

**School District of River Falls**  
**Educational Program Committee Meeting**

Monday, December 8, 2025 - 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. REVIEW 2024-25 DISTRICT REPORT CARD**

**2**

**Description:** MaryBeth Elliott, Co-Director of Academic Services, will present the 2024-25 district report card.

**Recommended Action:** None, informational only.

**5. STAGE 1 - DESIRED RESULTS OVERVIEW**

**34**

**Description:** Amy Wise and MaryBeth Elliott, Co-Directors of Academic Services, will present an overview of work completed during Stage 1 - Desired Results of the Curriculum Review Cycle.

**Recommended Action:** None, informational only.

**6. 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.

**7. 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, January 12, 2025, 6:00 p.m.

*The meeting will be held at the District Office Conference Room, 852 E. Division Street.*

**8. ADJOURN**

# WI DPI Report Card 24-25

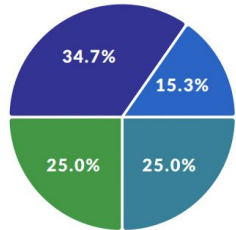


**River Falls School District  
December 2025**

# Wisconsin School Report Card 101

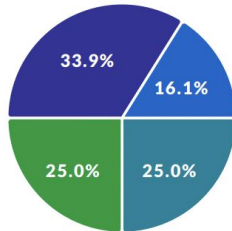
Accountability Rating Category	2023-24 Score Range	2024-25 New Score Range	Changes made by 2025 Standard Setting panel
Significantly Exceeds Expectations ★★★★★	83-100	<b>84-100</b>	+1
Exceeds Expectations ★★★★★	70-82.9	<b>71.0-83.9</b>	+1
Meets Expectations ★★★	58-69.9	<b>60.0-70.9</b>	+2
Meets Few Expectations ★★	48-57.9	<b>49.0-59.9</b>	+1
Fails to Meet Expectations ★	0-47.9	<b>0-48.9</b>	+1

PRIORITY AREA WEIGHTS



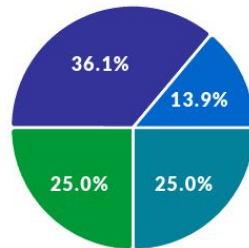
**22-23**

PRIORITY AREA WEIGHTS



**23-24**

PRIORITY AREA WEIGHTS



**24-25**

- ACHIEVEMENT
- GROWTH
- TARGET GROUP OUTCOMES
- ON-TRACK TO GRADUATION



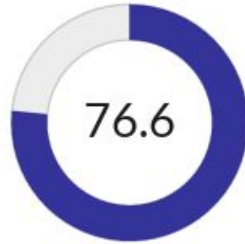
# Wisconsin School Report Card 101

- ❖ Priority Area Scores
  - Achievement
  - Growth
  - Target Group Outcomes
  - On-Track to Graduation





# ACHIEVEMENT

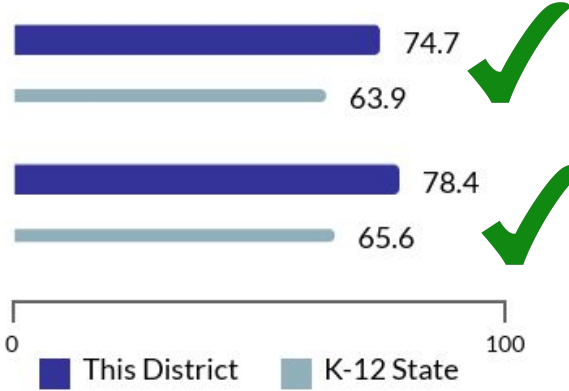


English Language Arts

Mathematics

# 24-25

## Subject Area Scores



# ACHIEVEMENT

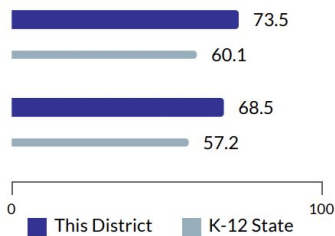


English Language Arts

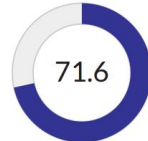
Mathematics

# 22-23

## Subject Area Scores



# ACHIEVEMENT

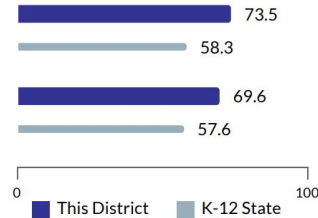


English Language Arts

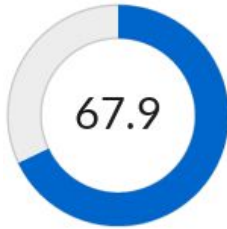
Mathematics

# 23-24

## Subject Area Scores



## GROWTH



English Language Arts

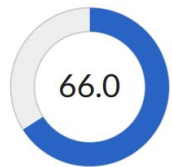
Mathematics

# 24-25

## Subject Area Scores



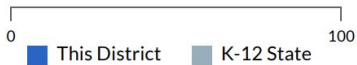
## GROWTH



English Language Arts

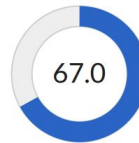
Mathematics

## Subject Area Scores



# 22-23

## GROWTH



English Language Arts

Mathematics

## Subject Area Scores



# 23-24



## TARGET GROUP OUTCOMES



Achievement

Growth

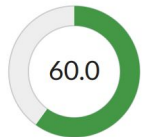
Chronic Absenteeism

Graduation

### Group Scores



## TARGET GROUP OUTCOMES



Achievement

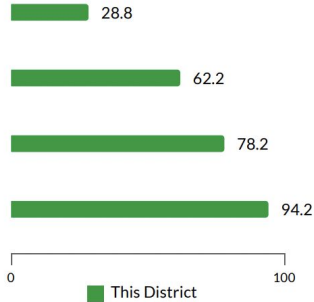
Growth

Chronic Absenteeism

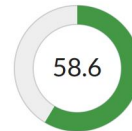
Graduation

22-23

### Group Scores



## TARGET GROUP OUTCOMES



Achievement

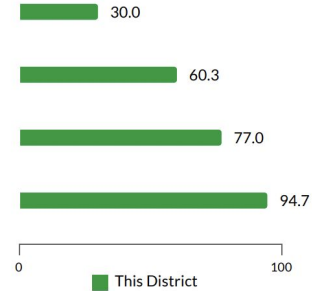
Growth

Chronic Absenteeism

Graduation

23-24

### Group Scores





### ON-TRACK TO GRADUATION

# 23-24



Chronic Absenteeism

#### Area Scores



Graduation



3rd Grade English Language Arts

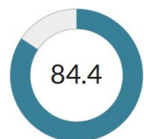


8th Grade Mathematics



### ON-TRACK TO GRADUATION

### ON-TRACK TO GRADUATION



Chronic Absenteeism

#### Area Scores



Graduation



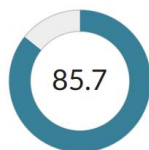
3rd Grade English Language Arts



8th Grade Mathematics



# 22-23



Chronic Absenteeism

#### Area Scores



Graduation



3rd Grade English Language Arts



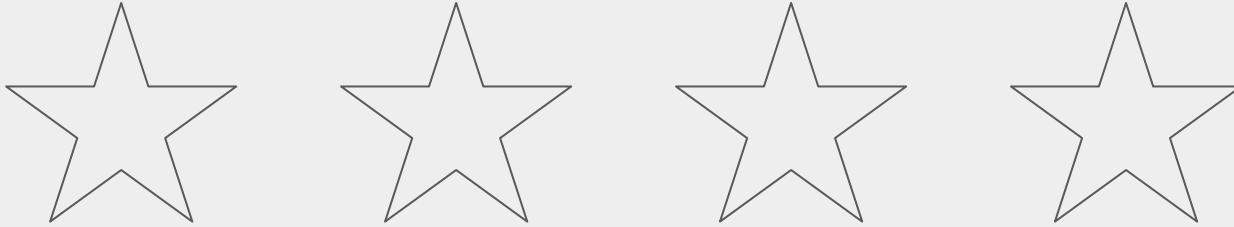
8th Grade Mathematics



# 23-24



# Overall District “Exceeds Expectations”



Achievement+Growth+Target Groups+On-Track Graduation

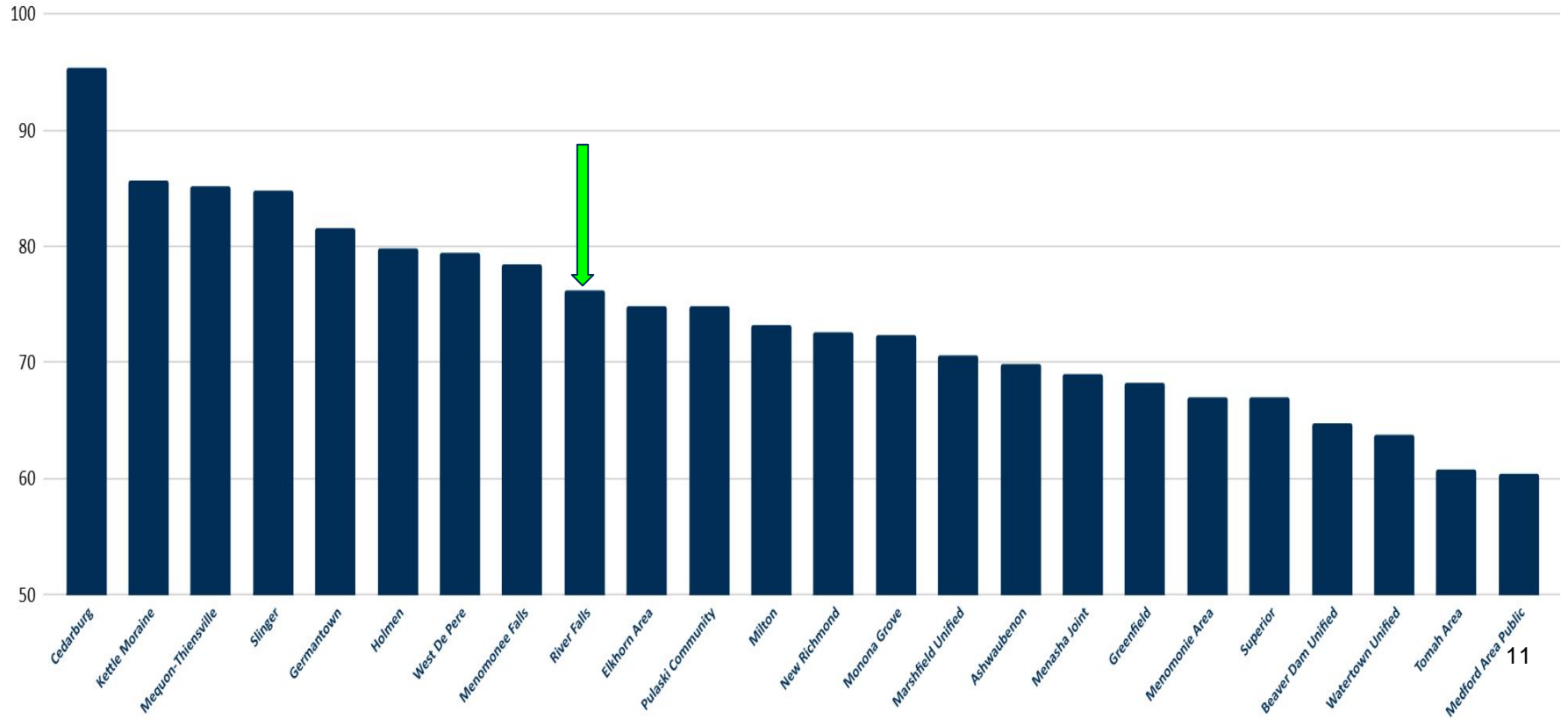


# Goal 1: Hold High Expectation for Student Learning

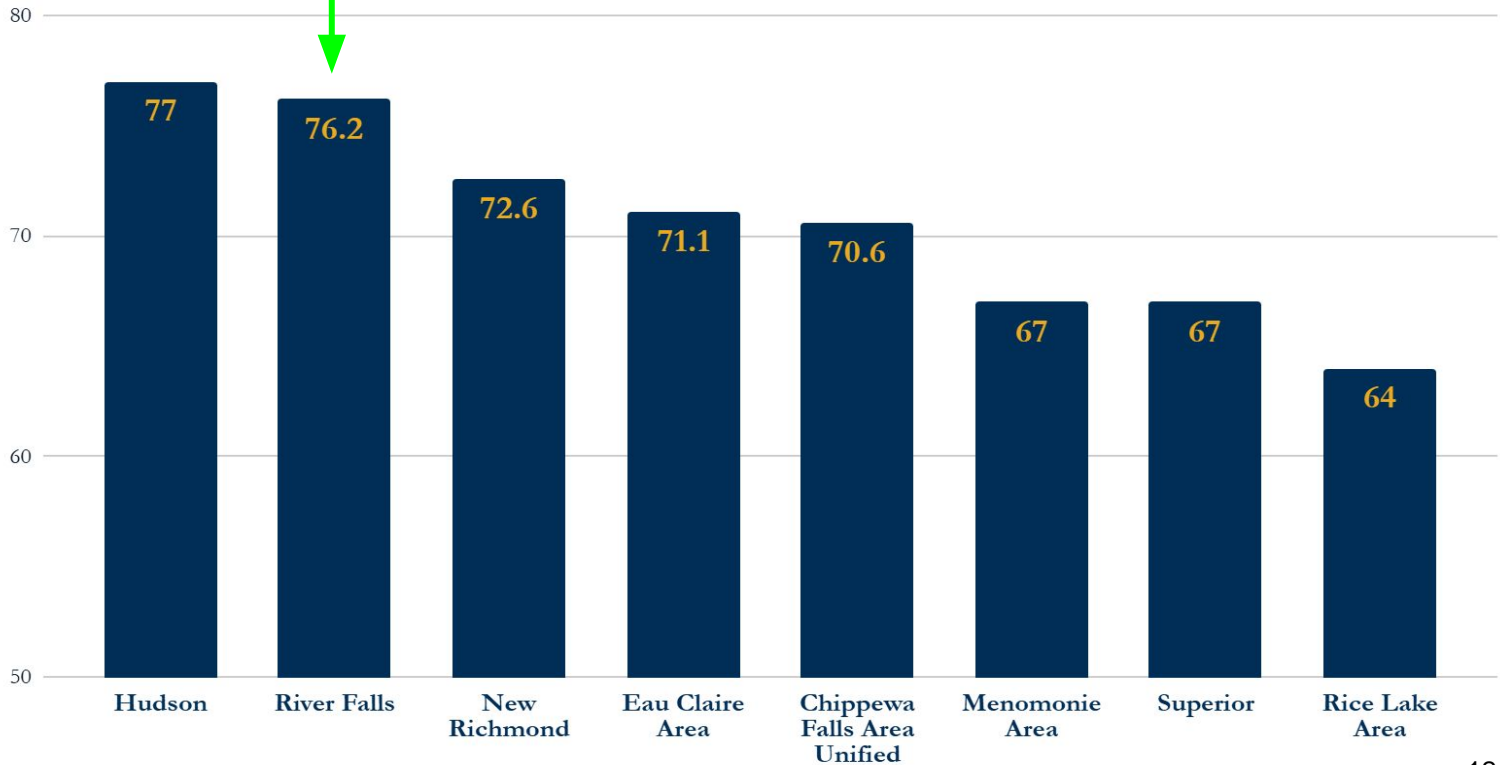
- ❖ 2nd highest report card score in Big Rivers Conference
- ❖ 9th highest report cards score out of 39 CESA 11 schools.
- ❖ ACT Composite 20.9 (20.5 last year) - college ready 58% (55.6% last year)
- ❖ Overall Accountability Score Top 26.6% of the state
- ❖ District Student Achievement Score Top 18.4% of the state
- ❖ As reported on the WI DPI Report Card.



