

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

Monday, May 4, 2026 - at 7:00 PM or immediately following the 6:00 PM Ad-Hoc Policy Meeting  
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 School 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 - 7:00 PM (or immediately after Ad-Hoc Policy Committee)**
2. **MANNER OF PUBLIC NOTIFICATION OF MEETING**
3. **HEARING OF VISITORS OR DELEGATIONS**

4. **COMMUNITY EDUCATION/COMMUNICATION OVERVIEW**

2

**Description:** Jennifer Ames, Director of Community Education, will present an overview of Community Education/Communications.

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

5. **ELEMENTARY MATH CURRICULUM RESOURCE APPROVAL**

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**Description:** Elementary teachers Mark Smith, Westside; Ashley Gorman, Greenwood; and Kim Majerus, Rocky Branch, will share their experience with the review cycle and resource mini-pilot. Amy Wise, Co-Director of Academic Services, will present the math curriculum review committee's recommendation for a new K-5 math resource for approval.

**Recommended Action:** Approve the recommended elementary math curriculum resource.

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 School 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, June 8, 2026, 6:00 p.m.

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

8. **ADJOURN**

# 2026 Update



**COMMUNICATIONS &  
COMMUNITY EDUCATION**

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## OUR TEAM:



Jenny Ames,  
Lauren Kaminski,  
Lesley Schradle



**COMMUNICATIONS, COMMUNITY EDUCATION, VOLUNTEER**

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## What do we do?

- **CONNECT:** Serve as a vital bridge between district leadership, staff, students, parents and wider community.
- **INFORM:** Share important information in a timely, transparent, consistent, and effective manner. Provide timely and effective emergency messaging.
- **CELEBRATE:** Recognize students, staff, district, partnerships & events.
- **COMMUNICATE/REACH ALL:** Help district move to achieve ADA Digital Compliance.



# COMMUNICATIONS

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## What is ADA?

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The Americans with Disabilities Act (ADA) is a federal civil rights law that **prohibits discrimination on the basis of disability and guarantees that people with disabilities have the same opportunities as everyone else** to enjoy employment opportunities, purchase goods and services, and participate in state and local government programs.



On March 12, 1990, disabled activists made history at the Capitol Crawl. A few months later, ADA became law.

### Important ADA Legislation

April 2024: The U.S. Department of Justice updated **ADA Title II**, mandating public entities (including schools) to ensure their digital content is accessible.

Rule Compliance Deadline:

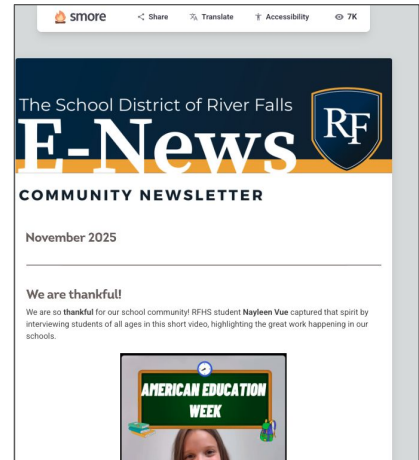
**April 26, 2027 2028: Small districts (populations under 50,000)**

## ADA DIGITAL COMPLIANCE

### WHAT:

Examples of what needs to be accessible:

- Websites & Mobile Apps, Documents, Graphics, Videos,
- Emails, Newsletters, Social Media, Online Forms,
- Software & Digital Platforms used by students or staff – *instructional software, curriculum tools, SIS/LMS, HR/finance systems, etc.*



### WHO:

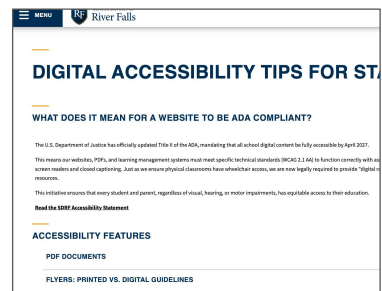
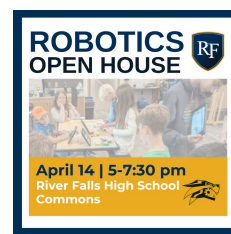
**Departments who will be involved in helping implement this shift:** Academic Services, Special Education, Communications, Technology, HR, building level leadership

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## ADA DIGITAL COMPLIANCE

### WHAT have we done so far?

- **Website** audit, fixes, annual audit
- **Website** - converting content to web pages whenever possible.
- Developed **standard for digital flyers**
- **Smore** as a district/building newsletter standard
- **Presentations** at each building to staff about ADA compliance
- **Webpage** with information
- Training with "**Early adapters**" - secretaries, ELL, school librarians
- Forming ADA leadership **committee** (summer 2026)



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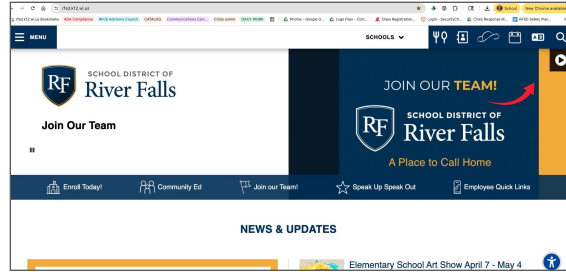
# COMMUNICATIONS SNAPSHOT - WEBSITE: [www.rfsd.k12.wi.us](http://www.rfsd.k12.wi.us)

January - April, 2026

**Total Active Users:** 39K

**Top Visited Pages (views)\*:**

1. District landing page - 84.6k
2. Computer lab- 32k
3. Staff Directory - 24.7k
4. Calendars- 19.6k
5. Employee Quick Links - 11k
6. Employment - 4.6k
7. Food Service - 4.k
8. RFHS Athletics & Activities - 3.9k
9. Kids Club- 3.7k
10. Search Results - 3.7k



*\*Views are the # of pageviews on a website and screenviews on an app. This is a cumulative number (Jan-Apr).*

