

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
March 9, 2021 AGENDA

Regular Meeting
7:00 PM
Virtual Meeting Only

Topic: School Board Meeting

Join Zoom Meeting

<https://us02web.zoom.us/j/81599627722>

Meeting ID: 815 9962 7722

One tap mobile

+16468769923,,81599627722# US (New York)

+13017158592,,81599627722# US (Washington DC)

Dial by your location

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+1 408 638 0968 US (San Jose)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

Meeting ID: 815 9962 7722

Find your local number: <https://us02web.zoom.us/j/81599627722>

I. 7pm CALL TO ORDER

A. Adopt the Agenda

B. Awards and Recognitions

II. 7:05pm STUDENT ACHIEVEMENT / RESULTS

Guided Study - Community Building at SIS

Diego Murphy and Ben Vaillencourt, 7th Grade Students; Sam Prystawik, Student Advisory Council Advisor; and Moriah Weingrod, Dean of Students

III. 7:25pm PUBLIC COMMENTS #1 (GC 3.3)

Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.

IV. 7:40pm DISTRICT OPERATIONS

- A. Facility Projects Updates Mike Huffman 4
- B. 2020 School Perceptions Surveys Bryan Davis and Sue Peterson 14
- C. 2021-2022 Budget Assumptions Roger Dickson 195
- D. Learning Model Updates Bryan Davis 199

V. 8:20pm PUBLIC COMMENTS #2 (GC 3.3)

Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.

VI. 8:35pm SUPERINTENDENT'S ACTION AGENDA

VII. 8:40pm SUPERINTENDENT'S CONSENT AGENDA (OE 8.10 & GC 2.4)

Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent, but required by law to be approved by the Board.

All administrative matters delegated to the Superintendent that are required to be approved by the Board will be acted upon by the Board.

- A. Approval of Faculty Resignations
Paula Berman
Krystle Greenwood

VIII. 8:45pm BOARD GOVERNANCE

- A. Community Linkage Meeting Updates 201

IX. 9:00pm BOARD ACTION AGENDA

- A. Approval of the Community-Based Finance Committee Voting Members 211

X. 9:05pm BOARD CONSENT AGENDA (GC 2.4)

The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.

- A. Approval of Board Meeting Minutes 212
February 23, 2021 Board Meeting

XI. 9:10pm PUBLIC COMMENTS #3 (GC 3.3)

Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.

XII. 9:25pm REVIEW OF 'TO DO' ITEMS

XIII. 9:40pm FUTURE AGENDA ITEMS

XIV. 10:00pm RECESS

XV. 10:05pm BOARD MEETING DEBRIEF (GC 2.2)

As a means to assure continuous improvement, the Board regularly and systematically will monitor all policies in this section, and will assess the quality of each meeting by debriefing the meeting following its conclusion.

1. What did the Board do well in this meeting
2. What did not work well for us ?
3. What do we want to do to improve ?
4. How did we impact student results?

XVI. 10:10pm ADJOURN

XVII. UPCOMING SCHEDULE ITEMS

2021-2022 Budget, Community Input Meeting, March 16 at 5 pm
Community Linkage Meeting, SIS Students, March 18 at 3:30 pm

ICS Community Ally Academy Session One, March 18 at 6 pm
Community Linkage Meeting, Families of Students with Special Needs, March 23 at 6 pm
Board Meeting, March 23 at 7 pm
Community Linkage Meeting, Elementary School Ambassadors, March 25 at 11:30 am
Spring Break, March 29-April 2
Spring Election, April 6
Community Linkage Meeting, Parents and Alumni of Color, April 13 at 6 pm



Project Status Report for

Shorewood School

District

3/09/2021

Mike Huffman, HFD

Your Partner in
Development

Construction Progress

Atwater

- Most of Phase 5 of construction will conclude on 3/24 including rooms 1-3. Furniture and materials will be moved back from their respective 'Flex' spaces on 3/25 and will be ready for teacher's use beginning the week of 3/29.
- The last room of Phase 5, room 4, will be finished by Miron on 4/9 and ready for teacher use in mid April.
- Phase 6 will begin with the movement of rooms 210, 211, 212, and 213 into flex spaces on 3/29 with Miron starting construction on 3/30. These rooms will be turned back over to the district in mid May.

Lake Bluff

- Phase 7 has been accelerated with construction beginning on February 22 in rooms 10, 11, 13, 221, 223, and 225. Miron will be turning over these spaces in two waves. Rooms 10,11,&13 will be turned over on 3/12 while rooms 221, 223, & 225 will be ready for teacher use on 3/25.
- Phase 8 will begin in rooms 113, 115, and 117 on 3/10.

Construction Progress (Continued)

High School-

- Work in the new addition is now focused on installation of finish materials. The new entry, administration suite and 2nd floor LMC will be completed on April 1st (note that my previous indication of March 1st was in error).
- Renovation work is now underway at the old pool by subcontractor Newman Pools.

Project Administration

- Lee Recreation has been selected as our vendor for the Atwater and Lake Bluff traditional playgrounds. Staff and student engagement sessions will be conducted in spring to help with selecting final equipment components/configuration. Installation will be accomplished in July and early August.
- Planning for a natural playground area at Lake Bluff will resume later this month.
- A meeting with the SSD roofing consultant was conducted to develop a bidding strategy for roof repairs and replacement to be accomplished this summer. The HS auditorium roof is in the most advanced state of decay. Repairs of roofing membranes and above roof masonry at Atwater and Lake Bluff are also expected to be included in the round of bidding.

Design Directives

- Our design effort to determine solutions to water infiltration problems at the Atwater lower level is complete and Miron is now pursuing pricing for the prescribed work. We expect to present these solutions and costs in the coming weeks.
- On 3/8 a meeting will be conducted to review the need for structural and water proofing modifications at the Powerhouse. A place holder budget was established previously to address these needs, but a full design assessment was put on hold. Subsequent to this exterior focus we will review the building's interior for needed upgrades.

Project Administration (Continued)

FF&E Status

- New furniture has been ordered for SHS new administration suite and the LMC, to be delivered in early April.

Budget and Bid Updates

In previous reports I have described change orders 1-12 that have been executed. We have now executed the following change orders:

Change Order 13: \$3,192.95 for additional access control expense at Atwater & EEC

Change Order 14: \$66,119.64 for adding a fire pump and a room to house it at Atwater. This is within the BOE budget allocation for installation of a fire suppression system.

Change Order 15: \$45,158.32 for fire suppression system modifications (post bid) at Lake Bluff. This is within the BOE budget allocation for installation of a fire suppression system. This change order also includes \$3,042.67 (in the total \$ shown above) for additional access control expense at Lake Bluff & EEC.

Project Update Photos- High School



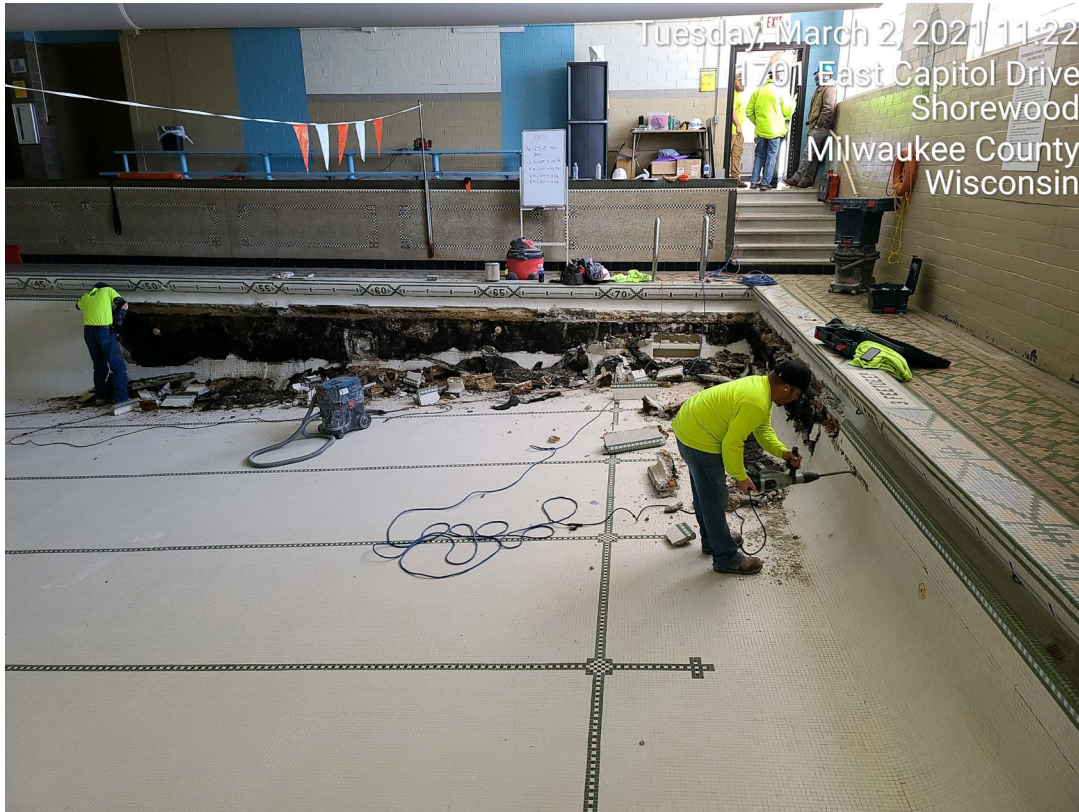
Windows have been installed at the new admin addition and sunlight is brightening up the new admin/LMC addition

Project Update Photos- High School



View from inside new addition on the 2nd floor

Project Update Photos- High School



¹²
Pool Renovations have begun

Huffman Facility Development, Inc.

Shorewood School District Referendum Projects
 BUDGET SUMMARY
 03/03/21

DESCRIPTION	BUDGET	FINAL PROJECTED COST	PAYMENTS TO DATE	% Complete
Pre-Development	44,588	44,588	39,588	88.79%
Professional Services <i>Design, Project Mgmt, Legal, Quality Testing</i>	4,381,730	4,458,675	3,629,273	81.40%
Owner Provided Equipment	2,440,000	2,440,000	258,943	10.61%
Construction	52,031,460	54,150,611	20,551,416	37.95%
Other Project Expense	505,000	680,000	203,817	29.97%
Additional Funding Sources	0	0	0	#DIV/0!
Owner Contingency	5,597,223	3,226,127	0	0.00%
TOTAL	65,000,000	65,000,000	24,683,037	37.97%
FINAL PROJECTED COST	<u>65,000,000.00</u>			
Balance - Under / (Over)	<u><u>0.00</u></u>			

Timeline for: Shorewood Timeline, 2021

Date	Task
STAFF SURVEY	
May 3, 2021	Superintendent's "heads up" email to all staff
May 5, 2021	Staff Survey launch
May 11, 2021	Reminder email to staff
May 14, 2021	Last chance reminder to staff
May 17, 2021	Staff Survey closes
June 4, 2021	Results to District
PARENT/COMMUNITY SURVEY	
April 6, 2021	Send postcard draft to District
April 14, 2021	Postcard to print
April 27, 2021	Superintendent "heads up" email to all parents
April 28, 2021	Postcards land in mailbox
April 29, 2021	Parent survey launch via email
May 5, 2021	Reminder email to parents
May 13, 2021	Last chance reminder to parents
May 17, 2021	Survey closes
June 4, 2021	Results to District
STUDENT SURVEY	
April 6, 2021	Student data load spreadsheet sent to the District
April 14, 2021	Student data load sent to School Perceptions that INCLUDES student email addresses
Week of April 19	Determine which class assignment to include student survey in/communication with teachers
April 27, 2021	Heads up email sent to all students w/explanation video
Week of May 3, 2021	Survey Invitation sent to students
May 10, 2021	Reminder email sent to non-responders
May 13, 2021	Second Reminder emails sent non-responders List of non-responders sent to district
May 21, 2021	Survey Closes
June 11, 2021	Reports to District



SHOREWOOD SCHOOL BOARD EXECUTIVE SUMMARY

Topic: School Perceptions Surveys

Date: March 9, 2021

Prepared by: Bryan Davis

Recommended action:

- Information only
- Presentation/discussion
- Discussion/action by board of education
- Presentation/action next meeting

Purpose:

To review School Perceptions 2020 survey results, and discuss plans for administering the 2021 survey, including COVID-19 related topics that can inform planning priorities for the 2021-2022 school year.

Additional Information:

The annual presentation of School Perceptions student, staff and parent/community survey trends and information was cancelled due to COVID-19 school closures in spring 2020. Sue Peterson, our School Perceptions consultant, will join the March 9 Board meeting to discuss their survey work and 2021 plans.

School Perceptions has conducted anonymous surveys of parents/community members and staff for the District since 2017. Results of these surveys help us understand what we are doing well and what we need to improve on in terms of systems and management. School Perceptions surveys informed the District's decision to create a dedicated Human Resources department to better support faculty and staff, referendum planning and annual priorities for the schools in recent years including engagement in our ICS for Equity program. Data taken from these surveys is also used by the School Board in our Operational Expectations that are monitored on an annual basis.

Comments provided through this survey tool are kept by School Perceptions and reviewed annually by administrators to provide some context into the data that we receive on the surveys. This was not completed this year due to the pandemic preparation that occurred last summer.

The comments from 2020 and 2021 will be reviewed this year by our administrators during our Summer of 2021 in preparation for the upcoming school year.

My personal reflections on the data regarding district administration has boosted my focus on improving communication with staff from myself and our cabinet. Supporting staff by creating an HR position and maintaining the Director for Equity role are also part of my commitment to continue to support staff during these difficult transformational times.

Student School Perceptions surveys are confidential; they are not anonymous. Student survey data helps us identify and examine patterns and trends in responses about daily learning experiences, engagement and social/emotional wellness, making the alignment of individual responses to District demographic information critical to accuracy of student data grouped by gender, ethnicity, grade, etc.

The spring timeline (posted with the materials) for administration of 2021 School Perceptions surveys is being reviewed and discussed with building leadership to coordinate parent notification, faculty and staff messaging to students in advance of the survey, and needed follow up. The District has also continued discussions with parents, faculty and staff about the continued use of third party and internal survey tools, and revisions to District survey policies and procedures that will be in place July 1, 2021.

Student Survey Results

Shorewood School District

Spring 2020

Student Engagement Survey

The survey uses approximately 50 questions to measure a student's engagement in both their school work and school community. The tool is designed to provide educational leaders with important information such as:

- How students spend their free time
- Their perception of the rigor and relevance of the curriculum
- How they utilize various support systems
- Their involvement in school life
- Planning they have done for life after high school graduation

Student Engagement Survey

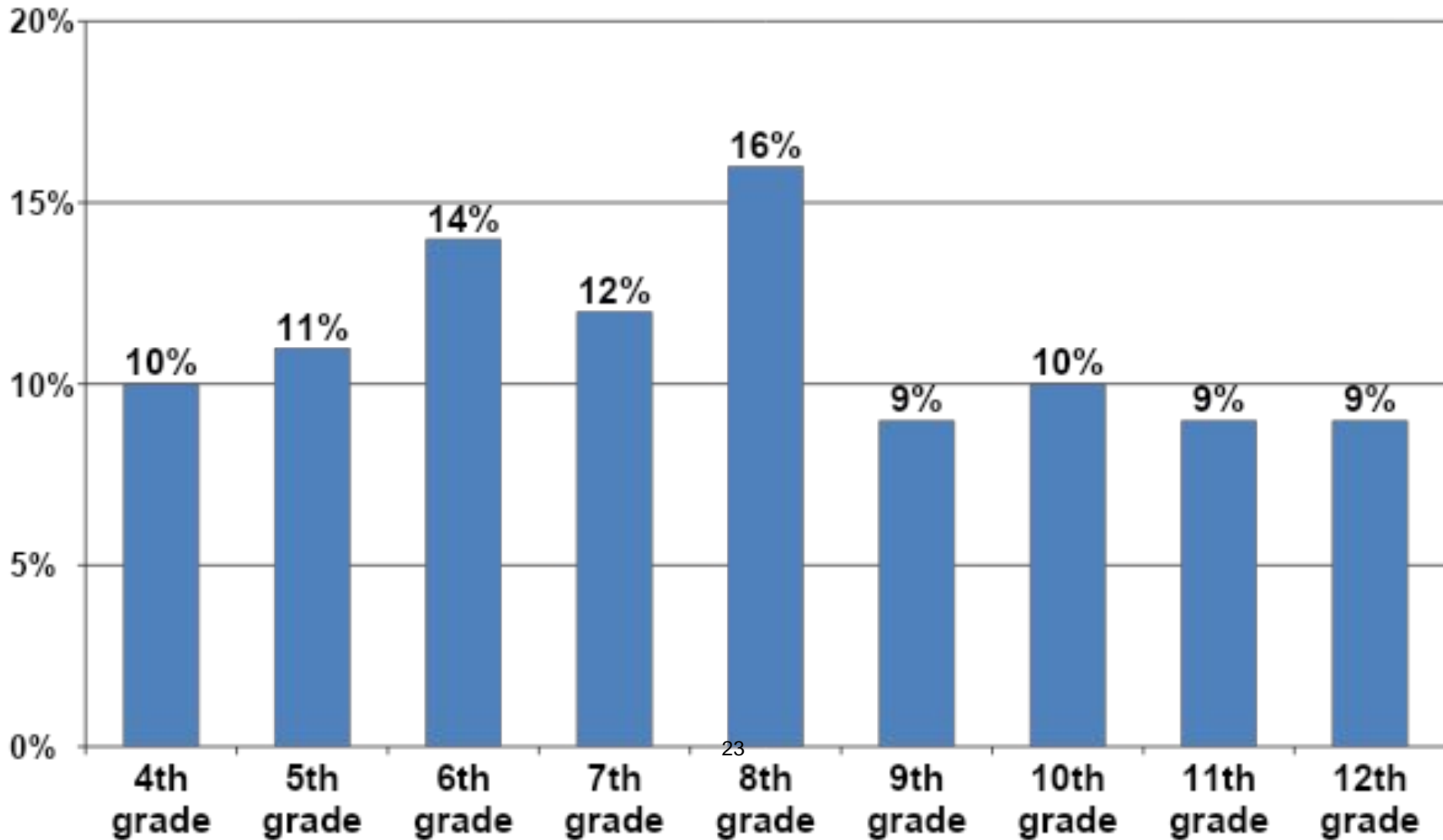
The goal in conducting the survey is to identify how Shorewood School District staff can best support each of their students to ensure their lifelong success upon high school graduation.

Survey Summary

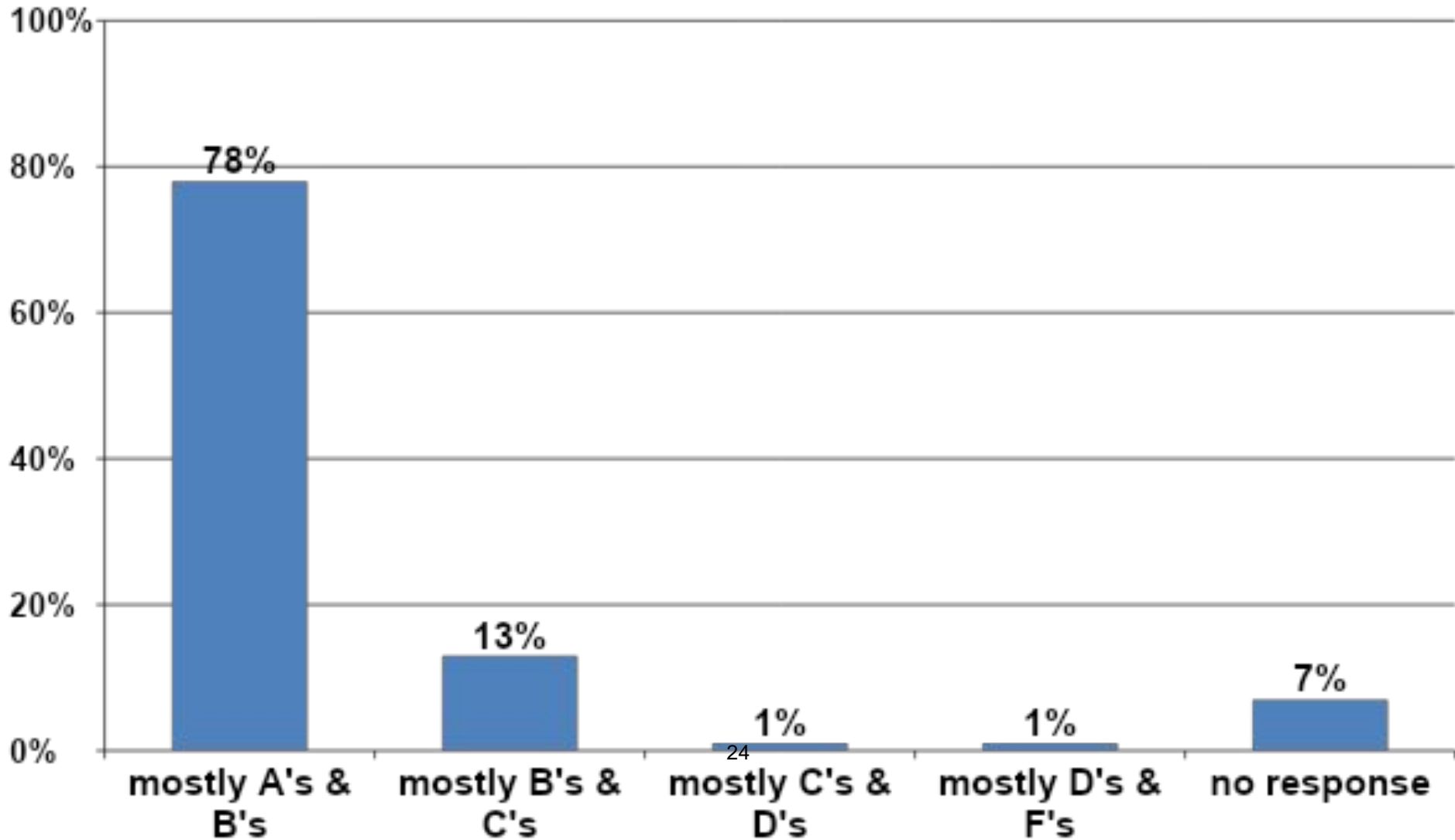
- Survey conducted in May of 2020
- Students in 4th - 12th grade participated
- Total responses = 752

Respondent Information

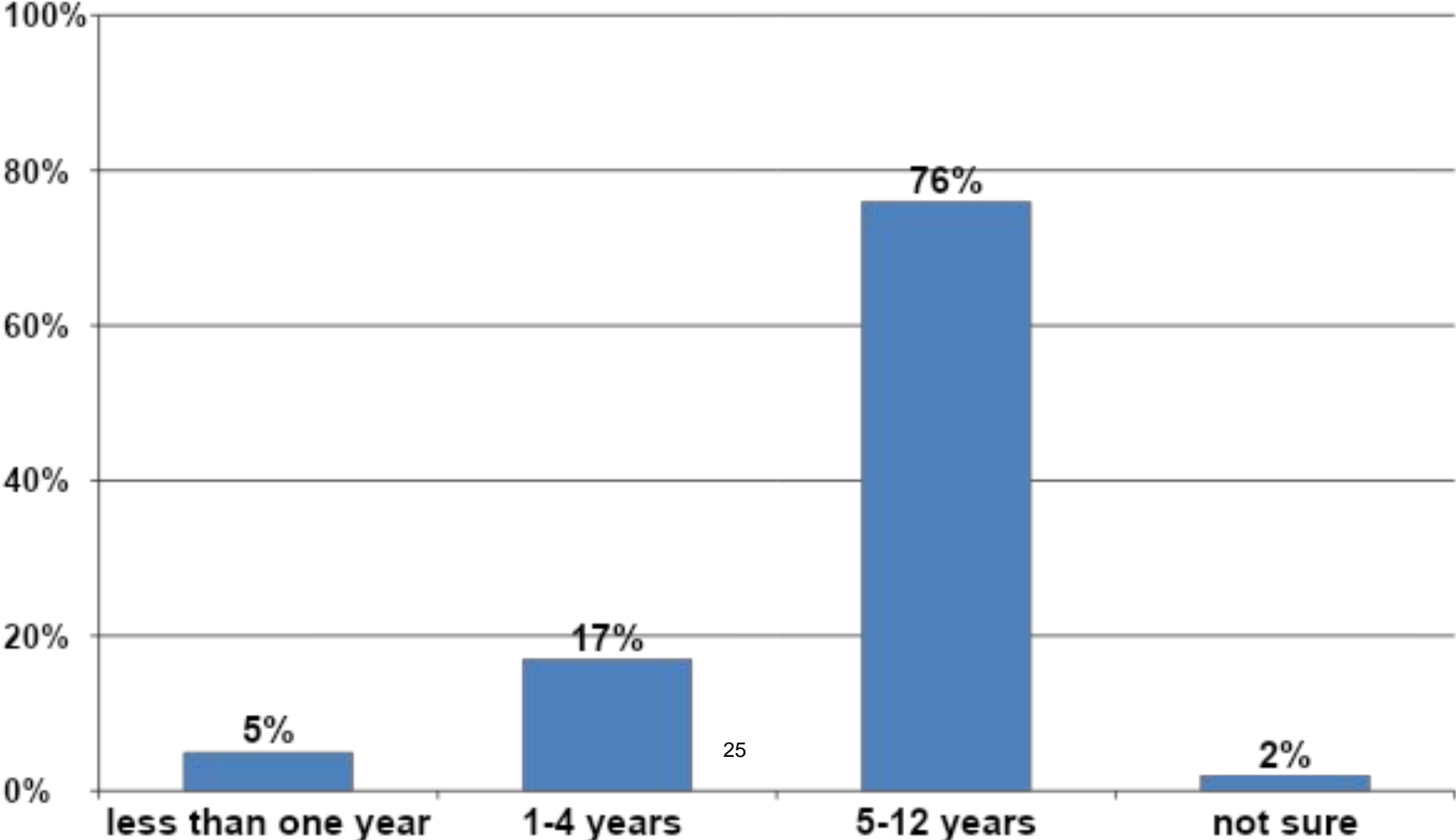
Grade level:



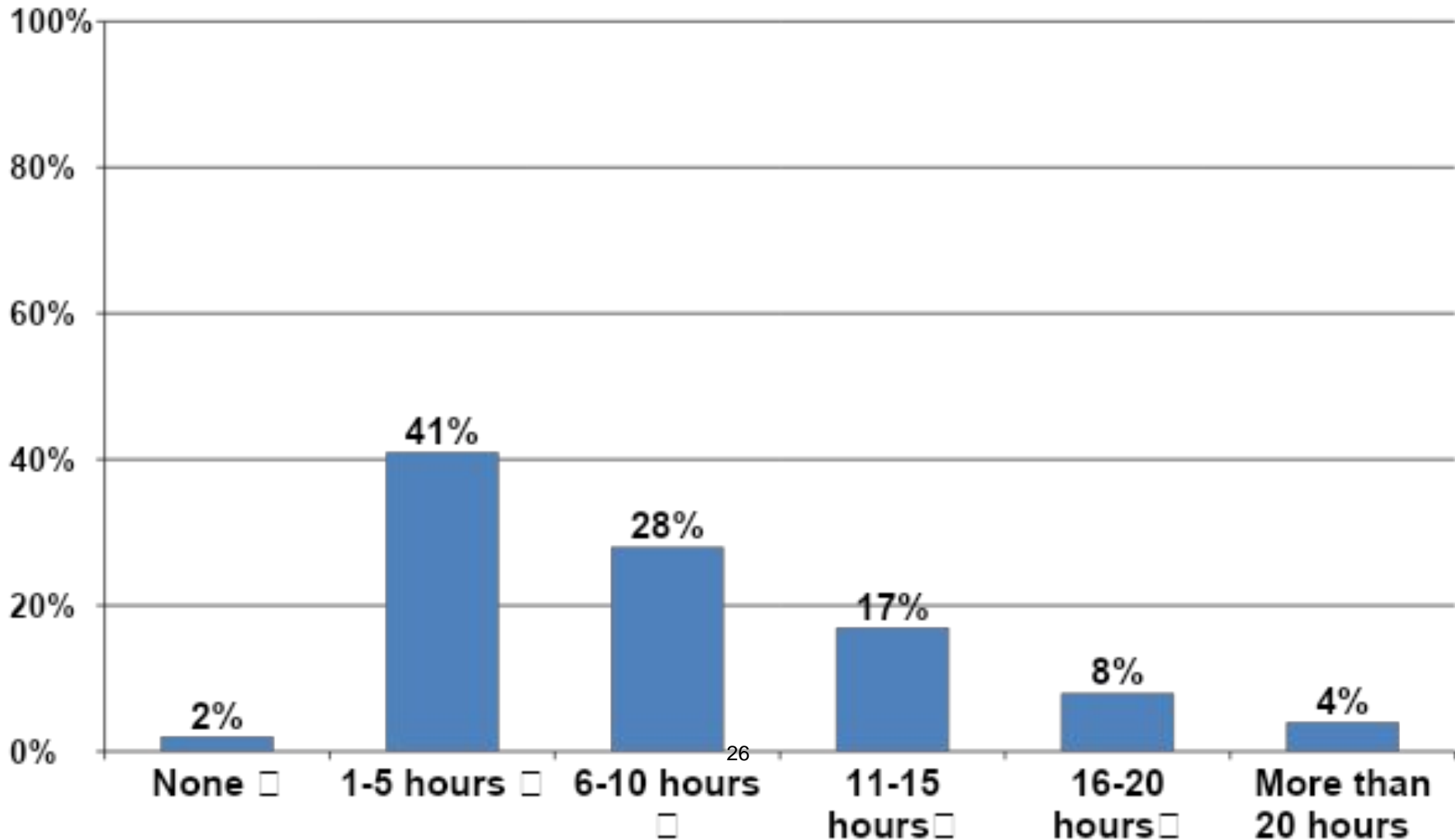
What have your recent report cards been like?



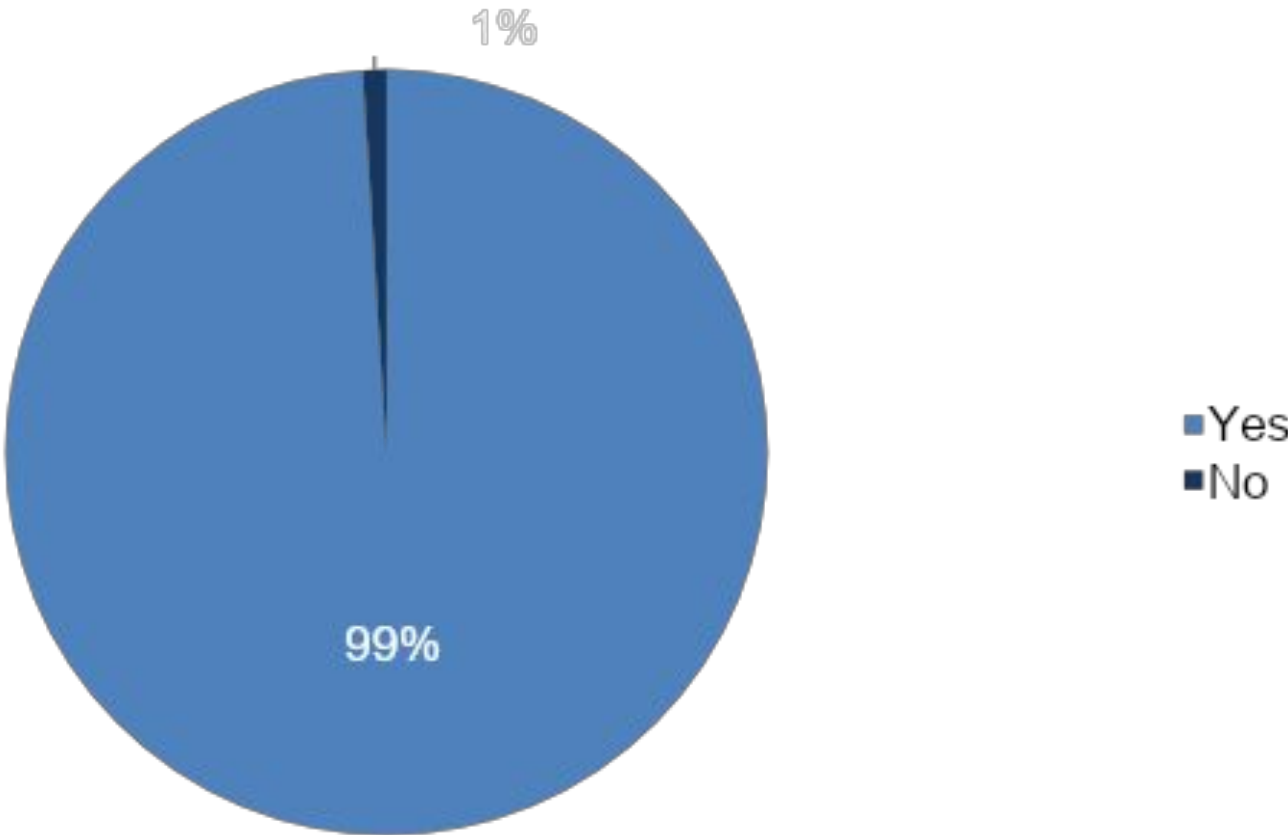
How many years have you attended this school district?



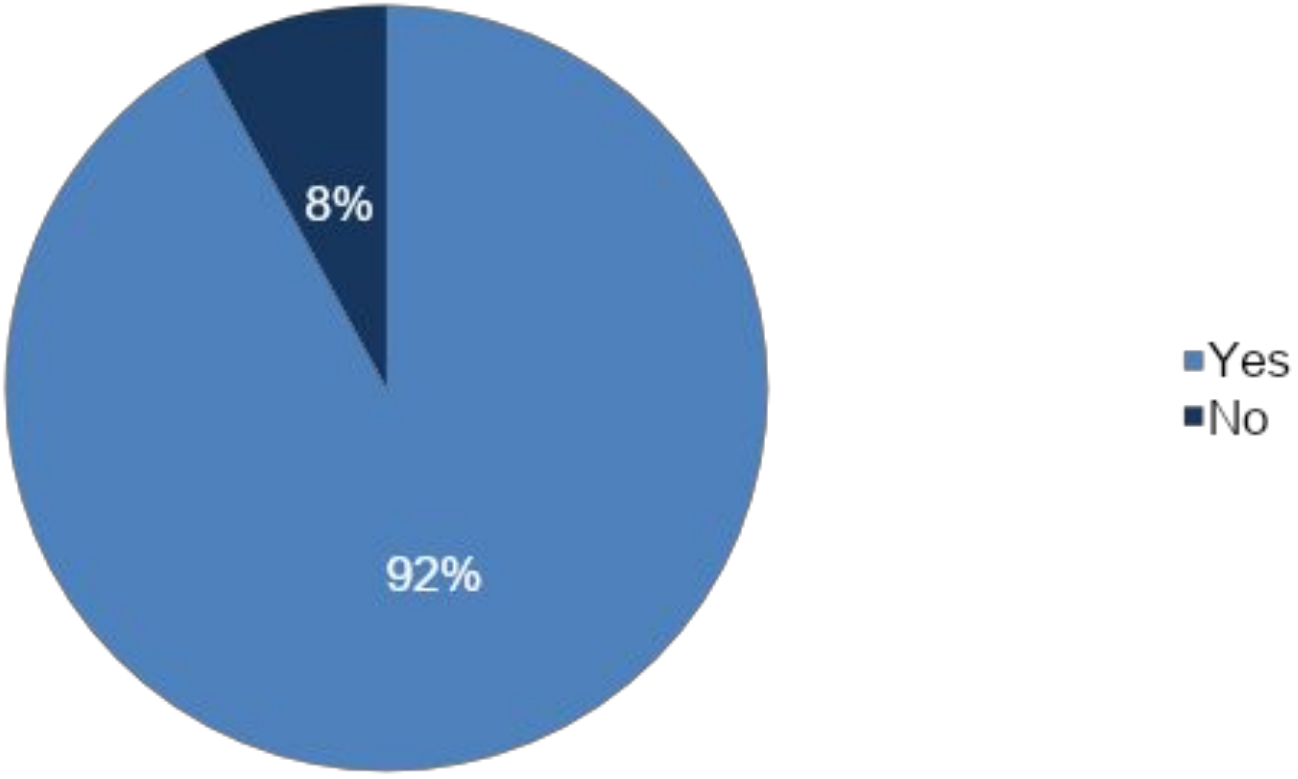
About how many hours a week do you do homework?



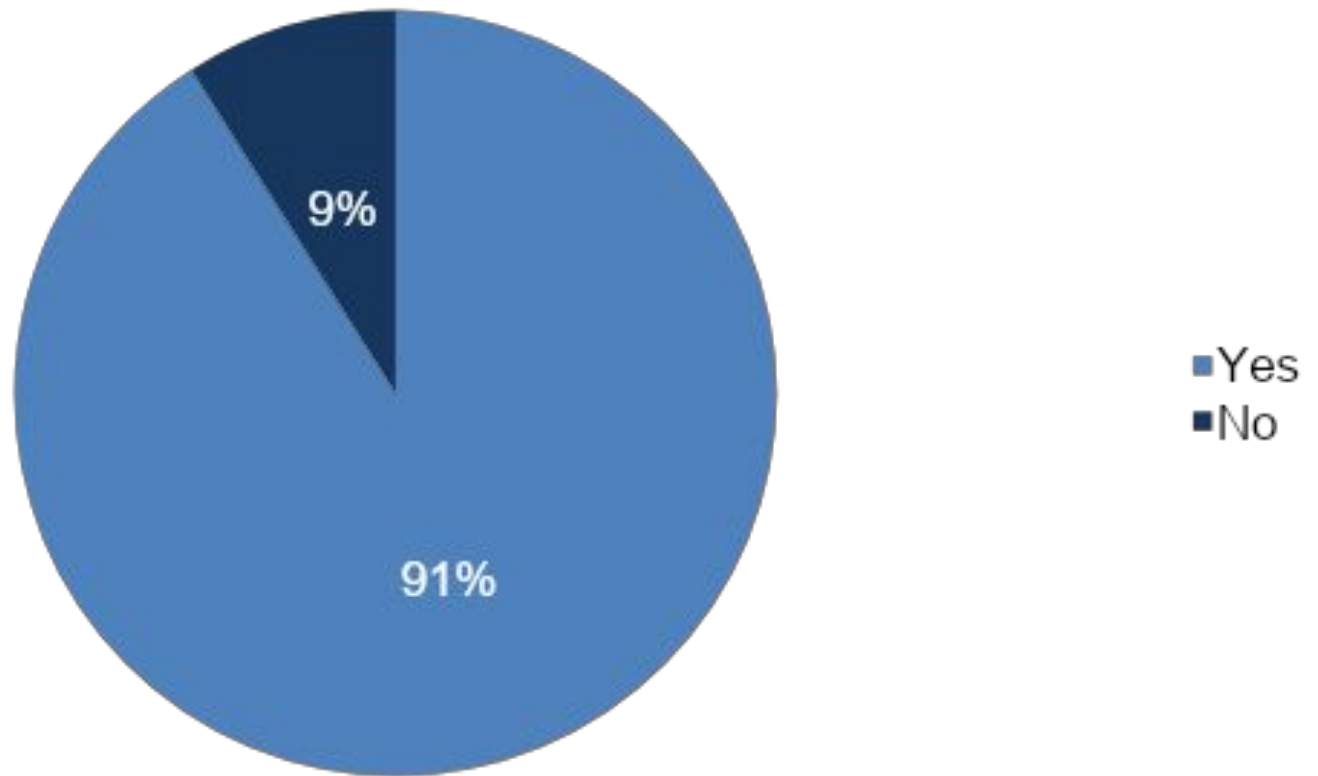
I have access to the internet at home?



