School District of River Falls

Educational Program Committee Meeting

Monday, October 7, 2024 - 6:00 PM
District Office
852 E Division Street
River Falls, Wisconsin 54022
Educational Program Committee members: Alan Tuchtenhagen (Chair), Lindsey Curtis, & Monica LaVold
A quorum of the Board may be present for information-gathering purposes only.
Agendas can be viewed at https://www.rfsd.k12.wi.us/district/school-board.cfm or at https://meetings.boardbook.org/Public/Organization/1447

1. **CALL TO ORDER - 6:00 PM**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS**

4. **Approve the development of Advanced Creative Writing as a new course at River Falls High School** **3**
Description: Audrey Cleaven, ELA teacher at River Falls High School, will present a new course proposal for *Advanced Creative Writing* for approval for the 2025-26 school year.
Recommended Action: Approve *Advanced Creative Writing* New or Revised Course Approval Form.

5. **Approve the development of Career and Technical Writing as a new course at River Falls High School** **13**
Description: Kim Craig, ELA teacher at River Falls High School, will present a new course proposal for *Career and Technical Writing* for approval for the 2025-26 school year.
Recommended Action: Approve *Career and Technical Writing* New or Revised Course Approval Form.

6. **Approve the revision of Natural Resources of WI as a revision to an existing course at River Falls High School** **21**
Description: Ryan Pechacek, Ag teacher at River Falls High School, will present a proposal to revise an existing course for Natural Resources of WI for approval for the 2025-26 school year.
Recommended Action: Approve the revision of Natural Resources of WI New or Revised Course Approval Form.

7. **Montessori 6th Grade Field Trip Application to Eagle Bluff Environmental Center in Lanesboro, MN** **23**
Description: Kai Rodgers, River Falls Public Montessori Elementary Principal, and Rainbow Berry, Katrina Hostetler, and Sara Smith, River Falls Public Montessori Upper Teachers, will present the preliminary field trip application for Eagle Bluff Environmental Center in Lanesboro, MN from November 13-15, 2025.
Recommended Action: No action, informational only.

8. **ACT 20 Update** **33**
Description: Amy Wise, Co-Director of Academic Services, will give an update on literacy training and assessments required with ACT 20.
Recommended Action: No action, informational only.

9. **30-Day Update** **41**
Description: Amy Wise and MaryBeth Elliott, Co-Directors of Academic Services, will present a 30-day update on the progress Academic Services is making toward the WIG goal of improving staff feedback regarding effective training/professional development in Authentic Teacher Collaboration, High-Quality Teaching and Learning and Guaranteed and Viable Curriculum.
Recommended Action: No action, informational only.

10. **PROPOSED/SUGGESTED ITEMS FOR THE NEXT REGULAR AND FUTURE EDUCATIONAL PROGRAM MEETING AGENDA(S)**

Description: As always, committee members will be given the opportunity to suggest items for future committee and/or Board meeting agendas.
Recommended Action: As needed.

11. **SCHEDULE NEXT EDUCATIONAL PROGRAM COMMITTEE MEETING**
Description: Upcoming committee meeting dates, times, and locations will be reviewed.
Recommended Action: Set the meeting schedule as follows:
Educational Program Committee meeting: Monday, November 4, 2024, 6:00 p.m.
The meeting will be held at the District Office conference room, 852 E. Division Street.

12. **ADJOURN**

Advanced Creative Writing Proposal

Audrey Cleven

What is it?

- Advanced Creative Writing is a student-led course where participants explore various genres (novel, short story, poetry, etc.).
- They compose and analyze works based on their interests and writing goals, with teacher feedback.
- Students engage in daily writer's notebooks, peer feedback sessions, and refine their craft.
- The goal is to create a multi-genre capstone portfolio, developed through three writing installments.

Model Projects

"Smart Kids"
By Elise Edens

"Les Miles"
By Miles Haase

Why does River Falls High School need it?

- With more students taking Creative Writing, the English Department saw the need for advanced options.
- Many students seek a more rigorous course that challenges them while allowing creative freedom.
- This course provides individualized instruction and helps students refine their writing. With more aspiring authors, the course adapts to current needs, offering valuable opportunities.
- It also gives students a competitive edge for jobs and college applications.

Rigor

- This course challenges students to pursue their interests, develop metacognitive skills, and refine their writing voice. By offering choice, it taps into intrinsic motivation, encouraging exploration of diverse genres.
- Advanced Creative Writing enhances critical thinking, requiring imaginative, analytical, and abstract thought.
- Students will gain perspective by reading peers' work, fostering empathy, and social awareness.
- Writing improves communication skills, helping students naturally enhance grammar, language, and mechanics.

The Teacher’s Role in a Student Centered Class

- Advanced Creative Writing will emphasize a dialogical engagement where students participate in peer evaluation and collaborate to refine their written work.
- To maintain structure and ensure student progress, the multigenre writing portfolio will consist of multiple installments wherein students will engage in risk-taking and thoughtful revision, with teacher guidance and support.

Standards

1. **W.11-12.3** Create writing that utilizes: Organization, Transitions, and Word Choice
2. **W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
3. **W.11-12.5** Develop and strengthen writing (collaboratively and individually) as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
4. **W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
5. **SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.
6. **L.11-12.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Student Testimonies

10th Grade Student: “Having an advanced creative writing class would allow students to express themselves in the unique way they want to. It would also be such a leg up if creative writing is a part of your future career. There is no in-school opportunities akin to what advanced creative writing would be. If this class is introduced I would take it.”

11th Grade Student: “As a River Falls student, I believe having an advanced creative writing class offered at our school would benefit us as creative young adults with ideas to share with the world. Our school offering normal Creative writing is one thing, but this class would greatly benefit those who want to go above and beyond and see a future in writing or English. To have the option to be independent and free to choose our topics can be empowering for us to express our ideas. I know this class will benefit our students and it should be added to our course list.”

12th Grade Student: “As a senior graduating from River Falls this year, I can say without a doubt that I would have loved to take a class like Advanced Creative Writing in my years of learning. I can see that Advanced Creative Writing is a class that would allow students to truly embrace the freedom of writing, further their knowledge of English, and deepen their experiences and connection with writing. For students searching for a career or future around writing, this class would be a perfect opportunity for them as writers.”

RIVER FALLS SCHOOL DISTRICT
NEW OR REVISED COURSE PROPOSAL

Educators wishing to develop new courses, or create significant changes to an existing course, should complete the following document. Initial approval must come from the department chair, the principal and the Director of Academic Services. When these layers of approval are met, the educator making the course proposal will present their course to the Educational Program Committee. Approval by the Educational Program Committee is required prior to a new or revised course being advertised in the course catalog.

