



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

November 6, 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. Curriculum Proposals: New Courses and Curriculum Modifications
 - b. Modification to the Original Request to Eliminate Explorations in Algebra, Geometry and Statistics
 - c. Early College Credit Program (ECCP) and Start College Now (SCN) Applications
 - d. District Education Units and Retirement
 - e. Student Wellness Policies 458 and 458R for First Reading
- V. Updates
 - a. Student Travel
 - b. Wisconsin Student Assessment System (WSAS) Results
- 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.



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BACKGROUND

Katie Bielski-Medina, Chairperson
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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. Curriculum Proposals: New Course Proposals, Modifications and Name Change

At the October 2023 Educational Services Committee meeting, ten new courses, one course elimination as well as one course name change modification were presented to the Committee to be considered and voted on in November. A summary of each proposal was shared by teachers in the various discipline areas, with time for questions and discussion. Each course proposal can be found in the October Educational Committee Background as attachments A through J. Each proposal was presented to and discussed by the District Council for Instructional Improvement (CII) on October 18, 2023. The Council voted on each proposal. A summary of the CII's individual comments and the vote is included as Attachment A. Additionally, each proposal was presented to the Lincoln High School leadership team (Cabinet) and voted upon.

Comments/concerns from CII were shared with the department chairpeople who brought forward the original course requests. As a result of these discussions, a modification to the elimination of the math course Explorations in Algebra, Geometry and Statistics that was originally proposed has been made and will be presented to the committee by Stacy Moyer, LHS math department chairperson. The modifications to the math requests are presented in Attachment B. Based on committee discussions and input, the administration makes the following recommendations:

1. CLL: Character, Life and Leadership

Character, Life and Leadership is currently offered at Lincoln High School for students with disabilities as a social studies or elective credit. There has been a decline in enrollment in this course due to larger enrollment in Work Study and Work Prep. There is a greater need for students to receive specific and explicit instruction in executive functioning skills, study strategies, interpersonal skills, conflict resolution and anxiety management. The goal is to shift the course focus to executive functioning to address these needs more at the freshman level. In addition, because of the modifications in the course, it would move from a 1.0 course to a .5 course that will be offered multiple times a year and may be repeated as outlined in a student's IEP.

Lincoln High School Cabinet supported this proposal by a unanimous vote.

The CII supported this proposal by a vote of 27 Yes, 0 No and 0 Unsure.

The administration recommends approval of CLL: Character, Life and Leadership to move from a 1.0 credit course to a .5 credit course that will concentrate on the unique needs of the freshman level special education students and will focus on the executive functioning skills of our special education students. This change will take effect during the 2024-2025 school year.

2. Work Prep and Your Finances

Lincoln High School currently offers a Work Prep course for students with disabilities who benefit from vocational training. Some of the state standards and learning outcomes that are utilized in other Lincoln High School courses to meet the Financial Literacy graduation requirement are currently being taught to LHS students with disabilities through the Work Prep course. The Special Education department would like to change the name of this course from Work Prep Elective to Work Prep and Your Personal Finances and imbed the state standards and learning outcomes required for the Financial Literacy graduation requirement within the course and make the necessary modifications for those special education students who find little to no success in a regular education Financial Literacy course due to barriers of understanding the reading or the math involved.

Lincoln High School Cabinet supported this proposal by a unanimous vote.

The CII supported this proposal by a vote of 27 Yes, 0 No and 0 Unsure.

The administration recommends approval of Work Prep and Your Finances for a .5 elective course that will be offered in the third trimester and will fulfill the Financial Literacy graduation requirements for our special education students. This change will take effect during the 2024-2025 school year.

3. Independent Living in a Digital Age

Lincoln High School offers an Independent Living course for 1.0 credit for students with disabilities who have a need for and benefit from independent living skills. A graduation requirement from LHS is a 0.5 credit in IT Fundamentals I. A portion of our students with disabilities struggle to complete any of the approved courses that meet the IT Fundamentals requirement due to the advanced reading, computer programming, and the fast-paced curriculum the courses involve.

Many of the state standards and learning outcomes utilized in the courses that meet the IT Fundamentals graduation requirement are currently being taught in the Independent Living I course for students with disabilities. The special education teachers would like to change the name of the existing course from Independent Living to Independent Living in a Digital Age, and add any additional requirements needed to receive approval of the course to be used to satisfy the IT Fundamentals graduation requirement for a small population of special education students who cannot find success in the existing IT Fundamentals courses. Therefore the course would continue to be 1.0 credit with .5 of that credit fulfilling the IT Fundamentals graduation requirement.

Lincoln High School Cabinet supported this proposal by a unanimous vote.

The CII supported this proposal by a vote of 27 Yes, 0 No and 0 Unsure.

The administration recommends approval of changing the name of the course Independent Living I to Independent Living in a Digital Age and accept this course to meet the IT Fundamentals requirement for our special education students who are not able to successfully meet the requirement in our current IT Fundamentals courses. The course will continue to be offered for 1.0 credit to 9-12th grade students. This change will take effect in the 2024-2025 school year.

4. America's Music History

America's Music History will provide "non-semble" (non-performance) Lincoln High School students the opportunity to discover the history of music to which they can relate. This course will be structured into 2-week units per genre studied. Genres include folk, country, jazz, rock and hip hop. The course will be a .5 music elective credit.

Lincoln High School Cabinet supported this proposal by a vote of 11 – 1.

The CII supported this proposal by a vote of 26 Yes, 1 No and 0 Unsure.

The administration recommends approval of the course America's Music History as a .5 music elective credit to be offered beginning with the 2024-2025 school year.

5. Raider Rhythm

Currently, Lincoln High School does not offer any music classes that are dedicated solely to our special education students. Raider Rhythm would allow special education students to engage in singing, dancing, creativity, drumming, language and social interaction. This course would be a .5 credit music elective course for students with special needs who have an IEP or 504 Plan.

Lincoln High School Cabinet supported this proposal by a unanimous vote.

The CII supported this proposal by a vote of 26 Yes, 0 No and 1 Unsure.

The administration recommends approval of the course Raider Rhythm as a .5 music elective for our students with special needs who have an IEP or 504 Plan. This course would begin with the 2024-2025 school year.

6. Mental Wellness and Stress Management

The course Mental Wellness and Stress Management is being proposed as a .5 elective credit for 10th, 11th and 12th grade students. This course proposal also qualifies as a Mid-State Technical College Dual Credit Course. The course is designed to provide students a safe and comfortable environment to learn about and improve their overall mental/emotional wellness as well as reduce and manage stress in and out of the school environment by teaching students to develop their own strategies when dealing with stressful situations. Current Health Education licensed teachers are certified to teach this course.

Lincoln High School Cabinet supported this proposal by a unanimous vote.

The CII supported this proposal by a vote of 25 Yes, 0 No and 2 Unsure.

The administration recommends approval of the course Mental Wellness and Stress Management as an MSTC Dual Credit course and a .5 elective LHS course. It will be offered to 10th, 11th and 12th grade students beginning with the 2024-2025 school year.

7. Sports Entertainment Marketing

The current class Sports Entertainment Marketing is now being offered as a Dual Credit option through Mid-State Technical College. To offer it as Dual Credit for LHS students, a name change must be made. There is no change in the curriculum of the course. The new course name will be Sports Entertainment and Digital Marketing.

The administration recommends approval of the proposed name change to the current course Sports Entertainment Marketing to Sports Entertainment and Digital Marketing beginning with the 2024-2025 school year.

8. Extended Algebra I

Extended Algebra I is being proposed to replace the current course Algebra Topics. This course will be offered as a 1.5 credit course and will provide a combination of the current Algebra Topics curriculum and the Algebra I curriculum. The course is designed for students in need of a transitional course to high school Geometry. This course would provide the consistency of a full year of math for students as they prepare for future math courses at Lincoln High School. The main goal is to build student confidence in the foundational Pre-Algebra skills as well as bolster productive student struggle through problem solving strategies.

Lincoln High School Cabinet supported this proposal by a unanimous vote.

The Council for Instructional Improvement (CII) supported this proposal by a vote of 27 Yes, 0 No and 0 Unsure.

The administration recommends approval of Extended Algebra I for 1.5 credits as a freshman level course to replace Algebra Topics and to begin with the 2024-25 school year.

9. Introduction to Statistics

This course will provide junior level students with another course option after completion of Algebra and Geometry. This course is designed for those students who will not take AP Statistics for a variety of reasons. This class will be an introductory level statistics class that will not provide an option for college credit.

Lincoln High School Cabinet supported this proposal by a unanimous vote.

The CII supported this proposal by a vote of 26 Yes, 0 No and 1 Unsure.

The administration recommends approval of Introduction to Statistics for a .5 mathematics credit at the junior or senior level to begin with the 2024-25 school year.

10. College Prep Math

The goal of College Prep Math is to provide students with a fourth-year capstone course to effectively transition students to college mathematics and statistics. This course is appropriate for employment bound and college bound students whose programs of study do not require Calculus. This course would replace Precalculus.

Lincoln High School Cabinet supported this proposal by a unanimous vote.

The CII supported this proposal by a vote of 27 Yes, 0 No and 0 Unsure.

The administration recommends approval of College Prep Math for a 1.0 mathematics credit at the senior level to begin with the 2024-25 school year.

11. AP Precalculus

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. This course is a two-trimester course intended for juniors and/or seniors who have earned grades of a C or better in Algebra 2 or Accelerated Algebra 2. The 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.

Lincoln High School Cabinet supported this proposal by a unanimous vote.

The CII supported this proposal by a vote of 27 Yes, 0 No and 0 Unsure.

The administration recommends approval of AP Precalculus for a 1.0 mathematics credit at the junior or senior level to begin with the 2024-25 school year.

b. Modification to the Original Request to Eliminate Explorations in Algebra, Geometry and Statistics

The Lincoln High School math department originally asked to eliminate the Explorations in Algebra, Geometry and Statistics course as it has become outdated. This course was created when students were not required to pass Algebra I to move on to Geometry. Students are now required to pass Algebra I to move on to Geometry.

Lincoln High School Cabinet supported this proposal by a unanimous vote.

The CII supported this proposal by a vote of 19 Yes, 3 No and 5 Unsure but had some concerns about the overall elimination of this course.

After reviewing the commentary from the CII regarding the elimination of Explorations in Algebra, Geometry and Statistics and working with the LHS math department, Stacy Moyer, LHS math department chairperson has a revised course proposal that she will be sharing with the committee. The proposed revisions to the math course proposals are presented as Attachment B.

The administration recommends the approval of the request to change the title of the course Explorations in Algebra, Geometry and Statistics to Explorations in Algebra and Geometry and offer it as a .5 math credit to juniors and seniors beginning with the 2024-2025 school year.

c. Early College Credit Program (ECCP) and Start College Now (SCN) Applications

There are no Early College Credit Program (ECCP) requests for the spring of the 2023-2024 school year.

There are 27 students applying to take 16 courses through the Start College Now (SCN) Program at Mid-State Technical College during the spring of the 2023-24 school year. The chart below outlines the requests.

# of Students	Grade	Course
1	11	Intro to Digital Info in Healthcare
1	11	Human Disease for Healthcare Professions
18	11,12	Nursing Assistant
1	12	Intro to Law Enforcement
1	12	Criminal Law for Law Enforcement
1	12	Nail Technology
1	12	Advanced Nail Technology
1	12	Manicurist Client Service
1	12	Manicurist Capstone
1	12	Nail Salon Operations & Management
1	11	Basic Firefighting and Hazmat
1	11	Advanced Firefighting
2	12	Workplace Communication
3	12	GPS for Student Success
1	12	Developmental Psychology
1	12	College Reading and Writing

The administration recommends approval of the 27 student requests to take 16 courses through the Start College Now Program at Mid-State Technical College during the spring of the 2023-2024 school year.

d. District Education Units and Retirement

The main goal of the District Educational Units is to encourage as many professional staff as possible to share their expertise and move the learning of the entire district forward while offering professional staff a way to enhance their salaries. Collaboration and instruction led by colleagues and peers is proven to be the best model to move student success forward. In accordance with the current Supplemental Pay Plan, if a teacher decides to retire and has DEU hours "banked", that teacher currently does not receive compensation for those hours that are left on the table once they leave the district.

The Quality Educator Committee (QEC) is proposing a change to the existing language of the Supplemental Pay Plan so that a professional staff member who meets the qualifications for early retirement (age 57 and 15 years in the district) will be able to receive monetary compensation for up to 6 full DEUs that were completed in the year of retirement. Attachment C outlines the proposed modifications being suggested for retiring individuals.

The administration recommends approval of the suggested modifications to the Supplemental Pay Plan which would allow retiring professional staff members to be compensated for up to 6 full District Educational Units (DEU) in the year of their retirement. Each full DEU is worth \$175.00. Partial DEUs

would be paid out at \$27.00 an hour. This modification will take place at the end of the 2023-2024 school year and will be eligible for those employees who meet the qualifications for early retirement (age 57 and 15 years or more in the district) and have had their retirement approved by the Board of Education.

e. Student Wellness Policies 458 and 458R for First Reading

It is a requirement of USDA that school districts operating the USDA Child Nutrition Programs maintain a Student Wellness Policy and update it at least every three years. The assessment requirement is designed to result in local school wellness policies that strengthen the ability of School Food Authorities (SFAs) to create a school nutrition environment that promotes students' health, well-being, and ability to learn. Last school year, the District's Wellness Committee completed the assessment and made updates to the District's Wellness Policy based on the findings from the assessment. The triennial assessment findings and recommended updates to the policy will be reviewed during the meeting. Attachments D, E and F present the assessment results and the policy revisions.

The Administration recommends first reading approval of Board Policies 458 – Student Wellness Policy and 458R – Nutrition Guidelines.

V. Updates

a. Student Travel

1. Justine Horvath, French language teacher at Lincoln High School, is planning to take a group of approximately 24 French levels III-V students on a 10-day trip abroad, which includes visits to Paris, St. Malo, Loire Valley and Monaco among other stops. The purpose of this trip is for III-V level French students to be able to practice their French in an authentic setting. Students will interact, speak their language, and participate in French customs. During the students' stay, a full time France tour manager, director and guide will lead and accompany the students to all activities and excursions. The trip is planned for June 16 – June 25, 2025. The estimated cost per student is \$4,532.00. Fundraising will begin for this trip soon and families are responsible for any costs remaining for their students. Information has been shared with families.
2. Elizabeth Mancheski, Lincoln High School German teacher, will be taking her students to the Christkindlmarkt, or holiday market, in Aurora, Illinois. The trip is scheduled for December 15, 2023. The students will depart via Lamers coach bus from Lincoln High School at 7:30 am and will return around 8:00 pm. The trip will include a German dinner at Dorf Haus Supper Club in Sauk City, WI. The cost is between \$67.00 and \$80.00 a student.
3. Ginger Marten, Lincoln High School orchestra teacher, will be taking approximately 15 students to the Dorian Orchestra Festival at Luther College in Decorah, Iowa from February 4-5, 2024. Students will attend rehearsals, sectionals, concerts, and master classes over two days along with other orchestra students from Minnesota, Iowa, Wisconsin, and Illinois. The cost is approximately \$120 per student and the students will be traveling by bus.

4. Julie Stoffel, music teacher for Wisconsin Rapids Middle School and Lincoln High School is in the process of nominating students to attend the Dorian Vocal Festival held at Luther College in Decorah, Iowa from January 8 – 9, 2023. Generally, 4-6 WRPS students can attend this festival where singers from 7 states come together to form a huge festival choir. In addition, students can audition for scholarships if interested in attending school at Luther College. Students who attend pay their own fees. Students will spend the night in a local hotel in Iowa.

b. Wisconsin Student Assessment System (WSAS) Results: 2022-2023

Roxanne Filtz, Director of Curriculum and Instruction, will provide an analysis of the Wisconsin Student Assessment System test results from 2022-2023. The report, along with a narrative of the analysis, was prepared by Ms. Filtz and is provided as Attachment G. School Board members received an electronic version of this report on October 17, 2023, to begin analyzing.

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:

- Innovation Mini Grant Recipients (December)
- School and District Report Cards (December)
- Elementary Science Acquisition (December)
- Summer Academy Modifications for Summer 2024 (December)
- Open Enrollment Space Determination Limits for the 2025-26 School Year (January)
- AGR Mid-Year Report (February)
- District Strategic Plan (February)

CII Ballot Results - New Course Proposals October 18, 2023

Extended Algebra 1		
Yes	No	Unsure
27	0	
<p>Comments:</p> <ul style="list-style-type: none"> -Very logical transition versus Algebra Topics -Helps students who work at a different pace than their peers. -This makes complete sense for authentic and immediately applicable algebra concepts. -Pass all 3 terms in order to take Geometry? If students fail 1 or 2 of the 3 terms, how to retake? -Great to have same group all year. Concerned about it being heavily loaded with special ed. Students. -These students may need an extended Geometry. This should also be looked at. -Excited to see this change to help students be successful. -I appreciate how this will allow students to have the same teacher all year. -Consistency for students will hopefully help with student growth. -The way they are realizing these courses makes a lot of sense for student benefit. -Fully support students maintaining same instructor to foster their development. -I think the instructor matters. I think it is important to create an environment where kids who struggle with math are being engaged in Math in non-traditional ways. Otherwise, 1.5 credit timeframe is a long time for kids to be in math. -Is this a course that is teacher recommended? If not, how do you control or monitor who is taking this course? 		

Introduction to Statistics		
Yes	No	Unsure
26	0	1
<p>Comments:</p> <ul style="list-style-type: none"> - Good call. -Geometry required but an unpassed prerequisite? Is ok? Agree with class as a whole and support concise geometry required. -Not sure about "not passing" Geometry - understand why, but seems like an "out" for kids to not try to pass Geometry. -Options are necessary. -Summer school requirement - what would be covered? -How does extended Algebra play in this. Pass 2 terms is good enough to take stats? -Real world application is great. Differentiation -Much needed course for those going on to trades. -The added focus on stats is a great idea! I wish I would have had this exposure in high school. -This is incredibly important to prepare for real world application in nearly all of life. -Great idea to get 1.0 credit options for more tech related math skills. 		

Eliminate Math Explorations

Yes	No	Unsure
19	3	5

Comments:

- Sounds like we need options for kids @ the lower end. Not sure about eliminating this.
- Makes sense as Intro to Stats is the new option.
- I am unsure about student success without this course, but see the need for the previous two courses, which then removes this one. Could this one be offered as one trimester?
- Just looking at making this a 1 trimester course for the population that are not successful in math in the future.
- Reduce to 1 term? Algebra, Geometry and Stats curriculum as review?
- Students that struggle in math benefit from this class and may not be able to get the 3 credits required for graduation without it.
- As long as there are good options for all students in regards to math abilities so they can be successful and feel good about math.
- Are there students who will still not be able to handle even extended Algebra and will they be able to get necessary credits?
- The students in this class usually don't have a grasp on basic Algebra, Geometry, math skills. This class was run as a way to help those students work on those basic skills and earn the credit needed to graduate. Many colleagues I've talked to are very concerned about eliminating it.
- This class needs to stay. We have a large population of students that cannot pass higher level math.
- Has it been considered to condense Explorations to a $\frac{1}{2}$ credit to help with graduation requirements? Or, just a thought for the next couple years to discuss the possible need of a remedial math course for our struggling population ($\frac{1}{2}$ credit) to get them to graduation requirements.
- What about those struggling kids who need more credits - will Intro to Stats really be a good fit for those kids.
- A number of LHS and other school's math teachers voiced concerns about this course being gone for low level students (D- and F).
- Elimination could underserve kids who need this path.
- Is there another $\frac{1}{2}$ credit option for struggling students to assist in graduation? Maybe moving this from 1 credit to $\frac{1}{2}$ credit?
- Conversation about keeping as a .5 or 1.0 credit class for an avenue for students who have a barely passing grade in Algebra.
- Concern is that eliminating Explorations will be hard on low math students. Possible to create a $\frac{1}{2}$ credit Explorations?

College Prep Math

Yes	No	Unsure
27	0	0

Comments:

- Wish I had this option in high school.
- Absolutely! Our students' math scores demonstrate there may be an increase in struggles upon entry into college - this could be a great additional foundation.
- Love this - I wish this would have been available sooner!
- Great option for college bound students. Many students don't take math senior year. I believe this will cause many seniors to take math who wouldn't have otherwise.
- Well-rounded prep for college.

AP Precalculus

Yes	No	Unsure
27	0	0

Comments:

- Sounds good, allows possibilities for college credit!
- Earning college credit is great for students that will go to college.

**Math Comment: I think my questions would've been off topic or taken us down a different path, but we are working hard at LHS to meet the needs of students coming into LHS but how are we working across buildings to create bridges and better develop a love for math? We block a lot of time for math @ WRAMS, how is this helping?

CLL: Character, Life and Leadership

Yes	No	Unsure
27	0	0

Comments:

- Makes sense for this small group of students.
- Options for SpEd students are always needed.

Work Prep and Your Finances

Yes	No	Unsure
27	0	0

Comments:

- Great idea
- Make it functional so the kids can benefit for a lifetime.

Independent Living in a Digital Age

Yes	No	Unsure
27	0	0

Comments:

-Needed! Special education students' course proposals are amazing!

America's Music History

Yes	No	Unsure
26	1	0

Comments:

- I think this is a great option for students to take.
- This course is an important addition as there are many students who don't want to perform.
- This has potential to be popular - it may appeal to many students.
- Love this idea - have a concern on if this will cause other courses to not run. Are we overloading and causing classes not to run?
- This is a great opportunity for students to take a music class who aren't performers.
- We have too many "singleton" classes - it complicates schedules. The majority of our music students take 3 trimesters of music. I don't think it is fair for music classes to occupy so much of the LHS schedule. This is not fair to the other electives.
- This is an opportunity to bring more diversity and engage students!
- Like the option for non-performance students.
- Options needed for non-performance students.

Raider Rhythm

Yes	No	Unsure
26	0	1

Comments:

- Love this!
- Awesome!
- Will give students with more severe disabilities an elective they could be a part of. Currently these students can't take band or choir.
- Is there a license requirement? Will this be a "specialized instruction?"
- Love this. Music is definitely a great means to reach some of our students.
- Is there an opportunity for regular ed students - especially future educators - to take/assist?
- This is a must for our students. There is an elementary version with Holly Vine @ Woodside and the student engagement and enjoyment can be felt (and seen, of course)
- Needed at all levels.

Mental Wellness and Stress Management

Yes	No	Unsure
25	0	2

Comments:

- So important given today's landscape of stress in our world.
- This is so needed!
- The more we can do to support mental health, the better!
- This course is incredibly important.
- Much needed! Perhaps someday should be required for all.
- Great idea and think this would be great for students.
- I believe this is a beneficial class, but it bothers me that this course was presented as FTE neutral. It is not. It will take FTE from other areas.
- Mental health is on the rise and students need more education and skills in this area.
- I feel the class is necessary. I am concerned about the instructor and the approach to teaching these very important topics.
- Definitely a need for additional mental health for students, just not sure this is the fit or a fit.
- Definitely! Should be required for all students.

Sports Entertainment Marketing to Sports, Event, and Social Media Marketing (Dual Credit Option through Mid-State)

Yes	No	Unsure
27	0	0

Comments:

- Marketing is all about the DIGITAL!

Math Department Proposed Changes 2024-25

Based on information presented at the Green Lake State Math Conference in May 2023, the following changes will be implemented in order to better align our courses with current math standards and goals as set forth by the Wisconsin Mathematics Council.

*****Note: Modifications made since previous proposal**

1. Eliminate Algebra Topics - replace with a combined, slowed down 1.5 credit Extended Algebra 1 course (*see new course proposal*)
2. Add 0.5 cr Introduction to Statistics course - jr/sr level (*see new course proposal*)
3. **Change Explorations course to 0.5 credits*****
4. Replace Accelerated Precalculus with AP Precalculus (*see new course proposal*)
5. Replace Precalculus with College Prep Math (*see new course proposal*)
6. Change prerequisite for AP Calculus AB and BC to AP Precalculus

Rationale:

1. Roughly half of our Topics students are still failing Algebra 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 also would be provided with more consistency as they would not switch teachers and classmates as they currently do after Topics.
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 Algebra 1 who needed a place to go. Students are now required to pass Algebra 1 before moving on to Geometry. The new Intro to Stats course will teach students the Statistics units that are currently taught in the second half of Explorations. In addition, the attrition rate of students in this class is high - the number of students in the second half of the course is typically much lower than the first half as students transition to River Cities or other options for graduation. This creates issues with staffing as we cannot plan ahead for how many students will drop. By dropping Explorations to 0.5 credits, students can take this course and Intro to Statistics for the same 1.0 credit that Explorations offered but in a more flexible way for scheduling purposes.**
4. AP Precalculus is essentially the same course as Accelerated 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 to take Calculus. The focus of this course would be shifted to more Statistics and less Trigonometry, 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.*
- 3. Provide pathways that enable students to change direction as their plans for the future change.*

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 or Accelerated 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)

Explorations in Algebra and Geometry (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:

Grade 11 - Algebra 2 or Acc Algebra 2

Grade 12 - College Prep Math, AP Statistics

*AP Precalculus - students planning to take Calculus in college

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)

Course Modification Proposal
Fall 2023

Explorations in Algebra and Geometry

(Title change from Explorations in Algebra, Geometry, & Statistics)

0.5 Mathematics Credit

(decreased from 1.0 Mathematics Credit offered previously)

Requested by: Stacy Moyer, LHS Mathematics Department Chair

****Revised Language to reflect changes to the proposal based on feed from the District Council for Instructional Improvement**

Explanation and Rationale

This course was previously created as a 1 credit course for students who struggled to pass both Algebra 1 and Geometry and before passing Algebra 1 was a requirement for moving on to Geometry. This course in its current form creates scheduling issues as many students sign up for the full course but do not end up taking part B. This cannot be planned for and therefore takes up FTE's that could be better utilized elsewhere. In addition, the new course proposal of Introduction to Statistics includes all of the Probability and Statistics units previously taught in Explorations. With the creation of the new statistics course, students will be able to pair these two courses together to earn the 1.0 credit previously earned from Explorations. Furthermore, students who pass 1.5 credits of Extended Algebra 1 and 1 credit of Geometry could use this course to complete the 3 credits of mathematics needed for graduation.

Recommended Course Structure:

This course is a one trimester course intended for students who earned D's in Algebra 1 and struggled to or failed to pass Geometry. This course will provide a refresher in the main Algebra 1 and Geometry skills previously taught in the full credit Explorations class but will not include the Probability and Statistics units now covered in Introduction to Statistics.

Resources:

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

Curriculum Development Time: 1 DEU (or 12 hours for pay) max for LHS Math Dept Members

Communication/Timeline:

Previous proposal to eliminate Explorations:

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

Modification to change Explorations to a 0.5 credit course:

Fall 2023: **In response to concerns posed by District CII, modification discussed with LHS dept chair, LHS**

**administration, and District Curriculum
Coordinator**

<u>Nov 2023:</u>	<u>Modified proposal taken to School Board</u>
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 provide students who have previously struggled with Algebra and Geometry concepts an opportunity to strengthen their skills in those areas. This course can be paired with Introduction to Statistics to serve as a third credit of math for students who passed Algebra 1 and Geometry or could serve as the fulfillment of 3 credits for students who passed Extended Algebra 1 and Geometry. Part B of this course has typically run at very low numbers because students have transferred to River Cities or they have met the requirement of three credits of math with part A but are deficient in other areas needed for graduation. By reducing this course to 0.5 credits versus 1 credit, the math department will have more flexibility when creating department schedules and FTE's can be shifted so that they can be used more efficiently.

New Course Proposal
Fall 2023

Introduction to Statistics

.5 Mathematics Credit

Requested by: Justin Pyan, LHS Mathematics Instructor

Endorsed by: LHS Mathematics Department
Math CII Committee

****Revised language concerning Explorations in Algebra and Geometry - November 2023**

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.

***The units for this course will be taken from our current Explorations in Algebra, Geometry, and Statistics course as well as from units from our Algebra 1 and Geometry textbooks not often covered due to time constraints. Explorations would then be reduced to 0.5 credits so that it could be paired with the 0.5 credits of Statistics to replace the 1 credit Explorations course previously offered. We believe changing over to 0.5 credit offerings at this level would be beneficial to both students and teachers as it provides more flexibility in scheduling.

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 Explorations in Algebra & Geometry (proposed at 0.5 cr), Math for the Trades (0.5 cr), or Financial Algebra (1.0 cr) in order to complete their math credit requirements for graduation.**

The emphasis of this course will be on basic probability and 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 with 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 current Algebra 1, Geometry, and Statistics textbooks as well current curriculum used in Explorations in Algebra, Geometry, and Statistics.

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 the second half of Explorations that we are proposing to be cut. This will hopefully better utilize our

FTE's as this course may draw more students than part B of Explorations did so it could run at a full section.

