



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

Katie Bielski-Medina, Chairperson
John Benbow, Jr.
Troy Bier
Larry Davis
Julie Des Jarlais
Sandra Hett
John Krings, President

August 1, 2022

LOCATION: Central Office, Conference Room A/B
510 Peach Street, Wisconsin Rapids, WI Conference

TIME: 6:00 p.m.

I. Call to Order

II. Pledge of Allegiance

III. Public Comment

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

IV. Actionable Items

- A. 2023-2024 and 2024-2025 Calendar Revisions
- B. The Behavioral, Emotional and Social Traits (b.e.s.t.) Screener Grant Application
- C. Title VI of the Elementary and Secondary Education Act: Indian Education Grant Application

V. Updates

- A. Novel Selection Process at Lincoln High School for Student Choice Novels
- B. Achievement Gap Reduction (AGR) End of Year Report
- C. Gifted and Talented Educational Services (GATES) Update
- D. Seclusion and Restraint Report

VI. Consent Agenda Items

VII. Future Agenda Items/Information Requests

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

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

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



BACKGROUND

Katie Bielski-Medina, Chairperson
John Benbow, Jr.
Troy Bier
Larry Davis
Julie Des Jarlais
Sandra Hett
John Krings, President

August 1, 2022

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

TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment
- IV. Actionable Items
 - A. 2023-2024 and 2024-2025 Calendar Revisions

During the 2021-2022 school year the School Board approved a school calendar change that would create an unpaid day for teaching staff at the end of October. That day was added to August as a Professional Development Day. Historically, many Wisconsin school districts provided an off day for teachers and students in late October. Our district moved away from this practice in recent years and has instead scheduled the October date as a Professional Development Day for staff. The staff was very appreciative of the unpaid day in late October which gave an Autumn Break to both teachers and students. The professional development that was provided in August was more timely for implementation at the beginning of the school year than if provided in late October.

The 2023-2024 and 2024-2025 school year calendars were approved by the Board of Education in January 2021. Roxanne Filtz, Director of Curriculum and Instruction, will present a proposal to the Board of Education that would once again move the October Professional Development Day in both the 2023-24 and the 2024-25 school years to a day in August, before school is in session for teachers. This would allow the October date to then be an off day for BOTH students and teachers. Moving the date will not adversely impact professional development plans since professional staff members will still be required to attend and participate in planned activities in

August – their contracted work date would simply move from October to August. The revised calendars are presented as Attachment A.

The administration recommends approval of the proposed changes to the 2023-2024 and 2024-2025 school year calendars that would move the October Professional Development Day to August, thus providing both teachers and students with an Autumn Break day in late October.

B. The Behavioral, Emotional and Social Traits (b.e.s.t.) Screener Grant Application

The b.e.s.t. Screener is a universal screening platform which helps to identify students who may benefit from additional positive behavioral supports. This screener has been used in our elementary buildings for the past several years and is free for qualifying schools who receive the b.e.s.t. grant.

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 will pay for the implementation of b.e.s.t.

The administration recommends approval of the b.e.s.t. Grant Application for the 2022-2023 school year.

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

The Title VI program is designed to address the unique cultural, language, and educational needs of American Indian and Alaska native students. Each year WRPS collaborates with a local committee of families that are served under the Title VI program. Attachment B has a breakdown of the Grant's objectives, funding, and funding priorities.

Steve Hepp, Director of Pupil Services, 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 2022-2023 school year.

V. Updates

A. Novel Selection Process at Lincoln High School for Student Choice Novels

As part of offering an inclusive and diversified curriculum, the English/Language Arts (ELA) Departments at both Wisconsin Rapids Area Middle School (WRAMS) and Lincoln High School (LHS) offer student choice novels as part of a book bundle for certain units of study in their curriculum. The novels that are offered fit within the same theme or genre. Each team of teachers has worked diligently to select books that capture students' attention and engage their interest as well as fit their reading levels. The department strives to update the collection as often as they are able, bringing the titles through the district curriculum committee and involving the district library media specialist to ensure they are selecting quality, diverse pieces that also have plenty of options available with audio support.

The Secondary ELA Department has created a detailed novel selection process that involves all English teachers, students and parents. Parents or guardians have the ability to make the final decision about which novel their student will or will not read during a unit that offers novel choices. For each title that is offered in a book bundle, parents/guardians will find short summaries about the book, the reading level (Lexile), the availability of audio support, and live links to additional information. This will allow the family to make informed decisions together about the book choice when book bundles are offered as the resource.

An example of a Book Bundle Summary is presented as Attachment C.

Ms. Filtz and Miranda Moody, District 6-12 Language Arts Coordinator, will be present to share the process in detail and answer any questions that the committee may have.

B. 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 individual school's implementation of the AGR contract requirements, performance objectives, and success in attaining the objectives. The End of Year 2021-2022 AGR Report is presented as Attachment D. Ms. Filtz and Jennifer Wilhorn, Assistant Director of Curriculum, will share this information with the Committee.

C. Gifted and Talented Educational Services (GATES) Update

Kelly Bluell, the District K-12 Gifted and Talented Educational Services (GATES) Coordinator, will be present to recap the work of the 2021-2022 GATES program and preview the work to come during the 2022-2023 school year.

D. Seclusion and Restraint Report

Wisconsin Statute 118.305(4)(c) requires that an annual report be made to the School Board which includes the number of incidents of seclusion and or physical

restraint that took place in the schools during the previous school year, the total number of pupils who were involved in the incidents and the number of children with disabilities who were involved in the incidents. Attachment E provides this annual report. Mr. Hepp will be present to explain the report to the Committee.

VI. 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.

VII. 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:

- ESSA Update (September)
- Council for Instructional Improvement Parent Representatives (September)
- New Course/Curriculum Modification Proposals – Discussion (October)
- ECCP/SCN (November)
- School & District Report Cards (November)
- New Course/Curriculum Proposals – Decision (November)



WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR

2023-24

Proposed Change for ESC Meeting 8-1-22: The 10/27/23 date becomes Autumn Break Day - PD date moves to 8/28/23 (An additional assigned PD date to occur 8/21-8/25 - yet to be determined...)

AUGUST 2023 4 → 5					SEPTEMBER 2023 20/19					OCTOBER 2023 22 21/21				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
	1	2	3	4					1	2	3	4	5	6
7	8	9	10	11	LD 4	(5	6	7	8	9	10	11	12	13
14	15	16	17	18	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	18	19	20	21	22	23	24	25	26	PD 27
PD 28	29	30	31		25	26	27	28	29	30	31			AB 27
NOVEMBER 2023 20/19					DECEMBER 2023 16/15					JANUARY 2024 22/21				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
		1	2	3					PD/RK1	WB 1	2	3	4	5
6	7	8	9	10	(4	5	6	7	8	8	9	10	11	12
13	14	15	16	17	11	12	13	14	15	PD 15	16	17	18	19
20	21	TG 22	TG 23	TG 24	18	19	20	21	22	22	23	24	25	26
27	28	29	30)	WB 25	WB 26	WB 27	WB 28	WB 29	29	30	31		
FEBRUARY 2024 21/21					MARCH 2024 16/15					APRIL 2024 22/21				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
			1	2					PD/RK1	1	2	3	4	5
5	6	7	8	9	(4	5	6	7	8	8	9	10	11	12
12	13	14	15	16	11	12	13	14	15	15	16	17	18	PD 19
19	20	21	22	23	18	19	20	21	22	22	23	24	25	26
26	27	28	29)	SB 25	SB 26	SB 27	SB 28	SB 29	29	30			
MAY 2024 23/22					JUNE 2024 3/2					JULY 2024				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
		1	2	3						1	2	3	ID 4	5
6	7	8	9	10	3	4	RK 5	6	7	8	9	10	11	12
13	14	15	16	17	10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	17	18	19	20	21	22	23	24	25	26
MD 27	28	29	30	31	24	25	26	27	28	29	30	31		

Teachers Return - Inservice Days Student Attendance Days (Shaded) () = **TRI begins/ends

