

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
October 10, 2023 AGENDA

SCHOOL BOARD MEETING
7:00 PM
Shorewood High School Library Media Center (LMC)
1701 East Capitol Drive
Shorewood, WI 53211

The School Board meeting will begin at 7 pm. To attend, please enter through the Administration Building doors and take the west stairs up to the second floor to reach the Library Media Center. The building elevator can be accessed near the east stairs.

Community members can use the alternative method of School Board meeting access that the District is providing on Zoom:

Join Zoom:

<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

+1 646 876 9923 US (New York)

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+1 312 626 6799 US (Chicago)

+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/u/kdeePLnylh>

This meeting notice was posted on October 6, 2023.

I. 7 pm CALL TO ORDER

A. Adopt the Agenda (GC2)

B. Overarching Result for Shorewood School District (R1)

Our students are leaders who challenge themselves to grow and achieve academically, pursue their passions, navigate change, learn continuously and contribute to the common good.

C. Awards and Recognitions

II. 7:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)

Shorewood Intermediate School Makerspace

III. 7:20 pm PUBLIC COMMENTS #1 (GC3)

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. 7:35 pm SUPERINTENDENT'S REPORT

3

V. 7:45 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of District Staffing Changes: Appointments, Retirements, Resignations and Leave of Absence Requests

6

B. Approval of Shorewood High School Orchestra Trip to Europe (March 24-April 2, 2024)

8

C. Approval of United Justice Coalition Student Trip

18

VI. 7:50 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Fiscal Year 2024 Draft Original Budget

20

B. Approval of R3 (Character & Citizenship) Student Results Monitoring Document

22

C. Approval of OE 8 (Learning Environment) Operational Expectations Monitoring Document Revisions

28

D. Discussion of R2 (Student Results) Board Indicators

32

VII. 8:40 pm BOARD CONSENT AGENDA (GC2)

A. Approval of R2 (Student Results) Policy Revisions

40

B. Approval of Board Meeting Minutes

43

September 26, 2023 Regular Board Meeting

VIII. 8:45 pm PUBLIC COMMENT #2 (GC3)

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.

IX. 8:55 pm BOARD MEMBER REPORTS

X. 9:20 pm REVIEW OF 'TO DO' ITEMS

XI. 9:25 pm FUTURE AGENDA ITEMS

XII. 9:30 pm RECESS AND DEBRIEF



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: October 10, 2023

Prepared by: Laurie Burgos, Superintendent

Recommended action:

- Information only
 Presentation/discussion
 Discussion/action by School Board
 Presentation/action next meeting

Purpose:

To summarize current District education, administrative and operations priorities and provide follow up on items from prior Board meetings.

School Board Appreciation Week

School Board Appreciation Week is in October, and I want to take this opportunity to thank Board members for their service in support of our mission: *Equity, Growth, and Excellence for All*. School Board members make significant, year-round commitments to their communities and schools, and I am grateful for all you do to address the needs of the students we serve.

Board and Community Updates

Below are brief updates on discussion items from previous Board meetings:

- The Atwater Elementary School parking lot has been repainted to improve pedestrian and vehicle safety, and traffic barriers are in place to reduce entry by vehicles without a permit; thank you to the Atwater community and to our buildings & grounds team for working together to address safety issues and to drivers for your ongoing understanding of changes in parking lot access;
- Total student enrollment in the District is 1,927 (compared to 1,932 last year). This is in line with our revenue expectations and other projections for this fiscal year, as well as enrollment trends in other North Shore districts;
- I reported at the September 12 meeting that the District and SEA agreed to proceed with mediation following two negotiations sessions. The Wisconsin Employment Relations Commission (WERC) has assigned a mediator, but the WEA and SEA were unable to provide mediation dates in October. Though November mediation dates have been identified, the School Board will be required to adopt the District's fiscal year budget on October 24, per state

requirements. Therefore, the final, “Original” budget will include a placeholder for employee increases;

- I concluded scheduled Entry Plan parent/community listening sessions with a virtual session on October 3. I will be continuing to meet with student groups, community partners and affiliated organizations throughout October, and I encourage parents/guardians, community members and others to contact the District Office about scheduling a personal meeting if there is a matter we should discuss. Maintaining two-way communication and constructive dialog about District priorities will be addressed in my Entry Plan report, and I have asked our department and school leaders to consider ways to support this, including in-person events, new website content, etc. I look forward to sharing more information about these plans soon; and
- I am pleased to report that we have filled cross-categorical vacancies at both Lake Bluff and SIS, and the Head Custodian position at Lake Bluff.

Finally, I want to share some recent District rankings. Among the various rankings that circulate each year, Niche’s Best Schools rankings have a strong following, and I want to acknowledge and celebrate the efforts of everyone in our community for once again distinguishing Shorewood as one of the state’s top districts. Published in September, Niche’s 2024 Best Schools rankings for the State of Wisconsin identified Shorewood as #2 for best place to teach, as the #1 District for the best teachers, and a top ten public school district. Shorewood High School was ranked the #2 Wisconsin public high school.

School Growth Plans Update

Development of this year’s growth plans is currently focused on adapting equity and other training to classroom management and instruction. I shared some snapshots of the building leadership team structure that is supporting the processes involved at the September 26 Board meeting, and I will provide information about continuous improvement/growth processes at future Board meetings.

This current work builds on our [Collaborative Commitments to Equity](#) (CCEs), adopted by the School Board in March, 2023, and it is another significant step in terms of the District’s drive for equity. Our CCEs serve both as guiding principles for each school as it focuses on meeting the needs of all learners, and as District standards for the processes that ensure equity goals become realities for everyone in our learning communities. Completion of the initial phases of the Educator Effectiveness (EE) cycle will also inform final school growth plans. While our schools have used elements of the Educator Effectiveness system and other staff evaluation tools over the years, implementing EE with fidelity - District-wide - this year will establish needed structure and a cornerstone for future years’ school growth plans. Tiara Rogers, Principal of SIS, has undertaken this change at SIS, and she will attend the October 24 School Board meeting to provide an overview of the EE system and how it will advance student learning objectives at the intermediate school.

Social-emotional learning goals are also a core element of school growth plans, and Mike Joynt’s presentation of R3 Student Results (Character and Citizenship) is an important opportunity to reflect on student leadership and character development initiatives that help students develop perspectives and values that will influence their adult lives. Mike will discuss the R3 report revisions that address 2023 Board policy updates; pending changes to OE 8 (Learning Environment) and other student results policies will also add to outcomes and other measurements of whole child education and support.