# COMMUNICATIONS SNAPSHOT - FACEBOOK: [@riverfallsschooldistrict](https://www.facebook.com/riverfallsschooldistrict)

January - April, 2026

**Lifetime Facebook followers:** 6.75k (↑ 1k from last year)

**Reach:** 76K

**Views:** 1.6M

**Content Interactions:** 27.25K

**Top posts by views Jan - Apr 2026:**

1. Liam Cunningham - paralympics USA hockey team
2. Zac Campbell - AP announcement
3. Kapitz - welding class
4. Kit Luedtke eating lunch with students
5. National School Counseling Week
6. Kira Sonnee - scholarship
7. RB Erin Elsenpeter - KS95 Teacher of the Week
8. RFHS Claire Miller -art contest winner



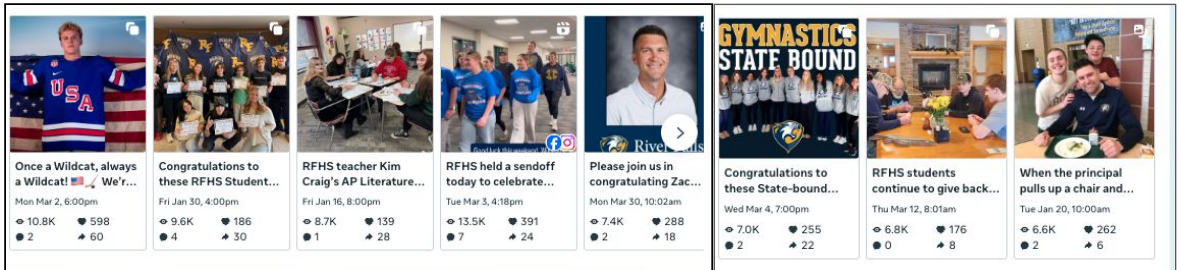
# COMMUNICATIONS SNAPSHOT - INSTAGRAM: *riverfallssd*

January - April, 2026

**Views:** 511K  
**Reach:** 35.8K  
**Content interactions:** 15.1K  
**Lifetime followers:** 2.3K (↑.6K)

### Top posts by reach Jan - Apr, 2026

1. Liam Cunningham - paralympics USA hockey team
2. RFHS Students of Term 3
3. RFHS Kim Craig - literature poetry analysis
4. Sendoff for Gymnastics, Fusion Hockey, Powerlifters
5. Zac Campbell - AP announcement
6. Gymnastics State Bound announcement
7. RFHS students at Comforts of home (Sarah Huang's WIN)
8. Kit Luedtke eating lunch with students



## COMMUNICATIONS

### NEW PARTNERSHIP with Tim LaVold's Digital Media class

- Fall & Spring
- Students work in teams to create RFHS 60 second update videos
- Share a week of school from the students' perspective



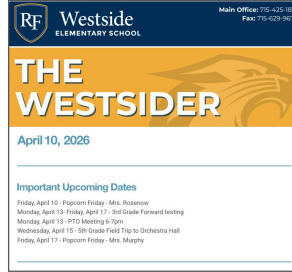
### MORE REELS



# COMMUNICATIONS: eNews

**SMORE** is used for district and each school's official newsletter

- ADA Compliant (yet we still need to do our part)
- Built-in translation
- Each school has their own branded template
- Individual teachers who choose to use it can give it their own look



## MONTHLY DISTRICT ENEWSLETTER

- **Average of 7k+ views each month (sent to 8k)**

(industry open average is 40%)



# COMMUNICATIONS SNAPSHOT

## PRINT MEDIA

**SCHOOL DISTRICT OF RIVER FALLS**  
**summer LEARNING**  
SUPPORT • ENRICH • ACHIEVE

WHEN?	WHERE?
<b>2 SUMMER SESSIONS:</b> June 15-26 & July 6-17, 2026 8:30 am - 12:00 pm (M-F)	<b>K-8:</b> Greenwood Elementary <b>6-8:</b> Meyer Middle School <b>9-12:</b> RFHS* <small>*high school dates &amp; times vary</small>

**FOR MORE INFORMATION:**  
[www.riverfalls.wisconsin.gov/summer-learning](http://www.riverfalls.wisconsin.gov/summer-learning)  
**QUESTIONS?**  
[summerschool@rfed.k12.wisconsin.gov](mailto:summerschool@rfed.k12.wisconsin.gov)  
715-425-1800 ext. 1119

**REGISTRATION OPENS**  
**FEBRUARY 28, 2026**

Designated in-town pick up sites will be provided for transportation.

**WHAT IS THE STUDENT LEARNING COMPACT?**  
Each student enters with their individual goals, with parents, for all children. A formal parent compact that outlines how parents, school staff, and students will share the responsibility for improved student academic achievement. This is an agreement that includes the means by which the school and parents will build and develop a partnership to help children achieve high standards and growth.

**RFSD ELEMENTARY GOAL 2024-2027**

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.

**ELEMENTARY STUDENT LEARNING COMPACT**

[www.rfed.k12.wisconsin.gov](http://www.rfed.k12.wisconsin.gov)

**RIVER FALLS PUBLIC ELEMENTARY SCHOOLS**  
715-425-1800

**ROCKY BRANCH ELEMENTARY**  
715-425-1800

**WESTSIDE ELEMENTARY**  
715-425-1800

**ACADEMIC CAREER PLANNING & CAREER TECHNICAL EDUCATION**

**ACADEMIC STUDENT**

- required
- integrated
- helps fund and guide

**CAREER TECHNICAL EDUCATION**

**ACADEMIC AND TECHNICAL SKILLS**

6 Career Readiness Standards embedded into all courses

- Analyze and evaluate information
- Create a plan and goal
- Apply learning and transferable skills
- Demonstrate responsibility and accountability
- Seek and evaluate resources
- Develop self-management skills

**CAREER TECHNICAL STUDENT ORGANIZATIONS**

- IHLA
- MESA
- Robotics

**FUNDING**

- 1. Gifted
- 2. ACT 319 CTE Incentive
- 3. CTE Incentive
- 4. Local Charities
- 5. Local Grants
- 6. Parentment

**3** COVID-19 Forward grants received to date support Fall-24

**STUDENT MENTAL HEALTH SUPPORTS AND PARTNERSHIPS**

**NEED DETERMINED:**

A review of our Youth Risk Behavior Survey data in fall 2022 showed a need for additional student mental health supports in the School District of River Falls. While not unique to River Falls, a significant percentage of students reported feeling sad, anxious, or depressed, and **only 25% of students indicated they always got the emotional help they needed.**

**1 in 4** students said they got the emotional support they needed

**GRANT FUNDING & PARTNERSHIP:**

With the support of a matching grant from the River Falls Lions Club, the School District of River Falls entered into a partnership with **Dr. Core Valley Pediatrics Services** to provide **Free Mental Health Therapy** for our students at their Fall High School (RFHS). The partnership began in October 2022 with 11 hours of free therapy scheduled weekly at the high school. Over time, it has expanded to 18 sessions per week for the 2023-2024 school year. Services are now provided at RFHS and Burnside Community Center (BCC).

