



AGENDA

Wisconsin Rapids Board of Education
Educational Services Committee

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

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

June 2, 2014

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. 2014-15 District Professional Development Plan
 - B. Mead Elementary Charter School Charter Contract
 - C. Eighth Grade Graduation Credits
- D. Updates
 - A. Rtl Report
 - B. Lincoln High School Scheduling Update (and possible action)
 - C. WKCE: Part II
- E. Consent Agenda Items
- F. 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
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- I. Call to Order
- II. Public Comment
- III. Actionable Items
 - A. 2014-15 District Professional Development Plan

Attachment A sets out the proposed WRPS Professional Development Plan for the 2014-2015 school year. The plan was developed collaboratively by the Quality Educator Committee (QEC), the Council for Instructional Improvement (CII), and the administrative team. The purpose of the plan is to set forth the professional development and curriculum initiatives for the 2014-2015 school year. Each building will develop a Professional Development Plan, using the District plan as their guide. In addition, in accordance with the state mandated Educator Effectiveness System, principals and teachers will develop school and Student Learning Objectives (SLOs) using the District Plan as their guide.

In the past, building and individual teacher professional development plans were written to reflect the District plan. Because of the requirements of the Educator Effectiveness initiative, that process will change. Beginning in 2014-15, building plans will include School Learning Objectives (SLOs), which are required under the Educator Effectiveness system. These objectives must be developed by all building administrators and will be utilized in their individual evaluation process. Teachers will no longer submit individual plans, but will set Student Learning Objectives (SLOs) and Professional Practice Goals (PPGs). These goals will be written in collaboration with Educator Effectiveness coaches and administrators, and will be utilized in the teacher's evaluation process.

The District plan for the 2014-2015 school year reflects the numerous initiatives that the state and federal government are directing school districts to implement. In addition, the plan includes specific District foci such as developing student social and emotional capacity, as well as the integration of technology.

The contents of the 2014-2015 Professional Development Plan are as follows:

- Page 1 — A graphic representation of the District Professional Development initiatives for 2014-2015.
- Page 2 — Definitions of initiatives included on page 1.
- Page 3 — Curriculum (CII) Sub-Committee goals for 2014-2015 school year.
- Page 4 — The four domains of teaching and the timeline which will be used to evaluate teachers under the Educator Effectiveness initiative.
- Page 5 - The Wisconsin Standards for Teacher Development and Licensure.
- Page 6 — WRPS Mission and Values.

Kathi Stebbins Hintz, Director of Curriculum and Instruction, will be present to review the plan.

The administration recommends approval of the 2014-2015 Wisconsin Rapids Public Schools Professional Development Plan.

B. Mead Elementary Charter School Charter Contract

Attachment B sets out the proposed Mead Elementary Charter School Charter Contract. The proposed contract maintains the four pillars of learning upon which the Mead Charter has been based.

The Charter School Contract for Mead Elementary Charter School will expire at the end of the 2013-2014 school year. Mead's Governing Council has met and developed the proposed Charter School Contract with the intention of applying to the state to maintain their current charter status. Continuing the charter contract will not provide additional charter grant dollars. However, additional grant dollars have become available to Mead in part because of innovative programming under the charter. In addition, Mead has a highly active and involved governance council. Language is included in the contract for dissolution of the charter if legislation is passed that would result in the charter having a negative impact on the district. Margie Dorshorst, Mead Elementary Charter School Principal, and members of the governance council, will be present to explain the goals of the charter.

The administration recommends approval of the Mead Elementary Charter School Contract for the 2014-2015 school year only.

C. High School Credit for Eighth Grade Students

2013 Wisconsin Act 138 passed in March of 2014, allows a school district to count a credit that a pupil earns in grade 7 or 8 towards one of the credits that a pupil is required to earn in order to receive a regular high school diploma. School boards may apply this new law to a credit that is earned in a course that satisfies (1) one of the state-mandated high school graduation credit requirements, or (2) any additional graduation credit requirements that are established under a local school board policy. Whether or not to grant credit is at the discretion of each School Board.

Because of the unique nature of our 8-9, 10-12 structure, Wisconsin Rapids Public Schools (WRPS) currently offers over nineteen courses in which eighth and ninth grade students are enrolled simultaneously. Ninth grade students receive credit toward high school graduation in these courses, and eighth grade students do not. With the passage of Act 138, the Board could decide to grant high school credit to eighth grade students that take any or all of these courses.

Whether or not to grant credit toward high school graduation to students in seventh or eighth grade has several implications. Normally, a decision of this magnitude would be taken through the Council for Instructional Improvement (CII) committee process before being brought to the Board of Education for a final decision. Because Wisconsin Act 138 was not passed until the middle of March, 2014, a CII discussion has not yet taken place.

The administration recommends that eighth grade students may receive high school credit for successful completion of Algebra during the 2014-15 school year. Other classes will be discussed through the regular CII process and brought forward for a recommendation to take effect during the 2015-16 school year.

IV. Updates

A. Response to Intervention (RtI)

WRPS successfully implemented the RtI initiative during the 2013-14 school year. The initiative was implemented based on the dictates of the RtI Implementation Guide approved by the WRPS Board of Education in April, 2013.

Amy Ryan, Literacy Supervisor, and Kathi Stebbins-Hintz, Director of Curriculum and Instruction will be present, along with several Interventionists and School Psychologists to update the Educational Services Committee on the implementation of RtI in WRPS. Included in their presentation will be:

- Implementation Process
- 2013-14 Data
- Resources Utilized
- Accomplishments
- Next Steps
- Future Needs

B. Lincoln High School (LHS) Scheduling Update

Ron Rasmussen, Principal of Lincoln High School, was present at the January, 2014 Educational Services Committee meeting to provide an update of the work that had been done by the LHS Scheduling Committee. At that time, the committee had examined the need for an alternate schedule, set criteria for alternate schedules considered, examined a variety of schedules, and visited schools on a trimester block schedule.

Since that time, the administration and scheduling committee at LHS have held numerous meetings explaining the trimester block schedule, as well as gathering input from stake holders. Meetings have been held with parents, LHS departments, and East Junior High staff. In addition, a ballot has been taken for LHS staff to give their individual opinion on the trimester block schedule.

Ron Rasmussen, principal of Lincoln High School will be present, along with members of the Lincoln High School Scheduling Committee to share in more detail what has happened regarding scheduling alternatives at Lincoln High School, as well as future steps.

C. WKCE: Part II

Results of the 2013-14 Wisconsin Knowledge and Concepts Examination were shared at the May Educational Services Committee meeting. The committee requested further information including:

- Longitudinal data for same student groups
- Longitudinal data for ELL students
- Achievement gap between males and females
- Virtual students and students not tested

This data is set out in Attachment C.

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.

