal to the Superintendent of Schools. The Superintendent shall meet with the child's parent(s)/guardian(s) to discuss the admission request, review relevant student data related to the request, and make a decision. The Superintendent's decision shall be final.

6. A child who is of compulsory attendance age (six years old), who has not completed five-year-old kindergarten, and who has not been granted an exemption to the mandatory kindergarten completion requirement, shall be placed in 5-year-old kindergarten in the District, or be expected to meet compulsory attendance requirements through other means authorized by state law.
7. The Wisconsin Rapids Public Schools does not discriminate in the methods, practices, and materials used for evaluating students on the basis of gender, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental, sexual orientation or physical, mental, emotional or learning disability or handicap in its educational programs or activities.

LEGAL REF: Section 118.33(6)(cm) Wis. Statutes
Wisconsin Act 41, 2009

APPROVED: April 9, 1979

REVISED: October 12, 1981
November 11, 1991
August 13, 2001
December 10, 2001
February 11, 2008
August 8, 2011

Differentiation of Instruction

is a teacher's response to learner's needs

guided by general principles of differentiation, such as

respectful tasks

flexible grouping

ongoing assessment and adjustment

Teachers can differentiate

Content

Process

Product

according to student's

Readiness

Interests

Learning Profile

through a range of instructional and management strategies such as

multiple intelligences
jigsaw/grouping strategies
tiered lessons/questions
anchor activities
varying organizers
varied texts
varied supplementary materials
literature circles
enrichment activities

alternate assignments
tiered centers
tiered products
learning contracts
small-group instruction
group investigation
orbitals
independent study
choice menus

varied questioning strategies
learning centers/interest groups
varied homework
curriculum compacting
varied journal prompts
complex/specialized instruction
alternate assessments
academic competitions

Pull-out interventions
Working with a mentor
Subject or grade level acceleration

Curriculum compacting
Dual enrollment
Independent projects

TWICE EXCEPTIONAL LEARNERS

Students with disabilities may also be gifted and talented. Identification of these students is problematic. Their disability often masks their gift, and conversely, they may use their gifts to compensate for their disability. This may cause both exceptionalities to appear less extreme. In addition, the frustrations associated with unidentified strengths and disabilities may result in behavioral and social/emotional issues. In order for these children to reach their potential, it is essential that their strengths be recognized and nurtured, at the same time as their disability is appropriately accommodated. WRPS school personnel will work together to identify gifts and disabilities and provide services for both, so that students may reach their full potential.

Appropriate Identification

School personnel need to be sensitive to clues that may reveal *contradictions* in abilities. Possible examples are:

- above grade extensive vocabulary/struggle with spelling basic words
- strong verbal expression/poor or illegible handwriting
- sophisticated sense of humor/difficulty engaging in social aspects of the classroom
- difficulty sitting still/can become deeply immersed in special interests or creative activities
- shows aptitude in creativity, leadership, visual/performing arts / performs poorly in academic areas

These types of contradictions may be indicators of possible twice exceptionality worth further investigation. Educators who suspect a student may be twice exceptional should contact a school psychologist to conduct a comprehensive evaluation in order to make an accurate diagnosis.

Helpful strategies

- Use interventions and provide opportunities which nurture the student's potential in their area of strength.
- Identify learning gaps and provide explicit instruction in those areas.
- Identify a case manager who is responsible for facilitating communication and collaboration between and among counselors, special educators, gifted educators, and general educators. The GATES Coordinator should be part of the IEP team.
- Connect students to resources or technology tools to accommodate areas of disability
- Provide course options that ease course load and accelerate strength areas such as summer school and online/blended courses.
- When transitioning from one school/grade to another, provide information on student progress in areas of exceptionalities.
- Provide social and emotional support through counseling services

For additional information on Twice Exceptional Learners, please visit the WRPS GATES Webpage at: <https://sites.google.com/a/wrps.net/gates2/home>



Student Acceleration Procedures

The Wisconsin Rapids Public School District recognizes the need for educational alternatives when a student exhibits evidence of unusually high academic proficiency in one or more areas of the curriculum. In some cases, acceleration may be necessary to meet a student's needs.

- Subject Acceleration - when outstanding achievement is evident in one or more subject areas, but not all areas.
- Whole Grade Acceleration - when outstanding achievement is evident across all subject areas.