Contact

School/Department High School English Department Date 6/18/24

Contact Person Audrey Cleven Phone/Email 715-425-1830 ext. 3757 | audrey.cleven@rfsd.k12.wi.us

Course Information

Select all that apply: ☐ Proposed New Course ☐ Revision to Existing Course ☐ Title Change

Full/Proposed Course Title Advanced Creative Writing

Previous Title (if changed)_____

Course Length: 9wks

Credits: .5 credits

Required_____ Elective: X

Prerequisites: Creative Writing

Level/Type: ☐ Middle School ☐ High School

Course Description

Advanced Creative Writing is a student-led course, where participants explore multiple written genres (novel, short story, poetry, etc). They engage in the composition and analysis of works aligned with their individual interests and writing goals, receiving feedback and direction from the teacher. Within this framework, students are required to participate in daily writer's notebooks, peer feedback sessions, and refinement of their written craft. The course's goal is for each student to create a comprehensive capstone writing portfolio based on their genres of interest. Students will create a multi-genre portfolio wherein they will participate in the writing process by writing three separate installments of writing and putting them together to create their portfolio.

Justification

Please check the box next to each statement that pertains to the need for the proposed new course or course revision:

☐ Need for this course is based on gaps in the curriculum and/or current course offerings.
☐ Need for this course has been identified by building leadership in alignment with school initiatives. .
☐ Other:_____

In the space provided below, add a short narrative justifying the checked statements above. Illustrate how the new course or course revision will integrate with and complement current programming within your school.

With an increased number of students taking Creative Writing, we as an English Department determined a need for advanced learning options. Students often tell us that they want a more rigorous writing course where they are being challenged and allowed to exercise their creative freedom. With this course, teachers would be able to accommodate students who are ready to be challenged, providing individualized instruction through conferences and helping students fine-tune their writing.

We are also seeing an increased number of students who are or are wanting to become published authors. This course will be a way for teachers to adapt to current needs and create learning opportunities for all students. Students taking Advanced Creative Writing and using the skills from it will give them a competitive edge when applying for jobs and colleges.

Alignment

Explain how this course meets certain criteria of Goal 4.1 of the SDRF Strategic Plan: Embed into curriculum and instruction: critical thinking, problem-solving, perseverance, adaptability, social-emotional awareness, financial literacy, & desire for lifelong learning.

This course would create an opportunity for students to continue to challenge themselves in pursuit of their interests and communication goals as they develop their metacognitive skills and hone their writing voice and craft. By providing choice, we are leaning into student intrinsic motivations while encouraging them to explore diverse literary genres that are aligned with their interests.

Advanced Creative Writing will emphasize a dialogical engagement where students participate in peer evaluation and collaborate to refine their written work. To maintain structure and ensure student progress, the multigenre writing portfolio will consist of multiple installments wherein students will engage in risk-taking and thoughtful revision, with teacher guidance and support.

Advanced Creative Writing will be an excellent way for students to enhance their critical thinking skills. Not only will students need to think imaginatively but they will also need to analyze and create complex themes, consider multiple perspectives, and think abstractly. By reading texts written by peers and others students will gain perspective on others' lived experiences, diversifying their lens of the world around them and enriching their culture and social awareness, fostering empathy and social awareness.

Writing is a fundamental tool of communication and by developing their skills they will become more articulate, naturally helping them improve their grammar, language usage, spelling, and mechanics.

Approval to List and Develop

Signatures below signify approval to list the course as an option in a future course catalog, and develop/revise the above named course should there be enough student interest to run the course.

Approved	Denied		Date
☒	☐	Department/Content Area Leader (if school sponsored)	10/4/24
☒	☐	Principal (if school sponsored)	10/4/24
☒	☐	Director of Academic Services (if denied, attach justification))	10/4/24

Note: Above approvals must be met prior to presenting this course request to the Educational Program Committee for final approval.

☐	☐	Educational Programs Committee Chairperson	Date

Course Approval

A course scope and sequence, course curriculum map, and unit maps must be submitted and approved by the Director of Academic Services prior to the beginning of the course. Use the following district documents to complete this work:

SDRF CURRICULUM MAP TEMPLATE

SDRF UNIT PLAN TEMPLATE

☐	☐	Director of Academic Services	Date

☐ Approved As Is ☐ Deny ☐ Modify _____

Revised June 6, 2024

Career and Technical Writing

Presented by Kim Craig
Link to course proposal

Career and Technical Writing is...

- a .5 credit elective for juniors and seniors.
- focused on reading and writing in the context for work-related activities.
- an opportunity for students to work collaboratively and independently to achieve work-related communication goals.
- a vehicle for building an awareness of the need to be proficient in reading, writing, speaking, and listening to be successful in the world of work.

Types of Learning Experiences

- Reading and understanding professional publications both to build reading skills and to affirm the importance of lifelong learning.
- Effectively interpreting industry-related written and visual texts (e.g. directions, flow charts, schematics, diagrams, graphs, charts, etc.)
- Producing technical documents that incorporate visual and written components using clear, concise, effective communication.
- Engaging in speaking and listening activities reflecting informal and formal job-related purposes.

Justification for its inclusion at RFHS

- Students have diverse interests and needs; a course tied more explicitly to technical and work-related communication enhances students' understanding of the relevance strong communication skills in life outside of school.
- Technical reading and writing are important elements of diverse post-secondary paths, and good communication skills enhance any potential employee's or employer's skill set.
- This class is a natural outgrowth of our increasing emphasis on Academic and Career Planning, and our goal to increase their readiness for life outside of the classroom.

Target Students and Rigor

- The course targets students who plan to pursue careers in science, technology, engineering, and industry, which can encompass a wide cross-section of the school.
- Professional texts and visual texts are complex and often require specific knowledge and the ability to make strong inferences to support understanding, skills that require multiple depths of knowledge.
- Anchoring academic skills explicitly to the real world facilitates critical thinking, problem-solving, perseverance, and adaptability—skills that are essential to navigate life in and outside of school.

Priority Standards

R.11-12.5 In informational texts, analyze the impact and evaluate the effect structure has on [...] clarity, persuasive/rhetorical technique,and audience.

R.11-12.7 In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question or solve a problem.

W.11-12.2 Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately.

W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

SL.11-12.4 Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning,[...]. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation.

RIVER FALLS SCHOOL DISTRICT
NEW OR REVISED COURSE PROPOSAL

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Contact

School/Department River Falls High School/ English Department Date 6 June 2024

Contact Person Kim Craig Phone/Email 425-1830 x3760 kim.craig@rfsd.k12.wi.us

Course Information

Select all that apply: ■ Proposed New Course ☐ Revision to Existing Course ☐ Title Change

Full/Proposed Course Title Career and Technical Writing

Previous Title (if changed)_____

Course Length One Term (e.g. 9 weeks)

Credits .5

Required_____ Elective___X___

Prerequisites English 9 and English 10 (the course would be for juniors and/or seniors)

Level/Type: ☐ Middle School ■ High School

Course Description

This one-term course works to meet the communication needs and interests of students who plan to pursue careers in science, technology, engineering, and industry. Students will work to develop practical skills related to effectively interpreting industry-related written and visual texts (e.g. flow charts, schematics, diagrams, graphs, charts, professional publications, etc.), producing technical documents that incorporate visual and written components, and written and spoken communication and collaboration skills.