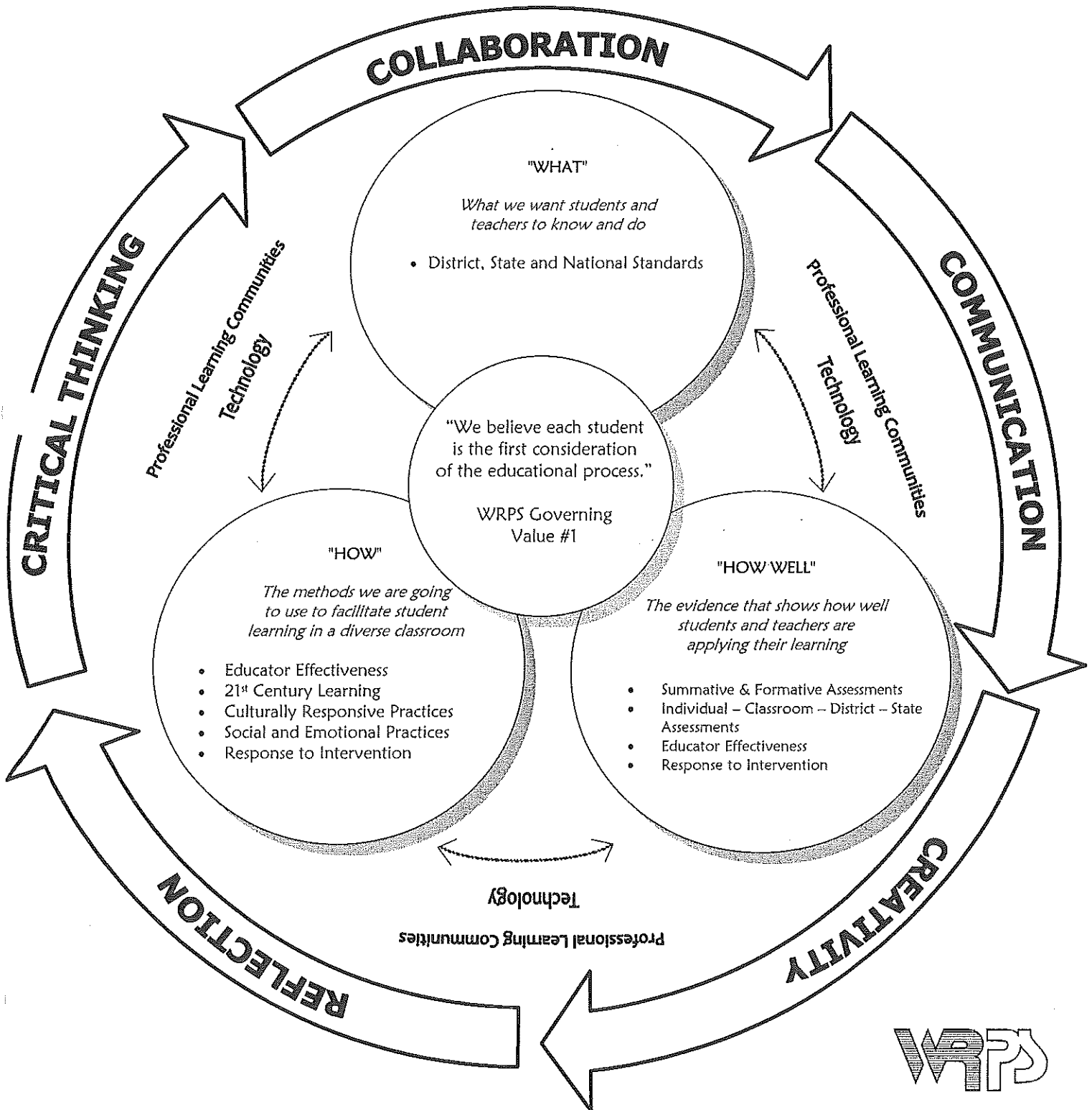
VI. Future Agenda Items/Information Requests

Agenda items are determined by 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:

- Curriculum Process Changes (July)
- Course Options Policy (July)
- Homeless Grant (July)
- Renaissance Learning Guidelines (August)
- Title Update (September)
- Language Arts Curriculum Update (October)

DISTRICT PROFESSIONAL DEVELOPMENT PLAN 2014-2015



Definitions

Assessment: Evidence that shows what students know and how well they are able to apply their learning.

Common Assessment: Assessments collaboratively designed by a grade-level or department team that are administered to students by each participating teacher.

Formative Assessment: Assessments that provide information about student understanding and are used to adjust teaching and learning at a point when timely adjustments may be made.

Summative Assessment: Assessments used to make final judgments about student learning.

State Assessment System: Go to <http://oea.dpi.wi.gov/>

Benchmark Assessment: Short tests administered throughout the school year that give teachers immediate feedback on how students are meeting academic standards. Regular use of **benchmark** assessments is seen by many as a tool to measure student growth and design curriculum to meet individual learning needs.

Common Core State Standards AND State and National Standards: Standards serve as rigorous goals for teaching and learning. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time. Clear statements about what students must know and be able to do are essential to ensure that our schools offer students the opportunity to acquire the knowledge and skills necessary for success. Go to <http://commoncore.dpi.wi.gov/>

Culturally Responsive Teaching: Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures. Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. This includes the understanding of students from different cultures and different socio-economic backgrounds.

District Report Card: Beginning in the fall of 2013, every Wisconsin district school received a report card. Each public school earned a "score," called an accountability index score, from 0 to 100. Schools will receive report cards annually. Go to <http://reportcards.dpi.wi.gov/>

Educator Effectiveness: In 2014-15, all Wisconsin educators will be evaluated utilizing a system in which 50% of the evaluation will be based on student performance data, and 50% will be based on *A Framework for Teaching* developed by Charlotte Danielson. This framework includes four domains of teaching: planning and preparation, the classroom environment, instruction, and professional responsibilities. Assessments to be included in student performance data will be: state assessments, district assessments, student learning objectives, district choice, graduation rates or school-wide reading. Go to <http://ee.dpi.wi.gov/>

Professional Learning Communities (PLC): The belief that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. In Professional Learning Communities, school staff collaborate to answer three critical questions: (1) What do we want each students to learn?; (2) How will we know when each students has learned it?; (3) How will we respond when a student experiences difficulty in learning? This happens by building a culture of collaboration and a focus on results.

Professional Progress Goal (PPG): An annual SMART goal developed by each teacher. This goal should reflect an area of improvement for the teacher on the Educator Effectiveness (Danielson) instructional framework.

Progress Monitoring: Repeated measurement of progress toward individual students in an intervention toward grade level goals.

