



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

February 5, 2024

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

TIME: 6:00 p.m.

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

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. 2024-2025 Strategic Plan
 - B. No Red Ink 3-Year Renewal
 - C. WRAMS Percussion Purchase
 - D. FAST WORKS
- V. Updates
 - A. Achievement Gap Reduction (AGR) Mid-Year Report
 - B. Dual Credit/AP US History
 - C. Student Travel

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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- I. Call to Order
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- IV. Actionable Items
 - A. 2024-2025 Strategic Plan

Roxanne Filtz, Director of Curriculum and Instruction, along with Craig Broeren, Superintendent, will update the Educational Services Committee on the Wisconsin Rapids Public Schools' (WRPS) Strategic Plan. Progress toward goals, as well as next steps will be shared. Attachment A sets out the Strategic Plan that will be discussed.

The administration recommends approval of the 2024-2025 Wisconsin Rapids Public School's Strategic Plan as presented.

- B. No Red Ink 3-Year Renewal

No Red Ink is a software program that allows staff to individualize grammar instruction. The premium program offers levels of differentiation and a completely reimaged focus on writing, and how to teach writing, while including individual grammar instruction. This program addresses gaps in grammar instruction. The three-year quote will cover all students in grades 6 through 12 where it is currently being actively used in everyday ELA instruction and will be paid for using ESSER III grant dollars.

The administration recommends approval of the 3-year renewal of No Red Ink for a total cost of \$55,468.00 to be funded through ESSER III grant dollars.

C. WRAMS Percussion Purchase

Although the music curriculum acquisition is not scheduled to occur for approximately two more years, Craig Broeren had a conversation with Mr. Dale Dahl this summer regarding the general condition of middle school band equipment when Mr. Dahl was taking in an instrument donated from a community member. This began a conversation and evaluation regarding the current condition of equipment (percussion primarily) in the WRAMS program that is available for student use. After identifying that the condition of most of the equipment is near end of life, Mr. Broeren asked music staff at WRAMS to develop a list of what they need to have replaced. Knowing that there are funds available in this year's budget and knowing the condition of the existing equipment, administration's recommendation is to purchase the equipment as outlined from Steve Weiss Music at a cost of \$28,859.90.

The administration recommends approval of the purchase of percussion equipment for the middle school band program as outlined in the proposal from Steve Weiss Music and the purchase of a storage chest from Home Depot at a total cost of \$28,859.90 to be paid with the 2023-2024 WRAMS building budget.

D. FAST WORKS

Families and Schools Together (FAST) is an internationally acclaimed parent engagement program shown to help children succeed at school by building stronger, more supportive relationships at home that we have implemented in four of our buildings - Pitsch, Grove, Howe, Washington. FAST activities are designed to strengthen family bonds, empower parents, increase positive communication and improve the child's overall academic performance and emotional functioning. In a FAST cycle, families meet for eight weeks. FAST WORKS is an extension of FAST aimed at continuing the connection between schools and families after the eight-week FAST cycle has ended. During FAST WORKS parents meet monthly for a parent led event. During a FAST WORKS session special play or 1:1 time from the original FAST Program must happen in some capacity. The Parent Partner and/or a School Partner from the original FAST team must be in attendance to support families.

Administration recommends paying no more than \$150.00 a night to implement FAST WORKS at participating buildings. This cost includes a staff hourly rate of \$25.00 plus other associated costs as presented to be paid out of the Get Kids Ahead Grant.

V. Updates

A. Achievement Gap Reduction (AGR) Mid-Year Report

Per Wis. State Statute s. 118.44(4)(d), school districts that have an approved Achievement Gap Reduction (AGR) contract must present mid-year and end-of year information to the Board of Education. The report must contain information on the schools' implementation of the AGR contract requirements, performance objectives, and success in attaining the objectives. The report is included as Attachment B. Ms. Filtz and Jennifer Wilhorn, Assistant Director of Curriculum and Instruction, will provide information regarding the report.

B. Dual Credit/AP United States History

Lincoln High School has recently learned that AP United States History can be accepted as Dual Credit through Mid-State Technical College. Therefore, the class will be offered for AP credit or Dual Credit during the 2024-2025 school year. Jacob Bertagnoli has gone through the certification process to teach this course and will take over the instruction from Scott Reaves beginning with the 2024-2025 school year.

C. Student Travel

Sara Danke, Theatre Educator and Director for WRAMS and LHS, entered members of the Lincoln High School Thespian Troupe #525 into the Thespys in November. The LHS troupe was established in 1942 and recently, has been more involved to open up opportunities and future career readiness for our student members. The [Thespys](#) involve various theatrical aspects for students to compete. If participants receive Superior ratings at local and regional competitions, they are invited to Nationals at the International Thespian Festival. If performing excellently at the ITF, students can receive up to thousands of dollars in scholarships.

This year, the [IFT](#) will be held at Indiana University Bloomington on June 23-28, 2024. LHS has four students with three events that scored Superior ratings and advanced to Nationals. Three are seniors, Rose Paul, Kaylin Hepp (acting duet) and Jayda Khane (musical solo). One is a junior, Jordyn Harriman (sound design).

Ms. Danke is not certain she will be able to attend the June competition. However, she has teamed up with her colleague, Abby Kean, the theater teacher at Kettle Moraine High School, who will be their chaperone and will sponsor them throughout this process in Bloomington if needed. The cost is \$999 for a Student All Access Pass (\$749 for adults) and includes housing and meals for the entire week. The LHS Theatre Dept will sponsor money for the Thespy entry and transportation cost. The students plan to fundraise and ask for sponsorships for remaining costs.

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:

- FAST Program Updates (March)
- Play and Learn Updates (March)
- Start College Now (SCN) and Early College Credit Program (ECCP)
- Applications (April)
- CTE Updates (April)



DRAFT

WISCONSIN RAPIDS PUBLIC SCHOOLS

◆ District Strategic Plan ◆

Updated and Approved by the Board of Education on February ~~13, 2023~~ 12, 2024



Mission Statement

Working together with home and community, we are dedicated to providing the best education for every student, enabling each to be a thoughtful, responsible contributor to a changing world.

Beliefs

We Believe...*each student is the first consideration of the educational process.*

We Believe...*all students can learn.*

We Believe...*learning is a life-long process.*

We Believe...*in a safe, caring, and respectful learning environment.*

We Believe...*all students should become effective citizens of the community, state, nation, and the world.*

We Believe...*meaningful home, school, and community involvement is vital to continuous improvement.*

A Message To Interested Stakeholders

The WRPS Board of Education approved Strategic Plan was developed and designed with an understanding that the educational environment is constantly changing. In order to continue meeting the needs of our diverse learners and prepare them to compete and reach their full potential in an evolving, global economy, the District's strategic planning document is a "living, working document." The Strategic Plan is reviewed and updated by the Board on an annual basis.

