

PUBLIC NOTICE

Shorewood School District

SCHOOL BOARD TOWN HALL MEETING

June 27, 2023 at 7:00 PM

Shorewood High School Library Media Center (LMC)

- I. **7 pm CALL TO ORDER**
 - I.A. Adopt the Agenda (GC2)
 - I.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.
 - I.C. Awards and Recognitions
- II. **7:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)**
- 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 BOARD BUSINESS AND POSSIBLE BOARD ACTION**
 - IV.A. Approval of R2 (Literacy and Numeracy) Student Results Report
 - IV.B. Presentation of 2023 School Perceptions Survey Results
 - IV.C. Legislative Advocacy Updates
 - IV.D. Board Governance
 - Linkages and Work Plan Follow Up
- V. **8:25 pm BOARD CONSENT AGENDA (GC2)**
 - V.A. Approval of Board Meeting Minutes
 - June 13 Board Workshop and June 13 Regular Board Meeting
- VI. **8:30 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.
- VII. **8:40 pm BOARD MEMBER REPORTS**
 - Ellen Eckman - Joint Review Board
- VIII. **8:50 pm SUPERINTENDENT'S REPORT**
- IX. **9:00 pm SUPERINTENDENT'S CONSENT AGENDA**
 - IX.A. Approval of Staffing Changes: Certified and Administrative Staff Appointments, Resignations, Retirements and Leave of Absence Requests
 - H. Kutz
 - IX.B. Approval of Monthly Financials
- X. **9:05 pm PUBLIC COMMENT #3 (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.
- XI. **9:15 pm REVIEW OF 'TO DO' ITEMS**
- XII. **9:25 pm FUTURE AGENDA ITEMS**
- XIII. **9:30 pm RECESS AND DEBRIEF**



**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: Edmund Standa, Interim Superintendent Date: June 27, 2023

Executive Summary

This report describes the literacy indicators by which academic growth for all students is monitored and reported each school year, and the strategies employed to realize our goal of equity, growth and excellence for all. Academic growth for students in grades K-8 is measured using data from the universal screening and progress monitoring assessment [Fastbridge](#) (Formative Assessment System for Teachers) in the fall, winter, and spring.

Our district-wide literacy and numeracy goals are:

- 80% or more of students in grades K-8 to achieve scores of low risk (on track) to college ready (40th percentile or above); and
- 60% or more of students will have typical or aggressive academic growth on the Fastbridge assessment. A growth score of 60% or higher is synonymous with students making typical to aggressive growth and are considered to be on pace for making reasonable or optimal growth toward benchmarks during the school year.

In high school (grades 9-11), PreACT and ACT Reading and Math scores are used to report on R2 Literacy and Numeracy results. It is important to note that PreACT and ACT results are a prediction of college readiness and do not measure growth in years or progress toward mastery of high school English and Math state standards. The Benchmark scores represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses. It is important to note this for context as we engage in discourse about student achievement and growth in high school.

At the K-8 level, we saw students meet the District achievement goals for numeracy and literacy in all areas except the Spring Early Reading (grades K-1) screener. Students met or exceeded the growth goals in Early Reading (grades K-1) and aMath (grades 2-8). Areas that did not meet growth goals were close to the goals set forth by the District. At the high school, we have seen consistent performance on the PreACT (grades 9-10)

and ACT (grade 11) over the past three years in both Math and Reading. Across all grade levels, data indicates that our largest inequities exist for students who are Black and students with disability labels.

When analyzing these results, it is important to remind ourselves of the District's [Collaborative Commitments to Equity](#). Specifically, the following commitments that pertain to this work:

- Eliminating inequities requires continuous self-reflection, growth, and action to hold ourselves and others accountable.
- The system, and everyone in it, is responsible for creating successful outcomes for all learners.
- Staff collaborate to create, implement, and assess a cohesive instructional model.
- Staff use Identity Relevant Teaching and Learning (IRTL) to create, implement, and assess curriculum in heterogeneous learning environments.
- District policies, procedures, hiring practices, and funding align with our Collaborative Commitments for Equity (CCE's).

This report gives a broad overall picture of Literacy and Numeracy throughout the District. While we see promising overall results in this data, it is clear that inequities exist. Identifying these inequities and examining our system to better support students is at the core of our Equity work. This data will also be shared with building principals, leadership teams, and staff as we plan ahead and set goals for the upcoming school year. The following systems are used to monitor progress toward these goals:

- At the beginning of the year, principals work with Leadership Teams to create School Growth Goals related to Academic Growth, Student Wellness, and School Culture.
- As part of the Educator Effectiveness evaluation system, all teachers write Student Learning Objectives (SLO) and Professional Practice Goals (PPG) to make growth toward specific content and/or academic skills.
- Part of our Equitable Multi-Level Systems of Support (EMLSS) includes Data Team Meetings which are held after the FastBridge screeners are given in the Fall, Winter, and Spring in grades K-8. These meetings include classroom teachers, school psychologists, reading and math interventionists, and the building principals. The Data Team reviews whole group and individual student data to identify universal strategies focused on growth for all as well as strategies to support individual students.

Additionally, we have implemented curriculum and aligned staff to make progress toward District goals in the areas of literacy and numeracy. In grades K-3 we will be adopting a universal Phonics curriculum for the 2023-24 school year. We are also adopting a universal Math curriculum in grades K-5 next year. Data from the FastBridge assessments will be used to monitor the impact of these programs. We will also be restructuring our Elementary Math and Reading Specialist positions so that they are working across buildings and providing support to teachers with regular coaching cycles that include classroom observations and conferencing with staff. We will also be providing SIS with a full-time Instructional Coach to provide coaching support for teachers throughout the building.

Finally, our Equity initiatives for next year will focus on creating collaboration opportunities between classroom teachers and specialists (Special Education teachers, Interventionists, Multilingual staff, etc) focused on providing high-quality instruction for all students. This work will be supported as our district learns about Identity Relevant Teaching and Learning (IRTL) practices outlined in Cornerstone 2 of the Integrated Comprehensive Systems (ICS) for Equity. These practices focus on ensuring proportional representation of student groups in all classroom environments, providing rigorous learning opportunities for all, and using

Culturally Responsive Practices to support students' instructional, behavioral, and social-emotional needs.

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: See table below

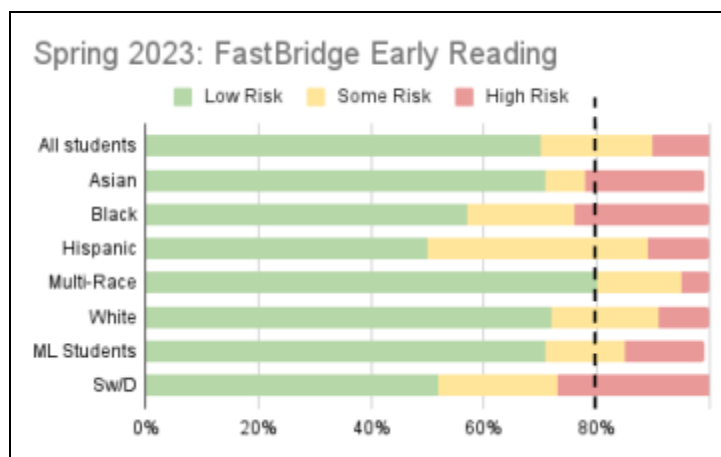
- Students in Kindergarten-1st grade take the “Early Reading” screener in FastBridge in the Fall, Winter, and Spring. Students testing at the “low risk” category fall into the 40th% or above nationally.
- Students in 2nd grade-8th grade take the “aReading” screener in FastBridge in the Fall, Winter, and Spring. Students testing in the “low risk” category fall into the 40th-70th% nationally. Students testing in the “advanced category” fall into the 70th% or above nationally.
- The Early Reading screener (grades K5-1st grade) saw **70% of students exceed the Low Risk category** on the Spring Screener. As a response to an increased number of students referred for Intervention in the Winter, we implemented a Literacy Program to help with Letter Sounds and Fluency and saw growth from Winter - Spring. This program will be used starting in the Fall of the 2023-24

school year.

- The aReading screener (grades 2-8) saw **83% of students exceed the Low Risk category** on the Spring Screener. The largest inequities occurred for students who are Black (57%) and students with Disability Labels (52%).

Early Reading (grades K5-1st): Fall-Spring Benchmark Data 2022-23

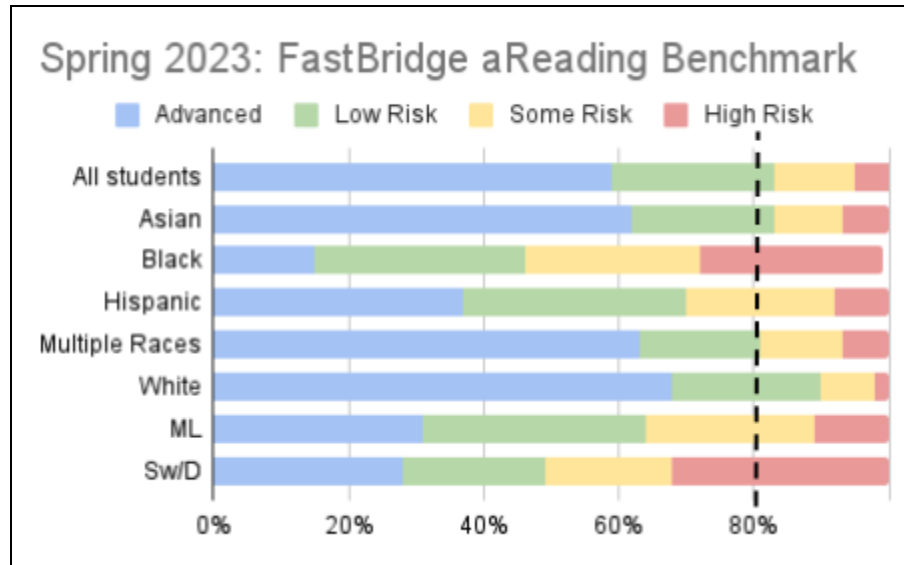
| | Fall | | | | Winter | | | | Spring | | | |
|----------------------------|--------------|----------|-----------|-----------|--------------|----------|-----------|-----------|--------------|----------|-----------|-----------|
| | Total Tested | Low Risk | Some Risk | High Risk | Total Tested | Low Risk | Some Risk | High Risk | Total Tested | Low Risk | Some Risk | High Risk |
| All students (grades K5-1) | 222 | 73% | 18% | 9% | 223 | 68% | 22% | 11% | 223 | 70% | 20% | 11% |
| Asian | 14 | 86% | 14% | 0% | 13 | 77% | 15% | 8% | 14 | 71% | 7% | 21% |
| Black or African American | 22 | 55% | 23% | 23% | 22 | 50% | 18% | 32% | 21 | 57% | 19% | 24% |
| Hispanic | 18 | 61% | 22% | 17% | 18 | 56% | 28% | 17% | 18 | 50% | 39% | 11% |
| Multiple Races | 21 | 76% | 14% | 10% | 21 | 71% | 19% | 10% | 20 | 80% | 15% | 5% |
| White | 146 | 75% | 18% | 7% | 148 | 70% | 22% | 7% | 149 | 72% | 19% | 9% |
| Multilingual Learners | 13 | 77% | 15% | 8% | 14 | 64% | 29% | 7% | 14 | 71% | 14% | 14% |
| Students with Disabilities | 28 | 36% | 32% | 32% | 29 | 34% | 31% | 34% | 29 | 52% | 21% | 28% |



aReading (grades 2-8): Fall-Spring Benchmark Data 2022-23

| | Fall | | | | | Winter | | | | | Spring | | | | |
|---------------------------|--------------|----------|----------|-----------|-----------|--------------|----------|----------|-----------|-----------|--------------|----------|----------|-----------|-----------|
| | Total Tested | Advanced | Low Risk | Some Risk | High Risk | Total Tested | Advanced | Low Risk | Some Risk | High Risk | Total Tested | Advanced | Low Risk | Some Risk | High Risk |
| All students (grades 2-8) | 921 | 58% | 24% | 11% | 7% | 901 | 59% | 23% | 12% | 6% | 899 | 59% | 24% | 12% | 6% |
| Asian | 59 | 66% | 22% | 5% | 7% | 54 | 63% | 22% | 9% | 6% | 58 | 62% | 21% | 10% | 7% |
| Black or African American | 95 | 18% | 27% | 26% | 29% | 92 | 16% | 35% | 28% | 21% | 91 | 15% | 31% | 26% | 27% |
| Hispanic | 86 | 40% | 35% | 17% | 8% | 85 | 44% | 25% | 24% | 8% | 86 | 37% | 33% | 22% | 8% |
| Multiple Races | 81 | 54% | 26% | 9% | 11% | 75 | 61% | 17% | 15% | 7% | 76 | 63% | 18% | 12% | 7% |
| White | 600 | 67% | 21% | 8% | 3% | 595 | 68% | 22% | 8% | 3% | 588 | 68% | 22% | 8% | 2% |

| | | | | | | | | | | | | | | | |
|----------------------------|----|-----|-----|-----|-----|----|-----|-----|-----|-----|----|-----|-----|-----|-----|
| Multilingual Learners | 38 | 26% | 39% | 21% | 13% | 33 | 24% | 36% | 33% | 6% | 36 | 31% | 33% | 25% | 11% |
| Students with Disabilities | 86 | 27% | 20% | 22% | 31% | 81 | 30% | 19% | 22% | 30% | 78 | 28% | 21% | 19% | 32% |