Justification

Please check the box next to each statement that pertains to the need for the proposed new course or course revision:

■ Need for this course is based on gaps in the curriculum and/or current course offerings.
☐ Need for this course has been identified by building leadership in alignment with school initiatives.
☐ Other:_____

In the space provided below, add a short narrative justifying the checked statements above. Illustrate how the new course or course revision will integrate with and complement current programming within your school.

This course would be a part of continuing efforts to adapt to and meet students' academic and career-related interests and needs. Technical reading and writing are important elements of diverse post-secondary paths, and good communication skills enhance any potential employee's or employer's skill set. Though the current course offerings in the English department help students develop good communication skills, a course tied more explicitly to technical and work-related communication enhances students' understanding of the relevance of those skills. This may be particularly true for a cohort of students who may find more traditional English classes less relevant or compelling.

Alignment

Explain how this course meets certain criteria of Goal 4.1 of the SDRF Strategic Plan: Embed into curriculum and instruction: critical thinking, problem-solving, perseverance, adaptability, social-emotional awareness, financial literacy, & desire for lifelong learning.

The goal of the course is to provide learning opportunities for students to engage effectively with their personal and professional worlds through strong, context-based communication skills. The class would provide students with opportunities to work collaboratively and independently to build those skills. Interpreting and creating texts that employ both visual and written components that target specific purposes facilitates critical thinking, problem-solving, perseverance, and adaptability. For example, exposure to professional publications heightens students' awareness of the need to be life-long learners regardless of what ultimate career or field they pursue, and interpreting or creating clear instructions requires critical thinking, problem-solving, and perseverance. In addition, the plan for the English department, Technology Education department, and Agriculture department to build the curriculum collaboratively models interconnectedness and educational transference that benefits students' success.

Approval to List and Develop

Signatures below signify approval to list the course as an option in a future course catalog, and develop/revise the above named course should there be enough student interest to run the course. .

Approved	Denied		Date
☒	☐	Department/Content Area Leader (if school sponsored)	10/4/24
☒	☐	Principal (if school sponsored)	10/4/24
☒	☐	Director of Academic Services (if denied, attach justification))	10/4/24

Note: Above approvals must be met prior to presenting this course request to the Educational Program Committee for final approval.

☐	☐	Educational Programs Committee Chairperson	Date

Course Approval

A course scope and sequence, course curriculum map, and unit maps must be submitted and approved by the Director of Academic Services prior to the beginning of the course. Use the following district documents to complete this work:

SDRF CURRICULUM MAP TEMPLATE

SDRF UNIT PLAN TEMPLATE

☐	☐	Director of Academic Services	Date

☐ Approved As Is ☐ Deny ☐ Modify _____

Revised June 6, 2024

RIVER FALLS SCHOOL DISTRICT
NEW OR REVISED COURSE PROPOSAL

Educators wishing to develop new courses, or create significant changes to an existing course, should complete the following document. Initial approval must come from the department chair, the principal, and the Director of Academic Services. When these layers of approval are met, the educator making the course proposal will present the course to the Educational Program Committee. Approval by the Educational Program Committee is required prior to a new or revised course being advertised in the course catalog.

Contact

School/Department River Falls High School/ Agriculture Department Date 7 June 2024

Contact Person Ryan Pechacek Phone/Email 425-1830 x3775 ryan.pechacek@rfsd.k12.wi.us

Course Information

Select all that apply: Proposed New Course ☒ Revision to Existing Course ☐ Title Change

Full/Proposed Course Title: Natural Resources in WI

Previous Title (if changed)_____

Course Length: Current course is 9 weeks. My proposal is 18 weeks.

Credits 1.0

Required_____ Elective___X____

Prerequisites: None

Level/Type: ☐ Middle School ■ High School

Course Description

This course encompasses the study of our natural resources and basic fish and wildlife management. Topics include groundwater quality, big game wildlife management, outdoor recreation, forestry, air pollution, soil, sustainability, fish and renewable energy. Students will be working in an aquaculture/hydroponics lab completing a variety of hands-on activities. Guest speakers and field trips will be embedded in the course to increase our understanding.

Justification

Please check the box next to each statement that pertains to the need for the proposed new course or course revision:

■ Need for this course is based on gaps in the curriculum and/or current course offerings.
☐ Need for this course has been identified by building leadership in alignment with school initiatives.
☐ Other:_____

In the space provided below, add a short narrative justifying the checked statements above. Illustrate how the new course or course revision will integrate with and complement current programming within your school.

Currently, the Natural Resources class offers deep level thinking, and problem solving skills on Sustainable Ag, Soils, Wildlife Management, Fish and Water Quality, and Renewable Energy. Students will engage in fieldwork, hands-on lab, and field trips to gather a deeper appreciation for the environment. Additionally, by adding nine weeks to this course, students will have the opportunity to earn transcripted credits through CVTC, safety certifications in ATV, Snowmobile, and Boaters safety, and adding a forestry unit that will utilize the school forest.

Alignment

Explain how this course meets certain criteria of Goal 4.1 of the SDRF Strategic Plan: Embed into curriculum and instruction: critical thinking, problem-solving, perseverance, adaptability, social-emotional awareness, financial literacy, & desire for lifelong learning.

The goal is to increase student awareness and provide a comprehensive understanding of the environment, sustainable practices, and the impact of humans on natural resources. By incorporating transcripted credits, safety certifications will not only enhance students' learning experiences but also strengthen their connection to the community. Overall, the revised course is poised to be a valuable addition to our curriculum, enriching the educational experiences of our students while aligning to the school district strategic plan.

Approval to List and Develop

Signatures below signify approval to list the course as an option in a future course catalog, and develop/revise the above named course should there be enough student interest to run the course. .

Approved	Denied		
☒	☐	Department/Content Area Leader (If school sponsored)	Date 6-7-24
☒	☐	Principal (if school sponsored)	Date 10/4/24
☒	☐	Director of Academic Services (If denied, attach justification))	Date 10/4/24

Note: Above approvals must be met prior to presenting this course request to the Educational Program Committee for final approval.