The Board of Education reviews the Strategic Plan to analyze the status of objectives and goals set, and makes changes to objectives and action steps that will help our district continue to make forward progress in meeting student needs and helping them achieve success.

Thank you for your time and interest in learning more about the plan developed to keep moving WRPS forward as a progressive district that meets the needs of all students, preparing them well for their future!

OBJECTIVE 1: Bring content, technology, and pedagogy together to build global learners	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Tasks/Action Steps:	Start Date	End Date		
Integrate the K-12 Wisconsin Information and Technology Literacy Standards (ITLS) into the current curriculum maps for each content area <u>by developing a WRPS K-12 Technology Scope and Sequence with specific learning targets and competencies at each grade level</u>	2022 <u>2023</u>	2024 <u>2025</u>		Curriculum Dept., ITC, Administration	<i>Periodic updates to the Board on progress being made to integrate Standards into each content area's curriculum maps</i> <u>Development of a set of documents that include learning targets and competencies by grade level, where in the curriculum they will be taught, and who will be responsible for teaching these competencies</u>
Further refine and create efficiencies in the 1:1 program at Lincoln and WRAMS including exploration of the expansion of Learning Management Systems (LMS) at WRAMS and the elementary schools; consider options for sustainability	2020-21	2023	✓	Phillip Bickelhaupt, ITC, Administration	<i>Formal report to Board (Done – January, 2024 – This action step will be combined with another action step found below.)</i>
Develop and implement a comprehensive cybersecurity incident response plan	2021	May, 2023 <u>2024</u>	<u>Move this to Objective #5</u>	Phillip Bickelhaupt, Technology Support Dept., Administration	<i>Formal document finalized and shared</i>
<u>Continue to</u> explore and pilot new and emerging hardware and software technologies <u>that will enhance and/or create efficiencies within our 1:1 learning environment</u>	2023	On-going		All departments in conjunction with the Technology Support Dept.	<i>Periodic updates to the Board on progress being made to utilize new and emerging technologies</i>
<u>All teachers will acquire a fundamental understanding of Artificial Intelligence (AI). Secondary level teachers will actively integrate AI into their instructional practices. In addition, secondary level teachers will have utilized AI tools personally or in collaboration with their students, engaging in meaningful discussions about its implications</u>	<u>2023</u>	<u>June, 2025</u>		<u>Curriculum Dept., Technology Dept.</u>	<u>References to AI in PD Plan and curriculum materials purchased</u>

The Technology Department is putting the final touches on District switch upgrades and continues to upgrade SmartBoards to BenQ Interactive Flat Panels (IFPs). The replacement of the Smartboards to IFPs is a significant undertaking that will take many months to a year or more to complete. Each classroom transition requires detailed planning and in most cases a reconfiguration of the teacher workstation, bulletin boards, and whiteboards. We are continuing to move forward with individual middle school classrooms, and we are slowly working through the elementary schools.

The rollout of Canvas at WRAMS continues to move forward. It has been a transition year for not only the staff, but students and families as well. Staff at WRAMS will continue to be supported as we move through the remainder of the 2023-2024 school year. We will evaluate what has gone well and what we need to improve upon for the 2024-2025 school year and make those changes over the summer months.

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Narrative Objective #1 Continued:

The completion of the District Cybersecurity and Incident Response Plan keeps getting pushed out as we continue to add things to the plan. Phil Bickelhaupt, Director of Technology, feels we are close to 75% completed. The document itself is always evolving as programs and processes change. A few of the hiccups encountered while developing the plan included two-factor authentication, stronger passwords for staff, air-gapped backups, cloud domain controllers, cloud backups, and End Point Detection and Response (EDR). Two-factor authentication has been added for certain staff members, and the plan is to roll this out for the entire staff prior to the end of the 2023-2024 school year. A new Single Sign On (SSO) service has also been included as part of the two-factor authentication rollout. This SSO provider gives us a significant amount of flexibility and visibility into compromised credentials and accounts. A stronger password policy for staff has also been implemented, and this will be carried forward to students in grades 6-12 during the 2024-2025 school year. Several District services have also been moved to the cloud including a domain controller, Skyward Finance, and over the summer, Skyward Student will also be moved to the cloud. We have also implemented a new program that will enhance our EDR capabilities going forward.

The task to “Develop and implement a comprehensive cybersecurity incident response plan” no longer seems to fit as well under Objective #1, and will be moved to Objective #5 which pertains more to District security initiatives.

Lastly, one of the hottest topics of the 2023-2024 school year without question is Artificial Intelligence (AI). This technology will certainly be a game changer in many aspects. Because the landscape of AI is constantly changing and evolving, it is hard to keep up. Nonetheless, it is important that we equip all teachers and staff with a fundamental understanding of AI and how it can be used by students and teachers to enhance learning and instruction. AI will be a topic of focus as we develop our training for staff over the next several years. The Technology and Curriculum departments will continue to monitor AI implementation in the educational setting and adapt policies and guidelines accordingly.

Objective #2 and #3 will be combined into #2. A new Objective #3 around community collaboration will be created.

<p>OBJECTIVE 2: Develop an equitable strand within the District's RtI MLSS framework for student mental health and behavior which includes systemic screeners, universal social and emotional learning competencies, and prevention and intervention strategies</p> <p>OBJECTIVE 3: Continue to develop and refine <u>the</u> implementation of Professional Learning Communities (PLCs) <u>through the use of MLSS</u> to analyze and investigate student <u>academic, behavioral, social, and emotional competencies achievement data through various data sources for our entire student population, specifically around including</u> the marginalized populations we serve; and to identify, implement, and engage in best instructional practices which benefit our diverse student population</p>	Timeline			Person Responsible/Persons Involved	Evidence of Success
Tasks/Action Steps:	Start Date	End Date	Completed		
Implement social and emotional learning competencies and behavioral interventions along with a uniform and cohesive district-wide data tracking system (Educlimber)	Fall, 2021	June, 2023	✓	Pupil Services	<i>Behavior interventions implemented, data tracking system in place with appropriate PD offered</i>
Provide professional development and support for staff involving issues associated with social, emotional, and behavioral well-being	Fall, 2022	On-going	✓	Curriculum, Pupil Services	<i>Reduced behavioral referrals and/or suspensions</i>
Expand/establish connections with community agencies to provide mental health service options for students within schools	Fall, 2018	On-going		Curriculum, Pupil Services	<i>Connections with providers enhanced and signed MOU's on file with a variety of community agencies</i>
Enhance collaboration with Wood County Health and Human Services agencies to enhance or improve services for students	Fall, 2019	On-going		Administration, Curriculum, Pupil Services	<i>Connections with agencies enhanced and collaborative projects identified</i>
With involvement from community mental health providers, continue to address the issue of suicide among students and provide professional development for WRPS staff related to suicide prevention	Spring, 2020	On-going		Pupil Services, Curriculum	<i>Report progress to Board</i>
Behavior intervention initiatives to be reflected in RtI MLSS Handbook	2022	2023-24	✓	Pupil Services/ Curriculum	<i>Handbook is updated</i>



