



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

Anne Lee, Chairperson
John Benbow, Jr.
Katie Bielski-Medina
Larry Davis
Sandra Hett
Mary Rayome
John Krings, President

June 4, 2018

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

TIME: Immediately following the Business Services Committee and Personnel Services
Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Grants
 - 1. Carl Perkins Grant
 - 2. Department of Workforce Development Technical Incentive Grant
 - 3. Great Lakes Summer Melt Texting Initiative Grant
 - B. Climbing Wall Purchase for Wisconsin Rapids Middle School (WRAMS)
 - C. Supplemental Pay Plan: 2018-19
 - D. Every Student Succeeds (ESSA) Plan
- IV. Updates
 - A. Student Travel Update
 - B. Athletic Facilities
- IV. Consent Agenda Items
- V. 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.



BACKGROUND

Wisconsin Rapids Board of Education
Educational Services Committee

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

Anne Lee, Chairperson
John Benbow, Jr.
Katie Bielski-Medina
Larry Davis
Sandra Hett
Mary Rayome
John Krings, President

June 4, 2018

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

TIME: Immediately following the Business Services Committee and Personnel Services
Committee meetings, but not before 6:15 p.m.

- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. Grants

1. Carl Perkins Grant

The purpose of the Carl Perkins Grant is to help prepare students for high-skill, high-wage or high-demand occupations in current or emerging professions; promote the development of activities that integrate rigorous and challenging academic and career and technical instruction, linking secondary education and postsecondary education for career and technical education (CTE) students; provide technical assistance and professional development related to best practices that improve CTE programs, services, activities, and quality of CTE educators, faculty, administrators and counselors; and support partnerships between secondary schools, postsecondary institutions, local workforce investment boards, and business and industry. Eric Siler, Career and Technical Education Coordinator will be present to share the goals of the Carl Perkins grant application for the 2018-19 School Year, as well as how the grant funds will be expended.

The administration recommends approval of the Carl Perkins Grant for the 2018-19 school year in the amount of \$44,167.18.

2. Department of Workforce Development Technical Incentive Grant

The Department of Workforce Development (DWD) Technical Incentive Grant enables Wisconsin Rapids Public Schools (WRPS) and area business and industry to work together to provide apprenticeship opportunities and approved industry-recognized certifications for students. Eric Siler, CTE Coordinator will be present to explain the DWD Grant and how the District uses this funding.

The administration recommends approval of the Department of Workforce Development Technical Incentive Grant for the 2018-19 school year in the amount of \$46,720.00.

3. Great Lakes Summer Melt Texting Initiative Grant

The Great Lakes Grant is intended to ensure that graduating seniors who have committed to attend institutions of higher education complete necessary tasks for enrollment during the summer before their freshman year. The grant includes push notifications via text reminding students to complete necessary financial aid, registration, and housing tasks. Research behind the grant demonstrates that students receiving such notifications are more likely to complete the enrollment process and attend a post-secondary institution. Funds received through the grant will pay for a grant coordinator to follow-up with students at both Lincoln High School and River Cities High School on postsecondary planning. In addition, the grant will fund a counselor to be available to students during the summer to support their entry into college.

The administration recommends approval of the Great Lakes Grant in the amount of \$47,000 over the 2018-19 and 2019-20 school year.

B. Purchase of Climbing Wall for Wisconsin Rapids Area Middle School (WRAMS)

Wall climbing is a unit in the eighth grade physical education curriculum. Within this unit students are taught the lifetime fitness skill of climbing, emphasizing challenges and obstacles through the use of a bouldering wall. In addition, in this unit students develop problem solving skills through group trust building and orienteering activities. Because eighth grade students are moving to WRAMS for the 2018-19 school year, and there is currently no climbing wall at the school, it is necessary to purchase and install a wall, related equipment, and provide teacher training. Attachment A sets out the quote for the purchase of a bouldering wall and associated training for WRAMS.

The administration recommends the purchase and installation of a bouldering wall for WRAMS, along with related equipment and necessary teacher certification, as set out in Attachment A in the amount of \$29,695 to be purchased with District curriculum funds.

C. Supplemental Pay Plan: 2018-19

Attachment B sets out revisions to the Supplemental Pay Plan for teachers for the 2018-19 school year. Key changes to the plan include the following:

- removing the \$70,000 cap, enabling teachers earning a salary over \$70,000 to receive the \$125 supplemental pay for each DEU taken;
- removing the option for teachers to be paid the hourly rate of \$14.00 for professional development activities when a DEU or hours toward a DEU are offered;
- developing and offering on-line DEU opportunities for teachers;
- providing DEUs for district directed attendance at workshops, conferences, or educational opportunities and professional development activities leading toward additional certifications or licenses;
- providing supplemental pay for district directed second masters programs or current National Board certifications.