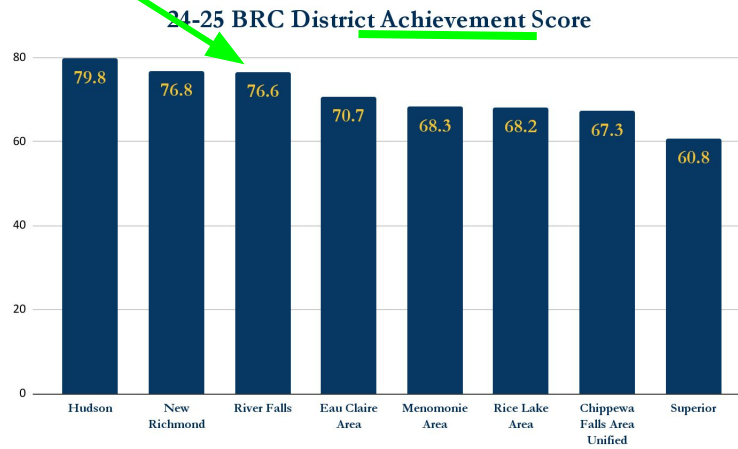
# 24-25 WI DPI Report Card Overall Accountability Scores (schools of similar size)



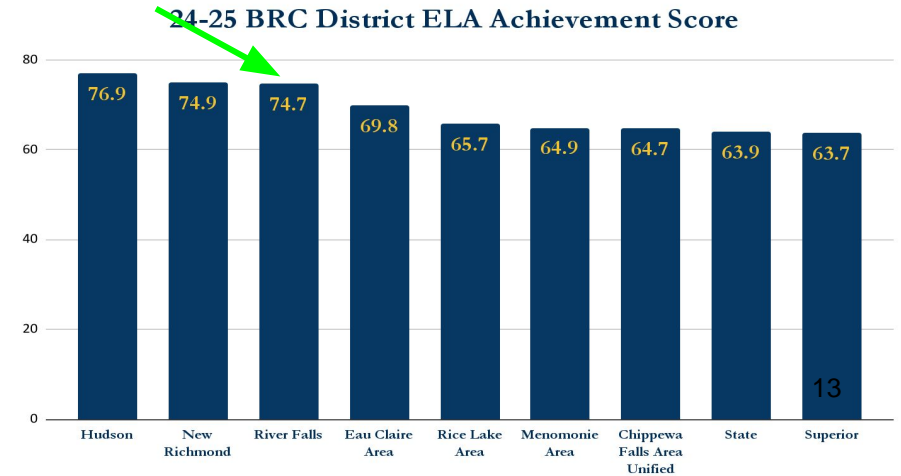
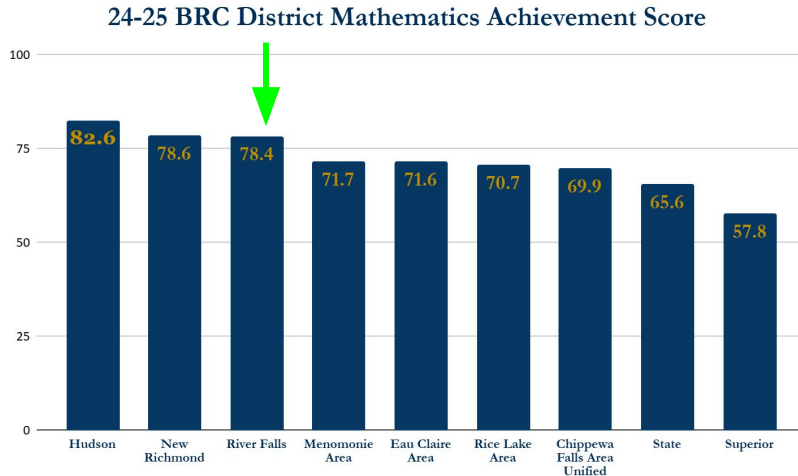
## 24-25 Big Rivers Conference Overall Accountability Scores



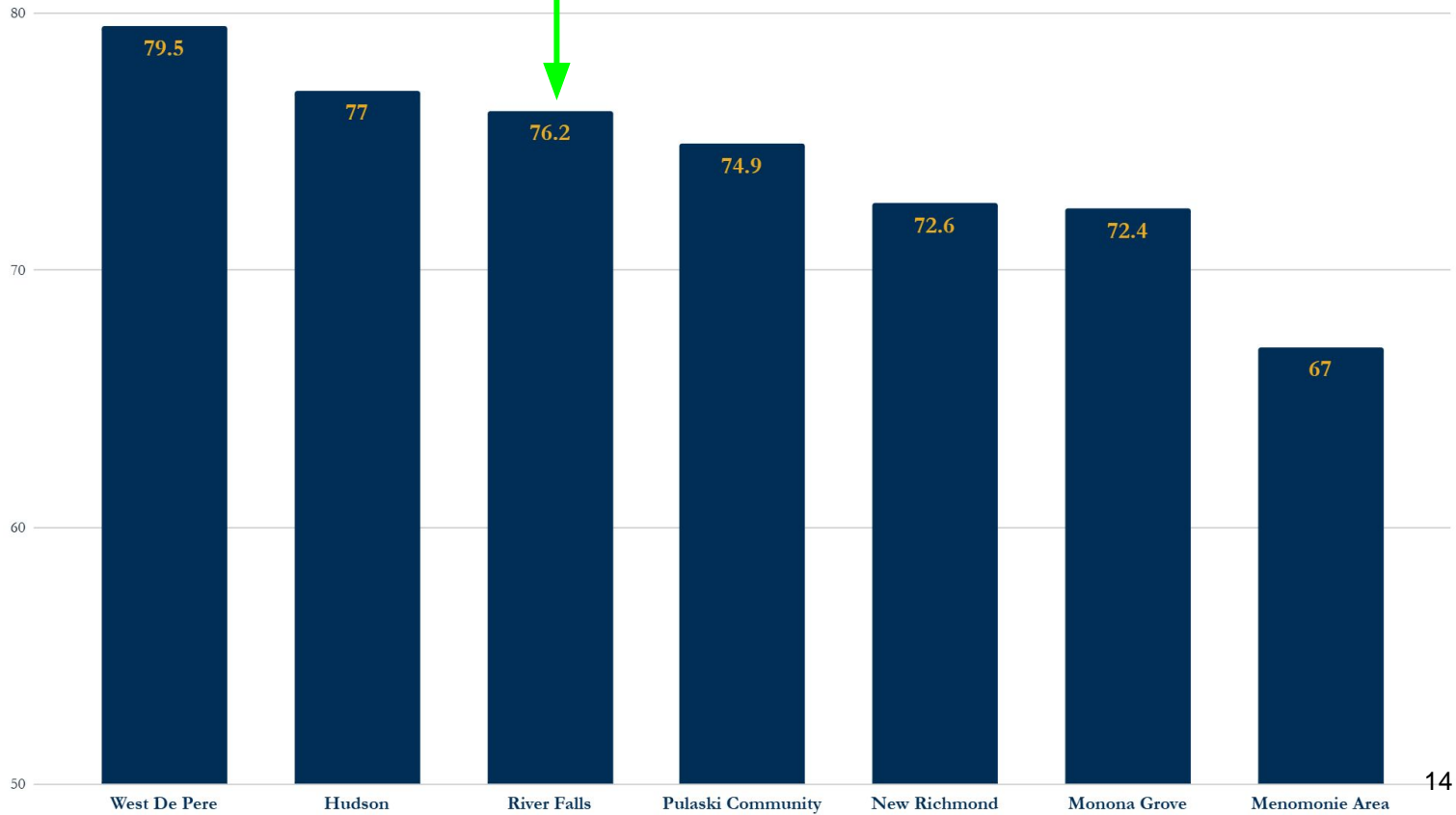
“Achievement” score was the same or higher than 81.6% of districts in the state.



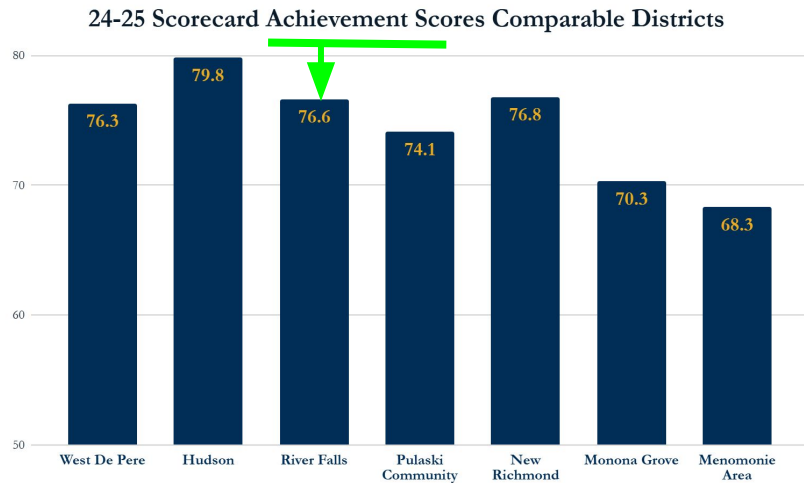
The School District of River Falls was the 3rd highest achievement score in the Big Rivers Conference



### 24-25 Scorecard Comparable Districts Overall Accountability Scores

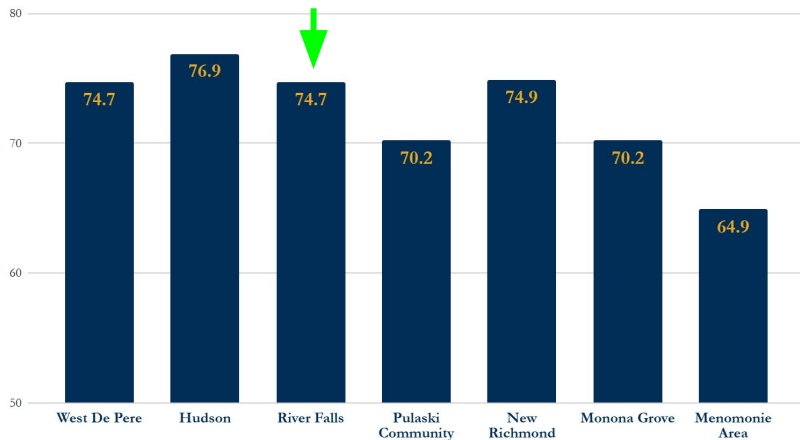


“Achievement” score was the same or higher than 81.6% of districts in the state.

