



WAUNAKEE

COMMUNITY SCHOOL DISTRICT

District Office BOE/Committee Presentation

Amy Johnson
Director of Elementary Curriculum & Instruction
February 9, 2026

Mission, Vision, and Equity Statements

- **Mission Statement:** “Committed to Children...Committed to Community...Committed to Excellence”
- **Vision Statement:** The Waunakee Community School District is a collaborative learning community that works with students, staff, families, and the community to ensure that every student is ready for college and career; through a focus on data, research based best practices, and engagement with students to be active partners in their learning.
- **Equity Statement:** The Waunakee Community School District embraces the differences among our students, staff, and families. We work to provide a safe environment with access to resources, opportunities, and instruction for all students to reach their full potential in the classroom and beyond. We strive to create a culture of dialogue, acceptance, and inclusion. We are committed to engaging all students so that they may thrive academically, socially, and emotionally in an ever-changing multicultural society.



Vision for Teaching & Learning

In order to ensure our commitment to children, the Waunakee Community School District establishes a learning environment that is challenging and attentive to the diverse learning needs of all students. To attain this vision:

- Learning environments will be safe, inclusive, engaging, and inspire students to take initiative for their learning.
- Teaching, learning, and assessment will be student centered and meet individual academic and social-emotional differences and needs.
- Teaching and assessment will reflect evidence-based best practices to achieve high expectations of learning for all.
- Consistent formative and summative assessment practices will provide timely and meaningful feedback to teachers, students, and parents to guide teaching and support learning for all.
- Professional learning community structures and adaptive schools practices will be used to provide equity, access, and growth for all students.





Board of Education Goal #1

Student Learning, Supports and Experiences

By June 2029, all Waunakee Community School District Schools will significantly exceed expectations on the Wisconsin State Accountability Report Card.

In this update...

- Learn more about aimswebPlus, the screener for 4K-4th grade
- Review Fall and Winter aimswebPlus data
- Revisit new curricular changes





About aimswebPlus

- Published by Pearson
- Used by Interventionists for Progress Monitoring
- Required for Act 20 for 4K-3 in reading, WCSD will also use for K-4 math and grade 4 reading



About aimswebPlus

Digital Record Form (DRF)

All pre-K to Grade 1 measures and ORF
Grades 1 through 12



- Individually administered
- Requires printed forms for students
- Teacher easily marks student responses on computer
- Built-in timer and directions
- Auto scored

TestNav

Grades 2 to 3 online measures



- Group or individually administered
- Standardized directions are found in the aimswebPlus Help Library
- Headphones required for group administration
- Must be unlocked through aimswebPlus
- Students log in via a downloaded app or the web with a username and password or with SSO

Image credit Pearson



aimswebPlus for Act 20 - Assessment Windows

	State Window	WCSD Window
Fall	September 1- October 24	September 8-October 10
Winter	December 1 - January 30	December 1-12
Spring	March 16 - May 8	April 6-17



aimswebPlus for Act 20 - Identifying students “at-risk”

Students will be identified as “at risk” if their scores are below the 25th percentile:

- The Kindergarten Early Literacy composite score combines performance on Letter Naming Fluency (LNF) and Letter Word Sounds Fluency
- The Grade 1 Early Literacy score combines performance on Word Reading Fluency (WRF), Nonsense Word Fluency (NWF), and Oral Reading Fluency (ORF).
- Grades 2 and 3 students will be identified based on their Oral Reading Fluency (ORF) score.



aimswebPlus for Act 20 - Identifying students “at-risk”

	Fall 2025	Winter 2025
K	5%	13%
1	11%	13%
2	21%	22%
3	14%	16%

All data are rounded



aimswebPlus - Early Literacy Composite (Grades K-1)

Percentages of students in the range of percentile levels

All WCSD students in grades K-1

	Well above average (90-99th %ile)	Above average (75-89th %ile)	High average (50-74th %ile)	Low average (25-49th %ile)	Below average (11-24th %ile)	Well below average (0-10th %ile)
Fall	22%	24%	28%	17%	5%	3%
Winter	14%	21%	27%	25%	9%	4%

All data are rounded



aimswebPlus - Reading Composite (Grades 2-4)

Percentages of students in the range of percentile levels

All WCSD students in grades 2-4

	Well above average (90-99th %ile)	Above average (75-89th %ile)	High average (50-74th %ile)	Low average (25-49th %ile)	Below average (11-24th %ile)	Well below average (0-10th %ile)
Fall	21%	19%	28%	21%	7%	4%
Winter	22%	20%	30%	20%	5%	4%

All data are rounded



aimswebPlus - Early Numeracy Composite (Grades K-1)