The administration recommends approval of the Supplemental Pay Plan for teachers for the 2018-19 school year.

- D. Any Local Education Agency (LEA) receiving funds under more than one Every Student Succeeds Act (ESSA) program, must complete a consolidated LEA plan before the LEA may receive a sub-grant. In the plan, LEAs must show the following:
- Every student will receive access to a well-rounded education that meets their learning needs in an appropriate, healthy, and safe environment.
 - Every teacher, principal, and school leader must be provided professional growth and improvement opportunities to further a high quality education for all students.
 - Every student graduates from high school prepared for their college or career plan by utilizing evidence-based intervention and support services.
 - Every student meets challenging academic standards by closing the achievement gap for all in English language arts and math.

Attachment C sets out the proposed ESSA consolidated plan for Wisconsin Rapids Public Schools.

The administration recommends approval of the ESSA consolidated plan for Wisconsin Rapids Public Schools.

IV. Updates

A. Student Travel

Three Lincoln High School students will be traveling to Atlanta, Georgia from June 27 to July 2, 2018, for FCCLA Nationals. One of these students earned a gold medal and two others received top scores in Wisconsin's culinary arts competition. Two East Junior High School students will be traveling to Atlanta for the FCCLA Nationals competition as a result of their Chapter Service Project STAR event. Lynn Borski and Valerie DeVries-Polman, FCE teachers, will be chaperoning the students. The competition is being held at the Atlanta Art Institute.

B. Athletic Facilities

Approximately five years ago, Lincoln High School initiated a strategic plan with the athletic facilities. The recent construction of the natatorium, auxiliary gym, and complementary athletic facilities was the first phase of possible projects. In the

near future the track facility will need to be replaced as it is near the end of its useful life (twenty years). In the community there has been discussion on improvement of baseball and softball facilities. In recent discussion with representatives of the American Legion Rangers and Ramblers, there may be an opportunity for a collaborative process to improve both baseball and softball facilities on the Lincoln High School campus. Administration will present some discussion points in relation to a possible collaborative fundraising process and joint facility usage.

V. 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.

VI. 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:

- Renaissance Learning Contract for 2018-19 (July)
- AGR Report: 2017-18 (July)
- Board Policy on ECCP (July)
- Co-Curricular Approval (July)
- Federal Grants Update (July)



Lincoln High School
 Attn: Nathali Jones
 Lori Jensen
 1801 16th St. South
 Business: (715) 423-1520
 4/27/2018

BID FOR SERVICE

Indoor Climbing Wall

Goods and Services to Be Provided Include the Following:

Type	Item	Qty	Price
		1	
Element			
	60' Traverse Wall w/ 16' Overhang Section	1	
	Mat System 1	11	
	Mat System 2	5	
	Bouldering Mats	1	
Service Fee			
	Shipping	1	
	Mileage for travel round trip	200	
	Food per day charge	10	
	Hotel Per Night Charge	4	
	Spotting Workshop	1	
Total Cost			\$29,695.00

ESTIMATE ONLY

Spotting workshop will be done at the end of installation

All trainings have a maxim capacity of 14 participants unless stated elsewhere.



ABEE



Reach New Heights

Underground Utilities: Client must ensure that all underground utilities have been properly marked within 3-5 days of the beginning of the work.

Site Restoration after Completion: Unless otherwise agreed in writing, Client is responsible for any and all site remediation work following the completion of the work, including ground and terrain issues.

Permits and Laws, etc. It is the responsibility of the Client, and not the Contractor, to understand and comply with the required permits, building codes, zoning laws, regulations and any other restrictions and requirements pertaining to the project. Contractor has no responsibility for such matters and Client agrees to protect and indemnify Contractor from the consequences of any violation.

INDEMNITY:

Except only as specified below, Client agrees that subsequent to completion of the inspection (when inspector leaves the premises); the risk of the use of the Course, its elements and equipment which are the subject of this Contract shall be the sole responsibility of the Client and not of the Contractor. Contractor assumes no liability for injury, loss, or damage to any person or property, and Client specifically agrees to release, protect and indemnify ("indemnify" meaning to protect by defending and paying all liabilities and costs, including attorneys fees) Contractor from any claim of loss (including claims of negligence), arising from the use of the Course, elements or equipment.

The only exception to the Contractor's denial of liability, and Client's agreement of release and indemnity, is a loss which arises directly and solely (that is no other factor-human, environmental or otherwise- contributed to the claimed loss) from a breach of Contractor's contractual obligations as they pertain to the inspection of the item directly implicated in the claim. This exception shall apply only if Client has complied in full with any and all supervision, inspection and repair, security and staff training obligations set forth in the Contract for services and otherwise has managed and supervised use of the alleged loss-causing item in accordance with the ACCT Standards.