**18** sessions per week at RFHS & BCC

**SERVICES PROVIDED:**

The RFHS and BCC Student Services teams implemented an intake individual for potential services. **Our goal is to target services to those who might have barriers to seeking care outside of the school setting.** Services are provided after a formal intake process, which includes student agreement and written consent from a parent or guardian. In most cases, students are seen for **4-6 sessions.** Additional sessions may be provided upon recommendation from the mental health therapist.

**ONGOING SUPPORT:**

This program has been supported in part by **ongoing community grants**, including the River Falls Lions Club and Dr. Core Valley Foundation. Additionally, it is something that we have deemed important enough to be supported in **our School District funds.**

**2025-26 DATA:**

A review of current program data indicates that during the first half of the 20-26 school year (September to January), Burnside Center has completed a total of **282 counseling sessions**, made up of **all student referrals** from school personnel.

**293** counseling sessions  
**48** referrals

**Without this program, normally 40% of those 478 referrals would have not reached out for help. It is critical that we have mental health services that are accessible. It is important to grant students a chance to seek a referral to help before problems get out of control, and for the sake of the difference between being sad and enjoying life again. -JACK SLOAN**

# COMMUNICATIONS SNAPSHOT

## MEDIA

- Superintendent occasional column
- Story suggestions
- Press releases

### State Superintendent visits RF schools, hears from CTE students



State Superintendent Jill Underly speaks to District Superintendent David Bell and Meyer Middle School Principal Mark Chapin after touring a pair of River Falls schools. ANDREW HARRINGTON / PIERCE COUNTY JOURNAL

### RFHS student combines art and conservation into amazing talent



River Falls High School freshman Claire Miller has taken first place the last two years in the W Land/Water Youth Education Committee Annual Conservation Awareness Poster Contest in grades 7-9. CONTRIBUTED PHOTO

By Sarah Nigbor

A River Falls High School freshman has won first place in a state conservation poster contest two years in a row, representing Pierce County and Wildcat Pride.

### Superintendent's column: Kicking off the 2025-26 School Year: Patience, progress, and priorities

Posted Wednesday, September 3, 2025 3:43 pm



By Supt. David Bell

As we embark on another school year, I'd like to highlight a couple themes that are guiding the start of the 2025-26 school year. Although it can be hectic, this truly is an exciting time for the School District of River Falls.

Patience as facilities projects near completion

Over the past 10 weeks, several schools and district facilities, including River Falls High School, Meyer Middle School, Rocky Branch, Westside, Greenwood, and the Transportation Center, have

complete areas near September more info www.rfsc Staying It can be ongoing data, we satisfacti these are We are of commu www.rfsc district w informat

### Superintendent's column: You're invited to a Community Open House

Posted Wednesday, October 15, 2025 2:00 pm



By David Bell River Falls Superintendent

Families, students, and community members are warmly invited to attend a Community Open House from 5-7 p.m. Tuesday, Nov. 4, 2025. Attendees will have the opportunity to tour the new Transportation Center (805 W Locust St.) and view the recent updates at River Falls High School (818 Cemetery Road).

Over the past 18 months, nearly all our facilities have undergone significant construction. As these projects are near completion, I want to take a moment to share my gratitude for the progress we've made together. The improvements have touched nearly every corner of the district - from safety and surveillance system upgrades, improved heating, ventilation, lighting, and electrical systems, to remodeled restrooms, improved sidewalks and enhanced tennis courts. Not every improvement is easy to see, but each one helps create a safer, more welcoming environment for students, staff and the community.

Projects of this scale require patience and adaptability, and I want to extend heartfelt thanks to our students and staff for navigating this season of change with patience and trust. I'm especially grateful to our Buildings and Grounds Department for their tireless work in ensuring our buildings are safe, functional, and ready for both school and after-school use.

A special thank you also goes to our partners at Bray Architects and Kraus-Anderson Construction for helping the vision for these projects become reality.

These improvements would not have been possible without the strong support of the River Falls community. I am pleased to invite you to our upcoming open house, where you will have the opportunity to explore the recent improvements at the high school and Transportation Center. We are excited to have you here and look forward to your feedback and questions. Please take the opportunity to share your thoughts and ideas with us.

# VOLUNTEER PROGRAM SNAPSHOT

September - December, 2024

- Applications processed for this school year: **1,164**
- Events coordinated: **93** (through Lesley, not unique)
- Total volunteer hours requested: **2,187**
- Total volunteer hours filled: **1,854**
- **Volunteers have been placed in all schools this year.**
- **1,854 participant volunteer hours** - only includes events managed by Lesley Schradle, our volunteer coordinator. Does not include field trips, mystery readers, STEP participants, student volunteer opportunities, and anything not coordinated by Lesley.



## COMMUNITY EDUCATION

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- Fund 80, primary function of serving the community
- **5 pillars:** *citizen involvement, needs assessment & planning, extended use of public education facilities, interagency partnerships, leadership & accountability*
- Breaks down barriers
- Lifelong learning for all ages
- Community teaching community
- Keeps district at the hub of the community

**It's not just programming....**

Community Education builds community,  
broadens support of the schools, and helps  
make a community strong, engaged, and alive.

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## COMMUNITY EDUCATION SNAPSHOT

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### NEW OFFERINGS

American Sign Language, Break Dancing & Hip Hop, Preserve & Serve, Shallow & Deep Water Aerobics, Baseball Hitting & Pitching (*utilizing new RFHS multi-purpose space*)

### PARTNERSHIPS

ADRC, The Garage, Kinni River Land Trust, UW-RF Office of Sustainability, Hope for Earth, The Falls Theatre, Ted Blank Travel, Fox Den Books, Wonderworks Theatre Co., River City Hip Hop, Craig Seath Studios, Healing Roots Wellness, Peek-a-Boo Boxing, etc.

