



## 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  
John Krings, President  
Kathi Stebbins-Hintz  
Julie Timm

October 2, 2023

**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. Peer Review Mentor Grant
  - B. ExploreLearning Reflex and Frax Math Renewals
- V. Updates
  - A. New Course/Curriculum Modifications and Proposals
  - B. GATES Update
  - C. Auto Enrollment into Mid-State Technical College for WRPS Seniors
  - D. Act 20 Update
  - E. Wisconsin Student Assessment System (WSAS) Results: 2022-2023
- 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

Wisconsin Rapids Board of Education  
**Educational Services Committee**

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LOCATION: Board of Education, 510 Peach Street, Wisconsin Rapids, WI  
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TIME: 6:00 p.m.

- I. Call to Order
- II. Pledge of Allegiance
- III. Public Comment
- IV. Actionable Items
  - A. Peer Review Mentor Grant

Each school year the District provides a comprehensive "New Colleague Program" in consortium with the Port Edwards School District. The program provides an orientation program, monthly seminars, a mentor, and other support systems to make new colleagues' adjustment to their district a successful one. In the spring of 2023, Ms. Filtz once again applied for the Peer Review and Mentor Grant as part of the consortium with PESD. Ms. Filtz received notification that the consortium received grant funding of \$23,514.00 for the 2023-2024 school year. This funding will defray some of the costs of our successful Peer Mentor Program.

**The administration recommends approval of accepting the Peer Review Mentor Grant funding in the amount of \$23,514.00 for the 2023-2024 school year.**

- B. ExploreLearning Reflex and Frax Math Renewals

ExploreLearning Reflex is an adaptive and individualized computer software program that helps our students in grades 2-8 master basic facts in addition, subtraction, multiplication and division. Frax is an adaptive and game-based software program for grades 3-8 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. 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 in 2021-22. Frax was purchased as a trial-run in 2022-23 at Mead, THINK, and Washington. Although students found it very engaging, and there was some overall improvement in fraction-sense for the students, the programs are not being used as widely as was hoped, due in part to our recently adopted robust math curriculum. The subscription to both programs needs to be renewed by November 1, 2023, in order to continue using this school year.

Because classroom teachers and interventionists are currently using both math programs to some degree this school year, the District would like to renew both programs for the elementary buildings through July 2024 and then sunset the program as the math interventionists are looking at other programs that can provide similar strategies at a lesser cost. Teachers will be notified soon of the sunsetting of the program after the 2023-2024 school year and will be aware that other programs are being vetted to take the place of Reflex and Frax. This proposal includes both Reflex Math and Frax for our elementary buildings and includes the FRAX II Missions (fractions) for those same buildings. It eliminates a WRAMS site license but replaces it with 20 intervention seats for WRAMS. The district will use ESSER III funds for the renewal for the remainder of the 2023-24 year.

**The administration recommends a 9 month license renewal of ExploreLearning Reflex and Frax, along with the FRAX II Missions software programs for our 2-5 math program for all 7 elementary buildings as well as 20 intervention seats to be used at WRAMS for a total cost of \$26,418.04 to be paid through the ESSER III budget. This will cover the remainder of the 2023-2024 school year.**

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 middle of September. In addition, such proposals are reviewed by the relevant Council for Instructional Improvement (CII) Sub-Committees and building leadership committees before seeking final Board approval. 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. Lincoln High School Math Program Modifications
  - a. Extended Algebra 1 (Attachment A)
  - b. Introduction to Statistics (Attachment B)
  - c. College Prep Math (Attachment C)
  - d. AP Precalculus (Attachment D)
2. LHS – SwD Course Proposals
  - a. CLL: Character, Life and Leadership (Attachment E)
  - b. Work Prep and Your Finances (Attachment F)
  - c. Independent Living in a Digital Age (Attachment G)
3. Music Proposals
  - a. America’s Music History (Attachment H)
  - b. Raider Rhythm (Attachment I)
4. Health Course Proposal
  - a. Mental Wellness and Stress Management – Dual Credit (Attachment J)
5. Name Change: Sports Entertainment Marketing to Sports Entertainment and Digital Marketing – Create a Dual Credit course through Mid-State

B. GATES Update

Kelly Bluell, the District K-12 Gifted and Talented Educational Services (GATES) Coordinator, will be present to recap the work of the 2022-2023 GATES program and preview the work to come during the 2023-2024 school year.

C. Auto-Enrollment into Mid-State Technical College for WRPS Seniors

The Lumina Foundation’s *A Stronger Nation Report* reported that 60 percent of our national workforce, aged 25–64, will need a post-secondary credential by 2025 to meet the demands of industry and provide a stronger personal economic future. *60 Forward’s* goal is moving Wisconsin to a postsecondary education attainment rate of 60% by 2027. Mid-State Technical College and Wisconsin Rapids Public School District have partnered to advance the *60 Forward* initiative by removing admissions barriers to MSTC by admitting all graduating seniors from WRPS to MSTC beginning with the 2024 graduating class. Parents of graduating seniors will receive communication regarding this new partnership. Questions about this initiative will be addressed at the meeting.

D. Act 20 Update

The 2023 Wisconsin Act 20 bill was signed on July 19, 2023 and requires all districts to provide science-based early literacy instruction in universal and intervention settings. This bill will have an impact on the District Curriculum Acquisition Cycle, professional development with classroom teachers and elementary administrators, and WRPS assessment practices. Attachment K summarizes Act 20 and the responsibilities of WRPS as well as a potential timeline of when work needs to be completed.

Roxanne Filtz and Jennifer Wilhorn will be present to discuss the different components of Act 20 and how it will impact Wisconsin Rapids Public Schools in the future.

E. WSAS 2022-2023 Results

If the Wisconsin Department of Public Instruction lifts the embargo imposed on the 2022-23 Wisconsin State Assessment System (WSAS) results at some point prior to the October 2, 2023, Educational Services Committee meeting, Ms. Filtz will provide an analysis of the assessment results along with an Action Plan for the 2023-2024 school year related to improving student progress. If the embargo is not lifted in sufficient time prior to October 2, 2023, that would allow Ms. Filtz time to provide an accurate analysis, then a thorough analysis will be provided at the November Educational Services Committee meeting.

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 Modifications and Proposals – Decision (November)
- ECCP/SCN Applications (November)
- Innovation Mini Grant Recipients (December)
- Open Enrollment Space Determination Limits for the 2024-2025 School Year (January)
- AGR Mid-Year Report (February)
- District Strategic Plan (February)

## Math Department Proposed Changes 2024-25

1. **Eliminate Algebra Topics - replace with a combined, slowed down 1.5 credit Extended Algebra 1 course**
2. **Add 0.5 cr Introduction to Statistics course - jr/sr level**
3. **Eliminate Explorations cours**
4. **Replace Accelerated Precalculus with AP Precalculus**
5. **Replace Precalculus with Transition to College Math**
6. **Change prerequisite for AP Calculus to AP Precalculus**

### Rationale:

1. Roughly half of our Topics students are still failing Alg 1. The extended course would enable students to take the extra time to practice prealgebra topics directly when they are needed vs front-loading a term ahead. Students would be provided with more consistency as they would not switch teachers and classmates as they currently do after Topics. Topics would no longer provide a "spot" to put students when unsure where to place them.
2. This will provide a 0.5 cr course to pair with our new Math for the Trades 0.5 cr course, enabling students to earn a full math credit toward the 3 required. Also provides non-AP students an opportunity to take a rich statistics course.
3. Explorations has become outdated. It was created when we did not require students to pass Algebra 1 to move to Geometry so we had juniors who had passed only parts of either Algebra 1 and/or Geometry who needed a place to go. Students are now required to pass Algebra 1 before moving on to Geometry. With the addition of Intro to Stats, students now have options to move forward vs repeating content passed in Algebra 1 and seen or passed in Geometry..
4. AP Precalculus is essentially the same course as Precalculus but would provide the option of earning college credit.
5. With the addition of Accelerated Precalculus a few years ago, Precalculus has become mostly a senior class for students who do not intend on taking Calculus. The focus of this course would be shifted to more Stats and less Trig, which most non-math majors require, to provide a more well-rounded preparation for college-level math.
6. Change needed based on #4 & #5