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: See tables below

- Both the FastBridge “Early Reading” (grades K5-1) and “aReading” (grades 2-8) screeners use the following national comparisons to measure growth: Aggressive Growth (75th-100th%), Typical Growth (40th-75th%), Modest Growth (15th-40th%), and Flat Growth (1st-15th%). **Our District goal is to see 60% or more of our students in the “aggressive” or “typical” growth categories.**
- The Early Reading screener (grades K5-1st grade) saw **62% of students experience Typical or Aggressive Growth** from Fall to Spring. The two student groups who had less than 60% of students in these categories were Black Students (38%) and Students with Disability Labels (46%).
- The aReading screener (grades 2-8) saw **52% of students experience Typical or Aggressive Growth** from Fall to Spring. The two student groups that we saw the largest inequities in the Proficiency data (Black Students and Students with Disability Labels) saw some of the highest rates of growth in the “Aggressive Growth” categories.

| Early Reading: Fall-Spring 2022-23 | | | | | | |
|------------------------------------|--------------|-------------------|----------------|---------------|-------------|----------------------------------|
| | Fall-Spring | | | | | % of Typical + Aggressive Growth |
| | Total Tested | Aggressive Growth | Typical Growth | Modest Growth | Flat Growth | |
| All students (grades K5-1) | 218 | 22% | 40% | 26% | 12% | 62% |
| Asian | 12 | 25% | 50% | 17% | 8% | 75% |
| Black or African American | 21 | 5% | 33% | 33% | 29% | 38% |
| Hispanic | 18 | 17% | 39% | 22% | 22% | 56% |
| Multiple Races | 20 | 25% | 35% | 30% | 10% | 60% |

| aReading: Fall-Spring 2022-23 | | | | | | |
|-------------------------------|--------------|-------------------|----------------|---------------|-------------|----------------------------------|
| | Fall-Spring | | | | | % of Typical + Aggressive Growth |
| | Total Tested | Aggressive Growth | Typical Growth | Modest Growth | Flat Growth | |
| All students (grades 2-8) | 882 | 17% | 35% | 34% | 15% | 52% |
| Asian | 54 | 15% | 37% | 41% | 7% | 52% |
| Black or African American | 88 | 22% | 33% | 24% | 22% | 55% |
| Hispanic | 84 | 17% | 33% | 32% | 18% | 50% |
| Multiple Races | 74 | 19% | 39% | 30% | 12% | 58% |
| White | 582 | 16% | 35% | 35% | 14% | 51% |
| Multilingual Learners | 32 | 25% | 44% | 22% | 9% | 69% |
| Students with Disabilities | 75 | 36% | 20% | 24% | 20% | 56% |

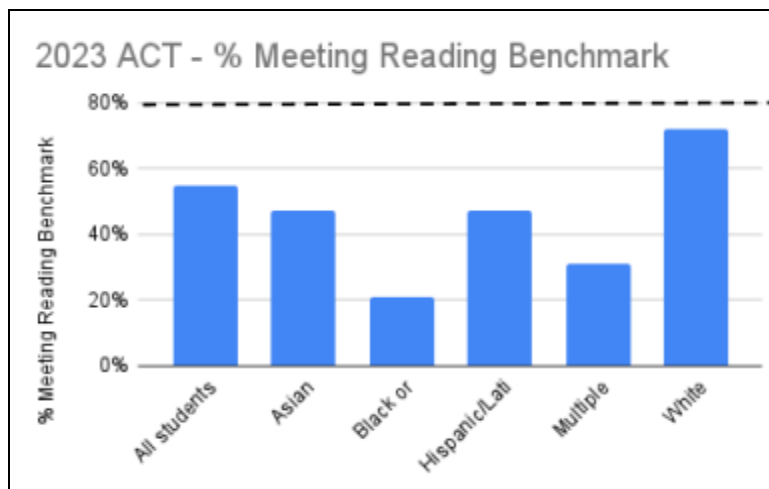
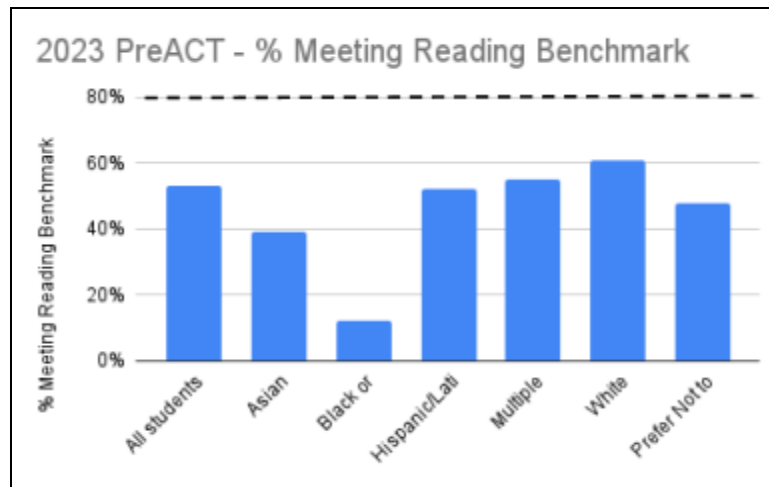
Superintendent Indicator 3:

- 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: see tables below

- 2021-22 was the last year that DPI used the Aspire test in grades 9 and 10. The test was replaced with the PreACT Secure for the 2022-23 school year. As with Aspire, the PreACT Secure provides early indicators for college and career readiness. For this indicator, the District considers students who receive a Readiness Level of “On Target” to be at or above grade level on the PreACT (9th and 10th grade).
- The District uses the ACT Reading “College Readiness Benchmark” to report on 11th reading mastery in R2 indicators and the data below reflects overall student results.
- The PreACT and ACT break down data by ethnicity. Data for Multilingual Learners and Students with Disabilities is not available for analysis.
- Generally, ACT scores are viewed as college readiness indicators, not grade-level proficiency measurements. ***The cut scores used to measure Readiness Levels on the PreACT and ACT are higher than those used on the Fastbridge Exam. These exams were not designed for 80% of students to meet these benchmarks. An expectation of 50-60% of students meeting these benchmarks (closer to national norms) is a more realistic expectation.***
- The PreACT (grades 9-10) saw **53% of students meet the Reading Benchmark** in the Spring of

2023. The largest inequity occurred for students who are Black (12%). The ACT (grade 11) saw **55% of students meet the Reading Benchmark** in the Spring of 2023. The largest inequity occurred for students who are Black (21%). The work of addressing these inequities will be addressed in School Growth Goals and teachers' Student Learning Objectives written for the 2023-24 school year.



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)

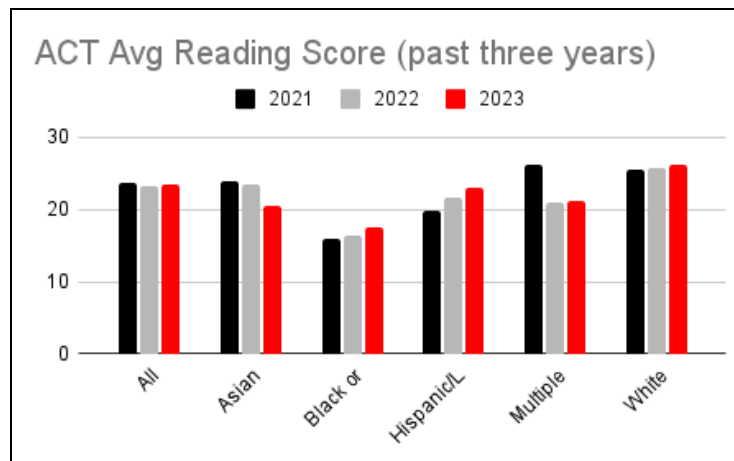
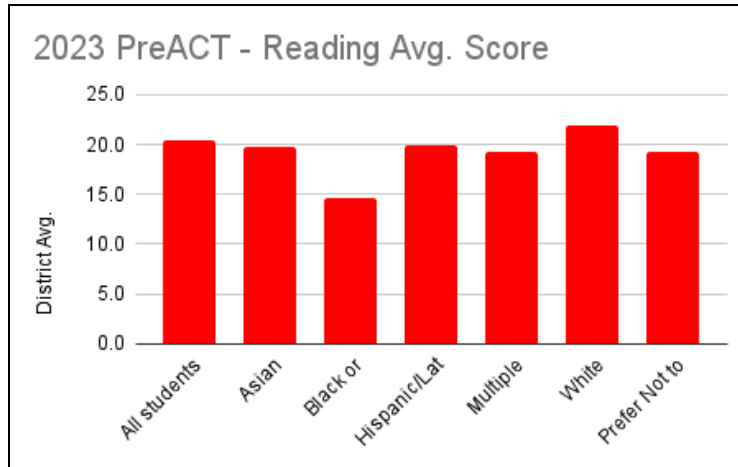
Evidence: See tables below.

- PreACT and ACT data are not used to measure academic progress and do not report out on a growth score. Overall, we can look at trends over time to determine if classes are making progress compared to previous classes.
- 2021-22 was the last year that DPI used the Aspire test in grades 9 and 10. The test was replaced with the PreACT Secure for the 2022-23 school year. As with the Aspire, the PreACT Secure provides early indicators for college and career readiness.

**Note that the Aspire test uses different Benchmark measures and cannot be compared to the readiness*

levels measured by PreACT. Once we have multiple data points from the PreACT, we will be able to compare multiple years of data.

- The ACT Reading scores (grade 11) show consistent scores over the past three years. There has been an increase in scores for students who are Black and students who are Hispanic/Latino. Students who are Asian and Multiple Races have experienced declining scores during this time.



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> | <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 Math

- 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.

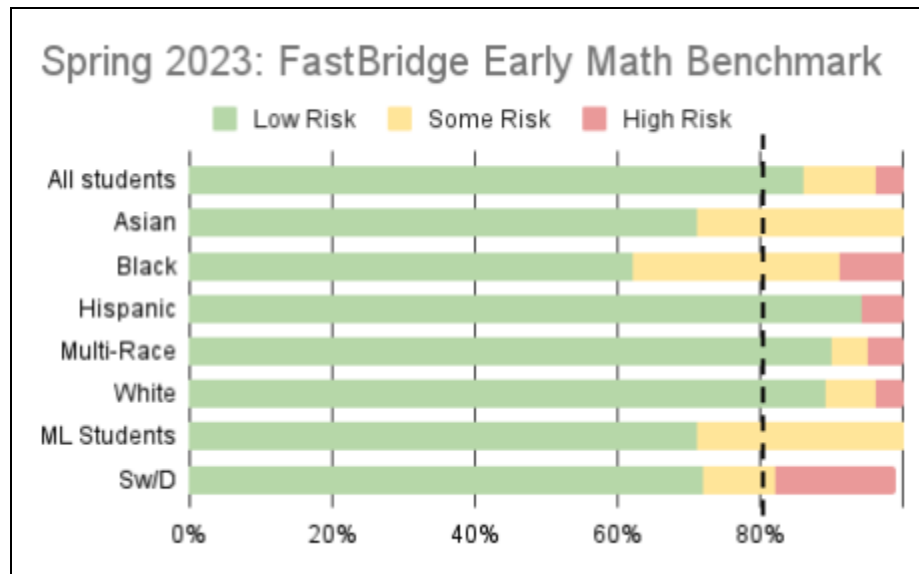
Evidence: See table below

- Students in Kindergarten-1st grade take the “Early Math” screener in FastBridge in the Fall, Winter, and Spring. Students testing at the “low risk” category fall into the 40th% or above nationally.
- Students in 2nd grade-8th grade take the “aMath” screener in FastBridge in the Fall, Winter, and Spring. Students testing in the “low risk” category fall into the 40th-70th% nationally. Students testing in the “advanced category” fall into the 70th% or above nationally.
- The Early Math screener (grades K5-1st grade) saw **86% of students exceed the Low Risk category** on the Spring Screener. The largest inequity occurred for students who are Black with 62% of students exceeding the Low Risk category.
- The aMath screener (grades 2-8) saw **84% of students exceed the Low Risk category** on the Spring Screener. The largest inequities in this data occurred for students who are Black (47%) and students with Disability Labels (54%).

