

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

Tuesday, March 19, 2024

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.

A quorum of the Board may be present

**AGENDA**

**I. CALL TO ORDER**

**II. ROLL CALL**

**III. APPROVE AGENDA**

**IV. PUBLIC COMMENTS**

**V. ACT 20 UPDATE**

**3**

Amy Johnson

Amy will be joined by our elementary instructional coaches to provide an update on ACT 20 and our local implementation of its requirements based on guidance available to date from the state level.

**VI. K-4 MATHEMATICS UPDATE**

**24**

Amy Johnson

Amy Johnson will be joined by our elementary instructional coaches to provide an update on

elementary mathematics, focusing on the outcome of the materials pilot. The recommendation is to adopt the Imagine Learning Illustrative Mathematics resource and the formal adoption will occur as part of our overall textbook process.

**VII. SUMMER CURRICULUM PROJECTS-FIRST LOOK 36**

Amy Johnson and Tim Schell

Amy Johnson and Tim Schell will review the summer curriculum project requests. This is a first look and is an information item. Between now and the April meeting, there will be some revisions as time allocations are reviewed and budget assignments are reviewed.

**VIII. TEXTBOOK REQUESTS-FIRST LOOK 43**

Amy Johnson and Tim Schell

Amy Johnson and Tim Schell will review the initial draft of textbook and instructional materials requests. This will be updated with the Middle School ELA recommendation by next month. This is an information item for this month.

**IX. ITEMS FOR FUTURE MEETINGS**

April-2nd look at summer curriculum project requests and textbook requests. Middle School ELA pilot.

May-AI in education

**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.”



# **WAUNAKEE**

## **COMMUNITY SCHOOL DISTRICT**

3

**Act 20 Update**  
**Curriculum Committee**  
**March 19, 2024**



# Components of Wisconsin Act 20

- Training Requirements
- Assessment Requirements
- Curriculum & Instruction Requirements

# What are the training requirements of Act 20?

- By July 1, 2025, all individuals employed as a 5K-grade 3 teacher or reading teacher will need to *begin* a reading training using a program endorsed by the Center for Effective Reading Instruction.
- Educators who teach 5K-grade 3 reading, including reading teachers, special education teachers, and teachers of multilingual learners need to complete the training.
- By July 1, 2025, all individuals employed as a district reading specialist or principal must complete a reading training that is offered by the Leadership in Literacy Institute or a provider that meets the requirements of the law.

# How is WCSD meeting the training requirements?

- By August 15, 2024, all current K-4 teachers (including classroom teachers, special education teachers, EL/multilingual teachers, and instructional coaches) will complete Keys to Beginning Reading training.
- All K-8 reading interventionists will complete their two years of Language Essentials for Teachers of Reading and Spelling (LETRS) training this summer.
- All K-6 principals and associate principals will complete their LETRS for Administrators training this year. The K-4 principals and associate principals also will complete the Keys to Beginning Reading training.
- Any new hires who have not received the required training in their preservice experience or in a previous district will be provided time and materials to complete the training.
- We are using the HR platform Powerschool to document training completion.

# What are the assessment requirements of Act 20?

## ***What are the new reading readiness screener requirements and when do those requirements take effect?***

A single reading readiness screener will be administered to Wisconsin students in 4K through grade 3 beginning in the school year 2024-2025. The assessment must be administered to 4K students twice per year. Once no more than 45 days into the school year and once no more than 45 days prior to the end of the school year.

## ***When do districts need to administer a diagnostic reading assessment?***

Any child that scores below the 25th percentile of the reading readiness screener must be administered a diagnostic reading assessment within 10 days after the reading readiness screener and no later than the 2nd Friday of November.

7

## How is WCSD meeting the assessment requirements?

- We are waiting for an update on the screener and diagnostic options. We have heard the earliest likely date is July 1st.
- The legislature is seeking to amend the law to make the fall 2024 round of screening optional, with use in the winter and spring rounds (and all future years) required.