A down payment of 50% is required for job confirmation and scheduling. Balance Due

Phone: (920) 474-7172 Fax: (920) 474-3902 Online: ABEEinc.com



ABEE

Reach New Heights

Upon Completion of Construction Service. Prices are only valid within 60 days of date printed on the bid.

Please return via Fax: (920) 474-3902 or Email: abeeinc@yahoo.com and send a hard copy of the originally signed contract to the ABEE Inc. office:

*ABEE Inc.
W5641 Olson Road
Holmen, WI, 54636*

Total Cost	\$29,695.00
-------------------	--------------------

Signature of Authorized Staff for Bid Confirmation:

Date:

Supplemental Pay Plan for Professional Development

Beginning with the ~~2017-18~~ **2018-19** school year:

I. DEUs

Professional Staff will receive \$125 added to their salary rate per ~~approved credit~~ or DEU completed between **July 1** and **June 30** of a given school year, for up to six ~~credits~~ or DEUs or a maximum of \$750. ~~Any professional development hours earned in a given school year may be compensated at the hourly professional development or curriculum rate, if sufficient funds are available.~~

- This applies only to professional development beyond the professional staff member's contracted school day.
- No more than eleven and one-half hours toward a DEU may be carried over from one school year to the next school year.
- There will be no carryover of DEUs or credits from one school year to the next.
- The number of DEUs and hours toward DEUs earned will be placed on the Employee Portal.
- All professional development completed for Supplemental Pay will be reflective of District and Building Professional Development Goals.

Activity	Value	Information
District Courses/Workshops	12 Hours = 1 DEU	Professional Staff may sign up for a district workshop/course on-line in one of two ways: (1) Respond to the course/workshop e-mail announcement with Google Form; or (2) Use the WRPS Professional Development Calendar located on the District web site. <ul style="list-style-type: none"> • Proof of completed hours or DEUs will be submitted to the Curriculum Department by workshop/course facilitators. No paperwork proving hour or DEU completion needs to be submitted to the Human Resources Department by professional staff taking courses/workshops. • Proof of credits completed and final grades for district sponsored courses will be submitted to the Curriculum Department by the course facilitator.

		<ul style="list-style-type: none"> • <i>District courses/workshops could include book studies, curriculum writing, online courses/workshops, study groups, etc.</i> • <i>The District will work towards developing courses that are accessible online and/or in a virtual or blended format (when possible) which will be eligible for DEUs and/or hours towards DEUs.</i>
Approved College Credits (Courses not sponsored by WRPS)	1 Credit = 1 DEU	<p>Professional Staff enrolling in credit courses not sponsored by the District must receive approval from Human Resources by submitting a “Approval Request Form” two weeks prior to the first class. The form is available at the WRPS web site.</p> <ul style="list-style-type: none"> • Professional staff must submit an official grade report or transcript showing completed credits to the Director of Human Resources no later than July 15 of the year in which said compensation begins. • There will be no carryover of credits from one school year to the next.
<i>Additional Certifications or Licenses - Directed by District</i>	<i>Hours needed for certification/ license: 1 hour = 1 hour toward a DEU</i>	<i>This must be approved by Human Resources before starting the certification/licensure program.</i>
<i>Writing Curriculum for a New Course that Has Been Approved</i>	<i>24 hours = 2 DEUs (per course, not per person)</i>	<i>Course must have been approved by the CII and Board of Education before eligible for this compensation. Hours are to be submitted to the Director of Curriculum when completed.</i>
<i>Attendance at a workshop/conference - Directed by District (During Non-Contracted Time)</i>	<i>Hours at conference: 1 hour = 1 hour toward a DEU</i>	<i>Attendance at conferences that are paid for by the District, but not directed by the District, does not constitute hours towards a DEU. However, after attending the conference, groups of teachers are encouraged to propose a DEU eligible class to meet, study, and implement what was learned at the conference.</i>

Curriculum Development/ Curriculum Writing	1 hour = 1 hour toward a DEU	Hours must be pre-approved by the relevant CII Sub-Committee Chairperson. Hours are to be submitted to the Director of Curriculum when completed.
---	-------------------------------------	--

II. Master's Degree:

Professional Staff will receive \$5,000 added to their salary for an approved Masters Degree program completed prior to **August 31** or **December 31**.