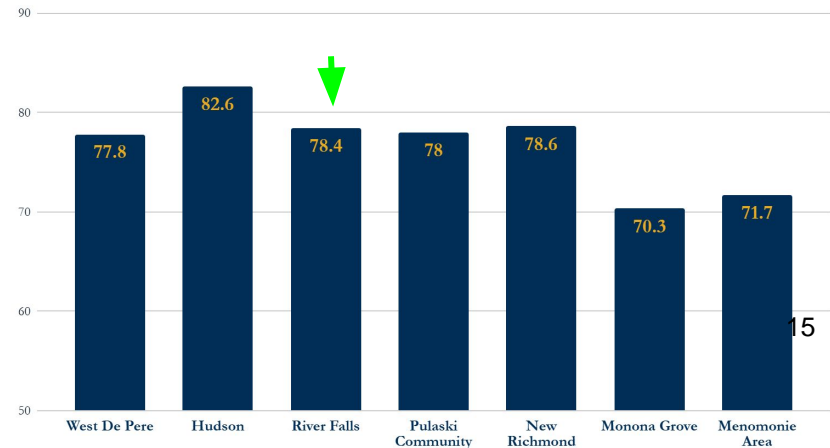


The School District of River Falls was the 3rd highest achievement in comparable districts

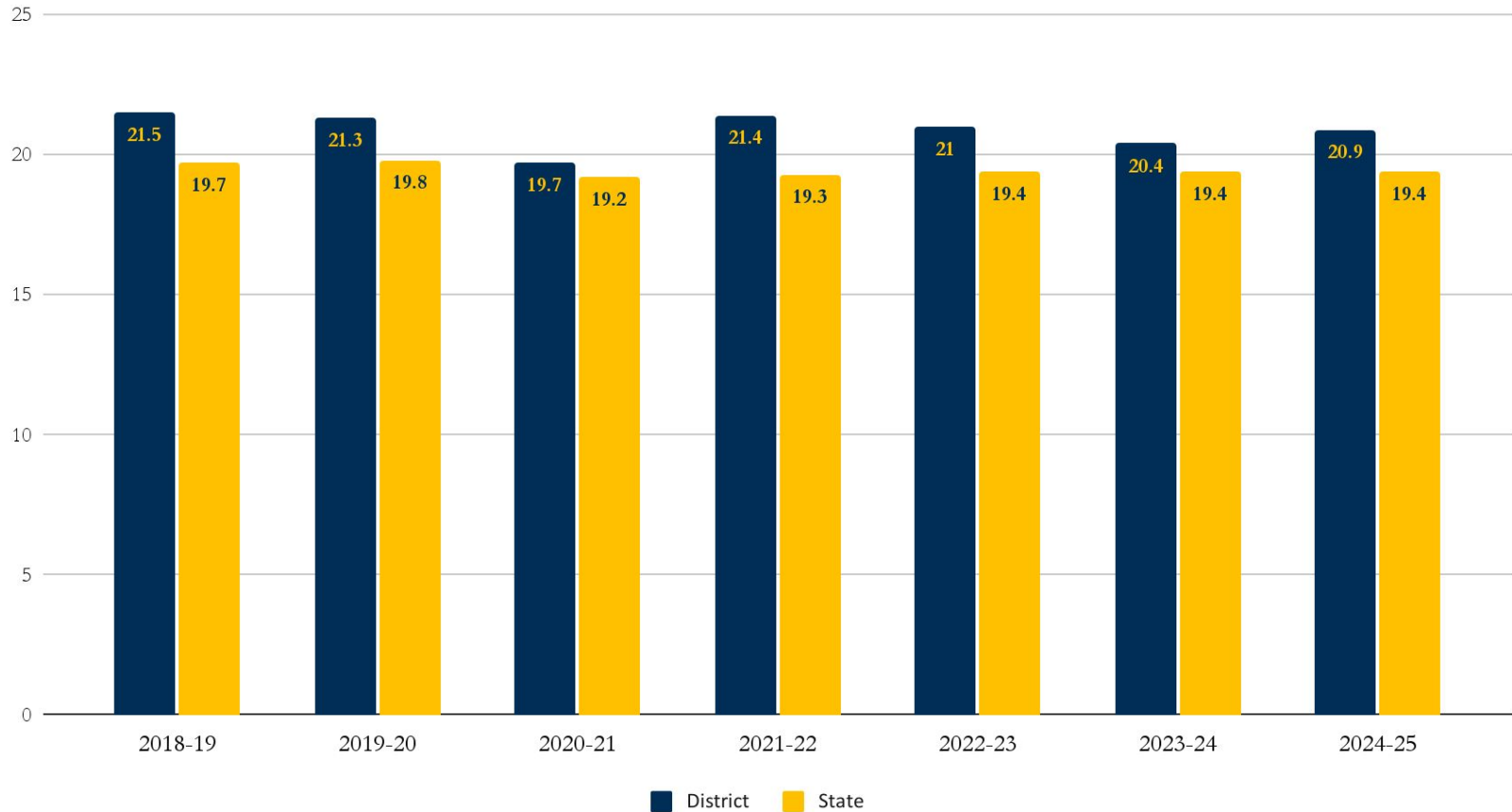
### 24-25 Scorecard ELA Achievement Scores Comparable Districts



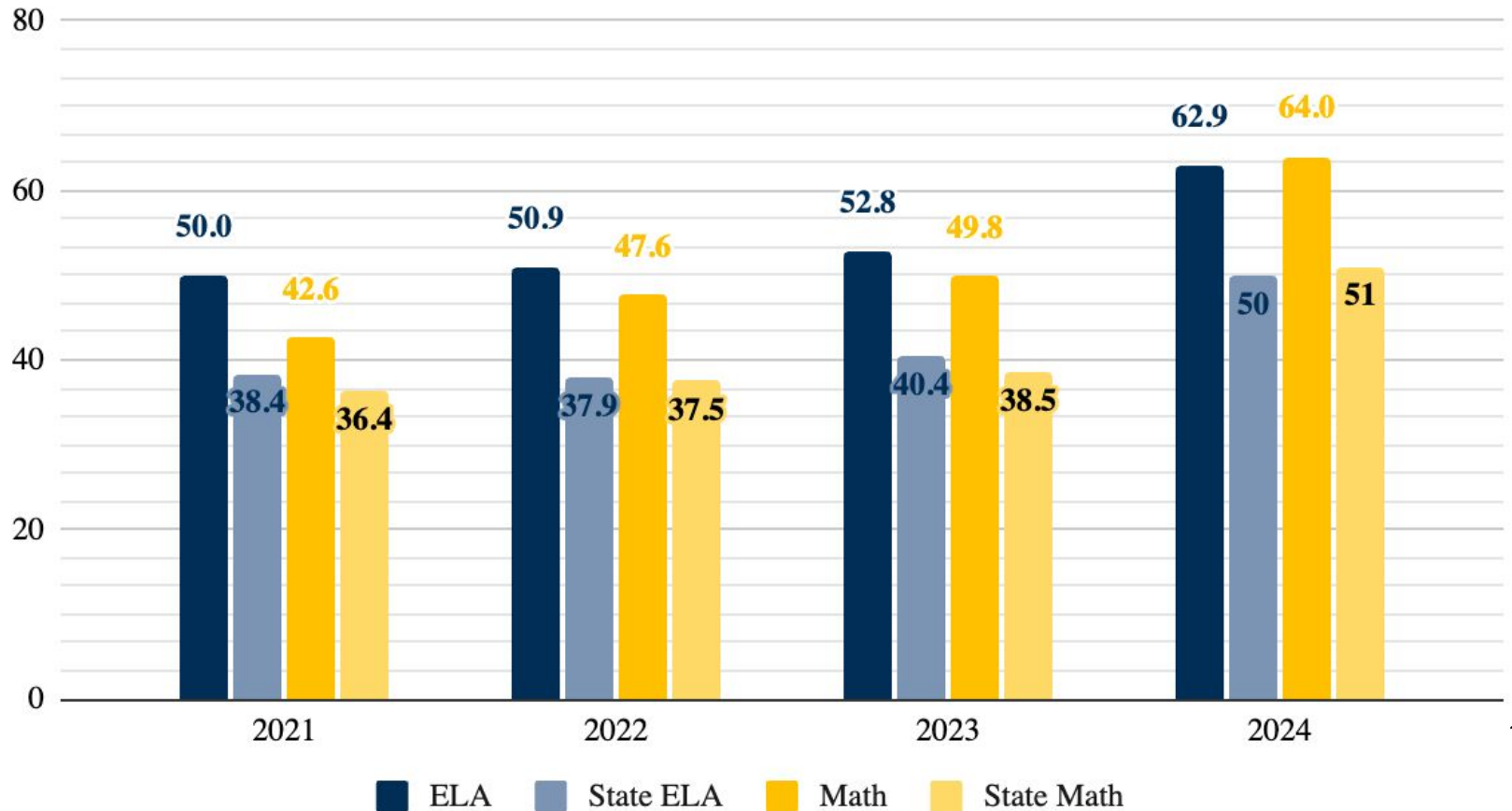
### 24-25 Scorecard Math Achievement Scores Comparable Districts



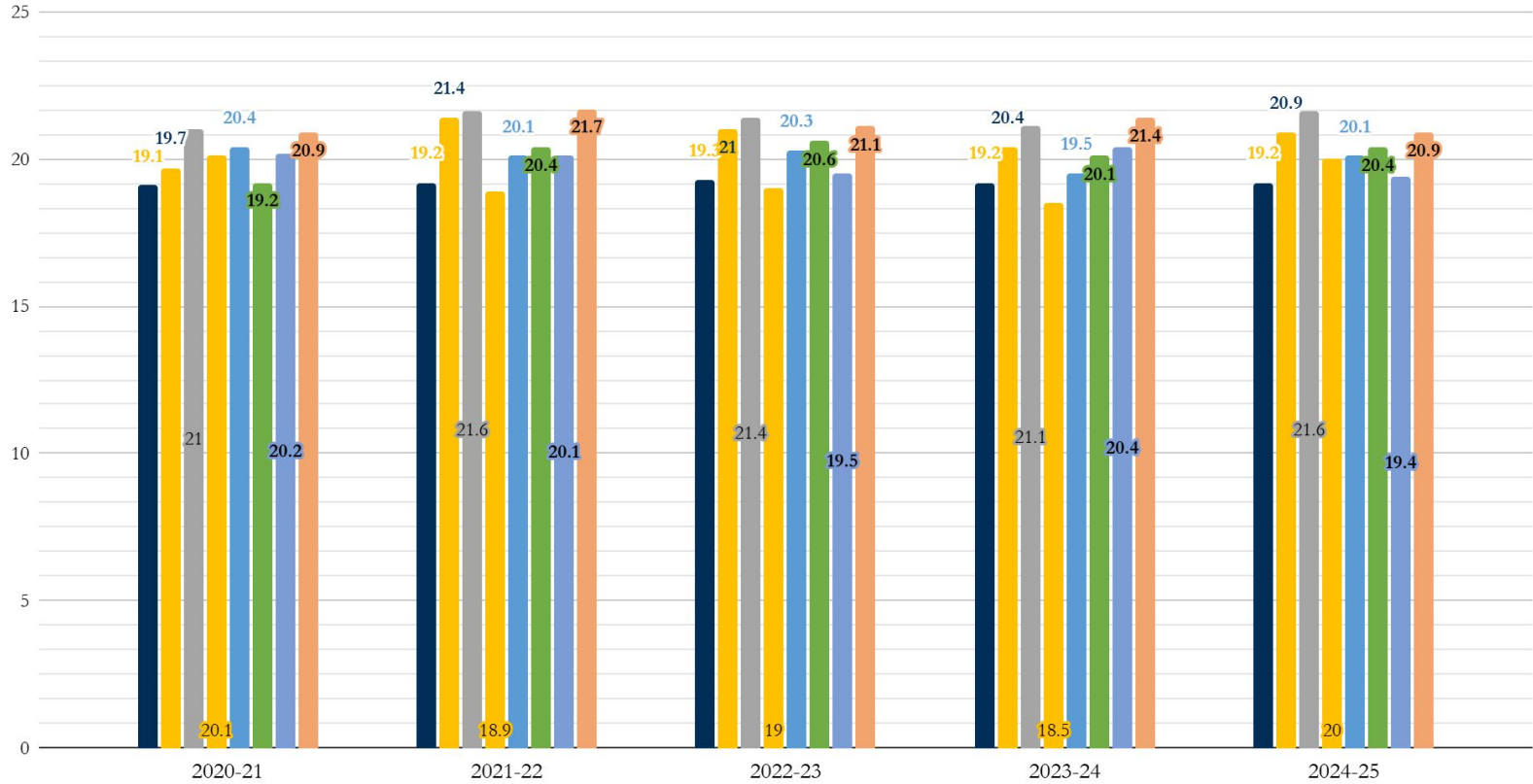
# ACT Average Composite Score District and State