☐	☐	Educational Programs Committee Chairperson	Date

Course Approval

A course scope and sequence, course curriculum map, and unit maps must be submitted and approved by the Director of Academic Services prior to the beginning of the course. Use the following district documents to complete this work:

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SDRF UNIT PLAN TEMPLATE

☐	☐	Director of Academic Services	Date

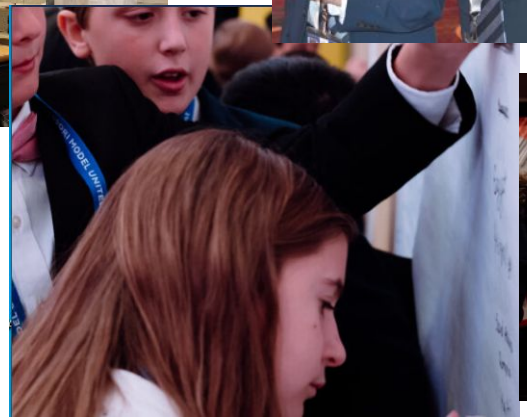
☐ Approved As Is ☐ Deny ☐ Modify _____

Revised June 6, 2024

Eagle Bluff Environmental Learning Center

RFPME Sixth Grade Trip 2024

EARLY DAYS OF RFPME...



Montessori Model United Nations in New York City

NEW DIRECTION - NATURE EDUCATION

Mission and Vision Alignment

MISSION:

River Falls Public Montessori Elementary is a collaborative community that supports the development of intrinsically motivated, inquisitive, critical thinking citizens who realize their full potential to serve and positively impact the world. By following the Montessori Method, we promote individualized learning through the exploration and inquiry in multi-aged communities to develop the whole child.

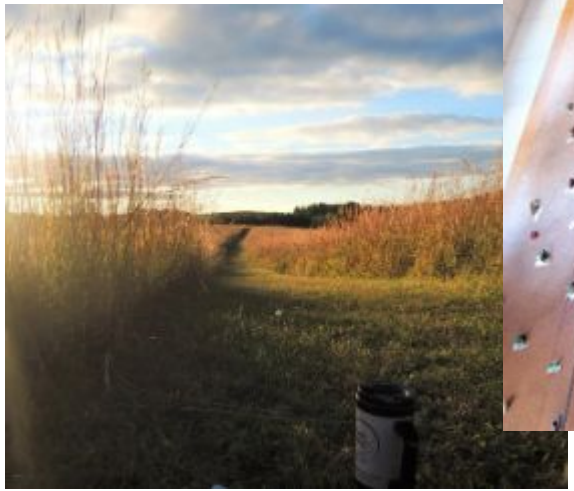
OUR VISION: is to… be collaborative, be peacemakers, be environmentalists, maintain Montessori integrity, teach the whole child and be inclusive, be and nurture lifelong learners, engage the community of River Falls

EAGLE BLUFF ENVIRONMENTAL LEARNING CENTER

LANESBORO, MN

ACTIVITIES AND CURRICULUM

Outdoor School Overview



ACTIVITIES AND CURRICULUM

- Hike
- Group Challenge
- Archery
- Outdoor survival skills
- 2 Naturalist Programs

OUTCOMES

- Leadership
- Team building
- Environmentalism
- Curricular Connections

LOGISTICS

- November 13-15 (conferences on Nov 14 rescheduled for Nov 21)
- 3 Teacher Chaperones
- 10 Sixth Grade students
- Cost of trip includes meals/transportation/lodging/educational classes led by Naturalists
- Cost of trip absorbed by RFPME PTO and budget - parents can make a donation towards the cost if they choose

SCHOOL DISTRICT OF RIVER FALLS

APPLICATION FOR SANCTION OF SCHOOL-SPONSORED TRIPS

Have you:
- ☐ Completed all necessary forms
- ☑ Approval from Building Principal

Trip/Group Name: 6th Grade Field Trip

Location of Trip: Eagle Bluff ELC - Lanesboro, MN

Date of Trip: Nov. 13 - 15th | Total Number of Days *(from departure to return)*: 3

Name of Tour Company *(if applicable)*: — Teacher led

Name of Head Chaperone/Advisor: Katrina Hostetler

Name of Other Chaperones (ratio: 1:15 maximum, 1:7 minimum): Rainbow Barry, Sara Smith

Approximate Number of Students Involved and Grade Levels: 10 Sixth graders

Estimated Cost of Trip per Student; What is Included/Not Included in Price? ~$75 Food, Lodging, Educational Experien

What was the impact of fundraising on the cost for students: We have not fundraised, but have PTO money and a school donation

Will student cost include a pro-rated amount for chaperone(s) cost?
- ☐ Yes
- ☒ No

If yes, what is the additional amount per student, if applicable?

Deadline for forfeiture of deposit if a student decided not to participate: no deposit, but we owe a percentage if we cancel within 60 days

Brief explanation of instruction purposes of the trip and how it compliments the district curriculum objective: nature education and leadership development - both a part of Montessori curriculum

Trip Category:
- ☑ Instructional
- ☑ Supplementary
- ☑ Extended
- ☐ Abroad
- ☑ Day Trip Overnight

Building social skills, leadership skills, teamwork, foster environmental stewardship, curriculum enrichment, exposure to outdoor ed experienc

Date	Chaperone/Advisor Signature
9/19/24	Sara Smith

Date	Building Administrator Signature
9/19/24	Kai Rodgers

2024 WI Act 20 Update

Reading Training - Update

Which educators are required to complete the reading training?

- Educators who teach 5K-grade 3 reading
- Reading teachers
- Special education teachers
- Teachers of multilingual learners.

What kind of training is required?

Science-based early literacy training, which is defined as:

Instruction that is systematic and explicit, and consists of the following components:

- Phonological awareness
- Phonemic awareness
- Phonics
- Building background knowledge
- Oral language development
- Vocabulary building
- Instruction in writing
- Instruction in Comprehension
- Reading Fluency

Required Reading Training

How will the training be rolled out?

Three Training Windows

Start	Finish
December 1, 2023	August 30, 2024
July 1, 2024	January 1, 2025
December 1, 2024	June 30, 2025

Why are we breaking the training into three windows?

- Allow for collaboration among teacher as they complete the training.
- Provide some summer training opportunities within each window.
- To prevent all district teachers to be carrying this extra responsibility at the same time.
- To accommodate the demand this training place on the district budget
- **Training Window Survey**

Required Reading Training

What option has the RFSD selected?

Top 10 Tools

Top 10 Tools is a state approved online comprehensive reading course designed to immerse educators in the science of reading and prepare educators to provide evidence-based reading and language arts instruction.

40-45 hours of asynchronous

10 Modules

To Date: Top Ten Tools

28 Teachers have completed the required training

24 Teachers are currently in training

15 Teachers will begin training in December.

Assessments

What are the new reading readiness screener requirements and when do those requirements take effect?

A single reading readiness screener will be administered to Wisconsin students in 4K through grade 3 beginning in the school year 2024-2025. The assessment must be administered to 4K students twice per year. Once no more than 45 days into the school year and once no more than 45 days prior to the end of the school year.

What is the new reading readiness screener?