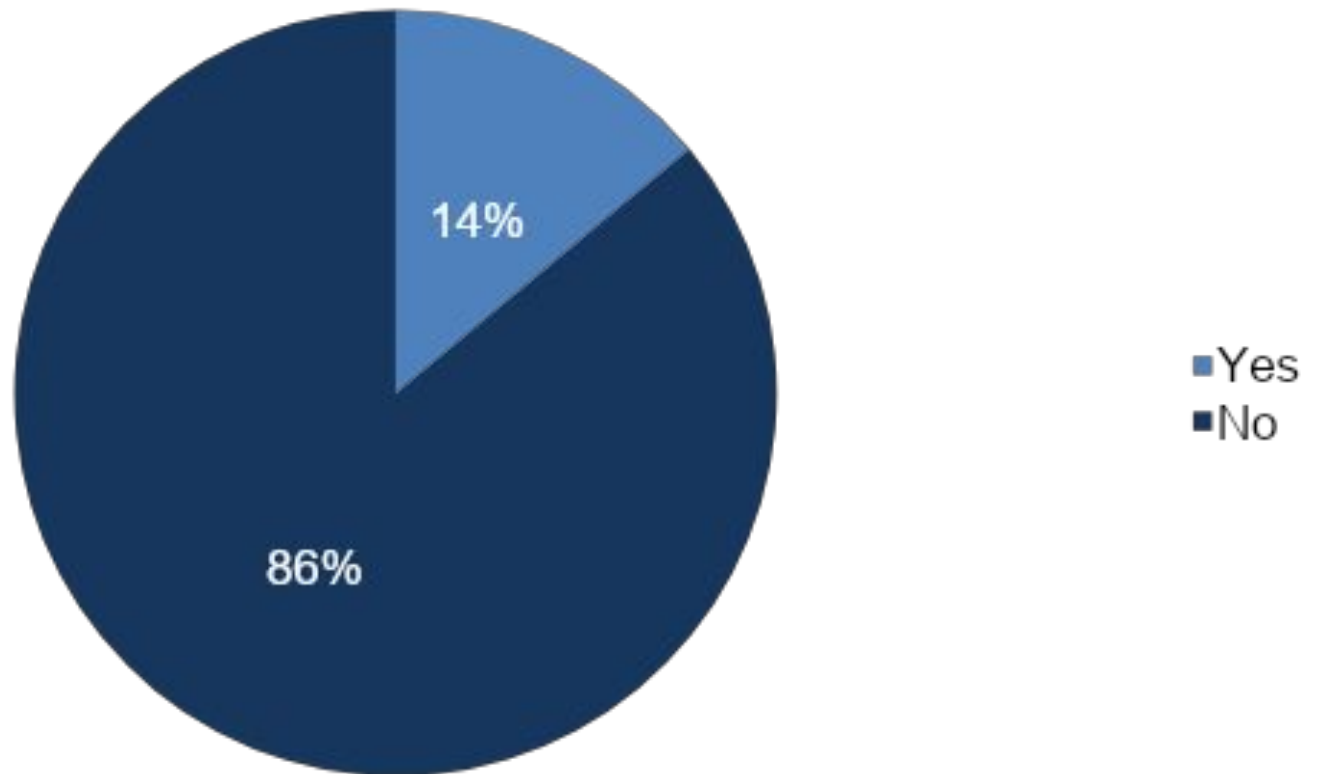
Has anyone in your immediate family (parents or siblings) graduated from college?



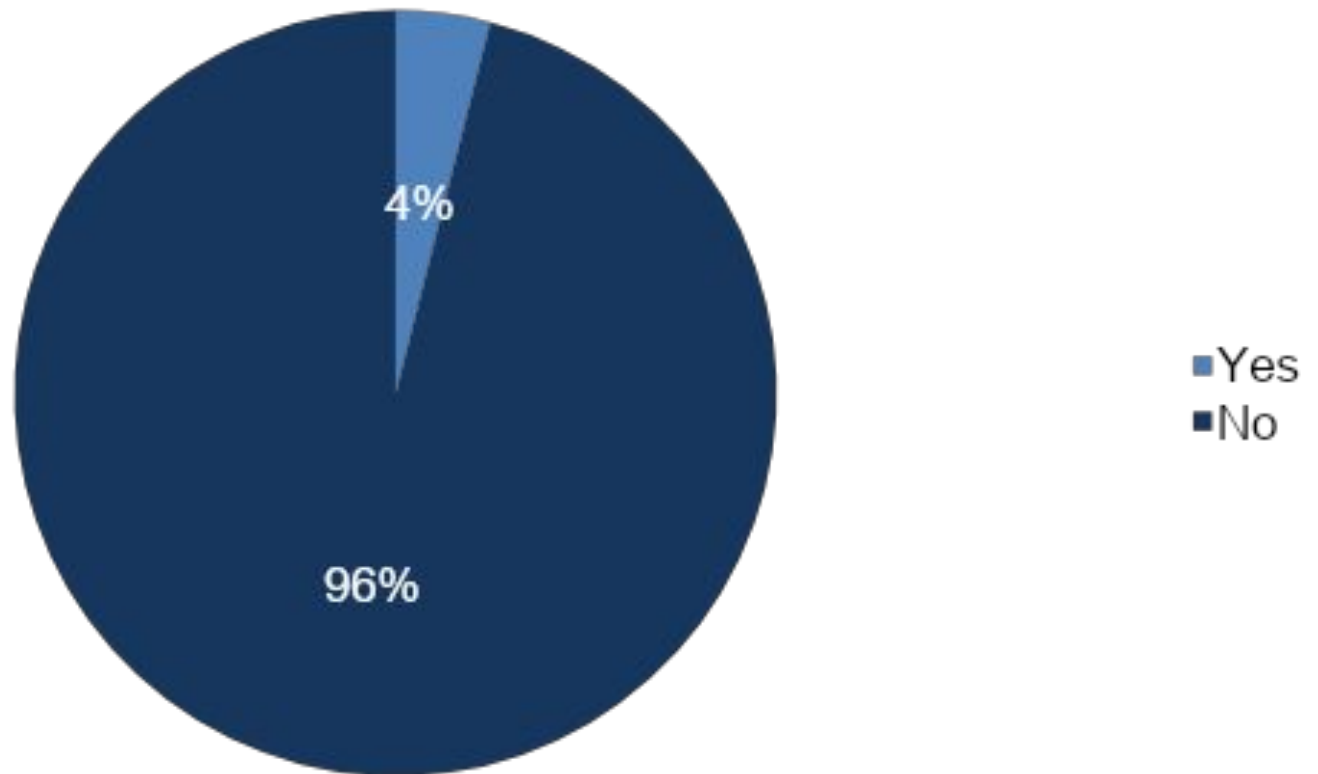
Do you receive special education services?



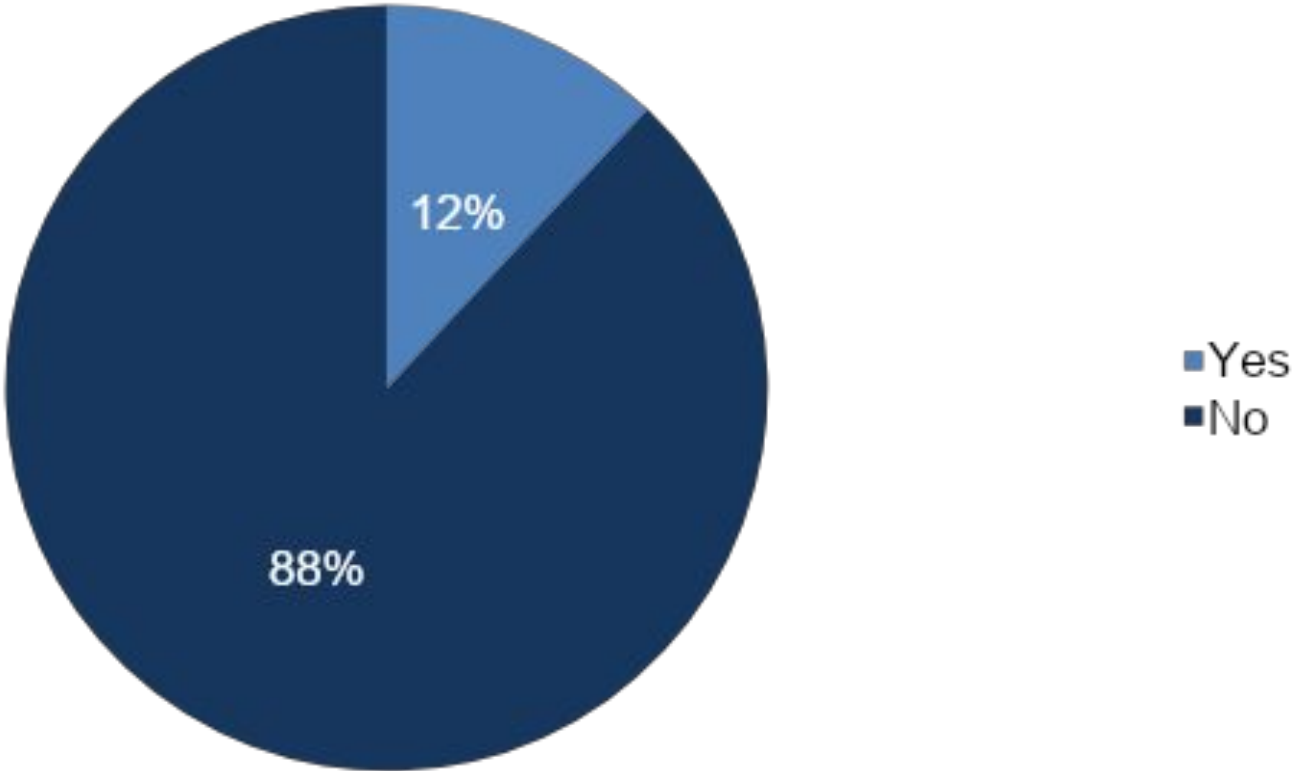
Do you receive free or reduced lunch?



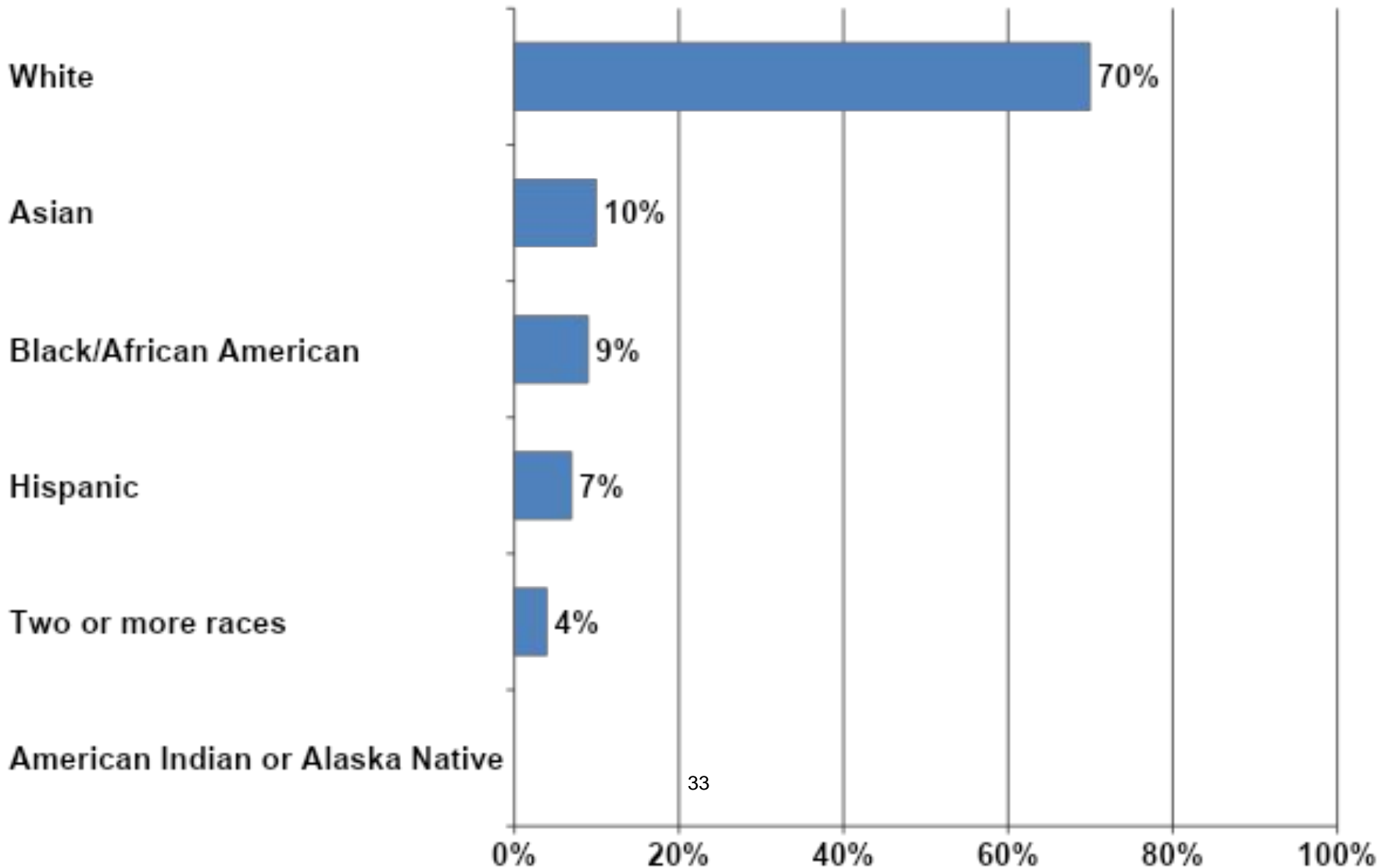
Are you an English Language Learner?



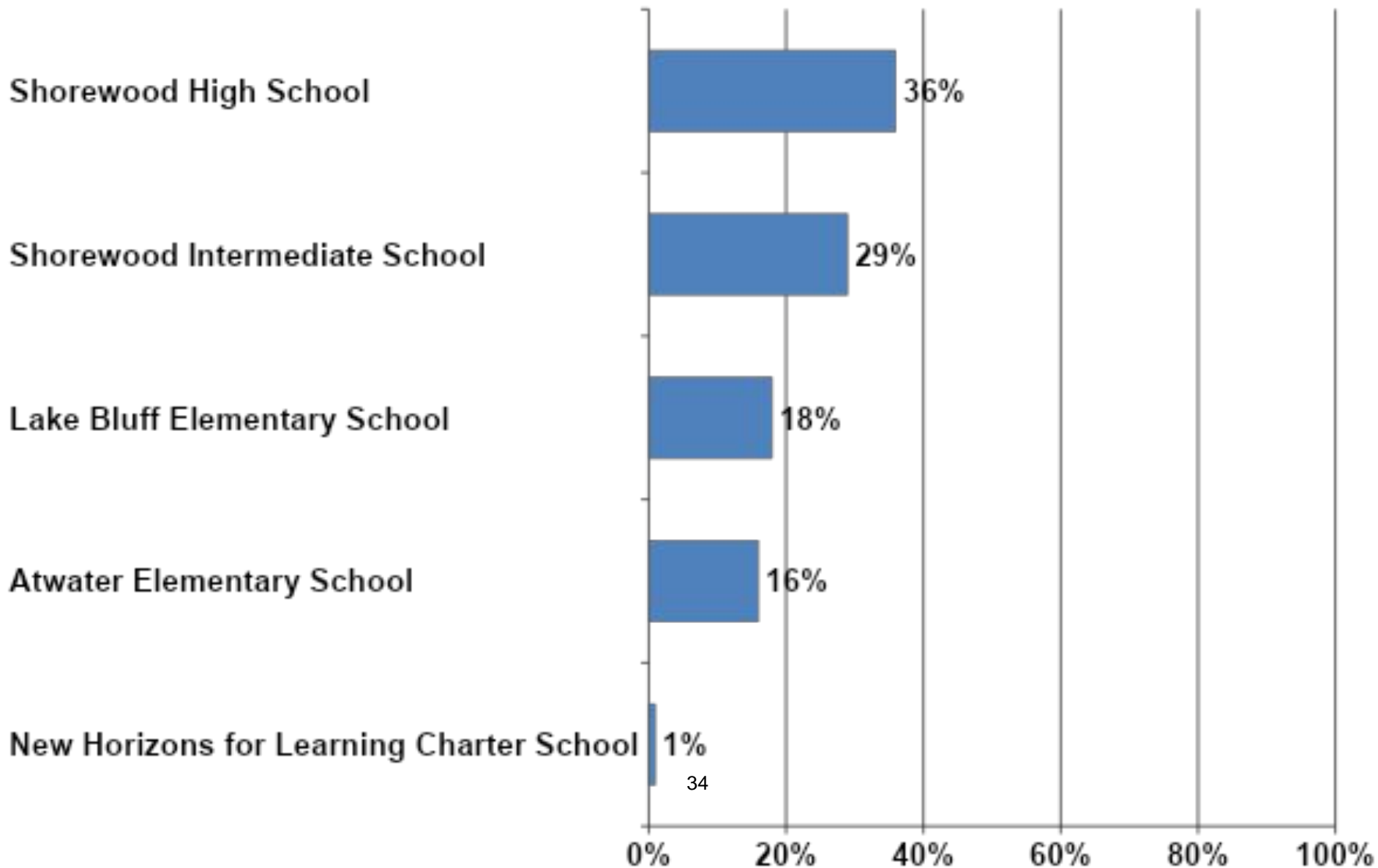
Are you considered Gifted and Talented?



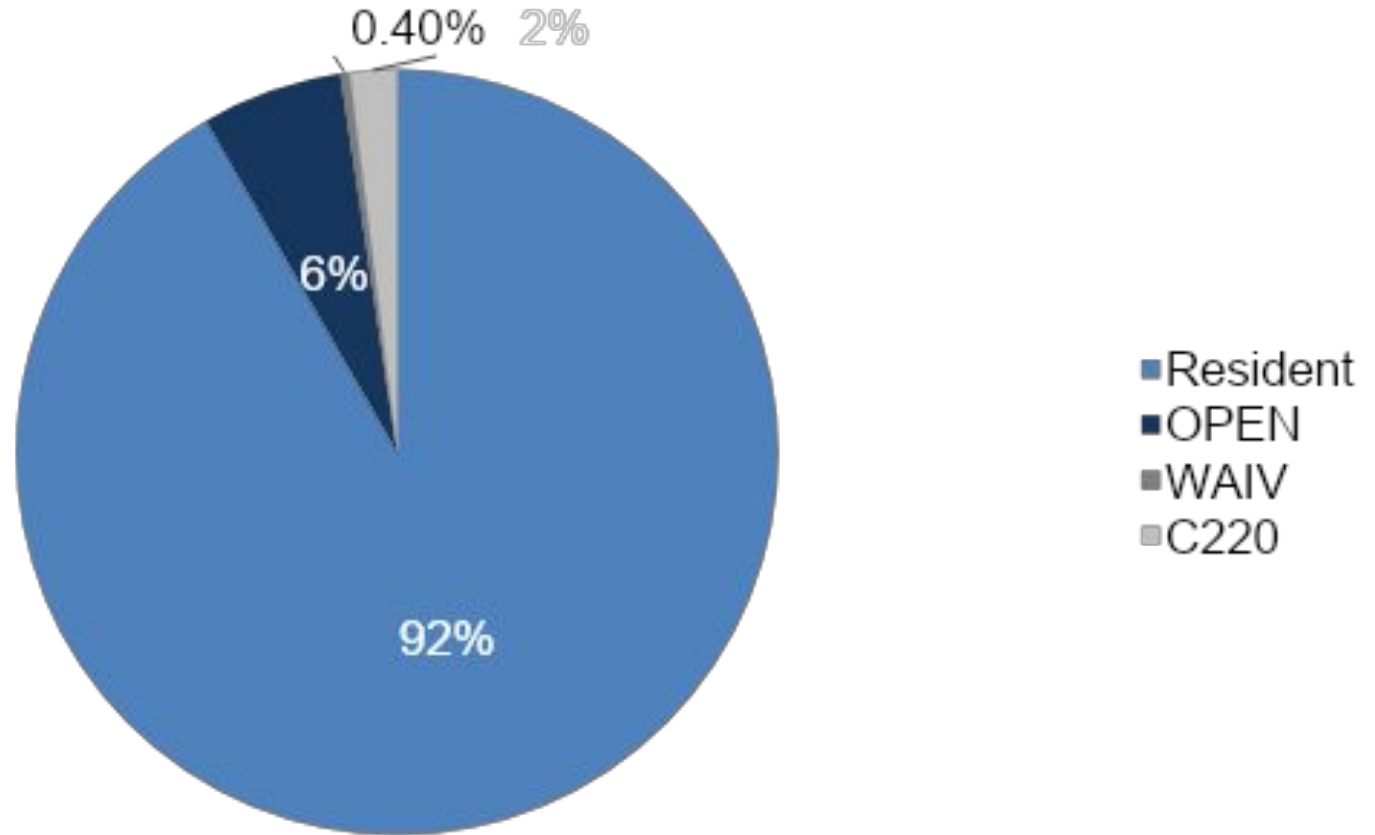
What is your ethnicity?



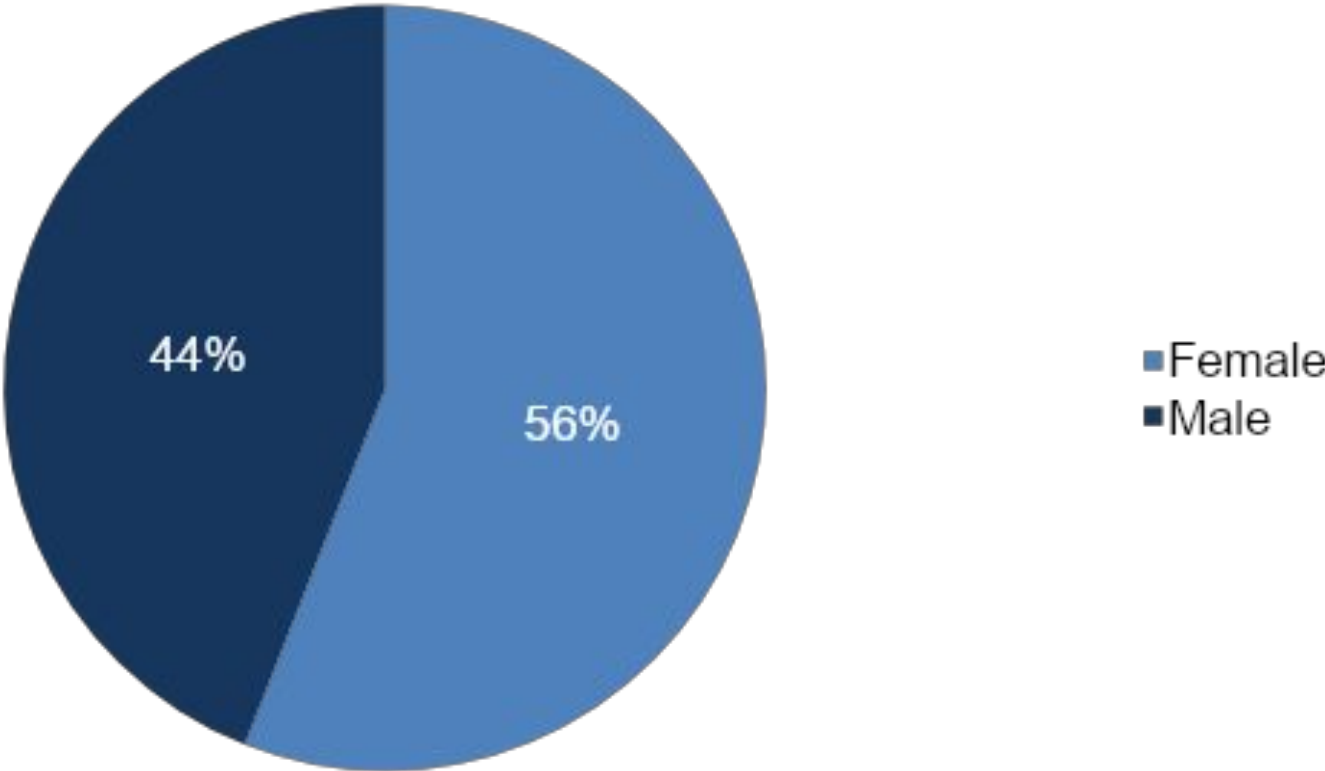
What school do you attend?



What is your enrollment type?



Gender:



Survey Responses

Me (Slide 1/2)

Always (4), Usually (3), Sometimes (2), Never (1)

Item	District Average (n)	Comparison	Percentile
I enjoy going to school.	2.66 (711)	2.47	90
I feel sorry for others when they are hurting.	3.43 (718)	3.28	86
I have a good relationship with adults at school.	3.29 (709)	3.15	86
I help others when I see a need.	3.12 (714)	2.97	80
I work well with other students.	3.01 (718)	2.93	75

Me (Slide 2/2)

Always (4), Usually (3), Sometimes (2), Never (1)

Item	District Average (n)	Comparison	Percentile
I am able to get through challenging times.	3.07 (708)	2.99	67
I am proud of my school.	2.88 (684)	2.86	49
I feel I can be myself at school.	2.96 (699)	2.92	40
If I commit to a task I will do what it takes to get it done.	3.12 (714)	3.17	28
When I accomplish/learn a skill, I push myself to learn something new.	2.81 (702)	2.90	18

Wellness

Always (4), Usually (3), Sometimes (2), Never (1)

Item	District Average (n)	Comparison	Percentile
I make healthy eating choices most of the time.	3.07 (709)	2.91	89
I exercise at least three times per week.	3.36 (709)	3.27	82
I get enough sleep most nights.	2.92 (713)	2.77	80
I have a healthy lifestyle.	3.22 (703)	3.13	79
I know how to resolve conflict in a healthy way.	3.12 (700)	3.04	73
40 When I feel stressed I know how to cope.	2.86 (697)	2.82	52

My School (Slide 1/2)

Always (4), Usually (3), Sometimes (2), Never (1)

Item	District Average (n)	Comparison	Percentile
I am respected and treated fairly at school.	3.20 (690)	2.96	96
There is one or more adults in my school who care about my future.	3.56 (634)	3.37	93
There is at least one adult in my school that I can talk to about a personal problem.	3.21 (646)	3.07	93
There is at least one adult in the school that I can talk to about my classwork when I need it.	3.56 (686)	3.39	90
I help my friends make good decisions.	3.32 (689)	3.22	83
My classmates care about me.	2.99 (620)	2.88	81
I am satisfied with our school's efforts to prevent bullying.	2.95 (661)	2.77	76

My School (Slide 2/2)

Always (4), Usually (3), Sometimes (2), Never (1)

Item	District Average (n)	Comparison	Percentile
I feel I belong at this school.	3.07 (679)	2.99	73
I feel safe at school.	3.24 (692)	3.11	67
I am satisfied with the education I'm receiving at this school.	3.14 (689)	3.08	57
I follow the rules at school.	3.36 (700)	3.32	55
Our school is clean.	2.91 (692)	2.91	46
⁴² Our school has the space, rooms and equipment to allow me to be successful.	3.39 (692)	N/A	N/A

The District wants to be sure our school facility meet your needs.

Please tell us what you think of the following areas:

I like them (3), They're ok (2), I don't like them (1)

Item	District Average (n)
The library	2.75 (685)
The gym	2.63 (681)
The classrooms	2.61 (687)
The stairways	2.52 (669)
The hallways	2.51 (680)
The locker rooms	2.16 (487)
The cafeteria	2.00 (608)
The restrooms	1.83 (687)

My Learning (Slide 1/2)

Always (4), Usually (3), Sometimes (2), Never (1)

Item	District Average (n)	Comparison	Percentile
My teachers are interested in my thoughts and opinions.	3.23 (639)	2.99	96
My parents/guardian expect me to do well in school.	3.84 (681)	3.77	93
My teachers give me extra help when I need it.	3.35 (673)	3.15	87
My teachers explain things in a way that makes sense to me.	3.00 (687)	2.89	81
I feel comfortable participating in class.	2.98 (687)	2.96	57
I set goals for the school year.	2.90 (680)	2.86	57
I explore careers/jobs that may interest me after high school.	3.11 (625)	3.07	56
If there were no grades given in classes, I would still do my work.	2.94 (656)	2.98	41

My Learning (Slide 2/2)

Always (4), Usually (3), Sometimes (2), Never (1)

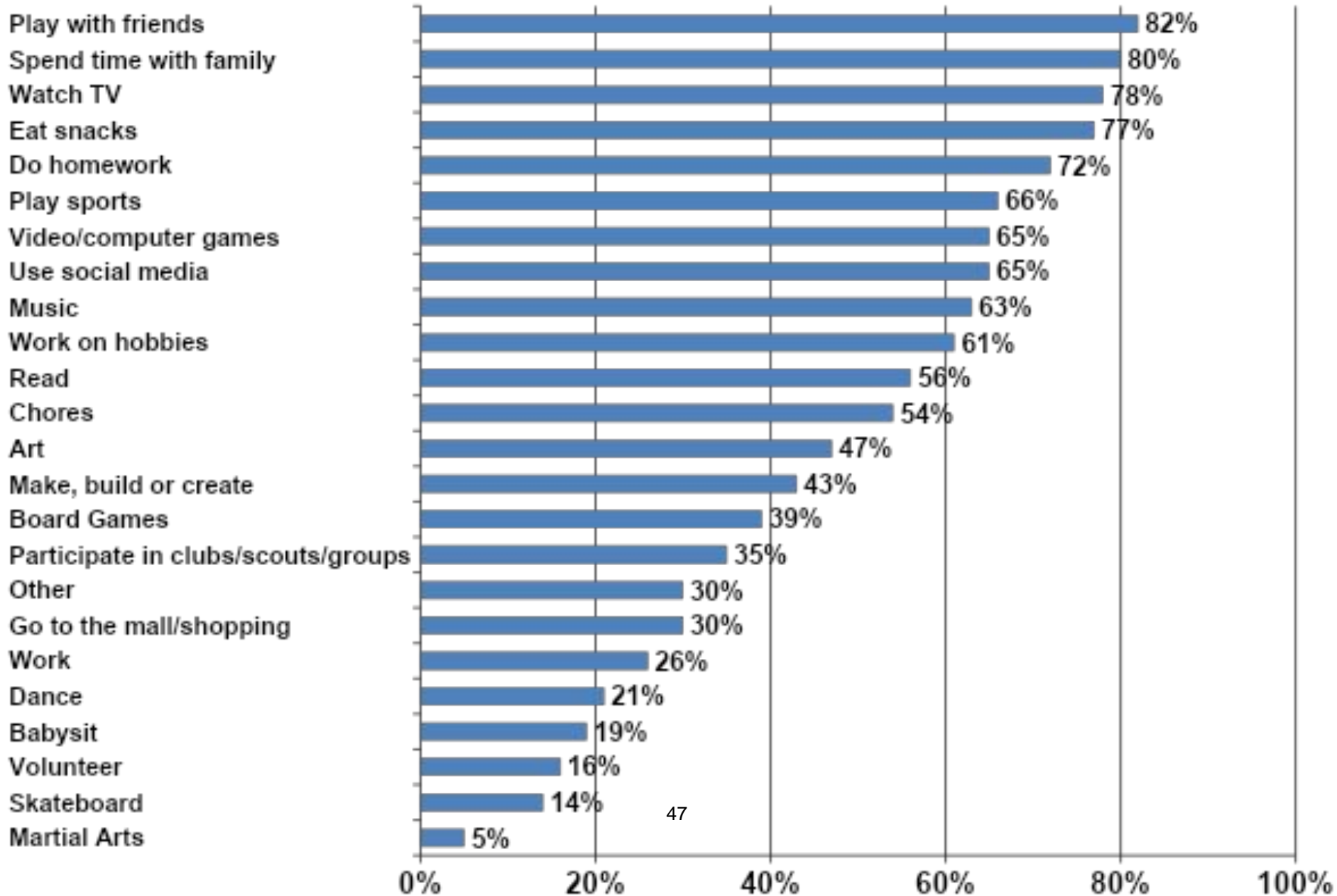
Item	District Average (n)	Comparison	Percentile
I put my best effort into my school work.	3.18 (690)	3.22	38
I believe what I am learning in school will help me to be successful in life.	2.85 (673)	2.95	29
My classes challenge me.	2.77 (684)	2.81	23
I believe what I am learning in school is preparing me for next year.	2.95 (663)	3.19	6
I get to do something I enjoy in school.	3.08 (683)	N/A	N/A
I believe what I am learning in school allows me to use my own original voice beyond the classroom.	2.87 (626)	N/A	N/A
I feel like I master a topic before I move on to the next topic.	2.81 (670)	N/A	N/A
I believe what I am learning in school connects to the real world.	2.57 (675)	N/A	N/A

My Free Time

Always (4), Usually (3), Sometimes (2), Never (1)

Item	District Average (n)	Comparison	Percentile
I participate in one or more clubs, sports and activities.	3.42 (670)	3.27	85
There are clubs, sports or activities that interest me.	3.44 (679)	3.38	71
I plan ahead and make good choices. ⁴⁶	3.05 (683)	3.13	20

What do you usually do in your free time?



Equity

Always (4), Usually (3), Sometimes (2), Never (1)

Item	District Average (n)	Comparison	Percentile
I can get extra help and support when I need it at school.	3.32 (669)	N/A	N/A
I feel my culture and beliefs are represented at my school.	3.02 (583)	N/A	N/A
Teachers hold all students accountable for their actions and behavior.	2.92 (673)	N/A	N/A
All students are treated fairly when school rules are broken.	2.73 (632)	N/A	N/A

Tolerance

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	Average (n)
I feel comfortable interacting with people from backgrounds different than myself.	4.54 (686)
At my school, I have the opportunity to interact with people from backgrounds different than myself.	4.36 (686)
I know how to report harassment or racial abuse to school staff.	4.28 (687)
Teachers in my school work hard to create a safe and welcoming environment for all students.	4.24 (687)
I would feel comfortable reporting harassment or racial abuse to school staff.	4.09 (687)
I feel my ideas, opinions, and concerns are listened to by school staff.	3.92 (686)
Students in our school treat each other with respect.	3.51 (686)

During this school year, how many times have YOU experienced and/or witnessed the following problems in your school?

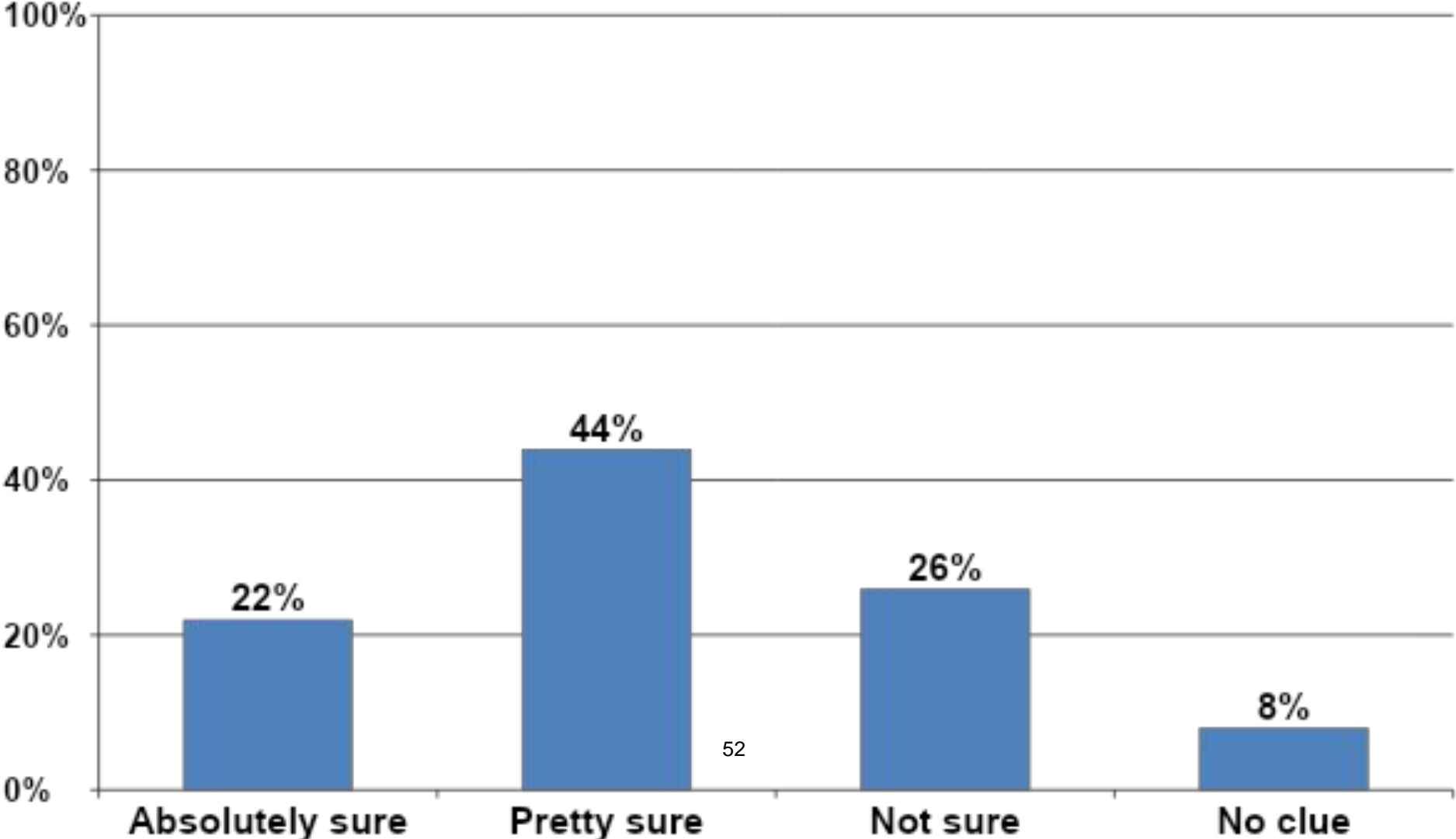
Never (1), One or more times this year (2), One or more times per month (3), One or more times per week (4), Daily (5)

Item	Average (n)
Staff using racial slurs, epithet or other derogatory put-downs	1.14 (686)
Graffiti or Vandalism with racial slurs or symbols	1.35 (686)
Cyber bullying	1.45 (686)
Bullying	1.77 (686)
Students using racial slurs, epithet or other derogatory put-downs	1.83 (686)
Teasing or ridiculing	2.43 (686)

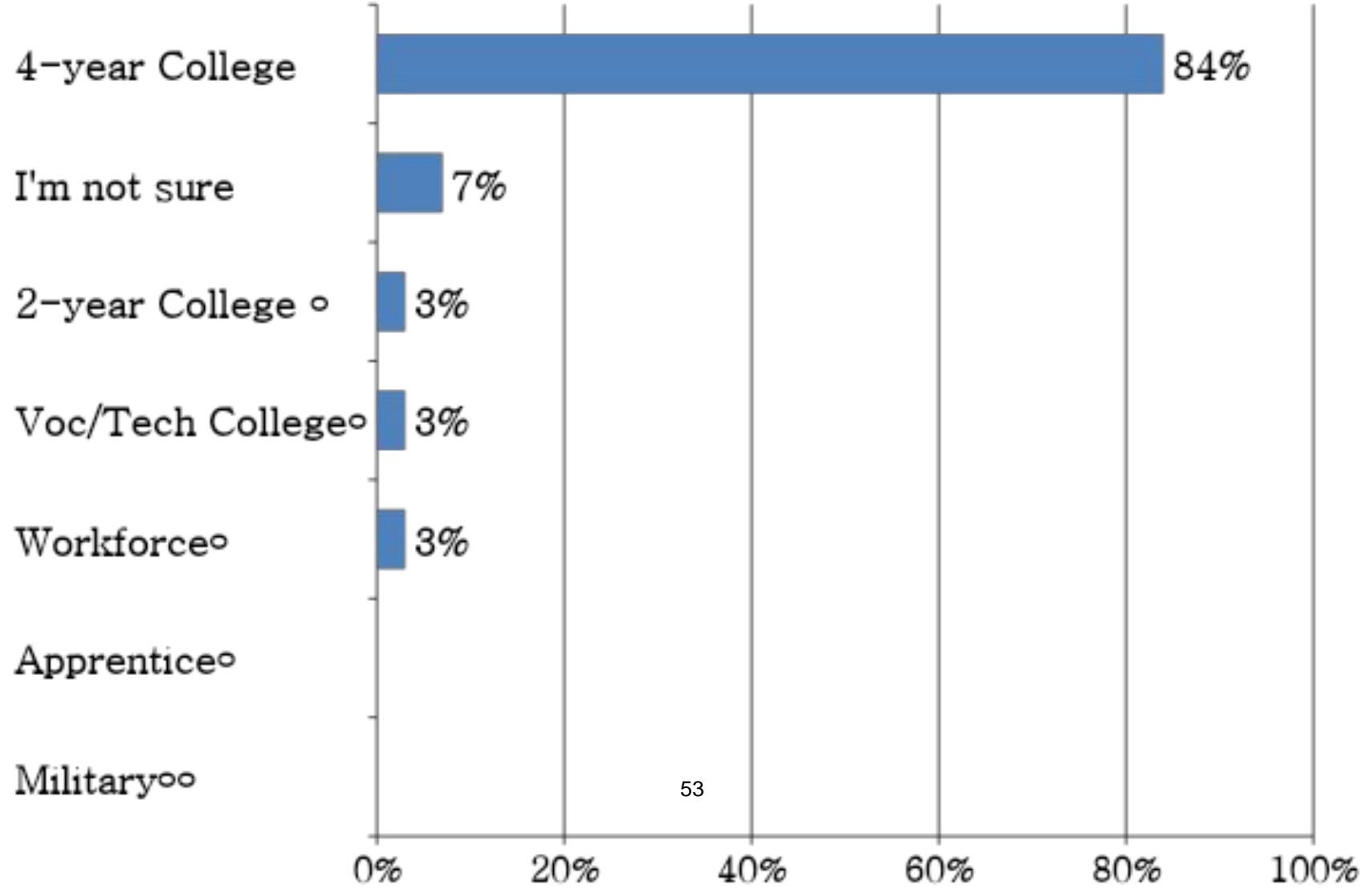
Plans after High School

(Grades 11-12 only)

I know what I want to do for a career/job when I'm an adult:

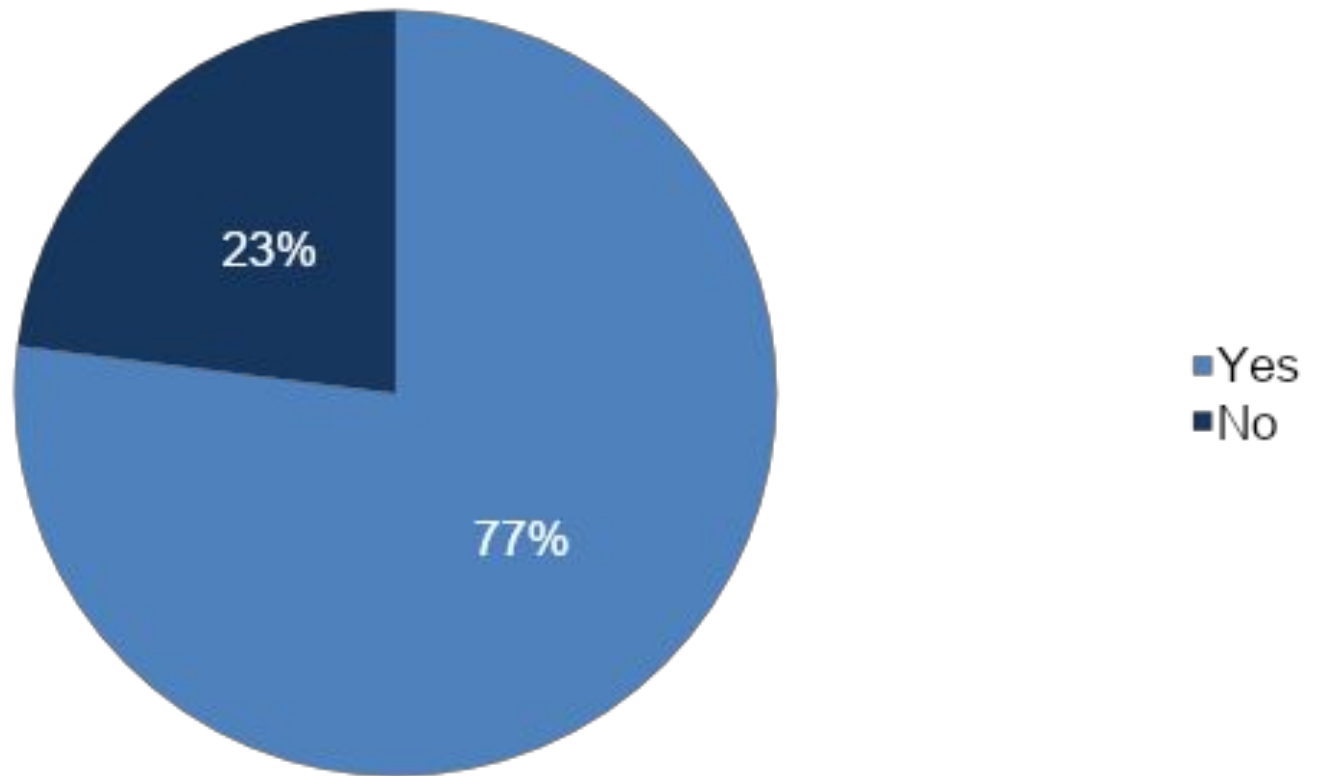


What do you plan to do immediately after high school graduation?

