

Consent Agenda BY LEVEL 2026 Summer Curriculum Writing Requests (as of 5/8/26)

Level	Department	Title of Project	Project Coordinator	Staff Members Involved	Reason for Request	Brief explanation of the project w/final outcomes	The board has set a goal that all schools will significantly exceed expectations by 2029 or increase annually by 2 points to maintain/sustain report card results. How will your summer curriculum project contribute to this important goal?	Select schools, multi-school or department project	Total number of hours requested (for all staff involved) @ \$33.73/per hour.	Amount	Notes
7-12	7-12 ELA	Year 3 Amplify Implementation	Stephanie Boegh	Stephanie Boegh, Lynn Stenroos, Jason Kaltenberg, Inga Hershoff, and any co-teachers for 26-27 school year, which are yet to be determined	Other	Year 3 of Amplify Implementation per the Implementation rubric suggests we will teach all 6 units, and we are looking to include "Night" as a novel study into the Holocaust Memory and meaning Unit. We will also spend time re-evaluating grammar instruction, pacing, and materials, as well as exploring some of the additional resources from Amplify: Novel guides, Advanced Story Writing, Poetry, and the 8B Unit's extension activity/Quest.	Everything mentioned above ties back to the instructional moves and practices that ELA8 uses with Amplify, which will certainly better prepare students for Forward, high school, and other classes/areas of study due to the rigorous and consistent exposure to high-quality texts, writing expectations, and an added focus on grammar and mechanics.	1 School Only	40	\$1,349.20	
7-12	7-12 ELA	AP Seminar Course Planning	Kristen Thomason	Lisa Carothers (possibly based on student enrollment)	New course	We will be creating an AP Seminar course that will replace our Advanced English 10 curriculum	This will give a larger number of 10th grade students access to an AP, research-based curriculum	1 School Only	100	\$3,373.00	
7-12	7-12 ELA	Women's Lit - Grammar	Melissa Hanson	Melissa Hanson & Renee Esparza	Other	Resdign semester curriculum to include targeted grammar lesson and assessments that focus on specific skills identified and targeted by the English Electives PLC.	The English Elective PLC has spent time looking at ACT data and determined core grammar skills that should be addressed in upper level English courses. This time would also for a redesain of curriculum to address those skills.	1 School Only	25	\$843.25	
7-12	7-12 ELA	American Literature	Melissa Hanson	Melissa Hanson & Renee Esparza	Other	Redesign semester curriculum to include specific grammar skill instruction and assessment as determined by English Electives PLC.	This time would allow for curriculum redesign to incorpate targeted grammar instruction for skills identified through data, as well as assessment.	1 School Only	25	\$843.25	
7-12	7-12 ELA	Converting Dig. Comm. to Sports Media Production	Jason McConnell	Jason McConnell	Major course revision	Beginning next school year, Digital Communications will be renamed Sports Media Production to better reflect the production and behind-the-scenes focus of the course. Time is needed to revise the curriculum so it aligns with this shift and incorporates the continually evolving software, industry trends, and media landscape.	By providing students with a more current and relevant curriculum, this project will deepen their understanding of course-specific concepts and better position them for measurable growth and improved outcomes.	Department project	20	\$674.60	
7-12	7-12 ELA	Enhancing the curriculum for the HS English Workshop classes	Sarah Bleicher	Sarah Bleicher	Other	I need to find more fluency readings for the 10th grade course. I also need to work on curriculum for the EL section, especially the lower language students.	My courses entire purpose is to increase the literacy scores on the standardized tests. The students work on core skill remediation.	Department project	5	\$168.65	
7-12	7-12 ELA	Modern Literature Revisions	Lisa Carothers	Mike Dryer, New teacher	Major course revision	Continuing revisions begun last year toward proficiency-based instruction that are intended to provide more deliberate preparation for the ACT and to build crucial reading, discussion, and analytical skills for all students.	These course revisions are meant to deliberately target skills tested on the ACT	Department project	30	\$1,011.90	

