

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

Monday, October 16, 2023

3:00 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](mailto: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. SPECIAL CURRICULUM MEETING PRESENTATION OBJECTIVES**

Amy and Tim would like to discuss the committee's objectives for this year's upcoming curriculum presentations. We will take your feedback to this year's presenting departments.

**VI. NEW COURSE PROPOSALS** **3**

**VII. MIDDLE SCHOOL SCHEDULE PROPOSED CHANGES** **15**

Jeff Kenas will be joining us to update us on our review of scheduling options at the middle school and the administrative recommendation on our future direction. We have identified an option that we feel is the clearly best option and its benefits and implications will be discussed. We are hoping for approval of the overall concept so that planning and budget

development can move forward.

**VIII. SPRING 2023 STATE ASSESSMENT DATA**

Tim and Amy will review our Spring 2023 assessment data at a high level. The committee's November 30 meeting will be dedicated to a more comprehensive review of our assessment performance data. Public results for other districts became available just recently, so comparative tables are still in progress at the time of BoardBook release.

**IX. ITEMS FOR FUTURE MEETINGS**

October 17: Middle School Schedule Changes, Input on Goals/Look Fors for Special Curriculum Meetings, New Course Proposals, State Assessment Data if Available

November 30: New Course Proposals, State Report Cards, District Achievement Report, Spring 2023 Assessment Data

**X. ADJOURN**

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

NEW COURSE APPROVAL FORM

Date: **9/8/2023**

Department Chairperson/Building Coordinator: **Catie Anderson and Elaine Simmons**

Department: World Language Building: **High School**

Proposed Course Title: **Spanish Language Arts for Heritage Speakers 2** Grade Level: **11,12**

Course Length: Year Credits: **1.0**

Requirement/Elective: **Elective** Meeting Frequency: Alternate Days, **85 minutes / Every other day all year**

Anticipated Enrollment: **20-30** Prerequisites: **Advanced fluency in oral Spanish and desire to become biliterate. Junior or Senior status**

Principal's Approval: 10-5-2023

Comments:

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

Comments:

Review & Discuss Within the Building Between Departments – Date:10-5-23

Comments:

Discussed with Leadership.

Systemwide Curriculum Committee Review Date: 10-11-23 \_\_\_\_\_

Comments:

Director of Instruction/District Administrator's Approval: 10-11-23 \_\_\_\_\_

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.)*

**The rationale for this course stems from two movements that will support our Latino Spanish speaking population at Waunakee High School. The [Wisconsin Seal of Biliiteracy](#) will be used as a guide. The Seal requires criteria for advanced biliiteracy attainment (which is desired and valued by employers, communities and higher education institutions) along with criteria that demonstrates the ability to address the needs of local and global communities.**

1. The Wisconsin Seal of Biliiteracy is an award given to graduating high school students in districts with a Department of Public Instruction-approved program, who have demonstrated achievement in bilingualism, biliiteracy, and multicultural competence in and through two or more languages. It is believed that a mastery of two or more languages in our ever-changing world equips students with the cultural and linguistic capacity to thrive in the 21st century society. The DPI through the Wisconsin Seal of Biliiteracy wishes to develop, maintain and revitalize attitudes that surround one's ability to be bilingual and bicultural in the community and the workforce. WCSD district offers Spanish in the K-12 classroom and while starting this class at the 9-12 level, this course is something that could be encouraged and supported in our K-12 classrooms. Currently, WHS offers traditional World Language courses to heritage speakers. This course would provide heritage speakers an alternate World Language course other than the traditional Spanish language class. Historically, heritage speakers have struggled in a traditional Spanish class in which they are already speak the language they are studying. This course would offer an opportunity for heritage learners to improve academically in their their bilingual and biliiteracy abilities in the Spanish language.
2. The Wisconsin Seal of Biliiteracy also has a sociocultural component. Examples in which sociocultural competence can be demonstrated are through active participation in multicultural community events, completion of community service using the partner language, and independent reading in both the English and partner language. Los Soñadores, The Dreamers, a student led group that has supported and offered options for our Latino speaking population at WHS meets weekly to provide mentoring to students and staff at WHS. This group was born out of the need for representation for the limited Latino population in Waunakee. The club focuses on supporting students emotionally and academically to enable these students the best academic career possible. The Dreamers have been reached out to both the Middle School and most currently the Intermediate school. They provide mentoring, education on specific topics, and resources for those struggling with the feeling of isolation in the community. Data and personal statements collected from students at WHS showed the following issues to be of concern; bullying, racism, isolation, growing up too quickly, barriers to learning, drug/alcohol pressure, depression, suicide, and pursuing a high school diploma or postsecondary education. This course would enable students to make community-based learning connections between school, home and community.