Upcoming Agenda Items

In addition to the SIS presentation, the District will report on OE 4 (Personnel Management) at the October 24 Board meeting. On November 14, the District will report on OE 9 (Instructional Programs) and we will review our DPI School and District Report Cards (scheduled for release on November 14) at the November 28 Board meeting. The December 12 meeting agenda will include our report on OE 5 (Financial Management and Administration).

I will be completing my 100-day Entry Plan work over the next few weeks, and will present my report to Board members later this fall, as well. Together with my staff and community listening sessions, my experiences working with Board members and administrative and school leaders, and my visits to schools and classrooms, have been key to gathering needed data and understanding how the District, our schools and our community work. As I wind down Entry Plan activities, I want to review what will be addressed in my report:

- A summary of the feedback obtained from listening sessions and other meetings;
- An overview of findings from my reviews and evaluations of the district's organizational structure, systems, programs, processes, human resources, learning and working environments, and finances; and
- An assessment of executive leadership and organizational structure, which will inform decisions about design/staffing changes needed to ensure optimal productivity, efficacy, and efficiency and initial short and long-range planning, including the development of key equity indicators.

Thanks to all who have shared their perspectives and questions with me. We have much to celebrate and important work to do, and I have been truly inspired by the community's commitment to our schools.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: New Hire

Date: October 10, 2023

Prepared by: Liliana Mendoza

Recommended action:

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

Recommendation(s): Approval

Purpose: New Hire

Background:

Katherine Zachar has been hired as a Cross Categorical Teacher at Lake Bluff to replace Cheryl Sawdy, who retired in June 2023.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: New Hire

Date: October 10, 2023

Prepared by: Liliana Mendoza

Recommended action:

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

Recommendation(s): Approval

Purpose: New Hire

Background:

Laura Warnke has been hired as District Program Support Teacher to replace Emma Zuehlke who resigned in August.

TEACHER REQUEST FOR OVERNIGHT FIELD TRIP

Before submitting this form to your building principal, please review policy, guidelines and exhibits. Submit this form and supporting documentation to your School Principal for approval.

Name of District employee in charge: Karen Frink

Destination: Prague, Czech Republic, Leipzig, Germany, and Berlin, Germany

Date and time of departure: Saturday, March 23, 2024 3:00 PM

Date and time of return: Monday, April 1, 2024 4:00 PM

Name of class or co-curricular activity/student group: Shorewood High School Orchestra

Number of Students attending the trip: 68

Will students miss any instructional days/hours of school for this trip? YES NO

If yes, please explain:

Students will miss school on Monday, April 1 as we return from Europe

Description of the educational expectations/correlation to the classroom curriculum:

Performances in Prague and Berlin with sightseeing in several cities in Czech Republic and Germany

Describe your discipline plan:

Students will be expected to follow all school rules while on the trip.

If your trip overlaps with a major religious holiday, how will you accommodate your student(s) who desire to observe the holiday?

We will be in Berlin on Easter Sunday, and students may have the option of attending a morning service.

What is your plan for health and safety emergencies?

Chaperones will help with health emergencies, and there will be a doctor on the trip.

Number of chaperones: 21

Estimated cost per chaperone: \$3500

Estimated cost per student before and after fundraising:

Before \$ 3500 After Depends

Description of fundraising proposal for the trip:

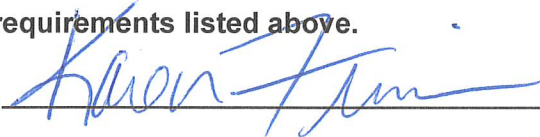
Students will have the opportunity to sell coffee, tea, Hayward Gourmet products, Pee Jay's fruit, and Mavra's Olive Oil

Arrangements/provisions made for students in need of financial assistance:

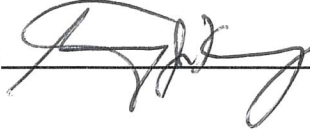
Several students will be receiving financial assistance from the Spector Scholarship fund.

Is this an optional student travel experience? YES NO

I have complied with all the requirements listed above.

Signature of District employee:  Date: 9/20/23

The overnight trip proposal and accompanying documentation has been reviewed and approved.

Signature of Principal:  Date: 9/26/23

The overnight trip proposal and accompanying documentation has been reviewed and approved.

Signature of Superintendent: _____ Date: _____

The overnight trip proposal and accompanying documentation has been reviewed and approved by the School Board.

Signature of School Board President: _____ Date: _____

REVIEWED: August 14, 2012



May 1, 2023

Dear Orchestra Student and Parent,

I am very excited to announce the destination for the Shorewood High School Orchestra Tour 2024—Prague, Leipzig, and Berlin! Beginning in Prague, Czech Republic, students will visit the many artistic and cultural sites in this old city. Students will then travel to Leipzig, Germany, the home of Bach and Mendelssohn. Finally, we will end our tour in the capital of Germany, Berlin. Our trip will include both concert performances and sightseeing. Please see the enclosed preliminary itinerary for more details.

Next year's tour will take place during spring break from Saturday, March 23 through Monday, April 1, 2024. The estimated cost of the tour is \$3500.00 for the entire package. This will include round trip air transportation, instrument luggage fees, all ground transportation, two performances, admission to all events and sightseeing destinations, hotel accommodations, and two meals each day (breakfast and dinner). The exact total cost is subject to the number of student participants, the exchange rate between the US dollar and the euro, airplane costs and fees, and fuel surcharges.

There will be an informational meeting on Monday, May 15 at 6 PM in the SHS Orchestra Room. I will present the complete tour package, including itinerary, activities, and payment plan, and I will be able to answer any of your questions regarding fundraising. Please plan to attend if you are available.

A deposit of \$500.00 will be due on June 2, 2023. A payment schedule for students is included in this packet. The Shorewood Orchestra Boosters will be providing several fundraising opportunities for students next fall and winter. As always, all proceeds from fundraising will be credited directly to your child's booster travel account. The boosters will also be sponsoring an in-school educational series to prepare students for travel in Europe. Students and parents will be encouraged to attend the series.

I plan to bring one chaperone for every 4-5 students who participate on the tour. The exact number will be determined as student sign-up progresses in the next month. Details about chaperoning the tour, including cost and payment, will be available at the meeting.

It is my hope that every Shorewood High School Orchestra student may participate in this extraordinary travel experience. Please feel free to call or email me with questions, and I hope to see you at the meeting on May 15!