## **Math Options with new courses**

### **Goals:**

- 1. Provide course options based on students' college and career goals instead of based on past performance and perceived ability.***
- 2. Provide course options that will move students either forward or in a different direction in their learning versus going backwards and doing remedial content.***

### **All students on grade-level:**

**Grade 9 - Algebra 1 or Extended Algebra 1 (must pass 1.0 credit of Algebra 1 to move on to Geometry)**

**Grade 10 - Geometry**

### **Workforce or Technical college-bound students - junior and senior year options:**

**Math for the Trades (0.5 cr) - also MSTC credit**

**Introduction to Statistics (0.5 cr)**

**Financial Algebra (1.0 cr) - also financial literacy credit**

**Intermediate Algebra (1.0 cr) - also MSTC credit**

### **4-yr University-bound students - non - Calculus - junior and senior year options:**

**Junior year - Algebra 2 or Acc Algebra 2**

**Senior year - Transition to College Math, AP Statistics (or AP Precalculus)**

### **Accelerated 4-yr University & Calculus-bound students' sequence:**

**(Grade 8 - Algebra 1)**

**Grade 9 - Acc Geometry**

**Grade 10 - Acc Algebra 2**

**Grade 11 - AP Precalculus (could double up with AP Statistics)**

**Grade 12 - AP Calculus (could double up with AP Statistics)**

**DRAFT**

**Attachment A**

New Course Proposal  
Fall 2023

## **Extended Algebra 1**

1.5 Mathematics Credit

Requested by: Stacy Moyer, LHS Mathematics Department Chair

Endorsed by: LHS Mathematics Department



## **Explanation and Rationale**

This course will provide a combination of the current Algebra Topics curriculum and Algebra 1 curriculum for students in need of a transitional course to high school geometry. This course is designed to support students with data supported learning gaps in the area of Pre-Algebra. Students would be placed in this course based on teacher recommendation only and would have the flexibility to transition to a traditional paced Algebra course if it was determined to be in the best interest of the student. Students may also be able to switch from Algebra 1(class sizes permitting) to the Extended Algebra 1 course if they were missed in the initial placement and find themselves struggling in Algebra 1A which is currently not an option for students who do not have Algebra 1A until term 2.

The current Algebra Topics structure is a stand alone single term course taken prior to Algebra 1. Student data shows that taking these courses in the current structure does not lead to as much improved success in Algebra 1 as intended. The new course proposal would allow for the integration of additional skill growth and practice time throughout the algebra curriculum at the time at which it is needed instead of attempting to front-load the skill development during Algebra Topics. In addition, by combining the courses into one, students would be provided with more consistency as the same group of students would have the same teacher throughout the entire course. Currently, students take Topics with one teacher and could then potentially have a different teacher for part A and also part B of Algebra 1. The goal after this three term course would be for students to have closed gaps in foundational algebra skills as well as in the problem solving process setting them up for better success in Geometry.

### **Recommended Course Structure:**

This course is a three trimester course intended for incoming freshmen with data supported learning gaps in Pre-Algebra skills and requires teacher recommendation. Students would earn 1.5 math credits with successful completion of the entire course. The course sequence would place students in Geometry.

### **Resources:**

LHS Math Department will create the curriculum map and content over the 2023-24 school year.

Curriculum Development Time: 2 DEUs (or 24 hours for pay) max for LHS Math Dept Members

## Communication/Timeline:

May 2023:	Course idea shared with Math Department & LHS Administration
Fall 2023:	Proposal shared with Cabinet
Fall 2023:	Proposal shared with Math CII and Full CII
November 2023:	Counselors informed of the course prerequisites and scope to better help the registration process
2023-2024:	Specific Course development
2024-2025:	Course implementation

## Summary/ Statement of impact

The goal of this course is to build student confidence in the foundational Pre-Algebra skills as well as bolstering productive student struggle through problem solving strategies within the Algebra 1 curriculum. This Freshman level course will help struggling learners with large learning gaps in the area of mathematics create a solid algebraic foundation that is needed for success in subsequent mathematics courses. This course will provide hands-on learning opportunities that solidify foundational skills all while working students through the Algebra 1 curriculum. Immersing these skills throughout the curriculum will help students make connections to content standards without hindering opportunities for advancement throughout the mathematics curriculum.

We do not anticipate an increase in FTE's as we are predicting 2 sections of this course which would replace 2 sections of Algebra Topics and 2 sections of Algebra 1 (parts A and B). There would be no need for additional textbook purchases for this course and the purchase of additional materials such as manipulatives would be minimal and within our department budget.

**DRAFT**

**Attachment B**

New Course Proposal  
Fall 2023

## **Introduction to Statistics**

.5 Mathematics Credit

Requested by: Justin Pyan, LHS Mathematics Instructor

Endorsed by: LHS Mathematics Department

## **Explanation and Rationale**

This course will provide students entering their junior year with another course option after completing the required Algebra and Geometry courses. This course is designed for students who are not interested in and/or able to take AP Statistics due to prerequisites or time constraints in their schedule. This class will be an introductory level statistics class that will not provide an option for college credit.

Our goal as a department is to update our course offerings to allow students to have more pathways toward college and career readiness. This past year we implemented, with great success, Math for the Trades, a 0.5 credit offering available after Geometry intended for students entering fields in the trades. We believe that an Introduction to Statistics course would provide these students with an additional 0.5 credit option that would enable them to potentially fulfill their 3-year high school math requirement. This would also provide students who either struggled or were not very successful in Geometry an opportunity to take something different where they might find more success.

Our intent is to eventually eliminate our 1 credit Explorations course which is a repeat of Algebra and Geometry topics that students have already seen with a little bit of statistics and probability. Students often only take half of this course as they transition to River Cities which causes issues with FTE's. We believe changing over to alternate 0.5 credit offerings at this level would be beneficial to both students and teachers.

The idea for this course was developed after department members attended the State Math Conference at Green Lake. The emphasis at the state level is to create various options in 11th and 12th grade for students based on their intended college and career goals. Since the 2021 Math Standards also place a greater emphasis on Algebra, Geometry, and Statistics, many districts are implementing statistics courses at the high school level outside of AP offerings.

## **Recommended Course Structure**

This course is a one trimester course intended for a Junior/Senior that has earned passing grades in Algebra 1 (Passing is a 59.5% or better) and has been exposed to both parts of Geometry. The course is not intended for students who wish to earn college credit.

This course is designed to benefit students that are looking for other options as they enter their junior or senior year. Students could pair this course with Financial Algebra or Math for the Trades in order to complete their math credit requirements for graduation.

The emphasis of this course will be on basic statistical operations and concepts. The course will also incorporate skill review from Algebra 1 and Geometry as the course is intended for students who may have struggled or have some gaps in these areas.

**Resources:**

Justin Pyan will create the curriculum map and content over the summers of 2023 and 2024 using portions of our textbook and materials from our current AP Statistics course.

Curriculum Development Time: 1 DEU (or 12 hours for pay) max for Justin Pyan

**Communication/Timeline:**

May 2023:	Course idea shared with Math Department & LHS Administration
Fall 2023:	Proposal shared with Cabinet
Fall 2023:	Proposal shared with Math CII and Full CII
November 2023:	Counselors informed of the course prerequisites and scope to better help the registration process
2023-2024:	Specific Course development
2024-2025:	Course implementation

**Summary/Statement of impact**

The goal of this course is to give students another course option their junior or senior year, and allow them to choose a course more designed to their future goals. This course will allow students who did not meet the prerequisites to take AP Statistics the opportunity to take a statistics course while in high school. Statistics is the basis of many things in math, especially many real world applications of mathematics. This course allows all students to experience statistics in some form.

We do not foresee an increase in FTE's as this course is intended to replace Explorations as an option for students who have struggled in Algebra and Geometry. We intend to offer this course term 1, opposite of our AP Statistics course, so that the textbook and materials from the early chapters can be utilized and costs for implementation can be minimized.

