

**WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION CURRICULUM COMMITTEE MEETING**

Monday, June 2, 2025

4:00 PM

Waunakee Community School District
905 Bethel Circle
Waunakee, WI 53597

Members of the public may attend Board of Education meetings in-person, and will be asked to check in with District personnel when you arrive.

Public comments will be limited to 3 minutes. The Board will allow 30 Minutes for public comments.

Public comments may be sent to Rebecca McDonough at district_administrator@waunakee.k12.wi.us up to one hour before the start of the Board meeting. All comments will be reviewed by the Board members. Emailed comments will be reviewed by the board but not read out loud. Emailed comments sent during any part of the board meeting (Board Development, Closed session, Open session) will be forwarded to the board but may or may not be reviewed by the board until after the board adjourns. Comments must include the commentator's name, address, and must identify their connection to the District (if any) and any group they are representing in order to be considered by the Board.

If you would like to address the Board in-person during the public comments section of the meeting, you will be greeted in the lobby of the building, asked to check in with District personnel when you arrive so that you can be recognized and address the Board when your name is called.

A recording of the meeting will be posted on the District webpage within 24 hours of the meeting time.

AGENDA

I. CALL TO ORDER

II. ROLL CALL

III. APPROVE THE AGENDA

IV. PUBLIC COMMENTS

Individuals may use this time to comment on any items listed as part of the meeting agenda. A copy of Board Policy 187 —Public Participation at Board Meetings is enclosed for your reference. Past practice has allowed 30 minutes for this section of the agenda.

V. TESTING AND ASSESSMENT SCHEDULE FOR 2025-2026

3

Amy Johnson and Tim Schell

Amy Johnson and Tim Schell will present the testing and assessment schedule for 2025-2026. The most significant change from previous years is the addition of local PreACT testing in October 2025 at the high school as part of our continuous improvement efforts. This is an action item and administration is requesting this be approved for adoption

at June 9, 2025 regular meeting of the Board of Education.

VI. ELEVATE PRESENTATION **11**

Mike Dreyer, Lynn Stenroos, and Lea Zwettler

Elevate is a student voice and classroom-level action research and continuous improvement program that we have utilized in recent years at the Intermediate, Middle, and High Schools. Our instructional coaches at these three schools facilitate our Elevate communities of practice and will share information and answer questions for the committee.

VII. INTERVENTIONS UPDATE **35**

Amy Johnson and Tim Schell

Amy Johnson and Tim Schell will share information about our intervention programs and outcomes. This will focus on Act 20 reading implementation at the elementary level and middle school workshops.

VIII. PROPOSED ACADEMIC GOAL **61**

Dr. Monica Kelsey-Brown

As previously discussed, the administration is recommending updating our district's academic goal to focus on the district and all six schools reaching and maintaining Significantly Exceeds Expectations on the state accountability report cards by 2029. This is an action item and administration is requesting this be approved for adoption at June 9, 2025 regular meeting of the Board of Education.

IX. FUTURE AGENDAS AND MEETINGS

X. ADJOURN

“Any person who has a qualifying disability as defined by the Americans with Disabilities Act who requires assistance with access or materials should contact the Waunakee Community School District Office at 849-2000, 905 Bethel Circle Drive Waunakee, WI 53597, at least twenty-four hours prior to the commencement of the meeting so that necessary arrangements can be made to accommodate the request.”

2025-2026 Assessments - June 2, 2025

Local Choice				
Assessment	Grades Tested	Test Window	Type	Purpose
Qualitative Reading Inventory	1-6 Universal screener, diagnostic	<u>Fall</u> Oct. 20-Nov. 25 (1-4) Sept. 9-Nov. 25 (5-6) <u>Winter (K-6)</u> Jan. 27-March 2 <u>Spring (K-6)</u> April 27-May 29	District selected	The QRI provides graded word lists and numerous passages designed to assess a student's oral reading accuracy, rate of reading and comprehension of passages read orally and silently. Its features include narrative and expository passages at each level from pre-primer through high school, as well as all self-contained selections that are highly representative of the structure and topics of materials ³ found in basal readers and content-area textbooks.
AimsWeb	K-10	September 2025-May 2026	Progress monitor	Aimswab Plus is a progress monitor used to determine student progress if they are receiving an academic intervention. Use as a progress monitor in special education will be explored in 2025-2026.
iReady (ELA and Math)	5-8	FALL-Sept 10-26, 2025 WINTER-Jan 12-30, 2026 SPRING-May 12-27, 2026	District selected	i-Ready is a computer adaptive assessment. We use it as an universal screener, achievement measure, and growth measure. At the Middle School we have personalized instruction

				resources customized for each student based on their i-Ready performance.
Naglieri General Ability Test	2	Late winter 2025	District selected screener for advanced learning.	Naglieri General Ability Tests (NGAT) measure general ability using verbal, quantitative, and nonverbal test questions. The NGAT include approaches to test construction that allow schools to identify students with high intellectual ability in a fair and equitable manner. To achieve that goal, the newest version of the NGAT can be solved regardless of the language a student knows and the test questions demand only a small amount of specific content knowledge.
Gates/McGinnitie	7-8 Achievement placement for AE9	Late winter 2025		The Gates-McGinnitie Reading Test (GMRT) measures overall reading ⁴ achievement. It can be utilized for several purposes, but we use it to add a data point to guide our placement decision making for our advanced English sections.

WI State Choice				
Assessment	Grades Tested	Test Window	Type	Purpose
Wisconsin Forward Exam	3-8 10 (social studies) All students	WI test window March 16-April 24, 2026	State selected	The WI Forward Exam is a computer based assessment that provides in depth information on students achievement on the state standards. Students in grades 3-8 are assessed in English Language Arts and Math. Students in grades 4 and 8 will also be assessed in Science and Social Studies. Students in grade 10 are tested in Social Studies only. Forward Exam data is received in late May and provide useful information on student achievement and also 6 year-to-year growth. It is a significant data source for state and federal accountability. The Forward Exam is also used to identify students for intervention and advanced programming.
Local PreACT	9, 10, 11 Proficiency and College Readiness Achievement	Local test window is October 6-10, 2025	District Selected	PreACT is a local, non-secure version of the PreACT assessment given to 9th, 10th, and 11th grade students that is aligned to the ACT and the ACT College and Career Readiness Standards. The PreACT measures what students have learned in the areas of English, Reading, Mathematics, and Science. In the non-secure version, we will

				<p>receive item analysis information that will help prepare students for WI PreACT Secure and WI ACT in the state testing window. PreACT Secure scores predict how students will perform on the PreACT Secure and ACT, and their readiness for college-level coursework.</p> <p>PreACT is an online assessment.</p>
WI PreACT Secure	9 Proficiency and College Readiness 10 Achievement	<p>WI test windows for standard and accommodated testing.</p> <p>WI test window March 16-April 24, 2026</p>	State Selected	<p>PreACT Secure is a summative assessment given to 9th and 10th grade students that is aligned to the ACT and the ACT College and Career Readiness Standards. PreACT Secure measures what students have learned in the areas of English, Reading, Mathematics,⁷ and Science.</p> <p>The PreACT Secure closely mirrors the ACT in many ways, including implementation, test delivery, scoring, and reporting. PreACT Secure scores predict how students will perform on the ACT when they reach 11th grade and their readiness for college-level coursework.</p> <p>PreACT Secure is an online assessment.</p>