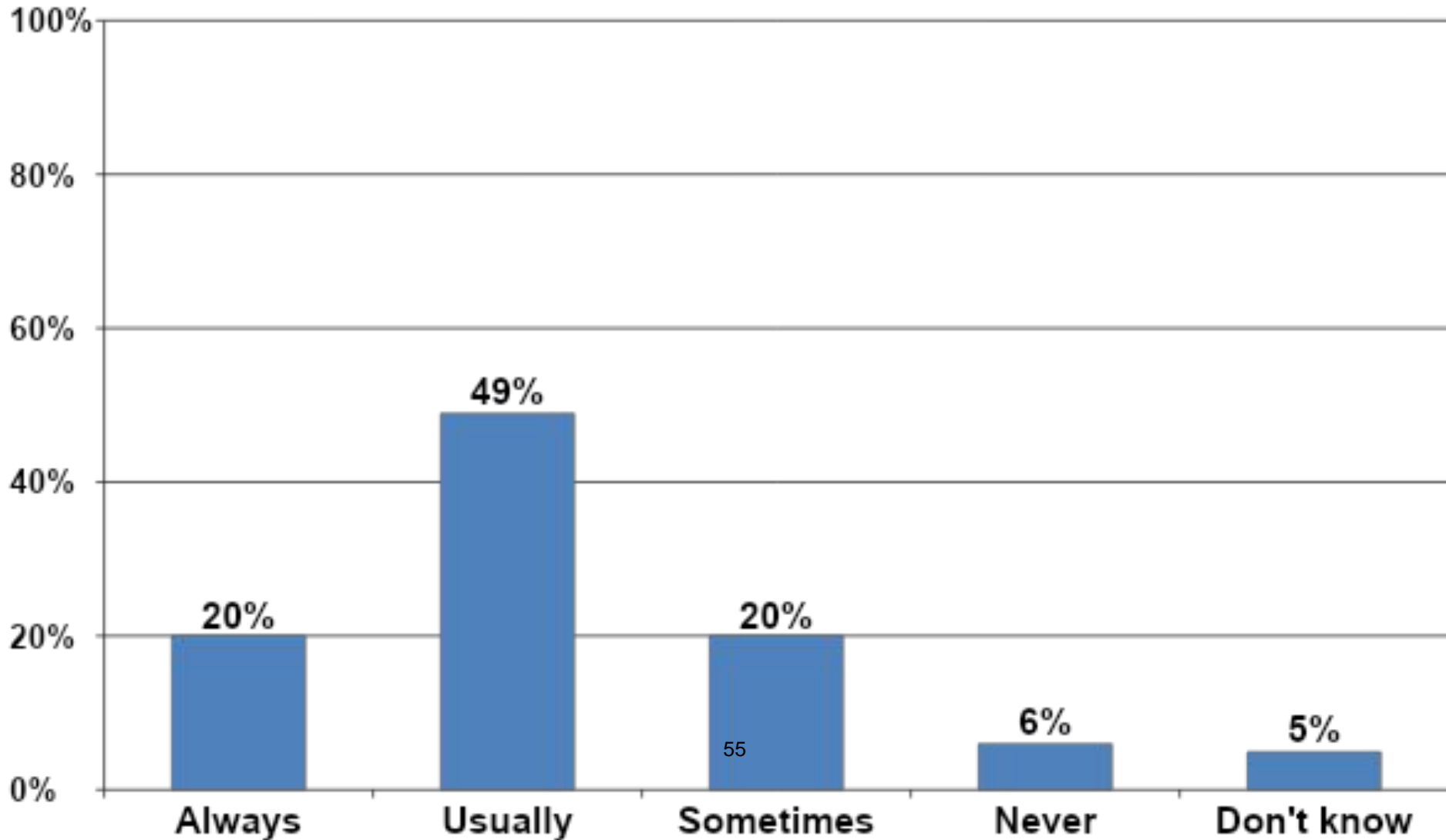


I have visited colleges that interest me.

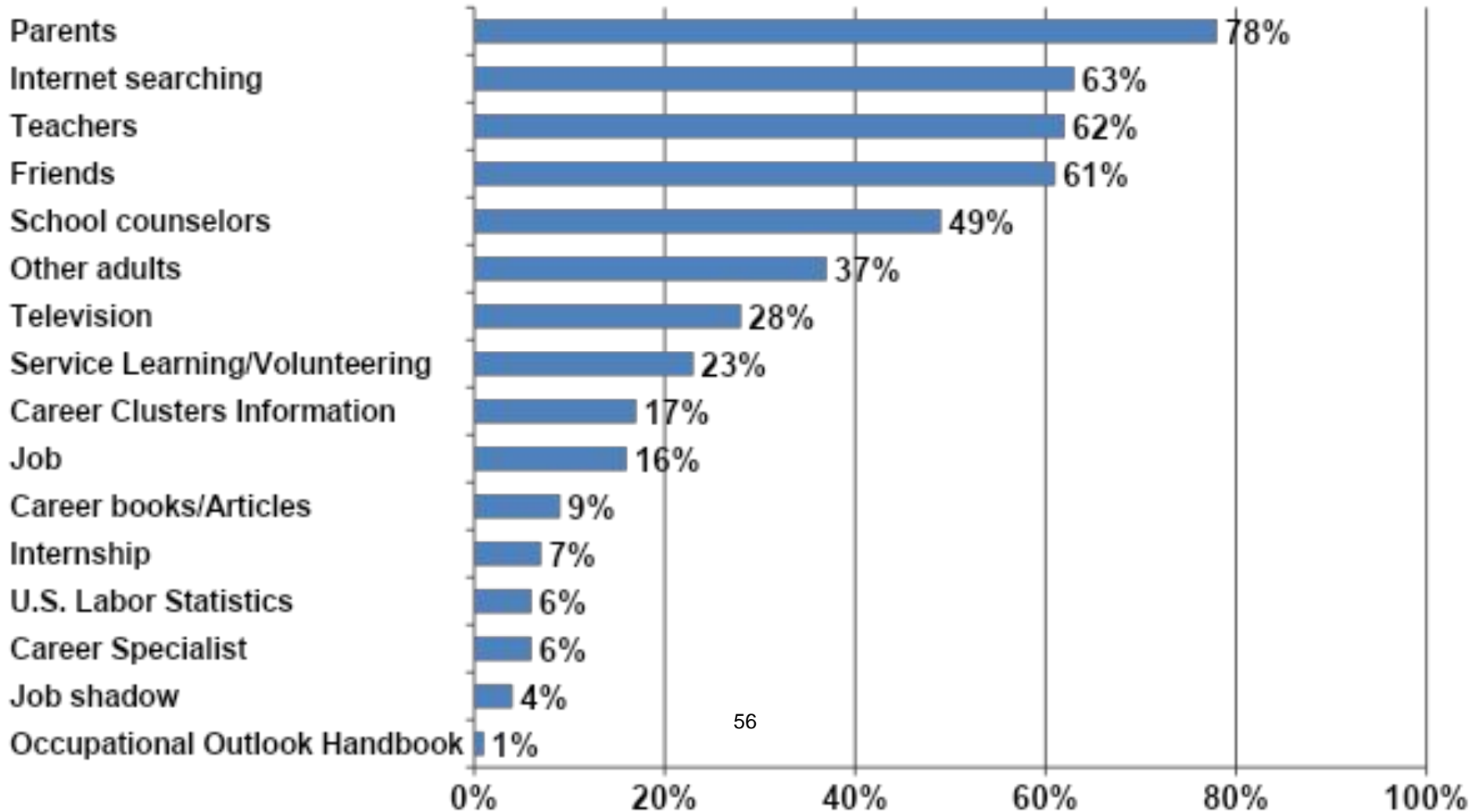
(Only those who plan to attend a 2-year, 4-year or voc/tech college)



I feel well prepared for college and/or life after high school.



Which, if any, of the following resources has helped you decide on what you want to do as a career?



School Perceptions Index Analysis

The Student Engagement Survey uses key questions nested in the survey to quantify student engagement through index scores in eight critical areas:

- **Connectedness**
- **Drive**
- **Citizenship**
- **Preparation**
- **Social and Emotional Aptitude**
- **Wellness**
- **Academic and Career Planning (Grades 6-12)**
- **Equity**

Research has shown a strong correlation between student engagement and success in college⁵⁷, career and life after high school.



Connectedness

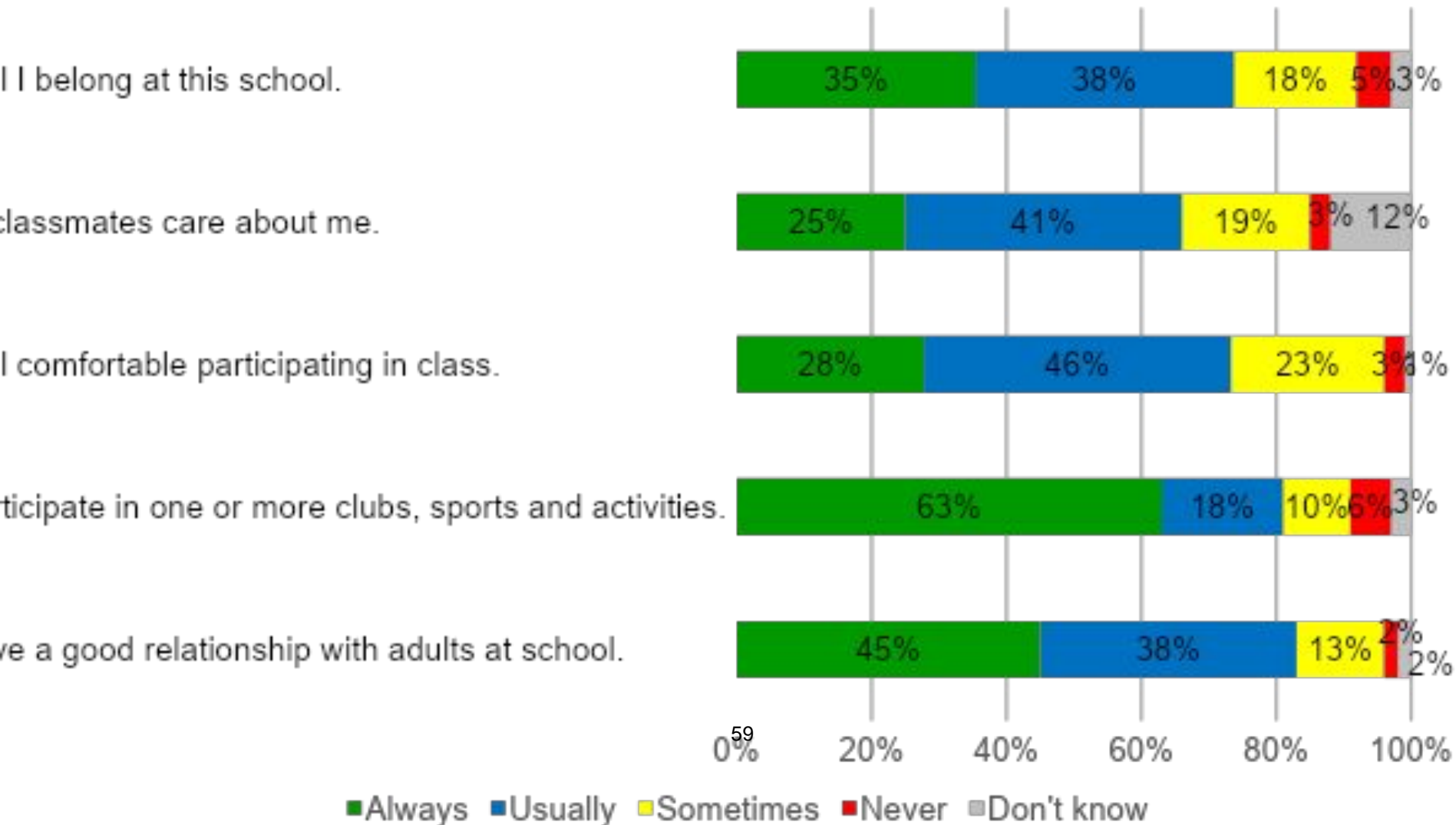
The student has positive relationships with peers and adults, is actively involved in school-related activities and feels a sense of belonging.

District Average: 3.15

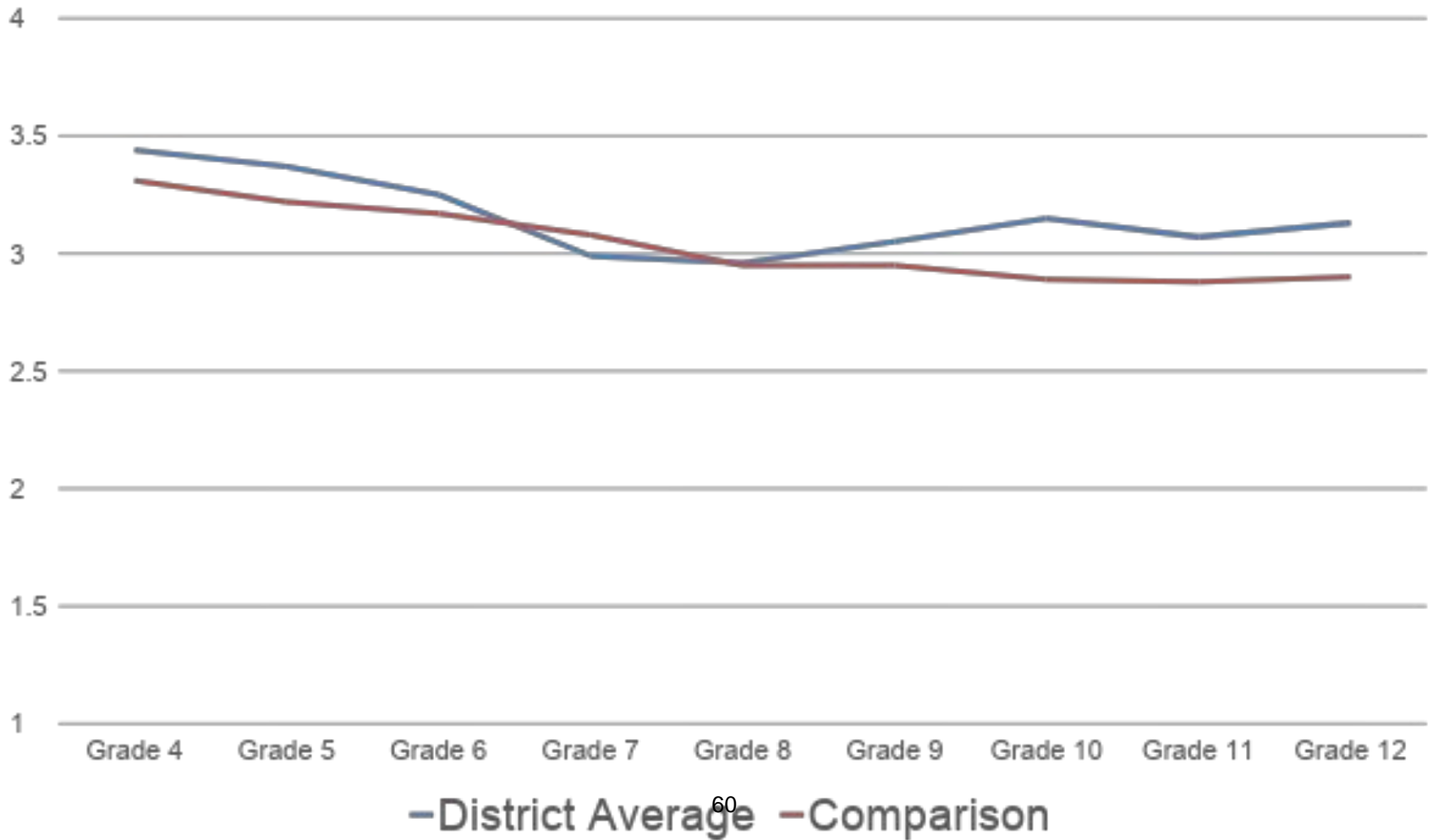
Comparison: 3.05

Connectedness Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)



Connectedness Index By Grade Level



Connectedness Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)

Connectedness items	District Average (n)	Comparison	Percentile
I have a good relationship with adults at school.	3.29 (709)	3.15	86
I participate in one or more clubs, sports and activities.	3.42 (670)	3.27	85
My classmates care about me.	2.99 (620)	2.88	81
I feel I belong at this school.	3.07 (679)	2.99	73
I feel comfortable participating in class.	2.98 (687)	2.96	57



Drive

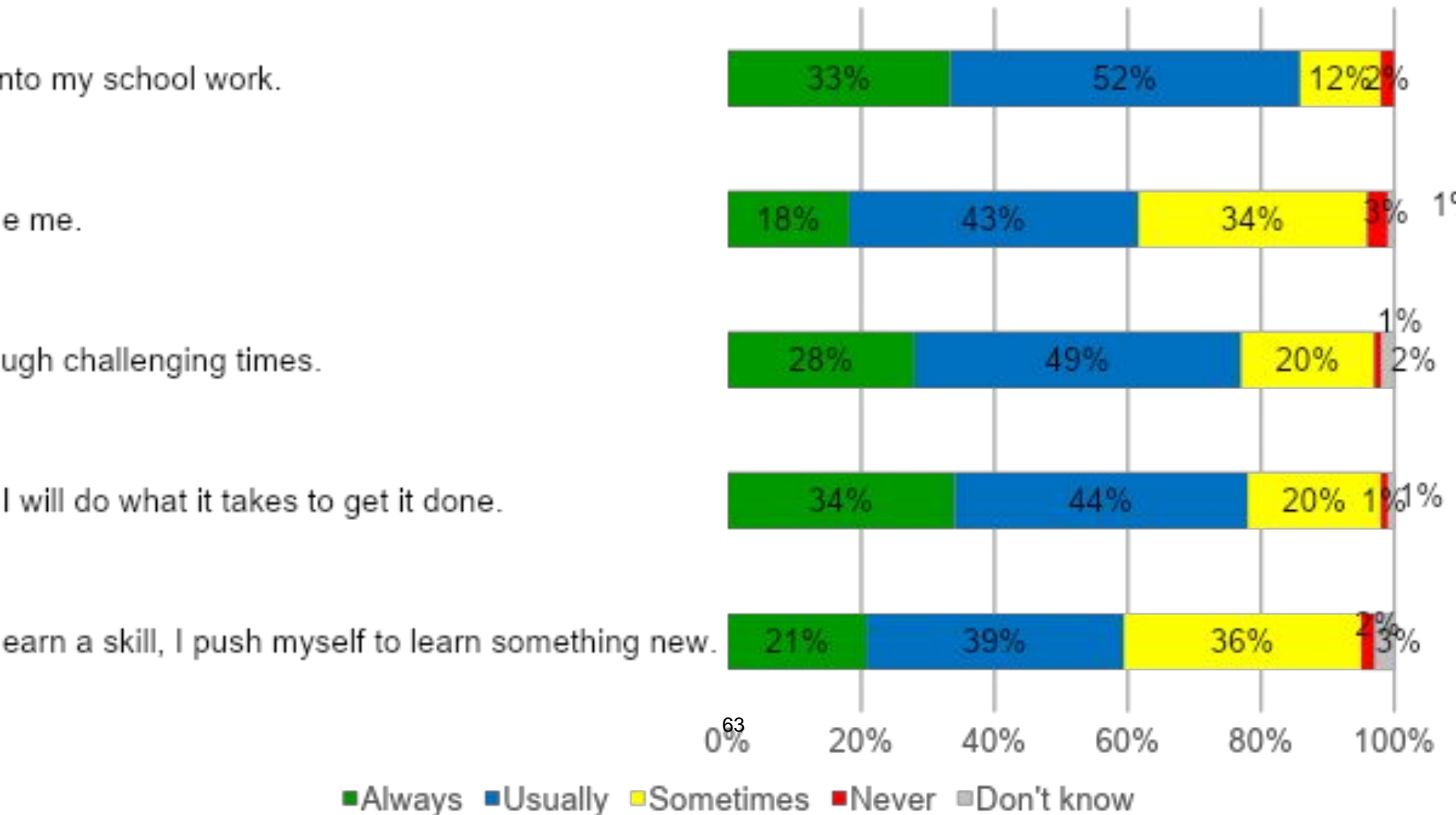
The student has the courage and resolve (grit) to see tasks through to completion despite setbacks and obstacles. They challenge themselves to higher level thinking by taking more challenging courses and having exposure to a higher level of rigor.

District Average: 2.99

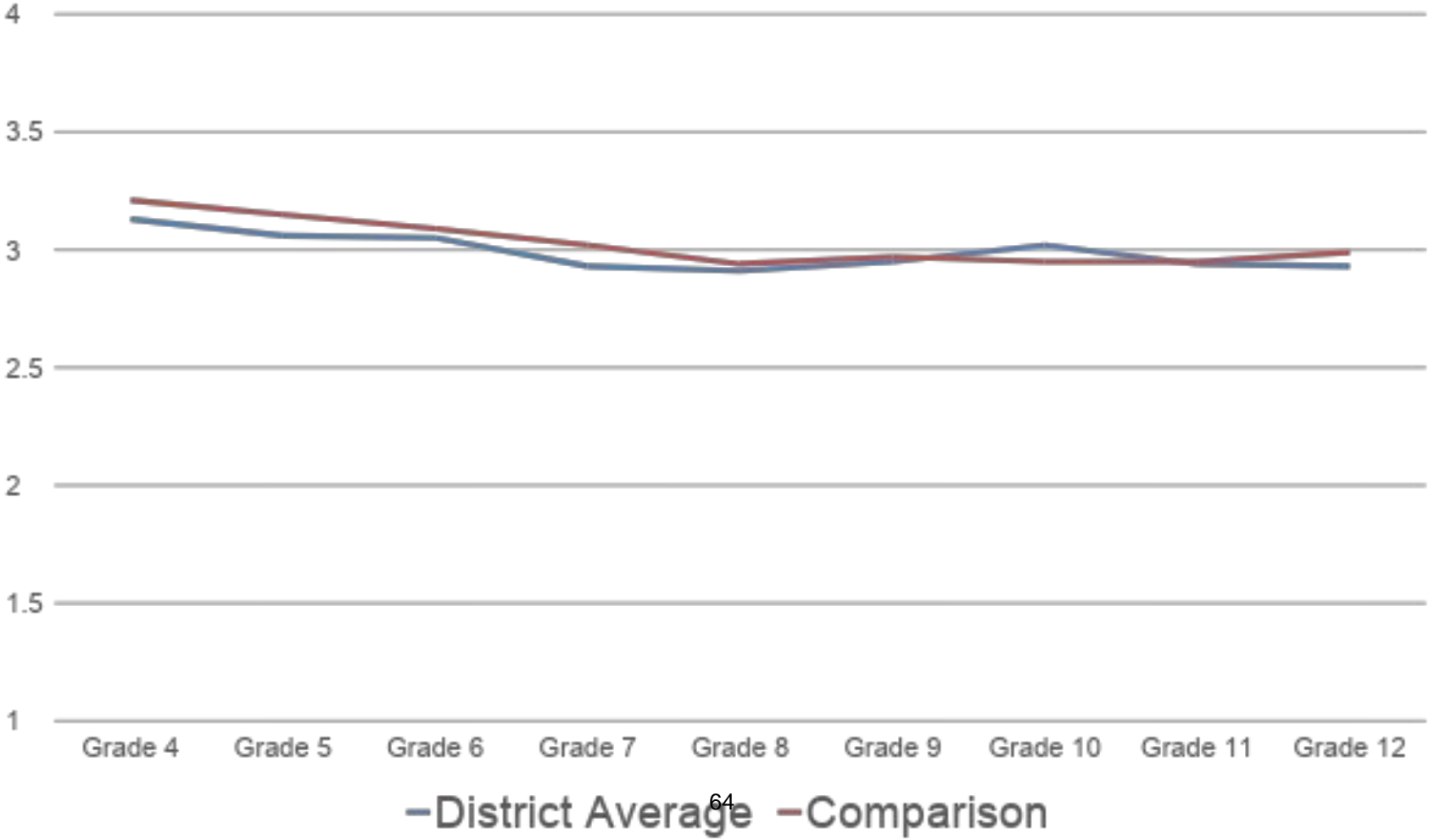
Comparison: 3.02

Drive Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)



Drive Index By Grade Level



Drive Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)

Drive items	District Average (n)	Comparison	Percentile
I am able to get through challenging times.	3.07 (708)	2.99	67
I put my best effort into my school work.	3.18 (690)	3.22	38
If I commit to a task I will do what it takes to get it done.	3.12 (714)	3.17	28
My classes challenge me.	2.77 (684)	2.81	23
When I accomplish/learn a skill, I push myself to learn something new. ⁶⁵	2.81 (702)	2.90	18



Citizenship

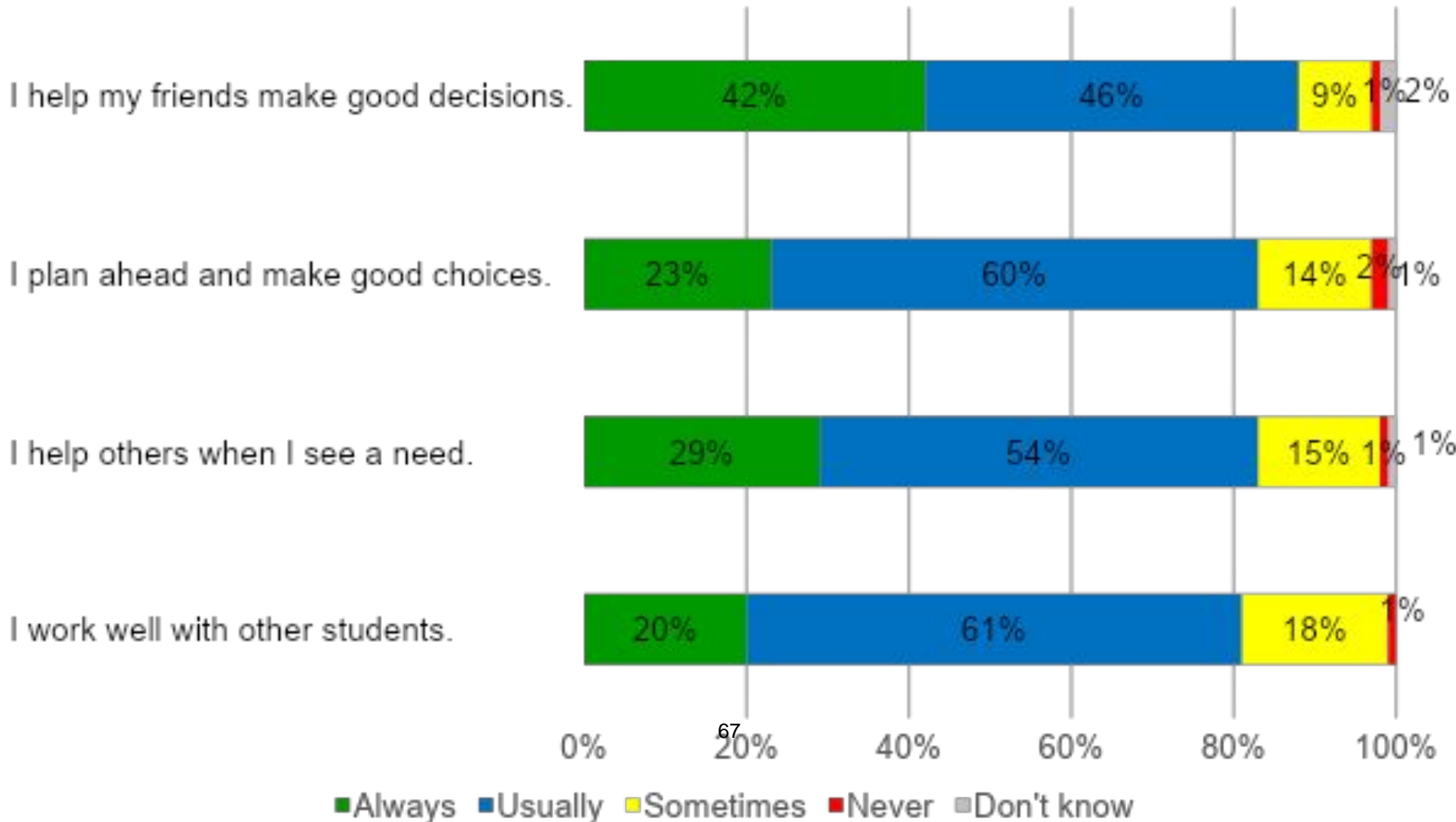
The student motivates and inspires individuals or groups to achieve their goals. They understand the importance of following the rules and are seen as a role model among their peer group for making responsible decisions.

District Average: 3.12

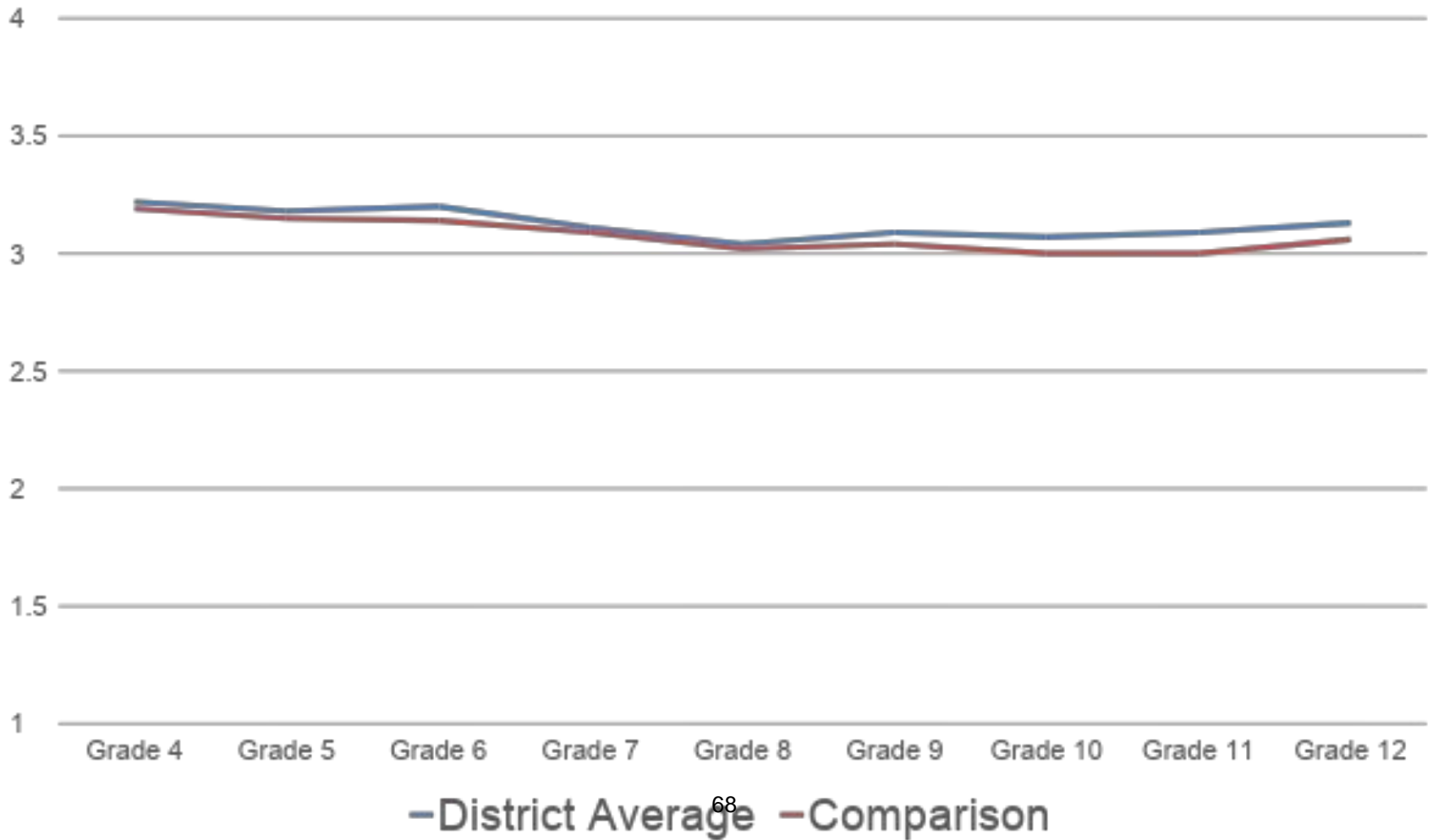
Comparison: 3.06

Citizenship Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)



Citizenship Index By Grade Level



Citizenship Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)

Citizenship items	District Average (n)	Comparison	Percentile
I help my friends make good decisions.	3.32 (689)	3.22	83
I help others when I see a need.	3.12 (714)	2.97	80
I work well with other students.	3.01 (718)	2.93	75
I plan ahead and make good choices.	3.05 (683)	3.13	20



Preparation

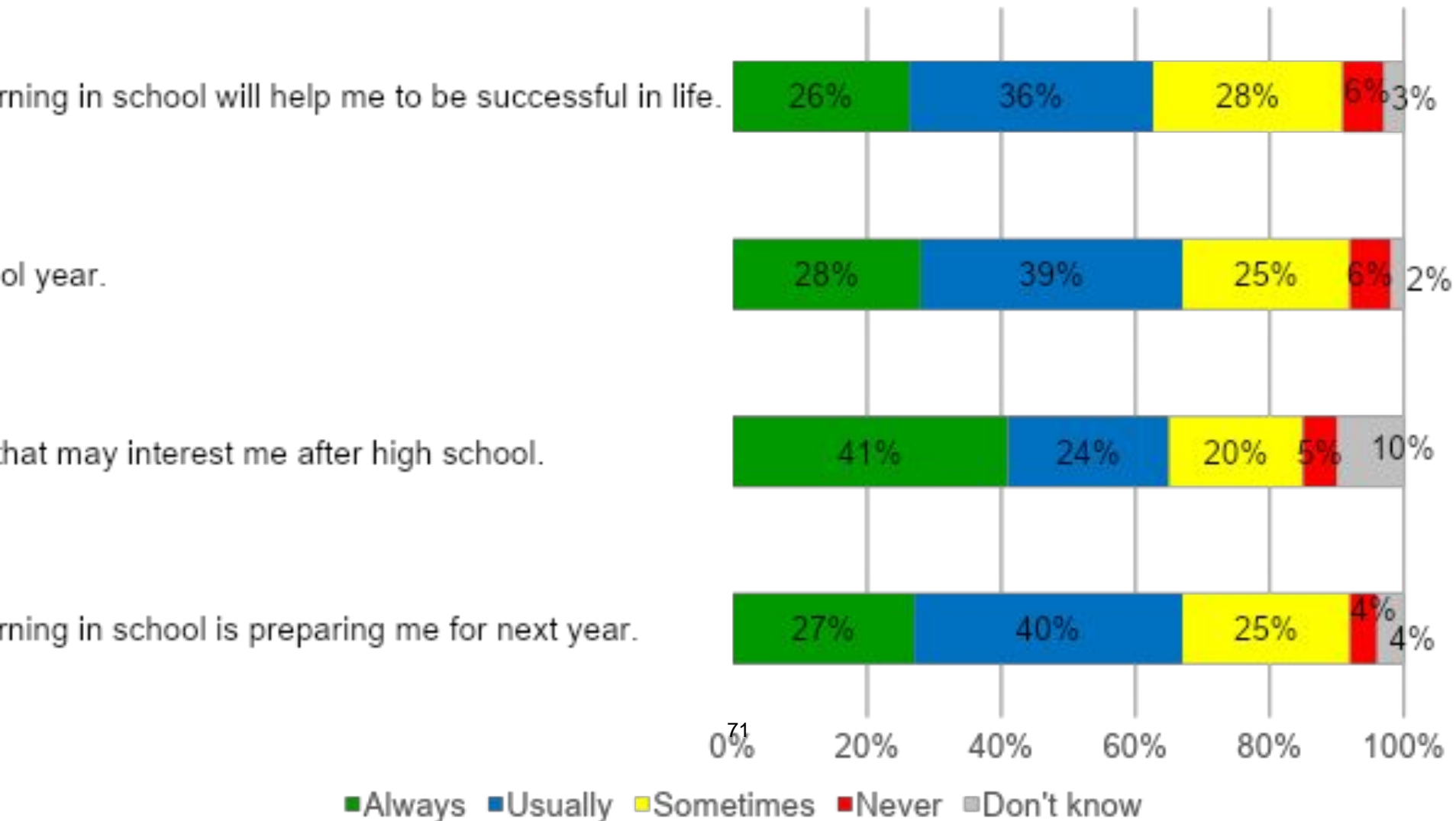
The student has clear goals for their future, has identified the steps to reach their goals as well as sees a connection between their current learning and activities and their future.

