



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
Sandra Hett
John Krings, President
Julie Timm

October 3, 2022

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

TIME: 6:00 p.m.

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

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

IV. Actionable Items

- A. Board Policy 332.1 – Exhibit 1 – Process Guidelines for Requesting New Courses Form and Board Policy 332.2 – Exhibit 2 – Process Guidelines for Pilot Programs or Curriculum Modifications Form
- B. Gaggle Therapy
- C. When Life’s a Puzzle Counseling and Consulting (WLPCC)
- D. Families and Schools Together (FAST)
- E. REFLEX Math

V. Updates

- A. New Course/Curriculum Modifications and Proposals
- B. Wisconsin Student Assessment System (WSAS) Results: 2021-2022

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
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Troy Bier
Larry Davis
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- I. Call to Order
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- IV. Actionable Items
 - A. Board Policy 332.1 – Exhibit 1 – Process Guidelines for Requesting New Courses Form and Board Policy 332.2 – Exhibit 2 – Process Guidelines for Pilot Programs or Curriculum Modifications Form – First Reading

All new course/curriculum modification proposals must go through the following process before implementation: CII Subcommittees, Curriculum Departments, Building Leadership Teams, Council for Instructional Improvement (CII), Educational Services Committee and approval from the WRPS School Board. When there is a proposal for a course name change, a proposal for a course to be offered to additional grade levels, or a proposal to drop a course, there should be a short written justification that will still go through the process above. However, each step listed in the Curriculum Modification policy (Policy 332.2-Exhibit) does not need to be completed.

When there is a proposal to change the number of credits a course is worth, it should go through the regular process outlined in Board Policy 332.

If a course replaces another course, it should go through the regular process outlined in Board Policy 332. In addition, if it is a course for high school credit, the new course needs to be assigned a new number with the registrar.

Board Policy 332.1 – Exhibit 1 – Process Guidelines for Requesting New Courses Form needs some language modifications to match the current process for requesting new courses. The words WKCE-CRT Frameworks noted in the fourth bullet under letter B should be struck and replaced with the Wisconsin Forward Exam, Pre-ACT, ACT and DLM as these are the current state assessments used by the state of Wisconsin for students in grade 3 – 11. A second revision concerns the names of the building leadership teams. EPIC should be struck as that was the name of the building leadership team for the former East Junior High School. In addition, curriculum maps are now located on the District webpage under the appropriate curriculum label and no longer housed in the program Build Your Own Curriculum as noted in the first bullet point under letter D. Therefore, the first bullet under Curriculum should be removed and replaced with *Who will write the curriculum and update the curriculum maps on the District webpage?*

Board Policy 332.2 – Exhibit 2 – Process Guidelines for Pilot Programs or Curriculum Modifications Form needs one change to the policy. The Cross Reference noted at the bottom of the agreement refers to the WREA Agreement and therefore should be struck.

The proposed modifications are represented in Attachment A and A-1.

The administration recommends approval of the modifications in language to Board Policy 332.1 – Exhibit 1 – Process Guidelines for Requesting New Courses Form and Board Policy 332.2 – Exhibit 2 – Process Guidelines for Pilot Programs or Curriculum Modifications Form for first reading.

B. Gaggle Therapy

Wisconsin Rapids Public Schools (WRPS) has contracted with Gaggle Therapy since the beginning of the 2021-2022 school year. Gaggle was implemented as a way to offset the local counselor shortage. Since the start of the partnership with Gaggle, 62 students have been referred for services and 30 students are currently active clients. Gaggle Therapy provides mental health and support services to students using a secure video platform. These services are provided by licensed therapists and counselors who have experience working with children and teenagers. With parent permission, students participate in weekly 45-minute video therapy sessions. Sessions can occur during or outside of the school day depending on the students' needs and availability. Gaggle Therapy follows all FERPA and HIPAA guidelines. There are no out of pocket costs for parents or families. WRPS pays a retainer fee and can use the services as needed. Unused services can be refunded or rolled over to the next year. The retainer fee is based on 1 percent of a district's student population receiving eight sessions at \$110 per session. The retainer fee for WRPS will be \$55,000. Group sessions (maximum of eight students) are available for \$200 per session.

If approved, ESSER III dollars will continue to be used to support this service.

The administration recommends approval of the purchase of Gaggle Therapy for \$55,000.00 as proposed above to be funded through ESSER III dollars.

C. When Life's a Puzzle Counseling and Consulting (WLPCC)

WRPS has contracted with When Life's a Puzzle Counseling and Consulting (WLPCC) to provide mental health therapy and counseling services to students attending Howe Elementary School. A licensed WLPCC health counselor or therapist will provide services to students within the school setting. Participation is voluntary and can end at any time. In order for a student to be accepted into the program, he/she must be recommended by a school employee or parent. Parents must sign a permission form. Sessions are either 25 minutes or 50 minutes in length depending on the needs of the student. Cost per session will be \$52 for 25 minutes or \$104 for 50 minutes. There is no out of pocket cost for the families. WRPS would pay the fees and services would end at the end of the school year or if the funding threshold (\$20,000) has been reached.

If approved, ESSER III dollars will continue to be used to support this service.

The administration recommends approval of the purchase of therapy sessions from When Life's a Puzzle Counseling and Consulting not to exceed \$20,000.00 to be funded through ESSER III dollars.

D. Families and Schools Together (FAST)

FAST (Families and Schools Together) is an internationally acclaimed parent engagement program shown to help children succeed at school by building stronger, more supportive relationships at home. Built on evidence-based practices and rigorously tested, FAST empowers parents to become more effective family leaders, connects families to schools, and creates a community engaged in children's well-being and education. FAST activities are designed to strengthen family bonds, empower parents, increase positive communication and improve the child's overall academic performance and emotional functioning. In a FAST cycle, families meet for eight weeks. The weekly sessions follow a prescribed format of activities whose effectiveness have been demonstrated through research. FAST sessions are led by a team that empowers parents and connects families to school and community. This team includes one Parent Partner, school staff, & two Community Partners. Pitsch Early Learning Center and Washington Elementary School will each complete one FAST training cycle for a total cost of \$14,000. Funds from the Mental Health Grant will be used to pay for the FAST program.

The administration recommends approval of the purchase of Families and Schools Together for Pitsch Early Learning Center and Washington Elementary School for \$14,000.00 as proposed to be funded through the Mental Health Grant.

E. ExploreLearning Reflex and Frax Math Program Renewals

ExploreLearning Reflex is an adaptive and individualized computer software program that helps our students in grades 2+ master basic facts in addition, subtraction, multiplication and division. Frax is an adaptive and game-based software program for grades 3+ that uses the latest research-based instructional methods to create a better way to learn fractions. With Frax, students come to understand that fractions are numbers too. The fun challenges, personalized

instruction, and motivating rewards help students build their skills and understanding.

Mead Elementary began using Reflex in September 2018 and has seen a marked improvement in students' basic fact fluency by the time they reach 5th grade. Last year (2021-2022), Reflex was also purchased and used in grades 2-5 at Grant, Grove, Howe, THINK, Washington, and Woodside, as well as in grades 6-7 at WRAMS. Frax was purchased as a trial-run last year at Mead, THINK, and Washington. Students found it very engaging, and teachers noticed an overall improvement in the fraction-sense of their students. If we renewed our licensing as it currently stands, the renewal would be \$22,154.41 for one year. However, if we included a Reflex/Frax license at all 7 of our elementary buildings as well as WRAMS the total cost will be \$25,304.41.

The administration recommends a one year license renewal of ExploreLearning Reflex and Frax software programs for our 2-8 math program for all 7 elementary buildings as well as WRAMS for a total cost of \$25,304.41 to be paid through the district curriculum budget.

V. Updates

A. New Course/Curriculum Modifications and Proposals

Board Policy 332 Experimental/Innovative Programs, Board Policy 332.1 – Exhibit 1- Process Guidelines for Requesting New Courses Form, and Board Policy 332.2 –Exhibit 2- Process Guidelines for Pilot Programs or Curriculum Modifications Form, set out the requirements to add or modify courses or curriculum in Wisconsin Rapids Public Schools. Any proposals for course or curriculum additions or modifications are submitted to the Director of Curriculum and Instruction for consideration no later than the end of September. In addition, before being submitted for consideration, such proposals must be reviewed by relevant Council for Instructional Improvement (CII) Sub-Committees and building leadership committees. After review by the necessary committees, proposals are brought to the District CII Committee for review. The CII then casts an advisory vote on each proposal. At the November Educational Services meeting, committee members will be asked to vote on each proposal. The vote will occur after being presented with a summary of the CII's discussion and advisory vote. Roxanne Filtz, Director of Curriculum & Instruction, and leaders in the various curricular areas will be present to explain the curriculum proposals. Each proposal is listed below, along with a corresponding attachment that details each proposal.

1. New Course Proposals
 - a. Automotive and Home Maintenance (Attachment B)
 - b. JROTC (Attachment C)
 - c. Digital Media and Live Broadcast (Attachment D)
 - d. Post-Apocalyptic Literature (Attachment E)
 - e. Theatrical Events Capstone (Attachment F)
 - f. Creative Drama (Attachment G)
 - g. Lincoln High School Science Modifications (Attachment H)
 - PLTW: Human Body Systems

- PLTW: Principles of Biomedical Science
- General Physics 1
- Physics 101 A & B
- Biotechnology Explorations
- AP Chemistry
- Topics in Physical Science & Topics of Life Science
- Physical Science and Society and Life Science and Society

B. Wisconsin Student Assessment System (WSAS) Results: 2021-2022

District administration were notified on Wednesday, September 21, 2022 that the Wisconsin Department of Public Instruction planned to lift the embargo on the 2021-2022 Wisconsin Student Assessment System (WSAS) results at some point on Thursday, September 29, 2022. At that time the results of the Wisconsin Forward Exam, the ACT Aspire, the ACT with Writing and Dynamic Learning Maps will be available to the public via the WISEdash public portal. Until the embargo was lifted, school districts were not allowed to share the cumulative data publicly, even with school boards.

The report and Action Plan are included as Attachment I.

Ms. Filtz will provide an analysis of the assessment results along with an Action Plan for this school year to improve student progress.

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:

- New Course/Curriculum Modification Proposals – Decision (November)
- ESSER III Update (November)
- ECP /SCN (November)
- Innovation Mini Grant Recipients (December)
- School & District Report Cards (December)

332.1 – EXHIBIT 1 – PROCESS GUIDELINES FOR REQUESTING NEW COURSES FORM

- A. Cover Sheet
Identify names and positions of those requesting the new course.
- B. Rationale
Provide a clear, complete, concise rationale for the new courses requested. Include such things as:
- Relationship to federal or state initiatives;
 - Relationship to District goals and initiatives;
 - Research supporting the change, including reference to “best practice” in the particular content;
 - Relationships to District curriculum (Reference State Standards and ~~WKCE CRT~~ Wisconsin Forward Exam, PreACT, ACT, and Dynamic Learning Maps (DLM) Frameworks [math, reading, and science]).
- C. Communication
Provide a list of stakeholders (Director of Instruction, Building Administration, CII Committees, Department Chairs and Departments, ~~EPIC~~, WIC, and LHS Cabinet) affected by the new course and a timeline for communication with each group. Communication with stakeholders must occur the school year prior to the formal new course proposal being submitted to the Director of Instruction.
- D. Curriculum
Provide a course outline.
- Include a brief implementation plan, answering these questions:
- Who will write the curriculum and ~~enter it into Build Your Own Curriculum~~ update the curriculum maps on the webpage?
 - When will the curriculum be developed?
 - What schedule or staff assignments may need to be changed?
 - What professional development needs may be necessary to implement the curriculum?
- E. Resources
Provide a description and estimated dollar amount of the following:
- Curriculum Development Time:
Maximum of 24 hours paid at the Curriculum Development rate or two (2) DEU’s
 - Staff Development Time
 - Instructional Materials
 - Staffing
 - Space, Equipment, Furniture
- F. Statement of Impact
Provide a statement of who and what will be impacted by the proposed change.
- Consider the new course in the context of a total program offering (i.e., credits, students eligible). Will a section/course be eliminated so the new course can be added?

CROSS REF.: 334 - Curriculum Evaluation
332.2 - Process Guidelines for Pilot Programs or Curriculum Modifications Form

APPROVED: August 10, 2009
June 11, 2018
TBD

332.2 – EXHIBIT 2 – PROCESS GUIDELINES FOR PILOT PROGRAMS OR CURRICULUM MODIFICATIONS FORM

1. Cover Sheet
Name the curriculum modification or pilot program being requested. Identify the building staff and grade levels or departments affected. Identify the timeline for implementation.

2. Rationale
Provide a clear description of what is being proposed and how it will change the current implementation of core curriculum. Include:
 - > Research supporting the change, and evidence of success;
 - > Specific need the modification or pilot program will meet;
 - > Specific population of students being addressed;
 - > Relationship to District and/or building initiatives;
 - > Relationship to District curriculum (what will be changed?);
 - > Identify which staff will be impacted by the change.

3. Communication
Provide a list of stakeholders (CII Committees, grade levels, departments) affected by the proposed change and a timeline for communication with each group. Appropriate communication must take place at least two (2) months prior to the proposed implementation of the change.

4. Curriculum Development/Planning
Provide a summary of the curriculum modification or pilot program being proposed. Include a request for curriculum writing or planning time for implementing the change.

5. Professional Development/Resources
Provide a description of the professional development that will be needed to implement the change. Include estimate of expenses for additional instructional materials, technology, space, equipment, etc.

6. Evaluation
Provide a description of how the curriculum modification or pilot program will be evaluated and the timeline for evaluation. The evaluation plan must be developed in collaboration with the Director of Instruction and must include participation from both the District and building. (Each proposal must be evaluated within one year of implementation.)

7. Summary and Recommendation
Provide a summary of the impact of the curriculum modification or pilot program. Make a recommendation for the change to be implemented in the initial school or all District schools.

CROSS REF.: 334 - Curriculum Evaluation
 332.1 - Process Guidelines for Requesting New Courses Form
 ~~WREA Agreement~~

APPROVED: August 10, 2009
 TBD

New Course Proposal
Fall 2022

Automotive & Home Maintenance 101

Grades 11, 12
.5 Elective Credit

Requested by:

Andrew Cook

LHS Engineering & Technology Education Department

WRPS Career & Technical Education Department

September 2022

Rationale

The purpose of this course is to provide an offering to Juniors and Seniors who fall into the category of "Nontraditional Tech Ed" students. After discussions within the Technology and Engineering (T&EE) department we have defined "Nontraditional Tech Ed" as the following:

"Nontraditional Tech Ed": student is a student who has taken no more than one T&EE course in the manufacturing, woods, or electronics area and hasn't taken any courses in the automotive area.

The goal for this course is to reach the students who do not normally take electives in the T&EE area but want to know the basics of owning/servicing an automobile and maintaining a home. There are a few reasons behind the focus of the course content revolving around vehicle ownership and home maintenance. Roughly 91% of households have access to at least one vehicle if not more. Roughly 65% of people own a home and roughly 31% rent housing. With those stats in mind, the vast majority of our students will deal with vehicle and home maintenance throughout their life. The types of students directing this course have a very limited amount or no knowledge about vehicle and/or home maintenance.

Course Structure:

This course is a one-term course intended for a Junior/Senior that has NOT explored more than one T&EE courses in woods, manufacturing, or electronics. This course is designed to benefit students that have not shown interest in the T&EE pathways and the trades careers but want to learn how to take care of their future homes & vehicles.