# Report Card ELA and Math Performance by Year

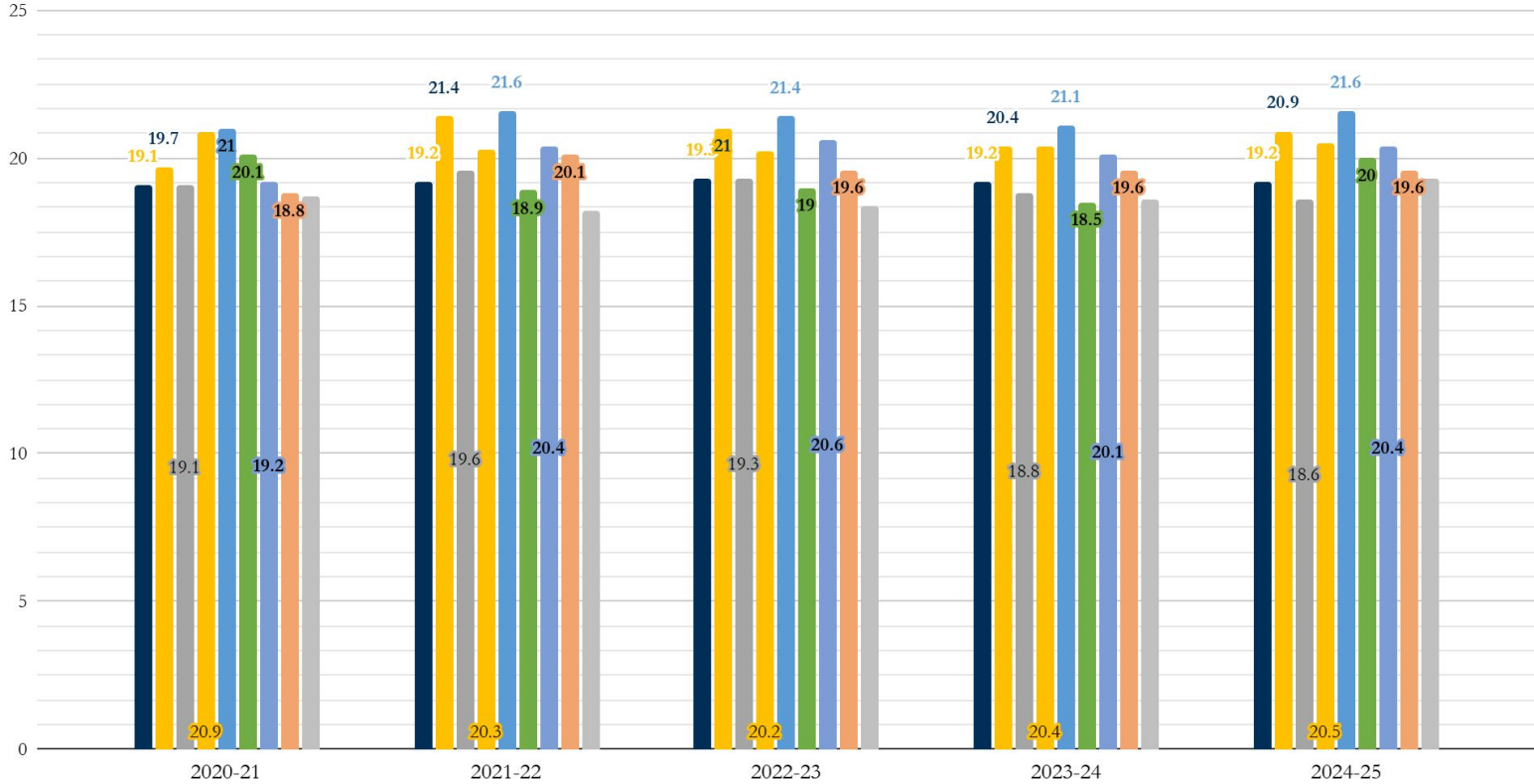


## 2024-25 ACT Average Composite Score Comparable Districts

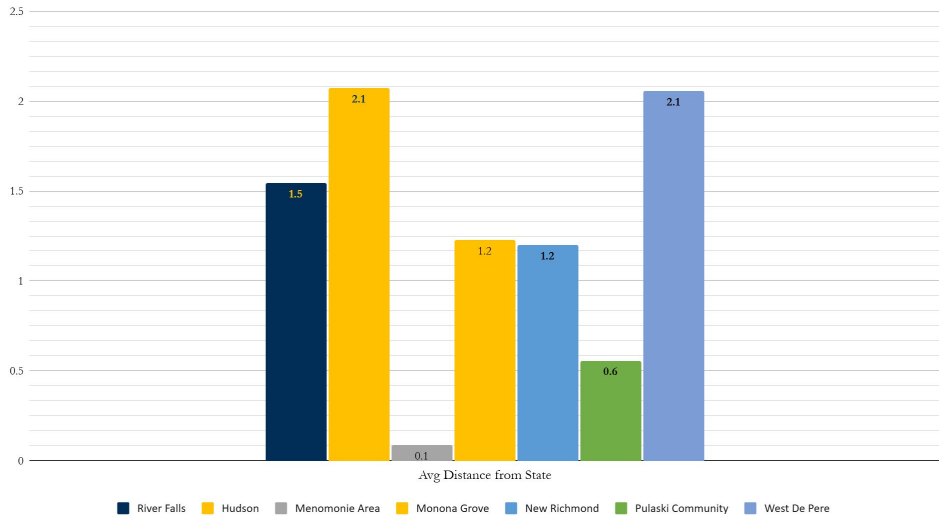


■ State 
 ■ River Falls 
 ■ Hudson 
 ■ Menomonie Area 
 ■ Monona Grove 
 ■ New Richmond 
 ■ Pulaski Community 
 ■ West De Pere

# 2024-25 ACT Average Composite Score Comparable Districts



2020-2025 ACT Average Composite Score Comparable Districts Distance from State

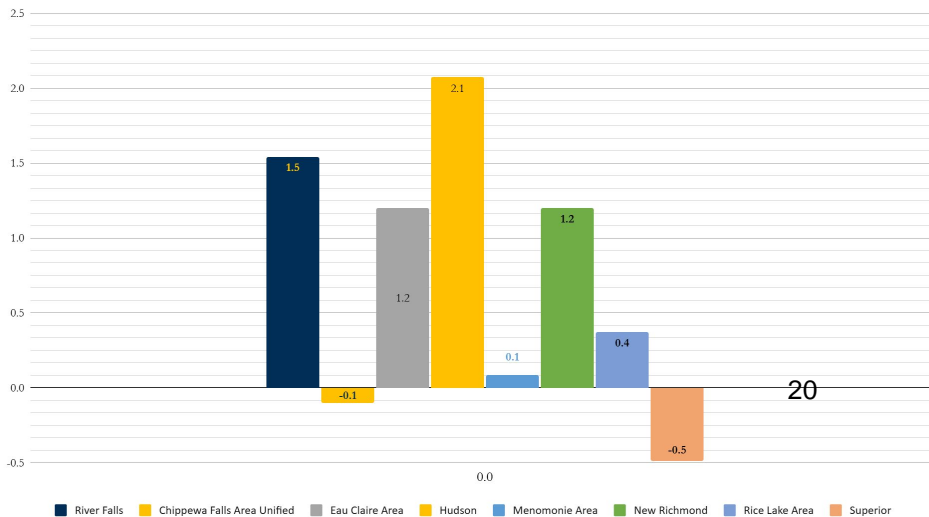


**2nd Highest  
in BRC  
Districts**

# 2020-2025 ACT Composite Average Distance from State

**3rd Highest in  
Comparable  
Districts**

BRC District 2020-2025 ACT Average Composite Score Distance from State



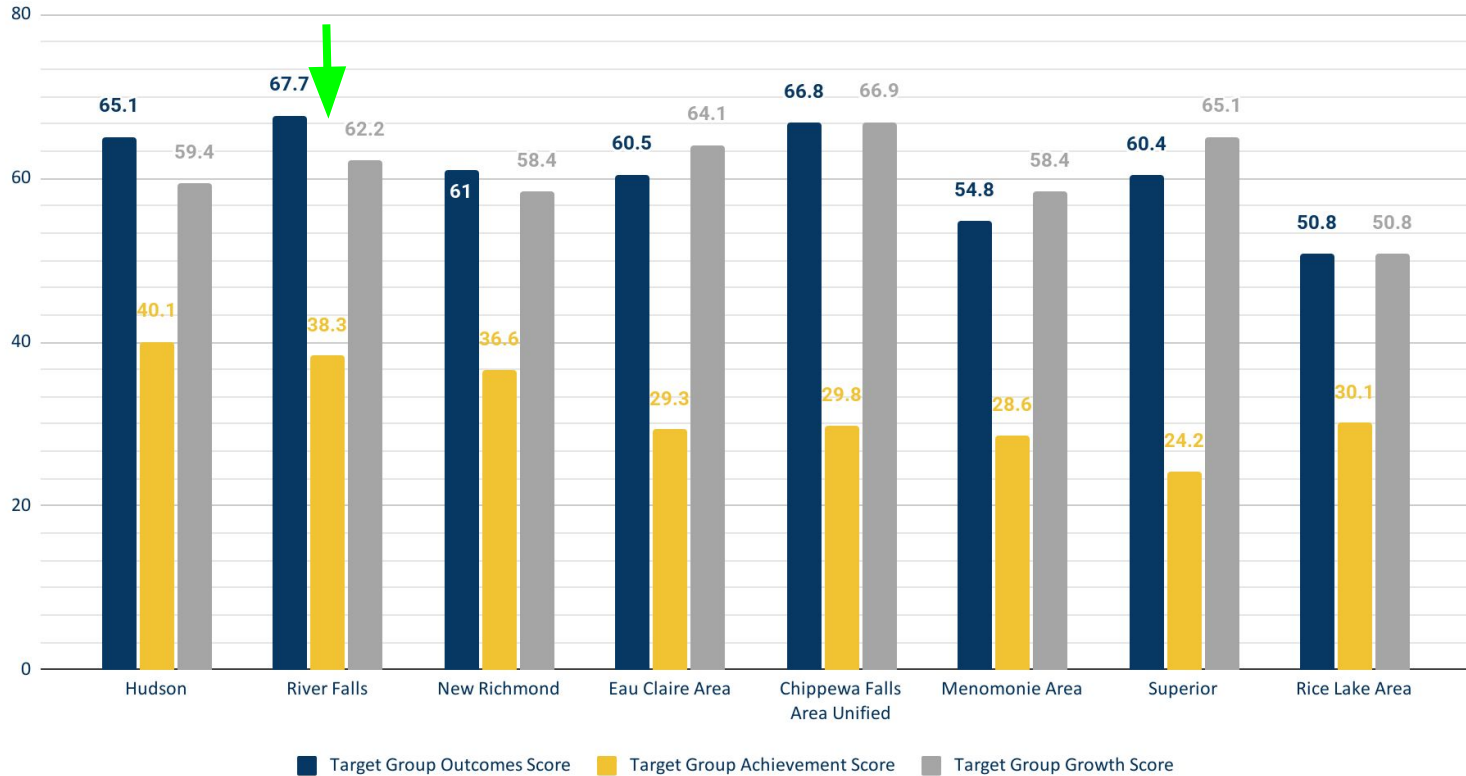
20

\*Overall District ***“Target Groups”***  
(Outcomes for lowest scoring, prior year test takers)