District Average: 2.95

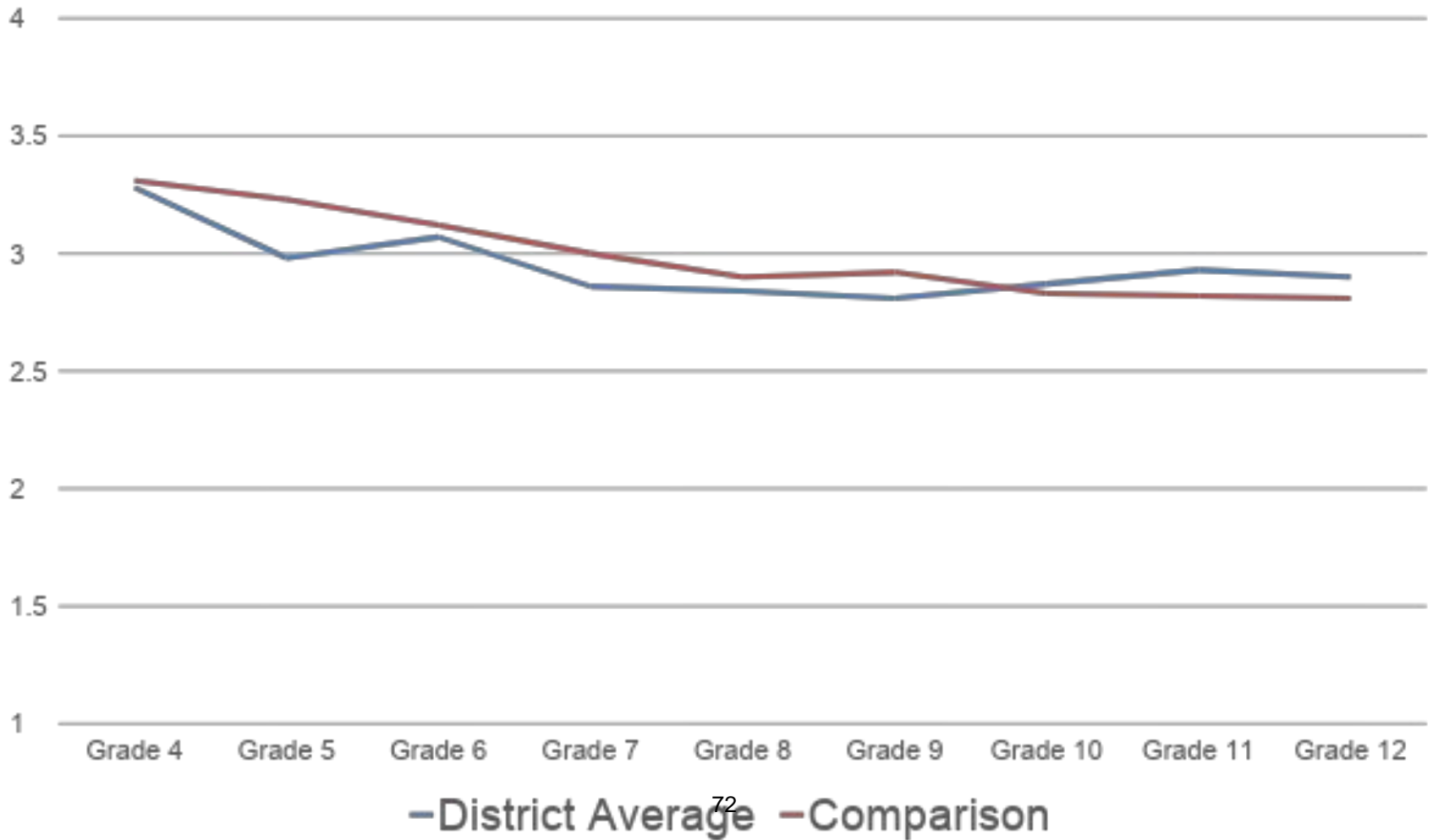
Comparison: 3.02

Preparation Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)



Preparation Index By Grade Level



Preparation Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)

Preparation items	District Average (n)	Comparison	Percentile
I set goals for the school year.	2.90 (680)	2.86	57
I explore careers/jobs that may interest me after high school.	3.11 (625)	3.07	56
I believe what I am learning in school will help me to be successful in life.	2.85 (673)	2.95	29
I believe what I am learning in school is preparing ⁷³ me for next year.	2.95 (663)	3.19	6



Social and Emotional Aptitude

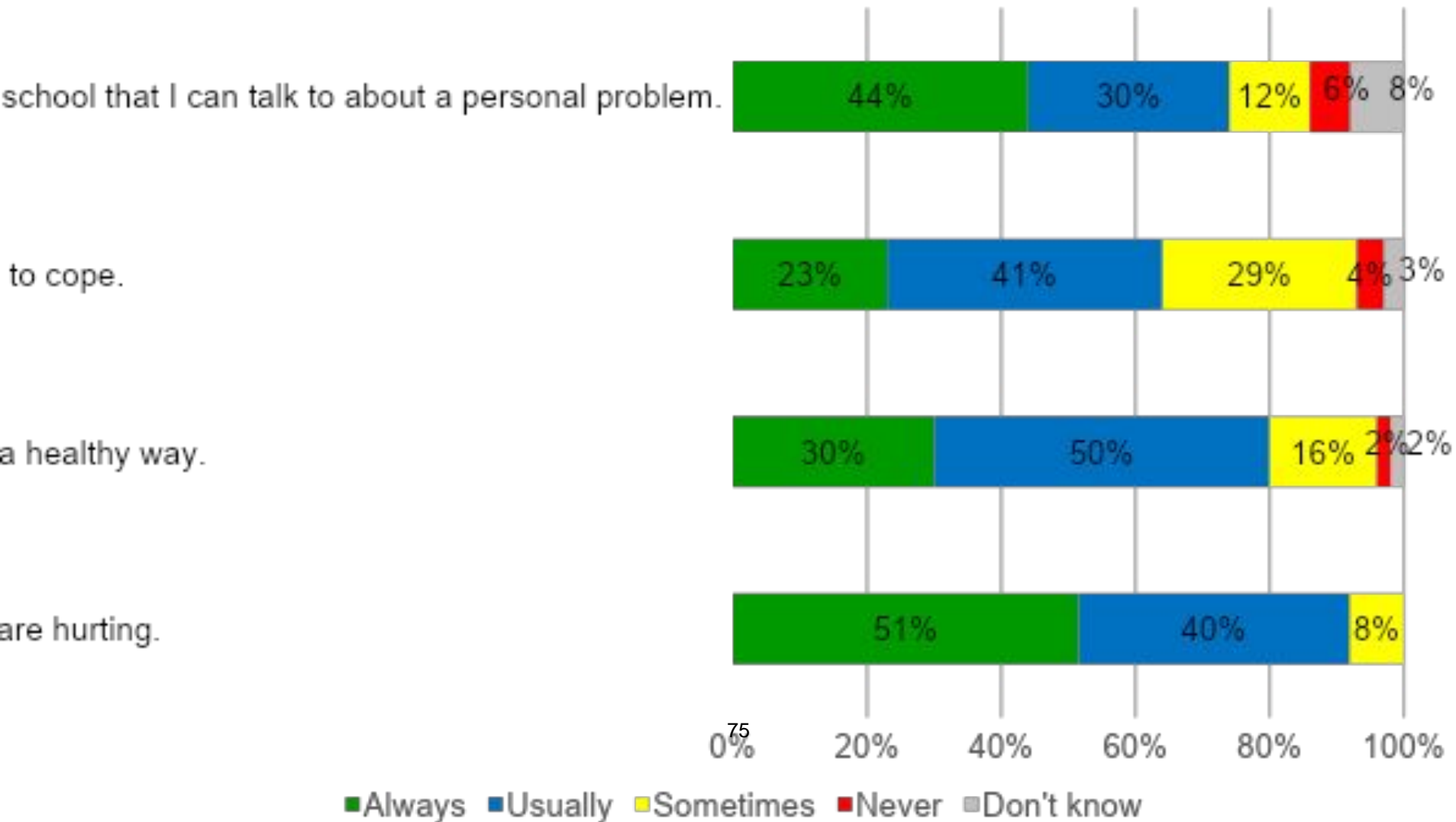
The student has the ability to understand and manage emotions, identify and utilize critical resources in times of need, feel and show empathy for others and demonstrates self-control.

District Average: 3.15

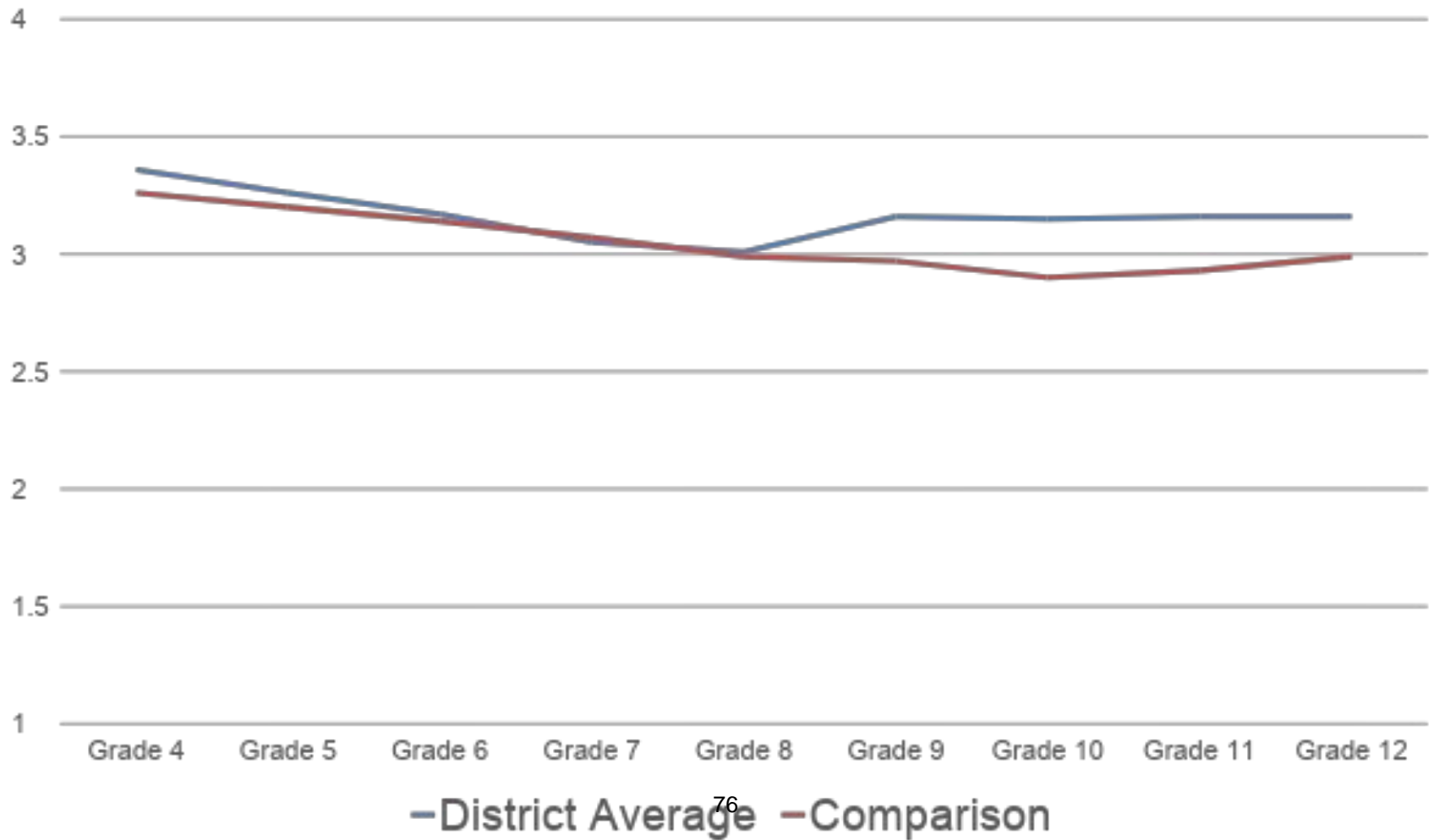
Comparison: 3.05

Social and Emotional Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)



Social and Emotional Index By Grade Level



Social and Emotional Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)

Social and Emotional items	District Average (n)	Comparison	Percentile
There is at least one adult in my school that I can talk to about a personal problem.	3.21 (646)	3.07	93
I feel sorry for others when they are hurting.	3.43 (718)	3.28	86
I know how to resolve conflict in a healthy way.	3.12 (700)	3.04	73
When I feel stressed I know how to cope.	2.86 (697)	2.82	52



Wellness

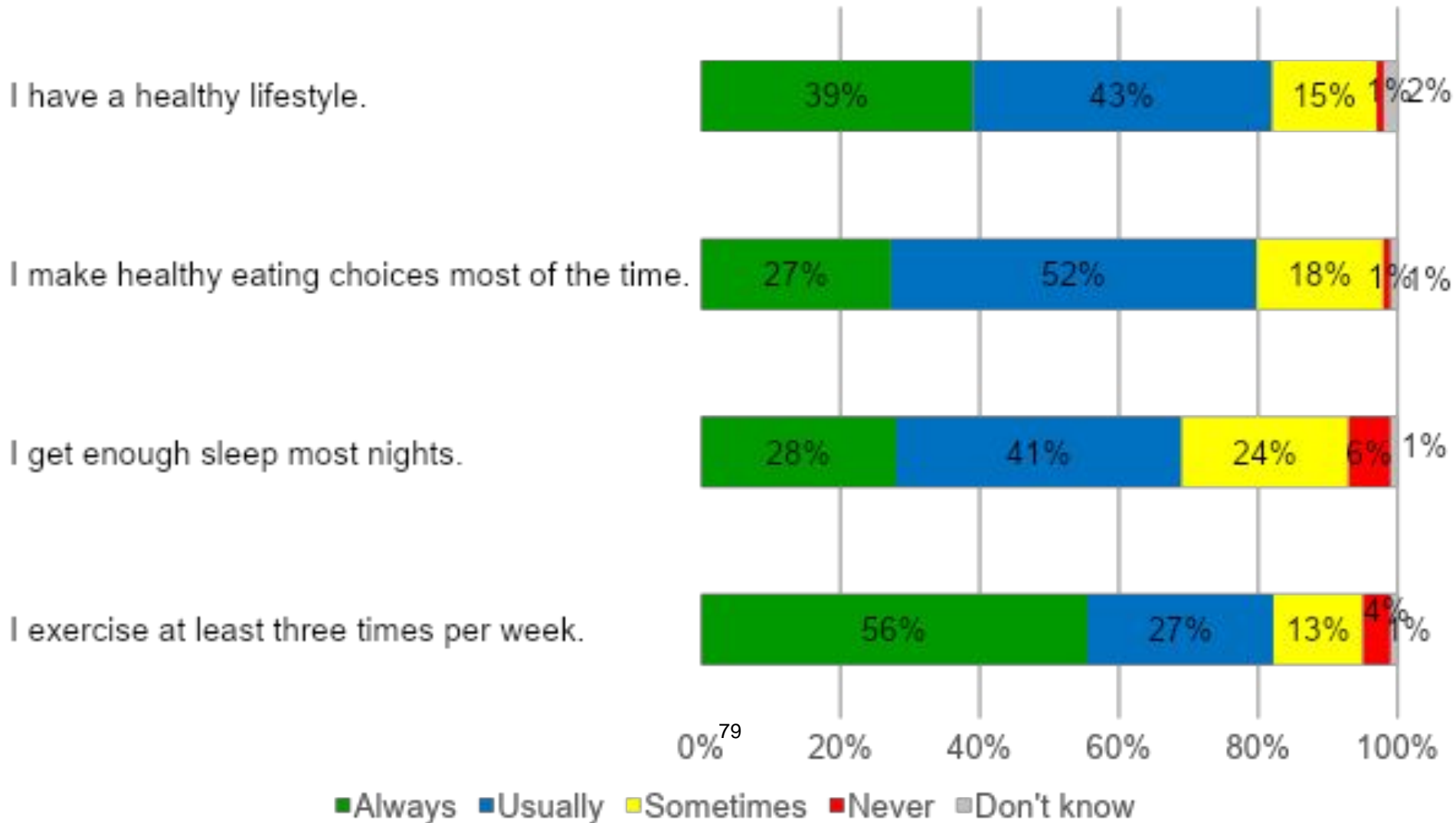
The student maintains a healthy lifestyle and makes decisions in the best interest of their overall health.

District Average: 3.14

Comparison: 3.02

Wellness Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)



0%⁷⁹

20%

40%

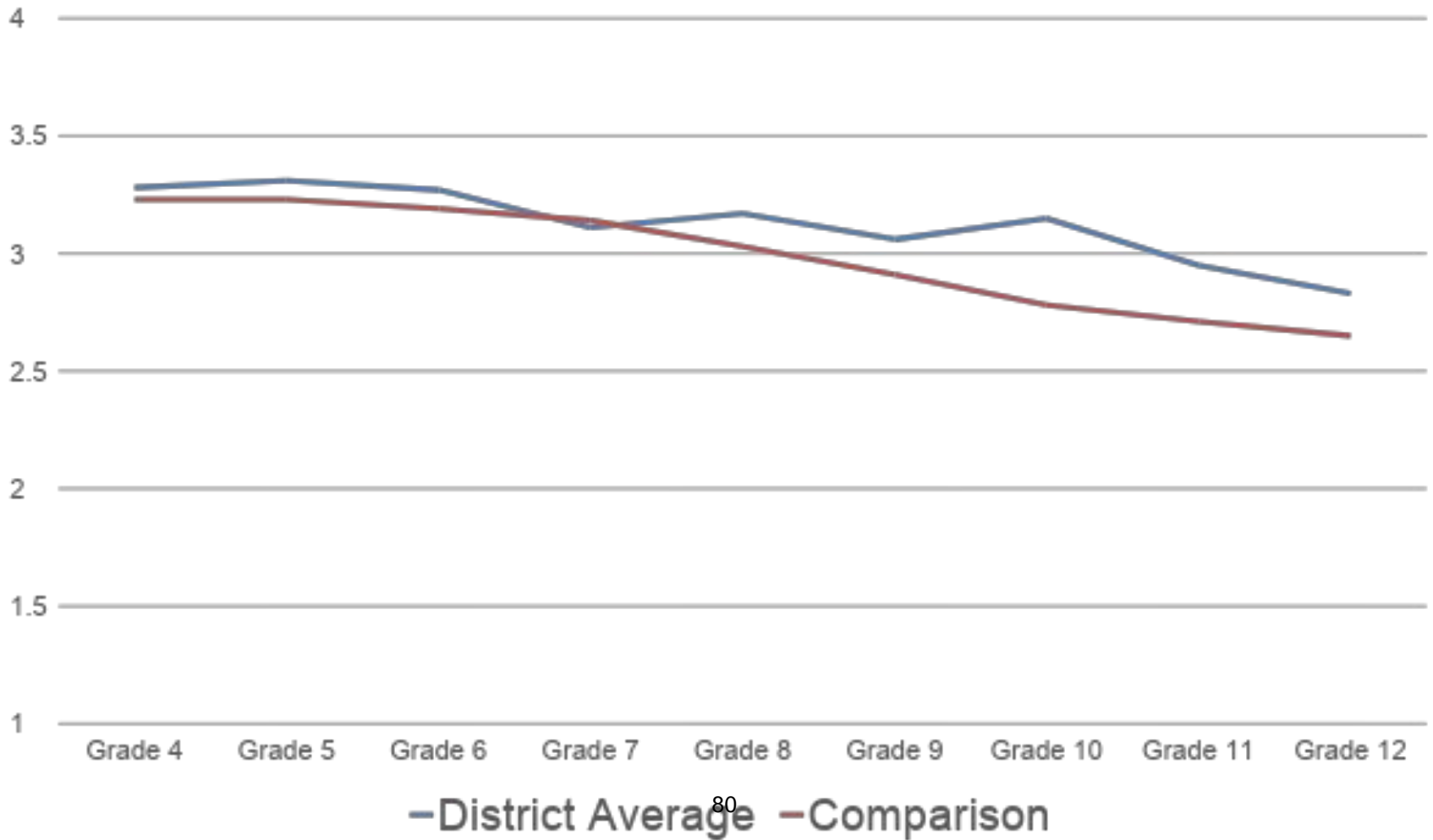
60%

80%

100%

■ Always ■ Usually ■ Sometimes ■ Never ■ Don't know

Wellness Index By Grade Level



Wellness Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)

Wellness items	District Average (n)	Comparison	Percentile
I make healthy eating choices most of the time.	3.07 (709)	2.91	89
I exercise at least three times per week.	3.36 (709)	3.27	82
I get enough sleep most nights.	2.92 (713)	2.77	80
I have a healthy lifestyle.	3.22 (703)	3.13	79



Academic and Career Planning

(Grades 6-12)

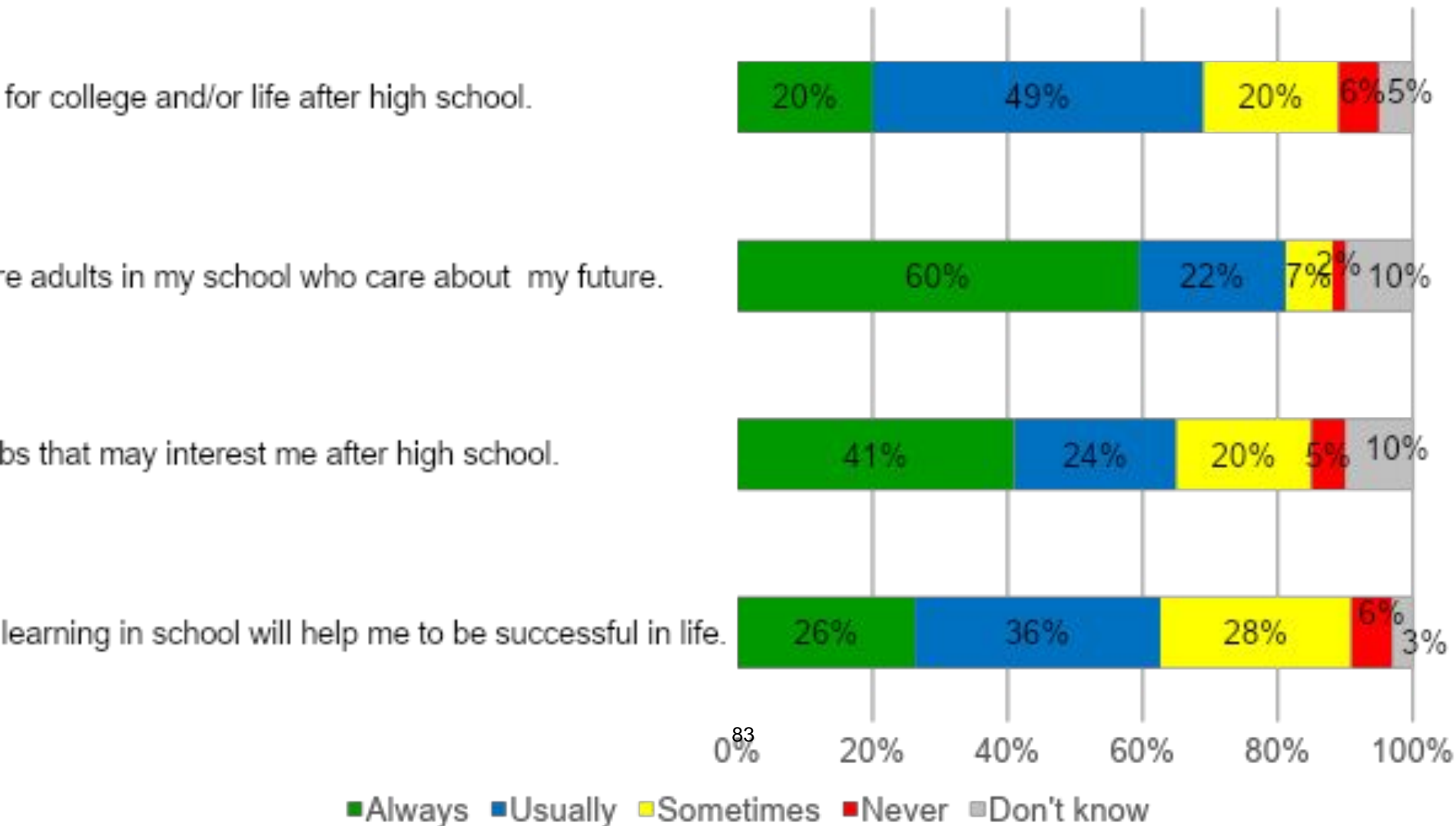
The student is thoughtfully preparing for their future career and/or education by utilizing a planning process, exploring careers/jobs of interest and connecting to support people and resources.

District Average: 3.10

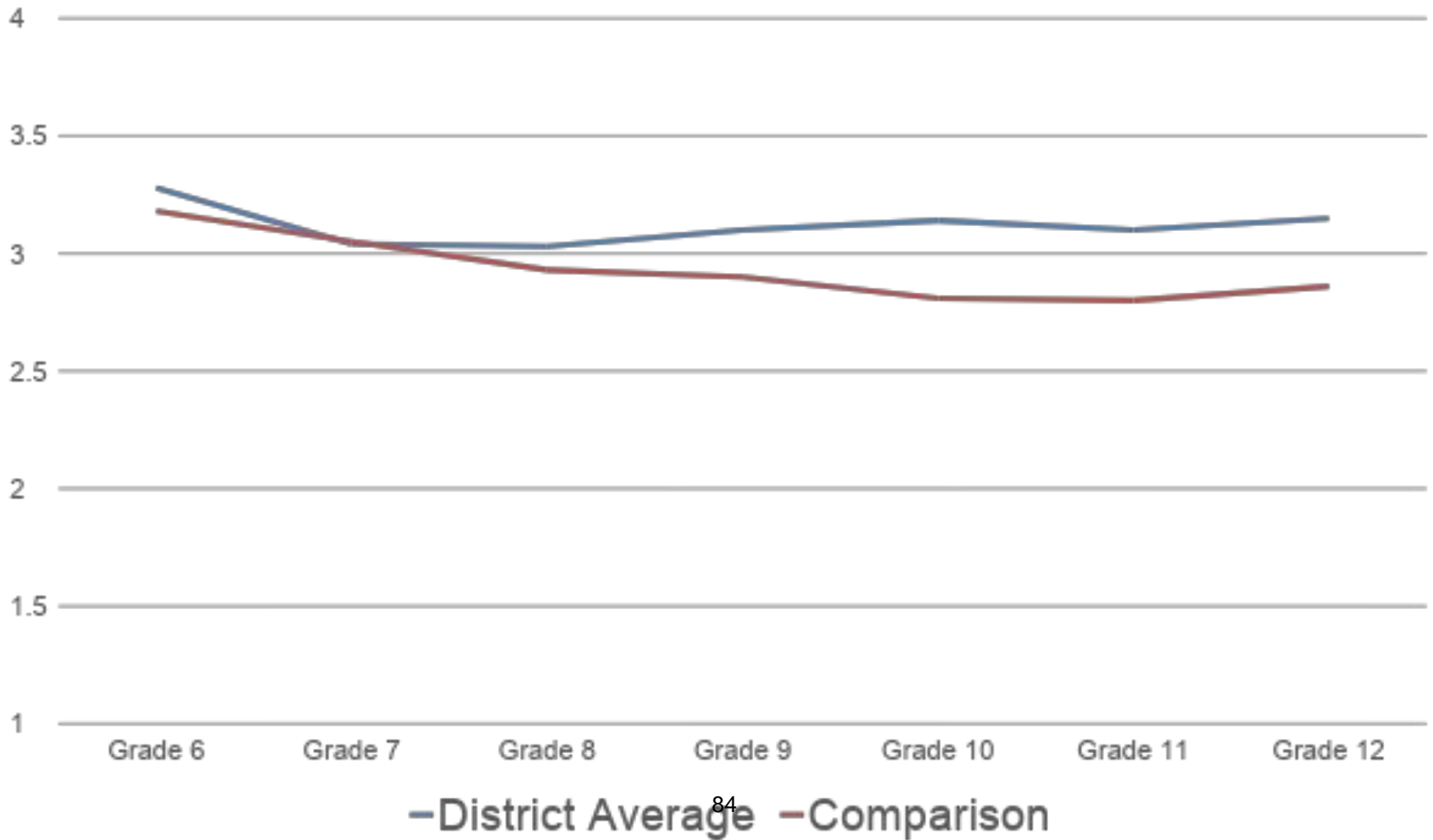
Comparison: 2.98

Academic and Career Planning Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)



Academic and Career Planning Index By Grade Level



Academic and Career Planning Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)

Academic and Career Planning items	District Average (n)	Comparison	Percentile
There is one or more adults in my school who care about my future.	3.56 (634)	3.37	93
I feel well prepared for college and/or life after high school.	2.87 (109)	2.81	69
I explore careers/jobs that may interest me after high school.	3.11 (625)	3.07	56
I believe what I am learning in school will help me ⁸⁵ to be successful in life.	2.85 (673)	2.95	29



Equity

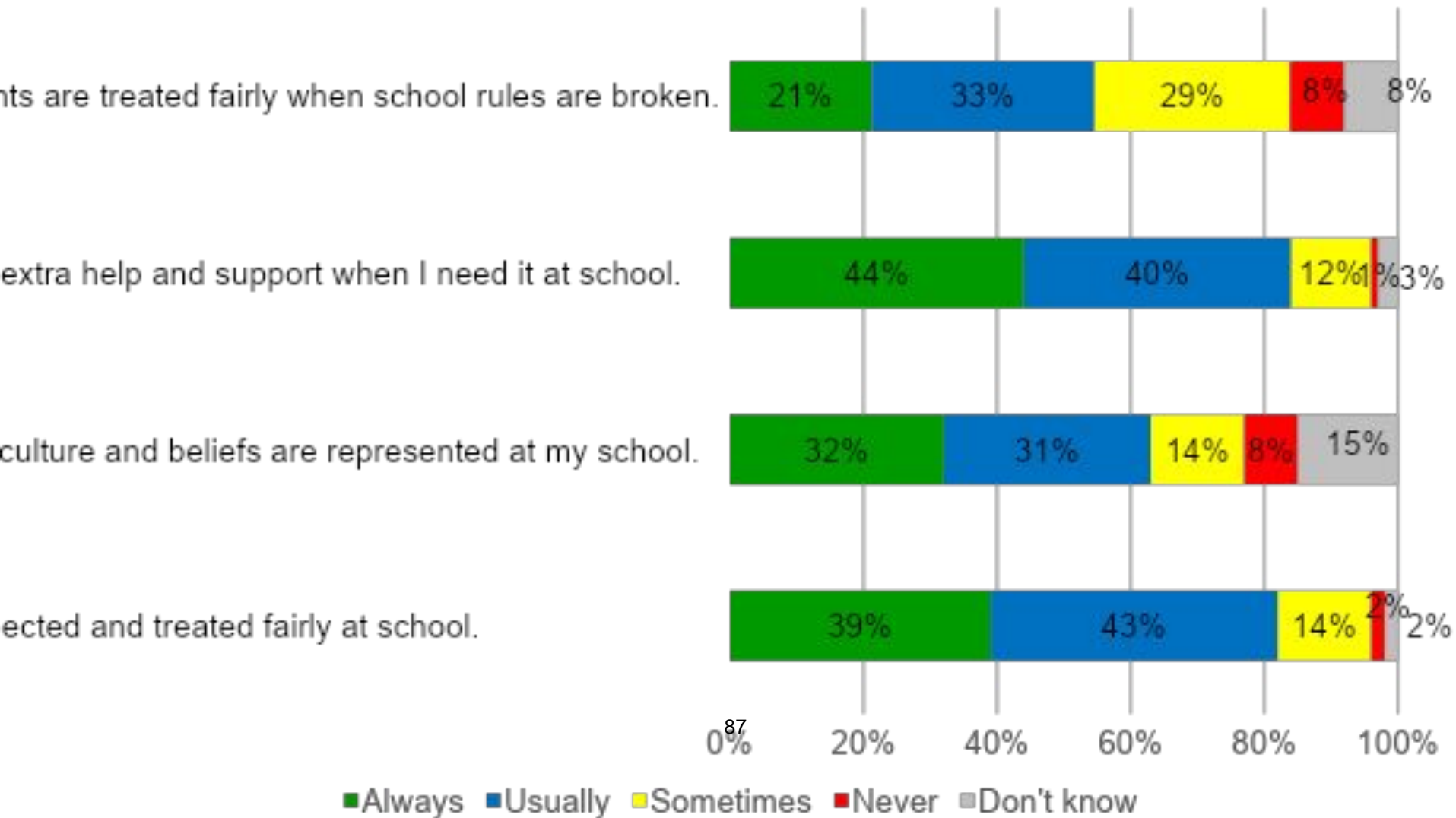
All students and families are treated with respect and accepted for their values and beliefs. The needed resources, experiences and opportunities to grow and learn are provided to all students.

District Average: 3.07

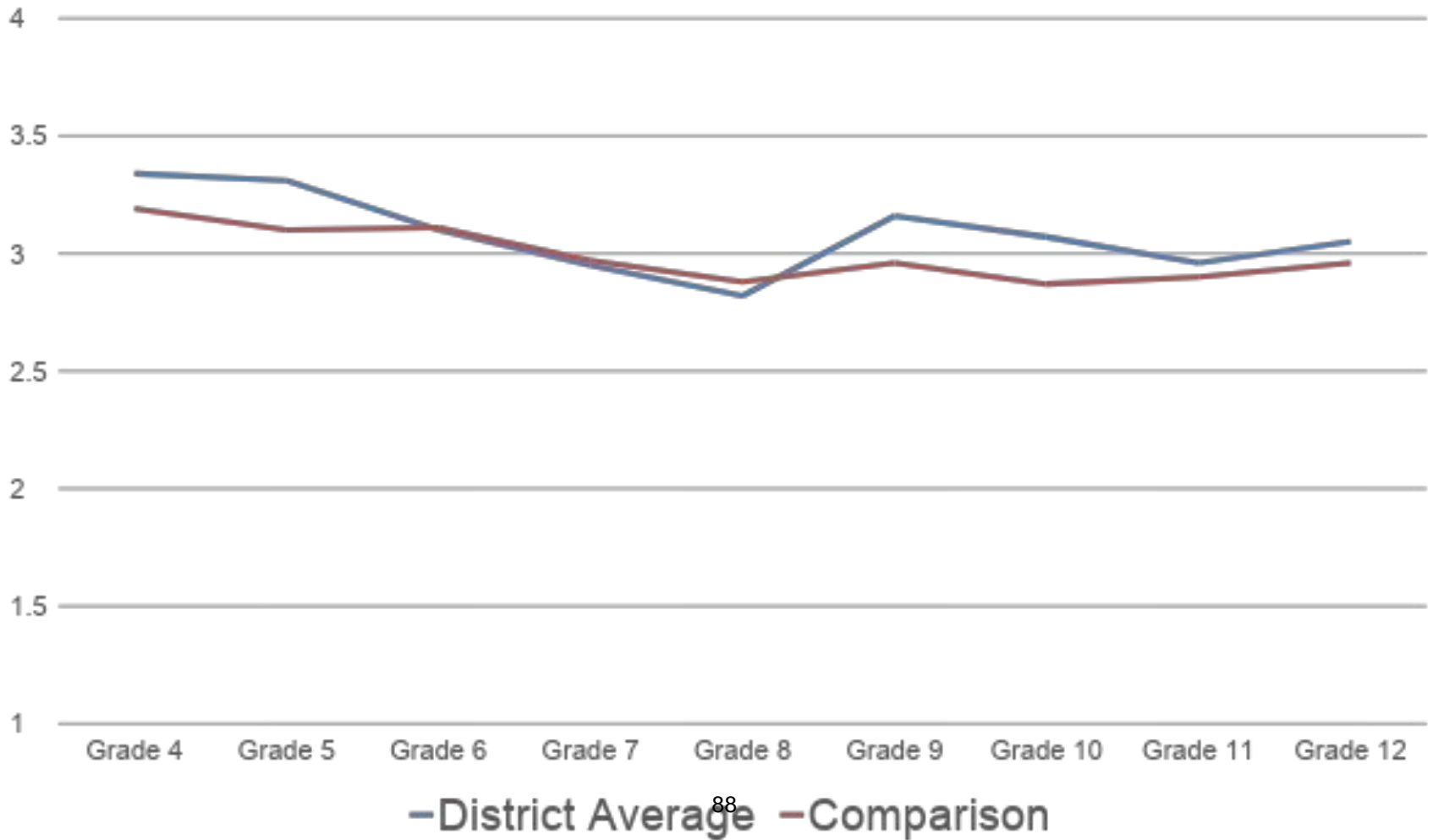
Comparison: 2.96

Equity Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)



Equity Index By Grade Level



Equity Index Response Items

Always (4), Usually (3), Sometimes (2), Never (1)

Equity items	District Average (n)	Comparison	Percentile
I am respected and treated fairly at school.	3.20 (690)	2.96	96
I can get extra help and support when I need it at school.	3.32 (669)	N/A	N/A
I feel my culture and beliefs are represented at my school.	3.02 (583)	N/A	N/A
All students are treated fairly when school rules are broken.	2.73 (632)	N/A	N/A

Thank you!



Parent Surveys - Staff Surveys - Student Surveys - Community Surveys
www.schoolperceptions.com
(262) 644-4300

Staff Survey Results

Shorewood School District

Spring 2020

SCHOOL PERCEPTIONS

Our mission is to help educational leaders gather, organize and use data to make strategic decisions.