### A FOCUS ON “NON-KIDS CLUB” SUMMER WEEKS

**June 8-11:** Summer Drawing Camp, Creating with Clay Summer Camp

**Aug 10-14:** Camp Invention

**Aug 17-21:** WonderWorks Theatre Camp: A Mixed-Up Fairytale



## COMMUNITY EDUCATION SNAPSHOT

### POPULAR OFFERINGS

**Trips:** Grease, Christmas Carol, Suff's, Les Miserables, Wicked, Guys & Dolls

**Community Events:** Sweetheart (Daddy Daughter) Dance, Marvelous Movie Date, Jigsaw Puzzle Competition, Green Skills (Earth Fest)

**Other:** Cardio Dance, Korean Cooking, Social Security Timing, Gut Health, Baseball Hitting/Pitching, Tai Chi, 3D Printing, Mosaic Bird Bath, Fused Glass, Preschool Open Gym, Preparing Estate Plan, Early Morning Walking



## COMMUNITY EDUCATION SNAPSHOT

	Summer 2025	Fall 2025	Winter / Spring 2026	Summer 2026
<b>Classes offered:</b>	65	79	108	88
<b>Classes held:</b>	52	66	83	84*
<b>Registrations: Online/Mail</b>	1034 983/313	707 519/170	804 660/147	1221* 988/230



*\*very early in summer catalog season*

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## AWARDS & NOTABLES

### WSPRA Spectrum Awards:

- Award of Excellence - Teacher Recruitment Video Series (made with RFSD graduate Dakota Nyberg)

### Presentations:

- WASBO - fall conference presenter - *Renewed for Another Season: Passing Operational Referenda*
- WASBO - spring conference presenter - *Speak the Same Language: Bridging the Gap from the Boardroom to the Breakroom*

### Other:

- Elected to WSPRA Board of Directors, May 2024



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# THANK YOU!

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What questions do you have?



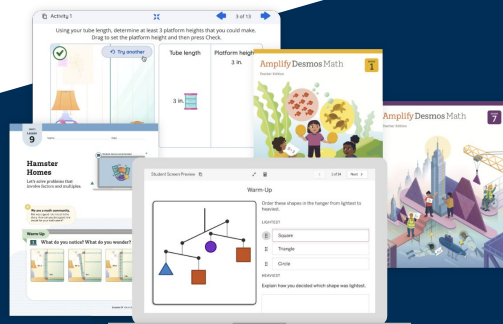
# K-5 Math Curriculum Resource Approval

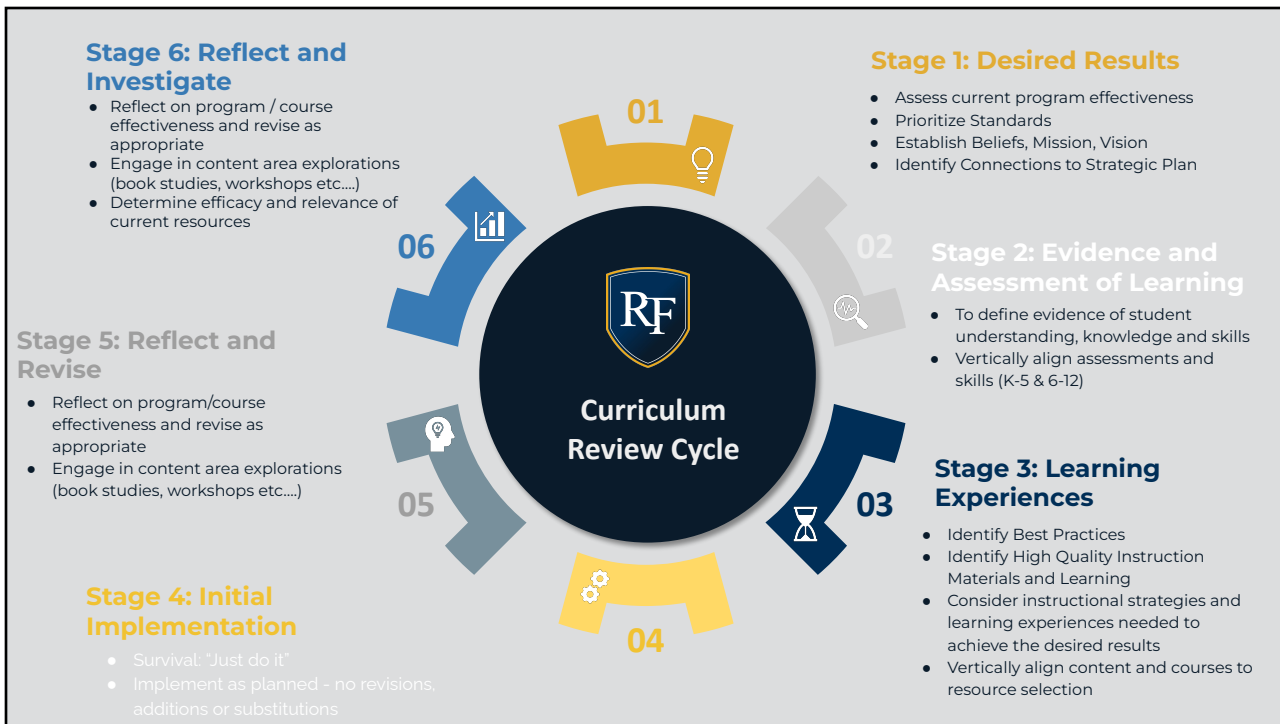


May 2026

Our new math resource beginning Fall 2026 will be...