DPI has selected AIMSweb+ as the statewide universal screening tool for PK-3.

Diagnostic Assessments:

Any child that scores below the 25th percentile of the reading readiness screener must be administered a diagnostic reading assessment within 10 days after the reading readiness screener and no later than the 2nd Friday of November.

Assessment Plan

Universal Screener: AIMSweb+

4K-3: Reading and Math

Universal Screener: *FastBridge

4-5: Reading and Math

*2025-26 TBD: AIMS or STAR

Diagnostic Assessments:

SIPPS - Collaborative Classroom

Under Construction:

ACT 20 Team:

Determining additional Diagnostic Assessments

Finalizing Reading Plan

Training for Teachers

Family Notifications

What reading information are school districts required to share with families?

Beginning in the 2024-2025 school year, provide parents and families with results of the reading readiness screener no later than 10 days after the assessment is scored in an understandable format.

Personal Reading Plans

Which students will receive a personal reading plan?

Any child in grades K-3 who scores below the 25th percentile on the reading readiness screener must receive a personal reading plan. Act 20 requires that schools monitor student reading development progress weekly. The term “progress monitoring” here does not have the same meaning as progress monitoring required for special education evaluation when considering specific learning disability. Some form of weekly progress monitoring is required and must be outlined in a child’s personalized reading plan.

WISCONSIN DEPARTMENT OF Public Instruction

WI ACT 20 FAQ

Academic Services
30 Day Update
October 7, 2024

Academic Services Lead Measures

- **Guaranteed & Viable Curriculum:** Implement the curriculum cycle by scheduling curriculum meetings, using data to guide decisions, collaborating with stakeholders, recording changes, and evaluating the impact.
- **Authentic Teacher Collaboration:** Support Professional Learning Communities at all levels by providing opportunities for professional development, having open communication/providing transparency for all stakeholders, observing student learning, and ensuring all teachers have access to shared resources.
- **High Quality Teaching & Learning:** Lead the implementation of identified strategies by creating a defined action plan, communicating with all stakeholders, and providing professional development to enhance and effectively integrate practices that enhance student learning..

30 Day Update Cadence of Accountability

Guaranteed & Viable Curriculum

- Curriculum Cycle Slides
- Curriculum Maps
- Policy Schedule
- Inservice Agendas
- Ed Pro Agendas

Authentic Teacher Collaboration

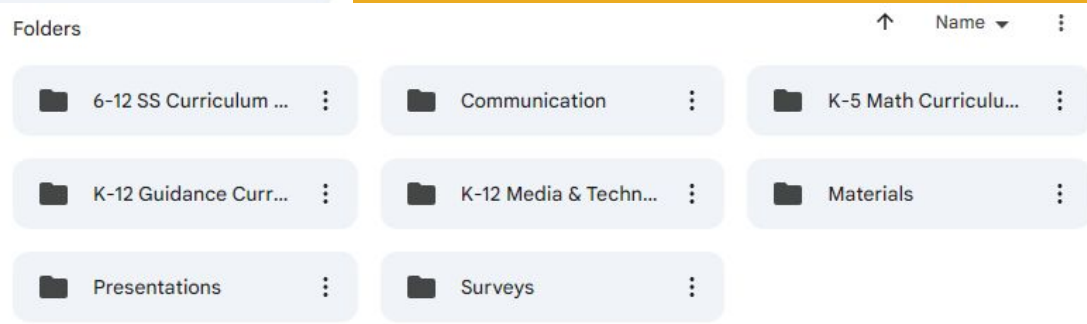
- EduCLIMBER rollout
- Observation Sheet
- PLC
- Newsletter

High Quality Teaching and Learning

- HQTL Rollout
- HQTL Rounding and Roll Throughs
- Instructional Coaching Agendas

Guaranteed and Viable Curriculum

Curriculum Cycle



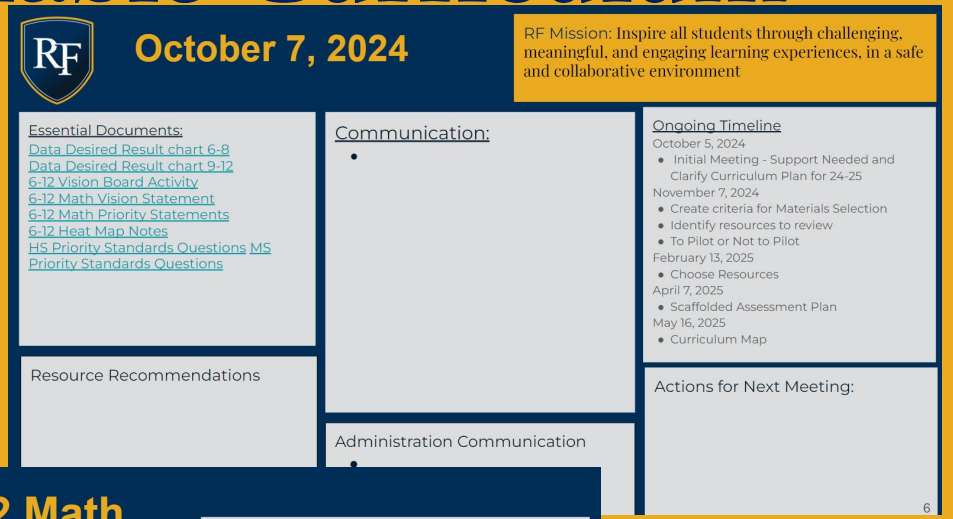
Content Area Curriculum Cycle Slides		
Elementary	Secondary	K-12
K-5 ELA	6-12 ELA	K-12 Art
K-5 Math	6-12 Math	K-12 Music
K-5 Science	6-12 Science	K-12 World Language
K-5 Social Studies	6-12 Social Studies	K-12 PE & Health
K-6 Montessori	6-12 CTE	K-12 Media & Technology
	9-12 Renaissance Charter Academy	K-12 Guidance