- Founded in 2002 to provide independent and unbiased research
- Conducted over 10,000 staff, parent, and student, and community surveys for school improvement
- Helped more than 600 districts navigate the strategic planning and referendum planning process

What We Know:

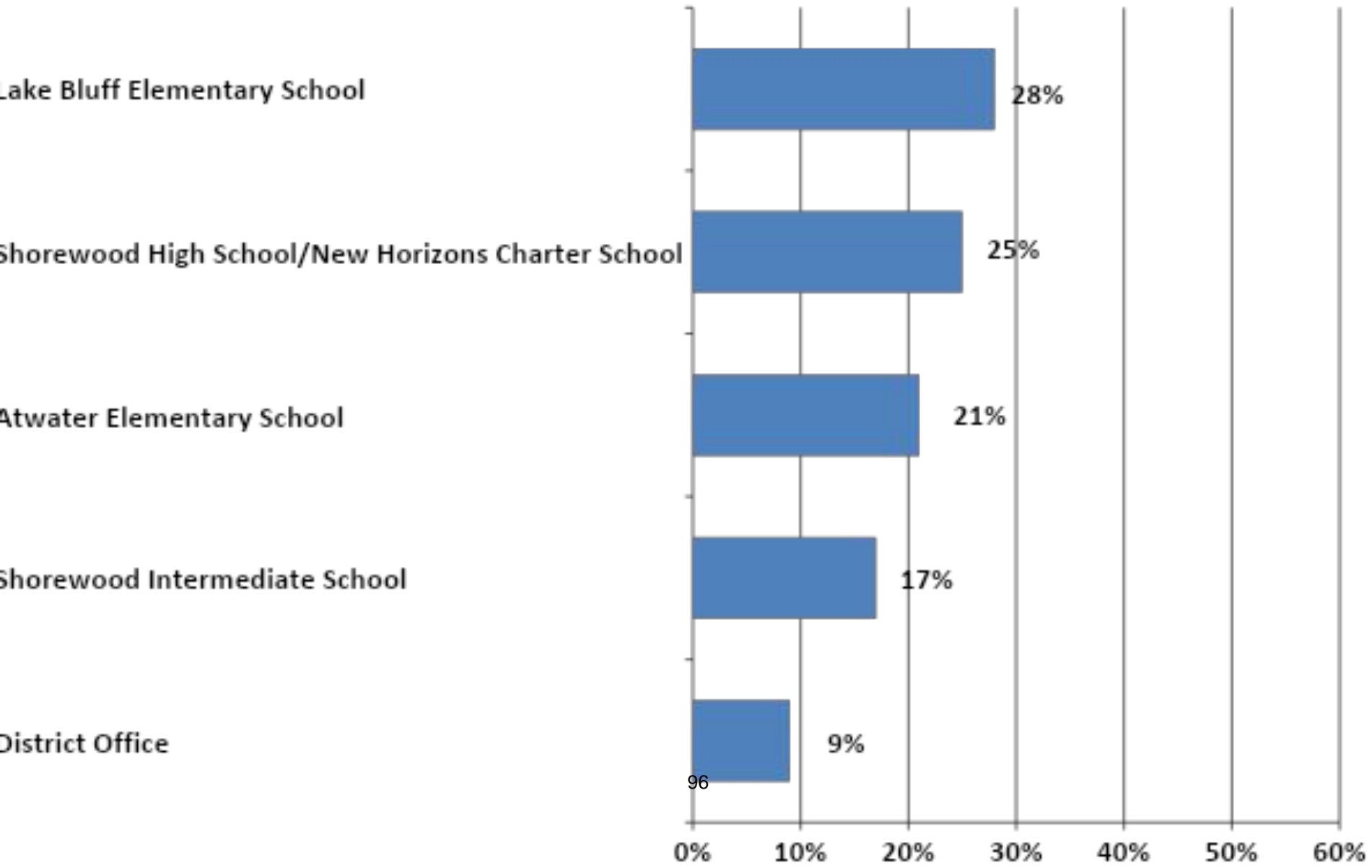


Survey Summary

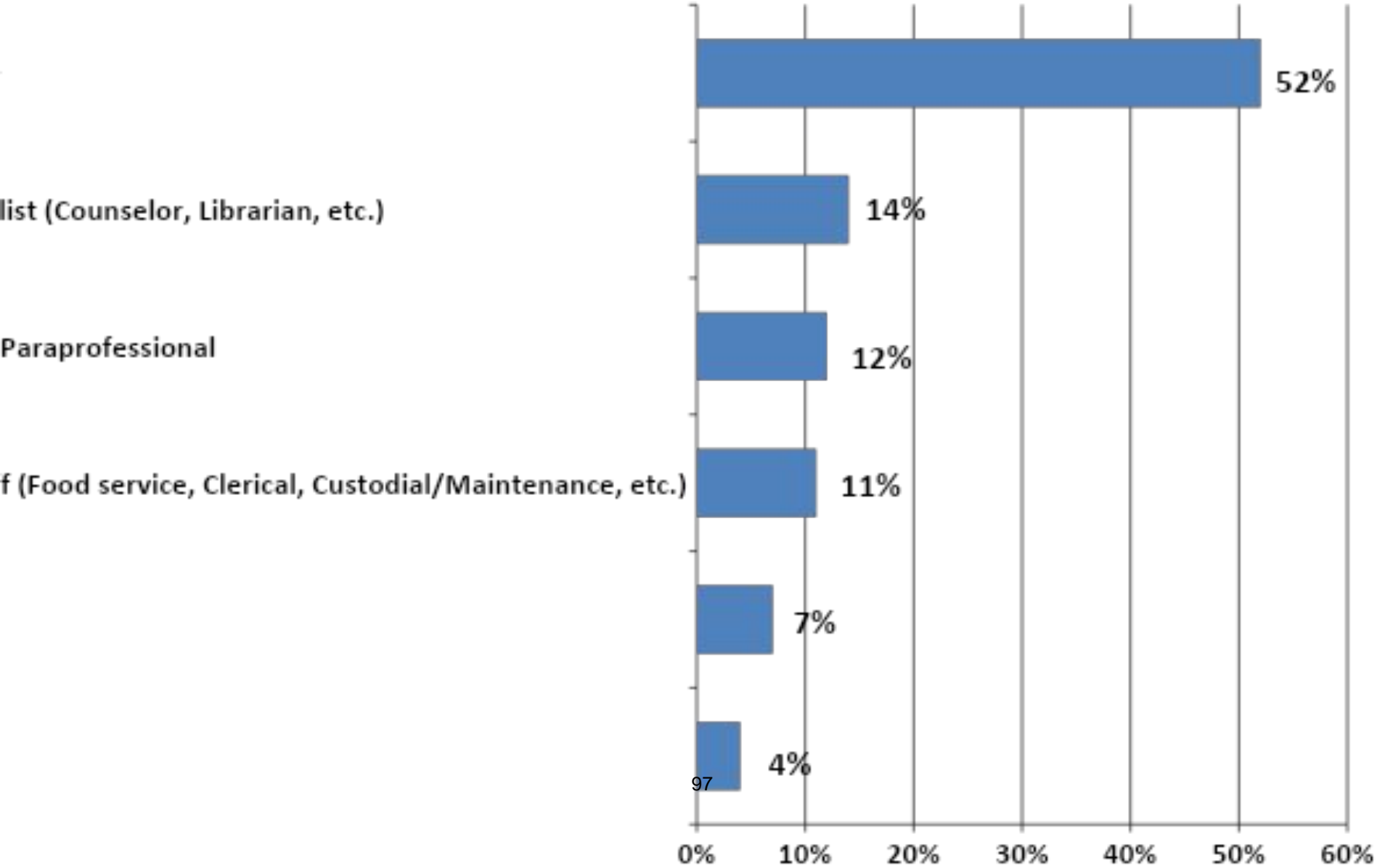
- The Staff Survey was conducted in May of 2020.
- All staff members received a survey invitation via email, which contained a unique access code. Each access code could only be used once to take the survey.
- Number of responses: 185
- Participation rate: 50%

Respondent Information

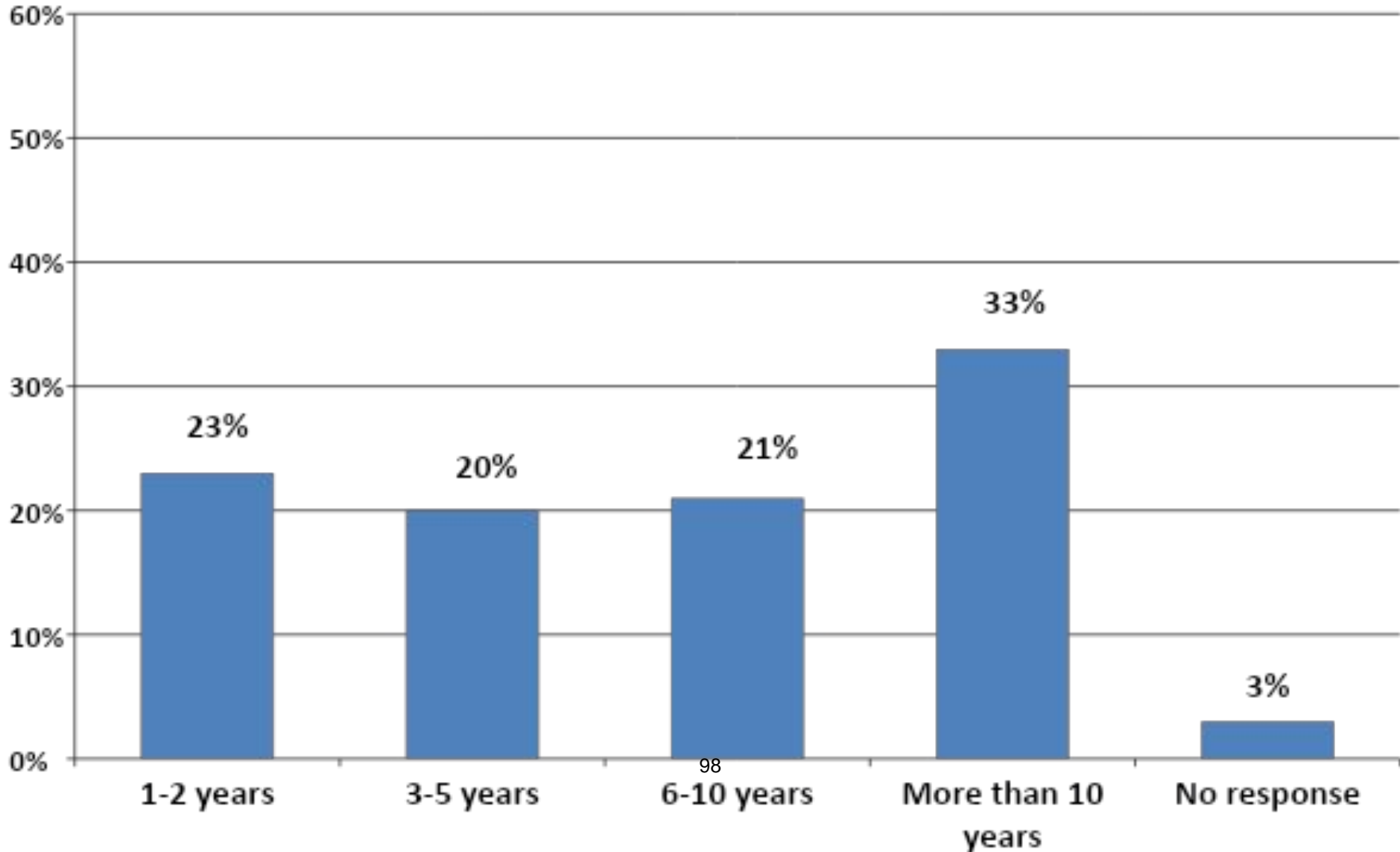
At which location do you spend the most time?



What best describes your position?



Including the current year, how many years have you worked for this District?



Survey Responses

Change Readiness

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
Our District has a culture of open dialogue.	63%	3.26 (174)	32
There is a process for evaluating the effectiveness of new initiatives.	51%	2.92 (156)	32
Our District is committed to making needed improvements as they are identified.	64%	3.31 (167)	20
Our District strives to achieve consensus on areas ¹⁰⁰ that need improvement.	58%	3.15 (169)	18

Achieving Excellence

To provide a quality education for all students, please check a maximum of five areas you believe the District should focus their resources:

Item	% Yes
Attract/engage/retain quality staff	76%
Provide additional intervention/support services for struggling students	62%
Provide additional counseling, psychologist and social work services	47%
Improve school safety and security	34%
Better prepare students for life after high school—whether this be college or career	33%
Develop innovative programs to improve student learning	33%
Modernize facilities	29%
Expand students technology access	27%
Expand services to students with special needs	26%
Increase the number of hands-on/project-based authentic learning opportunities	23%
Increase co-curricular and extra-curricular programs (e.g. music, arts, dance, athletics, robotics, etc.)	18%
Develop additional community/business partnerships	10%
Increase parent and community communications	8%
Increase the number of AP/honors courses and/or advanced learning opportunities	4%

Achieving Excellence

How are we doing?

Great (4), Good (3), Fair (2), Poor (1)

Item	% Great/ Good	Average (n)
Mastering Academics	87%	3.07 (146)
Communicating school district news and happenings	77%	2.91 (151)
Fostering students' physical wellness	72%	2.89 (146)
Building character and citizenship	71%	2.83 (150)
Fostering students' mental wellness	71%	2.82 (152)
Maintaining and modernizing facilities	49%	2.44 (151)
Attracting and retaining high-quality staff	45%	2.37 (153)

Student Achievement

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
The social and emotional needs of students are being met.	72%	3.50 (130)	78
Overall, the school offers a high quality academic program.	93%	4.02 (132)	59
The academic needs of students are being met.	84%	3.76 (130)	55
Students have access to additional support when needed.	72%	3.57 (127)	47
Student discipline is handled in a consistent manner by all staff.	29%	2.36 (127)	22
Learning targets and curriculum objectives for my job assignment are clear.	80%	3.72 (129)	16
I have been provided the resources to achieve District learning targets and curriculum objectives. ¹⁰³	66%	3.35 (128)	9
The school's curriculum represents the diverse backgrounds of my students.	63%	3.29 (120)	N/A

Student Culture

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
Students are respected and treated fairly at school.	94%	4.09 (169)	N/A
Students help each other when they see a need.	91%	3.93 (169)	N/A
Students care about each other.	91%	3.92 (169)	N/A
Students know how to resolve conflict in a healthy way.	71%	3.42 (161)	N/A
104 Students follow the rules at school.	64%	3.27 (165)	N/A

Engagement

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
The amount of work I am asked to do is reasonable.	74%	3.63 (170)	74
My job is personally satisfying.	95%	4.29 (165)	68
My work contributes to the success of our District	99%	4.42 (170)	63
It would take a lot to get me to leave this District.	72%	3.63 (158)	52
I would recommend this District to others seeking employment.	79%	3.78 (162)	26
I am proud of our District.	82%	3.83 (167)	13
I enjoy being involved in District affiliated activities outside of the normal school day.	78%	3.73 (142)	12

Communication

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
School/department information is communicated effectively to me.	76%	3.67 (170)	48
I have a good understanding of the goals of the District.	80%	3.74 (167)	31
I am kept informed about matters important to my work.	73%	3.54 (169)	30
The District clearly communicates with me about important issues.	66%	3.41 (169)	27
School board policies and procedures affecting me are available and clearly communicated.	67%	3.41 (160)	18
I feel comfortable sharing my ideas and opinions.	61%	3.26 (168)	8

How would you rate the communication from:

Great (4), Good (3), Fair (2), Poor (1)

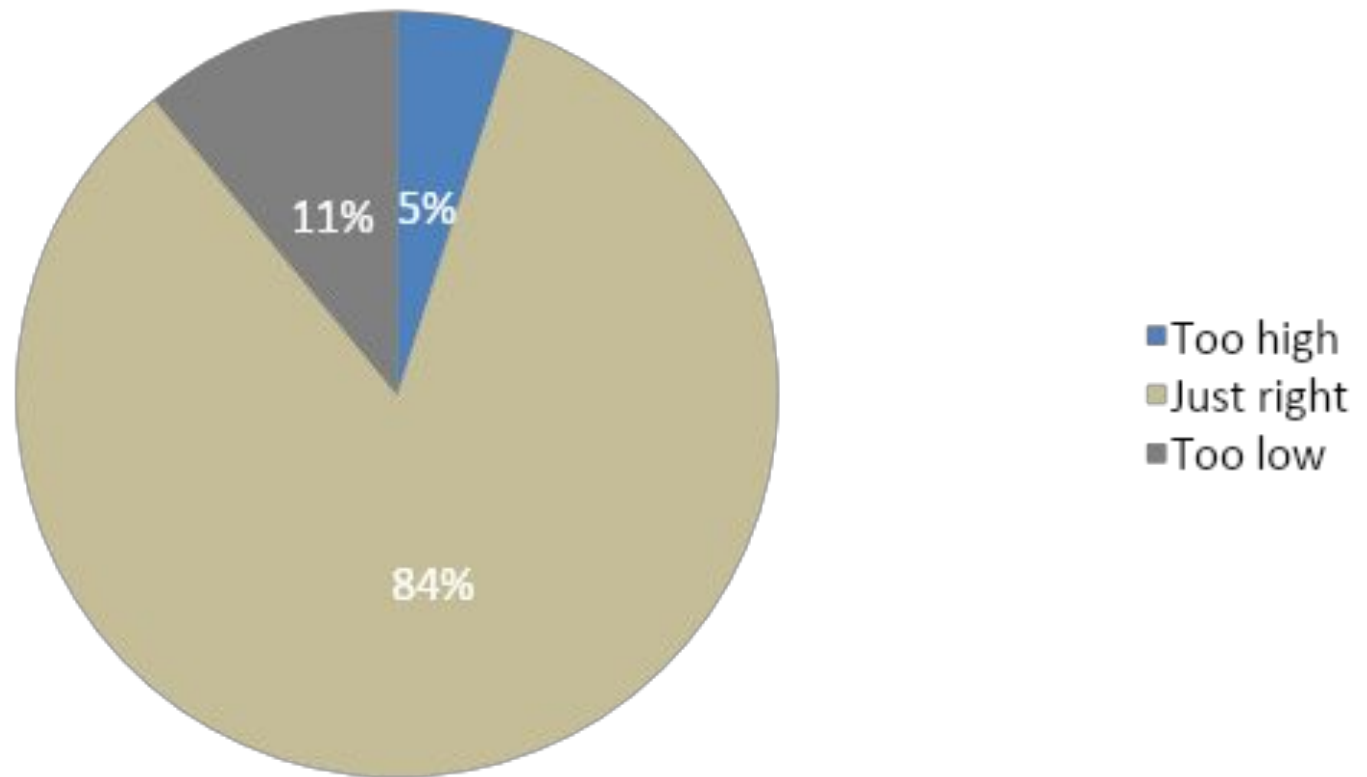
Item	% Great/ Good	Average (n)	Percentile
Principal/Building Administration	81%	3.12 (161)	73
Technology Services	80%	3.04 (158)	55
District Administration	55%	2.55 (160)	21
Custodians/Maintenance	65%	2.77 (151)	19

Culture

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
My co-workers are willing to help me when I have a heavy workload.	94%	4.35 (165)	94
Our school/department is effective at assimilating new employees.	80%	3.77 (157)	68
Our school/department works hard to find ways to improve.	87%	4.01 (166)	67
I have adequate opportunities to participate in decisions that affect me.	71%	3.53 (165)	49
I can bring about change in my school/department.	79%	3.73 (164)	33
108 Our school/department operates as a team.	70%	3.56 (167)	18

The academic expectations of our students are:



Work Environment (Slide 1/2)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
I have the flexibility to do my job the way that I think is most effective.	91%	4.17 (168)	79
I feel valued by our community.	86%	4.01 (162)	76
I have enough time to do my job effectively.	65%	3.38 (168)	72
I am satisfied with the technology support available to me.	90%	4.14 (165)	63
110 I feel supported by leadership when I make a decision.	84%	3.94 (163)	55

Work Environment (Slide 2/2)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
Our classrooms, building and grounds are well maintained.	61%	3.22 (167)	14
I am satisfied with the technology available to me.	71%	3.62 (165)	10
I have the materials and supplies I need to do my job effectively.	74%	3.66 (168)	5
I receive the training I need to do my job effectively.	73%	3.59 (165)	4
I am in a school environment that allows me to work in an environment of professional support and courtesy.	86%	3.96 (167)	N/A

Health and Wellness

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
I engage in 30 or more minutes of physical activity 3 or more times per week.	80%	3.88 (165)	99
I engage in healthy nutritional practices.	91%	4.09 (164)	96
I get enough sleep.	67%	3.40 (165)	59
I manage my stress well.	77%	3.67 (165)	50
The pace of implementing new initiatives is appropriate.	61%	3.20 (158)	37
I am able to sustain a healthy work-life balance.	63%	3.35 (165)	20

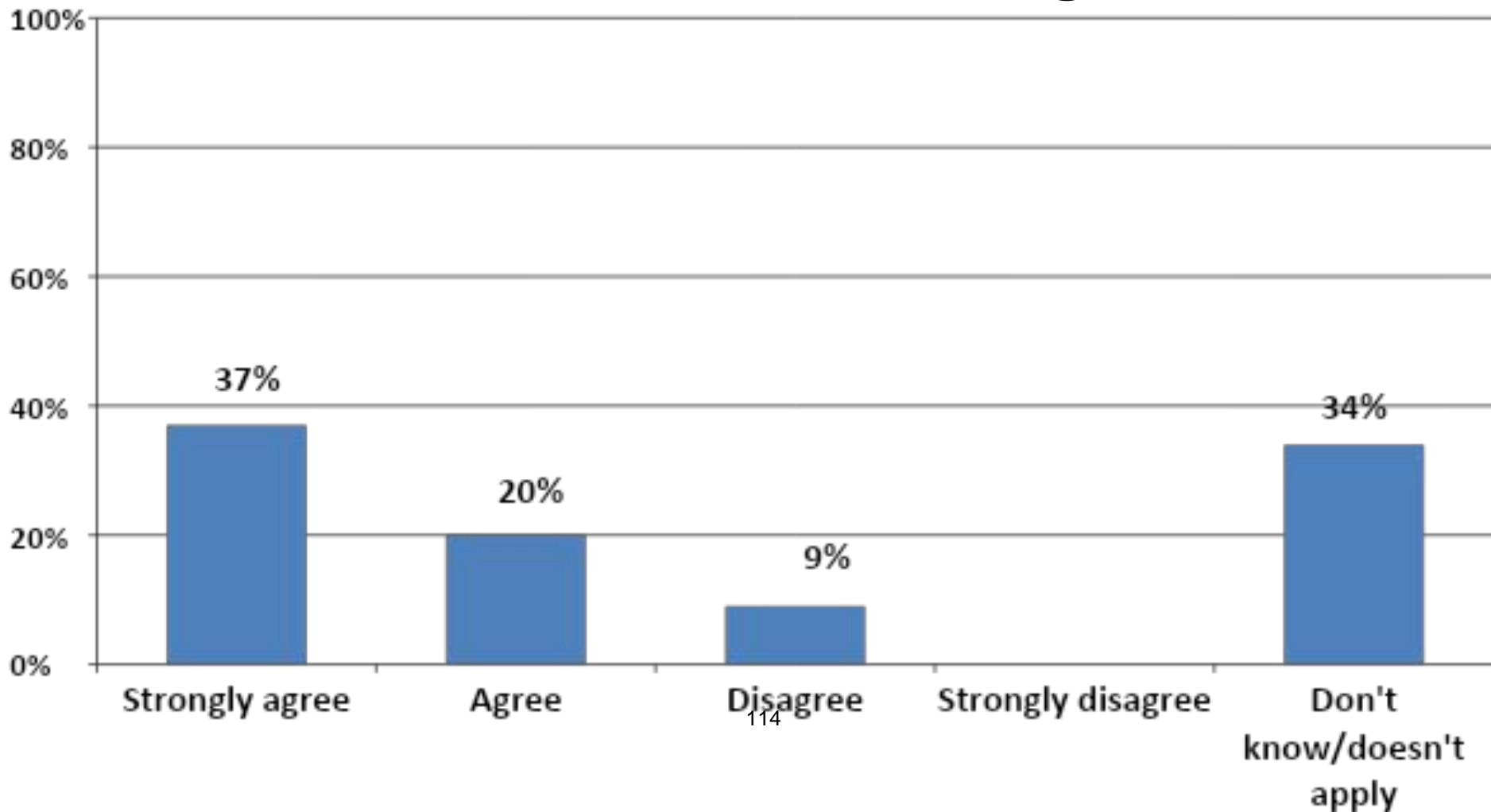
Development and Recognition

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
I receive credit and recognition when I do a good job.	70%	3.50 (161)	64
I receive meaningful and timely feedback that helps me improve my performance.	65%	3.32 (163)	18
I have adequate opportunities for training/professional development.	60%	3.25 (165)	9
The District's professional learning days are organized and well-planned.	57%	3.09 (156)	9
I apply professional development to my work.	89%	4.01 (160)	N/A

1st and 2nd Year Teachers

The mentoring program provided me with valuable training.



Compensation and Benefits

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
I am satisfied with my pay.	69%	3.45 (166)	89
My pay is fair in relation to my job responsibilities.	62%	3.23 (164)	87
My benefits are competitive with similar jobs I might find elsewhere.	81%	3.73 (140)	83
I am satisfied with my benefits.	83%	3.77 (155)	78
Pay practices are administered consistently for all employees. ¹¹⁵	68%	3.42 (134)	64

Building Leadership

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
Building leadership is consistent when administering policies concerning employees.	80%	3.79 (124)	63
I trust the leadership in my building.	78%	3.78 (141)	32
My principal is an effective leader.	73%	3.68 (135)	25
I have the opportunity to take on leadership roles ¹¹⁶ in my building.	82%	3.86 (133)	N/A

District Administration

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
The Superintendent/District Administrator presents a positive image to our community.	71%	3.47 (157)	4
District administration is responsive to major concerns of employees.	48%	2.89 (147)	4
District administration is doing what it takes to make our District successful.	57%	3.13 (151)	2
District administration is consistent when administering policies concerning employees.	49%	2.91 (140)	1
117 I trust the District's leadership.	47%	2.86 (154)	1

Equity

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
All students in our school are accepted for their values and beliefs.	89%	4.07 (154)	N/A
All students in our school are treated with respect.	88%	3.99 (154)	N/A
Our school has a process to ensure every student has a connection with at least one adult in the school.	87%	3.99 (150)	N/A
Our school works to honor and celebrate the culture and background of our students.	83%	3.87 (156)	N/A
All students in our school are given equitable opportunities to learn and experience success.	77%	3.74 (154)	N/A
I have the training I need to understand the background and culture of the students with whom I work. <small>118</small>	81%	3.74 (149)	N/A
All students in our school are treated fairly when disciplined.	60%	3.21 (130)	N/A

Tolerance

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/Agree	Average (n)
I feel comfortable interacting with people from backgrounds different than myself.	100%	4.58 (165)
I create opportunities for students to interact with people from backgrounds different than themselves.	94%	4.13 (163)
I would feel comfortable reporting harassment or racial abuse.	88%	4.07 (164)
I feel my ideas, opinions, and concerns are listened to by my colleagues.	86%	3.97 (163)
Our school is a safe and welcoming environment for all students.	80%	3.86 (163)
Students feel comfortable reporting harassment or racial abuse.	81%	3.71 (161)

Tolerance

During this school year, how many times have YOU experienced and/or witnessed the following problems in your school?

Never (1), One or more times this year (2), One or more times per month (3), One or more times per week (4), Daily (5)

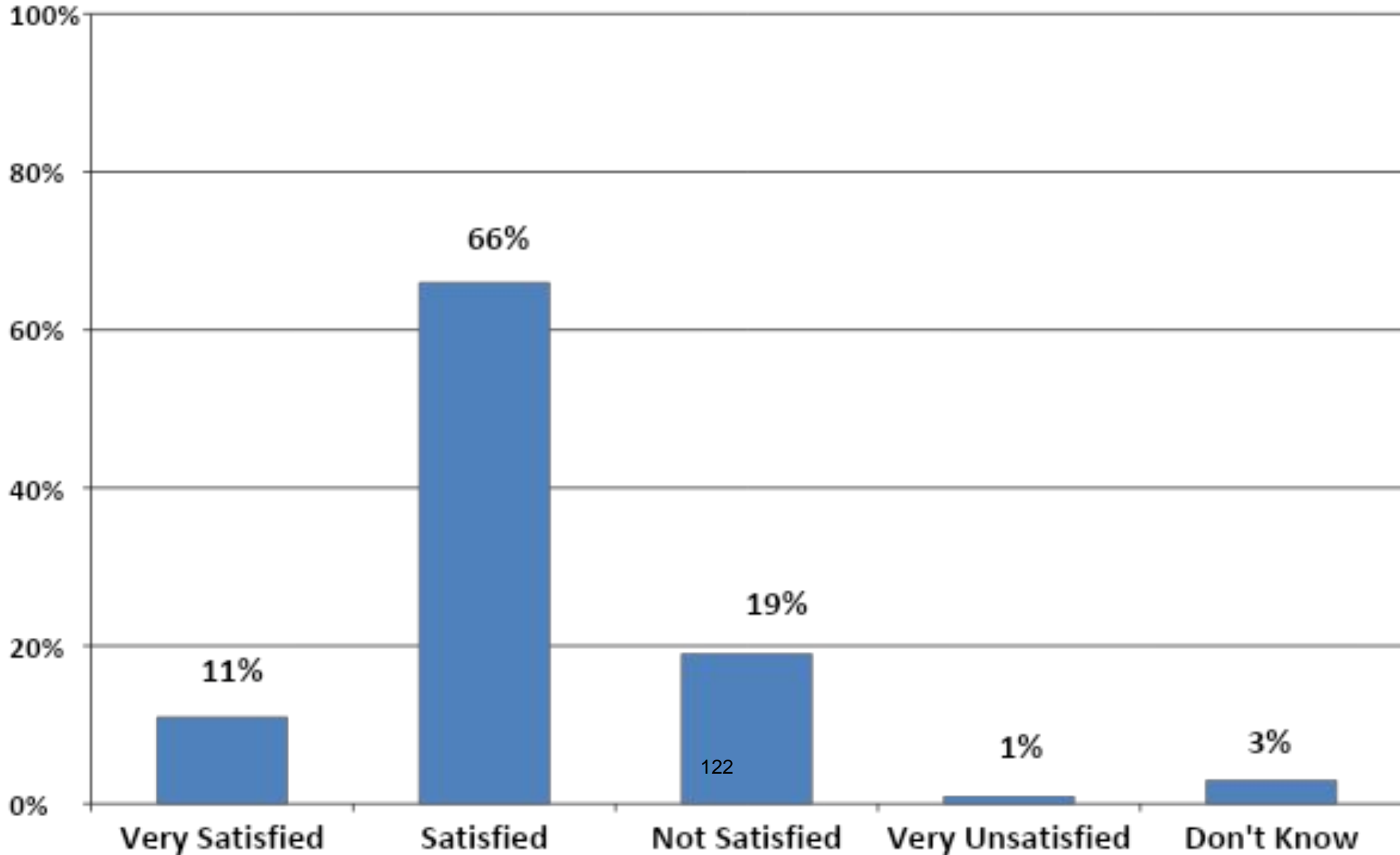
Item	Average (n)
Staff using racial slurs, epithet or other derogatory put-downs	1.18 (155)
Graffiti or Vandalism with racial slurs or symbols	1.35 (154)
Students impacted by Cyber bullying	1.65 (153)
Students using racial slurs, epithet or other derogatory put-downs	1.91 (154)
Students impacted by bullying	2.23 (154)
Students impacted by Teasing or ridiculing	2.70 (155)

Overall Satisfaction

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/ Agree	Average (n)	Percentile
Our community supports education.	99%	4.50 (164)	91
All things considered, this District is a good place to work.	87%	3.97 (161)	34
I am satisfied with the financial management of the District.	60%	3.16 (134)	16
The District has improved in the past year.	49%	2.93 (147)	6
The Recreation Department provides high-quality programs and services.	100%	4.39 (133)	N/A
The District forms effective partnerships with businesses and community organizations.	84%	3.77 (111)	N/A
The District is heading in the right direction. <small>121</small>	65%	3.36 (142)	N/A
The District is run effectively.	54%	3.08 (148)	N/A

Overall, how satisfied are you with the School District?



School Perceptions Staff Engagement Indexes

There are 13* indexes of staff engagement. The Staff Engagement Survey has key questions that feed each one, thus, producing an index score. The score is the average of the responses from these key questions.

**Due to survey customization, not all indexes may be available.*

13 Indexes of Staff Engagement

- People**
- ✓ Control over your work environment
 - ✓ Health/Stress management/Wellness
 - ✓ Workload
 - ✓ Affirmation

- Place**
- ✓ Equipped
 - ✓ Collaboration/Teamwork
 - ✓ Culture of educational excellence
 - ✓ Trust in building leadership

- Process**
- ✓ Public/Parent support/trust
 - ✓ Planning/Improvement process
 - ✓ Trust in District leadership
 - ✓ Communications
 - ✓ Equity

People

- **Control over your work environment**
I can control the variables that determine success
- **Health/Stress Management/Wellness**
My stress level is sustainable
- **Workload**
My workload/life balance is sustainable
- **Affirmation**
I am valued, including compensation, recognition from leadership and supported by our community

Place

- **Equipped**

I have the tools and training to be successful

- **Collaboration/Teamwork**

I have the support of my coworkers and healthy working relationships

- **Culture of educational excellence**

We have high expectations and pride in our work

- **Trust in building leadership**

I trust our building leadership

Process

- **Public/Parent Support/Trust**

We are supported and trusted by our parents/community

- **Planning/Improvement Process**

We have an effective planning process with continuous feedback, review and adjustment

- **Trust in District leadership**

I trust our District Administration and School Board

- **Communications**

Information is shared with me in a timely and effective manner

- **Equity**

All students and families are treated with respect, accepted for their values and beliefs, and provided what they need to learn

How do your index scores compare to similarly sized schools?

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Index	Average (n)	Comparison	Percentile
Affirmation	3.68 (166)	3.43	77
Culture of educational excellence	3.71 (132)	3.63	60
Workload	3.66 (170)	3.60	59
Control over your work environment	3.84 (168)	3.81	54
Collaboration/Teamwork	3.80 (168)	3.87	47
Health/Stress management/Wellness	3.50 (165)	3.59	40
Public/Parent support/trust	3.71 (164)	3.93	37
Trust in building leadership	3.64 (163)	3.77	35
Communications	3.53 (169)	3.72	27
Planning/Improvement process	3.16 (174)	3.37	26
Equipped	3.40 (168)	3.71	7
Equity	3.75 (154)	N/A	N/A
Trust in District leadership	N/A	N/A	N/A

Thank you!



Parent Surveys - Staff Surveys - Student Surveys - Community Surveys
www.schoolperceptions.com
(262) 644-4300

Parent and Community Survey Results

Shorewood School District

Spring 2020

SCHOOL PERCEPTIONS

Our mission is to help educational leaders gather, organize and use data to make strategic decisions.

- Founded in 2002 to provide independent and unbiased research
- Conducted over 10,000 parent, staff, student, and community surveys for school improvement
- Helped more than 600 districts navigate the strategic planning and referendum planning process

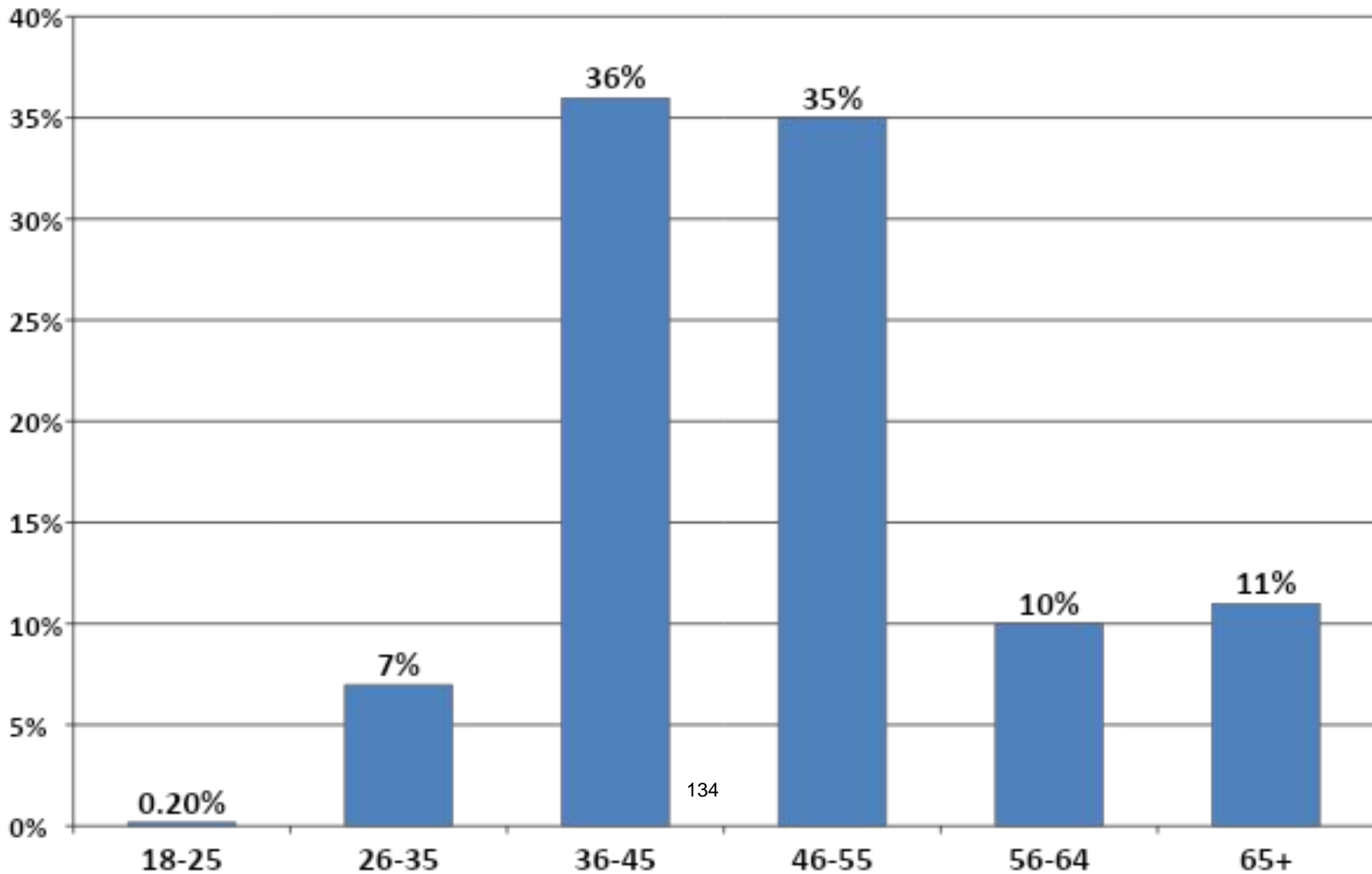
Survey Summary

- The survey was conducted in May of 2020.
- Residents within the District were mailed a postcard survey invitation. Each postcard included a unique one-time-use survey access code, which allowed the survey to be taken online.
- Total responses = 837
- Participation rate = 12%
- Margin of error = +/- 3.4%

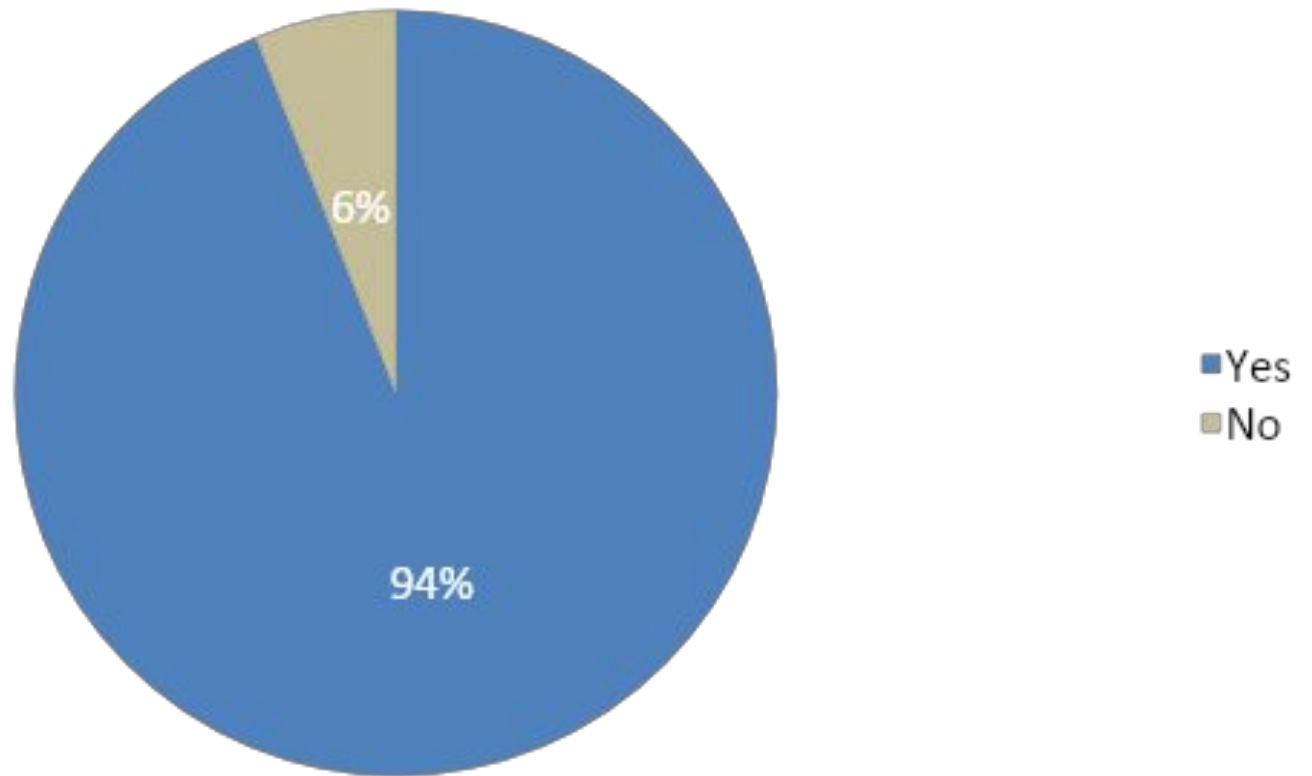
Respondent Information

(All Respondents)

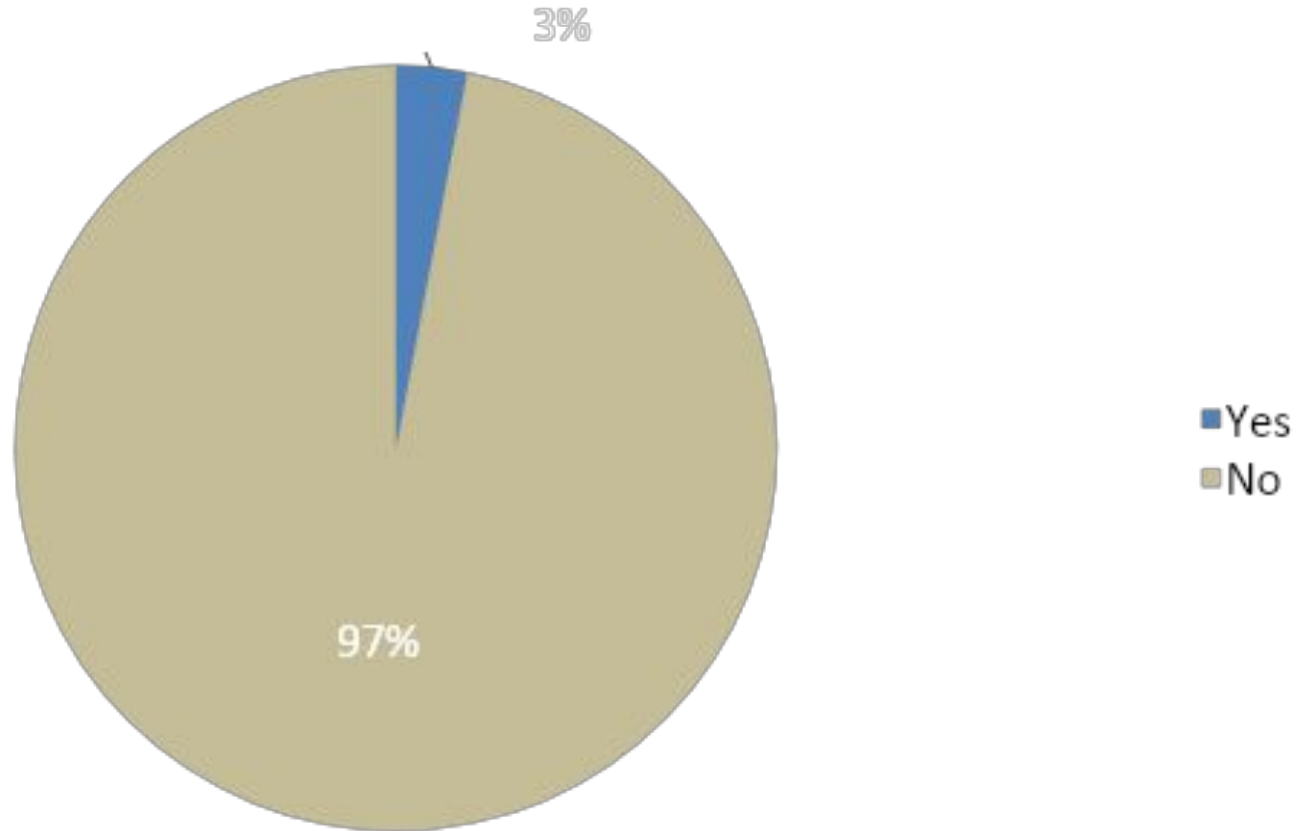
What is your age?