Communication/Timeline:

- ❖ May 2021 Course idea shared with students to gauge interest
- ❖ June 2021 LHS T&EE Department Discussions
- ❖ Fall 2022 Draft Proposal to LHS Administration, CTE Coordinator
- ❖ Fall 2022 Proposal shared with LHS Administration & Cabinet & WRPS CTE CII
- ❖ Fall 2022 Proposal shared with CII
- ❖ Fall 2022 Proposal to WRPS Board of Education
- ❖ Winter 2023 Course offered in LHS Program of Studies for the 2023-24 school year

Curriculum / Course Outline

Automotive & Home Maintenance		
Auto Portion	Home Portion	Units
<p>Basic auto care / Preventive maintenance</p> <ul style="list-style-type: none"> ❖ Buying process <ul style="list-style-type: none"> ➢ Used vs new ➢ Pre purchase inspection ➢ Car loans: Money down / making payments / Affordability ➢ Interest rates, taxes & fees ➢ Insurance overview ❖ Basic parts/fuses ❖ Oil change/check ❖ Fluid check ❖ Filter check/change ❖ Tire change / Inflation how to ❖ Tread check / when to buy new tires ❖ Lighting / wiper change & Inspect ❖ Wash / wax / detail ❖ Battery Service & Change / charging ❖ Jumping a car with another car & a booster pack ❖ Hooking up & backing up a trailer ❖ Brake Change <p><u>Small Engine Portion</u></p> <ul style="list-style-type: none"> ❖ Winterizing, Basic operation / maintenance ❖ Blade sharpening / change ❖ Leveling lawn mower deck ❖ Chainsaw safety, sharpening, & Use ❖ Oil Change/filter change ❖ 2 vs 4 cycle difference (how to tell) & gas mixing 	<ul style="list-style-type: none"> ❖ Changing a light switch/light fixture ❖ Changing / installing an outlet ❖ Breaker panel overview / what to do if you trip a breaker ❖ Drywall patching (several types of patches) / painting <ul style="list-style-type: none"> ➢ California patch ➢ Mesh patch ➢ Nail hole spackling ❖ Plumbing Overview <ul style="list-style-type: none"> ➢ Shutting off the water to a house ➢ Water filter change ➢ Sewer vs septic ➢ Well vs city water ❖ Major appliances overview <ul style="list-style-type: none"> ➢ Water heater ➢ Furnace <ul style="list-style-type: none"> ■ Furnace Filter R&R ➢ Air conditioning ➢ Well pump (if applicable) ❖ Finding a stud in a wall ❖ Drywall anchors ❖ Buying / renting processes <ul style="list-style-type: none"> ➢ Home inspection ➢ Making an offer / fees ➢ Money down / making payments ➢ Interest rates, taxes, & fees ➢ Affordability ➢ Taking out a loan ➢ Using a realtor ❖ Basic Hand tools <ul style="list-style-type: none"> ➢ Ratchet strap / securing a trailer load 	<ol style="list-style-type: none"> 1. Purchasing a Vehicle 2. Vehicle Ownership & Maintenance 3. Roadside Emergencies <ol style="list-style-type: none"> 3.1. Breakdowns 3.2. Towing 101 4. Lawn Equipment Upkeep / Maintenance 5. Tools to Have 6. Purchasing / Renting a Home 7. Electrical 101 8. Plumbing 101 9. Major Appliances 10. Basic Home Repairs

Resources:

Curriculum Development Time: 2 DEUs (or 24 hours for pay) max

Staff Development Time: Provided through CTE funds

Instructional Materials: Provided through CTE funds

Staffing: No additional licenses or certifications needed, staffed with current T&EE staff

Space, Equipment, Furniture: No additional space or furniture needed. Any equipment or supplies needed will be provided through CTE funds.

Summary/ Statement of Impact

The goal of this course is to have a course offering for those “Nontraditional Tech Ed” students who have not shown interest in a T&EE pathway or may be afraid to take an entry-level auto course as they feel their knowledge is inferior to those who typically explore the automotive pathway. Through conversations with students in past agriculture classes and students on the girls' golf team that I coach, there is a genuine interest in this course. Those students have no desire to learn how to use a tire changer, automotive lift, or the names of electronic components that make their car work. They do however want to know how to change a tire on the side of the road, check the fluids under the hood before a road trip, and things to look for to determine if a vehicle is safe or not. They are also interested in the basics of home ownership. Changing a bad outlet, how to turn off a breaker in an electrical panel, where to find the electrical panel, and where the main water shut-off valve is to a house in case they accidentally put a nail through a water pipe. I hope this course is seriously considered, I believe it would positively impact students and their future safety and economic well-being.

LHS JROTC Proposal - Overview

- Leadership, character development, and striving for excellence is a focal part of LHS PRIDE Program.
- Local surveys have demonstrated a need for leadership and skill development among our graduates. The 2012 & 2017 [Incourage Community Survey](#) consistently found that 65% of the respondents believed there is a need for more leaders in our community.
- Those same surveys also point out that 91% believe that leadership & training programs need to happen in our community.
- Supports [Wisconsin DPI Youth Leadership Development Initiative](#) that enables students to earn the Wisconsin Youth Leadership Certificate.
- Results of student & parent surveys indicate
 - 2019 interest survey: 57% of students that responded (70) expressed intent to apply for the JROTC program
 - 2019 interest survey: 69% of parents that responded (49) expressed interest for their child/children to be part of the JROTC program
 - 2020 student interest survey: 141 students (21.7%) of current 9-11th grade students stated that if a leadership course was offered for elective credit, they would be interested in taking the course (346 students or 53.1% stated maybe or not sure).
 - 2020 student interest survey: 248 students (38.1%) stated they were interested in enrolling in a JROTC program at Lincoln High School.
- Located in room 171 with secure storage in a location yet to be determined.
- Dedicated drill area available, preferably 50' x 90', or size of a basketball court.

Description of Program (In-building)

According to Army JROTC Current Unit Status data, Wisconsin is authorized for 41 JROTC units. Currently Wisconsin only has five Army JROTC units which are located in Delafield (St. John's Northwestern Military Academy), Milwaukee (Alexander Hamilton), Kenosha (Kenosha Military Academy), Racine (Park High School), and Beloit (Beloit Memorial). There is only one Air Force JROTC Unit located in Greenfield High School, suburb of Milwaukee, and no Navy or Marine Corps JROTC Units located in Wisconsin. Central Wisconsin, and particularly Wood County students, lack access to a comprehensive leadership and citizenship curriculum focusing on character development, community connections, civic understanding, service activities, and responsibility within their high school careers. While many Wisconsin public schools may address some of these critical areas within class units or school initiatives, they are not addressed comprehensively within specific coursework as the 4-year JROTC curriculum does.

As Alexander Hamilton High School of Milwaukee Public Schools describes:

"The Junior Reserve Officers Training Corps program prepares high school students for responsible leadership roles while making them aware of their rights, responsibilities, and privileges as citizens. The program is a stimulus for promoting graduation from high school

LHS JROTC Proposal

and provides instruction and rewarding opportunities which will benefit the students, community, and nation. It also develops skills in team building and problem-solving. This program complements the other academic clusters by enhancing student confidence and social skills. Leadership skills are practiced in the program's leadership lab setting for successful integration and application in all endeavors of academic study."

This type of program is essential in Wood County. Not only would such a program enhance our students' ability to develop much needed citizenship and leadership qualities, it can improve school culture through promoting academic achievement, service and citizenship.

Several studies provide data denoting an increase in GPA, decrease in absenteeism, increase in graduation rates, and an increase in post-secondary education goals of JROTC program participants. Research supports the positive effect JROTC curriculum has on student behavior through an increase in positive character traits [Bulach & Burke, 2001], the positive effect on reducing absenteeism [Elliot, Hanser, & Gilroy, 2000], as well as in reducing discipline problems [Blake, 2016].

In addition, local surveys have demonstrated a need for leadership and skill development among our graduates. The 2012 & 2017 [Incourage Community Survey](#) consistently found that 65% of the respondents believed there is a need for more leaders in our community. Those same surveys also indicated 91% of respondents believe that leadership & training programs need to occur in our community.

The Wisconsin Rapids Veterans of Foreign Wars (VFW) chapter, as well as representatives from the American Heroes Cafe - Central Wisconsin, are fully supportive of this effort and are eager to help in any way they are capable of. According to Bill Haak, founder of the American Heroes Cafe - Central Wisconsin as well as life member of VFW post 2934, supporting and establishing JROTC units in Wisconsin High Schools is a top priority in current State VFW initiatives. The same can be said of area active and retired military leadership, station recruiters, and resident interest groups.

JROTC Purpose & Goals for high school include:

- To develop cadet leadership potential, while living and working cooperatively with others.
- To develop cadet skills necessary to work effectively as a member of a team.
- To encourage cadets to appreciate the ethical values and principles that underlie good citizenship.
- To train cadets to think logically and to communicate effectively with others, both orally and in writing.
- To help cadets appreciate the importance of physical fitness in maintaining good health.
- To help cadets understand the importance of high school graduation for a successful future, and learn about college and other advanced educational and employment opportunities.
- To develop cadets' mental management abilities.
- To familiarize cadets with military history as it relates to America's culture, and understand the history, purpose, and structure of military services.

The proposed location for classroom instruction is room 171, while outdoor activities and training will take place at multiple exterior locations on and off the Lincoln High School campus.

The proposed location for program storage is room 171, and will be the responsibility of staff and students in the JROTC Program.

LHS JROTC Proposal

Executive Summary

Issues or needs that are to be addressed:

- Timeline of application, application approval, budgeting concerns, DoD reimbursement, final staffing and program equipment procurement.

Intended outcomes/goals

- Educate students on the importance of leadership, character development, and service opportunities.
- Build connections with the local community through service, civic pride, and support for our local veterans and veterans groups.
- Act as leader in presenting the colors at school and public events
- Increase support for LHS PRIDE program
- Create an atmosphere of service, responsibility, and pride in school and country.
- Increase in attendance, graduation rate, and GPA
- Decrease student discipline problems and dropout rate

Plan to address path to intended outcome

1. Seek support and approval of building and district administration (March 2019)
2. Promote plan with the support of LHS Cabinet, interested students, and community groups (April 2019, March 2020, December 2020, & Sept 2022)
3. Operate at the direction and discretion of our school building administration (Lincoln High School) and WRPS administration.
4. Work in conjunction with Army JROTC 3rd Brigade, headquartered at Great Lakes Naval Training Center, Illinois
5. Ongoing support and monitoring through principal at LHS

Implementation plan

1. Update any draft documents and data for increased accuracy
2. Enter application process with Army JROTC
3. Identify site considerations for program implementation
4. Discovery and due diligence of potential collaborative efforts to enhance program
5. Complete site preparation process and update inventory selection
6. Identify, interview, and finalize staffing through collaborative effort
7. Provide training for registration criteria and program implementation concerns
8. Assist with implementation of LHS JROTC plan
9. Follow up with periodic implementation progress checks
10. Collect relevant data
11. Conduct program evaluation
12. Finalize goals assessment

Enrollment Process

1. Express interest with counselor
2. Course request through building registration process

LHS JROTC Proposal

3. Course enrollment
4. Attend orientation meeting with JROTC instructors

Timeline for completion

1. LHS JROTC program proposal will be submitted to the WRPS Board by **April 1, 2023**.
2. LHS JROTC program application will be submitted by **June 30, 2023**.
3. LHS JROTC program will initiate enrollment and classes once Unit approval is confirmed from Army JROTC 3rd Brigade HQ.
4. Valuable & helpful resources for the program startup process (links):
 - [Establish a U.S. Army JROTC Program](#)
 - [JROTC OML Information Paper \(.doc\)](#)
 - [White Paper – JROTC \(.pdf\)](#)
 - [JROTC Application/Contract \(DA Form 3126\) \(.pdf\)](#)
 - [Evaluation Worksheet Potential Army Junior ROTC Program \(DA Form 7410\) \(.pdf\)](#)
 - [Startup Sustain Costs FY18-19 \(.pdf\)](#)

Outcomes measurement

- Analyze and report data on participant members and community partnerships impacted through pilot year implementation

Program Assessment

Present the answers to the main critical questions:

- How many participant members and community partnerships are impacted because of the LHS JROTC program?
- Is there any correlation between the LHS JROTC program and community interest in LHS activities and events?

Improvement narrative

- Analyze, evaluate, and propose programmatic improvements based on program evaluation rubric (TBD)

Organizational Capability

Will be addressed:

1. LHS JROTC Program, site, staffing, and training
2. Faculty communication - purpose
3. Faculty training - program logistics and procedures
4. Implementation - LHS JROTC Program
5. Physical location/hours of operation of LHS JROTC Program
6. Screening, enrollment, and training of students in the program

Budget including startup expenses & revenue

Intended startup fund sources

- LHS Building Administration
- Seek startup donations from state and regional veterans and civic interest organizations

LHS JROTC Proposal

- Access available RFP's and initiate applications to charitable foundations

Program fixed assets:

- Dedicated classroom (Room 171)
- Dedicated storage space (PE wing/2nd floor off of upper gym and/or in room 171)

Ongoing program expenses:

- WRPS portion of staffing expenses
- DoD staffing support through JROTC program support

Here is a (scroll to end of article for pdf link) [Sample Start-up & Sustainment Cost FY 18/19](#) breakdown that may help in understanding the costs for starting a JROTC unit. Remember - half of the salaries for the JROTC instructors is reimbursed by the federal government through the DoD.

Instructor Licensing (from WI DPI)

The Junior Reserve Officer Training Corps teaching license (JROTC teaching license) is available to educators teaching JROTC classes in Wisconsin. Educators are not required to hold the JROTC teaching permit to teach JROTC classes. To be eligible for the JROTC teaching license educators must meet the following requirements:

- hold a valid JROTC instructor certification from one of the following branches of the military: United States Army, Navy, Air Force, Marine Corps
- This license is valid for five years and is renewable.

Evaluation Plan

- Program rubric will be developed with direction and input of administration,
- Data collection will include information from WRPS
- Program evaluation occurs at midpoint and end of year one, and each year thereafter utilizing the program evaluation rubric.

For Army JROTC programs in IA, IL, KS, MI, MN, MO, ND, NE, SD, or WI contact:

3rd Brigade ✓

Mr. Barry Vandenberg
or Mr. Robert Fischer

barry.s.vandenberg.civ@mail.mil
robert.k.fischer.civ@mail.mil

(847)688-3328 ext:127
(847)688-3328 ext:126
Cell: (773)771-4061

References

[A comparison of character traits for JROTC students versus Non-JROTC students, by Cletus R. Bulach & Colonel Nicholas J. Burke.](#)

[Impact of Junior Officer Training Corps \(JROTC\) on Educational and Socioeconomic Outcomes by David C. Callahan](#)

[State of New Jersey Dept. of Ed JROTC memo.pdf](#)

[Principals' Perceptions of the Effectiveness of the JROTC Program Patty Jean Blake](#)

[Evidence of Positive Student Outcomes in JROTC Career Academies by Marc N. Elliott, Lawrence M. Hanser, Curtis L. Gilroy](#)

[Report Says JROTC Benefits Students; Calls for More Funding for Programs By Julie Blair](#)

[Examining Junior Reserve Officer Training Corps' \(JROTC\) Impact on High School Students' Success](#)

LHS JROTC Proposal

[Leveraging the U.S. Army JROTC Program to Increase the STEM Workforce Pipeline
The Effects of Junior Reserve Officer Training Corps on High School Students](#)

New Course Proposal
Fall 2022

Digital Media & Live Broadcast

Grades 11, 12

.5 Elective Credit

Business and Information Technology Department

Requested by:

Brian Huglen - Digital Media & Live Broadcast pilot instructor

&

Brian Daliege - Business, Computer Science, & Marketing (B&IT)
Department Chair

Rationale:

This course was created as a result of two new platforms recently introduced into the WRPS district: live streaming and video board operating systems. With the purchase by the district of the Daktronics Video Board for the South Wood County Stadium, a need for qualified, experienced personnel to create the graphics required as well as to operate the system became apparent. As camera operations are an integral part of video board productions, it was obvious that the simultaneous instruction of how to live stream events would be beneficial as the WRPS district now airs hundreds of events each year, from concerts, plays, graduations, to numerous sporting events. The skills, equipment, and tools taught in this specific class are used at the collegiate and professional level of sports as well as in the private sector.

Course Structure: TBA, prerequisites? Take more than once like yearbook? Term 2 & 3 events?

