

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

Thursday, September 26, 2024

3:30 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 THE AGENDA**

**IV. PUBLIC COMMENTS**

Individuals may use this time to comment on any items listed as part of the meeting agenda. A copy of Board Policy 187 —Public Participation at Board Meetings is enclosed for your reference. Past practice has allowed 30 minutes for this section of the agenda.

**V. ACT 20 EARLY LITERACY REMEDIATION PLAN**

**3**

Amy Johnson

ACT 20 requires a Board approved Early Literacy Remediation Plan. Amy Johnson will present the plan for your review. This is an action item where the administrative recommendation is to endorse this to the full Board for approval at the October regular meeting.

**VI. LIBRARY PLAN**

LMTC Department

Wisconsin requires that school districts have a Board approved library plan. The requirements are general in nature. Sarah Wendorf, Cassie Roberts, and their LMTC colleagues will present the proposed plan as well as summarize the Future Ready Framework utilized to develop the plan. This is an action item where the administrative recommendation is endorsement to the full Board for approval at the October regular meeting.

**VII. FUTURE AGENDAS AND MEETINGS**

**VIII. ADJOURN**

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



**WAUNAKEE**  
COMMUNITY SCHOOL DISTRICT

2024-2025

# EARLY LITERACY REMEDIATION PLAN





# WAUNAKEE

## COMMUNITY SCHOOL DISTRICT

---

### Vision Statement

- ❖ The Waunakee Community School District is a partnership of community, staff, parents and students striving for excellence.
- ❖ Educational discovery is the key to creating a community of learners in which each individual can achieve success.
- ❖ The district will utilize its available resources to develop critical thinkers and responsible citizens who pursue life-long learning.
- ❖ The district's primary educational goal shall be to promote excellence, deliver a challenging curriculum and encourage global perspectives grounded in respect.

---

### Contact Us

Waunakee Community School District  
Administration Office  
905 Bethel Circle  
Waunakee, WI 53597  
608.849.2000  
Amy Johnson  
Director of Elementary Curriculum & Instruction

Arboretum Elementary School (K-4)

1350 Arboretum Drive  
Waunakee, WI 53597  
608.849.1800  
Principal: Sheila Weihert  
Assoc. Principal: Miranda Moe

Heritage Elementary School (K-4)

6271 Woodland Drive  
Waunakee, WI 53597  
608.849.2030  
Principal: Dan Carter  
Assoc. Principal: Danielle Dawson

Prairie Elementary School (K-4)

700 N. Madison Street  
Waunakee, WI 53597  
608.849.2200  
Principal: Dean Kaminski  
Assoc. Principal: Katie Schmuck

---

*Committed to Children – Committed to Community – Committed to Excellence*

<https://www.waunakee.k12.wi.us/>

## TABLE OF CONTENTS

---

Introduction	4
Literacy Instruction	5
Early Literacy Assessments	6-8
Early Literacy Interventions	9-11
Personal Reading Plans	12
Family Notification	13

## INTRODUCTION

---

### **Purpose**

This Early Literacy Remediation Plan, which is required by state law, addresses reading instruction, assessment, and remediation with a primary, but not exclusive focus on five-year-old kindergarten through third grade. See [Wisconsin State Statute 118.016\(6\)](#).

### **Primary District Contact**

If any Waunakee Community School District (WCSD) families or other stakeholders have questions about this plan, the WCSD's overall approach to reading instruction in kindergarten through third grade, or the WCSD's approach to literacy-related assessments and learning supports, please contact the Director of Elementary Curriculum and Instruction.

Amy Johnson  
Waunakee Community School District  
Director of Elementary Curriculum and Instruction  
Phone: 608-849-2000 x 8020  
Email: amyjohnson@waunakee.k12.wi.us

### **Website**

The most current version of this plan can be found at a link located on the Curriculum and Instruction page of the Waunakee Community School District website.

<https://www.waunakee.k12.wi.us/departments/curriculum-and-instruction>

### **Date Adopted/Last Revised**

The Early Literacy Remediation Plan was completed on August 9, 2024 by a small representative workgroup:

- Lori Armstrong, Instructional Coach
- Amy Johnson, Director of Elementary Curriculum and Instruction
- Heather May, Third Grade Teacher and ELA Building Coordinator
- Pam Smith, Reading Specialist and Reading Department Chairperson

The Early Literacy Remediation Plan was approved by the Waunakee Community School District Board of Education on **XXXX, XX, XXXX**.



## LITERACY INSTRUCTION

Our approach to English Language Arts instruction places equal value in both reading and writing. The district's curriculum and educational resources are aligned to the academic standards adopted by the state of Wisconsin. The standards are content-specific, end-of-year goals that specify what students should know and be able to do in the classroom.

The Wisconsin Standards for English Language Arts can be found [here](#).

The English Language Arts instructional block is approximately 120 minutes (Kindergarten -100 minutes) long and incorporates a variety of whole-group and small-group instruction and independent practice. Instruction addresses all areas of English Language Arts including: Foundational Skills, Reading, Writing, Language, Speaking and Listening.

