

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

Tuesday, June 27, 2023

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. NEW COURSE PROPOSAL-FOUNDATIONS OF ALGEBRA

4

Tim Schell

The High School Mathematics Department is proposing a new Foundations of Algebra course designed for students who are underprepared for Algebra and would be better served with a Pre-Algebra course instead of Algebra with Algebra workshop. The initial group of students to be served will be newcomer multilingual students who have had interruptions in their mathematics education. Additional students will be served as we develop placement criteria to appropriately identify candidates.

This is an action item.

VI. NEW COURSE PROPOSAL-HERITAGE BILINGUAL BIOLOGY **9**

Tim Schell

The Heritage Bilingual Biology course is part of our bilingual program implementation at the High School. Content coverage is aligned with our existing Biology course and students will use the Spanish language version of our Biology textbook with supplemental materials.

This is an action item.

VII. ACADEMIC STANDARDS ADOPTION 2023-2024 **17**

Amy Johnson and Tim Schell

This is the state mandated annual adoption of academic standards. There are no changes from last year.

This is an action item.

VIII. TESTING AND ASSESSMENT SCHEDULE 2023-2024 **19**

Tim Schell and Amy Johnson

This is our annual testing and assessment schedule for 2023-2024. This is very similar to previous schedules. STAR Early Literacy replaces PALS as our early literacy readiness screener for 4K. The Middle School has been selected as a site for the National Assessment of Educational Progress.

This is an action item.

IX. PATHWAYS PROGRAM REPORT **22**

Janell Dorn

Janell Dorn will be presenting our first Pathways annual report as required by the new policy on Advanced Learning. The slide deck will be added to Board Book after the meeting presentation.

This is an information item.

X. K-4 MATH REVIEW UPDATE **41**

Amy Johnson

Amy Johnson will provide an update on our K-4 Mathematics instructional materials review.

This is an information item.

XI. 7-8 ELA MATERIALS REVIEW UPDATE **42**

Tim Schell

Tim Schell will provide an update on the Middle School ELA materials review.

This is an information item.

XII. ITEMS FOR FUTURE MEETINGS

XIII. 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.”

NEW COURSE APPROVAL FORM
(Due October 1, 2022)

Date: March 14 2023

Department Chairperson/Building Coordinator: Erin Schroeder

Department: Math Building: High School

Proposed Course Title: Foundations of Algebra Grade Level: 9 - 12

Course Length: Year Credits: 1

Requirement/Elective: Meets Math requirements Meeting Frequency: 1 per A/B day at HS

Anticipated Enrollment: 25 - 30 Prerequisites: Nomination by Math Team & EL Team

Principal's Approval: April 4, 2023

Comments:

Review & Discuss w/Activities Director for NCAA Eligibility – Date: _____

Comments: Not NCAA

Review & Discuss Within the Building Between Departments – Date: April 6, 2023

Comments:

Systemwide Curriculum Committee Review Date: 5/10/2023

Comments:

Director of Instruction/District Administrator's Approval: 5/11/2023

Board of Education Curriculum Sub-committee Review Date: _____

Board of Education Approval Date: _____

I. COURSE INFORMATION

A. Rationale for Course: *(Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)*

Students who are behind in math and have gaps that are not ready for Algebra. This course will allow them to build their math basics before moving on to Algebra. Also will serve Multi-language learners and SLIFE student population.

B. Course Description: *(Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)*

Students will work on the basic foundations of Algebra including basic mathematical operations, order of operations, solving equations and graphing equations. Will also focus on comprehensive input delivery and creating a language rich environment.

C. Course Outline: *(Attach course outline which includes the major topics and concepts.)*

- Basic Mathematical operations
- Order of operations (PEMDAS)
- Solving equations (1-step, 2-step, multi-step, & exponential equations)
- Graphing equations (linear & exponential equations)

D. Materials & Resources: (Include text, computer/technology tools, and supplementary information.)

Supplementary workbooks
 Teacher resources for examples/worksheets

E. Instructional Methods: (Check applicable ones and explain wherever necessary.)
 Which of these are used: Check with "X"

X	Lectures	X	Demonstrations	X	Check Quizzes
X	Discussions		Term Papers		Individual Study Contracts
	Special Reports		Extra Reading		Other
X	Laboratory (hands-on)		AV Materials	X	Academic Vocabulary
	Online/Virtual Learning		Field Trips		

F. Student Evaluation Procedures:

- Quizzes/Test
- Independent Practice (Homework)
- Classroom Participation

G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

No Major purchases required

H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many	Approx. Cost	Total Cost
\$ _____	Professional	_____	\$ _____
\$ _____	Non-Professional	_____	\$ _____

(Assistants, secretarial, etc.)