District Educational Unit (DEU) Modifications for Retiring Individuals

As a means to address the Professional Development needs of those individuals who are planning to retire at the end of a given school year, the following modification to the Supplemental Pay Plan is being proposed:

If an individual plans to take courses for DEU credit during the same school year one chooses to retire, the District will follow the existing retirement language and benefits already in place for other situations:

- If a person is 57 years old or older, has at least 15 years with the Wisconsin Rapids Public School District **AND** has had their retirement approved by the Board of Education, they will be compensated for DEUs earned at the end of the year through a one time payment. The payment will follow what would be added to one's salary if not retiring. This equates to \$175.00 for each FULL DEU earned up to 6 full DEUs. Partial DEUs would be paid at \$27.00 an hour.
- This final payment of DEU earnings would be capped at 6 full DEUs and not include carryover hours (the 11.5 hours that one can carryover from one year to the next as a returning regular employee).
- This would **NOT** be the same as if a person chooses to resign. If one chooses to resign from WRPS, there is no payment given for any DEU hours earned that remain outstanding.
- This amendment to the Supplemental Pay Plan will take effect for DEU hours earned during the 2023-2024 school year. The payment would be made prior to the end of June of the year the retirement takes place.

Wisconsin Local Wellness Policy Triennial Assessment Report Card

In accordance with the U.S. Department of Agriculture's Final Rule: Local School Wellness Policy Implementation, all School Food Authorities (SFAs) participating in the National School Lunch or School Breakfast Program must complete an assessment of their local wellness policy, at minimum, once every three years. The assessment requirement is designed to result in local school wellness policies that strengthen the ability of SFAs to create a school nutrition environment that promotes students' health, well-being, and ability to learn. The assessment must measure the SFA's compliance with their local wellness policy, describe the SFA's progress toward meeting their local wellness policy goals, and describe how the language in the SFA's wellness policy compares to the model wellness policy. **The Wisconsin Local Wellness Policy Triennial Assessment Report Card is required to be used by all Wisconsin SFAs in order to fulfill the triennial assessment requirement.**

As part of the Triennial Assessment Report Card, SFAs are required to complete the Wellness School Assessment Tool (WellSAT). The WellSAT allows SFAs to rate the extent to which their policy contains language related to 67 policy items considered to be best practices for school wellness. Please note, the WellSAT only evaluates policy content. If your SFA has implemented best practices but has not included language within the policy, you must select the rating that corresponds with no policy language present. Once completed, an overall comprehensive score and strength score will be calculated. The assessment can be completed electronically at wellsat.org. To complete the assessment electronically, you will need to log-in to the online portal or register as a new user and begin a new assessment. The assessment may be completed manually by downloading the [assessment questions](#) and filling out the [scorecard](#) with your responses.

Completing the Wisconsin Local Wellness Policy Triennial Assessment Report Card

The Triennial Assessment Report Card template can be found starting on page two of this document. Navigate through the fillable form fields and enter the indicated information. The form fields are identified as appearing in brackets and with a gray background (`{Example Form Field}`).

1. **Assess Compliance with the Local Wellness Policy.**
Enter SFA wellness policy statements and rate the degree of compliance. Delete any rows within the tables that are not needed. Additional rows may be added as needed. Calculate the overall rating by taking the average of all policy statement scores.
2. **Describe the overall progress made toward meeting policy goals.**
Provide a narrative update describing progress achieved, activities implemented, and plans for future wellness policy implementation.
3. **Report on results of the WellSAT.**
Describe areas of policy strength and areas for improvement based on the findings of the WellSAT. You may elect to include your WellSAT scores within the Triennial Assessment Report Card. If you do not want to include your scores, delete the text from the section.

Following completion of the Triennial Assessment Report Card, release the report to the school community. SFAs are required to provide documentation that the results of the triennial assessment were provided to the public as part of the Administrative Review of school nutrition programs. It is recommended you delete this instructional page prior to releasing the report.

Wisconsin Rapids Public Schools

Local Wellness Policy Triennial Assessment Report Card

Date Completed: 2023

A local wellness policy guides efforts to create a healthier school environment. Effective wellness policies support a culture of well-being by establishing healthful practices and procedures for students, staff, and families. Schools/districts participating in the federal Child Nutrition Programs are required to complete an assessment of their local wellness policy, at minimum, once every three years. This report summarizes policy objectives and details the results of the most recent evaluation. For questions regarding the results, contact Elizabeth Messerli: elizabeth.messerli@wrps.net.

Section 1: Policy Assessment

Overall Rating:

70

(out of 78 possible points)

Ratings are based on a four-point scale to measure success in meeting/complying with each policy objective.

- 0 = objective not met/no activities completed
- 1 = objective partially met/some activities completed
- 2 = objective mostly met/multiple activities completed
- 3 = objective met/all activities completed

Nutrition Standards for All Foods in School	Rating
All meals meet or exceed current nutrition requirements established under the Healthy Hunger Free Kids Act of 2010 (www.fns.usda.gov/sites/default/files/dietaryspecs.pdf).	3
All schools in the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and the School Breakfast Program (SBP).	3
Withholding food as a punishment shall be strictly prohibited.	3
Drinking water is available for students during mealtimes.	2
The school nutrition programs, in partnership with other school departments and community organizations, will work to market and promote locally grown (if possible) food to students, and promote participation in the school nutrition program.	2
The District will provide students with a positive eating environment and with appropriate time to eat. The School Nutrition Association recommends at least 20 minutes for lunch and 15 minutes for breakfast.	2

Nutrition Promotion	Rating
School nutrition services shall use the Smarter Lunchroom Self-Assessment Scorecard to determine ways to improve the schools meals environment.	2
The District school wellness policy and other wellness/nutrition resources will be available on the District website.	3
The District will provide healthy food and beverage recommendations to parents, students, and staff to promote healthy food choices at school, in the classroom, and in fundraising. (See District Guidelines).	3

Nutrition Education	Rating
Nutrition education will be integrated into curricular areas (where appropriate) to provide students (K-12) with a consistent message of building habits that support a healthy lifestyle.	3

Physical Activity and Education	Rating
The District provides K-12 students with a physical education program that meets DPI/SHAPE standards	3
The District ensures that all physical education teachers are highly qualified. The District will support continuing education opportunities to those individuals.	3
The physical education curriculum emphasizes knowledge and skills for a lifetime of regular physical activity, be consistent with state and national standards, include a wide variety of physical activities, and encourage participation in physical activity after school and outside of school.	3
The District implements sequential physical education curricula and instruction in grades K-12 which: <ul style="list-style-type: none"> - Emphasize enjoyable participation in physical education activities that are easily done throughout life. - Offer a diverse range of noncompetitive and competitive activities for different ages and abilities. - Help students develop the knowledge, attitudes, and skills they need to adopt and maintain a physically active lifestyle. 	3
The District provides physical and social environments that encourage and enable safe and enjoyable physical activity.	3
The District encourages parents/guardians to support their children's participation in physical activity and to include physical activity in family events.	3
Substitutions for physical activity curriculum will not be permitted without proper medical documentation.	3
Students will be given the opportunity for physical activity during the school day as appropriate. Giving or restricting physical activity will not be encouraged as punishment for students and should not compromise the 20 minutes of physical activity recommended by DPI/SHAPE.	3
When recess is indoors due to inclement weather, supervising staff should encourage movement and physical activity whenever possible by utilizing tools such as www.gonoodle.com in the classroom.	2
The District regularly evaluates physical activity instruction, programs and facilities.	3

Other School-Based Wellness Activities	Rating
The District offers physical activity programs outside the school day to interested students as resources permit.	3
The District encourages students and families to engage in school and community events that promote movement and physical activity.	3
The District shall invite a diverse group of stakeholders to participate in the development, implementation, and periodic review and update of the wellness policy. Stakeholders may include district staff members, community members, parents, and students. The District shall provide information on how the public can participate in the school wellness committee on the school website.	1

Policy Monitoring and Implementation	Rating
The District Wellness Committee will meet at least once each trimester to evaluate the effectiveness of the school wellness policy and progress in attaining the policy goals, and a report will be provided to the Board of Education annually.	2

Policy Monitoring and Implementation	Rating
The District will actively inform families and the public about the content of, and any updates to the policy through the District website and Board of Education meetings.	3
The Director of Food Services and building administrators will be responsible for ensuring that each school implements practices and procedures for meeting the requirements of the school wellness policy.	3

Section 2: Progress Update

Overall, the Wisconsin Rapids School District continues to meet the policy goals and objectives in most of the focus areas. While the District needed to shift many of its efforts during the COVID-19 pandemic to focus on the health and safety of our students and staff, we continued to maintain the important practices that support good nutrition, physical activity and well-being in our students. The Physical Education Department has recently been updating their curriculum to reflect the new state standards as of 2020. The School Nutrition Program is continuing to work on incorporating more whole, fresh foods into students' daily meal choices.

For future policy implementation, we would like to focus on inviting a diverse group of stakeholders to participate in the development, implementation, and periodic review and update of the wellness policy. We also plan to resume the practice of updating the Board of Education on the effectiveness of the school wellness policy every three years.

Section 3: Model Policy Comparison

A required component of the triennial assessment is to utilize the Rudd Center's Wellness School Assessment Tool (WellSAT) for comparison of the Local Wellness Policy to a Model Wellness Policy. The WellSAT includes 67 best practice policy items related to nutrition education; nutrition standards for foods; physical education and activity; wellness promotion and marketing; and implementation, evaluation, and communication. The comparison identified policy strengths and areas for improvement.

Local Wellness Policy Strengths

The District's wellness policy is comprehensive in describing how we plan to meet the USDA standards for school meals, nutrition standards, physical education standards, and how we address wellness promotion and marketing.

Areas for Local Wellness Policy Improvement

Although the district provides comprehensive nutrition education to all students, the descriptions listed in the wellness policy don't fully describe all of the activities taking place. This is an area for improvement in our wellness policy. We also plan to improve the evaluation section of the policy to meet current recommendations.

WellSAT Scores

WellSAT scores are calculated for comprehensiveness and strength. The comprehensiveness score reflects the extent to which recommended best practices are included in the policy. The strength score reflects how strongly the policy items are stated. Scores range from 0 to 100, with lower scores indicating less content and weaker language and higher scores indicating higher content and the use of specific and directive language.

Comprehensiveness Score:

72

Strength Score:

63

Your District's Scorecard

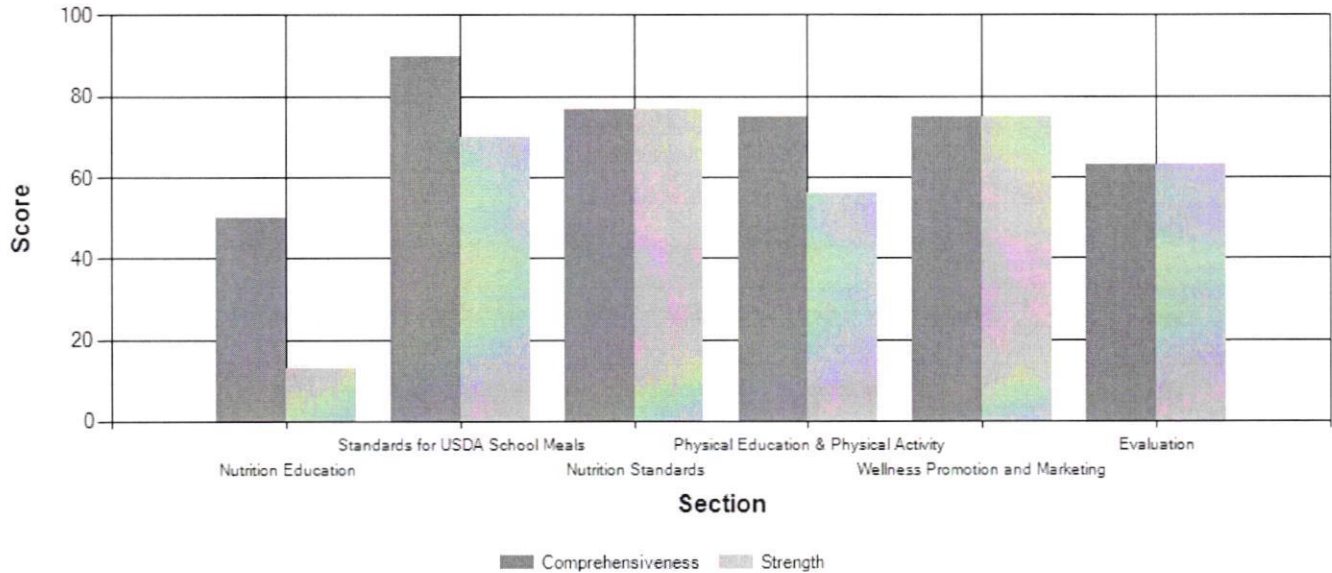
Close window

Congratulations! You have completed the WellSAT. Check out your scorecard below. It contains details of how you scored on each item and section of the assessment. It also provides resources that will help you improve your district's school wellness policy.

Items with a rating of "0" (item not addressed in the policy) or "1" (general or weak statement addressing the item) can be improved by referring to the resource links next to the items. Multiple resources addressing school wellness policy topics are available online. To avoid duplicative information, we have included a small selection, rather than a comprehensive listing.

Version: 3.0

Policy Name: Wisconsin Rapids Public Schools



Section 1. Nutrition Education

Rating

Item ID	Description	Rating
NE1	Includes goals for nutrition education that are designed to promote student wellness.	1
NE2	Nutrition education teaches skills that are behavior focused, interactive, and/or participatory.	1
NE3	All elementary school students receive sequential and comprehensive nutrition education.	0
NE4	All middle school students receive sequential and comprehensive nutrition education.	0
NE5	All high school students receive sequential and comprehensive nutrition education.	0
NE6	Nutrition education is integrated into other subjects beyond health education	2
NE7	Links nutrition education with the school food environment.	1
NE8	Nutrition education addresses agriculture and the food system.	0
Subtotal for Section 1	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	50

Strength Score:






Count the number of items rated as "2" and divide this number by 8 (the number of items in this section). Multiply by 100.

13

[Click here for Nutrition Education Resources](#)

Section 2. Standards for USDA Child Nutrition Programs and School Meals


Rating






SM1	 Assures compliance with USDA nutrition standards for reimbursable school meals.	2
SM2	Addresses access to the USDA School Breakfast Program.	2
SM3	 District takes steps to protect the privacy of students who qualify for free or reduced priced meals.	1
SM4	Addresses how to handle feeding children with unpaid meal balances without stigmatizing them.	2
SM5	Specifies how families are provided information about determining eligibility for free/reduced priced meals.	1
SM6	Specifies strategies to increase participation in school meal programs.	2
SM7	Addresses the amount of "seat time" students have to eat school meals.	2
SM8	 Free drinking water is available during meals.	2
SM9	 Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.	0
SM10	 Addresses purchasing local foods for the school meals program.	2
Subtotal for Section 2	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 10 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	90
	Strength Score: Count the number of items rated as "2" and divide this number by 10 (the number of items in this section). Multiply by 100.	70

[Click here for School Food Resources](#)

Section 3. Nutrition Standards for Competitive and Other Foods and Beverages

Rating


NS1	 Addresses compliance with USDA nutrition standards (commonly referred to as Smart Snacks) for all food and beverages sold to students during the school day.	2
NS2	USDA Smart Snack standards are easily accessed in the policy.	2




NS3	 Regulates food and beverages sold in a la carte.	2
NS4	 Regulates food and beverages sold in vending machines.	2
NS5	 Regulates food and beverages sold in school stores.	2
NS6	 Addresses fundraising with food to be consumed during the school day.	2
NS7	Exemptions for infrequent school-sponsored fundraisers with food to be consumed during the school day.	2
NS8	Addresses foods and beverages containing caffeine at the high school level.	0
NS9	 Regulates food and beverages served at class parties and other school celebrations in elementary schools.	2
NS10	Addresses nutrition standards for all foods and beverages served to students after the school day, including, before/after care on school grounds, clubs, and after school programming.	0
NS11	Addresses nutrition standards for all foods and beverages sold to students after the school day, including before/after care on school grounds, clubs, and after school programming.	0
NS12	Addresses food not being used as a reward.	2
NS13	Addresses availability of free drinking water throughout the school day.	2
Subtotal for Section 3	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 13 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	77
	Strength Score: Count the number of items rated as "2" and divide this number by 13 (the number of items in this section). Multiply by 100.	77

[Click here for Nutrition Standards Resources](#)

Section 4. Physical Education and Physical Activity

Rating



PEPA1	 There is a written physical education curriculum for grades K-12.	2
PEPA2	The written physical education curriculum for each grade is aligned with national and/or state physical education standards.	2
PEPA3	Physical education promotes a physically active lifestyle.	2
PEPA4	Addresses time per week of physical education instruction for all elementary school students.	1
PEPA5	Addresses time per week of physical education instruction for all middle school students.	1
PEPA6	Addresses time per week of physical education instruction for all high school students.	1

PEPA7	Addresses qualifications for physical education teachers for grades K-12.	2
PEPA8	Addresses providing physical education training for physical education teachers.	2
PEPA9	Addresses physical education exemption requirements for all students.	0
PEPA10	Addresses physical education substitution for all students.	2
PEPA11	 Addresses family and community engagement in physical activity opportunities at all schools.	2
PEPA12	 Addresses before and after school physical activity for all students including clubs, intramural, interscholastic opportunities.	2
PEPA13	Addresses recess for all elementary school students.	2
PEPA14	 Addresses physical activity breaks during school.	0
PEPA15	Joint or shared-use agreements for physical activity participation at all schools.	0
PEPA16	District addresses active transport (Safe Routes to School) for all K-12 students who live within walkable/bikeable distance.	0
Subtotal for Section 4	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 16 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	75
	Strength Score: Count the number of items rated as "2" and divide this number by 16 (the number of items in this section). Multiply by 100.	56

[Click here for Resources on Physical Activity in Schools](#)

Section 5. Wellness Promotion and Marketing

Rating







WPM1	Encourages staff to model healthy eating and physical activity behaviors.	2
WPM2	 Addresses strategies to support employee wellness.	0
WPM3	Addresses using physical activity as a reward.	0
WPM4	Addresses physical activity not being used as a punishment.	2
WPM5	Addresses physical activity not being withheld as a punishment.	2
WPM6	Specifies marketing to promote healthy food and beverage choices.	2
WPM7	 Restricts marketing on the school campus during the school day to only those foods and beverages that meet Smart Snacks standards.	2

WPM8	Specifically addresses marketing on school property and equipment (e.g., signs, scoreboards, sports equipment).	2
WPM9	Specifically addresses marketing on educational materials (e.g., curricula, textbooks, or other printed or electronic educational materials).	2
WPM10	Specifically addresses marketing where food is purchased (e.g., exteriors of vending machines, food and beverage cups and containers, food display racks, coolers, trash and recycling containers).	2
WPM11	Specifically addresses marketing in school publications and media (e.g., advertisements in school publications, school radio stations, in-school television, computer screen savers, school-sponsored Internet sites, and announcements on the public announcement (PA) system).	0
WPM12	Specifically addresses marketing through fundraisers and corporate-incentive programs (e.g., fundraising programs that encourage students and their families to sell, purchase, or consume products and corporate incentive programs that provide funds to schools in exchange for proof of purchases of company products, such as Box Tops for Education).	2
Subtotal for Section 5	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 12 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	75
	Strength Score: Count the number of items rated as "2" and divide this number by 12 (the number of items in this section). Multiply by 100.	75

[Click here for Wellness Promotion and Marketing Resources](#)

Section 6. Implementation, Evaluation & Communication

Rating

IEC1	Addresses the establishment of an ongoing district wellness committee.	2
IEC2	 Addresses how all relevant stakeholders (parents, students, representatives of the school food authority, teachers of physical education, school health professionals, the school board, school administrator, and the general public) will participate in the development, implementation, and periodic review and update of the local wellness policy.	2
IEC3	 Identifies the officials responsible for the implementation and compliance of the local wellness policy.	2
IEC4	 Addresses making the wellness policy available to the public.	2
IEC5	 Addresses the assessment of district implementation of the local wellness policy at least once every three years.	2
IEC6	 Triennial assessment results will be made available to the public and will include:	0
IEC7	 Addresses a plan for updating policy based on results of the triennial assessment.	0
IEC8	Addresses the establishment of an ongoing school building level wellness committee.	0
Subtotal for Section 6	Comprehensiveness Score: Count the number of items rated as "1" or "2" and divide this number by 8 (the number of items in this section). Multiply by 100. Do not count an item if the rating is "0."	63
	Strength Score: Count the number of items rated as "2" and divide this number by 8 (the number of items in this section).	63

section). Multiply by 100.

[Click here for Resources for Wellness Policy Development, Implementation and Evaluation](#)

Overall District Policy Score

Total Comprehensiveness Add the comprehensiveness scores for each of the six sections above and divide this number by 6.	District Score 72
Total Strength Add the strength scores for each of the six sections above and divide this number by 6.	District Score 59



Federal Requirement



Farm to School



CSPAP

458 STUDENT WELLNESS POLICY

Policy

Wellness influences a child's development, health, well-being and potential for learning. To afford students the opportunity to fully participate in the educational process, students must attend school with their bodies ready to take advantage of the learning environment. This district-wide nutrition and physical education/activity policy encourages all members of the school community to act as positive healthy role models and create an environment that supports lifelong healthy eating habits and regular physical activity.

School Meal Programs

- The District is committed to serving healthy meals to our students. The school meal programs aim to improve the diet and health of school children, model healthy eating patterns, and support healthy choices.
- All meals meet or exceed current nutrition requirements established under the Healthy Hunger-Free Kids Act of 2010 (www.fns.usda.gov/sites/default/files/dietaryspecs.pdf).
- All schools in the District participate in USDA child nutrition programs, including the National School Lunch Program (NSLP) and School Breakfast Program (SBP).
- Withholding food as a punishment shall be strictly prohibited.
- Drinking water is available for students during mealtimes.
- All households are provided with a free/reduced priced meal application at the beginning of the school year and can access the application on the District website or any school building throughout the school year.
- The District takes all necessary steps to protect the privacy of students who qualify for free or reduced priced meals within the school meal programs.
- The school nutrition programs, in partnership with other school departments and community organizations, will work to market and promote locally grown (if possible) food to students, and promote participation in the school nutrition program.
- The District will provide students with a positive eating environment and with appropriate time to eat. The School Nutrition Association recommends at least 20 minutes for lunch and 15 minutes for breakfast.
- School nutrition staff are provided with annual continuing education in accordance with the USDA professional Standards.

Nutrition Education and Promotion

- Schools strive to provide nutrition education and engage in nutrition promotion. The goal is for all students to possess the knowledge and skills necessary to make nutritious food choices.
- Nutrition education will be integrated into curricular areas (where appropriate) Teachers shall integrate nutrition education into other classroom subjects, such as math, science, language arts, social sciences, and elective subjects to provide students (K-12) with a consistent message of building habits that support a healthy lifestyle.
- Nutrition education at all levels will aim to teach skills that are behavior focused, interactive, and/or participatory.

- *The District's health curriculum includes clear nutrition standards outlining all nutrition education topics that need to be covered at the appropriate grade levels, and includes a requirement at the high school level for students to take .5 credit of health education which incorporates nutrition education. Aspects of nutrition education also get covered under multiple curriculum content areas.*
- *Nutrition education will address agriculture and the food system where appropriate.*
- School nutrition services shall use the Smarter Lunchroom Self-Assessment Scorecard to determine ways to improve the school meals environment.
- The District school wellness policy and other wellness/nutrition resources will be available on the District website.
- The District will provide healthy food and beverage recommendations to parents, students, and staff to promote healthy food choices at school, in the classroom, and in fundraising. (See District Guidelines).

Physical Education / Activity Guidelines and Standards

The physical education curriculum teaches children the importance of physical exercise and exposes students to a wide range of physical activities so that students develop the knowledge and skills to be physically active for life. The curriculum promotes lifelong physical activity and fitness, as well as healthy eating.

A quality physical education program is an essential component for all students to learn about and participate in through physical activity.

- The District provides K-12 students with a physical education program that meets DPI/SHAPE standards.
- The District ensures that all physical education teachers are highly qualified. The District will support continuing education opportunities to those individuals.
- The physical education curriculum emphasizes knowledge and skills for a lifetime of regular physical activity, be consistent with state and national standards, include a wide variety of physical activities, and encourage participation in physical activity after school and outside of school.

The District implements sequential physical education curricula and instruction in grades K-12 which:

- Emphasize enjoyable participation in physical education activities that are easily done throughout life.
- Offer a diverse range of noncompetitive and competitive activities for different ages and abilities.
- Help students develop the knowledge, attitudes, and skills they need to adopt and maintain a physically active lifestyle.
- The District provides physical and social environments that encourage and enable safe and enjoyable physical activity.
- The District encourages parents/guardians to support their children's participation in physical activity and to include physical activity in family events.
- Substitutions for physical activity curriculum will not be permitted without proper medical documentation.

- Students will be given the opportunity for physical activity during the school day as appropriate. Giving or restricting physical activity will not be encouraged as punishment for students and should not compromise the 20 minutes of physical activity recommended by DPI/SHAPE.
- When recess is indoors due to inclement weather, supervising staff should encourage movement and physical activity whenever possible by utilizing tools such as www.gonoodle.com in the classroom.
- The District regularly evaluates physical activity instruction, programs and facilities.

Extra Curricular Opportunities

- The District offers physical activity programs outside the school day to interested students as resources permit.
- The District encourages students and families to engage in school and community events that promote movement and physical activity.

Community Engagement

- The District shall invite a diverse group of stakeholders to participate in the development, implementation, and periodic review and update of the wellness policy. Stakeholders may include district staff members, community members, parents, and students. The District shall provide information on how the public can participate in the school wellness committee on the school website.

Policy Leadership

The Director of Food Services will implement and ensure compliance with the policy by leading the review, update, and evaluation of the policy.

Evaluation

The District Wellness Committee will meet at least once each trimester to evaluate the effectiveness of the school wellness policy and progress in attaining the policy goals. The Wellness Committee will evaluate compliance with the Wellness Policy no less than once every three years. The assessment will include the extent to which each school is in compliance with the policy and how the policy compares to a model policy as established by the U.S. Department of Agriculture. A report will be provided to the Board of Education every time the triennial assessment is completed.

The District will actively inform families and the public about the content of, and any updates to the policy through the District website and Board of Education meetings.

The Director of Food Service and building administrators will be responsible for ensuring that each school implements practices and procedures for meeting the requirements of the school wellness policy.

LEGAL REF: Healthy Hunger Free Kids Act of 2010

CROSS REF: 458 Rule – Nutrition Guidelines

APPROVED: June 12, 2006

REVISED: November 12, 2012

July 10, 2017
June 10, 2019
TBD

458-RULE NUTRITION GUIDELINES

District staff is strongly encouraged to support a culture of health and wellness for our students. The following guidelines implement the current Dietary Guidelines for Americans for all foods and beverages provided to students by the School District of Wisconsin Rapids on school property during the school day. Wisconsin Rapids Public Schools encourages healthy food and beverage choices at school functions held during the instructional day. Providing soda at classroom functions is strongly discouraged. Water is the most healthy drink choice for staff, parents, and students.

The school principals, in cooperation with the Director of Food Service and/or designee, are responsible for supporting and monitoring the intent of these guidelines.

CATEGORY	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
School Snacks/Birthday Treats/Class Activities/Awards	Nutritious snacks are strongly recommended for school or class activities and awards. See the “Healthy Classroom Snack” resource developed for the district and parents. We strongly encourage that classroom snacks not be served within one hour before or after scheduled school mealtimes. To support a culture of health and wellness of our students, we strongly encourage staff to utilize non-food rewards when possible or provide foods suggested on the Healthy Classroom Snack document found on the Student Wellness Website: http://www.wrps.org/foodservice/wellness.cfm . If providing food rewards not on the suggested food list, use extremely small servings infrequently. When curricular-based food experiences are planned, staff and students are strongly encouraged to seek out healthy nutritious choices when appropriate.		
Vending Machines <ul style="list-style-type: none"> • Food • Beverages 	Vending foods will not be provided to students at any grade level. Vending beverages will not be provided to students at elementary grade level.	Choices at the middle school level provide water only. Vending machines shall be turned off during the instructional day.	Choices at the high school level meet the criteria below: <ul style="list-style-type: none"> • 100% Fruit Juices • Sports Drinks • Water, flavored water The soda machine located near the food service area shall be turned off during school breakfast and lunch meal times.