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7-12	7-12 ELA	English 10 Curriculum Needs and AI Integration	Bridgette Quandt	Bridgette Quandt, Andy Miller, Melissa Hanson, Renee Esparza, Lisa Carothers, Chris Schiemann, Courtney Lovell, and New Hire (for Luke Franda)	Major course revision	<p>Because the High School English Department is adopting AP Seminar for English 10 Honors, the English 10 team plans to revise our curriculum to increase the rigor and expand the assessments to include additional standards. This will not only increase the content and skills in the class, but it will also allow students who need to switch between the classes to do so and continue to grow in their skills. This year, we realized that a number of our formative assessments did not as directly align with the summative assessments, and we need to revise or create formatives that allow for these to truly be a dress rehearsal of the summative assessment to better prepare students (especially those who struggle with the curriculum) for this assessment, provide feedback, and create interventions to support those students. The Julius Caesar unit will be expanded to include more multimodal lessons and assessments using the graphic novel and a modern play as visual and literary texts to complement the original Shakespearean play. In completing a review of the grammar assessed in English 9 and the expectations of the ACT, the English 10 grammar lessons need more instruction, practice, and continuing assessment to ensure students have the necessary skills to complete the English, Reading, and Writing sections of the ACT test. Finally, the district has opened NotebookLM for students to use, and the English 10 team sees key areas where this new technology can be utilized to support revision and reassessment. The team would like to collaborate with Chris Schiemann and Courtney Lovell to plan safe and responsible use lessons and integration into the English 10 curriculum, research and create bots to support our National Writing Project C3WP writing instruction, set up policies and procedures for the use of NotebookLM, and trial the applications before introducing these to students.</p>	<p>In adding and adjusting the English 10 curriculum, student skills will be further developed and stronger with the continued rigor and additional practice that will be added to the curriculum. Students will also receive more directly connected preparation for the ACT test through ACT style questions, practice reading and analyzing a larger variety of texts, and additional support to hone their skills. The additional preparation and practice for the ACT will support the district goal through ACT achievement scores. The additional practice and support will also help students in the target groups to grow their skills through a wider variety of tasks and reassessment opportunities. Including additional modern connections with Julius Caesar and NotebookLM also aim to further engage and prepare students in the class and promote attendance by creating real-life connections for the skills learned.</p>	Department project	80	\$2,698.40	

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7-12	7-12 ELA	English 9 Revisions	Walter Stenz	Rachel Guralski, Colin Anderson, Renee Esparza, Sarah Bleicher, New Hire	Major course revision	Revise Twelfth Night unit after initial teaching, Revise grammar materials after departments, adjust timeline for units to match changes in the school calendar	We will be revising reading and grammar instructional material	1 School Only	40	\$1,349.20	
7-12	7-12 ELA	Science Fiction Revisions	Walter Stenz	Walter Stenz	Major course revision	Revising units and material based on new textbooks, new final exam project, adjusted timeline for class instruction, creating grammar activities	Revising reading instruction, incorporating common grammar lessons for 11-12 literature classes	Department project	20	\$674.60	
7-12	Art	Curriculum planning (adv. art courses)	McKenzie Zocher	McKenzie Zocher	Other	The project is to revise and scaffold advanced art course at the high school level to work in unison with art in the lower levels. To create a curriculum appropriate for the level and caliber of each course and allow students to significantly exceed expectations in the art room.	working to incorporate more level based scaffolding and incorporation of more interdisciplinary lessons to increase growth in students.	Department project	10	\$337.30	
7-12	Art	Big IDEA Curriculum	Kayla Burgess	Kayla Burgess	Major course revision	New curriculum, major project changes and software. Rewriting rubrics.	Working with students on problem solving skills and creative engineering	1 School Only	40	\$1,349.20	
7-12	At-Risk	EmpowerED Career Path Planning	Patrick Collins	Scott Krause and Sarah Eiserman	Other	We are planning curriculum to enhance the career aspect for Alt Ed students. We will be planning curriculum for various career paths, enhancing career opportunities in the community and employability and life skills for students.	Our change and focus as to curriculum is based on the Career Readiness data as well as improving skills to prepare students for their futures.	Department project	20	\$674.60	
7-12	CTE	Curriculum for two new marketing courses	Sandra Meinholz	Shawna Schalk	New course	The two courses that will replace the Marketing 2 course will need to be written to coincide with Madison College's requirements since the courses will both be dual credit. The two courses are Social Media Marketing & Selling Principles.	Allowing students more opportunities to earn dual credit and allow them to have more flexibility in their schedule through the implementation of semester long courses rather than year-long courses. It is my understanding that the district would like students to have more dual credit opportunities which also helps the school report card.	Department project	100	\$3,373.00	