# What are the curriculum & instruction requirements of Act 20?

Act 20 states that all Wisconsin schools are required to provide **science-based early literacy instruction** in both universal and intervention settings.

Science-based early literacy instruction is defined as the following.

Instruction that is systematic and explicit and consists of all the following:

9

- Phonological awareness
- Phonemic awareness
- Phonics
- Building background knowledge
- Oral language development
- Vocabulary building
- Instruction in writing
- Instruction in comprehension
- Reading fluency

# What are the curriculum & instruction requirements of Act 20?

*What type of early literacy instruction and intervention is prohibited?*

Act 20 states that three-cueing instruction and curricula are prohibited. Three-cueing instruction is defined as, “...any model, including the model referred to as meaning, structure, and visual cues, or MSV, of teaching a pupil to read based on meaning, structure and syntax, and visual cues or memory.”

10

*Will schools be required to adopt and implement early literacy curricula from the list generated by the early literacy curriculum council?*

No. School boards retain the independent authority to select the early literacy instructional materials they will adopt and implement. Those instructional materials are required to meet the definition of “science-based early literacy instruction” found in Act 20.

Source:

<https://dpi.wi.gov/wi-reads/act-20-faq>

# What are the curriculum & instruction requirements of Act 20?

*How does an LEA determine if a reading curriculum, intervention, or supplementary instructional resources does not violate the the three-cueing prohibition?*

If an LEA can answer yes to both of the following critical questions, then the curriculum, intervention, or supplementary instructional resource does not violate the three-cueing prohibition and an LEA would be allowed to purchase and implement the curriculum, intervention, or supplementary instructional resource as appropriate. 11

- Does the curriculum, intervention, or supplementary instructional resource follow a specific scope and sequence?
- Does the curriculum, intervention, or supplementary instructional resource require the learner to apply their knowledge of phonics to solve an unknown word?

# What are the curriculum & instruction requirements of Act 20?

## *Does Act 20 require schools to change their curriculum?*

Act 20 does not require schools to change their curriculum. It does require schools to implement science-based early literacy instruction as defined in the statute and prohibits schools from implementing three-cueing instruction as defined in the statute.

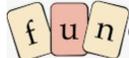
12

School districts should review their existing curriculum against the definition of science-based early literacy instruction to determine whether their instructional materials and practices meet the requirements.

# How is WCSD meeting the curriculum & instruction requirements?

- Three-cueing is already very limited within the district
  - The Benchmark Assessment System does include an analysis for meaning, structure, and visual cues, but teachers do not use this. This is the last year this assessment will be used.
  - The LLI intervention does reference three-cueing. Many reading interventionists<sup>13</sup> have already phased out the use of this resource. This is the last year this intervention will be used.
  - Teachers are learning about the importance to prompt students to apply their knowledge of phonics to solve an unknown word when providing individual or small group instruction.
- Our core resources are systematic and explicit and teach all nine components of science-based early literacy instruction.

# Waunakee Resources Used for Science-Based Literacy Instruction

Phonological awareness				
Phonemic awareness				
Phonics				
Building background knowledge	<b>MM</b>	<b>BAW</b>		
Oral language development	<b>MM</b>	<b>BAW</b>		
Vocabulary building	<b>MM</b>			
Instruction in writing	<b>BAW</b>			
Instruction in comprehension	<b>MM</b>			
Reading fluency				

## Key

Heggerty



Foundations



Core5



14

Making Meaning

**MM**

Being a Writer

**BAW**

Individualized Instruction





# About Waunakee's Early Literacy Resources

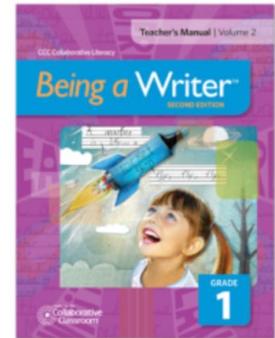
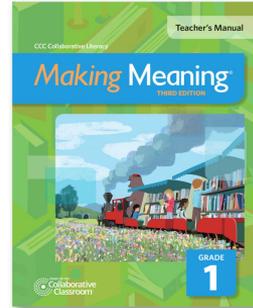
## Collaborative Classroom

Collaborative Classroom is a mission-driven, nonprofit organization committed to ensuring that all students become readers, writers, and thinkers who learn from, care for, and respect one another.