Professional Staff will be compensated for only one Master's Degree ***unless a staff member is directed by the Superintendent or their designee to complete a second master's degree.***

- Professional Staff enrolling in a master's program must receive prior approval from Human Resources by completing the "Master's Degree Form." The form is available at the WRPS website.
- Professional Staff enrolled in a Master's Degree program must submit a "Graduate Course Compensation Request Form" two weeks prior to the start of each class taken in the program.
- Professional Staff enrolled in a Master's Degree program must submit an official grade report or transcript showing completed credits to the Director of Human Resources no later than **July 15** of the year in which said compensation begins.
- Professional Staff enrolled in a Master's Degree program must submit an official transcript showing a completed Master's Degree to the Director of Human Resources no later than **September 30** or **January 31** of the year in which said compensation begins.
- If proof of masters completion is submitted on or before **January 31**, supplemental pay will be \$2,500 the first year and \$5,000 thereafter.

III. National Board Certification

Professional Staff will receive \$2500 added to their salary for completing the National Board Certification process and will receive \$2500 added to their salary for each year their National Board licensure remains current. Professional staff must submit proof of licensure to the Director of Human Resources no later than July 15 of the year in which said compensation begins.

- IV. Supplemental pay (with the exception of Master's Degree – see ~~(C)~~ II above) will be added to salaries beginning with the first payroll of the school year, following the year in which the educational units are completed. Supplemental pay will be paid as a percentage of a professional staff member's full-time equivalency in a given year.
- ~~V. Professional Staff with an annual full-time equivalency salary at or above \$70,000 may earn \$125 per approved credit and/or DEU. This will be paid as a "one-time-only" stipend the following year in which the credit(s) or DEU(s) are completed.~~
- V. There will be no retroactive pay for DEU activities/ recurring pay (national board certification, etc.) above that begin in 2018-19.**
- VI. This compensation plan is subject to review by the Board of Education.

Approved by Board of Education, September, 2012
Reviewed and Approved by Board of Education August, 2013
Reviewed and Approved by Board of Education December, 2014
Reviewed and Approved by Board of Education October, 2015
Reviewed and Approved by Board of Education January, 2017
Reviewed and Approved by Board of Education January, 2018
Reviewed and Approved by Board of Education June, 2018



INQUIRY QUESTIONS for LEA ESSA PLAN

Writing the Plan

REQUIREMENT	PLAN NARRATIVE
<p>1. LEAs will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy and safe environment.</p>	
<p><i>Title I, Part A - Improving Basic Programs</i> i. Describe how you will monitor student progress in meeting the state academic standards. In answering this question, please make sure to address the following elements:</p> <ul style="list-style-type: none"> ● Development and implementation of a well-rounded program of instruction to meet the academic needs of all students. ● Identification of students who may be at risk for academic failure. ● Provision of additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards. ● Identification and implementation of instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. 	<p>Developing and implementing a well-rounded program of instruction to meet the academic needs of all students is of paramount importance in Wisconsin Rapids Public Schools (WRPS). The Council for Instructional Improvement (CII) is made up of teachers, administrators, and community members who oversee curriculum development. Curriculum development begins in small sub-committees for each discipline. These sub-committees study state standards, current research, and best practice in the content area. They engage in on-going communication with teachers of the content area. After research and study, they use curriculum mapping to unpack the standards, and identify content, skills, essential questions, activities, resources, and common assessments. They seek on-going approval of the CII and the Board of Education as they implement curriculum via an established cycle. In addition, sub-committees and teachers participate in ongoing professional development to ensure well-rounded curriculum and instructional practices.</p> <p>The curriculum process led by the Council for Instructional Improvement engages in ongoing inquiry into the instructional approaches being used to deliver the content and ensure student mastery of the standards. The council monitors curriculum sub-committee progress, ensuring that each sub-committee is utilizing state standards in their mapping process, implementing best instructional practices, purchasing materials that support curriculum implementation, involving parents in the review process, and reviewing local and state test results to monitor student success.</p> <p>Monitoring student progress in meeting the state academic standards is essential to ensuring student success and achievement. Wisconsin</p>

	<p>Rapids Public Schools (WRPS) uses a variety of methods to monitor student progress on an ongoing basis. Annually, students participate in all required state tests. In addition, each curricular area identifies essential learning standards that fall within the state standards and are assessed at a minimum annually using common District and/or building assessments. For example, elementary students are assessed three times per year via a standards based report card which represent the essential learning standards. Those standards are measured with a variety of assessments, including benchmark book levels, grade level math assessments, writing rubrics, and performance assessments in content areas. All students are also screened three times per year in math, reading, and behavior and mental wellness. Finally, individual teachers consistently utilize formative and summative assessments in their classrooms to determine student achievement.</p> <p>All assessment data, including teacher observation, is utilized to identify students who may be at risk for academic failure. Specific attention is paid to screener results and other data sources when considering students in need of academic interventions. Universal screeners used include for reading: PALs (grades K-2), STAR Reading (grades 3-5), SRI (grades 6-12); for math: District math performance assessment screeners (grades K-1); STAR Math (grades 2-10); EMPT (grades 11-12); for behavior and mental health: BEST (grades K-5), TBD (grades 6-12). Building teams including parents, teachers, interventionists, and counselors review screener and other data to determine if an intervention is needed, and the type and level of intervention necessary. Once in an intervention students are consistently progress monitored to determine student growth and effectiveness of the intervention. Sometimes it is determined that the most effective means to help students achieve grade level expectations is to provide interventions in the regular classroom from the teacher or a push-in model from the interventionist. Other times, the best course of action for the student is a small group or one-on-one pull out intervention.</p>
--	--