Communication and Timeline:

September 2021	Pilot Program initiated in conjunction with new Daktronics Video Board curriculum
December 2021	Proposal shared with B&IT Department & representative from Social Studies department (DMLB Instructor).
August 2022	New software/hardware material purchased for pilot
September 2022	Proposal shared at District CII
September 2022	The proposal voted on at LHS Cabinet & Career & Technical Education(CTE) CII
October 2022	The proposal voted on at District CII

Curriculum:

	DMLB Content	DMLB Summative Assessments
Unit 1	<u>Introduction to DMLB</u> : Objective is to introduce students to the world of video board production and live stream broadcasts. Vocabulary includes but not limited to-- Event Production, Target Audience, Sponsorship, Video Display, Broadcast and Video Board Employment, Video Image Processor, Show Control, Fiber Optics, Zoom, Static, Close Up, Wide Angle, Digital Media Player	Canvas Assessment
Unit 2	<u>Live Streaming Operations</u> : Objective is for students to successfully broadcast live events. Vocabulary includes but not limited to-- Overlays, Ethernet, Pre-Roll Ad, Digital Visual Interface, Display Port, Serial Digital Interface, Boxcast Interface; Event Logistics, Diagnostics, Analytics, Scoreboard Assist, HDMI, Bandwidth, Bitrate, Intercom System, Monitor, ATEM Mini Pro, Universal Serial Bus, Broadcast, Analytics, Wireless High Definition MultiMedia Interface; Transmitter, Receiver, XLR Connector; Sound Board, Analog, Watermark, Frames Per Second	Canvas Assessment
Unit 3	<u>Video Board Operations</u> : Objective is for students to learn how to correctly program and operate the Daktronics Show Control System. Vocabulary includes but not limited to-- Show Control, Display Studio, Content Studio, Uninterruptible Power Supply, Real Time Data, Monitor Wall, Workspace Page, Quick Display Container, Playlist, Scripting Container, Status Light, Blank Buttons, Director, Producer, Operator, Video Zone, Sponsor Zone, Takeover Zone, Primary Zone	Canvas Assessment
Unit 4	<u>Video Board Graphics</u> : Objective is for students to learn how to create various types of graphics for event productions. Vocabulary includes but not limited to-- Script, Run of Show, PA Announcer, Full Screen, Marking Script, Intro (Hype Video), Advertising, Layering, Storyboard, Commercials, Demographic, Rolling Ads, Contract Fulfillment, Media Library, Scaled Video; Right Side Bar, Bottom Bar, Intent, Fan Engagement	Create and apply graphics for Video Board and Live Stream

Unit 5	<u>Broadcast Studio Operations</u> : Objective is for students to learn how to successfully create videos and graphics using broadcast studio technology. Vocabulary includes but not limited to-- Telecaster, Promotional Video, Teleprompter, Video Switcher, Virtual Studio, Prompts, Lighting, Analog, Cue; Dead Air, Fade, Feedback, Promo, Mid-Roll Ad, Post-Roll Ad	Create Video MP4 for Video Board and/or Live Stream Broadcast
Unit 6	<u>DMLB Real World Applications</u> : Objective is to have students apply their new knowledge of digital media to real life applications, including live stream and video board productions. Vocabulary includes but not limited to-- Anchor Sponsors, Mid-Roll Ad, Founder Sponsors, Reach, Premier Sponsors, All Sport Pro, Game In Progress, Game Clock; Run of Show Script; Time of Day; Pre-Game Show, Producer, Director, Video Switcher, Camera Operator, Show Controller, Game Clock, Time of Day, Camera Placement, Camera Responsibility, Drop-In or Flex Content, In-Game ShowDMLB Real World Applications	On-Site Assessments

Resources:

Curriculum Development Time:

Instructors will receive DEU time to develop curriculum.

Instructional Materials:

The units will be created using curriculum & materials within the B&IT department.

Staffing:

The instructor will currently teach one class in the first trimester. Additional classes could be needed if more video boards are installed. ??

Space, Equipment, Furniture:

The class will primarily be taught in two locations: Room 229 (which has a server designed to simulate the DMP-8000 hard drive at the SWCS), as well as the Live Stream Broadcast Studio Room (Room 236) across the hall, which has broadcast studio capabilities.

Statement of Impact:

In the Digital Media & Live Broadcast class, students will be introduced to the world of video board productions, where they will use state-of-the-art technology and software to create event productions. Moreover, they will learn how to produce and run quality live broadcasts using our live streaming platform. The skills students learn translate directly into real-world industry applications.

New Course Proposal 2022
Post-Apocalyptic Literature

Requested by:
LHS English Department, Instructor Matt Bates

Explanations and Rationale:

In an effort to increase student engagement with literature, this course will provide a survey of dynamic, high-interest material in the post-apocalyptic genre.

Post-apocalyptic literature contains many deep themes for study and analysis. This elective course will be open to any student during their senior year and will provide .5 credits toward their English requirement.

English Standards met from this course:

Reading:

R.11-12.1 Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration.

R.11-12.2 Objectively and accurately summarize a complex text to determine two or more themes or central ideas and analyze their development, including how they emerge and are shaped and refined by specific details.

R.11-12.6 Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., persuasiveness, aesthetic quality, satire, sarcasm, irony, or understatement). Explain how an author's geographic location, identity, and culture affect perspective.

R.11-12.7 In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source.

R.11-12.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences.

Writing:

W.11-12.1 Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes.

W.11-12.3 Create writing that utilizes:

- a. Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text.
- b. Transitions: use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- c. Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.

SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

Language

L.11-12.2 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.

L.11-12.4 Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation.

The benefits of enrolling in this course:

1. Exposure to dynamic post-apocalyptic literature in a variety of formats, including traditional novels and a graphic novel, which will broaden horizons, generate engagement, and increase the odds of developing lifelong reading habits.

2. Developing skills in reading, writing, speaking, listening, and language.
3. Building skills in analyzing and interacting with literature and theme.

Communication/Timeline

Stakeholders: 12th-grade students

Spring 2022: Course idea/proposal shared with LHS English Department and LHS administration.

January/February 2023: Students are informed of the course through the registration process.

2023-2024 Academic Year: Course implementation

Curriculum:

[Curriculum Ideas](#)

STAFFING: 1 LHS Staff Member

SPACE, EQUIPMENT: This course would utilize one classroom.

PROFESSIONAL DEVELOPMENT: Summer Curriculum Development Compensation

INSTRUCTIONAL MATERIALS: Several new novel acquisitions

Evaluation

A wide assortment of formative and summative assessments will be utilized to increase students' reading, writing, speaking, listening, and language skills in a variety of ways.

Summary/Statement of Impact

This is a class that will positively impact any student taking it. It will be engaging and interactive. The genre that it focuses on is very popular among high school students and this course will leverage that interest into a positive impact on students' skills in English.

New Course Proposal

Theatrical Events Capstone

Theatrical Events Capstone will be offered to serious theatre technical students. Working at their own pace on a culminating project, students learn how to execute the planned professional events in the PAC and/or design for an event in a theater space.

Requested by:

LHS Language Arts Department, Sara Danke Lukaszewicz, Instructor.

Explanations and Rationale:

The production strand of theatre offers many employment opportunities. By taking this course to gain experience in events and possible design, students build employable soft skills and necessary networking to be career ready in the field of performance events. Students who want to excel in design for any LHS production can take this capstone class to fulfill those designs with guided help from the instructor. This allows students a choice in implementing their design aspect of a LHS production during the term or upcoming terms.

In order to obtain a stronger PAC technician workforce for our facility, we need consistent contact with students throughout the year. This capstone class strengthens that consistency.

Communication/Timeline

Stakeholders: 11th through 12th grade students in the LHS Language Arts Dept

March 2022: Proposal of modified version of course to LHS Language Arts dept

April 2022: Proposal of modified version of course to LHS Lang Arts CII committee.

Fall 2022: Proposal shared with Educational Services Committee. If recommended, it moves to the School Board for a possible approval.

Spring 2023: Possibility to pilot a class during 3rd trimester

2023-2024 academic year: Course implemented in all trimesters.

Curriculum

The Theatre Events Capstone will follow the Wisconsin Theatre Standards (specifically the Production strand), as well as the National Theatre Arts Standards. The goal content of the Theatrical Events Capstone also falls under the Common Career Technical Core standards.

Employability, or soft skills, are enforced to strengthen a student in the area of the theatre they choose for their goal. Furthermore, it will strengthen the 21st century skills of collaboration, creativity, communication and critical thinking. It provides students with career readiness skills based on prolonged dedication to theatre.

Senior students who have been with our program for an extensive period may wish to focus their term goal on the [USITT BACKstage Exam](#) for career readiness or entertain the idea of [Thespys](#) at the State Theatre Festival.

Resources

SPACE, EQUIPMENT, FURNITURE: This class size will range according to the students schedule and is available for 11th and 12th grade students and will fit their schedule. The

flexibility of this course can involve any number of students. The PAC, the Green Room and the Scene Shop will be needed for this class. No new equipment is needed.

STAFFING: Sara Danke, certified to teach theatre, will have students flexed throughout the school day. However, if many students take the course, it may need to be a class and the FTE amount may change and fluctuate with PAC job.

PROFESSIONAL DEVELOPMENT: The instructor will be developing the curriculum based on standards as well as attending theatre conferences and contacting other theatre teachers around the state and nation. Teachers from around the nation have been contacted through social media forms and curriculum development is based on their curricula. Both Wisconsin schools, [Newman Catholic](#) and [Fall Creek](#), implement a senior capstone class. Also for further research and inquiries, Adam Jacobi, Executive Director of WHSFA, and Event Safety Alliance's High School theater safety expert, Kristi Ross-Clausen have been contacted. I was also co-chair of the WI DPI Theatre Standards and have a wealth of experience in writing the standards for theatre classes K-12.

INSTRUCTIONAL MATERIALS: No new materials needed.

Evaluation

Student success in this course will be evaluated throughout the trimester with weekly formative work logs, formative deadlines, and a summative for each phase that will lead to the final summative at the end of the course. The final summative consists of a professional portfolio of evidence and presentation to show employability skills.

Student/teacher/parent satisfaction with the course will be evaluated at the goal portfolio toward the end of the course.

Evaluation will be conducted by the Instructor.

Theatrical Events Capstone A (one trimester)

Phase 1 - Introduction and proposal

Phase 2 - Research and building skills

Theatrical Events Capstone B (one trimester)

Phase 3 - Implementation and Evidence

Phase 4 - Project Presentation and Career Readiness

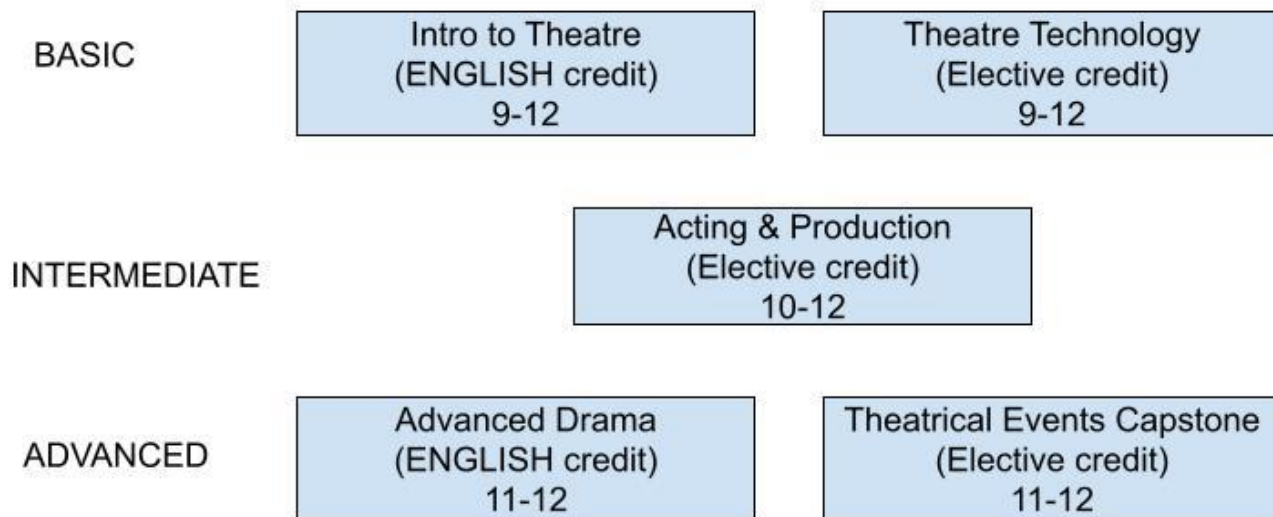
Summary/Statement of Impact

Having the Theatrical Events Capstone course will provide our students a series of career

readiness, network with professionals during PAC events, and strengthen the taskforce needed to run the PAC of Wisconsin Rapids. Students have the ability to choose their goals for each term and excel at their own pace. Students will receive an elective credit of .5 per trimester and have the option to take the course credit more than once. It is available 2 trimesters in the year. Theatrical Events Capstone A in one trimester with Theatrical Events Capstone B in another trimester. If a student takes it again their senior year, the course number will change.

Prerequisite - completed Theatre Technology course and/or completed Acting & Production course.

The following is how the new scope and sequence will be for theatre:



New Course Proposal

Creative Drama

Creative Drama is offered to 8th grade middle school students as an educational class with a mixture of theatrical skills and social skills. Students gain public confidence, strengthen communication skills and take pride in team work while participating in theatre games, plays and activities. This is the first basic theatre class that preludes the theatre curriculum at Lincoln High School.

Requested by:

LHS Language Arts Department, Sara Danke Lukaszewicz, Instructor.

Explanations and Rationale:

Since moving the freshman to the high school, the junior high Drama class was dropped. A few years have passed and I've noticed there is a gap missing from elementary school to high school. It's time to close that gap with the Creative Drama class.

This class provides opportunities for students to explore emotions, empathy, public speaking, conversation, creativity, imagination and soft skills in a safe environment. It also builds self-esteem and pride as they develop the end of term class play. [Studies](#) do show that students involved in drama/theatre improve their reading comprehension, tend to have better attendance records, and receive more of a well-rounded education.

Students not taking the class also benefit by attending the class play Creative Drama performs at the end of the term. This gives these students an opportunity to see a play, understand audience attentiveness and opens the imaginative mind.

Communication/Timeline

Stakeholders: 8th grade students in the LHS Language Arts Dept

March 2022: Proposal of ideas for course to LHS Language Arts dept chair.

April 2022: Proposal of ideas for course to LHS Lang Arts CII committee.

Fall 2022: Proposal shared with Educational Services Committee. If recommended, it moves to the School Board for a possible approval.

2023-2024 academic year: Course implemented in all trimesters.

Curriculum

Creative Drama follows the Wisconsin Theatre Standards, as well as the National Theatre Arts Standards. Building soft skills also strengthens a student in the 21st century skills of collaboration, creativity, communication and critical thinking.

This curriculum can be similar to the previous junior high Drama class that was dropped when the freshmen moved to Lincoln High School. That includes basic theatre vocab, pantomiming and improvisation, acting scenes and a class play. However, other production aspects can be introduced such as costumes or props.

Resources

SPACE, EQUIPMENT, FURNITURE: This class size will range and is available for 8th grade students. Any classroom would suffice. No new equipment is needed; however, if a class play is performed, a bigger space is needed.

STAFFING: A Wisconsin Rapids Area Middle School staff member certified in Theatre is preferred. A Broadfield English with theatre background can suffice. This would be a gain of .08 FTE per class. This class is a year long class with two trimesters of instruction and one trimester in a study hall.

PROFESSIONAL DEVELOPMENT: The instructor will be developing the curriculum based on standards as well as attending theatre conferences and contacting other theatre teachers around the state and nation. Teachers from around the nation have been contacted through social media forms and curriculum development is based on their curriculums. Also for further research and inquiries, Adam Jacobi, Executive Director of WHSFA, and Amber Kind-Kepple, Whitefish Bay educator, have been contacted to give advice and additional information in the development of this class. I was also co-chair of the WI DPI Theatre Standards and have a wealth of experience in writing the standards for theatre classes K-12.

INSTRUCTIONAL MATERIALS: There are textbooks still from the junior high Drama class that could be of use. However, there may need to be a purchase of updated textbooks. Scripts may need to be purchased for the class play. Royalties for class play do not need to be paid since this is an educational theatre and it's for a grade rather than profit.