Early Math (grades K5-1): Fall-Spring 2022-23

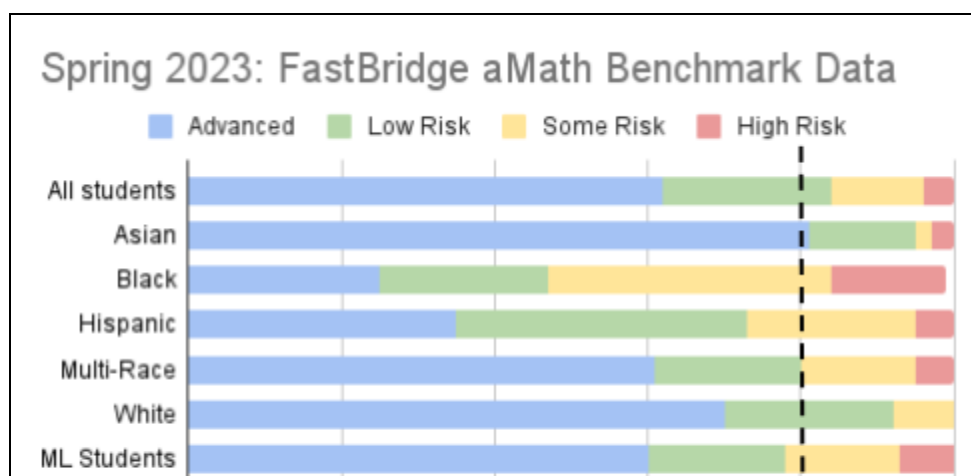
| | Fall | | | | Winter | | | | Spring | | | |
|----------------------------|--------------|----------|-----------|-----------|--------------|----------|-----------|-----------|--------------|----------|-----------|-----------|
| | Total Tested | Low Risk | Some Risk | High Risk | Total Tested | Low Risk | Some Risk | High Risk | Total Tested | Low Risk | Some Risk | High Risk |
| All students (grades K5-1) | 223 | 86% | 11% | 4% | 223 | 84% | 10% | 5% | 223 | 86% | 10% | 4% |
| Asian | 14 | 93% | 7% | 0% | 13 | 92% | 8% | 0% | 14 | 71% | 29% | 0% |
| Black or African American | 22 | 59% | 27% | 14% | 22 | 50% | 23% | 27% | 21 | 62% | 29% | 10% |

| | | | | | | | | | | | | |
|----------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Hispanic | 18 | 83% | 18% | 0% | 18 | 89% | 6% | 6% | 18 | 94% | 0% | 6% |
| Multiple Races | 21 | 81% | 14% | 5% | 21 | 90% | 5% | 5% | 20 | 90% | 5% | 5% |
| White | 147 | 90% | 7% | 3% | 148 | 87% | 10% | 3% | 149 | 89% | 7% | 4% |
| Multilingual Learners | 14 | 79% | 21% | 0% | 14 | 86% | 14% | 0% | 14 | 71% | 29% | 0% |
| Students with Disabilities | 28 | 61% | 29% | 11% | 29 | 59% | 21% | 21% | 29 | 72% | 10% | 17% |



aMath (grades 2-8): Fall-Spring 2022-23

| | Fall | | | | | Winter | | | | | Spring | | | | |
|----------------------------|--------------|----------|----------|-----------|-----------|--------------|----------|----------|-----------|-----------|--------------|----------|----------|-----------|-----------|
| | Total Tested | Advanced | Low Risk | Some Risk | High Risk | Total Tested | Advanced | Low Risk | Some Risk | High Risk | Total Tested | Advanced | Low Risk | Some Risk | High Risk |
| All students (grades 2-8) | 922 | 60% | 23% | 11% | 6% | 905 | 62% | 22% | 12% | 4% | 894 | 62% | 22% | 12% | 4% |
| Asian | 60 | 70% | 20% | 7% | 3% | 55 | 76% | 16% | 5% | 2% | 58 | 81% | 14% | 2% | 3% |
| Black or African American | 96 | 23% | 22% | 31% | 24% | 92 | 22% | 28% | 32% | 18% | 91 | 25% | 22% | 37% | 15% |
| Hispanic | 87 | 43% | 31% | 16% | 10% | 86 | 42% | 30% | 21% | 7% | 85 | 35% | 38% | 22% | 5% |
| Multiple Races | 80 | 56% | 24% | 10% | 10% | 74 | 62% | 20% | 12% | 5% | 75 | 61% | 19% | 15% | 5% |
| White | 599 | 67% | 23% | 8% | 2% | 598 | 69% | 21% | 8% | 1% | 585 | 70% | 22% | 8% | 1% |
| Multilingual Learners | 39 | 54% | 26% | 13% | 8% | 36 | 50% | 28% | 19% | 3% | 40 | 60% | 18% | 15% | 8% |
| Students with Disabilities | 86 | 29% | 23% | 20% | 28% | 82 | 33% | 24% | 24% | 18% | 80 | 31% | 23% | 25% | 21% |



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

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

Evidence: See tables below

- Both the FastBridge “Early Math” (grades K5-1) and “aMath” (grades 2-8) screeners use the following national comparisons to measure growth: Aggressive Growth (75th-100th%), Typical Growth (40th-75th%), Modest Growth (15th-40th%), and Flat Growth (1st-15th%). **Our District goal is to see 60% or more of our students in the “aggressive” or “typical” growth categories.**
- The Early Math screener (grades K5-1st grade) saw **56% of students experience Typical or Aggressive Growth** from Fall to Spring. All student groups experienced at least 51% of students achieving Typical or Aggressive Growth during the school year.
- The aMath screener (grades 2-8) saw **66% of students experience Typical or Aggressive Growth** from Fall to Spring. All student groups experienced at least 59% of students achieving Typical or Aggressive Growth during the school year.

| Early Math: Fall-Spring 2022-23 | | | | | | |
|---------------------------------|--------------|-------------------|----------------|---------------|-------------|----------------------------------|
| | Fall-Spring | | | | | % of Typical + Aggressive Growth |
| | Total Tested | Aggressive Growth | Typical Growth | Modest Growth | Flat Growth | |
| All students (grades K5-1) | 219 | 19% | 37% | 32% | 13% | 56% |
| Asian | 12 | 17% | 42% | 25% | 17% | 59% |
| Black or African American | 21 | 24% | 33% | 29% | 14% | 57% |
| Hispanic | 18 | 39% | 39% | 17% | 6% | 78% |
| Multiple Races | 20 | 30% | 30% | 25% | 15% | 60% |
| White | 147 | 14% | 37% | 35% | 13% | 51% |
| Multilingual Learners | 13 | 31% | 38% | 15% | 15% | 69% |
| Students with Disabilities | 28 | 36% | 21% | 32% | 11% | 57% |

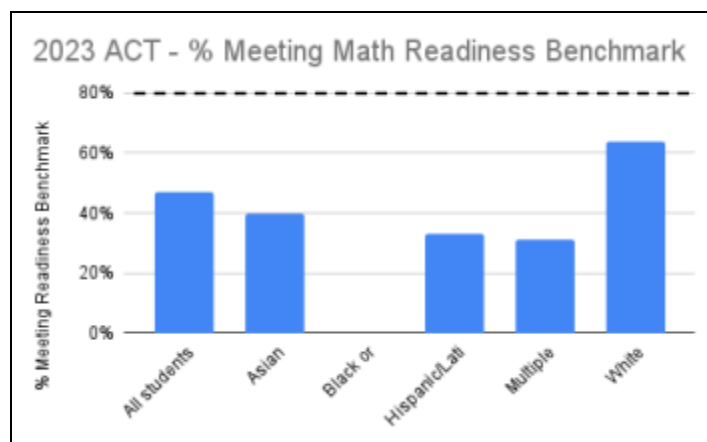
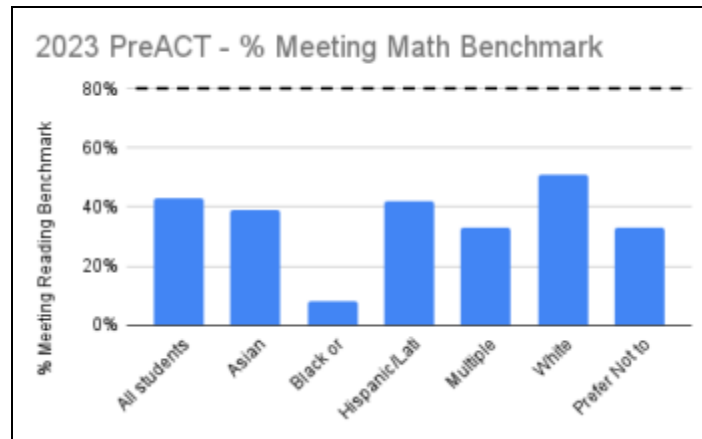
| aMath: Fall-Spring 2022-23 | | | | | | |
|----------------------------|--------------|-------------------|----------------|---------------|-------------|----------------------------------|
| | Fall-Spring | | | | | % of Typical + Aggressive Growth |
| | Total Tested | Aggressive Growth | Typical Growth | Modest Growth | Flat Growth | |
| All students (grades 2-8) | 870 | 22% | 44% | 25% | 9% | 66% |
| Asian | 54 | 30% | 43% | 22% | 6% | 73% |
| Black or African American | 86 | 22% | 43% | 21% | 14% | 65% |
| Hispanic | 81 | 19% | 42% | 35% | 5% | 61% |
| Multiple Races | 73 | 26% | 40% | 19% | 15% | 66% |
| White | 576 | 21% | 46% | 25% | 8% | 67% |
| Multilingual Learners | 32 | 28% | 41% | 22% | 9% | 69% |
| Students with Disabilities | 78 | 21% | 38% | 27% | 14% | 59% |

Superintendent Indicator 3:

- 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).

Evidence: See tables below.

- 2021-22 was the last year that DPI used the Aspire test in grades 9 and 10. The test was replaced with the PreACT Secure for the 2022-23 school year. As with Aspire, the PreACT Secure provides early indicators for college and career readiness. For this indicator, the District considers students who receive a Readiness Level of “On Target” to be at or above grade level on the PreACT (9th and 10th grade).
- The District uses the ACT Reading “College Readiness Benchmark” to report on 11th reading mastery in R2 indicators and the data below reflects overall student results.
- The PreACT and ACT break down data by ethnicity. Data for Multilingual Learners and Students with Disabilities are not available for analysis.
- Generally, ACT scores are viewed as college readiness indicators, not grade-level proficiency measurements. ***The cut scores used to measure Readiness Levels on the PreACT and ACT are higher than those used on the Fastbridge Exam. These exams were not designed for 80% of students to meet these benchmarks. An expectation of 50-60% of students meeting these benchmarks (closer to national norms) is a more realistic expectation.***
- The PreACT (grades 9-10) saw **43% of students meet the Math Benchmark** in the Spring of 2023. The largest inequity occurred for students who are Black (8%). The ACT (grade 11) saw **47% of students meet the Math Benchmark** in the Spring of 2023. The largest inequity occurred for students who are Black (0%). Part of the District’s Equity work will be to analyze the effectiveness of math tracking and its contribution to the inequities created by separating and segregating students in these classes.

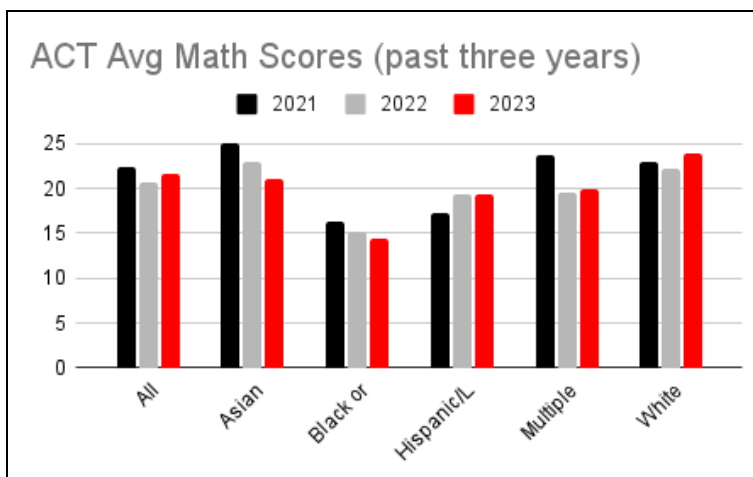
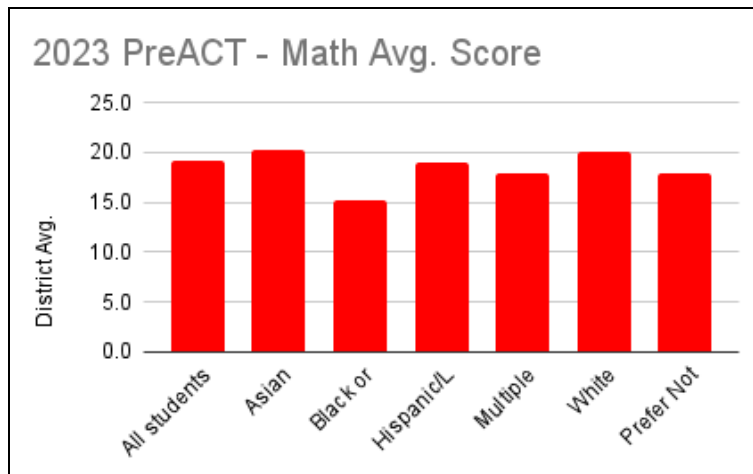


Superintendent Indicator 4:

- 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)

Evidence: See tables below.

- PreACT and ACT data are not used to measure academic progress and do not report out on a growth score. Overall, we can look at trends over time to determine if classes are making progress compared to previous classes.
- 2021-22 was the last year that DPI used the Aspire test in grades 9 and 10. The test was replaced with the PreACT Secure for the 2022-23 school year. As with Aspire, the PreACT Secure provides early indicators for college and career readiness.
**note that the Aspire test uses different Benchmark measures and cannot be compared to the readiness levels measured by PreACT. Once we have multiple data points from the PreACT, we will be able to compare multiple years of data.*
- The ACT Math scores (grade 11) show consistent scores over the past three years. Students who are Hispanic/Latino and White have experienced an increase in scores over this time period. Students who are Asian and Black have scores that have declined during this time.





SHOREWOOD SCHOOL BOARD

Topic: School Perceptions Survey Reports

Date: June 27, 2023

Prepared by: JoAnn Sternke

Board Action:

X Information only

Presentation/discussion

Discussion/action by board of education

Presentation/action next meeting

In addition to extensive use of School Perceptions benchmarks in our Operational Expectations and Student Results Monitoring Reports, District and school leaders work collaboratively to integrate results from these surveys into their individual school growth plans. These plans address both annual survey data and trends over time in each School Perceptions survey population (Students, Staff and Parent/Community Member) and measure outcomes annually. The 2023 School Perceptions Survey Presentation highlights both overall survey results and celebrations and areas for improvement at the building level.