INQUIRY QUESTIONS for LEA ESSA PLAN



<p>ii.How will you identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers as defined in the state educator equity plan?</p>	<p>Wisconsin Rapids Public Schools works hard to avoid hiring inexperienced or out-of-field teachers. In addition, the District provides extensive professional development and a quality “New Colleague Program” to support teachers in developing content and pedagogical expertise. Working closely with the University of Stevens-Point, the District supports teachers that attend licensure programs to expedite certifications when necessary. The District utilizes the Educator Effectiveness process to ensure teacher growth and improvement. If a teacher is not meeting goals set through the process, they will be put on a plan of improvement, intensive supervision, and ultimately non-renewed if necessary. The District has also developed a transfer process for teachers which is outlined in the Staff Handbook. Once per year the Human Resources Department allows teachers to submit a letter requesting to transfer out of their current position and be considered for other positions in the District. Before transfers are granted, the Human Resource Department considers the number of ineffective, inexperienced, or out-of-field teachers to ensure that the number of such teachers working with low-income and minority students does not exceed federal guidelines. If we have a situation where marginalized students are being taught by ineffective teachers, we work to adjust teacher placement to eradicate the issue.</p>
<p>iii.Describe the poverty criteria that will be used to select school attendance areas for Title I schools. (Please note this information will be submitted as part of the Title I, Part A application in WISEgrants, not as a separate narrative.).</p>	<p style="background-color: #cccccc;"> </p>
<p>iv.Describe the nature of the programs to be conducted by Title I schoolwide and targeted assistance programs schools and, where applicable, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.</p>	<p>N/A</p>
<p>v.Describe the services you will provide homeless children and youths to support the enrollment, attendance, and success of homeless children and</p>	<p>Students are identified through referrals of school staff to the District’s Homeless Liaison. Identified students must meet one of the following criteria:</p>

<p>youths, in coordination with the services the local educational agency is providing under the McKinney-Vento</p>	<ul style="list-style-type: none"> ● Living in an emergency shelter or transitional housing ● Abandoned in hospitals or awaiting foster care. ● Living in motels, hotels, trailer parks or campgrounds due to lack of alternative adequate accommodations. ● Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations or similar settings. ● “Doubled up” living with friends or family due to the loss of housing, economic hardship or a similar reason. ● An “unaccompanied youth”, under the age of 18, living without a parent or guardian. ● Migratory children living in these conditions. <p>WRPS provides the following services to homeless students:</p> <ul style="list-style-type: none"> ● Enroll and attend classes in the parents’ school of choice even while the school and parents seek to resolve a dispute over enrollment. ● Continue in the school they attended before they became homeless, if that is the parents’ choice and is feasible. ● Receive transportation to and from the school the child last attended prior to becoming homeless, if the parent/guardian requests it. ● Attend a school and participate in school programs with children who are not homeless. ● Participate in extracurricular activities and all federal, state or local programs for which he/she is eligible.
<p>vi. Describe the strategy you will use to implement effective parent and family engagement under section 1116 of ESSA. This includes the following elements:</p> <ul style="list-style-type: none"> ❑ Consultation with parents and family members around Title I programs, activities, and procedures. ❑ A written parent and family engagement policy, developed with parents and family members, to establish expectations and objectives for meaningful parent and family involvement. 	<p>Building School-Wide Title I teams partner with Parent/Teacher organizations and seek input and feedback through building meetings and annual surveys. This feedback is reviewed annually and considered when writing their School-Wide Title I annual plan. Each Title I school has a family engagement policy that is communicated to all families and reviewed on an annual basis. Family engagement at each building includes Open Houses, School-Wide compacts, family activity nights with academic focus, parent/teacher conferences, and regular communication regarding student progress.</p>