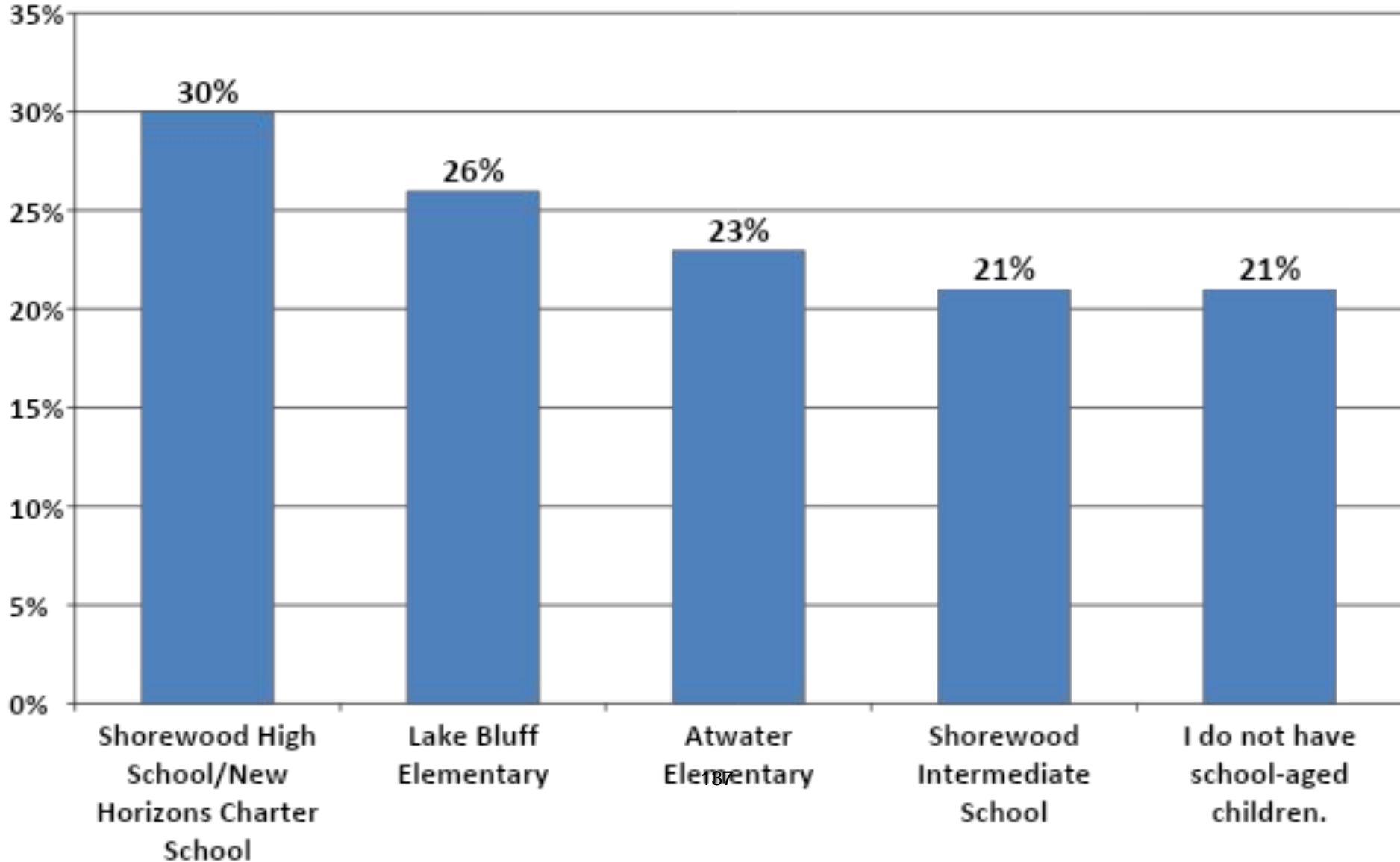
Do you live in the Shorewood School District?



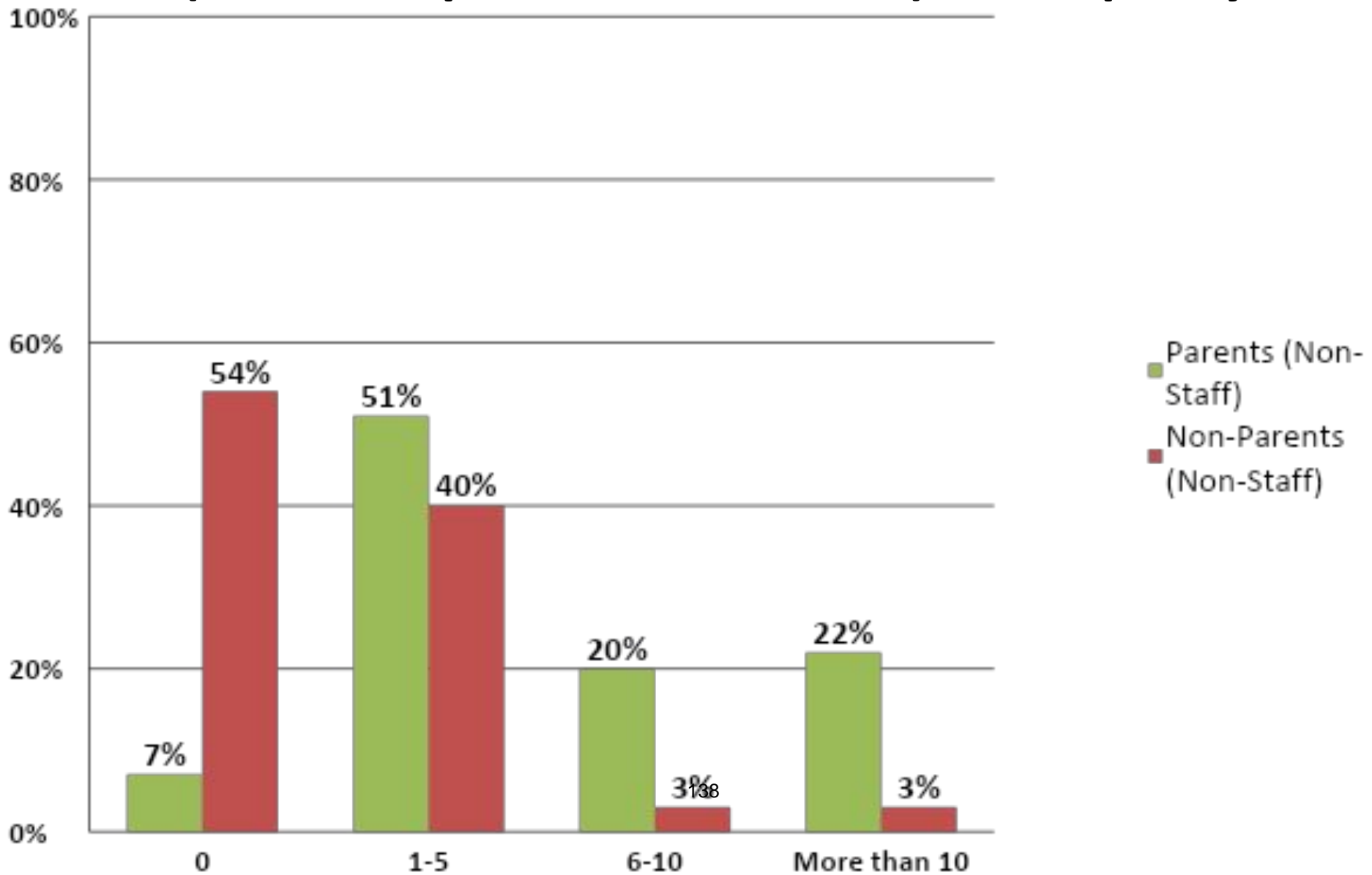
Are you an employee of the Shorewood School District?



If you have school-aged children, what school(s) do they attend?

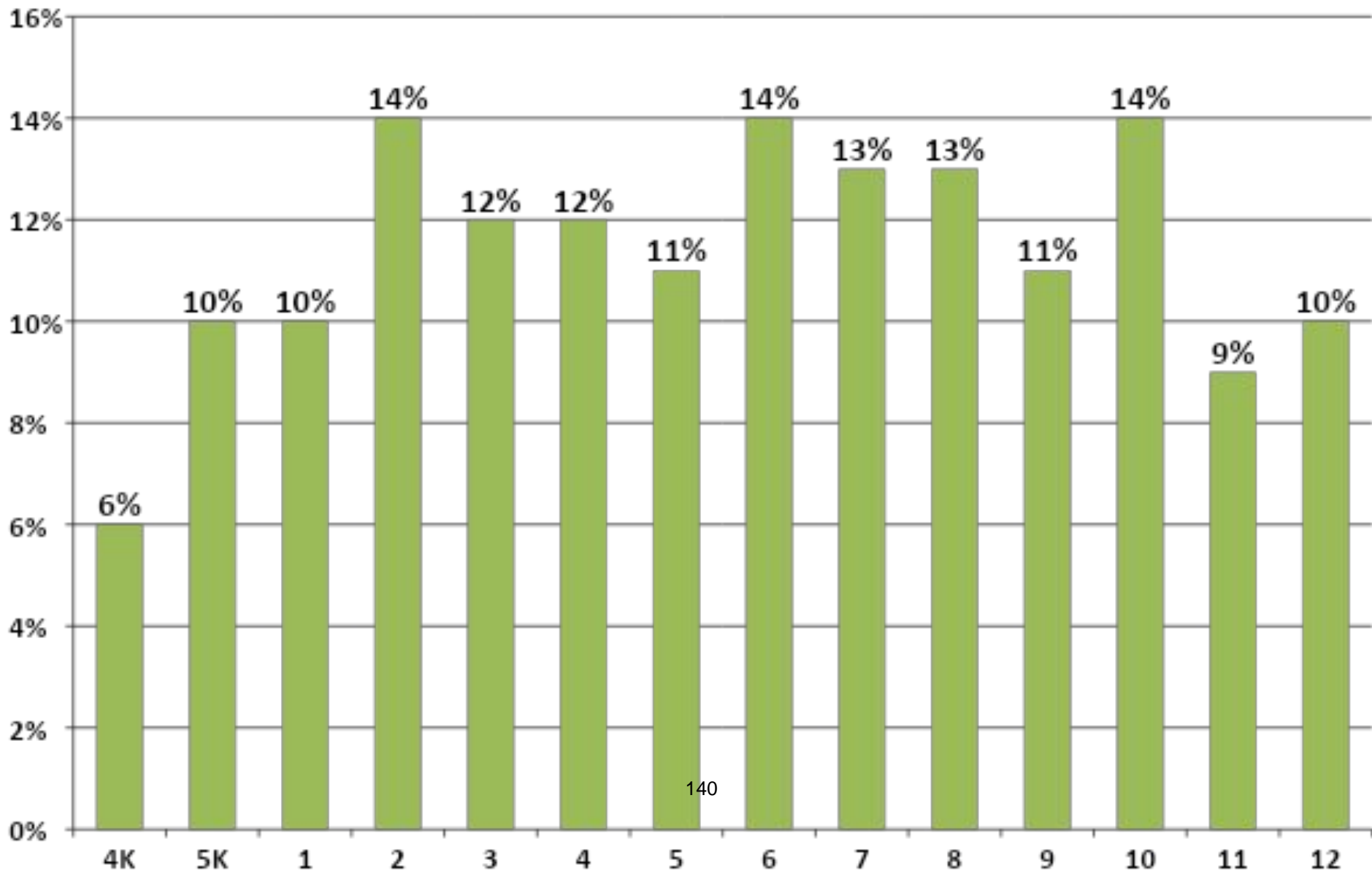


How often have you attended a District-sponsored event (athletics, performances, etc.) in the past year?

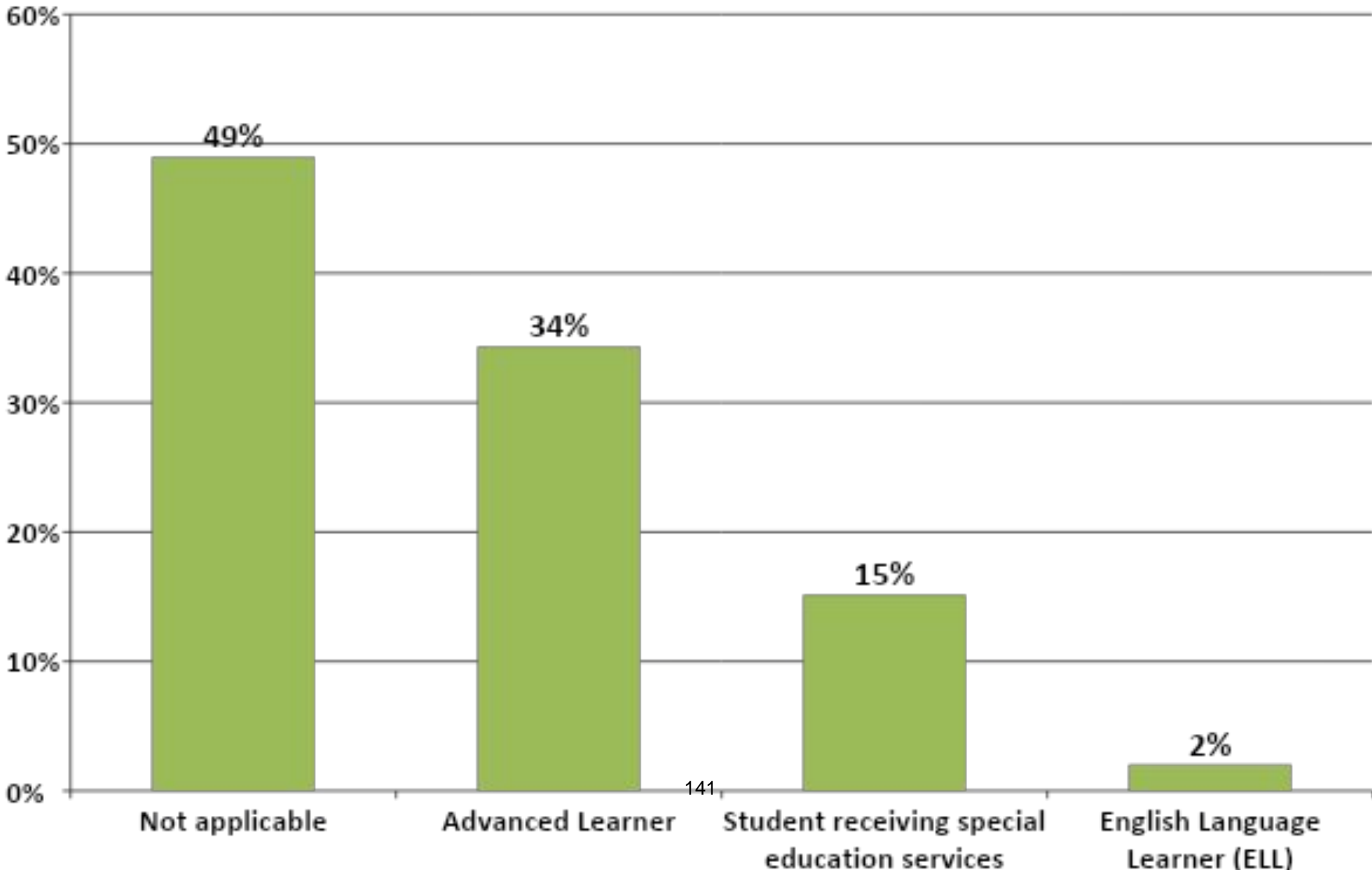


Parent Information

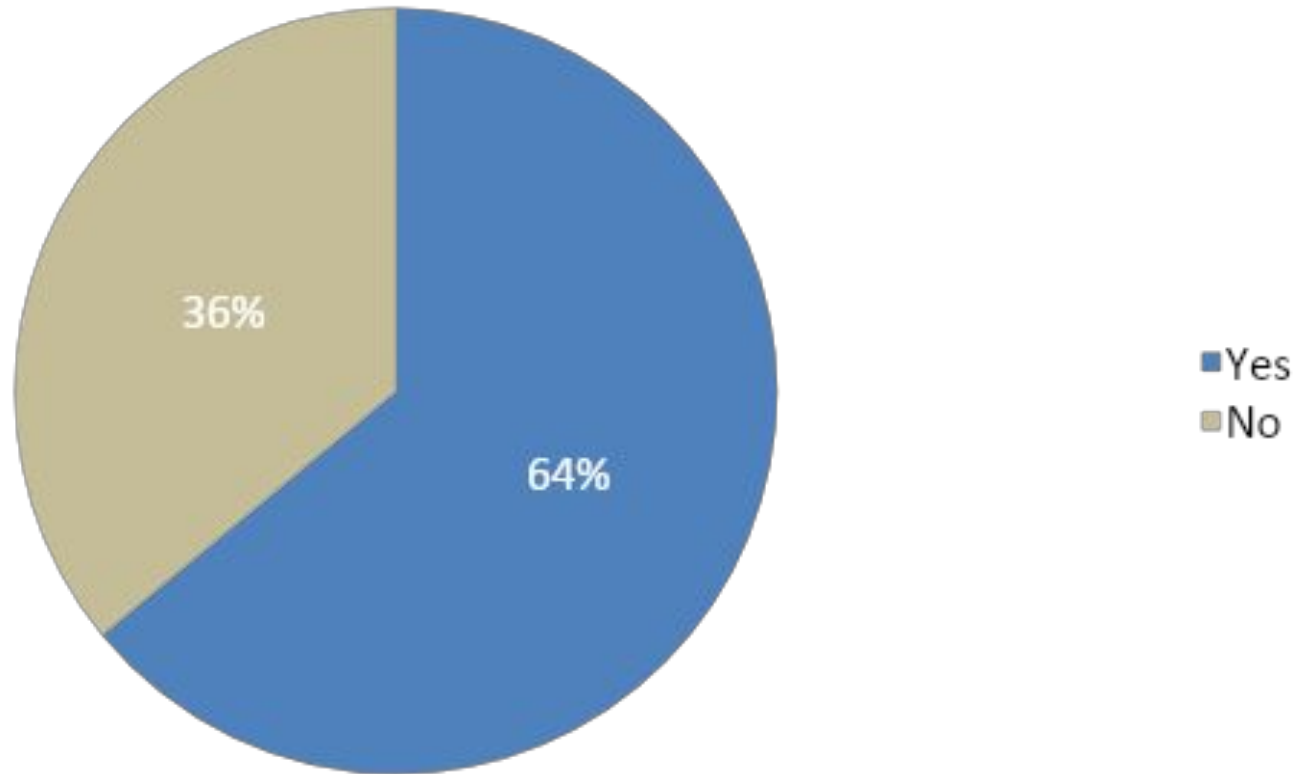
Grade level of your child(ren):



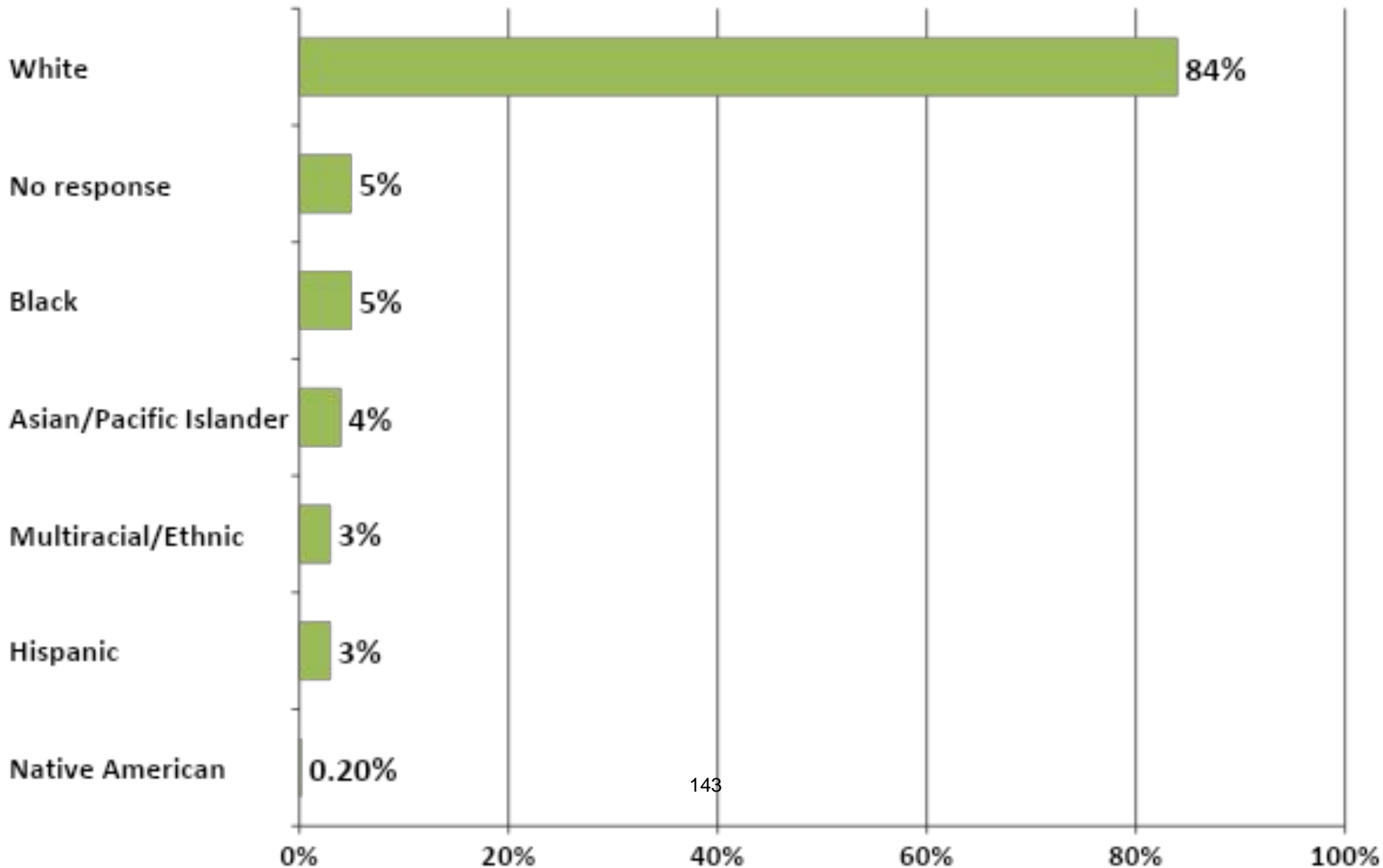
One or more of my children are identified as:



Does your child(ren) currently participate in any school-sponsored sports and/or extra-curricular activities?



I identify my ethnicity as:



Achieving Excellence

To provide a quality education for all students, please check a maximum of five areas you believe the District should focus their resources:

Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
Attract/engage/retain quality staff	79%	69%	77%
Develop innovative programs to improve student learning	29%	41%	49%
Better prepare students for life after high school—whether this be college or career	38%	63%	47%
Increase the number of hands-on/project-based authentic learning opportunities	38%	40%	37%
Increase co-curricular and extra-curricular programs (e.g. music, arts, dance, athletics, robotics, etc.)	38%	31%	35%
Increase the number of AP/honors courses and/or advanced learning opportunities	17%	22%	32%
Improve school safety and security	38%	18%	31%
Provide additional intervention/support services for struggling students	42%	37%	31%
Provide additional counseling, psychologist and social work services	38%	31%	26%
Expand students' technology access	21%	29%	25%
Expand services to students with special needs	13%	24%	13%
Develop additional community/business partnerships	21%	22%	12%
Increase parent and community communications	8%	8%	10%

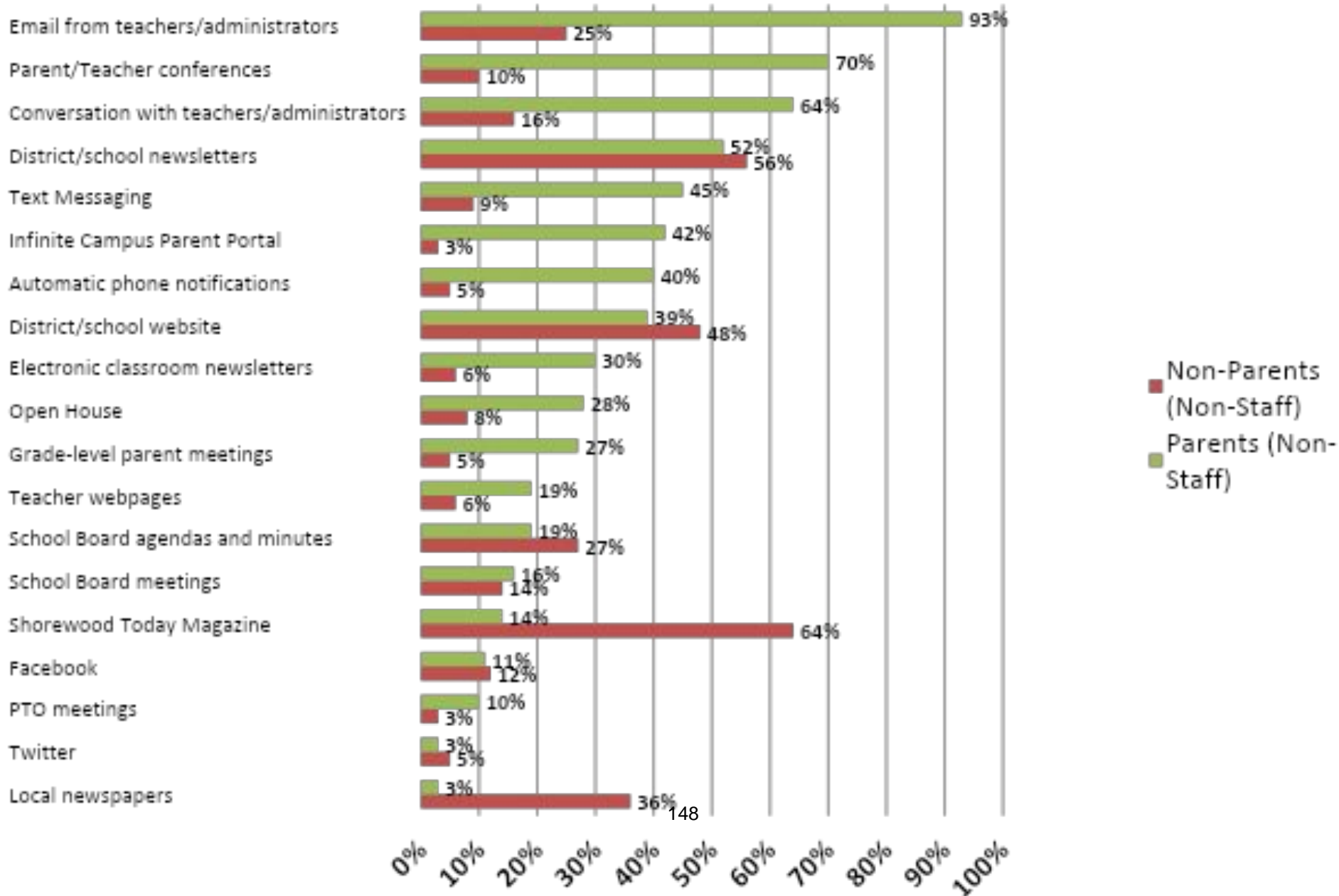
How are we doing?

Great (4), Good (3), Fair (2), Poor (1)

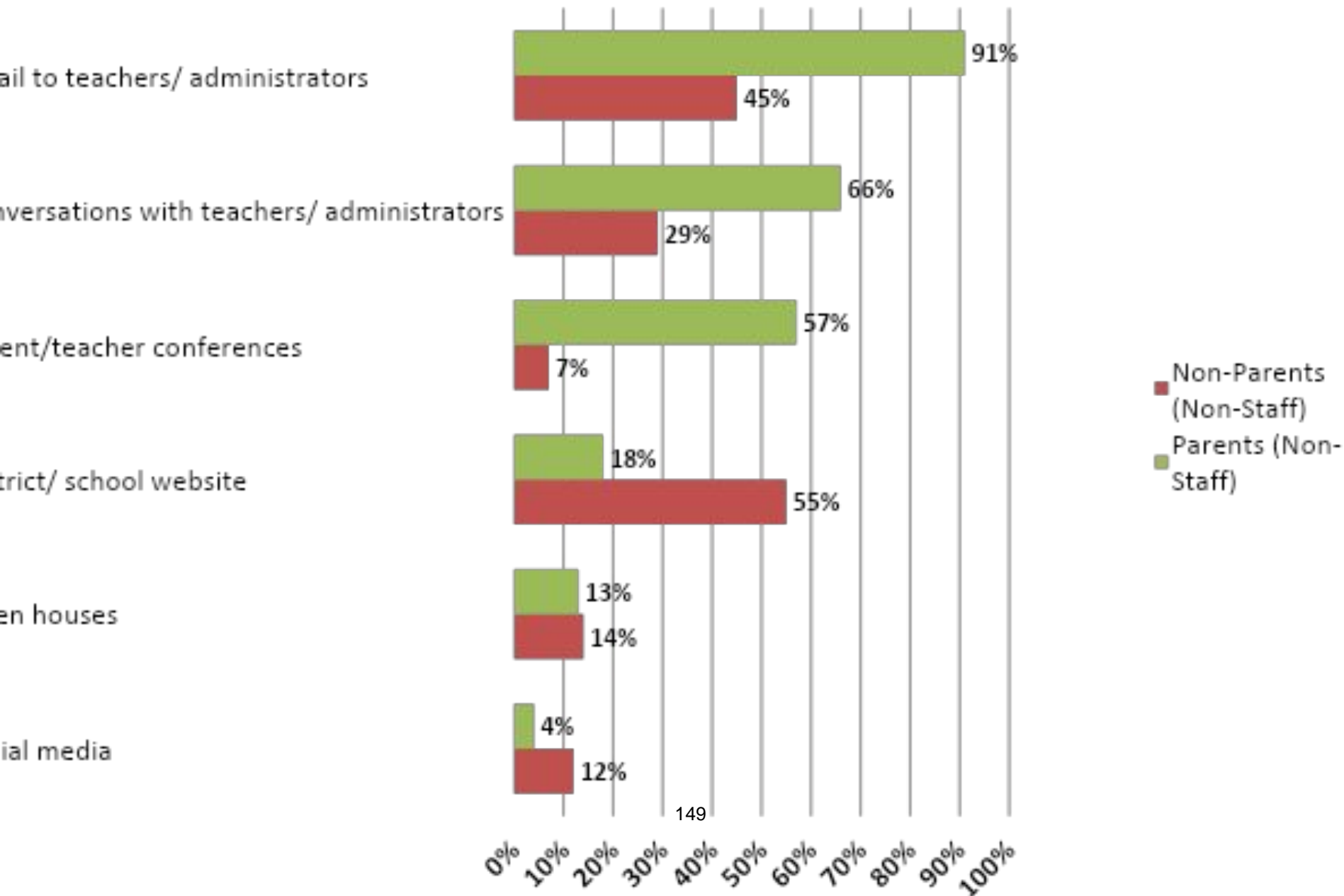
Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
Communicating school district news and happenings	3.32	2.93	3.26
Building character and citizenship	3.27	2.90	3.12
Mastering Academics	3.41	3.21	3.04
Fostering students' physical wellness	3.23	2.90	2.99
Fostering students' mental wellness	3.14	2.86	2.95
Attracting and retaining high-quality staff	2.64	2.89	2.64
Maintaining and modernizing facilities	2.48	2.90	2.58

Communication

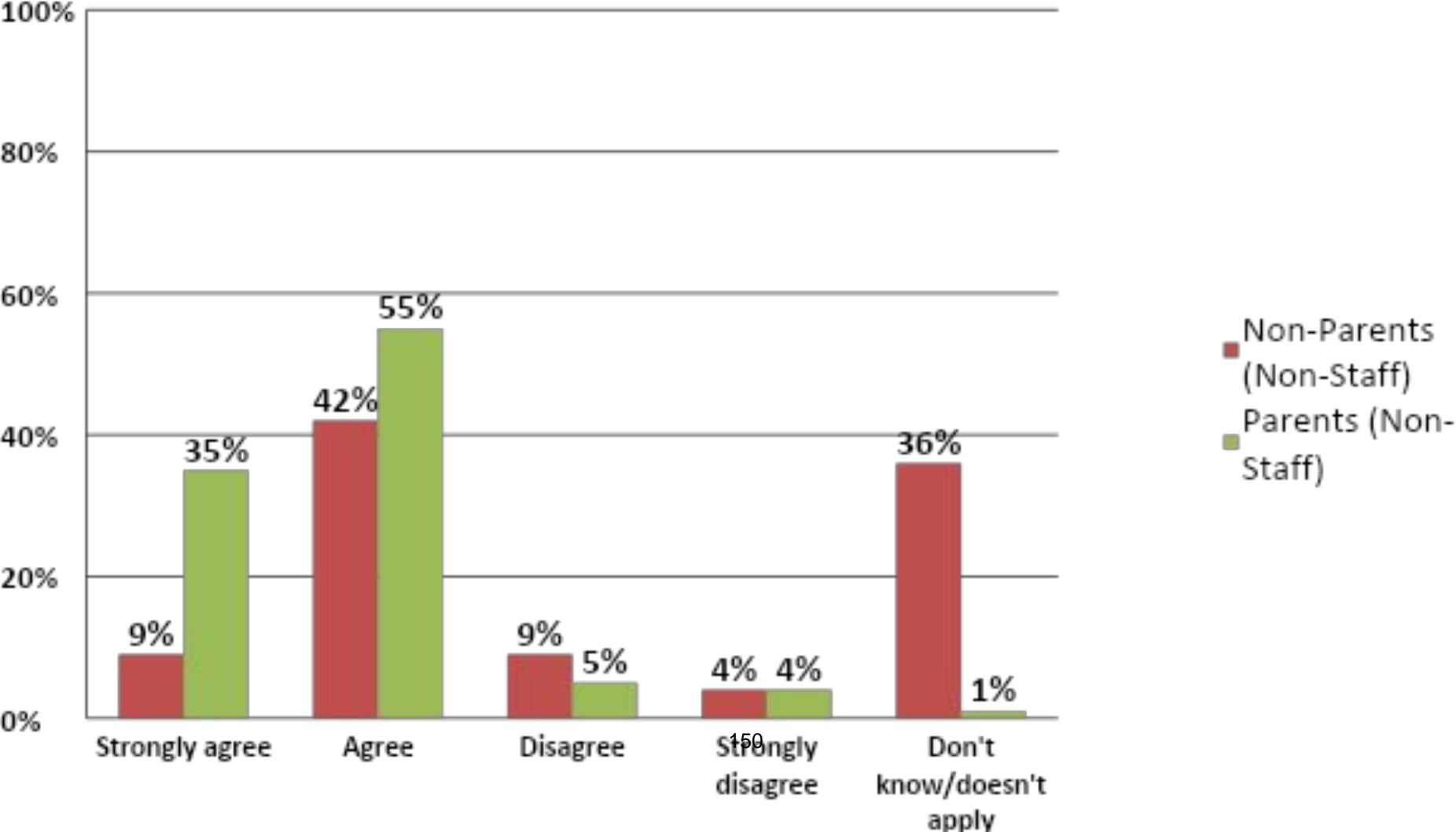
How would you like to receive school information?



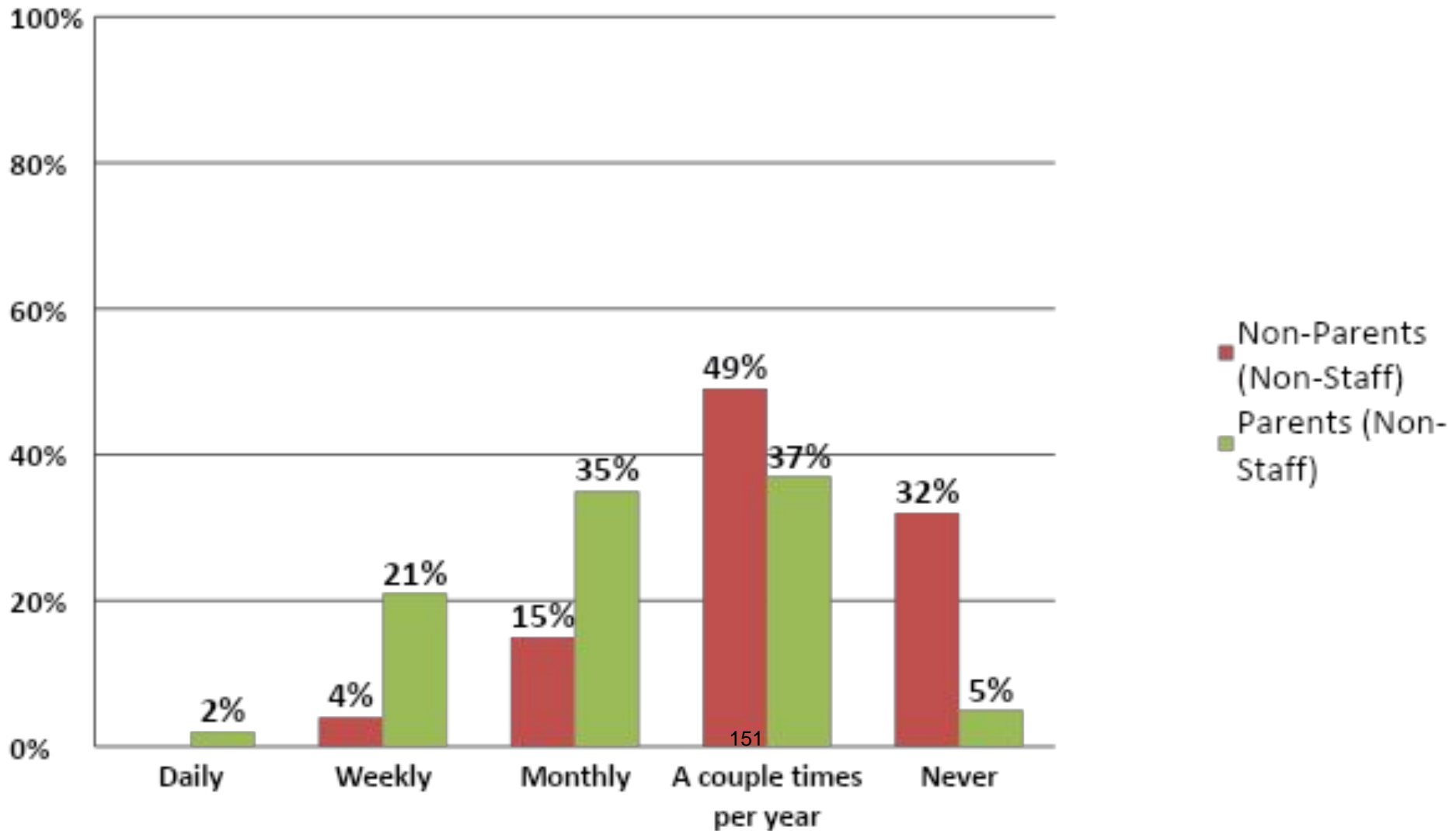
How would you prefer to submit feedback to the District?



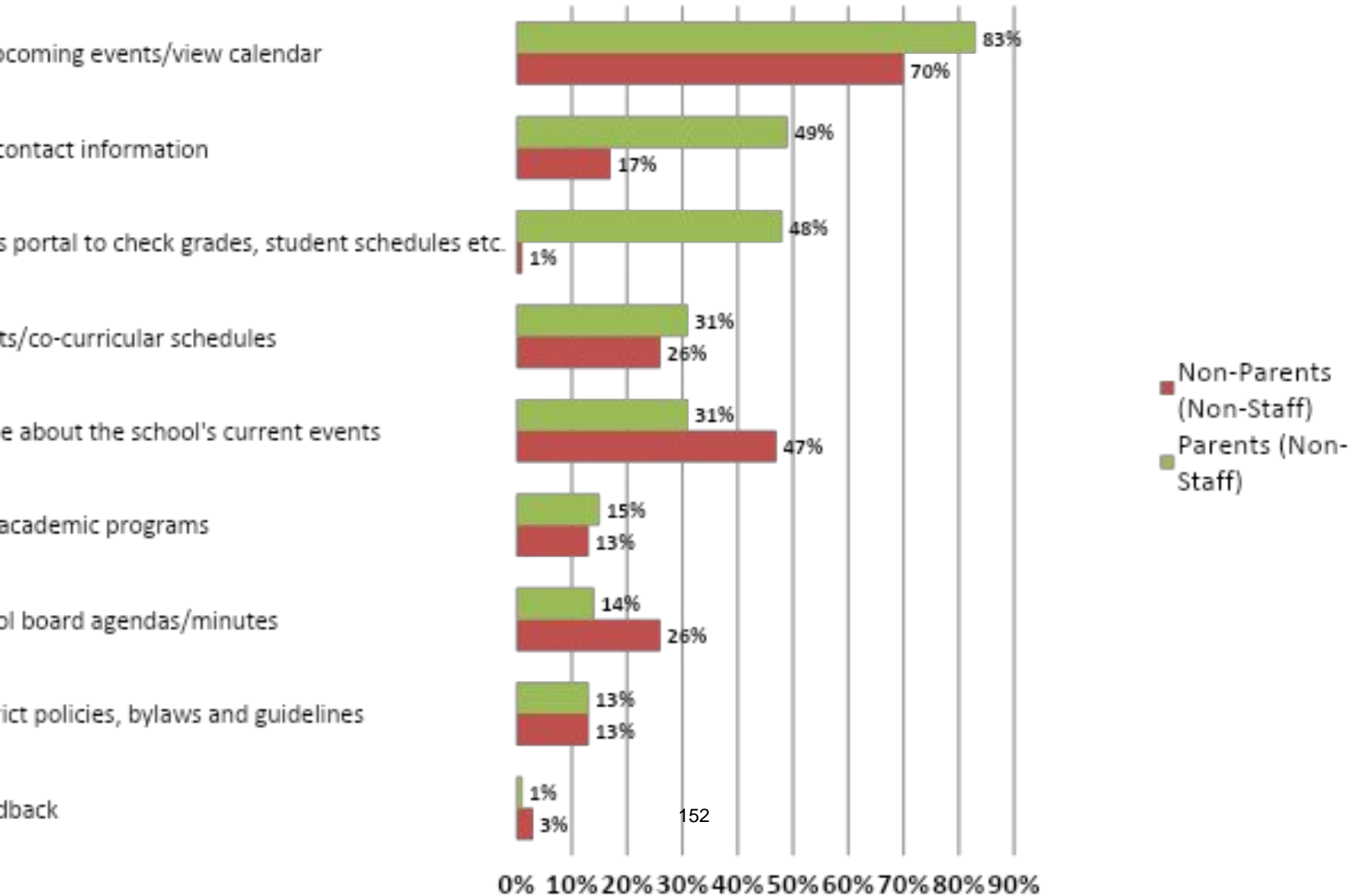
The District is effective in providing timely communications via multiple channels.