Broad participation in our School Perceptions surveys is vital to this work, and we are pleased to report that overall participation in 2023 was up for the second consecutive year, with a total of 1,615 respondents, more than a 11% increase from 2021. As we look at School Perceptions with an increased focus on goal setting and action in our schools, we are also taking a critical look at how we can improve participation, especially among students in the higher grades and community residents without children in school. As you will see in the Presentation, survey participation among high school students - a critical audience - is low, though survey participation at SIS and at our elementary schools has been consistent or increasing. Moreover, while we saw a slight increase in resident participation, we still need to identify ways to increase participation from this valuable group.

In 2022, we reported that School Perceptions changed the format of their student survey products, with two surveys aimed at specific grade bands (4-6 and 7-12). We elected to keep our survey tool unchanged in 2022 and 2023 so that we could clearly see and understand our

performance in core program and student support areas over time, institute our school growth plans, and maintain consistency in our reporting to the Board and community.

Student Results Summary:

- It is difficult to extrapolate on student trends as participation is heavily skewed at the elementary and middle school level.
- That being said, all 7 key survey areas saw gains over last year (Connectedness, Drive, Citizenship, Preparation, Social/Emotional Aptitude, Wellness, and Equity)
- Survey participants answered more positively about Wellness, and less positively about their Drive
- Building principals have begun to identify student trends and have identified 3 Glows and 1 Grow unique to their school setting

Staff Results Summary:

- Staff participation continues to decline. Last year 166 staff members participated and this year 8 fewer participated, resulting in a participation level of 158.
- Of the 16 different survey areas, 13 saw an increase, 1 was static, and 2 went down.
 - Survey areas seeing increases over last year: Change Readiness, Achieving Excellence, Student Achievement, Student Culture, Engagement, Communication, Culture, Work Environment, Development & Recognition, Building Leadership, Equity, Tolerance, and Overall Satisfaction
 - Survey areas remaining static: Health & Wellness
 - Two areas where scores declined: Compensation & Benefits and District Administration
- Staff Overall Satisfaction also increased over last year
- Building principals have begun to identify staff trends and have identified 3 Glows and 1 Grow unique to their school setting

Family, Caregiver, and Community Summary:

- Overall participation is strong with 697 participants, up from 654 last year. We also saw a small increase in resident participation.
- Of the 11 key survey areas, we saw an increase in 8 areas, 2 were static, and 1 area declined
 - Survey areas seeing increase over last year: Character/Citizenship, Event Communication, Mastering Academics, Student Physical Wellness, Student Mental Wellness, Attracting/Retaining Staff, Overall Communication, Operational Effectiveness, and Positive Direction
 - Survey areas remaining static: Facilities
 - Survey areas seeing Decline: Financial Management
- Net Promoter Score (“would you recommend the school district to a friend”) saw an increase to 7.5 and is in the Excellent/World Class range, and well above the national average of 5.4.
- Building principals have begun to identify student trends and have identified 3 Glows and 1 Grow unique to their school setting.

In addition to the slide deck I will use to review the information at the Board meeting, the Student, Staff and Parent/Community Member Survey summary reports will be shared on the District website.

Overall, this news is good. Perceptions of the school district remain strong and many are seeing increased positive perception.

We take improvement seriously and pledge to share the data, celebrate, and use the data to improve. With this year's results incorporated into the priorities we have set for the new school year, we will share School Perceptions data and trends during our Back-to-School staff activities scheduled for August 23-31, and school and department leaders will revisit options for modifying School Perceptions surveys for 2024.

2023 School Perceptions Surveys

Student, Family/Caregiver & Community and Staff
Survey Results

June 27, 2023 School Board Presentation



Shorewood
SCHOOL DISTRICT

What Surveys Do We Conduct with School Perceptions?

Since 2017 we have conducted the following surveys:

- Staff Survey
- Family/Caregiver & Community Survey
- Student Survey (grades 4-12)



**Thank you to all of you
who took the survey.
Your feedback is important to us.**

**Thanks to our leaders for reviewing the
results and identifying key areas of
celebration and action to improve.**



Why Do We Survey?

Surveys give us the opportunity to:

- Demonstrate a commitment to listen & learn
- Hear from everyone
- Celebrate growth & success and identify opportunities for improvement



What Do We Do With Our Survey Results?

We Get a Pulse and Use Results to Evaluate & Improve

Set and Mark Progress on Key Goals

Student Results

Strategic Priorities

Operational Expectations

Feedback - Opportunities for Improvement

Communications & Leadership

Programs & Services




Student Survey Results





Participation



Student Survey Participation

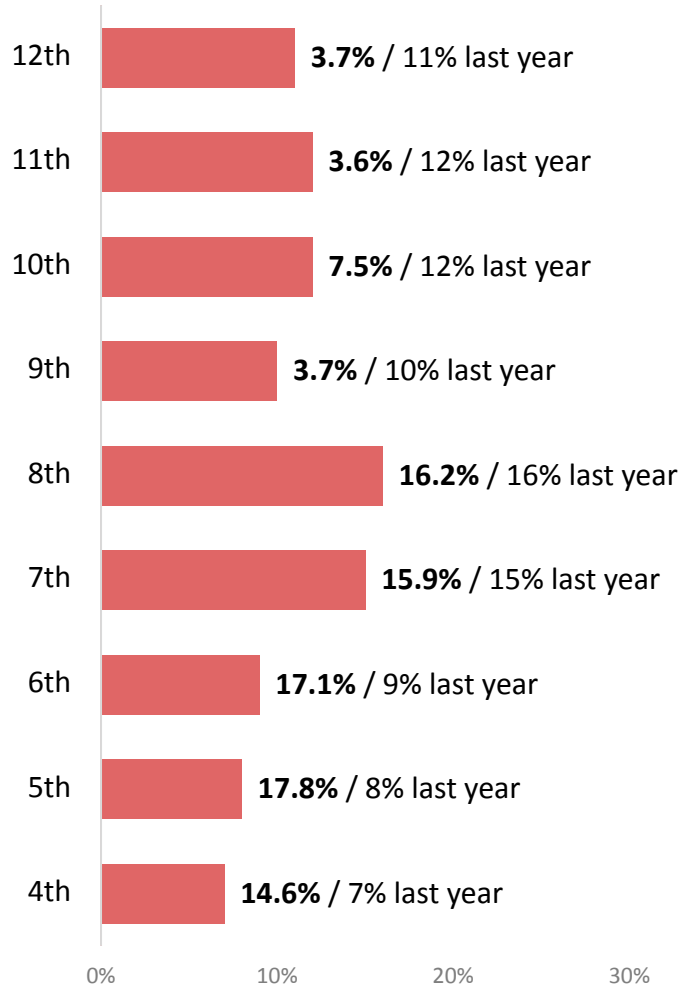
- Survey Window: April/May 2023
- Taken by students in Grades 4 - 12
- Total responses = 760 / 57% 
 - 738 in 2022
 - 820 in 2021
 - 752 in 2020

Note:   identifies performance trend over past year

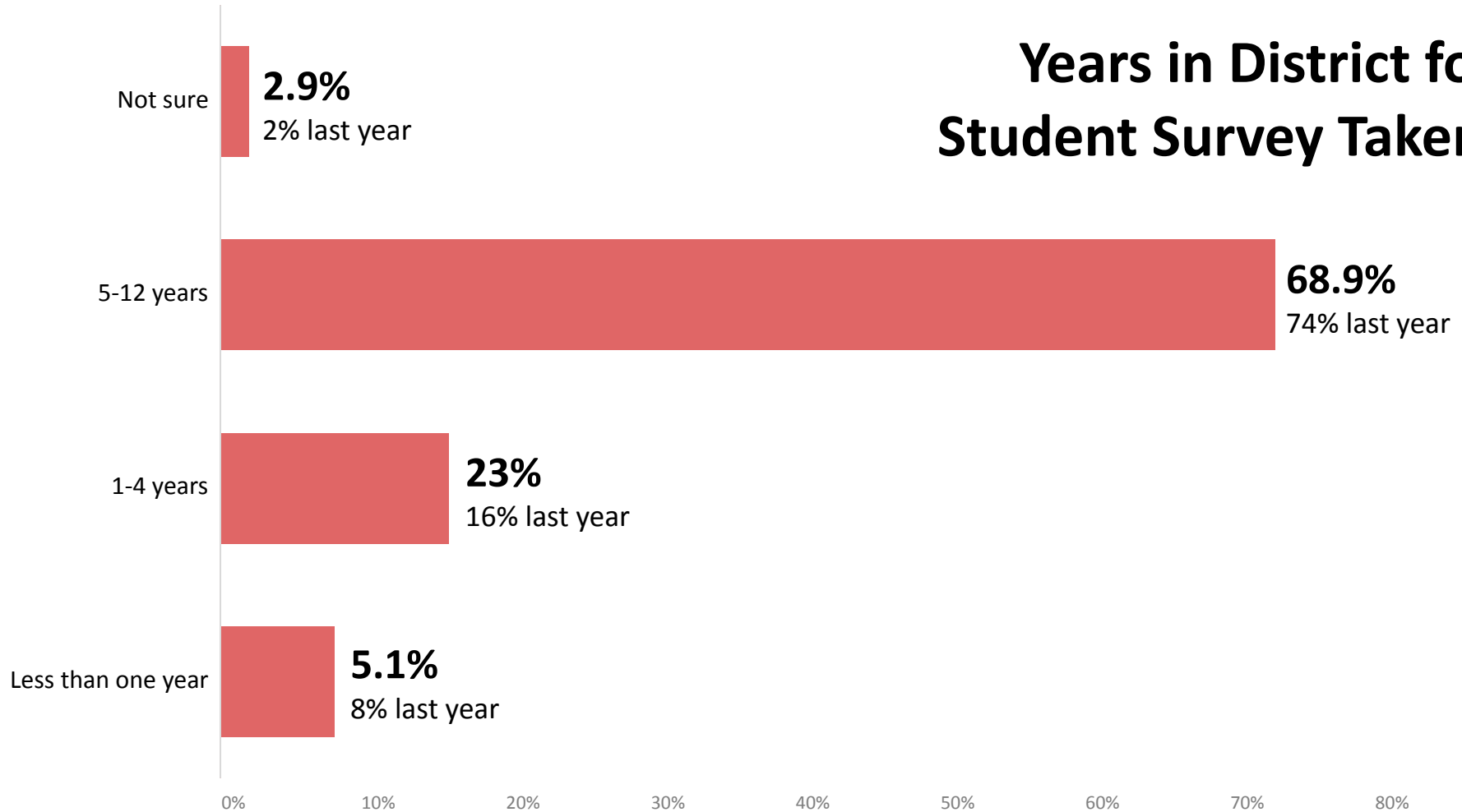
Demographic Data



Grade Level of Survey Respondents



Years in District for Student Survey Takers



Some Key Feedback from our Students



| Key Findings by Survey Area | | |
|-----------------------------|---|-------------------------|
| Survey Area | Description | Score (out of 4) |
| Connectedness | The student has positive relationships with peers and adults, is actively involved in school-related activities and feels a sense of belonging. | 3.12 (3.00 last year) ↑ |
| Drive | The student has the courage and resolve (grit) to see tasks through to completion despite setbacks and obstacles. | 2.97 (2.94 last year) ↑ |
| Citizenship | The student motivates and inspires individuals or groups to achieve their goals. | 3.07 (3.03 last year) ↑ |
| Preparation | The student has clear goals for their future and has identified the steps to reach their goals. | 2.99 (2.87 last year) ↑ |
| Social/Emotional Aptitude | The student has the ability to understand and manage emotions | 3.08 (3.02 last year) ↑ |
| Wellness | The student maintains a healthy lifestyle and makes decisions in the best interest of their overall health. | 3.14 (3.04 last year) ↑ |
| Equity | All students and families are treated with respect and accepted for their values and beliefs. | 2.98 (2.93 last year) ↑ |




Some School-Specific Feedback from our Students




Atwater Elementary School

Student Survey Key Findings

Three Items to Celebrate

| | |
|---|---|
| My classes challenge me | 69% up 11 %  |
| Teachers hold all students accountable for their actions and behavior | 70% up 8%  |
| There is at least one adult in the school that I can talk to about my classwork when I need it. | 90%  |

One Key Item to Work On

| | |
|---|---|
| I feel comfortable interacting with people from backgrounds different from myself | 93% down 4%  |
|---|---|




Note: The percent total equals the combined percent of respondents indicating Agree or Strongly Agree



Lake Bluff Elementary School

Student Survey Key Findings

Three Items to Celebrate

| | |
|--|--|
| I believe what I am learning in school connects to the real world | 66% up 17%  |
| There is at least one adult in the school that I can talk to about my classwork when I need it | 87% up 5%  |
| Teachers in my school work hard to create a safe and welcoming environment for all students | 96% up 7%  |

One Key Item to Work On

| | |
|--|---|
| Students in our school treat each other with respect | 67% down 7%  |
|--|---|

Note: The percent total equals the combined percent of respondents indicating Agree or Strongly Agree



Shorewood Intermediate School

Student Survey Key Findings

Three Items to Celebrate

| | | |
|---|-----------|---|
| I would feel comfortable reporting harassment or racial abuse to school staff | 83% up 2% | ↑ |
| I know how to solve conflict in healthy ways | 74% up 2% | ↑ |
| I have a good relationship with adults at school | 72% up 7% | ↑ |

One Key Item to Work On

| | | |
|--|-----------|---|
| I am satisfied with our school's efforts to prevent bullying | 46% up 2% | ↑ |
|--|-----------|---|

Note: The percent total equals the combined percent of respondents indicating Agree or Strongly Agree