### K-3 Instruction

#### Instructional Materials for Foundational Skills:

- **Heggerty Phonemic Awareness (Kindergarten only)**  
*Heggerty Phonemic Awareness* provides students with instruction in phonological awareness, progressing to the phoneme level through language play activities. It covers all consonants, short vowels, digraphs, blends, and rime patterns, with hearing words with long vowels being introduced in the later weeks of this curriculum.
- **Wilson Foundations**  
*Wilson Foundations* utilizes a structured literacy approach grounded in the science of reading to make learning to read fun while laying the groundwork for lifelong literacy. The program's research-based approach and extensive materials allow K-3 teachers to present a carefully structured reading, spelling, and handwriting curriculum using engaging, multisensory techniques. *Foundations* is aligned with the science of reading and guides teachers to provide effective instructional practices.

#### Instructional Materials for Reading, Language, Speaking and Listening:

- **Making Meaning by Collaborative Classroom**  
The *Making Meaning* program is a reading comprehension curriculum for kindergarten through grade 4. Strategies covered include: Making Connections, Retelling, Visualizing, Wondering, Questioning, Using Text Features, Making Inferences, and Determining Important Ideas. The curriculum combines research-based best practices in reading comprehension and vocabulary development with support for fostering students' growth as caring, respectful members of their classroom community.

#### Instructional Materials for Writing:

- **Being A Writer by the Collaborative Classroom**  
Combining a writing process approach with guided instruction, *Being a Writer* is a student-centered, rigorous writing instruction for students in grades K-5. The program has two primary goals - fostering students' growth as capable, skilled writers and as caring, respectful members of their classroom community.

### Continuous Improvement

The Waunakee Community School District values continuous improvement in literacy practice. Each year the district as a whole and each elementary school building in the district analyze both the benchmark assessment data, local data, and Wisconsin Forward data to create school goals for the upcoming year.



## EARLY LITERACY ASSESSMENTS

### State Required Reading Readiness Screener (Grades K-3)

Students in the Waunakee Community School District will be assessed three times per year using aimswebPlus by Pearson. This is a state-mandated and state-selected assessment, and families cannot opt their child out of this requirement. Screening assessments identify students who may need support with reading skills and meeting literacy standards. Three screening windows will take place during the school year:

- Beginning of the Year (BOY) - August 1 - November 30
- Middle of the Year (MOY) - December 1 - March 15
- End of the Year (EOY) - March 16 - July 31

This chart shows the specific assessment measures that will be given in each grade level.

Time	Kindergarten	1st Grade	2nd Grade	3rd Grade
Beginning of Year (BOY)  Within 45 calendar days of the start of the year	Initial Sounds (IS)  Auditory Vocabulary (AV)  Letter Naming Fluency (LNF)  Letter Word Sounds Fluency (LWSF)	Phoneme Segmentation (PS)  Auditory Vocabulary (AV)  Letter Word Sounds Fluency (LWSF)  Oral Reading Fluency (ORF)	Vocabulary (VO) Oral Reading  Fluency (ORF)	Vocabulary (VO) Oral Reading  Fluency (ORF)
Middle of Year (MOY)  Near the middle of the school year	Initial Sounds (IS)  Auditory Vocabulary (AV)  Letter Naming Fluency (LNF)  Letter Word Sounds Fluency (LWSF)	Auditory Vocabulary (AV)  Oral Reading Fluency (ORF)	Vocabulary (VO) Oral Reading  Fluency (ORF)	Vocabulary (VO) Oral Reading  Fluency (ORF)



## EARLY LITERACY ASSESSMENTS

Time	Kindergarten	1st Grade	2nd Grade	3rd Grade
End of Year (EOY)  At least 45 calendar days before school ends	Initial Sounds (IS)  Auditory Vocabulary (AV)  Letter Naming Fluency (LNF)  Letter Word Sounds Fluency (LWSF)	Auditory Vocabulary (AV)  Oral Reading Fluency (ORF)	Vocabulary (VO) Oral Reading  Fluency (ORF)	Vocabulary (VO) Oral Reading  Fluency (ORF)

### State Required Fundamental Skills Screening Assessment (Grade 4K)

Students in the Waunakee 4K program will be assessed twice per year using aimswebPlus by Pearson. This is a state-mandated and state-selected reading readiness screening tool. State law does not allow families to choose whether to have their child(ren) participate in this assessment. The purpose of the fundamental skills screening assessment is to evaluate phonemic awareness and letter sound knowledge.

This chart shows the specific assessment measures that will be given in 4K

Time	Four-Year-Old Kindergarten (4K)
Beginning of Year (BOY)  Within 45 calendar days of the start of the year	Initial Sounds (IS)
End of Year (EOY)  At least 45 calendar days before the last day of the school year	Initial Sounds (IS)  Letter Word Sounds Fluency (LWSF)

It is not unusual for 4K students to be at many different levels of reading readiness. With that in mind, the results of the fundamental skills screener do not require the diagnostic assessment or interventions, but will be used as one data point to inform instruction.