## Amplify Desmos Math





## Math Curriculum Review Committee

Kindergarten	First Grade	Second Grade
Anne Rasmussen - GW Kim Majerus - RB Abbey Owen - WS	Emily Williamson - GW Anna Thompson - RB Alyssa Schluessler - WS	Kayla Hayes - GW Jill Tiffany - RB Peggy Kugel - WS
Third Grade	Fourth Grade	Fifth Grade
Ashley Gorman - GW Lisa Kleinschmidt - RB Ann Hensley - WS	Barb Van Moorlehem - GW Nathan Wells - RB Mark Smith - WS	Steve Papp - GW Natalie Wayne - RB Lindsay Cook - WS
Specialists:		
Instructional Coaches: Jeanne Kinney, Tanya Larsen, Heidi Usgaard EL: Cassie Meyer		
<i>Invited when appropriate:</i> Middle School - 6th Grade: Katrina Bell GT: Abby Mazzei SPED: (SLP) Michele Frandrup, Jill Guckenberger Title I: Intervention Teacher		

# Math Committee Representatives

Mark Smith - 4th Grade Westside

*"Math shouldn't be 'How do I teach kids to solve the problem?' It should be 'How do I use the problem to teach math?'"*

Kim Majerus - Kindergarten Rocky Branch



Ashley Gorman - 3rd Grade Greenwood

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## How Did We Get Here....

2008-2009

Initial Implementation of EDM (Everyday Math)

2021-22

Math Committee - resource review

2022-23

Act 20 - math review pause

Re-introduce Curriculum Review Cycle

23-24

ELA Resource Review

EDM Refresh

24-25

Collaborative Literacy Year 1 Implementation

25-26

Collaborative Literacy Year 2 Implementation

Math Committee Resource Re-Review

Caution/Concern:

- Teacher implementation fatigue

Potential Solution:

2026-2027 Implementation Team

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# Committee Meetings - 2025-2026

- October 6 - Inservice
- October - After school optional "guided review" at Greenwood (3 meetings)
- October 23 - K-2, 3-5 Half Day meeting at Central Office
- November 3 - Inservice
- November 11 - 3-5 All Day meeting at Central Office - Vendor Presentations
- November 12 - K-2 All Day meeting at Central Office - Vendor Presentations
- January 7 - Before School Virtual Meeting
- January 19 - Inservice - Amplify Intro
- February 5 - Before School Virtual Meeting - Amplify pilot check-in
- February 16 - Standing Meeting Inservice
- March 3 - K-2, 3-5 Half Day meeting at Central Office



# Resource Selection Timeline

## Establishing Timelines:

### Spring 2025 -

- Establish Teams, Gather Survey Information
- Develop Vision, Review Data, Create Selection Criteria

### Summer/Fall 2025 -

- Review Essential Standards, Deconstruct Standards (ongoing)
- Review Resource Options, Select Resources to review, Narrow Choices (2-3)
- Publisher Presentations

### Winter 2026 -

- Plan Pilot Experience
- Pilot Unit

### Winter/Spring 2026 -

- K-5 Teacher Input
- Resource Recommendation
- Community Input
- Implementation Plan

### Spring/Summer 2026 -

- PD
- Develop supporting documents: pacing and implementation guides

### Fall 2026 -

- Implementation of new resource



# Exit Slip

Thank you!

Please complete the following survey to help us for future planning

[3-2-1 Survey](#)



## VISION STATEMENT

WHERE WOULD YOU LIKE OUR DISTRICT TO BE IN THE NEXT 3-5 YEARS?  
 USE THESE 5 CORE PRACTICES/FOCUS AREAS TO DEVELOP THE "BIG PICTURE"

Rigor DOK Differentiation Data Driven	Critical Thinking Problem Solving Academic Vocabulary Growth Mindset	Student Engagement Active Learning Math Modeling Math Practices (Habits of Mind)	Foundational Skills	Conceptual Understanding
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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.



## Beliefs

As K-5 Teachers of Mathematics, we believe in:

- ensuring our instruction remains relevant by connecting math to real-world applications.
- the importance of perseverance and productive struggle, supporting students through scaffolding and providing a safe environment for mistakes, recognizing them as learning opportunities that drive growth.
- emphasizing foundational skills such as basic fact fluency and number sense while creating opportunities for students to explore and practice new skills.
- asset-based thinking, recognizing the strengths of all students and meeting them where they are, and building on prior knowledge.
- using formative assessments to guide responsive instruction and scaffold learning based on individual needs.
- fostering effective collaboration and utilizing district-wide planning time to strengthen our approach to math instruction, ensuring cohesiveness and consistency across the district.
- understanding the vertical alignment of the math standards to guide our instruction, ensuring continuity of instruction across grades with high expectations for all learners (working documents to reference when needed)
- keeping an open mind and trusting the Curriculum Review Cycle and Implementation process, knowing that growth takes time and consistency.
- Honoring our collective commitments by:
  - Using the resource to (fidelity (what we agree/commit to do)
  - Collaborating with district teams to supplement when needed - curating resources that are based in research and best practices
  - Building professional knowledge around math content and resources
  - Understanding the nuance of intentional decision making
  - Trusting the professionals to make the best decisions for their students (cohorts - year to year) while keeping purpose and impact in mind.

# Math Committee Norms

## 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

## Norms for Stage 3

- Keep all student's needs at the Center
- Listen to Understand
  - Consider other's views/experiences
  - Be a learner
- Actively Participate
  - All voices heard
- Push each other's thinking
- Open to possibilities

***Keep your eyes on the materials - see through the sales pitch***





# 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.



# K-5 Math: Table of Contents

## Stage 1: Desired Results

Products	Process/Learning
<ul style="list-style-type: none"> <li>• Norms/Community Agreements</li> <li>• <a href="#">Instructional Vision Statement</a></li> <li>• <a href="#">Beliefs</a></li> <li>• Criticality Statement</li> <li>• <a href="#">Priority Standards</a> <ul style="list-style-type: none"> <li>◦ <a href="#">(Heat Map)</a></li> </ul> </li> <li>• <a href="#">Deconstructed Standards</a></li> </ul>	<ul style="list-style-type: none"> <li>A. <a href="#">Norms/ Community Agreements</a></li> <li>B. <a href="#">Beliefs</a></li> <li>C. <a href="#">Mission/Instructional Vision</a></li> <li>D. <a href="#">Criticality Statement (6-8)</a></li> <li>E. <a href="#">Priority Standards</a></li> <li>F. <a href="#">Deconstructed Standards</a></li> </ul>

## Stage 2: Evidence and Assessment of Learning

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

## Stage 3: Learning Experiences

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>• <a href="#">Pacing Calendar</a></li> <li>• <a href="#">PD/Communication Plan</a></li> <li>• Year at a Glance</li> <li>A. Curriculum Mapping</li> <li>B. Scaffolded Assessment</li> <li>C. Unit Planning</li> </ul>