Karen Frink
Shorewood High School Orchestra
kfrink@shorewood.k12.wi.us

**SHOREWOOD HIGH SCHOOL ORCHESTRA
CZECH REPUBLIC AND GERMANY 2024**

PRELIMINARY ITINERARY

Saturday, March 23

Coach buses depart SHS for O'Hare International Airport
Overnight flight to Europe

Sunday, March 24

Arrival at Prague International Airport
Orientation meeting with travel guides, sightseeing at Royal Castle followed by dinner at local restaurant
Times and activities will be subject to change depending on air schedule

Monday, March 25

Breakfast at the hotel
Walking tour with local guide in Prague (Charles Bridge and the historic town)
Rehearsal in afternoon, concert in Prague
Dinner and reception at local restaurant after concert

Tuesday, March 26

Breakfast at hotel
Depart for Dresden, Germany for walking tour and lunch
Arrive in Leipzig in late afternoon.
Dinner at hotel in Leipzig

Wednesday, March 27

Breakfast at the hotel
Tour of Leipzig, followed by free time
Dinner at hotel in Leipzig

Thursday, March 28

Breakfast at the hotel
Full day excursion to "Saxonian Switzerland" and the Elbe River
Return to Leipzig and dinner at local restaurant

Friday, March 29

Breakfast at the hotel
Depart for Berlin, with stop in Wittenberg
Dinner in Berlin

Saturday, March 30

Breakfast at the hotel
Walking tour and sightseeing in Berlin
Dinner at local restaurant in Berlin

Sunday, March 31

Breakfast at the hotel
Tour of the Sanssouci Palace in Potsdam
Rehearsal
Concert in the evening in Berlin followed by farewell dinner at local restaurant

Monday, April 1

Breakfast at hotel and departure for airport for return flight to Chicago

**SHOREWOOD HIGH SCHOOL ORCHESTRA
CZECH REPUBLIC AND GERMANY 2024**

Cost per student/chaperone: \$3500

Included in cost: Airfare
All transportation, including to and from airports
9 nights in superior tourist class hotels
9 breakfasts and dinners
Professional tour managers for the duration of trip
Local city guides
Entrance fees to all sightseeing
Two concerts (Prague and Berlin)
Instrument transportation
Bass rental

Payment schedule: \$500 deposit due June 2, 2023
\$500 due September 15, 2023
\$500 due October 15, 2023
\$500 due November 15, 2023
\$500 due December 15, 2023
\$500 due January 15, 2024
Balance due February 15, 2024

Checks to Shorewood Orchestra Boosters
PO Box 11386
Shorewood WI 53211

SHOREWOOD HIGH SCHOOL ORCHESTRA PRAGUE, LEIPZIG AND BERLIN 2024

BEHAVIOR EXPECTATIONS

Please keep in mind that we are guests in Europe and that we are representing Shorewood High School, the Village of Shorewood, and the State of Wisconsin. Be an appreciative guest. Your conduct will leave a lasting impression!

A student may be sent home for any illegal behavior or behavior which jeopardizes him/herself, his/her group, or the tour program. The financial responsibility for transportation and any other costs of discipline rests with the student's parent/guardian.

Trip Rules/School Rules
As this is a school-sponsored trip, all rules that apply in school are also in effect on the trip. Rules violations will result in disciplinary action according to standard school policy and consequences will be applied during the trip and/or upon return. Use of alcohol, drugs, and tobacco is prohibited. Possession of any weapons is also prohibited. Any criminal action involving a student will become the responsibility of the parent/guardian.

Motor Coach/Air Transportation
Be prompt for all departures, tour escorts, and observe coach rules
Be courteous to the coaches
Keep the coaches clean
Use headphones for all audio equipment

Hotels
Be in your own hotel room at designated times--no visiting other students' rooms
Be courteous to other hotel guests
Avoid unnecessary noise and running
Be courteous to hotel staff and follow hotel rules
Any expenses due to vandalism or theft will be assessed to the students responsible

General Guidelines
Students are to be tastefully and neatly dressed and well-groomed at all times
Students are to show courtesy at all times to Ms. Frink, the chaperones, tour guides, peers, and other hosts in Europe
All students must stay with their designated groups at all times
Students must never be alone and should never wander off from the group
There will be no riding in motorized vehicles at any time except in the tour coach
Students will be responsible for all valuables--Ms. Frink and the chaperones will not be held responsible for lost or damaged items.

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3. MEDICATION DISCLOSURE:

Does this student take any prescribed or over the counter medication? ___ Yes ___ No
 If yes, explain those medications he/she will be taking on the trip. If you need more space, please let us know.

Name of the Medication	Purpose	Dosage	Time to Administer - Please check all that apply
			<input type="checkbox"/> At lunch (day 1) <input type="checkbox"/> At dinner <input type="checkbox"/> Before bed <input type="checkbox"/> At breakfast <input type="checkbox"/> At lunch (day 2) <input type="checkbox"/> Other: _____
			<input type="checkbox"/> At lunch (day 1) <input type="checkbox"/> At dinner <input type="checkbox"/> Before bed <input type="checkbox"/> At breakfast <input type="checkbox"/> At lunch (day 2) Other: _____
			<input type="checkbox"/> At lunch (day 1) <input type="checkbox"/> At dinner <input type="checkbox"/> Before bed <input type="checkbox"/> At breakfast <input type="checkbox"/> At lunch (day 2) Other: _____

4. For Insulin, Inhalers and/or Epi-Pens only: Students at the high school level **MAY** be capable of carrying (Insulin, Inhaler and/or Epi-Pen) and administering medication. Please indicate what your student is capable of regarding insulin, inhalers, and/or epi-pens. If your student does not have one of these medications prescribed by a physician, please mark **Not Applicable**.

___ **Not Applicable**

This student has **INSULIN** prescribed (please check one option):

___ **INSULIN** should be carried and administered by a trained adult while on the trip

___ **INSULIN** will be carried by a trained adult (who will accompany this student for meals and snacks) and this student may administer **INSULIN WITH** supervision

___ This student may carry **INSULIN** on self and administer **WITHOUT** supervision

This student has an **INHALER** prescribed (please check one option):

___ **INHALER** should be carried and administered by an adult while on the trip

___ This student may carry **INHALER** on self and administer **WITH** supervision

___ This student may carry **INHALER** on self and administer **WITHOUT** supervision

This student has an **EPI-PEN** prescribed (please check one option):

___ **EPI-PEN** should be carried and administered by an adult while on the trip

___ This student may carry **EPI-PEN** on self and administer **WITH** supervision

___ This student may carry **EPI-PEN** on self and administer **WITHOUT** supervision

**PERMISSION SECTION for MEDICATION ADMINISTRATION---Check one or both
I give permission:**

_____ **to designated personnel to give medication** if needed to this student at school or school sponsored event, including when away from school property on official school business, according to the written instructions on this form.

_____ **to my student to self-manage his/her own medications** while at a school sponsored event, including when away from school property on official school business, according to the written instructions on this form

I further agree to hold the Shorewood School District and the SSD employee(s) who is (are) administering the medication harmless in any or all claims arising from the administration of medication at school or school sponsored activity.