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

This course is designed to help heritage Spanish speakers develop both language and cultural literacy in an environment where students' background knowledge and personal experiences are valued and utilized. Students will read complex text, learn academic vocabulary and grammar with written lessons that are geared to advance students' skills in spelling, punctuation, vocabulary usage, and idea organization. Culture and history of the Spanish speaking countries will also be studied along with current events that students are able to relate to.

The units for SLA 2 are based on the six themes for the AP Spanish Language and Composition course.

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

The course will reinforce both English and the partner language (Spanish). The course syllabus will be flexible and responsive to the students' learning needs and goals. Course topics will be student generated and may include: Personal and Public Identities, Contemporary Life, Families and Community, Global Challenges, and Social and Emotional Development. This class could be offered multiple years in sequence with alternating course topics.

Students will complete tasks in English and Spanish in order to demonstrate:

- Language proficiency in English and Spanish  
These tasks will be based upon the ACTFL World Readiness Standards for Learning Languages. These are the same standards used in the traditional Spanish Language Classroom. They reinforce the [5 C's of World Language Education: Communication](#), understanding the varied practices, products, and perspectives of different [Cultures](#), [Connections](#) with other disciplines, [Comparisons](#) of languages and cultures, and [Connection](#) to Spanish-speaking communities.
- Global/Socio Cultural Competency  
These tasks will be based on the [Global Competence standards](#) from the Council of Chief State School Officers: Investigate the World, Recognize Perspectives, Communicate Ideas, and Take Action

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

Curriculum will be connected to both historical and real life applications from the Spanish speaking world through realia, music, novels, videos, websites, and community resources found in Dane County.

Materials needed include:

- Classroom sets of advanced-mid novels in Spanish/English (\$500)
- Classroom sets of intermediate-high novels in Spanish/English (\$500)
- Films (\$100)
- AAPPL tests for each student (\$60 per student)

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

**Which of these are used: Check with "X"**

X	Community outreach	X	Writing Workshop	X	Individual goal setting, troubleshooting, and action plan development
X	Peer to peer & large group discussions	X	Individual free reading	X	Student-teacher conferences to gauge progress and adjust expectations as learning.
X	Oral presentations	X	Reading with support	X	Watching & processing films and TV Shows
X	Research	X	Listening to authentic audio	X	Mentor with other WCSD schools
X	Field Trips	X	Guest speakers		

**F. Student Evaluation Procedures:**

\_\_\_\_\_ Students will be evaluated on proficiency of:

- Presentational Communication (spoken and/or written) on bilingualism, culture and identity
- Reflections on community and school connections
- Interpretive Communication (written, audio, audiovisual) on bilingualism, culture and identity
- Interpersonal Communication (spoken and written) on bilingualism, culture and identity
- Language Proficiency in English and a Partner Language
  - English exams: Scores from ACT, AP, or ACCESS for ELLs
  - Language proficiency exam: AAPPL
- Global/Socio Cultural Competency
  - Reviews of international/cultural media
  - Service learning hours
  - Cultural/Linguistic immersion experience

The Wisconsin Seal of Biliteracy is awarded to students at the end of Grade 12 to students who have participated in a DPI improved program that are able to demonstrate:

- Proficiency in English and a partner language
- Competency in the 5cs of world language learning
- Active use and application of English and a partner language in socio culturally competent ways
- Positive disposition toward lifelong bilingualism and biliteracy

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

We expect that this class would create one additional section of classes

**H. Financial Impact: (First Year)**

<u>Added Personnel</u>	no additional		
	How Many	Approx. Cost	Total Cost
Professional	_____	\$_____	\$_____
Non-Professional (Assistants, secretarial, etc.)	_____	\$_____	\$_____

