WAUNAKEE COMMUNITY SCHOOL DISTRICT
BOARD OF EDUCATION DEI COMMITTEE
Wednesday, November 11, 2026
6:00 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 AGENDA**
IV. **PUBLIC COMMENTS** **3**
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.
V. **DISPROPORTIONALITY PLAN FOR 26-27** **6**
VI. **BELONGING AND ENGAGEMENT** **13**
VII. **PROFESSIONAL DEVELOPMENT OVERVIEW**
VIII. **REVIEW OF ACCOMPLISHMENTS** **21**
IX. **GOALS FOR 26-27**
X. **OTHER ITEMS FOR DISCUSSION**

XI. **FUTURE MEETINGS**
XII. **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."

While the public has the right to attend meetings of the Board of Education that have not been convened in a closed session, individuals or groups generally do not have a right to be included on a Board meeting agenda or a right to enter into the discussions or deliberations of the Board. However, without affecting the Board's discretion to authorize other forms of input or participation during Board meetings from persons who are not Board members, the Board expressly authorizes and directs limited public participation during duly-noticed public comment periods as follows:

1. The Superintendent and Board President shall ensure that the agenda and public notice of the Board's primary regular business meeting each month includes a period for public comment. During a public comment period noticed under this paragraph, interested persons may briefly address the Board on topics that are reasonably germane to some aspect of the District's policies, practices, programs, or operations, regardless of whether the speaker's topic is otherwise noticed as a specific subject matter of the meeting in question.

2. Subject to any more specific decision or directive of the Board, the Board President has discretion to include a period of public comment on the agenda and public notice of additional Board meetings. In exercising such discretion, the President may specify on the public notice of the meeting that speaker comments during the public comment period will be limited to topics that are sufficiently germane to the noticed subject matter of the meeting.

When a public comment period is expressly included on the public notice of a Board meeting and there is sufficient interest in addressing the Board, the period shall either include at least 10 individual speakers or extend for 30 actual minutes, whichever limitation permits the greater total number of speakers. However, the Board may extend the total duration of a noticed public comment period at any meeting by a majority vote.

The Superintendent, or his/her designee, will implement a viewpoint-neutral speaker registration process that establishes an order for speaking in the event that the interest in appearing before the Board at any meeting may exceed the time that is allocated for the public comment period. Each speaker, upon being recognized by the presiding officer, will state his/her name and identify his/her connection to the District (if any) and to any group they are representing in connection with their remarks.

Each speaker's presentation is normally limited to a maximum of 3 minutes. However, at a meeting the Board may vote to reduce the time limit to no shorter than 2 minutes per speaker in order to accommodate a greater total number of speakers. In addition, at the Board's discretion, a speaker's time may be briefly extended provided that, upon request, a similar extension shall be granted to other speakers at the same meeting. Any individual may speak only once during the public comment period at any meeting.

Speakers generally should not expect an immediate response or reaction to their comments from the Board. Further:

1. If, at applicable meetings, a speaker raises a topic during a public comment period that was not among the publicly-noticed subject matter of the meeting, the extent of any response to

the speaker and his/her remarks shall be limited in accordance with applicable law.

2. During a public comment period, Board members will not engage in a substantive discussion of or otherwise attempt to materially investigate or reach a Board resolution of either (a) complaints or grievances regarding the conduct of individual staff members or individual students; or (b) attempts to appeal staff or administrative decisions relating to individual District employees or students. A public comment period during a Board meeting is not the preferred or established means of processing such issues or bringing such matters to the Board's attention.

3. If time or other limitations preclude an interested person from addressing the Board at a specific meeting, the person may submit written information to the Board and/or attempt to utilize a public comment period at a future meeting.

Subject to an appeal to the Board that is made by a Board member, the presiding officer of the Board meeting shall have the authority to conduct and maintain proper order in connection with any authorized public comment period, including the authority to (1) recognize speakers; (2) enforce established time limits; (3) interject and request that speakers voluntarily redirect specific complaints, grievances, or attempted appeals to more appropriate District procedures; and (4) terminate the remarks of any individual who does not adhere to established rules and procedures for public participation, who speaks in a threatening or profane manner, whose comments are repetitive of that person's previous comments, or whose conduct is disruptive and impedes the Board's ability to conduct its business in an orderly and timely fashion.

Individuals who are permitted to address the Board during a meeting are responsible for the content of their comments. The forum represented by a public comment period does not exempt a speaker from any liability arising from his/her comments (e.g., for defamation or for any breach of legally-protected confidentiality).

This policy and any rules and/or procedures that may be adopted related to the administration of public comment periods under this policy are not intended to apply to the following:

1. A meeting or any portion of a meeting that constitutes a formal public hearing on a particular topic or issue.

2. Instances where the Board seeks or agrees, by majority vote, to accept input that is relevant to a noticed agenda item from a person who is not a Board member in order to (for example) resolve a formal or informal point of information that arises during the Board's discussion of an agenda item.