Evaluation

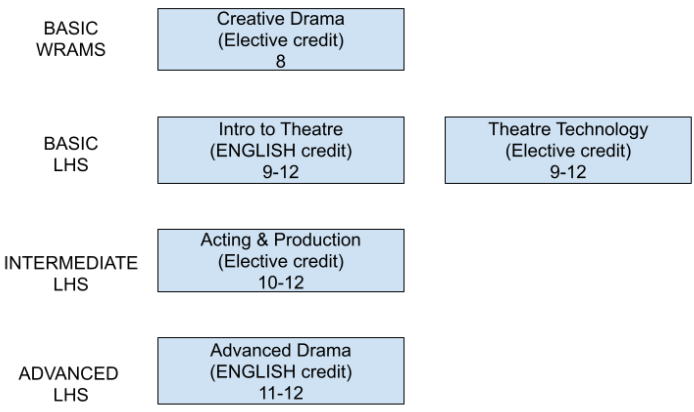
Student success in this course will be evaluated throughout the terms as well as with a strong emphasis on the completion of the class play.

Student/teacher/parent satisfaction with the course will be evaluated at performance toward the end of the term.

Evaluation will be conducted by the Instructor.

Summary/Statement of Impact

Students involved in the arts are 3x more likely to have high attendance records. Theatre builds verbal and nonverbal skills to help feel emotions and cope with tough situations. It can improve reading skills and comprehension yet build on soft skills needed for the workforce. As an 8th grade class, Creative Drama fills the missing gap from elementary and high school and allows students to grow emotionally in a safe environment. Students will receive an elective credit and begin the scope and sequence of the theatre program here at Wisconsin Rapids Public Schools.



LHS Science Prerequisite, Fees & Scheduling Proposals (to Begin Fall of 2023)

Course	Proposed Revisions
PLTW: Human Body Systems	<p>I would like to change the "prerequisites" for the Human Body Systems (PLTW) class in the program of studies.</p> <p>Currently it states "Microbiology with a C or better. Princ. of Biomedical Science or Human Anatomy recommended"</p> <p>Instead, I would like it to state "Prerequisite: Earn a C or better in their last science course, or with instructor consent."</p> <p>The reason I would like to change this is to <i>relax</i> the requirements so that more students, especially sophomore students, have the ability to take the course. Microbiology is not always offered during 1st trimester, and since my course is 2 trimesters, many students might have to wait a full year to meet these requirements. Changing the prerequisite allows more students overall to take the course, and adding "or with teacher consent" allows students that don't meet those requirements to be an exception and take the course if their academic history reflects they will still be successful.</p> <p>Increase the course fee from \$10 to \$15. Rationale:</p> <ul style="list-style-type: none"> ● 2 trimester course versus 1 ● Consumable intense
PLTW: Principles of Biomedical Science	<p>Increase the course fee from \$10 to \$15. Rationale:</p> <ul style="list-style-type: none"> ● 2 trimester course versus 1 ● Consumable intense
General Physics 1	<p>Changing of Prerequisite</p> <p>Currently: Algebra 2</p> <p>This implies Algebra 2 is completed and doesn't account for other pathway.</p> <p>Proposed Revision: Enrollment (and/or completion) in Algebra 2/Intermediate Algebra or higher or instructor consent.</p> <p>This minor change will make the class accessible to more juniors and possibly even accelerated sophomores with instructor consent.</p>
Physics 101 A & B	<p>Is Physics-101 A or B really needed for the Force and Motion and Forms of Energy Classes that are not UWSP Dual Enrollment? They are high school classes not the college class. Just want 101a & 101B struck from course titles. Can remain on transcript if so desired by Student Services.</p> <p>This would precipitate a small change in the description for Physics 101.</p>
Biotechnology Explorations	<p>Increase the course fee from \$10 to \$15. Rationale:</p> <ul style="list-style-type: none"> ● VERY Consumable intense ● Expense Kit based curriculum

AP Chemistry	<p>Increase the course fee from \$10 to \$15.</p> <p>Rationale:</p> <ul style="list-style-type: none"> ● 2 trimester course versus 1 ● Consumable intense
Topics in Physical Science & Topics of Life Science	<p>DROP: *This is a non-lab based course, students planning to attend college should take the course as credits beyond the 3 required in natural science.</p>
Topics of Physical Science & Topics of Life Science	<p>Offer in alternating years:</p> <p>23-24 : Topics in Llife Science 24-25: Topics in Physical Science Etc</p> <p>Rationale: To allow more sections to occur in a single year allowing hopefully multiple per tri to allow less preps per teacher and/or PLC collaboration.</p>
Physical Science and Society and Life Science And Society	<p>Offer in alternating years:</p> <p>23-24 : Physical Science and Society 24-25: Life Science and Society Etc</p> <p>Rationale: To allow more sections to occur in a single year allowing hopefully multiple per tri to allow less preps per teacher and/or PLC collaboration.</p>

**Wisconsin Rapids Public Schools
Wisconsin Student Assessment System
(WSAS) Results
School Board Detailed Report of 2021-22
Data**

Presented by:

Roxanne Filtz

Director of Curriculum and Instruction, Wisconsin Rapids Public Schools

October 2022

Educational Services Committee 10-3-2022

Background

The information/data contained in this report is from the 2021-2022 school year.

The WRPS district is falling behind academically when compared to the state and surrounding districts at several grade levels and as a district. Although there are many factors that play into this downward trend, it is a fact that there needs to be modifications in our approach to teaching and learning if we are to improve the academic success of our students as a whole.

The results of last school year's tests have been shared with building and district leadership as well as with various staff members throughout the district. All district stakeholders agree that changes need to be made, and some of those changes are already being implemented.

Supports Already Put in Place for 2022-23

We have reduced class sizes in several elementary buildings, especially at the primary grades, in order to increase one-on-one time with the teacher.

We have been able to increase the number of Pupil Services staff to lend more assistance and support to our students, teachers, and families.

We have implemented the "Move This World" curriculum resources in many of our elementary classrooms with the intent of helping to regulate our students and support their social and emotional needs. This will enable them to be better prepared to learn and be more academically successful.

At the middle school level we are piloting two programs, "Character Strong" and "7 Mindsets," in order to more successfully address any social and emotional issues students may be experiencing.

We have increased both our reading and math interventionist staffing at all levels. Our interventionists are working toward more of a Push-In model approach to teaching ELA and math - which provides more support in the classrooms and reaches a larger number of students.

In order to enhance dyslexic programming, we have a staff member currently working to obtain her Dyslexia Certificate from UW-Whitewater.

Additional resources have been purchased for ELL and Special Education teachers to address reading instruction for two targeted subgroups performing the lowest on Wisconsin State Assessment exams.

A new math program has been implemented at grades 4K-5.

A data warehousing system has been purchased in order to provide teachers with real time data on individual students which will help them to detect deficits and address those deficits immediately.

Exclusively at WRAMS:

A focus is being placed on the wellbeing of the whole child: SEL and CONNECTIONS

- Welcome Back to School events
- Efforts to increase family engagement
- Implementation of RPT time (WRAMS Pride Time)
- Implementation of RESET time
- Teen Truth working with staff and students
 - JC Pohl - Campus Relationships
 - Upcoming Student Assembly & Leadership Summit

Implementation of the BRIDGE Program (Alternative Educational Setting within WRAMS)

Considering ways to implement intervention into math and English classes everyday, using the Block schedule in a different way.

The View of the District

Staff at WRPS understand that we are in a situation where continuing to do the same thing is simply not going to work anymore.

District and building administration recognize that change must take place in our approaches and are working to build capacity within our teachers to *Be That Change*.

There is an overall “vibe” in our staff that says, “We are better than this - so what can we do to prove it.”

A more positive, energetic morale exists in our buildings this year compared to the last two years.

There is a genuine feeling of, “We are in this together for OUR kids.”

We Want to Move Forward.....

However, we understand that we cannot move forward without acknowledging the past first. This means we must study the WSAS results from last year, triangulate the data with other data we have collected, including district screeners in reading and math, absentee and truancy rates, discipline data, behavioral data, as well as other pieces of information, and determine where our weaknesses are. We are asking questions regarding curriculum maps, essential learning outcomes, curriculum resources, our use of PLC time, the overall wellbeing of our students and teachers - both physically and mentally, professional development, student engagement, teacher engagement, administrator expectations and engagement, family engagement and participation in the learning program, and overall community support for public education.

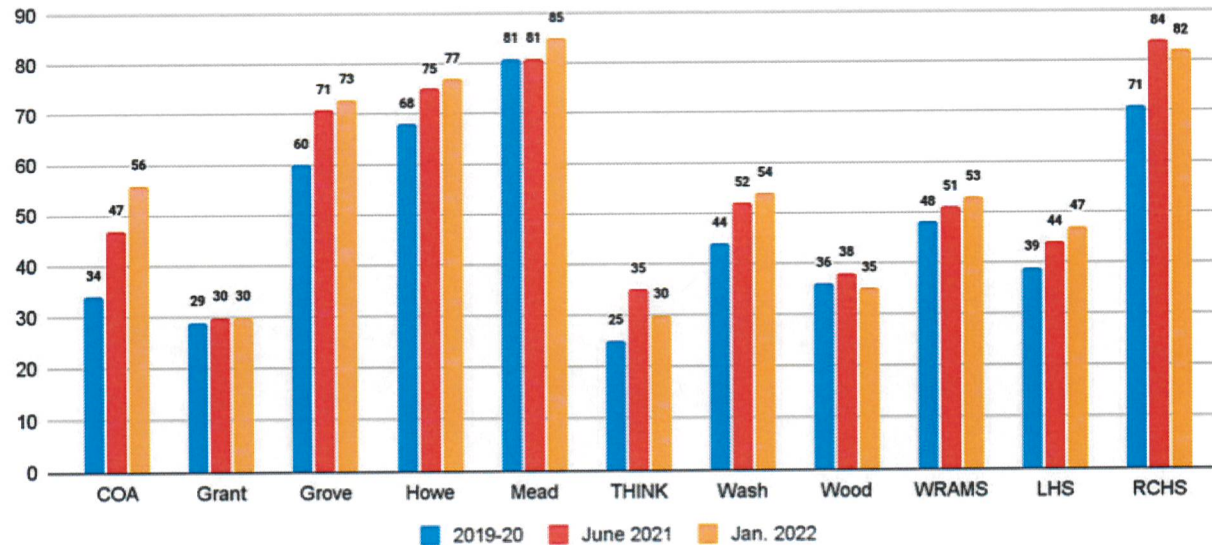
We recognize and acknowledge that the WSAS results play the biggest role in our District and School Report Cards and anticipate a less than stellar report this school year. As a result, we are addressing this head on, owning the results and not making excuses but rather moving forward as a team to provide our students with the best possible education that they deserve. As you review the WSAS results, please keep that in mind.

WISCONSIN STUDENT ASSESSMENT SYSTEM (WSAS) RESULTS

2021-2022



Economically Disadvantaged Trends

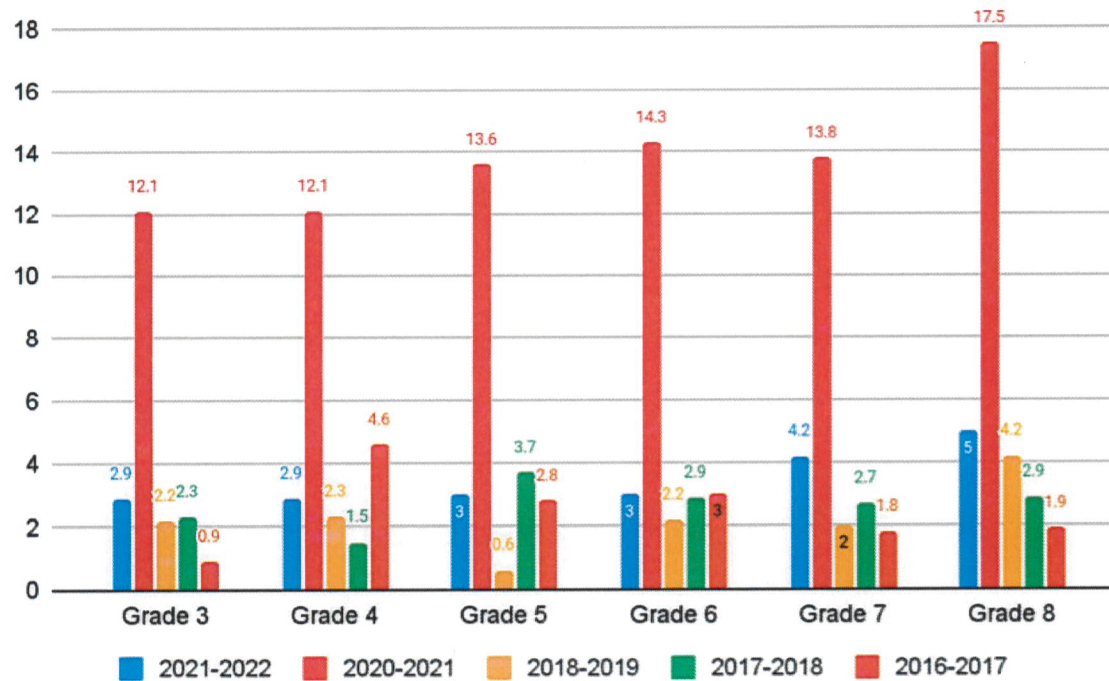


source: WRPS Food Service, June 2022



The WRPS trends in Economically Disadvantaged students has been on the incline over the past years. This data reveals that many of our families may be lacking resources at home to help support their children's education.

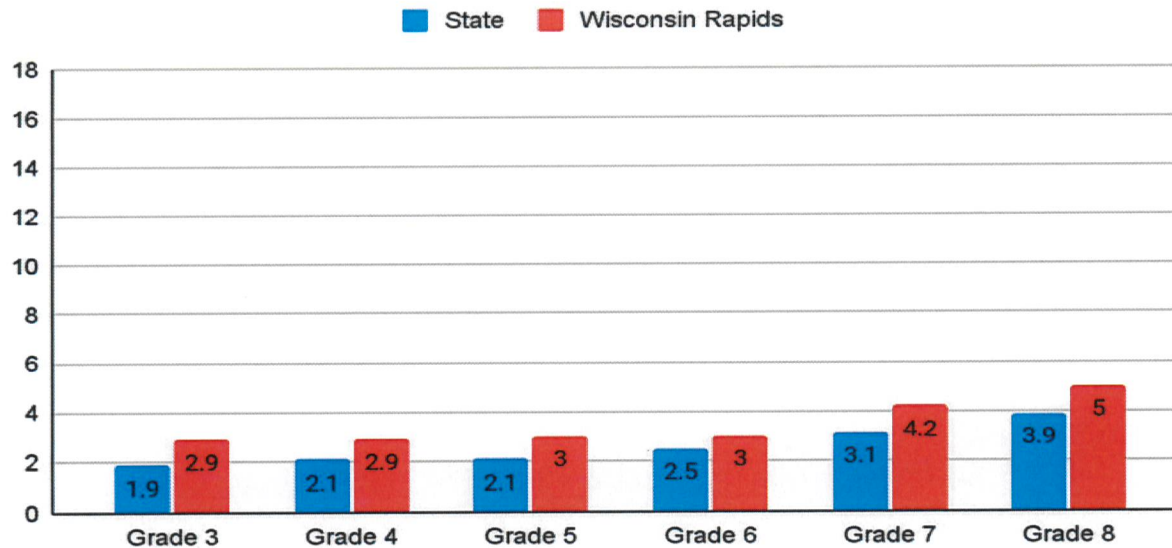
Percent Not Tested Trends



▶ 2

Students whose parents opted them out of the Forward Exam are recorded as scoring “Not Proficient” on the test. Central Oaks Academy has over 50% of their students opted out of the test. All of those students are recorded as scoring Not Proficient in each category. Not every district operates a virtual school like WRPS, which means they may not be adversely impacted by opt-outs since students who attend in person typically participate in the test. Due to this fact, our district numbers can be slightly skewed.

Percent of Students Not Tested at Each Grade Level, 2021-22



Proficiency rates are calculated as a percent of enrolled students – NOT tested students. So, if 14% of the students did not test, then the results automatically read that 14% are NOT PROFICIENT.