### Diagnostic Assessment (Grades K-3)

Students who demonstrate a level of risk on the assessments which is defined by scoring below the 25th percentile receive further diagnostic assessments to identify a child's learning gaps. The diagnostic assessments will be:

- TBD from State Approved List



## EARLY LITERACY ASSESSMENTS

The school district is required to administer a diagnostic assessment to a student if **either** of the following applies:

- The results of the state reading readiness assessment indicate that the student is “at-risk” with respect to early literacy learning.
  - If the student’s “at-risk” status relates to the beginning of the year assessment, the diagnostic assessment is to be completed by the second Friday in November.
  - If the student’s “at-risk” status relates to the middle or end of year assessment, then the diagnostic assessment is to be completed within 10 calendar days of the screener.
- A teacher or parent/guardian who suspects that the student may be demonstrating characteristics of dyslexia submits a request for a diagnostic assessment. The assessment must be conducted within 20 calendar days of the request.

### **Progress Monitoring Assessments (Grades K-3)**

Progress Monitoring will occur weekly using the aimswebPlus assessment. The aimswebPlus measures will be aligned with the intervention. Kindergartners will be assessed using the nonword or nonsense word fluency and phoneme segmentation fluency measures, and students in grades 1-3 will be assessed using the oral reading fluency measure.

### **State Standardized Third Grade Reading Test (Grade 3)**

The Wisconsin Forward Exam is used as the reading test that school districts must administer annually to students enrolled in third grade. The Forward Exam is administered in the spring of each school year during a testing period established annually by the Wisconsin Department of Public Instruction. WCSD will provide each student’s parent/guardian with the results of their child’s performance on the Forward Exam once those results are available.



## EARLY LITERACY INTERVENTIONS

Students who score lower than the 25th percentile and are given diagnostic assessments will also be discussed by a building team composed of building administration, reading interventionists, classroom teachers, special education teachers, speech and language pathologists (as needed), and school psychologists. The team reviews all of the data, aligns intervention supports to the student's needs and creates a Personal Reading Plan for each student. All Waunakee Community School District elementary buildings have a minimum of a 30-minute intervention and enrichment time built into each grade level's schedule to offer targeted intervention or enrichment support. All students will continue to receive high-quality classroom instruction and support.

WCSD maintains a menu of intervention materials based on the components of science-based early reading instruction. The interventions may address gaps in foundational skills (e.g. phonological awareness and phonics) as well as other critical reading skills (fluency, comprehension, and vocabulary.) In addition to these intervention programs, teachers may provide extra individual/small group lessons focusing on a targeted skill as an intervention.

### **Foundations Intensive**

- Foundations Intensive provides strategic intervention in a small group setting. It is designed to provide additional support for students who need more intensive instruction than what is provided in the core academic program.

### **Foundations Fluency**

- Foundations Fluency aligns with the scope and sequence of the Foundations program. It contains fluency practice with controlled sound drills, real and nonsense words, trick words, phrases, and controlled-text stories (phrased and unphrased).

### **Foundations Fun in Focus**

- Fun in Focus is a program for Foundations students who need additional support and targeted intervention. Lessons provide meaningful student practice and review, and focus on controlled text practice with words, phrases, and stories.

### **Heggerty Phonemic Awareness (grades 1-2)**

- Heggerty provides explicit, systematic instruction covering all eight phonological awareness skills plus three early literacy skills, including phoneme-grapheme connections.

### **Heggerty Bridge the Gap (grades 2+)**

- Heggerty Bridge the Gap identifies gaps in older learners' phonemic awareness skills and provides tailored intervention support to achieve proficiency. The lessons extend phonemic awareness knowledge and connect to print through phoneme-grapheme connections.



## EARLY LITERACY INTERVENTIONS

### Lexia Core 5

- Lexia Core 5 is a computer-adaptive program that identifies and fills skill gaps students have in early literacy using a structured literacy approach. Lexia Core 5 identifies which students are at risk of not meeting grade-level standards, the areas students are having difficulty in, and automatically formulates targeted, recommended lessons and personalized learning for students.

### Passages to Comprehension (grades 2+)

- Passages to Comprehension uses short fiction and nonfiction text passages to teach targeted comprehension strategies, which focus on the language comprehension strands in science-based reading instruction.

### Phonics for Reading (grades 3+)

- Phonics for Reading is an intervention program designed for older students. It provides content and illustrations that are developmentally appropriate for older students, along with routine-based instruction that addresses phonics skills gaps.

### Quick Reads

- QuickReads is a supplemental reading intervention program that improves students' reading fluency, reading comprehension, and content knowledge. Short, nonfiction texts are read quickly, repeatedly, and meaningfully.

### Reciprocal Teaching

- Reciprocal teaching is a research-based strategy that improves students' reading comprehension by teaching strategies to obtain meaning from a text. Four strategies are used: generating questions, summarizing, clarifying, and predicting.

### Start Up, Build Up, Spiral Up Phonics

- This intervention from Wiley Blevins provides explicit phonics instruction in both decoding and encoding. While phonics is the focus, phonological awareness, vocabulary, fluency, and comprehension are also addressed.

### Sonday

- Sonday offers structured, systematic, multisensory reading intervention for readers. Each lesson plan uses proven Orton-Gillingham methods to provide effective intervention in small-group settings.

### Sound Partners

- Sound Partners focuses on phonics, phonemic awareness, sight words, and oral reading practice using decodable texts with a set of scripted lessons in alphabetic and phonics skills.