Shorewood High School

Student Survey Key Findings

Three Items to Celebrate

| | | |
|---|------------------|---|
| I can get extra help and support when I need it at school | 88% up 8% | ↑ |
| I follow the rules at school | 93% up 4% | ↑ |
| Teachers in my school work hard to create a safe and welcoming environment for all students | 94% up 4% | ↑ |

One Key Item to Work On

| | | |
|---|------------------|---|
| When I feel stressed I know how to cope | 61% up 4% | ↑ |
|---|------------------|---|

Note: The percent total equals the combined percent of respondents indicating Agree or Strongly Agree



Staff Survey Results



Participation



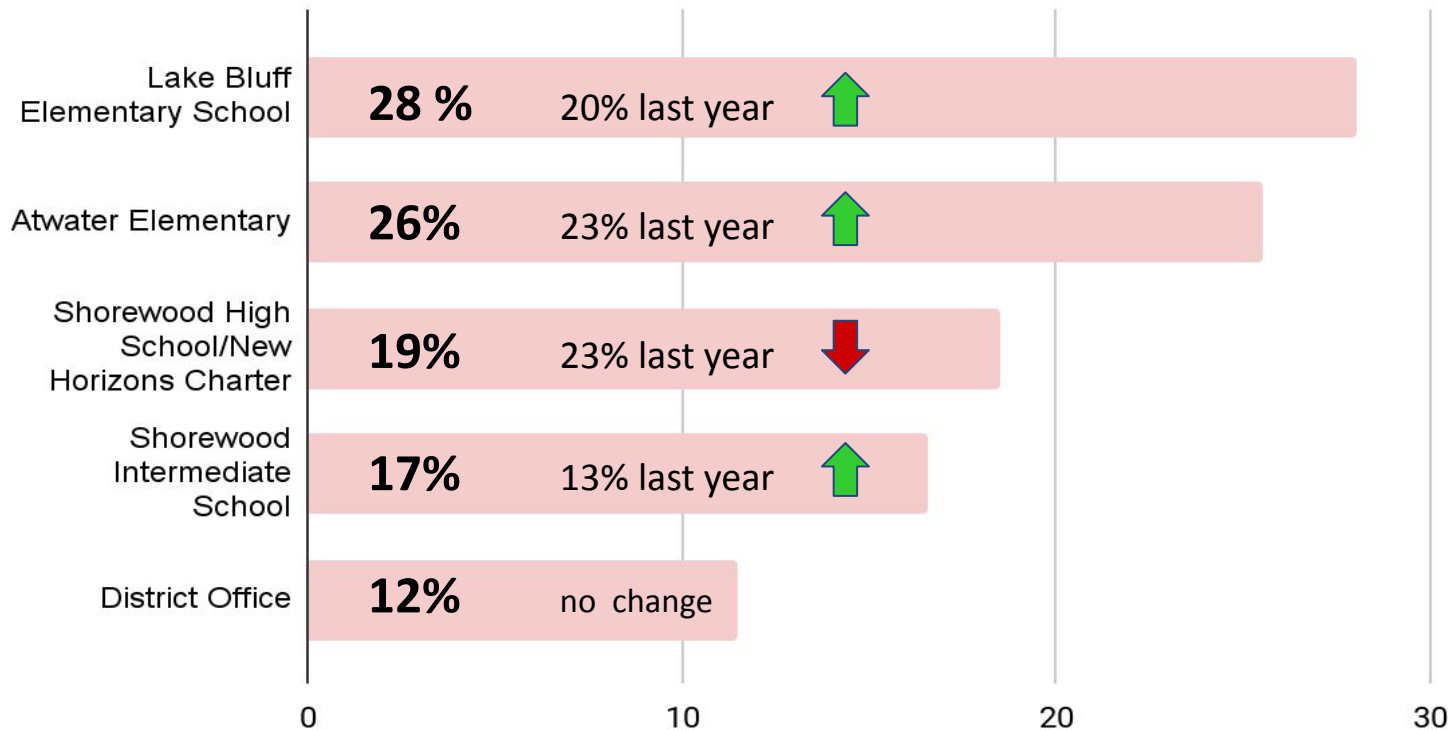
Staff Survey Participation

- Survey Window: April 2023
- Total responses = 158 ↓
 - 2022: 166
 - 2021: 159
 - 2020: 185