New Course Proposal  
Fall 2023

## **College Prep Math**

1.0 Mathematics Credit

Requested by: Stacy Moyer, LHS Mathematics Department Chair

Endorsed by: LHS Mathematics Department  
Math CII Committee

## **Explanation and Rationale**

Our current Precalculus class was intended to prepare students for courses in Calculus. Over the past few years, since we created an accelerated option of this course, the needs of the students in this course have changed. The majority of students who currently take Precalculus are seniors who do not intend to take Calculus in college. Many of them will instead need a course in Statistics and/or College Algebra.

The goal of College Prep Math will be to provide students with a fourth-year capstone course to effectively transition students to college mathematics and statistics. This course would be appropriate for employment-bound students as well as for college-bound students whose programs of study do not require Calculus. This course would cover algebraic topics similar to those in Precalculus but would place more emphasis on topics in Statistics than those in Trigonometry than our current Precalculus course. In addition, we believe that some students are intimidated by a course with “calculus” in the title and may be more likely to take a course by a different name. This course will provide an alternative to Precalculus instead of an easier version of Precalculus.

## **Recommended Course Structure:**

This course is a two trimester course intended for a Senior that has earned passing grades in both parts of Algebra 2 or Accelerated Algebra 2. This course is designed to prepare students for post-secondary mathematics courses that do not include Calculus.

## **Resources:**

Dana Center course: Transition to College Math

Curriculum Development Time: 2 DEUs (or 24 hours for pay) max for Stacy Moyer, Charlie Duerr, and Elizabeth Thomas

## **Communication/Timeline:**

May 2023:	Course idea shared with Math Department & LHS Administration
Fall 2023:	Proposal shared with Cabinet
Fall 2023:	Proposal shared with Math CII and Full CII
November 2023:	Counselors informed of the course prerequisites and scope to better help the registration process
2023-2024:	Specific Course development
2024-2025:	Course implementation

## Summary/ Statement of impact

The goal of College Prep Math will be to provide students with a fourth-year capstone course to effectively transition students to college mathematics and statistics, particularly students whose programs of study do not include Calculus. Students taking this course would be exposed to a rich background in Statistics without having to take an AP course as well as a rich background in Algebraic functions without having to take Precalculus.

This course will directly replace our current Precalculus course so we do not anticipate additional FTE's for this course. As our current Precalculus textbook is geared towards preparation for Calculus, do we anticipate the need to purchase additional textbooks or online resources for this course outside of our normal curriculum cycle.

Possible textbook/curriculum options for this course:

1. Dana Center Transition to College Math - online materials but still taught in-person  
\$14 per student x approximately 60 students = \$840/year
2. Transition to College Math Textbook - McGraw Hill  
\$6136.13 - quote for 60 student textbooks and 2 teacher's editions



**DRAFT**

New Course Proposal  
Fall 2023

**AP Precalculus**

1.0 Mathematics Credit

Requested by: Stacy Moyer, LHS Mathematics Department Chair

Endorsed by: LHS Mathematics Department

## **Explanation and Rationale**

AP Precalculus is being offered by the College Board as an option for high school students for the first time during the 2023-24 school year. Upon researching the course topics, it was determined that this course was very similar in scope and sequence to our current Accelerated Precalculus course but with the option of potentially earning college credit. This course will not only provide junior students with preparation for AP Calculus during their senior year but will also provide seniors who won't get to AP Calculus an opportunity to earn AP credit in mathematics while in high school.

## **Recommended Course Structure:**

This course is a two trimester course intended for a Junior/Senior that has earned grades of a C or better in Algebra 2 or Accelerated Algebra 2. This course is designed to prepare students for the AP Precalculus Exam and for success in a Calculus class at either the high school or college level.

## **Resources:**

Stacy Moyer will attend an AP Precalculus Conference and create the curriculum map and content over the summer of 2023.

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

## **Communication/Timeline:**

Fall 2022:	Course idea discussed between Math Department & Administration; pilot approved for 2023-24 school year
Winter 2023:	Course idea & pilot approved by Math CII
Fall 2023:	Proposal shared with LHS Cabinet
Fall 2023:	Proposal shared with Math CII and Full CII
November 2023:	Counselors informed of the course prerequisites and scope to better help the registration process
Term 2 & 3 2023-24:	Pilot of course
Summer 2024:	Continued specific course development as needed
2024-2025:	Course implementation.

## **Summary/ Statement of impact**

The goal of this course is to prepare students for courses in Calculus at either the high school or college level as well as provide students with the opportunity to earn college credit prior to graduation. This course will provide seniors who are not taking AP Calculus or AP Statistics another option for earning college credit.

This course will directly replace our current Accelerated Precalculus course so we do not anticipate additional FTE's for this course. Our current Precalculus textbook is on the list of suggested textbooks for this course so no additional textbooks will need to be purchased.

Lincoln High School

# Course Proposal: CLL: Character, Life, and Leadership

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## **Fall 2023**

**Current Course:** Lincoln High School currently offers CLL for students with disabilities as a social studies or elective credit. The course was originally developed as a combination of an upper-level option for Human Relations and credit recovery. Students were provided instruction on character building and leadership skills with a heavy emphasis on the application of those skills to the real world and life after high school. Time was also set aside each week to assist students with online credit recovery courses which we were newly offering via OdysseyWare, in addition to supporting students with the courses they were currently taking in the building.

**Need:** The department is seeing more students having success with the regular education curriculum for social studies credit in the upper levels; this combined with larger enrollment in Work Study and Work Prep has seen a decline in numbers for this course in its current design. The department is seeing a greater need for students to receive specific and explicit instruction in executive functioning skills, study strategies, interpersonal skills, conflict resolution, and anxiety management. Students are often receiving this instruction in the form of IRI (Individual Resource and Intervention) but the concepts could be taught to larger groups with possibly greater success. This shift in the course would result in more freshmen enrolling in the course. This proposal is FTE neutral.

**Proposal:** We are proposing the following:

1. Reduce the course from 1 credit to .5 to be offered at least twice a year, maybe more depending on need and IEP goals and services.
2. Shift the focus of the course to executive functioning which will probably change the course from an upper-level course to freshman level.

## Character Life and Leadership

### Units

- Communication
- Executive Functioning
  - Time Management
  - Self-Control
  - Focus
  - Organization
  - Task Initiation
  - Perseverance
  - Planning and Prioritizing
  - Flexibility
  - Metacognition
  - Memory
- Self Advocacy
- Conflict Resolution
- Study Strategies
- Coping Strategies

Lincoln High School

# Course Proposal: Work Prep and Your Finances

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Spring 2023

## Current Course:

Lincoln High School offers a Work Prep course for students with disabilities who have a need and benefit from vocational training. Students work at community job sites from 9:30 until 11:30 each school day for four days a week with job coaching or independently. Once a week students receive instruction in the classroom on various topics such as soft skills needed on the jobsite, identifying personal employability skills, learning about various jobs and skills needed for jobs, practicing completing job applications, and learning how to write resumes. During the third trimester, the Work Prep course is used as an elective credit for students.

## Need:

One requirement for graduation from Lincoln High School is a 0.5 credit in Financial Literacy. The Financial Literacy requirement can be satisfied with any of the following courses: Personal Finance, Accelerated Financial Algebra, Principles of Economics, AP Microeconomics, Financial Algebra, On Your Own, and AP Macroeconomics. Many of the students with disabilities struggle to complete any of the approved courses for Financial Literacy due to the advanced reading, writing, and math skills used in the courses.

## Proposal:

Some of the state standards and learning outcomes utilized in the courses to meet the Financial Literacy graduation requirement are currently being taught to students through the Work Prep Elective course for students with disabilities.

We are proposing the following:

1. Change the name from Work Prep Elective (course offered in the third trimester) to Work Prep and Your Personal Finances (continue to offer in the third trimester)
2. Receive approval of the course to be used to satisfy for Financial Literacy requirement for graduation

## Work Prep and Your Personal Finances

### Units and Learning Targets

#### Unit 1: Relating Income and Education

##### **Learning targets:**

- Evaluate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income
- Understand the relationship between jobs-income-lifestyle
- Explain how income affects lifestyle choices and spending decisions
- Identify educational needs associated with specific career choices

##### **Wisconsin Standards for Financial Literacy:**

- Standard: A.1 Understand how career choice, education, skills, entrepreneurship, and economic condition affect income.