Referral

- A student may be referred for acceleration through the Student Intervention Team (SIT) process or by a parent/guardian or professional staff member outside of the RtI process.
- Referrals are initiated by submitting a "student acceleration referral form." Forms may be obtained from any school office or from the District web site.
- Completed forms must be submitted to the Gifted and Talented Educational Services (GATES) Coordinator by March 1st to be considered for acceleration beginning the following school year, by October 15th to be considered for the 2nd trimester or by February 1st for the 3rd trimester. Referrals received outside of this timeframe will be evaluated at the discretion of school staff.

Evaluation

- The GATES Coordinator will review the student records for evidence of outstanding ability and/or achievement:
 - ✓ unusually high or above grade level performance in at least two assessments such as: EXPLORE, PLAN, MAPS, ACT, CogAT, TOMAGS, SRI Lexile, STAR, etc.
 - ✓ evidence that classroom work is consistently above grade level.
- If such evidence is not present, the person initiating the referral will be notified by letter within 30 days of submitting their request.
- If appropriate evidence exists, the coordinator will assemble an acceleration evaluation team to conduct an evaluation. The team will be comprised of:
 - A Parent or Guardian
 - Current teacher(s) and teacher at the grade level of proposed acceleration
 - Counselor
 - Administrator (or designee)
 - GATES Coordinator
 - Others as needed (school psychologist, curriculum coordinator, Department Chairperson)
 - The student must be available for evaluation

- Examination of evidence of student readiness for acceleration:

	Subject acceleration	Grade acceleration
Academic	<ul style="list-style-type: none"> • The student must score $\geq 85\%$ on an objective assessment which covers the learning outcomes of the course being skipped. • Student work samples, awards, and other special recognition may be used for assessing readiness in the visual and performing arts. 	<ul style="list-style-type: none"> • Standardized cognitive, ability, aptitude and achievement tests will be used as decision making tools. These tools allow staff members to objectively score students in multiple areas including social/emotional factors.
Social/ Emotional	<ul style="list-style-type: none"> • Based on informal evaluation by educators, counselor, psychologist (optional) and parents. 	<ul style="list-style-type: none"> • Standardized cognitive, ability, aptitude and achievement tests will be used as decision making tools. These tools allow staff members to objectively score students in multiple areas including social/emotional factors.
Student Attitude	<ul style="list-style-type: none"> • The student must express a desire for acceleration. 	<ul style="list-style-type: none"> • The student must express a desire for acceleration.

Acceleration Decision

- After reviewing the evidence, the evaluation committee will reach a decision by consensus.
- If consensus cannot be reached, the administrator will make the final decision.
- A parent/guardian shall be notified, in writing, of the outcome of the evaluation within 60 days of initiation of the referral process. This notification shall include instructions for appealing the outcome of the evaluation process.

A parent/legal guardian of the referred student may appeal, in writing, the decision of the student acceleration evaluation committee to the District Superintendent (or designee) within five days of being notified of the committee's decision. The Superintendent (or designee) shall review the appeal and notify the parent/legal guardian who filed the appeal of his or her final decision within fifteen days of receiving the appeal. The Superintendent's decision shall be final.

Acceleration

- If the decision is made to move forward with acceleration, a six-week trial shall begin at the beginning of the next semester. During this trial period:
 - ✓ Counseling and support will be available through the student's guidance counselor.
 - ✓ The student may be withdrawn from accelerated placement, with no repercussions, upon written request of the parent/guardian.
 - ✓ There will be a six-week review of progress.
 - If progress is acceptable at this time, the accelerated placement shall become permanent and further progress will be reported during regular reporting periods (report cards, progress reports, conferences, etc.).
 - If progress is not acceptable at this time, the evaluation committee, with the addition of the new teacher(s), will re-convene to discuss options such as additional support, more time, or termination of accelerated placement.
- If acceleration requires travel between buildings, transportation arrangements will be made by the District Transportation Coordinator. If parents provide transportation, a stipend (not to exceed the cost if the District were to transport) will be provided at the current mileage rate in the District.
- Standardized tests will be taken at the accelerated grade level for those students who have been whole grade accelerated. They will be taken at the base grade level for students who are subject accelerated.
- Elementary report cards for subject accelerated students will be completed by both the grade level teacher and the teacher in the area of subject acceleration. Each will complete the appropriate section of the report card for their respective grade level and subject(s).
- Extracurricular eligibility will be based on the accelerated grade level for those students who are whole grade accelerated and at the base grade level for those students who are subject accelerated.
- High school courses taken prior to grade 9 will not result in credit toward graduation. All credits for graduation will be earned while the student is in grades 9-12.
- Grades from high school courses taken prior to grade 9 will not be calculated in the student's GPA. High school GPA will be calculated from classes taken while the student is in grades 9-12.
- High school transcripts will note high school courses completed prior to high school.