7-12	CTE	Revamp and Revise 8th Grade Children and Foods Course into Intro to Foods	Becky Personke	Becky Personke	Major course revision	Revising 8th grade elective course from "Children and Foods" to become "Intro to Foods". We will be removing the Child Development topic and adding that to the other 8th grade elective course, which will also be revised to become a survey-style introduction to FCS course.	Having designated time to focus on updating and revamping curriculum will allow me update the standards covered in the course, and add additional lessons and assessments to support the district growth in our key focus areas.	Department project	40	\$1,349.20	If hiring is completed in time for scheduling to occur. Fund with Tech Incentive Grant

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7-12	CTE	Personal Finance - Adapted course materials	Gina Holmes	Shawna Schalk, Maggie Biermeier, Sandy Meinholz, and Gina Holmes	Other	With Personal Finance being a graduation requirement, we need to create more levels of the curriculum materials to support all students. Would like to work with Special Ed department in the Course Redesign Institute (July 28-30) to create materials and assessments for multiple levels of learners.	It will support students with disabilities in the Personal Finance Area.	Department project	24 each - due to the Course Redesign Institute being three days (96 total).	\$3,238.08	
7-12	CTE	Entrepreneurship Collaboration	Maggie Biermeier	Maggie Biermeier	Other	As a singleton teacher of Concepts of Entrepreneurship, I would like to work with a colleague at another district to enhance what I've done this year and brainstorm ways to improve for the betterment of all students who take this course.	Students who take this course have the opportunity to earn 3 college credits through the University of Iowa.	Department project	10	\$337.30	No
7-12	CTE	Ag Summer Curriculum Hours	Gina Trower	Gina Trower, Rhonda Knapp, Kristina Puntney	Other	Working on aligning curriculum, course revisions and creating a stronger sequence throughout the ag pathways.	We will look at strengthening the SAE project in the agriculture courses which fits the work-based learning item on the report card. This project is also a great way to increase industry partnerships to encourage YA participation.	Department project	30	\$1,011.90	Will also include the MS new equipment review.
7-12	Health, Safety, & PE	New school revamp/team building curriculum	Jen Grabarski	Jen Grabarski, Kyle Miller, Matt Reinfeldt	Other	We are adding a course that will be new to the middle school along with moving to a new school with a new set up. We would like to also add more to our team building curriculum	It will be positive for mental health which will improve test scores if they learn how to deal with stress in a positive manner	Department project	30	\$1,011.90	
7-12	Music	3rd Orchestra	Elizabeth Heiks		New course	Create curriculum for 3rd orchestra course to run 2027-28 (approved 2019, put off until numbers resolved).	With the time, support and resources provided by WCSD to help me create this 3rd course, our orchestra program will be more ready to support student needs and progress.	Department project	80	\$2,698.40	
7-12	Science	8th grade physics update	Jessica North	Jessica North, Rebecca Cullen, Beck Baird	Major course revision	For the last 15+ years, we've been collaborating with UW on our physics unit. At this point, the grant is no longer active, so we need to update our physics curriculum and assessment to align with the NGSS performance expectations and resources that are available (the ones we've been using with UW are no longer maintained/updated).	Alignment NGSS performance expectations will provide relevant, meaningful opportunities for students to engage in skills such as constructing explanations and applying mathematical concepts, both which can help student growth scores.	1 School Only	48	\$1,619.04	

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7-12	Science	8th grade science - weather/climate update	Jessica North	Jessica North, Rebecca Cullen, Beck Baird	Major course revision	We have piloted both Amplify and OpenSciEd curriculum for our weather and climate unit. We'd like to revise our current unit to incorporate activities from both curriculums, as well as update the climate change portion to better align with NGSS SEPs (using resources gathered from national conferences). Assessments also need to be updated to align with other rubrics from 8th grade science.	Alignment to NGSS performance expectations will provide relevant, meaningful opportunities for students to engage in skills such as constructing explanations and analyzing data, both which can help student growth scores.	1 School Only	48	\$1,619.04	