- ~~8/21-8/28~~ - Teachers Work 1 day in lieu of September PD date
- 8/28-8/31 - Teachers Return (work 3 5 days)
- 9/4 - (LD) Labor Day ** No School
- 9/5 - First Day for Students
- 10/27 - (PD) Prof Dev Day Autumn Break ** No School
- 11/22-24 - (TG) Thanksgiving ** No School
- 12/1 - (PD/RK) Prof Dev/Rkpg Day ** No School
- 12/25 - 1/1 - (WB) Winter Break ** No School
- 1/15 & 3/1 - (PD/RK) PD/Recdkpg Day ** No School
- 3/25 - 3/29 - (SB) Spring Break ** No School
- 4/19 - (PD) Prof Dev Day ** No School
- 5/27 - (MD) Memorial Day ** No School
- 6/4 - Last Day for Students (1/2 day)
- 6/5 - (RK) Recordkeeping

Trimester Schedule:
 1st Trimester: 9/5/23 - 11/30/23
 2nd Trimester: 12/4/23 - 2/29/24
 3rd Trimester: 3/4/24 - 6/4/24

Tri 1 = 59 days
 Tri 2 = 57 days
 Tri 3 = 60 days

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WISCONSIN RAPIDS PUBLIC SCHOOLS CALENDAR

2024-25

DRAFT 8-1-22

*10/25 date changes from student contact day to Autumn Brk day - student contact day moves to 11/1, PD day on 11/1 moves to 8/26

AUGUST 2024					SEPTEMBER 2024					OCTOBER 2024				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
			1	2	LD 2	(3	4	5	6		1	2	3	4
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
19	20	21	22	23	23	24	25	26	PD 27	21	22	23	24	AB 25
26	27	28	29	30	30					28	29	30	31	
NOVEMBER 2024					DECEMBER 2024					JANUARY 2025				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
				PD 1	2	3	4	5	6			WB 1	2	3
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
18	19	20	21	22	WB 23	WB 24	WB 25	WB 26	WB 27	PD 20	21	22	23	24
25	26	PD/RK 27	TG 28	TG 29	WB 30	WB 31				27	28	29	30	31
FEBRUARY 2025					MARCH 2025					APRIL 2025				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
					3	4	(5	6	PD/RK 7		1	2	3	4
3	4	5	6	7	10	11	12	13	14	7	8	9	10	11
10	11	12	13	14	17	18	19	20	21	14	15	16	17	PD 18
17	18	19	20	21	SB 24	SB 25	SB 26	SB 27	SB 28	21	22	23	24	25
24	25	26	27	28	31					28	29	30		
MAY 2025					JUNE 2025					JULY 2025				
MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI	MON	TUE	WED	THUR	FRI
			1	2	2	3	4	5	RK 6		1	2	3	ID 4
5	6	7	8	9	9	10	11	12	13	7	8	9	10	11
12	13	14	15	16	16	17	18	19	20	14	15	16	17	18
19	20	21	22	23	23	24	25	26	27	21	22	23	24	25
MD 26	27	28	29	30	30					28	29	30	31	

Teachers Return - Inservice Days

Student Attendance Days (Shaded)

() = **TRI begins/ends

8/26-8/29 - Teachers Return (work 3 4 days)

9/2 - (LD) Labor Day ** No School

9/3 - First Day for Students

9/27 & 11/1 - (PD) Prof Dev Day ** No School

10/25 - Autumn Break - No School

11/27 - (PD/RK) Prof Dev/Rkpg Day ** No School

11/28-29 - (TG) Thanksgiving ** No School

12/23 - 1/1 - (WB) Winter Break ** No School

1/20 & 3/7 - (PD/RK) PD/Recdkpg Day ** No School

3/24 - 3/28 - (SB) Spring Break ** No School

4/18 - (PD) Prof Dev Day ** No School

5/26 - (MD) Memorial Day ** No School

6/5 - Last Day for Students (1/2 day)

6/6 - (RK) Recordkeeping

Trimester Schedule:

1st Trimester: 9/3/24 - 11/26/24

2nd Trimester: 12/2/24 - 3/4/25

3rd Trimester: 3/5/25 - 6/5/25

Tri 1 = 59 days
Tri 2 = 58 days
Tri 3 = 59 days

DRAFT

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:

- Increasing academic achievement
- Increase knowledge of cultural identity and awareness
- Increase parent participation

Funding:

2019-20: \$23,048

2020-21: \$25,378

2021-22: \$28,133

2022-23: \$30,187

2022-2023 Funding Priorities:

- Approximately 65% 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 (if Nation open to visitors)
- Cultural events

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 (unable to complete due to nation not accepting visitors)
- Cultural events
- Cultural celebration of graduating seniors

Essential Questions:

Attachment C

What happens when our belief systems come into conflict with those of a group or society? Why is it critical to consider the effects of our actions and words on other people?

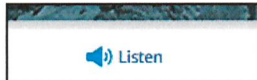
Directions: Read through the info, page through the books, and view the linked video clips to identify your top three choices.

Title/Author	Lexile/Pages	Brief Summary
<p><u>Frankenstein</u> by Mary Wollstonecraft Shelley</p> <p>* Audio (Unlimited Digital)</p>	<p>(4 available) 1170L 223 pages</p>	<p>In this cautionary tale about the dangers of advancement, a man who is risking his entire crew's life to reach the Arctic brings aboard a sick, exhausted man his crew discovered. The stranger tells his story of being a young science student named Victor Frankenstein. Obsessed with "bestowing animation upon lifeless matter," Frankenstein assembles a human being from stolen body parts, but when he succeeds in bringing it to life, he is horrified and abandons it. Tormented by isolation and loneliness, the once-innocent creature turns to evil and unleashes a campaign of murderous revenge against his creator, Frankenstein. See instructor for an additional resource about navigating the first part of the book "letters" or click here.</p>
<p><u>Les Misérables</u> by Victor Hugo</p> <p>* Audio (Unlimited Digital)</p>	<p>(4 available) 990L 400 pages</p>	<p>Jean Valjean, freshly released from a French prison, is caught stealing silver from an extraordinarily pious Bishop. Amazingly, this Bishop denies the silver is stolen, allowing Valjean to go free. Valjean, brutalized by nineteen years of life in "the galleys" and suffering poverty and maltreatment as an ex-convict, is so affected by this merciful act that he vows to reform. Seven years later he has changed his name and transformed himself into a righteous and contributing member of society, now a prominent factory owner and town Mayor. Life is good as he shares his profits and kind heart with the poor and unfortunate--until his past catches up with him. Valjean is then faced with an incredible choice that challenges all he has come to stand for.</p>
<p><u>A Tree Grows in Brooklyn</u> by Betty Smith</p> <p>* Audio (2 Digital)</p>	<p>(4 available) 810L 528 pages</p>	<p>From the moment she entered the world, Francie needed to be made of stern stuff, for the often harsh life of Williamsburg demanded fortitude, precocity, and strength of spirit. Often scorned by neighbors for her family's erratic and eccentric behavior—such as her father Johnny's taste for alcohol and Aunt Sissy's habit of marrying serially without the formality of divorce—no one, least of all Francie, could say that the Nolans' life lacked drama. By turns overwhelming, sublime, heartbreaking, and uplifting, the Nolans' daily experiences are tenderly threaded with family connectedness and raw with honesty. Betty Smith has, in the pages of <i>A Tree Grows in Brooklyn</i>, captured the joys of humble Williamsburg life—from "junk day" on Saturdays, when the children of Francie's neighborhood traded their weekly take for pennies, to the special excitement of holidays, bringing cause for celebration and revelry. Betty Smith has artfully caught this sense of exciting life in a novel of childhood, replete with incredibly rich moments of universal experiences—a truly remarkable achievement for any writer.</p>
<p><u>Hotel on the Corner between Bitter and Sweet</u> by Jamie Ford</p> <p>* Audio (1 Digital ; 1 CD)</p>	<p>(3 available) 850L 310 pages</p>	<p>Henry Lee comes upon a crowd gathered outside the Panama Hotel, once the gateway to Seattle's Japantown. It has been boarded up for decades, but now the new owner has made an incredible discovery: the belongings of Japanese families, left when they were rounded up and sent to internment camps during World War II. As Henry looks on, the owner opens a Japanese parasol, which takes Henry back to the 1940s, at the height of the war, when young Henry's world is a jumble of confusion and excitement, and to his father, who is obsessed with the war in China and having Henry grow up American. While "scholarshipping" at an exclusive elementary school, where the white kids ignore him, Henry meets Keiko Okabe, a young Japanese American student. Amid the chaos of blackouts, curfews, and FBI raids, Henry and Keiko forge a bond of friendship—and innocent love—that transcends the long-standing prejudices of their Old World ancestors. And after Keiko and her family are evacuated to the internment camps, she and Henry are left hoping that the war will end, and that their promise to each other will be kept.</p>
<p><u>My Sister's Keeper</u> by Jodi Picoult</p>	<p>(3 available) 770L 423 pages</p>	<p>Anna is not sick, but she might as well be. By age thirteen, she has undergone countless surgeries, transfusions, and shots so that her older sister, Kate, can somehow fight the leukemia that has plagued her since childhood. The product of preimplantation genetic diagnosis, Anna was conceived as a bone marrow match for Kate—a life and a role that she has never challenged...until now. Like most teenagers, Anna is beginning to question who she truly is. But unlike most teenagers, she has always been defined in terms of her sister—and so Anna makes a decision that for most would be unthinkable, a decision that will tear her family apart and have perhaps fatal consequences for the sister she loves. What does it mean to be a good parent, a good sister, a good person? Is</p>