Student Acceleration Referral Form

WISCONSIN
RAPIDS
PUBLIC
SCHOOLS

Student _____ School _____ Grade _____

Specific grade, subject or course acceleration requested by this referral:

Reason for acceleration referral:

Use back of form, if more space is needed

Documents supporting your referral may be attached to this form. Number of attachments _____

Is this a SIT referral: Yes

No (if no, please fill in information below)

Name of person initiating referral

Relationship to student

Phone or Email

Signature

Date

If parent/guardian is initiating referral, please also sign below to give permission for a student evaluation. If school staff is initiating referral, please forward to parent for signature prior to submitting form:

I give my permission to school personnel to conduct an evaluation to determine if an accelerated placement would be appropriate for my child. I understand that I will be part of the evaluation team and will be informed of the results of the evaluation.

Yes

No

Signature of Parent/Guardian

Please return completed form to school office
Office personnel, please route form to GATES Coordinator



Student Acceleration Evaluation Form

**WISCONSIN
RAPIDS
PUBLIC
SCHOOLS**

Student _____ School _____ Grade _____

Address _____ Zip _____

Parent/Guardian _____

Phone/Email _____

Type of acceleration requested _____

Academic Readiness:

Test	Score	% Tile	Comments

Further evaluation required:

Social, emotional, and motivational readiness:

Based on interview with the student and information from parents/guardians, teacher, counselor, school psychologist, and other school personnel, this student:	Yes	No
1. Understands and desires acceleration		
2. Has adequate social-emotional development for accelerated placement		

Other observations/comments by the evaluation team:

Requested Acceleration is recommended for approval: Yes No Date: _____

Acceleration Evaluation Committee Members

Name

Title

Signature

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Administrator approval for Acceleration as described:

Signature

Building

Signature

Building

Please return completed form to school.
School personnel, please route form to GATES Coordinator



Differentiated Educational Plan (DEP)

**WISCONSIN
RAPIDS
PUBLIC
SCHOOLS**

Student: _____ Facilitator: _____

School: _____ Grade: _____ School Year: _____

Parent/Guardian: _____

Address: _____

Meeting Date: _____

Members Present: _____

Type of Differentiation: (Could include all areas)

	Curriculum Compacting
	Counseling/Support Groups
	Flexible Grouping
	Enrichment based on student interests and strengths
	Mentorship
	Independent Projects
	Academic Competitions
	Subject Acceleration
	Grade Acceleration
	Other:

Describe the plan including faculty to be involved, expectations, timelines, resources needed and evaluation plans:

Implications for the future (contingent upon continued success... maintaining levels of proficiency... in advanced classes)



GATES PARENT REFERRAL FORM

WISCONSIN
RAPIDS
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SCHOOLS

Student _____ School _____ Grade _____

This student is being referred for possible identification as gifted in the following area(s):

Please check all that apply:

Reason:

General intellectual ability

Specific academic area(s)

Mathematics

Science

Reading

Writing

Social Studies

Creative thinking

Visual or performing arts

Leadership

Use back of form if more space is needed.