Added Materials

Textbooks _____ @ \$ _____ =
\$ _____

Supplies
\$ _____

Added Equipment Needed:

List/Cost: _____ @ \$ _____ =
\$ _____

_____ @ \$ _____ =
\$ _____

_____ @ \$ _____ =
\$ _____

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

II. OTHER PERTINENT INFORMATION

A. This course will be: (please check one)

- an addition to the department's offering
- a replacement for _____
- a pilot study

B. This course will require (please check the appropriate spaces):

- the adoption of a new textbook
- the use of a text previously adopted and in use

C. This course will require (please check appropriate spaces)

- specialized organization of teacher time
- specialized room arrangement or equipment (explain below)
- specialized student grouping or sectioning
- curriculum planning time
- specialized technology

D. To what extent will this curriculum change affect the number of teacher preparation each semester? (*Explain*)

Will add another class/prep for ½ math teachers

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

It will redistribute the math class that students are taking (Each student will be taking 1 math class, they will then be taking this class instead of Algebra)

F. To what extent does this course conflict with courses offered in other departments?

None

G. What course(s) could be deleted if this curriculum change is adopted?

Algebra - R

H. This proposed course must be discussed with other members of your department prior to submitting this form. (*Describe briefly the outcome of these discussions.*)

Very supportive

I. To what effect does this curriculum change affect the K-12 Skills Continuum? (*duplication, deletion, reinforcement, etc.*)

J. If approved, this course will begin: Fall 2023
(*semester/year*)

Rev. 8/15/2018

NEW COURSE APPROVAL FORM
(Due October 1, 2022)

Date: 5/11/23

Department Chairperson/Building Coordinator: Yelena Walther/Todd Shucha

Department: ELL/Science Building: High School

Proposed Course Title: Heritage Bilingual Biology Grade Level: 9-12

Course Length: 1 year Credits: 1.0

Requirement/Elective: _____

Meeting Frequency: Every other day - 90 minute class

Anticipated Enrollment: _____

Prerequisites: Students have an English language proficiency (ELP) level less than 3 and are Heritage Spanish speakers

Principal's Approval: April 4, 2023

Comments:

Review & Discuss w/Activities Director for NCAA Eligibility – Date: 4/5

Comments:

Review & Discuss Within the Building Between Departments – Date: April 6, 2023

Comments:

Systemwide Curriculum Committee Review Date: 5/10/2023

Comments:

Director of Instruction/District Administrator's Approval: 5/11/2023

Board of Education Curriculum Sub-committee Review Date: _____

Board of Education Approval Date: _____

I. COURSE INFORMATION

A. Rationale for Course: *(Provide a brief description of student/school needs/purpose of course, benefits, and anticipated student outcomes.)*

Over the last 6-7 years, the Waunakee School District has seen an increase in enrollment of Spanish speaking newcomer students at the secondary level, many of whom are SLIFE students (Students with Limited or Interrupted Formal Education). These students come to us with very limited or no English and often have instructional gaps, therefore requiring a great deal of teacher support. Historically, these students have been receiving in-class bilingual support in the required Biology course. Receiving bilingual assistance in a mono English rigorous course, such as Biology, is not the best way to serve this group of students with very unique needs. By offering the course in Spanish with bilingual and metalinguistic (language processing) activities, the students are able to get a more equitable learning experience and a deeper understanding of the content by learning in their dominant language. They are also able to make cross-linguistic connections and metalinguistic analysis of the language of science in English and Spanish. Several other neighboring districts including Madison, Verona, Middleton, Sun Prairie have implemented a similar course within their high school offerings.

B. Course Description: (Short descriptive paragraph highlighting the major focus of course. To be used for course offering catalog.)