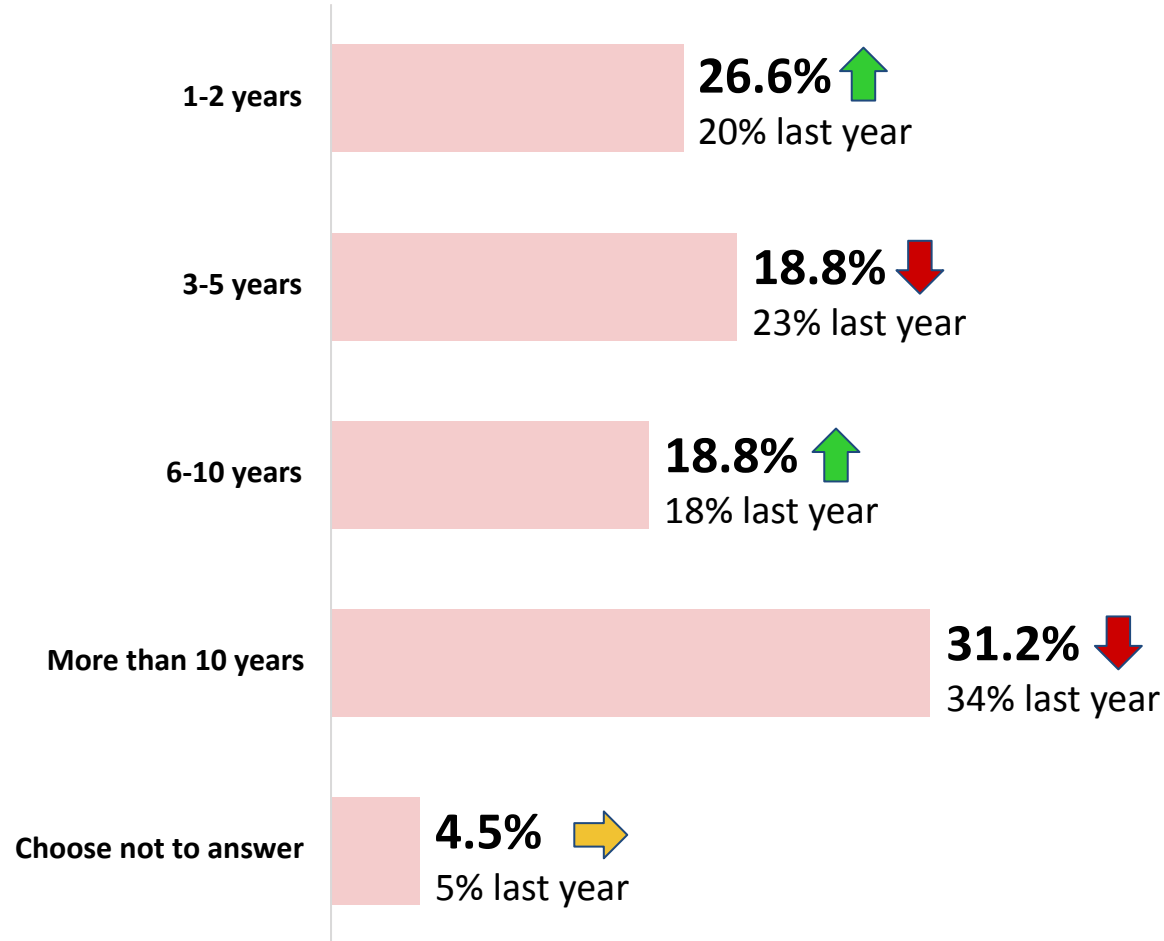
Demographic Data



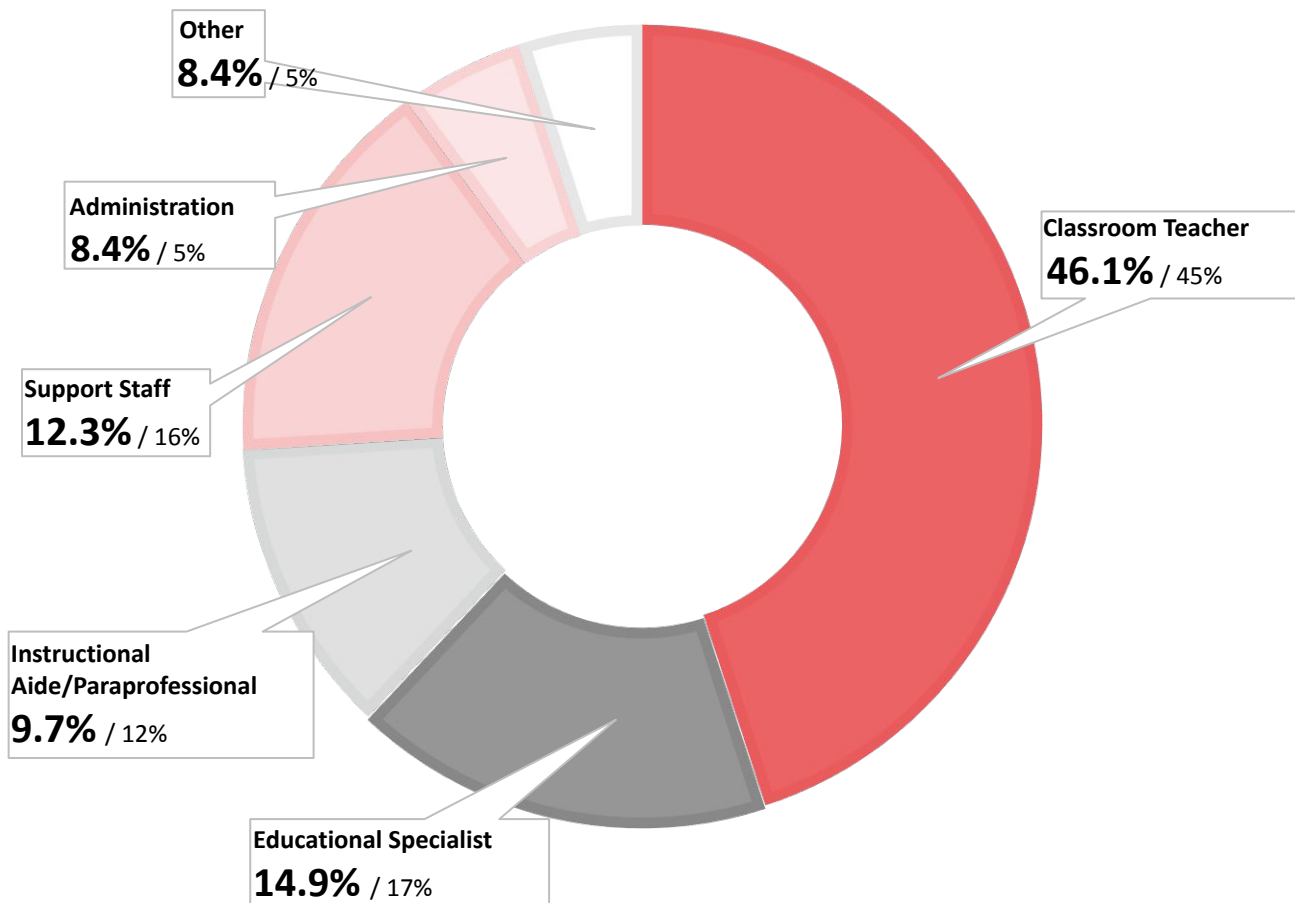
Staff Participation



Tenure in District



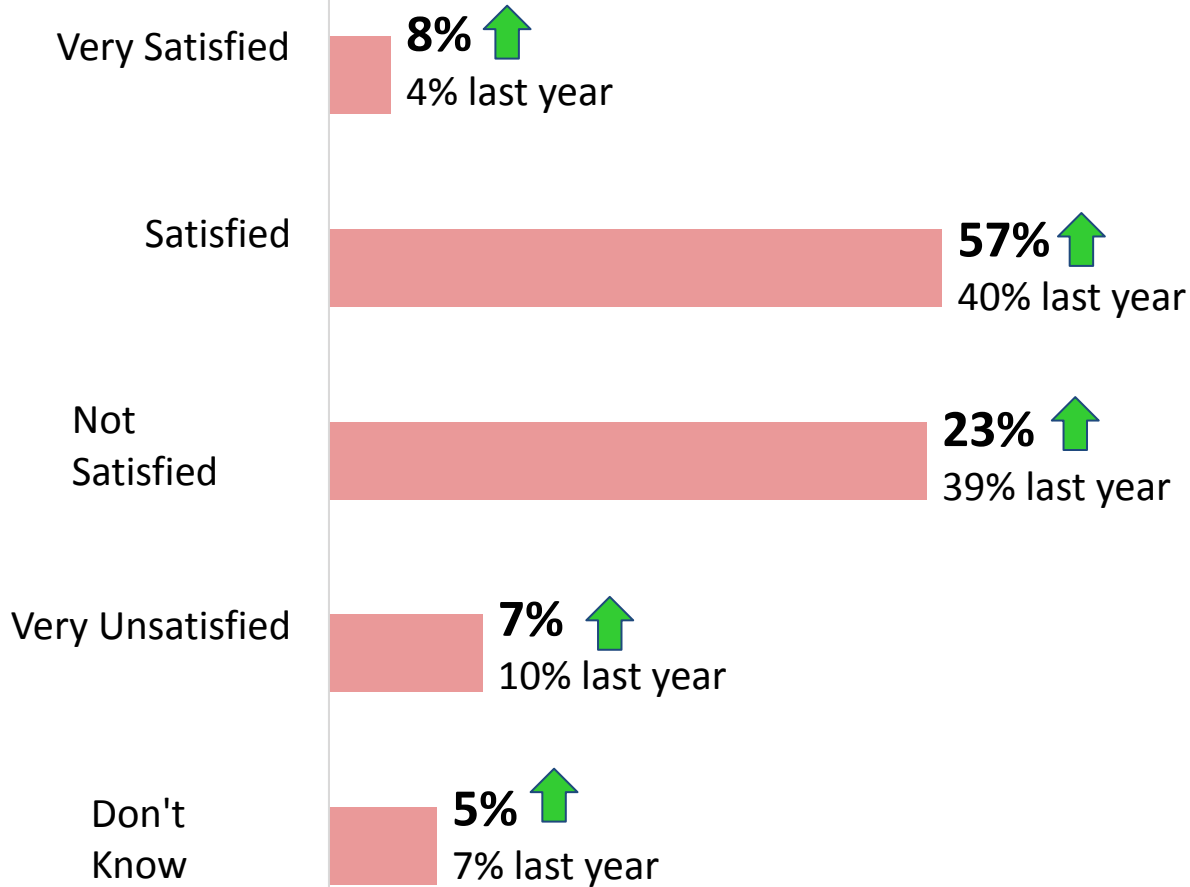
Position/Role











Some Key Feedback from our Staff








Overall Satisfaction



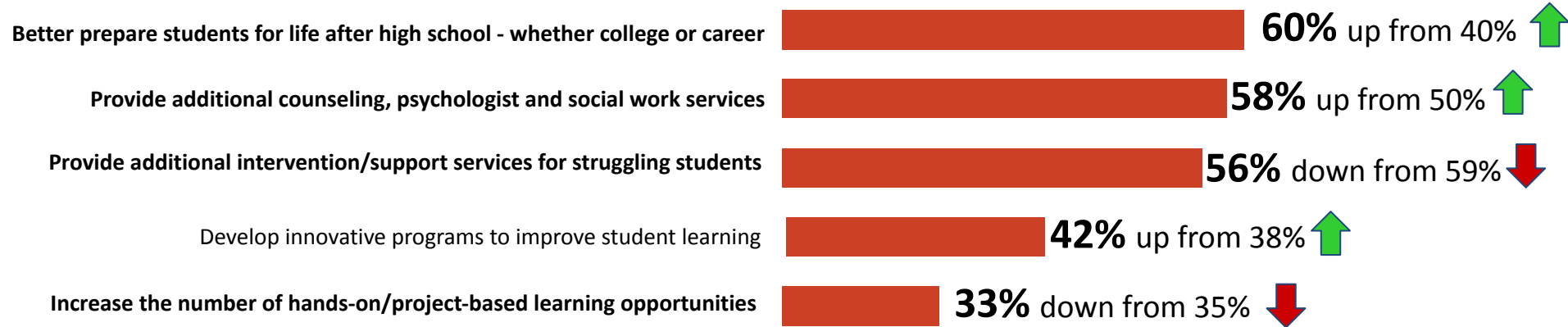
Key Findings for Staff by Survey Question Area

| Survey Area | 2023 Average Category Score (out of a 5) |
|---|--|
| Change Readiness 4 questions | 2.98 up from 2.72  |
| Achieving Excellence 7 questions | 2.69 up from 2.64  |
| Student Achievement 8 questions | 3.37 up from 3.28  |
| Student Culture 5 questions | 3.70 up from 3.68  |
| Engagement 7 questions | 3.64 up from 3.35  |
| Communication 10 questions | 3.14 up from 2.88  |
| Culture 6 questions | 3.61 up from 3.38  |
| Work Environment 10 questions | 3.82 up from 3.59  |

Key Findings for Staff by Survey Question Area

| Survey Area | 2023 Average Category Score (out of a 5) |
|--|--|
| Health and Wellness 6 questions | 3.43 same as 3.43  |
| Development/Recognition 5 questions | 3.32 up from 2.99  |
| Compensation and Benefits 5 questions | 2.86 down from 3.06  |
| Building Leadership 4 questions | 3.93 up from 3.30  |
| District Administration 5 questions | 2.89 down from 3.13  |
| Equity 7 questions | 3.85 up from 3.75  |
| Tolerance 12 questions | 2.95 up from 2.82  |
| Overall Satisfaction 9 questions | 3.48 up from 3.19  |

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



Some School-Specific Feedback from our Staff



Atwater Elementary School

Staff Survey Key Findings

Three Items to Celebrate

I feel my ideas, opinions and concerns are listened to by my colleagues

97% up 10% 

I feel valued by our community

92% up 1% 

It would take a lot to get me to leave this district

50% up 3% 

One Key Item to Work On

Our school works to honor and celebrate the culture and background of our students

92% down 1% 




Note: The percent total equals the combined percent of respondents indicating Agree or Strongly Agree



Lake Bluff Elementary School

Staff Survey Key Findings

Three Items to Celebrate

| | |
|--|--|
| My work contributes to the success of our district | 91% up 3%  |
| It would take a lot to get me to leave this district | 45% up 19%  |
| I am satisfied with the technology available to me | 90% same  |

One Key Item to Work On

| | |
|---|---|
| Overall the school offers a high quality academic program | 86% down 8%  |
|---|---|

Note: The percent total equals the combined percent of respondents indicating Agree or Strongly Agree



Shorewood Intermediate School

Staff Survey Key Findings

Three Items to Celebrate

| | |
|--|---------------|
| I can bring about change in my school/department | 86% up 11% ↑ |
| Overall, the school offers a high quality academic program | 94% up 4% ↑ |
| My work contributes to the success of the District | 100% up 11% ↑ |

One Key Item to Work On

| | |
|--|--------------|
| Students know how to resolve conflict in a healthy way | 27% up 12% ↑ |
|--|--------------|




Note: The percent total equals the combined percent of respondents indicating Agree or Strongly Agree




Shorewood High School

Staff Survey Key Findings

Three Items to Celebrate

| | |
|--|--|
| Students know how to resolve conflict in a healthy way | 69% up 26%  |
| I have the flexibility to do my job the way that I think is most effective | 96% up 4%  |
| I trust the leadership in my building | 90% up 1%  |

One Key Item to Work On

| | |
|---|--|
| I feel my ideas, opinions and concerns are listened to by my colleagues | 72% down 20%  |
|---|--|

Note: The percent total equals the combined percent of respondents indicating Agree or Strongly Agree



Family/Caregiver & Community Survey Results



Participation



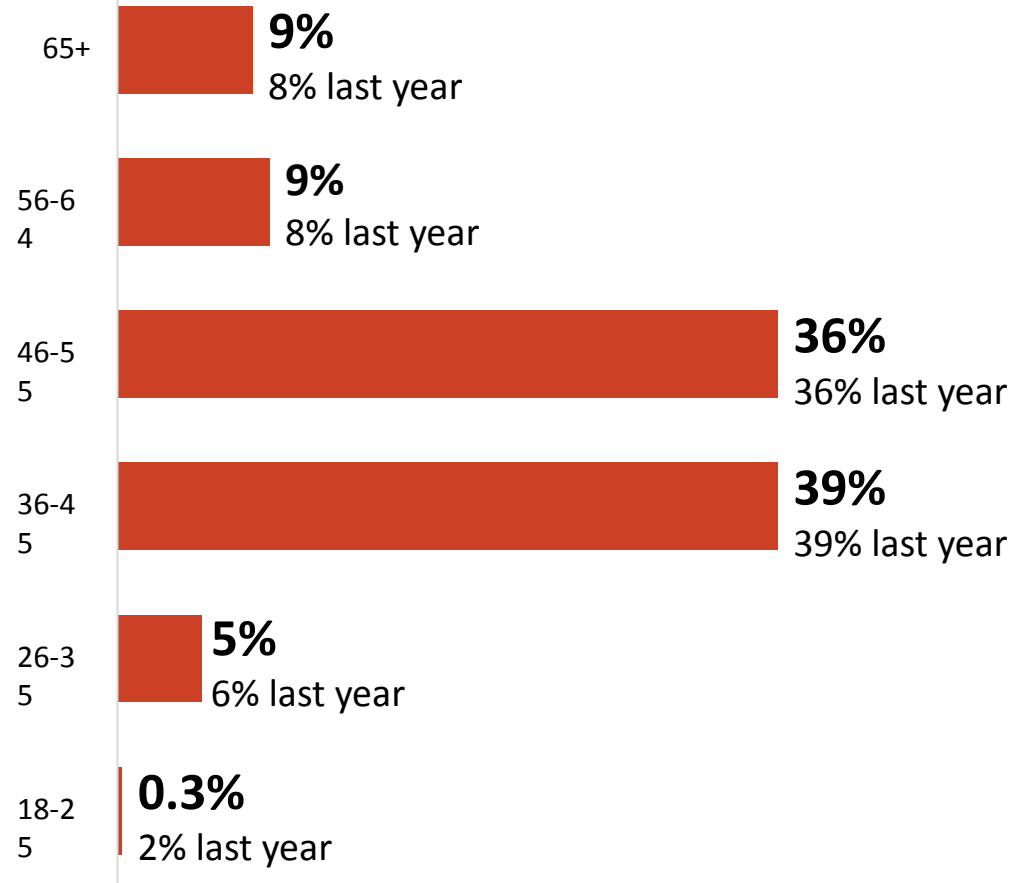
Family/Caregiver & Community Survey Participation

- Survey window: March-May of 2022
- Total responses = **697** (up from 654 last year)
- Shorewood residents received a postcard with a one-time use link to complete the survey; other adults in the household could request an additional survey link from District staff