INQUIRY QUESTIONS for LEA ESSA PLAN



<p>vii. Describe how you will implement strategies to facilitate effective transitions for students from 1) early childhood education programs to elementary school programs, and 2) middle grades to high school. Please note that this includes: For elementary schools - Support, coordination, and integration of services provided under Title I, Part A with early childhood education programs at the LEA or individual school level.</p>	<p>All students in early childhood education programs have a transition IEP meeting that includes early childhood teachers (and often paraprofessionals) and elementary school staff such as the school psychologist, teachers, paraprofessionals and administrators.</p> <p>Students who are transitioning from elementary to middle school will be going through the researched based program called WEB, which stands for "Where Everybody Belongs." WEB is a middle school orientation and transition program that welcomes 6th/7th graders and makes them feel comfortable throughout the first year of their middle school experience. Built on the belief that students can help students succeed, the program trains mentors from the 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th/7th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th/7th grade success.</p> <p>The high school to middle school program centers around a similar mentorship program called LINK CREW. Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Built on the belief that students can help students succeed, UNKCREW's proven high school transition program trains mentors from junior and senior classes to be Link Crew Leaders. As positive role models, Link Crew Leaders are mentors and student leaders who guide the freshmen to discover what it takes to be successful during the transition to high school and help facilitate freshman success.</p>
<p>REQUIREMENT</p>	<p>PLAN NARRATIVE</p>
<p>2. LEAs will provide professional growth and improvement opportunities for all teachers, principals, and other school leaders to further a high quality education for all students.</p>	
<p><i>Title I, Part A - Improving Basic Programs</i> i. Describe how you will support efforts to reduce the overuse of discipline practices that remove students from the classroom.</p>	<p>Frequency, duration, and reasons that students are removed from the the regular education classroom are documented in Skyward's electronic student data system for grades 6-12. Multiple elementary schools utilize School-wide Information Systems (SWIS) to collect, summarize and use behavior data regarding the reasons, frequency</p>

	<p>and duration of why students are removed from class.</p> <p>Students with disabilities have documentation located in the Behavioral Intervention Center (BIC) regarding their removal from classroom instruction. BIC data is analyzed at School Intervention Team (SIT) meetings. Emphasis on the least restrictive environment is made.</p> <p>All special education teachers and para-professionals are expected to attend Crisis Prevention and Intervention (CPI) training which is a 12 hour, evidenced based training to minimize removal from the regular education classroom and de-escalate students who are demonstrating inappropriate behavior.</p>
<p><i>Title II - Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders</i></p> <p>i. Describe the activities to be carried out under this section and how these activities will be aligned with challenging State academic standards.</p>	<p>On an annual basis, Wisconsin Rapids Public Schools develops a Professional Development Plan identifying initiatives and goals for the District. The initiatives and goals are based on identified areas of need and growth emanating from the Curriculum Development process. The District plan serves as an umbrella for buildings as they develop building plans and School Learning Objectives through the Educator Effectiveness process. Teachers rely on the District and building plans for guidance when developing their own SLOs and PPGs.</p> <p>Once the District and building plans are developed, a number of professional development activities take place within the District largely funded by Title II. These activities must align with District and building goals. Listed below are categories of professional development:</p> <ul style="list-style-type: none"> a. Professional Days: Six days are built into the calendar for Professional Development. District, building, and individual activities are built into those days. From nationally known keynote speakers, to grade level and department planning meetings, to district led professional development activities, to teacher choice for collaboration, a variety of activities take place on these days. b. Professional Learning Communities: Buildings have time set aside for teachers to collaborate and discuss assessment results with their grade level and department level peers. Sometimes

	<p>this is through substitutes brought in on planning days and in other buildings it is built into the master schedule.</p> <ul style="list-style-type: none"> c. Courses and workshops: A variety of courses and workshops are led by district personnel for district personnel. Teachers are granted District Education Units (DEUs), which equates to supplemental pay for their attendance. d. Conferences: Teachers are sent to a variety of conferences including annual events such as WSRA and Green Lake, as well as conferences on a national level such as institutes held at Columbia University on the Reading and Writing Units of Study. Other conferences attended by teachers include AP conferences and Project Lead the Way conferences, which help teachers who instruct specific courses. e. New Teacher Programming: A comprehensive New Teacher program is provided including a three day orientation, pairing new teacher with a mentor trained in instructional coaching, observations by the mentor and visits to classrooms of experienced teachers, monthly classes including training with curriculum sub-committee chairs, and social activities to help orient the new teachers to the community. <p>All of these activities help lead the District toward accomplishing its goals and mission.</p>
<p>ii. Describe your systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.</p>	<p>All teachers participate in Educator Effectiveness. They work together with coaches and colleagues to develop SLO's and PPG's during their non-summary years. During their summary year, teachers work with building administration to develop their plan. WRPS has a comprehensive professional development program which offers teachers the opportunity to tailor their learning to meet their personal goals.</p> <p>WRPS also works to build the capacity of teachers through a variety of teacher leadership opportunities. Examples include instructional coaches, department chairs, CII sub-committee chairs, and elementary grade level facilitation leaders. All teachers are encouraged to</p>