Print Parent/Guardian Name Parent/Guardian Signature Date

5. Does your student have any specific medical condition i.e. diabetes, asthma, seizures, heart conditions etc.? ___Yes ___No

If yes, be specific: _____

6. Does your student have a written individual health plan for this medical condition on file with the school? ___Yes ___No

7. Is your student allergic to any **MEDICATION** to your knowledge? ___Yes ___No
If yes, be specific:

8. Does your child have a serious adverse allergic condition: ___Yes ___No
If yes, be specific by completing the information below:

Food(s): _____

Insect Stings: _____

Latex: _____

Other: _____

If this student comes in contact with the allergen, what is the emergency treatment?

9. Date of most recent Tetanus Booster _____ (if unknown, leave line blank)

10. Does your student get motion sickness? 15 ___Yes ___No

If yes, does student need **motion sickness medication** prior to transportation on this trip?

Yes No *NOTE: If student needs motion sickness medication, please make sure you include information in your answer(s) to question 3.*

If yes, does student need **preferential seating** during transportation on this trip?

Yes No

If yes, does student need to be **provided a bag** during transportation on this trip?

Yes No

11. Medical Insurance

Company _____

Group No. _____

Policy No. _____

12. Family Physician _____ Phone _____

I understand that it is my responsibility to inform the District employee if there is any new pertinent medical history information diagnosed prior to the trip's departure.

I/We the undersigned parent(s)/guardian(s) of the above named student hereby release the School District of Shorewood, and release individually chaperones and district employees from any and all liability that might or could arise from this trip and their connection herewith in their capacity as school representative and individually.

I/We further authorize the Shorewood School District, district employees and chaperones to act on our behalf in situations where written parental consent is needed and we are unavailable, and agree to hold harmless said district employees/chaperones and the Shorewood School District from any liability to me/us that might arise from so acting. I/we authorize the district employees/chaperones to administer any medication, either prescription or non-prescription, in cases of emergency.

No district employee/chaperone shall incur special liability due to special skills possessed by said party.

Your signature below indicates that you fully understand and give permission to the following procedures: medical, surgical, and nursing service, which may be necessary during the trip, will be given by licensed healthcare practitioners.

I have read and understand the health information and medical authorization and agree to adhere to them. The information that I have provided is accurate.

Print Student's Name	Student's signature	Date
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I/We have read and understand the health information and medical authorization that I/we and my/our child will to adhere to them. **Only one parent/guardian signature is required.**

Print Parent/Guardian Name	Parent/Guardian Signature	Date
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Name of District Employee(s) in Charge: Shari Tucker, Amanda Jamerson, Nelson Brown

Destination: 2nd Annual United Justice Coalition (UJC) Javits Center New York

Date and time of departure: Thursday, November 30, 2023

Date and time of return: Sunday, December 3, 2023

Name of class or co-curricular activity/student group: Youth Rising Up

Number of students attending the trip: 4

Will students miss any instructional days/hours for this trip: Yes

If yes, explain: Depending on departure time, students would miss Thursday, November 30th and Friday, December 1st.

Description of educational expectations/correlation to the classroom curriculum:

Please see the attached slideshow for “The Student Experience.”

This experience also aligns with our CCEs: #1-Eliminating inequities requires continuous self-reflection, growth, and action to hold ourselves and others accountable.

#2- The system, and everyone in it, is responsible for creating successful outcomes for all learners.

#5-Staff work collaboratively to build our collective capacity.

#6- Staff use Identity Relevant Teaching and Learning (IRTL) to create, implement, and assess curriculum in heterogeneous learning environments.

#7- District policies, procedures, hiring practices, and funding align with our Collaborative Commitments for Equity (CCE’s).

Describe your discipline plan: Students will be expected to follow all school rules while on the trip.

If your trip overlaps with a major religious holiday, how will you accommodate your student(s) who desire to observe the holiday?

The trip does not overlap with a major religious holiday.

What is your plan for health and safety emergencies?

Chaperones will help with any health emergencies.

Number of chaperones: 2-3

Estimated cost per chaperone: \$1500

Estimated cost per student before and after fundraising: \$1500

Description of fundraising proposal for the trip: ???

**Arrangements/provisions made for students in need of financial assistance:
Is this an optional student travel expense: ???**

Selection process for the students:

Mrs. Tucker, Ms. Jamerson, and Mr. Brown will present the opportunity to our Youth Rising Up (YRU) students. The students will then have the opportunity to write/create their “why,” for wanting to go on the trip. They will need to discuss how this opportunity will impact their journey towards social justice. Then Mrs. Tucker, Ms. Jamerson, and Mr. Brown will select the four students.

I have complied with all of the requirements listed above.

Signature of district employee: _____ Date: _____

The overnight trip proposal and accompanying documentation has been reviewed and approved by the Superintendent.

Signature of the Superintendent: _____ Date: _____

The overnight trip proposal and accompanying documentation has been reviewed and approved by the School Board.

Signature of School Board President: _____ Date: _____



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Original Budget - Draft Changes
Date: October 10, 2023
Prepared by: Heather Heaviland

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

Purpose: To provide an opportunity for discussion and input on the anticipated changes to the preliminary budget, that will be presented for approval at the October 24th, 2023 board meeting.

Background: On June 13th, 2023, the Board approved a preliminary budget for the 2023-24 school year. This budget, along with an updated tax levy projection, were also approved at the August 22nd Annual Meeting. These budgets are based on preliminary assumptions regarding operational expenses, the amount of state aid that the District will receive, and the revenue limit the District will be allowed. Operational expense assumptions are refined over the course of the summer months and, on October 15th of each year, the State of Wisconsin releases final state aid allocations and revenue limit worksheets. All of this data is used to prepare an original budget and the final tax levy. The original budget and the tax levy must be approved at the final meeting in October in order to meet filing deadlines.

Draft Changes to the Preliminary Budget

Following receipt of the October 15th aid amounts and finalization of the revenue limit, the District will prepare the original budget for board review and approval on October 24th. The narrative below outlines anticipated changes from the preliminary budget approved in June.

Revenue and Expenditure Changes - General Fund

Total revenue is expected to be within approximately 3% of the projections shared at the June board meeting and the August Annual Meeting. Revenue changes are driven by the addition of

anticipated insurance payments for building repairs caused by flood damage, adjustment to grant revenue based on year-end actuals and data from DPI, and state budget changes including adjustments to both per pupil and open enrollment rates.