▶ 3

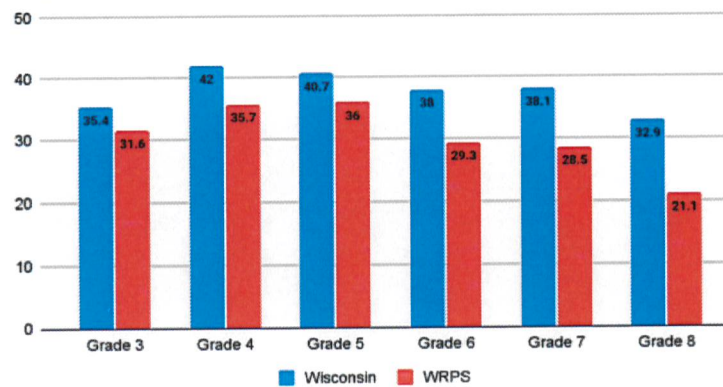
This chart simply compares our percentages of students not tested with the state averages at each grade level. The District is above the state average in students not tested, even though the staff at Central Oaks Academy, as well as at all of our schools, do everything they can to encourage student participation. High participation rates provide a better representation on overall success of District Programming, and more information for families to gauge individual student progress. In addition, high participation rates help teachers hone their approach as they analyze and compare their students' growth with other pupils of the same age and grade level.

Forward & DLM Exam Results

The Forward Exam tests English/Language Arts and mathematics in grades 3 - 8, Science in grades 4 and 8, and Social Studies in grades 4, 8 and 10. The Dynamic Learning Maps (DLM) are **for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations**. DLM assessments offer these students an avenue to demonstrate their learning in English language arts, mathematics, and science.

Forward & DLM Exam 2021-22
% Proficient and Advanced
Wisconsin and WRPS
Full Academic Year (FAY)

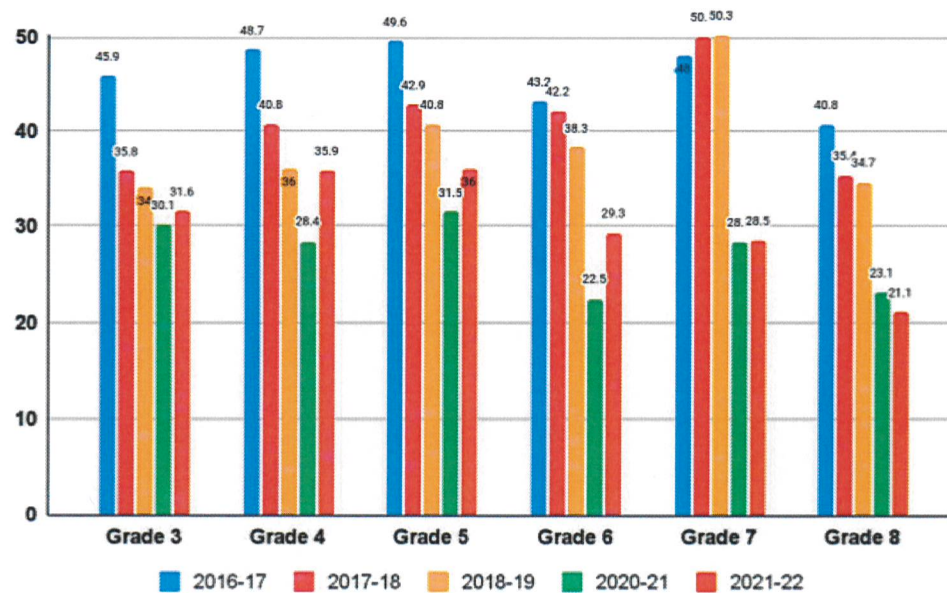
English/Language Arts



▶ 4

This chart shows the progress of District students in English Language Arts from grades 3 - 8. The District is below the state at every grade level. As a result, we are currently evaluating our curriculum resources and the amount of training our teachers have had to effectively use those resources. We are comparing District curriculum to the state standards to identify where there are gaps in the curriculum; this will help inform decisions about how to effectively fill those gaps.

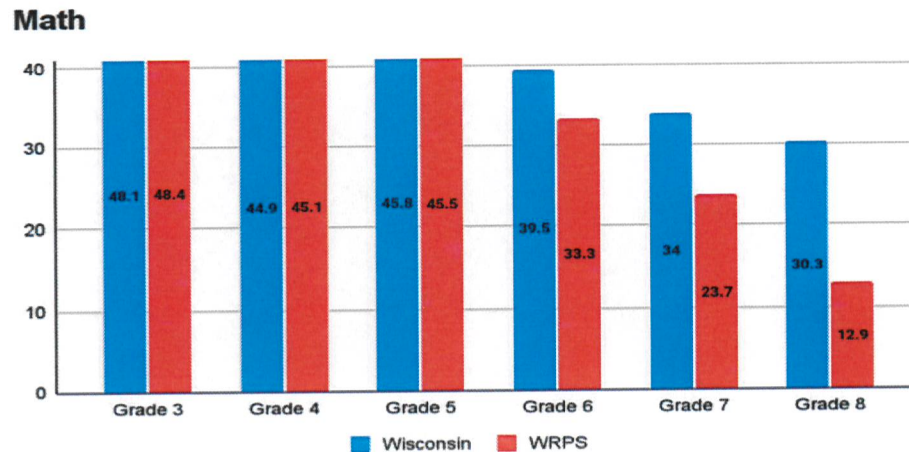
Forward & DLM Exam
 2016-17, 2017-18, 2018-19, 2020-21 & 2021-22
 % Proficient and Advanced - ELA
 Full Academic Year (FAY)



▶ 5

This chart shows the trends in District progress in ELA since 2016-2017. The green line represents the year we returned from a Covid shortened year. Orange represents 2021-22 assessment results. While there was growth in grades 3 - 6, unfortunately there was limited or no growth in grades 7 and 8. This is obviously concerning and the WRAMS staff are pouring over this data to determine what can be done differently to help our students be more successful.

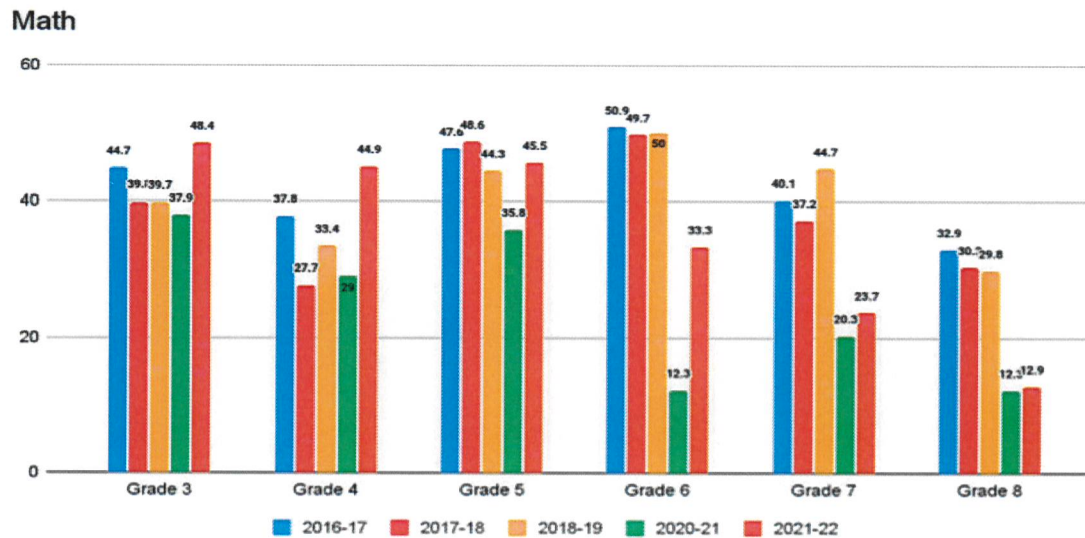
Forward & DLM Exam 2021-22 % Proficient and Advanced Wisconsin and WRPS Full Academic Year (FAY)



▶ 6

This chart shows progress in math from grades 3 - 8 as compared to the state. The District is very competitive with the state in grades 3-5. The “Bridges” and “Number Corner” math curriculum was implemented in the 2021-22 school year. There is usually an “implementation dip” when a new curriculum is used for the first time. The fact that results didn’t drop in grades 3-5 is very promising! The math department at WRAMS is already developing a plan to review both the data and affiliated curriculum maps. They are examining available resources to determine whether or not additional materials might be needed to fill gaps and enhance programming. In addition, research is being done on how teachers use the block schedule to provide enrichment and intervention to better and more proactively meet students’ needs.

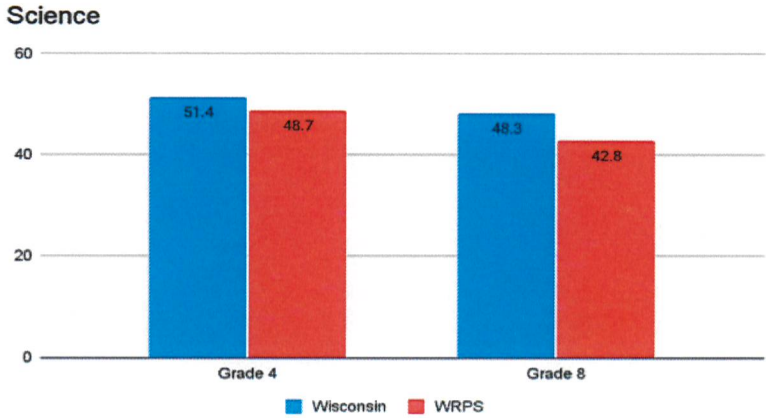
Forward & DLM Exam
 2016-17, 2017-18, 2018-19, 2020-21 & 2021-22
 % Proficient and Advanced
 Full Academic Year (FAY)



▶ 7

This chart shows the trends in District progress in math since 2016-2017. The green line represents the year we returned from a Covid shortened year. Orange represents the 2021-22 assessment results. Significant growth was identified in grades 3 - 6, with limited growth in grades 7 and 8. The WRAMS staff is digging into this and related data to determine what can be done differently to help kids be more successful.

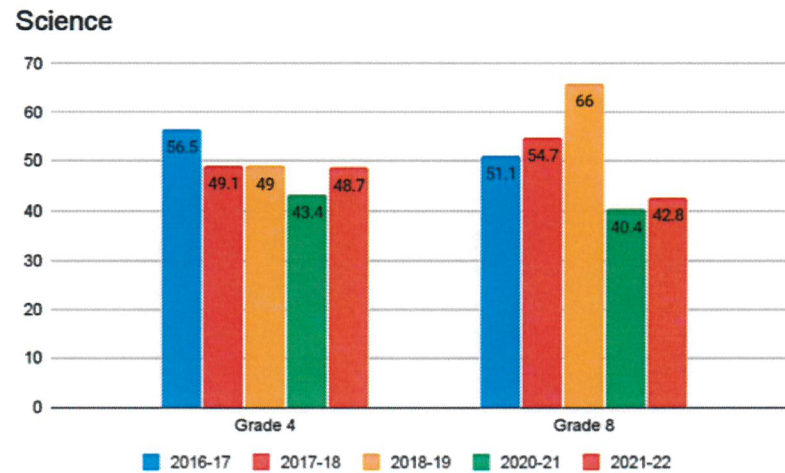
Forward & DLM Exam 2021-22
% Proficient and Advanced
Wisconsin and WRPS
Full Academic Year (FAY)



▶ 8

The Forward Exam science test is only administered to students in grades 4 and 8. The results indicate performance levels slightly below the state. Elementary science is approaching its curriculum acquisition year. As a result, the curriculum subcommittee is currently reviewing curriculum maps and resources to ensure District curriculum matches state standard expectations in preparation for the department’s acquisition. This data will assist in that review.

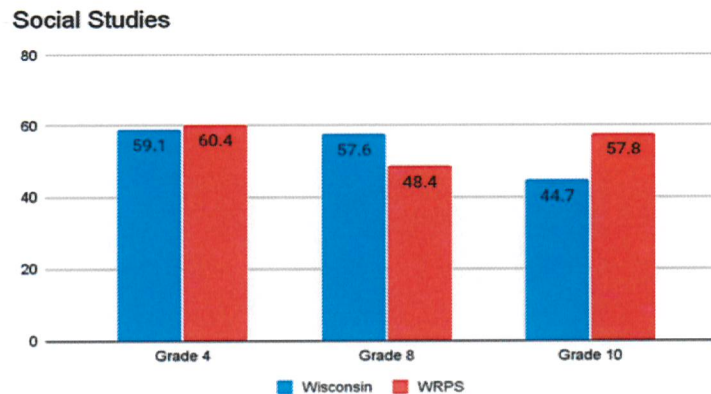
Forward & DLM Exam
2016-17, 2017-18, 2018-19, 2020-21 & 21-22
% Proficient and Advanced
Full Academic Year (FAY)



▶ 9

While the District has fallen below the state average slightly in science, there has been some overall growth.

Forward & DLM Exam 2021-22 % Proficient and Advanced Wisconsin and WRPS Full Academic Year (FAY)

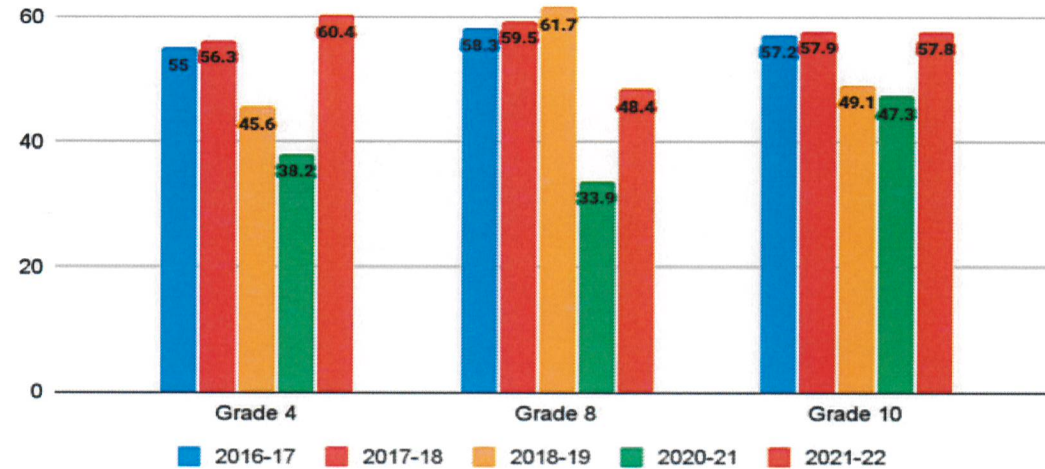


▶ 10

The District is currently higher than the state average in social studies in grades 4 and 10. This is encouraging as the social studies test was just recently rewritten to match the new state standards. With all new questions being used this year, it is evident that our students are meeting the new state standards and are able to demonstrate their understanding on the test. This also indicates that new curriculum resource purchases being made are effectively tied to the current state standards.

Forward & DLM Exam
 2015-16, 2016-17, 2017-18, 2018-19 & 2020-21
 % Proficient and Advanced
 Full Academic Year (FAY)

Social Studies




The District has exhibited significant growth in the area of social studies from last year to this year, a bright spot on the WSAS report.

Forward & DLM

Exam by

Building



Forward & DLM Exam 2021-22
All Grades
Full Academic Year (FAY)
% Proficient and Advanced

	WI	District	COA	Grant	Grove	Howe	Mead	THINK	Wash	Wood	WRAMS
ELA	37.8	30.4	23.0	35.2	22.5	38.9	22.9	44.1	38.7	40.0	26.3
Math	40.2	35.1	16.1	52.5	30.6	51.0	32.8	64.3	56.2	47.9	23.5
% Not Participating	2.6	3.5	51.7	1.6	0.0	.7	0.0	0.0	0.0	1.1	1.9

► 12

This chart illustrates the percent of students performing in the “Proficient and Advanced” category at each school, and the District as a whole, in the areas of ELA and math. As you review this chart, keep in mind that Central Oaks Academy had a 51.7% Not Tested rate. These students were then designated as “Not Proficient” in overall District scores. This designation impacts the District score as well as the individual COA score. One can see that overall, there are areas where the District performs above the Wisconsin average in certain schools. Internal conversations are ongoing to understand why this is happening. The goal is to replicate success, where possible, in all District schools. An important aspect to keep in mind is that each of our elementary schools is unique in terms of demographics, strengths, and challenges which can also positively or adversely impact overall scores.