This is an introductory, survey course in Biology. This class will be primarily conducted in Spanish and incorporates Spanish language through reading, writing, speaking and listening activities and assignments. It is intended for students to build on their native language skills, learn NGSS (Next Generation Science Standards) and support English language development. Major themes of this course, which will be consistent with the content standards within the monolingual Biology class include: cells, genetics, evolution, diversity of life, organisms, human structure and function, and ecology. This course is designed as a basis for scientific learning and general approach to the study of living things.

C. Course Outline: (Attach course outline which includes the major topics and concepts.)

- Unit 1 - Part 1 - Experimental Design
- Unit 1 - Part 2 - Ecology
- Unit 2 - Water Transport (Carbon compounds)
- Unit 3 - Photosynthesis and Cellular Transportation
- Unit 4 - Cellular Division - Mitosis and Meiosis
- Unit 5 - Genetics
- Unit 6 - DNA, RNA, Protein Synthesis
- Unit 7 - Classification, Natural Selection, Evolution
- Unit 8 - Viruses
- Unit 9 - Microbiology and Human Body Systems

D. Materials & Resources: (Include text, computer/technology tools, and supplementary information.)

- SAVVAS Biology book in Spanish
- Gimkit account
- Brainpop - Spanish

E. Instructional Methods: (Check applicable ones and explain wherever necessary.)

Which of these are used: Check with "X"

X	Lectures		Demonstrations	X	Check Quizzes
X	Discussions		Term Papers		Individual Study Contracts
	Special Reports	X	Extra Reading		Other
X	Laboratory (hands-on)	X	AV Materials		
	Online/Virtual Learning		Field Trips		

F. Student Evaluation Procedures:

Assessment methods may include:

- Quizzes and tests
- Projects (brochure)
- Lab practical formative assessments
- Labs (hands-on) - completion of written lab reports as well as lab activity
- Other formative and summative measures

G. Financial Impact: (Provide an explanation of projected costs for personnel, materials, and equipment for subsequent years when the proposal is fully implemented.)

The Heritage Biology will use the regular education lab equipment since it will be taught in a Biology classroom.

H. Financial Impact: (First Year)

<u>Added Personnel</u>	How Many	Approx. Cost	Total Cost
	Professional	_____	\$_____
\$_____			

	Non-Professional	_____	\$_____
\$_____	(Assistants, secretarial, etc.)		

<u>Added Materials</u>	Textbooks	_____	@	\$ <u>≈ 2,000</u>	=
\$ <u>10</u>					

	Supplies	<u>(list of supplies)</u>			
\$_____					

Added Equipment Needed:

	List/Cost:	_____	@	\$_____	=
\$_____					

		_____	@	\$_____	=
\$_____					

\$ _____ @ \$ _____ =

I. Explain how this new course will correlate with Wisconsin State Academic Standards and/or district remediation plans.

I will teach the same standards using the same curriculum as the Mainstream - monoEnglish 9th grade Biology course.

Next Generation Science Standards

HS-LS1-1 Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells

HS-LS1-2 Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-LS1-3 Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

HS-LS1-4 Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

HS-LS1-6 Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules.

HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

HS-LS2-3 Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

HS-LS2-5 Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem

HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

HS-LS3-1 Ask questions to clarify relationships about the role of DNA and chromosomes in coding

HS-LS3-2 Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

HS-LS3-3 Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

HS-LS4-1 Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-2 Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

HS-LS-4 Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

HS-LS4-5 Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

HS-LS4-6 Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

II. OTHER PERTINENT INFORMATION

- A. This course will be: *(please check one)*
 an addition to the department's offering
 a replacement for _____
 a pilot study

B. This course will require (please check the appropriate spaces):

- the adoption of a new textbook
 the use of a text previously adopted and in use

C. This course will require (please check appropriate spaces)

- specialized organization of teacher time
 specialized room arrangement or equipment (explain below)
 specialized student grouping or sectioning
 curriculum planning time (**Summer curriculum hours have already been approved**)
 specialized technology

D. To what extent will this curriculum change affect the number of teacher preparation each semester? (Explain)

E. To what extent does this course conflict with the content and/or student availability of other courses in your department?