While expenditures are currently being finalized as we work to settle salary agreements with both the SEA and the SEAA, the current budget draft projects an overall increase in expenses of approximately 3% compared to the preliminary budget. This includes the following changes:

- Increased projected operational expenses related to transportation, safety, and building repairs for flood damaged areas.
- \$50,000 allocation for replacement of the internal hardware for the SHS monument sign, which is used to communicate District information to the broader Shorewood community.
- Adjustments to medical, property, and liability insurance based on actual enrollment and renewal rates.
- Allocation of \$150,000 for fund 46 as per the capital maintenance plan presented at the May 9th board meeting.
- Minor adjustments to various expense categories based on FY23 actual data and updated expense information received after the preliminary budget completion; these are not expected to constitute material changes to the budget.

Revenue and Expenditure Changes - Other Funds

Revenues and expenses in all other funds are expected to reflect minor changes based on actual data from special education contracts and known student needs (Fund 27), year end actuals which project different spending levels, and other non-material adjustments.

An updated budget document showing budgeted revenues and expenses by fund and category will be presented at the October 24th meeting.

Projected Tax Levy

The District is allowed to levy up to the difference between the revenue limit and the amount of state equalization aid received for general operations, in addition to the levies for capital maintenance, debt service, and the community recreation program. Prior to finalization of the FY24 Original Budget and Proposed Tax Levy, the District will receive final data and determine both the total revenue limit and amount of the revenue limit levied in taxes, after the final state aid amount is determined. Based on currently available data, the District anticipates a total tax levy that is in line with the total amount presented at the annual meeting (\$26,224,272).

A final proposed tax levy by fund will be presented at the October 24th meeting.



Shorewood

SCHOOL DISTRICT

Results Monitoring Document R-3 Character and Citizenship

Certification of the Superintendent: *With respect to Results 3 (Character and Citizenship), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

- Making reasonable progress toward achieving the desired results
- Making reasonable progress with the exceptions noted
- Failing to make reasonable progress

Signed: Laurie Burgos, Superintendent

Date: October 10, 2023

Compliance Summary

- 3.1 Students Will Be Welcomed, Valued, Supported
- 3.2 Students Will Contribute to a Better World
- 3.3 Students Will Have a Growth Mindset and be Adaptable to Change

Executive Summary

This report includes revisions to the indicators used in the R-3 Character and Citizenship report that were adopted by the Board in February 2023. Indicators were updated to more closely align with the District’s Overarching Goal: *“Our students are leaders who challenge themselves to grow and achieve academically, pursue their passions, navigate change, learn continuously and contribute to the common good”*.

For the purpose of this report, “Strong Character” is defined as students demonstrating respect, being kind to others and having integrity. “Citizenship” is defined as students understanding and being aware of real-world issues and their roles in the community. Students engage in character and citizenship education throughout the district through social-emotional learning (SEL) programs at the elementary and intermediate schools and with staff and classmates in intentionally designed character-building opportunities like Crew, student clubs, Advisory, and after-school activities. Opportunities to learn about citizenship are built into the student-experience through social studies courses which provide opportunities for students to be civically engaged in their communities and learn how local, state, and national governments and international organizations function and interact.

Student School Perceptions survey data, which is collected annually in the spring from students in grades 4-12, provides much of the data that informs the R3 report. A participation summary for the past five years is listed below:

School Perceptions Survey Participation Overview	2019	2020 (in-person/ remote learning)	2021 (remote/hybrid/ in-person learning)	2022	2023
Students	1191	755	820	738	760

The data presented in this report are indicators that we believe provide a picture of how the student experience is impacted as a result of the relationships and interactions that students have with classmates and staff.

Most questions use a scale of 0-4 with the following descriptors: Always (4) Usually (3) Sometimes (2) Never (1) Don't Know (0). *"Don't Know" responses are not factored into the Average Score.*

Questions that use a scale of 1-5 use the following descriptors: Strongly Agree (5) Agree (4) Disagree (2) Strongly Disagree (1)

Disposition of the Board: With respect to Results 3 (Character and Citizenship):

- _____ Making reasonable progress toward achieving the desired results
- _____ Making reasonable progress with the exceptions noted
- _____ Failing to make reasonable progress

Summary statement/motion of the Board:

Signed: _____, Board President Date: _____

Definition of Terms

- **Annual Student Survey:** This survey is done annually in the spring and covers various aspects of the student experience in all of our schools. It is given to students in grades 4 through 12.
- **Citizenship:** The Wisconsin Department of Public Instruction defines students who are civically engaged as "problem-solvers who critically examine their roles in local, regional, state, national, and global communities."

R-3 Character and Citizenship

Students will be people of strong character with a commitment to contribute to the common good.

Superintendent Interpretation

- The Board values educational experiences that help students make decisions that positively impact themselves and their community.
- **Strong Character** shall mean students demonstrate respect, are kind to others and have integrity.
- **Contribute to the common good** shall mean students are positive members of a school community and community at large

<p>R-3.1</p> <p>Students will feel welcome, valued and supported.</p>	<p>Superintendent</p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p> <p>Data Not Available</p>	<p>Board</p> <p>Making Reasonable Progress</p> <p>Making Reasonable Progress with Exceptions</p> <p>Not Making Reasonable Progress</p>
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Board Indicators:

The percentage of District students who “always” or “usually” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year.

- I feel my ideas, opinions and concerns are listened to by school staff.
- I feel I belong at school.
- I am respected and treated fairly at school.
- I feel my culture and beliefs are represented at school.

Evidence: Board indicators show growth in 3 of the 4 statements from the previous year. We see a .04 decrease in the statement that “I am respected and treated fairly at school.” The most significant increase is seen in the statement “I feel my ideas, opinions and concerns are listened to by school staff.” Student voice and agency are a focus in curriculum design and learning opportunities and are intentionally built into classroom lessons and learning activities.

School Perceptions Student Survey Results (AVG. Response)

Statement	2019	2020	2021	2022	2023 (n=717)
I feel my ideas, opinions and concerns are listened to by school staff. (scale 1-5)	NA	3.92	3.99	3.76	3.93
I feel I belong at school. (scale 0-4)	2.97	3.07	3.10	2.91	3.05
I am respected and treated fairly at school. (scale 0-4)	3.08	3.20	3.29	3.05	3.01
I feel my culture and beliefs are represented at school. (scale 0-4)	NA	3.02	3.09	2.98	3.08

R-3.2 Students will contribute to a better world through collaboration and engagement in real-world issues.	Superintendent	Board
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	

Superintendent Interpretation

- The Board values authentic learning where students engage in project based learning.
- **Applying Knowledge & Skills** shall mean what students know and are able to do and put into practical use beyond the classroom.
- **Citizenship** shall mean students understand and are aware of real-world issues and their role in the community.
- **Service** shall mean students engage in studies of issues beyond the classroom to positively impact the community.