3. Meetings of any standing or ad hoc committee that may be established by the Board.

Legal References:

Wisconsin Statutes
Section 19.81 [state policy on open meetings]
Section 19.83(2) [discussion during period of public comment]

Section 19.84(2) [public notice of board meetings, including public comment period]
Section 19.85 [exemptions to open meetings]

Cross References:

WASB PRG 187 Sample Policy 4 (with substantial local adaptation)

Adoption/Revision Date(s):

October 1989
March 1994
September 1994
January 2000
February 2002
May 2020
January 2022

2026-2027 Disproportionality Plan
Waunakee Community School District

Introduction

The Waunakee Community School District (WCSD) is dedicated to fostering an inclusive, equitable, and diverse educational environment where every student feels valued, supported, and empowered to achieve their full potential. Our Disproportionality Plan reflects the district's commitment to addressing systemic inequities, strengthening students' sense of belonging, increasing engagement, and ensuring equitable educational opportunities and outcomes for all students.

The district's equity statement reflects this commitment:

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.

Understanding Disproportionality

Disproportionality in education refers to the overrepresentation or underrepresentation of particular demographic groups in educational outcomes, programs, or services, including special education.

WCSD was identified as disproportionately overidentifying African American students for special education services during the 2023-2024 school year. This identification prompted a comprehensive examination of district systems, instructional practices, and student experiences to better understand the factors contributing to disparities in educational outcomes.

As part of the federal requirements associated with the district's disproportionality identification, WCSD developed a comprehensive improvement plan addressing systemic barriers and potential biases. The district was also required to reserve 15% of its federal special education funding to support activities designed to address the identified disproportionality.

Rather than focusing exclusively on special education identification, WCSD recognized the importance of examining the broader educational experiences of students and the systems that influence their academic, behavioral, and social-emotional outcomes.

The District has made slow growth in decreasing overall disproportionality in special education:

2023 = 2.6119

2024 = 2.5893

2025 = 2.5736

Using Data to Identify Our Priorities

The district conducted a comprehensive review of academic achievement, student behavior, attendance, special education identification, and stakeholder perception data. This analysis revealed disparities in student experiences and outcomes, including:

- Sense of Belonging: While 71% of white students reported feeling a sense of belonging in their school, only 55% of students identifying as multiracial reported the same.
    - Data is collected every 3 years on the Dane County Youth Assessment, so our next administration will be in 2027.
- Behavior Incidents: African American students were twice as likely as their white peers to experience a behavior incident requiring intervention from administrative or student services staff.
    - This data indicator has not changed significantly over the past 3 years.
- Academic Achievement: African American students represented the lowest-performing demographic group, on average, in academic achievement data collected between 2017 and 2022.
    - Reading Forward Data:
        - 2023 - 2024 - 45.7% proficient/advanced
        - 2024-2025 - 48.7% proficient/advanced
        - 2025-2026 - 43.2% proficient/advanced
    - ELA Forward Data:
        - 2023-2024 - 42.9% proficient/advanced
        - 2024-2025 - 41% proficient/advanced
        - 2025-2026 - 45.9% proficient/advanced
    - Math Forward:
        - 2023-2024 - 42.9% proficient/advanced
        - 2024-2025 - 35.9% proficient/advanced
        - 2025-2026 - 43.2% proficient/advanced

Although these data reflected different aspects of students' educational experiences, the district identified a common theme: the importance of strengthening students' sense of belonging and engagement within their school communities.

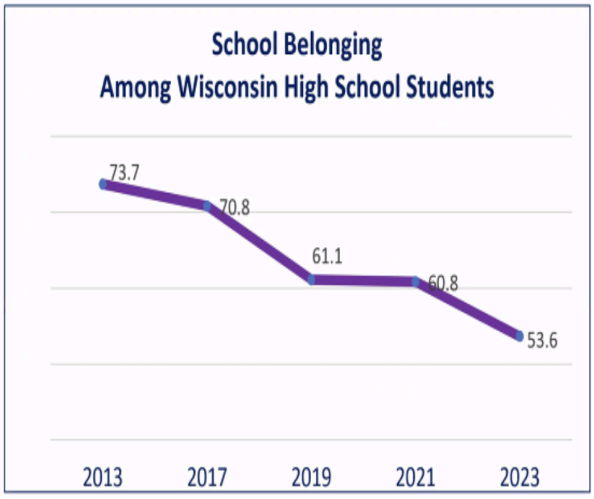
WCSD determined that belonging and engagement should serve as foundational priorities for districtwide improvement efforts. By creating environments where students feel connected, respected, represented, and actively engaged in learning, the district aims to address underlying conditions that may contribute to disparities in student experiences and outcomes.

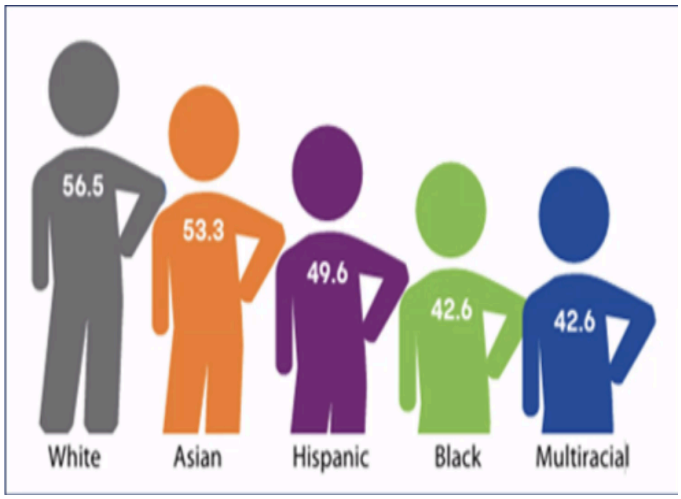
Research

Research supports the connection between academic performance and a student's sense of belonging.