Same or Higher than **63%** of Districts in State



# 24-25 BRC District Target Group

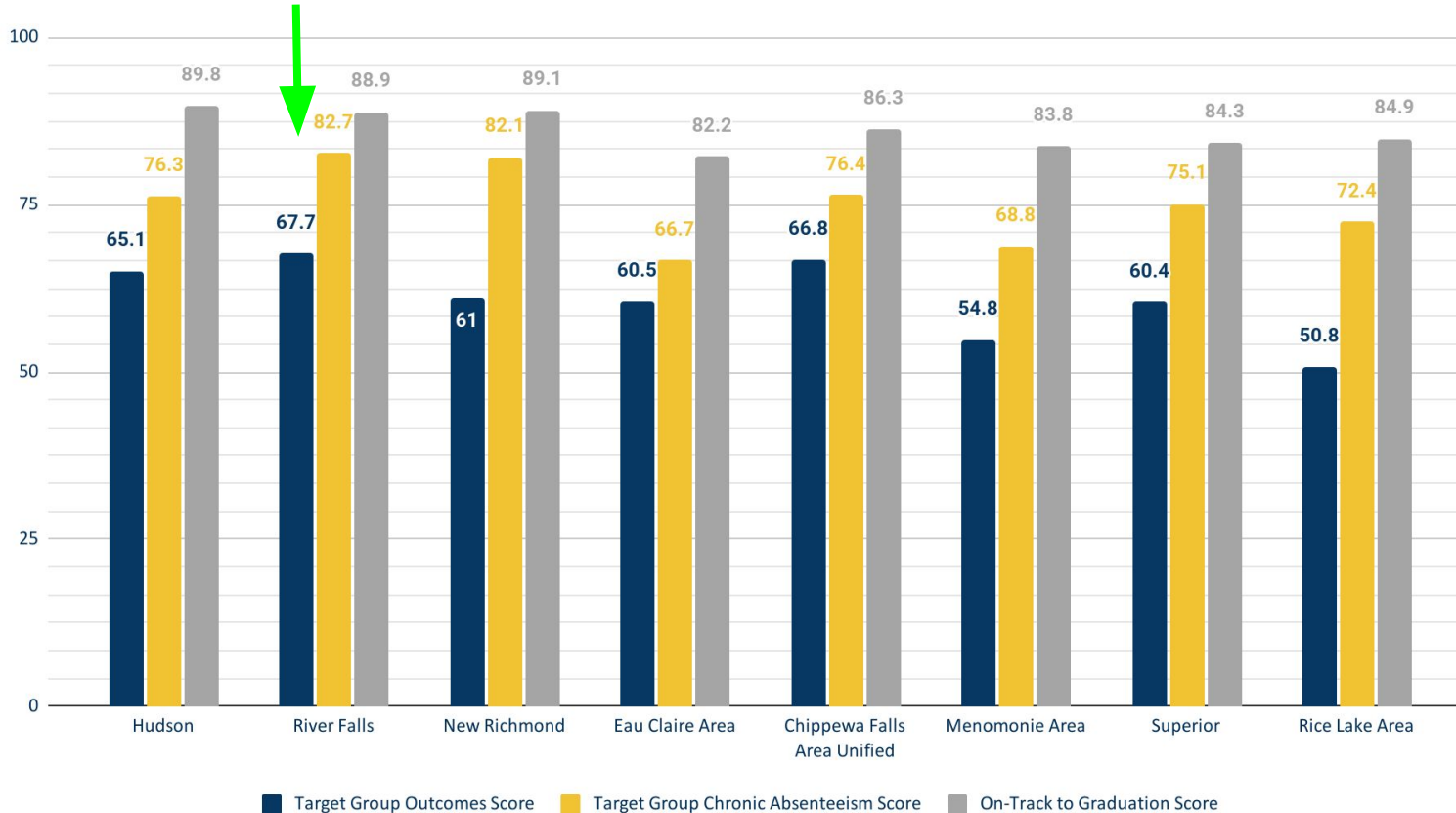


HIGHEST TG  
OUTCOMES  
Score

2nd Highest TG  
ACHIEVEMENT  
Score

3rd highest  
TG  
GROWTH  
Score  
22

# 24-25 BRC District Target Group

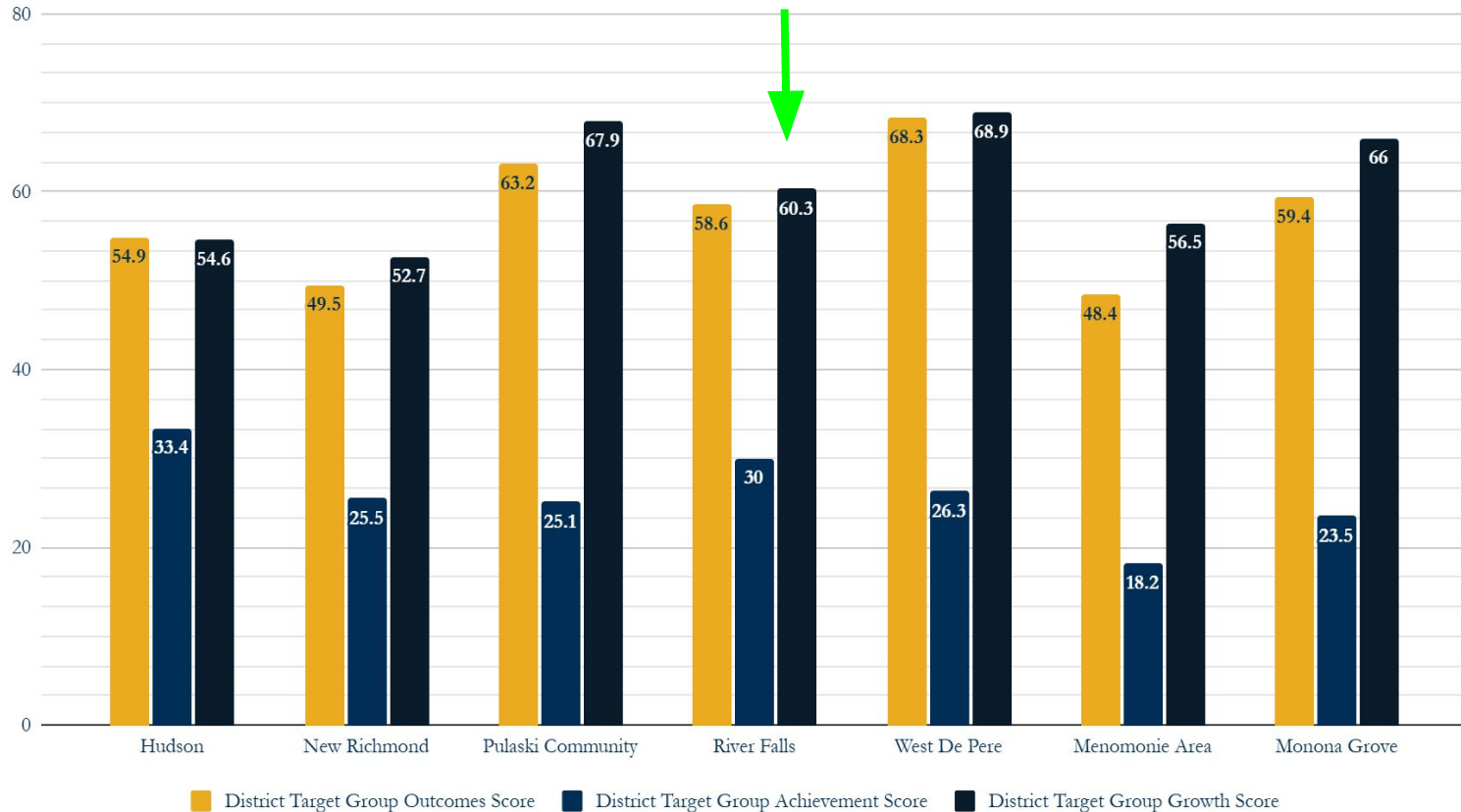


**HIGHEST TG  
OUTCOMES  
Score**

**HIGHEST TG  
CHRONIC  
ABSENTEEISM  
Score**

**3rd Highest TG  
On-Track  
GRADUATION  
Score**

# Comparable Districts Target Groups

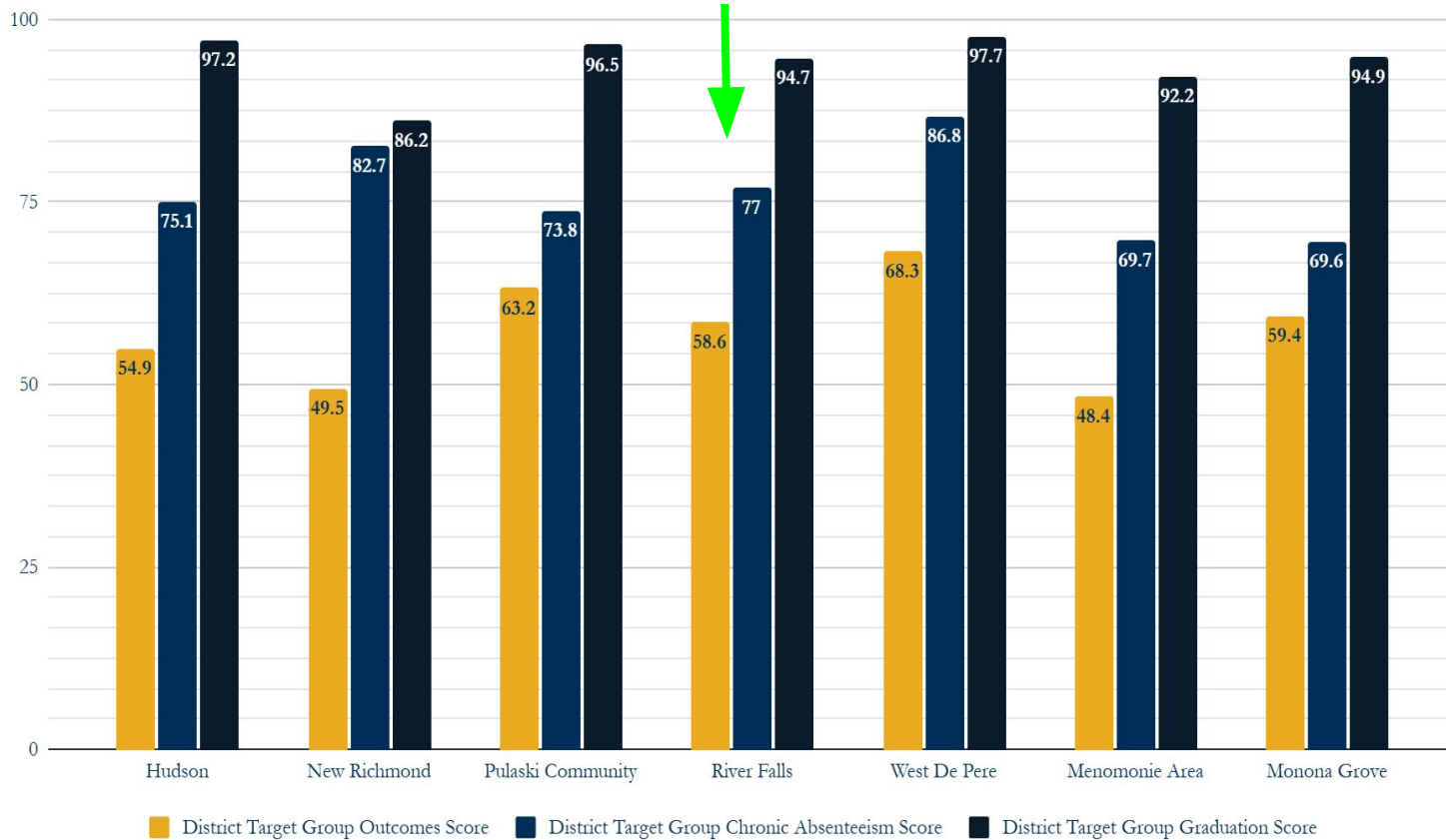


3rd Highest  
TG  
OUTCOMES  
Score

2nd Highest  
TG  
ACHIEVEMENT  
Score

4th Highest  
TG GROWTH  
Score

# Comparable Districts Target Groups



3rd Highest TG  
OUTCOMES  
Score

4th Highest TG  
CHRONIC  
ABSENTEEISM  
Score

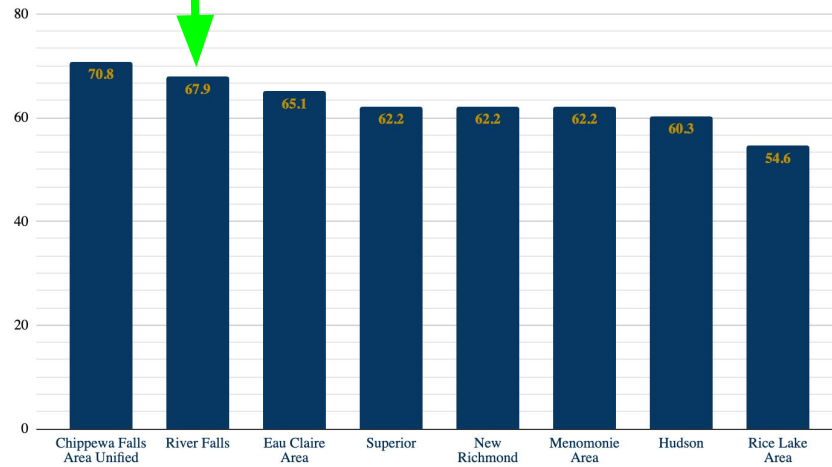
5th Highest  
On-Track  
GRADUATION  
Score

\*Overall District **“Growth”**  
(Outcomes for lowest scoring, prior year test takers)

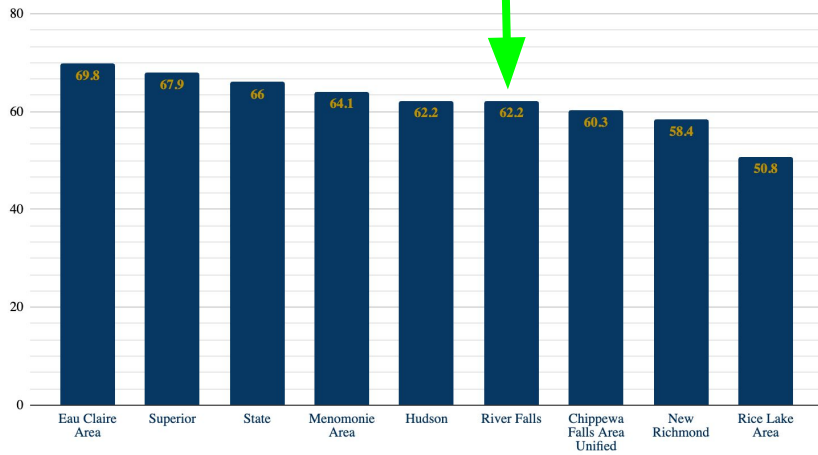
Same or Higher than **70%** of Districts in State



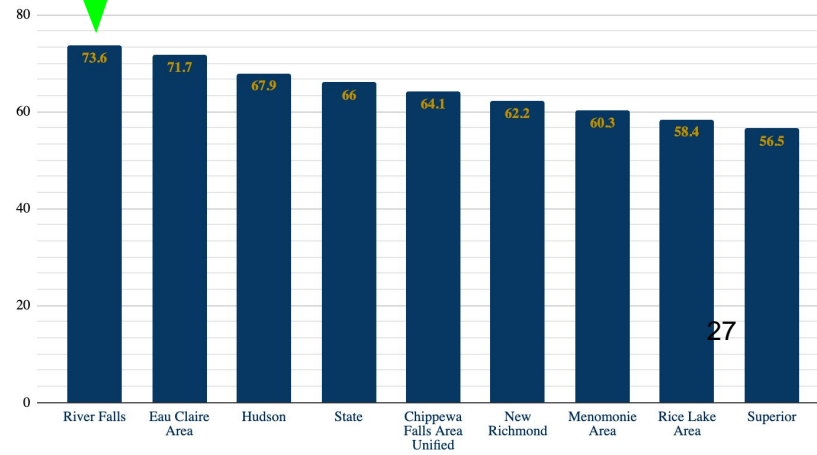
### BRC District Growth Score



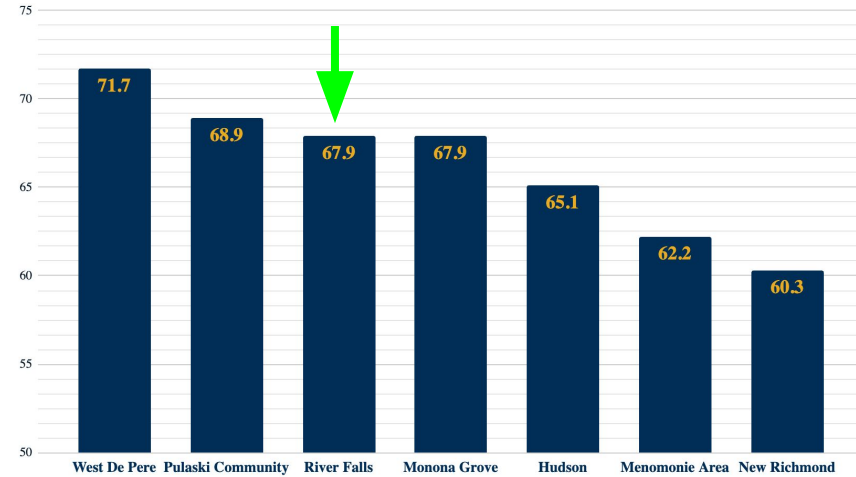
### BRC District ELA Growth Score



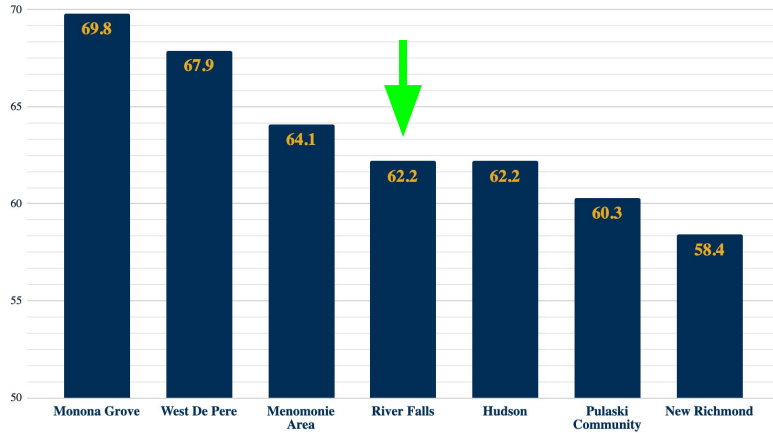
### BRC District Mathematics Growth Score