Board Indicators

The percentage of District students who “always” or “usually” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year:

- I believe what I am learning in school connects to the real world.
- I believe what I am learning in school allows me to use my own original voice beyond the classroom.
- I work well with other students.

Evidence: Board indicators show growth in all three of these statements. The most significant increase is seen in the statement “I believe what I am learning in school allows me to use my own original voice beyond the classroom.” This statement speaks to the design of learning opportunities that allow students to extend their learning beyond the classroom and into authentic/real world contexts.

School Perceptions Student Survey Results (AVG. Response)

Statement	2019	2020	2021	2022	2023 (n=702)
I believe what I am learning in school connects to the real world. (scale 0-4)	2.61	2.57	2.59	2.57	2.77
I believe what I am learning in school allows me to use my own original voice beyond the classroom. (scale 0-4)	2.86	2.87	2.83	2.71	2.88
I work well with other students. (scale 0-4)	2.97	3.0	2.94	2.91	2.94

R-3.3 Students will have a growth mindset, be adaptable to change, and internally motivated.	Superintendent Making Reasonable Progress	Board Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	

Superintendent Interpretation

- The Board values learning experiences that help students learn the importance of taking personal responsibility.

Board Indicator:
The percentage of District students who “always” or “usually” agree with the following statements on the annual School Perceptions survey will be within .20 of the previous year:

- I set goals for the school year.
- I put my best effort into my school work.
- If I commit to a task I will do what it takes to get it done.

Evidence: Board indicators show growth in 2 of the 3 statements from the previous year. We see a .02 decrease in the statement “If I commit to a task I will do what it takes to get it done”. The most significant increase was seen in the statement “I put my best effort into my school work”. Focusing on internal motivation and developing a growth mindset are focusses of our SEL programs as well as in character development opportunities both inside and outside classrooms including student clubs and extracurricular opportunities.

School Perceptions Student Survey Results (AVG. Response)

Statement	2019	2020	2021	2022	2023 (n=729)
I set goals for the school year. (scale 0-4)	2.96	2.90	2.83	2.80	2.84
I put my best effort into my school work. (scale 0-4)	3.16	3.18	3.18	3.12	3.25
If I commit to a task I will do what it takes to get it done. (scale 0-4)	3.11	3.12	3.05	3.03	3.01

Policy Type: Results

Character and Citizenship

Students will be people of strong character with a commitment to contribute to the common good.

Students will:

3.1 Feel welcomed, valued, and supported.

Indicators:

- I feel my ideas, opinions, and concerns are listened to by school staff.
- I feel I belong at school.
- I am respected and treated fairly at school.
- I feel my culture and beliefs are represented at school.

3.2 Contribute to a better world through collaboration and engagement with real-world issues.

Indicators:

- I believe what I am learning in school connects to the real world.
- I believe what I am learning in school allows me to use my own original voice beyond the classroom.
- I work well with other students.

3.3 Have a growth mindset, be adaptable to change, and internally motivated.

Indicators:

- I set goals for the school year.
- I put my best effort into my school work.
- If I commit to a task I will do what it takes to get it done.

Revised and Adopted: February 28, 2023

OE-8 Learning Environment

The Superintendent shall establish and maintain a learning environment that is safe, welcoming, inclusive, respectful, and conducive to effective learning.

Superintendent Interpretation:

The Board of Education expects the Superintendent to establish and maintain a learning environment that includes support for both the academic and social-emotional needs of all learners.

- *Learning Environment* refers to the diverse physical locations, contexts, and cultures in which students learn.
- *Effective learning* refers to students challenging themselves, learning continuously while adapting to changes and contributing to society.

OE 8.1

The Superintendent will establish and maintain learning environments that are characterized by support and encouragement for high student achievement.

Superintendent Interpretation:

The Board of Education expects the Superintendent to foster a learning environment that promotes academic success.

- ***Maintain a climate that is characterized by support*** shall mean that the spaces where students learn are designed, furnished, maintained and decorated in ways that foster dignity and celebration of the strengths each student brings to that space.
- ***Encouragement for high student achievement*** shall mean the systems in place for both people and spaces to foster and celebrate academic success alongside growth in wellness, character and citizenship as described in [Results Policies 1-4](#).

Board Indicator 1:

~~All staff participate in training that helps them foster equity, growth, and excellence for all students.~~

All staff participate in training that fosters a growth mindset, academic excellence, and perseverance among all students.

Board Indicator 2:

District leaders establish and focus work that advances annual, school-specific growth

plans.

Board Indicator 3:

District systems are in place to help to identify and meet student-specific social, emotional and academic needs.

Board Indicator 4:

Each student receives personalized advisory outreach at school transition points at 6th, 8th and 11th or 12th grade, or at entry to the district.

OE 8.2

The Superintendent will establish and maintain learning environments that are safe, welcoming and inclusive.

Superintendent Interpretation:

The Board of Education expects the Superintendent to foster a learning environment that supports all students' success.

Inclusive shall mean where diverse cultures, identities, backgrounds, and abilities are acknowledged, valued, and affirmed.

Board Indicator 1:

All staff participate in ongoing professional development that supports their participation in building ~~culturally responsive teaching~~ and inclusive learning environments. (Culturally responsive teaching is addressed several times in OE 9)

Board Indicator 2:

~~All schools have in place inclusive learning spaces, programs, and activities.~~

All schools have inclusive learning spaces where diverse identities, abilities, and backgrounds are represented in learning materials.

Board Indicator 3:

Activities and programs are accessible to students of diverse physical abilities.

Board Indicator 4:

All schools implement state-required emergency protocols, procedures, training, and drills.

OE 8.3

The Superintendent will ensure that all policies and procedures regarding discipline are collaboratively developed, appropriately communicated to students and parents, and applied consistently.

Superintendent Interpretation:

The Board of Education expects the Superintendent to promote active participation from all District stakeholders to ensure access to information and voice in the discussion, development, and publishing of any policy that focuses on student discipline.

- *Policies and procedures regarding discipline* shall mean the adopted Shorewood School District Code of Conduct and Wisconsin State Law.
- *Collaboratively developed* shall mean administrators, teachers, and building staff are included in developing discipline procedures.
- *Appropriately communicated* shall mean the information is communicated through a variety of means (hard copies available, accessible on website, electronic communication).
- *Enforce consistently* shall mean students shall receive similar consequences for similar unacceptable behaviors with no disparities by race, gender, MLL and socioeconomic status.

Board Indicator 1:

The Superintendent and district leadership review the Code of Conduct annually and update as needed using a collaborative process.

Board Indicator 2:

By the start of each school year, the student handbook is sent to families and caretakers electronically, available as a hard copy, and accessible via the District website.