7-12	Science	Human Anatomy Sem 1 Exam Revisions	Stephanie Kirker	Stephanie Kirker	Other	Goal is to evaluate the course exam against Bloom's taxonomy of learning objectives, specifically with the goal of emphasizing the application of content knowledge to novel scenarios that challenge students rather than the current emphasis on identification.	The course has historically been focused on memorization of structures and their connections to function required to form student's scientific knowledge of the human body. However, our life science PLC goal for the last 2 years has been to expose, assess, and explicitly teach strategies for ACT level questions that require the 3rd domain, Evolution of Models, Inferences, and Experimental Results. Adding case studies into the HAP curriculum will directly support this goal.	Department project	20	\$674.60	
7-12	Science	26/27 Science Curriculum Design	Hailey Bond	Erica Schauf, Beck Baird, Jess North, Lynn Stenroos, Hailey Bond, Kristi Puntney, Jared Mack (new hire)	Major course revision	Analyzing current curriculum and redesigning to align with NGSS standards.	Greatly increase disciplinary literacy, which will help improve literacy test scores.	Department project	40	\$1,349.20	
7-12	Student Support Services	MS SEL Advisory Curriculum & New Building Rollout	Erica Schauf	Alec Kartz	Other	Our project goal is to adjust expectations and procedures for the rollout of the new middle school building. The SEL team strives to promote SEL practices in the classroom and plan meaningful student celebrations that build community and a positive school culture. We specifically will need to make adjustments to the advisory schedule/curriculum (Second Step) to meeting new and current SEL goals.	Our work will help to build community and build a sense of belonging. This in turn motivates students to set high expectations for themselves, including their achievement on their MyPath work. For example, the SEL team provides numerous goal-setting motivators throughout the year which have been both classroom and schoolwide.	1 School Only	20	\$674.60	
EL	English Learners	Newcomer ELA (Middle School)	Eric Hildebrand	Briana Boodry	New course	I will support Eric in creating a Middle School Newcomer ELA curriculum for students at beginning levels of English proficiency. Final outcomes include a clear scope and sequence, aligned instructional materials, and common assessments to support consistent, high-quality instruction. 90 hours - 80 for Eric and 10 for Briana (support and guidance)	This curriculum will support improved student growth by providing targeted, developmentally appropriate instruction for newcomer students, allowing them to build foundational language skills more quickly and access grade-level content sooner.	1 School Only	65	\$2,192.45	

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EL	English Learners	Update Heritage Environmental Studies course	Briana Boodry		Major course revision	<p>I taught the Heritage Bilingual Environmental Studies curriculum for the first time during the 2024–2025 school year. Based on student data, classroom observations, and reflection from the initial implementation, I would like to refine units, pacing, assessments, and instructional materials to better meet the linguistic and academic needs of heritage bilingual students.</p> <p>Final outcomes will include revised unit plans, aligned learning targets, updated bilingual instructional materials, scaffolded assessments, and clearer alignment to environmental science standards and language development goals. The revised curriculum will be more cohesive, culturally sustaining, and instructionally effective for future implementation.</p>	<p>This curriculum revision will strengthen instructional quality and student access for heritage bilingual learners by improving alignment, clarity, and rigor while maintaining appropriate language scaffolds. By refining assessments and learning progressions, the course will better support student engagement, academic growth, and measurable outcomes in both content knowledge and language development.</p> <p>Improved curriculum design directly supports higher levels of student achievement and consistency across classrooms, contributing to sustained growth on school and district report card measures. This work supports the district’s goal of continuous annual improvement by ensuring that these Heritage bilingual students have equitable access to high-quality, standards-aligned instruction.</p>	1 School Only	10	\$337.30	
EL	English Learners	7th Grade Science: Curriculum Bilingualization and Linguistic Scaffolding	Luis Mendoza Cruz	Luis Mendoza Cruz	Other	<p>I will adapt three 7th-grade science units (Biology, Genetics, and Ecosystems) into a bilingual format to support our Spanish-speaking students. The final outcomes will include:</p> <ul style="list-style-type: none"> -Bilingual Lab Guides: Translated instructions for hands-on experiments -Spanish-English glossaries and visual organizers. -Bilingual versions of summative assessments to accurately measure content knowledge regardless of English proficiency levels. 	<p>This project helps English Learners (ELs) succeed, which is essential for meeting district goals. Science is full of difficult vocabulary; by providing bilingual materials, we remove the language barrier that often lowers student scores. This allows students to show their science knowledge in their native language, leading to higher growth scores and better school report card results.</p>	1 School Only	20	\$674.60	