Collaborative Classroom's evidence-based programs help children develop as proficient readers and writers, appreciate the ideas and opinions of others, learn to agree and disagree respectfully, think critically about big ideas, and become responsible citizens of the world.

We use:

- [Making Meaning, 3rd edition](#) (new edition called Being a Reader)
- [Being a Writer, 2nd edition](#) (approved by DPI)



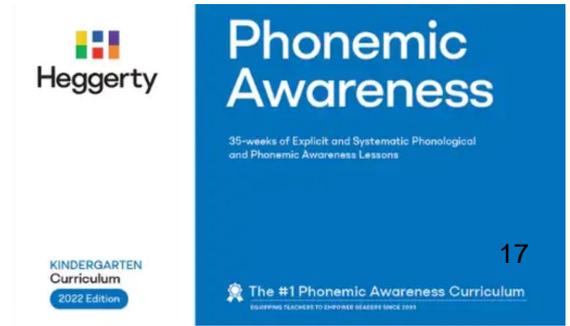
16

# About Waunakee's Early Literacy Resources

## Heggerty

The Heggerty Phonemic Awareness Curriculum is a supplemental literacy curriculum for early childhood and primary grades. The curriculum follows an intentional and systematic progression covering a range of phonological and phonemic awareness skills. Each whole-group lesson articulates a skill focus, provides detailed teacher language for the lesson, and includes associated hand motions developed to support students' learning of the focal skill. The curriculum's weeks of content vary by grade level and cover specific skills students are expected to learn in that grade.

**ESSA Level 3 – Promising Evidence:** supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

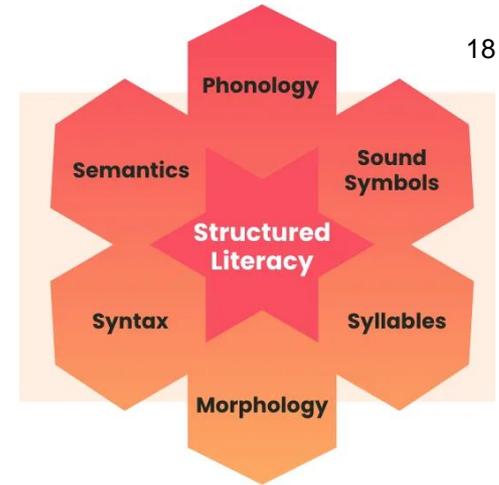


# About Waunakee's Early Literacy Resources

## Lexia Core 5

Core5 has received a “Strong” rating from Evidence for ESSA. The rating means the program meets the highest standard of evidence outlined by federal law under the Every Student Succeeds Act (ESSA). Evidence for ESSA also estimates Core5 has a greater impact on student reading than most other elementary literacy programs on the market, as measured by average effect sizes.

Lexia's digital curriculum solutions are founded upon Structured Literacy, the application of the science of reading into practical classroom instruction. Our structured, explicit, and systematic approach to literacy and language instruction builds upon prior learning in a sequential manner—from simple to complex—ultimately improving each teacher's ability to deliver critical literacy concepts, strengthening a student's relationship with learning, and transitioning ownership of learning to that student.



18

# About Waunakee's Early Literacy Resources

## Individualized Instruction

Teachers provide 1:1 and small group instruction tailored to the individual needs of each student.

Teachers may confer with individuals through reading conferences and during individualized daily reading (IDR).

Teachers also form small groups based on students' needs. Small group instruction may be focused on a common text, led by the teacher as guided reading or by students in literature circles or book clubs. The teacher may also gather students to work on a common skill or strategy, often called strategy groups.

Teachers have a variety of resources for this purpose including decodable readers, short articles, digital texts, picture and chapter books.