WI ACT	11 Proficiency and College Entrance All students	March 10, 2026 Make up April 7, 2026	State selected	<p>The ACT Plus Writing consists of four multiple-choice tests: English, Mathematics, Reading, and Science; and a 40-minute essay test that measures writing skills. It provides important and well-recognized information on the state standards, ACT College Readiness Standards and Benchmarks. Students receive their individual scores within 3-6 weeks following the exam, but we receive our summary data in April. ACT data plays an important role in college admissions and the state and federal accountability system. We also use it as an important measure of academic performance₈ for our school district.</p>
--------	--	---	----------------	--

National Choice				
Assessment	Grades Tested	Test Window	Type	Purpose
AP	11-12 College Entrance	May 4-15, 2026	Student selected	Capstone assessment for College Board Advanced Placement Courses. AP Exams allow students to earn college placement and sometimes credit. Most students in AP classes take the exam, but students have a choice not to take the exam. In addition to college use, AP data is used to evaluate improvement opportunities for the delivery of our AP courses.
PSAT/NMSQT	11 College Prep, Scholarship	October 1-31, 2025	Student selected	The PSAT/NMSQT is a standardized test that provides first-hand practice ⁹ for the SAT. It also provides juniors an opportunity to enter National Merit scholarship programs and gain access to college and career planning tools. The PSAT/NMSQT measures critical reading skills, math problem-solving skills, and writing skills.
ACCESS for ELLs	K-12	December 1, 2025-January 30, 2026	State Selected	ACCESS for ELLs is an annual assessment of the developing social and academic English language proficiency (ELP) of English learners (ELs) in grades K through 12. This assessment allows educators, students, and families to monitor students' progress in acquiring academic English in the domains of

				speaking, listening, reading, and writing. ACCESS for ELLs is aligned with WIDA's English Language Development (ELD) Standards.
DLM	3-11	WI test window March 16-April 24, 2026	State Selected	<p>The DLM™ assessment measures the academic progress of students with the most significant cognitive disabilities in the subject areas of ELA and Mathematics at grades 3-11, Science at grades 4 and 8-11, and in Social Studies at grades 4, 8, and 10. This is an online assessment delivered via the computer; however, some students may need their teacher to present the items to them. The teacher will then enter the student's response into the online platform. 10</p> <p>The DLM system is designed to map a student's learning throughout the year. The system will also use items and tasks that are embedded in day-to-day instruction. Instruction for these students is based upon the Wisconsin Essential Elements and aligns with the Wisconsin Academic Standards. This gives teachers the opportunity to see what students know during the year when teachers still have time to change instruction to better support student learning.</p>



WAUNAKEE
COMMUNITY SCHOOL DISTRICT

**Using PERTS Elevate to
Empower Student Voice and
Teacher Self-Efficacy**

Housekeeping

- Handouts
- QR Code for Survey (will need device available later)
- Introductions
 - Mike Dreyer
 - Lynn Stenroos
 - Lea Zwettler





Session Objectives

- Understand what PERTS Elevate survey is and its purpose
 - Examine the learning conditions that are encompassed within the survey
 - Participate in taking the elevate survey
 - Understand how teachers co-construct responsive plans with students
-

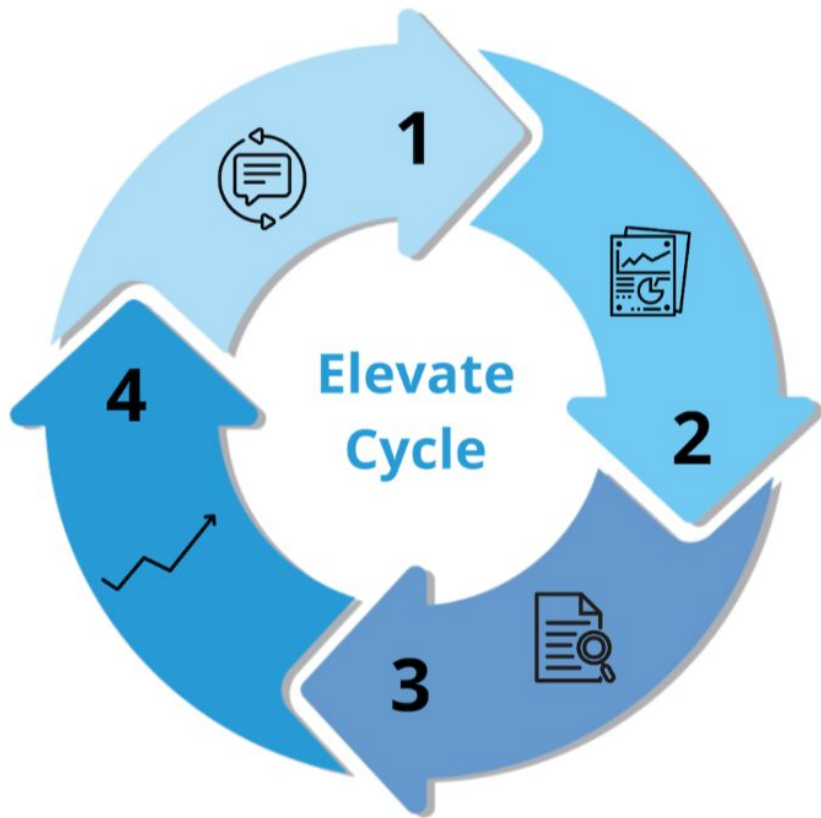
Elevate: What & Why

1. Elevate Student Voice

A 5-10 minute, customizable survey shows how students experience each class.

4. Improve & Repeat

Implement the selected strategies. Then start a new cycle to assess impact & keep growing.



2. Reflect on Feedback






Timely reports reveal the learning conditions in each class and how they are changing.

3. Select New Practices

Consult practice guides and protocols to decide what new practices to test out.

Why Elevate?

Students are more engaged and successful in class when key [conditions](#) are present. Elevate helps educators optimize those conditions through:

-  Shared language for student engagement.
-  Realtime, actionable feedback for teachers.
-  Guides & protocols for collaboration.
-  Disaggregated data for monitoring impact.
-  Access to a growing, national collaborative.

Elevate: The Conditions

Learning Conditions for Grades 3 - 5

Affirming Identities



Why does it matter? Students feel more connected to and motivated in classes that recognize and affirm their backgrounds and identities.

Measures:

- My teacher shows us that everyone matters.
- In this class, we learn important things about people like me.

Classroom Community



Why does it matter? Students feel safe to engage and succeed in school when the classroom environment encourages a sense of community and fosters mutual support among classmates.

Measures:

- I get to know my classmates through classroom activities.
- In this class, kids are kind to each other.