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EL	English Learners	A. Writing and WIDA	Katy Lee	Katy Lee, Sam Nugent, Alissa Pinne, Heather Siedschlag	Other	We are the 4th grade bilingual team at Heritage Elementary. We aim to amplify our Tier 1 writing curriculum by embedding the WIDA standards and providing an improved scaffolded approach. Our goal is to increase our students' writing scores, which contributes to gains across all academic areas.	Writing is the language domain most strongly correlated with overall proficiency on the ACCESS assessment, which is included in state accountability measures for multilingual learners. Strong writing instruction develops students' ability to organize ideas, use academic vocabulary, and clearly demonstrate understanding of content. These skills transfer directly to performance in English Language Arts, math, science, and social studies, where students are required to explain reasoning and support claims with evidence. By dedicating summer time to strengthen our writing curriculum, we are investing in a high-impact area that supports language growth, content achievement, and improved accountability outcomes for the school as a whole.	Department project	16	\$539.68	
EL	English Learners	Curriculum Planning between EL and Classroom Teacher	Tiffany Bowdish/Monica Dogru	Tiffany Bowdish, Monica Dogru	Other	Due to Monica's time split between two buildings, it is difficult to find time to collaborate and really hone in on specific strategies that benefit EL students. Her knowledge and skillset will increase my abilities to help further meet the needs of those students within my classroom in the areas of reading, writing, and math.	By further developing our skillsets together, collaborating to deepen instruction with a focus on meeting the needs of EL students, it will ultimately impact their learning, resulting in an increase in test scores/report card results.	1 School Only	12	\$404.76	
EL	English Learners	6th Grade Bilingual Science Course Design	Ashley Taylor	Ashley Taylor	New course	During the summer curriculum hours, I will be working to find authentic Spanish materials that teach the standards covered in our mainstream sixth grade science coursework. I will also be utilizing the time to integrate language/reading standards into the curriculum with a focus on building Spanish literacy and bridging Spanish content learning into English. I foresee the curriculum hours to be sufficient to outline the full year's curriculum as well as create daily plans for the first 2-3 units.	Studies indicate that when students receive bilingual instruction, their reading scores increase across languages. By intentionally integrating language and reading standards into the bilingual science curriculum, students will be exposed to grade-level, content specific vocabulary and structures that will directly contribute to increasing state report card results, specifically within the target group of Hispanic/Latino students.	1 School Only	20	\$674.60	

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EL	English Learners	Bilingual Science	Katy Lee	Katy Lee	Other	My summer project will be looking at the 4th grade Science curriculum as one part of the bilingual learning continuum for the district. I want to revise some of the Mystery Science lessons that I teach in order to provide more Spanish literacy support for my learners. My goal is that they can complete more of our Science activities collaboratively and independently with stronger skills in reading and writing in Spanish.	This work supports district goals tied to the state report card by improving students' reading comprehension, vocabulary, and ability to explain scientific thinking. By integrating literacy into science, students build skills that directly impact performance in English Language Arts and science assessments, while also supporting multilingual learners' access to grade-level content.	Department project	5	\$168.65	
EL	English Learners	Incorporating Biliteracy Strategies	Pamela Emmerich	Elena Fernandez, Kelly Pertzborn, Katy Lee, Pam Emmerich, Ashley Taylor, Briana Boodry	Other	Staff that are currently teaching the science bilingual program would like meet over the summer to review specific biliteracy strategies that can be used in K-12 classrooms and determine how to best incorporate these into our science instruction. This would allow us to be more intentional about aligning spanish literacy and language development with disciplinary learning. In addition, this teamwork would allow for more consistent instruction across our bilingual classrooms.	Studies show that when biliteracy strategies are intentionally embedded into science instruction, students gain greater access to both content and language, which leads to stronger conceptual understanding and academic performance in both languages. When we focus on bridging English and Spanish, students will understand the content more deeply and are better able to show their knoweldge and understanding.	Department project	24	\$809.52	