**Added Materials**

Textbooks	How Many	Approx. Cost	Total Cost
30 book set in English	60	\$8	\$500
30 book set in Spanish	60	\$8	\$500
Supplies			
films	5	\$20	\$100

**Added Equipment Needed: none**

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

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

This course will also follow best practice as defined by:

- [Wisconsin Seal of Biliteracy](#) pathway and benchmarks.
- American Council on the Teaching of Foreign Languages (ACTFL)
  - [Core Practices](#)
  - [Intermediate Proficiency Benchmarks](#)
  - [World Readiness Standards](#)
- [AP Spanish Language and Culture Standards](#)

**II. OTHER PERTINENT INFORMATION**

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

- an addition to the department's offering (because now the split will be a 9/10 and 11/12 course)
- a replacement for Spanish Intermediate Proficiency Course
- 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
- other curriculum support materials

**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)**

This course will add one more class to the World Language offerings.

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

There will be little interference with student availability for other courses. This course may replace a world language credit for our heritage speakers who may have not otherwise taken a course for world language credit

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

We do not expect conflict with other courses offered in other departments.

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

Spanish Intermediate Proficiency Course

**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 has been discussed with the current teacher, Jenni Balcázar, and during our August World Language Department meeting. The members of our department are supportive of this initiative.

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

This course will enhance and reinforce the academic experience of our heritage speakers.

**J. If approved, this course will begin: September 2024**

NEW COURSE APPROVAL FORM  
(Due October 1, 2023)

Date: \_\_\_\_\_ September 26, 202 \_\_\_\_\_

Department Chairperson/Building Coordinator: \_\_\_\_\_ Jonathon Gustafson \_\_\_\_\_

Department: \_\_\_\_\_ Physical Education \_\_\_\_\_ Building: \_\_\_\_\_ HS \_\_\_\_\_

Proposed Course Title: \_\_\_\_\_ Unified PE \_\_\_\_\_ Grade Level: \_\_\_\_\_ 9-12 \_\_\_\_\_

Course Length: \_\_\_\_\_ Semester \_\_\_\_\_ Credits: \_\_\_\_\_ .5 \_\_\_\_\_

Requirement/Elective: \_\_\_\_\_ Elective/Required PE Credit \_\_\_\_\_

Meeting Frequency: \_\_\_\_\_ Every other day on the block schedule

Anticipated Enrollment: \_\_\_\_\_ 20 Max \_\_\_\_\_

Prerequisites: Introduction to PE, unless student has teacher recommendation

Principal's Approval: \_\_\_\_\_

Comments:

Review & Discuss w/Activities Director for NCAA Eligibility – Date: \_\_\_\_\_ 9/11/23 \_\_\_\_\_  
(Need to make sure this is eligible for HS PE credit as recognized by the NCAA.)

Comments: Tiffany Loken and Nick Conrad talked with Sun Prairie and their Unified PE course is taken by many athletes and transcribed as PE credit, which is recognized by colleges.

**Review & Discuss Within the Building Between Departments**

Date: \_\_\_\_\_ September 7, 2023 \_\_\_\_\_

Comments: Approved

**Systemwide Curriculum Committee Review Date:** \_\_\_\_\_ 10-11-23 \_\_\_\_\_

Comments:

**Director of Instruction/District Administrator's Approval:** \_\_\_\_\_ 10-11-23 \_\_\_\_\_

Board of Education Curriculum Sub-committee Review Date: **(Tim will put this on the agenda for the Curriculum Committee to review)**

Board of Education Approval Date: **(Tim will send the course proposal to the board after the Curriculum Committee has approved it.)**

## I. COURSE INFORMATION

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

- Makes PE curriculum accessible and equitable for all students
- Promotes the value of a physically active lifestyle
- Builds strong relationships between students of all abilities
- Provides diverse opportunities for all students to be engaged in physical activity
- Leadership opportunities for students
- Builds interpersonal skills needed to be successful working with people of all abilities
- Provides experience for students who are interested in careers working with people of differing abilities