OBJECTIVE 3: Continue to develop and refine implementation of Professional Learning Communities (PLCs) to analyze and investigate student achievement data specifically around the marginalized populations we serve; and to identify, implement, and engage in best instructional practices which benefit our diverse student population	These tasks/action steps will be moved into a new Objective #2.			Person Responsible/Persons Involved	Evidence of Success
	Timeline				
Tasks/Action Steps:	Start Date	End Date	Completed		
Further refine PLC development <u>Utilize the PLC process</u> in all buildings and continue the process for creating learning outcomes and common assessments <u>to achieve academic excellence and performance for all students, helping them reach their full potential</u>	2020-21	2022-23 <u>On-going</u>		Curriculum and Pupil Services Departments, Building Principals	Reflected in Building & District professional development plans, <u>PLC integration work, and student achievement data</u>
Develop <u>District and building level</u> methods and processes to evaluate <u>the success and impact of R# MLSS / PLC integration</u>	Spring, 2020	2022-23 <u>On-going</u>		Curriculum Dept., Pupil Services, Technology	Evaluation methods implemented; <u>PD plans and student progress reflect successful integration</u>
<u>Continue to</u> identify and analyze achievement gaps in order to establish effective Professional Learning Communities and implement strategies <u>best instructional practices</u> to address issues of bias, equity, disproportionality, and achievement gaps	2016	On-going		Curriculum and Pupil Services Departments, <u>Building Principals</u>	Building & District professional development plans for 2019-20 and beyond; <u>results of Equity Audit</u>
Identify, implement, and engage in best instructional practices which directly benefit a diverse school population including the 4 C's, student engagement, trauma sensitive strategies, Depth of Knowledge (DOK), effective technology integration, and the workshop model	2018	On-going		Curriculum and Pupil Services Departments	Building & District professional development plans for 2019-20 and beyond; results of Equity Audit
Based on state standards, PLCs will focus on meaningful technology integration into instruction to best meet the needs of all learners.	2018	2023-24		Curriculum Dept., Technology Dept.	Technology Standards will be integrated into individual curricula area maps and reviewed via the teacher evaluation process
<u>Implement Universal Late Start Mondays to enhance PLC time</u>	<u>Fall, 2023</u>	<u>On-going</u>		<u>Curriculum, Building Principals</u>	<u>Proposal approved by Board and fully implemented at beginning of 2024-25 school year</u>
<u>Implement a plan to integrate science-based early literacy instruction in universal and intervention settings as required under Wisconsin Act 20</u>	<u>2024-25</u>	<u>On-going</u>		<u>Building Principals, Curriculum, Pupil Services</u>	Curriculum acquisition and affiliated professional development and assessment practices fully implemented; effectiveness monitored through analysis of student achievement data

Narrative for Objectives #2 and #3 Combined (now the NEW Objective #2):

During the past school year our RTI process has been updated to include social, emotional, and behavioral supports and interventions. A small team that represented multiple buildings and inter-professional groups came together to build upon the work and processes other District teams, buildings, and professionals had already put into place. Through combining and updating already established District resources, this group developed a new Multi-Level Systems of Support (MLSS) guide and intervention list.

The new MLSS guide is a comprehensive system that addresses student needs by examining the whole child. The new WRPS MLSS guide was designed to provide a common District framework in which all WRPS buildings will operate. Each building will still have the ability to develop systems specific to their unique needs as long as they follow the District framework.

Within the new MLSS guide, the roles of Professional Learning Communities (PLCs), student success teams, and student intervention teams have been defined to create a uniform and cohesive district-wide system for supporting student growth. In addition, the use of EduClimber as the district-wide data tracking system has been defined.

The District now has a Social Emotional Learning Curriculum in grades 4K -12. Elementary teams are working on defining essential learning outcomes for social, emotional, and behavioral skills to ensure consistency among each elementary building within the District. Staff have received Professional Development involving the District's Social Emotional Learning Curriculum (*Move This World* at elementary level and *7 Mindsets* at secondary level).

During the summer of 2023, numerous staff members from across the District attended the Solutions Tree Behavior Solutions Conference to receive training and tools on how to develop strong systems of support at the building level to enhance student growth. Additionally, a team from WRAMS and LHS attended the *7 Mindsets* conference.

Every administrator has also been provided a copy of *Behavior Solutions: Teaching Academic and Social Skills Through RTI at Work*, and *Don't Suspend Me! An Alternative Discipline Toolkit*. Lastly, John O'Leary presented to all staff at the District's Welcome Back meeting in August.

The main focus of WRPS Professional Learning Community (PLC) work is to ask very specific and pointed questions regarding the learning of all students to ensure each student's success. In November of 2023, the Board of Education approved a proposal to implement Universal Late Start Mondays beginning with the 2024-2025 school year. A positive outcome of this process is that building administrators will be educational leaders in the PLC process, versus being behavioral support for students during the PLC time. Creating a Universal Late Start Monday time helps develop equity across all buildings for PLC meetings and allows consistent scheduling for families. With the use of designated weekly PLC time, the District will be able to enhance its Multi-Level Systems of Support model by building robust systems district-wide using Tier I instruction, building capacity in teachers to analyze the SAEBRS data and using the data to drive the work of building level teams. The analysis of common assessment data during PLC time also encourages professional conversations among PLC teams to answer the 4 PLC questions: 1) What do we want students to learn? 2) How do we know if they are learning? 3) What do we do for those students who are not meeting the benchmark? 4) How do we enrich those students who are meeting the benchmark? Having a universal time allows for K-12 departments such as music, art, physical education, world language and the like, to meet across buildings and grade levels and enhance their scope and sequence for student learning.

Evaluating a successful MLSS/PLC integration is more than just supplying common planning time. Each building leader and leadership team needs to establish norms and promote a spirit of collaboration, inquiry, and reflection within PLCs. The groups must work collaboratively with a specific focus on student learning for ALL students. Successful PLC implementation can be measured in overall student success and improvement in state test scores and school report cards. However, formative data is more critical as it provides a way to check in on student learning more frequently. Successful MLSS/PLC integration will rely on strong Tier I instruction along with timely interventions as needed. IF PLC groups are intentionally working on behaviors and academics, instances of student absences and truancy should decrease and students should report an increased sense of engagement. Without intentional effort, PLCs won't necessarily lead to improved instructional practices and student outcomes. During the 2024-2025 school year, administrative teams will work together to consistently evaluate the effectiveness of the MLSS Framework and the integration of systems of support within our PLC work. The methods and processes used will be developed by the leadership teams and shared with all stakeholders.