Percentages of students in the range of percentile levels

All WCSD students in grades K-1

	Well above average (90-99th %ile)	Above average (75-89th %ile)	High average (50-74th %ile)	Low average (25-49th %ile)	Below average (11-24th %ile)	Well below average (0-10th %ile)
Fall	14%	17%	32%	20%	11%	7%
Winter	20%	24%	27%	19%	5%	6%

All data are rounded



aimswebPlus - Mathematics Composite (Grades 2-4)

Percentages of students in the range of percentile levels

All WCSD students in grades 2-4

	Well above average (90-99th %ile)	Above average (75-89th %ile)	High average (50-74th %ile)	Low average (25-49th %ile)	Below average (11-24th %ile)	Well below average (0-10th %ile)
Fall	22%	24%	24%	17%	6%	8%
Winter	32%	23%	19%	15%	5%	6%

All data are rounded



Key Priority Areas

K-4

- Support year 2 of Illustrative Mathematics implementation
 - Workshops & onsite coaching from Wisconsin Mathematics Institute
 - Staff meetings & PLC support by instructional coaches
- Scaling up use of high impact reading interventions

5-6

- Support new curricular resources in 5-6 ELA & mathematics
 - Workshops & onsite coaching from Amplify
 - Team coaching cycles with instructional coach
- Enhance iReady assessment implementation through personalized learning



iReady Assessment - Grades 5-8

We will bring this data to the February 16th Curriculum Committee meeting due to the timing of the assessment window.





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Any K-6 Questions?

7-12 Update



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Tim Schell
Director of Secondary Curriculum & Instruction
February 9, 2026

Key Priorities for 2025-2026 School Year

- Supporting Middle School and High School to Meet Goal #1
 - Continue Implementation of high quality instructional resources
 - Instructional framework
 - Develop instructional leadership
 - 7-12 admin professional learning
 - Continuous Improvement Teams (CIT)
 - Data practices
 - Rigor and Access



MIDDLE SCHOOL EVIDENCE BASED GRADING



THE WHY:

- **Grades Should Reflect Learning vs. Compliance**
- **Focus on what students need to know vs when**
- **Alignment with key learning goals/targets**
- **Actionable feedback**
- **Greater consistency across classes with different teachers**
- **Maintain high expectations that are clear and measurable**
- **Most newer curricula are set up to use it (for all of the above reasons)**
- **It's best practice**



THE PLAN:

- Rollout out over 3 year period with support of Tony Reibel (Stevenson HS/Solution Tree)
- Provide training along the way – prior to and during implementation
- Ensure the technology is supportive, not a barrier

GROUP 1

Implementation
2026-27 School Year

- Training w/ Tony R.
winter/spring of 2026

-check-ins during
2026-27 School Year

GROUP 2

Implementation
2027-28 School Year

- Training w/ Tony R.
2026-27 School Year

-check-ins during
2027-28 School Year

GROUP 3

Implementation
2028-29 School Year

- Training w/ Tony R.
2027-28 School Year

-check-ins during
2028-29 School Year



Future Steps...

- Update gradebook technology.
 - Currently working with Infinite Campus
 - Third party options if needed
- Include learning habits
- Will request grading policy update to transition middle school from letter grades to a standards scale.
- Parent group



Pre-ACT and AP at the High School

Local Pre-ACT Results

We administered the Pre-ACT locally for the first time in October.

- Similar to when we administered the Explore and PLAN in the past.
- Provided additional experience on the Pre-ACT for students.
- Provided formative data the high school faculty are using to adjust instruction.

Grade	Count	Comp	English	Math	Reading	Science
9th	336	18.7	16.5	18.3	21.1	18.2
10th	302	20.7	18.6	19.8	23.0	21.0
11th	307	21.8	19.8	21.5	23.5	21.9



ACT Suite Cohort Trends

- 10th and 11th grades showed gains over spring testing.
- 10th and 11th grades' fall performance matched preceding classes spring performance.

Cohort	Fall 9th	Spr 9th	Fall 10th	Spr 10th	Fall 11th	Spr 11th
Class 29	18.7					
Class 28		19.8	20.7			
Class 27		17.8		20.8	21.8	
Class 26		18.9		19.7		21.6



AP Participation and Achievement

	2021	2022	2023	2024	2025
AP Students	450	470	511	486	522
Exams	748	760	840	891	890
3+ %	67.6%	75.3%	72.6%	87.9%	86.6%

- 72% of the Class of 2025 completed at least one AP Exam.
- We have participation gaps in AP.
- Partnership with Equal Opportunity Schools focuses on increasing access to courses that match a student's goals (AP, CTE, Dual-Credit, etc...)
- Eliminating non-sequential prerequisites beginning with registration for 2026-2027 courses.



Closing and Questions

Upcoming February 16 Curriculum Committee Meetings

- i-Ready Data
- Review High School Catalog and Equal Opportunity Schools
- Your Questions





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