Belonging interventions show the largest positive impact on Black students, significantly improving identity, engagement and long-term outcomes. (Corbin-Thaddies, 2022)

Students who feel a strong sense of belonging are 2.2 times more likely to be engaged in their learning. (OECD PISA Student Well- Being Report)





Wisconsin Office of Children's Mental Health

Establishing Belonging and Engagement as a Districtwide Priority

To support this work, WCSD partnered with Center 4 All to implement Belonging & Engagement Walks across the district. The walks provide a structured process for observing classroom environments, instructional practices, and school culture using clearly defined indicators associated with student belonging and engagement. This process allows school teams to move beyond examining student outcome data alone and begin identifying the adult practices and environmental conditions that contribute to positive student experiences. The information collected through the walks is used to identify strengths, recognize opportunities for improvement, guide professional learning, and inform school improvement planning.

Demonstrating Growth: 2024–2025 to 2025–2026

During the 2024–2025 school year, WCSD established baseline data through its initial Belonging & Engagement Walks. During the 2025–2026 school year, the district conducted reassessment walks to evaluate progress and identify areas for continued growth. The reassessment results demonstrated encouraging improvement in classroom environment indicators associated with belonging and engagement. The districtwide average for the five assessed classroom environment indicators increased from 2.20 in 2024–2025 to 2.32 in 2025–2026, representing an increase of 0.12 points on a three-point rating scale.

All five assessed environment indicators demonstrated growth, including:

- Classroom visuals and instructional materials that positively reflect students' racial, ethnic, and cultural backgrounds.
- Teachers' instruction and modeling of a growth mindset.
- Equitable use of teacher proximity with students.
- Teacher body language, gestures, and expressions that communicate the importance of students' questions and opinions.
- Displaying student work within classroom environments.

These results provide evidence of progress in strengthening classroom environments that foster belonging and engagement. The district recognizes that meaningful and sustainable improvement requires ongoing attention to adult practices, instructional approaches, and the experiences of students. As a result, WCSD will continue building on the progress achieved during the first two years of the plan.

Expanding Our Focus: 2026–2027

Building on the progress demonstrated during the 2024–2025 and 2025–2026 school years, WCSD will expand its Belonging & Engagement Walk framework during the 2026–2027 school year to focus on two new sets of indicators:

1. Instructional Practices

2. School Culture and Climate

These priorities were intentionally selected to strengthen the connection between belonging, student engagement, effective instruction, and positive school experiences. The instructional practices indicators are aligned with evidence-based High-Leverage Practices (HLPs), allowing the district to integrate belonging and engagement priorities with ongoing instructional improvement efforts included in our SAIL work. The school culture and climate indicators focus on creating inclusive, respectful, supportive, and affirming school environments where students experience positive relationships and equitable opportunities. Together, these priorities represent the next phase of WCSD's commitment to strengthening belonging and engagement as foundational components of student success.

Vision for Improvement

WCSD envisions a district in which:

- Every student experiences a strong sense of belonging and connection to their school community.
- Students feel valued, respected, represented, and supported in their learning environments.
- Instructional practices provide equitable opportunities for all students to engage, participate, and demonstrate their learning.
- Teachers consistently communicate high expectations while providing responsive instruction and support.
- Classroom environments and schoolwide practices affirm students' identities, backgrounds, and experiences.
- Positive relationships between students and adults contribute to safe, supportive, and inclusive learning environments.
- Students have meaningful opportunities for voice, agency, leadership, and collaboration.
- Families are engaged as valued partners in their children's educational experiences.
- Staff use data, reflection, and collaboration to continuously strengthen instructional practices and school culture.

2026–2027 Belonging & Engagement Goals

Goal 1: Strengthen instructional practices that promote belonging and engagement

During the 2026–2027 school year, the district will focus on Criterion 3: Instructional Strategies within the Belonging & Engagement Walk framework.

The indicators emphasize:

1. Active Student Engagement: Teachers use strategies to engage all students in learning.
2. Multiple Ways to Demonstrate Learning: Students are provided opportunities to demonstrate their understanding and learning in multiple ways.

3. Culturally Responsive Instruction: Instructional resources and strategies are culturally relevant, responsive, and affirming to the student population and community.
4. Growth Mindset: Teachers instruct and model a growth mindset.
5. Connections to Prior Knowledge: Lessons are developed using students' backgrounds, experiences, and prior knowledge.
6. Differentiated Instruction: Multiple access points to grade-level standards are provided through differentiated instruction.
7. Collaborative Learning: Collaborative learning structures are intentionally incorporated into instruction.
8. Responsive Feedback: Teachers engage in individual instructional conversations and provide responsive feedback to meet students' academic needs.
9. High Academic Expectations: Teachers clearly communicate, post, and maintain high academic expectations for all students.
10. Student Agency: Students are provided meaningful opportunities to exercise agency in teaching and learning.

Alignment with High-Leverage Practices

A central component of this goal is the intentional alignment of Belonging & Engagement Walk indicators with High-Leverage Practices (HLPs). The district recognizes that many of the instructional practices associated with belonging and engagement are also foundational to effective instruction for students with diverse learning needs.