<p>* Audio (1 Digital ; 1 CD)</p>		<p>it morally correct to do whatever it takes to save a child's life, even if that means infringing upon the rights of another? Is it worth trying to discover who you really are, if that quest makes you like yourself less? Should you follow your own heart, or let others lead you?</p>
<p><u>A Soldier's Secret</u> by Marissa Moss</p> <p>* Audio (2 Digital)</p>	<p>(2 available)</p> <p>860L 362 pages</p>	<p>Historical fiction at its best, this novel by bestselling author Marissa Moss tells the story of Sarah Emma Edmonds, who masqueraded as a man named Frank Thompson during the Civil War. Her adventures include serving as a nurse on the battlefield and spying for the Union Army, and being captured by (and escaping from) the Confederates. The novel is narrated by Sarah, offering readers an in-depth look not only at the Civil War but also at her journey to self-discovery as she grapples with living a lie and falling in love with one of her fellow soldiers. Using historical materials to build the foundation of the story, Moss has crafted a captivating novel for the YA audience. The book includes a Civil War timeline, archival photos, a glossary of names, a detailed note on sources, and a new readers guide.</p>
<p><u>Code Talker</u> by Joseph Bruchac</p> <p>* Audio (Unlimited Digital ; 1 CD ; 1 Playaway)</p>	<p>(3 available)</p> <p>910L 240 pages</p>	<p>Sixteen-year-old Ned hated life in the Navajo mission school where he was sent. There, "anything that belonged to the Navajo way was bad, and our Navajo language was the worst." However, in one of the greatest ironies in American history, when WWII broke out, Navajos—victims of the US Army effort to destroy them in the 1860s and the harshness of the mission schools in the 20th century—were recruited by the Marine Corps to use their native language to create an unbreakable code. Navajo is one of the hardest of all American Indian languages to learn, and only Navajos can speak it with complete fluency. So, Ned joined a select group of Navajo code talkers to create one code the Japanese couldn't break. Telling his story to his grandchildren, Ned relates his experiences in school, military training, and across the Pacific.</p>
<p><u>Lions of Little Rock</u> by Kristin Levine</p> <p>* Audio (2 Digital)</p>	<p>(2 available)</p> <p>630L 230 pages</p>	<p>In Little Rock, Arkansas, in 1958, as politicians rage for and against the struggle to integrate schools, Marlee, 13, is a math whiz but she has a personal problem with mutism—she's terrified to say things aloud in public. Then she makes friends—and more importantly, talks—with Lizzie, the new girl in her middle school, who encourages Marlee to even do an oral presentation in class together. Then one day Lizzie is thrown out of school. It turns out that she is a light-skinned black passing for white, and the locals refuse to follow the federal integration order. Marlee and Lizzie meet secretly, until it becomes too dangerous, with threatening phone calls and the KKK always around. Marlee discovers dynamite in a classmate's car, and yet still the police do nothing. Marlee's first-person narrative brings home the standoffs with classmates, family, and officials, but what is most moving is that while most do not change, some do. Readers who want more about the history can start with the long final note and bibliography.</p>
<p><u>Dress Codes for Small Towns</u> by Kristin Levine</p> <p>No library audio</p>	<p>(4 available)</p> <p>710L 352 pages</p>	<p>As the tomboy daughter of the town's preacher, Billie McCaffrey has always struggled with fitting the mold of what everyone says she should be. She'd rather wear sweats, build furniture, and get into trouble with her solid group of friends: Woods, Mash, Davey, Fifty, and Janie Lee. But when Janie Lee confesses to Billie that she's in love with Woods, Billie's filled with a nagging sadness as she realizes that she's also in love with Woods...and maybe with Janie Lee, too. Always considered "one of the guys," Billie doesn't want anyone slapping a label on her sexuality before she can understand it herself. So she keeps her conflicting feelings to herself, for fear of ruining the group dynamic. Except it's not just about keeping the peace; it's about understanding love on her terms—this thing that's always been defined as a boy and a girl falling in love/living happily ever after. For Billie—a box-defying dynamo—it's not that simple.</p>
<p><u>Battle of Jericho</u> by Sharon Draper</p> <p>* Audio (Unlimited Digital ; 1 CD ; 1 Playaway)</p>	<p>(3 available)</p> <p>700L 352 pages</p>	<p>The Warriors of Distinction are Douglas High's elite group, a brotherhood separate from school, a service club with a secret initiation resulting in a slick jacket that is the ultimate status symbol for the guys. When cousins Josh and Jericho and their friend Kofi are asked to participate in the Christmas toy drive, they know they are being considered as members. When Kofi's girlfriend Dana sneaks into the midnight initiation, demanding her right to join, everyone knows that this will not be an ordinary pledge group. Draper drops plenty of hints that hazing can be dangerous, even deadly and then supplies a dénouement that's unexpected, but somehow inevitable.</p>
<p><u>Life As We Knew It</u> by Susan Beth Pfeffer</p>	<p>(3 available)</p> <p>770L 337 pages</p>	<p><i>I guess I always felt even if the world came to an end, McDonald's still would be open.</i> High school sophomore Miranda's disbelief turns to fear in a split second when an asteroid knocks the moon closer to Earth, like "one marble hits another." The result is catastrophic. How can her family prepare for the future when worldwide tsunamis are wiping out the coasts, earthquakes are rocking the continents, and volcanic ash is blocking out the sun? As August turns dark and wintery in northeastern Pennsylvania, Miranda, her two brothers, and their mother retreat to the unexpected safe haven of their sunroom, where</p>

<p>* Audio (1 Digital ; 1 CD)</p>		<p>they subsist on stockpiled food and limited water in the warmth of a wood-burning stove. Told in a year's worth of journal entries, this heart-pounding story chronicles Miranda's struggle to hold on to the most important resource of all—hope—in an increasingly desperate and unfamiliar world.</p>
<p><u>The Dead and the Gone</u> by Susan Beth Pfeffer * Audio (2 Digital)</p>	<p>(3 available) 680L 321 pages</p>	<p>Susan Beth Pfeffer's <i>Life as We Knew It</i> enthralled and devastated readers with its brutal but hopeful look at an apocalyptic event—an asteroid hitting the moon, setting off a tailspin of horrific climate changes. Now this harrowing companion novel examines the same events as they unfold in New York City, revealed through the eyes of seventeen-year-old Puerto Rican Alex Morales. When Alex's parents disappear in the aftermath of tidal waves, he must care for his two younger sisters, even as Manhattan becomes a deadly wasteland, and food and aid dwindle. With haunting themes of family, faith, personal change, and courage, this powerful novel explores how a young man takes on unimaginable responsibilities.</p>
<p><u>Peak</u> by Roland Smith * Audio (2 Digital)</p>	<p>(3 available) 760L 256 pages</p>	<p>After Peak Marcello is arrested for scaling a New York City skyscraper, he's left with two choices: wither away in Juvenile Detention or go live with his long-lost father, who runs a climbing company in Thailand. But Peak quickly learns that his father's renewed interest in him has strings attached. <i>Big</i> strings. As owner of Peak Expeditions, he wants his son to be the youngest person to reach the Everest summit--and his motives are selfish at best. Even so, for a climbing addict like Peak, tackling Everest is the challenge of a lifetime. But it's also one that could cost him his life.</p>

(*) = audio available through LHS library



-----If the link on the title takes you to an Amazon site, click on this symbol to open and read a selection of the book.