WRPS contracted with US2 during the 2022-2023 school year to provide the Equity Committee a "Council for Change" training. The District also contracted with CESA 6 Center 4All to complete Equity Walks in schools, review survey data, and provide possible next steps. Meetings were held throughout the 2023-2024 school year to create an awareness of and identify issues associated with social, emotional, and behavior well-being through on-going professional development and skill enhancement of our pupil services and teaching staff. In addition, plans were developed to help support the social and emotional competencies of District students.

Beginning with the 2024-2025 school year, instruction and intervention must meet the Wisconsin Act 20 definition of science-based early literacy instruction. Beginning in September of 2024, WRPS will implement a reading program in grades K-5 that meets the directives set out by Act 20. This includes universal reading instruction that is systematic and explicit and consists of phonological awareness, phonemic awareness, phonics, building background knowledge, oral language development, vocabulary building, instruction in writing, instruction in comprehension and reading fluency. The specific reading curriculum will be determined in the spring of 2024. Professional development needed for successful implementation will occur during the summer of 2024 and continue into the 2024-2025 school year with ongoing support for teachers coming from the District curriculum leadership.

The state of Wisconsin will also require a single reading readiness screener to be administered to Wisconsin students in 4K through grade 3 beginning in the school year 2024-2025. WRPS will prepare its educators and leadership to implement this screener, and complete all required documentation after the screener is administered - including writing Personal Reading Plans for any child who scores below the 25th percentile on the chosen reading readiness screener.

Act 20 also states that "By July 1, 2025, all individuals employed as a 5K-grade 3 teacher or reading teacher complete a reading training that meets the criteria set out by ACT 20." The WRPS curriculum department will work with staff members throughout the 2024-2025 school year to provide this required training for all 5K-5th grade staff; in addition, all individuals employed as a District reading specialist or principal must complete a reading training that meets the criteria outlined in the Act. The District will facilitate this required training as well.

In addition, the District will provide professional development and on-going training and support in 2024-2025 to elementary teachers who will be implementing the newly purchased reading curriculum materials that will be coming to the District for the 2024-2025 school year.

<u>NEW OBJECTIVE 3:</u> <u>Build strong, Strengthen community partnerships to complement and enhance WRPS programming</u>	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
<u>Continue to establish and enhance collaboration with community partners by building relationships and working collaboratively in the best interest of kids</u>	<u>2024</u>	<u>On-going</u>		<u>Administration, Curriculum, Pupil Services</u>	<u>WRPS representation on community agency boards and committees; MOUs or partnership agreements established; collaborative projects completed</u>
Expand/establish connections with community agencies to provide mental health service options for students within schools	Fall, 2018			Curriculum, Pupil Services	<u>Connections with providers enhanced and signed MOU's on file with a variety of community agencies</u>
Enhance <u>Continue</u> collaboration with Wood County Health and Human Services agencies to enhance or improve services for students	Fall, 2019	On-going		Administration, Curriculum, Pupil Services	<u>Connections with agencies enhanced and collaborative projects identified</u>
With involvement from community mental health providers, continue to address the issue of suicide among students and provide professional development for WRPS staff related to suicide prevention	Spring, 2020	On-going		Pupil Services, Curriculum	<u>Report progress to Board</u>
<u>Invite community members into schools to increase their involvement and share their expertise or volunteer</u>	<u>2024</u>	<u>On-going</u>		<u>Administration, Curriculum, Pupil Services</u>	<u>Report to Board on ways community members have been involved in schools.</u>

These three tasks/action steps were pulled in from Objective #2 – one is completed.

WRPS continues to collaborate with outside providers and Wood County Health and Human Services along with other agencies to enhance and improve services for students. The District has increased the number of community partners (signed Memorandums of Understanding) at many of our buildings. These signed MOUs allow outside counselors/therapists the ability to come into the building to provide services face-to-face for students which helps prevent the need for students to leave the building. Services are provided directly by the agency or in conjunction with school staff. WRPS continues to pay for Gaggle Therapy district-wide. Gaggle Therapy matches students with counselors licensed in Wisconsin to provide secure weekly video sessions. Gaggle Therapy was implemented as a way to offset the local counselor shortage. Students are able to receive these free services at a time that works best for them. The District has also contracted with Care Solace. Care Solace helps individuals find mental health care providers and substance use treatment centers. Care Solace representatives are available 24 hours per day, 7 days per week, and 365 days per year to quickly connect our students, staff and their families with verified community providers.

Washington Elementary and Pitsch Early Learning Center have continued their Families and Schools Together (FAST) programs and the District has added additional sites at Grove and Howe for the 2023-2024 school year. The FAST program helps children succeed at school by building stronger, more supportive relationships at home. FAST empowers parents to become more effective family leaders, connects families to schools, and creates a community engaged in children’s well-being and education.

All staff members participate annually in suicide prevention and education trainings. Students in grades six through twelve participate in “Signs of Suicide” presentations as well as a Brief Screener for Adolescent Depression. Screener results are used by District staff to identify and provide follow up services to students in need. The District partners with Care Solace to provide Mental Health Navigation Support. Care Solace helps to facilitate mental health services for students, staff and their families. The District’s Suicide Prevention Committee continues to meet during the year to develop plans to address mental health concerns.

Various schools in the District have implemented programs during the 2023-2024 school year to invite families into the schools. Examples are “Play and Learn” at the Pitsch Early Learning Center, and “Families and Schools Together” (FAST) at some elementary buildings. In Title buildings, family engagement activities are a built-in part of the Title building plan. In 2024-25, the District plans to expand the FAST program and continue with the Play and Learn program with intentions of growing the program.

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Multiple connections with various community entities have been cultivated and established over the past several years which has directly benefited the District, our students, and the community in many ways. Entities the District has connections with include: United Way of South Wood and Adams County, Boys and Girls Club, City of Wisconsin Rapids, South Wood County Recreation Center, Aspirus Riverview Hospital, Family Center, Opportunity Development Centers, Inc., Heart of Wisconsin Chamber of Commerce, McMillan Memorial Library, Mid-State Technical College, UW-Stevens Point, WFHR Radio, Legacy Foundation of Central Wisconsin, Aspirus Health, Wood County Human Services, Wood County Public Health, local medical representatives, mental health providers, and all local law enforcement and emergency response entities.