##### Learning Priorities:

- A.12.1.1: Evaluate and demonstrate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- A.12.1.2: Analyze how personal and cultural values impact financial decisions.

- Standard: A.12.3: Explain how income affects lifestyle choices and spending decisions

##### Learning Priorities:

- A.12.3.1: Develop a plan to designate how much income affects decision to purchase and spend
- A.12.3.2: Understand and display the relationship of career-income-lifestyle.



**Key Terms:**

- Job
- Career
- Standard of living
- Social influences
- Demographics
- Geographics
- Salary
- Employee Benefits
- Income

## Unit 2: Planning, Preparing, and Applying for Employment

### **Learning Targets:**

- Define the value of work as a means to meet basic needs
- Understand the source of income and alternative resources
- Complete volunteer and job application forms
- Identify the main components of a resume and cover letter
- Create a resume and cover letter

### **Wisconsin Standards of Financial Literacy:**

- Standard: A.12.2: Understand the source of income and alternative resources.

#### Learning Priorities:

- A.12.2.1: Understand and critique sources of income and resources available that may substitute for income.
- A:12.2.2: Describe alternative to increasing income by displaying factors related to income and benefits
- Standard: F.1: Understand factors that affect citizen financial decisions and actions.

#### Learning Priority:

- F.12.1.1: Evaluate individual, social, and cultural differences in understanding the use of money and other financial resources.
- Standard: F.5: Examine the impact that government, business, consumer, and financial decisions and actions have on the individual, family, community, society, and world.

#### Learning Priority:

- F.12.5.4: Project and substantiate the role of philanthropy, volunteer service, and charities in community development and quality of life.

## **Key Terms:**

- Volunteer work
- Internships
- Job advertisements
- Job fairs
- Employment agencies
- Resume
- Cover Letter
- Interview
- Salary
- Employee Benefits
- Networking

## Unit 3: Money Management

### **Learning Targets:**

- Define deductions and pay period.
- Explain the difference between net pay and gross pay.
- Clarify the difference between salary and hourly wages.
- Describe five common deductions made from an employee's paycheck.
- Analyze and interpret a pay stub.
- Distinguish between needs versus wants
- Create short term and long term financial goals
- Prepare a budget based on earnings, spending, and savings

### **Wisconsin Standards of Financial Literacy:**

- Standard: B:1: Demonstrate the ability to use money management skills and strategies.

#### Learning Priorities:

- B.12.1: Apply various money management strategies to authentic situations and predict results over time
- B.12.1.2: Analyze and compare income and spending plans as affected by age, needs, and resources.

- Standard: B:2: Understand the purposes and services of financial institutions.

#### Learning Priority:

- B.12.2.1: Develop a plan that uses the services of various financial institutions to meet personal and family financial goals.

- Standard: B.3: Develop a financial vision based on an examination of personal values.

Learning Priorities:

- B.12.3.1: Compare various strategies for securing funding for a future event.
- B.12.3.2: Correlate long-range personal goals with financial needs and resources.

- Standard: F:2: Practice skills related to fiscal responsibility and personal decision making.

Learning Priorities:

- F.12.2.1: Create consumer-citizen action strategies to influence decisions by government, business, and other consumers.

## Key Terms:

- Spending plan
- Budget
- Income
- Federal income tax
- State income tax
- Social Security tax
- Medicare tax
- Gross income
- Net income
- Expenses
- Fixed expenses
- Variable expenses
- Wants vs needs
- Values
- Short term vs long term goals
- Checking account
- Savings account
- Deposit
- Checks
- ATM
- Debit card vs. credit card
- Direct deposit
- Internet banking
- Bank statement

Lincoln High School

# Course Proposal: Independent Living in a Digital Age

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**Fall 2023**

## Current Course:

Lincoln High School offers an Independent Living course for students with disabilities who have a need and benefit from independent living skills. Currently this class counts as an elective credit. Students will receive instruction on independent living skills such as computer safety, computer programming and typing skills, and utilizing word processing programs and online applications.

## Need:

One requirement for graduation from Lincoln High School is a 0.5 credit in IT Fundamentals. The technology requirement can be satisfied with IT Fundamentals 1. Many of the students with disabilities struggle to complete any of the approved courses for IT Fundamentals due to the advanced reading, computer programming, and the fast paced curriculum this course involves.

## Proposal:

Some of the state standards and learning outcomes utilized in the courses to meet the IT Fundamentals graduation requirement are currently being taught to students through the Independent Living course for students with disabilities.

We are proposing the following:

1. Change the name from Independent Living to Independent Living in a Digital Age
2. Receive approval of the course to be used to satisfy the IT Fundamentals requirement for graduation.

# Independent Living in a Digital Age

## Units and Learning Targets

### Unit 1: Digital Citizenship

#### *Learning Targets*

- Define digital citizenship
- Evaluate appropriate technology use
- Explore the role that digital media plays in their lives
- Understand the rights and responsibilities of a digital citizen
- Students will evaluate the type of information that can put them at risk
- Students will reflect on the characteristics that make someone an upstanding citizen

#### Standards:

- Standard: IT1.e.7.h: Analyze the impact of technological advances on society and individual users.

#### Learning Priorities:

-DC1.a.10.h: Manage digital identity and practice positive online responsibilities to avoid inappropriate forms of self-disclosure.

-DC1.a.11.h: Choose information to post online that positively affects personal image and future college and career opportunities.

-DC1.a.12.h: Analyze broader norms and media messages that may frame the way people use, interpret and respond to photos on social network sites and discuss the influence on society.

-DC1.b.10.h: Utilize secure password protection practices and management.

-DC1.b.11.h: Identify situations where data-collection technology is used to track navigation online and decide when it is or is not appropriate



-DC1.b.12.h: Develop strategies to guard against malicious threats including viruses, phishing, and identity theft and recognize the importance of security protocols

**Key Terms:**

Copyright

Plagiarism

AUP

Fair use

Cyber Citizen

Digital Footprint

Internet

URL

Cookies

Apps

Web Browser

Pop up blocker

Extensions

Web page

Domain Name

Anti-virus Software

## Unit 2: Computer Literacy

### ***Learning targets:***

- Define the terms, 'file, folder, and file management'
- Students will copy and move files
- Students will create and rename folders
- Students will be able to delete and restore files
- Students will describe the importance of computers in today's world
- Students will evaluate the different types of computers

### ***Wisconsin Standards for Financial Literacy:***

- Standard: BIT.IT2: Students will evaluate and maintain current and emerging software as it relates to configuring, installing, upgrading, diagnosing and repairing.
- Standard: BIT.IT1: Students will use an appropriate digital tool to meet personal and business needs.

### **Learning Priorities:**

- IT1.e.7.h: Analyze the impact of technological advances on society and individual users.
- IT2.a.8.h: Identify the best storage option for a given task.

### **Key Terms:**

- Folder
- File
- Google Apps
- Local Storage

## Unit 3: Word Processing - Utilizing Google Docs

### **Learning Targets:**

- Edit and format a Google Document
- Insert and manipulate objects such as tables, images, and graphics
- Align the text in a Google Document
- Access and use a template
- Alter page layout options

### **Wisconsin Standards of Information and Technology Literacy:**

- Standard: BIT.IT1: Students will use an appropriate digital tool to meet personal and business needs.

#### Learning Priorities:

- IT1.b.10.h: Enhance usability of documents using advanced tools such as bookmarks, section breaks, headers and footers.
- IT1.b.11.h: Develop and apply templates to expedite document creation.

### **Key Terms:**

- Undo/redo
- Rules
- Header/footer
- Theme
- Font
- Format painter
- Page orientation
- Template
- Print
- Spell check
- Table
- Image

## Unit 4: Spreadsheets

### **Learning Targets:**

- Identify the purpose of a spreadsheet
- Modify the layout of a spreadsheet
- Utilize pre-defined functions
- Insert, format, and manipulate a chart within a spreadsheet
- Create custom formulas in a spreadsheet

### **Wisconsin Standards of Information and Technology Literacy:**

- Standard: BIT.IT1: Students will use an appropriate digital tool to meet personal and business needs.