Document supporting your referral may be attached to this form. Number of attachments _____

Name of person initiating referral Relationship to student Phone or Email

Signature Date

Referral received by _____ Date _____

Please return completed form to school.
School personnel, please route form to GATES Coordinator



**Parent/Guardian
Permission to Test Form**

**WISCONSIN
RAPIDS
PUBLIC
SCHOOLS**

I authorize permission for a Gifted & Talented evaluation for my child _____

The following assessments may be used:

- CogAt (Screening Assessment for Gifted Elementary and Middle School Students)
- TOMAGS (Test of Mathematical Ability for Gifted Students)
- TTCT (Torrance Test of Creative Thinking)
- Leadership checklist
- Portfolio evaluation
- Other _____

Parent/Guardian Signature

Date

Please return completed form to school office

Office personnel, please route form to GATES Coordinator



Leadership Characteristics Checklist

**WISCONSIN
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SCHOOLS**

Student Name _____ School _____ Grade _____

Teacher completing form _____ Date _____

Instructions: Check (3) if the characteristic or behavior is noted frequently
 Check (2) if the characteristic or behavior is noted occasionally
 Check (1) if the characteristic or behavior is seldom noted
 Check (0) if the characteristic or behavior has not been observed

Characteristic/Behavior	0	1	2	3
1. Seems to enjoy people. Is sociable and interacts easily with others of all ages.				
2. Is well liked and respected by others. Is often asked for ideas and suggestions. Is looked to by others when something must be decided.				
3. Can stimulate, motivate and influence others. (May have the ability to manipulate)				
4. Can express himself/herself well. Clearly articulates ideas. Gives directions clearly and effectively.				
5. Carries responsibility well. Reliable. Does a good job making sure the task gets done and done well.				
6. Tends to direct activities in which he/she is involved.				
7. Is accepted by others as their leader. Is someone people are willing to follow.				
8. Can perceive the mood of a group and adjust accordingly. Will adopt a non-leadership or shared leadership role when needed.				
9. Can coordinate/organize the work of multiple individuals				
10. Adapts readily to new situations. Is flexible. Does not seem disturbed by change.				

Please list an example(s) of demonstrated leadership:

Other comments: *(use the back of this sheet if more space is needed)*

Please return completed form to school.
 School personnel, please route form to GATES Coordinator



Visual/Performing Arts Checklist

WISCONSIN
RAPIDS
PUBLIC
SCHOOLS

Student name: _____ School: _____ Grade: _____

Name of person completing checklist: _____

Relationship to student: _____ Email and/or phone #: _____

INSTRUCTIONS: Check (3) if the characteristic or behavior is noted frequently
Check (2) if the characteristic or behavior is noted occasionally
Check (1) if the characteristic or behavior is seldom noted
Check (0) if the characteristic or behavior has not been observed

Characteristic/behavior	0	1	2	3
1. <i>Communicates their vision in visual/performing arts.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. <i>Unusual ability for aesthetic expression.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. <i>Compelled to perform/produce.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. <i>Exhibits creative expression.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. <i>Desire for creating original product.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <i>Keenly observant of surroundings.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. <i>Continues experimentation with preferred medium.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. <i>Excels in demonstrating the visual/performing arts.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. <i>Vivid imagination.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please list or attach an example(s) of demonstrated artistry:

Other comments:

Please return completed form to school.
School personnel, please route form to GATES Coordinator



Music Teacher Referral/Evaluation Checklist

Indicators of Potential Talent in Music
Observation Rating Scale for Music Teachers

WISCONSIN
RAPIDS
PUBLIC
SCHOOLS

Student Name: _____ Age: _____ Grade: _____

School: _____ Type of Class: _____

Person Completing the Form: _____ Title: _____

You have known student _____ years _____ months Date: _____

Please indicate how often the student listed above has shown the following behaviors by checking the appropriate number.

0 1 2 3
seldom or never occasionally frequently almost always

<i>Musical Awareness and Discrimination</i>	<i>Evidence(Please Comment)</i>	0	1	2	3
Awareness of Sound					
Is keenly aware of sounds and listens with focused concentration					
Senses small differences in melodies, rhythms, sounds					
Rhythmic Sense					
Discriminates rhythmic difference and physically responds to rhythm in a fluid manner					
Sense of Pitch					
Discriminates difference in pitch and demonstrates a high level of tonal memory/audiation					
<i>Creative Interpretation</i>	<i>Evidence (Please Comment)</i>	0	1	2	3
Extends, manipulates, and experiments with sound					
Spontaneously and creatively responds to the aesthetic qualities of music					
Is eager and imaginative in expressing, shaping, and refining musical ideas					
Works thoughtfully and perceptively in revising musical ideas					

Please give a specific example for each statement that you rated a 3 in the above chart:

<i>Musical Behavior and Performance</i>	<i>Evidence(Please Comment)</i>	0	1	2	3
Performs with natural, fluid sense of rhythmic pulse and/or a keen awareness of pitch, tone, melody, and harmony					
Works to improve performance capabilities through focused attention, cognitive and physical preparation, and skill practice					
Projects advanced musical expression beyond age or grade level (i.e. musicality)					
Applies knowledge and skills to create musical compositions					
<i>Intensity</i>	<i>Evidence(Please Comment)</i>	0	1	2	3
Shows focused concentration when engaged in musical tasks					
Is self-motivated and works independently on musical activities					
Critiques and refines musical performances and/or compositions; seeks feedback on own musical activities					
Shows persistence and perseverance in musical tasks					

Please give a specific example for each statement that you rated a 3 in the above chart:

Please add any additional comments describing specific strengths or weaknesses of this student that would be helpful in determining the potential talent of this student in music:

Please return completed form to school.
 School personnel, please route form to GATES Coordinator

Hours of Instruction - School Year 2021-2022

Implementing Professional Learning Communities Teacher Meeting Times

School	2021-2022 Number of Hours of Instruction	DPI Required Hours of Instruction for Grade Levels	Difference
Lincoln High School	1196	1137	+59
WRAMS	1169	1137	+32
Howe Elementary	1078	1050	+28
Grove Elementary	1095	1050	+45



DRAFT PLC calendar

September					October					November				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
		1	2	3	4	5	6	7	8	1	2	3	4	5
LD	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	13	14	15	16	17	18	19	20	21	22	23	PD	25	26
	20	21	22	23	24	25	26	27	28	29	30			
PD	28	29	30	1										

DECEMBER					JANUARY					FEBRUARY 2021				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
		1	2	3	3	4	5	6	7		1	2	3	4
6	7	8	9	10	10	11	12	13	14	7	8	9	10	11
13	14	15	16	17	PD	18	19	20	21	14	15	16	17	18
20	21	22	WB 23	WB 24	24	25	26	27	28	21	22	23	24	25
27	28	29	30	31	31					28				

March					April					May				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
	1	2	3	PD/PLC	4	5	6	7	8	2	3	4	5	6
7	8	9	10	11	11	12	13	14	PD	9	10	11	12	13
14	15	16	17	18	18	19	20	21	22	16	17	18	19	20
21	22	23	24	25	25	26	27	28	29	23	24	25	26	27
SB	SB	SB	SB	SB						MD	31			

June				
MON	TUE	WED	THUR	FRI
		1	2	3
RK				

PLC days

PD days

PLC Day Schedule

WRAMS

Grade 6

- 1st Hour 7:22-8:08
- 2nd Hour 8:11-8:57
- 3rd hour 9:00-9:47
- 4th Hour 9:50-10:36
- Lunch 1 Group 10:36-11:03
- 5th Hour 2 Group 10:39-11:05
- Lunch 2 Group 11:05-11:32
- 5th Hour 1 Group 11:06-11:47
- 5th hour 2 Group 11:35-11:47
- 6th Hour 11:50-12:34
- 7th Hour 12:37-1:22
- 8th Hour 1:25-2:10
- PLC/WRAMS Time 2:13-2:33**

Grade 7

- 1st Hour 7:25-8:13
- 2nd Hour 8:16-9:03
- 3rd hour 9:06-9:54
- 4th Hour 9:57-10:45
- 5th Hour 10:48-11:34
- Lunch 1 Group 11:34-12:01
- 6th Hour Group 2 11:37-12:03
- Lunch 2 Group 12:03-12:30
- 6th Hour Group 1 12:04-12:46
- 6th Hour Group 2 12:33-12:46
- 7th Hour 12:49-1:29
- 8th Hour 1:32-2:12
- PLC/WRAMS Time 2:15-2:36**

Grade 8

- 1st Hour 7:29-8:13
- 2nd hour 8:16-9:00
- 3rd hour 9:03-9:47
- 4th Hour 9:50-10:34
- 5th hour 10:38-11:22
- 6th Hour 11:25-12:09
- 7th Hour 12:12-12:56
- Lunch (All) 12:56-1:23
- 8th Hour 1:26-2:15
- PLC/WRAMS Time 2:18-2:40**