The instructional indicators align with High-Leverage Practices that emphasize:

- Systematic instructional planning.
- Adaptation of curriculum tasks and instructional materials.
- Scaffolded instructional supports.
- Flexible grouping and collaborative learning.
- Active student engagement.
- Responsive instructional feedback.
- Cognitive and metacognitive strategies that support student independence.
- Consistent, organized, and respectful learning environments.

By aligning belonging and engagement priorities with High-Leverage Practices, WCSD will create greater coherence across professional learning, instructional improvement, and school improvement planning.

Measures of Progress

Progress will be assessed through districtwide Belonging & Engagement Walk data for Criterion 3, building-level indicator analysis, staff reflection, and evidence of implementation of aligned instructional practices. The district will use initial assessment results to establish baseline data and identify measurable targets for improvement and then complete a reassessment during the 2027-2028 school year.

Goal 2: Strengthen School Culture and Climate to Foster Belonging

WCSD will strengthen schoolwide practices that create inclusive, supportive, respectful, and affirming learning environments where every student experiences a strong sense of belonging.

During the 2026–2027 school year, the district will focus on Criterion 4: School Culture within the Belonging & Engagement Walk framework.

The indicators emphasize:

1. Student Representation: Students and their work are positively represented throughout school environments.
2. Inclusive School Environments: School visuals and displays reflect and affirm diverse identities.
3. Clear Behavioral Expectations: Behavioral expectations are clearly communicated throughout school learning spaces.
4. Equitable Academic Opportunities: Students have equitable access to academic support and enrichment.
5. Equitable Recognition: School systems provide equitable opportunities for student praise and recognition.
6. Student Leadership: Leadership opportunities are available for all students.
7. Effective School Routines: Students understand expectations and routines that support effective transitions and maximize instructional time.
8. Inclusive Collaboration: Students work collaboratively and inclusively to build upon one another's learning.
9. Positive Behavioral Supports: Adults respond to unexpected behaviors through positive, nurturing, and instructional approaches.
10. Restorative Practices: School communities provide opportunities for students to problem-solve, repair harm, and strengthen relationships.
11. Inclusive Learning Environments: Classroom composition reflects the natural proportional representation of the overall school population.
12. Respectful Relationships: All adults interact with students with warmth, care, respect, and dignity.

Alignment with High-Leverage Practices

Several school culture and climate indicators complement or directly align with High-Leverage Practices, particularly:

- HLP 7: Establish a consistent, organized, and respectful learning environment.
- HLP 9: Teach social behaviors.

The district recognizes that positive relationships, predictable environments, supportive behavioral practices, and equitable schoolwide systems create important conditions for effective instruction and student engagement.

Measures of Progress

Progress will be assessed through districtwide Belonging & Engagement Walk data for Criterion 4, building-level analysis, student and feedback, and evidence of implementation of schoolwide improvement strategies. The district will use initial assessment results to establish baseline data and identify measurable targets for improvement and then complete a reassessment during the 2027-2028 school year.

Expected Outcomes

Through the implementation of these goals, WCSD aims to strengthen instructional practices, improve school culture and climate, increase meaningful student engagement, and create learning environments in which every student experiences a strong sense of belonging. The district will continue using multiple sources of data to monitor progress, evaluate the impact of improvement efforts, and identify opportunities to address disparities in student experiences and outcomes. By connecting belonging and engagement with

evidence-based instructional practices and positive schoolwide systems, WCSD will continue building a culture of continuous improvement that supports the academic, social, and emotional success of all students.

YOU BELONG HERE

WAUNAKEE
COMMUNITY SCHOOL DISTRICT

KIND PEOPLE BRIGHT FUTURES

We Will:

1 **Help you feel like you belong.**
You are welcome, safe, and cared for here.



2 **Respect and value who you are.**
Who you are and where you come from matter.



3 **Build strong and caring relationships with you.**
We will listen to you and treat you with care and respect.



4 **Listen to your voice.**
We want you to speak up, share your ideas, and try new things.



5 **Celebrate what makes us different.**
We learn from each other and the world around us.



6 **Work with you as a team.**
We will listen to your ideas and learn from you.



7 **Help you learn, grow, and do your best.**
We believe in you and will help you succeed.



Different People. Brighter Together.

WAUNAKEE COMMUNITY SCHOOL DISTRICT

YOU BELONG HERE

WAUNAKEE
COMMUNITY SCHOOL DISTRICT

We will:

1. **Create a place where you belong** as your full, authentic self and be seen and safe every day.
2. **Respect and value who you are,** including your identity, culture, and experiences.
3. **Build authentic and trusting relationships** with you and treat you with care and respect.
4. **Amplify your voice,** encourage you to speak up, and take risks in your learning.
5. **Include and celebrate diverse experiences, perspectives, and cultures** in what and how we teach.
6. **Work with you as a partner,** learn from you, and act on your feedback because your knowledge and experiences matter here.
7. **Have high expectations and challenge you to do your best,** build on your strengths and support your success.

Because the Waunakee Community School District is
Committed to Children...
Committed to Community...
Committed to Excellence.