Student Voice



Why does it matter? Students take ownership of their learning and are more actively engaged in their schoolwork when they have choices, share their ideas, and feel heard.

Measures:

- My teacher uses kids' ideas to make our class better.
- In this class, my thoughts and opinions are taken seriously.

Meaningful Work



Why does it matter? Students are more motivated to learn when the work in class feels interesting and relevant to them.

Measures:

- My teacher makes learning interesting.
- In this class, we connect what we learn to the real world.

Student Voice



Why does it matter? Students take ownership of their learning and are more actively engaged in their schoolwork when they have choices, share their ideas, and feel heard.

Measures:

- My teacher uses kids' ideas to make our class better.
- In this class, my thoughts and opinions are taken seriously.

Teacher Caring



Why does it matter? Students engage more deeply in their work when they feel their teacher likes and cares about them.

Measures:

- My teacher is glad that I am in their class.
- My teacher treats me with respect.
- My teacher cares about my life outside of school.

Learning Conditions for Grades 6 - 12



Affirming Identities

"I see positive examples of people like me in the things we learn in this class."



Meaningful Work

"What we learn in this class is connected to real-life"



Classroom Community

"I feel comfortable sharing my thoughts and opinions in this class"



Student Voice

"In this class, my ideas are taken seriously"



Feedback for Growth

"In this class, it is more important to try than to get things right the first time."



Teacher Caring

"I feel like this teacher is glad that I am in their class."

Elevate: Survey & Reports

Experience the Perts Elevate Survey



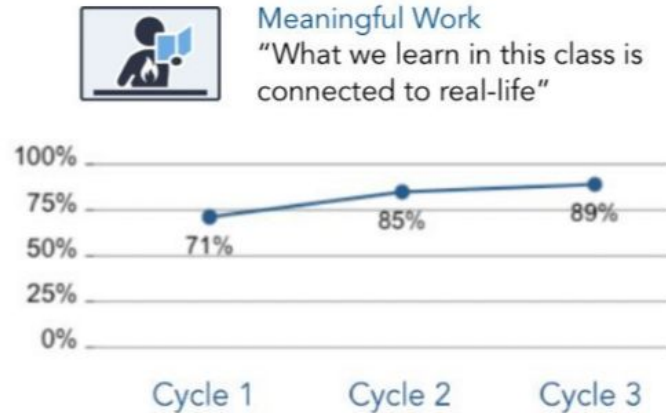
<https://perts.me/DVXA>

Use your district email to enter

Survey Details

- Four surveys a school year
- Customizable focal groups
- Survey is the same each time, track results over time
- Teachers can access reports the Monday after survey is taken
- CoP Debrief Meeting scheduled when results are released

Rated Positively on Last Survey ± change since survey 1		
Learning Condition *	% ±	± ±
Affirming Identities	73%	+7
Classroom Community	70%	+10
Feedback For Growth	65%	+12
Meaningful Work	70%	+10
Student Voice	63%	+2
Teacher Caring	65%	+8



Teacher Reports

+4 points improvement in Student Voice (grades 3-5) since starting
Keep it up! More of your students are experiencing student voice (grades 3-5).

Student Voice (grades 3-5) by Survey

Show Question Detail



Elevate: Using Data with Students

Co-constructed Plans and Data Debriefs

- Monday after you give the survey, the data is available
- Debrief as soon as possible with student
 - Teachers determine how to showcase the survey results to students
- Co-construct a plan to refine the learning environment (teacher and student actions) based on students response to survey data

In this class we have the right to

~~Busy work~~

Meaningful Work!

~~Time fillers~~

Meaningful work is...

- learning something NEW!
- allows you to make connections to other classes, "real world", and/or each other.
- important & pertains to you!
- has an impact on others ♥
- includes choice/options
- allows us to dive deeper & explore learning more in-depth
- Builds confidence!
- forces us to change & develop our thinking
- spirals → build upon in the future

Adon Rom

How would you like to continue on learning about new math topics?



**Topic:
Feedback for
Growth**

FEEDBACK FOR GROWTH Survey Questions

- 6. This teacher lets me know they believe I can do well in this class.
- 7. I get specific suggestions about how to improve my work.
- 8. In this class, it is more important to try than to get things right the first time.

1. What do these survey questions have in common?

2. What might FEEDBACK FOR GROWTH look like in a classroom?

Reflection Questions

LEARNING CONDITION	Thingvold HR	RESPONSES	RATED POSITIVELY ON LAST SURVEY
Meaningful Work 19 (of 19) responses		All (19)	40% 
In this class, we do meaningful work, not busy work. 19 (of 19) responses		All (19)	42% 
What we learn in this class is connected to real-life. 19 (of 19) responses		All (19)	47% 
This teacher makes what we're learning really interesting. 19 (of 19) responses		All (19)	32% 

What ideas do you have to improve this learning condition...

What should Mrs. McKenna do differently?	How can the class help?

AREAS OF FOCUS:
Meaningful Work
Feedback for Growth
(also Classroom Community)

What the teacher can do...	What the students can do...
<ul style="list-style-type: none">- More interactive activities- Have more positive feedback (so it's not all negative/constructive)- Have students be more comfortable to ask questions- Popsicle Sticks for participation	<ul style="list-style-type: none">- Less side conversations and being mindful about volume levels- Phones away- Pay attention during class conversations and notes- Asking questions to help understanding- Be more empathetic<ul style="list-style-type: none">- Self-aware- Kind words- Patience- Respectful
<p><u>Classroom Status Check-ins:</u> Weekly on Fridays</p>	

Teacher impact statement video
here

Lynn will put all videos in one spot

Elevate: Q & A

What
questions
do you
have
for us?

Thank You



WAUNAKEE
COMMUNITY SCHOOL DISTRICT



WAUNAKEE
COMMUNITY SCHOOL DISTRICT

Interventions Update

June 2, 2025



New Reading Interventions & Process in Grades K-3 for Act 20

- Screening & Diagnostic Changes - AimswebPlus
- Personal Reading Plans
- 2024-25 Baseline Data
- Lessons Learned



AimswebPlus: Reading Assessments for Act 20 in 4K-3

- Act 20 states that learners in 4K must be evaluated on phonemic awareness and letter sound knowledge and that learners in 5K through grade 3 must be evaluated on phonemic awareness, decoding skills, alphabet knowledge, letter sound knowledge, and oral vocabulary.
- AimswebPlus consists of various measures. Most are one-minute assessments delivered in a 1:1 format.
- The following chart shows the measures required in each grade level for each season for Act 20.