-----Some titles in Amazon also have a link to a portion of audio available for purchase with an Amazon Audible account.

Wisconsin Rapids Public Schools Achievement Gap Reduction School Board Detailed Report 2021-22

WISCONSIN RAPIDS PUBLIC SCHOOLS

Presented by:

Roxanne Filtz

Director of Curriculum and Instruction, Wisconsin Rapids Public Schools

Summer 2022

Achievement Gap Reduction - Department of Public Instruction Report

The first section of this report is the Achievement Gap Reduction Report that has been submitted to the Department of Public Instruction as required.

Each district sets its own District Goal to determine the percent of students who will reach the District benchmark that is set for each grade level in Reading and Math from kindergarten through 3rd grade. Wisconsin Rapids Public Schools has always kept the goal at 80% of **ALL** students, regardless of background or special education status, will meet the expectations as determined by the PALS or Star Screener and will pass the reading level benchmark that has been identified for each grade level for Reading. For Math the benchmark for kindergarten and first grade is measured through District designed screeners and second and third grades use the Star assessment.

When you look at the report, you will notice that there is no Beginning of the Year report in Reading for Kindergarten Benchmark Books as kindergarten students do not record achievement with Benchmark Books until the end of kindergarten year. In addition, the PALS screener data reflects beginning of the year (September/early October) and End of Year (late May) data.

It is also important to know that the “bar” for reaching the benchmark rises throughout the school year for kindergarten and 1st grade math. Therefore, student expectations are higher in order to be considered proficient at the end of the school year on the math district screeners for kindergarten and 1st grade than they are at the beginning of the school year.

We use two different metrics, PALS or STAR in addition to Benchmark Books, for Reading at all three grades so that we have a better overall understanding of student growth in particular areas.

As part of the DPI reporting, districts must identify each school's success in attaining the performance objectives established in the AGR contract and which AGR strategies the school implemented. That information is clearly listed in the following report.

In addition, the district must identify which schools and grade levels within those schools meet the class size reduction identification of 18:1. That is indicated on the report with the asterisk (*) next to the school building name.

Finally, the district must provide a narrative on the report which details the effects of Covid-19 on instruction and learning. That narrative is included on the bottom of Page 1 of the report.

Although we did not always reach the 80% benchmark that was set, almost all grade levels in all schools in both Math and Reading showed growth from Beginning-of-Year to End-of-Year.

**Wisconsin Rapids Public Schools
Achievement Gap Reduction Report
2021-22
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	63	90	46	51	64	68	35	63	64	75	58	67	68	81	56	71
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	54	N/A	63	N/A	60	N/A	52	N/A	70	N/A	43	N/A	79	N/A	60
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	81	79	47	63	72	79	57	59	77	81	63	83	84	89	69	76
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	87	61	61	74	75	49	61	81	67	78	65	91	96	74	74

* Meets class size reduction

PALS screener reflects beginning and end of year data

Response to COVID-19
 The classroom teachers and interventionists have continued to support students in multiple ways during the 2021-2022 school year. While the majority of our students had the benefit of in-person learning, there were still multiple quarantines ranging from 5-10 days that disrupted the continuity of classroom learning. Classroom teachers and interventionists provided zoom lessons, at-home learning materials, and additional learning support as each individual situation required, however those efforts cannot replace the value of in-person learning. The inconsistency from the 2020-2021 school year, as well as disrupted learning this year, contributed to lower scores on the screener scores.
 Despite the challenges for our students and staff, learning has continued to flourish in our classrooms as everyone works together to address the learning loss from previous years and the unique challenges that our current school has brought. While the beginning of the year data was lower than hoped, we are confident that both our mid-year and end-of-year data will reflect success for our students.

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															
					Grant *		Grove *		Howe *		Mead *		THINK		Wash *		Wood *		% District	
					Mid Year	End of Year	Mid Year	End of Year	Mid Year	End of Year	Mid Year	End of Year	Mid Year	End of Year	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	78	61	75	53	46	38	61	62	80	56	85	80	80	60	71
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	54	72	69	78	33	43	37	47	23	53	58	83	62	68	48	63
Math	Addition Within 20	Complete the WRPS Math Screener	Class size reduction/instructional coaching/one-to-one tutoring	80	83	83	86	78	88	79	76	76	90	90	90	81	89	90	86	82
Math	Subtraction Within 20	Complete the WRPS Math Screener		80	74	77	72	73	71	62	55	59	80	58	77	60	80	83	73	67

* Meets class size reduction

PALS screener reflects beginning and end of year data

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	Mid Year	End of Year	Mid Year	End of Year	Mid Year	End of Year	Mid Year	End of Year	Mid Year	End of Year				
Reading	Meet expectations on PALS screener	Complete the PALS Assessment	Instructional coaching/one-to-one tutoring	80	86	76	75	68	54	63	51	43	44	50	57	62	65	76	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	77	85	54	95	59	57	62	70	44	64	58	60	52	73	59	70
Math	Meet or exceed the STAR Math benchmark score	Complete the STAR Math Assessment	Instructional coaching/one-to-one tutoring	80	88	93	95	82	79	84	75	68	81	93	76	89	87	96	82	86

* Meets class size reduction

PALS screener reflects beginning and end of year data

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	Mid-Year	End of Year	Mid-Year	End of Year	Mid-Year	End of Year	Mid-Year	End of Year	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	80	79	69	76	76	87	56	68	65	67	74	63	81	79	72	74
Reading	Read with appropriate fluency, accuracy, and comprehension	Pass the Level P (Peach, 38) Benchmark Book	Instructional coaching/ one-to-one tutoring	80	52	75	58	68	64	83	61	65	50	69	63	71	49	77	57	74
Math	Meet or exceed the STAR Math benchmark score	Complete the STAR Math Assessment	Class size reduction/ instructional coaching/ one-to-one tutoring	80	92	90	75	75	83	89	84	75	92	83	83	87	93	92	86	84

* Meets class size reduction

Data Informed Decision Making

The following K-5 detailed Reading Screener Report provides the reading progressional trends of the same class of students as they moved through the grade levels from 2017-2018 through the 2021-2022 school year. In addition, the school year narratives provide the background of the various resources that were in place for Reading, Writing and Word Study during each school year as well as a synopsis of some of the other factors that affected the day to day teaching and learning of our students. Following the introduction are the charts that depict the Reading data of a particular grade level of students based on the PALS Screener in grades K-1 and the Star Screener in grades 2-5.

Introduction

School Year 2017-2018 was the last year that WRPS used the *Trophies* curriculum resource as well as *Words Their Way* for Reading, Phonics and Word Study in the District for grades 1-5. Our district implemented *Writing Units of Study* during 2017-2018 and many teachers started using more of a workshop model for teaching English/Language Arts (ELA) not only in Writing, but also in Reading. During 2017-2018 multiple reading resources were being piloted by various teachers throughout the district. In addition, many teachers reported using supplemental materials that they were finding on their own to help fill the gaps the classroom teachers were experiencing in their instruction. Elementary ELA was in the midst of a multi-year curriculum acquisition process at this time. Regular school board updates were provided during this acquisition process.

The district was also still operating under a two semester system. This means that the first Benchmarks, known as the beginning of the year benchmarks, were not collected until January. Now that we are in a trimester system, the first benchmarks are collected in late November through early December.