B & E Walk Indicators: ***Criterion 3: Instructional Strategies*** *How do I ensure that I'm being culturally affirming with my*	**High Leverage Practices (HLPs)**
3.1 Teacher uses strategies to engage all students.	**HLP 18:** Use strategies to promote active student engagement.
3.2 Teacher allows students to demonstrate understanding and learning in multiple ways.	**HLP 13:** Adapt curriculum tasks and materials for specific learning goals.
3.3 Instructional resources and strategies are culturally relevant, responsive, and affirming to the student population and community.	Supports the HLP emphasis on culturally inclusive pedagogies.
3.5 Lessons are developed using students' background, experiences, and prior knowledge.	**HLP 12:** Systematically design instruction toward a specific learning goal.
3.6 Multiple access points for learning grade level standards exist through differentiated instruction.	**HLP 13:** Adapt curriculum tasks and materials for specific learning goals. **HLP 15:** Provide scaffolded supports.
3.7 Collaborative learning structures are in place.	**HLP 17:** Use flexible grouping.
3.8 Individual instructional conversations occur and teacher provides responsive feedback to meet students' academic needs.	**HLP 22:** Provide positive and constructive feedback to guide students' learning and behavior.
3.9 Teacher clearly states, posts, and maintains high and clear academic expectations for all students.	**HLP 7:** Establish a consistent, organized, and respectful learning environment.
3.10 Student agency is embedded in teaching and learning	**HLP 14:** Teach cognitive and metacognitive strategies to support learning and independence. **HLP 18:** Use strategies to promote active student engagement.

B & E Walk ***Criterion 4: School Culture*** *How do public spaces reflect a culturally affirming environment?*	**High Leverage Practices (HLPs)**
4.1 All students are represented and work is displayed in all spaces.	**Indirect but complementary to HLP 7:** Establish a consistent, organized, and respectful learning environment. Supports the conditions that make High-Leverage Practices successful.
4.2 The school includes images and visuals that are reflective and affirming of diverse identities.	**Indirect but complementary to HLP 7:** Establish a consistent, organized, and respectful learning environment. Supports the conditions that make High-Leverage Practices successful.
4.3 Clear and precise behavior expectations are posted throughout the various learning spaces.	**HLP 7:** Establish a consistent, organized, and respectful learning environment.
4.9 Adults re-teach unexpected behaviors in a positive and nurturing manner.	**HLP 7:** Establish a consistent, organized, and respectful learning environment. **HLP 9:** Teach social behaviors.
4.10 School staff build a community for students to problem-solve and repair when harm occurs. (Restorative approach)	**HLP 9:** Teach social behaviors.
4.12 All adults speak to students with warmth, care, respect, and dignity.	**HLP 7:** Establish a consistent, organized, and respectful learning environment.

WCSD Belonging & Engagement Walk Reassessment Data

Environment

The morning of the Belonging & Engagement Walk, the team met to review the indicators and align understanding in regards to what each indicator looks like or sounds like in an ideal classroom setting. Context was also provided as to what efforts have been made since last year to address some of the opportunities for growth. Throughout the walk, each individual rated each indicator in each space as either being Evident, Emerging, Development Needed, or in some cases, Not Observable. For example, if children were not in the classroom at the time we assessed the space, we would select Not Observable for "Teacher provides equitable opportunities for support and participation" because we could not observe that. Not observable does not count towards overall scoring.

Environment Indicators

The five environmental indicators the Waunakee Community School District assessed were:

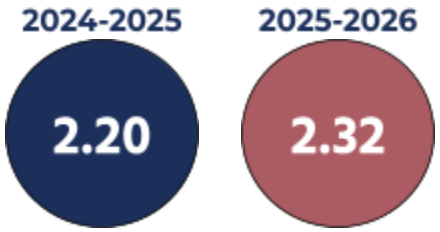
- ***Indicator 1.1:*** Bulletin boards, displays, instructional materials, and other visuals in the classroom positively reflect the racial, ethnic, and cultural backgrounds represented by students and the community
- ***Indicator 1.3:*** Teacher instructs and models a growth mindset and emphasizes effort
- ***Indicator 1.5:*** Teacher uses proximity with all students equitably
- ***Indicator 1.6:*** Teacher uses body language, gestures, and expressions to convey a message that all student's questions and opinions are important.
- ***Indicator 1.7:*** Student work samples are displayed

Numeric Scores

The overall average rating for the six environment indicators:

A numeric value was assigned to each rating described:

- *Evident = 3*
- *Emerging = 2*
- *Development Needed = 1*
- Ratings of *Not Observable* were not counted in the numeric average.