Response to Intervention (Rti): A continuous, balanced and systematic review of student progress that involves screening, ongoing assessment, interventions, and progress monitoring. Rti reflects a change in how students are identified for Special Education services for learning disabilities. Go to <http://rti.dpi.wi.gov/>

School Report Cards: Beginning in the fall of 2012, every Wisconsin public school received a report card. Each public school earned a "score," called an accountability index score, from 0 to 100. Schools will receive report cards annually. Go to <http://reportcards.dpi.wi.gov/>

Social and Emotional Practices: Teaching practices that build social and emotional capacity in students.

STEM: An innovative approach to unlock creativity and problem solving in learners by utilizing discovery, modeling, and contextual learning, through the integration of the knowledge and skills of science, technology, engineering, and mathematics.

Student Learning Objectives (SLOs): Detailed, measurable goals developed collaboratively by teachers and their evaluators based on identified student learning needs across a specified time period. SLOs are a required part of the Educator Effectiveness System. Go to <http://stem.dpi.wi.gov/>

Twenty-first Century Learning: Teaching students the skills, knowledge, and expertise to succeed in work and life in the 21st Century. This includes: 1) core subjects; 2) learning and innovation skills including creativity and innovation, critical thinking and problem solving, and communication and collaboration; 3) literacy in information, media, and technology; and 4) life and career skills.

Wisconsin Student Assessment System (WSAS): A series of assessments that students in Wisconsin take to demonstrate their progress toward achieving the academic standards in English, language arts, mathematics, science, and social studies.

Assessments include: Wisconsin Knowledge and Concepts Examination (WKCE), Smarter Balanced Assessment, Aspire, ACT, WorkKeys, ACCESS, DLM, PALS, WAA. Go to <http://oea.dpi.wi.gov/>

**Curriculum Subcommittee (CI) Goals
2014-2015**

Important Links

Strategic Plan: http://media.wrps.org/pdf/strategic_plan13-14.pdf

Technology Plan: <https://sites.google.com/a/wrps.net/2012-215-wrps-combined-information-and-technology-literacy-plan/>

ART	CAREER AND TECHNICAL EDUCATION	HEALTH	INFORMATION TECHNOLOGY/ LIBRARY MEDIA	LANGUAGE ARTS
<ul style="list-style-type: none"> Conduct needs assessment/surveys with parents; teachers and students were conducted during the 2013-14 school year. Continue to discuss survey results and gather input about curriculum changes as a result. Study and discuss best practice in the discipline. Begin selecting materials for curriculum changes. Provide update to Educational Services Committee of potential changes based on needs assessment and best practice study. 	<ul style="list-style-type: none"> Study and discuss best practice in the discipline. Continue to write and revise curriculum, assessments, and materials in BYOC. Continue implementation of Carl Perkins national and state initiatives. Analyze new CTE standards. 	<ul style="list-style-type: none"> Continue implementing new curriculum, assessments and materials. Continue to discuss and implement best practice strategies. Provide professional development as needed. Continue acquisition process, K-5. 	<ul style="list-style-type: none"> Continue to provide support to classroom teachers for implementing the project based units of Project 8, Project 7, Project 6, Project 5, and Project 4. Continue work on K-12 Information Technology Literacy Core Maps. Focus professional development in Google Apps, Blended and Online Teacher, 1:1 computing models, web pages development and other emerging technologies. Develop a list of general technology competencies for all staff. Aid in the implementation of Educator Effectiveness. Continue to implement and review the 2012-15 WRPS Combined Information and Technology Literacy Plan. 	<ul style="list-style-type: none"> Continue study and implementation of Common Core Standards. Review progression and content of secondary (9-12) ELA courses. Present and plan for suggested changes as appropriate. Continue mapping work: Score and Sequence K-12, creation of grade-level and course units. Review/revise current literacy framework. Make adjustments with current instructional texts based on text complexity. Complete needs assessment at the secondary level. Materials selection and pilot.

MATH	MUSIC	PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	WORLD LANGUAGES
<ul style="list-style-type: none"> Continue curriculum mapping process K-12 with documentation of Unit Maps in all grades and core high school courses. Continue Phase 3 of the CCSS math standards roll-out: assessment, instruction. Prepare students for new SBAC and ACT state assessments. Assist teachers in providing quality Tier 1 differentiated instruction for students. Implement refinements to universal screening and Tier 2 and Tier 3 interventions per RtI plan. (Tentative) Assist secondary teachers in transition to teaching on the trimester (9-12). 	<ul style="list-style-type: none"> Refine common secondary grading practices. Implement secondary common assessments. Continue staff development in technology. Continue elementary music staff development in Orff techniques. 	<ul style="list-style-type: none"> Implement communication plan for Fitness Gram testing. Implement new best practices for all instructional/skills area and materials. Refine use of Fitness Gram K-12. 	<p>K-5:</p> <ul style="list-style-type: none"> Implement new materials and EIE kits. Continue core mapping of the NGSS. Identify and evaluate potential curriculum gaps. Make supplemental purchases to fill identified gaps. Pilot/purchase additional curriculum materials, as needed. <p>6-12:</p> <ul style="list-style-type: none"> Continue evaluation and alignment of NGSS. Pilot materials following evaluation and alignment for potential gaps Update Ed Services on NGSS impact on 6-12 curriculum and any proposed changes. 	<ul style="list-style-type: none"> Continue to discuss and implement best practice in the classroom. Gather feedback on scope and sequence of the K-12 curriculum and modify accordingly. Identify material needs K-12. Look for ways to incorporate Social Studies into the ELA and math lessons in the K-5 classroom. Begin gathering and piloting new materials in the classroom. Draft surveys for parents and students to give feedback on new materials. Edit core maps for grades 6-8 on the Common Core State Standards for Literacy in History/Social Studies where necessary. 	<ul style="list-style-type: none"> Continue professional development based on best practice. Continue to utilize technology tools in instruction. Monitor curriculum entries in BYOC. Continue to develop and discuss results of common assessments. Develop and implement the Global Education Achievement Certificate in WRPS.

Educator Effectiveness Framework for Teaching

<p style="text-align: center;">Domain 1 Planning and Preparation</p> <ul style="list-style-type: none"> a. Demonstrating Knowledge of Content and Pedagogy b. Demonstrating Knowledge of Students c. Selecting Instructional Outcomes d. Demonstrating Knowledge of Resources e. Designing Coherent Instruction f. Designing Student Assessment 	<p style="text-align: center;">Domain 2 The Classroom Environment</p> <ul style="list-style-type: none"> a. Creating an Environment of Respect and Rapport b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior
<p style="text-align: center;">Domain 4 Professional Responsibilities</p> <ul style="list-style-type: none"> a. Reflecting on Teaching b. Maintaining Accurate Records c. Communicating with Families d. Participating in a Professional Community e. Growing and Developing Professionally f. Demonstrating Professionalism 	<p style="text-align: center;">Domain 3 Instruction</p> <ul style="list-style-type: none"> a. Communicating with Students b. Using Questioning and Discussion Techniques c. Engaging Students in Learning d. Using Assessment in Instruction

Overview of Educator Effectiveness System

<p style="text-align: center;">Rating Year</p> <ul style="list-style-type: none"> • Two SLOs and One PPG • Two Formal Observations* • 3-5 Walk-Throughs* • Beginning-, Mid- and End-of-Year Meetings with Evaluator 	<p style="text-align: center;">Non-Rating Year</p> <ul style="list-style-type: none"> • Two SLOs and One PPG • Beginning-, Mid-, and End-of-Year Meeting with Coach
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* Domains 2 and 3 are scored during formal observations and walk throughs.