AimswestPlus: Reading Assessments for Act 20 in 4K-3

Four-Year-Old Kindergarten (4K)				
Fall	Winter	Spring	Admin Time	Method
Initial Sounds (IS)	-	Initial Sounds (IS)	~2-3 min	1:1
-	-	Letter Word Sounds Fluency (LWSF)	1 min	1:1
Kindergarten (5K)				
Fall	Winter	Spring	Admin Time	Method
Initial Sounds (IS)	Initial Sounds (IS)	Initial Sounds (IS)	~2-3 min	1:1
Auditory Vocabulary (AV)	Auditory Vocabulary (AV)	Auditory Vocabulary (AV)	~2-4 min	1:1
*Letter Naming Fluency (LNF)	*Letter Naming Fluency (LNF)	*Letter Naming Fluency (LNF)	1 min	1:1
*Letter Word Sounds Fluency (LWSF)	*Letter Word Sounds Fluency (LWSF)	*Letter Word Sounds Fluency (LWSF)	1 min	1:1/a+team
First Grade				
Fall	Winter	Spring	Admin Time	Method
Phoneme Segmentation (PS)	-	-	~2-3 min	1:1
Auditory Vocabulary (AV)	Auditory Vocabulary (AV)	Auditory Vocabulary (AV)	~2-4 min	1:1
Letter Word Sounds Fluency (LWSF)	-	-	1 min	1:1
*Oral Reading Fluency (ORF)	*Oral Reading Fluency (ORF)	*Oral Reading Fluency (ORF)	2 min	1:1
Second and Third Grades				
Fall	Winter	Spring	Admin Time	Method
Vocabulary (VO)	Vocabulary (VO)	Vocabulary (VO)	~4-15 min	TestNav (computer)
*Oral Reading Fluency (ORF)	*Oral Reading Fluency (ORF)	*Oral Reading Fluency (ORF)	2 min	1:1

AimswEBPlus: Reading Assessments for Act 20 in 4K-3

- 5K students will be identified as “at risk” and require follow-up diagnostic assessment if their aimswEBPlus Early Literacy Composite score is below the 25th percentile during any of the testing windows. The Kindergarten Early Literacy composite score combines performance on Letter Naming Fluency (LNF) and Letter Word Sounds Fluency (LWSF)
 - Letter Naming Fluency (LNF) = A student says the names of visually printed letters. The score is the number of letter named correctly in one minute.
 - Letter Word Sounds Fluency (LWSF) = A student says the sounds of visually presented letters, syllables, and words. The score is the number of sounds or words said correctly in one minute.
- Students in grades 1-3 will be identified as “at risk” and require follow-up diagnostic assessment if their aimswEBPlus Oral Reading Fluency (ORF) score is below the 25th percentile during any of the testing windows.
 - Oral Reading Fluency (ORF) =A student reads two passages aloud, each for one minute. The score is the average number of words read correctly.

Personal Reading Plans (PRP)

- A Personal Reading Plan (PRP) begins the first time a student scores below the 25th percentile on the universal screener. Therefore, a personal reading plan could begin after fall, midyear, or spring administration of the screener.
- Grade level teachers and interventionists meet to review the data and determine the best intervention to meet the child's needs and who will deliver that intervention.
- The PRP includes the intervention, the goals for the student's progress and how progress will be monitored (weekly aimswebPlus measure).
- We used a new platform, Next Path, to create the PRPs and share them with families.

2024-25 Baseline Data

As a result of the screening (LNF/LWNF for K and ORF for grades 1-3), the following percentage of students met the threshold for a PRP.

This is a new assessment and process for us, so this data will serve as our baseline data, and we will compare next year's data to these results.

	January 2025	April 2025
Kindergarten	29.89%	33.33%
First Grade	35.49%	41.30%
Second Grade	25.40%	26.05%
Third Grade	32.90%	29.03%

Lessons Learned & Next Steps

- Understanding of AimswebPlus benchmarks at different points of the year
- In many cases, our students were accurate, but did not meet the criteria for speed
- Fluency is an area for future professional development

This summer, we will look closely at which interventions had the highest success rate and expand the usage of those interventions for 2025-26.

We are looking at all of our data on our third graders - aimswebPlus, QRI, classroom assessments and Forward Exam data - to develop an understanding of what kinds of skills our students need in order to score as Meeting on the reading portion of the 3rd grade Forward Exam.



Middle School Interventions

- At the Middle School, students in need of more intensive academic support are scheduled into workshop courses in reading and/or mathematics.
- For 2024-2025, roughly 15 students per grade level per content area spread over multiple sections.
- Exploring increasing numbers served for 2025-2026
- End of year data
 - Percent meeting growth targets on i-Ready.
 - Changes in Forward proficiency level year from last year.
- End of year outcomes
 - i-Ready growth data are positive. Goal is at least 50% of students meeting growth targets.
 - Forward proficiency changes are mixed. Similar numbers of risers and fallers.

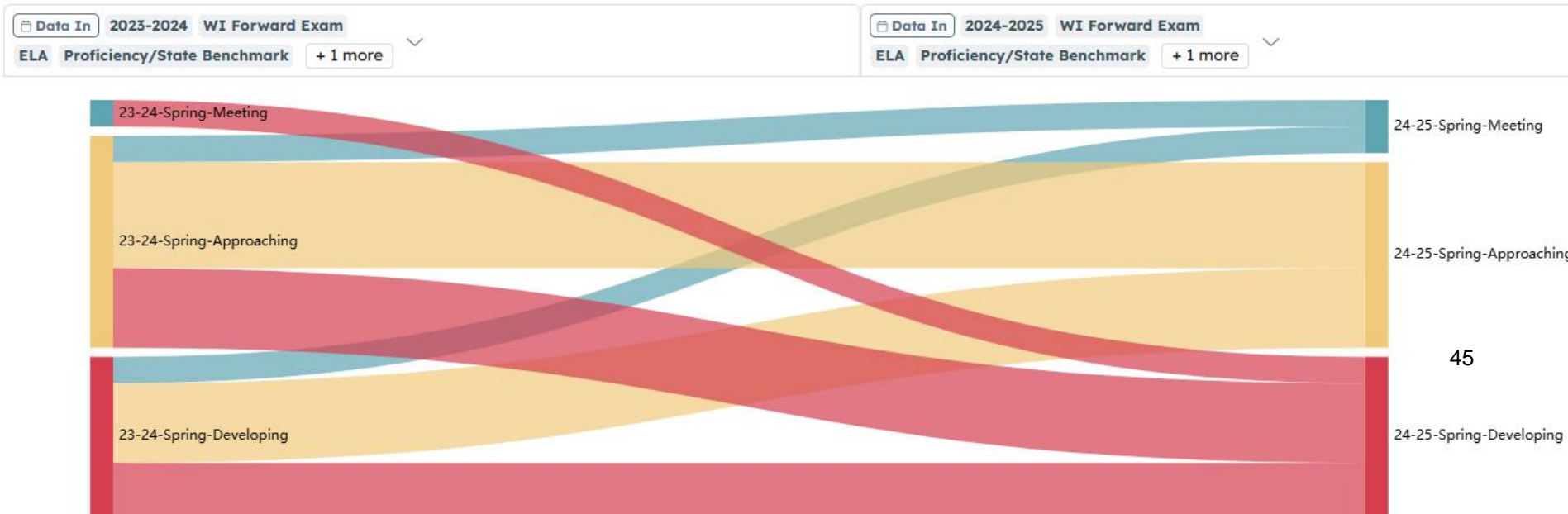


7th Grade Reading Workshop

- 69% of students met their individual i-Ready growth target in Reading.
- 33% increased a proficiency level on Wisconsin Forward, 27% decreased.
- Percentile group movement:
 - Forward: 47% moved up, 27% moved down
 - i-Ready: 41% moved up, 0% moved down