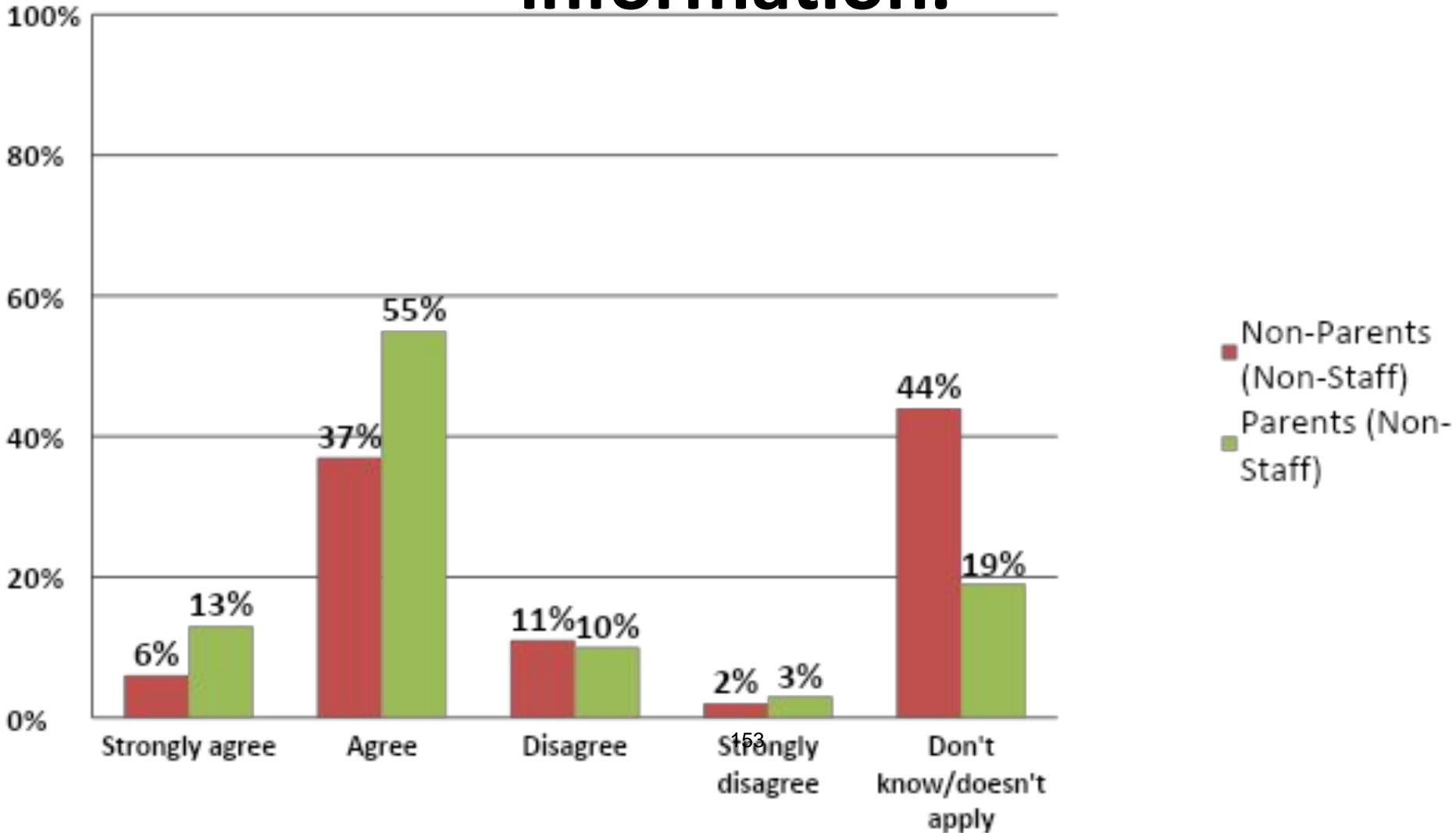
How often do you visit the District's website?



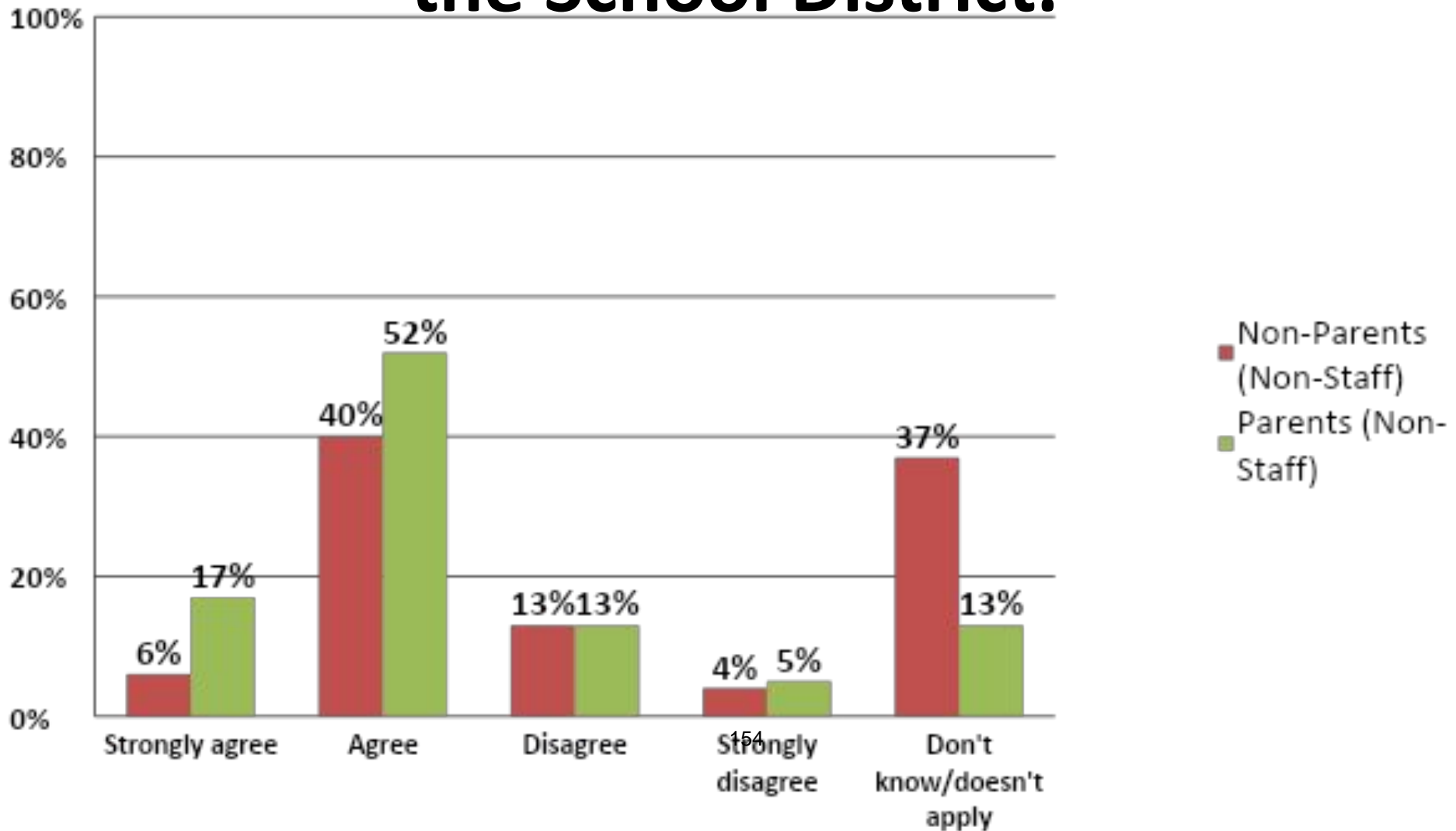
Why do you visit the District's website?



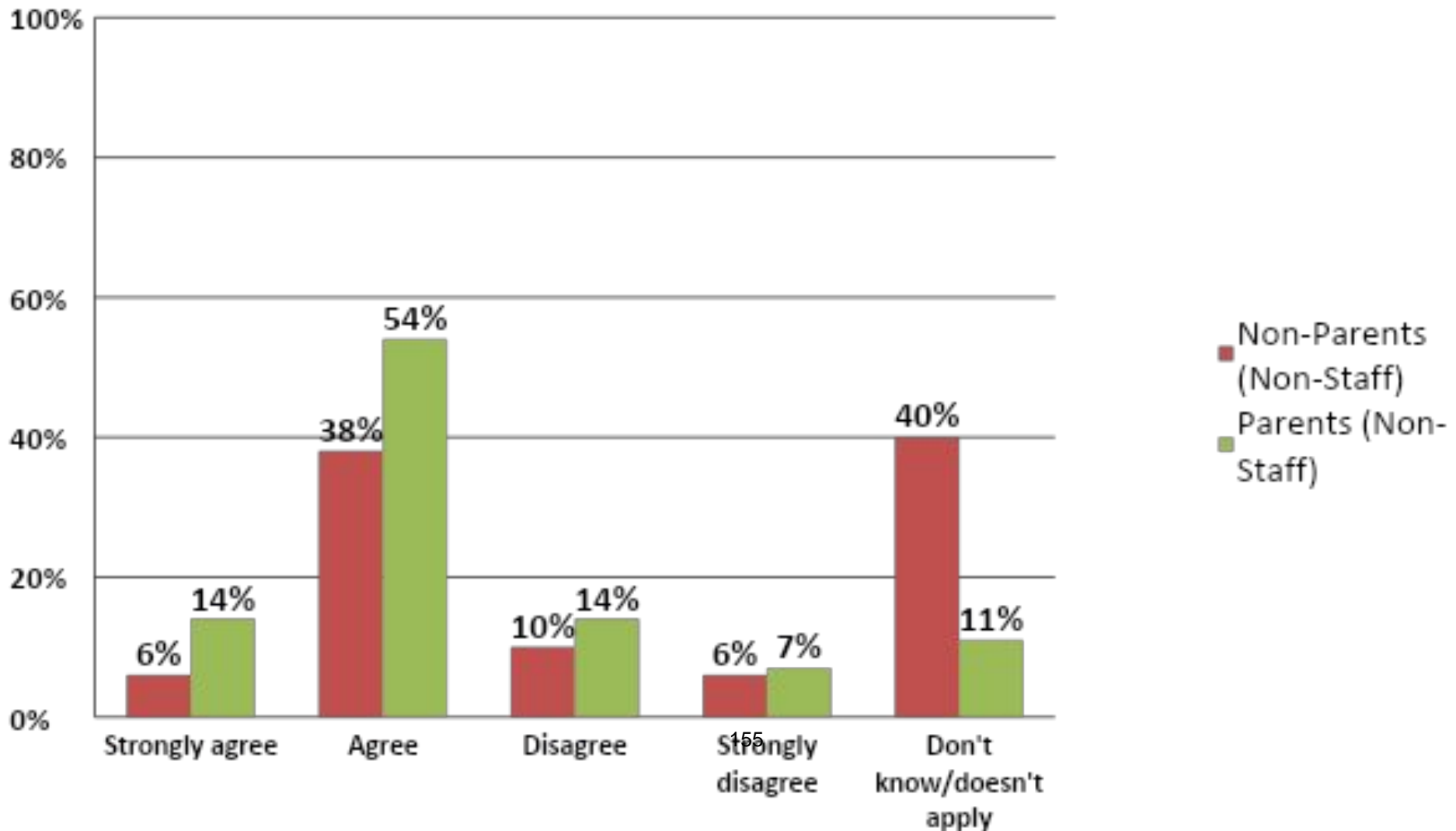
The District's website is effective in providing timely and meaningful information.



The District's communications have positively impacted my overall support of the School District.



The District provides opportunities for input and feedback.



Programs and Services

How important is this item to the success of our students? (Slide 1/2)

Very important (4), Important (3), Somewhat important (2), Not important (1)

Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
Critical thinking & problem solving	3.95	3.91	3.91
Reading/Literature/Vocabulary	3.75	3.74	3.82
Writing/Grammar	3.85	3.81	3.81
Preparing students for college and career	3.65	3.76	3.79
Preparing students for life after high school	3.79	3.75	3.76
Math	3.75	3.69	3.71
Science	3.75	3.71	3.67
Programming for struggling students/at-risk of not graduating	3.67	3.42	3.61
Programming for children with disabilities	3.68	3.42	3.61
Computer and technology skills	157 3.45	3.59	3.57
Social Studies	3.70	3.50	3.53

How important is this item to the success of our students? (Slide 2/2)

Very important (4), Important (3), Somewhat important (2), Not important (1)

Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
School counseling	3.70	3.35	3.53
Programming for English Language Learners (ELL)	3.60	3.19	3.48
Programming for advanced learning students	3.40	3.28	3.45
Advanced Placement (AP)/honors classes	3.30	3.29	3.42
Foreign language	3.25	3.18	3.20
Health education	3.45	3.14	3.19
Art	3.30	3.12	3.19
Music	3.32	3.25	3.13
Library media services	3.14	3.02	3.09
Physical education	3.20	3.05	3.08
Athletics	2.95	2.80	2.91

How are we doing? (Slide 1/2)

Great (4), Good (3), Fair (2), Poor (1)

Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
Music	3.62	3.38	3.27
Art	3.71	3.11	3.22
Programming for English Language Learners (ELL)	3.69	2.86	3.11
Social Studies	3.38	2.98	3.01
Reading/Literature/Vocabulary	3.14	3.07	3.00
School counseling	3.40	2.82	2.97
Math	3.38	2.93	2.97
Science	3.43	2.91	2.92
Library media services	2.95	2.97	2.90
Writing/Grammar	159 3.14	2.85	2.89
Athletics	3.14	3.00	2.87

How are we doing? (Slide 2/2)

Great (4), Good (3), Fair (2), Poor (1)

Item	Staff	Non-Parents (Non-Staff)	Parents (Non-Staff)
Health education	2.89	2.86	2.86
Physical education	3.10	2.80	2.86
Critical thinking & problem solving	3.11	2.96	2.85
Preparing students for college and career	2.75	3.14	2.80
Advanced Placement (AP)/honors classes	3.39	3.02	2.77
Programming for children with disabilities	3.33	2.89	2.75
Programming for advanced learning students	3.29	2.93	2.69
Computer and technology skills	2.79	2.75	2.65
Foreign language	2.81	2.79	2.59
Preparing students for life after high school	2.75	2.59	2.49
Programming for struggling students/at-risk of not graduating	2.93	2.65	2.37

Gap Analysis: Staff (Slide 1/2)

Importance: *Very important (4), Important (3), Somewhat important (2), Not important (1)*

Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Art	3.30	3.71	0.41
Music	3.32	3.62	0.30
Athletics	2.95	3.14	0.19
Advanced Placement (AP)/honors classes	3.30	3.39	0.09
Programming for English Language Learners (ELL)	3.60	3.69	0.09
Physical education	3.20	3.10	-0.10
Programming for advanced learning students	3.40	3.29	-0.11
Library media services	3.14	2.95	-0.19
School counseling	3.70	3.40	-0.30
Science	3.75	3.43	-0.32
Social Studies	3.70	3.38	-0.32

Gap Analysis: Staff (Slide 2/2)

Importance: *Very important (4), Important (3), Somewhat important (2), Not important (1)*

Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Programming for children with disabilities	3.68	3.33	-0.35
Math	3.75	3.38	-0.37
Foreign language	3.25	2.81	-0.44
Preparing students for college and career	3.65	3.11	-0.54
Health education	3.45	2.89	-0.56
Reading/Literature/Vocabulary	3.75	3.14	-0.61
Computer and technology skills	3.45	2.79	-0.66
Writing/Grammar	3.85	3.14	-0.71
Programming for struggling students/at-risk of not graduating	3.67	2.93	-0.74
Critical thinking & problem solving	3.95	3.11	-0.84
Preparing students for life after high school	3.79	2.75	-1.04

Gap Analysis: Non-Parents (Non-Staff) (Slide 1/2)

Importance: *Very important (4), Important (3), Somewhat important (2), Not important (1)*

Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Athletics	2.80	3.00	0.20
Music	3.25	3.38	0.13
Art	3.12	3.11	-0.01
Library media services	3.02	2.97	-0.05
Physical education	3.05	2.80	-0.25
Advanced Placement (AP)/honors classes	3.29	3.02	-0.27
Health education	3.14	2.86	-0.28
Programming for English Language Learners (ELL)	3.19	2.86	-0.33
Programming for advanced learning students	3.28	2.93	-0.35
Foreign language	3.18	2.79	-0.39
Social Studies	3.50	2.98	-0.52

Gap Analysis: Non-Parents (Non-Staff) (Slide 2/2)

Importance: *Very important (4), Important (3), Somewhat important (2), Not important (1)*

Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Programming for children with disabilities	3.42	2.89	-0.53
School counseling	3.35	2.82	-0.53
Preparing students for college and career	3.76	3.14	-0.62
Reading/Literature/Vocabulary	3.74	3.07	-0.67
Math	3.69	2.93	-0.76
Programming for struggling students/at-risk of not graduating	3.42	2.65	-0.77
Science	3.71	2.91	-0.80
Computer and technology skills	3.59	2.75	-0.84
Critical thinking & problem solving	3.91	2.96	-0.95
Writing/Grammar	3.81	2.85	-0.96
Preparing students for life after high school	3.75	2.59	-1.16

Gap Analysis: Parents (Non-Staff) (Slide 1/2)

Importance: *Very important (4), Important (3), Somewhat important (2), Not important (1)*

Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Music	3.13	3.27	0.14
Art	3.19	3.22	0.03
Athletics	2.91	2.87	-0.04
Library media services	3.09	2.90	-0.19
Physical education	3.08	2.86	-0.22
Health education	3.19	2.86	-0.33
Programming for English Language Learners (ELL)	3.48	3.11	-0.37
Social Studies	3.53	3.01	-0.52
School counseling	3.53	2.97	-0.56
Foreign language	3.20	2.59	-0.61
Advanced Placement (AP)/honors classes	3.42	2.77	-0.65

Gap Analysis: Parents (Non-Staff) (Slide 2/2)

Importance: *Very important (4), Important (3), Somewhat important (2), Not important (1)*

Performance: *Great (4), Good (3), Fair (2), Poor (1)*

Item	Importance	Performance	Gap
Math	3.71	2.97	-0.74
Science	3.67	2.92	-0.75
Programming for advanced learning students	3.45	2.69	-0.76
Reading/Literature/Vocabulary	3.82	3.00	-0.82
Programming for children with disabilities	3.61	2.75	-0.86
Computer and technology skills	3.57	2.65	-0.92
Writing/Grammar	3.81	2.89	-0.92
Preparing students for college and career	3.79	2.80	-0.99
Critical thinking & problem solving	3.91	2.85	-1.06
Programming for struggling students/at-risk of not graduating	3.61	2.37	-1.24
Preparing students for life after high school	3.76	2.49	-1.27

School Feedback

(Parents Only)

Atwater Elementary (Slide 1/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/Agree	Average (n)	Percentile
Communications from the school has positively impacted my overall support of the School District.	83%	3.90 (125)	59
The school provides opportunities for input and feedback.	84%	3.86 (128)	59
I'm satisfied with the school's efforts to prevent bullying.	81%	3.86 (116)	59
My child enjoys going to school.	93%	4.34 (135)	52
My child feels safe at school.	93%	4.36 (137)	50
I feel comfortable sharing ideas with staff.	86%	4.01 (132)	49
School staff treat everyone with dignity and respect.	92%	4.32 (133)	40
I feel welcomed at my child's school.	96%	4.38 (135)	39
My child participates in a learning activity that they enjoy at school.	96%	4.37 (136)	39
My school is effective in providing timely communications via multiple channels.	91%	4.06 (136)	39

Atwater Elementary (Slide 2/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

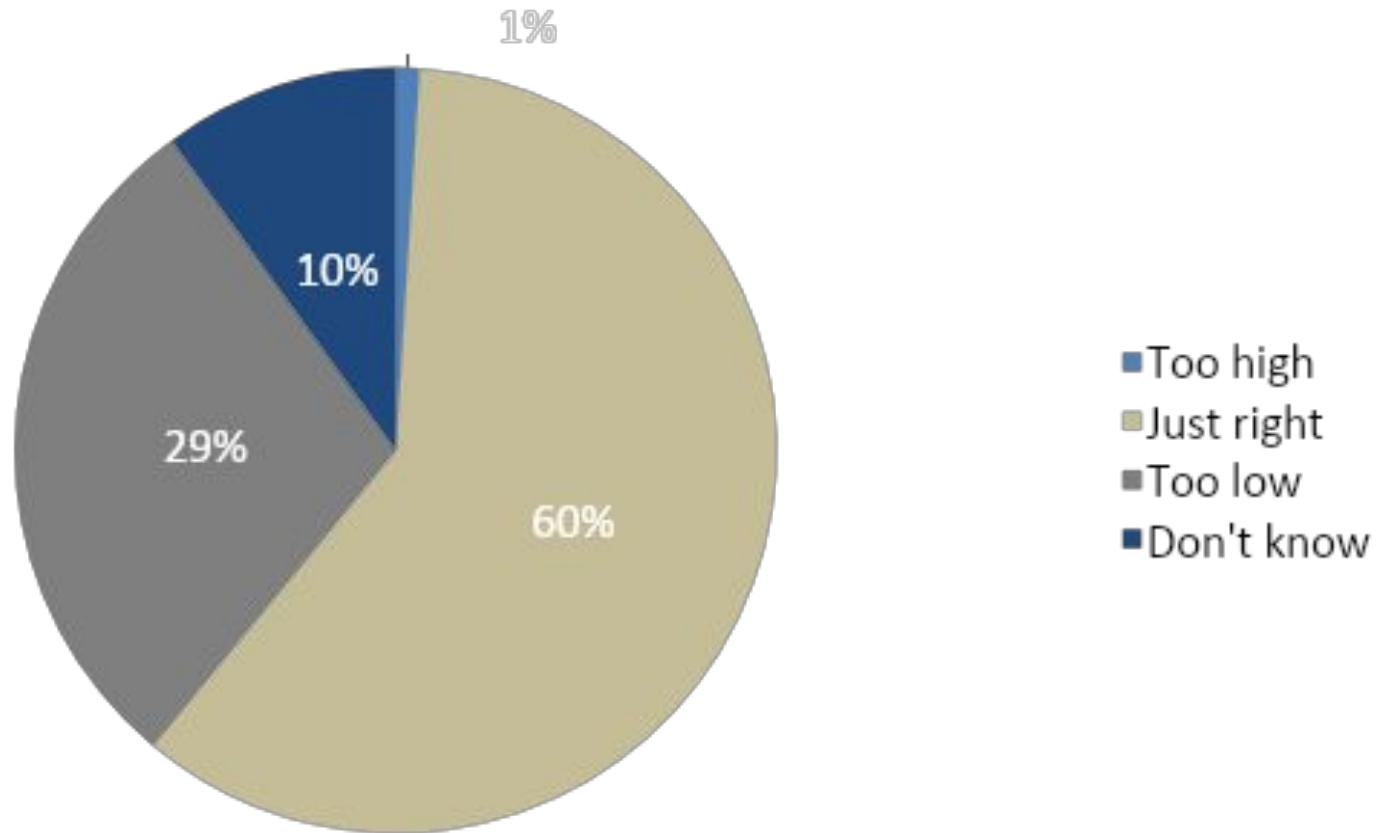
Item	% Strongly agree/Agree	Average (n)	Percentile
The school provides opportunities for my student(s) to apply the skills and concepts they have learned beyond the classroom.	83%	3.89 (113)	39
My child has a positive relationship with at least one adult at school.	99%	4.56 (139)	37
My child is adequately prepared for the next grade level or college/career/life after high school.	88%	4.05 (123)	32
I would recommend my child's school to a friend.	89%	4.24 (131)	30
I'm proud of our school.	90%	4.21 (134)	28
I am satisfied with the communication that comes from the school.	84%	3.95 (139)	28
I believe the school staff inspires my child's best efforts.	88%	4.24 (137)	27
The amount of homework given to my child is appropriate.	84%	3.88 (138)	24
There is a healthy culture at our school. 169	86%	4.03 (131)	22
Teachers personalize instruction to meet my child's needs.	75%	3.74 (130)	16

Atwater Elementary (Slide 3/3)

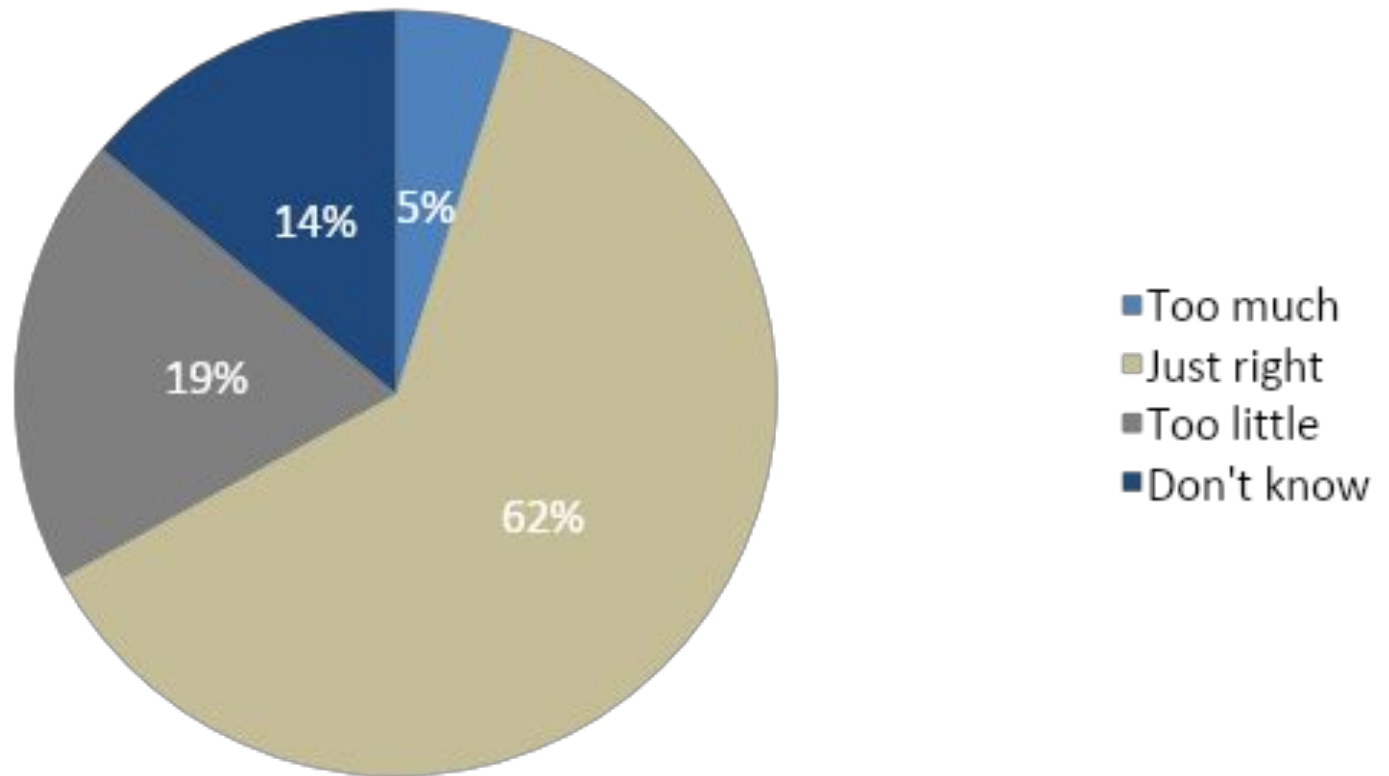
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/Agree	Average (n)	Percentile
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	90%	4.25 (138)	14
I receive enough information to understand my child's progress.	77%	3.80 (138)	12
The school has a culture of high expectations.	76%	3.68 (129)	12
Parent/teacher conferences provide productive communication.	84%	4.05 (139)	11
When my child has a problem at school, he/she knows how to get help.	80%	3.80 (126)	11
School facilities are clean and well-kept.	86%	4.07 (135)	7
The school employs high-quality teachers.	85%	4.00 (137)	6
Technology is used effectively to support teaching and learning.	80%	3.76 (123)	3
If my child breaks a rule at school, they are treated fairly.	90%	4.10 (110)	N/A
I feel my culture and beliefs are represented in my child's school.	87%	4.03 (124)	N/A

Academic expectations at Atwater Elementary are:



The overall use of technology at Atwater Elementary is:



Lake Bluff Elementary (Slide 1/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/Agree	Average (n)	Percentile
My school is effective in providing timely communications via multiple channels.	93%	4.23 (160)	99
Communications from the school has positively impacted my overall support of the School District.	85%	4.04 (149)	99
The school provides opportunities for my student(s) to apply the skills and concepts they have learned beyond the classroom.	91%	4.04 (144)	79
I'm satisfied with the school's efforts to prevent bullying.	84%	3.97 (148)	79
The school provides opportunities for input and feedback.	82%	3.90 (153)	79
I feel comfortable sharing ideas with staff.	89%	4.17 (155)	74
My child has a positive relationship with at least one adult at school.	98%	4.65 (161)	68
I am satisfied with the communication that comes from the school.	92%	4.22 (162)	67
The school employs high-quality teachers. 173	95%	4.41 (159)	63
My child enjoys going to school.	93%	4.37 (161)	60

Lake Bluff Elementary (Slide 2/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

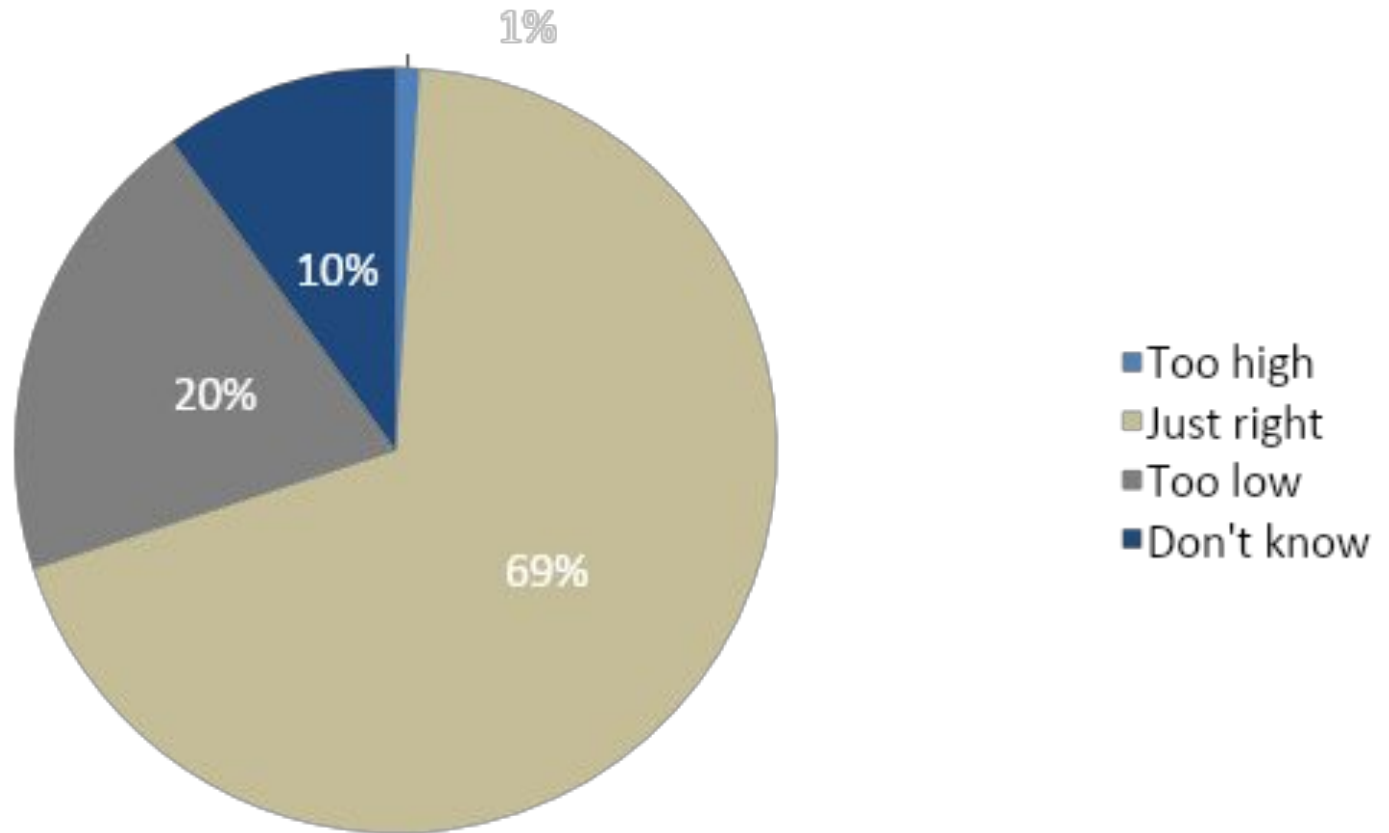
Item	% Strongly agree/Agree	Average (n)	Percentile
My child participates in a learning activity that they enjoy at school.	96%	4.46 (162)	59
When my child has a problem at school, he/she knows how to get help.	90%	4.08 (149)	56
I'm proud of our school.	96%	4.42 (160)	55
I would recommend my child's school to a friend.	94%	4.42 (155)	55
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	94%	4.47 (158)	54
My child feels safe at school.	95%	4.38 (160)	53
School staff treat everyone with dignity and respect.	95%	4.36 (159)	53
My child is adequately prepared for the next grade level or college/career/life after high school.	91%	4.16 (146)	53
The school has a culture of high expectations. 174	87%	4.05 (148)	46
Teachers personalize instruction to meet my child's needs.	82%	3.93 (155)	43

Lake Bluff Elementary (Slide 3/3)

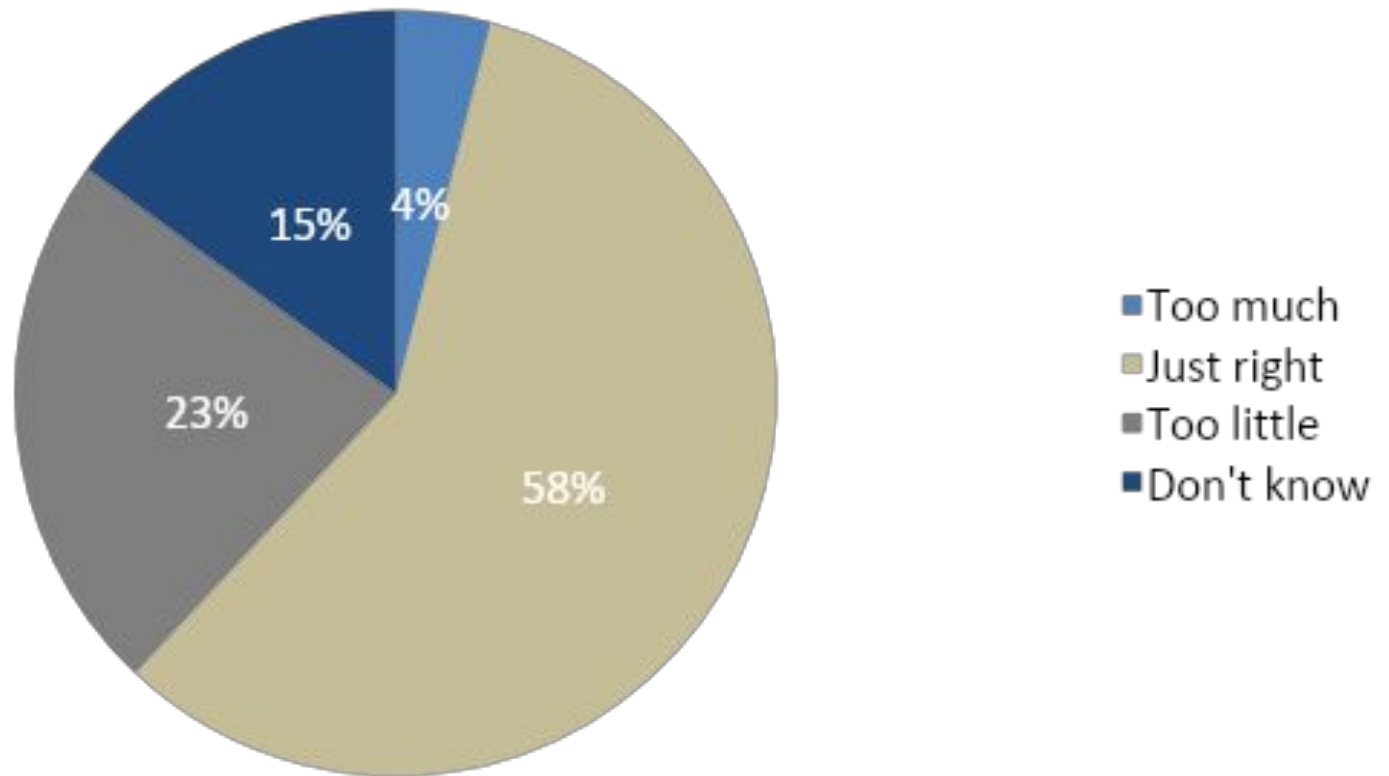
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/Agree	Average (n)	Percentile
There is a healthy culture at our school.	91%	4.19 (153)	39
I feel welcomed at my child's school.	95%	4.34 (160)	34
Parent/teacher conferences provide productive communication.	90%	4.28 (158)	34
The amount of homework given to my child is appropriate.	84%	3.97 (159)	33
I believe the school staff inspires my child's best efforts.	91%	4.27 (161)	31
I receive enough information to understand my child's progress.	81%	3.85 (158)	16
Technology is used effectively to support teaching and learning.	80%	3.82 (147)	3
School facilities are clean and well-kept.	78%	3.83 (159)	1
If my child breaks a rule at school, they are treated fairly ⁷⁵	93%	4.20 (129)	N/A
I feel my culture and beliefs are represented in my child's school.	90%	4.15 (150)	N/A

Academic expectations at Lake Bluff Elementary are:



The overall use of technology at Lake Bluff Elementary is:



Shorewood Intermediate (Slide 1/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/Agree	Average (n)	Percentile
I am satisfied with the communication that comes from the school.	82%	3.84 (140)	65
I feel comfortable sharing ideas with staff.	76%	3.64 (129)	49
When my child has a problem at school, he/she knows how to get help.	81%	3.73 (134)	46
School staff treat everyone with dignity and respect.	86%	3.95 (130)	43
I receive enough information to understand my child's progress.	77%	3.69 (140)	29
My child feels safe at school.	81%	3.84 (140)	24
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	80%	3.85 (136)	23
Teachers personalize instruction to meet my child's needs.	58%	3.20 (127)	23
My child enjoys going to school. 178	71%	3.59 (140)	16
I would recommend my child's school to a friend.	73%	3.59 (134)	16

Shorewood Intermediate (Slide 2/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