# Curriculum Standards

Scope and Sequence / Pacing Guides

Resources:  
Primary  
Supplemental

Data

Assessments

Experiences

Data as a guide  
for our Math  
vision and  
resource review





# 5 Comparables

Based on district website information

Hudson - EDM

Menomonie - Eureka math

Monona Grove - Illustrative

West DePere - Illustrative

New Richmond - Math Expressions (will be in review next year)

Pulaski - Origo Stepping Stones

MMS/HS - Into Math → 2024-25

**Previous Process Review:**  
**Bridges**

## General Criteria for Materials Selection

Stage 3 - Evidence and Assessment of Learning

Criteria for Selecting Instructional Materials				
Resource/Copyright date				
Grade Level				
Evaluator name and date				
Criteria 1: <b>Mathematical Content</b> - Does it have Criteria 1, Partially Meets Criteria 2, Fully Meets Criteria	0	1	2	
<b>Criteria 2: Engagement - Rigor vs. Standards</b>				
<ul style="list-style-type: none"> <li>What are the goals of the standards in a systematic way?</li> <li>Does it engage? Include on prior knowledge?</li> </ul>				
<b>Notes:</b>				
<b>Criteria 3: Rigor</b>				
<ul style="list-style-type: none"> <li>Students engage in multi-concepts and skills in a meaningful and engaging way.</li> <li>Students are asked to apply math to contextual situations that are applicable.</li> <li>Students provide opportunities for students to independently demonstrate conceptual understanding.</li> <li>Learning materials are engaging without being distracting.</li> </ul>				
<b>Notes:</b>				
<b>Criteria 4: Standards for Mathematical Practices</b>				
<ul style="list-style-type: none"> <li>Students have opportunities to articulate and validate their strategies (oral, written, concrete models, drawings, actions, etc.).</li> <li>Students can reason or model the arguments, understandings of others, ask questions, and clarify thinking.</li> <li>Students can check their work "make sense" or "reasonableness" of a result.</li> <li>The math procedure accurately.</li> <li>Developing the ability to calculate efficiently and accurately.</li> <li>Analysis System, Operations.</li> </ul>				
<b>Notes:</b>				
<b>Criteria 5: Assessment</b>				
<ul style="list-style-type: none"> <li>Include a variety of methods (writing, illustrating, demonstrating, modeling, etc.)</li> <li>Assessing the use of a range of forms and methods over time to deepen understanding and ability to explain and apply mathematics at concepts.</li> <li>Provide feedback (e.g., verbal, student responses, rubrics, scoring guidelines, and open-ended feedback) for scoring purposes.</li> <li>Provide a comprehensive strategic support system for students to maintain consistent and active scoring involvement in their learning.</li> <li>Provide opportunities for all students to show their thinking, demonstrate progress to their thinking over time, and apply.</li> </ul>				



K-5 Math Resource Criteria



# 5 Resources - Coach Led Preview/Intro

Resource	Why - all "green" rated on Ed Reports	Who - nearby	Districts Reviewing Math Resources
EDM	Current	Hudson RF	<ul style="list-style-type: none"> <li>New Richmond</li> <li>Barron</li> </ul>
<a href="#">Bridges</a>	Previous recommendation	SCC (K-4) Rice Lake (4K-1 next year)* Ellsworth (K-4) Plum City Shell Lake	
<a href="#">Into Math</a>	MS/HS	(St Paul Public Schools St Croix Academy)	
<a href="#">Illustrative/ Imagine Learning/ Kendall-Hunt</a>		Rice Lake (1-8)* Ellsworth (5th) Prescott (3-5)	
Amplify / Desmos*		Prescott (6-8)	



# EdReports

## [EdReports](#)

EdReports is a tool - be a critical consumer.

## [Resource List](#)

[ADM EdReports](#) - Released Feb 19

### Ratings Snapshot

What is this?

	K-2	3-5	6-8
Gateway 1	●	●	●
Gateway 2	●	●	●
Gateway 3	●	●	●

Key: ● Meets Expectations ● Partially Meets Expectations ● Does Not Meet Expectations NE Not Eligible NC Not Claimed

#### Kindergarten to 2nd Grade VIEW REPORT

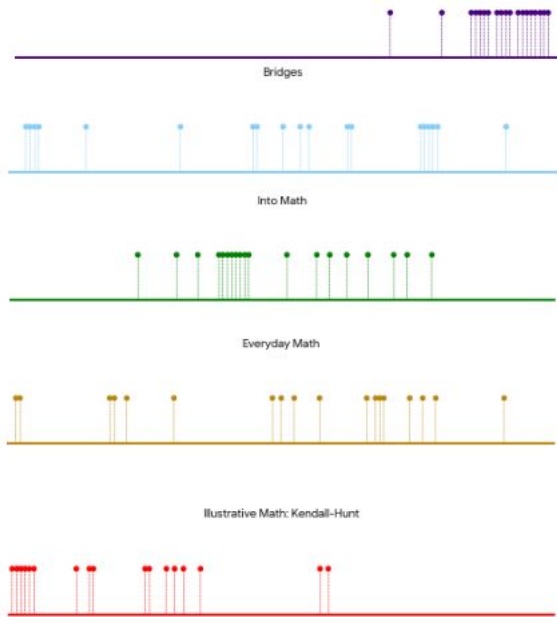
Gateway 1	100%
Gateway 1	100%
MEETS EXPECTATIONS	
Gateway 2	100%
Gateway 2	100%
MEETS EXPECTATIONS	
Gateway 3	100%
Gateway 3	100%
MEETS EXPECTATIONS	

#### 3rd to 5th Grade VIEW REPORT

Gateway 1	100%
Gateway 1	100%
MEETS EXPECTATIONS	
Gateway 2	93%
Gateway 2	93%
MEETS EXPECTATIONS	
Gateway 3	100%
Gateway 3	100%
MEETS EXPECTATIONS	

### Plot Chart

Amplify Desmos



I can't live with this

I love this!