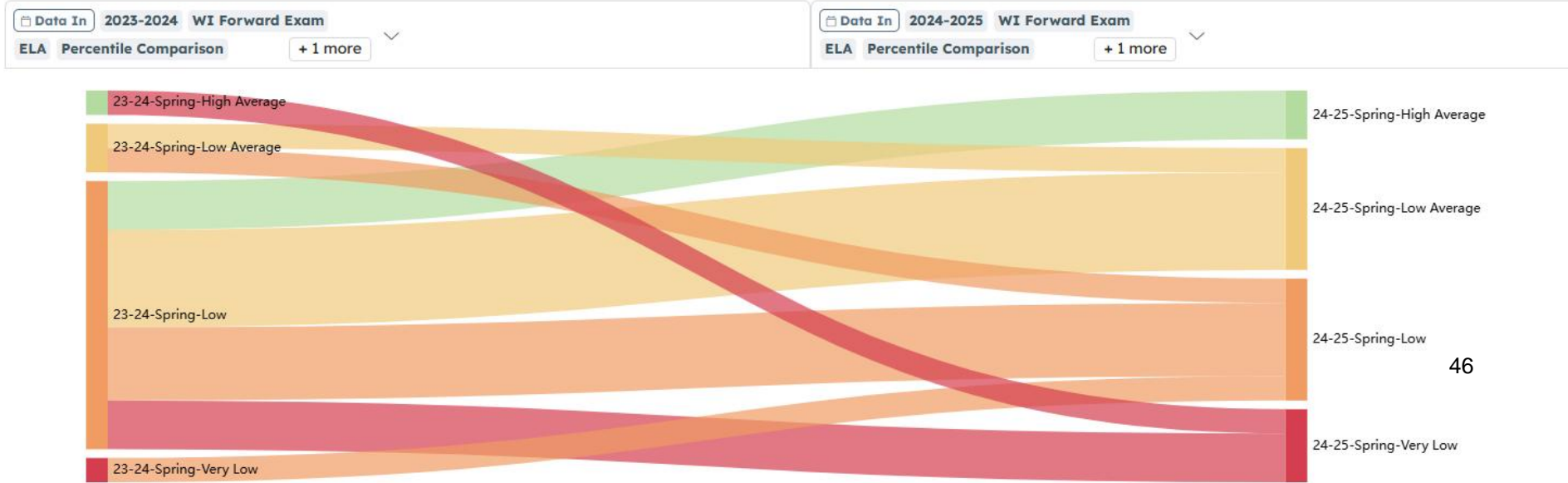


Forward Exam Proficiency Level Movement



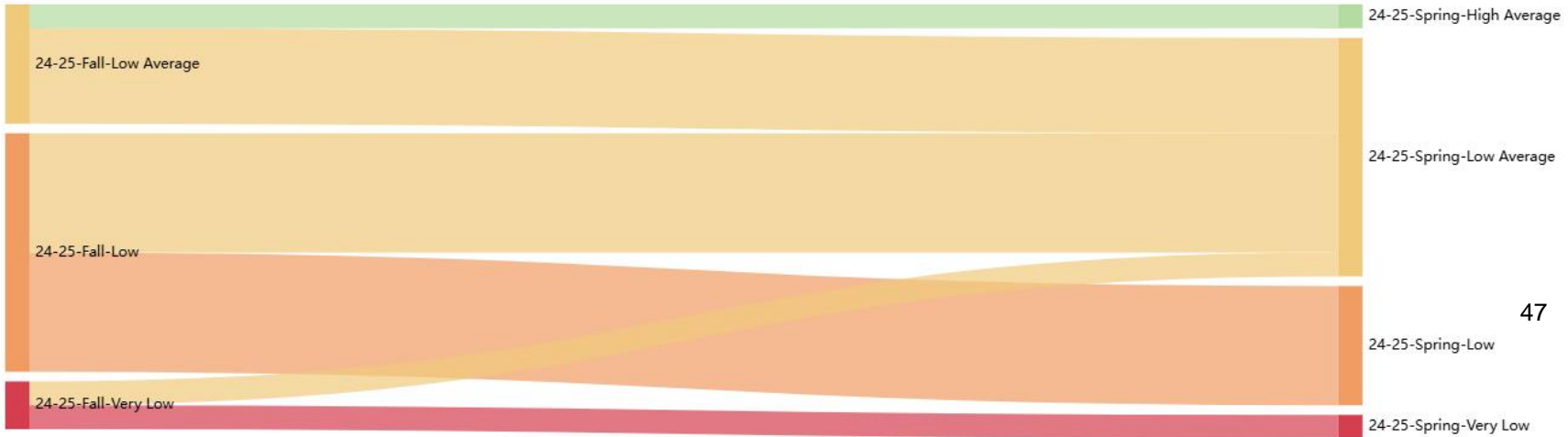


Forward Exam Percentile Movement





i-Ready Percentile Movement





8th Grade Reading Workshop

- 46% of students met their individual i-Ready growth target in Reading
- 27% increased a proficiency level on Wisconsin Forward, 46% decreased.
- Percentile group movement:
 - Forward: 36% moved up, 36% moved down
 - i-Ready: 18% moved up, 27% moved down