School Year 2018-2019 was a transition year between the *Trophies* resource being used for Reading to the *Units of Study* being used for Reading instruction. As with any acquisition and transfer from one curriculum resource to another, there was a great deal of professional development that went along with implementing the new resource. The District Professional Development days were laser focused on Reading instruction and how to implement the *Reading Units of Study* with fidelity as well as focus on the *Writing Units of Study* which had only been implemented for one school year. *Writing Units of Study*, *Words Their Way* and *Reading Units of Study* (K-5) were the common resources being used this year with some K-1 teachers piloting *Phonics Units of Study* instead of *Words Their Way*.

In addition, the district moved to trimesters in 2018-2019, so beginning of the year data was collected in late November/early December versus mid to late January. *Writing Units of Study* was in its second year of use throughout grades K-5.

School Year 2019-2020 was cut short on March 16, 2020 by the Covid-19 Pandemic. End of the year data was not able to be collected and there was no formal teacher-led instruction from mid-March until September of the 2020-2021 school year.

At the beginning of the 2019-2020 school year, *Writing Units of Study*, *Words Their Way* (2nd-5th), and *Reading Units of Study* were the common resources being used along with most K-1 teachers using *Phonics Units of Study*. In addition, it was during the 2019-2020 school year that most 2nd grade teachers began piloting *Phonics Units of Study*.

School Year 2020-2021 began with students returning in person, with many mitigation strategies implemented, and the educational world turned upside down because of the pandemic. Much time was spent trying to determine where lost instruction occurred and what our students needed. For example, typical second grade students were not coming into second grade as typical second grade students. They had not been in the building for nearly six months and many had limited social interaction or any instruction in any area during that time. Classroom teachers were concentrating on determining where each of their students was performing and then differentiating their instruction based on their screeners and observations. And all of this was being done while understanding that our kids had not had formal instruction for 6 months! As a District, our Free and Reduced lunch numbers were increasing as well as many families found themselves in situations where employment was lost or minimized due to the pandemic.

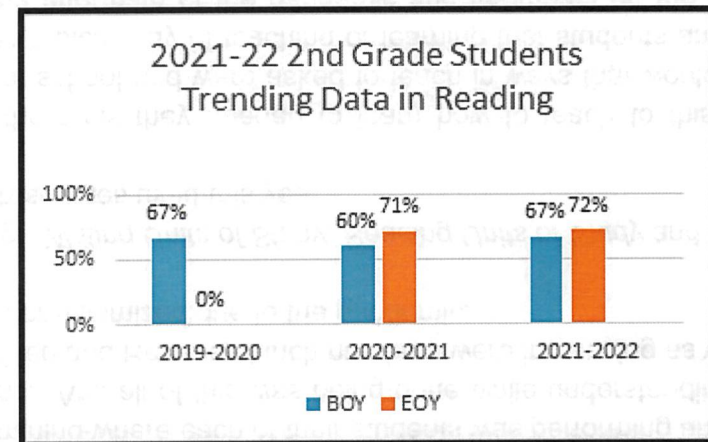
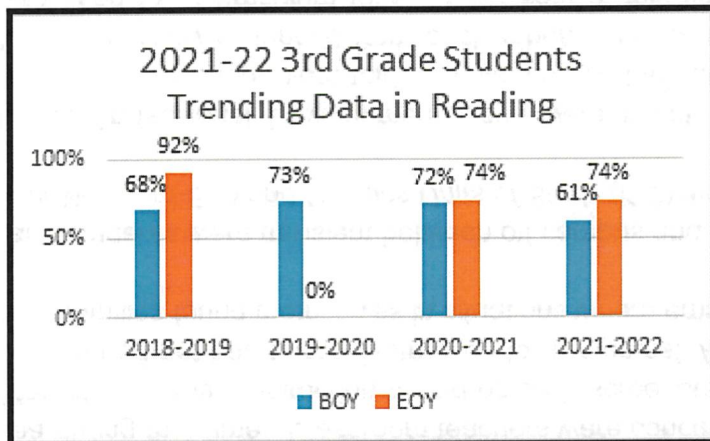
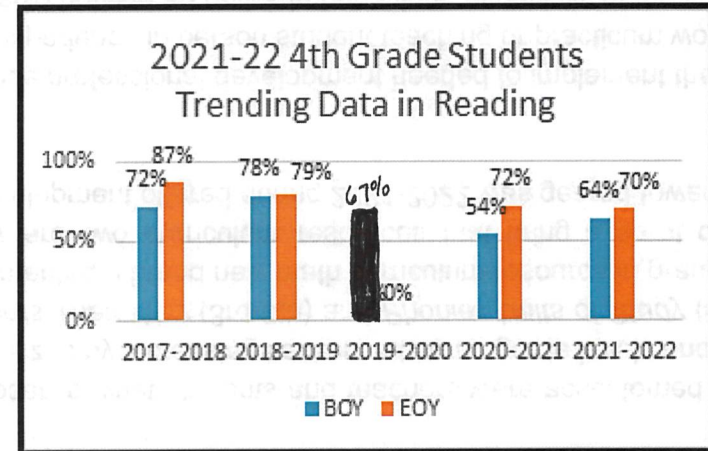
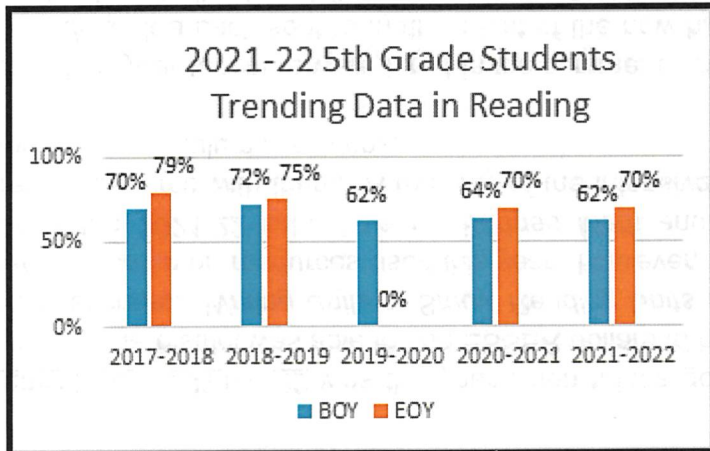
Many students were transient between off campus and in person learning. *Writing Units of Study*, *Reading Units of Study* and *Words Their Way* (3rd-5th) and *Phonics Units of Study* (K-2) were the common resources used this year.

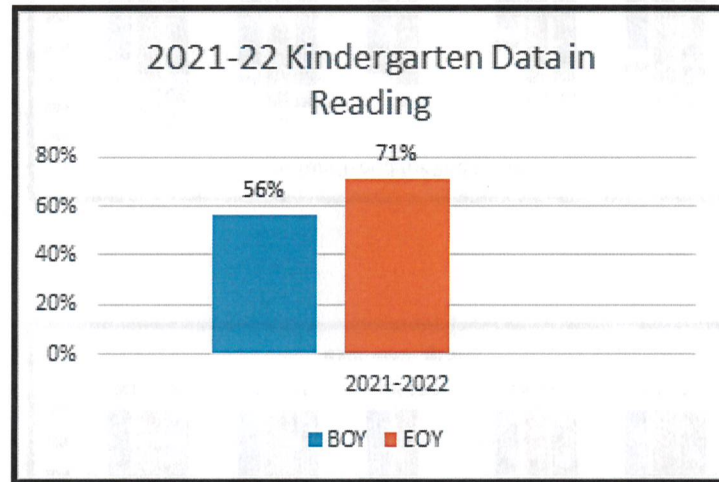
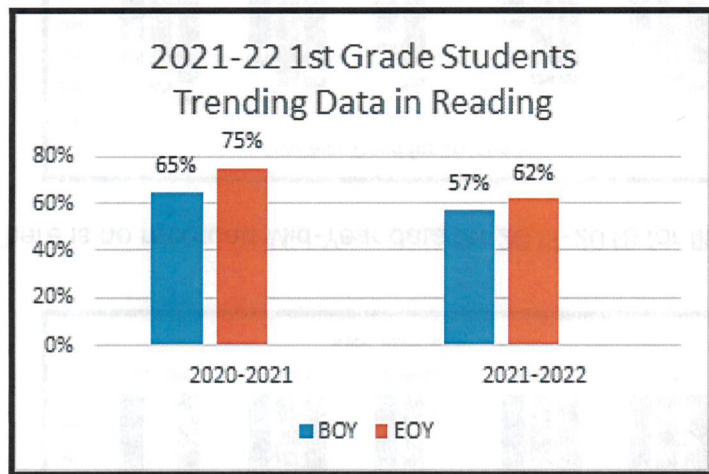
District Professional Development Days were spent giving teachers the tools they needed to learn how to teach to this “new audience”. Teachers were told to make certain their students felt safe at school and were asked to teach in ways that would keep students socially distanced from each other. This was definitely not the typical way of teaching or learning that students and staff were used to. Curriculum took a back seat at this time to focus on the aftermath of the pandemic and its impact on the social, emotional and mental health of our students and teachers.

