

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

Thursday, September 8, 2022

8:00 AM

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

V. ADVANCED PLACEMENT EXAM SUMMARY

3

An overview of this year's AP exam results and our multi-year trends will be presented.

VI. DEI AUDIT RECOMMENDATIONS

7

This agenda item is to give an updated grid to the committee, with a status summary and possible next steps. The meeting is scheduled for ninety minutes. If we do not move through the entire document, so may need to be held over for the next meeting.

VII. ITEMS FOR FUTURE MEETINGS

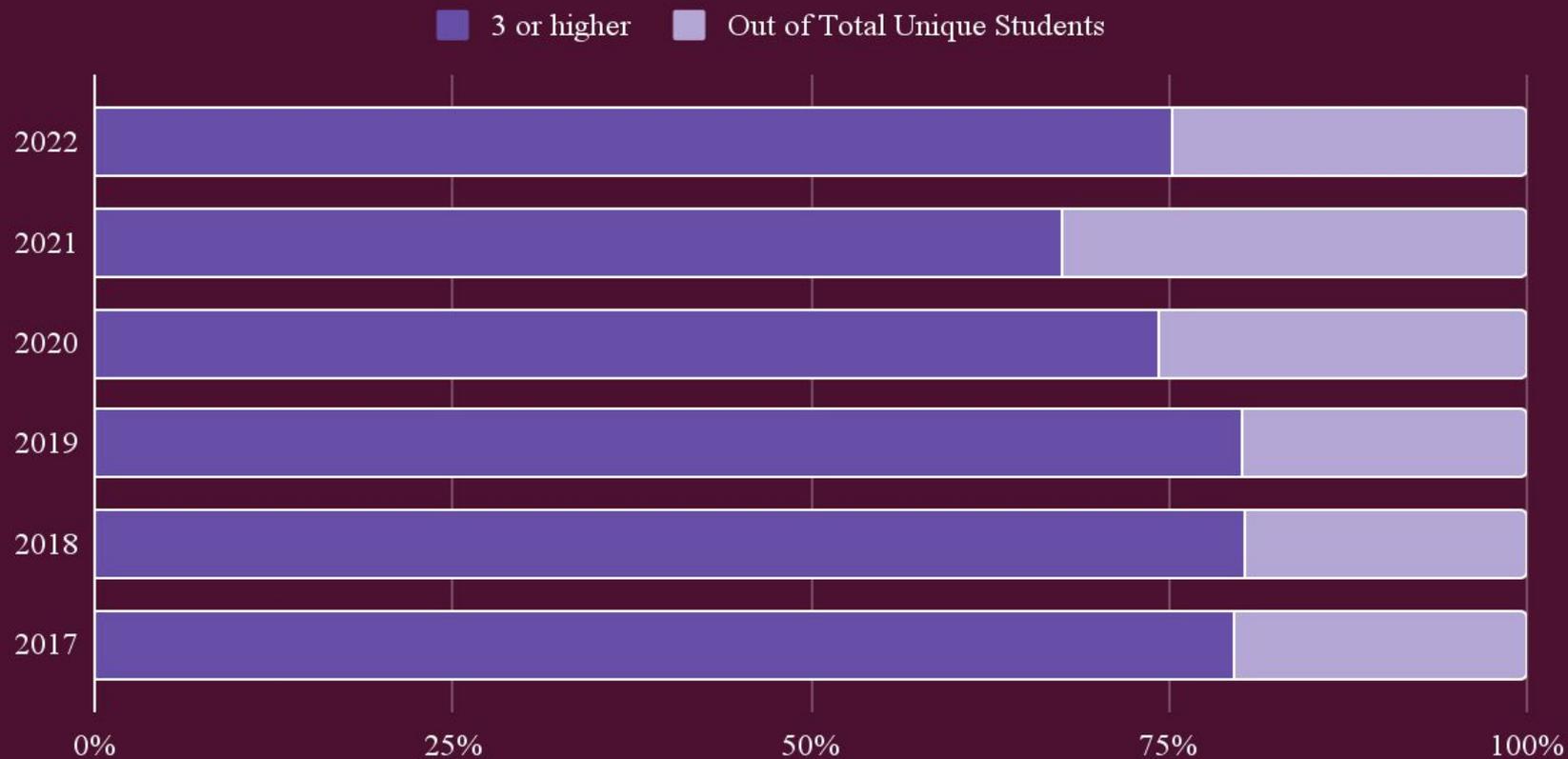
VIII. ADJOURN

“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.”