#### Learning Priorities:

- IT1.c.6.h: Generate advanced formulas and functions to perform calculations.

### **Key Terms:**

- Spreadsheet
- Cell
- Cell address
- Formula
- Row
- Workbook
- Merge and center
- Function (sum, max, min, avg)
- Column
- Worksheet
- Autofill

## Unit 5: Graphics, Design, and Presentation

### **Learning Targets**

- Identify how photo editing software can be used to modify graphics
- Identify how to work with different file types
- Identify the different types of pictures
- Effectively use presentation software to convey a message clearly and effectively

### **Wisconsin Standards of Information and Technology Literacy:**

- Standard: BIT.IT.1: Students will use an appropriate digital tool to meet personal and business needs.
  - Learning Priorities: DGC1.b.5.h: Use styles to apply layout and design concepts to create publications that communicate effectively to readers.
  - DGC4.a.9.h: Convert digital image file format to meet software requirements.

### **Key terms:**

Layout

JPG

Alignment

Layer

Logo

New Course Proposal  
Fall 2023

America's Music History  
.5 Credit

Requested by: Ginger Marten, LHS Music Department Chair

Endorsed by: LHS Music Department & Music CII Committee

## **Explanation and Rationale**

America's Music History will offer students the opportunity to study music that speaks to them. The course syllabus will include two-week units covering the history of the following genres:

Folk  
Country  
Jazz  
Rock  
Hip Hop

Currently the single music history class offered at LHS truly only covers the history of traditional Western Art (classical) music. Although this is a fun class, it doesn't speak to students other than those who are enrolled in traditional performance ensemble classes like band, orchestra, or choir. America's Music History will provide our "non-semble"(or non-performance) students the opportunity to discover the history of music to which they can relate. Last fall I attended the Wisconsin State Music Teachers' Conference and watched a "Teaching Hip Hop" presentation. The speaker was very enthusiastic and brought up some great points about teaching hip hop. He emphasized the importance of meeting kids where they are and "speaking their language." This idea resonated with me and has inspired me to propose a course that will include hip hop as well as other genres that students are familiar with. Additionally, there was data-based evidence proving increased attendance, decreased truancies, and overall increased student engagement.

## **Recommended Course Structure**

This course will be structured into modules or units that will take approximately two weeks to complete per genre. Each unit will be assessed formatively and summatively. Assessments will include listening quizzes, traditional pen and paper tests, as well as fun projects that will include formats such as podcasts, profile pages, and digital presentations.

## **Resources**

Due to the lack of music history courses in most high schools, I will create a curriculum for this course, drawing from textbooks, youtube, the internet, etc. I will also seek out a Middleton High School hip hop teacher for assistance in developing the hip hop section of this course.

Teacher text books and recordings:

- Rock Music Styles: A History 9th Edition By: Katherine Charlton
- Country Music: A Cultural and Stylistic History 2nd Edition by: Jocelyn R. Neal

## **Communication/Timeline**

May, 2023 course introduced to LHS Music Department

Fall, 2023 Proposal shared with LHS Cabinet

Winter 2023 Course development

## **Summary**

This course would be a great pre or post credit to our current Music History class, but it would also work well as a stand-alone class. Not only does it offer our college-bound music majors an opportunity to explore music history before taking a college-level course, it will provide our non-semble students a chance to engage in music they may already be practicing on their own.



New Course Proposal  
Fall 2023

Music Class for  
Students With Special Needs:  
Raider Rhythm  
.5 Credit

Requested by: Julie Stoffel, LHS Music Teacher, Choral Music

Endorsed by: LHS Special Education Department & LHS Music Department

## **Explanation and Rationale**

There are not currently any music courses for our special education students. This course would allow them to engage in singing, dancing, creativity, drumming, language, social interaction and so much more.

In my experience with middle school choir at WRAMS, students with special needs were often placed in choir with little or no in class support. As the material increased in rigor, these students generally became frustrated and disengaged beyond typical. When they get to high school they are often no longer in music classes due to the level of musical complexities in performance ensembles. This course will provide a more student driven curriculum that is differentiated without so much reliance on being a performance ensemble.

A music class will provide opportunities for students to grow in a variety of skills such as: communication, coordination, social interaction, confidence, stress management, improved focus, and emotional regulation.

## **Resources**

Currently, I will utilize resources/instruments I have available within the district. As the course moves forward and we approach an acquisition year, I will work to secure more permanent resources as needed.

## **Communication/Timeline**

Fall, 2020 course discussed with LHS Special Education Teachers

January, 2021 course discussed with LHS Music Department

Fall, 2023 proposal shared with LHS Cabinet

Winter 2024 course development

School year 2024-2025 course implementation

## **Summary**

This course will allow our special education students to experience music in a way that would and expand and develop their strengths as well as support them in areas they need to grow.

# **New Course Proposal**

## **2024-25 School Year**

**Mental Wellness and Stress Management**

**10546110**

**( 0.5 Credit, 10-11-12)**

**&**

***Mid-State Technical College Dual Credit course***



**Requested by:**

**Kathy Jarosinski, Gary Kostuchowski  
and Amy Andrys  
Health Education**

**Lincoln High School  
September 2023**

## **Rationale**

The Health Education curriculum currently has an introductory Mental Health and Stress Management Unit, however, with everything that is going on in our world today, it is evident that many students are in need of additional, more in-depth, and focused coping strategies to support their mental health further. According to YOUTH.GOV, “studies have shown the value of developing comprehensive school mental health programs in helping students achieve academically and have access to experiences that build social skills, leadership, self-awareness, and caring connections to adults in their school and community.”

This course will allow students a safe and comfortable setting to explore their own mental health and wellness. They will be able to develop their own strategies when dealing with stressful situations.

### **Course competencies include:**

1. Define emotional wellness and mental health.
2. Align emotional wellness and mental health to the emotional dimension of health and wellness.
3. Identify the risks associated with stress.
4. Investigate stress management techniques.
5. Investigate factors supporting emotional wellness.
6. Describe best practices to support the emotional dimension of health and wellness in oneself and for future clients.
7. Apply emotional wellness and mental health best practices in daily living.
8. Create an emotional wellness and mental health plan

This course will give our students an opportunity to earn elective credit (.5) and 3 dual credits through MSTC (sophomore-senior standings).

### **Communication**

Draft Proposal to Director of Curriculum

LHS cabinet

District CII

Board of Education

Course offered in Program of Studies for 24-25 school year

### **Curriculum Standards & Curriculum Resources**

Aligns with WI State 9-12 Health Education Standards: 1:4:A2, 1:4:A3, 1:4:A5, 2:4:A1, 2:4:A3, 2:4:A4, 4:4:A1-A3, 4:4:B1-B3, 5:4:A1-A2, 5:4:B1-B6, 5:4:B6, 6:4:A1, 7:4:A1, 7:4:B1, 7:4:B2, 8:4:A1, 8:4:B2

### **Textbook:**

Neff, K., Germer, C. (2018). The mindful self-compassion workbook. The Guilford Press. New York, NY. ISBN978146253565

**Course Outline:**

1. Defining emotional wellness and mental health
2. The emotional dimension of wellness connections
3. Stress
4. Supporting the emotional wellness dimension
5. Best practice in the field of emotional wellness
6. Application of best practice and redefining emotional wellness
7. Wellness planning

- **Who will write the curriculum?**

Curriculum is already written. This is an existing MSTC course.

- **When will the curriculum be developed?**

The curriculum was updated on April 11, 2023 by MSTC

- **What schedule or staff assignments may need to be changed?**

None, Health Education licensed teachers are certified to teach the course.

- **What professional development needs may be necessary to implement the curriculum?**

WRPS staff will communicate with the MSTC mentor to address the curriculum.