School Year 2021-2022 was the year when things got back a little closer to what students and teachers were accustomed to. In addition, the district was able to use ESSER dollars to help reduce class sizes by increasing sections at some grade levels and hiring extra teachers. *Writing Units of Study*, *Reading Units of Study* and *Words Their Way* (3rd-5th) and *Phonics Units of Study* (K-2nd) were the common resources used this year. However, the District implemented a brand new math curriculum resource in grades K-5 during the 2021-22 school year. *Bridges Math* and *Number Corner* are two curriculum resources that bring a great deal of preparatory time with them. A majority of the intensive professional development offered during 2021-2022 was geared towards the new math curriculum resources.

Many first year teachers were hired in the summer of 2021 and the intense professional development needed to implement the *Units of Study* took a back seat to math. Most of the new hires also did not experience in person student teaching or practicum work due to schools not allowing visitors in because of mitigation strategies. We also noticed an uptick in behaviors, especially at the younger ages, that frequently disrupted the learning environment.

The following reports depict a certain group of students as they moved through the elementary grades beginning in 2017-2018. So this data shows the growth of a “class of students” versus how 1st grade students perform year after year.



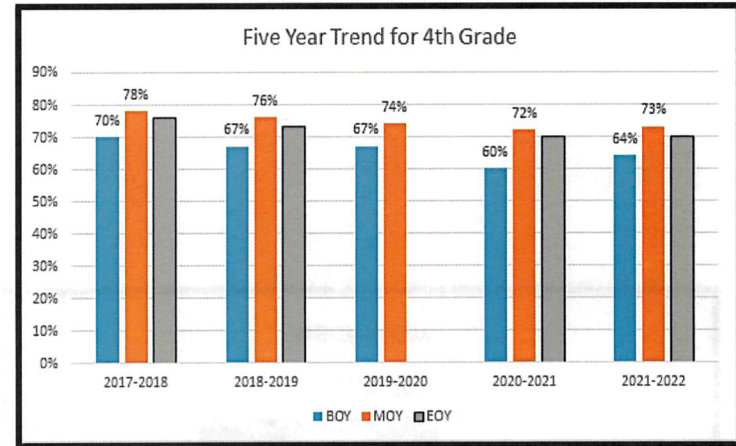
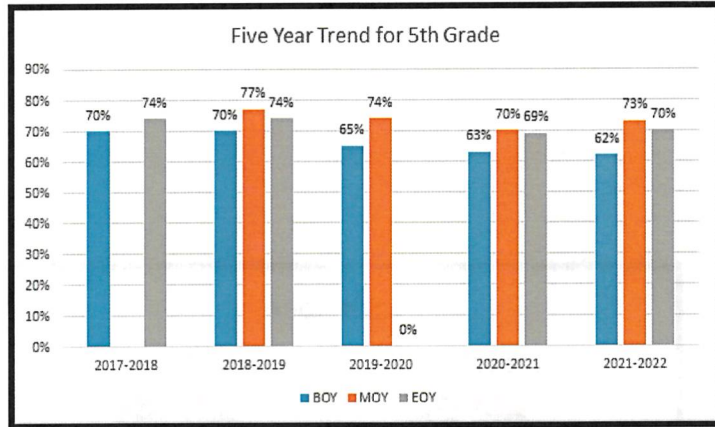


The following table shows the reading data for 1st grade students at each level. The data is presented in the following table.

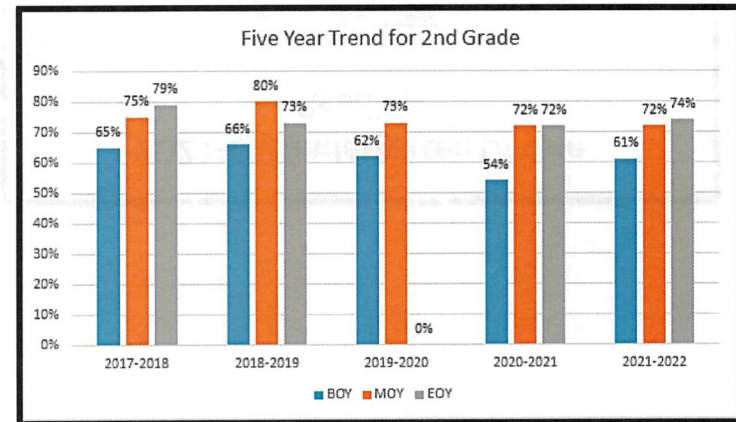
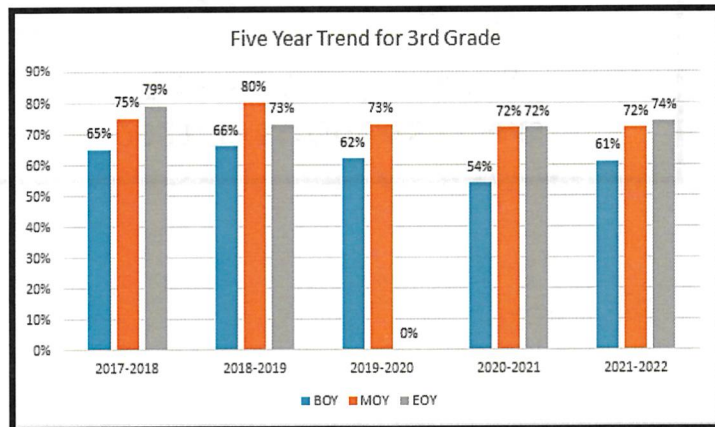
2021-2022 AGR Report to School Board

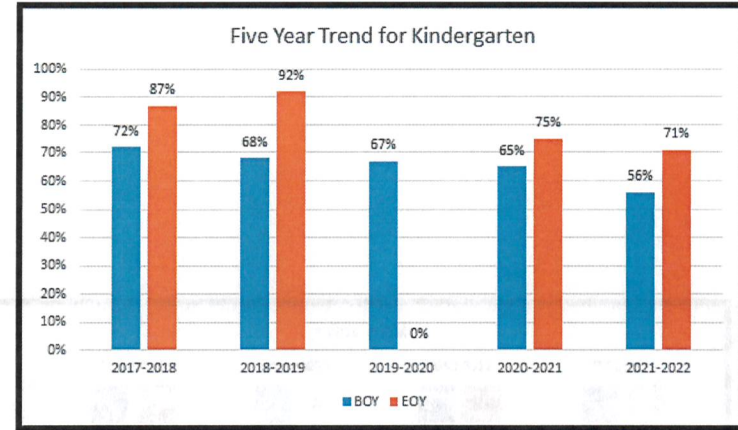
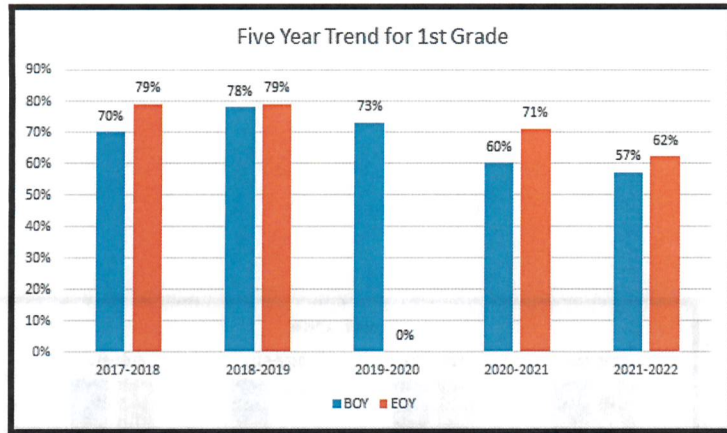
AGR Reading Trends by Grade Level

The following reports depict the Reading trends by grade level. It does not follow the data of a particular grade level of students, but rather depicts the scores of students who are in that grade level in any given year.