EL	English Learners	Collaboration for Co-Teaching/Co-Planning	Pamela Emmerich	Gretchen Kestler, Pam Emmerich, Margaret Gulvik	Other	The three staff requesting hours are a 5th grade team (comprised of a bilingual teacher, ELA teacher and math teacher) who work with the majority of our multilingual learners as well as all students participating in the bilingual program at the Intermediate School. During this planning time, we would like to review curriculum and assessments to identify langauge demands and design scaffolds and differntiated materials to ensure lessons are accessible to students. In addition, we would like to review the various co-planning configurations as provided by CESA 2 and determine specific lessons that will be co-taught by the classroom and bilingual teacher. The outcome of these meetings will allow us to create and implement instructional practices that support language development and promote academic success.	This collaboration will directly impact academic growth by increasing multilingual learners' access to grade level content. When langauge supports are embedded into ELA amd Math instruction, students are better able to demonstrate understanding, participate in classroom discussions and and utilize acadeemic academic vocabulary and concepts. This will lead to growth in content mastery and English language proficiency.	1 School Only	24	\$809.52	

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EL	English Learners	organizing and planning for science	Elena Fernandez	Elena Fernandez y Fuentes	Major course revision	Every year we swap the mystery science curriculum. In 2026-2027, it will be the second grade curriculum. It is important for me to plan, review, and organize the program so that I can deliver higher quality learning to bilingual students in grades 2-3.	Yes! As this is the fourth year of the bilingual program at HES, it is important to prioritize science in Spanish as a space where bilingual students can acquire the Spanish language while connecting it to the English language.	1 School Only	5	\$168.65	
EL	English Learners	Co-planning grade-level writing for EL students	Elena Fernandez y Fuentes	Amy Doll, Vanessa Lee, Madeline Koenig, Jeana Scharpf, Heather Siedschlag, Elena Fernandez y Fuentes	Major course revision	In grades 2 and 3, texts become more complex and topics more abstract. Collaborative planning with teachers ensures that English learners not only "survive" the lesson, but truly master the content.	Yes, because by planning according to standards and WIDA ELD, we are collectively directing our teaching toward students who have higher language needs, and that would benefit their acquisition of the English language.	1 School Only	36	\$1,214.28	
EL	English Learners	EL English course refresher	Yelena Walther	Yelena Walther	Other	Since these SLIFE students have already completed multiple years of pull-out EL, this course is designed as an advanced SLIFE support model focusing on academic language, functional literacy, and independence rather than a repeat of foundational EL curriculum."	The summer curriculum project directly supports the Board's goal of exceeding expectations by 2029—or demonstrating annual growth of at least 2 points—by strengthening academic language, literacy skills, and student engagement for SLIFE and long-term English Learner students, a subgroup that significantly impacts school report card outcomes.	1 School Only	10	\$337.30	
EL	Social Studies	ELL World History/Sociology Alignment	Dogru	Dogru, McCumber, Barfknecht	Other	Translating/aligning courses with ELL so that it does not have to be done at the last moment.	Provide higher quality instruction for all students.	1 School Only	24	\$809.52	
K-12	SPECIAL ED - Health, Safety, & PE	Adapted PE Referral and Assessment	Maddie Niezgoda	Maddie Niezgoda and LuAnn Stroik	Other	We would like to review assessment practices and materials for our k-12 Adapted PE students so we can provide the most accurate data.	This will apply more to IEP goals and evals than report cards.	Multi-schools	25	\$843.25	
K-12	Music	Curriculum Review for General Music k-12	Molly Petroff and Jamie Sercombe	Emily Cassel, Elizabeth Heiks, Abigail Taulbee, Sussanah Herrick, Isa Travanty	Major course revision	As part of our curricular review process, we are reviewing the GM curriculum K12 to reflect current practice and the new DPI standards that are currently being written.	By centering creativity and student voice in our curriculum, students will feel engaged and a greater sense of belonging, improving attendance and student achievement.	Department project	70	\$2,361.10	