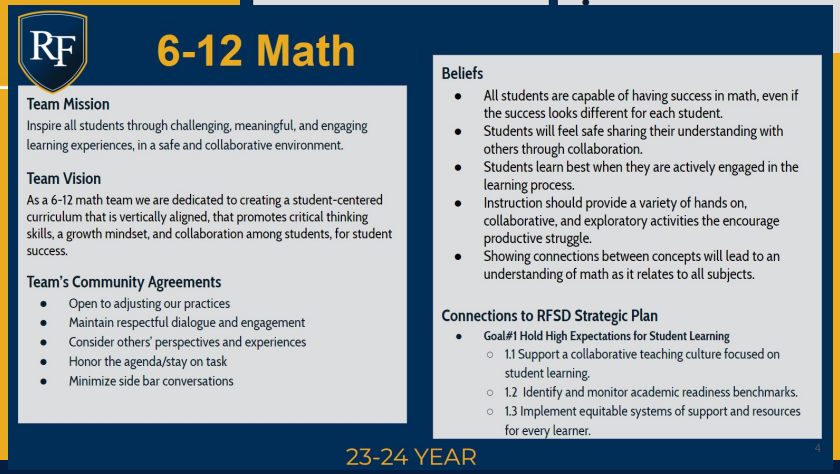
Guaranteed and Viable Curriculum

Curriculum Cycle

6-12 Math
Stage 3: Learning Experiences

River Falls School District
2024-2025





Guaranteed and Viable Curriculum

Policies to Update

341.1 Reading Instruction
342.5 Title I Programming
342.5 Rule Student, Parent, and Family Engagement in Title I Programs
342.7 Services/Programs for English Learners
342.7 Rule Procedures for Assessing and supporting English Learners
342.72 English Learner Parent Notification
343.2 Class Size
343.3 Independent Study
343.46 Early College Credit Program
342.42 Criteria for Early College Credit Program

Timeline for Updates

November

December

February

March

April

May

June

Guaranteed and Viable Curriculum

Inservice Agendas

School District of River Falls Professional Learning
2024-25 Table of Contents

Date	Agenda	DAS Why - Purpose
August 20-21, 2024	**New Teacher Orientation**	*To help new educators feel more welcome and confident in their roles.* *Strategic Plan Goal #3 (3.5)*
August 26-29, 2024	**Teacher Inservice - District** **Greenwood** **Montessori** **Westside** **Rocky Branch** **Meyer Middle School** **Renaissance Academy** **River Falls High School**	*To provide a time for educators to prepare their classroom for learning for the upcoming school year and an opportunity for teachers to grow their knowledge and sharpen their skills, which lead to better student outcomes.*
October 7, 2024 **Virtual Day 9-12** **Paraprofessional Included**	**District** **Greenwood** **Montessori** **Westside** **Rocky Branch** **Meyer Middle School** **Renaissance Academy** **River Falls High School**	*To connect with Department PLC to review where the team is at in the curriculum cycle and work that will be supported during the 24-25 school year based on the cycle.*

Authentic Teacher Collaboration

EduCLIMBER rollout

EduCLIMBER Rollout/Implementation Plan

Vision: Streamline MLSS practices, planning and processes to ensure all students leverage their learning to impact the world around them
Guiding Principles: Ensure student data privacy, streamline past practices to improve workflow, consistent data sets for decision making.

Year		Elementary	Middle	High School
2024-25		Data Clean-up Assessment Data Loaded Performance Plans - District defaults		
Year 1 2024-25	Implement	Tag intervention students - entry and dismissal System Readiness Basic Navigation - Coaches, Counselor, Psych, GT,	Dashboards - Premade - Longitudinal Charts Basic Navigation - Principals, Coaches, Counselor, Psych, GT	Dashboards - Premade - Longitudinal Charts Basic Navigation - Student Support Coach, Counselor, Psych
	Pilot	Intervention Data Tracking - Check-in using SMART Forms Track Academic Interventions in eC - Reading Dashboards - Premade - Longitudinal Charts	Tag intervention students - entry and dismissal System Readiness Tag Students in Specific Populations to create data sets (AIM)	Tag intervention students - entry and dismissal System Readiness Tag Students in Specific Populations to create data sets (RCA)
	Explore	Basic Navigation - Principals, SPED Teachers Basic Reporting Dashboard,Data Walls/Visualizations for Roll Throughs	Basic Navigation - Principals, Coaches, Counselor, Psych, GT Basic Reporting Dashboard,Data Walls/Visualizations for Roll Throughs	Basic Navigation - Principals Basic Reporting Dashboard,Data Walls/Visualizations for Roll Throughs
Year 2 2025-26	Implement	Track Academic Interventions in eC - Reading and Math	Track Academic Interventions in eC - Reading Dashboards - Premade - Longitudinal Charts	Track Academic Interventions in eC - Reading Dashboards - Premade - Longitudinal Charts
	Pilot	Data Walls/Visualizations for Roll Throughs, and Leadership Teams Thresholds Meeting Modules Tags SEB Interventions in eC	Data Walls/Visualizations for Roll Throughs, and Leadership Teams Thresholds Academic Interventions in eC Meeting Modules Tags	Data Walls/Visualizations for Roll Throughs, and Leadership Teams Thresholds Meeting Modules Tags

DRAFT

Authentic Teacher Collaboration

ALL PLC Notebooks

PLC Agendas

Quarter 1	Quarter 2	Quarter 3	Quarter 4
8/26 - Week 1 (V&H)	11/5 - Week 1 (V)	1/27 - Week 1 (V)	4/7 - Week 1 (V)
9/11 - Week 2*(H)	11/13 - Week 2*(H)	2/5 - Week 2* (H)	4/16 - Week 2*(H)
9/18 - Week 3*(H)	1		
9/25 - Week 4* (H)	1		
10/2 - Week 5 (H)	1		
10/7 - Week 6* (V)	1		
10/16 - Week 7 (H)	1		
10/23 - Week 8* (H)	1		
10/30 - Week 9 (V)	~~1~~		

* Tentative Observation , H

PLC Flowchart

What do we want our kids to know and be able to do?

- ❑ Curriculum Guides--**Identify Priority Standards**
- ❑ **Pacing** of Priority Standards
- ❑ Student-friendly **Learning Targets**
- ❑ Assessment design and planning **(Common Formative & Summative Assessments)**
- ❑ Lesson Plans
- ❑ Rubric design and scoring protocols

How will we know when they have learned it?

- ❑ Identify **Proficiency Levels** (criteria) for Each Standard
- ❑ **Data** Analysis Protocol and **Discussion**
- ❑ **Rubrics & Grading Calibration**
- ❑ Analyzing results from district/state assessments
- ❑ Sharing teacher observations and anecdotal evidence

How will we respond when they haven't learned it?

- ❑ Analysis Protocols (**Sorting**)
- ❑ Daily, weekly, long-term intervention planning (**Reteach**)
- ❑ Time built into the schedule (**Response Days**)
- ❑ Multiple ways to **Reassess**

How will we respond when they have learned it?

- ❑ **Enrichment / Extension Plans**
- ❑ **Student Choice**
- ❑ Student Leadership Opportunities
- ❑ Community Partnerships
- ❑ Celebrations and Recognitions

Who are our students ?

- ❑ Demographic groups
- ❑ Students needing support
- ❑ **Trends**
- ❑ Who is benefiting vs who is not benefiting?
- ❑ What can I do to adjust my teaching/environment to remove barriers for these groups?