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

- Combines students of all abilities to participate in developmentally appropriate activities including lifetime activities, physical fitness and sports through a peer mentorship program
- Students will work together to increase competence and confidence in a variety of physical activities
- Through ongoing leadership opportunities participants in this course will help to create a more inclusive and accepting environment for all students
- Expected learning outcomes include physical fitness, improving activity specific skills, cooperation, learning how to make informed health and lifestyle choices, and understanding each others differences
- Activities may include outdoor pursuits, fitness and recreation, aquatics, golf, bowling, disc golf, community recreation, yoga and mindful movements.
- Assessments for mastery will be given in a variety of ways such as skill checks, rubrics, student projects for each unit
- Peer Mentor Musts:
  - 90% attendance
  - No code violations
  - No office referrals
  - 2.0 GPA
  - Application and interview required

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

- **UNITS**
  - Outdoor pursuits
  - Fitness and recreation
  - Aquatics
  - Community recreation
  - Mindful movements
- **Activities** - May include
  - Bowling
  - Golf
  - Disc Golf
  - Swimming
  - Biking
  - Strength and Conditioning/Cardio
  - Yoga
  - Goal Ball
  - Field trips to experience community recreation
  - Winter Sports
  - Water Sports
  - Archery

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

- No textbooks or technology needs
- Materials/equipment based on individual student needs
- Transportation costs for community outings
- Entry fees: bowling, winter sports, general field trips
- Equipment loaner costs
- See budget impact section for specific equipment/material needs

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

Which of these are used: Check with "X"

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

F. Student Evaluation Procedures:

- Grading practices
- 20 participation points per day
- One-third - based on an engagement rubric
  - Showing initiative
  - Asking appropriate questions
  - Mentors functioning independently
  - Actively participating in class discussions

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

H. Financial Impact: (First Year)

- No additional staff
- Equipment - Year 1 - \$20,000 (\$10,000 out of special education funding)
- Transportation costs - Building Budget
- Fees/Field Trips/Community Outings - \$5,000 year (estimate)
- Add a course fee - \$40

Added Equipment Needed: (Could be part of a future referendum)

- See information above

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

This course is designed to engage students in a variety of fun, lifelong activities and teach them skills to help them lead active, healthy lives. All 5 of the state PE standards are incorporated in this course

**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*)

Based on conversations with staff, we would anticipate the need to fill more FTE of staff not currently at 100% and possibly the hire of additional staff in future years, as the program grows, which may mean adding more than one section of the course.

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?

- None

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.*)

- Summer curriculum discussions
- August K-12 PE Department Team Meeting

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

- N/A

J. If approved, this course will begin:  Fall of 2024 \_\_\_\_\_  
(*semester/year*)

Rev. 8/15/2018





# Bell Schedule Updates from Summer Rettig Work

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*October 16, 2023*

# ✦ Today's Topics...

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Evaluation Criteria

Schedule Options Shared

6-period day pros and cons

6-period day & evaluation criteria

Next steps / Timeline

# How we evaluated options....



Review the two previous lists and create a list of what you believe to be the attributes of an "Ideal" schedule.	6 Period (Equal cores)	8 Periods (Replace HR with Reading)	4-Block Schedule (2LA, 2M, 1SS,1SC, 2-2.5 Encore)	1.5 EL/Math Schedule
Fewer transitions than current				
Longer instructional blocks				
Lengthening the core classes				
A good pace and feel; a little less hectic.				
More structured WYN/Adv				
Maintaining elective choice				
Less classes for students to juggle simultaneously				
Maintaining time in elective classes				
Time for content teachers to meet across grades				
Time for team teachers to meet				
Maintain possibility of moving into level 3 WL in 9th grade.				
Interventions spread throughout the day, not just in WYN				
Move WYN to the middle of the day.				

# Options reviewed that increase minutes in core:

- 8 Periods (replace HR w/ extra ELA)
- ◆ Double ELA/math, reduce encore
- 1.5 ELA/math
- 6 Period Day

# ✦ Six Period Day Schedule

## **The Nuts and Bolts:**

- 58 minute classes
- 30 minute lunch
- 30 minute WYN, could be located in various parts of the day
- No homeroom
- ELA, math, science, social studies meet every day
- Electives / exploratory courses meet every three days

# ✦ Six Period Day Schedule

## What it does for us:

- Increases time spent in core instruction
- Longer instructional blocks for all
  - Inst. practices, support for students
- Less periods per day - better pace
- Fewer transitions / less classes per day
- Maintains elective choices / staff
- Provides 30 minute WYN time
- Move WYN to different locations

## Challenges to navigate...

- Time spent in electives
- No HR - need to rethink music lessons, other HR tasks
- Maintaining pathway to level 3 languages in 9th grade
- Addition core subject staffing to maintain class sizes within policy.