AP DATA



AP Testing, Scoring 3 or higher, Over time



AP TESTING OVER TIME

YEAR	PERCENT OF TOTAL AP STUDENTS SCORING 3+	TOTAL STUDENTS TESTED	TOTAL NUMBER OF EXAMS
2022	75.32	470	760
2021	67.56	450	748
2020	74.33	483	818
2019	80.26	456	788
2018	80.41	434	746
2017	79.59	441	748

KEY POINTS

- Participation and percentage of 3 or better scores improved from 2021.
- Participation and percentage of 3 or better scores have not rebounded all the way to pre pandemic trends.

**DEI Ad Hoc Recommendations
Curriculum Committee**

Item	Committee	Administrative Status Summary and Potential Next Steps
Offer ongoing professional learning opportunities that afford space/time to process, reflect, and apply new learning	Curriculum	Providing time to process and apply new learning is a valuable component of professional development that has been increased in recent years and is expected to continue. 7
Extend learning opportunities regarding culture and implicit bias to all staff;	Curriculum	There have been isolated learning opportunities in this area, but not consistently and district wide.
Work with building coaches to develop comfort/capacity in leading professional learning for staff around equity in education.	Curriculum	Our instructional coaches include equity topics in coaching cycles and in workshops as appropriate.
Evaluate and monitor progress of students (response rates within RtI framework) of different abilities and from different backgrounds and report progress to the WCSD Board of Education	Curriculum	Reviewing our data to monitor whether our multi-tier systems of support serve all learners who need support well is important. Due to the relatively small numbers of students in disaggregated data at individual grades and schools, this may need to be a district level study.
Evaluate the level of awareness of and accessibility to WCSD 4K programs and wrap-around care that is available to all families in the district;	Curriculum	A high percentage of our families participate in 4K programming in our district or in other districts. There is also a high level of participation in busing and wrap around care.
Provide outreach to network with child care programs beyond 4K sites, including pre-K programs such as Head Start;	Curriculum	The district partners with sites for 4K with consultation available for any site. Head Start is not currently offered by non-profit groups in our community.
Provide professional learning opportunities and coaching to all staff/teachers in the areas of family and community including communication and relationship building. Such opportunities should be made available to all district staff who	Curriculum	We have offered trauma sensitive schools training to all our licensed staff in the past and may revisit it and extend it to all employee groups as this is an area of ongoing need. We will review other training approaches to strengthening home-school communication and relationship development.

Item	Committee	Administrative Status Summary and Potential Next Steps
interact with students and families in and outside of the classroom;		
Improve communication practices to remove barriers to information access. This may include communicating with families who move into the school district in the middle of the school-year and providing interpretation and translation services.	Curriculum	We have added staffing and improved our overall service level for translation and interpretation in recent years. This is an area where significant improvement has occurred. Supporting families who are new to the district is an area we can review for greater consistency.
Revisit adding the “Educators Rising” Program for students who may pursue education in the future and actively recruit BIPOC students to join;	Curriculum	We have an Educators Rising program and the opportunity is communicated broadly, including outreach to our affinity groups. 8
Provide outreach to families and to determine barriers that may exist for students who are preparing for college and/or careers beyond high school;	Curriculum	We will review our data to determine what gaps may exist. We currently do not offer much in the way of differentiated approaches to Academic and Career Planning and will engage our counselors in developing outreach strategies for provide additional support.
Increase accessibility and opportunities for students to participate in ACT preparation classes by eliminating fees and offering classes during school hours;	Curriculum	We will introduce Naviance earlier (Sophomore year instead of Junior year). We will increase awareness of free online options and the fee waiver process for the in person workshop.
Create opportunities to ensure equal representation of students of different abilities and backgrounds in Advanced Placement (AP) classes.	Curriculum	We will review our prerequisites to shift from a gatekeeping philosophy to a welcoming any student mindset.
Discontinue tracking systems that may exist based on perceived student abilities	Curriculum	We will review requirements to reduce gatekeeping barriers and reach out to all students, including underrepresented groups, to encourage them to take advanced coursework.
Provide consistent and repeated staff training, coaching, and feedback on inclusion practices;	Curriculum	We have been working to embed professional learning for staff that promotes co-teaching and understanding of universal practices for all students. This work needs to continue.

Item	Committee	Administrative Status Summary and Potential Next Steps
Explicit staff training (inviting paraeducators), in Universal Design for Learning (UDL), tied to coaching and feedback	Curriculum	See previous item.
Review and update curriculum and curricular resources/materials through a diverse lens (e.g. history and sociology)	Curriculum	We have begun to review district curriculum for an accurate and inclusive representation of all backgrounds. This work needs to continue.
Include BIPOC (Black, Indigenous, People of Color) stories/books from BIPOC authors, both fiction and nonfiction;	Curriculum	Our reading lists have broadened in the last decade and the new Multicultural Literature elective begins this year. Work on providing opportunities for student choice and reading lists that are inclusive and facilitate high levels of learning needs to continue and be refined.