Board Indicator 3:

Student disciplinary policies, practices, procedures, and trainings district-wide are equitable, culturally responsive, and effective in supporting students whose behavior interferes with their learning or the learning of others.

OE 8.4

The Superintendent will work to ensure that safe and nutritious foods are available to all students throughout the school day.

Superintendent Interpretation:

The Board of Education expects the Superintendent to support Results policies 1-4 with available nutritious food for students across the school day and various learning environments.

- **Available nutritious foods** shall mean a variety of foods that give students the nutrients needed to maintain health and have energy.

Board Indicator 1:

Students and caregivers have a voice in the options and delivery of food service.

Board Indicator 2

All students have access to nutritious food options across learning environments.

OE 8.5

The Superintendent may not permit any behaviors on district property or at school sponsored events that disrupt learning or hinder student well-being.

Superintendent Interpretation:

The Board of Education expects the Superintendent to reasonably prevent, discourage, or ban any activity that negatively impacts student learning or is unsafe.

- **May not permit** shall mean the superintendent will not allow actions from adults that negatively affect students and interferes with the learning environment to go without appropriate corrective response.
- **Disrupt learning** shall mean behaviors or actions that interfere or get in the way of learning.
- **Well-being** shall mean a safe emotional state.

Board Indicator 1:

The District has a process to investigate and address all formal complaints about employees and document outcomes.

Board Indicator 2:

The District has a process to investigate and/or address all formal complaints about individuals who are neither students nor employees and document outcomes.

September 26, 2023

Executive Summary: R-2 Changes

This board met September 7 in a workshop format to discuss board policy with a focus on Results Policy 2, Academic Growth.

R-2 is one of the four Results Policies our board maintains, and helps anchor both our work and the work of administrative leaders. It should reflect what our district and broader community value in terms of academic outcomes.

R-2 is complemented by separate policies on Character & Citizenship, R-3 and on Wellness, R-4. All three of these policies are summed up in our overarching Results Policy, R-1, "Our students are leaders who challenge themselves to grow and achieve academically, pursue their passions, navigate change, learn continuously and contribute to the common good."

We discussed what this board values in terms of academic growth vs. academic mastery, and how to reflect our values around educational equity in this policy.

We reviewed parallel policies from boards in Sun Prairie and borrowed language we liked to come up with a new draft.

The board receives a report on R-2 at least annually - it is on our work plan for June, allowing us to review full-year Fastbridge results. As of 2020, this report is limited to math and reading, while other subjects are reported on in OE-9, the operating expectation policy around Instructional Programs.

Next we plan to tackle the R-2 indicators, following a meeting with Dr. Tony Frontier, tentatively in October.

(Continued next page)

Existing policy:

R-2

Academic Growth

All students will be literate and numerate, able to integrate and apply the knowledge, skills, competencies and dispositions across all academic disciplines.

Proposed New Policy for Discussion:

R-2

Academic Achievement and Growth

Through high expectations, culturally responsive teaching, relevant, rigorous, engaging, and innovative learning experiences delivered in and out of the classroom, students will:

- Make reasonable progress each year toward being literate and numerate across academic disciplines.
- Gain the necessary skills to be prepared for college, career, and life readiness.
- Be able to demonstrate content knowledge, and apply skills and competencies through assessments and other learning opportunities.

For reference, here are some other districts' R-2 policies:

Sun Prairie, Wisconsin:

SR 2 Policy Type: Student Results Policy
Student Academic Outcomes

Through high expectations, culturally responsive teaching, relevant, rigorous, engaging, and innovative learning experiences, in and out of the classroom, Students will:

- Make reasonable progress each year toward being literate and numerate across academic disciplines.
- Gain the necessary academic non-cognitive skills to be prepared for college, career, and life readiness.
- Be able to demonstrate mastery of content knowledge, skills, and competencies through multiple opportunities and assessments.
- Achieve academic growth with a focus on improving academic outcomes for students experiencing significantly lower rates of success.

DeForest, Wisconsin:

R-2 Academic Performance

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, based on the following disciplines:

- Career and Technical Education
- English Language Arts
- Fine Arts
- Global Languages
- Mathematics
- Physical Education/Health
- Science
- Social Studies

2.2 Be technologically fluent, able to use digital tools critically, ethically and safely.

Racine Unified School District:

Policy Type: Results
Academic Achievement

Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.

Each student will achieve at or above grade level in the following disciplines:

1. Reading
2. Math
3. Language Arts
4. Writing
5. Science
6. Social Studies
7. The arts, including music, art and drama
8. Technology
9. Physical education

Students will graduate career and/or college ready, having successfully completed career or technical programs; and/or, graduate with an ACT score at or above the state average (22) [North Star Benchmarks]

Priority is focused on reading, writing and math achievement as fundamental to any further achievement.



Shorewood
SCHOOL DISTRICT

Results Monitoring Document
R-2 Academic Growth - Literacy and Numeracy

Certification of the Superintendent: *With respect to Results 2 (Academic Growth - Literacy and Numeracy), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:*

- _____ Making reasonable progress toward achieving the desired results
- _____ Making reasonable progress with the exceptions noted
- _____ Failing to make reasonable progress
- _____ Presentation of Indicators for Approval
- _____ Presentation of Baseline Data for Approval

Signed: _____, Superintendent Date: _____

Executive Summary

Disposition of the Board: *With respect to Results 2 (Academic Growth - Literacy), the Board determines the District is:*

- _____ Making reasonable progress toward achieving the desired results
- _____ Making reasonable progress with the exceptions noted
- _____ Failing to make reasonable progress

Summary statement/motion of the Board:

Signed: _____, Board President Date: _____

Academic Growth

All students will be literate and numerate, able to integrate and apply the knowledge, skills, competencies and dispositions acquired across all academic disciplines.

R-2 Academic Growth - Literacy

SUPERINTENDENT Interpretation:

Growth - Increasing achievement from one point in time to another.

Literacy - The ability to read with phonemic awareness, fluency, vocabulary, and comprehension.

R-2 - Academic Growth - Literacy	<u>Superintendent</u>	<u>Board</u>
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

Superintendent Indicator 1: K-8 Grade Level Proficiency in Reading

- K-8 FastBridge data in Reading will indicate students at least 80% of our students will exceed the “low risk” benchmark by the end of the school year.

Evidence:

Superintendent Indicator 2: At least one year of growth in reading in Grades K - 8

- K-8 FastBridge data in Reading will indicate overall, our students achieved typical or aggressive growth (a growth score of 60% or higher)

Evidence:

Superintendent Indicator 3:

- At least 80% of Students in Grades 9,10, and 11 will be at grade level on the Reading section of the PreACT (grades 9-10) and ACT (grade 11).