Choice 1	Choice 2	
Amplify	Bridges	Bridges - 7
Bridges	Amplify	Into Math - 6
Amplify	Into Math	EDM - 4
Amplify	Into Math	Amplify - 1
Amplify	Into Math	
Amplify	Bridges	
Amplify	Bridges	
Amplify	Bridges	
Amplify	Bridges	
Amplify	Into Math	
Amplify	EDM	
Amplify	Into Math	
Amplify	EDM	
Amplify	EDM	
Amplify	Bridges	
Amplify	EDM	
Amplify	Into Math	



## Mini-Pilot - Collective Commitments

- o Begin **no later** than Monday Jan 26 (you can start tomorrow!)
- o Use the Amplify resource as recommended by mini-pilot team. No other resources during this time
- o Minimum 1 unit
- o Keep notes, questions, feedback on the notes sheet

### Important Dates:

- o Collaborative Check-In February 5 (calendar invite)
- o Feb 16 (inservice day): Mini-Pilot standing meeting - survey and notes
- o Feb 18 (Virtual meeting): survey results - plan for March 3
- o Mar 3 (sub) - K-2 am; 3-5 pm

**AMPLIFY TEST PILOT NOTES**

NAME \_\_\_\_\_ GRADE \_\_\_\_\_ LESSON \_\_\_\_\_

WHAT DID YOU FIND MOST EFFECTIVE DURING THESE LESSONS?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHAT CHALLENGES OR CONCERNS DO YOU HAVE?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WAS THERE SOME HIGHLIGHTS OF THIS LESSON?

\_\_\_ PACING OF LESSON

\_\_\_ STUDENT ENGAGEMENT

\_\_\_ SKILLS OR PRACTICE

\_\_\_ CHECKS FOR UNDERSTANDING (OTHER) \_\_\_\_\_

ARE THERE ANY ADDITIONAL RESOURCES NEEDED TO ENSURE SUCCESS FOR NEXT YEAR?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOTES: \_\_\_\_\_

**AMPLIFY TEST PILOT NOTES**

LESSON      NOTES, COMMENTS, FEEDBACK




# Mini-Pilot - Amplify Support

## Teacher/Admin Pilot Q&A

#Teachers! Ask your questions to the Amplify Desmos Math experts. Questions should be answered within a business day, if not sooner, but please reach out to Caitlin Ellason (cellason@amplify.com)

-OR- Try our brand **Math Me a Question** feature! We created a direct line for math teachers and leaders. Ask us your K-12 math questions, whether it's fluency strategies, math problems, or specific features of the Amplify Desmos Math curriculum. We have Dan Meyer, Ph.D., K-5 math expert Kristin Gray, Amplify Desmos Math curriculum writers, and a whole team of STEM product specialists ready to help.

Question	Teacher	Response
<p>+</p> <p>Would Amplify be able to provide resources for our Math Title teachers as well? I know that one of the challenges with EDM was finding a math support especially for the older grades. Maybe each title teacher could choose a grade level to try the lessons with? It may be overwhelming to do all of their grade bands. And, I believe there is more need in the upper grades. There could be some good feedback on alignment.</p>	Heidi	<p>Can you please tell me more about the Math Title teachers? Are they intervention teachers supporting all grade levels? What grades do you anticipate needed support?</p> <p>The interventionist works with all grade levels. Are there math interventions that could be utilized from Amplify?</p> <p>Under the Unit Overview find "Differentiation" and links under to Mini Lessons, Centers, and Fluency Practice.  <a href="#">Differentiation and Implementation Planning Guide</a></p>
<p>Directions on how to add co-teachers</p>		<p>The help article linked <a href="#">here</a> for adding co-teachers.</p>
<p>For digital activities, such as "Math Pizzeria," some slides are interactive, allowing kids to complete them when posted on Google Classroom. Is there a way to view how each child responded to the interactive activities? Same question for the digital "pre-unit checks."</p>	Mark Smith	<p>For our digital activities, we will need to "Assign" the lesson to our students. After we assign, the program will create a blue "Teach" button. Click on Teach to view the Teacher Dashboard. From there, we can see all students' responses.</p>
<p>How far in advance should the pre-unit check be done before</p>	Mark	<p>I would pair the pre-unit check with lesson 1 and</p>

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# Building Consensus

Model	Pros	Cons
<b>Full Staff Implementation</b>	<p>Creates a unified school culture</p> <p>ensures equity across all classrooms immediately.</p>	Higher risk of "initiative fatigue"
<b>Implementation Team (Pilot)</b>	<p>Allows for "low-stakes" troubleshooting</p> <p>creates internal experts to coach others.</p>	Can create a "two-tier" system where some students get the new resource and others don't.

# Resource Overview

## A structured approach to problem-based learning

Amplify Desmos Math combines and connects conceptual understanding, procedural fluency, and application. Lessons are designed with the Proficiency Progression™, a model that provides teachers with clear instructional moves to build from students' prior knowledge to grade-level learning.



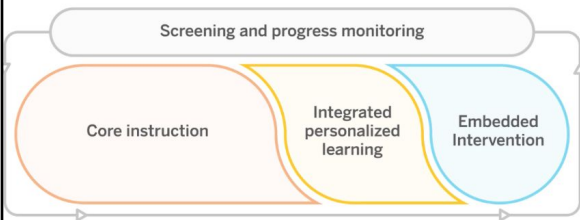
[Amplify Desmos Website](#)

# Resource Overview

## A powerful suite of math resources

Amplify Desmos Math fuses problem-based lessons, intervention, personalized practice, and assessments to create a cohesive and engaging experience that maintains academic rigor while meeting the needs of both students and teachers.

Data informs instruction. Comprehensive student profiles provide full data on students' assets and skills, empowering teachers to provide just-in-time scaffolds throughout core instruction and targeted intervention when needed. [Connect with a product expert](#) to see it in action.



## Resource Overview



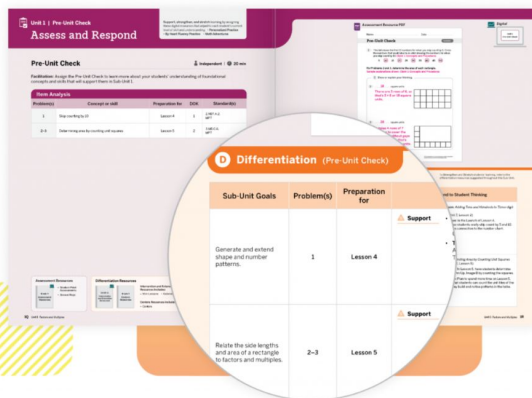
Student thinking is valuable and can be made evident.