K-6	6th Grade ELA	Amplify Implementation Revisions	Kristin McKenna	Kristin McKenna, Andrea Hernandez, Stacy Starin, Lori Ketter, Kerry Lozano, Anna Cade, Robert Gracia and Lea Zwettler	Other	Our summer work will be dedicated to our Flex Days, where teachers choose from a variety of Tier 1 and Tier 2 strategies to support students' proficiency in the unit's standards. We will also look at the Tier 1 Grammar and Vocabulary instruction that Amplify provides to strengthen that within our daily lessons. We will bank up common reteaching resources we used the year prior and brainstorm and bank up new strategies in order to be responsive to our new students. We will adjust our pacing guide and solidify the order of our units.	Effective implementation of high quality instructional materials will impact teacher practices and student growth. Specifically being able to meet the individual needs of learners during our prep days will positively impact growth.	1 school	6	\$1,619.04	

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K-6	Art	Art Integration	Jessica Stortz	Renee Gavigan, Jessica Stortz, and Chris Madden	Other	We have worked vigorously over the past 4 years to align our curriculum to updated state standards. Now, we would like to review the curriculum to find gaps and overlaps. We also are going to review the curriculum to find areas where we can integrate and support other content areas. For example, art can make connections with social studies and math and literacy. We want to gain a better understanding of grade level content to continue to make appropriate connections.	In short, integrating other content within our art lessons gives students another opportunity to make connections to the classroom curriculum. This will reinforce their other learning while attending art class.	Multi-schools	24	\$809.52	
K-6	K-6 ELA	Prairie Book Room	Dawn Peters	Dawn Peters	Other	organize, inventory, and align instructional materials for the upcoming school year	Ensure our teachers have access to high quality instructional resources for our students.	1 School Only	20	\$674.60	
K-6	K-6 ELA	Heritage Book Room	Heather Siedschlag	Erica Wagoner, Pam Smith, Jamie Long, Heather Siedschlag	Other	Book room organization	These resources support K-4 ELA small group instruction.	1 School Only	20	\$674.60	
K-6	K-6 ELA	5th Grade ELA	Margaret Martin	Margaret Martin, Nick Saeger, Erin Weller, Mandy Trudell, Mandy Rice, Claire Little, Gretchen Kestler, Lea Zwettler	Other	We are in year one of implementation for this curriculum. After having taught this for a year we need time to align our district reporting standards and report card to the scope and sequence of the curriculum and propose report card changes. Additionally, we need time to select and align common formative assessment focus areas and related questions to the summative for each unit in order to monitor student growth and report out on Tier 1 student growth throughout the year. Lastly, we will refine our pacing guide based on results of year one of implementation.	Alignment of CFAs and Summative assessments will allow us to be able to measure student progress - remediate and reteach as needed and monitor student growth unit to unit. Data from this work, alongside iReady data will help to ensure we are growing all students.	1 School Only	48	\$1,619.04	
K-6	K-6 ELA	Book Room	Heather May	Tiffany Bowdish, Heather May	Other	Reorganize book room resources to match student needs and current curriculum. Ensure quality resources are available for teachers and student. If new materials are purchase, make sure those are organized and ready to go for the next school year.	Ensure quality resources are available for teachers and student. These resources are used in intervention booster groups, which fosters growth in all students.	1 School Only	20	\$674.60	

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K-6	LMTC & Computer Resources	K-5 EdTech Curriculum Update/Review	Cassie Roberts	Cassie Roberts, Meaghan Nelson, Jake Swance, Amy Frank	Other	We will be working as a team to update and modify our curriculum for the K-5 technology classes. We are going to be entering our fifth year of this new curriculum and need to adjust a few activities and lessons for students who have now had consistent technology classes going into their fifth year. We are going to be revising the initial AI lessons (added last year) in all of the grade levels and may need to adjust some other lessons in the process. Our team recently was awarded a grant to purchase new STEM/Coding kits that we need incorporate as a rotation into our lessons. We will also be continuing our work with aligning our curriculum outcomes across all grade levels with the updated Wisconsin ITL standards.	The K-5 tech curriculum provides students with foundational digital literacy, computer literacy, computational thinking and problem solving skills that help set up students for success in all of their core and encore classes. These skills can transfer into all subject areas and help students build confidence in using them independently and hopefully will help them show more progress in their learning. Students also need to stay up to date with learning on emerging technology such as artificial intelligence, programming and media literacy so it is important to review our curriculum and student activities regularly to keep up with things that are ever changing.	Multi-schools	8	\$269.84	