CATEGORY	ELEMENTARY SCHOOL	MIDDLE SCHOOL	HIGH SCHOOL
<p>School Meals</p> <ul style="list-style-type: none"> Ala Carte Food & Beverage 	<p>Ala carte beverage choices will be limited to 100% juices and milk.</p>	<p>All food and beverages sold and served outside of the school meal programs (“competitive” foods and beverages) shall, at a minimum, meet the standards established in USDA’s Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. The standards are available at https://www.fns.usda.gov/tn/guide-smart-snacks-school. http://fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks.</p> <p>Single menu items will be available for ala carte purchases at the high school only. Beverage choices will include:</p> <ul style="list-style-type: none"> 100% Fruit Juice Milk Water or flavored water <p>The District will offer, promote, and competitively price healthy foods to be more attractive to students than unhealthy ones.</p>	
<ul style="list-style-type: none"> Breakfast, Lunch & Snacks 	<p>School breakfasts, lunches, and snacks will meet or exceed nutrient standards established by USDA. Meals consist of the following food groups: Fruit, Vegetable, Milk, Grain, and Meat/Alternate.</p>		
School Store/ Snack Carts	<p>All food and beverages sold at school stores, snack carts, or snacks sold in classrooms during the instructional day shall, at a minimum, meet the standards established in USDA’s Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. The standards are available at https://www.fns.usda.gov/tn/guide-smart-snacks-school. http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks. School stores/snack carts shall not sell food items during the school breakfast or school lunch meal times unless they have received prior approval from Food Service Administration.</p>		
Fundraising	<p>The District adheres to the Wisconsin Department of Public Instruction fundraiser exemption policy and allows two exempt fundraisers per student organization, per school, per year. All other fundraisers sold during the school day will meet the Smart Snacks nutrition standards, available at https://www.fns.usda.gov/tn/guide-smart-snacks-school. http://www.fns.usda.gov/healthierschoolday/tools-schools-focusing-smart-snacks. No restrictions are placed on the sale of food/beverage items sold outside of the school day. Foods sold for fundraising shall not compete with the National School Lunch or Breakfast programs.</p>		
Marketing	<p>Schools will restrict food and beverage marketing to only those foods and beverages that meet the nutrition standards set forth by USDA’s Nutrition Standards for All Foods Sold in Schools (Smart Snacks) rule. Marketing includes brand names, trademarks, logos, or tags EXCEPT when placed on a food or beverage product/container; displays, such as vending machine exteriors; corporate/brand names, logos, trademarks on cups, posters, school supplies, education materials, food service equipment, and school equipment (e.g. message boards, scoreboards, uniforms); advertisements in school publications/mailings; sponsorship of school activities, fundraisers, or sports teams; educational incentive programs such as contests or programs; and free samples or coupons displaying advertising of a product.</p>		

LEGAL REF: Healthy Hunger Free Kids Act of 2010

CROSS REF: 458 – Student Wellness Policy

APPROVED: June 12, 2006

REVISED: November 12, 2012

July 10, 2017

TBD

**Wisconsin Rapids Public Schools
Wisconsin Student Assessment System
(WSAS) Results
School Board Detailed Report of 2022-23
Data**

Prepared and Submitted by:

Roxanne Filtz

Director of Curriculum and Instruction, Wisconsin Rapids Public Schools

Fall 2023

Background

The information contained in this report summarizes the academic performance of the WRPS district for the 2022-2023 school year, along with an overview of our efforts to enhance teaching and learning to promote greater success among our students.

Throughout the past academic year, the WRPS district has demonstrated stability and some overall improvement in English/Language Arts and math at various grade levels, as well as at the district level as a whole. This achievement is a testament to the dedicated efforts of our educators and staff who are committed to supporting our students' academic growth.

We have made consistent adjustments to our instructional approach. These modifications are aimed at optimizing the learning experience for our students and ensuring that their academic achievements continue to rise. The results of the previous year's assessments have been communicated to building and district leadership, as well as our teaching staff. We are witnessing positive outcomes of our work, particularly in the middle-level grades.

It is important to acknowledge the upcoming changes at the state level that will undoubtedly influence the landscape of reading instruction and testing both statewide and locally. The Right-to-Read Act, 2023 Wisconsin Act 20, is a comprehensive initiative designed to revamp how reading is taught in Wisconsin. Its proponents assert that Act 20 will address low reading scores by implementing more frequent tests, providing coaching, and adopting a curriculum that emphasizes phonics and the relationship between sounds and letters.

Act 20 mandates that students in kindergarten through third grade complete three reading tests per year, an increase from the current obligation. The purpose of these tests is to promptly identify students who may require additional support and provide them with the necessary assistance to foster their progress.

In response to Act 20, the state government has allocated \$50 million in the state budget to support the acquisition of new curriculum materials, teacher training, and the recruitment of reading coaches. Our District leadership is actively assessing the implications of Act 20, and we are determined to formulate an actionable plan that caters to the unique needs of our students.

The majority of the Act 20 regulations are scheduled to take effect in the 2024-25 school year. This timeline provides us with an opportunity to strategize and thoughtfully determine the best course of action for our students' success.

When we are looking at the longitudinal data on the following pages, it is important to note how close we are to the 2018-2019 scores as those were the last scores pre-Covid. Overall, we are being successful in attaining pre-Covid scores. We know we cannot settle and are continuously looking for ways to improve, both in curriculum and resources as well as delivery of instruction and whole student supports.

As we move forward, we assure you that we will prioritize the wellbeing and educational growth of each student. Collaborative efforts with all stakeholders will continue to be our guiding principle as we embrace change and ensure the future success of our students.

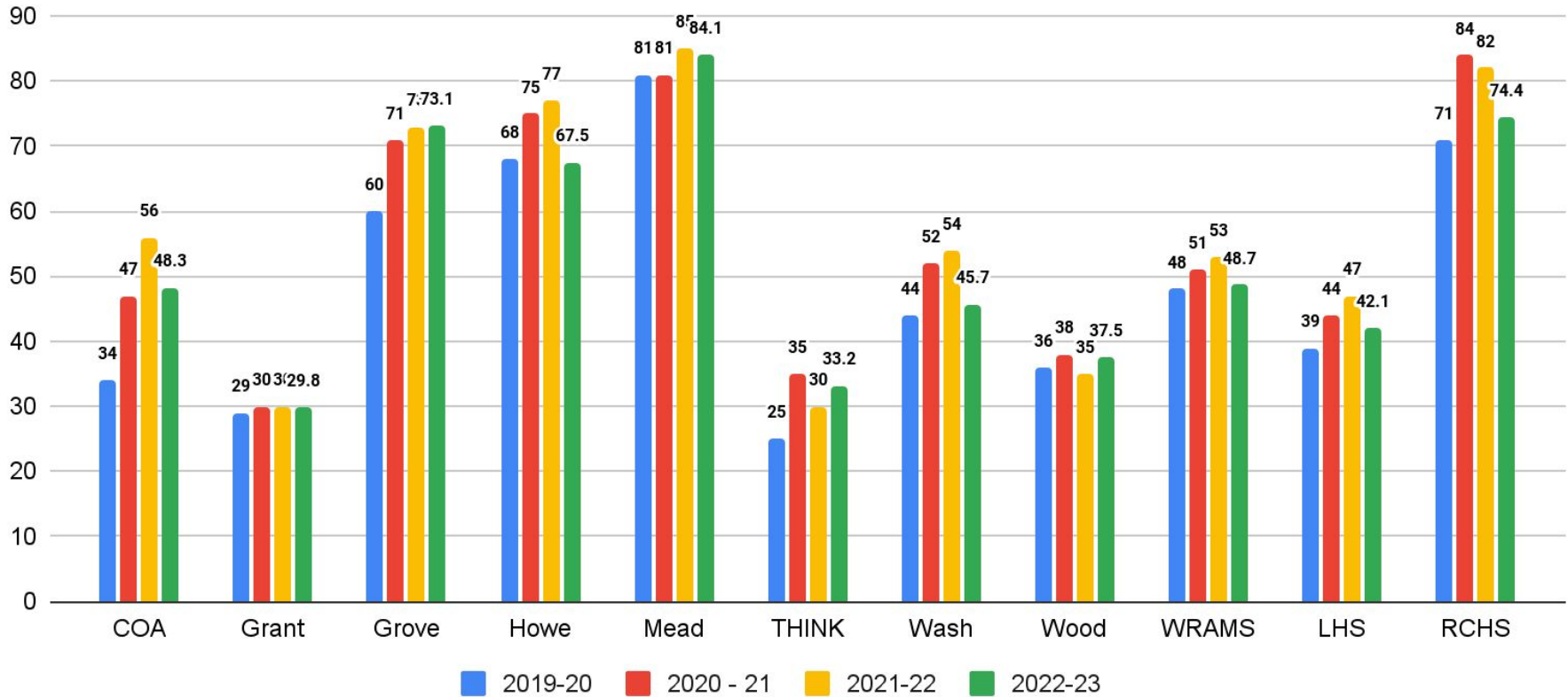
**Each of the following pages has a brief narrative that should shed light on the data as well as explain the significance of each piece of data.

WISCONSIN STUDENT ASSESSMENT SYSTEM (WSAS) RESULTS

2022-2023



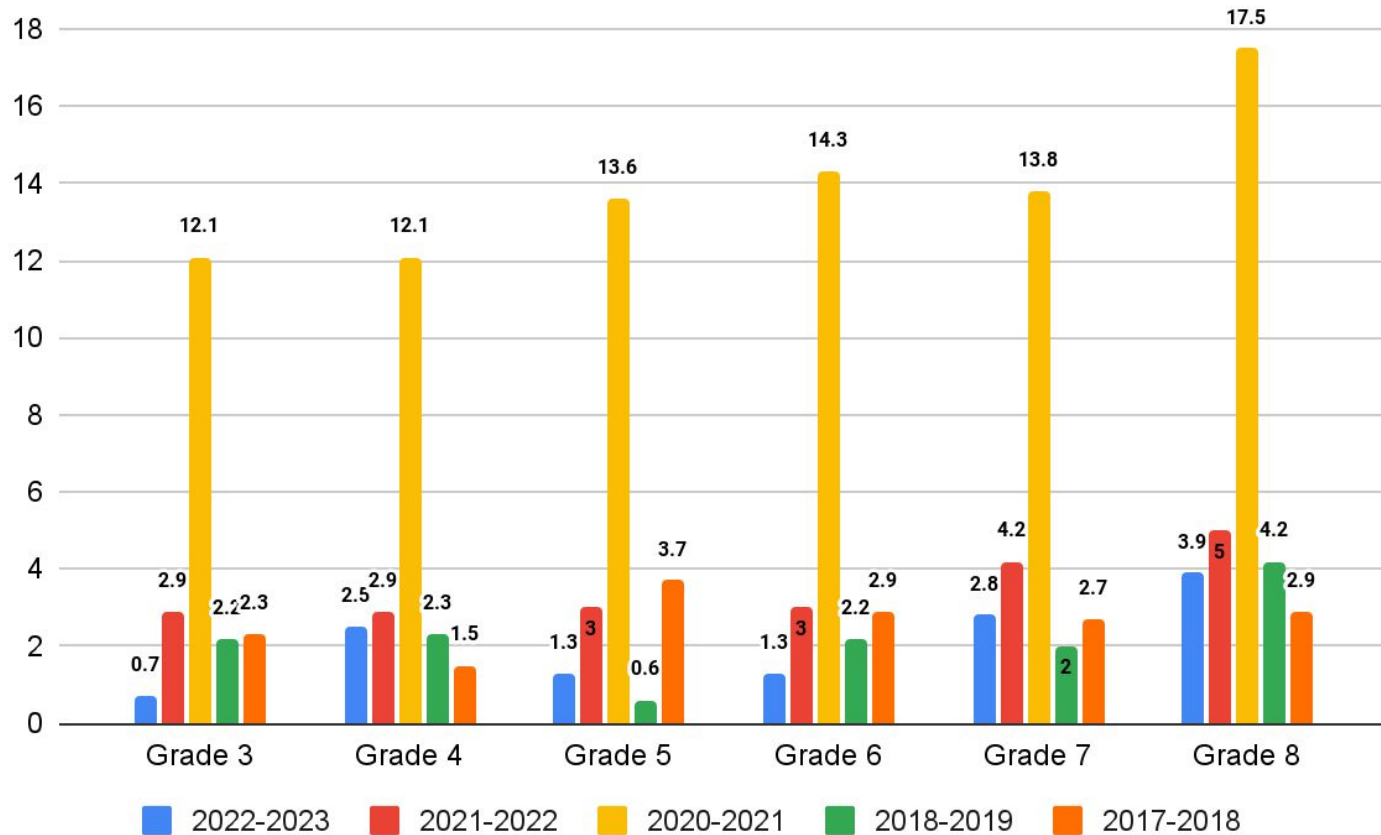
Economically Disadvantaged Trends



Our economically disadvantaged numbers have decreased in 7 of our buildings. Although this number paints a somewhat accurate picture of the economic needs of our students, we need to remember that the data is based on the paperwork that parents choose to complete regarding their income as related to free and reduced lunch. Therefore, this is not to be considered 100% accurate, but, rather, as close to the true picture as we can get.

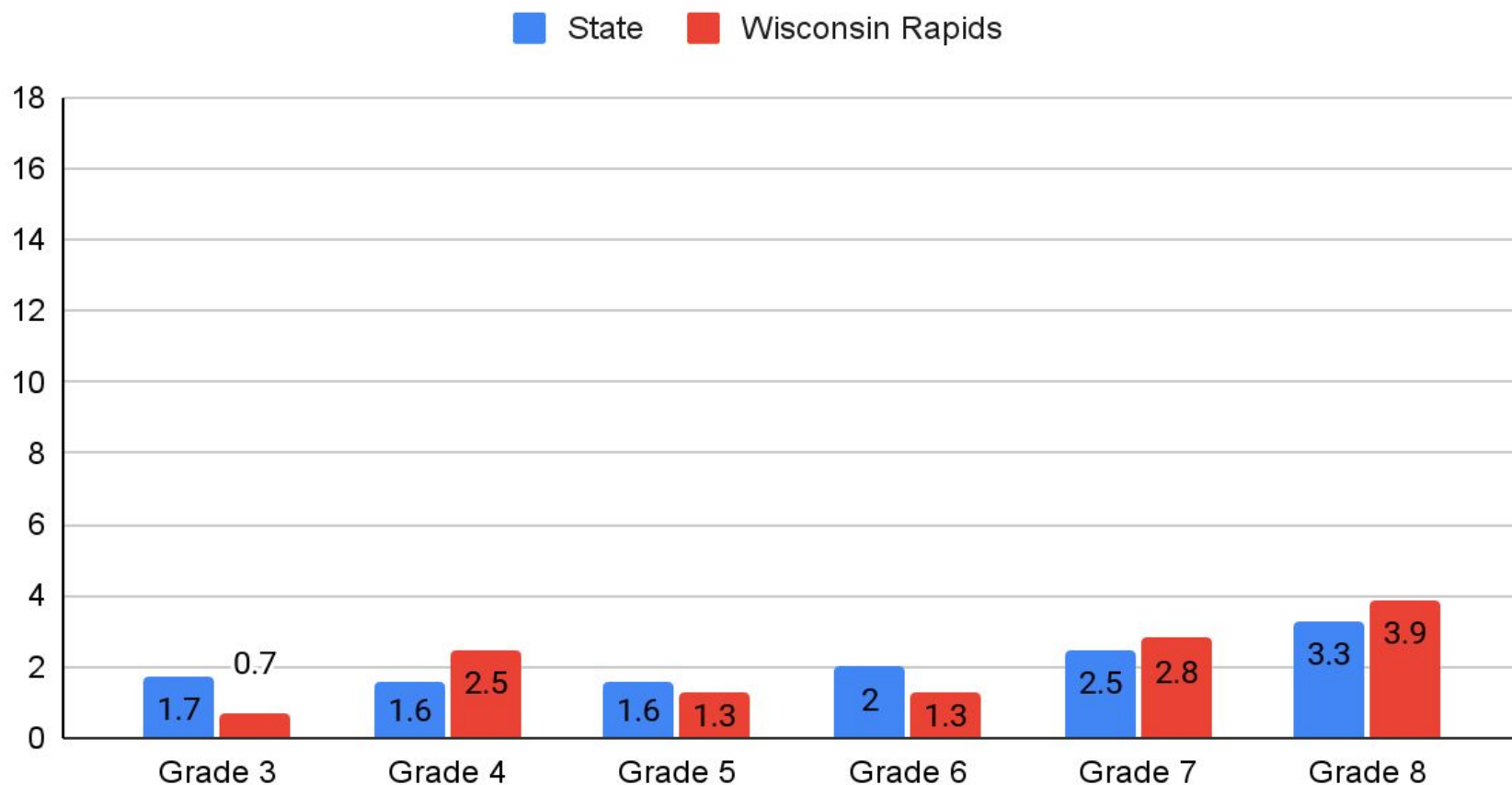
source: WISE Data Spring 2023

Percent Not Tested Trends



Our **percent not tested** is determined districtwide. This means that the Central Oaks numbers are included in the overall data. COA staff has worked tirelessly to attempt to test all of their students. However, parents still retain the right to opt their children out from state testing. Not tested students, if a large number of students, may skew the data a bit.

Percent of Students Not Tested at Each Grade Level, 2022-23

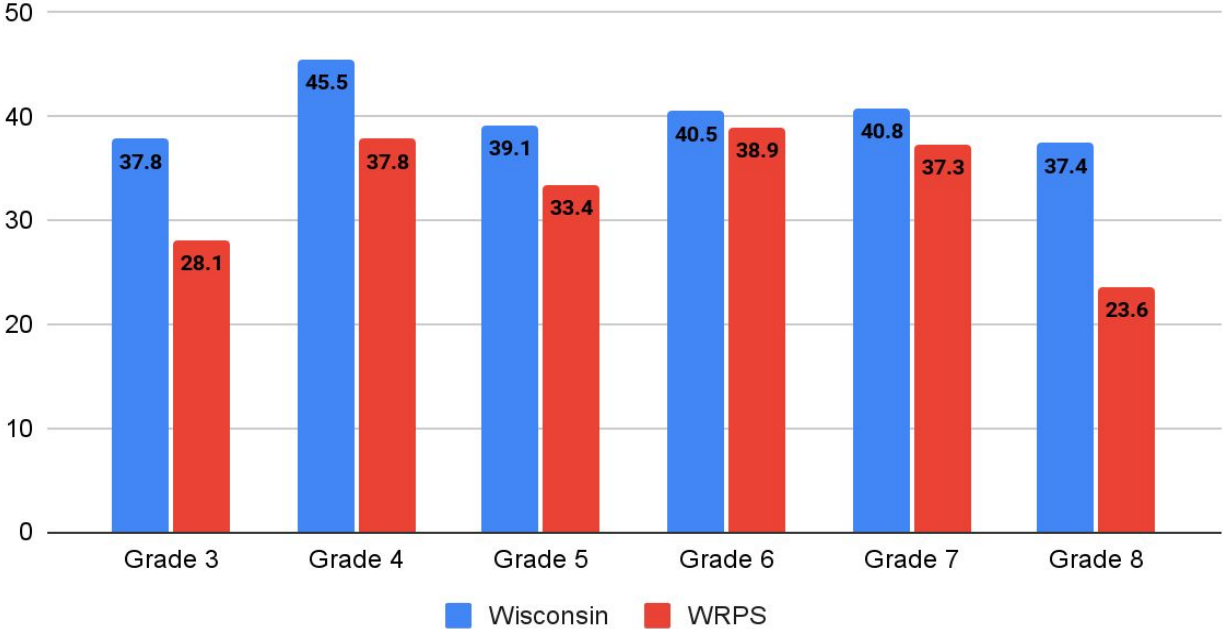


Proficiency rates are calculated as a percent of enrolled students – NOT tested students. So, if 4% of the students did not test, then the results automatically read that 4% are NOT PROFICIENT.

Forward & DLM Exam Results 2022-23

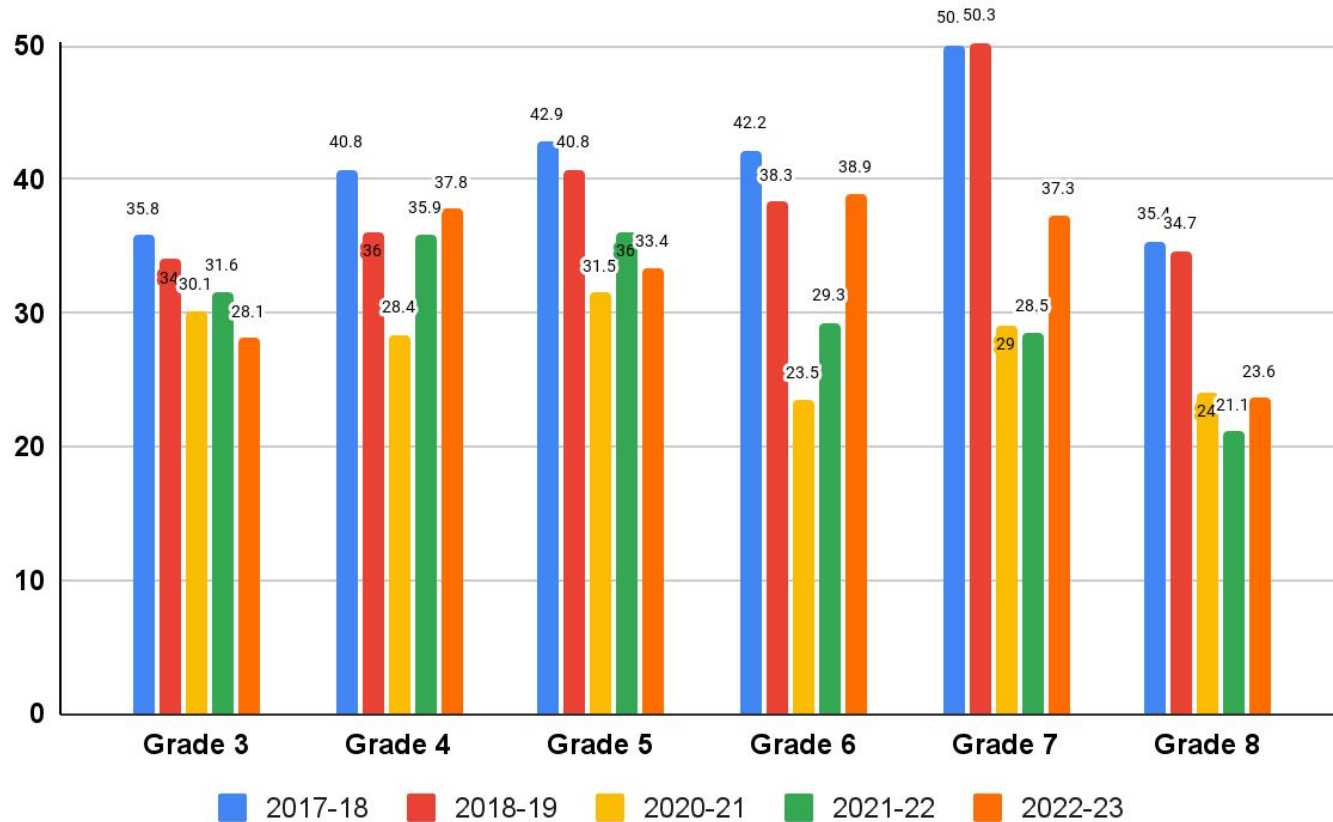
Forward & DLM Exam 2022-23
% Proficient and Advanced
Wisconsin and WRPS
Full Academic Year (FAY)

English/Language Arts



As you will see further in this document, we have made some growth at various grade levels and schools regarding ELA scores. However, we do realize we have work to do in the area of ELA - across the district at all grade levels. In Grade 6, we are very close to the state average, which is encouraging, but we need to improve our student success in ELA districtwide.

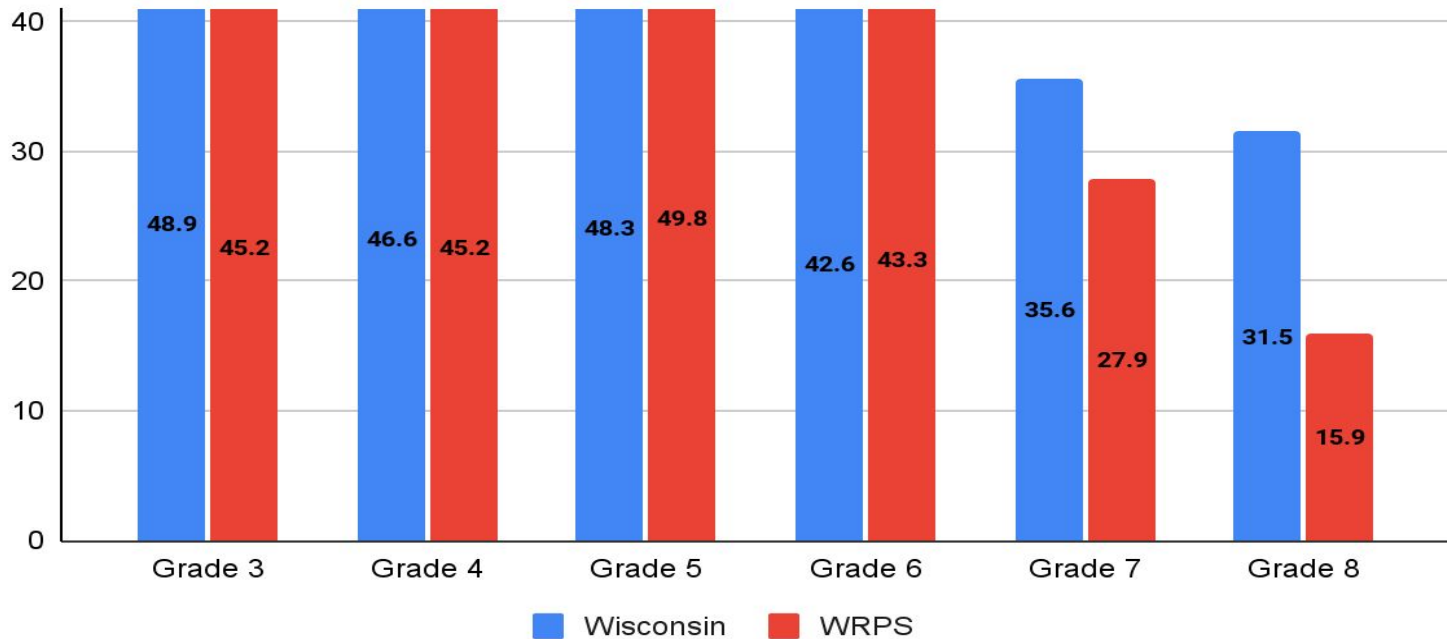
Forward & DLM Exam 2017-18, 2018-19, 2020-21, 2021-22, 2022-23 % Proficient and Advanced - ELA Full Academic Year (FAY)



Comparison data shows significant growth in 6th and 7th grade in ELA. While that growth can be celebrated, we are not satisfied with less than 40% of students proficient or advanced based on the Forward Exam results. Other grade levels are also looking at their grade level data to determine what can be done to improve our overall rate of Proficient and Advanced students.

Forward & DLM Exam 2022-23
% Proficient and Advanced
Wisconsin and WRPS
Full Academic Year (FAY)

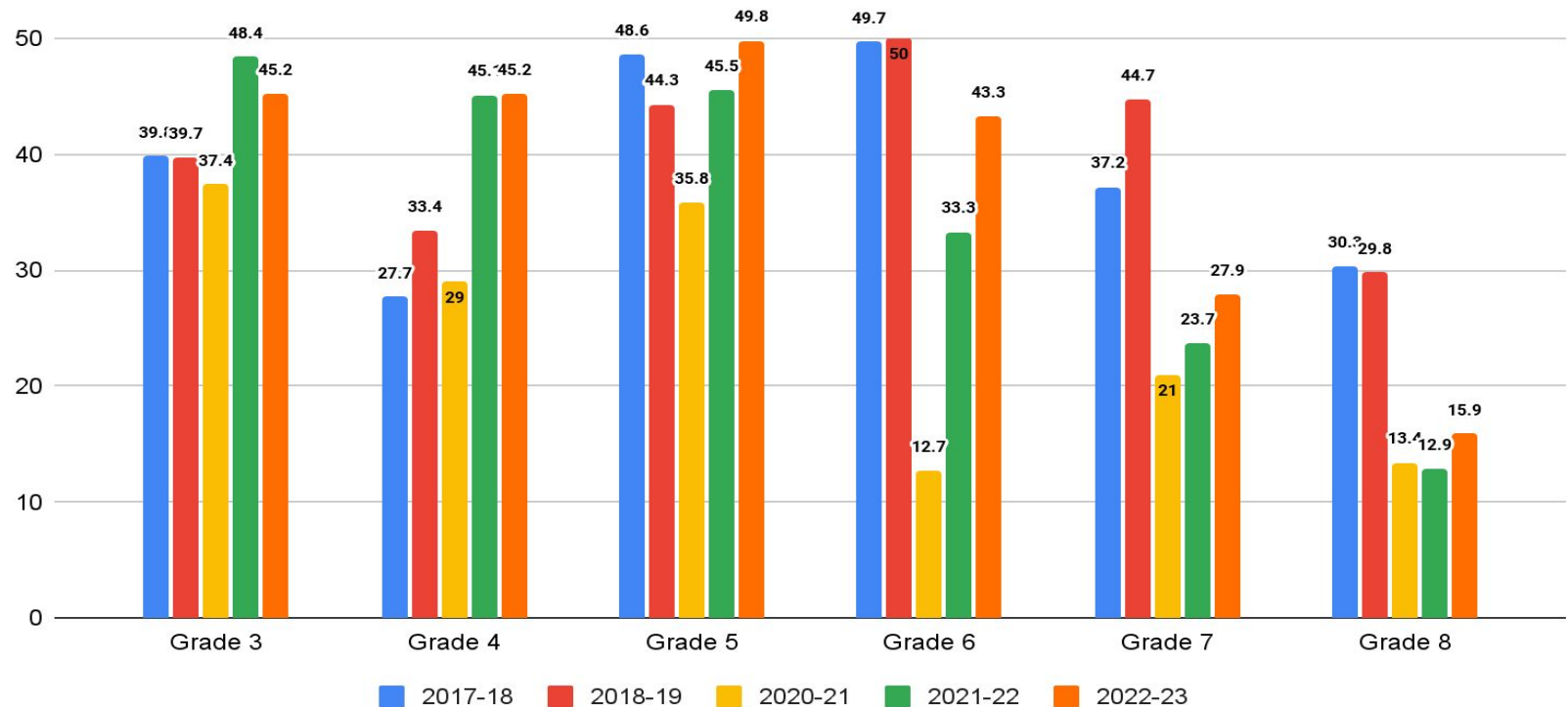
Math



In grades 3-6 our students have maintained their progress in math and are scoring just below the 50th percentile of students Proficient or Advanced. In addition, these grade levels are keeping pace with the state averages. More work remains to not only get these students above the 50th percentile, but to address the shortcomings in 7th and 8th grade math. Both of these grade levels showed a minimum amount of growth, yet they are far below the state average.