**Resources**

Curriculum Development Time	Up to 24 hours (District DEU's)
Staff Development Time	8 hours
Instructional Materials	textbooks / online resources
Staffing anticipating	1 section
Space, equipment, furniture	no change

**Statement of Impact**

This course will give students a safe and comfortable environment to improve upon their overall mental/emotional wellness as well as reduce and manage stress in and out of the school environment. Doing this will improve their overall health, allowing them to be healthier and happier in many aspects of life. In addition, this should benefit them academically all around.

# Wisconsin DPI ACT 20 Overview

Act 20 Component	Details	Responsible Party	Impact on WRPS
<p><b>Instructional Practice</b></p>	<p>Instruction and intervention must meet the Act 20 definition of science-based early literacy instruction</p> <p><b><i>Instruction that is systematic and explicit and consists of all the following:</i></b></p> <ol style="list-style-type: none"> <li><b><i>1. Phonological awareness</i></b></li> <li><b><i>2. Phonemic awareness</i></b></li> <li><b><i>3. Phonics</i></b></li> <li><b><i>4. Building background knowledge</i></b></li> <li><b><i>5. Oral language development</i></b></li> <li><b><i>6. Vocabulary building</i></b></li> <li><b><i>7. Instruction in writing</i></b></li> <li><b><i>8. Instruction in comprehension</i></b></li> <li><b><i>9. Reading fluency</i></b></li> </ol> <p><b>Phonics is defined as:</b> <b><i>The study of the relationships between sounds and words; this includes alphabetic principle, decoding, orthographic knowledge, encoding and fluency.</i></b></p> <p><b>Note that Wisconsin Standards for ELA 2020 defines fluency as being comprised of:</b> <b><i>Accuracy, automaticity, and prosody</i></b></p>	<p>Local education agencies (public, independent charter, and Choice schools)</p> <p>Early literacy coaches contracted through DPI</p>	<p>No new materials purchases have been made for the 23-24 school year.</p> <p>Reviewing interventions during the 23-24 school year and any changes will be implemented in 24-25</p>
<p><b>Early Literacy Curricula Council</b></p>	<p>Responsible for reviewing early literacy instructional materials used in universal curriculum to create a list of recommended early literacy curricula</p>	<p>3 members selected by the State Superintendent, 3 members selected by the Speaker of the Assembly, 3 members selected by</p>	<p>May impact our acquisition timeline and materials pilot options</p>

	<p>First list of recommended early literacy curricula due December 1, 2023</p> <p>Responsible for recommending early reading diagnostic assessments</p>	<p>the Senate Majority Leader</p> <p>DPI responsible for instructional materials selection process</p>	
<b>Instructional Materials Grants</b>	<p>State-funded grant program to offset costs of purchasing early literacy curriculum from recommended list</p> <p>Grants of up to 50% of cost, prorated depending on the number of applicants</p> <p>Local education agencies (public, independent charter, and voucher schools) are eligible</p> <p>Available January 2024</p>	<p>DPI responsible for publishing and maintaining curricula list and diagnostic assessment list</p> <p>DPI Office of Early Literacy responsible for administering grants</p>	<p>Funding will supplement our curriculum referendum dollars for materials acquisition</p>
<b>Office of Early Literacy</b>	<p>1 FTE in DPI</p> <p>Identifies schools eligible for a literacy coach using these metrics: 50 eligible schools that had the lowest percentage of pupils score as proficient in reading at grade level and the 50 eligible schools that had the largest gap in pupils who scored as proficient in reading at grade level</p> <p>Collaborate with CESAs to place coaches in eligible schools as defined in Act 20</p> <p>Manages all aspects of contracted literacy coaches (contracting, training, monitoring of work)</p>	<p>Early Literacy Curricula Council recommend potential candidates for Director of DPI Office of Early Literacy</p> <p>State Superintendent appoints Director</p>	

	<p>Supports Early Literacy Curricula Council</p> <p>Supports administration of early literacy instructional materials grants</p>		
<p><b>64 Literacy Coaches</b></p>	<p>64 contracted FTE to support implementation of science-based early literacy instruction as defined in Act 20</p> <p>Coaches must have experience with and knowledge of science-based early literacy instruction as defined in Act 20</p> <p>Half of coaches must be assigned to schools needing greatest early literacy support according to available data</p> <p>Half of coaches to be equally geographically distributed</p> <p>Minimum of 3 coaches per CESA region</p> <p>No more than 10 coaches in MPS</p> <p>No more than 4 coaches in any other local education agency</p> <p>At least 2 coaches to be placed in Choice schools</p> <p>Local education agencies must agree to having a coach</p> <p>Duties limited to providing support to administrators, other school-based literacy coaches, principals, and teachers to build teacher and school capacity to teach reading</p>	<p>DPI Office of Early Literacy</p>	<p>Potential of WRPS working with a coach from DPI - unknown at this time</p>