## EARLY LITERACY INTERVENTIONS

---

### Wilson Reading System (WRS)

- WRS is a structured literacy program based on phonological-coding research and Orton-Gillingham principles.



## PERSONAL READING PLANS

If a K-3 student is identified as “at-risk” based on the reading readiness screening assessment or a diagnostic assessment, a building team will develop and implement a Personal Reading Plan for the student. An assessment score below the 25th percentile qualifies a student as “at-risk.”

The Personal Reading Plan will include the following:

- Specific early literacy skill deficiencies identified by the applicable assessment
- Goals and benchmarks that the team sets so the student progresses toward grade-level literacy skills
- A description of how the student’s progress will be monitored
- A description of the interventions to be used in addition to core programming
- A description of the classroom reading instruction programming
- Parent/guardian strategies for at-home practice

WCSD will follow any applicable statutory deadlines for the initial creation of a Personal Reading Plan for an “at-risk” student.

- By no later than the 3rd Friday of November if the student is identified as “at-risk” based on the results of the first screener of the year.
- Within ten calendar days after the administration of any other screening or diagnostic assessment that had identified the student as “at-risk.”

Families will receive a copy of the Personal Reading Plan and must sign and return the Personal Reading Plan to school. This communication is a notification, not required consent. Families will receive a progress update after ten weeks. A plan is considered completed when the child has met the goals of the plan and has shown an adequate rate of progress according to grade-specific measures.

Act 20 states that to exit a personalized reading plan, a child must demonstrate adequate rate of progress in reading development according to grade-specific measures.

- For children enrolled in 5K, adequate rate of progress for the purpose of exiting a personalized reading plan is measured by nonsense word fluency and phoneme segmentation fluency.
- For children enrolled in grades 1, 2, or 3, adequate rate of progress for the purpose of exiting a personalized reading plan is measured by oral reading fluency. Children in grade 3 must also score at the proficient level of the state summative assessment in the area of reading.



## FAMILY NOTIFICATION

### Assessment

Results from the state reading readiness screener will be communicated to families no more than 15 days after the closing of the assessment window. The report will include:

- The student's overall score on the assessment
- The student's score in each early literacy skill category assessed by the assessment
- The student's percentile rank score on the assessment, if available
- The definition of "at risk" and the score on the reading readiness assessment would indicate the student is "at risk"
- A plain language description of the literacy skills the reading readiness assessment is designed to measure

If a student's diagnostic assessment indicates that a pupil is at-risk, the district will communicate the following:

- Information about how to make a special education referral
- A description of the common indicators and characteristics of dyslexia
- Information about interventions and accommodations for children with characteristics of dyslexia

In connection with a diagnostic assessment, WCSD will also provide an opportunity for the student's family to complete a family history survey to provide additional information about any learning difficulties in the student's family.

### Personal Reading Plan

The school-based team will develop a Personal Reading Plan for all K-3 students determined to be at risk by the state reading readiness screener and subsequent diagnostic assessment. Families should expect the following communication from the school:

- A conference with the teacher will be offered to explain the components of the Personal Reading Plan, which includes strategies for home reading.
  - Once the plan is complete, the parent/guardian will sign the plan to acknowledge that they understand the plan.
- A progress report after ten weeks/once per trimester to demonstrate progress toward the goals.
  - The parent/guardian will need to sign a copy of the progress report to acknowledge that they have reviewed the report.
- An end-of-the-year report to show plan completion and future steps including summer programming and the next year.

## EMPOWERING LEADERSHIP FOR SCHOOL LIBRARIANS THROUGH INNOVATIVE PROFESSIONAL PRACTICE



Through their professional practice, programs, and spaces, school librarians lead, teach, and support their school or district’s Future Ready Schools® (FRS) goals. Derived from the FRS framework, the principles described in this document highlight how school librarians support schools in transitioning to student-centered learning and identify special ways librarians can become future ready. By aligning with strategic initiatives like FRS, librarians connect their practices, programs, and spaces to educational innovation in schools.

Leveraging actions from the Future Ready Librarians framework puts school librarians on the leading edge of the digital transformation of learning.

# HOW A FUTURE READY LIBRARIAN SUPPORTS STUDENT-CENTERED LEARNING

## LITERACY

### **Inspires and supports the reading lives of both students and teachers**

Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.

## CURRICULUM, INSTRUCTION, AND ASSESSMENT

### **Curates Digital Resources**

Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.

### **Builds Instructional Partnerships**

Partners with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation, and the active use of technology.

### **Empowers Students as Creators**

Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.

## PERSONALIZED PROFESSIONAL LEARNING

### **Facilitates Personalized Professional Learning**

Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).

## ROBUST INFRASTRUCTURE

### **Ensures Equitable Digital Access**

Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.

## BUDGET AND RESOURCES

### **Invests Strategically in Digital Resources**

Leverages an understanding of school and community needs to identify and invest in digital resources such as books and ebooks to support student learning.

## COMMUNITY PARTNERSHIPS

### **Cultivates Community Partnerships**

Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers.