Forward & DLM Exam 2017-18, 2018-19, 2020-21, 2021-22, 2022-23 % Proficient and Advanced Full Academic Year (FAY)

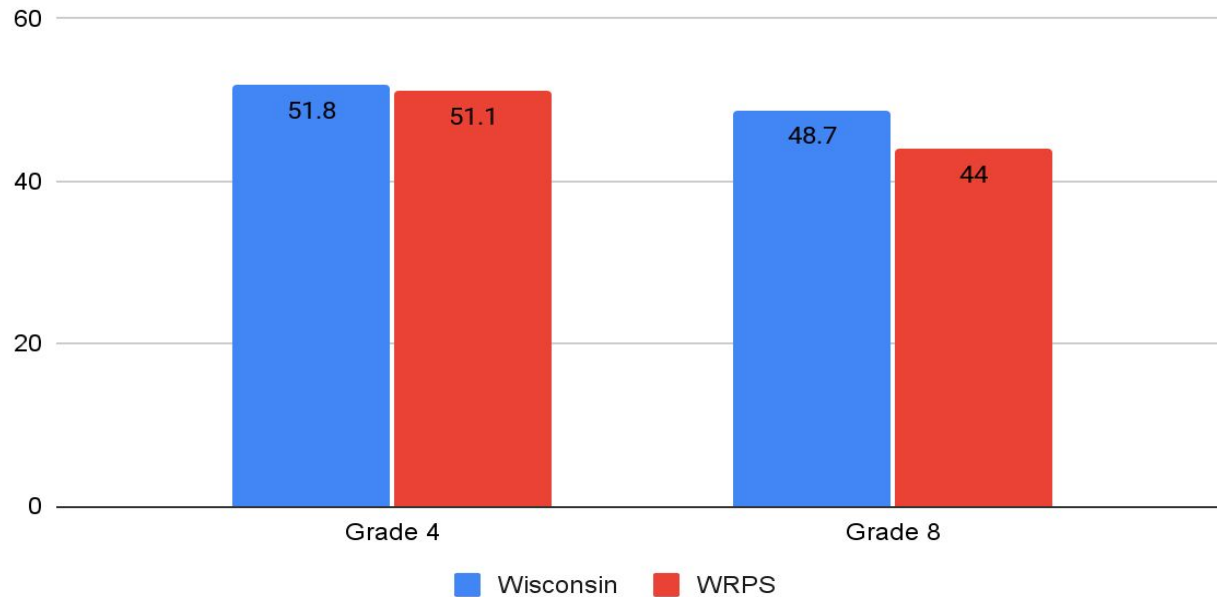
Math



Longitudinal data shows growth across all grade levels in math with the exception of 3rd grade. It is important to note that this graph does not compare the same set of students, but rather provides us with important information about the curriculum taught and the methods used year after year at a particular grade level. The variable in this set of data is the student, as each class of students brings its own personalities, gifts, talents and challenges that could be reflected in the data - positive or negative.

Forward & DLM Exam 2022-23
% Proficient and Advanced
Wisconsin and WRPS
Full Academic Year (FAY)

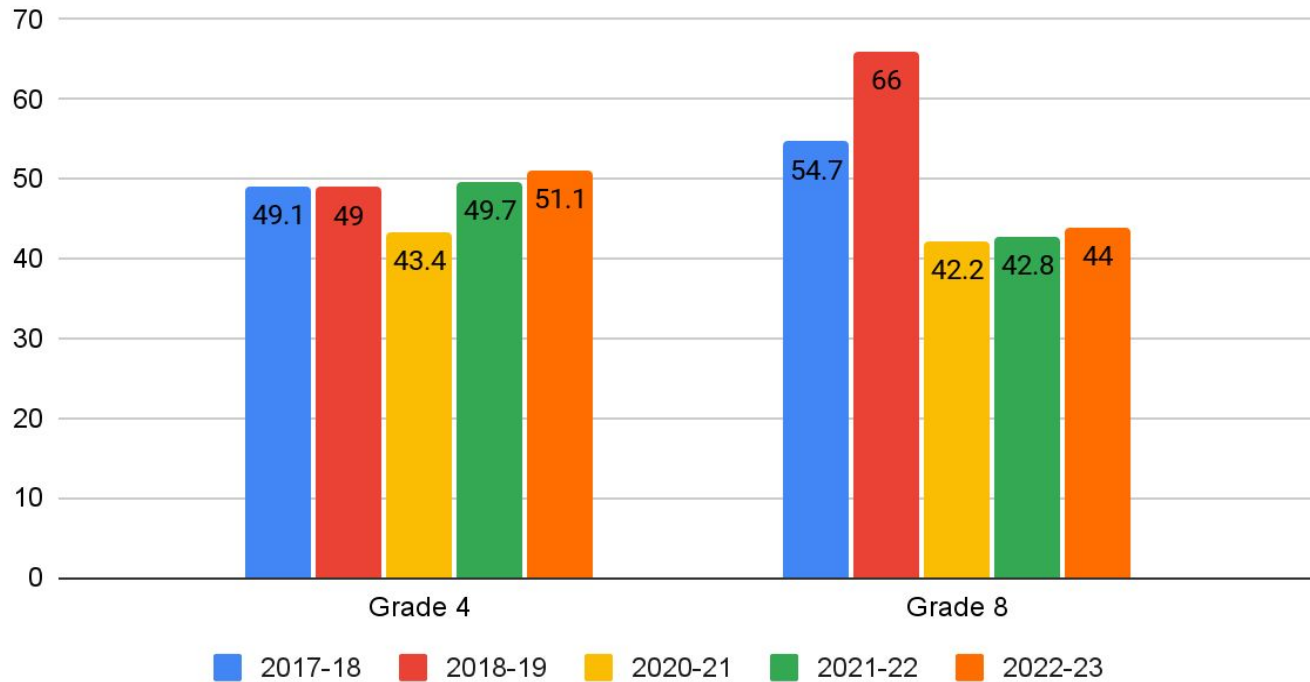
Science



Our science scores remain close to the 50th percentile. Although we are a bit behind the state, we have shown a small amount of growth when compared to longitudinal data, as you will see on the following page. And we are above where we were pre-Covid in grade 4.

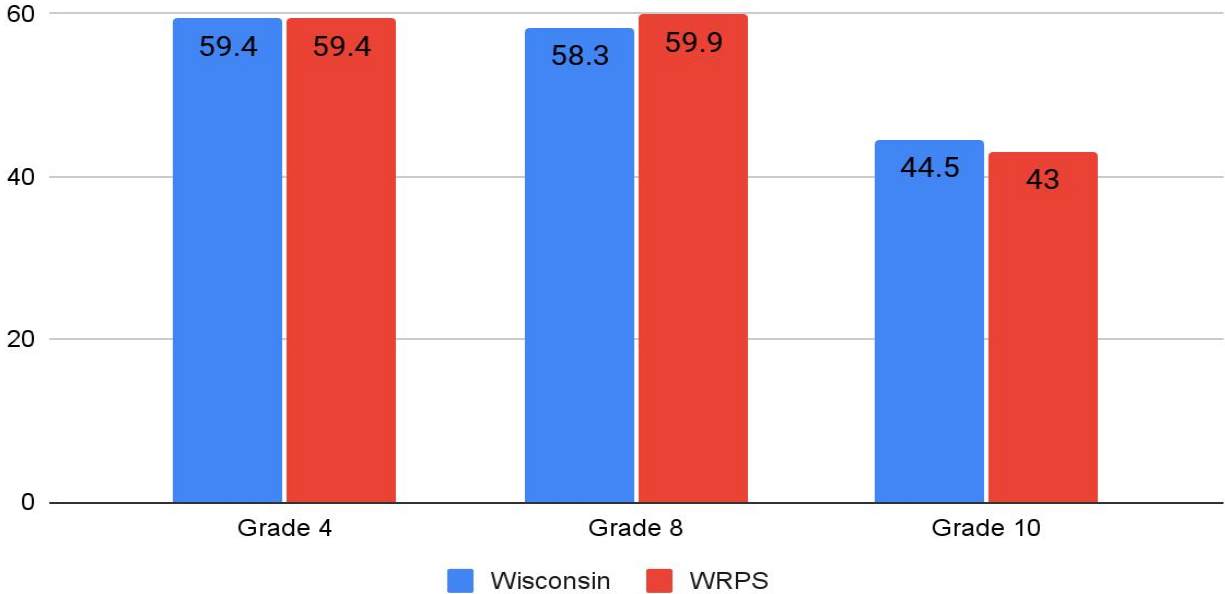
Forward & DLM Exam
2017-18, 2018-19, 2020-21, 21-22 and 2022-23
% Proficient and Advanced
Full Academic Year (FAY)

Science



Forward & DLM Exam 2022-23
% Proficient and Advanced
Wisconsin and WRPS
Full Academic Year (FAY)

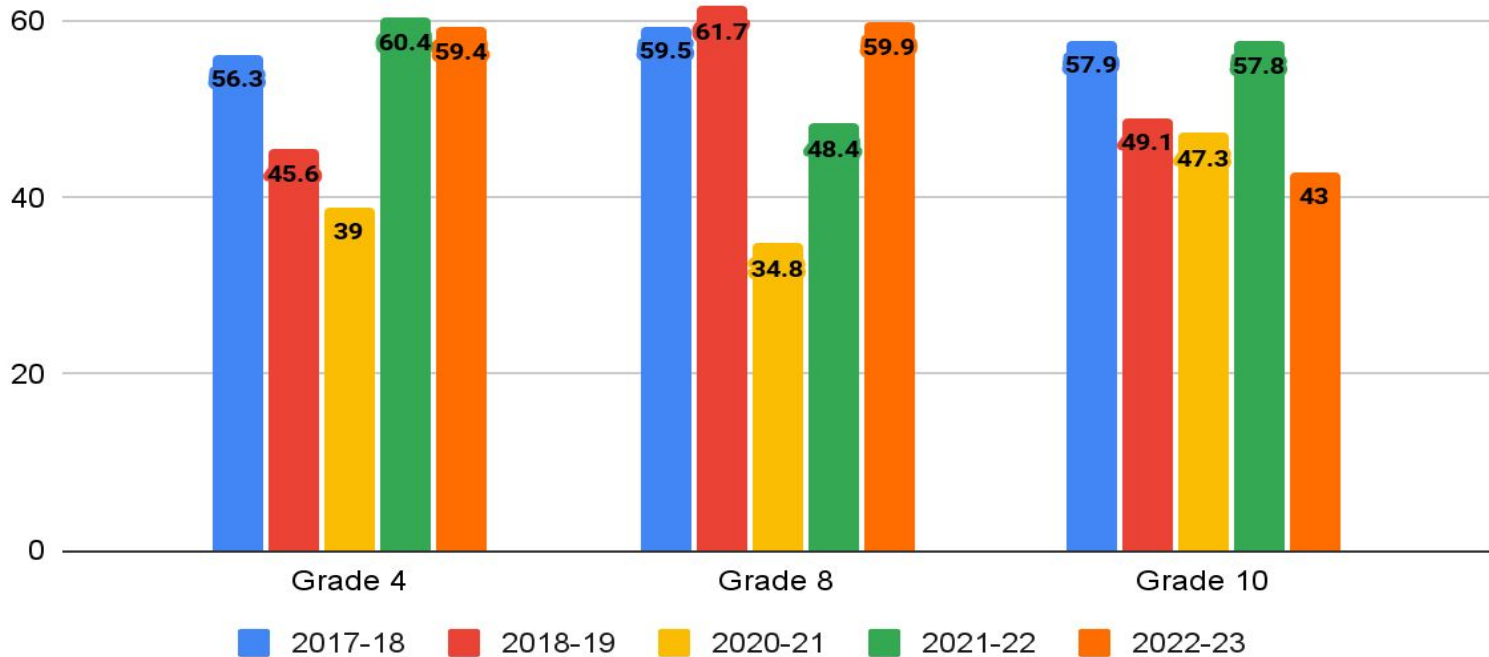
Social Studies



We have a strong social studies curriculum with strong teachers delivering the curriculum. We remain at pace with the state. The 10th grade test scores have dropped, as the next chart will show you. Some of that could be with the scheduling of the test. It is also important to remember that the only part of the Forward Exam that 10th grade students participate in is the Social Studies portion. Otherwise they take part in the PreACT exam. As a district, we are looking at how to bring the 10th grade scores back up.

Forward & DLM Exam
2017-18, 2018-19, 2020-21, 2021-22, 2022-23
Proficient and Advanced
Full Academic Year (FAY)

Social Studies



Forward & DLM

Exam by

Building

Forward & DLM Exam 2022-23

All Grades

Full Academic Year (FAY)

% Proficient and Advanced

	WI	District	COA	Grant	Grove	Howe	Mead	THINK	Wash	Wood	WRAMS
ELA	40.1	33.2	28.2	38.1	32.5	39.2	21.1	35.6	34.5	33.5	33.5
Math	42.1	38.0	14.1	59.3	36.1	55.4	31.0	54.0	51.0	44.9	30.3

As a celebration, this data shows that 5 of our schools, as a whole, are scoring higher than the state in math and 4 of our schools are above the 50th percentile when it comes to progress in math. A concern is that our ELA scores are not showing the same success. The research and work that we are currently undertaking within the mandates of ACT 20 will hopefully help us really dig into our ELA curriculum and/or teaching practices and make the necessary changes needed so that our students will experience more success in ELA as a whole.

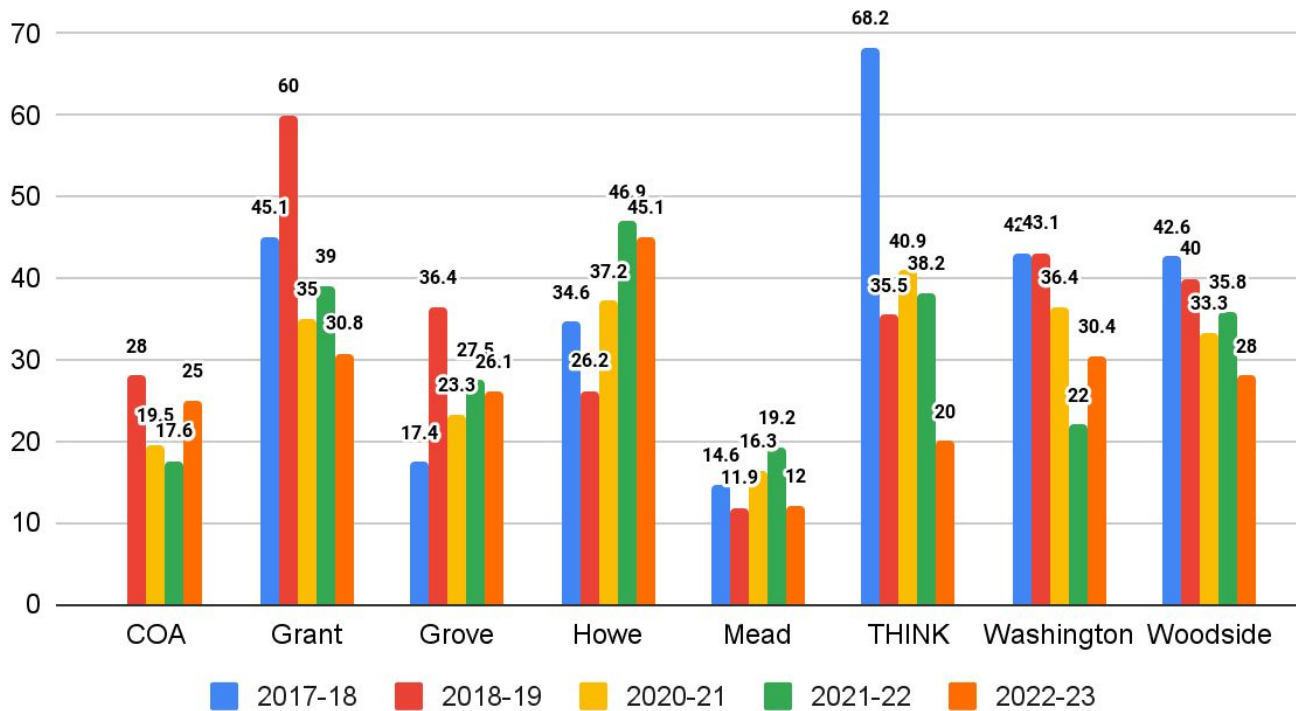
Forward & DLM Exam 2022-23
Grade 3
Full Academic Year (FAY)
% Proficient and Advanced

	WI	District	COA	Grant	Grove	Howe	Mead	THINK	Wash	Wood
ELA	37.8	28.1	25.0	30.8	26.1	45.1	12.0	20	30.4	28.0
Math	48.9	45.2	12.5	59.0	43.5	56.9	32.0	48.0	45.7	40.0

Once again, our math scores are higher than our ELA scores at grade 3. We are in Year 2 of our new math curriculum implementation. We have seen success with the Number Corner and Bridges curriculum. We are looking at making changes to our ELA curriculum to hopefully see the same improvements. Kudos to Howe Elementary School for its strong showing in math and being above the state average in ELA.

Forward & DLM Exam 2017-18, 2018-19, 2020-21, 2021-22 & 2022-23
 Grade 3
 Full Academic Year (FAY)
 % Proficient and Advanced

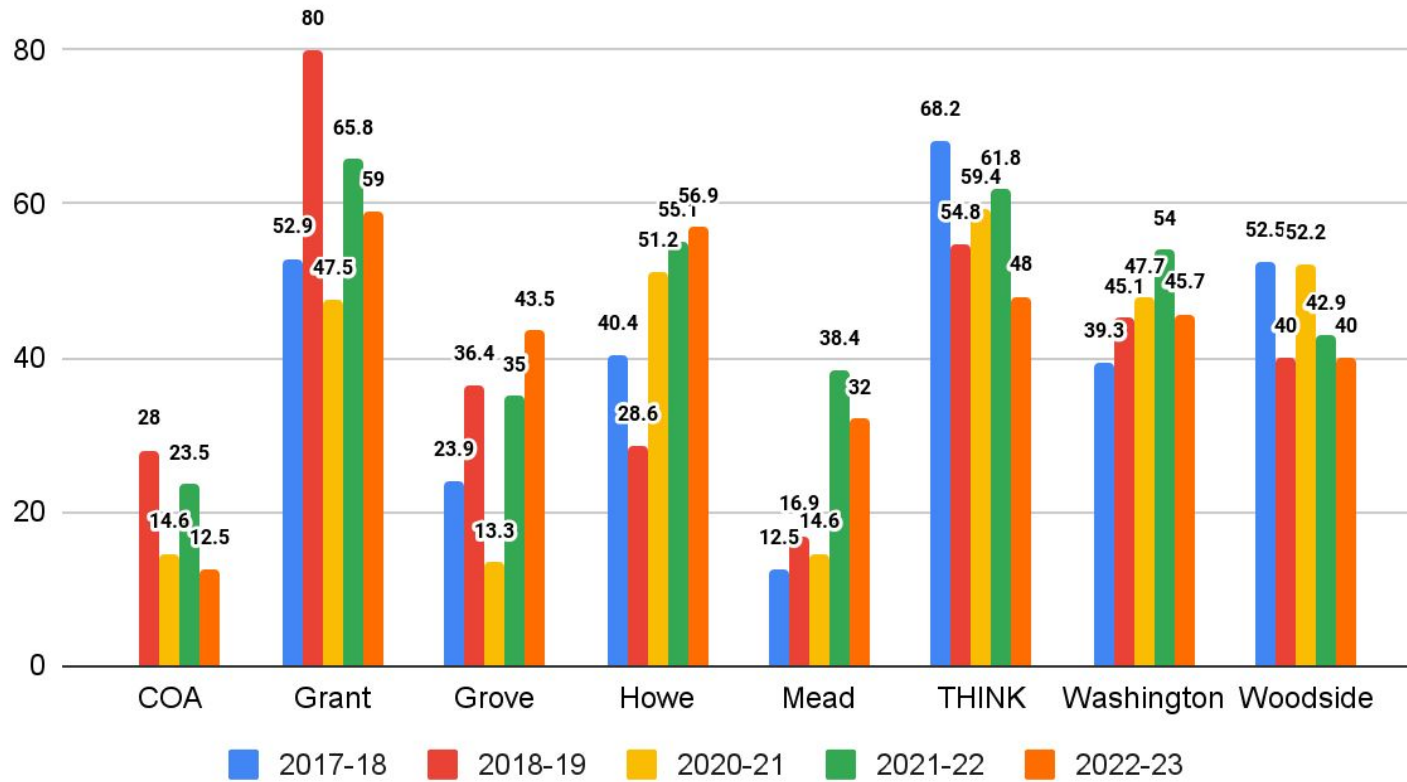
English/Language Arts



This is longitudinal data for Grade 3 students as broken down by individual buildings. This data often sparks conversations between building leadership groups regarding strategies used to help improve learning. If one building is stronger at a certain level or subject matter than another building might be, leadership teams can discuss what works and what lends itself to that success. Again, in this type of data graph, the variable is the student, so attitudes, personalities and prior experiences can influence the data displayed in such a chart as this.

Forward & DLM Exam 2017-18, 2018-19, 2020-21, 2021-22 & 2022-23
Grade 3
Full Academic Year (FAY)
% Proficient and Advanced

Math



This data shows some buildings with decreasing scores in Grade 3 math. It is important to note that scores rose significantly the year before in many places, so a bit of a plateau was expected. This data helps us look at the 3rd grade curriculum to determine what we can do so that we do not see this drop at this level in the future.

Forward & DLM Exam 2022-2023

Grade 4

Full Academic Year (FAY)

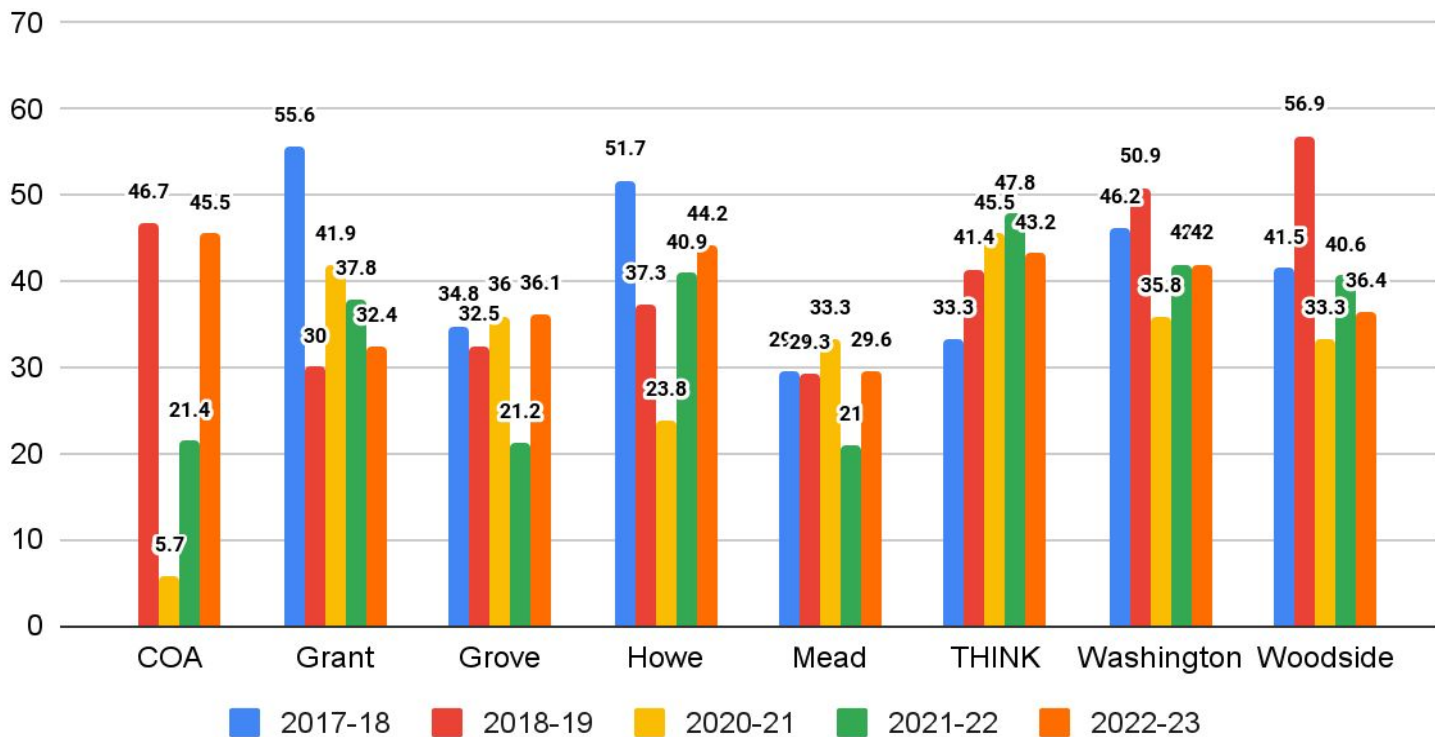
% Proficient and Advanced

	WI	District	COA	Grant	Grove	Howe	Mead	THINK	Wash	Wood
ELA	45.5	37.8	45.5	32.4	36.1	44.2	29.6	43.2	42	36.4
Math	46.6	45.2	45.5	51.4	19.4	53.5	33.3	59.5	54	45.5
Science	51.8	51.1	45.5	43.2	41.7	55.8	42.6	56.8	58.0	58.2
Social Studies	59.4	59.4	45.5	62.2	61.1	60.5	48.1	64.9	68	58.2

4th grade students are tested in science and social studies along with ELA and math. For the most part, at Grade 4 across the district we are slightly behind the state average in ELA. Once again, we have a strong showing in math growth and we hope to keep moving that success forward. Three schools are above the state average in math while 4 schools are above the 50th percentile of proficient and advanced students in math. We want to continue along this trajectory. As a district, we are just below the state average for science and we have 4 schools that are higher than the state average. We also continue to have an overall strong showing in social studies which is great news as we continue to implement curriculum resources that were recently purchased.

Forward & DLM Exam 2017-18, 2018-19, 2020-21, 2021-22 & 2022-23
Grade 4
Full Academic Year (FAY)
% Proficient and Advanced

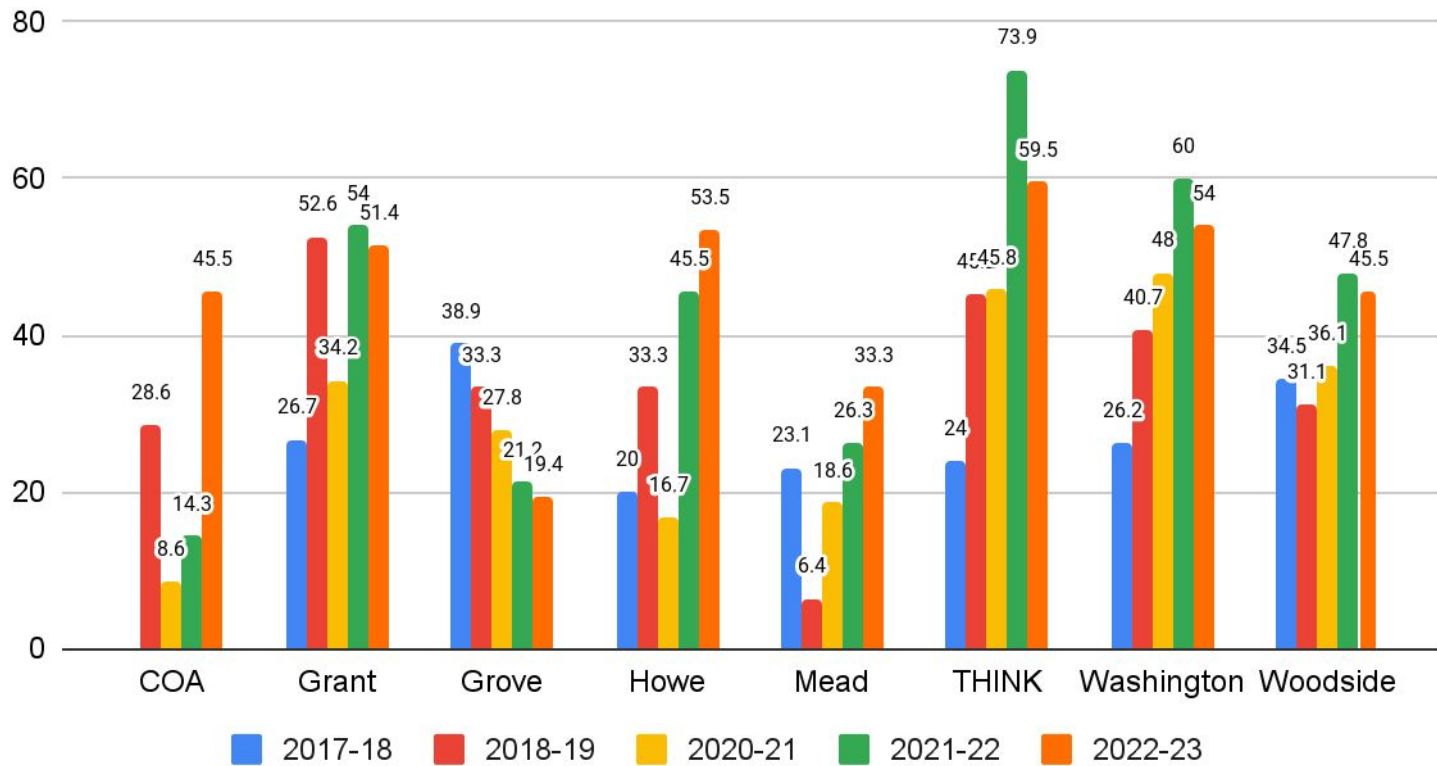
English/Language Arts



This chart shows the success of 4th graders as compared to prior years in ELA. As mentioned before, we are comparing different classes of students each year. Grove Elementary has made significant progress in ELA. Four of the elementary schools have shown growth while 4 of the schools have shown a slight decline.

