

**WWG PROCEDURE for REVIEW of ORGANIZATIONAL  
STRUCTURE & RELATED ITEMS: Updated 1/31/06 Page 1**

	A	B	C
1	<b>TIMELINE</b>	<b>WEEK ONE: BACKGROUND</b>	<b>WEEK TWO: ORGANIZATION</b>
2	<b>Task</b>	BACKGROUND: Review of the literature and district data on educational practices	ORGANIZATION: Select Three Options for Organizational Patterns for the WWG District
3	<b>Considerations</b>	Tests / demographics / Current Research IN organizational patterns / ESL/ Reading / Writing / Math / Brain Based Learning / Character Development	How do we improve Student learning? / What is the most effective and efficient use of all staff? / What criteria should be set to evaluate the success of the organizational change? /
4	<b>Persons</b>	WB EL: Connie Knott WG EL: Shelly Merrick WG MS: Connie Knott WWG HS: Tina Anderson Richards Board: Greg Madson & Marv Kleven Community: Katie Steen ALSO: Loy Woelber, Jane Hass & Bill Richards	WB EL: Steve LeBoutillier WG EL: Eric Larson WG MS: Garrett Bitker WWG HS: Lynn Arndt & Pat Merrick Board: _____ Community: _____
5	<b>Meeting Times</b>	WB: 1/31/06 PM WG: 2/2/06 AM & PM WB: 2/3/06 AM	STO: 2/6/06 AM STO: 2/7/06 PM STO: 2/8/06 AM & PM
6	<b>Outcome</b>	Short Two Page Summary Report for next committee with link to resources	Short Three page summary describing the organizational configurations and responding to the questions: 1. How does the change improve student learning? 2. How does the change help staff to be more effective? 3. What three to five criteria should be used?
7	<b>Evaluation</b>	Does the information gathered, provide some hard data and some anecdotal info about each of the questions posed	
8	<b>Significant Questions</b>	10 questions on organizational structure of school, brain compatible learning, changing demographics, ELL techniques, basic skills, student demographics, at-risk learners, teacher renewal, innovative programs	A handout for conferences?
9	<b>Other Input</b>	use Internet / Eric Database and National Reports	TO date the most referred to options include: 1. Status quo 2. K-6 / 7-12 3. Move 1-2 & 3-4 4. Move 3 and 4

**WWG PROCEDURE for REVIEW of ORGANIZATIONAL STRUCTURE & RELATED ITEMS: Updated 1/31/06 Page 2**

	D	E	F	G
1	<b>TIMELINE</b>	<b>WEEK THREE: CURRICULUM</b>	<b>WEEK THREE: STAFF &amp; CLASS SIZE</b>	<b>WEEK THREE: Calendar &amp; Schedule</b>
2	<b>Task</b>	CURRICULUM: Describe the significant educational changes that each of the three organizational patterns would require	STAFFING & CLASS SIZE: Recommend adjustments based on the four organizational changes and any related curriculum adjustments	SCHOOL YEAR CALENDAR & CLASS SCHEDULE: Recommend adjustments based on the four organizational changes and any related curriculum adjustments
3	<b>Considerations</b>	Use the BACKGROUND Data and ask for staff opinions regarding the changes as they impact student learning, parent concerns and educational costs	Use the BACKGROUND Data and ask for staff opinions regarding the changes as they impact student learning, parent concerns and educational costs	Use the BACKGROUND Data and ask for staff opinions regarding the changes as they impact student learning, parent concerns and educational costs
4	<b>Persons</b>	WB EL: Marcia Erickson & Deb Berg WG EL: Shelly Merrick WG MS:Josh Barron WWG HS: Beth Kleven Board: _____ Comm: _____	WB EL: Marcia Erickson & Deb Berg WG EL: Lynn Pabst WG MS:Chris Kuehl WWG HS: Shannon Korman & Carolyn Enstad Board: _____ Comm: _____	WB EL: Brittany Schneider WG EL: Kelly Quade WG MS:Kathy Vondracek  WWG HS: Leo Theisen & Tom Vondracek & Linda Carter  Board: _____ Comm: _____
5	<b>Time</b>	STO: 2/14/06 AM STO: 2/16/06 PM	STO: 2/14/06 PM STO: 2/16/06 AM	STO: 2/21/06 AM STO: 2/23/06 PM
6	<b>Outcome</b>	List possible changes citing both research and staff opinion regarding each change. Common Themes? Special Focus? Areas to boost or decrease?	List possible changes citing both research and staff opinion regarding each change. Define Class size in terms of number and difficulty of instruction. Consider staff development options.	List possible changes citing both research and staff opinion regarding each change. Respond to increased years, year round, and other time factors such as start and end time and student contact time.
7				
8				
9	<b>Other Input</b>	Note that the status quo is also to be considered. Special Needs, ALC, ABE		