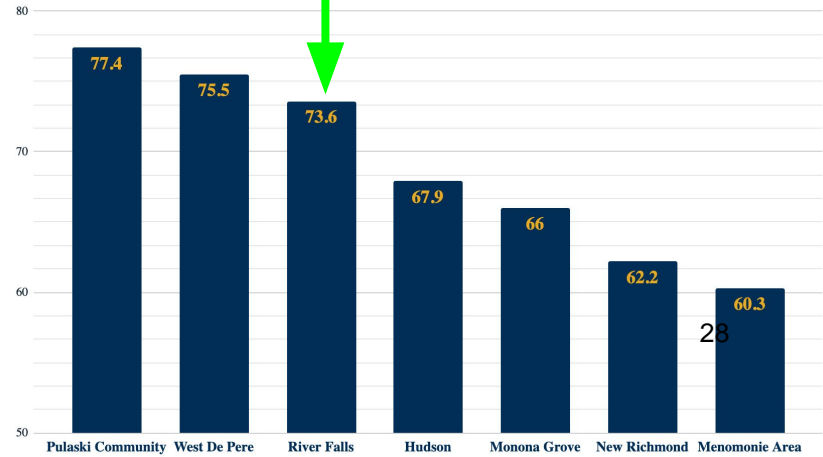
24-25 Scorecard Comparable District Growth Score



24-25 Scorecard Comparable ELA Growth Score



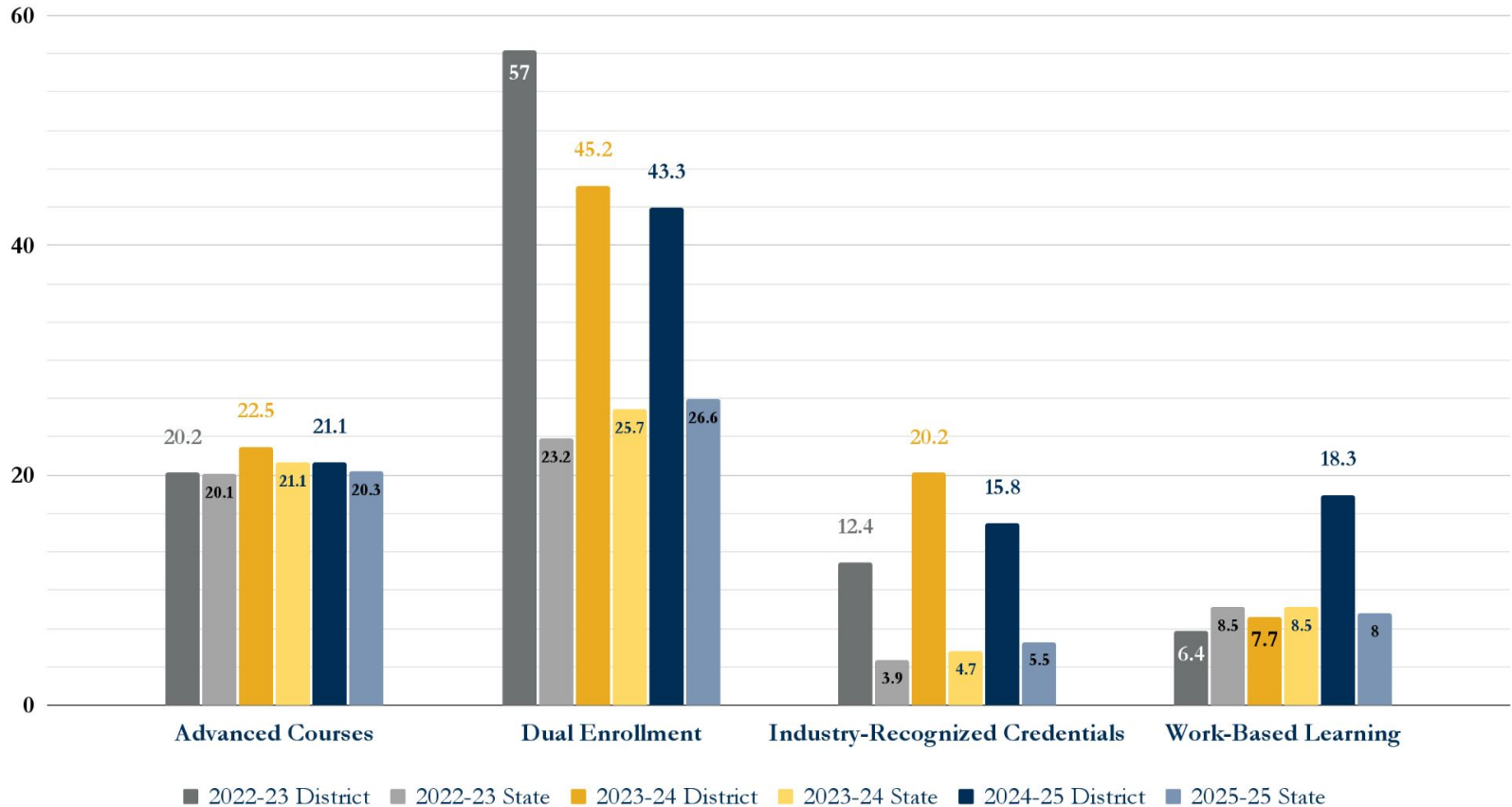
24-25 Scorecard Comparable Math Growth Score



# \*Post Secondary Preparation



# Percentage of Participation by Type of Postsecondary Preparation



# Participation in the Arts

Rfalls

State

Art

38.8% –vs– 27%

Music

22.3% –vs– 18.3%

Theater

1.5% –vs– 1.8%



## 3rd Grade Reading (for information only)

Under Wis. Stat. § 115.385(1)(f), report cards are required to include data on the percentage of pupils reading at grade level by the end of third grade. Below is the percentage of third grade students in the Meeting and Advanced performance levels based on Forward reading and DLM ELA results.

District: 61.3%

Statewide: 50.3%

# NEW 2024-25



### Incident Rates

Caution: Multiple limitations affect the quality and completeness of this reported data. Differences in local law enforcement and prosecuting attorney policies and discretion influence charging and citation practices and reporting to education agencies. The incident rate data presented in this section is new for 2024-25, provided for informational purposes only, and intended solely to fulfill new statutory reporting requirements. Data are reported by schools and districts to DPI and do not impact scores per state statute. For more information, visit: <https://dpi.wi.gov/sspw/safe-schools/criminal-charges-and-violations-reporting-requirement>. For questions regarding a specific rate, please contact that school or district directly.

Total number of reported charges filed or citations issued per 100 students enrolled.

District: 1.4

Statewide: 1.3

Total number of reported charges filed or citations issued for incidents in categories 1, 2, 4, and 8 above, per 100 students enrolled.

District: 0.7

Statewide: 0.6



# Report Card Response

**Guaranteed & Viable  
Curriculum**

**Authentic Teacher  
Collaboration**

**High Quality Teaching  
and Learning**

## Curriculum Review Cycle

- K-5 ELA Adoption
- Statewide Universal Screener
- Literacy Focused WIGs
- Proficiency Scales MMS

- Professional Learning
- PLC Meetings
- PLC Notebooks
- Focused Data Digs
- Data Protocols
- WIG - all levels

- Applying lead measures to improve literacy across the district
- 6 Elements of HQTL Professional Learning
- Feedback and Educator Effectiveness
- Leadership PLC



# RFSD School Board Overview

## Stage 1: Desired Results Curricular Review

River Falls School District  
December 2025



### Curriculum Implementation Calendar

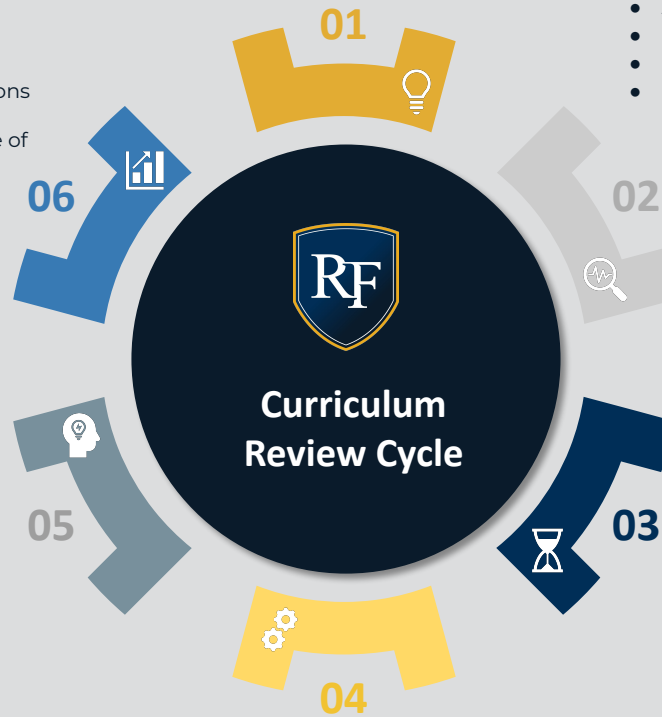
	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-2029	2029-30
<b>Stage 1 DESIRED RESULTS</b> (.5 - 2 days)	<ul style="list-style-type: none"> <li>K-5 ELA</li> </ul>	<ul style="list-style-type: none"> <li>6-12 ELA</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Social Studies</li> <li>K-12 Media/Technology</li> <li>K-8 Guidance</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Science</li> <li>6-12 Voc Ed/CTE</li> <li>K-12 Phy Ed &amp; Health</li> </ul>	<ul style="list-style-type: none"> <li>Montessori</li> <li>Renaissance Charter Academy</li> </ul>	<ul style="list-style-type: none"> <li>K-5 ELA</li> </ul>	<ul style="list-style-type: none"> <li>6-12 Math</li> <li>K-12 Art</li> <li>K-12 Music</li> <li>K-12 World Languages</li> </ul>	<ul style="list-style-type: none"> <li>6-12 ELA</li> </ul>
<b>Stage 2 EVIDENCE &amp; ASSESSMENT OF LEARNING</b> (1-2 Days)	<ul style="list-style-type: none"> <li>K-5 ELA</li> </ul>	<ul style="list-style-type: none"> <li>6-12 Math</li> <li>K-12 Art</li> <li>K-12 Music</li> <li>K-12 World Language</li> </ul>	<ul style="list-style-type: none"> <li>6-12 ELA</li> <li>K- 5 Math</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Social Studies</li> <li>K-12 Media/Technology</li> <li>K-8 Guidance</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Science</li> <li>6-12 Voc Ed/CTE</li> <li>K-12 Phy Ed &amp; Health</li> </ul>	<ul style="list-style-type: none"> <li>Montessori</li> <li>Renaissance Charter Academy</li> </ul>	<ul style="list-style-type: none"> <li>K-5 ELA</li> </ul>	<ul style="list-style-type: none"> <li>6-12 Math</li> <li>K-12 Art</li> <li>K-12 Music</li> <li>K-12 World Languages</li> </ul>
<b>Stage 3 LEARNING EXPERIENCES</b> (Materials/Decisions/ Purchased) (2-3 Days)	<ul style="list-style-type: none"> <li>K-5 Math</li> </ul>	<ul style="list-style-type: none"> <li>K-5 ELA</li> </ul>	<ul style="list-style-type: none"> <li>6-12 Math</li> <li>K-12 Art</li> <li>K-12 Music</li> <li>K-12 World Languages</li> </ul>	<ul style="list-style-type: none"> <li>6-12 ELA</li> <li>K- 5 Math</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Social Studies</li> <li>K-12 Media/Technology</li> <li>K-8 Guidance</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Science</li> <li>6-12 Voc Ed/CTE</li> <li>K-12 Phy Ed &amp; Health</li> </ul>	<ul style="list-style-type: none"> <li>Montessori</li> <li>Renaissance Charter Academy</li> </ul>	<ul style="list-style-type: none"> <li>K-5 ELA</li> </ul>
<b>Stage 4 INITIAL IMPLEMENTATION</b> (1-2 Days)	N/A	<ul style="list-style-type: none"> <li>K-5 Math (3 year contract)</li> </ul>	<ul style="list-style-type: none"> <li>K-5 ELA</li> </ul>	<ul style="list-style-type: none"> <li>6-12 Math</li> <li>K-12 Art</li> <li>K-12 Music</li> <li>K-12 World Languages</li> </ul>	<ul style="list-style-type: none"> <li>6-12 ELA</li> <li>K- 5 Math</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Social Studies</li> <li>K-12 Media/Technology</li> <li>K-8 Guidance</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Science</li> <li>6-12 Voc Ed/CTE</li> <li>K-12 Phy Ed &amp; Health</li> </ul>	<ul style="list-style-type: none"> <li>Montessori</li> <li>Renaissance Charter Academy</li> </ul>
<b>Stage 5 REFLECT &amp; REVISE</b> (1-2 Days)	N/A	<ul style="list-style-type: none"> <li>K-12 Science</li> <li>6-12 Voc Ed/CTE</li> <li>K-12 Phy Ed &amp; Health</li> </ul>	<ul style="list-style-type: none"> <li>Montessori</li> <li>Renaissance Charter Academy</li> </ul>	<ul style="list-style-type: none"> <li>K-5 ELA</li> </ul>	<ul style="list-style-type: none"> <li>6-12 Math</li> <li>K-12 Art</li> <li>K-12 Music</li> <li>K-12 World Languages</li> </ul>	<ul style="list-style-type: none"> <li>6-12 ELA</li> <li>K- 5 Math</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Social Studies</li> <li>K-12 Media/Technology</li> <li>K-8 Guidance</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Science</li> <li>6-12 Voc Ed/CTE</li> <li>K-12 Phy Ed &amp; Health</li> </ul>
<b>Stage 6 REFLECT &amp; INVESTIGATE</b> (1-2 Days)	N/A	<ul style="list-style-type: none"> <li>K-12 Social Studies</li> <li>K-12 Media &amp; Technology</li> <li>K-8 Guidance</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Science</li> <li>6-12 Voc Ed/CTE</li> <li>K-12 Phy Ed &amp; Health</li> </ul>	<ul style="list-style-type: none"> <li>Montessori</li> <li>Renaissance Charter Academy</li> </ul>	<ul style="list-style-type: none"> <li>K-5 ELA</li> </ul>	<ul style="list-style-type: none"> <li>6-12 Math</li> <li>K-12 Art</li> <li>K-12 Music</li> <li>K-12 World Languages</li> </ul>	<ul style="list-style-type: none"> <li>6-12 ELA</li> <li>K- 5 Math</li> </ul>	<ul style="list-style-type: none"> <li>K-12 Social Studies</li> <li>K-12 Media/Technology</li> <li>K-8 Guidance</li> </ul>

## Stage 6: Reflect and Investigate

- Reflect on program / course effectiveness and revise as appropriate
- Engage in content area explorations (book studies, workshops etc....)
- Determine efficacy and relevance of current resources

## Stage 1: Desired Results

- Assess current program effectiveness
- Prioritize Standards
- Establish Beliefs, Mission, Vision
- Identify Connections to Strategic Plan



## Stage 2: Evidence and Assessment of Learning

- To define evidence of student understanding, knowledge and skills
- Vertically align assessments and skills (K-5 & 6-12)

## Stage 3: Learning Experiences

- Identify Best Practices
- Identify High Quality Instruction Materials and Learning
- Consider instructional strategies and learning experiences needed to achieve the desired results
- Vertically align content and courses to resource selection

## Stage 5: Reflect and Revise

- Reflect on program/course effectiveness and revise as appropriate
- Engage in content area explorations (book studies, workshops etc....)