However, it is necessary to begin to evaluate and implement mechanisms that, in partnership with these entities and others, serve to better enhance the reputation of WRPS and the work we do with and for our kids. It is time to begin a thoughtful and concerted process in which we enlist our community partners, staff, and students to assist in beginning to change the conversation from one of negativity to one of positivity, capitalizing on the outstanding amenities available to people who choose to live in our area. Our communities are facing an uncertain future as a result of local economic conditions; WRPS can and must be involved in moving our community in a direction that is mutually beneficial to the entities and individuals that make it up. The District has been somewhat proactive in this regard through the partnerships formed which have allowed projects such as the quadplex and high school football field enhancements to happen, playgrounds to be updated, and a community referendum to pass which allowed WRPS to make significant upgrades to its facilities and aid in program sustainability. Having a community that invests in and supports its schools will help draw in and attract individuals and businesses to the area.

A multi-pronged approach that engages local community partners, staff, students and the broader community will be a necessary component to begin to change the narrative regarding our area. The District is doing its part to positively enhance student opportunity and meet the needs of local families and our workforce which relies on quality educational programming to fill current and future labor market needs. We look forward to continued conversations with area stakeholders willing to become involved in efforts to expand and promote the positive initiatives and opportunities found within Wisconsin Rapids and its surrounding communities.



OBJECTIVE 4: Maintain buildings and properties within WRPS to so that they continue to support for evolving student programs and activities	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Analyze the condition of each facility; identify upkeep and what maintenance is necessary to maintain the buildings and grounds	November, 2011	June (annually)	On-going	Ed Allison, Building Principal, Maintenance & Custodial Personnel, Technology Dept.	<i>Completed document presented by <u>Maintenance Dept.</u></i>
Maintain a maintenance replacement/upkeep/budget cycle to address the ongoing facility needs identified	November, 2011	June (annually)	On-going	Buildings & Grounds	<i>Completed document presented by <u>Maintenance Dept.</u></i>
Continue to invest in new energy savings technology and benchmark progress	2020-21	On-going	<u>Progress Reported</u> Annually in October- <u>December</u>	Buildings & Grounds	<i>Report to Board</i>
Continue to explore creative ways to address underused areas of East Jr. High	2022	On-going	On-going	Administration	<i>Building is being used more or to full capacity</i>
Install fully accessible community-based playground at Woodside Elementary, and upgrade playground at Pitsch Early Learning Center	2022	2023		Administration, Buildings & Grounds	<i>Equipment installed and ready for use</i>
Explore options for expanded and enhanced community-based playground upgrades/amenities to occur at Mead Elementary various District sites , including potential funding sources	2023	On-going <u>2025</u>		Administration	<i>Proposal developed and presented to Board for approval; <u>playgrounds upgraded</u></i>

While most of East Jr. High is being utilized, there are still some underutilized areas in the building. The administration will continue to explore creative ways to use all spaces and attract community partners to help fund or offset utility expenses and anticipated upcoming long-term facility needs. Admittedly, the facility is used in numerous ways with pockets of space occupied by a variety of both District and non-District initiatives which makes it difficult to consider where these activities would take place if the space weren't available. Some of the more consistent uses of the space include: WRPS operational departments (Board office, business, transportation, technology, curriculum, pupil services, human resources, etc.); Central Oaks Academy programming with students attending in person during a variety of dates/times throughout the year; professional development and District meetings; elementary/middle school theatre and Chess Club programming; WRPS storage; WRPS kitchen catering and out-of-district rental of the kitchen area by outside requesters; WRPS athletics events and practices in both the cafeteria (wrestling) and fieldhouse; MSTC law enforcement and firefighter cadet training; local law enforcement physical fitness testing, training, and drill exercises; vendor fairs or conferences such as the Wisconsin Art Education Association; Wisc. Rapids Park & Recreation activities such as basketball, volleyball, and pickleball; CESA 5 Wood County Alternative School leased space on the south end (old music wing); community based training sessions, meetings, and events (Wood County Health Department, blood drives, election polling, etc.).

Due to the unique nature of the building and its age, the options for occupancy or interest by an outside investor or requester are somewhat limited. Balancing out the approval of use requests from non-WRPS entities or activities must be considered alongside maintaining safety and security for staff and students who work in the facility on a daily basis.

OBJECTIVE 5: Ensure the safety and security of all students, personnel, and members of the public on the Wisc. Rapids Public Schools' campuses/premises	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Tasks/Action Steps:	Start Date	End Date		
Review and revise current building and network security measures	On-going	Annually	On-going ✓	Administration, Law Enforcement, Emergency Management, Fire Personnel	Completed a Review and Revision of District Crisis Plan & Network Infrastructure
Review and revise current safety plans	On-going	Annually	On-going ✓	Administration, Law Enforcement, Emergency Management, Fire Personnel	Completed a Review and Revision of District Crisis Plan
Develop comprehensive plans <u>and conduct a drill</u> for student reunification and District response for crisis situations at events	2019	2023-24 2024-25	In Process	Administration, Law Enforcement, Emergency Management, Fire Personnel	Crisis Plan includes additional processes/protocols as appropriate; drills and table top exercises conducted with staff <u>and community partners</u>
Refine threat assessment team protocol and processes to strive for enhancements and/or improvement	2020-21	On-going	On-going ✓	Administration, Specific WRPS Personnel, Law Enforcement/SROs	Process Improvements Identified and Implemented
Continue to educate staff and students about safety plans and procedures, including ALICE; ensure new employees receive safety training during onboarding process	On-going	On-going	On-going	Administration	Completed a Review and Revision of District Crisis Plan, Staff Drills Operate Smoothly, On-going Training, Drills, and Updates to Individual Building Safety Plans Occurs
<u>Continue to</u> investigate and implement new technologies to improve current security measures <u>including cyber security</u> Bring in from Objective #1: Develop and implement a comprehensive cybersecurity incident response plan	On-going	On-going	On-going	Ed Allison, Phillip Bickelhaupt, Building Principals, Police Liaison Officers	Installed Security Hardware and Technology, <u>Cyber Security Incident Response Plan Developed and Presented to Board</u>
Implement Critical Response Graphic mapping in buildings in conjunction with Office of School Safety grant award	2023	2023-24	✓	Administration, Law Enforcement	Maps will be generated and shared with law enforcement; Crisis Plan updates will occur as needed

The District continues to work closely with local emergency response agencies to plan and prepare for a variety of potential threats to school safety and security. Individual building plans continue to be reviewed and updated annually, and staff training and drills are conducted regularly. Additional training in threat assessment to ensure that best practices are being utilized occurred in August, 2023 and the threat assessment process continues to be refined and improved upon.

A focus on reunification and large scale, non-classroom emergency planning continues, and progress is being made with some modifications and updates anticipated for the overall District Crisis Plan in 2024 when the required triennial review by the Board occurs. A recent audit of District plans by the OSS found that WRPS is meeting the standards outlined in Wis. Stat. § 118.07 guidelines. The School Safety Consultant conducting the audit stated, "I have had the chance to review many school districts and you should be proud of your demonstrated commitment to school safety. Continue the great work as you keep making improvements."