INQUIRY QUESTIONS for LEA ESSA PLAN



	<p>participate in a variety of committees that provide input, direction, and leadership on various district goals. Teachers also are invited to teach courses and professional development sessions on topics of interest.</p>
<p>iii. Describe how you will prioritize funds to schools served that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted for Title I, Part A purposes.</p>	<p>Title I dollars for Professional Development and supplies goes to our elementary schools and alternative high school with the greatest socio-economic needs. In addition, our staff to student ratio is lowest at our Title I buildings, providing greater opportunities for interventionists and instructional coaches to push in to the classroom and provide modeling and collaboration with teachers. Finally, the district provides several professional development opportunities to title buildings with both Title II and district funds.</p>
<p>iv. Describe how you will use data and ongoing consultation to continually update and improve activities supported under this part. Please note that consultation must include teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (if you have a charter school in your LEA), parents, and community partners.</p>	<p>Developing the District and building professional development initiatives is based on input from several stakeholders. The Council for Instructional Improvement, the Quality Educator Committee, CII sub-committees, building leadership committees, and administration all participate in developing district initiatives. Each committee spends time examining assessment data, behavioral data, surveying staff, reviewing evaluations of prior professional development opportunities, and considering individual curriculum committee needs. All of this data is gathered and discussed, and goals are recommended. Ultimately the CII Committee examines the recommended goals, finalizes the plan and it is then approved by the Board of Education. For example, the past three years have shown a drop in our math scores at all grade levels. This has been discussed by several committees, and a major focus for next year is mathematics including learning about math procedures and math talk at the elementary level, and examining new materials for the secondary level.</p>
<p>REQUIREMENT</p>	<p>PLAN NARRATIVE</p>
<p>3. LEAs will utilize evidence-based interventions and support services to ensure every student graduates from high school prepared for their college or career plans.</p>	

<p><i>Title I, Part A - Improving Basic Programs</i> i. Describe how you will implement strategies to facilitate effective transitions for students from high school to postsecondary education. Please note that this includes:</p> <ul style="list-style-type: none"> ● Coordination with institutions of higher education, employers, and other local partners; and ● Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. 	<p>During the 2017-18 school year, a comprehensive Academic and Career Planning process was initiated in WRPS. The process includes every student creating an Academic and Career Plan including their interests, skills, co-curriculars, employment, awards, and future career opportunities. Students meet with a faculty advisor throughout their middle school and high school years to develop their plan. They also engage in activities integrated into the regular curriculum and during advisory periods to complete their plan. Included in the planning process is information about career clusters, career opportunities, post secondary opportunities for school, work and the military, as well as goal setting. Annual meetings are held with students, their counselor, and parents to discuss the progress of their planning. At the high school level, students are made aware of several opportunities for AP classes, concurrent enrollment classes, post-secondary options, transcribed credit opportunities, as well as co-op and apprenticeship opportunities. The district Academic and Career Planning Committee is currently working on an evaluation system to determine the success of the Academic and Career Planning process.</p>
<p><i>Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk</i> (If eligible to apply for funds under this Title) Please note the requirements below in questions i- xiii are a part of the Title I, Part D application in WISEgrants. i. Describe the program to be assisted under this title.</p>	
<p>ii. Describe formal agreements related to the program to be assisted between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including, where applicable, such facilities operated by the Secretary of the Interior and Indian tribes.</p>	
<p>iii. Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.</p>	

INQUIRY QUESTIONS for LEA ESSA PLAN



<p>iv. Describe the program operated by participating schools in your LEA to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.</p>	
<p>v. Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.</p>	
<p>vi. Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or health of the parent and the child or youth, parenting and child youth, including prenatal health care and nutrition services related to the development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.</p>	
<p>vii. Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.</p>	
<p>vii. Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.</p>	
<p>vii. If applicable, describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs.</p>	

INQUIRY QUESTIONS for LEA ESSA PLAN



<p>x.If applicable, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.</p>	
<p>xi.If applicable, a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.</p>	
<p>xii. If applicable, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.</p>	
<p>xiii.If applicable, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.</p>	
<p>REQUIREMENT</p>	<p>PLAN NARRATIVE</p>
<p>4. LEAs will make progress on closing the achievement gap for all subgroups in English language arts, and mathematics so all students meet challenging academic standards.</p>	
<p><i>Title I, Part A - Improving Basic Programs</i> i.If you have a school identified as a comprehensive or targeted support school under paragraphs (1) and (2) of section 1111 (d) you will be asked to detail in your annual application for funds how you intend to address your responsibilities. As no schools are currently identified, for the purpose of this LEA Plan, please indicate that you will carry out your responsibilities required under the law. Please note these responsibilities include:</p> <ul style="list-style-type: none"> ● Partner with stakeholders to develop and implement a support and improvement plan to improve student outcomes. ● The plan must - 	