## Stage 4: Initial Implementation

- Survival: "Just do it"
- Implement as planned - no revisions, additions or substitutions

# Curricula Team: Table of Contents

### Stage 1

Products	Process/Learning
<ul style="list-style-type: none"> <li>• Norms/Community Agreements</li> <li>• Committee &amp; CRC Vision</li> <li>• Beliefs</li> <li>• Criticality Statement</li> <li>• Instructional Vision Statement</li> <li>• Priority Standards                             <ul style="list-style-type: none"> <li>◦ (Heat Map)</li> </ul> </li> <li>• Deconstructed Standards</li> </ul>	<ul style="list-style-type: none"> <li>A. <a href="#">Norms/ Community Agreements</a></li> <li>B. <a href="#">Committee &amp; CRC Vision</a></li> <li>C. <a href="#">Beliefs (WHY)</a></li> <li>D. <a href="#">Criticality Statement</a></li> <li>E. <a href="#">Instructional Vision (HOW)</a></li> <li>F. <a href="#">ELD Standards</a></li> <li>G. <a href="#">Priority Standards (WHAT)</a></li> <li>H. <a href="#">Deconstructed Standards</a></li> </ul>

### Stage 2

Products	Process/Learning
<ul style="list-style-type: none"> <li>• Grade Level Proficiency by Standard</li> <li>• Learning Progression</li> <li>• Target-Method-Match</li> <li>• Assessment Frequency</li> <li>• Criteria for Material Selection</li> </ul>	<ul style="list-style-type: none"> <li>A. Assessment Review</li> <li>B. Grade Level Proficiency</li> <li>C. Learning Progressions</li> <li>D. Assessment Methods</li> <li>E. <a href="#">General Criteria for Material Selection</a></li> </ul>

### Stage 3

Products	Process/Learning
<ul style="list-style-type: none"> <li>• Rating Resource Sheets</li> <li>• Curriculum Map</li> <li>• Scaffolded Assessment Plan</li> </ul>	<ul style="list-style-type: none"> <li>• Unit Plan/Pacing Calendar                             <ul style="list-style-type: none"> <li>• 6-8 ELA, 6-8 Lit, 9-12 ELA</li> </ul> </li> <li>• PD/Communication Plan</li> </ul>

- A. Curriculum Mapping
- B. Scaffolded Assessment
- C. Unit Planning



# K-5 ELA Committee Norms and Vision

## Team's Community Agreements

- Stay Engaged
- Experience Discomfort
  - Freedom to brainstorm
  - Safe Space
- Speak your Truth
  - Share your voice
  - Assume positive intent
- Expect/Accept Non-Closure
  - It's okay to have more questions than answers
- Be mindful that this is a K-5 process
- Relay information to your school team in a positive manner

**“We are the District!”**

## Committee Vision:

Elementary school educators in the School District of River Falls utilize high quality resources and instructional practices to deliver intentional and organized English Language Arts instruction that includes reading, writing, speaking, listening, and language skills so that students are successful in school and beyond. We will achieve this vision by committing to the following values:

### Use explicit and systematic instruction to:

- Build strong foundational skills: oral language, phonological & phonemic awareness, phonics, and fluency.
- Expand knowledge of linguistics
- Comprehend a variety of complex texts
- Develop writing skills and processes to communicate appropriately considering audience, purpose, and task.

### As well as:

- Cultivate the ability to think critically and flexibly, communicate effectively, and collaborate respectfully.
- Utilize authentic texts that have the power to inform, transport, validate, and make connections.
- Engage all learners through equitable practices and high expectations in an inclusive classroom environment.
- Establish a culture among educators that is student-centered and data-driven, committing to continuous professional learning and collaboration.



# K-12 Art

## Team Vision

The goal of the RFSB art department is to engage the whole child through artistic technique, problem solving, connection and perseverance.

## Team's Community Agreements

- Stay engaged and participate in discussion
- Keep an open mind
- Put students first when making decisions
- Accept uncertainty and confusion while seeking clarification
- Take breaks when needed.

## Beliefs

- We will expose students to art processes and techniques with personalization and purpose.
- We will provide a safe environment for students to make connections, have authentic conversations, and welcome mistakes.

## Connections to RFSB Strategic Plan

- **Goal#1 Hold High Expectations for Student Learning**
  - 1.1 Support a collaborative teaching culture focused on student learning.
  - 1.2 Identify and monitor academic readiness benchmarks.
  - 1.3 Implement equitable systems of support and resources for every learner.



# K-12 Music

## Team Vision

The K-12 music department will foster a growth mindset, creativity, and an appreciation for music by providing a hands-on student centered experience.

## Team's Community Agreements

- Stay engaged and participate in discussion
- Keep an open mind
- Put students first when making decisions
- Accept uncertainty and confusion while seeking clarification
- Take breaks when needed.

2023-24

## Beliefs

- Fostering Community
  - Teaching the whole student
  - Developing community/ensemble skills
  - Life skills, SEL, collaboration
- Differentiating to the individual
  - Finding different strategies for each student
  - Teaching to meet the needs of each student
- Growth Mindset
  - Fostering in our classroom
  - Teacher is open to new ideas
  - Collaboration across grade levels

## Connections to RFSD Strategic Plan

- **Goal#1 Hold High Expectations for Student Learning**
  - 1.1 Support a collaborative teaching culture focused on student learning.
  - 1.2 Identify and monitor academic readiness benchmarks.
  - 1.3 Implement equitable systems of support and resources for every learner.

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# K-12 World Language

## Team Vision

The WL program will strive to provide student centered learning opportunities through thorough curriculum design, pacing, and mapping, cultural integration, and meaningful student engagement.

## Team's Community Agreements

- Stay engaged and participate in discussion
- Keep an open mind
- Put students first when making decisions
- Accept uncertainty and confusion while seeking clarification
- Take breaks when needed.

2023-24

## Beliefs

- We believe that students will (work together, collaborate, team, collective etc)
- We believe that teachers provide students the opportunity to view the world as a much larger entity and to see the world beyond our community and themselves
- We believe that teachers provide a safe and fun learning environment for all students so they can feel accepted, loved, and comfortable.
- We believe that teachers provide a classroom that allows for personal growth through active participation and student engagement.

## Connections to RFSD Strategic Plan

- **Goal#1 Hold High Expectations for Student Learning**
  - 1.1 Support a collaborative teaching culture focused on student learning.
  - 1.2 Identify and monitor academic readiness benchmarks.
  - 1.3 Implement equitable systems of support and resources for every learner.

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# 6-12 Math

## Team Mission

Inspire all students through challenging, meaningful, and engaging learning experiences, in a safe and collaborative environment.

## Team Instructional Vision

As a 6-12 math team we are dedicated to creating a student-centered curriculum that is vertically aligned, that promotes critical thinking skills, a growth mindset, and collaboration among students, for student success.

## Team's Community Agreements

- Open to adjusting our practices
- Maintain respectful dialogue and engagement
- Consider others' perspectives and experiences
- Honor the agenda/stay on task
- Minimize side bar conversations

## Beliefs

- All students are capable of having success in math, even if the success looks different for each student.
- Students will feel safe sharing their understanding with others through collaboration.
- Students learn best when they are actively engaged in the learning process.
- Instruction should provide a variety of hands-on, collaborative, and exploratory activities that encourage productive struggle.
- Showing connections between concepts will lead to an understanding of math as it relates to all subjects.

## Connections to RFSD Strategic Plan

- **Goal#1 Hold High Expectations for Student Learning**
  - 1.1 Support a collaborative teaching culture focused on student learning.
  - 1.2 Identify and monitor academic readiness benchmarks.
  - 1.3 Implement equitable systems of support and resources for every learner.

23-24 YEAR



# K-5 Math

## Team Instructional Vision

Our vision for K-5 math instruction is to foster an environment where students develop an understanding of mathematical concepts and principles through problem-solving and critical thinking. We aim to build strong foundational skills that empower students to approach math with confidence and curiosity. By prioritizing student engagement and real world application of math concepts, we strive to create an atmosphere that prepares and inspires students for future success as they understand how math is important in daily life.

## Team's Community Agreements

- Open to adjusting our practices
- Maintain respectful dialogue and engagement
- Consider others' perspectives and experiences
- Honor the agenda/stay on task
- Minimize side bar conversations

## Beliefs

- [See Slide](#)

## Connections to RFSD Strategic Plan

- **Goal#1 Hold High Expectations for Student Learning**
  - 1.1 Support a collaborative teaching culture focused on student learning.
  - 1.2 Identify and monitor academic readiness benchmarks.
  - 1.3 Implement equitable systems of support and resources for every learner.

25-26



# 6-8 ELA

### Team Vision

The School District of River Falls 6-12 ELA team will foster an authentic learning environment by reflecting on the whole human experience and empowering students to develop a critical thinking growth mindset.

### Team's Community Agreements

- Stick to the agenda
- Keep students at the center of decisions
- Maintain an open mind to others' perspectives and ideas.
- Allow for levity
- Speak your truth

### Connections to RFSB Strategic Plan

- **Goal#1 Hold High Expectations for Student Learning**
  - 1.1 Support a collaborative teaching culture focused on student learning.
  - 1.2 Identify and monitor academic readiness benchmarks.
  - 1.3 Implement equitable systems of support and resources for every learner.

### Beliefs

Students develop resilience through productive struggle and high expectations.

Relationships between students and teachers are essential to meet students' needs.

Teachers grow alongside their students and each are reflective learners.

Teachers will equip students with tools and strategies to effectively use written and spoken language.

Teachers connect student learning to real life situations. Students think critically about the world around them.

### Instructional Vision

In our English Language Arts classrooms, we believe that collaboration, creativity, communication, and critical thinking are essential not only for academic success but for life beyond school.

**Collaboration:** Between students and teachers, is essential for growth and building positive classroom communities. We give and receive authentic feedback, building trust and a sense of community where student voice matters.

**Creativity:** We create spaces filled with joy, curiosity, and student ownership, where students are encouraged to take risks, laugh, and grow. We explore writing through music, mentor texts, and the voices of diverse authors.

**Communication:** We read, write, speak, and listen daily. These four elements of communication shape how we express ourselves, how we connect with others, and how we leave our mark on the world. We emphasize the process of writing, where students continually reflect on and build their ideas and voice. Through the process of editing and proofreading, students understand the importance of grammar in how their work is received by their peers and beyond.

**Critical Thinking:** Students need to think critically to be able to assess the quality and validity of the information they consume. Through research, discussion, and synthesis, students can communicate their ideas.



# 6-8 Lit

### Team Vision

The School District of River Falls 6-12 ELA team will foster an authentic learning environment by reflecting on the whole human experience and empowering students to develop a critical thinking growth mindset.

### Team's Community Agreements

- Stick to the agenda
- Keep students at the center of decisions
- Maintain an open mind to others' perspectives and ideas.
- Allow for levity
- Speak your truth

### Connections to RFSB Strategic Plan

- **Goal#1 Hold High Expectations for Student Learning**
  - 1.1 Support a collaborative teaching culture focused on student learning.
  - 1.2 Identify and monitor academic readiness benchmarks.
  - 1.3 Implement equitable systems of support and resources for every learner.

### Beliefs

Students develop resilience through productive struggle and high expectations.

Relationships between students and teachers are essential to meet students' needs.

Teachers grow alongside their students and each are reflective learners.

Teachers will equip students with tools and strategies to effectively use written and spoken language.

Teachers connect student learning to real life situations.

Students think critically about the world around them.

### Instructional Vision:

In our literature classrooms...

- We develop readers who think critically and analyze text to enrich their life experience and connection to the world.
- We expand student vocabulary by exposing students to grade level vocabulary and parts of words. We encourage students to analyze word structure and context clues to enable them to determine the meaning of unknown words.
- We build a joy of reading by surrounding students with diverse books, meaningful discussions, and student choice. We provide opportunities for students to read consistently.
- We read broadly and deeply to understand ourselves and others. We read to think, reflect, and grow—formally and informally—and speak with confidence in a space where every voice is respected.
- We respond to our text in a variety of ways. This includes writing, group discussion, and projects.
- We confer with students one and one and in small groups to support each child where they are at individually.
- Reading and writing are lifelong tools. Our classroom is a safe space to take risks, practice, and connect. Here, students build skills, self-awareness, and habits that matter—~~39~~ school and beyond.



# 9-12 ELA

## Team Vision

The School District of River Falls 6-12 ELA team will foster an authentic learning environment by reflecting on the whole human experience and empowering students to develop a critical thinking growth mindset.