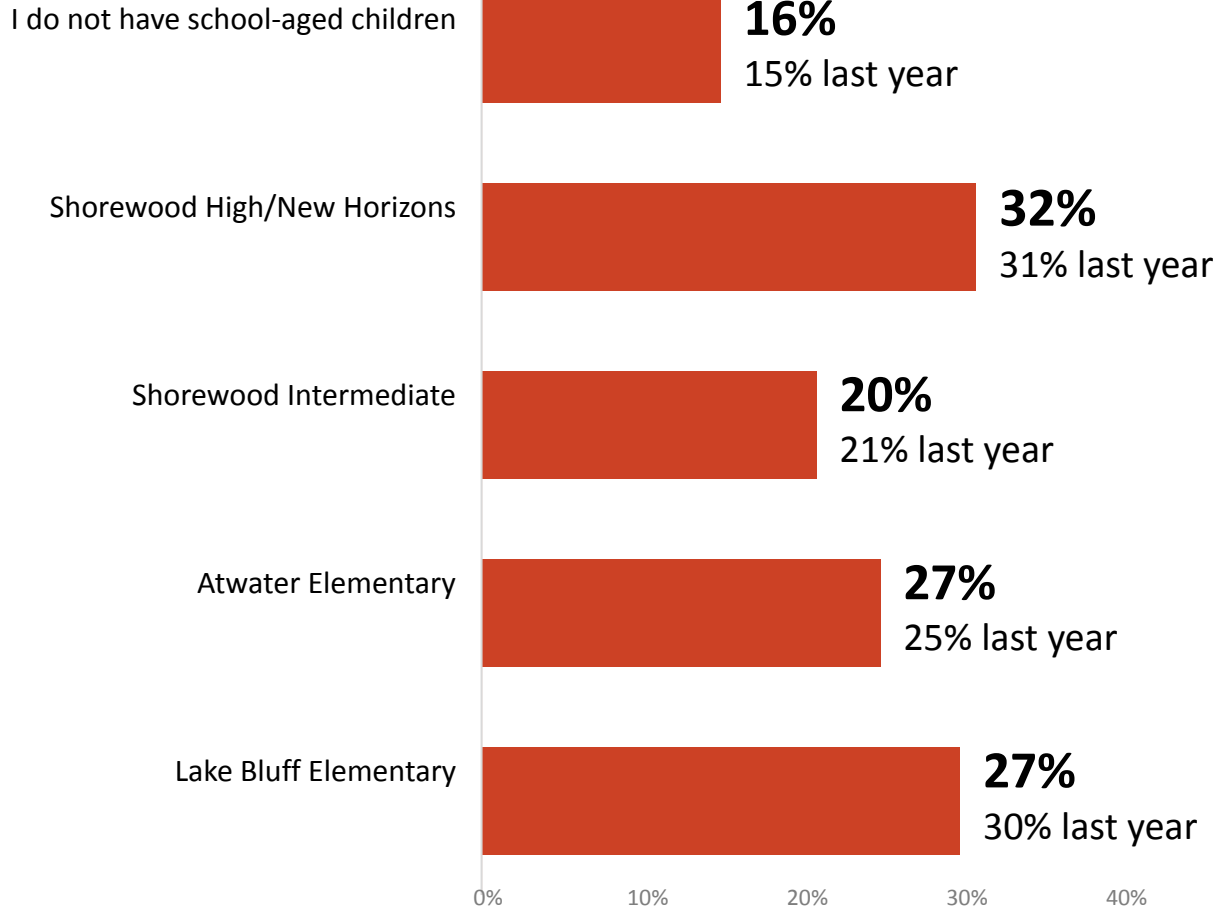
Demographic Data

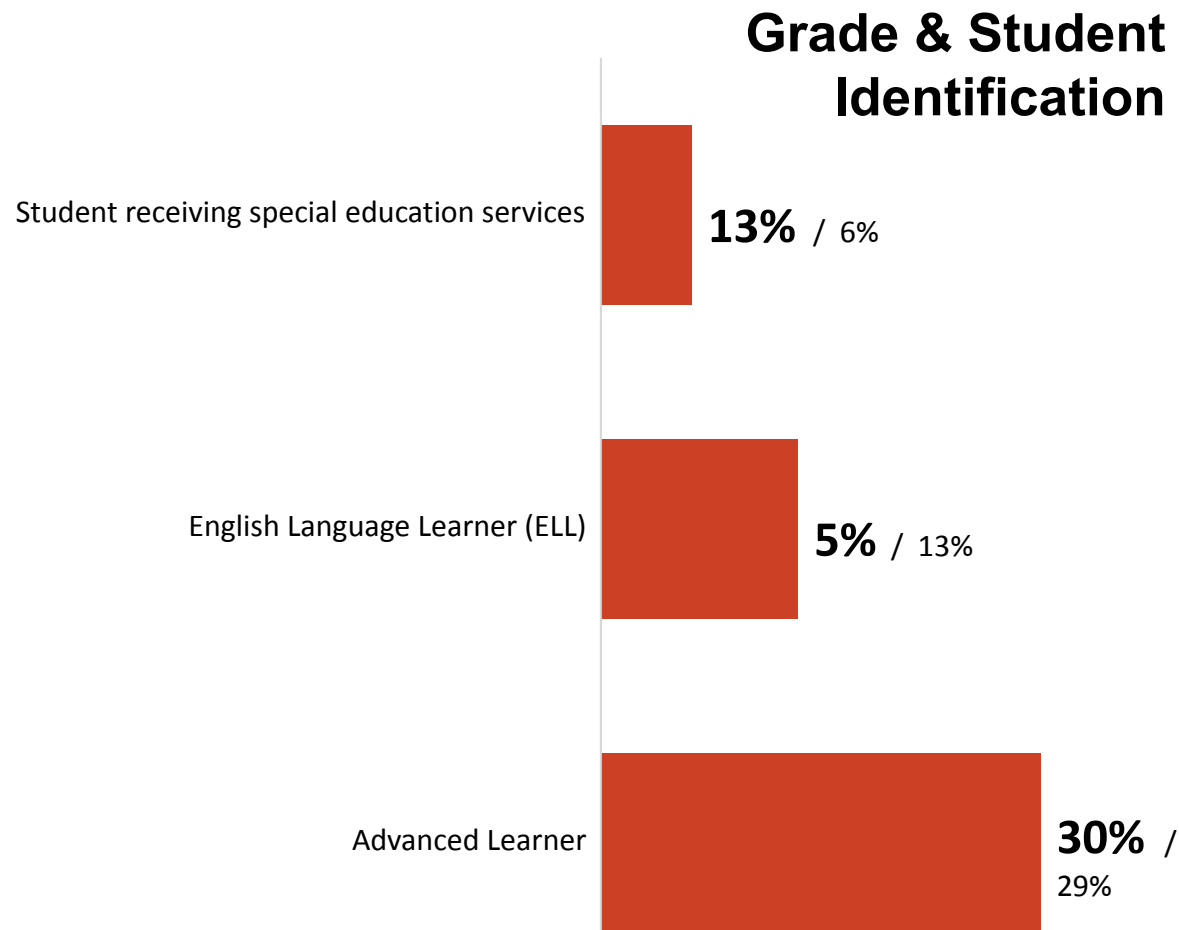
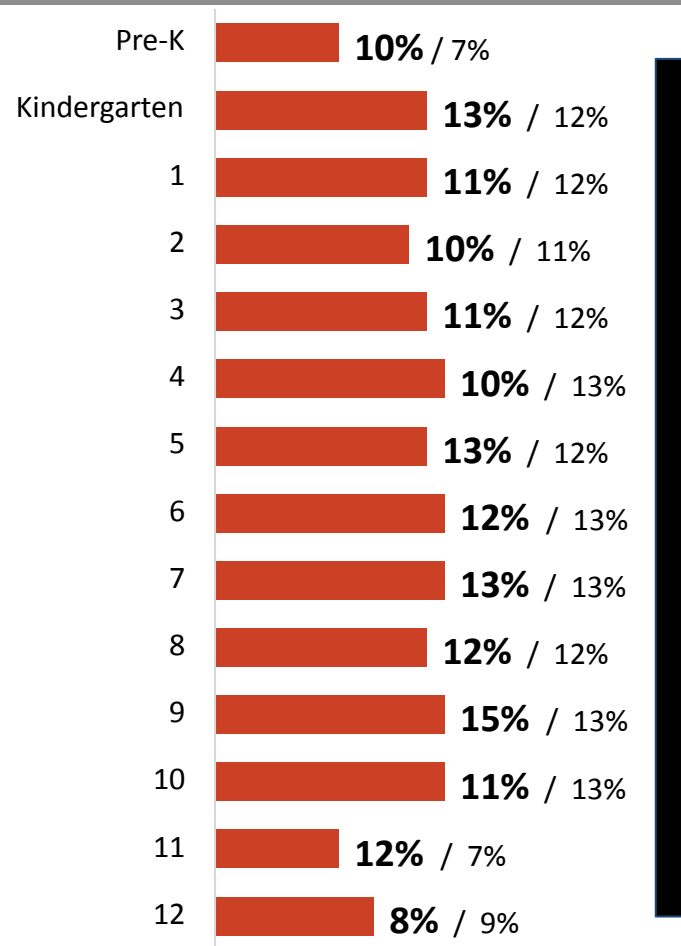


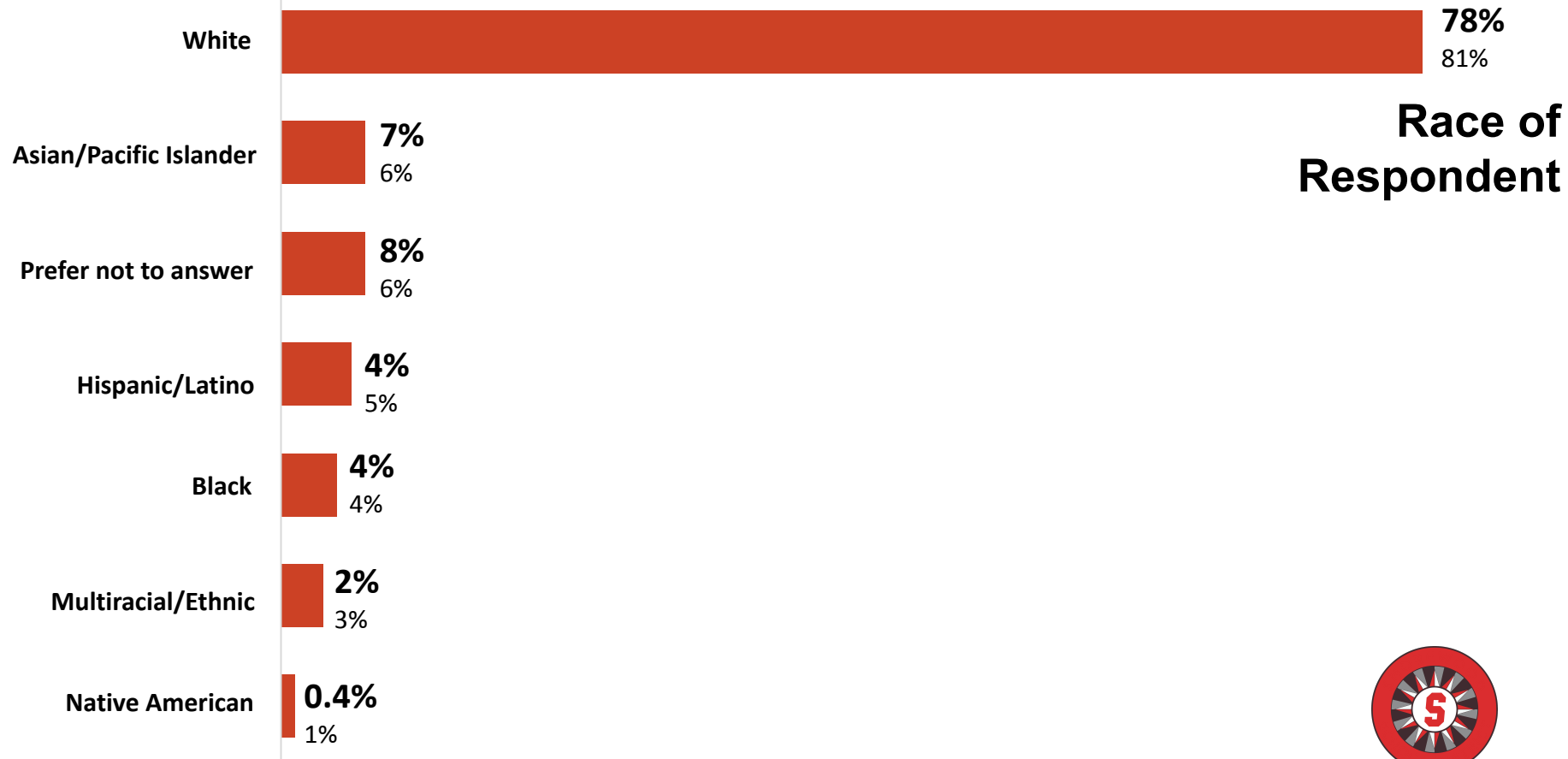
Respondent Age



School Affiliation



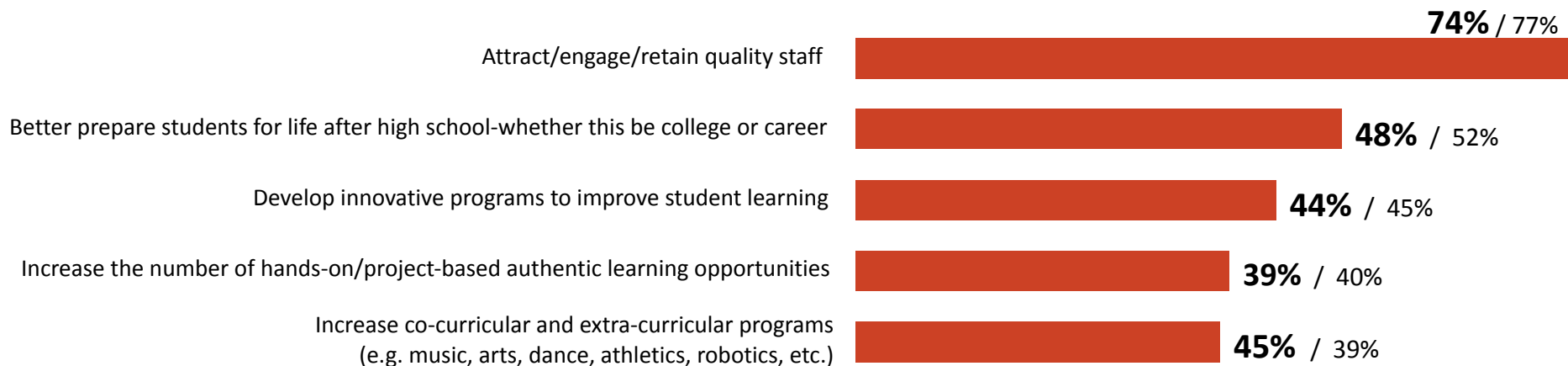




Some Key Feedback from our Family/Caregivers & Community



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







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

| Item | | Parents | | | |
|---|------|---------|------|------|------|
| | 2023 | 2022 | 2021 | 2020 | 2019 |
| Attract/engage/retain quality staff | 74% | 77% | 75% | 77% | 76% |
| Better prepare students for life after high school — whether this be college or career | 48% | 52% | 50% | 47% | 51% |
| Increase co-curricular and extra-curricular programs (e.g. music, arts, dance, athletics, robotics, etc.) | 45% | 39% | 35% | 35% | 32% |
| Develop innovative programs to improve student learning | 44% | 45% | 48% | 49% | 45% |
| Increase the number of hands-on/project-based authentic learning opportunities | 39% | 40% | 46% | 37% | 31% |
| Increase the number of AP/honors courses and/or advanced learning opportunities | 37% | 35% | 38% | 32% | 43% |
| Provide additional intervention/support services for struggling students | 36% | 35% | 32% | 31% | 35% |

How are we Doing?

| Item | Percent Agree or Strongly Agree | Average (out of 4) | Change from 2022 |
|---|---------------------------------|--------------------|------------------|
| Maintaining and modernizing facilities | 82% | 3.12 | same → |
| Building character and citizenship | 81% | 3.12 | 0.5% ↑ |
| Communicating school district news and happenings | 77% | 3.05 | 2.4% ↑ |
| Mastering academics | 79% | 3.04 | 3.3% ↑ |
| Fostering students' physical wellness | 79% | 2.98 | 2.5% ↑ |
| Fostering students' mental wellness | 75% | 2.93 | 1.1% ↑ |
| Attracting and retaining high-quality staff | 63% | 2.72 | 5% ↑ |