Forward & DLM Exam 2021-22
Grade 3
Full Academic Year (FAY)
% Proficient and Advanced

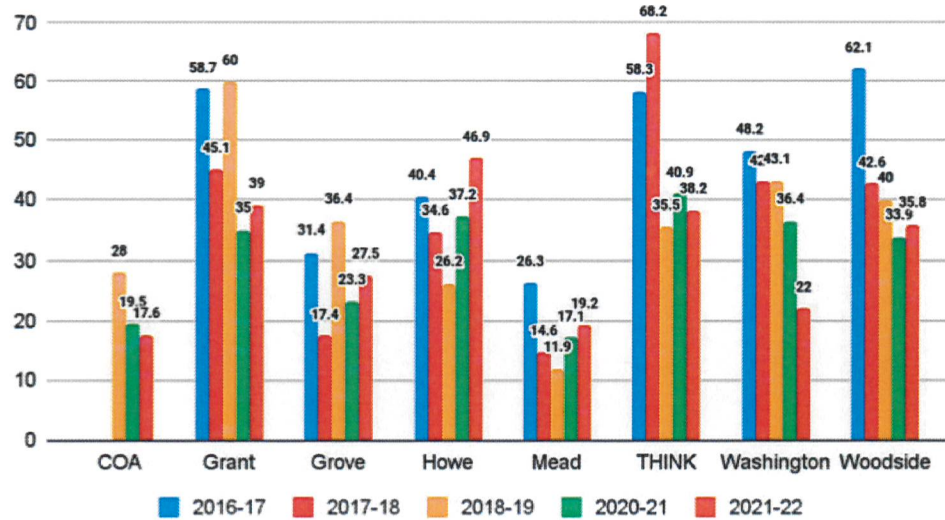
	WI	District	Not Tested	COA	Grant	Grove	Howe	Mead	THINK	Wash	Wood
ELA	35.4	31.6	2.9	17.6	39	27.5	46.9	19.2	38.2	22	35.8
Math	48.1	48.4	2.9	23.5	65.8	35	55.1	38.4	61.8	54	42.9

▶ 13

These charts depict the scores of math and ELA broken down by grade level. As a whole, the District is slightly above the state average in third grade math, and slightly below for ELA. One chart breaks down ELA and math scores by building, while another reveals historical data for both ELA and math. The above chart depicts Grade 3 data.

Forward & DLM Exam 2016-17, 2017-18, 2018-19, 2020-21 & 2021-22
 Grade 3
 Full Academic Year (FAY)
 % Proficient and Advanced

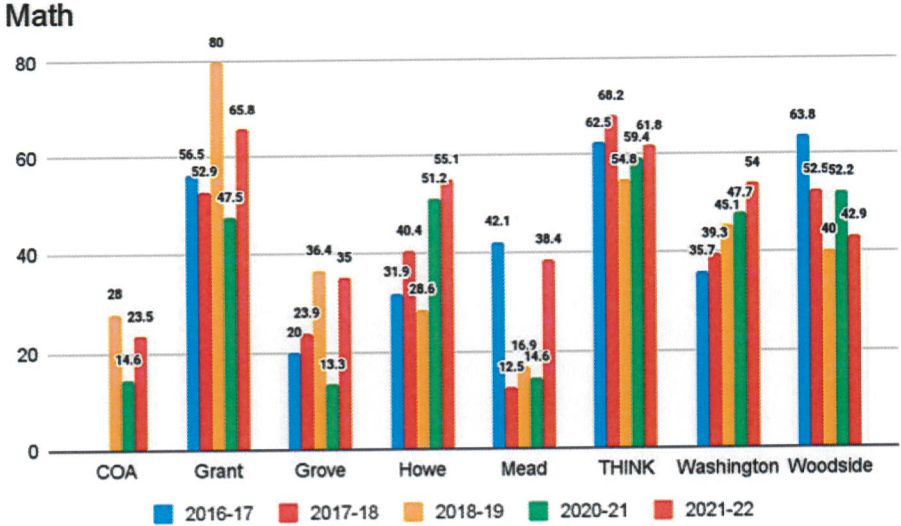
English/Language Arts



► 14

The above chart depicts Grade 3 English/Language Arts proficiency historical data.

Forward & DLM Exam 2016-17, 2017-18, 2018-19, 2020-21& 2021-22
 Grade 3
 Full Academic Year (FAY)
 % Proficient and Advanced



▶ 15

The above chart depicts Grade 3 math proficiency historical data.

Forward & DLM Exam 2021-2022
Grade 4
Full Academic Year (FAY)
% Proficient and Advanced

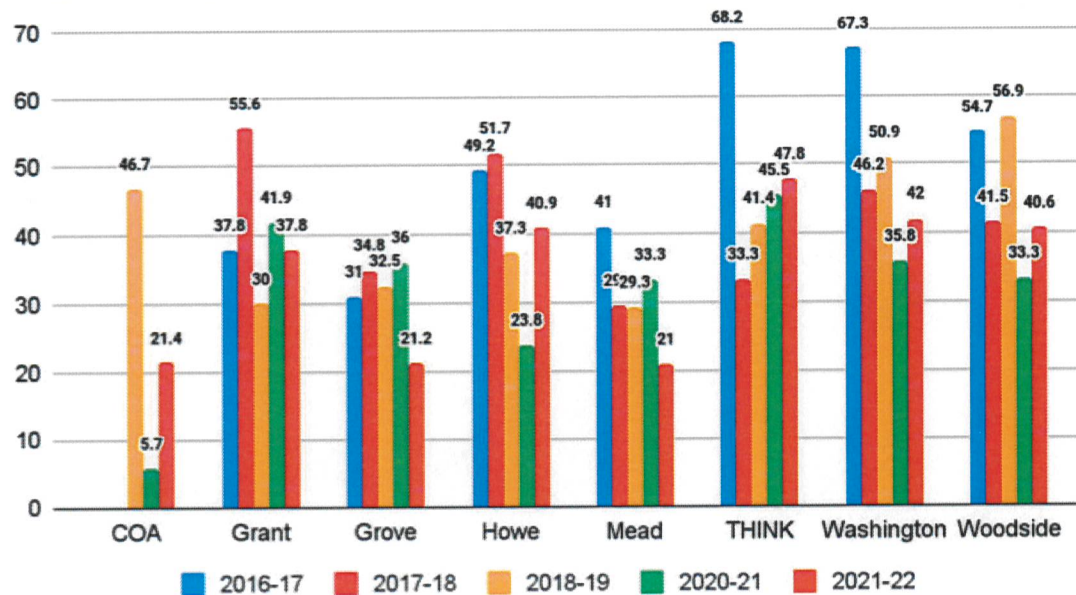
	WI	District	COA	Grant	Grove	Howe	Mead	THINK	Wash	Wood
ELA	42.0	35.7	21.4	37.8	21.2	40.9	21.0	47.8	42	40.6
Math	44.9	45.1	14.3	54.0	21.2	45.5	26.3	73.9	60	47.8
Science	51.4	49.7	14.3	64.8	33.3	54.6	36.8	65.2	64	44.9
Social Studies	59.1	60.4	21.4	67.6	45.5	56.8	55.3	78.2	82	55.1

▶ 16

The next series of charts show the scores of math, ELA, science and social studies for District 4th grade students. As a whole the District is, once again, slightly above the state average in fourth grade math and social studies and below for ELA and science. Teachers are using this data at the building level to lead conversations about student achievement and areas where teaching technique and resources could be improved. The following charts show the historical data for Grade 4 in ELA and math.

Forward & DLM Exam 2016-17, 2017-18, 2018-19, 2020-21 & 2021-22
Grade 4
Full Academic Year (FAY)
% Proficient and Advanced

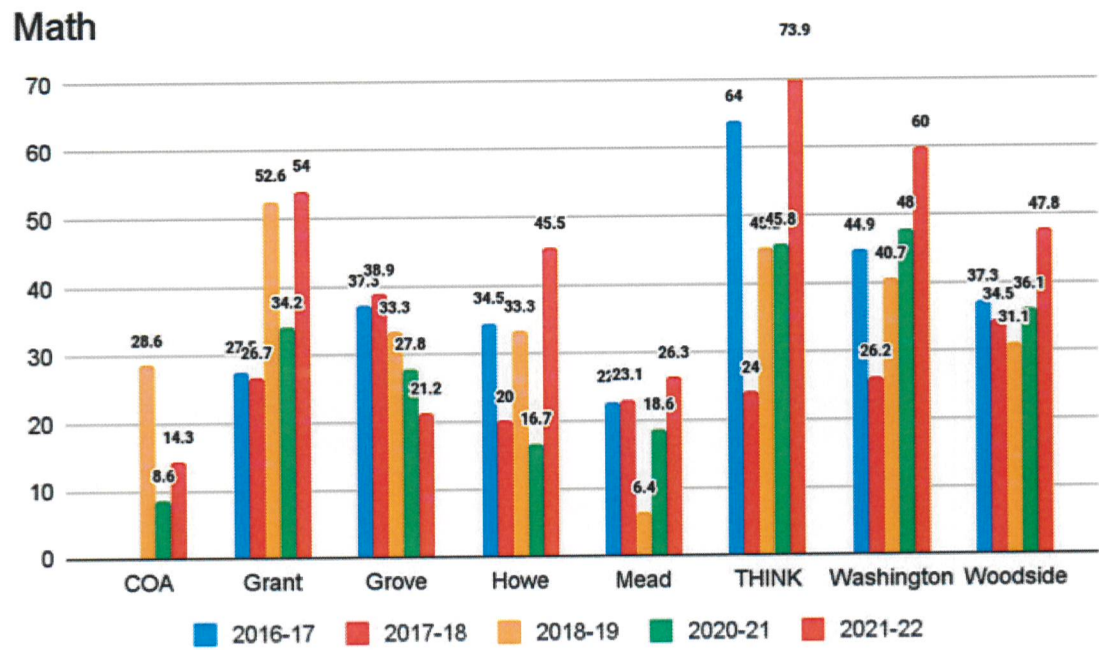
English/Language Arts



▶ 17

The above chart depicts Grade 4 English/Language Arts proficiency historical data.

Forward & DLM Exam 2016-17, 2017-18, 2018-19, 2020-21 & 2021-22
 Grade 4
 Full Academic Year (FAY)
 % Proficient and Advanced



▶ 18

The above chart depicts Grade 4 Math proficiency historical data.

Forward & DLM Exam 2020-21
Grade 5
Full Academic Year (FAY)
% Proficient and Advanced

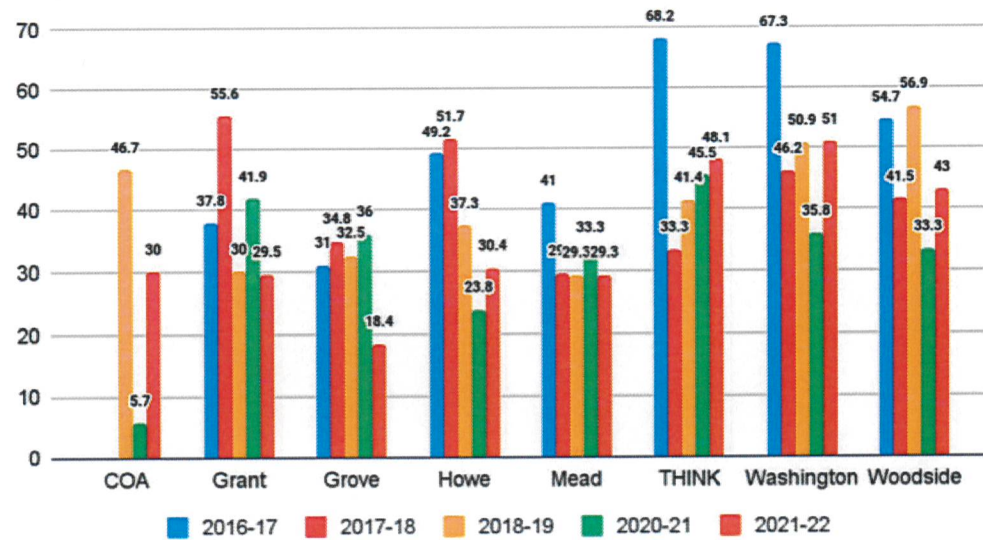
	WI	District	COA	Grant	Grove	Howe	Mead	THINK	Wash	Wood
ELA	39.7	35.3	30	29.5	18.4	30.4	29.3	48.1	51	43
Math	44.6	44.3	10.0	38.7	34.2	51.8	31.7	59.2	54.6	52.3
% Not Tested	2.7	3.2	60.0	4.5	0	1.8	0	0	0	1.5

▶ 19

The next series of charts show the scores of math and ELA for District 5th grade students. As a whole, the District is slightly below the state average in both areas. Teachers are using this data at the building level to lead conversations about student achievement and areas where teaching technique and resources could be improved. The following charts show the historical data for Grade 5 in ELA and math.

Forward & DLM Exam 2016-17, 2017-18, 2018-19, 2020-21 & 2021-22
 Grade 5
 Full Academic Year (FAY)
 % Proficient and Advanced

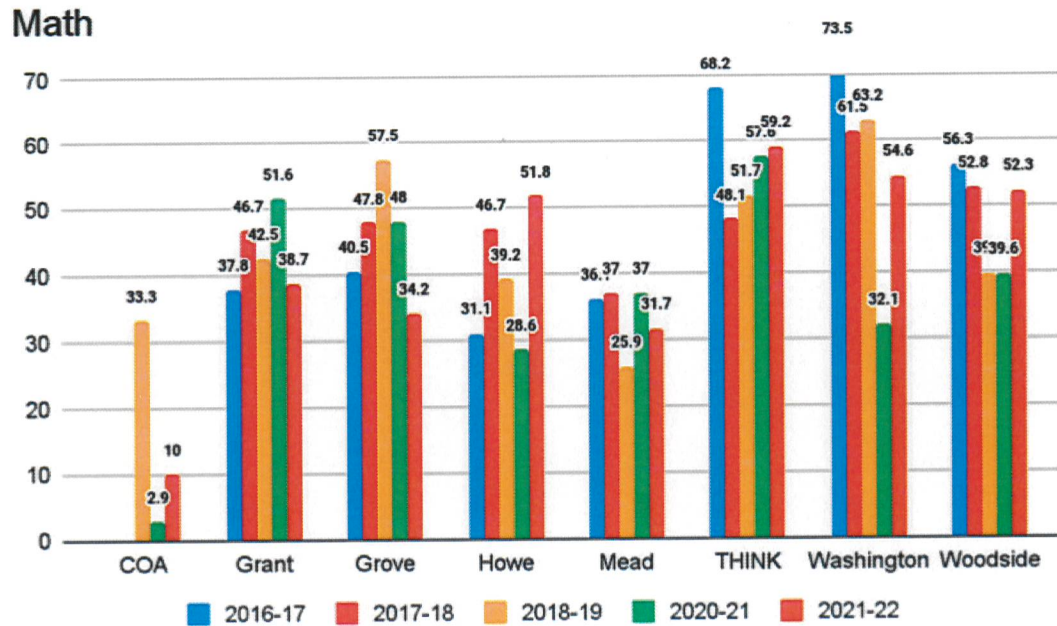
English/Language Arts



▶ 20

The above chart depicts Grade 5 English/Language Arts proficiency historical data.