Forward & DLM Exam 2017-18, 2018-19, 2020-21, 2021-22 & 2022-23
Grade 4
Full Academic Year (FAY)
% Proficient and Advanced

Math



With a few exceptions, math is holding steady at 4th grade across the district. Those buildings where the math scores have declined are having conversations about the root causes and what supports need to be put in place in order to address the gaps in learning success. As a celebration - 7 of the 8 buildings are at or very near the scores that were in place pre-Covid.

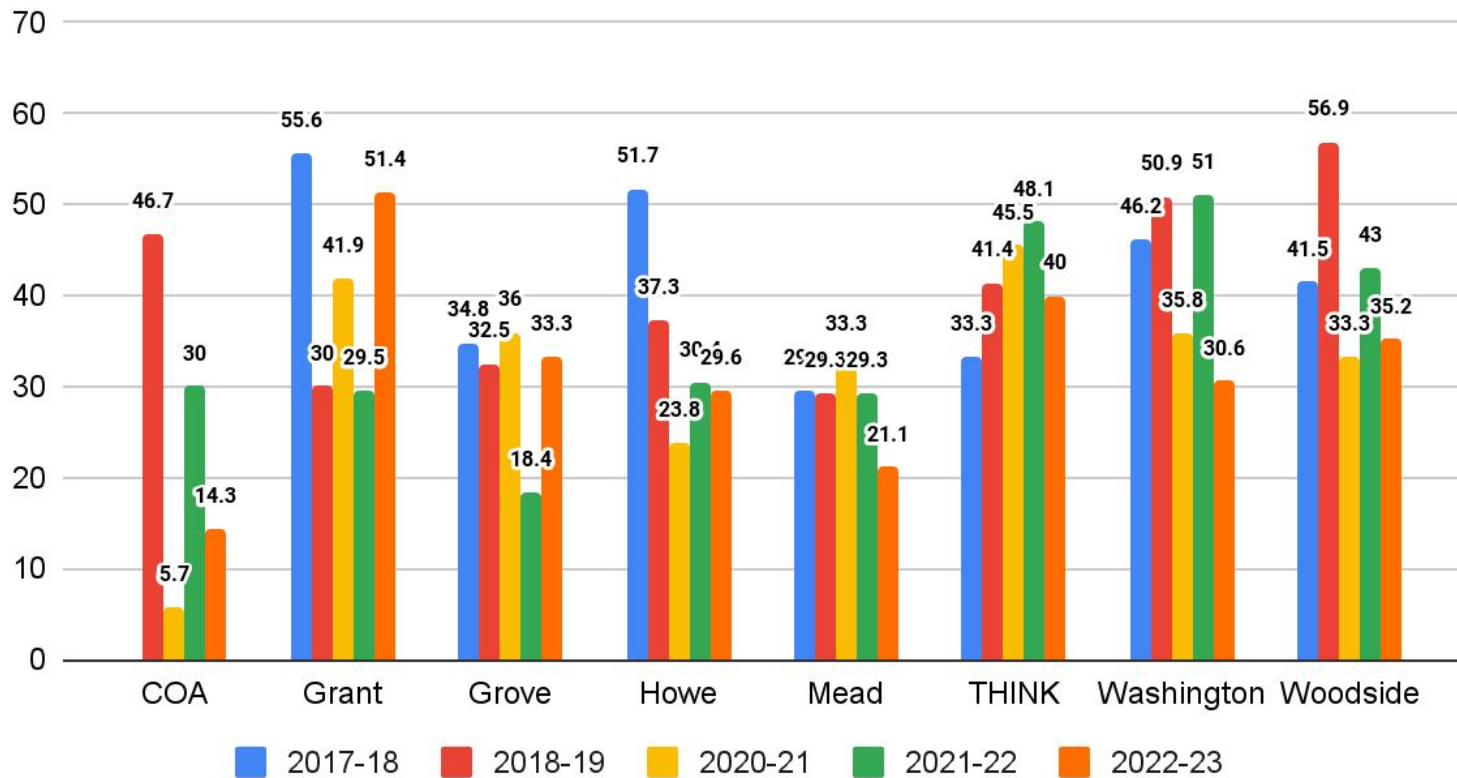
Forward & DLM Exam 2022-2023
 Grade 5
 Full Academic Year (FAY)
 % Proficient and Advanced

	WI	District	COA	Grant	Grove	Howe	Mead	THINK	Wash	Wood
ELA	39.1	33.4	14.3	51.4	33.3	29.6	21.1	40.0	30.6	35.2
Math	48.3	49.8	14.3	67.6	54.2	55.6	26.3	52.0	53.1	47.9

At 5th grade we slightly surpass the state average for math. Five of our elementary schools exceed the state average with one being just a bit below. This tells us that our 5th grade curriculum is spot on in meeting the state standards. Of course, credit is given to the teachers who deliver the curriculum, the parents who support the learning at home and the students who are working hard to learn. We hope to continue to see this strong showing in math. Two elementary schools are above the state average for ELA; however, the state average is not very high. We are working to improve the strength of our ELA curriculum and delivery of instruction districtwide at all levels.

Forward & DLM Exam 2017-18, 2018-19, 2020-21, 2021-22 & 2022-23
 Grade 5
 Full Academic Year (FAY)
 % Proficient and Advanced

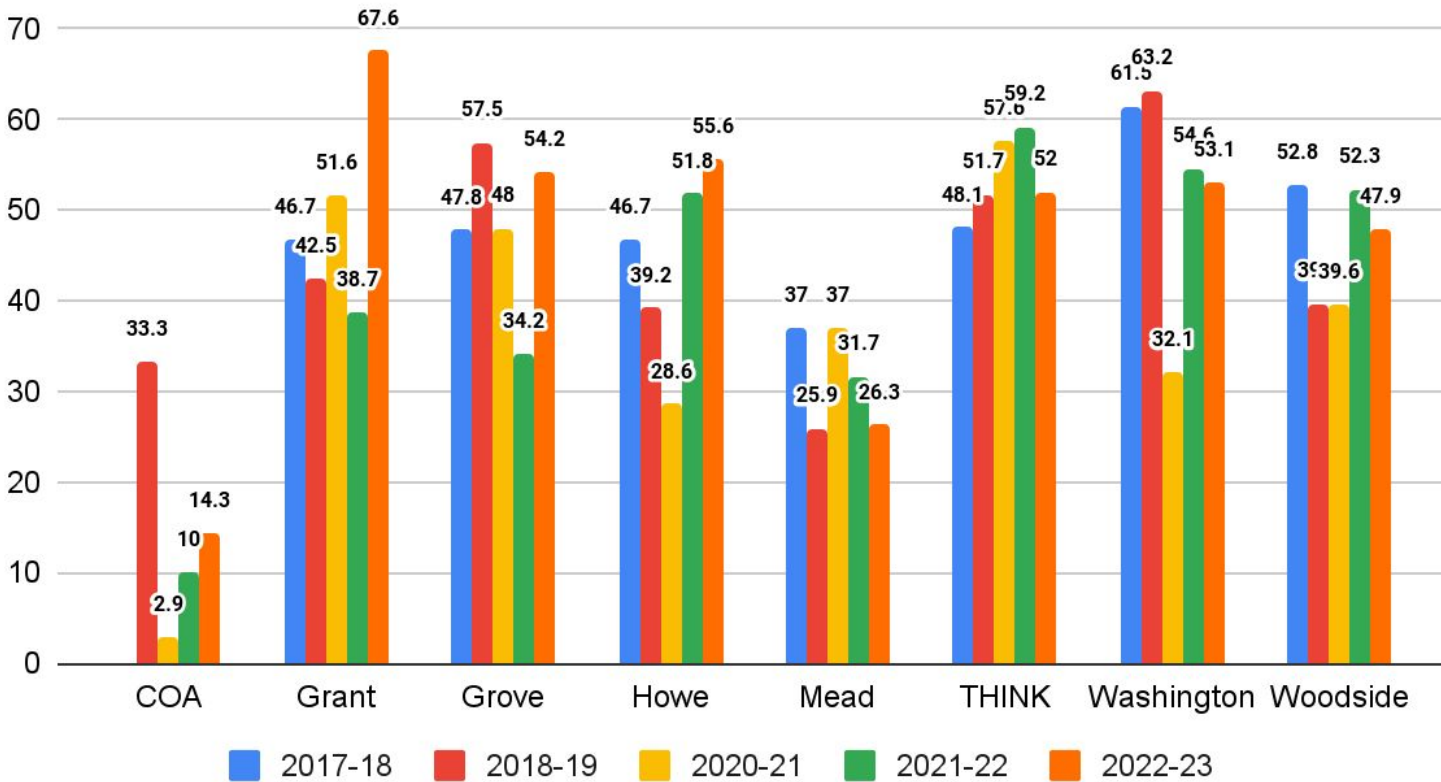
English/Language Arts



Here is a breakdown of the trends of 5th grade students in ELA across multiple years. Data like this helps our PLC teams when they are discussing strengths and weaknesses in student learning. Grant Elementary has made a large jump in improvement in ELA.

Forward & DLM Exam 2017-18, 2018-19, 2020-21, 2021-22 & 2022-23
Grade 5
Full Academic Year (FAY)
% Proficient and Advanced

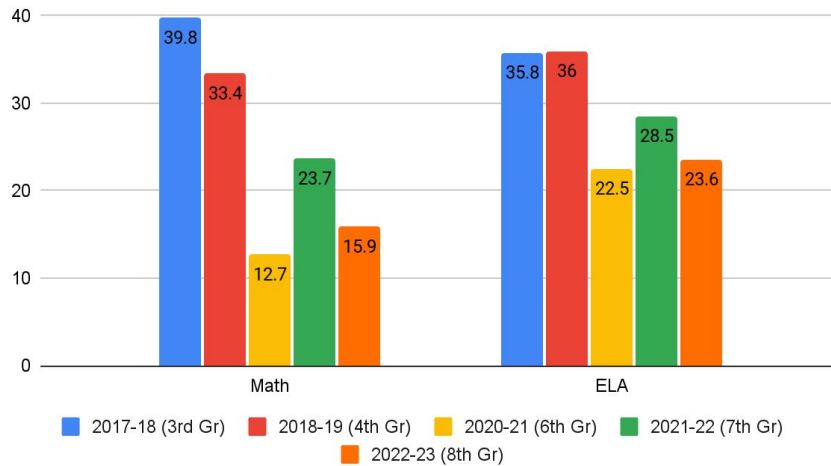
Math



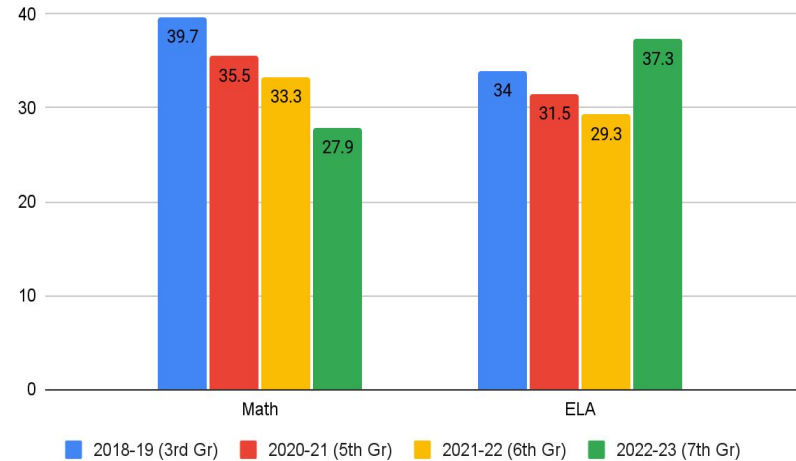
Overall, math scores at the 5th grade level either grew or remained relatively stable. The end goal is to progress above the pre-Covid scores of 2018-19. We are very close to that benchmark across all schools.

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

Class of 2027 - Grade 9 in 2023/24



Class of 2028 Grade 8 in 2023-24

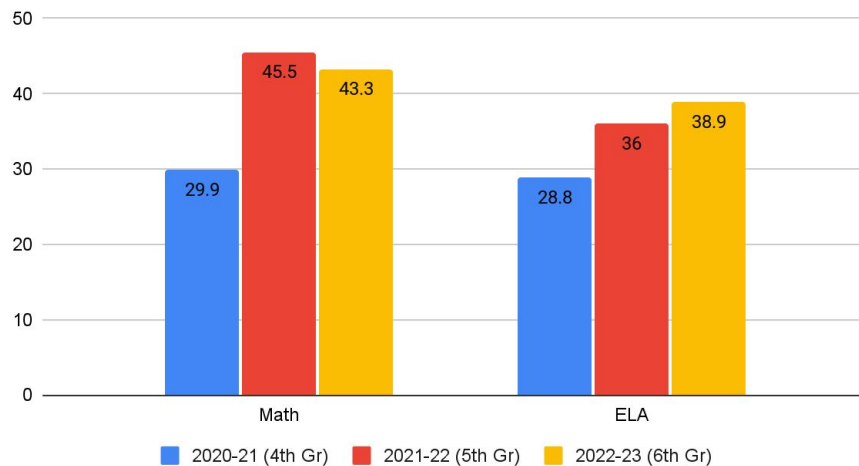


These charts show the same cohort of students' progress as they move across the grades. Current 9th grade students (SY 23-24) were in 5th and 6th grades during the COVID experience. Current 8th grade students (SY 23-24) were in 4th and 5th grades during the COVID experience.

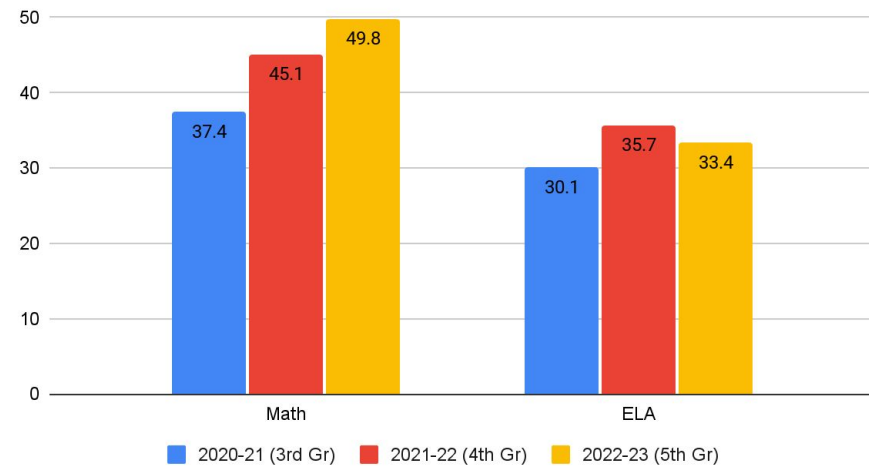
This data charts of the progress of a certain cohort of students. The students are the constant and the variables are the different curriculum resources and possibly the teachers delivering the instruction at the various levels. Once again, we are trying to attain pre-Covid levels - the last scores pre-Covid were the 2018-2019 school year as the Forward Exam was not administered in 2019-2020.

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

Class of 2029 Grade 7 in 2023-24



Class of 2030 Grade 6 in 2023-24



These charts show the same cohort of students' progress as they move across the grades. Current 7th grade students (SY 23-24) were in 3rd and 4th grades during the COVID experience. Current 6th grade students (SY 23-24) were in 2nd and 3rd grades during the COVID experience.

This data chart the progress of a certain cohort of students. The students are the constant and the variables are the different curriculum resources and possibly the teachers delivering the instruction at the various levels. Once again, we are trying to attain pre-Covid levels - the last scores pre-Covid were the 2018-2019 school year as the Forward Exam was not administered in 2019-2020. It is important to take in consideration in which grade level students were when we had the shortened school year and the unusual year that followed due to Covid. Some crucial skills may have been missed at a certain point and work has been done since that time to address those missing skills as the students move through the grades.

Forward & DLM Exam 2022-23
 Grades 3-8
 % Proficient and Advanced
 Achievement Gap – ELA
 Wisconsin Rapids Public Schools

Male (931)	Female (898)	Not Econ Disadvant (882)	Econ Disadvant (947)	English Proficient (1,843)	ELL/LEP (55)
27.7	39.0	43.1	24.1	34.2	1.8

SWOD (1,514)	SWD (315)	Not Homeless (1,787)	Homeless (42)
38.4	8.6	33.7	14.3

The importance of the next two charts lies in the fact that they demonstrate how certain sections of our student population are performing as compared to their peers. The numbers aren't good when we look at the percentage of students success between students who are economically disadvantaged as compared to those not at a disadvantage. The same is true for our ELL population as well as our Homeless and Students with Disabilities. In addition, attention must be paid to how various ethnic groups perform as compared to their peers. It is important to keep in mind that if students do not find a way to see themselves represented in their curriculum resources, they will not find those resources engaging and can totally tune out of what an instructor is trying to accomplish in a classroom. We need materials that represent all students and we need to determine what the root causes are for certain groups of students not to perform to the same caliber as others. This will take work which includes analyzing the supports we provide students, the resources we use in all content areas and the professional development offered to teachers that will enable them to close that achievement gap among various groups.

Ethnicity	Proficient & Advanced
American Indian (18)	16.7
Asian (101)	21.8
Black (25)	4.0
Hispanic (107)	16.8
White (1,489)	36.3
2+ (89)	25.8

Forward & DLM Exam 2022-23
 Grades 3-8
 % Proficient and Advanced
 Achievement Gap – Math
 Wisconsin Rapids Public Schools

Male (931)	Female (898)
39.5	36.4

Not Econ Disadvant (882)	Econ Disadvant (947)
49.4	27.3

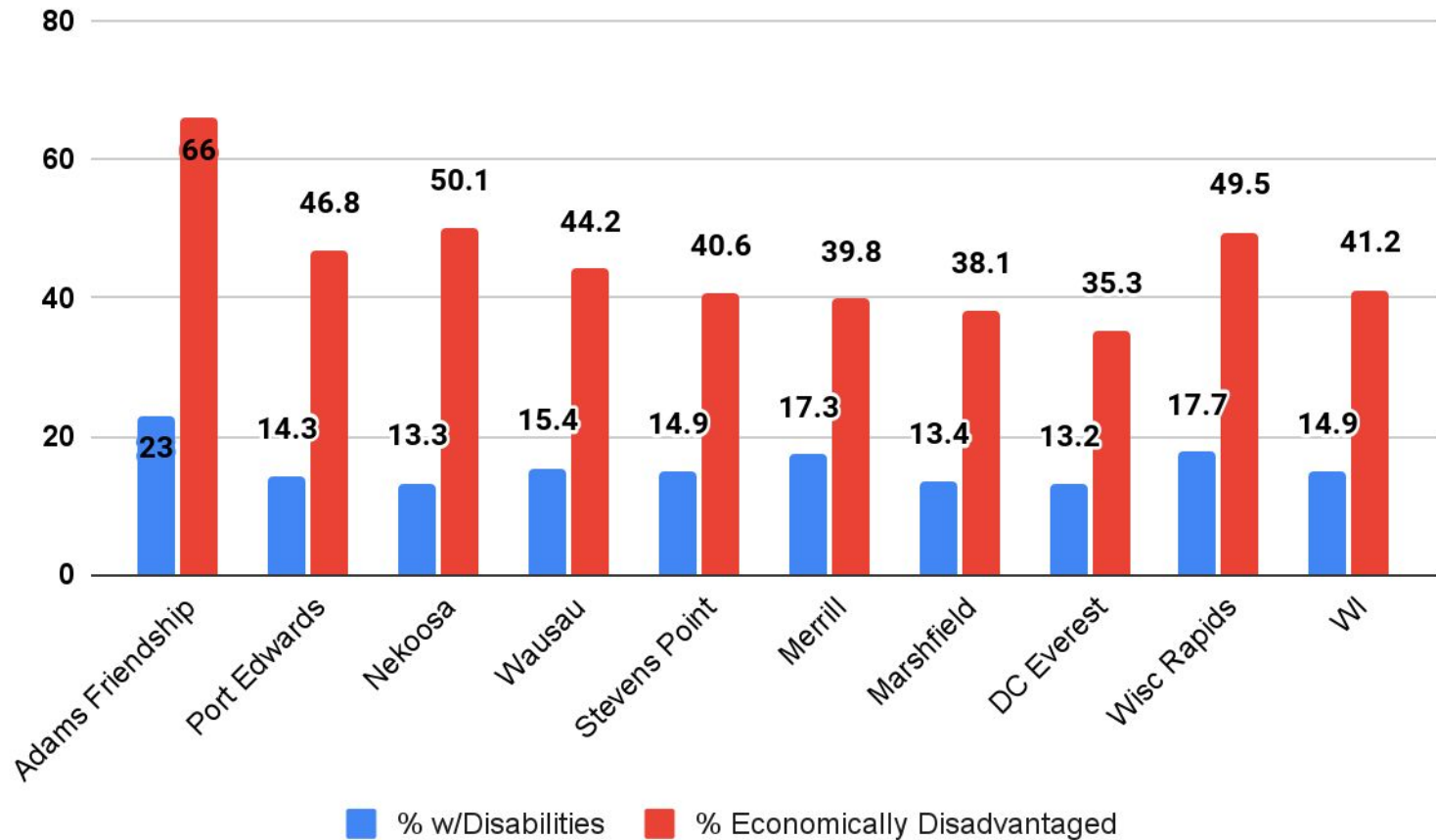
English Proficient (1,774)	ELL/LEP (55)
39.1	3.6

SWOD (1,514)	SWD (315)
43.5	11.4

Not Homeless (1787)	Homeless (42)
38.3	23.8

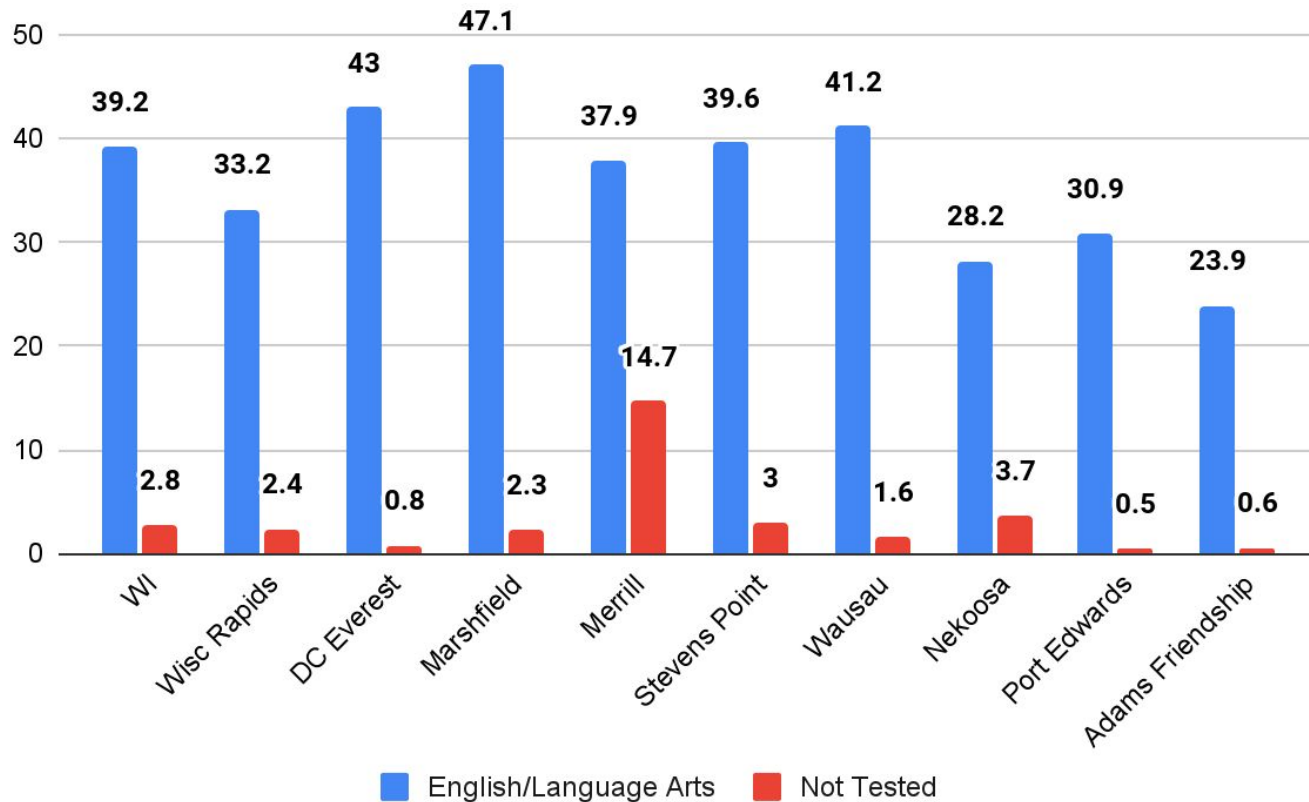
Ethnicity	Proficient & Advanced
American Indian (18)	27.8
Asian (101)	26.7
Black (25)	8.0
Hispanic (107)	16.8
White (1,489)	41.7
2+ (89)	24.7

Forward Exam 2022-2023 Valley & Surrounding Districts Full Academic Year (FAY)



This chart helps to clarify where WRPS stands among surrounding districts as far as number of students with disabilities as well as how the economic situation is represented in a larger context. Knowing this information helps to clarify some of the differences in various areas when compared across a variety of districts.

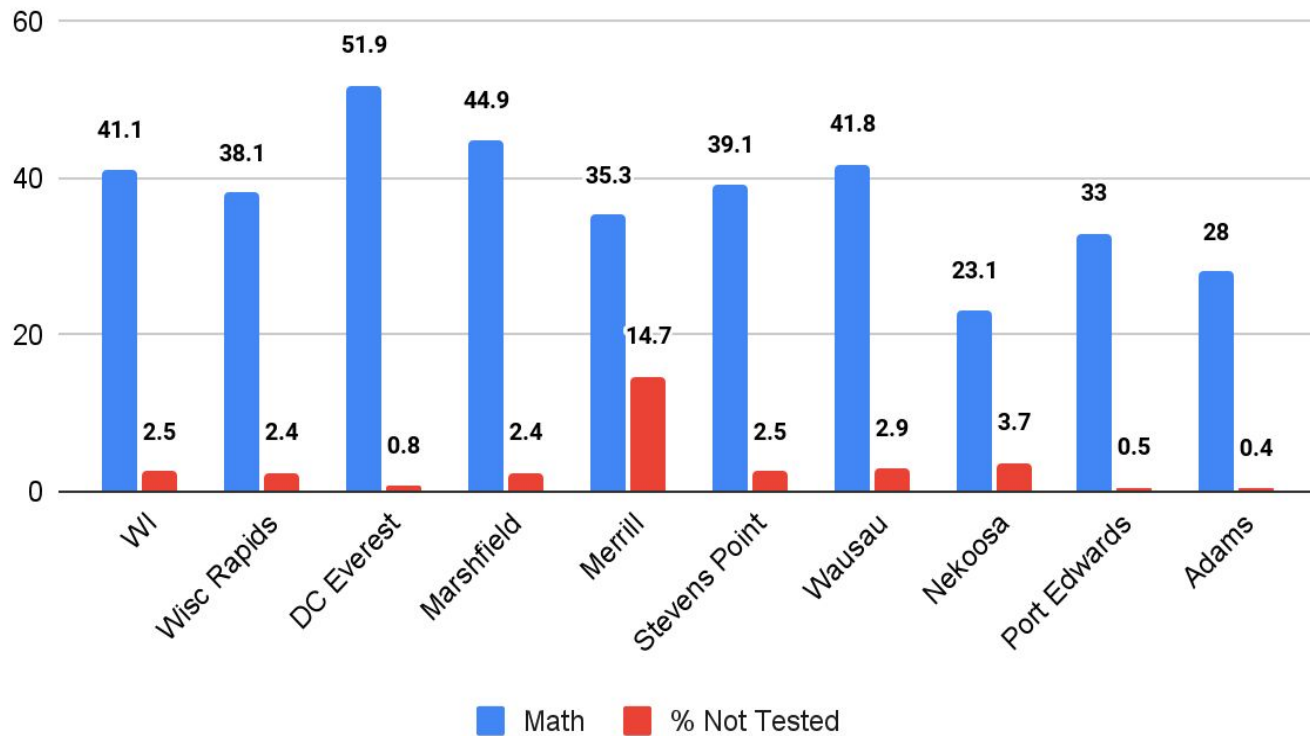
Forward Exam 2022-2023
 Valley & Surrounding Districts Grades 3-8
 Full Academic Year (FAY)
 % Proficient and Advanced
English/Language Arts



While it is not always wise to compare yourself with surrounding districts, those comparisons can help paint a more clear picture of where improvements need to be made in our district. When looking at the data on the following pages, it is important to remember that each of the represented school districts may have different student demographics, experiences a difference in parent or community support, uses different curricula materials, offers unique professional development opportunities, among other things. So, while comparing districts helps WRPS know where it may be compared to other districts, it does not always tell the whole story. It is wise to make oneself familiar with what works in other areas so that we can, in turn, make improvements based on as many sources of information as possible.