Table of Contents

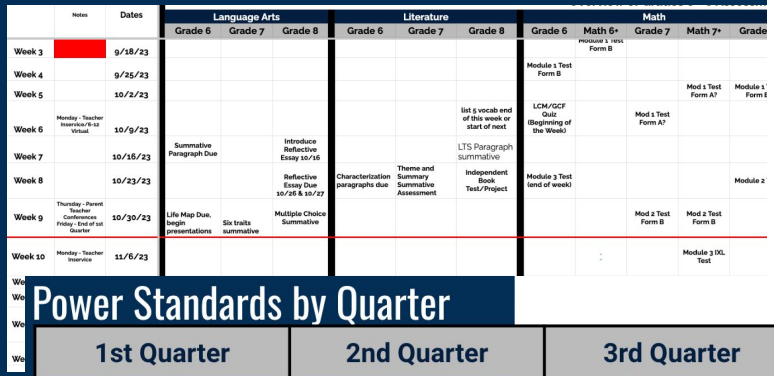
Meeting Agendas
Norms
PLC Road Map
PLC Annual Goals
Priority Standards by Trimester
Deconstructed Standards
Curriculum Folder
Assessment Discussions
PLC Common Assessment Data Discussion Template
Curriculum Maps

Team Norms

- We will always start vertically to continue to foster community. (10 min)
- We will make decisions on consensus for courses through the lens of what is best for students.
- We will communicate positively to promote professional learning and student growth.
- We will maximize time by having an efficient agenda focused on the four PLC questions.
- We will analyze and take action on FRESH data at 50% or more of our meetings.
- We will end on time to ensure students are welcomed into our classrooms.

Authentic Teacher Collaboration

MMS PLC Notebooks



	Notes	Dates	Language Arts			Literature			Math				
			Grade 6	Grade 7	Grade 8	Grade 6	Grade 7	Grade 8	Grade 6	Math 6+	Grade 7	Math 7+	Grade
Week 3		9/18/23											
Week 4		9/25/23							Module 1 Test Form B				
Week 5		10/2/23										Mod 1 Test Form A?	Module 1 Form B
Week 6	Monday - Teacher Inservice/8-12 Virtual.	10/9/23						list 5 vocab end of this week or start of next	LCM/GCF Quiz (Beginning of the Week)		Mod 1 Test Form A?		
Week 7		10/16/23	Summative Paragraph Due		Introduce Reflective Essay 10/16			LTS Paragraph summative					
Week 8		10/23/23			Reflective Essay Due 10/26 & 10/27	Characterization paragraphs due	Theme and Summary Summative Assessment	Independent Book Test/Project	Module 3 Test (end of week)				Module 2
Week 9	Thursday - Parent Teacher Conferences Friday - End of 1st Quarter	10/30/23	Life Map Due, begin presentations	Six traits summative	Multiple Choice Summative						Mod 2 Test Form B	Mod 2 Test Form B	
Week 10	Monday - Teacher Inservice	11/6/23										Module 3 IXL Test	

Power Standards by Quarter

1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
6.NS.5 Mod 1 Understand that Positive and Negative Numbers describe quantities and use them in real world contexts. 6.NS.6- Mod 1 Extend Number Lines to Include Negative Numbers • Proficiency Scale • Module 1 Test Form B LCM/GCF • GCF/LCM Quiz 6.NS.1- Mod 3 Interpret and Compute Quotients of Fractions	6.NS.3 - Mod 4 Fluently add, subtract, multiply a divide multi-digit numbers using standard algorithm 6.RP.3b- Mod 5 Use ratio and Rate Reasoning to Solve Real World Problems	6.RP.3c - Mod 7 Find Percent of a quantity as a rate per 100 6.EE.2 - Mod 8 Read, write and evaluate expressions 6.EE.3 - Mod 8 Apply properties of operations 6.EE.4 - Mod 8 Identify 2 Equivalent Expressions Mod 9 Intro - Will Give Test - No Power Standard	6.EE.9 - Mod 10 Use variables to represent quantities 6.NS.8 - Mod 11 6.NS.6 - Mod 11 Graphing on the coordinate plane **Math 6 Quarter 4 Interim Google Form** **Math 6 Quarter 4 Interim** **Math 6 Quarter 4 Interim ANSWER KEY**

Curriculum Team Products

PLC Notebooks

LA 6	Math 6	Social Studies 6
LA 7	Math 7	Social Studies 7
LA 8	Math 8	Social Studies 8
Lit 6		

PLC Critical Issues 2024-2025

1. Align essential learning to power standards
2. Establish proficiency standard
3. Identify topics and concepts to eliminate to devote more

to essential learning

Authentic Teacher Collaboration

TEAM ROLES & RESPONSIBILITIES

RFHS PLC Notebooks

Facilitator	Time-Keeper	Recorder	Data Lead
V - Hope	V- Kim	V- Thoennes	V- Zach

OUR MISSION: River Falls High School is a community of care serving students to empower them to become their personal best.

Attendance:

Critical Question(s):
What do we want our kids to know and be ab
How will we know when they have learne
How will we respond when they don't lea
How will we respond when they already know it?

August 28 - Week 1

1st Quarter

To Do:
1. Review Norms & Established Roles.
2. Review Priority Standards.
3. Review Curriculum Map & Pacing Guide.
   Link All Documents/Resources under your course on the Guaranteed and Viable Curriculum Document HERE.
4. Planning for the Start of the Year - Review & Discuss Unit 1: Common Summative Assessment...
   a. What knowledge and skills do students need?
   b. What pre-teaching might we need to provide?
   c. What checkpoints can we establish throughout the Unit to make sure students master the necessary skills?
   Formative Opportunities: *Review pacing guide to ensure reteaching time is accounted for.*

Notes:

For Pre-Calc:
pacing guide
summative a
potential liter

For FST: Hat
summative a
pacing calen

Need to do before our next PLC: Pre-Calc - bring data from Quiz 1.1-1.3.
FST -
Since
included on the Unit A asses
nt and will not meet.

How will this meeting impact and improve s

OUR MISSION: River Falls High School is a community of care serving students to empower them to become their personal best.

Attendance: Molly, Kaydan,Megan, Joy, Sarah

Critical Question(s):
What do we want our kids to know and be able to do?
How will we know when they have learned it?
How will we respond when they don't learn it?
How will we respond when they already know it?

Algebra: Sept. 25 - Week 4

1st Quarter

Current Priority Standard(s):

1. **Algebra Seeing Structure in Expressions: A. Interpret the structure of expressions. (M)**
2. **Algebra Reasoning with Equations and Inequalities: B. Solve equations and inequalities in one variable**

To Do:
1. Review/Adjust Priority Standards by Quarter
2. Record 1st quarter summative assessments dates on the HS Assessment Calendar.
3. Finalize 1st Quarter student and teacher Proficiency Scales and link in your guaranteed and viable curriculum document.

Notes:
- **Assessment Calendar for Alg1, Alg 1 A/B, and Pre-Alg**
- **Updated assessments for Unit D**

Need to do before our next PLC:

Parking Lot: *(Things to discuss / complete OUTSIDE of our PLC meeting)*

How will this meeting impact and improve student learning?