No conflict

F. To what extent does this course conflict with courses offered in other departments?

No conflict

G. What course(s) could be deleted if this curriculum change is adopted?

H. This proposed course must be discussed with other members of your department prior to submitting this form. (Describe briefly the outcome of these discussions.)

This course is what was expected from previous discussions of our bilingual programming implementation.

I. To what effect does this curriculum change affect the K-12 Skills Continuum?
(*duplication, deletion, reinforcement, etc.*)

J. If approved, this course will begin: Fall 2023
(*semester/year*)

Rev. 8/15/2018



ADMINISTRATION OFFICE

905 Bethel Circle
Waunakee, Wisconsin 53597
(608) 849-2000

Curriculum and Instruction

MEMO

To: Board of Education

From: Tim Schell and Amy Johnson

CC: Randy Guttenberg

Date: June 22, 2023

Re: Annual Academic Standards Notice

School boards are required to annually recognize what adopted academic standards are in effect for the school year. Districts are required to notify parents and guardians of the standards prior to the start of school. We have prepared the following summary of our academic standards for your action.

The State of Wisconsin has standards for each academic area, but as a local control state we have the option to use alternative standards if we choose. We have adopted the following Wisconsin state standards in the following subjects.

- Agriculture, Food, and Natural Resources
- Business and Information Technology
- Computer Science
- Early Learning Standards
- English Language Arts
- Environmental Literacy and Sustainability
- Family and Consumer Science
- Health Education Health Science
- Information and Technology Literacy
- Marketing, Management, and Entrepreneurship
- Mathematics
- Nutrition Education
- Personal Financial Literacy
- Physical Education
- Reading

- Social Studies Technology and Engineering
- Theatre Education
- World Languages
- Wisconsin Essential Elements
 - ELA
 - Mathematics
 - Science

We have adopted different standards than the state model standards in the following subjects.

- Art & Design -Locally designed standards that draw on the best of state and national model standards
- Music- Locally designed standards that draw on the best of state and national model standards
- Science-Next Generation Science Standards

We will be sending a communication home to parents before the start of school following your action. Please let us know if you have any questions.

Waunakee Community School District ---2023-2024 Testing Program

Grade	Test	Typ	Administration Dates	Responsible	Annual Est. Time
4K	STAR Early Literacy (State Early Literacy Screener)^#	Universal Screener	FALL-Oct. 2-13, 2023 WINTER- Feb 5-16, 2024 SPRING-May 1-10, 2024	Classroom Teacher	2.5 hours (T)
K-2	STAR Early Literacy (State Early Literacy Screener)^#	Universal Screener	FALL-Sept 11-October 6, 2023 WINTER- Jan 2-Jan 19, 2024 SPRING-April 22-May 10, 2024	Classroom Teacher	2.5 hours (T)
K-10	AimsWeb# & StarCBM#	Progress Monitor	September 2023-May 2024	Classroom and/or Reading/Math	4 minutes per student
K-4	Fountas and Pinnell Benchmark Assessment System#+	Universal Screener, Diagnostic	Sept 5- 29, Oct 30-Nov. 17, Jan 2-Feb 29, Apr. 22-May 17	Classroom Teacher	20-35 hours (T)
5-6	Fountas and Pinnell Benchmark Assessment System#+	Universal Screener, Diagnostic	Sept 5- 29, Oct 30-Nov. 17, Jan 2-Feb 29, Apr. 22-May 17 <i>(Note: Instructional coach will communicate requirements for each trimester)</i>	Classroom Teacher	15-25 hours (T)
1-2	STAR – Math	Universal Screener, Achievement, Growth, Progress Monitor	FALL-Sept 11-October 6, 2023 WINTER- Jan 2-Jan 19, 2024 SPRING-April 22-May 10, 2024	Principal, Counselors Teachers	90 minutes (S) More if used for progress monitoring.19
3-6	Forward Exam^ STAR Reading and Math	Proficiency Universal Screener, Achievement, Growth, Progress Monitor	WI test window March 18-April 26, 2024 FALL-Sept 11-October 6, 2023 WINTER- Jan 2-Jan 19, 2024 SPRING-April 22-May 10, 2024	Principals, Counselors Teachers	250 minutes (S)- grades 3, 5, 6 435 minutes (S)- grade 4 180 minutes (S) More if used for progress