There is no recorded Mid-Year data for 2017-2018 for fifth grade.





AGR Math Trends by Grade Level

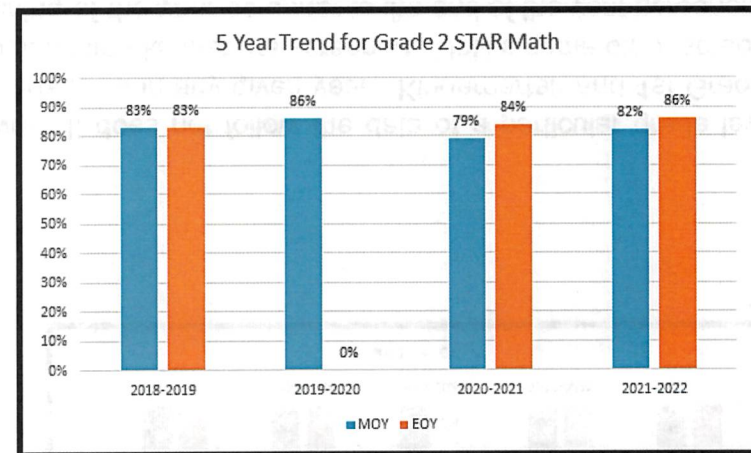
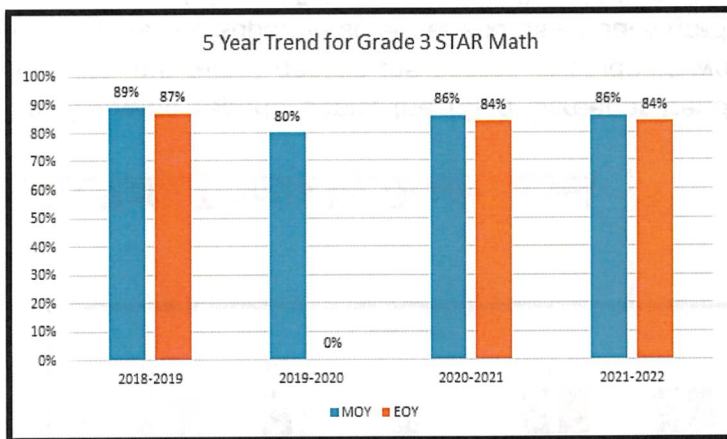
The following reports depict the Math Screener trends by grade level. It does not follow the data of a particular grade level of students, but rather depicts the scores of students who are in that grade level in any given year. Kindergarten and 1st Grade are reported as two separate screener scores as each grade level has two benchmarks that are screened. Unlike some other screeners, the benchmark for proficiency rises as the students go from the beginning of the year screener to the end of the year screener. For example, at the beginning of the year, Kindergarten students are only expected to be able to write a total of 5 numbers to meet the Fall benchmark for Writes Numbers 0-20. At the end of Trimester 1, they need to be able to write 13 numbers to meet this benchmark. The scores are reported as Mid-Year and End-of-Year as that is when they are reported to the School Board and the DPI.

Prior to the 2021-2022, the Math curriculum resource that was used was *Math Expressions*. During the 2020-2021 school year, many teachers throughout the school district piloted several different resources, including the updated/revised version of Math Expressions. Ultimately, Bridges Math along with Number Corner was selected as the new curriculum resource that would be implemented during the 2021-2022 school year. A large amount of Professional Development was provided to classroom teachers to make the transition smooth. Instruction modeling was done by our District Instructional Coaches and all District PD days concentrated solely on math instruction at the elementary level.

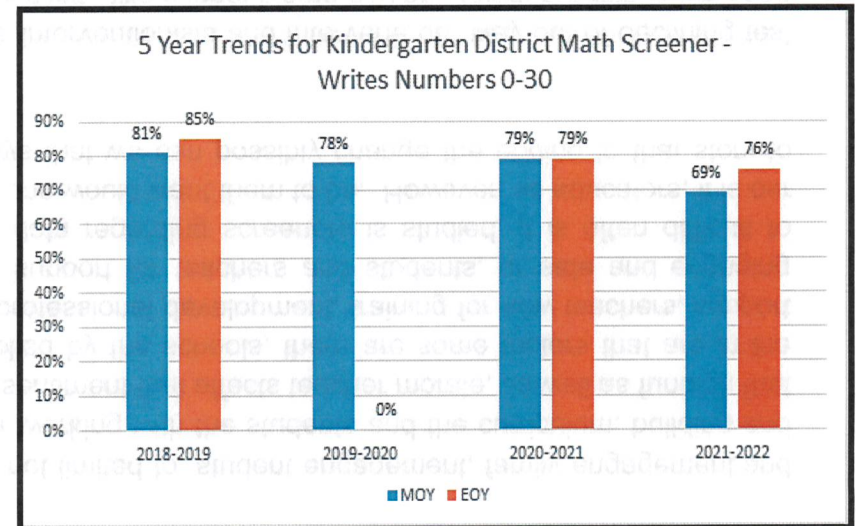
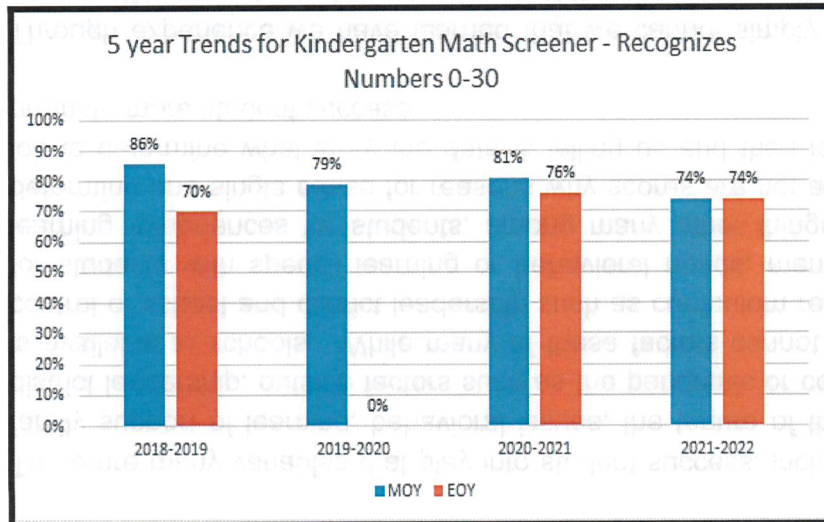
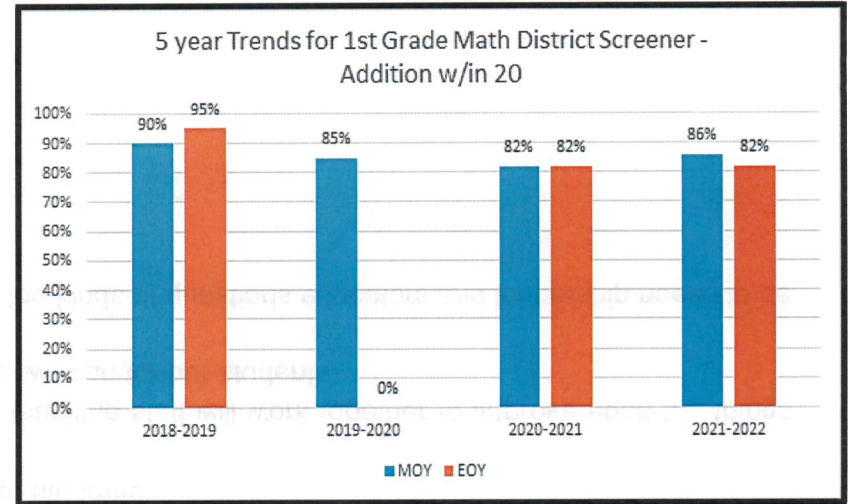
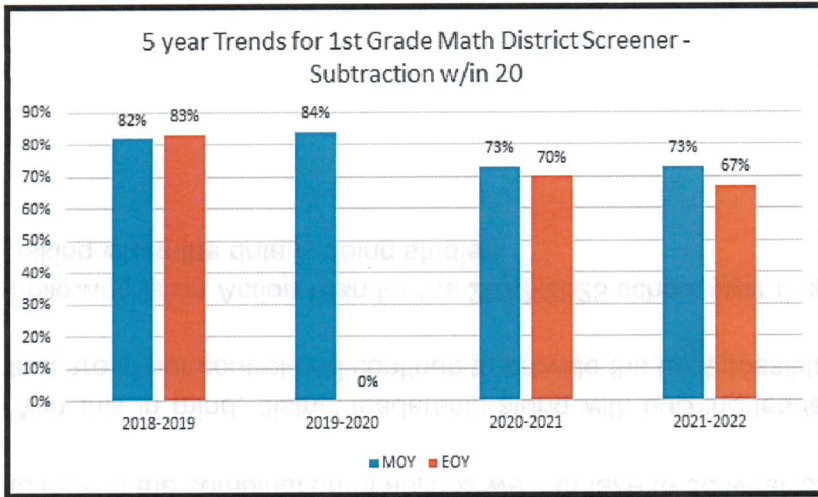
During the year, teachers at the upper elementary level found that there were some gaps in instruction between the two curriculum resources. For example, skills that the *Bridges* program covered in 3rd grade were not necessarily covered in 3rd grade with *Math Expressions*. So there had to be some “catch up” teaching completed that was outside of the *Bridges* curriculum Scope and Sequence. This may have had some influence on the screener scores.