Forward Exam 2022-2023
 Valley & Surrounding Districts
 Grades 3-8
 Full Academic Year (FAY)
 % Proficient and Advanced
Math

Math



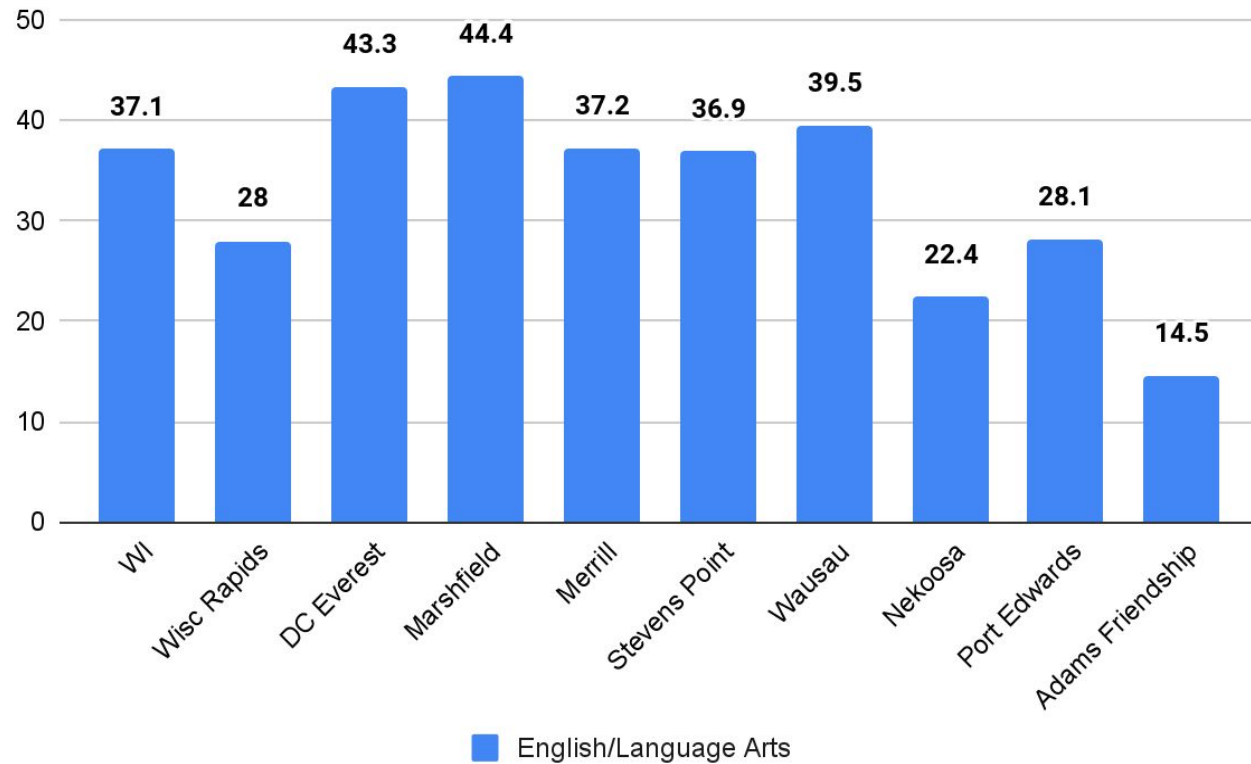
Comparative Data

English/Language Arts

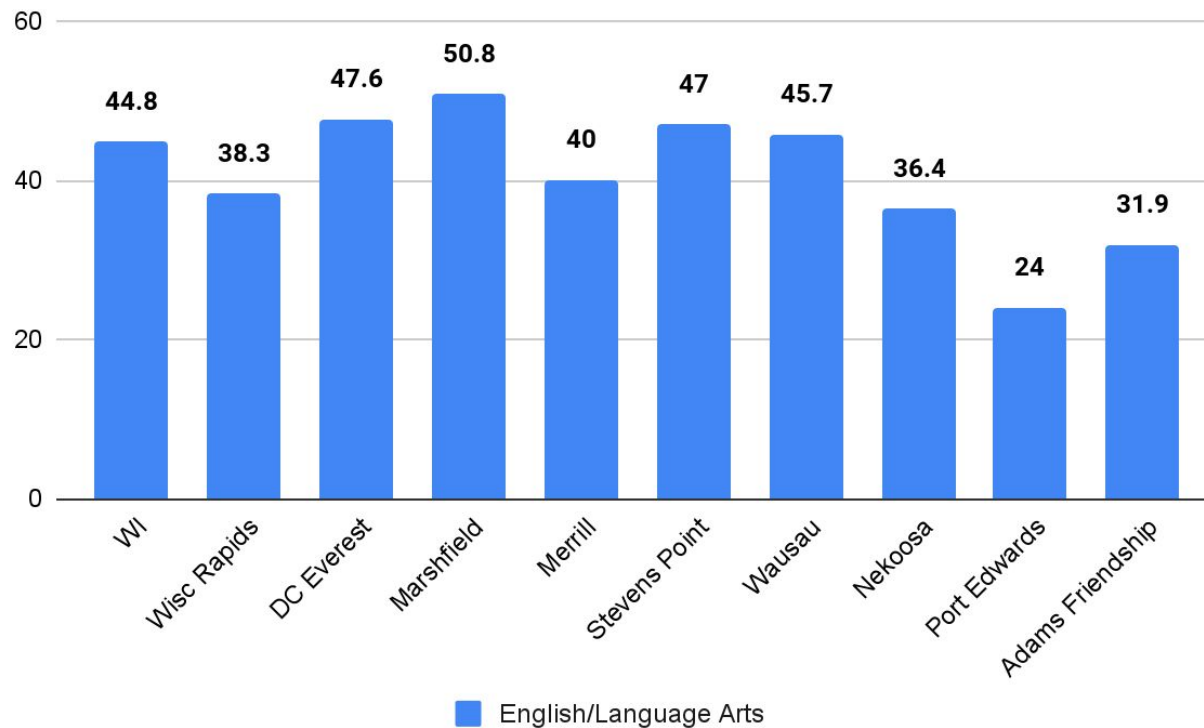
2022-23 Forward Exam

The following slides show the progress our students are making by grade level across the district as compared to other area school districts. When we look at data this way, we are able to determine if scores fall off at a certain grade level, and, if so, we need to evaluate resources, standards and learning plans at that particular grade level. Looking at what other districts are doing at certain grade levels can help with this evaluation as well.

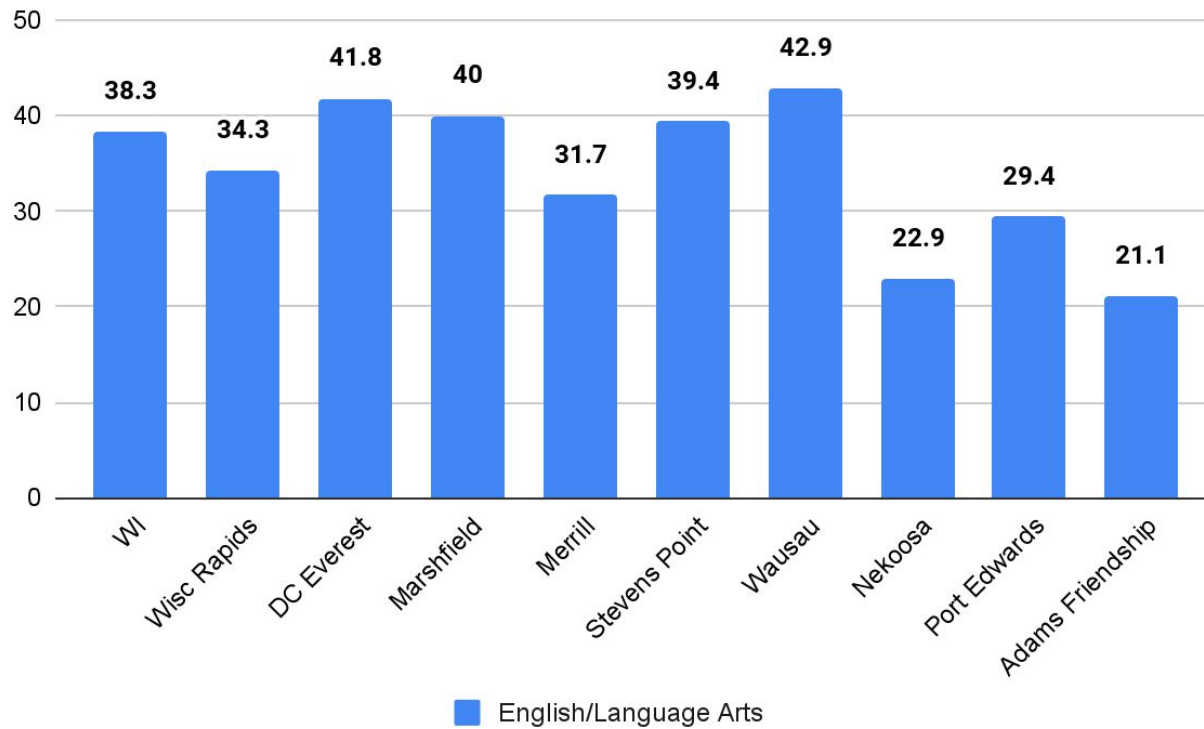
Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **ELA** Grade 3



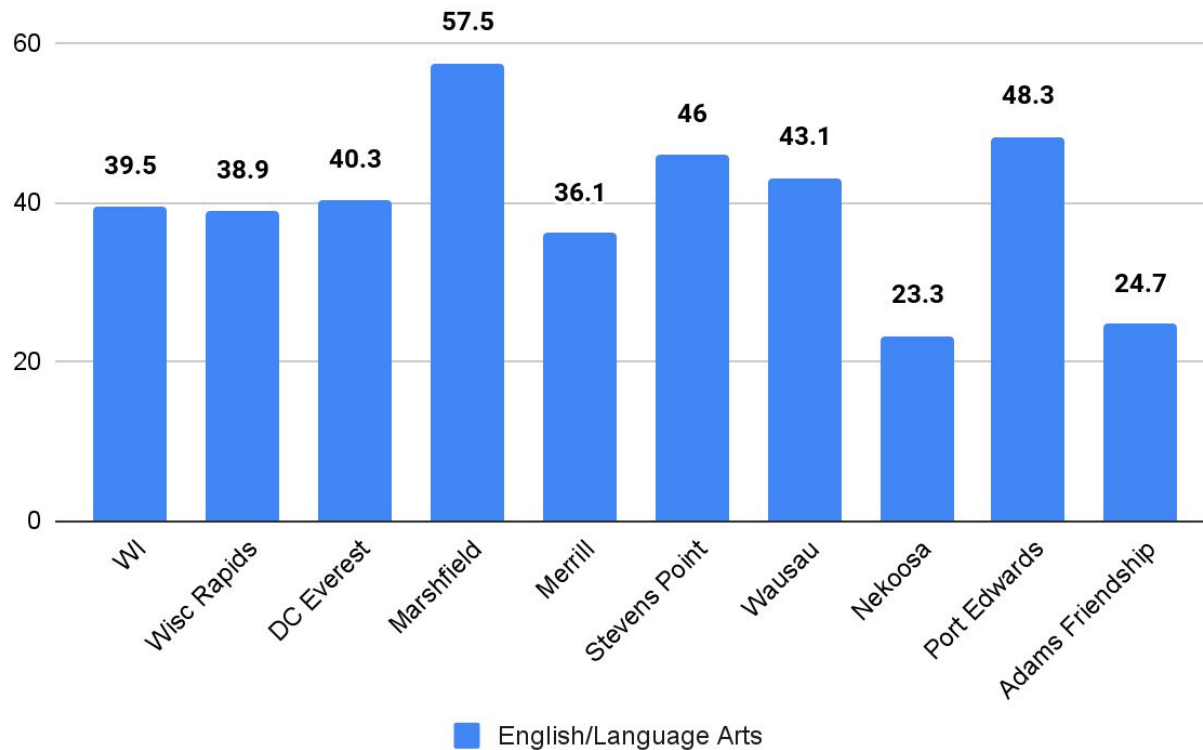
Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **ELA** Grade 4



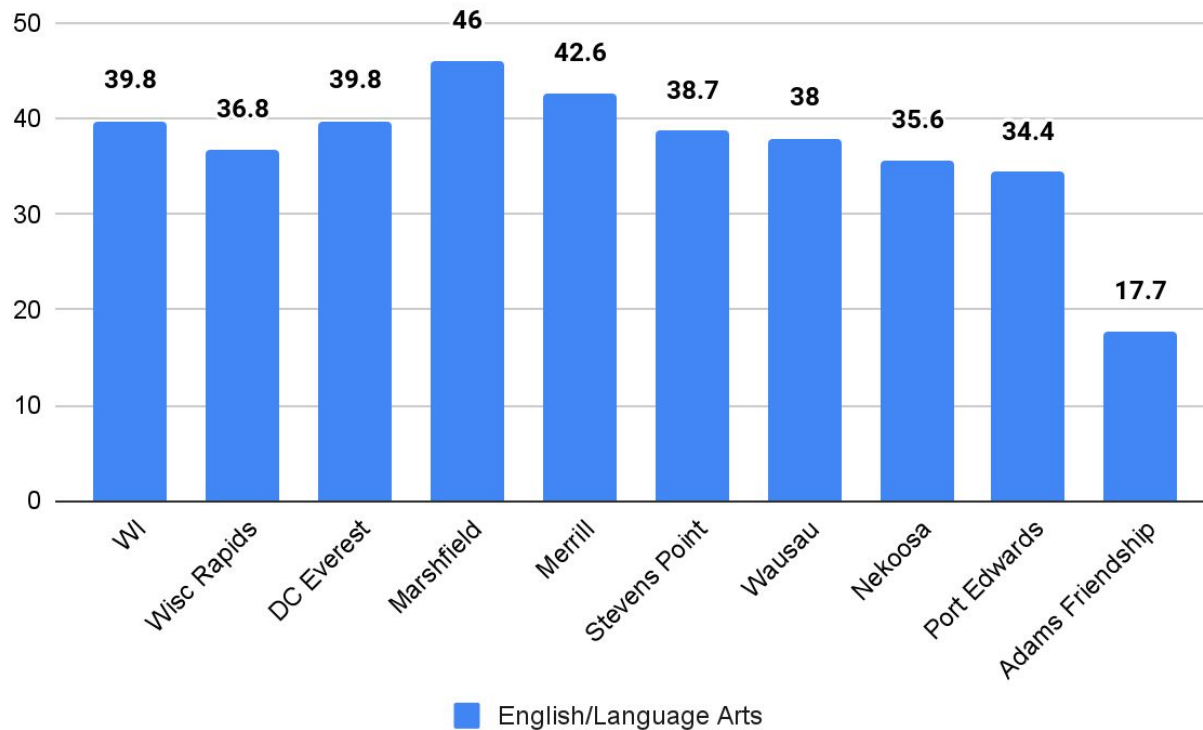
Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **ELA** Grade 5



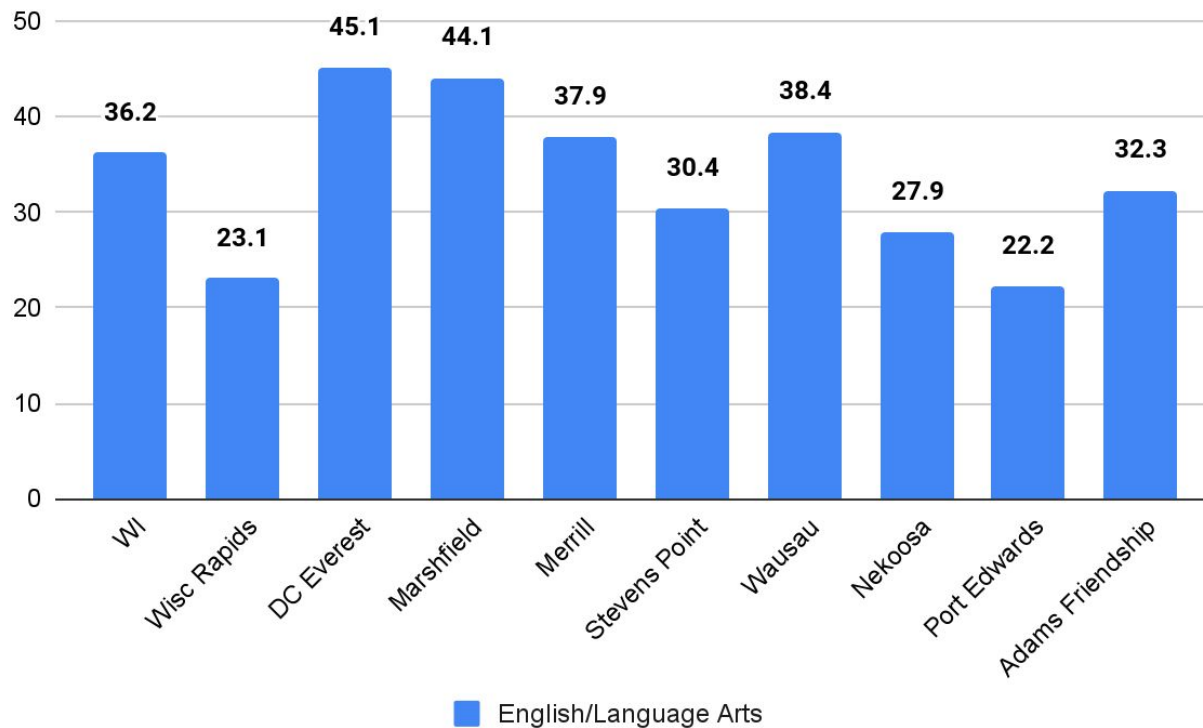
Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **ELA** Grade 6



Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **ELA** Grade 7



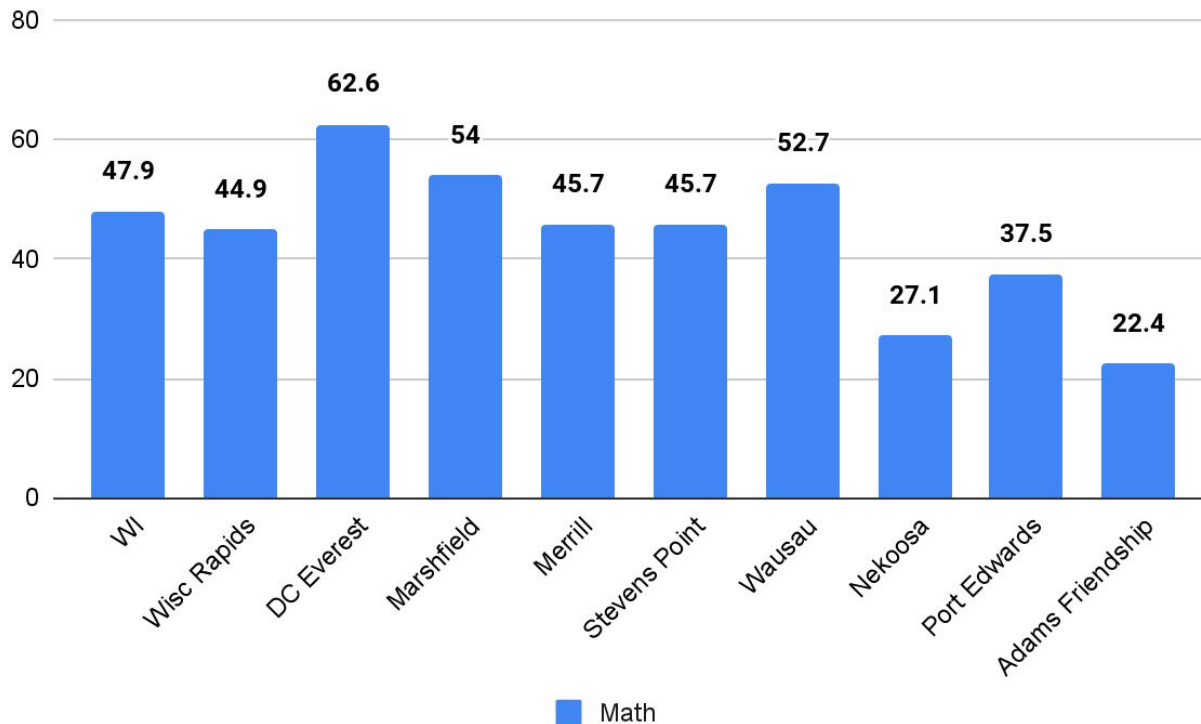
Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **ELA** Grade 8



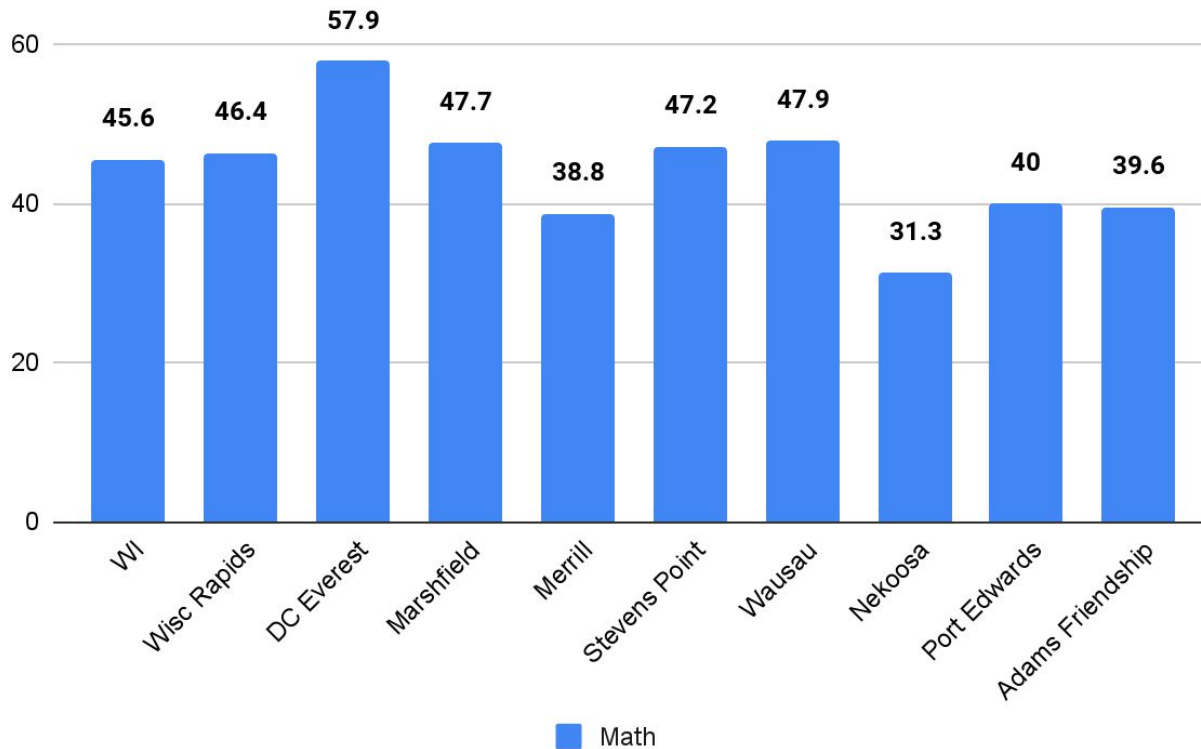
Comparative Data Math

2022-23 Forward Exam

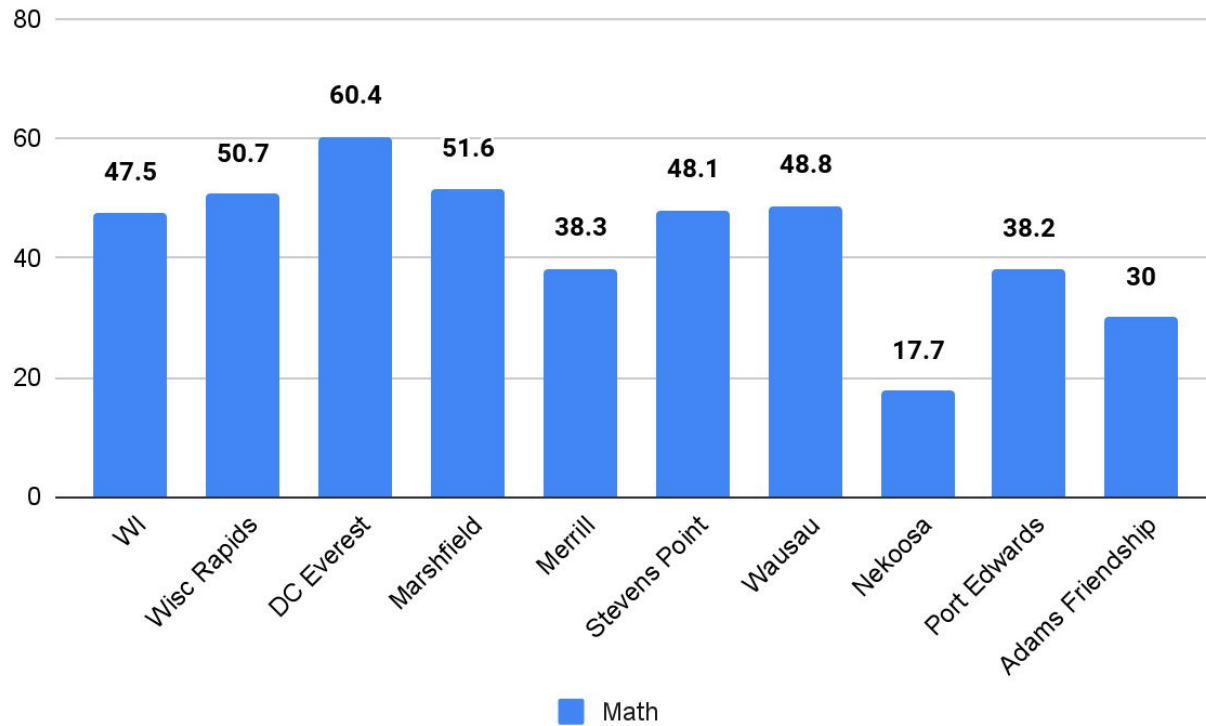
Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **MATH** Grade 3



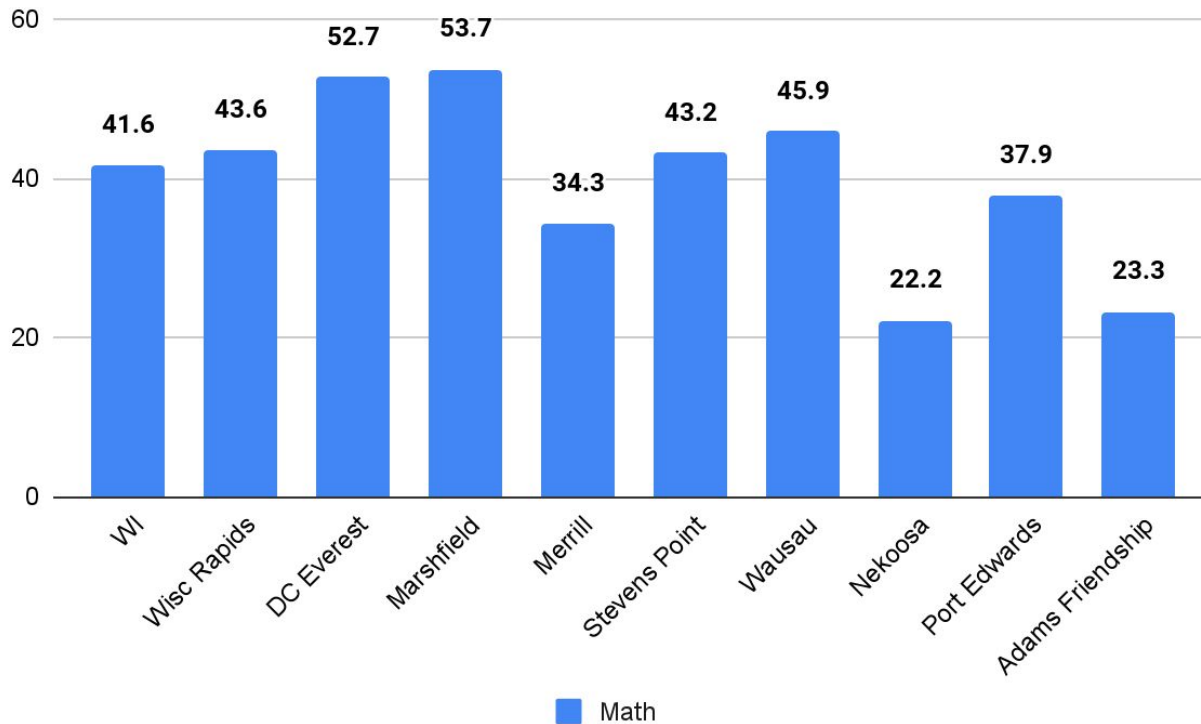
Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **MATH** Grade 4