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# Time comparisons / differences



	Current Schedule			6 Period Option			
	Meeting s per Year	Length	Total Minutes	Meeting s per Year	Length	Total Minutes	"+/- Hours"
English	180	44	7920	180	58	10440	42.00
Math	180	44	7920	180	58	10440	42.00
SS	180	44	7920	180	58	10440	42.00
SC	180	44	7920	180	58	10440	42.00
HR	180	44	7920	0	58	0	-132.00
World Lang. A or B	90	44	3960	60	58	3480	-8.00
SP 2	180	44	7920	120	58	6960	-16.00
B/O/CH/GM	90	44	3960	60	58	3480	-8.00
PE	90	44	3960	60	58	3480	-8.00
7TH ROT.	45	44	1980	30	58	1740	-4.00
EOD ELECTIVES	90	44	3960	60	58	3480	-8.00

# Time comparisons / differences



	Current Schedule			4 Block			
	Meeting s per Year	Length	Total Minutes	Meeting s per Year	Length	Total Minutes	"+/- Hours"
English	180	44	7920	180	89	16020	135.00
Math	180	44	7920	180	89	16020	135.00
SS	180	44	7920	180	43	7740	-3.00
SC	180	44	7920	180	43	7740	-3.00
HR	180	44	7920	0	58	0	-132.00
World Lang. A or B	90	44	3960	60	40	2400	-26.00
SP 2	180	44	7920	120	40	4800	-52.00
B/O/CH/GM	90	44	3960	60	40	2400	-26.00
PE	90	44	3960	60	40	2400	-26.00
7TH ROT.	45	44	1980	30	40	1200	-13.00
EOD ELECTIVES	90	44	3960	60	40	2400	-26.00

# Our evaluation criteria and the 6 period day....

Review the two previous lists and create a list of what you believe to be the attributes of an "Ideal" schedule.	Total	6 Period (Equal cores)
Fewer transitions than current	<b>42</b>	<b>Yes, 7 vs. 9 transitions</b>
Longer instructional blocks	<b>46</b>	<b>58 vs. 44</b>
Lengthening the core classes	<b>49</b>	<b>58 vs. 44; each core class gains 42 hours of instruction annually.</b>
A good pace and feel; a little less hectic.	<b>69</b>	<b>Yes. 6 vs 8 periods.</b>
More structured WYN/Adv	<b>70</b>	<b>Separate Issue which must be addressed</b>
Maintaining elective choice	<b>73</b>	<b>Yes. Choices remain the same</b>
Less classes for students to juggle simultaneously	<b>82</b>	<b>Same number of classes overall, though fewer per day.</b>
Maintaining time in elective classes	<b>88</b>	<b>No. Daily electives lose 16 hours of instruction annually. EOD classes lose 8 hours of instruction annually. Grade 7 rotational classes lose 4 hours of instruction each.</b>
Time for content teachers to meet across grades	<b>92</b>	<b>Yes, we think so, but must prove.</b>
Time for team teachers to meet	<b>100</b>	<b>Probably not.</b>
Maintain possibility of moving into level 3 WL in 9th grade.	<b>119</b>	<b>A priority. Must look at 5-8 program.</b>
Interventions spread throughout the day, not just in WYN	<b>121</b>	<b>No*</b>
Move WYN to the middle of the day.	<b>122</b>	<b>Can be</b>

# Next Steps...draft timeline

**Sept**

Look at impact, feasibility of implementation in current building (rooms, class size, FTE)

Q&A sessions w/ WMS staff

**Sept/Oct**

Look at scheduling in the IC sandbox

Engage summer team with Sept. findings

Review staff feedback

**Oct/Nov**

Engage all stakeholders once more details with feasibility, scheduling are known

Secure financial commitment from board, district

Establish timeline for implementation

**Dec -> ?**

Provide PD and support for curriculum planning and changes in instructional practices

Communicate with stakeholders regarding the change

**???**

Implement new daily<sup>24</sup> schedule