## DATA AND PRIVACY

### **Advocates for Student Privacy**

Teaches and promotes student data and privacy through his or her instruction and role as an educational leader.

## USE OF SPACE AND TIME

### **Designs Collaborative Spaces**

Provides flexible spaces that promote inquiry, creativity, collaboration, and community.

## COLLABORATIVE LEADERSHIP

### **Leads Beyond the Library**

Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.



**WAUNAKEE**  
COMMUNITY SCHOOL DISTRICT

18

## **Library Media Plan**

2024-2027 (Pending Board Approval)

## Library Mission

The mission of the Waunakee Community Schools library media and technology program is to ensure that students and staff are effective and self-assured users, creators and disseminators of ideas, information, and technology for life-long learning.



## Objectives

1. To provide intellectual access to information that represents a diversity of experiences, opinions, and social and cultural perspectives for a diverse population whose needs are changing rapidly.
2. To ensure equitable physical and digital access to materials and services by providing adequate facilities, resources, and staffing. 20
3. To stimulate and guide students in all phases of listening, reading, viewing, creating, and collaborating with others for learning and enjoyment.
4. To collaborate with teaching staff to design and provide instruction that develops students' media literacy, research, and technology skills as addressed in current information and technology literacy standards.
5. To provide leadership, instruction, and consulting assistance to staff and administrators in the use of educational technology.

## Wisconsin Administrative Code PI 8.01 (2)(h)

1. Have on file a written, long-range plan for library services development which has been formulated by teachers, library and audiovisual personnel and administrators, and approved by the school district board.
2. Designate a licensed library media person to direct and coordinate the district's library media program.
3. Provide library facilities within the school building and make available to all pupils a<sup>21</sup> current, balanced collection of books, basic reference materials, texts, periodicals, and audiovisual materials which depicts in an accurate and unbiased way the cultural diversity and pluralistic nature of American society.
4. Provide library media services to all pupils as follows: to pupils in grades kindergarten through 6, library media services which are performed by or under the direction of licensed library and audiovisual personnel; and to pupils in grades 7 through 12, library media services which are performed by licensed library and audiovisual personnel.



# Planning With Future Ready Tools



*Wisconsin Digital Learning Plan released December 6, 2016*

# Planning With Future Ready Tools

# Current Status: Personalized Professional Learning

## Professional Development Offerings

- PD at Home
- Staff Genius Hour
- Learning Fest
- New Teacher Training

## Work Embedded

- Instructional coaching
- Individual and team collaboration
- Professional Learning Communities



# Future Goals: Personalized Professional Learning

- Explore ways to incentivize PD
- Further our knowledge of teaching adult learners
- Solicit feedback from staff on learning needs
- Stay up to date on new information literacy and technology tools and trends through conference attendance and other learning opportunities

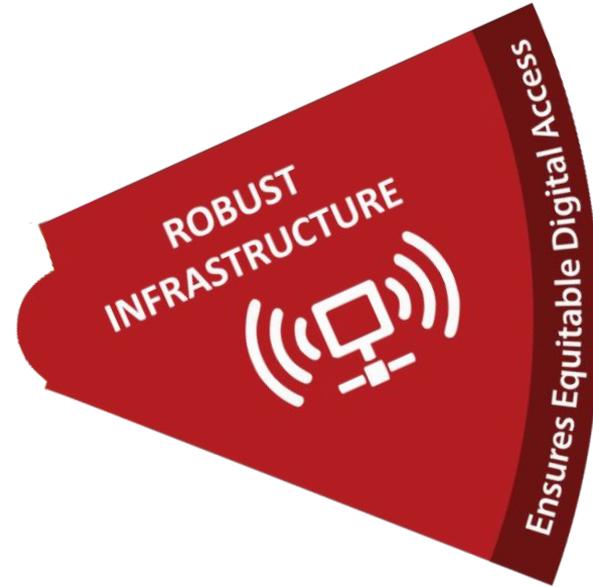


# Progress Toward Goals: Personalized Professional Learning



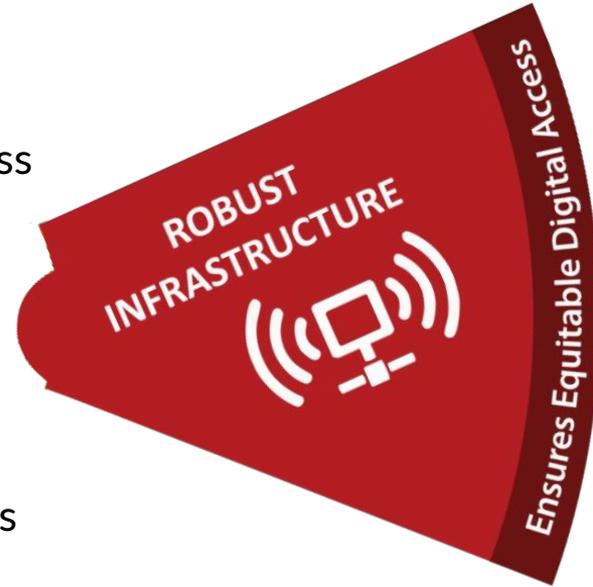
# Current Status: Robust Infrastructure

- Support students and staff in 1:1 device usage
- Provide 24/7 access to ebooks, audiobooks, and research databases
- Purchase databases that allow equitable access to through multiple languages, reading levels, and accessibility tools
- Instruct students and staff on how to effectively use the library catalog and digital library resources
- Access to desktops/laptops with specialized software during study hall (High School level)