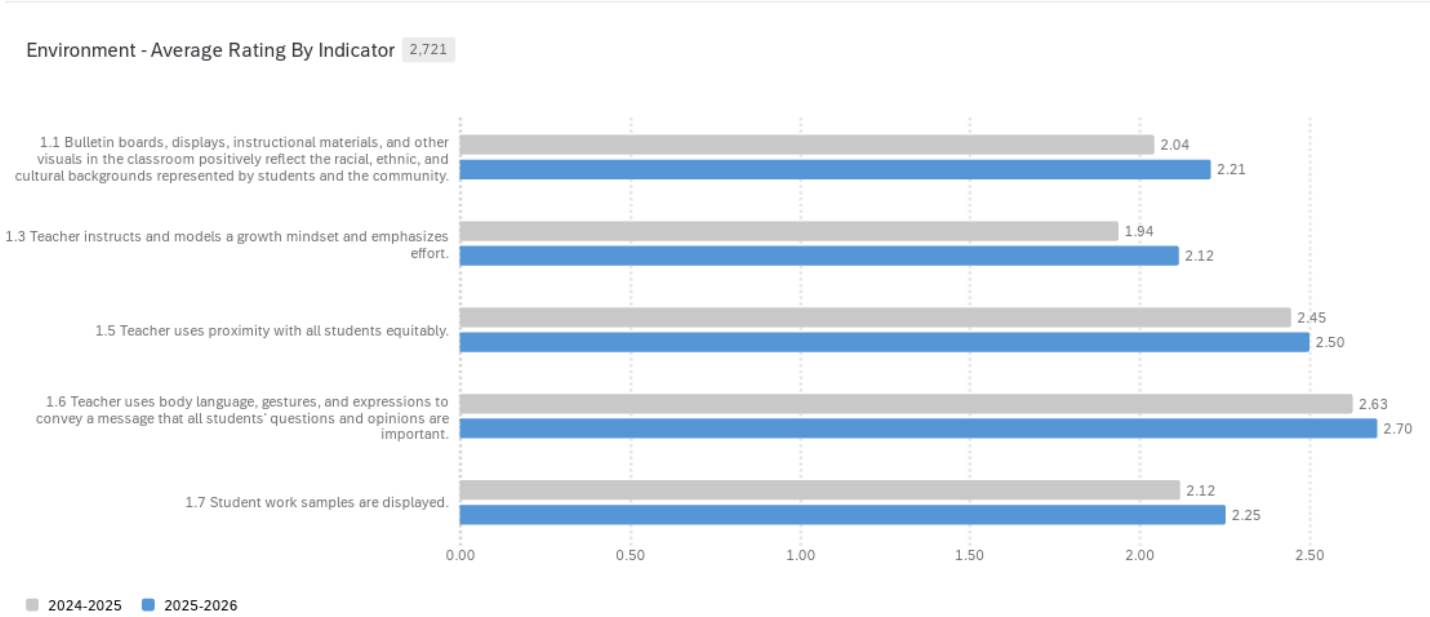
**Pages 23-27 display the data collected on the environment.*

District Summary

Environment Ranking By Average Rating in 2025-2026

2025-2026 District Average for ENVIRONMENT: 2.32 (+0.12)

Each school was assessed on five Environment indicators. The chart below presents the aggregated district-level results across those indicators, rather than data from any single school.



WAUNAKEE
COMMUNITY SCHOOL DISTRICT

Better Together:

Building School-Family Partnerships that Matter

Join fellow parents, caregivers, teachers, and school staff for an interactive evening of conversation and reflection. Together, we'll explore what meaningful partnership looks like from different perspectives, celebrate what's working, identify opportunities for stronger connections, and consider how we can work together to create the best possible experiences and outcomes for students and the greater school community.

Tuesday, December 8, 2026 | **5:30 PM – 7:30 PM** | **Waunakee Public Library**

RSVP Today!

Please let us know you're coming by completing the short RSVP form:

RSVP Here



WAUNAKEE
COMMUNITY SCHOOL DISTRICT

Somos Mejores Juntos:

Construyendo Alianzas entre la Escuela y las Familias que Realmente Importan

Únase a otros padres, cuidadores, maestros y personal escolar para participar en una velada interactiva de conversación y reflexión. Juntos, exploramos cómo se ve una alianza significativa desde diferentes perspectivas, celebraremos lo que está funcionando, identificaremos oportunidades para fortalecer los vínculos y consideraremos cómo podemos trabajar juntos para crear las mejores experiencias y resultados posibles para los estudiantes y toda la comunidad escolar.

Martes,
8 de diciembre de 2026

5:30 p. m. –
7:30 p. m.

Biblioteca Pública de Waunakee

¡Confirme su Asistencia Hoy!

Por favor, háganos saber que asistirá completando el breve formulario de registro:

Confirmar Asistencia Aquí



WAUNAKEE COMMUNITY SCHOOL DISTRICT

DEI Committee: Accomplishments

Progress from Years 1 & 2 of the Comprehensive 3-Year DEI Plan | 2024-2026

Years 1 and 2 established the systems, learning opportunities, student supports, family engagement practices, and policies needed to advance the District's goals for achievement, belonging, and equitable student outcomes.

Key Accomplishments

Area of Focus	Accomplishments
Professional Learning & Staff Capacity	• Embedded DEI learning across the school year, including Speak Up, anti-hate speech policy and reporting-tool training, Title IX, controversial-issues guidance, restorative practices, and culturally responsive practices. • Used the Optimal Learning Environment and Ready for Rigor frameworks to strengthen culturally responsive practice. • Expanded restorative practices and continued work to create more consistent academic and behavioral MTSS practices.
Student Voice, Belonging & MSAN	• Continued the District partnership with the Multicultural Student Achievement Network (MSAN), including student and staff participation in national learning opportunities. • Established MSAN as a formal high school organization and continued opportunities for students to influence school culture and climate. • Expanded Speak Up strategies and learning about inappropriate language, bullying, microaggressions, harassment, and hate speech from grades 7-12 to grades 4-12.
Family & Stakeholder Engagement	• Expanded family communication about DEI work, hate speech, reporting processes, and engagement opportunities. • Provided interpretation services and transportation supports for family events as available, while expanding multilingual communication. • Developed and began implementing practices to involve students and parents in hiring processes and continued annual stakeholder feedback.
Policies, Procedures & Special Observances	• Developed an anti-hate speech policy and a protocol for addressing identity harm. • Created and implemented a districtwide special-observance protocol that includes staff/family messaging, social media, announcements, visuals, library displays, newsletters, staff recognition, and classroom learning conversations. • Began developing lessons connected to special observance months for classroom use.