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The District has just finished up a digitized mapping project through Critical Response Group using funds secured through an Office of School Safety (OSS) grant written in 2022 to create Collaborative Response Graphic (CRG) maps tailored to each specific location. The maps are intended to enhance communication between law enforcement and emergency responders during an incident requiring a coordinated emergency response. All maps have been received and uploaded to the Office of School Safety, and they have been shared with local law enforcement and emergency response officials for integration into their response systems. The maps will continue to be updated annually to keep them current.

The completion of the District Cybersecurity and Incident Response Plan keeps getting pushed out as we continue to add things to the plan. Phil Bickelhaupt, Director of Technology, feels we are close to 75% completed. The document itself is always evolving as programs and processes change. A few of the hiccups encountered while developing the plan included two-factor authentication, stronger passwords for staff, air-gapped backups, cloud domain controllers, cloud backups, and End Point Detection and Response (EDR). Two-factor authentication has been added for certain staff members, and the plan is to roll this out for the entire staff prior to the end of the 2023-2024 school year. A new Single Sign On (SSO) service has also been included as part of the two-factor authentication rollout. This SSO provider gives us a significant amount of flexibility and visibility into compromised credentials and accounts. A stronger password policy for staff has also been implemented, and this will be carried forward to students in grades 6-12 during the 2024-2025 school year. Several District services have also been moved to the cloud including a domain controller, Skyward Finance, and over the summer, Skyward Student will also be moved to the cloud. We have also implemented a new program that will enhance our EDR capabilities going forward.

OBJECTIVE 6: Create a District environment that promotes healthy lifestyles for students and staff	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Administrators and other school leaders across the District will promote a supportive wellness culture and District environment that <u>supports</u> , encourages, and motivates health and wellness	2018	On-going	On-going	Administration	
Review and refine wellness programs and services to more effectively address whole person wellness, primarily through physical <u>and mental well-being</u> and mental well-being at individual, targeted groups <u>group-wide</u> , and District-wide levels	2017	On-going	On-going	Student Wellness Committee, Staff Wellness Committee	
Explore possibilities to enhance District sponsored staff wellness activities	2023	On-going	On-going	Human Resources, Staff Wellness Committee	<i>New activities and initiatives to promote staff wellness have been introduced and staff members are participating</i>

The Student Wellness Committee updated the Student Wellness Policy to reflect the update USDA Guidelines and strengthen language regarding District wellness initiatives.

The Food Services Department has implemented initiatives to offer students more menu items made with whole, fresh ingredients at breakfast and lunch, including offering fresh fruit and vegetable salad bars at every building, incorporating more diverse and ethnic food options, providing more protein rich options at breakfast, and cooking more foods from scratch.



OBJECTIVE 7: Ensure all April, 2021 referendum projects and expenditures are monitored through to completion	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Oversight and monitoring of capital referendum projects	2021-22	2023-24	✓	Administration	Projects Completed
Allocate and track expenditures tied to operational levy override referendum for purposes of curriculum and technology instruction	2021-22	2025-26		Administration	Reports to Board

As was reported to the Board in November, 2023, the \$34 million capital referendum projects tied to the April, 2021 have all been completed.

The \$2 million per year levy override operational referendum funds earmarked for curriculum and technology instruction will continue through 2025-26. The Board will receive an update from the administration in the coming months on the use of these funds.

OBJECTIVE 8: Create a District environment that promotes educational innovation and creativity	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Continue and expand the Innovation Grant program and explore ways to solicit more involvement	2020-21	On-going		Administration, QEC Committee	Report to Board on types of grants submitted and awarded
Develop and implement Professional Development (PD) around facilitating creativity and innovation	2020-21	On-going		Administration, Curriculum	Innovation incorporated into PD offerings
Solicit and/or recruit staff who show an interest in pursuing innovative/creative teaching approaches; cultivate a climate where staff need not fear failure when attempting new approaches	2020-21	On-going		Administration, Curriculum	Staff members identified and new and innovative approaches are piloted in classrooms
Identify ways in which we can maintain and enhance innovative educational and instructional approaches to create engaging classrooms, including the use of technology tools in these approaches	2021	On-going		Administration, Curriculum, Technology, Pupil Services	Inform the Board on various innovative instructional approaches and/or uses of technology identified which will be continued or built upon

WRPS continues to offer professional development opportunities for staff that expands their ability to be more creative in delivering curriculum as well as provides them with strategies and resources to increase their use of technology for both in-person and off-campus learning. A few examples of such class offerings are: 23-24: *Year of the Eclipse*, *Student Engagement: Teaching Students to Drive Their Learning*, *Productive Math Struggle: A 6-Point Action Plan for Fostering Perseverance, Movement and Play in 4K*, *Student Engagement: Teaching Students to Drive Their Learning*, and *Coding with Dash the Robot* among many others.

The District has moved fully to a 1:1 model in technology, providing a Chromebook for every student in grades 6-12. In addition, each 3rd - 5th grade classroom across the District has a Chromebook cart available for student use.

All coursework in grades 6-12 is now presented through the Canvas learning platform. This practice has allowed the District to successfully move from inclement weather “make-up” days to off-campus learning days when there is a need to cancel in-person classes. Traditional snow days are still built into the calendar for students. After that time, secondary level teachers will present the lessons for the day via Canvas and will follow the procedures set out and Board approved for inclement weather days. Elementary students continue to have snow days built in as well, with off-campus learning options to be implemented after that. District procedures for remote learning were updated in May of 2023 with revisions made to Board Policy 723.1: Emergency School Closings. Off-campus instruction continues to be conducted as set out in policy.

The District continues to offer the Innovation Mini Grant each year, supporting grant winners with \$1,000 for supplies and materials as well as a \$1,000 stipend for implementation in order to bring their ideas to fruition. Three grant projects were chosen for implementation during the 2023-2024 school year, and the Innovation Mini Grant opportunity will continue in 2024-2025.

Innovative ways to connect with parents continue to be explored and implemented. Each building offers flexibility with parent/teacher conferences, allowing for a virtual conference if parents choose. This same approach has begun with Individualized Education Plan (IEP) meetings. Giving parents/guardians the opportunity to attend an IEP meeting virtually has helped increase overall attendance and participation. Finally, through the use of Gaggle Therapy the District is able to connect students with mental health services virtually, through the school and during the school day. This opens up the door to offer more support for struggling students.