Forward Exam Proficiency Level Movement





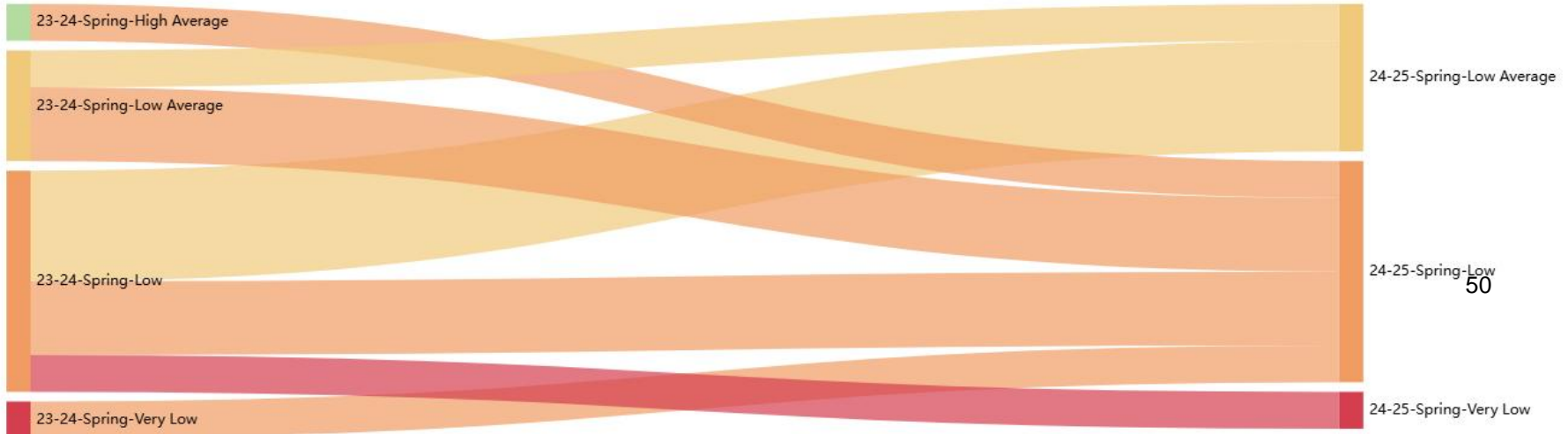
Forward Exam Percentile Movement

Data In 2023-2024 WI Forward Exam

ELA Percentile Comparison

Data In 2024-2025 WI Forward Exam

ELA Percentile Comparison





i-Ready Percentile Movement

Data In 2024-2025 i-Ready Reading
Percentile Comparison Fall

Data In 2024-2025 i-Ready Reading
Percentile Comparison Spring





7th Grade Math Workshop

- 64% of students met their individual i-Ready growth targets in Mathematics.
- 31% increased a proficiency level on Wisconsin Forward, 23% decreased.
- Percentile group movement:
 - Forward: 39% moved up, 23% moved down
 - i-Ready: 21% moved up, 21% moved down