# Waunakee's Early Literacy Instruction Meets Act 20 Requirements

Act 20 states that all Wisconsin schools are required to provide science-based early literacy instruction in both universal and intervention settings.

Science-based early literacy instruction is defined as the following.

Instruction that is systematic and explicit and consists of all the following:

20

- ✓ Phonological awareness
- ✓ Phonemic awareness
- ✓ Phonics
- ✓ Building background knowledge
- ✓ Oral language development
- ✓ Vocabulary building
- ✓ Instruction in writing
- ✓ Instruction in comprehension
- ✓ Reading fluency

# How is WCSD meeting the curriculum & instruction requirements for reading interventions?

**LLI use is ending this year; all new intervention options meet the requirements of Act 20.**

- K-8 reading interventionists were trained in Wilson Reading System in September 2023.
- K-8 reading interventionists are being newly trained (if newer staff) or are attending refresher training (if trained previously) in Sunday.
- K-4 reading interventionists are using an intensive version of Foundations for some interventions.
- K-4 reading interventionists are using an intensive version of Heggerty called Bridge the Gap for some interventions.
- 5-6 reading interventionists are piloting two additional interventions: UFLI Foundations and Reading Rev

# How is WCSD meeting the curriculum & instruction requirements for reading interventions?

Other reading interventions on our menu already meet the requirements of Act 20.

- Sound Partners
- Quick Reads
- REWARDS
- Equipped for Reading Success
- Just Words
- Reciprocal Teaching
- Read Naturally

# How is WCSD meeting the curriculum & instruction requirements for reading interventions?

**LLI use is ending this year; all new intervention options meet the requirements of Act 20.**

- Classroom teachers are piloting new interventions to use during the Intervention/Enrichment (I/E) or What I Need (WIN) block
  - Start Up, Build Up, Spiral Up Phonics
  - Decoder Kids Content
  - Passages to Comprehension
  - Foundations Practice Books



# WAUNAKEE

COMMUNITY SCHOOL DISTRICT

24

K-4 Math Textbook Recommendation  
March 19, 2024



# K-4 Math Textbook Needs

## *Everyday Math, 4th edition*

- No plans for a 5th edition
- Only partially meets expectations in rigor and mathematical practices on EdReports
- Teachers need to find own resources to supplement in order to meet the revised 2021 Wisconsin mathematics standards



# K-4 Math Textbook Review Process

In 2022-23, a 16-member workgroup was convened to meet the following 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



# K-4 Math Textbook Review Process

During the 2023-24 school year, 26 teachers participated in the pilot, with representatives from every grade across the three elementary schools

- *Eureka Math<sup>2</sup>* and *Illustrative Mathematics* were selected for piloting. Both have excellent scores on EdReports (56/59 for *Eureka Math<sup>2</sup>* and 57/59 for *Illustrative Mathematics*)
- Pilot teachers taught one unit from each resource, replacing a unit from *Everyday Math*
- Pilot teachers met monthly to discuss lessons and evaluate the resources
- Site visits and zoom meetings were conducted with districts using these two programs
- Pilot teachers found many strengths in both resources



# K-4 Math Textbook Review Process

On March 12, the pilot teachers reached consensus to adopt *Illustrative Mathematics* for the 2024-25 school year.





## About Illustrative Mathematics (IM)

The Illustrative Math curriculum provides teachers with coherently sequenced materials based on the standards and research-based learning trajectories to support students' learning in these early years. Illustrative Math is rigorous, problem-based, and fully aligned to the standards, with coherence across grade bands.

29



# About Illustrative Mathematics (IM)



**Spark discussion, perseverance, and enjoyment of mathematics**

Illustrative Math is a problem-based core curriculum rooted in content and practice standards to foster learning and achievement for all. Students learn by doing math through solving problems, developing conceptual understanding, and discussing and defending their reasoning. Teachers build confidence with lessons and curriculum guides that help them facilitate learning and help students make connections between concepts and procedures.