## Team's Community Agreements

- Stick to the agenda
- Keep students at the center of decisions
- Maintain an open mind to others' perspectives and ideas.
- Allow for levity
- Speak your truth

## Connections to RFSD Strategic Plan

- **Goal#1 Hold High Expectations for Student Learning**
  - 1.1 Support a collaborative teaching culture focused on student learning.
  - 1.2 Identify and monitor academic readiness benchmarks.
  - 1.3 Implement equitable systems of support and resources for every learner.

## Beliefs

Students develop resilience through productive struggle and high expectations.

Relationships between students and teachers are essential to meet students' needs.

Teachers grow alongside their students and each is a reflective learner.

Teachers will equip students with tools and strategies to effectively use written and spoken language.

Teachers connect student learning to real life situations. Students think critically about the world around them.

## Instructional Vision

In our classrooms, **everyone is a reader and a writer**. We engage with a variety of texts to explore ideas, cultures, and perspectives. **Every voice matters**; students are encouraged to choose what they read and use their authentic voices to share their insights.

Learning is **student-driven**, with discussion, creativity, and **productive challenge** at the core. We create safe, flexible spaces to nurture a **growth mindset** where mistakes are part of the journey, and every success is celebrated.

In collective communities, we build real connections and work together to deepen our thinking. **Stories promote curiosity, acceptance, and understanding** of the world and ourselves more clearly.

Above all, we **share a love of literature and communication**, empowering students to take ownership of their learning, their voice, and their future so they know that **learning can bring joy**.



# K-5 Social Studies

## Team Mission

Inspire all students through challenging, meaningful, and engaging learning experiences, in a safe and collaborative environment.

## Team Vision:

Our vision is to create an engaging and inclusive Social Studies curriculum that helps students develop an understanding of history, geography, and culture. We aim to foster curiosity, critical thinking, and empathy by empowering students to value the richness and complexity of the human experience across time and place. Through hands-on activities, diverse perspectives, and collaborative learning, we will help students to become informed, compassionate, and active citizens who appreciate and respect the many communities that make up our world.

## Team's Community Agreements:

- Being Fully Present
- Listen Understand
- Student Centered
- Open minded
- Follow through on agreement

## Beliefs (guide/ help achieve curricular vision)

Students are members of the community and should understand their role within that community.

One of the key purposes of social studies is to help students explore and understand diverse cultures and perspectives. Through this learning, students will develop greater cultural awareness, inclusivity, and acceptance of differences in the world around them.

We will:

- Teach with an emphasis on diversity and culturally respectful. (inclusive)
- Build essential background knowledge and vocabulary for understanding our world around us.
- Structure engaging lessons which are relevant for our learners
- Identify the essential standards and implement a scope and sequence.
- Be intentional with the connections we make among other subject areas: ELA, Guidance, Character Education, and other curricular areas when appropriate



# 6-8 Social Studies

## Team Mission

Inspire all students through challenging, meaningful, and engaging learning experiences, in a safe and collaborative environment.

## Team Vision

Our vision is to create a vibrant learning environment where students embrace a growth mindset, think critically, and collaborate in the social sciences. By exploring diverse perspectives and cultures, students will prepare to navigate and contribute to an interconnected world. Through inquiry, active engagement, and a sense of fun, we aim to inspire informed, empathetic, and innovative citizens ready to thrive in a dynamic global society.

## Team's Community Agreements

- Being Fully Present
- Listen Understand
- Student Centered
- Open minded
- Follow through on agreement

## Beliefs

We will teach all perspectives, both past and present, to prepare them for the diverse world.

We will create challenging opportunities for students to be collaborative through discussion, exploration, and inquiry.

We will ensure all RFSD students graduate with the ability to problem solve, evaluate, collaborate, and think critically as they become informed and knowledgeable citizens.

We will strive to foster relationships with every student in order to push them towards a greater academic achievement.

## Instructional Vision

### Connections to the RFSD Strategic Plan

- **Goal#1 Hold High Expectations for Student Learning**
  - 1.1 Support a collaborative teaching culture focused on student learning.
  - 1.2 Identify and monitor academic readiness benchmarks.
  - 1.3 Implement equitable systems of support and resources for every learner.



# Social Studies 9-12

## Team Mission

Inspire all students through challenging, meaningful, and engaging learning experiences, in a safe and collaborative environment.

## Team Vision (Aspire to be)

We aim to empower students to think critically, understand diverse perspectives and cultures while persevering through life's challenges. Through intentional planning and collaboration, we create meaningful learning experiences and provide strong support for both teachers and students. Through a balance of work and play, we build connections that are long lasting. Students will graduate from the program with the skills to be informed, resilient and empathetic citizens.

## Team's Community Agreements

- Honesty:** we will always strive to be our best selves and speak our truth without repercussions
- Cooperation and Respect:** we will come with an open mind and be willing to progress and always make a decision through consensus
- Awareness:** we will start and end on time and always focus on student learning/outcomes
- Compassion:** we will always treat others as you would want to be treated and assume best intentions

## Beliefs (guide / help achieve curricular vision)

**Life-** opportunities for students to develop skills in: historical thinking, inquiry, perspective taking, empathy, collaboration, and civil discourse

**Lifestyle-**balancing instructional methods and sources to create engaging student experiences that cultivate a culture of learning

**Links-**linking all perspectives, past and present to foster an understanding of our diverse world

**Legacy-**creating informed citizens that celebrate diverse perspectives and utilize empathy in our diverse world

**Love of Learning-**learning together in a collaborative environment to empower students

## Instructional Vision

### Connections to the RFSD Strategic Plan

- **Goal#1 Hold High Expectations for Student Learning**
  - 1.1 Support a collaborative teaching culture focused on student learning.
  - 1.2 Identify and monitor academic readiness benchmarks.
  - 1.3 Implement equitable systems of support and resources for every learner.



# 6-8 Science

## RFSD Mission

Inspire all students through challenging, meaningful, and engaging learning experiences, in a safe and collaborative environment.

## Team Vision

Our science department ensures consistent, high-quality instruction across grade levels by identifying learning gaps, adopting effective resources and strategies, and promoting best practices in student learning.

## Team's Community Agreements

- Be open to new ideas, remain active listeners, and welcome discomfort.
- Remain authentic, show care for others, and take time to connect with one another.
- Assume positive intent and respect everyone's experience and opinions.
- Be willing to push each other's thinking.
- Be willing to fail.
- Share the workload and do your part.
- Stay student centered and solution focused.

## Beliefs

- Create an environment that encourages curiosity, real work experiences and scientific literacy.
- Support students on their scientific journey in order to prepare them for real-world experiences...graduate with a scientific foundation, that will serve them in any career path they choose!
- Science ed in RF leads to more inquisitive, informed, scientifically literate citizens.
- As educators, collectively foster growth and meet students where they're at.
- Provide hands on learning experiences that encourage curiosity and problem solving.

## Instructional Vision

### Connections to RFSD Strategic Plan

- **Goal#1 Hold High Expectations for Student Learning**
  - 1.1 Support a collaborative teaching culture focused on student learning.
  - 1.2 Identify and monitor academic readiness benchmarks.
  - 1.3 Implement equitable systems of support and resources for every learner.



# 9-12 Science

## RFSD Mission

Inspire all students through challenging, meaningful, and engaging learning experiences, in a safe and collaborative environment.

## Team Vision

Our science department reflects on current practices, evaluates the strengths and gaps in our curriculum, and identifies the changes needed to improve. By implementing and assessing these changes, we create a continuous process of growth that strengthens instruction and enhances learning outcomes.

## Team's Community Agreements

- Start and end on time
- Stay on task
- Everyone contributes equally
- Be mindful
- Be student centered

## Beliefs

- 5-To encourage students to be curious and understand how the world affects them
- 7-Help students to think critically and understand the world around them
- 6-Create students who are curious and well informed about the science around us
- 6-Our students will be citizens and need to be able to think critically and make evidence based decisions

## Instructional Vision

### Connections to RFSD Strategic Plan

- **Goal#1 Hold High Expectations for Student Learning**
  - 1.1 Support a collaborative teaching culture focused on student learning.
  - 1.2 Identify and monitor academic readiness benchmarks.
  - 1.3 Implement equitable systems of support and resources for every learner.

# K-12 Priority Standards Examples

Grade	6th Grade Standard	7th Grade Standard	8th Grade Standard	9 Priority Standard	10 Priority Standard	American LA Priority Standard	Speech Priority Standard
Reading Literature RL	6.RL.1.1	7.RL.1.1	8.RL.1.1	9.RL.1.1	10.RL.1.1	AS.1.1	SL.1.1
	6.RL.1.2	7.RL.1.2	8.RL.1.2	9.RL.1.2	10.RL.1.2	AS.1.2	SL.1.2
	6.RL.1.3	7.RL.1.3	8.RL.1.3	9.RL.1.3	10.RL.1.3	AS.1.3	SL.1.3
	6.RL.1.4	7.RL.1.4	8.RL.1.4	9.RL.1.4	10.RL.1.4	AS.1.4	SL.1.4
	6.RL.1.5	7.RL.1.5	8.RL.1.5	9.RL.1.5	10.RL.1.5	AS.1.5	SL.1.5
	6.RL.1.6	7.RL.1.6	8.RL.1.6	9.RL.1.6	10.RL.1.6	AS.1.6	SL.1.6
	6.RL.1.7	7.RL.1.7	8.RL.1.7	9.RL.1.7	10.RL.1.7	AS.1.7	SL.1.7
	6.RL.1.8	7.RL.1.8	8.RL.1.8	9.RL.1.8	10.RL.1.8	AS.1.8	SL.1.8
	6.RL.1.9	7.RL.1.9	8.RL.1.9	9.RL.1.9	10.RL.1.9	AS.1.9	SL.1.9
	6.RL.1.10	7.RL.1.10	8.RL.1.10	9.RL.1.10	10.RL.1.10	AS.1.10	SL.1.10
	6.RL.1.11	7.RL.1.11	8.RL.1.11	9.RL.1.11	10.RL.1.11	AS.1.11	SL.1.11
	6.RL.1.12	7.RL.1.12	8.RL.1.12	9.RL.1.12	10.RL.1.12	AS.1.12	SL.1.12
Writing	6.W.1.1	7.W.1.1	8.W.1.1	9.W.1.1	10.W.1.1	AS.2.1	SL.2.1
	6.W.1.2	7.W.1.2	8.W.1.2	9.W.1.2	10.W.1.2	AS.2.2	SL.2.2
	6.W.1.3	7.W.1.3	8.W.1.3	9.W.1.3	10.W.1.3	AS.2.3	SL.2.3
	6.W.1.4	7.W.1.4	8.W.1.4	9.W.1.4	10.W.1.4	AS.2.4	SL.2.4
	6.W.1.5	7.W.1.5	8.W.1.5	9.W.1.5	10.W.1.5	AS.2.5	SL.2.5
	6.W.1.6	7.W.1.6	8.W.1.6	9.W.1.6	10.W.1.6	AS.2.6	SL.2.6
	6.W.1.7	7.W.1.7	8.W.1.7	9.W.1.7	10.W.1.7	AS.2.7	SL.2.7
	6.W.1.8	7.W.1.8	8.W.1.8	9.W.1.8	10.W.1.8	AS.2.8	SL.2.8
	6.W.1.9	7.W.1.9	8.W.1.9	9.W.1.9	10.W.1.9	AS.2.9	SL.2.9
	6.W.1.10	7.W.1.10	8.W.1.10	9.W.1.10	10.W.1.10	AS.2.10	SL.2.10
	6.W.1.11	7.W.1.11	8.W.1.11	9.W.1.11	10.W.1.11	AS.2.11	SL.2.11
	6.W.1.12	7.W.1.12	8.W.1.12	9.W.1.12	10.W.1.12	AS.2.12	SL.2.12
Speaking and Listening	6.SL.1.1	7.SL.1.1	8.SL.1.1	9.SL.1.1	10.SL.1.1	AS.3.1	SL.3.1
	6.SL.1.2	7.SL.1.2	8.SL.1.2	9.SL.1.2	10.SL.1.2	AS.3.2	SL.3.2
	6.SL.1.3	7.SL.1.3	8.SL.1.3	9.SL.1.3	10.SL.1.3	AS.3.3	SL.3.3
	6.SL.1.4	7.SL.1.4	8.SL.1.4	9.SL.1.4	10.SL.1.4	AS.3.4	SL.3.4
	6.SL.1.5	7.SL.1.5	8.SL.1.5	9.SL.1.5	10.SL.1.5	AS.3.5	SL.3.5
	6.SL.1.6	7.SL.1.6	8.SL.1.6	9.SL.1.6	10.SL.1.6	AS.3.6	SL.3.6
	6.SL.1.7	7.SL.1.7	8.SL.1.7	9.SL.1.7	10.SL.1.7	AS.3.7	SL.3.7
	6.SL.1.8	7.SL.1.8	8.SL.1.8	9.SL.1.8	10.SL.1.8	AS.3.8	SL.3.8
	6.SL.1.9	7.SL.1.9	8.SL.1.9	9.SL.1.9	10.SL.1.9	AS.3.9	SL.3.9
	6.SL.1.10	7.SL.1.10	8.SL.1.10	9.SL.1.10	10.SL.1.10	AS.3.10	SL.3.10
	6.SL.1.11	7.SL.1.11	8.SL.1.11	9.SL.1.11	10.SL.1.11	AS.3.11	SL.3.11
	6.SL.1.12	7.SL.1.12	8.SL.1.12	9.SL.1.12	10.SL.1.12	AS.3.12	SL.3.12

## Deconstructed Standards Examples

- [R.6.2 Deconstructed Standard](#)
- [R.7.2 Deconstructed Standard](#)
- [R.8.2 Deconstructed Standard](#)
- [R.9-10.2 Deconstructed Standard](#)
- [R.11-12.2 Deconstructed Standard](#)