Wisconsin Standards For Teacher Development and Licensure

To receive a license to teach in Wisconsin, an applicant shall complete an approved program and demonstrate a proficient performance in the knowledge, skills, and dispositions under all of the teacher standards.

1. **Teachers know the subjects they are teaching.**
The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow.**
The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
3. **Teachers understand that children learn differently.**
The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.**
The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
5. **Teachers know how to manage a classroom.**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. **Teachers communicate well.**
The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.**
The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
8. **Teachers know how to test for student progress.**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
9. **Teachers are able to evaluate themselves.**
The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.**
The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

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."*

GOVERNING VALUES

- We Believe...** each student is the first consideration of the educational process.
- We Believe...** all students can learn.
- 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.



Thomas A. Lenk Educational Services Center
510 Peach Street, Wisconsin Rapids, WI 54494
(715) 424-6700

**Charter School Contract
Between
Wisconsin Rapids School District
And
Mead Elementary Charter School Governing Council, Inc.**

This contract is made on the _____ day of June, 2014, by and between the Wisconsin Rapids School District, by its Board of Education ("District"), and the Mead Elementary School Governing Council, Inc. ("Mead").

Whereas, District and Mead (collectively the "Parties") have previously entered into a charter school contracts, the last one dated August 12, 2013, to operate Mead Elementary Charter School ("School"); and

Whereas, the Parties desire to renew the contract for the operation of School; and

Whereas, District is authorized by Section 118.40(2m)(a), Wis. Stats., to enter into a contract with an individual or group to operate a school as a charter school; and

Whereas, the Parties have successfully negotiated this Contract as a renewal charter school contract in accordance with Section 118.40, Wis. Stats.

Now therefore, in consideration of the terms, covenants, conditions, and obligations set forth in this Contract, the Parties hereby agree to the following:

1. Parties

- 1.1 Mead seeks to continue the existence of the School.
- 1.2 The Authorizer is the District.
- 1.3 The School will continue to be an instrumentality of the District.

2. Term

- 2.1 This contract shall be for ____years, commencing on July 1, 2014, and ending on June 30, 20__, unless terminated earlier as provided herein.
- 2.2 This contract may be modified during its term only upon written agreement of both Parties.

- 2.3 This contract may be terminated before expiration of its term only pursuant to the following:
- a. By the Parties, upon mutual, written agreement.
 - b. By Mead, if it determines that the District has violated any term or condition of this Contract and the District has failed to cure such violations within 60 days after written notice of same.
 - c. By the District, if it determines that Mead has violated any term or condition of this Contract and Mead has failed to cure such violations within 60 days after written notice of same.
- 2.4 In the event School shall cease to be a charter school, Mead shall retain any funds it has an independent legal entity and may disburse or retain said funds, all in accordance with applicable law.
- 2.5 In the event there is future state or federal legislation which substantially affects the operation or funding of charter schools, this contract may be terminated at either the discretion of the District or Mead. However, if said state or federal legislation does not affect unexpired charter contracts, and the District and Mead are "grandfathered" from such legislation, then there shall be no right to terminate under this provision by either the District or Mead.

3. Governance

- 3.1 The primary responsibility of Mead is to assure the charter contract is fulfilled. Mead will work collaboratively with School staff to develop an effective system for evaluating the goals included in this contract.
- 3.2 Mead Governing Council Members shall be elected and serve according to its Articles of Incorporation and Bylaws. Mead shall have at least one parent be a member of its Council at all times.
- 3.3 The Governing Council shall be responsible for all operations of the school, including:
- a. Setting the basic educational philosophy of the School
 - b. Making recommendations to the District on all aspects of the operation of the School.
 - c. Ensuring compliance with the charter contract.
 - d. Expending funds from grant funds, funds raised or donated by Mead, or funds donated specifically to the School.
 - e. Setting the calendar and daily schedule, provided transportation of students is not impacted.

- f. Ensuring the curriculum and instruction is consistent with the charter school vision and goals and meets expectations.
 - g. Determining the policies and procedures specifically unique to the daily operations of the School that are not addressed in District policies.
 - h. Marketing, registration, and enrollment.
- 3.4 Meetings of the Governing Council shall be governed by Robert's Rules of Order, Newly Revised, and shall comply with Wisconsin Open Meetings Law for public entities, § 19.81, et seq., Wisconsin Statutes.

4. Administration and Staff

- 4.1 The School shall be under the charge of a Principal, who shall be the Administrator of the School and who shall be named by the District.
- 4.2 The Administrator will oversee the operation of the School and will be responsible for administrative decisions at the School regarding the following:
- a. All discipline in accordance with the Mead School Responsive Classroom Expectations and Mead School Handbook policies.
 - b. The system for evaluating the charter school goals included in this contract, in collaboration with the teaching staff and Governing Council.
 - c. Budget management, in collaboration with the Governing Council.
 - d. Supervision and evaluation of School personnel.
 - e. Assisting Governing Council with public relations for the School.
 - f. Collaboration with the Governing Council to build and maintain community partnerships.
 - g. Reports to the Governing Council.
- 4.3 All School staff for which licensure is required under state law shall hold and maintain the requisite license or permit to teach. All School staff shall abide by the Employee Handbook and other employment policies of the District, except as specifically provided herein.
- 4.4 All staff who wish to work at the School must demonstrate competencies in Responsive Classroom, Write Tools, Service Learning, Culture of Poverty, Trauma-Sensitive Schools practices, Differentiated Workshop Models, Professional Learning Communities, and Current Technologies; within three years of employment at School.

- 4.5 School Staff shall be allowed to participate in fundraising for the benefit of Mead, and School staff shall be allowed to solicit funds through students in the same way solicitation may be made for PTC or other school-related fundraisers.
- 4.6 Staff vacancies will be filled through a process that includes the Administrator and School review team, in accordance with District hiring procedures. Every effort will be made to include a Governing Council Member in this process as an advisory member.
- 4.7 All staff assigned to the School must adhere to the School mission and be actively involved in professional development as well as the vision of the School. The District recognizes that staff professional development/training which supports the mission of the School is critical to the success of the School. The District will make every effort to maintain currently trained staff at the School.