Forward & DLM Exam 2015-16 – 2018-19, 2020-21
Grade 5
Full Academic Year (FAY)
% Proficient and Advanced

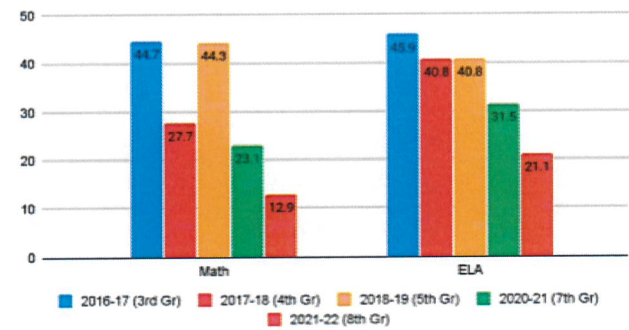


▶ 21

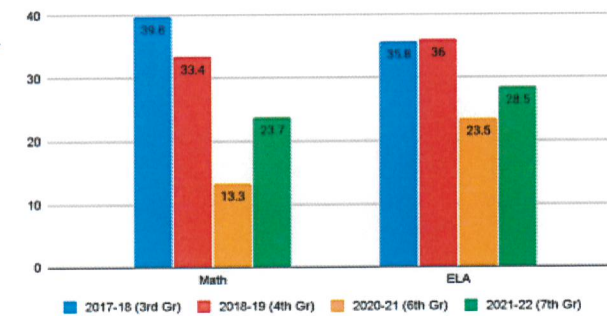
The above chart depicts Grade 5 Math proficiency historical data.

Forward & DLM Exam 2016-17 - Present Graduating Class Progress Full Academic Year (FAY) % Proficient and Advanced

Class of 2026



Class of 2027



▶ 22

These charts show longitudinal progress following the same students as they move from 3rd grade to last school year. These charts provide important information about the progress of a particular class of students. Studying this information helps when we try to triangulate all available data and determine next steps.

Forward & DLM Exam 2021-22
 Grades 3-8
 % Proficient and Advanced
 Achievement Gap – ELA
 Wisconsin Rapids Public Schools

Male (983)	Female (926)
25.2	36.0

Not Econ Disadvant (875)	Econ Disadvant (1034)
40.6	21.9

English Proficient (1,843)	ELL/LEP (66)
31.5	0.0

SWOD (1,582)	SWD (327)
35.4	6.4

Ethnicity	Proficient & Advanced
American Indian (18)	5.6
Asian (100)	17.0
Black (30)	6.7
Hispanic (118)	13.6
White (1,554)	33.9
2+ (89)	20.2

Not Homeless (1,867)	Homeless (42)
31.0	4.8

▶ 24

Forward & DLM Exam 2021-22
 Grades 3-8
 % Proficient and Advanced
 Achievement Gap – Math
 Wisconsin Rapids Public Schools

Male (983)	Female (926)
36.4	33.7

Not Econ Disadvant (875)	Econ Disadvant (1034)
48.6	23.7

English Proficient (1,843)	ELL/LEP (66)
36.1	7.6

SWOD (1,582)	SWD (327)
40.1	10.7

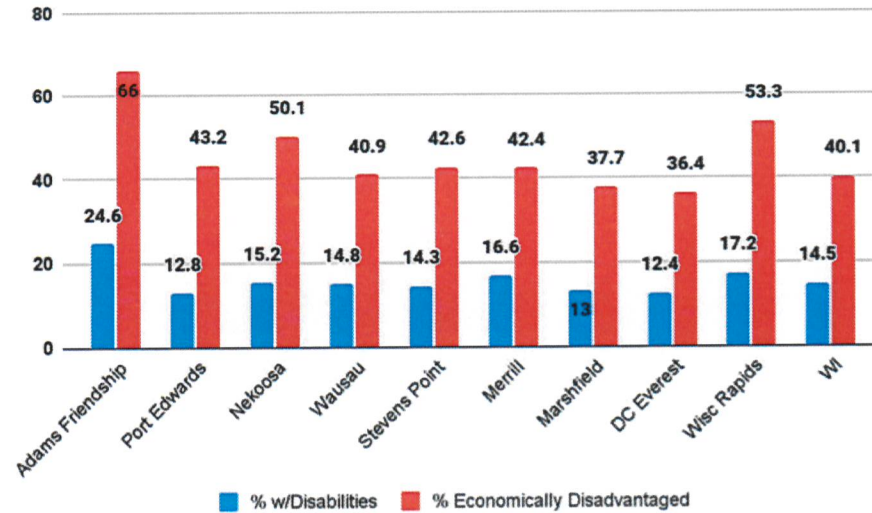
Ethnicity	Proficient & Advanced
American Indian (18)	22.2
Asian (100)	25.0
Black (30)	6.7
Hispanic (118)	17.8
White (1,554)	38.7
2+ (89)	19.1

Not Homeless (1,867)	Homeless (42)
35.6	11.9

▶ 25

The two charts above break down our progress by subsections of students: gender, economic situation, English proficiency, students with disabilities, homelessness and ethnicity. This data helps the District decide where more resources are needed to help students and teachers be successful with learning and teaching.

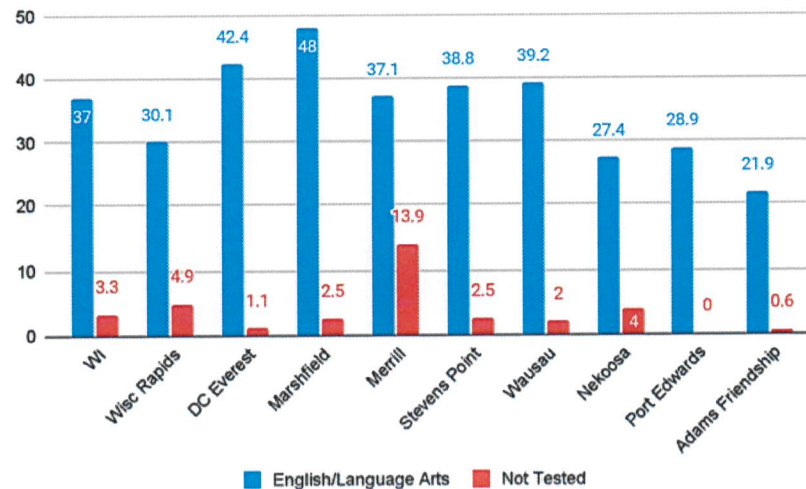
Forward Exam 2021-2022
Valley & Surrounding Districts
Full Academic Year (FAY)



▶ 26

This graph compares the percent of students enrolled by student group in the selected districts or schools on the 3rd Friday of September. Enrollment is a headcount of students receiving primary educational services from a district in the selected school year. The chart shows both the percentage of the student population that are identified as “Students with Disabilities” and the percentage of students identified as “Economically Disadvantaged.” WRPS had the second highest percentage of economically disadvantaged students as well as the second highest percentage of students identified as having a disability in comparison to the Valley and surrounding area districts. These two factors are important to keep in mind when a comparison of progress is made among surrounding districts. As scores will indicate, the overall demographics of a particular district play an important role in determining and deploying the best resources and teaching techniques/approaches possible to help students learn, grow and be successful. The District will continue to work hard to meet the needs of students with disabilities or who are economically disadvantaged.

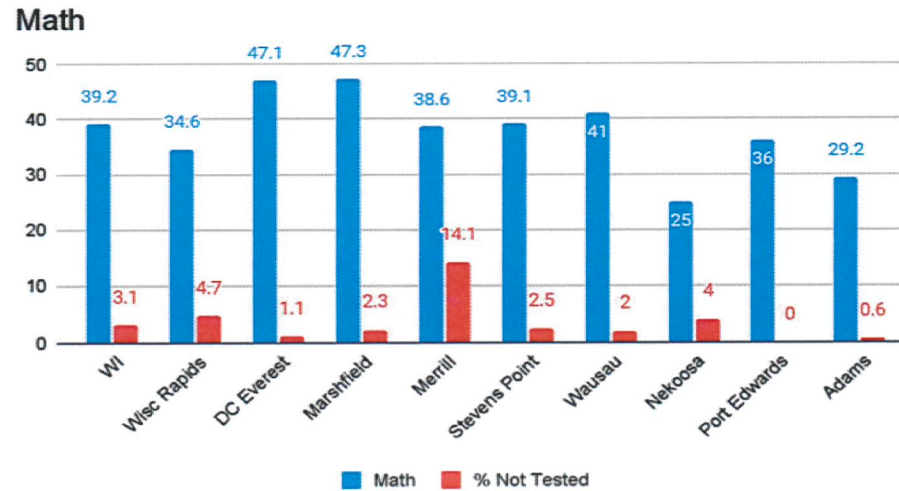
Forward Exam 2021-2022
Valley & Surrounding Districts
Grades 3-8
Full Academic Year (FAY)
% Proficient and Advanced
English/Language Arts



▶ 27

This graph displays the percentage of students at the Proficient (Advanced and Proficient) performance levels in English/Language Arts on the Forward or DLM exams during the 2021-22 school year. This graph also displays the percentage of students who are indicated as not completing either exam (No Test). This group includes students who were opted out of testing by their parents/guardians (parent opt-outs), and other non-tested students. WRPS District demographics of students with disabilities and economically disadvantaged compare most closely with Nekoosa, Adams-Friendship and Port Edwards. In addition, Merrill is the only district with a higher percentage of “Not Tested” students - students whose parents choose to opt them out of the assessment. Students who are opted out count as a “Not Proficient” score on the overall performance levels of a particular school and district.

Forward Exam 2021-2022
Valley & Surrounding Districts
Grades 3-8
Full Academic Year (FAY)
% Proficient and Advanced
Math



▶ 28

This graph displays the percentage of students at the Proficient (Advanced and Proficient) performance levels in math on the Forward or DLM exams during the 2021-22 school year. This graph also displays the percentage of students who are indicated as not completing either exam (No Test). This group includes students who were opted out of testing by their parents/guardians (parent opt-outs), and other non-tested students. WRPS District demographics of students with disabilities and economically disadvantaged compare most closely with Nekoosa, Adams-Friendship and Port Edwards. In addition, Merrill is the only district with a higher percentage of “Not Tested” students - students whose parents choose to opt them out of the assessment. Students who are opted out count as a “Not Proficient” score on the overall performance levels of a particular school and district.

ACT - Grade 11

ACT Aspire - Grades 9 & 10



**2021-22
Grade 11 (FAY)
ACT Benchmarks**

	State Average Composite Score	LHS Average Composite Score
English	18.1	17.5
Reading	19.7	19.7
Math	19.2	19.0
Science	19.8	19.9
Composite	19.3	19.2

▶ 32

**ACT – Statewide
Grade 11 (FAY)
% College Ready**

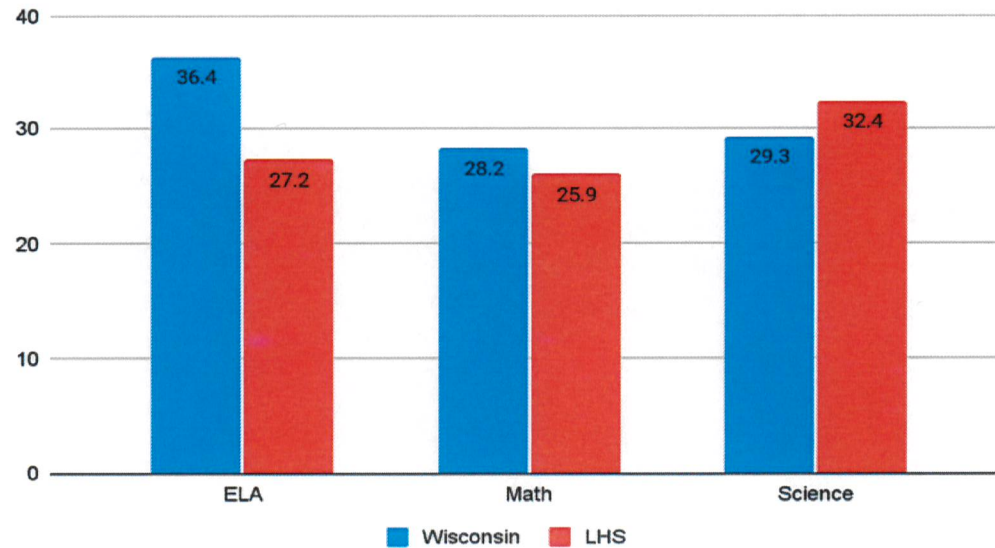
	17-18 LHS	18-19 LHS	19-20 LHS	20-21 LHS	21-22 LHS	2021-22 WI
English	60	60	56	54	48.7	50.0
Reading	38	46	37	37	32.1	36.9
Math	36	27	32	29	27.1	30.5
Science	38	36	34	32	33.9	31.8
STEM	14	13	16	10	13.7	14.3
ELA	34.7	38.2	39	43	28.5	39.4

▶ 33

It is important to note that as a result of the coronavirus pandemic, many colleges have dropped their test score requirement for the 2022/2023 admissions cycle, while others have gone permanently test optional. This has affected the attitudes of some of our students when taking the ACT and ACT Aspire tests.

The two charts above show the percent of students meeting the ACT Benchmarks as compared to the state, and the percent of students who are considered College Ready as compared to the state. There is necessary concern at Lincoln High School about the dips in scores. Conversations are being had at the curriculum level on how best to use day-to-day data to help gain understanding and inform decision making with a goal set to improve these test scores.

ACT – Statewide, 2021-22 % Proficient and Advanced



▶ 35

LHS is above the state average in science, but needs improvement in math and ELA. The above chart depicts the percent of 11th grade students who score Proficient or Advanced in the designated curricular areas.

**ACT LHS ELA, 2021-22
% Proficient & Advanced
Grade 11**

Male	Female
22.3	32.4

% Not Econ Disadvant	% Econ Disadvant
32.8	19.0

% English Proficient	% Not English Pro
27.6	0

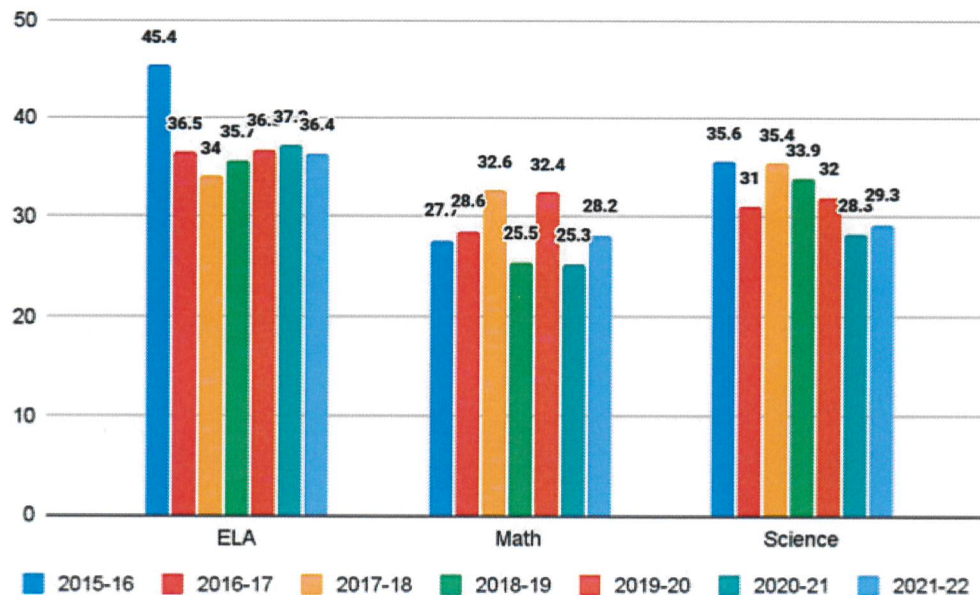
% SWOD	% SWD
31.2	0

Ethnicity	Proficient & Advanced
American Indian	14.3
Asian	–
Black	--
Hispanic	14.3
White	30.2
2+	20.0

▶ 36

The chart above breaks down progress based on subsections of students: gender, economic situation, English proficiency, students with disabilities, homelessness and ethnicity. This data helps the District decide where more resources are needed to help students and teachers be successful with learning and teaching.

ACT Statewide 2015-16 thru 2021-22 Grade 11 (FAY) % Proficient and Advanced



▶ 38

This chart shows the progress of our Junior class through the last 7 years. Progress is evident in math and science from last year to this year, while scores in ELA have dropped slightly. The ELA Professional Learning teams are digging into related data to help pinpoint the causes for the dip in scores and to devise a plan for overall improvement moving forward.