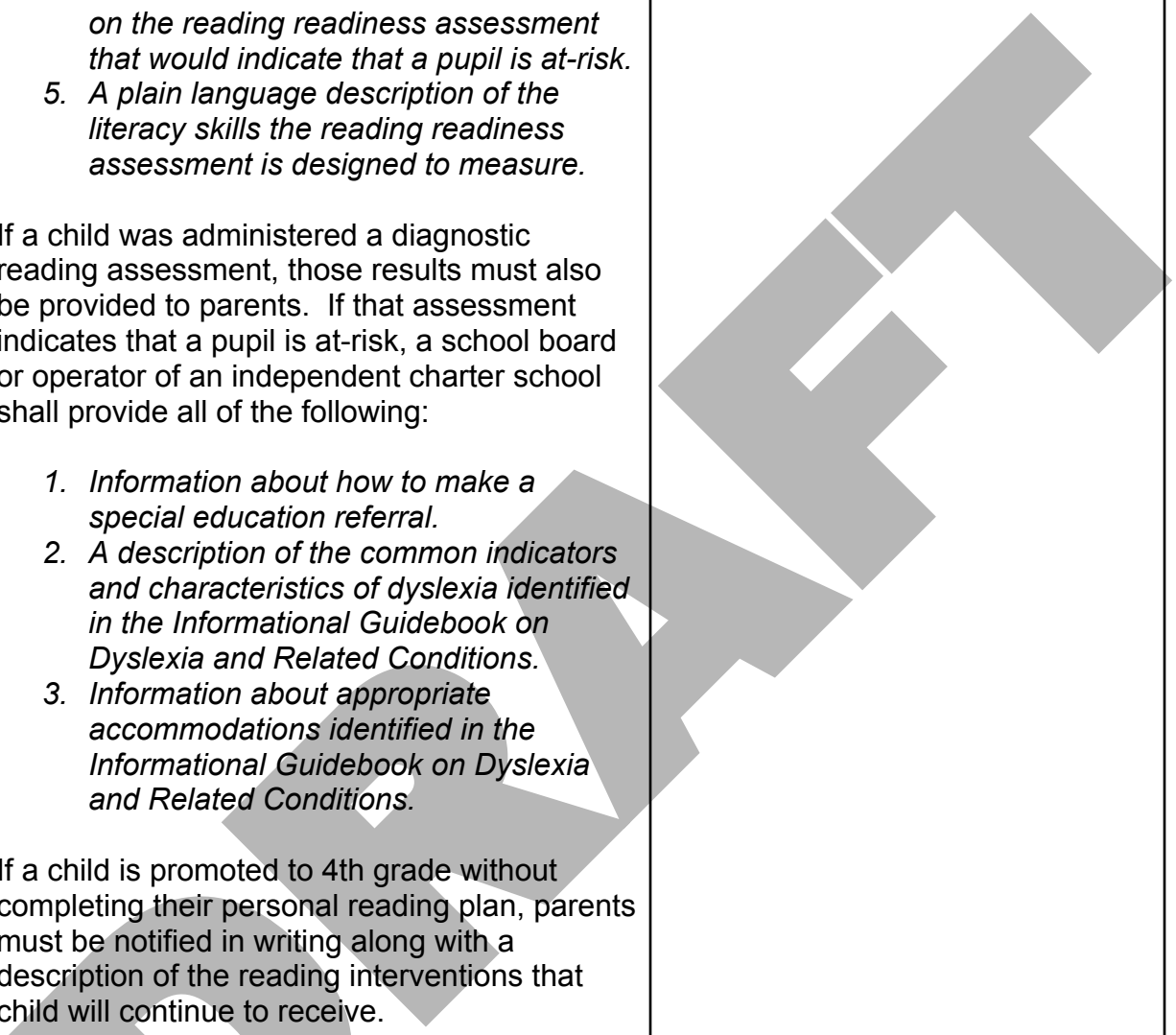


	and language arts using science-based early reading instruction as defined in Act 20 to increase the percentage of pupils who are reading at grade level by the end of grade 3		
<b>Reading Readiness Assessments</b>	<p>A single reading readiness screener will be administered to Wisconsin students in 4K through grade 3 beginning in school year 2024-2025</p> <p>The assessment must be administered to 4K students twice per year. One no more than 45 days into the school year and once no more than 45 days prior to the end of the school year</p> <p>The assessment must be administered to students in 5K through grade 3, three times per year. Once no more than 45 days into the school year, once in the middle of the school year, and once no more than 45 days prior to the end of the school year</p>	<p>DPI to procure the single, statewide reading readiness assessment</p> <p>DPI to provide the reading readiness assessment to local education agencies</p> <p>Local education agencies (public schools and independent charter schools) administer the early reading readiness assessment</p> <p>DPI and vendor to produce guidance and professional learning on administration and interpretation of results</p> <p>Local education agencies (public schools and independent charter schools) determine the exact day(s) they will administer the assessment using provided guidance</p>	<p>Professional development for all 4K-3rd grade teachers in the new screener</p>
<b>Diagnostic Reading Assessments</b>	<p>Any child that scores below the 25th percentile of the reading readiness screener must be administered a diagnostic reading assessment within 10 days after the reading readiness screener and no later than the 2nd Friday of November</p> <p>If an educator or parent suspects that a child</p>	<p>Vendor of reading readiness assessment determines the 25th percentile</p> <p>Early Literacy Curricula Council provides DPI with a list of recommended diagnostic reading assessments</p>	<p>Choose a diagnostic reading assessment from the recommended list</p> <p>Train the staff that will be administering the diagnostic reading</p>

	<p>has characteristics of dyslexia, they may request a diagnostic reading assessment. The diagnostic reading assessment must be administered within 20 days of the request</p> <p>See related content in DPI's <u><i>Informational Guidebook on Dyslexia and Related Conditions</i></u></p>	<p>DPI publishes and maintains list of recommended diagnostic reading assessments</p> <p>Local education agencies (public schools and independent charter schools) select, procure, and administer diagnostic reading assessments</p>	<p>assessment</p>
<p><b>Personal Reading Plan</b></p>	<p>Any child who scores below the 25th percentile on the reading readiness screener receives a personal reading plan that includes all of the following:</p> <ol style="list-style-type: none"> <li>a. <i>The pupil's specific early literacy skill deficiencies, as identified by the applicable assessment.</i></li> <li>b. <i>Goals and benchmarks for the pupil's progress toward grade-level literacy skills.</i></li> <li>c. <i>How the pupil's progress will be monitored.</i></li> <li>d. <i>A description of the interventions and any additional instructional services that will be provided to the pupil to address the pupil's early literacy skill deficiencies.</i></li> <li>e. <i>The programming using science-based early reading instruction, as defined in Act 20, that the pupil's teacher will use to provide reading instruction to the pupil, addressing the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.</i></li> <li>f. <i>Strategies the pupil's parent is</i></li> </ol>	<p>Vendor of reading readiness assessment determines the 25th percentile</p> <p>Local education agencies (public schools and independent charter schools) create and implement personal reading plans</p> <p>Local education agencies (public schools and independent charter schools) provide copy of personal reading plan to parents and updates about progress after 10 weeks</p> <p>Local education agencies (public schools and independent charter schools) determine most appropriate method of monitoring a student's reading development progress</p> <p>Parents sign and return personal reading plan to school</p>	<p>Review our Multi-Level Systems of Support (MLSS) Handbook and make necessary changes</p> <p>Update forms in EduClimber</p> <p>Professional development for reading interventionists and K-3 classroom teachers on writing Personal Reading Plans</p> <p>Ensure that all components identified in Act 20 are in compliance</p>

	<p><i>encouraged to use to help the pupil achieve grade-level literacy skills.</i></p> <p><i>g. Any additional services available and appropriate to accelerate the pupil's early literacy skill development.</i></p> <p>Monitor student reading development progress weekly</p> <p>Plan must be created within 10 days of an at-risk score on the reading readiness screener or diagnostic reading assessment and no later than the 3rd Friday of November</p> <p>Students still supported with a personal reading plan near the end of a school year must be assessed to determine whether they have an inadequate rate of progress. The assessment for 5K students must include nonword or nonsense word fluency and phoneme segmentation fluency. The assessment for students in grades 1-3 must include oral reading fluency. The assessment for grade 3 students also includes the state summative assessment.</p> <p>A plan is considered completed when school and parents decide that the child has met the goals of the plan and show adequate rate of progress according to grade-specific measures.</p>	<p>Parents and school jointly decide whether child has met goals of the plan</p>	
<p><b>District Early Literacy Remediation Plan</b></p>	<p>Local education agencies (public schools and independent charters) must develop, publish, and implement an early literacy remediation plan for students in 5K through grade 3 that includes all of the following:</p>	<p>Local education agencies (public schools and independent charters) create, publish, and implement the early literacy remediation plan</p>	<p>Create, publish and implement the Early Literacy Remediation Plan</p>

	<ol style="list-style-type: none"> <li>1. <i>The reading diagnostic assessment(s) they use.</i></li> <li>2. <i>A description of the early reading interventions they provide to address characteristics of dyslexia (see Informational Guidebook on Dyslexia and Related Conditions).</i></li> <li>3. <i>A description of how the LEA will monitor student reading development process, including the frequency of that monitoring and any assessment tools used to monitor progress during interventions.</i></li> <li>4. <i>A description of how the LEA uses results from the reading readiness screener and any reading diagnostic assessments.</i></li> <li>5. <i>Their parent notification policy (see the parent notification policy section).</i></li> </ol>		
<b>Parental Notification</b>	<p>Beginning in the 2024-2025 school year, provide parents and families with results of the reading readiness screener no later than 15 days after the assessment is scored in an understandable format that includes all of the following:</p> <ol style="list-style-type: none"> <li>1. <i>The pupil's score on the reading readiness assessment.</i></li> <li>2. <i>The pupil's score in each early literacy skill category assessed by the reading readiness assessment.</i></li> <li>3. <i>The pupil's percentile rank score on the reading readiness assessment, if available.</i></li> <li>4. <i>The definition of "at-risk" and the score</i></li> </ol>	<p>Local education agencies (public schools and independent charter schools) create and disseminate parental notification communications</p> <p>Vendor of reading readiness screener determines the 25th percentile</p> <p>Vendor of diagnostic reading assessment determines the 25th percentile</p>	<p>Training for teachers, reading interventionists and administrators on the reports and family communication tools within the assessment</p> <p>Update Multi-Level Systems of Support (MLSS) Handbook with new parent notification requirements</p> <p>Assemble a packet that includes the information that needs to be</p>

	<p><i>on the reading readiness assessment that would indicate that a pupil is at-risk.</i></p> <p>5. <i>A plain language description of the literacy skills the reading readiness assessment is designed to measure.</i></p> <p>If a child was administered a diagnostic reading assessment, those results must also be provided to parents. If that assessment indicates that a pupil is at-risk, a school board or operator of an independent charter school shall provide all of the following:</p> <ol style="list-style-type: none"> <li>1. <i>Information about how to make a special education referral.</i></li> <li>2. <i>A description of the common indicators and characteristics of dyslexia identified in the Informational Guidebook on Dyslexia and Related Conditions.</i></li> <li>3. <i>Information about appropriate accommodations identified in the Informational Guidebook on Dyslexia and Related Conditions.</i></li> </ol> <p>If a child is promoted to 4th grade without completing their personal reading plan, parents must be notified in writing along with a description of the reading interventions that child will continue to receive.</p>		<p>provided to families</p>
<p><b>Student Data Reporting</b></p>	<p>Local education agencies (public school districts and independent charters) must report the following reading data to DPI annually beginning July 15, 2025:</p> <ol style="list-style-type: none"> <li>1. <i>The number of pupils who were identified as at-risk as the result of a</i></li> </ol>	<p>DPI responsible for developing data collection systems and structures</p> <p>DPI responsible for developing and providing guidance and technical</p>	<p>Utilize EduClimber in gathering the local data that will need to be reported to DPI</p>