5. Description and Mission of the Charter School

- 5.1 The School is focused on creating an engaging, inviting and positive learning environment. The purposeful creation of this learning environment is intended to empower students to propel themselves as learners. The design is built upon four pillars of success, determined to provide School students with essential learning for their futures as follows:

Differentiation – Learning is differentiated to increase success for students. Daily intervention and enrichment in language arts and math provides targeted instruction in these core areas. Access to high-level technology, differentiated literacy and math resources, and opportunities for academic choice through a workshop model of instruction are essential to this pillar.

Service-Learning – Students participate in meaningful service to their school and community by integrating curriculum through service-learning projects. Students complete real-life projects that teach academic skills and civic responsibility.

Goal-Directed – Essential to this pillar is a vision for the future including career exploration and community involvement. Students identify Hopes and Dreams to focus their learning goals for the year and reflect on their progress.

Asset-Building –The Mead Asset Survey, based on the Search Institute 40 Developmental Assets, is the measure of success for this pillar. Responsive Classroom strategies are applied school-wide to increase social and academic learning through the daily morning meeting and teaching of CARES (Cooperation, Assertion, Responsibility, Empathy, Self-Control). Asset-building is the focus of Club Mead Before and After School programs, parent and family activities, and parent communication. A variety of family activities are key to this pillar.

- 5.2 The projected enrollment for the School is 430 students in grades PreK – 5.

5.3 The educational goals for the School are as follows:

- a. 90% of School families will experience at least three positive and meaningful personal contacts with teachers and staff by June of each year, as measured by parent contact tally sheets. (Asset Building)
- b. 95% of Mead School students will participate in one Service Learning project to the larger community per year as documented in their Life Vision Service Learning portfolio. (Service learning).
- c. 100% of students in grades K-5 will complete an annual reflection of their long-range career goals as part of their spring portfolio by June 1st of each year.(Goal Directed)
- d. 90% of students in grades 2-5 will increase their score on the Mead Asset Survey from Fall to Spring of each year. (Asset Building)
- e. School will meet or exceed expectations on the Wisconsin State Report Card each year. (Differentiation)
- f. Monthly attendance will be reviewed and staff will partner with parents to support consistent attendance.
- g. The percentage of Mead students in grades K-5 scoring at or above benchmark on the universal screeners in reading and math will increase 5% from Fall to Spring of each year.

5.4 The method used to attain the educational goals is based on the research-based models of the four pillars of success as follows:

Differentiation – Teachers use a variety of instructional materials and strategies to assure that students achieve the Common Core State Standards at their grade level. Daily intervention and enrichment in language arts and math provides targeted instruction in these core areas. Common formative assessments assist teachers in designing individualized instruction to maximize learning for each student. Weekly Professional Learning Community teacher collaboration is used to determine learning goals and interventions based on student needs, strengths, and interests in accordance with Common Core State Standards.

Service Learning – All students participate in service learning projects, integrated in their curricular learning. The key components of effective Service Learning are included in each project.

Goal-Directed – All students in grades K-5 focus on career exploration and goal setting. Students design learning goals to achieve their Hopes and Dreams.

Asset-Building – All students participate in daily morning meetings through the Responsive Classroom approach. Direct teaching of social skills and developmental assets are connected with the curriculum. Club Mead Before and After School and Parent/Family programs focus on asset building. All staff will proactively address daily school attendance.

5.5 Measurement of progress will include:

Common Formative Assessments: Teacher generated assessments that measure the Common Core State Standards at regular intervals.

District Assessments: District assessments that measure academic progress administered throughout the year.

State Assessments: Students in grades 4K-5 will complete the current state required assessments (PALS, Smarter Balanced, WKCE, or Wisconsin Alternative Assessment). ELL (English Language Learner) students will complete the ACCESS test.

Portfolio Assessments: All students will complete a Life Vision Portfolio of their work including samples of academic work, service learning, and career goals.

Surveys: Students in grades 2-5 will complete the Mead Asset Survey.

Reports: Parent involvement data and attendance data will be reviewed throughout the year. Behavioral data will be recorded using the SWIS program and reviewed monthly.

Wisconsin State Report Card: Proficiency is based on academic performance, attendance, and closing the achievement gap.

- 5.6 School is allowed to waive the following District policies that would restrict the implementation of the School:
- 321 - School Calendar
 - 322 – School Day
 - 346 – Testing Program
 - 443 – Rule Code of Classroom Conduct
- 5.7 School is also exempt from Wisconsin State Statutes, Chapters 118-121, that do not specifically apply to charter schools. District may grant School additional policy waivers at the discretion of District.
- 5.8 School shall be exempt from District training requirements that involve training that the School is already trained on.
- 5.9 School will use the Responsive Classroom approach for school-wide discipline. All staff will follow the Mead School Responsive Classroom Expectations.

6. Admission/Criteria

- 6.1 School shall make every effort to achieve a balanced pool of applicants that reflect the racial and cultural diversity of the Wisconsin Rapids area and the Wisconsin Rapids School District. This will be achieved by marketing and advertising efforts in the community.
- 6.2 School will not deny admission or participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

- 6.3 School is nonsectarian in its practice, programs, admission policies, employment practices, and all other operations and is not affiliated with a sectarian school or religious institution.
- 6.4 Students with special education needs will be served at School in accordance with their Individual Educational Plan.
- 6.5 Application to and attendance at School is completely voluntary, with parents or legal guardians having the option to choose to send their students to the School. No student may be required to attend the School. Students who reside in the District and do not wish to attend or are not admitted to the School remain eligible to attend the other District schools.
- 6.6 No tuition will be charged for School students who reside within the Wisconsin Rapids School District.
- 6.7 School students will be required to pay for supplemental materials, co-curricular fees and extra-curricular fees in accordance with District Policies.
- 6.8 Mead shall make every effort to maintain class sizes as follows, and the District will provide adequate staff each year to obtain class sizes that do not exceed the maximum by the third Friday count in September:
 - a. K-3 (SAGE): 18 students / 1 teacher (dependent upon continued SAGE funding)
 - b. Grades 4-5: Not to exceed 30 students / 1 teacher
 - c. Mead will be staffed similar to other elementary schools in the District
- 6.9 If applications for admission to School exceed approved capacity, a lottery system will be employed to select from applications submitted. Applicants who are currently enrolled, or siblings of current students, or children of School staff, or who reside within Mead School attendance boundaries will be admitted prior to the lottery, according to § 118.40, Wisconsin Statutes. Any students moving into the Mead attendance area during the year will be automatically admitted.
- 6.10 A waiting list will be maintained in order drawn by lot, if needed, for admission of students should space become available during the school year.
- 6.11 An appeal process can be initiated by the parent/legal guardian in the event of a denied application. The appeal must be submitted to the Administrator within 5 days of application denial. The Administrator shall give a recommendation for approval or denial to the Governing Council. The Governing Council shall hear the appeal, with a majority of Council members voting to either deny or uphold the appeal.