FOUNDATION ESTABLISHED • SYSTEMS IN PLACE • CONTINUED FOCUS ON BELONGING, ACCESS, AND STUDENT OUTCOMES

WAUNAKEE COMMUNITY SCHOOL DISTRICT

DEI Committee: Next Steps

Priority Work for 2026-2027

With most Year 1 and Year 2 action steps completed, the committee's work can shift from building foundational structures to strengthening implementation, sustainability, and measurable impact.

2026-2027 Priority Areas

Priority	Action Steps	2026-2027 Focus
1. Belonging & Engagement Walks	• Continue Belonging and Engagement Walks across schools to gather direct evidence of students' experiences in classrooms and common spaces. • Use a consistent observation/reflection process to identify strengths, patterns, and opportunities related to belonging, engagement, student voice, and culturally responsive practices. • Share themes with building and district leadership and use findings to identify targeted follow-up actions and professional learning.	**Ongoing**
2. Recruit & Retain a Diverse Staff	• Partner with Human Resources to strengthen recruitment strategies designed to increase the diversity of applicant pools and staff. • Review recruitment pathways, outreach, partnerships, job fairs, and hiring practices for opportunities to reach a broader range of candidates. • Continue meaningful student and parent participation in hiring processes where appropriate and examine hiring data over time.	**HR Partnership**
3. Complete Special Observance Content	• Finish creating high-quality content for special observance months and days so buildings have consistent, ready-to-use resources. • Develop age-appropriate classroom lessons and learning activities teachers can use to move beyond recognition toward meaningful student learning. • Maintain a shared set of staff/family messages, announcements, visuals, library resources, and classroom materials; review and revise annually.	**Complete & Sustain**

Ongoing Commitments

Continue	Monitor & Reflect
• MSAN student and staff learning opportunities • Speak Up and anti-hate speech learning • Culturally responsive practices and restorative practices • Family communication, interpretation, and engagement	• Achievement gaps in reading and math • Student sense of belonging • Disproportionality in behavior incidents • Stakeholder feedback and implementation data

COMMITTED TO CHILDREN • COMMITTED TO COMMUNITY • COMMITTED TO EXCELLENCE

WAUNAKEE COMMUNITY HIGH SCHOOL

INFO BRIEF
September 11, 2026

Equal Opportunity Schools Partnership: Year One in Review

What changed in advanced-course participation between the 2025-26 baseline and the fall 2026-27 Opportunity Chart

842
students in AP or DC courses
up from 745 — +97 students (+13%)

78.8%
participation rate
up from 73.2% — +5.7 points

18 pts
low-income participation gap
down from 31 points

6 pts
students-of-color participation gap
down from 15 points

ABOUT THE OPPORTUNITY CHART

Equal Opportunity Schools (EOS) generates the Opportunity Chart from the partner data WCHS uploads each fall. It counts every student in grades 9–12 enrolled in at least one course coded AP or DC (dual credit) and compares participation rates by race/ethnicity and income. The 2025-26 chart is the partnership baseline; the 2026-27 chart reflects the September 4, 2026 upload. Both were generated by the EOS platform on September 10, 2026.

WHAT CHANGED IN ONE YEAR

- **Participation grew faster than enrollment.** AP/DC enrollment rose by 97 students (+13%) while the grade 9–12 population grew by 50 (+5%). Every group with more than ten students improved except Black/African American Med/High Income students, which held flat at 63%.
- **The income gap narrowed by 13 points.** Low-income students went from 44% participation (28 of 63) to 62% (31 of 50); Med/High Income students went from 75% to 80%. The gap between the two fell from 31 points to 18.
- **The race/ethnicity gap narrowed by 9 points.** Students of color (Asian, Black/African American, Hispanic/Latino, and Multiracial combined) moved from 61% participation (106 of 175) to 74% (139 of 188); White students moved from 76% to 80%. The gap fell from 15 points to 6.
- **Largest gains: White Low Income (+19 points), Multiracial Med/High Income (+17), Hispanic/Latino Low Income (+16).** Asian Med/High Income students, already the highest-participating segment, rose from 79% to 89%.
- **Two-thirds of last year's gap is closed.** Against the 2025-26 goal of 79.3%, the students still needed to bring every group to goal fell from 66 to 24 (see the progress table).

PARTICIPATION BY STUDENT GROUP

		2025-26 baseline			2026-27 (fall upload)			
Student group	Income	Students	In AP/DC	Rate	Students	In AP/DC	Rate	Change (pts)
Asian	Low	5	3	60.0%	1	1	**100.0%**	+40.0 *
Asian	Med/High	29	23	79.3%	35	31	**88.6%**	+9.3
Black/African American	Low	8	4	50.0%	3	3	**100.0%**	+50.0 *
Black/African American	Med/High	11	7	63.6%	19	12	**63.2%**	-0.5
Hispanic/Latino	Low	24	11	45.8%	13	8	**61.5%**	+15.7
Hispanic/Latino	Med/High	50	29	58.0%	65	43	**66.2%**	+8.2
Multiracial & Addl. Races	Low	6	2	33.3%	4	2	**50.0%**	+16.7 *
Multiracial & Addl. Races	Med/High	42	27	64.3%	48	39	**81.3%**	+17.0
White (not Hispanic)	Low	20	8	40.0%	29	17	**58.6%**	+18.6
White (not Hispanic)	Med/High	823	631	76.7%	851	686	**80.6%**	+3.9
All students		**1,018**	**745**	**73.2%**	**1,068**	**842**	**78.8%**	**+5.7**