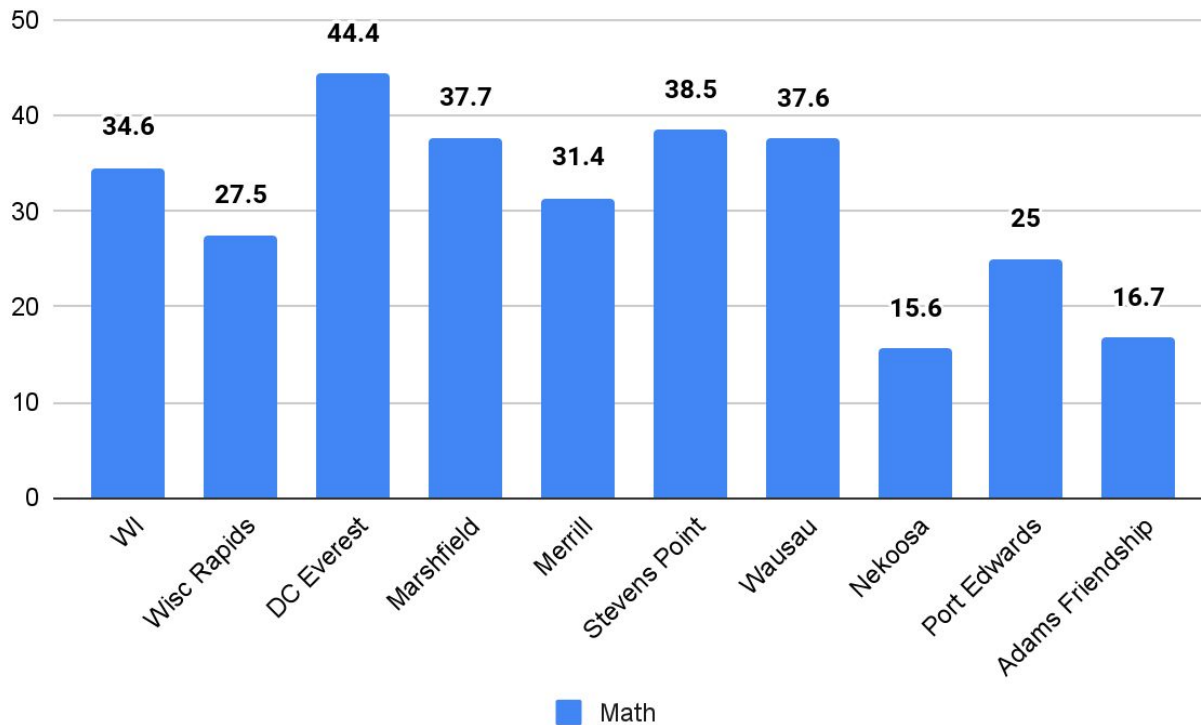
Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **MATH** Grade 5



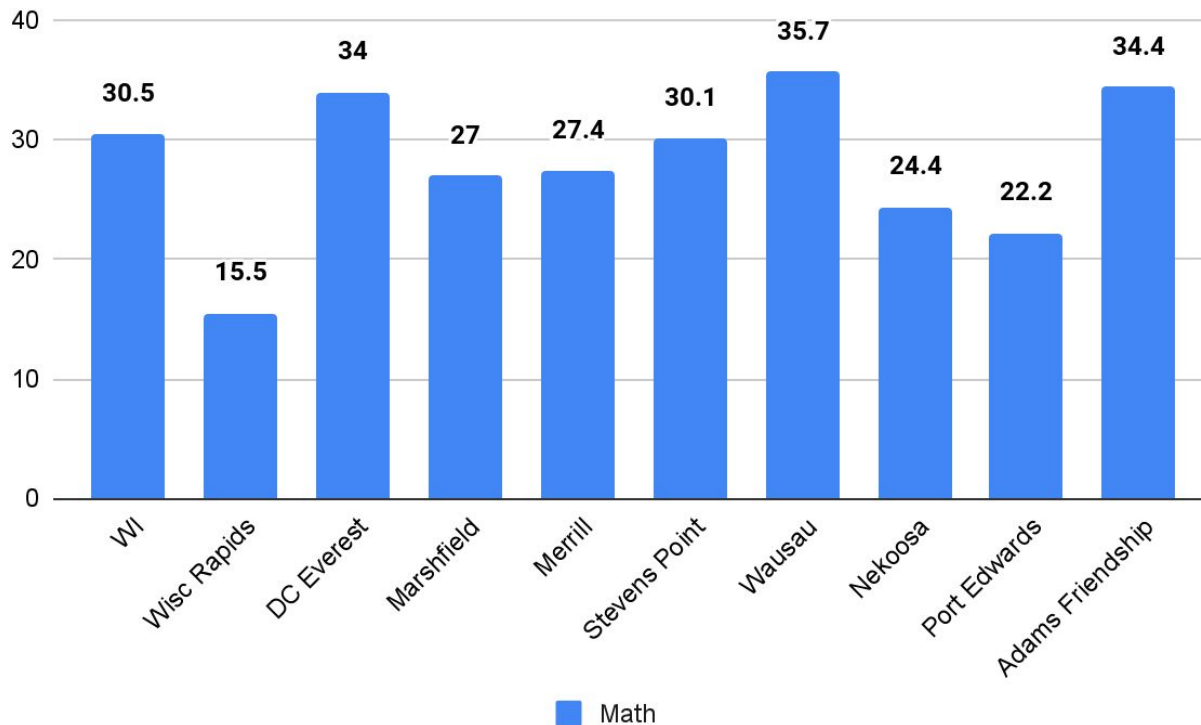
Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **MATH** Grade 6



Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **MATH** Grade 7



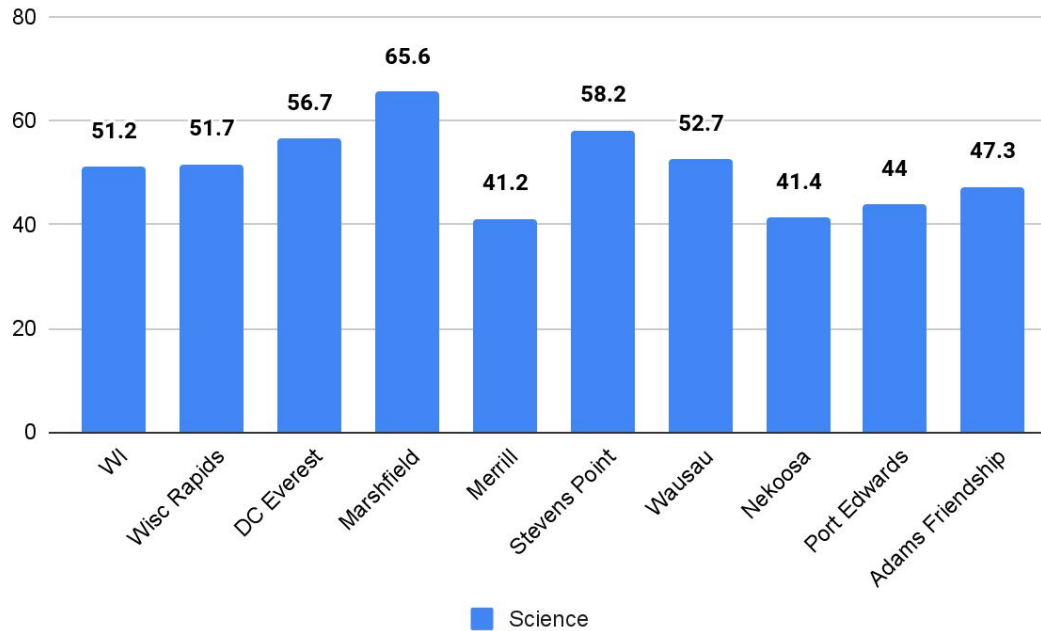
Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **MATH** Grade 8



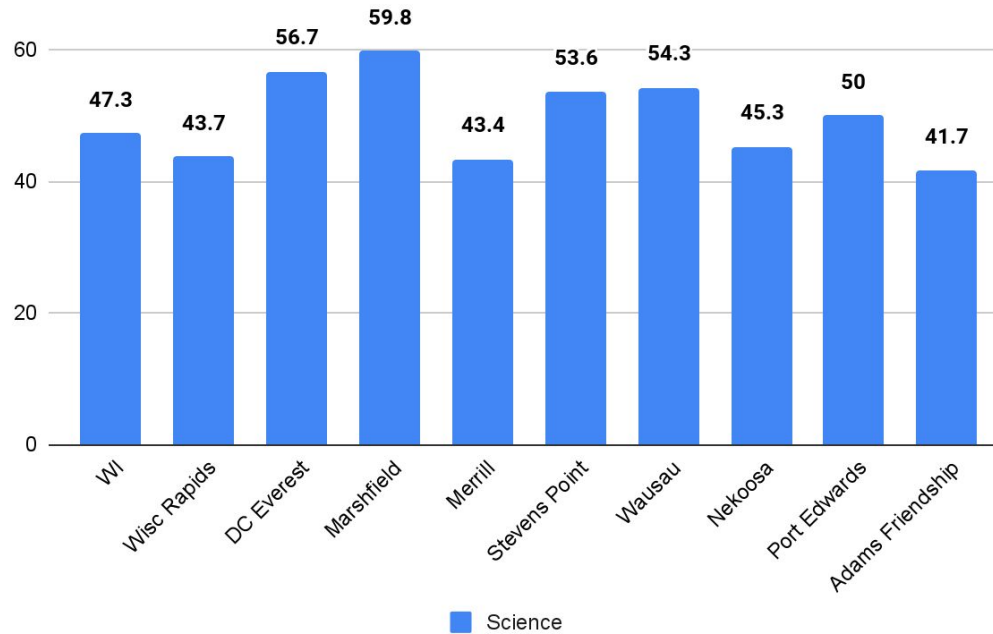
Comparative Data Science

2022-23 Forward Exam

Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **SCIENCE** Grade 4



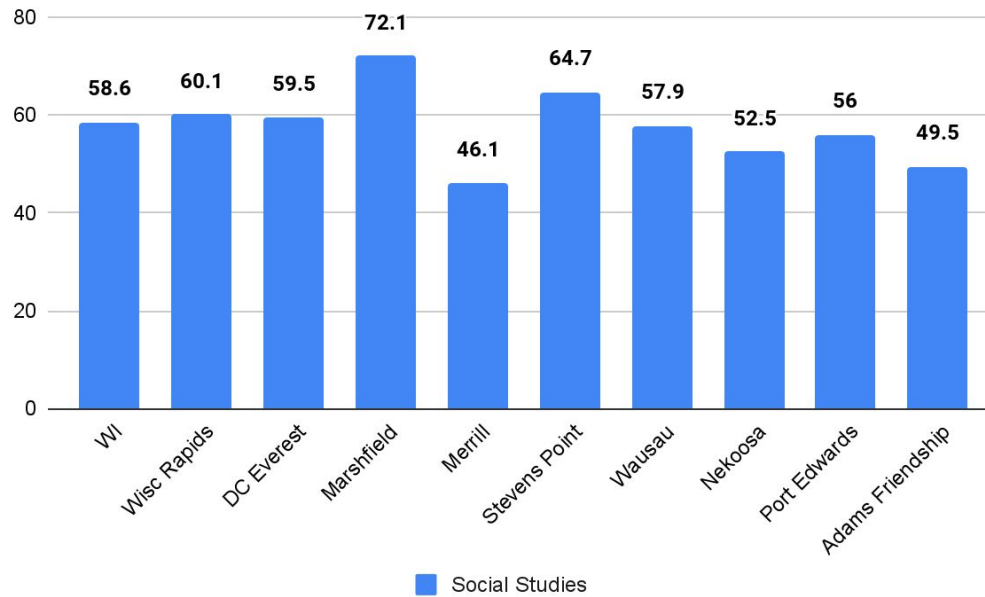
Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **SCIENCE** Grade 8



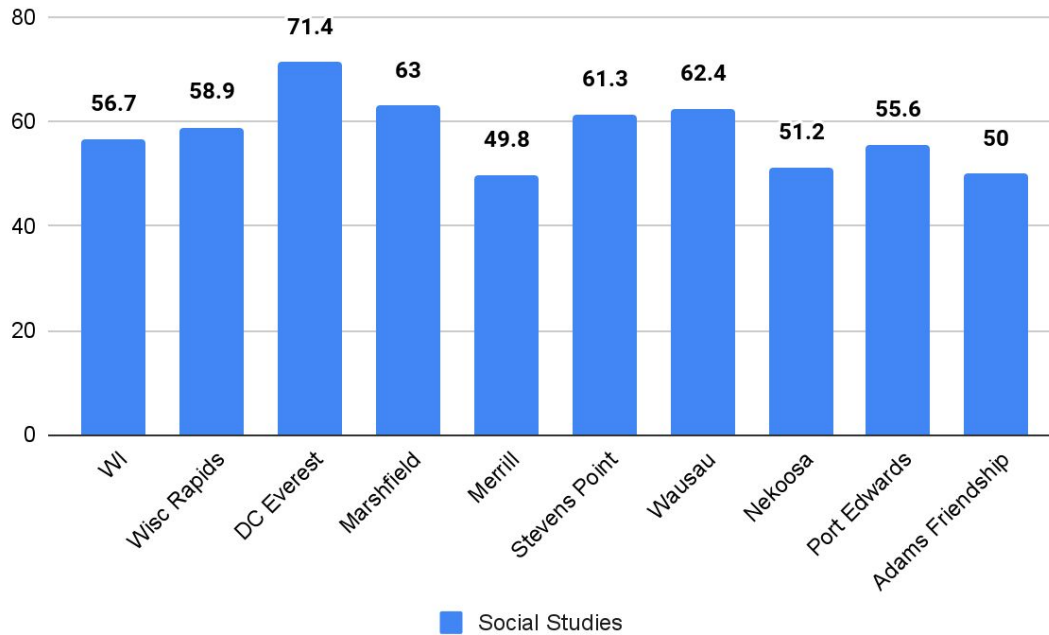
Comparative Data Social Studies

2022-23 Forward Exam

Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **SOCIAL STUDIES** Grade 4



Forward 2022-23 Valley Comparisons Percent Proficient and Advanced - **SOCIAL STUDIES** Grade 8



ACT - Grade 11

Pre ACT - Grades 9 & 10

2022-23
Grade 11 (FAY)
ACT Benchmarks

	State Average Composite Score	WRPS Average Composite Score	LHS Average Composite Score	RCHS Average Composite Score
English	18.4	18.5	18.6	13.9
Reading	19.6	19.9	20.1	15.9
Math	19.1	18.8	18.9	15.1
Science	19.9	19.7	19.8	16.0
Composite	19.4	19.3	19.5	15.4

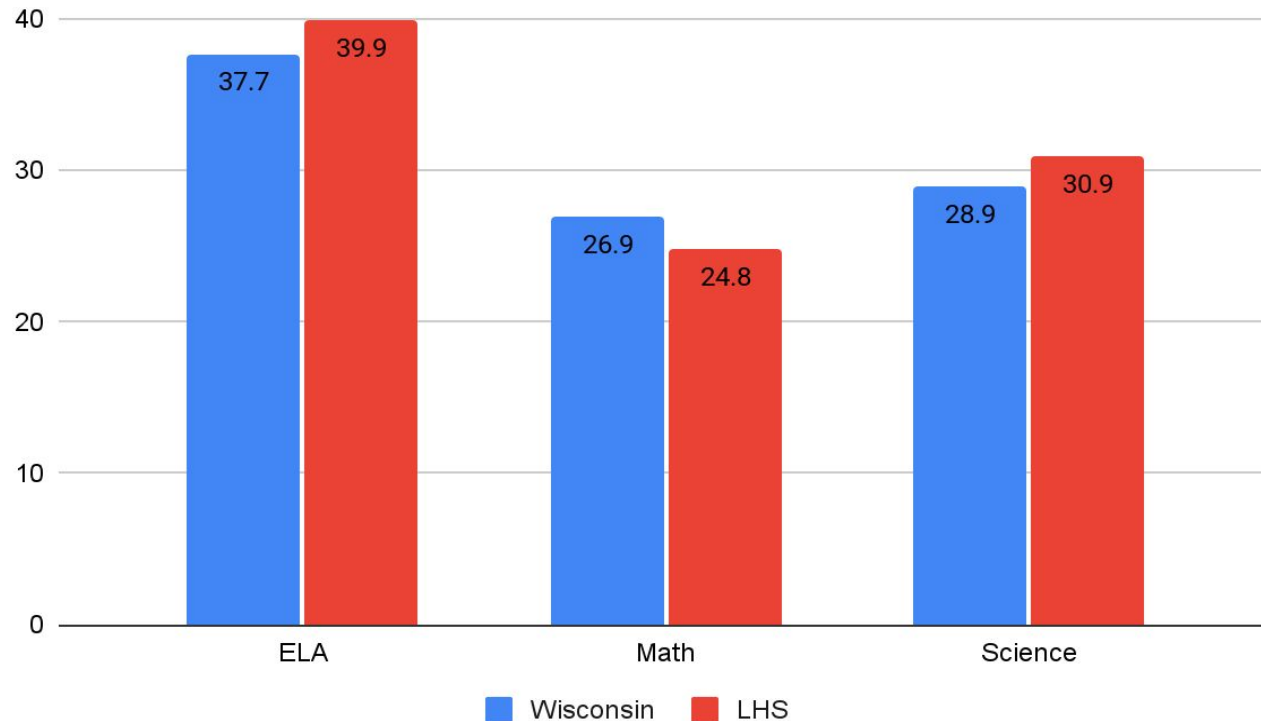
Overall, the ACT Scores were acceptable. As a district we scored above the State Composite Score in English and reading. LHS scored above the State Composite Score in English, reading and the overall Composite Score and was extremely close to the State average in math and science.

ACT – Statewide Yearly Comparisons
Grade 11 (FAY)
% College Ready - Lincoln High School

	18-19 LHS	19-20 LHS	20-21 LHS	21-22 LHS	22-23 LHS	22-23 WI
English	60.3	56.9	54.4	48.7	56.1	52.2
Reading	46.4	37.9	38.0	32.1	38.2	36.9
Math	27.8	32.7	29.7	27.1	26.0	30.2
Science	36.9	34	32.9	33.9	32.4	32.5
STEM	12.9	16	10.1	13.7	13.9	14.4
ELA	38.8	38.6	43.4	28.5	41.9	42.3

The percent of LHS students who are classified as College Ready for each discipline area as compared to the State is depicted in this chart. English and Reading, once again, have shown growth and success as compared to previous years. The goal is to be at the pre-Covid levels - which could be demonstrated with the 19-20 data. We are making gains in some areas and we are working hard in other areas to reach that goal.

ACT – Statewide, 2022-23 % Proficient



LHS exceeds the State percentage of Proficient and Advanced in ELA and Science overall. Math scores have been low for students entering LHS, so work has been done at the high school level to help make up for that lost learning and the gap is slowly closing. Although we are at the State level, we are not satisfied with the overall percentage of Proficient and Advanced students. It is important to know that all 11th grade students now take the ACT, regardless of their plans to attend college or not. The ACT has become Wisconsin's 11th grade mandated test.

ACT LHS **ELA**, 2022-23 % Proficient & Advanced Grade 11

Male	Female
31.8	48.1

% Not Econ Disadvant	% Econ Disadvant
47.7	26.5

% English Proficient	% Not English Pro
40.3	0

% SWOD	% SWD
46.3	2.2

Ethnicity	Proficient & Advanced
American Indian	0.0
Asian	21.4
Black	16.7
Hispanic	26.4
White	42.7
2+	40.0

The following charts provide data that illustrates where we have achievement gaps within our various cohorts of students as determined by their performance on the ACT in both ELA and math. As a District, PLCs should be using this data to determine where students will need more support in order to achieve higher levels of understanding and learning.

ACT Statewide LHS **Math**, 2022-23
 % Proficient & Advanced
 Grade 11

Male	Female
28.8	20.1

% Not Econ Disadvant	% Econ Disadvant
33.0	10.3

% English Proficient	% Not English Pro
24.9	0

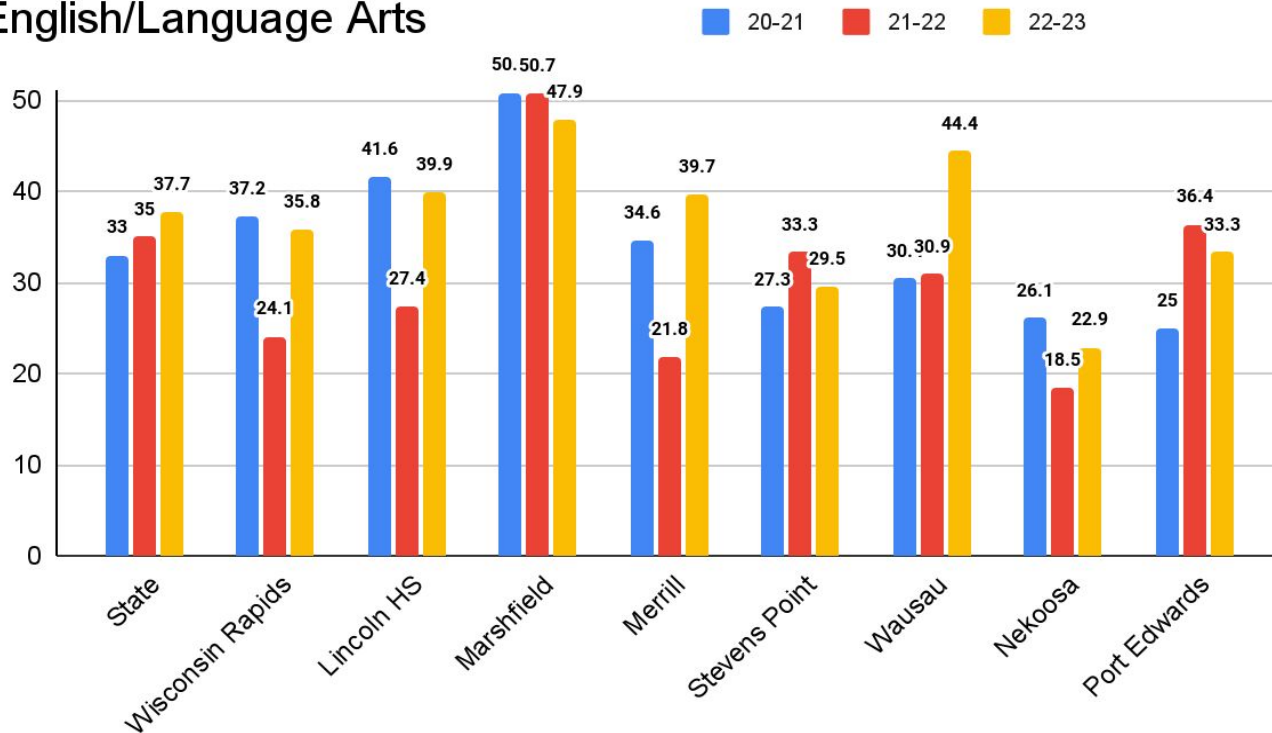
% SWOD	% SWD
28.3	2.2

Ethnicity	Proficient & Advanced
American Indian	0.0
Asian	21.4
Black	0.0
Hispanic	15.8
White	26.7
2+	10.0

This chart breaks down the scores by ethnic groups, economically disadvantaged, Those who are not English proficient and students with disabilities. These statistics help drive conversations at the curriculum area level in regards to what might need to be changed in the curriculum or in the teaching practices for a certain area. Once again, students of all walks of life need to be represented in our curricular materials in order to feel engaged in the learning we are asking them to do. In addition, the way students are learning has changed, and our teachers need to be cognizant of the fact that they may need to change their approach to teaching so that this generation of students can experience deeper and more meaningful learning.

ACT - Statewide 2020-21, 2021-22, and 2022-23 Grade 11 (FAY) % Proficient and Advanced DPI Benchmarks

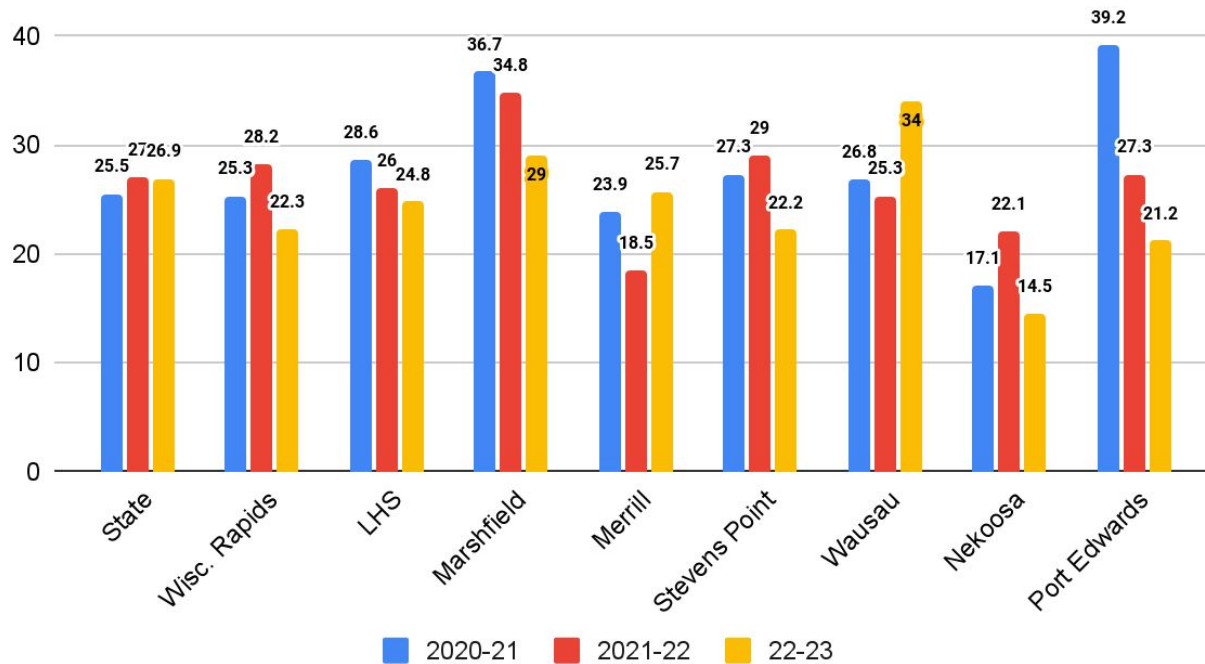
English/Language Arts



This chart shows the longitudinal comparison data among the local school districts. Again, while it is important to understand where we compare to surrounding districts, we also need to keep in mind the different demographics of each district we are comparing ourselves with. A positive takeaway from this data is that WRPS 11th grade students have grown by 10 percentage points in proficient and advanced DPI Benchmarks for the ACT in English/language arts. We also have scored higher than Stevens Point, Nekoosa and Port Edwards in ELA. In addition, it is important to note that Lincoln High School, when its data is pulled separately, is comparing well with surrounding districts and exceeds the state.