Waunakee Community School District ---2023-2024 Testing Program

7-8	Forward Exam [^] i-READY (ELA and Math)#	Proficiency Universal Screener, Achievement,	WI test window March 18-April 26, 2024 FALL-Sept 11-22, 2023 WINTER- Jan 2-12, 2024 SPRING-May 6-17, 2024	Principal, Counselors, Homeroom Teachers	250 minutes (S)-7 th grade 440 minutes (S)-8 th grade 120 minutes (S) More if the student qualifies for winter and spring testing.
	Gates/McGinnity	Achievement Placement for AE9	Late winter 2024	AE8 Teachers & Pathways	60 minutes (S) (pullout)
9	WI PreACT [^]	Proficiency and College Readiness	WI test windows for standard and accommodated testing. March 18-April 26, 2024	Counselors & Teachers	155 minutes (S)
10	Forward Exam (social studies) [^]	Proficiency	WI test window March 18-April 26, 2024.	Social Studies Teachers	100 minutes (S)
	WI PreACT [^]	Achievement	WI test windows: March 18-April 26, 2024	Counselors & Teachers	155 minutes (S)
11	PSAT@	College Prep, Scholarship	PSAT/NMSQT October 2-31 2023	Counselors	130 minutes (S) (pullout)
	WI ACT [^]	Proficiency and College Entrance	March 12, 2024, make up April 9	Counselors & Teachers	235 minutes (S)
11-12	Advanced Placement* @	College Entrance	May 6-17, 2024	Counselors	190 minutes (S) (pullout)

Waunakee Community School District ---2023-2024 Testing Program

Please note: Exemptions are made for SWD and EL students according to established district procedures.

NAEP testing –The Middle School has been selected for the 8th grade NAEP Mathematics and the 8th Grade NAEP Reading assessments with a testing window of January 29-March 8, 2024.

Dynamic Learning Maps (DLM)- WI test window March 18-April 26, 2024

ACCESS for ELL- WI Test Window Dec.4 , 2023 to Feb 2, 2024 testing window

SSIS-Behavioral screeners and assessments will be scheduled periodically during the year as part of PBIS.

TOMAGS-Universal advanced learning screener for mathematics reasoning will be scheduled during the year in an elementary level grade.

Estimated time notation (T) teacher for individualized/interview assessments and (S) for large group assessments.

* Tentative

^State Mandated

#RtI Recommended

@student optional

Revised: June 22, 2023

Pathways Yearly Report

May 31, 2023

Number of Identified Elementary Students

School	Students - may be identified in multiple areas
Arboretum	40
Heritage	26
Prairie	26

Number of Identified Elementary Students in ELA

School	Students
Arboretum	16
Heritage	11
Prairie	5

Number of Identified Elementary Students in Math

School	Watch List	Accelerated 1 Year	Accelerated Multiple Years
Arboretum	1	29	1
Heritage	0	21	0
Prairie	7	17	0

Number of Identified Intermediate Students

Subject	Students
All - may be identified in multiple areas	86
ELA	55
Math Watch List	6
Math Acceleration - 1 Year	49
Math Acceleration - 2 Years	1
Math Acceleration - 3 Years	1

Number of Identified Middle School Students

Subject	Students
All - may be identified in multiple areas	114
ELA	75
Math Acceleration - 1 Year	68
Math Acceleration - 2 Years	2
Math Acceleration - 3 Years	1

Number of Identified High School Students

Subject	Students
All - may be identified in multiple areas	225
ELA	161
Math Acceleration - 1 Year	108
Math Acceleration - 2 Years	10
Math Acceleration - 3 Years	2

District Wide Identification in Other Areas

While students can be referred in 10 different areas, most are referred for ELA or Math. The other areas students can be referred for are: Science, Social Studies, World Language, Art, Creativity, Music, Leadership, and General Intellectual. Below are the number of students currently identified in other areas.

Area	Number Currently Identified
General Intellectual - Results in a Full Grade Level Acceleration	5 (1 in process)
World Language	10
Science	2
Social Studies	1
Creativity	1

Students Currently in Process of Being Evaluated

Students will be evaluated over the summer months if possible to allow for placement from the beginning of the next school year. More will be added when students move to Waunakee over the summer.