K-6	LMTC & Computer Resources	K-5 WI DPI New ITL Standards Alignment/Curriculum Review	Sarah Wendorf @ Cassie Roberts	Meaghan Nelson, Sarah Wendorf, Cassie Roberts, Melissa Hill, Amy Frank, Erica Wagoner	Other	Wisconsin released new ITL standards in December. We will begin this work on our February 27 PD day. We want to select priority standards from the new WI ITL standards. We will adjust our K-6 scope and sequence charts for Artificial Intelligence literacy and Information Literacy to include these new standards. We will examine if lessons need to be adapted, revised or created to support these standards.	By updating our curriculum to match the latest information literacy and technology standards for our state, we are ensuring our students' access to critical thinking skills that are increasingly needed in today's digital landscape, including media and artificial intelligence literacy. Building critical thinking skills enables student research abilities and transfers across the curriculum. We want to equip students for their future learning within the classroom and in their careers.	Department project, Multi-schools	14	\$472.22	
K-6	Mathematics	IM Tier 2 and Tier 3 Intervention Development	Jaime Radtke	Jaime Radtke, Katelyn Suchyta, Heather Siedschlag, Jennifer Peterson, Abbi Holzman	New course	Our goal is to develop guidelines for using Illustrative Math as Tier 2 and 3 math intervention, including developing a fidelity checklist and planning tools for teachers. We will identify lessons and activities in the curriculum that align with essential standards and organize them along a learning progression. This will ultimately be used by K-4 math interventionists and classroom teachers to support students in small math groups.	This project creates a strategically planned scope and sequence for teachers to use to improve math skills in students performing in the bottom 25th percentile. Increasing these students' math abilities will contribute to the overall school scores.	Multi-schools	80	\$2,698.40	

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K-6	Mathematics	Creating Opportunities for 4	Amanda Hoffman	Dan Gage; Spencer Lee; Tammy Miller; Paige Haldeman; Aimee Spahos; Heather Parsons; Liza Byczek; Amanda Hoffman; Sara Koppes	Other	We will create new opportunities for students to show "4" thinking and reasoning. These will better match what is taught in our new ADM curriculum units.	The created challenge opportunities will push students to show their deep understanding of the math standards in each unit. This will translate into deeper understanding of the math and thus help students increase their math scores on their standardized assessments.	1 School Only	36	\$1,214.28	
K-6	Music	Continued curriculum and standard alignment	Molly Petroff	Christina Metzger, Emily Cassel, Abigail Taulbee	Other	Finish solidifying units, creating instruments around the world listening guides, and polishing CFA's	Music is a multisensory experience that requires many skills, including reading a complex symbolic system (music notation), using fine motor skills, reinforcing mathematical concepts such as counting and subdivision, problem solving, and working together in a community. Through this work, students will strengthen their skills in reading and math, leading to life long learning. Music can compliment the work being done in the classroom to help sustain or increase report card results.	Multi-schools	30	\$1,011.90	
K-6	Social Studies	WIS Social Studies Summer Hours 2026	Andrea Hernandez	5th Grade Team Members: Claire Little, Mandy Rice, Nick Saeger, Erin Weller, Mandy Trudell, Margaret Martin, Gretchen Kestler 6th Grade Team Members: Anna Cade, Kerry Lozano, Bryant Ward, Bob Gracia, Lori Ketter, Stacy Starin, Andrea Hernandez WIS Instructional Coach: Lea Zwettler Tech Integrator: Amy Frank LMTC: Sarah Wendorf	Other	The social studies teams have requested professional development in order to strengthen our interdisciplinary teaching practices in the content area of social studies to incorporate strategies that we are already using in ELA. Our teams would like to collaborate with the tech integrator and school librarian to use current school resources and technology available to us, to strengthen our inquiry teaching practices and reading strategies we are gathering from our new reading curriculum. This summer work directly relates to the social studies department goal of strengthening reading scores, which directly impacts the district goal.	See above	1 School Only	65	\$2,192.45	