7. Financial/Operational

- 7.1 The District shall provide regular business functions and support, including accounting, payroll, and other similar functions, as provided to other District schools. Once budgeted

funds are allocated by District to School, Mead shall have the authority to expend such funds as it deems appropriate or necessary for the operation of the School. Mead will also authorize all budget and grant allocations. Mead may seek additional funding as it deems necessary to continue to reach charter goals. Mead may retain any funds it receives through its dissemination, training, hosting of site visits, or any other activity Mead or its staff undertakes that is primarily or solely related to School being a charter school.

7.2 Mead may apply for additional grant monies available to charter schools and school districts. Grant applications that need District approval will be submitted to the District for consideration. Other than SAGE funding, grant funds shall not be used to fund any operations or personnel which would normally be covered by the general District budget allocation to School.

7.3 The District’s Finance department, in accordance with standard District policies and procedures, will perform annual audits of the financial operations of the School.

- a. Federal and state funds will be distributed to the School as determined by allocation qualifications.
- b. All per pupil allocations for School will be equal to per pupil allocations for other District elementary school buildings.
- c. The Administrator at Mead will provide Mead with a monthly financial statement providing budget details.
- d. The District will provide the following estimated budget allocations to Mead and School for the term of this contract:

	(provided by business office)
Salary/fringe	
Instruction materials/equip	
Supportive services	
Administration	
Total	

7.4 Any grant funds or other allocations that have been granted specifically to the School shall be under the control of Mead, and shall be expensed at the discretion of Mead, all pursuant to the rules of the grantor or funding source. This includes, but is not limited to, United Way allocations, outside grant funds, and WISN contract funds. This does not include Title One funds or SAGE funds.

7.5 The District will provide appropriate staff, facilities, technology and technology support for the School. The District will provide professional development funding for building goals and provide district professional development resources. School staff will work with the district professional development team to align district offerings with charter goals when possible. The District is responsible for the maintenance/cleaning of the designated facilities.

- 7.6 The District will provide transportation to those students who reside within the attendance boundaries of the School who are outside of the two-mile radius for walking to school, provided School's calendar is consistent with the District's. Parents of the students outside of the School attendance area are responsible for providing transportation for their students.
- 7.7 The School is an instrumentality of the District and, as such, is covered under the District's general liability policies. The District shall assume the liability of the School in the same manner and to the same degree the District assumes the liability with regard to its other schools, school programs, school employees and school volunteers. Additionally, the Mead Governing Council, as long as it is working within the scope of its duties as a Governing Council, shall be covered under the District's liability policies in the same manner as the School Board is covered under District's policies.

The undersigned have read, understand, and agree to comply with and be bound by the terms and conditions as set forth in this Contract.

Mead Elementary Charter School Governing Council, Inc.