INQUIRY QUESTIONS for LEA ESSA PLAN



<p>*Be informed by student performance indicators, including performance when measured against state long-term goals; Include evidence-based interventions;</p> <p>*Be based on a school-level needs assessment; and</p> <p>*Identify resource inequities (for comprehensive support schools and those targeted support schools with a subgroup that on its own would place the school in the bottom 5 percent of Title I schools)</p> <ul style="list-style-type: none"> • For targeted support schools, the plan must be approved and monitored by the LEA. 	
<p><i>ii. For targeted assistance schools only, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services.</i></p>	<p>N/A</p>
<p>Title III - Language Instruction for English Learners and Immigrant Students</p> <p>i. Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.</p>	<p>Student language proficiency progress is monitored via the ACCESS test once a year. In addition, EL teachers collect reading and math data for each EL student in their school and document on their WRPS EL Student Recording document.</p> <p>Elementary students are assessed three times per year via a standards based report card which represent the essential learning standards. Those standards are measured using a variety of assessments, including benchmark book levels, grade level math assessments, writing rubrics, and performance assessments in content areas. All students are also screened three times per year in math, reading, and behavior and mental wellness. Finally, individual teachers consistently utilize formative and summative assessments in their classrooms to determine student achievement.</p> <p>All assessment data, including teacher observation is utilized to identify students who may be at risk for academic failure. Specific attention is paid to screener results and other data sources when considering students in need of academic interventions. Universal screeners used include for reading: PALs (grades K-2), STAR Reading (grades 3-5), SRI (grades 6-12); for math: District math performance assessment</p>

	<p>screeners (grades K-1); STAR Math (grades 2-10); EMPT (grades 11-12); for behavior and mental health: BEST (grades K-5), TBD (grades 6-12).</p> <p>Finally, Central Office Administration and EL teachers analyze the data for each student’s improvement to determine if there are trends that need to be addressed to change instructional practices.</p>
<p>ii. Describe how you will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in:</p> <ul style="list-style-type: none"> ● Achieving English proficiency based on the State’s English language proficiency assessment and consistent with the State’s long-term goals; and ● Meeting the challenging State academic standards. 	<p>This data is analyzed by EL teachers to determine academic progress of the districts English learners. Universal screeners used include for reading: PALs (grades K-2), STAR Reading (grades 3-5), SRI (grades 6-12); for math: District math performance assessment screeners (grades K-1); STAR Math (grades 2-10); EMPT (grades 11-12); Professional development activities directed towards EL teachers occurs at all schools regarding assessment of English proficiency throughout the year.</p>
<p>iii. Describe how you will promote parent, family, and community engagement in the education of English learners.</p>	<p>Parent meetings and parent attendance at academic centered events such as portfolio nights are documented by EL teachers. Parents are communicated with on a regular basis by EL staff in their native language with either a teacher or bilingual paraprofessional.</p>
<p><i>Title IV, Part A, Subpart 1 - Student Support and Academic Enrichment Grants</i></p> <p>i. Describe the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of:</p> <ul style="list-style-type: none"> ● Any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart; ● The program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes. 	<p>WRPS is dedicated to supporting the behavior and mental wellness of each of its students. To that end, the district has established a behavior and mental wellness committee with the following goals:</p> <p>A.</p> <ul style="list-style-type: none"> ● The Behavior and Mental Wellness (RtI) Committee will explore, study and develop a system to address behavior intervention and mental health needs of students in WRPS by the end of the 2017-18 school year. ● Beginning with the 2016-17 school year all WRPS staff will be provided ongoing professional development related to the social, emotional and behavioral well being of all students. This includes the recognition of student needs leading to prevention and intervention strategies.

- The system that the RtI Behavior Committee develops will be shared with District and Building leadership committees for feedback, with the ultimate goal of approval by the Board of Education by the end of the 2018-19 school year.

Title IV, Part A, Sub-part 1 funds will be used annually to meet the committee goals. In 2017-18, funds were used to train teachers to lead transition programs to help students move from elementary school to middle school, and from middle school to high school. The programs, entitled “Where Everybody Belongs” and “Link Crew” will help students feel safe and a part of their new and bigger school environments. In future years the funding will be used to further the committee goals, based on data from Behavior and Mental Wellness screeners, discipline data, and anecdotal data from staff. A focus will be on building school and community relationships to provide wrap around services to students.