Evidence:

Superintendent Indicator 4:

- At least 80% of Students in Grades 10 and 11 will show a year's worth of growth on the Reading section of the PreACT (grades 9-10) and ACT (grades 11)

Evidence:

R-2 Academic Growth - Numeracy

SUPERINTENDENT Interpretation:

Growth - Increasing achievement from one point in time to another.

Numeracy - An understanding of the science of numbers and their operations, interrelations, combinations, and generalizations.

R-2 - Academic Growth - Numeracy	<u>Superintendent</u> Making Reasonable Progress Making Reasonable Progress with Exceptions Not Making Reasonable Progress	<u>Board</u> Making Reasonable Progress Making Reasonable Progress with Exceptions Not Making Reasonable Progress
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<p>Superintendent Indicator 1: <u>K-8 Grade Level Proficiency in Math</u></p> <ul style="list-style-type: none"> ● K-8 FastBridge data in Math will indicate students at least 80% of our students will exceed the “low risk” benchmark by the end of the school year. <p>Evidence:</p>

<p>Superintendent Indicator 2: <u>At least one year of growth in Math in Grades K - 8</u></p> <ul style="list-style-type: none"> ● K-8 FastBridge data in Math will indicate overall, our students achieved typical or aggressive growth (a growth score of 60% or higher) <p>Evidence:</p>

<p>Superintendent Indicator 3:</p> <ul style="list-style-type: none"> ○ At least 80% of Students in Grades 9,10, and 11 will be at grade level on the Math section of the PreACT (grades 9-10) and ACT (grade 11). <p>Evidence:</p>

<p>Superintendent Indicator 4:</p> <ul style="list-style-type: none"> ○ At least 80% of Students in Grades 10 and 11 will show a year’s worth of growth on the Math section of the PreACT (grades 9-10) and ACT (grades 11) <p>Evidence:</p>
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Policy Type: Results

Academic Achievement and Growth

Through high expectations, culturally responsive teaching, relevant, rigorous, engaging, and innovative learning experiences delivered in and out of the classroom, students will:

- Make reasonable progress each year toward being literate and numerate across academic disciplines.
- Gain the necessary skills to be prepared for college, career, and life readiness.
- Be able to demonstrate content knowledge and apply skills and competencies through assessments and other learning opportunities.

Adopted: 1/12/16

Revised: 2/9/16

Revised: 5/24/16

Revised: 9/27/16

Revised: 1/10/17

Revised: 10/10/23

Monitoring Method: ***Internal Report***

Monitoring Frequency: ***Annually***

Shorewood School District, Shorewood, Wisconsin

For reference, here are some other districts' R-2 policies:

Sun Prairie, Wisconsin:

SR 2 Policy Type: Student Results Policy
Student Academic Outcomes

Through high expectations, culturally responsive teaching, relevant, rigorous, engaging, and innovative learning experiences, in and out of the classroom, Students will:

- Make reasonable progress each year toward being literate and numerate across academic disciplines.
- Gain the necessary academic non-cognitive skills to be prepared for college, career, and life readiness.
- Be able to demonstrate mastery of content knowledge, skills, and competencies through multiple opportunities and assessments.
- Achieve academic growth with a focus on improving academic outcomes for students experiencing significantly lower rates of success.

DeForest, Wisconsin:

R-2 Academic Performance

Each student will be literate and numerate, able to integrate and apply the knowledge, skills, attitudes and competencies acquired across all academic disciplines.

Students will:

2.1 Achieve at individually and appropriately challenging levels of complexity, based on the following disciplines:

- Career and Technical Education
- English Language Arts
- Fine Arts
- Global Languages
- Mathematics
- Physical Education/Health
- Science
- Social Studies

2.2 Be technologically fluent, able to use digital tools critically, ethically and safely.

Racine Unified School District:

Policy Type: Results
Academic Achievement

Students will achieve academically at levels commensurate with challenging and yearly personalized learning goals.

Each student will achieve at or above grade level in the following disciplines:

1. Reading
2. Math
3. Language Arts
4. Writing
5. Science
6. Social Studies
7. The arts, including music, art and drama
8. Technology
9. Physical education

Students will graduate career and/or college ready, having successfully completed career or technical programs; and/or, graduate with an ACT score at or above the state average (22) [North Star Benchmarks]

Priority is focused on reading, writing and math achievement as fundamental to any further achievement.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
September 26, 2023

Board Member Participation:

- Emily Berry, President
- Ellen Eckman, Vice President
- Becky Freer, Treasurer
- Abby Fowler, Clerk
- Nathan Hammons, Member

Isabella Busby, Student Representative
Emmett Joslyn, Student Representative

District Administrator Participation: Laurie Burgos, Superintendent

I. 7:01 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Abby Fowler and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

II. 7:05 pm STUDENT ACHIEVEMENT PRESENTATION

SHS Investment Club, Evan Schmidt, Advisor

III. 7:26 pm PUBLIC COMMENT #1

Felicia Kinlock

4406 North Wildwood

IV. 7:30 pm BOARD BUSINESS AND BOARD ACTION

A. Approval of OE 3 (Treatment of District Constituents) Operational Expectations Monitoring Document - In Compliance with Noted Exceptions and School Board edits

MOVED by Ellen Eckman and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

B. Approval of OE 7 (Communicating with Village Residents and Public Audiences) Operational Expectations Monitoring Document - Not In Compliance

MOVED by Ellen Eckman and SECONDED by Abby Fowler

AYE: 3 NAY: 2

C. Approval of OE 8 (Learning Environment) Policy and Indicator Revisions
Tabled without objection

D. Discussion of R2 Student Results Policy - Academic Achievement & Growth

V. 8:23 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

September 12, 2023 Regular Board Meeting

September 12, 2023 Closed Session

MOVED by Ellen Eckman and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

VI. 8:41 pm PUBLIC COMMENT #2

Mohamed El-Maghoub

4443 North Oakland

VII. 8:29 pm BOARD MEMBER REPORTS

SWSA

Wisconsin Public Education Network

VIII. 8:30 pm SUPERINTENDENT'S REPORT

IX. 8:49 pm SUPERINTENDENT'S CONSENT AGENDA

A. Approval of Monthly Financials

B. Approval of Instructional Calendar Adjustment

C. Approval of District Staffing Changes: Leave of Absence Request

MOVED by Becky Freer and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

X. 8:50 pm REVIEW OF 'TO DO' ITEMS

XII. 8:51 pm FUTURE AGENDA ITEMS

OE 8 (Learning Environment)

R2 Policy (Consent)

XIII. 8:54 pm RECESS AND DEBRIEF