Susan C. Schill, Chairperson

Julie Siegler, Treasurer

Wisconsin Rapids School District
Board of Education

John Krings, School Board President



2013 - 2014

WISCONSIN KNOWLEDGE AND
CONCEPTS EXAM
GRADES 3-8 AND 10

PART II



**Longitudinal Data by Class
% Proficient and Advanced**

Class of 2013

Grade →	5	6	7	8	10
Reading	80	85	85	82	78
Math	65	79	79	75	78

Class of 2014

Grade →	4	5	6	7	8	10
Reading	78	84	85	86	85	80
Math	70	77	81	77	76	76

Class of 2015

Grade →	3	4	5	6	7	8	10
Reading	79	82	86	86	83	84	36
Math	69	77	76	81	79	78	41

Class of 2016

Grade →	3	4	5	6	7	8	10
Reading	80	87	83	87	88	83	44
Math	76	85	85	83	80	78	49

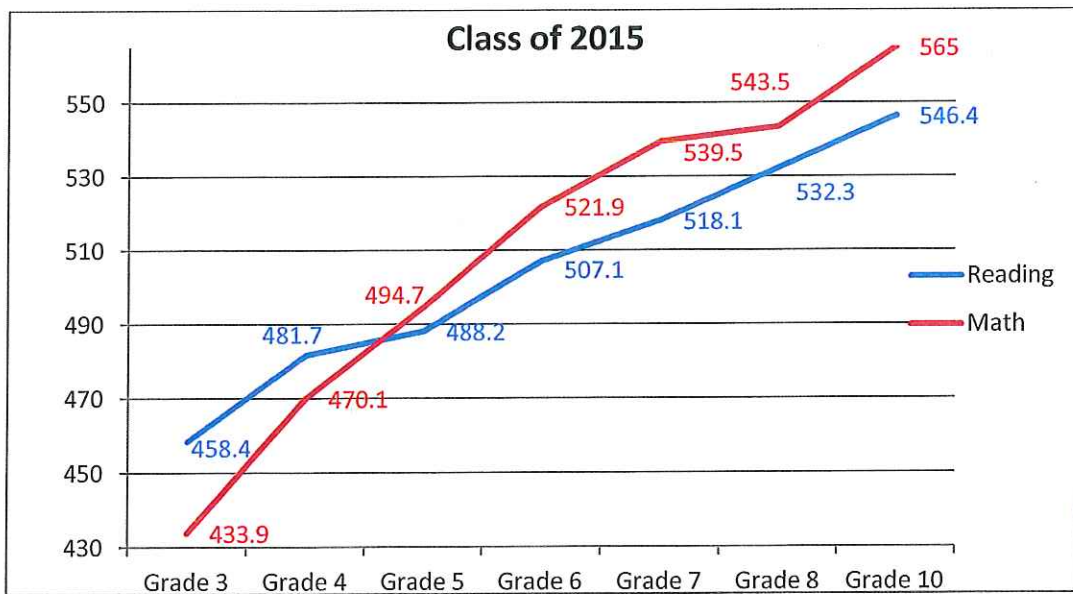
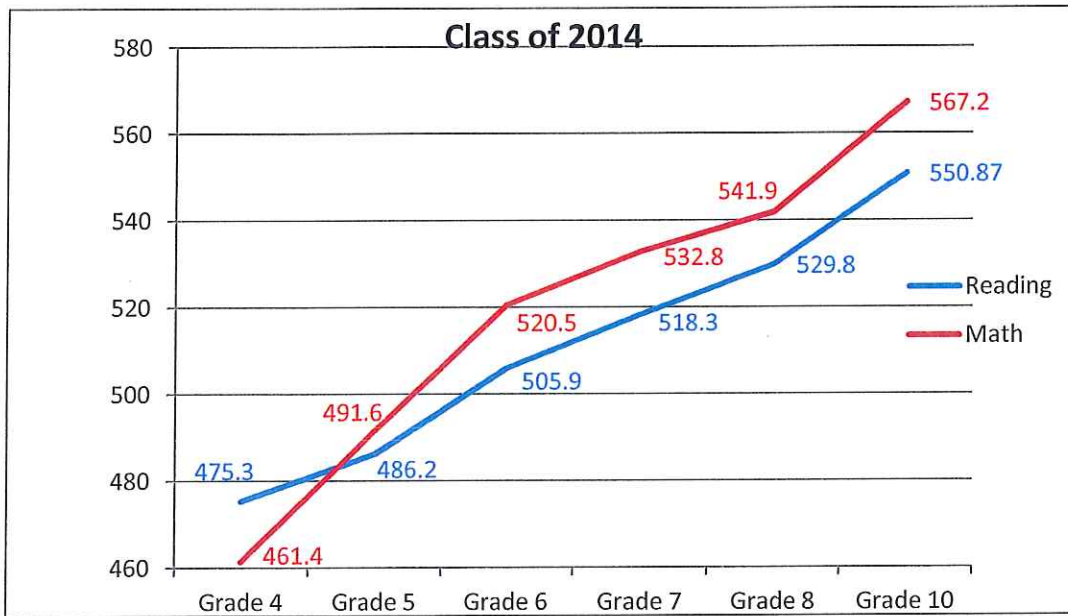
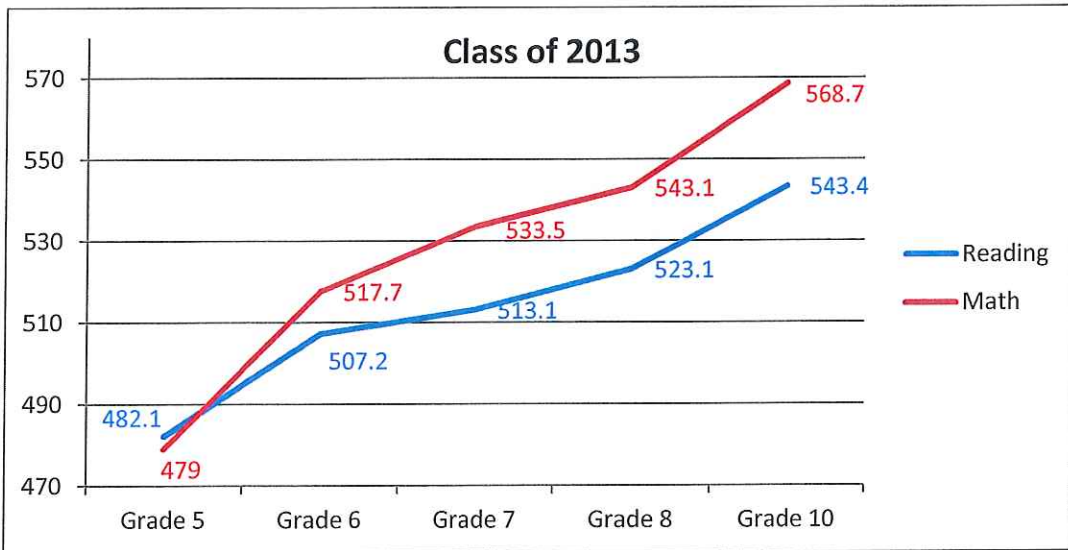
Class of 2017