WISCONSIN RAPIDS
AREA MIDDLE SCHOOL

WRAMS 2021-2022 Schedule

6th Grade

1st Hour 7:22-8:09
 2nd Hour 8:11-8:57
 3rd hour 9:00-9:46
 4th Hour 9:49-10:36
Lunch 1 Group 10:36-11:03
 5th Hour 2 Group 10:39-10:55
Lunch 2 Group 10:55-11:22
 5th Hour 1 Group 11:06-11:57
 5th hour 2 Group 11:25-11:57
 6th Hour 12:00-12:48
 7th Hour 12:51-1:40
 8th Hour 1:43-2:33

7th Grade

1st Hour 7:25-8:13
 2nd Hour 8:16-9:03
 3rd hour 9:06-9:53
 4th Hour 9:56-10:43
 5th Hour Group 1 10:46-11:15
Lunch 1 Group 11:15-11:42
 5th Hour Group 2 10:46-11:35
Lunch 2 Group 11:35-12:02
 5th Hour Group 1 11:45-12:02
 6th Hour 12:05-12:54
 7th Hour 12:57-1:45
 8th Hour 1:48-2:36

8th Grade

1st Hour 7:29-8:17
 2nd hour 8:20-9:08
 3rd hour 9:11-9:59
 4th Hour 10:02-10:50
 5th hour 10:53-11:41
 6th Hour 11:44-12:32
Lunch 1 Group 12:32-12:59
 7th Hour Group 2 12:35-12:52
Lunch 2 Group 12:52-1:19
 7th Hour Group 1 1:02-1:49
 7th hour Group 2 1:22-1:49
 8th Hour 1:52-2:40





**WISCONSIN RAPIDS
AREA MIDDLE SCHOOL**

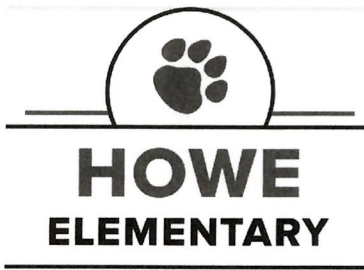
WRAMS Wednesday Schedule

<u>6th Grade</u>	<u>7th Grade</u>	<u>8th Grade</u>
1st Hour 7:22-8:08	1st Hour 7:25-8:12	1st Hour 7:29-8:14
2nd Hour 8:11-8:57	2nd Hour 8:15-9:02	2nd hour 8:17-9:02
3rd hour 9:00-9:46	3rd hour 9:05-9:52	3rd hour 9:05-9:50
4th Hour 9:49-10:35	4th Hour 9:55-10:42	4th Hour 9:53-10:38
Lunch 1 Group 10:35-11:02	5th Hour Group 1 10:45-11:15	5th hour 10:41-11:26
5th Hour 2 Group 10:38-10:55	Lunch 1 Group 11:15-11:42	6th Hour 11:29-12:14
Lunch 2 Group 10:55-11:22	5th Hour Group 2 10:45-11:35	Lunch 1 Group 12:14-12:41
5th Hour 1 Group 11:05-11:47	Lunch 2 Group 11:35-12:02	7th Hour Group 2 12:17-12:34
5th hour 2 Group 11:25-11:47	5th Hour Group 1 11:45-12:02	Lunch 2 Group 12:34-1:01
6th Hour 11:50-12:34	6th Hour 12:05-12:46	7th Hour Group 2 1:04-1:28
7th Hour 12:37-1:21	7th Hour 12:49-1:29	7th hour 12:44-1:28
8th Hour 1:24-2:10	8th Hour 1:32-2:12	8th Hour 1:31-2:15
PLC/WRAMS Time 2:13-2:33	PLC/WRAMS Time 2:15-2:36	PLC/WRAMS Time 2:18-2:40



Revised Schedule for Lincoln High School on PLC Release Days

LHS		
<u>Period Time</u>		
1	7:30 AM	8:36 AM
2	8:41 AM	9:51 AM
3A Lunch	9:56 AM	10:16 AM
3A Class	10:21 AM	1:00 PM
3B Class	9:56 AM	10:21 AM
3B Lunch	10:21 AM	10:46 AM
3B Class	10:51 AM	1:00 PM
3C Class	9:56 AM	10:51 AM
3C Lunch	10:51 AM	11:16 AM
3C Class	11:21 AM	1:00 PM
3D Class	9:56 AM	11:21 AM
3D Lunch	11:21 AM	11:56 AM
4	11:56 AM	1:02 PM
5	1:00 PM	2:13 PM
Staff PLC	2:20 PM	3:30 PM



We will nurture academic and social success for ALL learners, building a strong, respectful Howe community with students, families, and staff.