	<p><i>fundamental skills screening assessment administered in the previous school year.</i></p> <ol style="list-style-type: none"> <li>2. <i>The number of pupils who were identified as at-risk as the result of a universal screening assessment administered in the previous school year.</i></li> <li>3. <i>The number of pupils who were identified as at-risk as the result of a diagnostic assessment administered in the previous school year.</i></li> <li>4. <i>The names of the diagnostic assessments used to assess pupils in the previous school year.</i></li> <li>5. <i>The number of pupils enrolled in 5-year-old kindergarten to 3rd grade who began receiving interventions during the previous school year, by grade.</i></li> <li>6. <i>The total number of pupils enrolled in 5-year-old kindergarten to 3rd grade who received interventions under a personal reading plan during the previous school year.</i></li> <li>7. <i>The number of pupils enrolled in 5-year-old kindergarten to 3rd grade who exited interventions during the previous school year, by grade.</i></li> <li>8. <i>The number of pupils for whom a referral for Special Education services was made during the previous school year based on diagnostic reading assessment results.</i></li> </ol>	<p>assistance related to collecting and reporting the data</p> <p>Local education agencies (public school districts and independent charters) responsible for collecting and reporting local data that may not be collected via the WISE platform (e.g. numbers of students receiving interventions, numbers of students engaged with personal reading plans, numbers of students who exited interventions, number of Special Education referrals, etc.)</p>	
<p><b>Professional Development</b></p>	<p>By July 1, 2025, all individuals employed as a 5K-grade 3 teacher or reading teacher</p>	<p>Local education agencies (public schools and independent charters)</p>	<p>Currently using LETRS for Early Childhood with</p>

	<p>complete a reading training that meets these criteria:  <i>Lexia Learning Systems, LLC, Language Essentials for Teachers of Reading and Spelling training or another program endorsed by the Center for Effective Reading Instruction as an accredited independent teacher training program. Other eligible training are found here.</i></p> <p>By July 1, 2025, all individuals employed as a district reading specialist or principal complete a reading training that meets these criteria:  <i>Offered by the Leadership in Literacy Institute or a provider that meets all of the following requirements:</i></p> <ol style="list-style-type: none"> <li><i>a. The provider provides evidence of at least 5 years of experience conducting evidence-aligned, systematic, structured literacy trainings specifically for school principals, administrators, and literacy teams.</i></li> <li><i>b. The provider demonstrates that the training content is aligned with the National Reading Panel Report and subsequent updates of the research by the Institute of Education Sciences.</i></li> <li><i>c. The provider requires that training include a substantial focus and understanding on direct instruction.</i></li> <li><i>d. The provider delivers the training over at least 6 days.</i></li> <li><i>e. The provider provides participants with activities to implement evidence-aligned systems and structures that effectuate change in the school or school district.</i></li> <li><i>f. The provider delivers training that</i></li> </ol>	<p>responsible for ensuring that relevant educators have completed the necessary training</p> <p>Literacy coach contracted through DPI's Office of Literacy responsible for supporting educators in applying content of reading training</p> <p>Local education agencies (public schools and independent charters) responsible for determining whether a reading training meets Act 20 criteria</p> <p>DPI will not continue to publish or maintain a list of eligible reading trainings</p>	<p>all 4K/EC teachers</p> <p>Group of 10 WRPS staff taking the LETRS training with CESA 5</p> <p>2 WRPS staff taking Keys to Beginning Reading training</p> <p>Determine which approved training K-3 classroom teachers, reading teachers and special education teachers WRPS will be using during 24-25 school year</p> <p>Determine which approved training elementary principals and district reading specialist will use during the 24-25 school year</p> <p>Determine a tracking system to ensure that all teaching staff have completed the required training</p> <p>Determine funding source for the trainings</p>
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	<p><b><i>allows for a minimum of 30 participants.</i></b></p> <p>Programs currently identified as meeting the criteria for the training for district reading specialists and principals include:</p> <ol style="list-style-type: none"> <li>1. Schools Cubed (Leadership in Literacy)</li> <li>2. AIM Pathways to Literacy Leadership</li> <li>3. American Reading Company (ARC) training for district leaders</li> <li>4. Education Advisory Board (EAB)</li> <li>5. Glean</li> <li>6. Transformative Reading Group</li> <li>7. LETRS for Administrators</li> <li>8. CESA 8 literacy leadership training</li> <li>9. CESA 9 literacy leadership training</li> <li>10. CESA 6 literacy leadership training</li> </ol>		
<p><b>3rd Grade Promotion Policy</b></p>	<p>DPI publish a model policy by January 1, 2025 that includes all of the following for students promoted to 4th grade who had a personal reading plan during 3rd grade that was not completed:</p> <ol style="list-style-type: none"> <li>1. <i>Provide the pupil with intensive instructional services, progress monitoring, and supports to remediate the identified areas of deficiency.</i></li> <li>2. <i>Notify the pupil's parent or guardian, in writing, that the pupil did not complete the personal reading plan and include a description of the intensive instructional services and supports that will be provided to the pupil to remediate the identified areas of reading deficiency.</i></li> <li>3. <i>Provide the pupil with an intensive summer reading program each summer until the pupil scores at grade-level in</i></li> </ol>	<p>DPI to develop and publish model policy for promoting students from 3rd grade to 4th grade</p> <p>Local education agencies (public, independent charter, and Choice schools) adopt and implement a policy for promoting students from 3rd grade to 4th grade</p>	<p>Using DPI model policies to write, adopt and implement a policy</p>



	<p><i>reading on a summative assessment.</i></p> <p><i>(b) A good cause exception to the requirement for all of the following:</i></p> <ol style="list-style-type: none"> <li><i>1. Limited-English proficient pupils, as defined in s. 115.955(7).</i></li> <li><i>2. A pupil who has an individual education plan that indicates that neither taking the examination under s.121.02(1)(r) nor taking the assessments under s. 118.06(3) is appropriate for the pupil.</i></li> <li><i>3. A pupil who scores as proficient in reading on an alternative standardized assessment approved by the department.</i></li> <li><i>4. A pupil who has an individual education plan or a plan to provide accommodations or services under section 504 of the federal Rehabilitation Act of 1973 that indicates that the pupil has received intensive intervention in reading for more than 2 years if the pupil continues to demonstrate a deficiency in reading and was previously retained in kindergarten, 1st, 2nd, or 3rd grade.</i></li> <li><i>5. A pupil who has received intensive intervention in reading for 2 or more school years, continues to demonstrate a deficiency in reading, and was previously retained in kindergarten, 1st, 2nd, or 3rd grade for a total of 2 years.</i></li> </ol> <p>Local education agencies adopt and implement a policy for promoting students from 3rd grade to 4th grade by July 1, 2025.</p>		
<b>Educator</b>	Wisconsin educator preparation programs	DPI responsible for modifying	

<p><b>Licensing</b></p>	<p>must provide instruction in science-based early literacy instruction as defined in Act 20 to pre-service teachers who will be Licensed to teach students in 4K through grade 3. This applies to those candidates who will seek an initial Wisconsin teaching license on July 1, 2025.</p> <p>Wisconsin educator preparation programs will continue to provide to DPI a list of program completers who have met all requirements for Wisconsin educator licenses</p>	<p>educator preparation program approval process</p> <p>DPI required to modify educator licensing process to ensure candidates meet Act 20 requirements</p> <p>Educator preparation programs required to modify instruction as needed</p> <p>Educator preparation programs responsible for providing DPI with a list of program completers</p> <p>Educator preparation programs required to complete program approval and review per DPI requirements</p>	
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ACT 20 FAQ - <https://dpi.wi.gov/wi-reads/act-20-faq>