Each month during the 2023-2024 school year, a “School Spotlight” has been featured at the regular Board of Education meeting. Each building has the opportunity to highlight the creative and innovative things they are doing, and provides the Board and community with information about the numerous excellent educational opportunities that are provided to students every day. This practice will continue into the 2024-2025 school year.

Lastly, the Gifted and Talented program continues to grow and challenge students at all levels. The District received a Gifted and Talented grant award of \$33,217.00 for 2023-24. With this grant, 6 classroom sets of Dash Robots have been purchased. The use of these robots will address a need the District identified for increased engagement and enrichment opportunities in the areas of Science, Technology and Engineering in its elementary schools. The primary focus of the grant is to reach marginalized and underrepresented students in gifted education by reducing language, transportation and socio-economic barriers. The plan is to begin with developing and implementing the use of these robots in second grade, with possible growth and expansion in all grade levels K-5 in the future.



OBJECTIVE 9: Utilize ESSER III funds and track progress and expenditures	Timeline			Person Responsible/Persons Involved	Evidence of Success
	Start Date	End Date	Completed		
Develop a plan for the use of ESSER III funds, including the required 20% of funding slated for Evidence Based Intervention Strategies	2021-22	June, 2022	✓	Administration, ESSER Committee, Curriculum, Pupil Services, Board	Plan reviewed and approved by Board
Implement ESSER III Plan funding projects and monitor for impact, <u>including the required 20% of funding slated for Evidence Based Intervention Strategies</u>	2021-22	<u>2023-24 2024</u>		Administration, Curriculum, Pupil Services	Updates and reports based upon evidence presented to Board

WRPS received a one-time funding allocation of ESSER III dollars in the amount of \$7,082,465.00. In January, 2022, the District submitted its ESSER III LEA Plan to the Wisconsin Department of Public Instruction which was approved and then shared with and approved by the WRPS Board of Education in February, 2022. The plan can be found posted on the District webpage. As part of the use of ESSER III funds, school districts and charter schools must use a *minimum of 20%* of allocated dollars (\$1,416,493.00 for the District) to implement Evidence-Based Intervention Strategies (EBIS) to address lost learning opportunities. Districts must ensure that interventions respond to students’ social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups. As of December 2023, WRPS has allocated \$6,360,026.09. In addition, WRPS has used \$5,436,177.40 of that allocation to implement Evidence-Based Intervention Strategies.

A breakdown of the types of purchases made by category that support Evidence-Based Intervention Strategies are included in the chart below.

EBIS Name	Sub-Budget	Amount Budgeted
Active Family and Community Engagement	General Education	\$500.65
Administering and Using High-Quality Assessments	General Education	\$75,212.34
Assisting Elementary Students Struggling with Mathematics	General Education	\$362,795.66
Collaborative Leadership in Practice	General Education	\$6,200.00
Effective Fractions Instruction for K-8	General Education	\$29,781.41
Effective Literacy and English Language Instruction for English Learners	General Education	\$141,528.89
Evidence-Based Strategies for Social and Emotional Learning and Mental Health	General Education	\$228,102.14
Evidence-Based Summer Programming	General Education	\$88,584.66
Foundational Skills to Support K-3 Reading	General Education	\$169,805.11
Integrated Student Supports	General Education	\$315,375.88
Mathematical Problem Solving in Grades 4 - 8	General Education	\$1,018,931.87
MLSS in Reading/Math/PBIS Supported by Wisconsin RtI Center	General Education	\$6,301.67
Organizing Instruction and Study to Improve Student Learning	General Education	\$2,435,632.55
Standards-Aligned Instructional Materials and Professional Learning	General Education	\$26,833.12
Teaching Elementary Students to Write Effectively	General Education	\$3,855.72
Assisting Elementary Students Struggling with Mathematics	Special Education	\$1,284.00
Evidence-Based Strategies for Social and Emotional Learning and Mental Health	Special Education	\$319.76
Integrated Student Supports	Special Education	\$262.00
Organizing Instruction and Study to Improve Student Learning	Special Education	\$524,869.97

One aspect of the ESSER III Plan includes a requirement to develop a “Safe Return to In-Person and Continuity of Services Plan.” The administration developed this plan and it was approved by the Board in November, 2021 and subsequently posted to the District website as required under the ESSER III grant parameters. Periodic updates to the Safe Return to In-Person Instruction and Continuity of Services Plan were provided to the Board in six month intervals as outlined in the plan. There are no more scheduled updates required by the DPI at this point.

All parts of the approved ESSER III Plan have been or are scheduled to be funded. Timelines associated with the implementation of the ESSER III Plan have been developed and followed to ensure that expenditures and affiliated requirements take place within the grant’s expiration deadline of September 30, 2024. An update of the status of the ESSER III grant funding will be provided to the Educational Services Committee in the spring of 2024.



OBJECTIVE 10: (NEW) <u>Promote communication among all stakeholders; develop a comprehensive public relations program that showcases WRPS programming, builds support and trust among stakeholders, and unifies staff, students, families, and the community around District initiatives</u>	Timeline			Person Responsible/Persons Involved	Evidence of Success
Tasks/Action Steps:	Start Date	End Date	Completed		
<u>Review Board Policies connected to public relations and communication to determine whether updates are needed, including the following:</u> <u>Board Policy 810, 820, 821.1, 821.1 Rule, 821.2, 822, 822.1 and others that are applicable</u>	<u>Spring, 2024</u>	<u>Fall, 2024</u>		<u>Superintendent Office, Board of Education</u>	<u>Policies will have been reviewed and updated as needed</u>
<u>Develop a comprehensive WRPS public relations and communication plan that “tells our story,” builds brand awareness, focuses on the District mission and strategic plan, highlights progress, creates pride and fosters support for the school district, and strengthens relationships both internally and externally</u>	<u>Spring, 2024</u>	<u>2024-25</u>		<u>Superintendent Office, Board of Education, Administration</u>	<u>Public Relations and Communications Plan Presented to Board</u>
<u>Implement the WRPS Public Relations and Communications Plan</u>	<u>Fall, 2025</u>	<u>On-going</u>		<u>Superintendent Office, Board of Education, Administration, Key Communicator Team, Individual Staff Members, and Local Stakeholders</u>	<u>Plan is being followed according to: established schedules; as witnessed through District and school communications initiatives; activities involve and engage numerous stakeholders; participation level in events; and through established data metrics and analytics as well as potential survey data</u>

Public relations is the strategic communication that shapes the public’s perception of WRPS and its leadership and helps build an understanding that public education is a benefit to the community. While a great deal is done currently to connect all stakeholders, more deliberate focus would be beneficial.

The District has done an incredible job in responding to a vast array of family and community needs; examples are expanding programming to help address current workforce shortages, providing numerous opportunities for students to be prepared for career and/or post-secondary pursuits after graduation, and addressing the physical, intellectual, behavioral and emotional needs of students and their families, all within fiscal constraints.