30



# About Illustrative Mathematics (IM)



**Intentional lesson design that promotes mathematical growth**

Every activity and lesson in Illustrative Math tells a coherent mathematical story across units and grade levels based on both the standards and research-based learning trajectories. This allows students the opportunity to view mathematics as a connected set of ideas and offers them access to mathematics when developed into the overarching design structure of the curriculum.



# About Illustrative Mathematics (IM)

## Focus on developing learning communities

The first unit in each grade level provides lesson structures which establish a mathematical community and invite students into the mathematics with accessible content. Each lesson offers opportunities for the teacher and students to learn more about one another, develop mathematical language, and become increasingly familiar with the curriculum routines. The use of authentic contexts and adaptations provides students opportunities to bring their own experiences to the lesson activities and see themselves in the materials and mathematics.

Source: <https://curriculum.illustrativemathematics.org/>



# About Illustrative Mathematics (IM)

- Illustrative Mathematics is a nonprofit organization founded on the belief that all students are capable of learning grade-level mathematics. This problem-based curriculum is designed to energize math classrooms and equip students with critical skills, understandings, and practices that can benefit them for a lifetime.
- Illustrative Mathematics is an open educational resource (OER), meaning it is freely available. Schools may choose to work with publishers for printed and/or digital materials of the IM curriculum.
- The K-4 pilot teachers selected **Imagine Learning** as the platform for our IM resources.

33



# About Imagine Learning (Imagine IM)

## Imagine IM includes

- Colorful and engaging student materials
- Embedded teacher supports — such as professional learning videos, learning narratives, and lesson example videos
- Enhanced media content through videos for students and families
- Enhanced manipulative and resource kits reduce teacher prep time and ease implementation





# Update on 5-8 Math Review

- Go Math is the current resource in the Intermediate and Middle Schools; a new edition is not forthcoming
- A 15-member workgroup has been working with CESA consultant Molly Rilling to evaluate resources and select pilot materials
- The workgroup has selected Illustrative Mathematics as the resource they'd like to pilot. They will try out two different publishers
  - Desmos/Amplify - large technology component
  - Kendall Hunt - print OR Imagine Learning - print & digital