**ACT Statewide LHS Math, 2021-22
% Proficient & Advanced
Grade 11**

Male	Female
25.6	25

% Not Econ Disadvant	% Econ Disadvant
32.2	16.4

% English Proficient	% Not English Pro
25.3	0

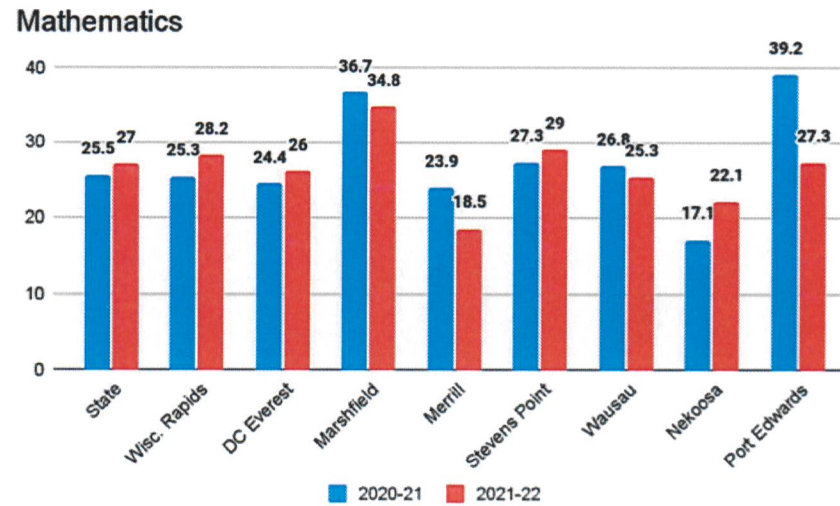
% SWOD	% SWD
29.6	0

Ethnicity	Proficient & Advanced
American Indian	14.3
Asian	14.3
Black	--
Hispanic	14.3
White	27.7
2+	20.0

▶ 39

The chart above breaks down progress based on subsections of students: gender, economic situation, English proficiency, students with disabilities, homelessness and ethnicity. This data helps the District decide where more resources are needed to help students and teachers be successful with learning and teaching.

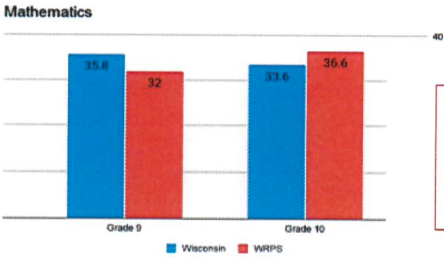
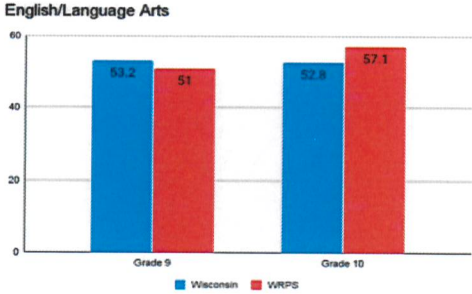
ACT - Statewide
2020-21 & 2021-22
Grade 11 (FAY)
% Proficient and Advanced



▶ 40

This graph measures the percentage of Lincoln High School students in the Advanced and Proficient performance categories on the ACT Statewide exam for Grade 11, comparing performance to Valley and surrounding schools as well as the state.

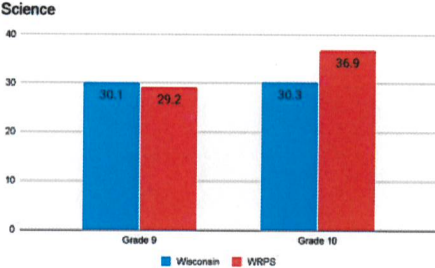
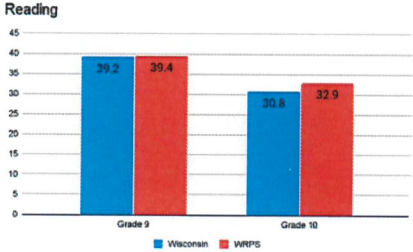
ACT Aspire 2022 Percent Ready and Exceeding Benchmarks (FAY)



ACT Aspire (Spring) Percent Ready and Exceeding ACT Benchmarks (FAY)

▶ 41

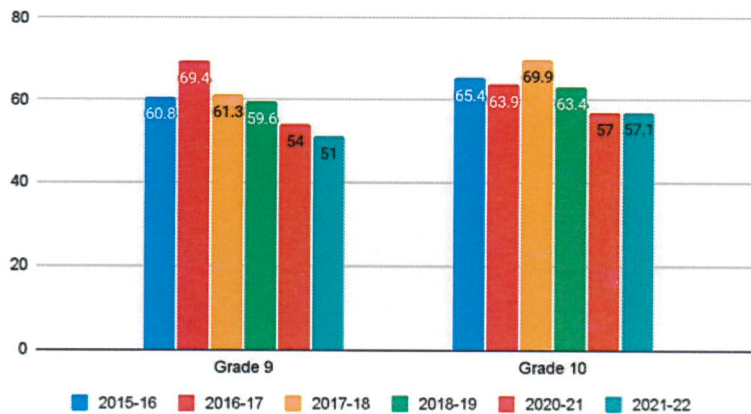
These two charts compare the District's progress on the ACT Aspire which is administered to 9th and 10th grade students. Results are very close to the state average in all areas.



▶ 42

ACT Aspire (Spring)
Percent Ready and Exceeding
ACT Benchmarks (FAY)
2015-2016 through 2021-2022

English/Language Arts

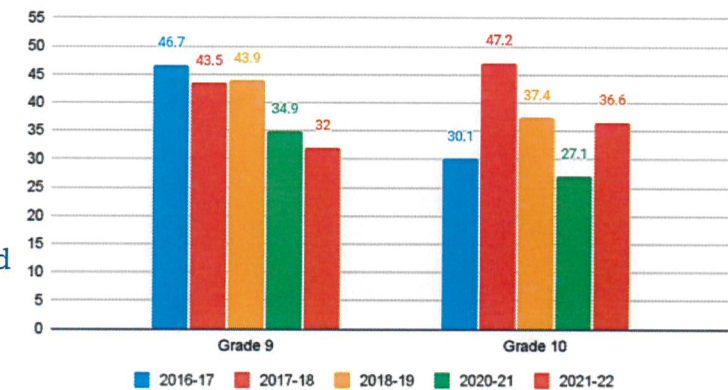


▶ 43

These two charts show the District's progress over time on the ACT Aspire in both English/Language Arts and math. The students are measured by their success of reaching a State developed Benchmark. Students who meet a benchmark on the ACT have approximately a 50% chance of earning a B or better, and approximately a 75% chance of earning a C or better in the corresponding college course or courses.

ACT Aspire (Spring)
Percent Ready and Exceeding ACT
Benchmarks (FAY)

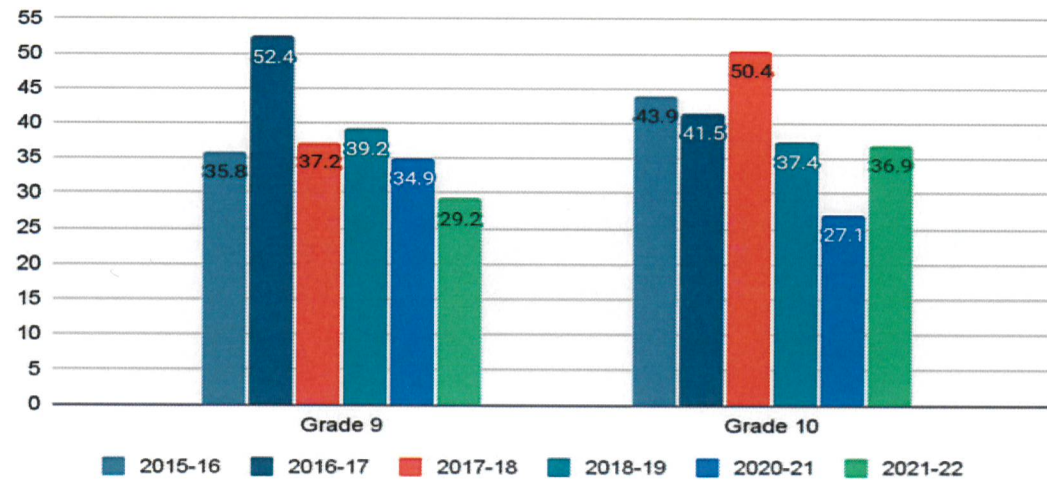
Mathematics



▶ 44

ACT Aspire (Spring) Percent Ready and Exceeding ACT Benchmarks (FAY)

Science

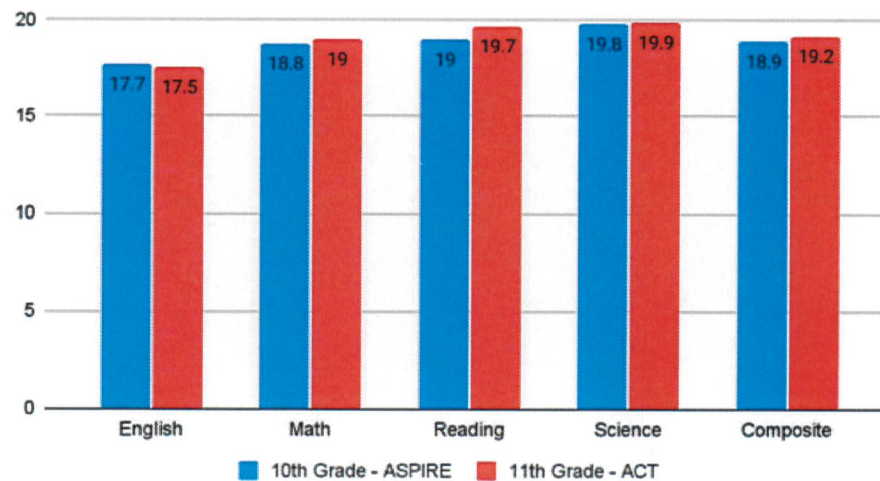


▶ 45

This chart shows the District's progress over time on the ACT Aspire in Science. Students who meet a benchmark on the ACT have approximately a 50% chance of earning a B or better, and approximately a 75% chance of earning a C or better, in the corresponding college course or courses.

ACT Trends - Present
Graduating Class Progress
Full Academic Year (FAY)
Anticipated ACT Scores based upon ASPIRE & Actual ACT

Class of 2023

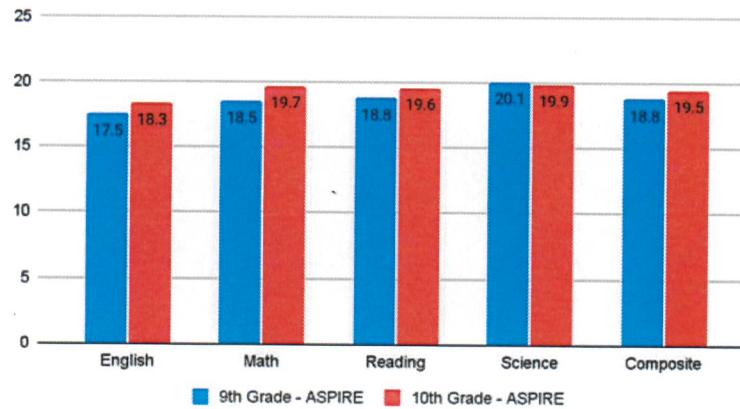


▶ 48

The ACT Aspire test gives the District data around what students are predicted to score on the actual ACT test taken as juniors. This chart depicts what the predicted ACT score was for the class of 2023 based on performance on the ACT Aspire. Actual scores reveal that in 3 out of 4 areas our students scored above their predicted score. This is also true of the overall composite score.

ACT Trends - Present
Graduating Class Progress
Full Academic Year (FAY)
Anticipated ACT Scores based upon ASPIRE

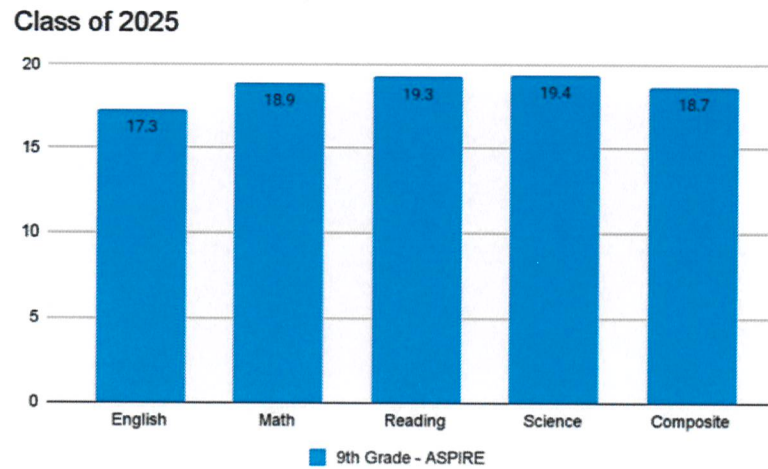
Class of 2024



▶ 49

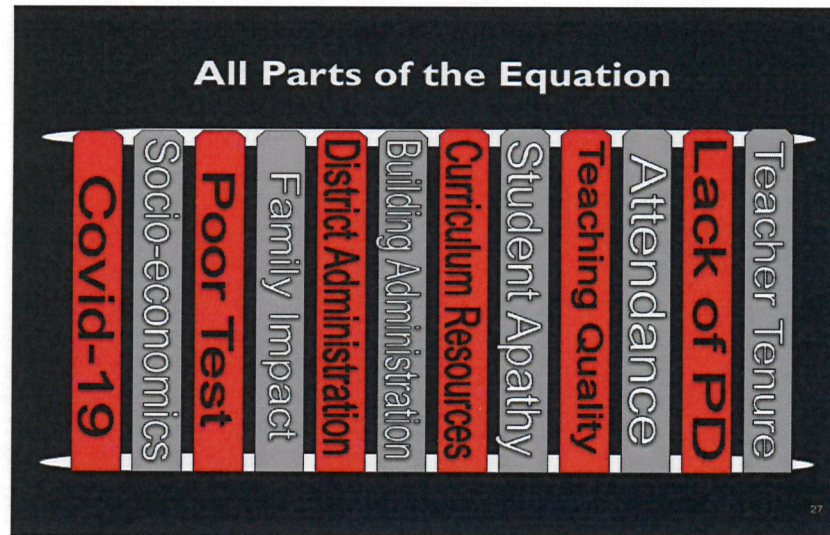
This chart shows what the ACT anticipated score currently is for our students who will be taking the ACT this school year based on their 9th and 10th grade scores. This is the last year for the ACT Aspire test. Beginning with the 2022-23 school year, freshmen and sophomores will take the Pre-ACT. The Pre-ACT will be given on April 4, 2023 and the Junior class ACT Assessment will be given on March 7, 2023.

ACT Trends - Present
Graduating Class Progress
Full Academic Year (FAY)
Anticipated ACT Scores based upon ASPIRE



▶ 50

This chart represents the ACT anticipated scores of last year's freshman class based on the ACT Aspire test taken in 2021-22.



There is no **ONE SINGLE** reason for lower test scores and therefore, there is not **ONE SINGLE** solution for addressing those scores. Obvious work needs to be done in the district, including taking an honest look at curriculum resources, teaching strategies, student and teacher overall health, and leadership/district support for teaching and learning. We need to increase family engagement in the educational process. In addition, teachers and school/district leaders need to know they have community support as steps are taken to overcome challenges and drive school improvements. All of these initiatives working collectively will help. WRPS teachers recognize they can only control certain things, and they have accepted the challenge to improve those things. It is now time to move forward with the data we have and work hard to provide our students with the education they deserve. WRPS is ready to accept that challenge!

We are refining our data driven decision making process by working on understanding how to use our Professional Learning Community (PLC) time better. LHS and WRAMS have dedicated PLC release time two Wednesdays a month where curriculum groups get together to discuss data collected through classroom assessments and district screeners. Several elementary buildings have been able to creatively find a way to incorporate early release or late start days in order to have similar conversations. **The time spent delving into this data and working together to plan and improve teaching and learning has never been more important, and our goal is to translate that work into greater student success.**