Authentic Teacher Collaboration

Montessori PLC Notebooks

RFPME
Wildly Important Goal

- WIG: 100% of students will be proficient or exceed their yearly growth goal in foundational reading skills as measured by the grade level screening assessment by Spring of 2027.

PLC Goals:

1. Use Transparent Classroom as a guide to assessment and instruction.
2. Focus on learning or refreshing Montessori lessons to support student learning.
3. Focus on 3 key Montessori assessments to follow the child.

3 Key Montessori Assessments

1. How did the lesson go?
   a. Is the lesson moving too fast/too slow?
   b. Is the student interacting appropriately?
   c. Is the student engaged? Why or why not?
   d. Does the student understand content and follow up work expectations?
2. How did independent work go?
   a. Is there confusion about follow up work?
   b. Is the student able to work independently or with a friend to do the expected follow up work?
   c. Is the follow up work appropriate for the student?
3. What is the quality of follow up work?
   a. Did the student complete the follow up work with minimal errors?
   b. Did the student have enough time to complete the follow up work?
   c. Did the student give maximum effort?

P.E.A.C.E. - Problem Solving, Empathetic, Accountable, Cooperative, Engaged Learners

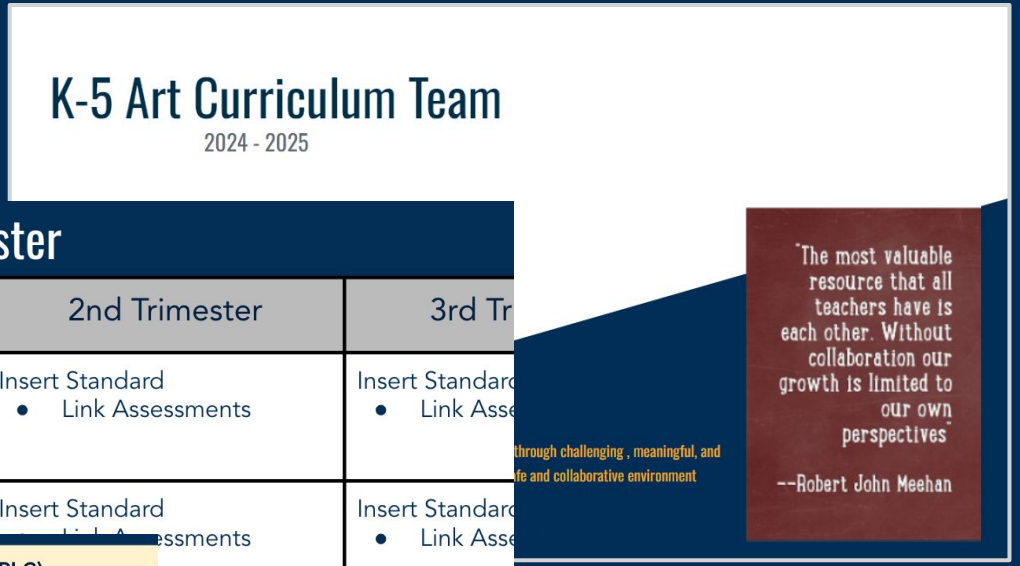
October 17

Material: **Lesson(s):** **Prerequisite:** **Follow up work ideas:**	**Assessment discussion:** How do you know students are learning during this lesson? How do you check if students can do the work independently? How do you evaluate follow up work? What does proficiency look like?	What to do if a student already knows the concepts of this lesson? What to do if a student struggles with this lesson?
Transparent Classroom notes:	**To Dos for next week:**	

How will this meeting impact and improve student learning?

Authentic Teacher Collaboration

Specialist PLC Notebooks



PLC Agendas

Trimester 1	Trimester 2	Trimester 3
9/19 - Virtual	12/5 -	3/27?
10/7 - In-person	12/19 -	4/3
10/17 -	1/2 -	4/17
11/7 -	1/16 -	5/1

High Quality Teaching & Learning

HQTL Learning Plan

- Relationships - September
- High Expectations - October
- Engagement - November
- Feedback - December
- Efficacy - January
- Research Based Practices - February

Instructional Coaches

Our Vision is...

The RFSD coaching vision is to support teachers (staff) in achieving student-centered teaching and learning goals through collaboration and reflection.

Our teams' core values are...

Communication, collaboration, trust, fun, meaningful work

Our team's community agreements are...

- Consider every issue from multiple perspectives
- Listen to understand
- Honor the agenda
- Be willing to participate
- Be fully present

Our team makes decision by...

Our team's communication agreements are

Our team's goals (or inquiry question) are...

Our team's work plan is reviewed...

Our team know if we're making progress on our mission and goals toward our vision because

2024-25

September 2024

The RFSD coaching vision is to support teachers (staff) in achieving student-centered teaching and learning goals through collaboration and reflection.

Communication

- Calendar
  - Monthly Meeting Schedule
- Arise: 9/16 - 9/17 (8:30 - 3:30)
  - Week of Email Reminder
  - Minneapolis Institute of Art (Mia)
    2400 Third Avenue South
    Minneapolis, Minnesota 55404

Book Study:

- Arise

Learning Together:

- Ice Breaker
- Who Do You Want To Be?
  - Crafting Your Personal Vision
  - Record your animal/symbol and values for 9/20
- Getting Logged Into Materials
- Prework and Materials
  - Read: Introduction pp. 1-20 in Arise: The Art of Transformational Coaching
  - Read: Chapter 1, pp. 21-56 in Arise: The Art of Transformational Coaching
  - Read: Chapter 3, pp. 79-118 in Arise: The Art of Transformational Coaching
  - Read: “Coach into the Spheres of Influence” section of Chapter 8 in Arise: The Art of Transformational Coaching
  - Listen: Episode 205 “Coaching Demonstration: How to Coach Beliefs” (~63 min.) of The Bright Morning Podcast
  - Complete: Identifying Core Values, p. 7, in this learning packet
    Complete: Listen to Your Own Listening, pp. 9 in this learning packet
- Listen to Your Own Listening
- Review on the Transformational Coaching Rubric

Administration Communication

- Arise Workshop 9/16 - 9/17

K-8 IC PLC Meeting Dates

- 9/20/24
- 10/11/24
- 11/1/24
- 12/12/24
- 1/10/24

To Do:

- ❏ Record your animal/symbol and values by 9/20
- ❏ Arise: Workshop Prework and Materials
- ❏ ARISE: Read Chapter 1 & 3

“Everyday we are Preparing or Repairing.” - John Maxwell

Academic Service

Strategic Goals:
1.3; 3.5

Strategic Goals:
1.1; 3.3; 3.6

Strategic Goals:
1.2; 1.3; 2.6; 3.3; 3.5; 5.5