This report does not follow students over the course of five years as they progress through the grades because the screener that is used changes three times during that time period. Reliable data is difficult to find when the screener changes.

Below are the five year trends for Math as determined by the STAR Screener for grades 2 and 3.



Below are the five year trends for kindergarten and 1st grade math as determined by the District Math Screener. This report shows only two of the subtests for each grade level.



Next Steps

There are many variables that play into student success, including, but not limited to, student engagement, family engagement and family support of learning, behavioral issues, the tenure of the teacher working with the students and the curriculum, building and district leadership, outside factors such as the pandemic or community sentiment that affects teacher morale, as well as funding that is available to schools. While many of these factors cannot be controlled by the schools, there are some factors that are in the control of school and district leadership such as curriculum resources, professional development, training for new teachers, support for students with special learning or behavioral needs, mental health support for teachers and students, or safe and engaging learning experiences for students, among many other things. When data regarding screeners is studied, it is often difficult to determine one single cause for reasons why scores are not as high as one would want them to be. However, as educators, it is our job to determine what story the data is telling us and then identify ways that we can possibly change the ending to that story to promote more student success.

Through experience we have learned that we cannot simply add more interventionists and intervene our way out of declining test scores. We cannot simply throw money at the situation and think it will fix itself. We cannot blame any one thing; but rather, we need to look at the combination of actions we can take to do what is best for our students.

With this in mind, district leadership along with building leadership and teaching staff will work together to improve upon the things that are in our control and continue to provide the best possible education we can for our students.

Following is an Action Plan for the 2022-2023 school year that identifies the kinds of questions educators and leadership needs to be asking when the data is being studied.

Action Plan

During the 2022-2023 school year, building administration and grade level teams will be asked to interpret the data referenced in this report and work with their Professional Learning Community teams to answer the following questions regarding possible causes for the data as well as what possible solutions could be put in place to improve overall reading and math scores in grades kindergarten through 5th grade.

1. In the years where scores have fallen below the 70th percentile:
 - a. How many new teachers were hired in your building or particular grade levels?
 - i. How much Professional Development was provided to master the new curricular areas?
 - b. What were the absentee rates of students for that grade level?
 - c. What were the absentee rates of teachers for that particular grade level?
 - d. Where, in the Curriculum Acquisition Cycle, was the new curriculum added for either Reading or Math?
 - e. Was this a Pandemic Year?
 - f. What were the transiency rates between schools or between off-campus and in person learning?
 - g. What were the class sizes for that particular grade level? Teacher to student ratio?
 - h. Were there instructional aides available to staff and students?
 - i. What is the FTE of the Pupil Services team in a particular school?
 - j. What is the teacher turnover rate? Building leadership tenure?
 - k. How many students in a particular grade level were receiving:
 - i. Special education services?
 - ii. Reading or Math interventions?
 - iii. Behavioral interventions?
 - iv. Outside agency support such as Social Services?
 - l. What is the Poverty Level of the school? Grade level?
2. What do you know about the curriculum resources that were being used at the time of each report?
 - a. Were there gaps in the resources that were filled later?
 - b. Was a new resource being implemented?
 - c. Were new materials being piloted?
 - d. Do the curriculum materials need to be changed?
 - e. Was there an assurance that classroom teachers were using the adopted materials with fidelity?

3. How often is data used to inform teaching and learning?
 - a. What was the work of the PLC teams?

Once this information is discussed, then a plan of action needs to be put in place to help strengthen our overall approach to Reading and Math instruction. This Action Plan will include, but is not limited to, targeted professional development, more support for teachers new to the District or to the curriculum resource being used, increased hands-on involvement of school administration in the classroom and teacher professional development at the building level, more direct involvement from district level curriculum leadership in understanding how teaching is being done in the classroom, discovering what supports are needed, and then providing those specific supports, and targeted PLC time to dig into student data and truly reflect on what kids know and where they are struggling.

As we continue to collect data over the course of the school year, modifications to our Action Plans at both the District and Building Levels will be made as needed. As always, a mid-year and end of year Achievement Gap Reduction Report will be provided to the Board of Education.

General Information:

Seclusion and/or physical restraint may be used only when a student's behavior presents a clear, present and imminent risk to the physical safety of the student or others, and it is the least restrictive intervention feasible. Certain maneuvers and techniques are prohibited, and mechanical or chemical restraints may not be used. Seclusion rooms may not have locks, and rooms must be free of any objects or fixtures that may injure the student. The Principal (designee) must meet with the covered individuals who participated in the incident to discuss events/factors preceding, during, and following the incident to determine how to prevent the need for future incidents of seclusion or physical restraint. The student's IEP team must meet after the second time seclusion or restraint is used within the same school year. The IEP must include positive interventions, supports and other strategies based on a functional behavioral assessment. Parents must be notified of the incident no later than 1 business day and a report must be sent to the pupil's parents within 3 business days (1st class mail, electronic transmission, or hand delivered). A copy of the report is kept at the building level and a copy is sent to Pupil Service Administration for review.

Historical & Current Data:

	2017-18	2018-19	2019-20*	2020-2021	2021-2022
# Seclusion	16	22	26	28	32
# Restraints	48	41	44	43	48
# of Students	12	23	27	23	22
# Students w/ disabilities	12	20	21	22	20

*Data includes incidents up until schools were closed due to the pandemic

Incidents

- Directed at Staff (62)
- Directed at Self (9)
- Directed at Other Students (10)
- *Directed at Property (2)
- Police Involvement (4)

* Property damage alone, without the threat of an imminent risk to the safety of the student or others, would not be a sufficient basis for the use of physical restraint or seclusion.

District Resources:

- 4 Certified CPI trainers in house - Tom Crockett, Megan Thayer, Betsy Van Berkel, Tara Koch.
- 37 Staff Members received initial training (2021-2022 school year)
- 45 Staff Members received refresher training (2021-2022 school year)
- Aida Juarez will replace Tom Crockett as a Certified Trainer

2022-2023 Focus:

CPI Trainers, Betsy Van Berkel, and Steve Hepp will ensure the following.

- Maintain training cycle to ensure certifications remain current - all trained staff need to attend a refresher at least every two years
- Identify staff needing initial training (8- 13 hours)
- Identify staff needing refresher training (4 hours).
- Prioritize training
 - New special education staff, administration, and general education staff.
 - Staff who have been involved in a Seclusion/Restraint incident and/or who would have a high chance of being involved in an incident.