**WWG PROCEDURE for REVIEW of ORGANIZATIONAL STRUCTURE & RELATED ITEMS: Updated 1/31/06 Page 3**

	H	I	J	K	L
1	<b>TIMELINE</b>	<b>WEEK FOUR: Facility &amp; Technology</b>	<b>WEEK FOUR: Extracurricular</b>	<b>WEEK FOUR: FOOD &amp; CUSTODIAL</b>	<b>WEEK FOUR: TRANSPORT</b>
2	<b>Task</b>	FACILITY & TECHNOLOGY: Recommend adjustments based on the four organizational changes and any related curriculum adjustments	EXTRACURRICULAR OFFERINGS AND FACILITY USE: Recommend adjustments based on the four organizational changes and any related curriculum adjustments	RELATED FOOD & CUSTODIAL SERVICES: Recommend adjustments based on the four organizational changes and any related curriculum adjustments	TRANSPORTATION: Recommend adjustments based on the four organizational changes and any related curriculum adjustments
3	<b>Considerations</b>	Use the BACKGROUND Data and ask for staff opinions regarding the changes as they impact student learning, parent concerns and educational costs	Use the BACKGROUND Data and ask for staff opinions regarding the changes as they impact student learning, parent concerns and educational costs	Use the BACKGROUND Data and ask for staff opinions regarding the changes as they impact student learning, parent concerns and educational costs	Use the BACKGROUND Data and ask for staff opinions regarding the changes as they impact student learning, parent concerns and educational costs
4	<b>Persons</b>	WB EL: _____ WG EL: _____ WG MS: Mary Jo Hendrickson WWG HS: Duane Hannan & Bill Frediin Board: _____ Comm: Stan Erickson	WB EL: Derrick Jenniges & Natalie Ross WG EL: _____ WG MS: _____ WWG HS: Leo Theisen Board: _____ Comm: _____	WB EL: Stan Erickson WG EL: _____ WG MS: _____ WWG HS: Becky Rise Board: _____ Comm: _____	WB EL: Natalie Ross WG EL: _____ WG MS: _____ WWG HS: Pat Merrick Board: _____ Comm: _____
5	<b>Time</b>	STO: 2/27/06 AM STO: 2/28/06 PM	STO: 2/27/06 PM STO: 2/28/06 AM	WB: 2/27/06 AM WG: 2/28/06 PM	WB: 2/27/06 PM WG: 2/28/06 AM
6	<b>Outcome</b>	List possible changes citing both research and staff opinion regarding each change. How will programs and staff fit into a new structure. Show on a map.	List possible changes citing both research and staff opinion regarding each change. Make a draft schedule showing potential coach locations and practice schedules for activities	List possible changes citing both research and staff opinion regarding each change. Indicate potential increase or decrease in work load or services based on	List possible changes citing both research and staff opinion regarding each change. List how changes will impact late bus and regular routes and start and end
7					
8					
9	<b>Other Input</b>	new technology - streaming video - laptop for all	consider all activities and coaching needed	sharing of menus, ala carte	

**WWG PROCEDURE for REVIEW of ORGANIZATIONAL  
STRUCTURE & RELATED ITEMS: Updated 1/31/06 Page 4**

	M	N	O	P
1	<b>TIMELINE</b>	<b>WEEK FIVE: STAFF &amp; COMMUNITY INPUT</b>	<b>WEEK SIX: REVIEW THE DATA</b>	<b>WEEK SEVEN: PRESENT TO SCHOOL BOARD</b>
2	<b>Task</b>	STAFF & COMMUNITY INPUT: Do a survey with info for staff, students and mailed out to parents to get get response on concerns and suggestions	REVIEW THE DATA: Read the reports from each group and discuss the options and their relative merits. Make a final written recommendation for the Board to approve.	PRESENTATION TO SCHOOL BOARD: Provide a review of the process and the data that led to the decision for changes in curriculum and organizational structure of the WWG Schools
3	<b>Considerations</b>	Provide a survey of ten or less questions with multiple choice and options for longer answers on the four options to be compiled for final committee review	Review data from each subgroup and survey input. Refer back to the basic questions. Use the criteria to evaluate the options. How do we improve Student learning? / What is the most effective and efficient use of all staff?	REVIEW the final recommendation and ask questions to clarify rationale for the decision. VOTE to approve.
4	<b>Persons</b>	WB EL: _____ WG EL: _____ WG MS: _____ WWG HS: Candice Nichols Board: _____ Comm: _____	A representative from each subgroup selected by the subcommittees in weeks 1, 2 and 3.	School Board and Final Committee
5	<b>Time</b>	STO: 3/6/06 PM WG: 3/7/06 EV WB: 3/13/06 EV	STO: 3/14/06 AM & PM WG: 3/16/06 AM WB: 3/17/06 CPT Talk	WB: 3/20/06 School Board Presentation
6	<b>Outcome</b>	Tabulate results and provide a short summary of long answers on each of the four options. Also write a PR plan for informing the public of the final choice.	Write down the rationale for the final recommendation and to some extent why the other three options were not selected. Include information from each of the subcommittees	Make final selection and indicate the timeline to be followed
7				
8				
9	<b>Other Input</b>	consider a public meeting in addition to the surveys	ALL NOTES and info should be available online for people to review in PDF format	