05/28/2021

Hello Howe Families-

Your child's success is our number one priority at Howe School. Howe is a strong school with students at all different places on their learning journey. Due to classroom and student quarantines and the loss of in-person instruction time last year, we need to focus on best practices and the best strategies to address the learning loss.

A strategy used in schools across the nation is a once-a-week time for staff to focus on results and growth. This is called Professional Learning Community Collaboration. We plan to modify our weekly schedule to include time for staff to communicate, review data, and prepare for individualized student success to address learning loss. After input from staff and the April parent survey, it has been decided that weekly professional collaboration for staff will occur on **Wednesday afternoons from 2:30-3:30**, beginning with the first week of school. This means that you will be able to pick up your child at 2:30 on Wednesdays.

As we move forward, this does not lengthen the school year. We have ample contact time and we know that the minor schedule modification will have no impact on the overall length of the school year.

Howe 2021-2022 Bell Schedule:

8:20 breakfast begins

8:30 1st bell & those not taking part in school breakfast arrive

8:40 tardy bell-school begins

3:30 1st bell- single student pick-ups and walkers, dismissed

3:35-2nd bell-sibling group students dismissed

On Wednesdays, the bus schedule will remain the same, and we will have supervision for students who need to be picked up at the 3:30 daily time due to parent work schedules or child care needs. Boys and Girls Club will still pick students up on Wednesdays from Howe. Please complete [this survey](#) to indicate your 2021-2022 Wednesday afternoon transportation preference.

Please email me any additional questions or comments as we strive to prioritize relationships, provide excellent instruction, and carefully watch student progress.

Thank you!
Mrs. Miller

Grove Elementary - PLC Meeting Schedule Adjustments - 2021-2022 School Year

Grove will begin their school day at 9:00 am on Monday mornings versus the regular 8:25 starting time. Students may be dropped off by parents for the 9:00 am starting time if parents choose to do so.

In order to accommodate parent work schedules or child care needs, students may arrive at the regular time on Mondays as well. Supervision will be provided for students who arrive at the regular time. A six week rotating supervision schedule will be implemented. Every week a different group of teachers will be charged with supervising students who arrive at the regularly scheduled time by buses or by parents. Remaining teachers will be meeting with their PLC groups on Monday mornings.

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2020-21**

Mid-Year / End of Year

KINDERGARTEN

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% District Goal	% of Pupils Achieving End of Year Benchmarks																			
					Grant	Grove *	Howe *	Mead *	THINK *	Wash *	Wood *	% District	Mid Year						End of Year					
Reading	Meets expectations on PALS screener	Complete the PALS Assessment	Instructional coaching/one-to-one tutoring	80	67	84	55	73	59	78	61	57	87	91	59	70	82	83	65	75				
Reading	Read aloud with appropriate accuracy and comprehension	Pass the Level C (Tan, 3/4) Benchmark Book	Instructional coaching/one-to-one tutoring	80	N/A	53	N/A	74	N/A	57	N/A	66	N/A	77	N/A	68	N/A	48	N/A	63				
Math	Write numbers 0-20	Write the numbers 0-20 with some reversals permitted, with 15/21 correct	Instructional coaching/one-to-one tutoring	80	72	56	53	84	75	77	82	79	94	94	90	88	86	79	79	79				
Math	Recognize numbers 0-30	Recognize and name numbers 0-30 in random order, with 21/30 correct	Instructional coaching/one-to-one tutoring	80	83	56	74	80	82	70	74	77	82	89	86	79	86	84	81	76				