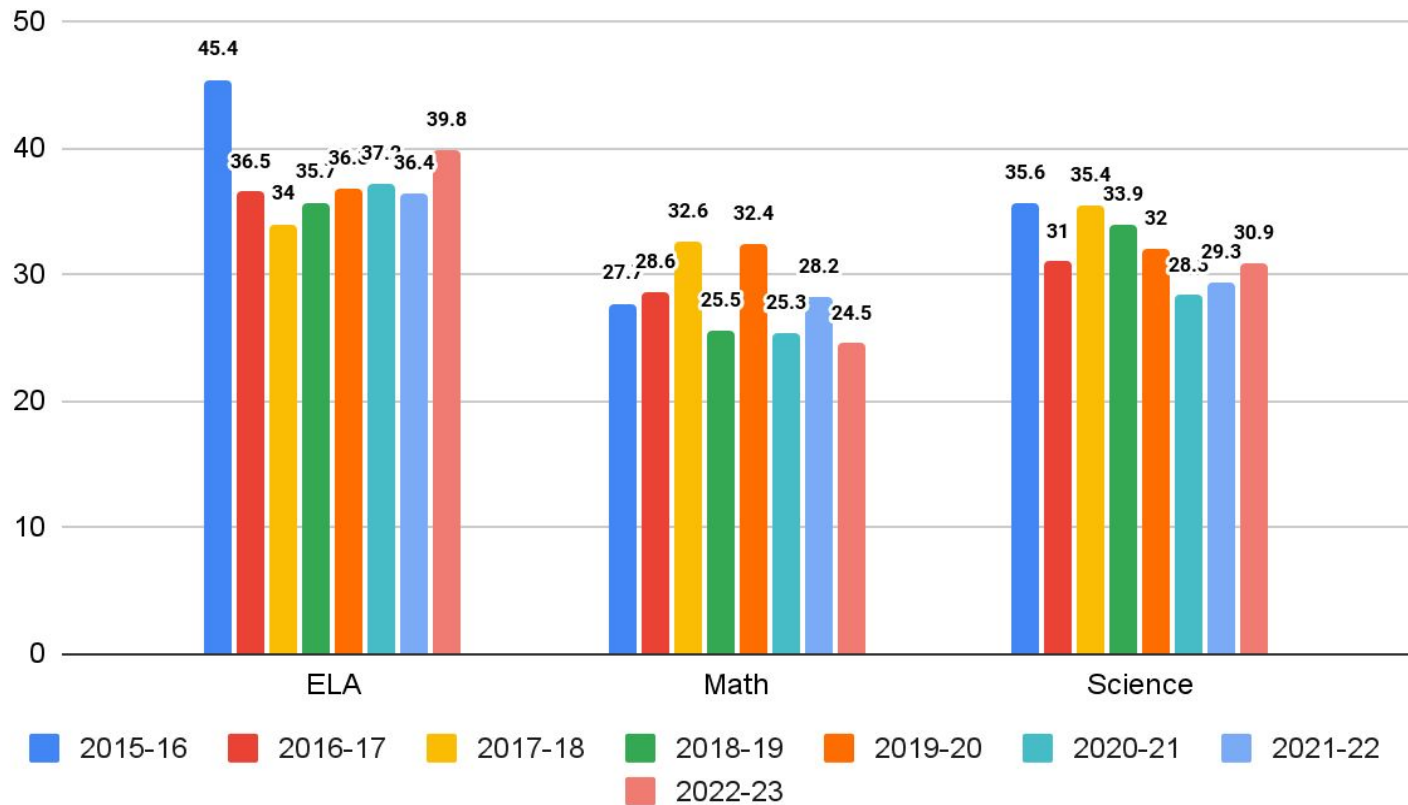
ACT - Statewide 2020-21, 2021-22 and 2022-23 Grade 11 (FAY) % Proficient and Advanced

Mathematics



This chart shows the longitudinal comparison data among the local school districts. Again, while it is important to understand where we compare to surrounding districts, we also need to keep in mind the different demographics of each district we are comparing ourselves with. In addition, it is important to note that Lincoln High School, when its data is pulled separately, is comparing closely with surrounding districts.

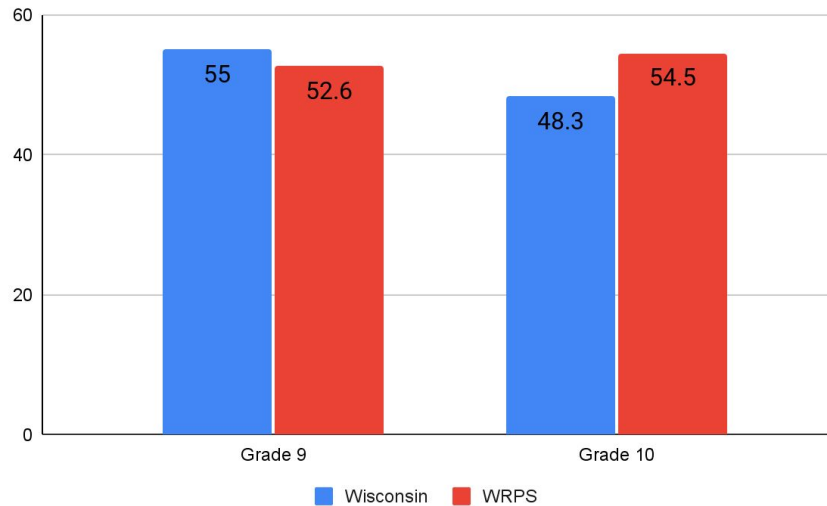
ACT Statewide 2015-16 thru 2022-23 Grade 11 (FAY) % Proficient and Advanced



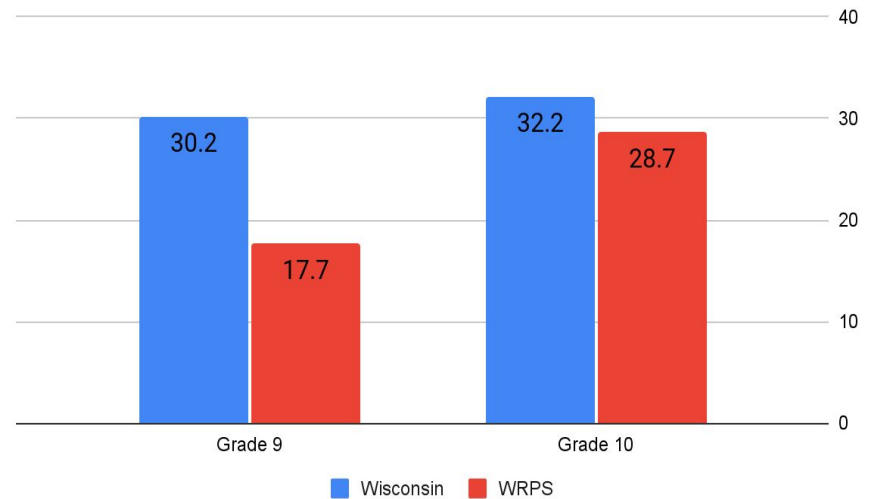
This chart shows that our overall ACT scores are improving in both ELA and science. Keep in mind that this is a different cohort of students taking the test each year, so there are variables that could also influence the test scores from year to year. These are the scores for both RCHS and LHS combined.

PreACT Secure - Grades 9 and 10 2022-23 LHS Percent Ready and On Target (FAY)

English/Language Arts



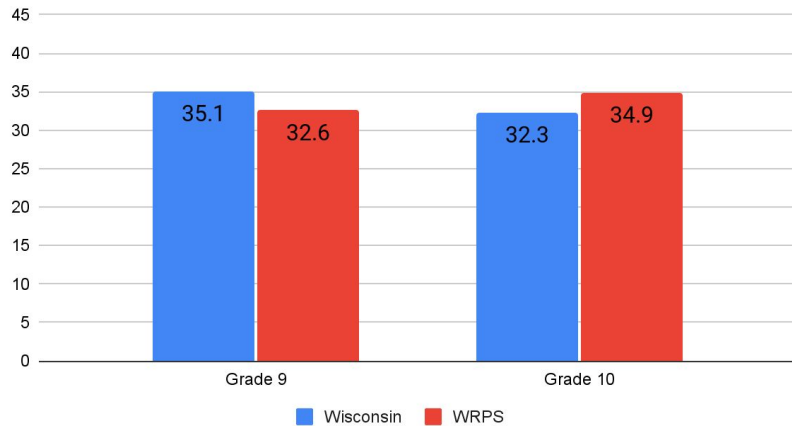
Mathematics



This is the first year that the 9th and 10th grade students have taken the new State mandated test - the PreACT Secure. In the past, they have taken the ASPIRE test. This chart shows the percentage of students in grades 9 and 10 who are on target to do well on the ACT and meet the benchmarks set by the ACT. In ELA, WRPS is doing well as compared to the State. Math is showing growth from grades 9 to 10 and that is encouraging as LHS continues to close the gaps in math.

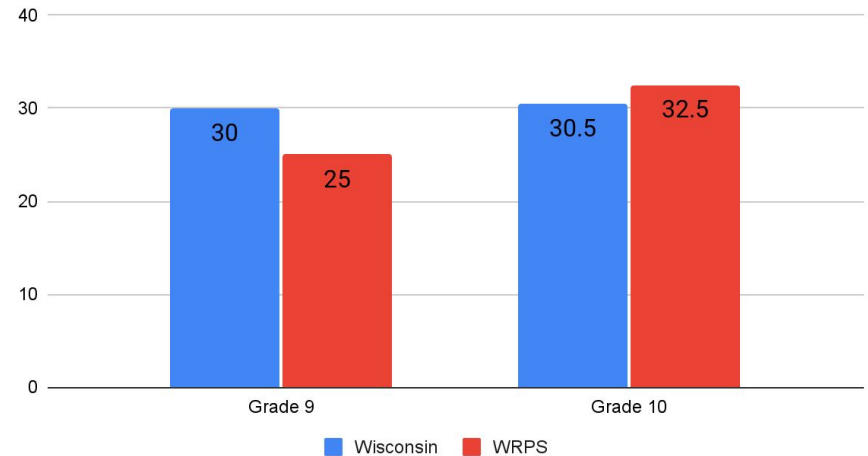
PreACT Secure - Grades 9 and 10 2022-23 LHS Percent Ready and On Target (FAY)

Reading



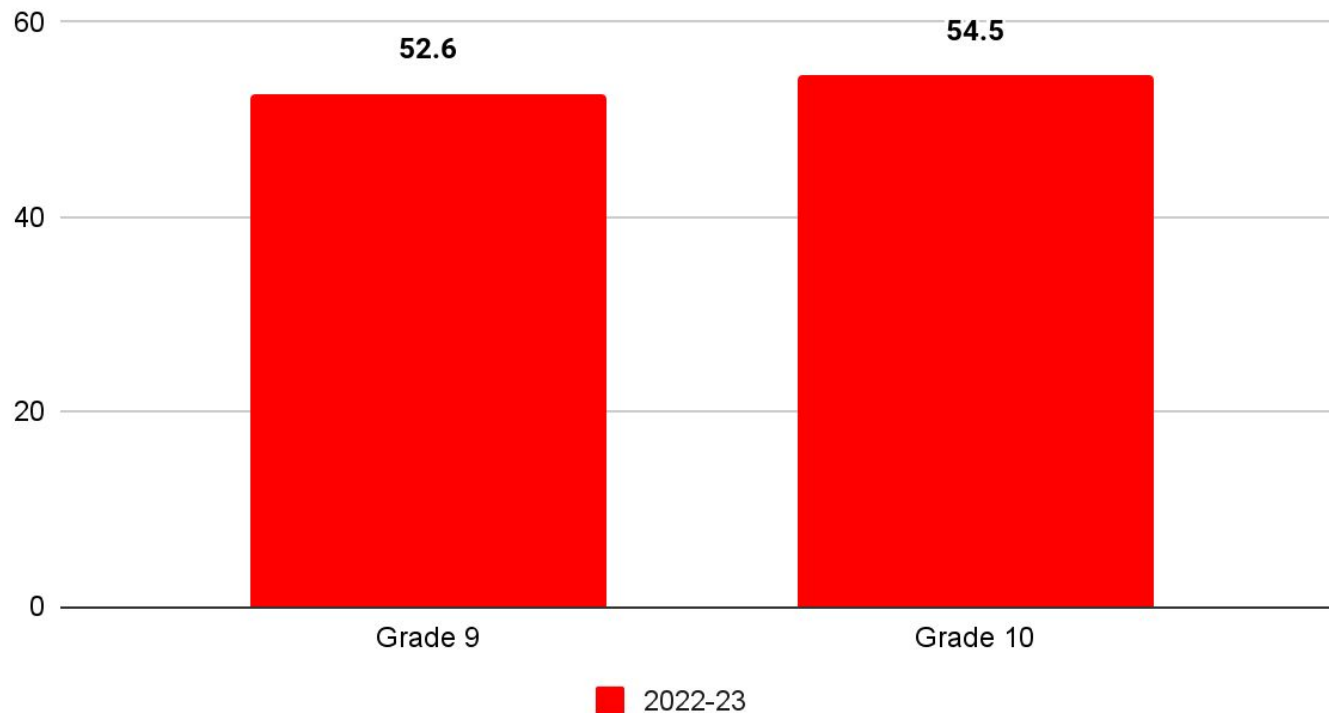
Again, our 10th grade students are holding close to the state averages of those who are considered Ready and On Target for meeting the ACT Benchmarks in both Reading and Science. Although we would definitely like to see higher overall percentages, these results are encouraging.

Science



PreACT (Spring)
LHS Percent Ready Grades 9-10
2022-23 English (Year one of Comparison data)

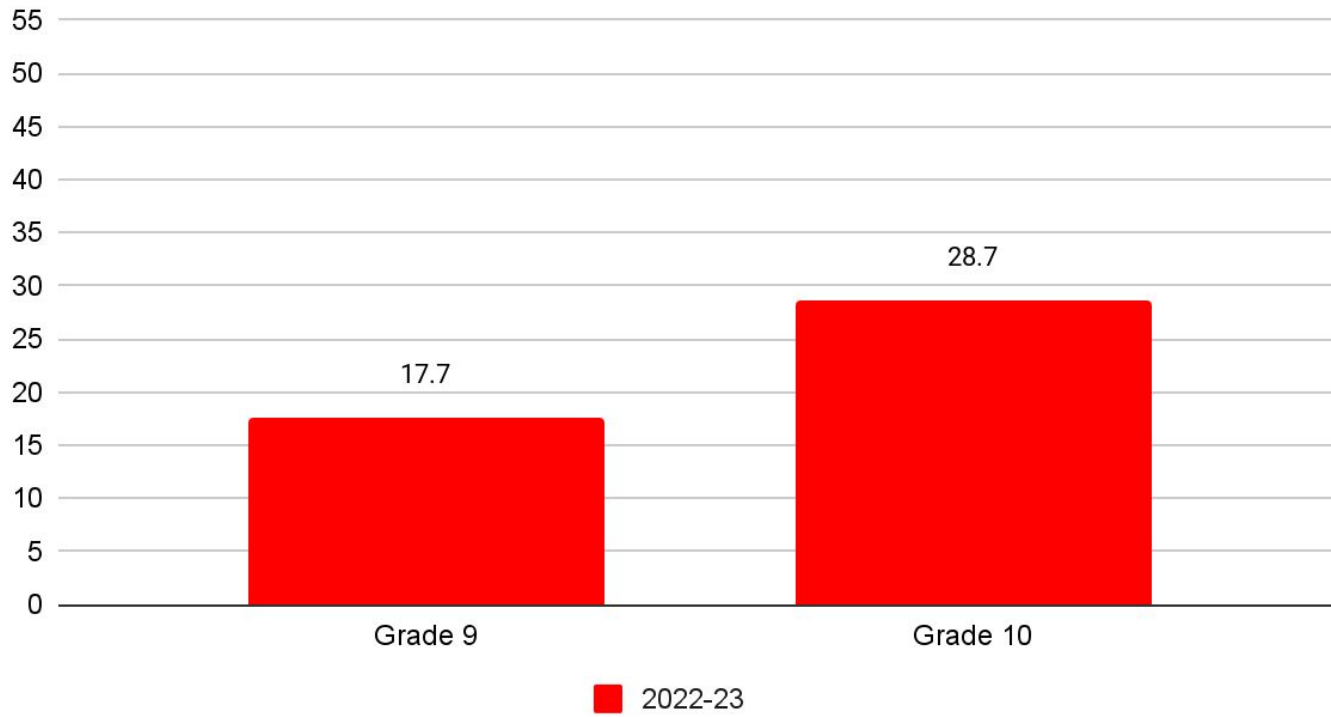
English



We do not have comparison data for the PreACT as this is the first year the test was given. It is difficult to compare data from the ASPIRE test against the PreACT, so the following charts will only have one year of data with comparable data coming at the end of the 23-24 school year.

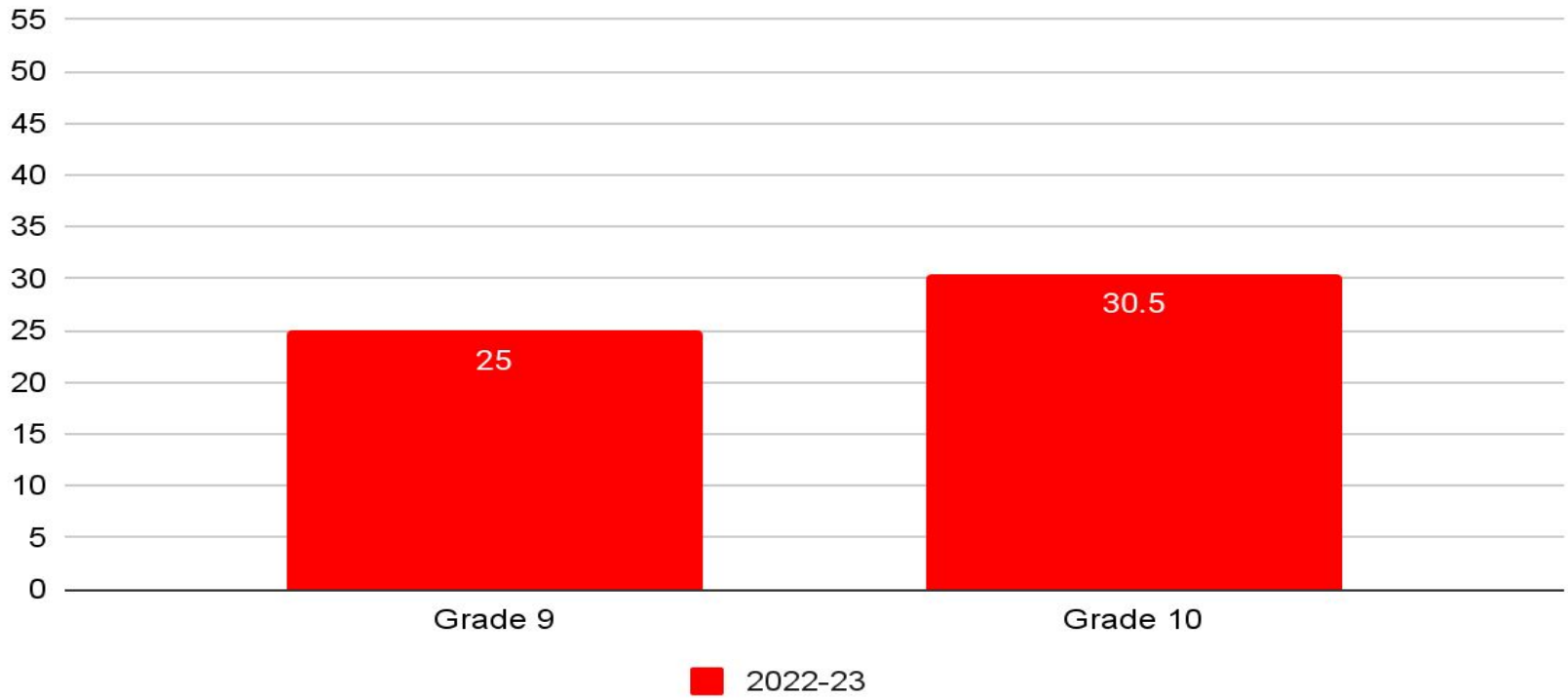
PreACT(Spring)
Percent Ready Grades 9-10
2022-23 Math (Year 1 of Comparison Data)

Mathematics



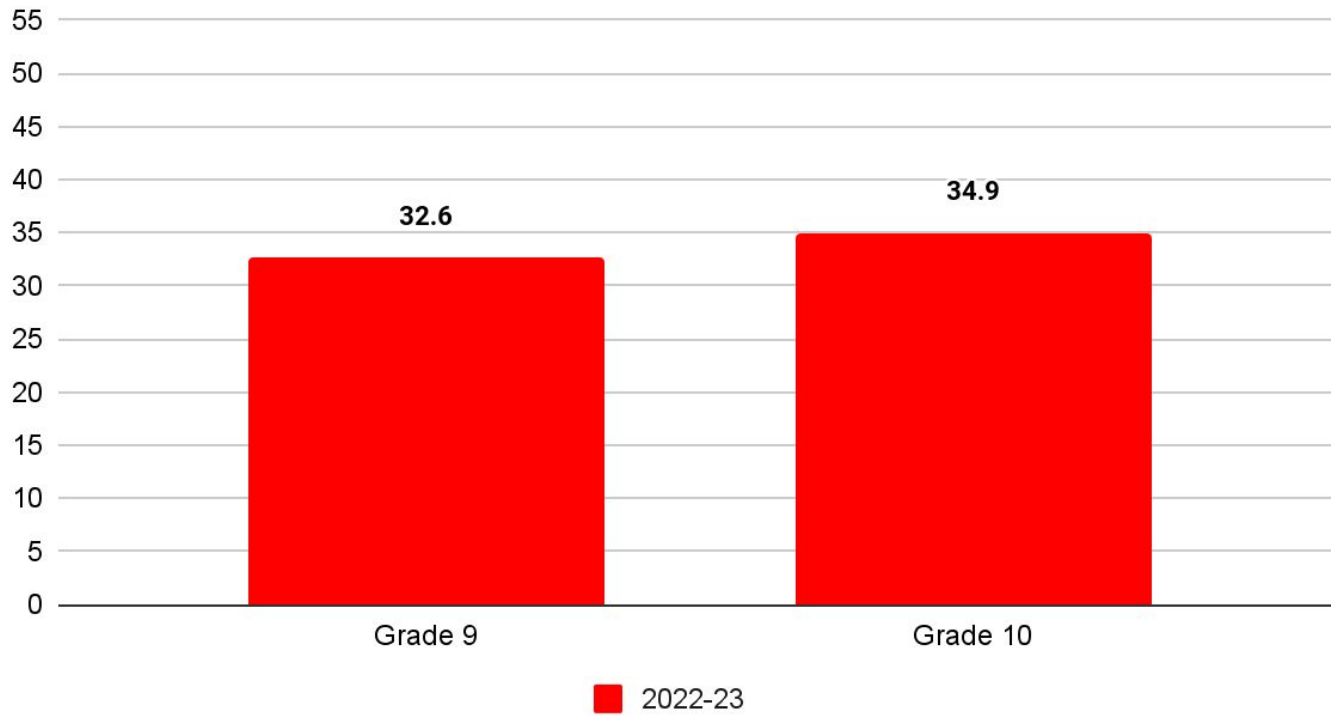
PreACT(Spring)
Percent Ready Grades 9-10
2022-23 Science (Year 1 of Comparison Data)

Science



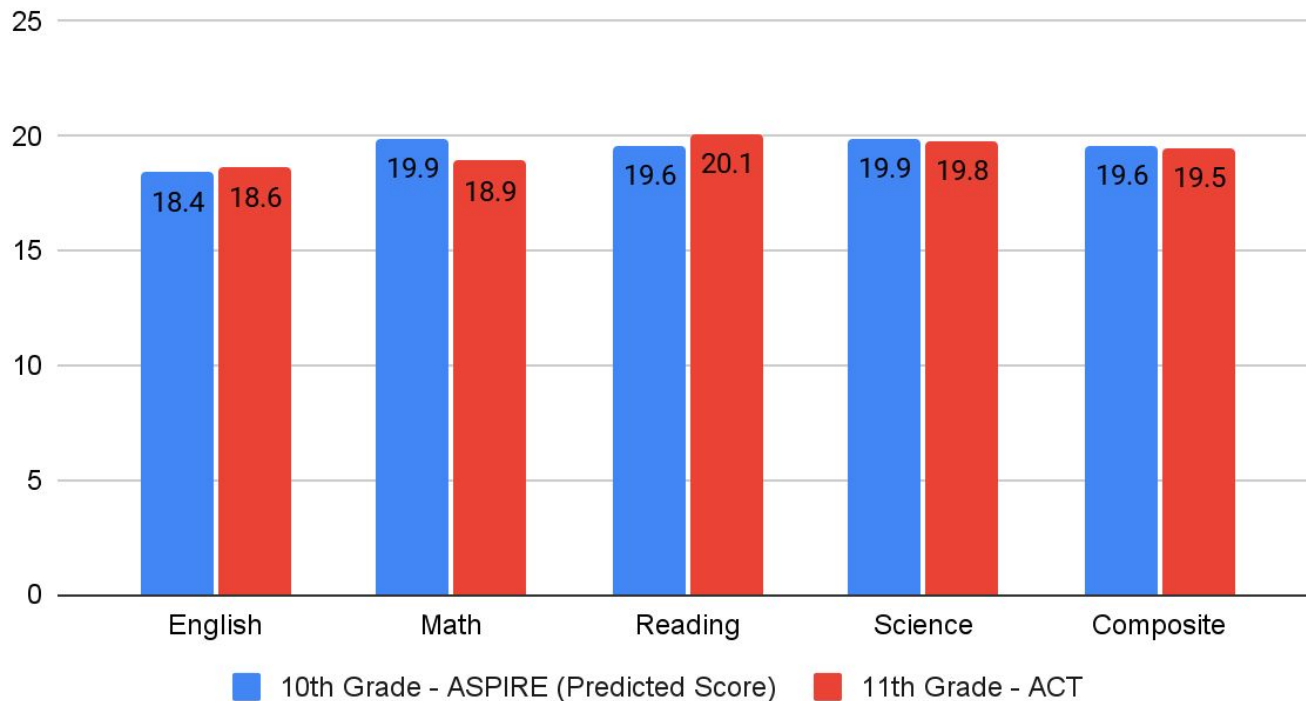
PreACT(Spring)
Percent Ready Grades 9-10
2022-23 Reading (Year 1 of Comparison Data)

Reading



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

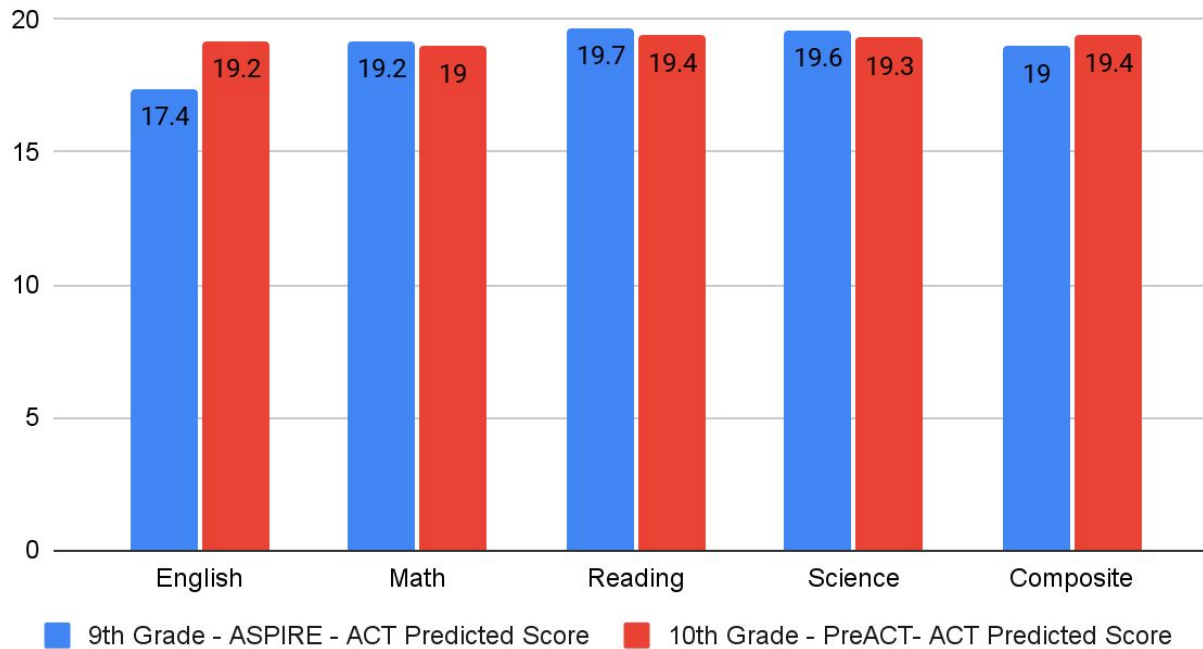
Class of 2024



This chart depicts the anticipated ACT scores from the ASPIRE test taken in 2021-22 as students were in 10th grade and compares them to the actual scores on the ACT test from the same students who took the test as 11th grade students in 22-23. The anticipated scores as compared to the actual ACT scores are very close, meaning the ASPIRE was a good predictor of what students would do on the ACT. It is believed the PreACT will be as accurate as a predictor.

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

Class of 2025



This chart DOES compare the ASPIRE to the PreACT for our current 11th grade students who will be taking the ACT in the Spring of 2024. The predicted scores are staying relatively even, with the exception of ELA. It is important to note that ELA at LHS did a lot of work in modifying its curriculum so that question styles and summative assessments more closely mimicked those of the ACT. This prep work with question stems and exposure to ACT language seems to have helped in the overall improvement of our ELA scores.

In conclusion, this document has shed light on the Wisconsin Student Assessment System results for WRPS, and it is evident that WRPS faces both challenges and opportunities on our educational journey. While we acknowledge the areas where improvement is needed, it is important to recognize and applaud the hard work and dedication of our educators, students, parents and administration who have already made strides in many areas in achieving positive outcomes.

Moving forward, we are committed to a comprehensive action plan for improvement. We will continue to provide supports for our students who are struggling with academics, as well as those who struggle with social, emotional and mental difficulties. We commit to providing professional development opportunities for our teachers and we continue to work collaboratively through Professional Learning Communities so that we can provide equitable opportunities for all of our students in the WRPS district.

Together, with the support of our school board, we can recognize and build upon our successes, address our challenges and ensure that every WRPS student reaches their full potential. We look forward to the work we have ahead of us and are committed to achieving our goal of academic excellence for all students.

Respectfully submitted,

Roxanne Filtz

Director of Curriculum and Instruction
Wisconsin Rapids Public Schools