By Level 2024 Summer Curriculum Writing Requests - as of 3/14/24

Department	Title of Project	Project Coordinator	Staff members involved	Reason for request	Brief explanation of the project/wfinal outcome(s)	Select schools, multi-school, or department project	Hours requested @ \$30.00/per hour.	Amount	Level	School
7-12 ELA	Dig. Comm. Curriculum Writing	Jason McConnell	Jason McConnell	Major course revision	With sponsorships more than likely becoming integrated into our videoboard & livestream. Dig. Comm. will undergo several updates to its curriculum in both semesters. The inclusion of sponsorships will change several of the learning targets, projects, and student outcomes. We have also updated our graphic design software/website from Bookout to Gipper full time for the 2024-2025 school year. Daktronics and other tech suppliers have also updated their current software and tech that replaces the previous tech which will also affect the curriculum. This has resulted in several of the units, projects, etc. needing to undergo restructuring to stay aligned with the learning outcomes, student goals, etc. The overhaul affects both semesters of Dig. Comm as each are different in what they target.	1 School Only	40	\$1,200	Secondary	High School
7-12 ELA	Mass Media Curriculum Writing	Jason McConnell	Jason McConnell	Major course revision	It has been several years since the last revision to Mass Media. With the media world evolving faster than ever, it is necessary to update, revise, and remodel much of the curriculum, learning targets, and projects to reflect the current world of mass media. The technology students use in the class has also changed significantly since the last revision and will need to be updated in order to reflect the current state of the software/hardware for students to be successful with the learning outcomes.	1 School Only	20	\$600	Secondary	High School
7-12 ELA	English 9 Revisions	Walter Stenz	Walter Stenz, Rachel Guraski, Renee Esparza, Lisa Carothers, Sarah Blicher, Bridgette Quandt, Kristen Thomason, Marly Hellenbrand, Collin Anderson	Major course revision	With several new people on the team, we are looking to redesign common summative assessments for all of our major units. This will include conversations about how to include ideas from the Discussion Project into our formal assessments.	Department project	40	\$1,200	Secondary	High School
7-12 ELA	Adv. English 9 Revisions	Walter Stenz	Walter Stenz	Major course revision	Revising assessments based on information from ongoing Pathways discussions, and formalizing changes that were piloted this year. Creating more formal activities and assessments related to information from the Discussion Project.	Department project	20	\$600	Secondary	High School
7-12 ELA	Adoption of MS ELA Curriculum	Stephanie Boegh	Stephanie Boegh, Jason Kaltenberg, Autumn Pedersen, Lynn Stenroos	Major course revision	After adopting a new curriculum, we will work on our scope and sequence, look through resources and materials, etc.	1 School Only	40	\$1,200	Secondary	Middle School
7-12 ELA	ELA New Adoption Planning and Pacing	Sallie Piotrowski	Kaysie Lavin, Ethan Edwards, Lynn Stenroos	Major course revision	New curriculum adoption.	1 School Only	40	\$1,200	Secondary	Middle School
7-12 ELA	American Literature - Revamp of Curriculum	Melissa Hanson	Melissa Hanson	Major course revision	I like what I have developed for the first unit of the class. We begin by looking at Puritan writings, and we work our way through Romantics, Transcendentalists, Realists and Naturalist writings by reading essays, poetry and short stories. I would like to redevelop the remainder of the course. Currently, students read The Great Gatsby as well as Catcher in the Rye as we talk about Modernist writers. The course ends with Postmodernism and students reading The Perks of Being a Wallflower. While I love students being exposed to all of these novels, I can't help but think there are better pieces of literature out there to demonstrate the ideas of these writers and their styles. I would like to look at adding 2-3 different novels to the course and redesign the curriculum around them. I want to continue with the larger, overriding question that guides American Literature - "How does literature serve as a mirror to society, reflecting its values, challenges, and aspirations, and how can it inspire social change and empathy?" I also want to continue with my overriding skills: 1. Read literature that reflects American history and the American experience. 2. Write & think critically about literature that contribute to the construction & exploration of American identity 3. Analyze the historical context of literary works that influence their portrayal of American identity. 4. Learn effective discussion tools & use them to analyze major works of American literature.	1 School Only	30	\$900	Secondary	High School
Art	3D Animation/Rendering	Kayla Burgess	Kayla Burgess	Major course revision	The render engine completely changed in the software that I have been using for 3D Animation. I will need to rework the curriculum to update and learn for this renderer.	1 School Only	30	\$900	Secondary	High School
CTE	Ag Standards update & scope IDEA Software/Machinery Updates	Rhonda Knapp	Rhonda Knapp, Kristina Puntney, Gina Trower (new ag teacher)	Other	The new Ag Ed Standards will be released this summer and we want to make sure we are aligning our curriculum with the new standards. And we need to revisit our Scope and Sequence to accommodate the new standards and the addition of the CASE curriculum in 8th grade.	Department project, Multi-schools	60	\$1,800	Secondary	Middle and High Schools
CTE		Kayla Burgess	Kayla Burgess	Other	New updates to software impact curriculum.	1 School Only	20	\$600	Secondary	High School
CTE	New Textbook for Marketing 1 & Marketing 2 course	Sandra Meinholz	Sandra Meinholz	Other	One of the things I have done since COVID-19 was to record all my lectures ahead of teaching them in class. I do this because students that are absent will have access to my lecture at the same time I am teaching in class. I would like to do this with the next textbook for next year.	Department project	40	\$1,200	Secondary	High School
CTE	CTE Re-formatting of Syllabi to district format	Rhonda Knapp	All CTE Staff	Other	CTE teachers teaching multiple singleton courses need some extra time to reformat their syllabi to the district format. Each teacher in the department will get up-to one hour per course to update their syllabus.	Department project	67	\$2,010	Secondary	Middle and High Schools