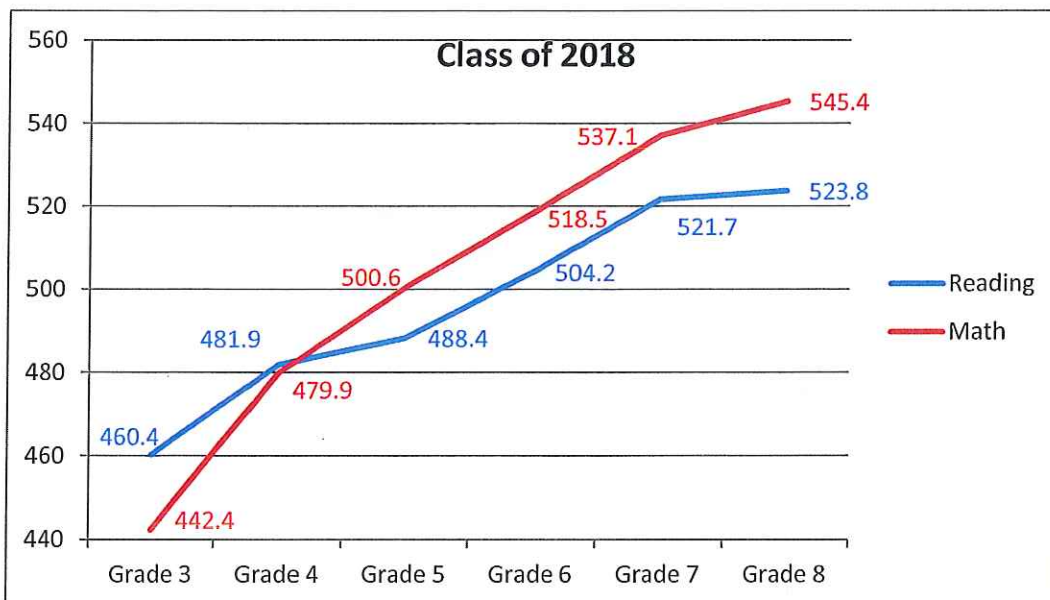
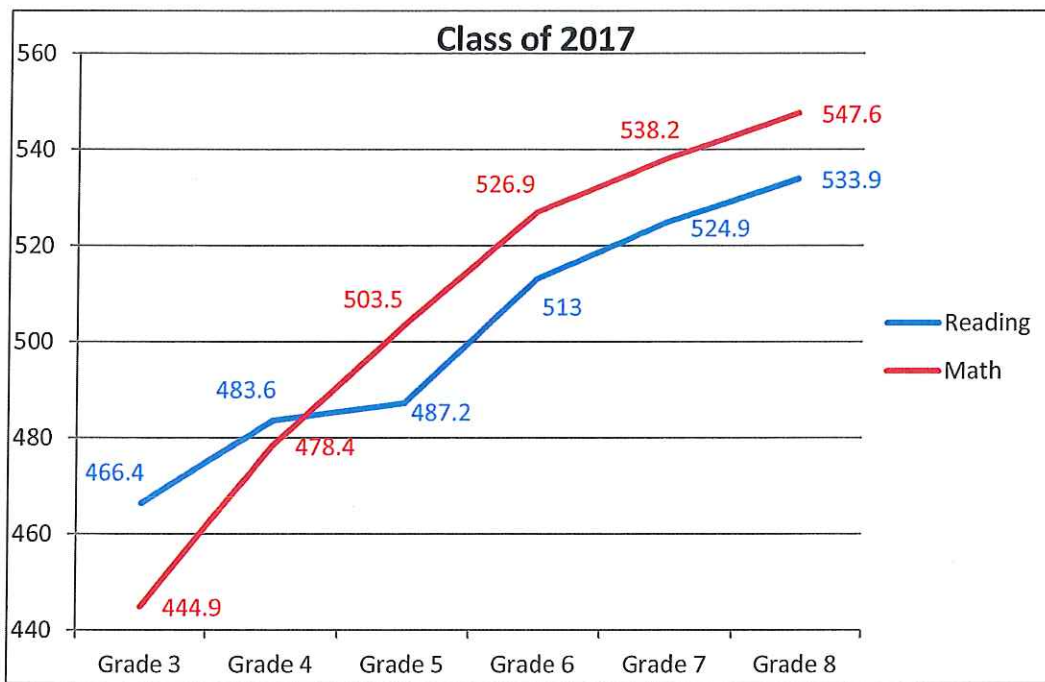
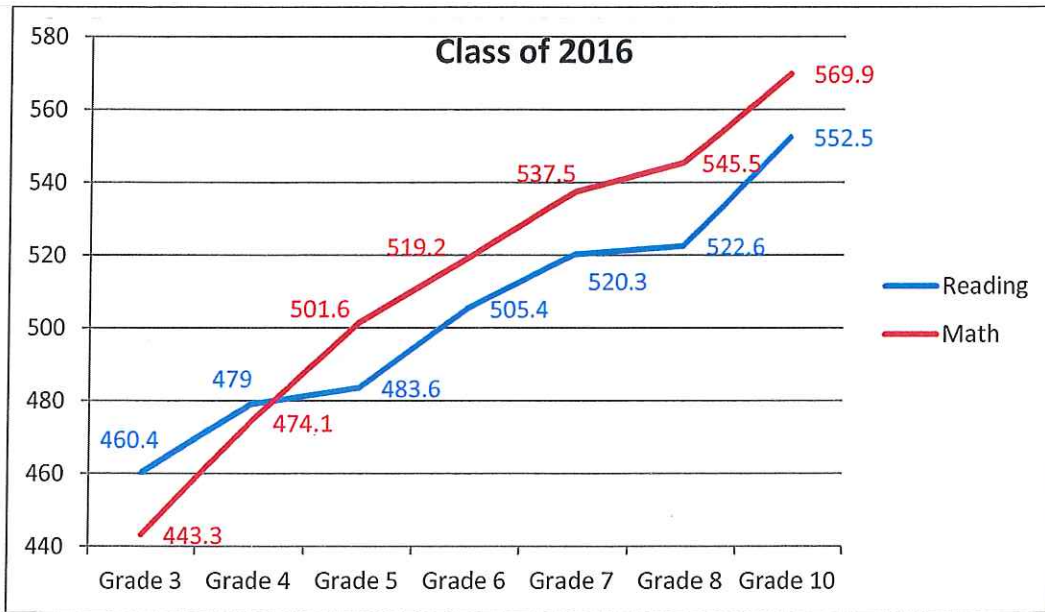
Grade →	3	4	5	6	7	8
Reading	84	87	87	91	90	40
Math	85	89	84	85	83	40

Class of 2018

Grade →	3	4	5	6	7	8
Reading	80	85	87	87	38	36
Math	82	86	84	78	44	45

Longitudinal Data by Class Mean Scale Score





**% ELL Learners
Scoring Proficient and Advanced
Longitudinal Data**

Class of 2023 – Current 3rd Grade

Grade →	3
Reading	0
Math	26
Total Students	19

Class of 2022 – Current 4th Grade

Grade →	3	4
Reading	5	13
Math	32	25
Total Students	19	16

Class of 2021 – Current 5th Grade

Grade →	3	4	5
Reading	80	0	31
Math	67	16	46
Total Students	15	12	13

Class of 2020 – Current 6th Grade

Grade →	3	4	5	6
Reading	71	60	11	0
Math	79	90	56	25
Total Students	14	10	9	8

Class of 2019 – Current 7th Grade

Grade →	3	4	5	6	7
Reading	45	50	71	0	0
Math	100	60	72	40	29
Total Students	11	10	7	5	7

Class of 2018 – Current 8th Grade

Grade →	3	4	5	6	7	8
Reading	63	69	86	80	0	7
Math	67	91	95	80	13	7
Total Students	24	23	21	20	16	15

**% ELL Learners
Scoring Proficient and Advanced
Longitudinal Data**

Class of 2017 – Current 9th Grade

Grade →	3	4	5	6	7	8
Reading	53	47	25	70	60	0
Math	82	86	67	70	60	10
Total Students	17	15	12	10	10	10

Class of 2016 – Current 10th Grade

Grade →	3	4	5	6	7	8	10
Reading	41	48	29	50	62	42	0
Math	45	57	53	70	33	42	0
Total Students	22	21	21	20	18	19	16

Class of 2015 – Current 11th Grade

Grade →	3	4	5	6	7	8	10
Reading	36	35	56	47	39	65	0
Math	29	59	55	58	63	59	0
Total Students	14	17	18	19	18	17	11

Class of 2014 – Current 12th Grade

Grade →	4	5	6	7	8	10
Reading	31	43	34	35	50	36
Math	25	53	55	59	44	57
Total Students	16	19	18	17	16	14

**Percent of Female and Male Students
Scoring Proficient and Advanced
2013-14**

Grade →	3	4	5	6	7	8	10
	READING						
Female	51.0	45.1	37.4	47.0	40.4	40.9	45.5
Male	41.8	42.1	35.2	38.0	41.6	31.6	42.6
	MATH						
Female	57.0	56.3	60.5	56.5	45.0	42.7	46.5
Male	58.9	56.1	61.7	50.7	45.4	45.9	51.0

**2013-14 WKCE
Student Results – Virtual Program**

Grade 3

	# of Students	Not Tested	Minimal	Basic	Proficient	Advanced
Reading	23	3	3	12	4	1
Math	23	3	2	8	9	1

Grade 4

	# of Students	Not Tested	Minimal	Basic	Proficient	Advanced
Reading	20	2	8	4	5	1
Math	20	2	3	9	4	2
Language Arts	20	2	3	5	5	5
Science	20	2	0	5	10	3
Social Studies	20	2	0	1	9	8

Grade 5

	# of Students	Not Tested	Minimal	Basic	Proficient	Advanced
Reading	7	0	3	4	0	0
Math	7	0	2	5	0	0