** Fewer than 10 students in at least one year; a change of one or two students moves the rate by 10–50 points. Read these rows as counts, not rates. Source: EOS Opportunity Charts for Waunakee High, 2025-26 and 2026-27. Rates recomputed from the chart's counts; EOS displays whole-number rounding.*

PROGRESS AGAINST THE 2025-26 GOALS

The 2025-26 chart set a 79.3% goal for every group and identified 66 students to add across nine groups. One year later, four of the nine are at or above goal, four narrowed their gap, and one did not improve. The 24 students still needed are concentrated in three segments: Hispanic/Latino Med/High Income (9) — the largest group among students of color and, at 66%, the lowest

participating student-of-color segment with 20 or more students; White Low Income (6), which improved most but remains 22 points behind its Med/High Income peers; and Black/African American Med/High Income (4), the only group over ten students that did not improve as it grew from 11 to 19. These three are the natural focus for Year 2 outreach.

		2025-26 baseline		2026-27 result			
Student group	Income	Rate	To add	Rate	vs. 79.3% goal	Still to add	Status
Asian	Low	60.0%	1	**100.0%**	+20.7	**0**	**Goal met ***
Asian	Med/High	79.3%	0	**88.6%**	+9.3	**0**	**Benchmark (at goal)**
Black/African American	Low	50.0%	3	**100.0%**	+20.7	**0**	**Goal met ***
Black/African American	Med/High	63.6%	2	**63.2%**	-16.1	**4**	**Not met**
Hispanic/Latino	Low	45.8%	9	**61.5%**	-17.8	**3**	**Progress, not yet met**
Hispanic/Latino	Med/High	58.0%	11	**66.2%**	-13.1	**9**	**Progress, not yet met**
Multiracial & Addl. Races	Low	33.3%	3	**50.0%**	-29.3	**2**	**Progress, not yet met**
Multiracial & Addl. Races	Med/High	64.3%	7	**81.3%**	+2.0	**0**	**Goal met**
White (not Hispanic)	Low	40.0%	8	**58.6%**	-20.7	**6**	**Progress, not yet met**
White (not Hispanic)	Med/High	76.7%	22	**80.6%**	+1.3	**0**	**Goal met**
All students		**73.2%**	**66**	**78.8%**	**-0.5**	**24**	**4 of 9 goals met**

*Goal = 79.3%, the rate EOS set for 2025-26. "Students to add" uses the EOS method: each group's target count (rounded up) minus current participants. Status is judged on the group's 2026-27 rate, since group populations changed between years. * Met on a group of fewer than 10 students.*

READING THE 2026-27 "STUDENTS TO ADD" FIGURE

The 2026-27 chart headline says WCHS should enroll 226 more students to reach a goal rate of 100%. That figure is not comparable to last year's 66 and is not a setback. When no goal is set, EOS uses the highest-performing segment's rate as the target: last year Asian Med/High Income at 79.3%; this year two very small segments (1 of 1 and 3 of 3 students) at 100%, so the platform counted every non-participating student in the school. The table shows what the same chart implies under more meaningful goals.

Goal rate	Basis	Students to add (2026-27)
79.3%	Last year's goal (2025-26 top segment: Asian Med/High Income)	**24**
88.6%	This year's top segment with 20+ students (Asian Med/High Income)	**108**
100%	Platform default this year, driven by two segments of 1 and 3 students	**226**

Recommendation: set an explicit goal rate in the EOS platform before Year 2 outreach begins so that the chart's "students to add" column is usable for counselor planning.

CAUTIONS WHEN USING THESE FIGURES

- **One year is not a trend, and EOS is not the only variable.** The AP catalog expanded on-site courses this year, enrollment grew, and cohort composition shifted. Credit the improvement to catalog growth, counseling, and EOS-supported outreach together.
- **Low-income counts depend on the income flag at upload time.** The low-income population fell from 63 to 50 even as enrollment grew. The September 4 upload may predate completion of this year's free/reduced meal applications; if so, the low-income rate could shift. Verify before citing the 62% figure externally.
- **The chart counts AP and DC only.** Courses coded DE, Honors, or CTE are not counted, so total early postsecondary opportunity (EPSO) participation is broader than shown. Ninth graders, who have few AP/DC options, are included both years, which depresses rates but not the comparison. Confirm with EOS whether DE-coded courses should count.

About this document. This brief was drafted with the assistance of Claude, an AI model from Anthropic, from the EOS Opportunity Charts and WCHS partner-upload data. All figures, framing, and conclusions were reviewed, verified, and approved by Tim Schell, Director of Secondary Curriculum and Instruction.

Estimated environmental impact. Producing this brief across three drafting rounds used an estimated 50 watt-hours of data-center electricity, about 20 grams of CO_2e. That is comparable to streaming Netflix for about 20 minutes, or driving about 300 feet (0.06 miles) in a car that gets 25 mpg. Order-of-magnitude estimate using U.S. average grid emissions (EPA eGRID), Netflix/DIMPACT's ~55 g CO_2e per streaming hour, and EPA's 8,887 g CO_2 per gallon.