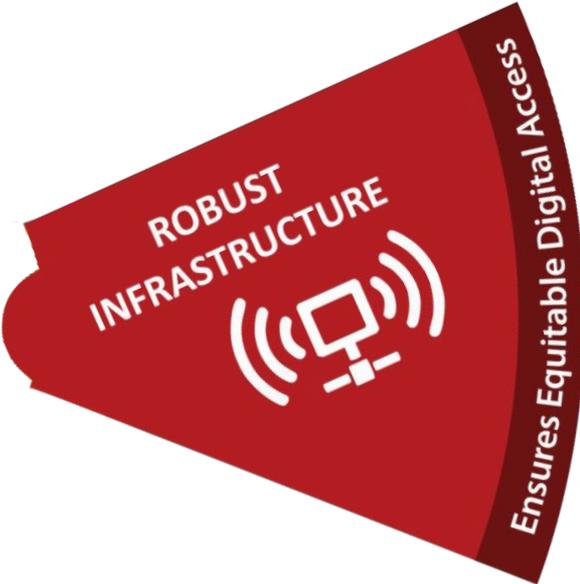


# Future Goals: Robust Infrastructure

- Collaborate with EL and Bilingual staff to determine new learning material needs, access and instruction.
- Initiate collaboration with social workers to better meet the needs of specific student populations.
- Continue working with IT to ensure compatibility between subscription resources and student devices.



# Progress Reports: Robust Infrastructure



# Current Status: Budget & Resources

## Using Common School Funds:

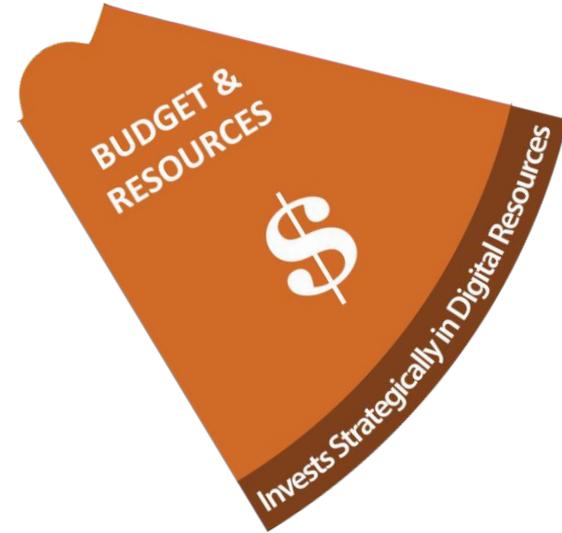
- Purchase library collections and resources that support library-directed technology initiatives and curricular needs and goals
- Promote student physical and mental health and wellness with purchasing decisions
- Pool resources across the district and networking with statewide consortiums to maximize the purchasing potential of our budgets
- Allocate budget resources to support a robust online presence.
- Base purchasing decisions on analysis of current resources, their usage, and professional resources

Explore additional funding through grants and book fairs



## Future Goals:

- Create professional development opportunities and materials to promote digital tools and district-paid technology subscriptions.
- Network with EL teachers to purchase resources to meet their students' needs



# Progress Reports: Budget & Resources



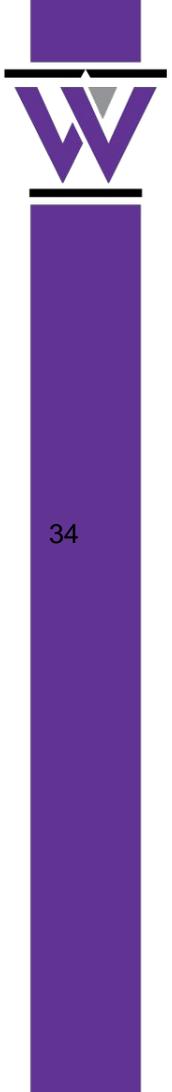
# Current Status: Collaborative Leadership

- Community partnerships: Public library programming, joint book clubs, and board representative.
- IT Department - monthly meetings & daily troubleshooting.
- LMTC Directors & EdTech Specialists joint department
- Ad-hoc district AI committee
- School specific committees: Literacy, building leadership, SEL, school diversity, etc.
- Just in time curation and creation of resources for district needs and initiatives



# Future Goals: Collaborative Leadership

- Advocate for the varied roles of librarians in collaboration and instruction.
- Advocate for librarians as tech leaders in each building and the district.
- Improve communication with instructional departments.



# Progress Toward Goals: Collaborative Leadership



# Current Status: Community Partnerships

- Collaboration with Waunakee Public Library
  - Joint Summer Reading Program
  - 3-4 and High School Book Clubs
- Participation in Wisconsin Schools Digital Library Consortium
- State Battle of the Books
- Welcomes Families into the Library Spaces
  - Early Riser Reader
  - Book Fairs
  - Parent Volunteers



# Future Goals: Community Partnerships

- Increase promotion of public library events and collaboration.
- Investigate community reading access programs and ideas (QR codes)
- Improved communication on community library use.
- Sharing library events with district social media.