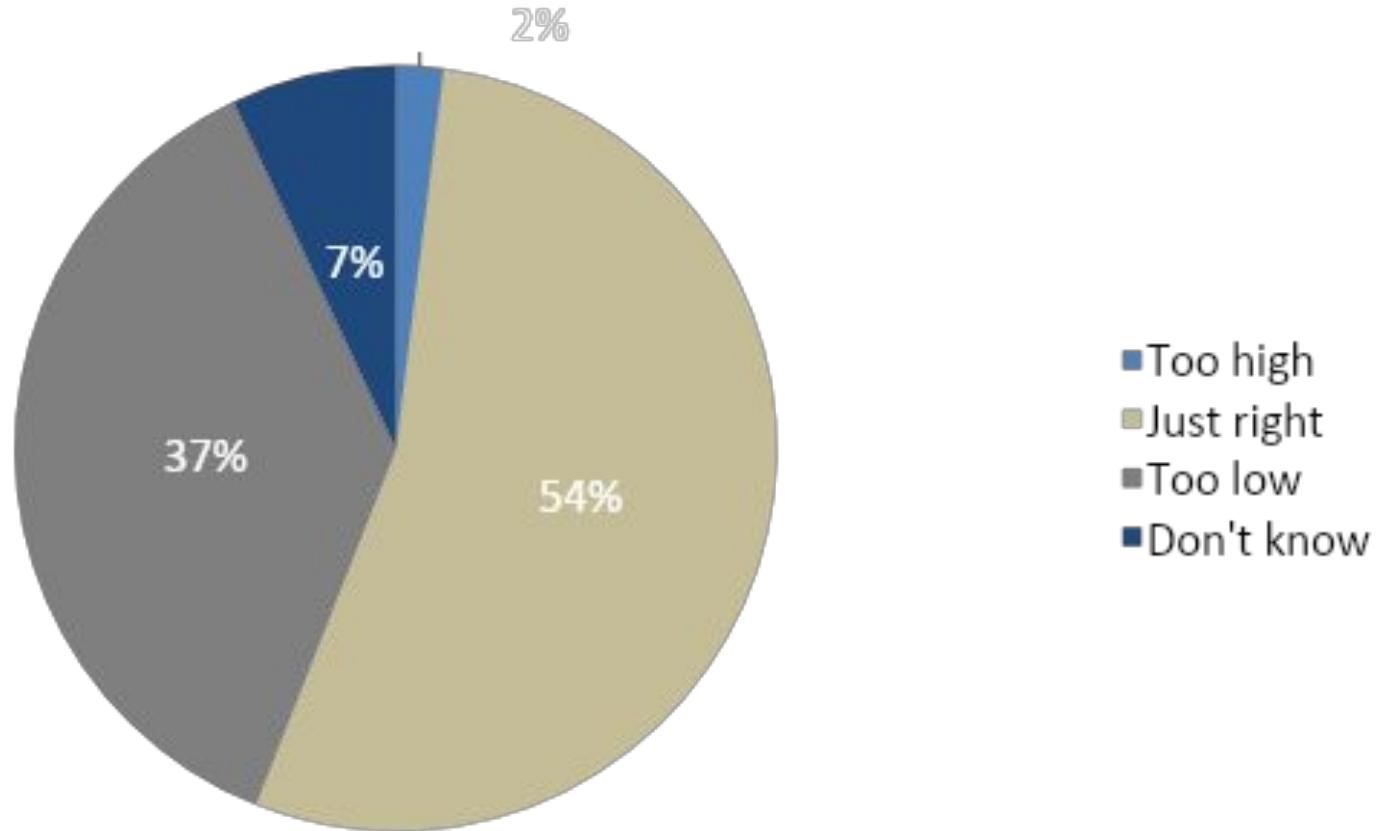
Item	% Strongly agree/Agree	Average (n)	Percentile
My child has a positive relationship with at least one adult at school.	89%	4.15 (137)	15
There is a healthy culture at our school.	64%	3.29 (129)	15
School facilities are clean and well-kept.	88%	3.95 (134)	13
I feel welcomed at my child's school.	83%	3.86 (137)	12
Parent/teacher conferences provide productive communication.	70%	3.50 (141)	12
I'm proud of our school.	71%	3.56 (140)	9
My child is adequately prepared for the next grade level or college/career/life after high school.	70%	3.43 (132)	9
The school has a culture of high expectations.	62%	3.25 (135)	9
The amount of homework given to my child is appropriate.	72%	3.45 (139)	5
I believe the school staff inspires my child's best efforts.	67%	3.43 (138)	5

Shorewood Intermediate (Slide 3/3)

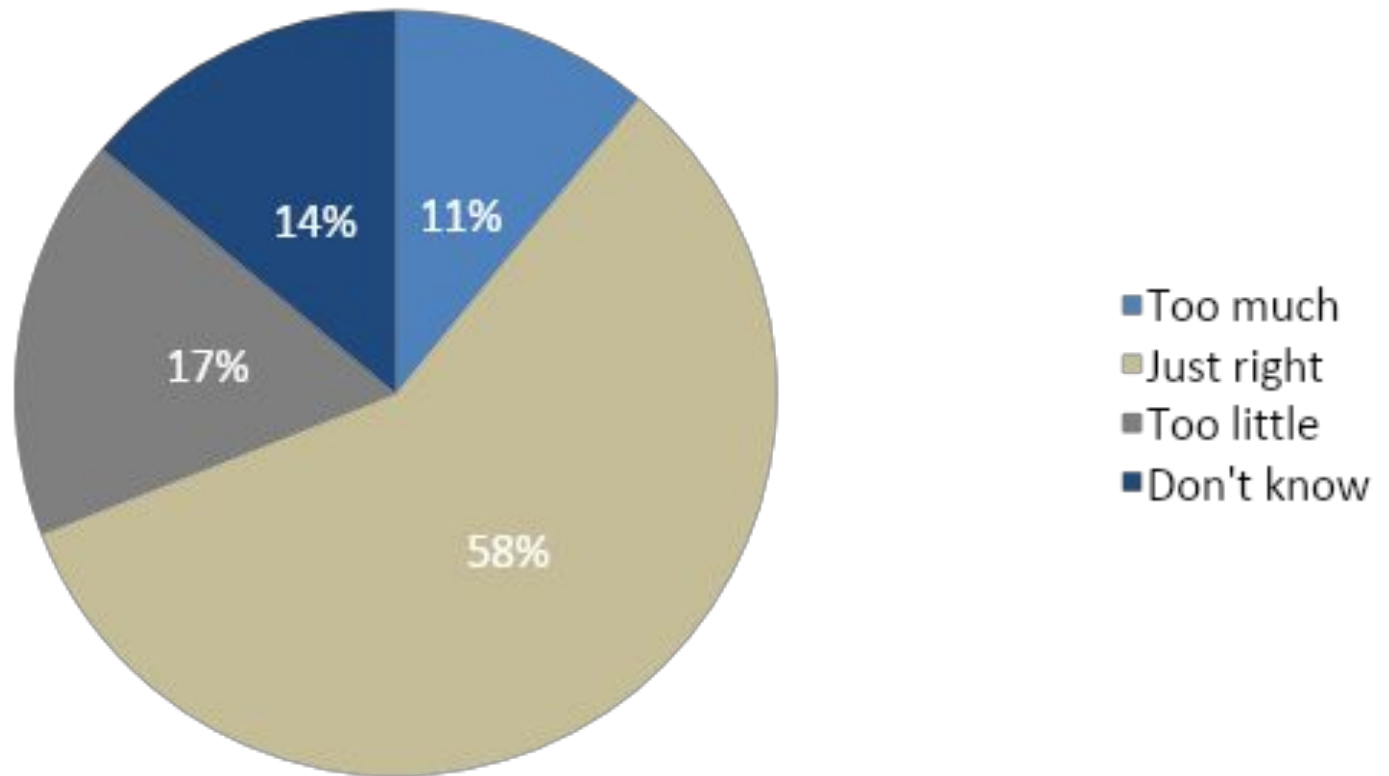
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/Agree	Average (n)	Percentile
The school employs high-quality teachers.	78%	3.70 (138)	3
Technology is used effectively to support teaching and learning.	74%	3.56 (131)	1
My child participates in a learning activity that they enjoy at school.	86%	3.96 (140)	N/A
My school is effective in providing timely communications via multiple channels.	87%	3.96 (138)	N/A
If my child breaks a rule at school, they are treated fairly.	85%	3.87 (103)	N/A
The school provides opportunities for input and feedback.	78%	3.66 (131)	N/A
I feel my culture and beliefs are represented in my child's school.	77%	3.66 (124)	N/A
Communications from the school has positively impacted my overall support of the School District.	74%	3.58 (132)	N/A
The school provides opportunities for my student(s) to apply the skills and concepts they have learned beyond the classroom.	69%	3.42 (119)	N/A
I'm satisfied with the school's efforts to prevent bullying.	63%	3.25 (115)	N/A

Academic expectations at Shorewood Intermediate are:



The overall use of technology at Shorewood Intermediate is:



Shorewood High/New Horizons (Slide 1/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/Agree	Average (n)	Percentile
I receive enough information to understand my child's progress.	89%	4.11 (196)	92
I am satisfied with the communication that comes from the school.	91%	4.18 (191)	89
I feel comfortable sharing ideas with staff.	87%	4.07 (182)	87
I believe the school staff inspires my child's best efforts.	88%	4.09 (195)	86
My child enjoys going to school.	85%	4.02 (192)	86
The school employs high-quality teachers.	95%	4.26 (189)	85
When my child has a problem at school, he/she knows how to get help.	88%	4.06 (191)	83
The school has a culture of high expectations.	84%	3.98 (189)	82
I would recommend my child's school to a friend. 183	89%	4.22 (185)	81
Teachers personalize instruction to meet my child's needs.	73%	3.65 (182)	78

Shorewood High/New Horizons (Slide 2/3)

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

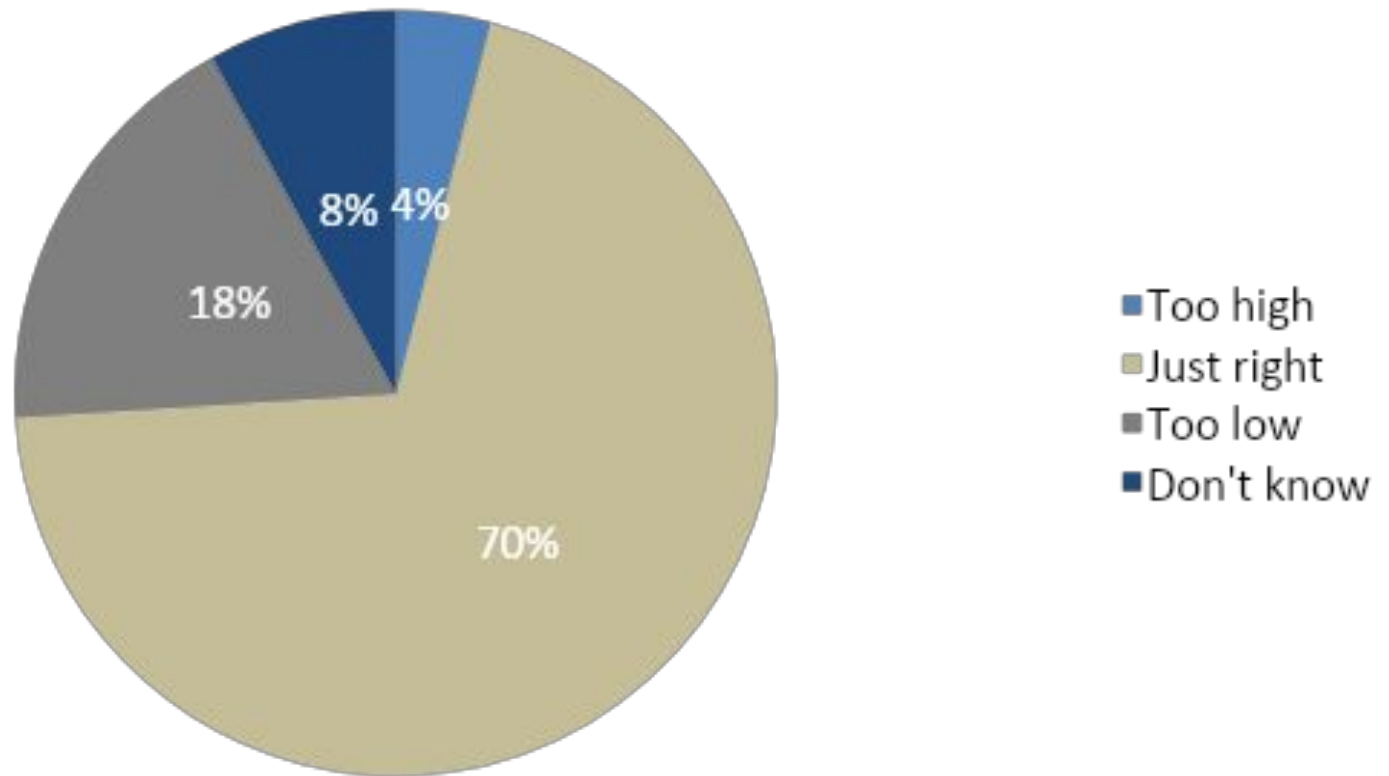
Item	% Strongly agree/Agree	Average (n)	Percentile
I'm proud of our school.	89%	4.21 (189)	77
School staff treat everyone with dignity and respect.	89%	4.13 (179)	77
My child is adequately prepared for the next grade level or college/career/life after high school.	84%	3.92 (185)	73
I feel welcomed at my child's school.	93%	4.28 (184)	71
I have at least one school staff member I feel comfortable contacting when I have an idea or concern.	90%	4.26 (195)	71
My child feels safe at school.	85%	4.01 (191)	66
There is a healthy culture at our school.	79%	3.80 (183)	65
The amount of homework given to my child is appropriate.	81%	3.81 (192)	64
My child has a positive relationship with at least one adult at school.	95%	4.39 (195) 184	62
Parent/teacher conferences provide productive communication.	80%	3.91 (187)	44

Shorewood High/New Horizons (Slide 3/3)

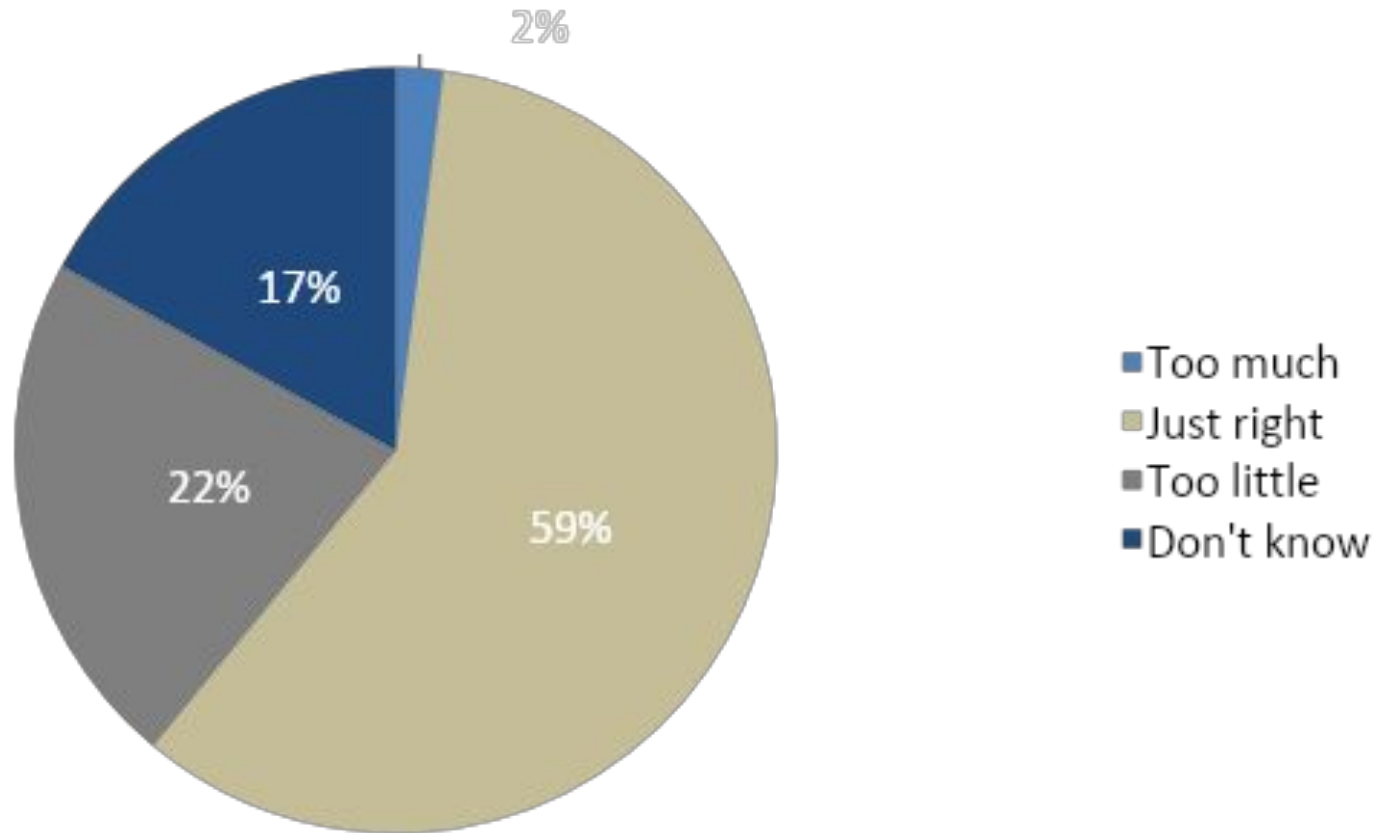
Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/Agree	Average (n)	Percentile
Technology is used effectively to support teaching and learning.	81%	3.80 (174)	21
School facilities are clean and well-kept.	79%	3.75 (186)	12
My child participates in a learning activity that they enjoy at school.	93%	4.26 (191)	N/A
My school is effective in providing timely communications via multiple channels.	92%	4.21 (191)	N/A
If my child breaks a rule at school, they are treated fairly.	95%	4.17 (125)	N/A
Communications from the school has positively impacted my overall support of the School District.	86%	3.99 (183)	N/A
The school provides opportunities for input and feedback.	83%	3.90 (177)	N/A
I feel my culture and beliefs are represented in my child's school.	82%	3.87 (181)	N/A
I'm satisfied with the school's efforts to prevent bullying ⁸⁵	78%	3.74 (155)	N/A
The school provides opportunities for my student(s) to apply the skills and concepts they have learned beyond the classroom.	77%	3.72 (168)	N/A

Academic expectations at Shorewood High/New Horizons are:



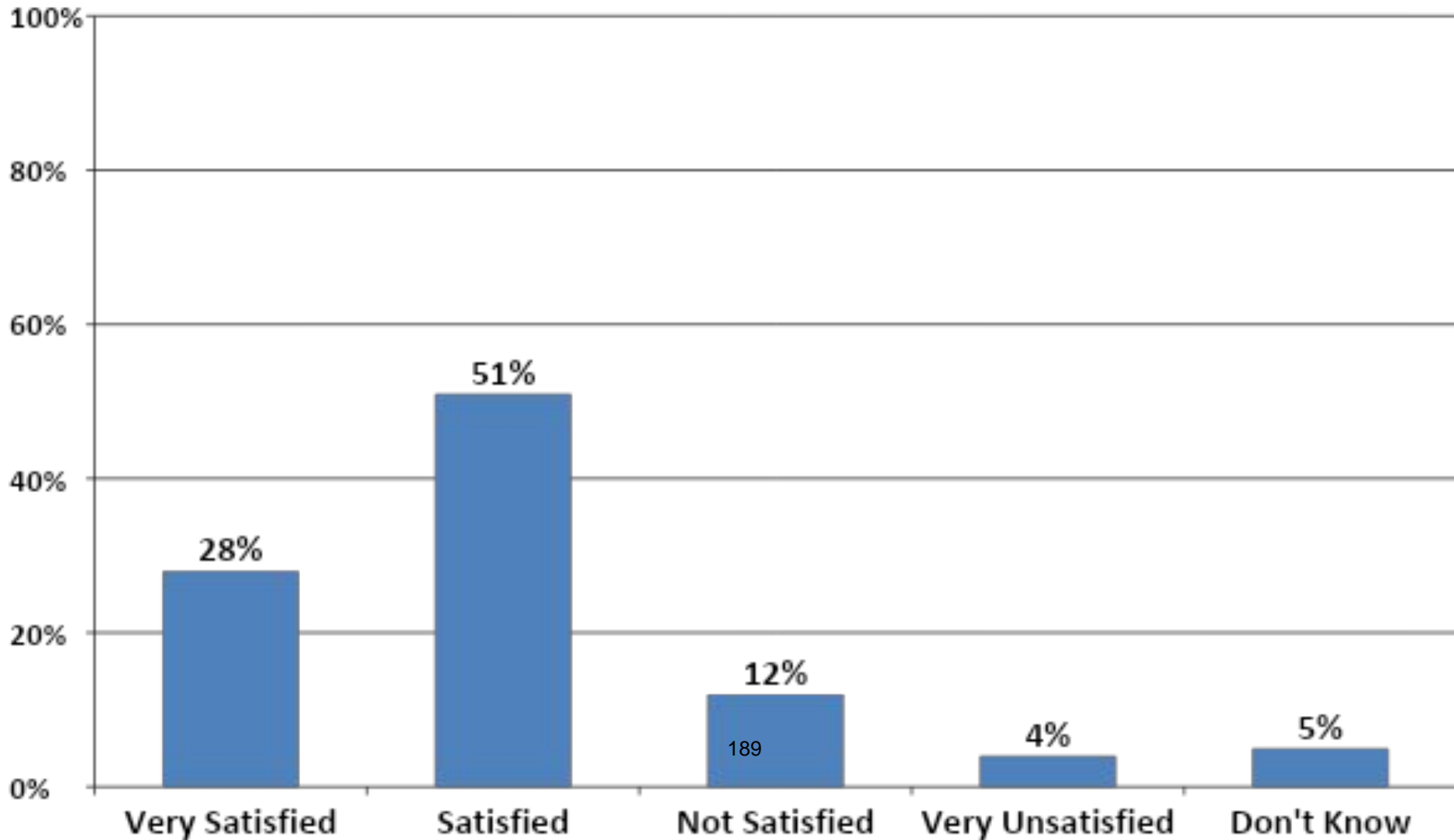
The overall use of technology at Shorewood High/New Horizons is:



Overall District Satisfaction

(All Respondents)

Overall, how satisfied are you with the School District?



Please indicate your level of agreement for each item.

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Item	% Strongly agree/Agree	Average (n)	Percentile
I am satisfied with the communication that comes from the District.	86%	3.96 (627)	61
The District is heading in the right direction.	77%	3.63 (553)	28
The District forms effective partnerships with businesses and community organizations.	80%	3.73 (350)	19
The District is run effectively.	71%	3.49 (571)	15
The District has effective financial management.	65%	3.33 (410)	13
The Recreation Department provides high-quality programs and services.	94%	4.24 (590)	N/A
The District's Advancement Office is effective in fundraising efforts.	85%	3.88 (277)	N/A

School Perceptions Parent Engagement Indexes

There are 6* indexes of parent engagement. The Parent Engagement Survey has key questions that feed each one, thus, producing an index score. The score is the average of the responses from these key questions.

**Due to survey customization, not all indexes may be displayed.*

6 Indexes of Parent Engagement

1. **Culture of Educational Excellence:**
 - a. Academic Expectations
 - b. Rigor
 - c. High Standards
 - d. Relevance
2. **Effective Teaching:**
 - a. Effective instructional techniques
 - b. Individual attention to students
 - c. Appropriate use of homework
 - d. Collaborative/great teachers
3. **Safe and Healthy Schools:**
 - a. Safe, supportive and healthy learning environment (no bullying)
 - b. Appropriate balance between school stress and life balance
 - c. Facilities
 - d. Diversity
4. **Leadership:**
 - a. Clear vision/mission
 - b. Effective communication
 - c. Good planning
 - d. Well organized
5. **Sense of Community:**
 - e. Pride/unity
 - f. Strong student morale
 - g. Opportunities for families provide input/feedback
 - h. Family Involvement
6. **Equity:**
 - a. Families and students treated with respect
 - b. All values and beliefs are accepted
 - c. Needed resources provided to all students
 - d. Experiences and opportunities to grow provided to all students

How do your index scores compare to other parent surveys administered by School Perceptions?

Strongly agree (5), Agree (4), Disagree (2), Strongly disagree (1)

Index	Average (n)	Comparison	Percentile
Sense of Community	4.19 (627)	4.12	75
Culture of Educational Excellence	3.96 (631)	3.87	72
Effective teaching	3.86 (632)	3.80	71
Equity	4.07 (631)	4.06	67
Safe and Healthy Schools	4.16 (632)	4.25	44
Leadership	N/A	N/A	N/A

Thank you!

SCH⁰L
PERCEPTIONS



Parent Surveys - Staff Surveys - Student Surveys - Community Surveys
www.schoolperceptions.com
(262) 644-4300



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Budget Assumptions Review

Date: March 9, 2021

Prepared by: Roger Dickson

Recommended action:

- Information only
- Presentation/discussion
- Discussion/action by board of education
- Presentation/action next meeting

Purpose: Review recommended assumptions to be used to prepare the preliminary budget for 2021-22 and set parameters for creating fiscal capacity for future years.

Background: Under current school finance regulations the district’s level of staffing for delivery of educational programs is not sustainable. Further, the current circumstance eliminates available resources to address other outstanding issues in the next or future years. The following chart is a summary of the 5-year revenue limit based on the 75% of Students Return Scenario.

Scenario	2021 2022	2022 2023	2023 2024	2024 2025	2025 2026
75% of Students Return					
Projected revenue limit change	(686,105)	(652,853)	(1,186,316)	(446,743)	(119,391)
Projected fund balance	5,638,847	5,315,823	3,8013,385	1,848,774	(224,368)

The following narrative is to communicate recommended assumptions with an emphasis for next year, but keeping in mind needs in the subsequent 3 to 5 years. As new information regarding financial resources, staffing or enrollment comes forward, assumptions may be modified.

Enrollment

For purposes of projecting revenue, the preliminary budget will be based on the assumption that 75% of the students lost between 2019-20 and 2020-21 will return in 2021-22. In addition, the district will enroll an additional 48 non-resident students under the open enrollment program. For purposes of initial staffing, the preliminary budget will be based on the scenario of a 100% return of students plus the additional 48 open enrollment seats.

Generally, the same enrollment scenario would be used for both revenue and staffing. The current circumstance requires the modification described above to ensure adequate staff for the maximum number of students. Because of the current teacher shortage, it is not prudent to wait until a more solid enrollment number is known to make final hiring decisions. In the unlikely event the district has more teachers than required, the excess staff could be assigned other duties, such as permanent substitute.

Revenue (net change of approximately \$886,000)

The preliminary budget for the next and future years will assume that per pupil revenue limit will increase \$100. A revenue limit per pupil increase will have an immaterial impact on overall limited revenues due to the interaction of the various hold harmless provisions in the current formula. For example, under the three scenarios the change in the amount of loss in the revenue formula is only \$8,700.

Per Pupil Change	2021-22 Projected Revenue Limit	2021-22 Change from 2020-21
\$0.00	\$23,249,708	(\$245,730)
\$100.00	\$23,255,508	(\$239,930)
\$150.00	\$23,258,408	(\$237,030)

Other revenue changes:

1. A one-time receipt of \$560,000 in ESSER funding (the district will receive more than this amount, but will need to allocate a portion to St Roberts). If permitted, 75% will be used to reimburse for expenditures already incurred with the remaining 25% used for new expenses incurred in 2021-22. Additional ESSER funding may become available, depending on federal action.
2. Special education aid reimbursement will increase from the current 28.9% to 35% in 2021-22 and 40% thereafter.
3. The per pupil categorical aid will remain unchanged at \$742.
4. The district will receive an additional \$397,200 dollars for the approved 48 additional open enrollment seats. The per pupil amount for open enrollment students will increase \$150 each year, from the current level of \$8,125.
5. Reduction of \$25,000 in student and course fees.

Expenditures (net change of approximately \$410,000)

1. Staffing
 - a. General education staffing will be based on the 100% return of students calculation.
 - b. Through the increase of special education support being integrated into classroom instruction, the following recommendations are provided:
 - i. Two special education teaching positions will be eliminated through attrition for savings of \$160,000.
 - ii. Two to four special education aide positions will be eliminated through attrition,
 - iii. Four to six general education aide positions will be eliminated through attrition, for a projected savings of \$120,000.
 - c. Costs for the Director of Equity will be fully absorbed in the general fund budget, at a cost of \$87,500.
 - d. Costs for 25% of the athletic director will be moved from community services to the general fund, a cost shift of \$49,650.
 - e. Other staffing related costs charged to community services will be moved to the general fund over the next 3 years.
2. Personnel Costs
 - a. General wage increase of 1.23%, for projected cost of \$215,860. This same increase applies to FICA and WRS, for a projected cost of \$30,760. This includes cell increases for the teacher salary schedule.

- b. No step increase for teachers, for a savings of \$82,500. This can be reassessed as the state budget is completed and allocations are confirmed.
 - c. Teachers will be given lane changes, for an estimated cost of \$50,400 plus FICA and WRS.
 - d. Health insurance premiums will increase 7.5%, for projected cost of \$200,000. Potential changes in benefit structures will be considered to mitigate the impact of the premium increase.
3. Utilities
- a. Utility costs will increase 2.5%, an increase of \$12,730.
 - b. Separate meters will be installed in the production kitchens to allow for allocation of utilities to the food service department.
 - c. Utility costs charged to community service will be eliminated starting in 2022-23.
4. Other
- a. School level allocations will be modified slightly based on projected changes in enrollment, using the 100% enrollment change scenario and historical spending trends.
 - b. Department allocations will be modified only to the extent necessary to continue to move to on-line storage of records and possible new Enterprise Resource Programs (ERP).
 - c. Additional \$10,000 funding will be provided to the Equity Office to allow for purchase of materials, professional learning, etc.
 - d. The use of leases for the acquisition of technology will be converted to direct purchases. This change will require some additional resources in 2021-22 but see a reduction in subsequent years.



SHOREWOOD SCHOOL BOARD EXECUTIVE SUMMARY

Topic: Learning Model Updates

Date: March 9, 2021

Prepared by: Bryan Davis

Recommended action:

- Information only
- Presentation/discussion
- Discussion/action by board of education
- Presentation/action next meeting

Purpose:

To summarize the current status of hybrid and remote instruction in District schools

Additional Information:

All families received a [Covid-19 Burden Level & District Learning Model Updates](#) communication on March 1, highlighting:

- The Monday, March 15 start for our Elementary Schools in-person learning, five days per week for roughly 85% of K-6 families who elected this learning model in third trimester Declaration Forms;
 - Grade levels from both buildings met on Wednesday, 3/3 with Sam Coleman and Kim Salem to discuss how teaching sections would be allocated between remote and in person classes;
 - The District continued to prioritize honoring student declaration requests and providing consistency for students in developing in-person and remote cohorts for this third transition, reducing movement of students away from their current teachers as much as possible;
 - Based on the declaration results, one virtual section was created at each grade level, across both schools, ensuring equity for remote students; and
 - Requiring the physical movement of students and staff to other school campuses will not be required. Students who are in-person who need to move teachers will have an option to move to the other school if they prefer a smaller class size.
- SHS and SIS students will continue in their hybrid instructional model. If the Covid-19 burden level is under 100 on 3/5/21, we will begin transitioning to a schedule of *four* days per week of in-person instruction. A remote learning option will continue to remain

available. We will continue with asynchronous Wednesdays at SIS and SHS to allow for individualized and small group support for students, especially for those receiving remote instruction. We are estimating a start date of Monday, April 12, for the four days per week in-person instruction. This will allow us to complete the third quarter grading period in our current learning model and have a full week after Spring Break to monitor the prevalence of Covid-19 cases in Shorewood and in the North Shore. Declaration forms for the 4th quarter will be sent out by principals in the next couple of weeks.

- The status of COVID-19 vaccinations for District faculty and staff: all of District's Phase 1A and 65+ year old staff members have received or been offered a vaccine. Through our partnership with the North Shore Pharmacy and North Shore Health Department, an additional 54 faculty and staff in Phase 1B - and prioritized by the District - were vaccinated. Many staff members have also used independent sources, such as Walgreens, to set up vaccine appointments. As of Thursday, 3/4/21, we had over 40% of our staff receive their first vaccine dose, a great start! A special thank you to District Nurse Kelly Barlow and District Safety Coordinator Joe Patek for their coordination of our vaccination efforts.



2021 Spring Linkages Meetings

Date: Wednesday, Feb 24, 2021

Group: Youth Rising Up

Meeting Location: Virtual via Zoom

Participants:

Brandon Hemphill

Nelson Brown

Members of YRU

Meeting Highlights:

- How are we addressing equity in learning during the pandemic?
 - Strengthening policies
 - Monitoring outcomes disaggregated by student demographics
 - Aware that we need to use what we've learned to make sure we don't go backwards or simply go back to the pre-pandemic status quo
- Acknowledge and celebrated the effectiveness of supporting student voices
 - Continue to encourage the students to speak up and provide opportunities to do so
- Prioritize hiring and retaining staff whose race, ethnicity, culture, gender and other identities reflect our student body
- Make curriculum relevant
 - Need a Black / African American studies class taught by a black teacher or at least by any color teacher who is very passionate and knowledgeable about Black History
 - All we get is Martin Luther King, Malcom X, and Rosa Parks, and we watch Roots
 - In a freshman history class, we spent more on JFK's assassination than on black history
 - Has to be a discussion focused class
 - Required?
 - African studies is good, but need much more African American history
 - Need history and other classes to expand and incorporate Black history
 - E.g. Why isn't the Tulsa massacre discussed in standard US history class?
- Want teachers who are not afraid to acknowledge their mistakes and discuss them
- Celebrate Black joy, Black voices – and not just during Black History Month

- Theatre program has been pretty one-sided
 - Black students feel type cast
 - Need more neutral plays / roles
- Some concern that people won't watch the YRU movie, but we will be using all channels we can think of to get it out there.
- Question of how to introduce the social justice work and talk about it earlier at the elementary schools



Shorewood
SCHOOL DISTRICT

Advanced Learning Department School Board Linkage March 2, 2021

The Advanced Learning Program is an important facet of our larger mission, which is to provide equity, growth, and excellence for all students.

Belief Statements

- We believe that equitable identification is essential to serving a diverse population of Advanced Learners.
- We believe that the Advanced Learning Department should offer a continuum of interventions that are aligned to the district's Response to Intervention (RtI) model.
- We believe that Advanced Learners are entitled to rigorous and relevant opportunities appropriate to their needs, interests, and abilities.
- We believe that a partnership between students, parents, teachers, and the school district is essential to meet the needs of Advanced Learners.



Updates 2020-21

- Advanced Learning Department Staff
- Opportunities for students
- Math acceleration



Enrichment Opportunities

What is an enrichment program?

- Available to all students
- Opportunity for students that is outside of traditional classroom framework
- Enrichment in the virtual/hybrid world



Enrichment Opportunities

Elementary

- WordMasters
- Battle of the Books
- Math Competition Series
- Math Club
- Newspaper (LB)

Intermediate

- Math Competition Series
- Spelling Bee
- Science Fair
- Lang. Arts Enrichment



Curriculum-Based Opportunities

- Classroom Support
 - Collaboration with teachers
 - Teaching in large and small groups
 - Flexible grouping
- Targeted Small Group Instruction
 - Can be determined by teacher recommendation, other data
- Curriculum Replacement
 - Available to eligible students (Often 98th percentile)



Looking Ahead

Opportunities to encourage
and engage all students!





2021 Spring Linkages Meetings

Date: Tuesday, March 2, 2021

Group: Advanced Learner Families

Meeting Location: Virtual via Google Meet

Participants:

Paru Shah

Hilary Deblois

Jennifer Cosgrove

Sam Coleman

Parents and students in the Advanced Learner Program

Meeting Highlights:

- Gratitude to the Advanced Learner team for their transitions this year, and the ability to continue to provide differentiated learning experiences and enrichment activities.
- Virtual setting has led to a dramatic increase in students participating in enrichment activities.
- Families noted the role of enrichment in mental health for students.
- Question of how HS students are guided through advanced learning opportunities.
- Question about how ISC/equity strategies will impact advanced learning opportunities.

March 9, 2021 Meeting:

For Board Action: Vote to Approve five voting members to the board's ad-hoc Community-Based Finance Committee

Executive Summary:

Following the board's approval of the committee's formation Feb. 9, 2021, we invited community members to apply to be part of the committee. The board received 10 applications, all from talented Shorewood residents who offer a range of expertise in business, finance, education, budgeting, nonprofit development and project management.

Last week we conducted brief interviews with all ten applicants, and are recommending the following individuals as voting members:

Maxine Webb
James Robinson, Jr.
Heather Heaviland
Eric Derpinghaus
Nat Davauer

We tried to choose five people who have a wide range of experiences and skills and who are interested in nurturing our district's financial health as a way to best serve our students. These five individuals have a variety of degrees and are accomplished leaders within their professions. One is a local business owner, and in many cases they are parents to young children attending schools in the Shorewood School District. We were impressed at their sincere desire to understand the public school budget process, our district's financial situation, the choices our board has before us, and to serve our district and community.

If approved, these five will join the two of us in voting to approve committee agenda items and ultimately, any recommendations to the full board.

The other five applicants who also showed a strong desire to contribute and serve have been invited to join committee meetings as non-voting members, and we hope they do. We believe all ten people offered unique experience and expertise that could benefit future committee discussions. We have invited them to join us for our community budget meeting next week as well, and we hope to gather as a committee either this week or next for our kickoff.

-Emily Berry and Clarke Warren

Link to Committee description:

https://docs.google.com/document/d/1D7-9_YdGaA1d7J3TN8CveJalcybTcb-Lm6XnpsrFCYE/e/dit



SCHOOL DISTRICT OF SHOREWOOD
Virtual Board Meeting Minutes
February 23, 2021

Board Member Participation: Paru Shah, President

Hilary DeBlois, Vice President

Pablo Muirhead, Treasurer

Emily Berry, Clerk

Clarke Warren, Member at Large

Sadie Cumberbatch, Student Representative

Alexis Hu, Student Representative

Jack Stuhlmacher, Student Representative

District Staff Participation: Bryan Davis, Superintendent

Sam Coleman, Director of Curriculum and Instruction

Roger Dickson, Interim Director of Business Services

Nelson Brown, Campus Supervisor

I. 7:01 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Emily Berry and SECONDED by Clarke Warren

AYE: 5 NAY: 0

II. 7:06 pm STUDENT ACHIEVEMENT and RESULTS

Youth Rising Up Black History Month Program: Nelson Brown, Bryan Terry, Jr., Alemitu Caldart and Miciah Armstrong

III. 7:26 pm PUBLIC COMMENTS - DPI WAIVER APPLICATIONS

Hours of Instruction, Wis. Stat. 121.02(1)(f) and 121.006(2)(a)

Julie Wernke

4452 North Ardmore

Educator Effectiveness, Wis. Stat. 120.12(2m); 115.415 and 121.02(1)(q)

Deb Schwinn

SHS Faculty

IV. 7:30 pm SUPERINTENDENT'S ACTION AGENDA

Motion to Approve the DPI COVID-19 Waiver Application: Hours of Instruction

MOVED by Pablo Muirhead and SECONDED by Emily Berry

AYE: 5 NAY: 0

Motion to Approve the DPI COVID-19 Waiver Application: Educator Effectiveness

MOVED by Hilary DeBlois and SECONDED by Clarke Warren

AYE: 5 NAY: 0

V. 7:44 pm PUBLIC COMMENTS #2

Mitra Catalano

1702 East Marion

Amy Miller

4458 North Larkin/SEA President

Julie Wernke 4452 North Ardmore
Jake Miota 1400 East Olive
Traci Clark 4144 North Larkin

VI. 7:58 pm SUPERINTENDENT'S CONSENT AGENDA

Motion to Approve Superintendent's Consent Agenda
MOVED by Pablo Muirhead and SECONDED by Emily Berry AYE: 5 NAY: 0
Monthly Financial Reports

VII. 7:59 pm DISTRICT OPERATIONS

General Obligation Debt Refinancing Roger Dickson
Progress Toward 2020/2021 District Goals Sam Coleman
Learning Model Updates Bryan Davis
2021/2022 Instructional Calendar Sam Coleman

VIII. 9:46 pm BOARD ACTION AGENDA

Motion to Approve the I Love My Public School Resolution
MOVED by Pablo Muirhead and SECONDED by Emily Berry No Board Action
Item tabled for future meeting

IX. 9:53 pm BOARD CONSENT AGENDA

Motion to Approve Board Meeting Minutes
MOVED by Emily Berry and SECONDED by Hilary DeBlois AYE: 5 NAY: 0

X. 9:54 pm PUBLIC COMMENT #3

Traci Clark 4144 North Larkin
Deb Schwinn SHS Faculty
Sarah Dembroski 4201 North Woodburn
Rachel Crites 3017 North Downer
Heather Ullsvik Loomans 3533 North Murray
Julie Wernke 4452 North Ardmore
Amy Miller 4458 North Larkin
Amy Diliberti 2710 North Hackett
Mollie Boutell 4181 North Bartlett
John Hayes 3817 North Bartlett
Jake Miota 1400 East Olive

XI. 10:38 BOARD GOVERNANCE

SWSA Update
HRC Update
Community Linkage Schedule

XII. 10:45 pm REVIEW OF 'TO DO' ITEMS

February 25 K-6 Parent Communication (learning model schedules, remote instruction details)
Calendar Committee (parent members and calendar options for Board action on March 23)
I Love My Public School Resolution revisions for Board action on March 9

Work Plan Updates

XIII. 10:47 pm FUTURE AGENDA ITEMS

Community Finance Committee Update

2020 School Perceptions Survey Results

2021/2022 Instructional Calendar

I Love My Public School Resolution

Winter 2022 Check-in re: Student Assessment

XIV. 10:49 pm RECESS

XV. 10:50 pm BOARD MEETING DEBRIEF

XVI. 10:58 pm ADJOURN