Forward Exam Proficiency Level Movement

Data In 2023-2024 WI Forward Exam **Math** Proficiency/State Benchmark + 1 more

Data In 2024-2025 WI Forward Exam **Math** Proficiency/State Benchmark + 1 more

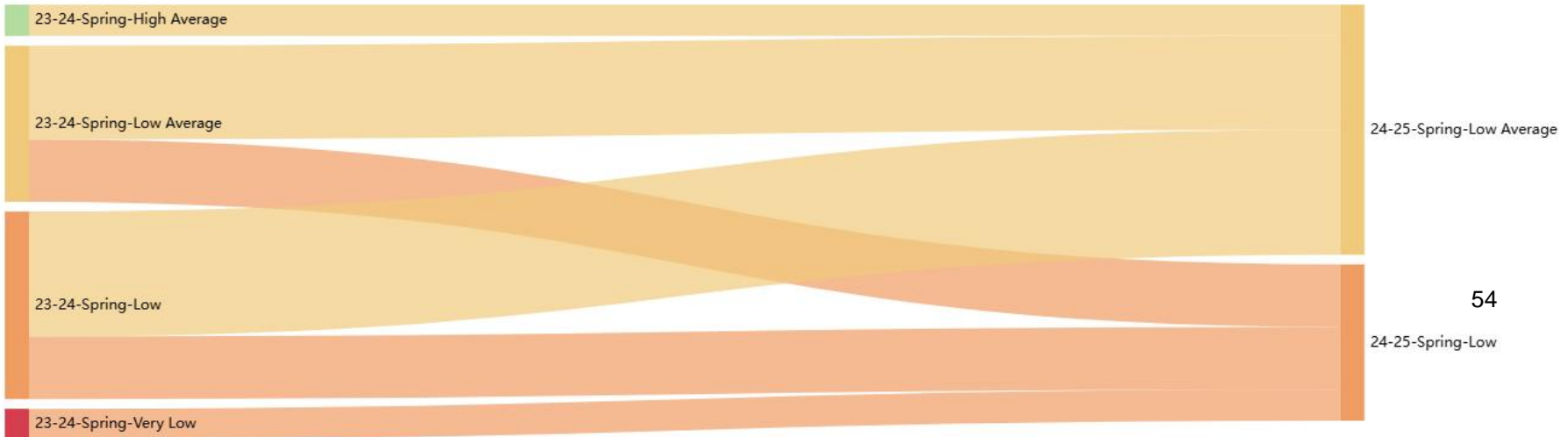




Forward Percentile Movement

Data In 2023-2024 WI Forward Exam
Math Percentile Comparison + 1 more

Data In 2024-2025 WI Forward Exam
Math Percentile Comparison + 1 more





i-Ready Percentile Movement

Data In 2024-2025 i-Ready

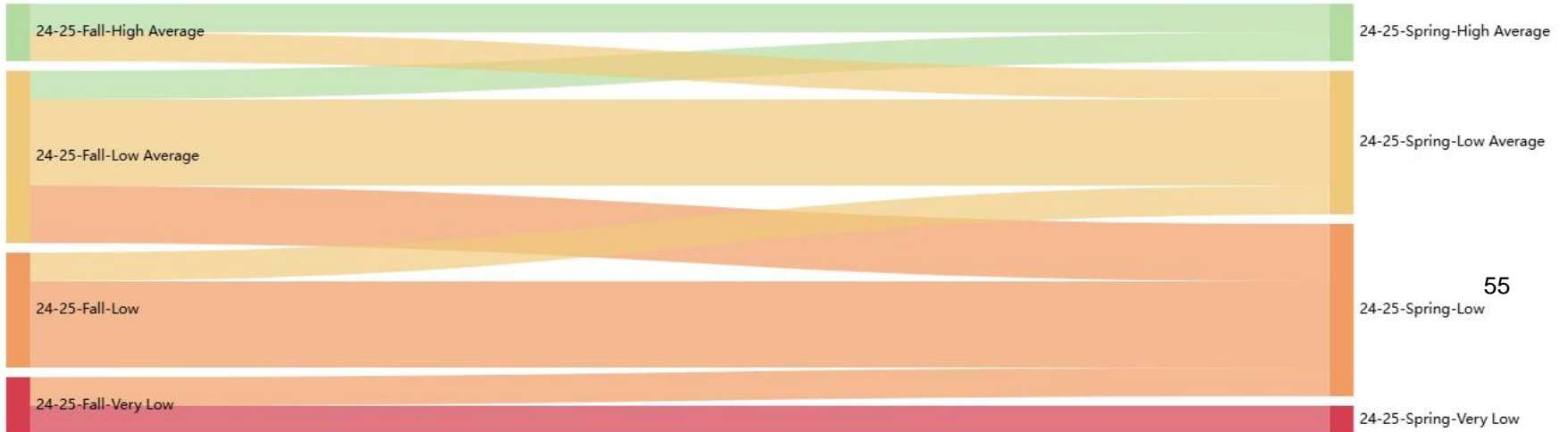
i-Ready Math Fall

+ 1 more

Data In 2024-2025 i-Ready

i-Ready Math Spring

+ 1 more





8th Grade Math Workshop

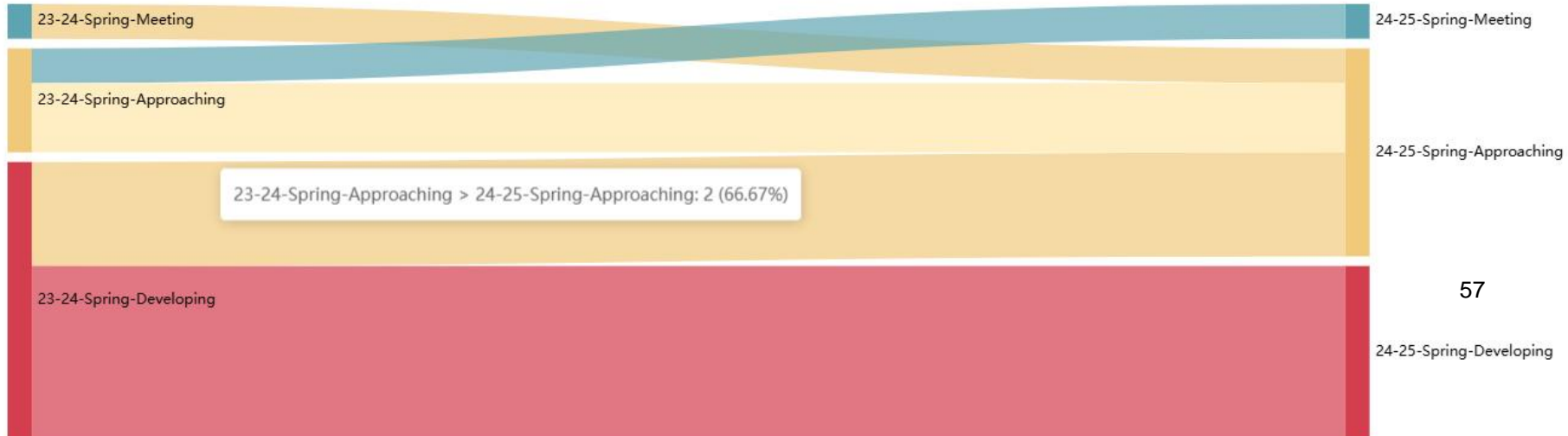
- 75% of students met their individual growth targets in i-Ready Mathematics
- 33% increased a proficiency level on Wisconsin Forward, 9% decreased.
- Percentile group movement:
 - Forward: 58% moved up, 25% moved down
 - i-Ready: 42% moved up, 0% moved down



Forward Exam Proficiency Level Movement

Data In 2023-2024 WI Forward Exam
Math Proficiency/State Benchmark + 1 more

Data In 2024-2025 WI Forward Exam
Math Proficiency/State Benchmark + 1 more





Forward Percentile Movement

Data In 2023-2024 WI Forward Exam
Math Percentile Comparison + 1 more

Data In 2024-2025 WI Forward Exam
Math Percentile Comparison + 1 more





Future Work

- Data review to better understand differences in outcomes on i-Ready and Wisconsin Forward.
- Review specific strategies and interventions for their outcomes.
- Work to improve student attendance. More than 40% of students served in Middle School workshops are chronically absent, which means less than 90% attendance. This affects response to the intervention strategies where students are absent.
- Adjust benchmark criteria for workshop interventions upward to serve more⁶⁰ students.
- Adjust service delivery scheduling in second year of new Middle School schedule to serve more students.

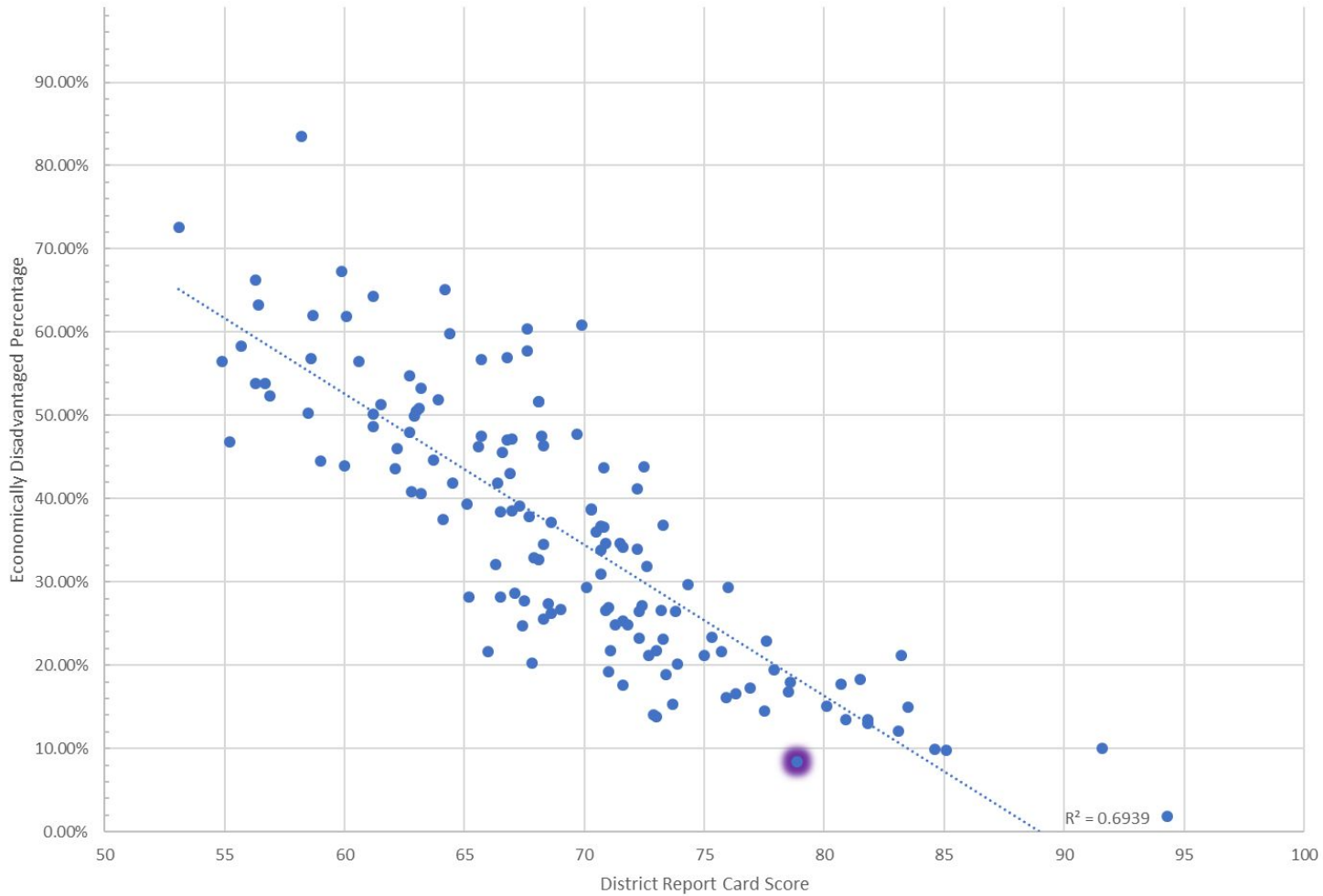
Proposed Academic Goal

Curriculum Committee
June 2, 2025

Administration Recommendations

Objective #1 - Revisit goal #1 to include all buildings significantly exceeding expectations by 2029 or increasing annually by 2 points to maintain/sustain report card results.