# Progress Toward Goal: Community Partnerships



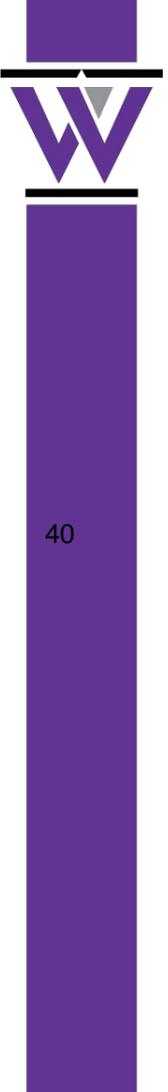
# Current Status: Data & Privacy

- Pre-approved app list
- Approval process communicated to teachers for app requests
- IT Director checks apps and websites for COPPA compliance
- Teaching students about creating secure usernames and passwords and keeping passwords private
- Collecting and curating privacy information for different apps and resources.
- Maintaining confidentiality of library check outs
- Applying FERPA and COPPA policies for security of our student information.



# Future Goals: Data & Privacy

- Training for staff on privacy of student library records.
- Advocating usage of tools on the approved app list.

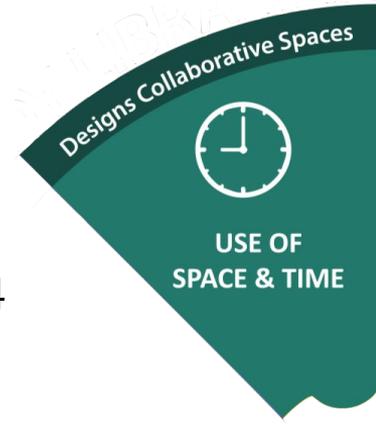


# Future Goals: Data & Privacy



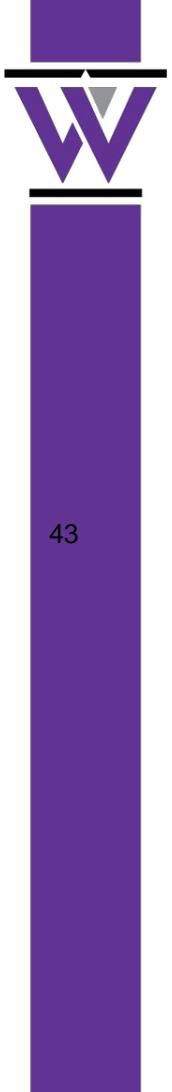
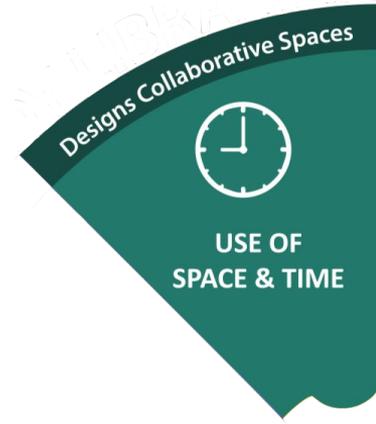
# Current Status: Use of Space & Time

- Remodeling
  - New Heritage LMTC space opens Fall 2024
  - High School LMTC furniture replacement Fall 2024
- Physical Spaces
  - Furniture allows for group collaboration.
  - LMTCs connect to Educational Technology Makerspace areas
  - Space allows for multiple purposes i.e. quieter vs. louder areas
- Shelving
  - Robust and well organized non-fiction collections that promote inquiry
  - Made accessible to all students through age-appropriate displays and signage
- Scheduling
  - K-5 fixed schedules for library classes.
  - 6-12 flexible use to meet and collaborate with teachers and classes as needed.

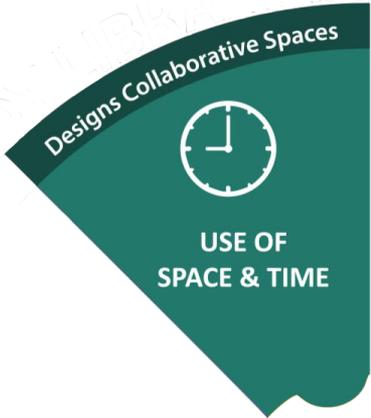


# Future Goals: Use of Space & Time

- New Middle School LMTC to open in a few years
- Continue to refine and evaluate existing LMTC spaces for:
  - Physical accessibility for all students
  - Collaborative workspaces
  - Multimedia needs
  - Display and promotion of inquiry materials
- High School LMTC inclusion of individual and small group recording spaces for both video and audio projects



# Progress Toward Goal: Use of Space & Time



# Current Status: Curriculum, Instruction & Assessments

## *Curates Digital Resources and Tools*

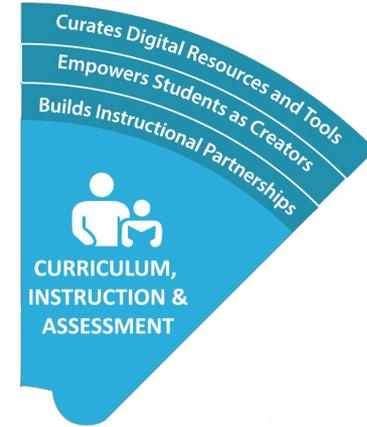
- Collections include materials in a variety of formats, including digital resources and tools, in accordance with our LMTC mission statement and the district selection and reconsideration policies.
- Resources are curated on library websites and learning management systems.
- Available resources are promoted to students, teachers, and families through newsletters, social media, flyers, and curricular collaboration.