At the same time, schools across the nation have more critics and competition than before. Thus, it is imperative for school districts to effectively tell their own stories of success and assist the public with gaining an understanding and accurate interpretation of District progress in meeting its goals and objectives as set out in its mission statement and guided by its Strategic Plan. Without a strong public relations plan, the District risks losing control of its narrative and reputation.

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Steps to consider in developing the plan include (this list is a starting point, and is not to be considered all-inclusive):

- Identify target audiences
- Review current internal and external communications
- Consider methods that could be used and/or technology that could be incorporated to enhance public relations and communication across the WRPS system in an efficient, effective, and timely manner - utilize proper branding to generate community pride and help shape how people talk and feel about WRPS
- A combination of building level and District level communication is necessary to be effective
- Employees, students, parents and members of the Board of Education all play a critical role in helping to “tell our story” and should be engaged and share in the responsibility - understand their part as “ambassadors” of WRPS
- Consider implementing a “Key Communicator” network with representation from each building to help develop information and ideas to promote the District in a positive way and showcase school accomplishments (training and expectations for this role to be developed) - the Superintendent or his/her designee would be responsible for and have oversight of this group
- Consider ways to engage local stakeholders in helping to “tell our story,” particularly with regard to collaboration and partnerships that contribute to student programming and success - civic/service organizations, business and industry partners, etc. - groups that exhibit community pride and trust in WRPS initiatives
- Create a public relations calendar with set deadlines
- Stories to be told include excellence in programming and positive “feel good” initiatives that people can relate to, as well as showcasing accomplishments earned by students, staff members, individual schools, and at the District level

Specific ideas to help accomplish these goals:

- Establish an electronic District level newsletter aimed at parents, community members, and community leaders for release quarterly - include translations for non-English speaking audiences
- Create and print a newsletter at least annually that is mailed to all residents on the WRPS District
- Increase opportunities for staff and community members to become involved in meaningful public engagement with WRPS initiatives and schools
- Publicize/promote District and school performances, exhibitions, displays or special programs sponsored by schools and open to the public
- Bring back the “PRIDE” program to recognize employee accomplishments, and add a volunteer recognition component
- Continue with Board of Ed “School Showcase” updates at the Board’s regular meetings
- Continue with the WFHR radio Education Updates spearheaded by the Superintendent
- Consider holding “Listening Lunches” or “coffee” sessions in the community (Retired Teachers Roundtable, Business Community Partnership Breakfast, Coffee Talk with Clergy, etc.)
- Provide news inserts for business and industry/higher education institutions/community publications (this is currently done with the Heart of Wisconsin’s community promotional materials and periodic ads such as “Back to School”)
- Consider developing an outreach campaign with local real estate agents to provide information about public schools and invite parents/families on tours of the schools they may relocate to
- Host open houses for the public to visit schools during American Education Week or for Veterans programs
- Highlight WRPS alumni success
- Increase involvement in and attendance during community events to raise awareness and reputation as an integral community partner (parades, children’s festivals/events, Trunk or Treat, community picnics, Lunch by the River, local library programs, etc.); consider ways schools might partner in these initiatives
- Use email lists to tailor communication to fit each audience (parents, staff, students, community)
- Continue use of systems such as Skylert and Nixle to expand reach and have mass notification capabilities in cases of critical incidents or emergencies
- Review and expand efforts to distribute social media content - consider platforms being used and their effectiveness
- Continue updating District and individual school websites to keep content current
- Consider audiences involved: parents, students, community members, community partners, area businesses, potential employees, etc.
- Continue press releases and local newspaper outreach and engagement as appropriate
- Continue broadcasting regular monthly Board of Education meetings
- Update annual District brochure/profile showcasing schools and programming
- Develop recruitment brochures targeted for potential employees
- Continue Superintendent Cabinet meetings as a method of communication with staff members
- Continue “E-clips” employee newsletter and determine its impact and effectiveness
- Provide opportunities for students and staff to have input into decisions that affect them (Continue annual Board listening sessions with employees in April; Principal advisory groups; Board Student Representative)

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Ways to evaluate effectiveness:

- Parent surveys
- Staff surveys
- Community surveys
- Social media engagement/metrics
- Website usage / analytics
- Participation in events
- Engagement by Key Communicators and ambassadors
- Culture and climate across the District - positive or negative vibe, survey feedback results
- Engagement and support by external stakeholders

Wisconsin Rapids Public Schools
2023-2024 Achievement Gap Reduction Report
Mid-Year / End of Year

	Reading Mid-Year / End-of-Year								Math Mid-Year / End-of-Year											
	K		1		2		3		K		K		1		1		2		3	
Performance Objective	Meets expectations on STAR Early Literacy screener						Meet or exceed the STAR Reading benchmark score		Write numbers 0-20		Identify numbers 0-30		Addition within 20		Subtraction within 20		Meet or exceed the STAR Math benchmark score		Meet or exceed the STAR Math benchmark score	
Grant	65		80		63		73		66		55		91		82		68		77	
Grove*	67		53		40		46		36		42		88		67		52		53	
Howe*	63		58		65		56		44		52		67		48		69		77	
Mead*	67		51		36		47		39		40		74		54		37		64	
THINK*	39		39		50		65		58		58		84		69		57		76	
Washington*	55		54		70		74		64		49		70		50		81		72	
Woodside*	54		53		48		60		72		62		93		73		70		89	
% District	59		55		53		60		54		51		81		63		62		73	
% District Goal	80		80		80		80		80		80		80		80		80		80	

*Meets class size reduction

Grade	Subject	Assessment Methods (formative & summative assessments)	AGR Strategy (class size reduction, instructional coaching, or one-to-one tutoring)
K	Reading	Complete the STAR Early Literacy screener	Instructional coaching/one-to-one tutoring
K	Math	Write the numbers 0-20 w/some reversals permitted	Instructional coaching/one-to-one tutoring
K	Math	Recognize and name numbers 0-30 in random order	Instructional coaching/one-to-one tutoring
1	Reading	Complete the STAR Early Literacy screener	Class size reduction/instructional coaching/ one-to-one tutoring
1	Math	Complete the WRPS Math Screener	Class size reduction/instructional coaching/ one-to-one tutoring
1	Math	Complete the WRPS Math Screener	Class size reduction/instructional coaching/ one-to-one tutoring
2	Reading	Complete the STAR Early Literacy screener	Instructional coaching/one-to-one tutoring
2	Math	Complete STAR Math Assessment	Instructional coaching/one-to-one tutoring
3	Reading	Complete the STAR Reading Assessment	Instructional coaching/one-to-one tutoring
3	Math	Complete STAR Math Assessment	Class size reduction/instructional coaching/ one-to-one tutoring