District Report Card Score vs Percent Economically Disadvantaged (K-12's 1300+ Enrollment)



Opportunities for Growth to Better Serve Our Students

- District report card scores are associated with district socioeconomic status.
- In 2023-2024, about 69% percent of variation in a district report card scores is associated with economically disadvantaged percentage.
- In 2023-2024, Waunakee's percentage of economically disadvantaged students was the second lowest of all Wisconsin K-12 districts with an enrollment of at least 1300 students. Only Whitefish Bay had a lower economically disadvantaged percentage of students.
- Waunakee is below the trend line and achieving the goal will move us closer to the trend line, and hopefully above it.

**Wauaukee Community School District
Priorities and Planning Dashboard for 2023-2025**

The Wauaukee Community School District has identified five primary areas of focus and priorities for the 2023-2025 school year.

Priority #1 - Student Learning, Supports, and Experiences

By the spring of 2025, the Wauaukee Community School District's state assessment results will be at or above the District's spring 2019 results.

- This goal will be accomplished by strategically directed work in the following areas:
 - Sustained the development of Professional Learning Communities.
 - Continue district work to support student social and mental health needs.
 - Focus targeted curricular plans in the areas of math and reading instruction.
 - Implement Year 1 of the bilingual program.
 - Support for all students through DEI efforts outlined in the Disproportionality Plan and infused through the district priority areas.

Priority #2 - Staff Learning, Supports, and Experiences

Prioritize efforts to enhance staff recruitment and retention

- This goal will be accomplished by strategically directed work in the following areas:
 - By the fall of 2025, bring all hourly employee groups to at least the average pay level when compared to comparable school districts and like positions.
 - Review, monitor, and develop plans based on data trends from the Annual Employee Climate Survey (first issuance was in 2022-2023), and staff retention data.
 - Expand and refine recruitment and applicant engagement practices.
 - Study viability of a "Grow Your Own" program.

Priority #3 - Budget and Finance

Establish a budget reflective of district priorities and school board budget parameters.

- This goal will be accomplished by strategically directed work in the following areas:
 - Maintain and annually review a 3-year budget prioritization process.
 - Manage referendum funds in line with approved projects, expenditures, and scopes of work.
 - Establish a long-term financial plan related to Operational Referendums.

Priority #4 - Facilities, Growth, and Safety

Maintain facilities and learning environments that are safe and meet the growing needs of the district and community.

- This goal will be accomplished by strategically directed work in the following areas:
 - Manage the 2022 Referendum Projects in line with the approved scopes and timelines.
 - Update future student/community growth projections and maintain the vision for the long-range facility plan.
 - Continue the strategic work of the District/Community Safety Committee.

Priority #5 - Stakeholder Engagement

Continue with the implementation and enhancement of the Communication and Engagement Plan

- This goal will be accomplished by strategically directed work in the following areas:
 - Engage with stakeholders on the desired characteristics for the next superintendent, and keep the stakeholders informed as the process progresses.
 - Continue with student and staff learning sessions.
 - Establish a systemic approach to welcoming new families to the school district/community.
 - Review, monitor, and develop plans based on data trends from a Family Engagement/Satisfaction Survey (to be issued in 2023-2024).

Other

- Complete the review process of district policies with the Policy Committee by June 30, 2024.
- Continue to study future areas of growth – robotics and alternative pathways to graduation.

**Wauaukee Community School District
Priorities and Planning Dashboard for 2025-2027**

The Wauaukee Community School District has identified five primary areas of focus and priorities for the 2025-2027 school year.

Priority #1 - Student Learning, Supports, and Experiences

By June 2029, all schools in the Wauaukee Community School District will significantly exceed expectations on the Wisconsin State Accountability report card.

- This goal will be accomplished by strategically directed work in the following areas:
 - Sustain the **implementation** of Professional Learning Communities.
 - Continue district work to support student social emotional and mental health needs.
 - Focus on all students including targeted groups of students in the lower 25th percentile to close gaps
 - Focus on chronic absenteeism district wide
 - Expand the K-12 bilingual program to grades 5-8.
 - Support all students' sense of belonging through DEI efforts outlined in the Disproportionality Plan and infused through the district priority areas.
 - CESA 2 professional development for district and building leaders-Developing and Leading a Culture of Continuous Improvement
 - Maintain partnership with the Center for All to increase student belonging
 - Engagement of building principals in a monthly Professional Learning Community to review and create continuous improvement action plans utilizing Next Path
 - Exploration of increased professional development to strengthen Tier 1 and co-planning to co-serve opportunities for students

Priority #2 - Staff Learning, Supports, and Experiences

Prioritize efforts to enhance staff recruitment and retention

- This goal will be accomplished by strategically directed work in the following areas:
 - By the fall of 2026, bring all hourly employee groups to at least the average pay level when compared to comparable school districts and like positions.
 - Review, monitor, and develop plans based on data trends from the Annual Employee Climate Survey (first issuance was in 2022-2023), and staff retention data.
 - Expand and refine recruitment and applicant engagement practices.
 - Study viability of a “Grow Your Own” program.

Priority #3 - Budget and Finance

Establish a budget reflective of district priorities and school board budget parameters.

- This goal will be accomplished by strategically directed work in the following areas:
 - Maintain an annual budget review process and focus on prioritizing and reallocating of resources district wide
 - Engage principals and directors in a budget review process to identify programs, services and materials for the purpose of savings or reallocation
 - Manage referendum funds in line with approved projects, expenditures, and scopes of work.
 - Establish a long-term financial plan related to Operational Referenda with an emphasis on the November 2026 referendum.
 - Develop capital questions for the high school after consideration and Board approval
 - Focus on addressing post employment benefits, termination benefits, contingency, health insurance changes, maintenance of fund 10.

Priority #4 - Facilities, Growth, and Safety

Maintain facilities and learning environments that are safe and meet the growing needs of the district and community.

- This goal will be accomplished by strategically directed work in the following areas:
 - Manage the 2022 Referendum Projects in line with the approved scopes and timelines.
 - Update future student/community growth projections and maintain the vision for the long-range facility plan every two years.
 - Continue the strategic work of the District/Community Safety Committee.

Priority #5 - Stakeholder Engagement

Continue with the implementation and enhancement of the Communication and Engagement Plan

- This goal will be accomplished by strategically directed work in the following areas:
 - ~~Engage with stakeholders on the desired characteristics for the next superintendent, and keep the stakeholders informed as the process progresses.~~
 - Continue with student and staff learning sessions.
 - Establish a systemic approach to welcoming new families to the school district/community.

- Review, monitor, and develop plans based on data trends from a Family Engagement/Satisfaction Survey (to be issued in 2023-2024).
- Explore community partnerships to offer learning opportunities for parents

Other

- Complete the review process of district policies with the Policy Committee by June 30, 2025.