* Meets class size reduction

PALS screener reflects beginning and end of year data

Response to COVID-19

Our elementary schools in the Wisconsin Rapids School District remained open 5 days a week throughout the entire 2020-2021 school year. We did offer an off-campus option for parents and they had the ability to move between in person and off campus instruction as they felt the need. The off-campus model was led by licensed district teachers who provided the instruction and the feedback to students. Screening data was shared and teacher summaries were provided as students transitioned from an off-campus program to an in-person program and vice-versa. The same benchmark screening tools were used in both instructional forums. Many off-campus families chose to bring their students in for a one-on-one screening process. Data was kept and shared among grade level teams in the same manner for both in-person and off-campus students. When we reported our Benchmark books data to our school board, we also included the virtual students' data separately as well as with the grade level data. We also reported all data at mid-year to the school board so they were aware throughout the year how our youngest learners were progressing.

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2020-21
Mid Year / End of Year**

FIRST GRADE

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% District Goal	% of Pupils Achieving End of Year Benchmarks										% District					
					Grant *	Grove *	Howe *	Mead *	THINK	Wash *	Wood *	Mid Year		End of Year						
Reading	Meet expectations on PALS screener	Complete the PALS Assessment	Class size reduction/ instructional coaching/ one-to-one tutoring	80	74	86	68	73	55	58	53	38	55	71	66	69	59	61	69	
Reading	Read with appropriate accuracy, fluency and comprehension	Pass the Level I (Purple, 16) Benchmark Book	Class size reduction/ instructional coaching/ one-to-one tutoring	80	61	80	40	88	35	49	21	49	18	55	53	68	53	60	40	59
Math	Addition Within 20	Complete the WRPS Math Screener	Class size reduction/ instructional coaching/ one-to-one tutoring	80	88	89	100	94	75	73	84	73	78	81	71	83	81	86	82	82
Math	Subtraction Within 20	Complete the WRPS Math Screener		80	83	86	89	81	58	55	74	56	70	95	61	67	77	69	73	70

* Meets class size reduction

PALS screener reflects beginning and end of year data

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2020-21
Mid Year / End of Year**

SECOND GRADE

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% District Goal	% of Pupils Achieving End of Year Benchmarks															
					Grant *	Grove *	Howe *	Mead *	THINK *	Wash *	Wood *	% District	Mid Year					End of Year		
Reading	Meet expectations on PALS screener	Complete the PALS Assessment	Instructional coaching/ one-to-one tutoring	80	61	63	55	62	63	71	47	45	48	50	50	76	71	67	57	62
Reading	Read with appropriate fluency, accuracy, and comprehension	Pass the Level M (Navy, 28) Benchmark Book	Instructional coaching/ one-to-one tutoring	80	78	83	56	81	70	65	47	63	47	72	53	72	67	76	55	72
Math	Meet or exceed the STAR Math benchmark score	Complete the STAR Math Assessment	Instructional coaching/ one-to-one tutoring	80	86	90	58	74	85	92	68	73	83	94	85	83	85	84	79	84

* Meets class size reduction

PALS screener reflects beginning and end of year data

Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2020-21
Mid Year / End of Year

THIRD GRADE

Subject	Describe what the student should know or be able to do at the end of the school year.	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe which strategies will be used to reduce the achievement gap	% District Goal	% of Pupils Achieving End of Year Benchmarks															
					Grant *	Grove *	Howe *	Mead *	THINK *	Wash *	Wood	District	Mid-Year		End of Year					
Reading	Meet or exceed the STAR Reading benchmark score	Complete the STAR Reading Assessment	Instructional coaching/one-to-one tutoring	80	76	68	57	59	72	79	61	54	82	95	79	72	76	78	72	72
Reading	Read with appropriate fluency, accuracy, and comprehension	Pass the Level P (Peach, 38) Benchmark Book	Instructional coaching/one-to-one tutoring	80	*49	61	37	63	69	79	56	55	72	79	68	72	71	75	55	70
Math	Meet or exceed the STAR Math benchmark score	Complete the STAR Math Assessment	Class size reduction/ instructional coaching/ one-to-one tutoring	80	93	90	71	78	81	78	72	68	100	95	93	87	92	93	86	84

* Meets class size reduction

Percentage of Off Campus Students that Met Benchmark 2020-21 School Year

Grade	Percentage
Kindergarten	70%
1st Grade	31%
2nd Grade	55%
3rd Grade	85%
4th Grade	80%
5th Grade	52%