# Current Status: Curriculum, Instruction & Assessments

## *Empowers Students as Creators*

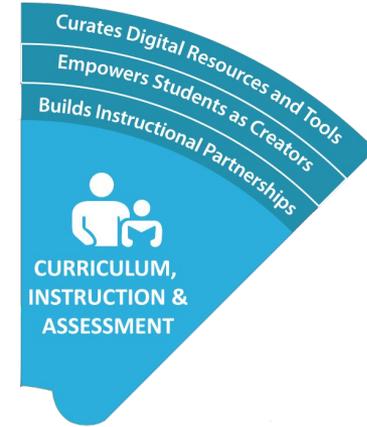
- Elementary library lessons include opportunities for students to demonstrate their learning and apply critical thinking and real-world problem solving skills.
- Intermediate library lessons focus on the skills needed to be good information detectives when encountering information inside and outside of school.
- Secondary LMTC directors provide instructional resources on ethical use of information when creating student projects.
- LMTC Directors serve as a ready resource for students as they pursue their creative projects.



# Current Status: Curriculum, Instruction & Assessments

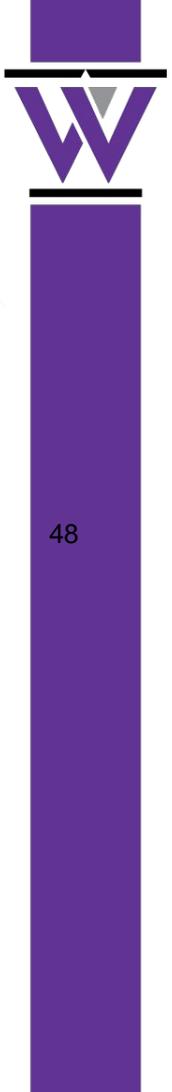
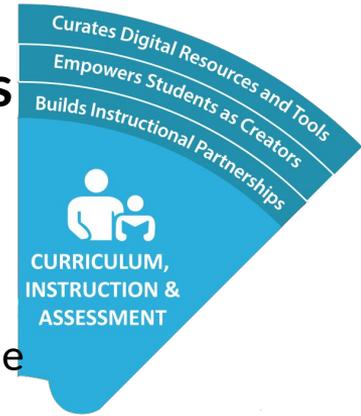
## *Builds Instructional Partnerships*

- High School level-Working directly with ELL teachers and staff to provide direct instruction and promotion to students with specific language needs
- LMTC department vets digital resources and provides professional development around a curated set of tools that enhance instructional practice across content areas.
- LMTC staff meet with new classified staff members in a Lunch & Learn session to build initial partnerships as a first step toward future collaboration
- Collaborate with teaching staff to promote the library as a joyful, creative learning hub.



# Future Goals: Curriculum, Instruction & Assessments

- Expand our collaboration with our expanding ELL and bilingual programs at all school levels.
- Explore how Artificial Intelligence (AI) can be leveraged within the school environment, including developing lessons for students to understand how AI works and the ethical implications involved across content areas.



# Progress Toward Goal: Curriculum, Instruction & Assessment



- **District Policies** are located at <https://www.waunakee.k12.wi.us/board/policies>
- **Library-Related Policies** include: 361.1 Selection of Textbooks and other Classroom Instructional Materials & Resources ; 361.1 Exhibit Request for Reconsideration of Instructional/Library Media Materials ; 361.2 Library Material Selection ; 361.2-Rule Procedures for the Selection, Management & Reconsideration of LMTC Materials ; 361.3 Use of Rated Films and A-V Materials ; 361.4 Special Interest Materials ; 362 Library Media Services ; 362.2 LMTC Access ; 362.2-Rule Departmental Guidelines to Ensure Access to LMTC ; 363.2 Safe & Responsible Use of the Internet & Other Technology Resources ; 363.2 Rule 1 Staff Internet Safety & Acceptable Use ; 363.2 Rule 2 Student Internet Safety and Acceptable Use Policy ; 871 Public Complaints about the Curriculum or Instructional Materials ; 871-Rule Public Complaints about Instructional Materials ; 871-Exhibit Request for Reconsideration of Materials



## Timeline

- **Creation**
  - Library Media Plan draft created in 2023 & 2024.
  - Submitted to School Board in Fall 2024
- **Implementation** - Beginning January 2025
- **Review and Revise** annually in the spring.



52

# WAUNAKEE

COMMUNITY SCHOOL DISTRICT

Have Questions?

Contact Sarah Wendorf, LMTC Department Chair [sarahwendorf@waunakee.k12.wi.us](mailto:sarahwendorf@waunakee.k12.wi.us)