Level	ELA	Math
Elementary	8	12
5-8	2	14
High	2	2

Number of Referrals This Year By Level

Currently, students can be referred for evaluation by Pathways at any time during the year. Specialists evaluate students as quickly as they are able to by fitting them into their schedules where they are supporting students, staff and families.

Level	Total Referrals this Year
Elementary	130
Grades 5-8	83
High School	20 31

Number of Referrals This Year By Referrer Type

We've noticed a trend of fewer teacher referrals due to our math universal screeners and automatic trigger referrals based on test scores by PW Specialists.

Referrer	Total Referrals This Year
Parent	71
Teacher	47
Self	15
Pathways Specialist - including auto-referrals & Universal Screeners	100 32

Additional K-4 Pathways Support and Opportunities

In addition to the numerous referrals the Pathways Specialists process, we also support our Waunakee students and families through the following support and enrichment programs at the K-4 level.

- Re-evaluations in the even grade years for all students currently receiving support for ELA
- Transitioning support for all students new to accelerated placement
- Monitoring progress for all students in accelerated placement in any area through detailed reports
- Enrichment groups meeting weekly at all grade levels for both math and ELA with focus on critical thinking and academic exploration - both Pathways identified students and unidentified students who show a need for extensions and enrichment opportunities ~ over 200 students served weekly
- Noetic Math Contest grades 2-4
- Haiku Writing Contest in grade 4
- Carried out universal math screeners at the 1st and 2nd grade levels the past two years
- Provide support to teachers through gathering resources and in classroom modelling

Additional 5–8 Pathways Support and Opportunities

In addition to the numerous referrals the Pathways Specialist processes, he also supports our Waunakee students and families through the following support and enrichment programs at the 5-8 level.

- Re-evaluations in the even grade years for all students currently receiving support for ELA
- Transitioning support for all students new to accelerated placement, often between buildings
- Monitoring progress for all students in accelerated placement in any area through detailed reports
- Noetic Math Contest grades 5-6
- Greater Dane County Math teams and competitions
- Future Problem Solving grade 6 (Co-curricular at Middle School)
- APT Day Away - annual trip to play at the American Players Theatre for all Advanced English Students
- ELA Challenges and Competitions:
 - Daughters of the American Revolution - 5-8
 - Greater Dane County Anthology Project - 5-8
 - FPS Scenario Writing - 6-12
 - Playwright for Change - 7-8
 - Word Masters Analogies - 6
- Provides support to teachers through gathering resources and in classroom modelling

Additional 9-12 Pathways Support

The 9-12 Specialist is also the Coordinator for the Pathways Program 4K-12. Balancing these two roles is difficult due to time constraints. As time is limited, students and parents are always the priority and other duties and obligations come second. At this level, fewer referrals are received and mainly include evaluations for students new to the district and self-referrals for existing students. The majority of time is spent supporting students in many areas.

- Course planning/career planning - advanced learners (AL) often go beyond what is offered within our district and need assistance in learning about what is available and how to reach these opportunities
- Emotional - AL can be perfectionists and need a lot of support with how to move forward in a healthy manner
- Executive Functioning - if a person has EF vulnerabilities and is also an AL, the more advanced they are the more difficulties they will have with these skills. Students, their parents and their teachers need extensive support with understanding these vulnerabilities and how to learn/teach them

Additional 9-12 Opportunities

In addition to providing student, parent and teacher support, the 9-12 Specialist also focusing on providing enrichment opportunities. As many enrichment opportunities already exist at the high school level through the departments, Pathways focuses on offerings that go beyond these levels and expand into areas not typically covered.

- Future Problem Solving - creative and critical thinking through worldwide competition
- Art of Writing Conference: Young Artists and Authors Conference with students from around the state of Wisconsin
- Fine Arts Weekend - weekend trip to Spring Green including 3 shows at APT, acting and movement classes with APT actors, behind the scenes tour of APT, informal gathering with all types of employees of APT, tours and visits to local galleries and shops of local artisans
- College Matters Forum - college admissions panel, current college student panel
- Science Careers in Search of Women (unable to attend this year due to illness, but plans to participate next year)

Ongoing Pathways Initiatives

While the Pathways Department is proud of the job we are currently doing, we are always looking for ways to improve. While our time is limited, we are currently working on the following projects:

- Improving our identification process: While many students in the district are identified and receiving support for their advanced abilities, we know many students are missed. We are working on ways to improve our identification process so it is less reliant on families and staff referring students for evaluation.
 - Universal Screener
 - Math - 2nd grade students using Test of Mathematical Abilities for Gifted Students - 2 years
 - Math - 1st grade students using Test of Mathematical Abilities for Gifted Students - 1 year
 - Would like to begin using a non-verbal screener - possibly the Naglieri General Ability Test
 - We struggle with how we support students once identified on a General Ability Test
 - Would like to use this to create a Talent Development Model in the district
 - Automatic Triggers for Evaluation
 - Started this year with automatically evaluating students scoring above the 95th percentile on Forward exam
 - Furthered by extending to the STAR test with students scoring above the 90th percentile

Ongoing Pathways Initiatives Continued

- Improving the Advanced English Classes grades 7-10
 - Ran a book study with AE teachers, 7-12 Lit Coaches and K-12 Pathways Specialists during the 22-23 school year using the book Differentiation for Gifted Learners: Going Beyond the Basics
 - Leading Summer Curriculum Writing work this summer with all AE teachers, 5-12 Lit Coaches and 5-12 Pathways Specialists
 - Focusing on determining our shared vision for the AE classes ~ what the goals and expectations should be and how they should progress from grade to grade
- Rebranding for Pathways
 - This is something brought to our attention in a previous year, but we have not moved forward
 - Many do not understand what Pathways is in our district
 - The name was created many years ago, and we feel this should be updated to reflect what the department is responsible for

Ongoing Pathways Initiatives Continued

- Updating current Pathways department materials:
 - Parent FAQ booklet
 - As a staff we've updated the wording on our rough copy
 - Need to get the updated version translated and on the website
 - Referral Forms
 - Updated these but need to make them fillable PDFs
 - Need to get the updated fillable forms on the website
- Laude & Possible Certificate Recognition
 - Continuing to review laude recognition courses and the balances of those offered between the different subject areas
 - Goal is to award recognition for coursework that is at the highest level of what we offer to help students receive the recognition they deserve
 - New certificate recognition in the beginning phase of exploration and discussion

Further Information

Pathways Webpage on the District Website - Located on the [Curriculum and Instruction page](#)

Further Questions?

What else would you like to see in this yearly report?



Waunakee Community School District Elementary K-4 Math Review Process

Update to the BOE Curriculum Committee June 2023

Goals:

- Learn about Wisconsin's vision for mathematics, guiding principles, instructional shifts and revisions in the 2021 Wisconsin mathematics standards
- Understand current best practices in mathematics including the Math Teaching Framework from the National Council of Teachers of Mathematics (NCTM) and the role of High Quality Instructional Materials (HQIM)
- Review available math resources for K-4 through samples, online resources and EdReports
- Determine K-4 resources to pilot for 2023-24 school year
- Plan for implementation of new K-4 resources for 2024-25 school year

Workgroup Members:

- Connie Frey, K teacher, Prairie math coordinator
- Katie Krause, 1st grade teacher, Heritage
- Stacy Hankins, 2nd grade teacher, Heritage
- Brittany Marx, 2nd grade teacher, Arboretum
- Travis Follen, 2nd grade teacher, Prairie
- Steve Helmke, 3rd grade teacher, Prairie
- Rachel Leick, 3rd grade teacher, Arboretum
- Jessica Schneider, 4th grade teacher, Arboretum
- Jaime Radtke, math interventionist, Heritage
- Pam Penfield, special education teacher, Arboretum
- Lori Armstrong, instructional coach, Arboretum math coordinator, math dept. co-chair
- Heather Siedschlag, instructional coach, Heritage math coordinator
- Dawn Peters, instructional coach, Prairie
- Dean Kaminski/Katie Schmuck, elementary administrators, Prairie
- Amy Johnson, C&I

Process:

- CESA 2 consultant Steven Mijajlovic facilitated five sessions with the math workgroup.
- The workgroup evaluated five resources for pilot consideration: *Bridges in Mathematics*, *Eureka Math²*, *Illustrative Mathematics*, *Into Math*, and *Reveal Math*.
- *Eureka Math²* and *Illustrative Mathematics* were selected for piloting. Twenty-six K-4 teachers volunteered to participate in the pilot, which includes at least one teacher per grade level, per building.
- During the first semester of the 2023-24 school year, pilot teachers will teach one unit from each resource, replacing a unit from *Everyday Math*.
- Pilot teachers will meet monthly to evaluate the resources, and will make a recommendation for adoption in the spring.
- Note: Our current resource, *Everyday Math*, 4th edition will not be updated in the near future. Our sales representative indicated that the publisher is in the early planning stages of updating the copyright, but does not plan to revise the materials for a 5th edition at this time.

Planning for Grades 5-8:

- We are beginning the same process with a workgroup comprised of teachers from the Intermediate School and Middle school in 2023-24 school year, with piloting in 2024-25 and adoption the following year, which aligns with the end of our three-year renewal of *Go Math*.

MIDDLE SCHOOL ELA MATERIALS REVIEW UPDATE-JUNE 2023

The Middle School ELA team is conducting a review of instructional materials that will culminate with an implementation of new materials in the 2024-2025 school year. During the 2022-2023 school year, both the 7th grade and 8th grade course teams completed a review of the 2020 Wisconsin ELA Standards and a gap analysis of our current units. This process was facilitated by Lynn Stenroos, the Middle School's instructional coach and ELA coordinator. Lynn and Tim Schell reviewed ratings of ELA resources on EdReports and the DPI survey of adopted resources to identify an initial round of resources for publisher presentations. The presentation round included:

- Amplify
- ARC
- Into Literature
- My Perspectives
- Open Up
- Units of Study
- Unbounded Ed
- Wit and Wisdom

Publisher presentations occurred on the May 22, 2023 professional development day. Sample materials were also received and reviewed for the presentation round resources. Following the presentations and consideration of sample materials, the ELA team selected Amplify and My Perspectives to advance to a pilot phase. All members of both 7th and 8th grade ELA course teams will pilot one unit from each resource in the 2023-2024 school year. Site visits to district's currently using each resource will also occur.

Amplify's [web site](#) and [Ed Reports](#) review.

My Perspectives [web site](#) and [Ed Reports](#) review.

Selection Criteria	
1. Rigor, Depth of Knowledge, Diversity of Perspectives, and College and Career Readiness	<ul style="list-style-type: none"> a) Lessons challenge students to think critically, comprehend, and analyze a variety of complex texts, reflecting diverse backgrounds and perspectives b) Materials include a variety of text types and genres at grade level
2. Ease of Use for Teachers	<ul style="list-style-type: none"> a. Materials are well organized and user friendly b. Lesson plans and resources are easy to locate and navigate
3. Engaging for Students	<ul style="list-style-type: none"> a. Lessons and activities are designed to engage and motivate students b. Materials include appealing texts as well as a variety of multimedia resources
4. Breadth and Quality of Mentor Texts	<ul style="list-style-type: none"> a. Materials include diverse, high-quality mentor texts representing a range of perspectives and cultures b. Texts are relevant and engaging
5. Vocabulary Development, Construction of Knowledge, Greek and Latin Roots	<ul style="list-style-type: none"> a. Materials support the development of academic and content-specific vocabulary, including Greek and Latin roots and affixes b. Activities and assessments require students to apply and synthesize vocabulary in context
6. Supports All Modes of Writing, Individual Voice, Writing with Purpose, Revision, and with College and Career Readiness expectations.	<ul style="list-style-type: none"> a. Materials cover narrative, informational, and argumentative writing genres b. Writing tasks are scaffolded and provide clear guidance for each stage of the writing process
7. Development of Speaking and Listening Skills, Digital Formats, and College and Career Readiness	<ul style="list-style-type: none"> a. Materials include opportunities for collaborative discussions, presentations, debates, and modern digital formats such as podcasts and video presentations b. Speaking and listening tasks are aligned with grade-level standards and promote skills necessary for success in postsecondary education and the workforce
8. Supports ALL Learners	<ul style="list-style-type: none"> a. Materials include accommodations and modifications for students with disabilities, multilingual students, and advanced learners b. Differentiation strategies are clearly outlined and easily implemented