—

We believe that math class is a place where teachers can elicit, celebrate, and build on their students' interesting ideas. Those ideas fuel meaningful classroom conversations and drive the learning process.

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## Resource Overview



Differentiation when and where it matters most

Teachers are provided with clear student actions to look for, matched with immediately usable suggestions for how to respond to student thinking. Each lesson also includes recommendations for resources to use with students to support, strengthen, and stretch their understanding of the lesson goal.

[Connect with a product expert](#) to learn more.

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# Resource Overview

The playground is  $\frac{5}{12}$  miles away, and  
 Ingrid's house is  $\frac{7}{12}$  miles away.

Complete the comparison using  $<$ ,  $>$ , or  $=$ .

$\frac{5}{12} < \frac{7}{12}$

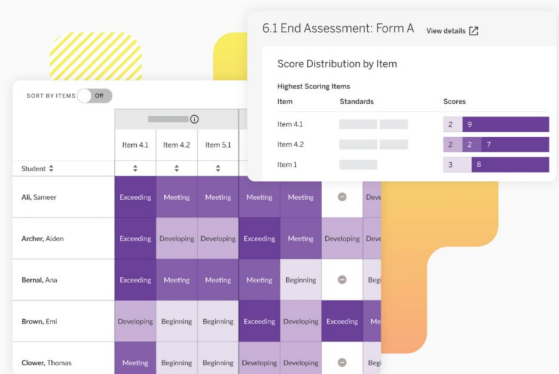
## Personalized Learning

Personalized Learning™ extends each Amplify Desmos Math lesson with short, targeted digital activities designed around the day's core concepts. Students receive just-in-time support based on their current understanding, helping them build fluency and confidence in the exact skills they're working on in class.

# Resource Overview

## Reporting and insights

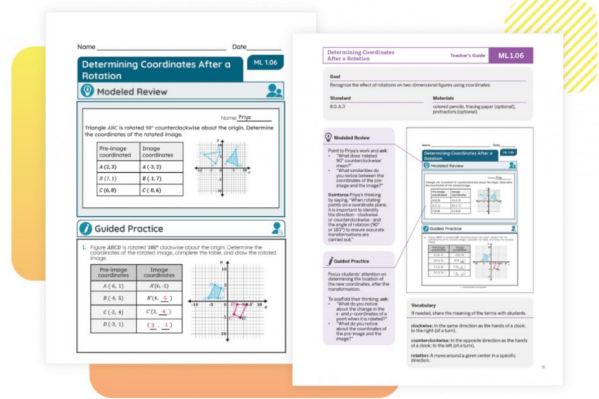
Teachers and administrators have visibility into what students know about grade-level math with a variety of data reports. By evaluating not only what students know about grade-level math but also providing insight into how they think, teachers can confidently plan whole-class instruction and targeted intervention.



# Resource Overview

## Intervention Mini-Lessons aligned to core instruction

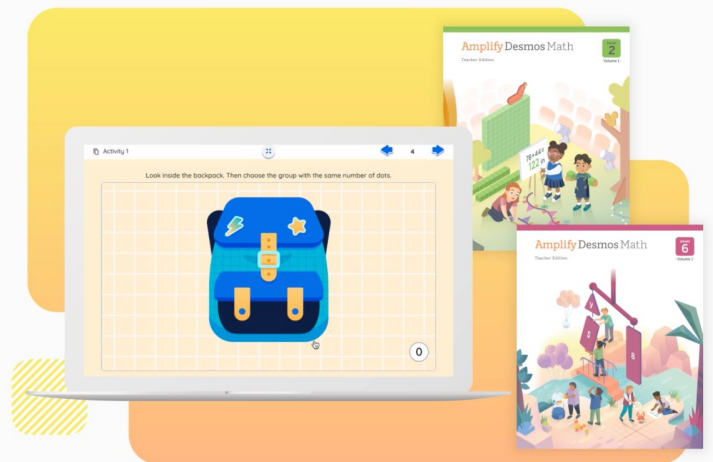
Amplify Desmos Math Mini-Lessons are aligned to the most critical topics throughout a unit and provide targeted intervention for small groups of students who need additional support or need more time.



# Resource Overview

## What's included

The program integrates print and digital resources, along with manipulatives and Centers Kits in grades K–5, to help students build mathematical understanding, reason through mathematical ideas, and express their mathematical thinking. Resources are designed to support the educational rigor of daily core math instruction.



# Caregiver Support

Families and caregivers, welcom...

Caregiver Unit Resources

## Caregiver Unit Resources

Unit refresh videos

Access Amplify Desmos Math at home.

Materials overview

Components of a lesson

Support math learning at home.

Get more information.

## Caregiver Unit Resources

For every unit of the program, we've created a Caregiver Resource that provides a summary of key concepts, plus a problem from the lesson practice set you can work through with your student. You'll find a Caregiver Resource for each unit, in both English and Spanish.

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

[Caregiver Hub](#)

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# Teacher supports

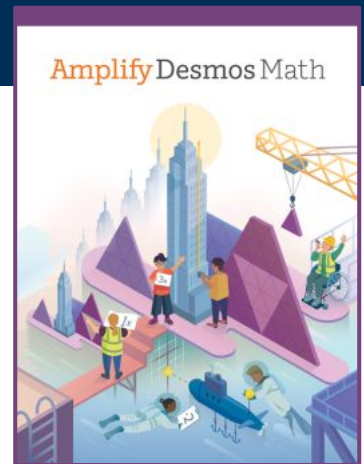
- Teacher Edition (two-volume)
- Digital access to planning and instruction resources
- Presentation Slides
- Facilitation and progress monitoring tools
- Assessment and reporting suite, featuring mCLASS Assessments
- Assessment Resources
- Center Resources (grades K–5)
- Intervention and Extension Resources (grades K–8)

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## Students supports

- Student Edition (two-volume)
- Digital access to lesson resources and practice
- Interactive Student Activity Screens
- Responsive Feedback™
- Collaboration tools
- Personalized Learning
- Hands-on manipulative kits



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## What's Next?

Professional Learning for all Teachers:

June 9

August 20 (Curriculum Academy Day)

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**Who is “The District?”**

**WE** are “The District!”