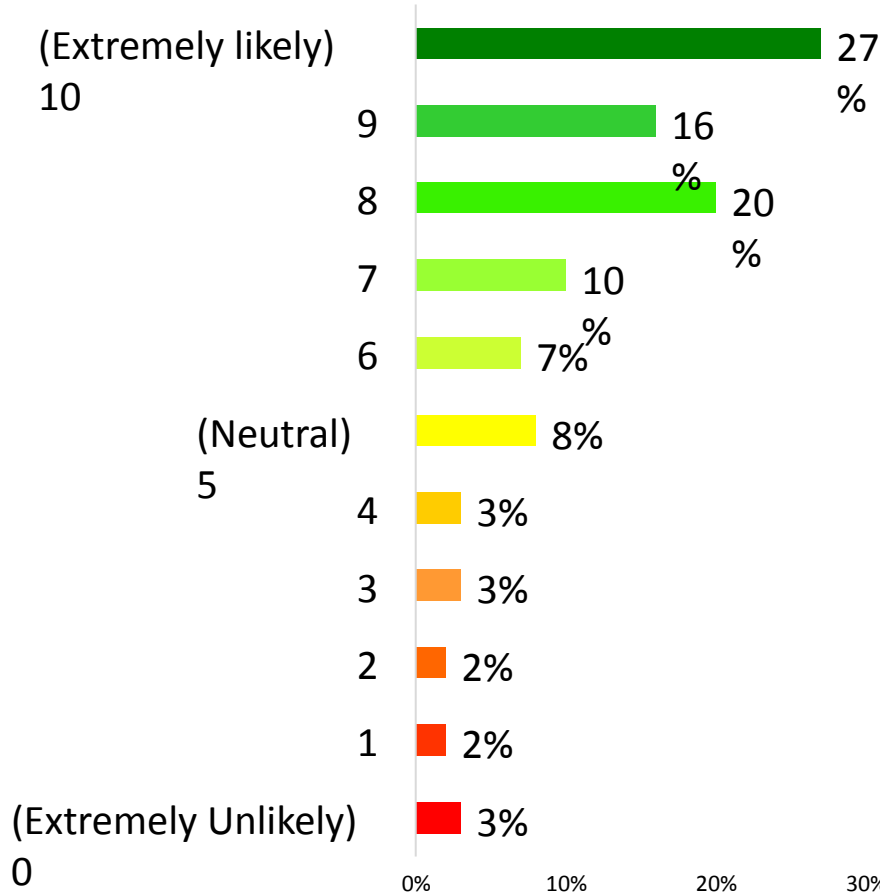
How are we Doing?

| Item | Percent Agree or Strongly Agree | Average (out of 5) | Change from 2022 |
|---|---------------------------------|--------------------|---|
| I am satisfied with the communication that comes from the District. | 81% | 3.82 | 5.2%  |
| The District is run effectively | 64% | 3.31 | 0%  |
| The District has effective financial management. | 52% | 2.97 | -2.5%  |
| The District is heading in the right direction. | 69% | 3.31 | 3.9%  |

**How likely are you
to recommend the
District to a friend
or family member?**

Shorewood Average: 7.50
National Average: 5.4

National average:
0-1.5: Critical
1.5-3.9: Needs Improvement
4-5.4: Good
5.5-6.9: Great
7-10: Excellent/World Class






Some School-Specific Feedback from our Family/Caregivers & Community




Atwater Elementary School

Parent Survey Key Findings

Three Items to Celebrate

| | | |
|---|--------------------|---|
| Teachers personalize instruction to meet my child's needs | 68.5% up 3% |  |
| My child enjoys going to school | 93% up 1% |  |
| I am proud of our school | 90% same |  |

One Key Item to Work On

| | | |
|--|----------------------|---|
| My child has a positive relationship with at least one adult at school | 96.7% down 1% |  |
|--|----------------------|---|




Note: The percent total equals the combined percent of respondents indicating Agree or Strongly Agree




Lake Bluff Elementary School

Parent Survey Key Findings

Three Items to Celebrate

| | |
|---|---|
| My child has a positive relationship with at least one adult at school. | 100% same  |
| I would recommend my child's school to a friend - up 10% | 93% up 10%  |
| The school provides opportunities for my student(s) to apply the skills and concepts they have learned beyond the classroom | 69% up 6%  |

One Key Item to Work On

| | |
|---|--|
| Teachers personalize instruction to meet my child's needs | 82% down 1%  |
|---|--|

Note: The percent total equals the combined percent of respondents indicating Agree or Strongly Agree



Shorewood Intermediate School

Parent Survey Key Findings

Three Items to Celebrate

I am satisfied with communication that comes from school

87% up 7% 

My child has a positive relationship with at least one adult at school

94% up 3% 

My child participates in a learning activity that they enjoy at school

90% up 2% 

One Key Item to Work On

Teachers personalize instruction to meet my child's needs

54% up 7% 

Note: The percent total equals the combined percent of respondents indicating Agree or Strongly Agree



Shorewood High School

Parent Survey Key Findings

| Three Items to Celebrate | | |
|--|-----------|---|
| My child has a positive relationship with at least one adult at school | 94% same | → |
| My child participates in a learning activity that they enjoy at school | 90% up 1% | ↑ |
| I feel welcomed at my child's school | 88% up 7% | ↑ |
| One Key Item to Work On | | |
| The school has a culture of high expectations | 70% up 7% | ↑ |

Note: The percent total equals the combined percent of respondents indicating Agree or Strongly Agree



Closure and Questions





SCHOOL DISTRICT OF SHOREWOOD
Board Workshop
Shorewood High School Library Media Center
June 13, 2023

Board Member Participation:

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

On Tuesday, June 13, 2023 at 5:30 pm the School Board met to review Board bylaws and Board policies as part of Board member orientation.

No business was conducted and no action was taken.

Meeting adjourned at 6:45 pm.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
June 13, 2023

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

District Administrator Participation: JoAnn Sternke, Interim Superintendent
Heather Heaviland, Director of Business Services

I. 7:01pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Ellen Eckman and SECONDED by Becky Freer AYE: 5 NAY: 0

II. 7:05pm STUDENT ACHIEVEMENT PRESENTATION

Atwater 6th Grade Passages

III. 7:13 pm PUBLIC COMMENT #1

| | |
|---|----------------------|
| Asman Saparova (with Staff Lena Lysakova and Roxanne Tibbits) | 3575 North Oakland |
| Janet Reinhoffer (SSD Staff) | 4432 North Wildwood |
| Matthew Petering | 4457 North Sheffield |

IV. 7:35 pm BOARD BUSINESS AND BOARD ACTION

A. Approval of Long-Term Capital Maintenance Plan

MOVED by Ellen Eckman and SECONDED by Nathan Hammons AYE: 5 NAY: 0

B. Resolution to Authorize a Long-Term Capital Improvement Trust Fund

MOVED by Ellen Eckman and SECONDED by Nathan Hammons AYE: 5 NAY: 0

C. Approval of the 2023-2024 Preliminary Budget

MOVED by Becky Freer and SECONDED by Abby Fowler AYE: 5 NAY: 0

D. Approval of Additional Open Enrollment Seats for the 2023-2024 School Year

MOVED by Abby Fowler and SECONDED by Ellen Eckman AYE: 5 NAY: 0

E. 2023-2024 Board Work Plan Discussion

V. 8:39 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

May 9 Closed Sessions

May 9 Regular Board Meeting

May 23 Regular Board Meeting

B. Approval of CESA #1 2023-2024 Service Contract

C. 2023-2024 SWSA Resolution

D. Approval of Graphic Arts Lab Equipment Lease

MOVED by Ellen Eckman and SECONDED by Nathan Hammons

AYE: 5 NAY: 0

VI. 8:40 pm PUBLIC COMMENT #2 - no comments

VII. 8:41 pm BOARD MEMBER REPORTS

Emily Berry, SWSA June 13 Meeting

VIII. 8:47 pm SUPERINTENDENT'S REPORT

IX. 8:53 pm SUPERINTENDENT'S CONSENT AGENDA

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

MOVED by Nathan Hammons and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

X. 8:54 pm PUBLIC COMMENT #3 - no comments

XI. 8:55 pm REVIEW OF 'TO DO' ITEMS

Capital Improvement vs. Capital Maintenance, Priority Linkages, Board Bylaws Follow Up, OE and R processes

XII. 8:56 pm FUTURE AGENDA ITEMS

XIII. 8:57 pm RECESS AND DEBRIEF



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: June 27, 2023

Prepared by: JoAnn Sternke, Interim 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.

Transition Plans

School leaders, administrators, Laurie Burgos and I have been able to spend time together to review School Perceptions survey results and discuss school growth goals, and this has been helpful for all of us as I pass the baton to Laurie at the end of this month. Again, Laurie is planning to attend the July 1 Alumni Reunion & Community Picnic, and will participate, along with Tim Kenney, in the Time Capsule Ceremony at 2:30 pm. She will be in the office beginning July 5 and will be planning time to work with her senior staff, scheduling meetings with Village partners and getting acquainted with other North Shore superintendents. Lots of work is being done to make certain this event is memorable and enjoyable. It's shaping up to be very special and I encourage all of Shorewood - most certainly not just SHS alumni - to attend.

Communications Specialist Katelin Watson and IT/Computer technician James Norris moved on to new opportunities and we wish them well. Both provided valuable service for many years here in the district and cared deeply about both the job they did and the people they served. Recruitment for both positions is underway, and candidates for both positions are scheduled to interview this week.

The District's Annual Report is being worked on, and this publication will be mailed to all Village households and student families as part of our commitment to stewarding taxpayers' investments in our schools, and to maintaining dialog and transparency about the District's priorities and challenges. This is an area where I will work with Laurie to schedule completion and mailing after she begins in July. In addition to this and several other priorities, Laurie will need to negotiate the District's Agreement with the SEA in July, as the SEA did not respond to my requests to schedule these important discussions.

June 13 Board Meeting Follow Up

Board members were provided with District and DPI policy and guidelines related to Open Enrollment and attendance following the June 13 meeting, and we have contacted NEOLA, our school policy manager to ensure consistency. As it happens, NEOLA's upcoming update, to be released this summer, is adding language to the Open Enrollment policy (5113) to cross-reference the definition of "habitual truancy" with Policy 5200 - Attendance. This will clearly resolve any definition issues.

I also want to take this opportunity to revisit "tuition waiver"- the term used to identify students who move out of the District but continue to attend their current school for the remainder of the current year. Tuition waiver students/families must apply through Open Enrollment if they wish to continue attending a district school in the following year(s), and tuition waiver students and any siblings are offered Open Enrollment seats before other applicants. Following their enrollment as an Open Enrollment student, there is no need to reapply.

We also appreciated the comments made by a Shorewood resident about ChatGPT and other digital tools that are impacting teaching and learning at the June 13 meeting; ChatGPT is on our radar, especially in the higher grades, and Mike Joynt, Tim Kenney and Jack Wallner will speak with Laurie about this when she get settled so that the District can share more information about this with Board and community members.

Finally, following our conversation about the State budget at the June 13 Board meeting, the Wisconsin Association of School Business Officials (WASBO) shared an update on the K-12 funding package, which included this [sample letter](#) to legislators. Promoting legislative advocacy among community members should continue through the summer, and we will share more news on the state budget through the District website.

School, Staff and Student Updates

[This notice](#) will be posted on school entrances in the weeks ahead. We are going to further expand on this at the High School, with signage in restrooms, communal spaces both inside and outside campus buildings, athletics facilities, etc., and announcements at school events, as part of revisions to the Student Code of Conduct related to vaping. These revisions have been crafted with input from the American Heart Association, and District policy definitions of Tobacco Products (Policy 5512) will be expanded to include additional smoking devices and substances. Revisions to the District's Video Monitoring policy (7440.01) are also pending the

installation of this signage; a review of procedures for accessing and monitoring video footage, etc. will follow, with input from legal counsel.

Landscaping and hardscaping work is underway at the High School, and the extent of the concrete replacement work between the Administration, PE and Science buildings is extensive. Thanks to community members and other program patrons who need to access the VHE Pool and other facilities through the High School as this work continues. Staff have been on the lookout for people who need help finding their way, and landscaping and hardscaping work will continue in the SHS parking lot, on the Capitol Drive side of the athletic field and at the front of SIS, and the fronts of both elementary schools and a few other small areas on these campuses.

And, summer school and our summer recreation programs got off to a great start last week. There are 97 students enrolled in summer school, and our recreation programs are serving hundreds of children and adults each week. I am so proud of the learning and leisure opportunities we offer, and I want to thank the entire Recreation and Community Services staff for their fantastic work. Their caring, professionalism and can-do spirit makes a real difference in Shorewood. By popular demand, our own Justin Calvert will serve as Grand Marshal for the July 4 Parade, a testament to how warmly these staff members are regarded by those they serve.

As I close this final Superintendent's Report, I want to convey what an honor it has been to return to the Shorewood School District and serve as your Interim Superintendent for the past two years. While I could go on and on, to be brief, this is a very special place. I value the support of the community, the wonderful staff, and the team of leaders I have had the pleasure to work with. Chief of Staff Carrie Wettstein has been a tremendous support for me and I know she will continue to be for incoming Superintendent Laurie Burgos. Laurie will be a simply stellar superintendent for the district, and I am confident in her leadership and in the future for the Shorewood Schools. Thank you for the opportunity to serve.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: New Hires

Date: June 27, 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 Hires

Background:

Samantha Hoppe will be hired as a Social Studies Teacher at Shorewood High School to replace Debra Schwinn, who retired this year.

Nicole Magin will be hired as a new Social Studies Teacher at Shorewood High School to replace John Jacobson, who retired this year.

Brent Stefanich will be hired as a new elementary Physical Education Teacher to replace Christine Albrightson who retired this year.

Stephanie Wampole will be hired as the Reading Specialist at Lake Bluff Elementary to replace Katie Ryczkowski, who resigned from the district.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Resignation

Date: June 27, 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: Resignation

Background: Miriam Stevanovic, Biology/Life Science Teacher, has resigned from her position at Shorewood High School after 2 years of employment.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Resignation

Date: June 27, 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: Resignation

Background: Mariah Ferri, District School Psychologist, has resigned from her position after 4 years of working at Shorewood Intermediate and Atwater Elementary School.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Resignation

Date: June 13, 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: Rehire

Background: Hayley Kutz has been rehired by the District, replacing Colleen Tierney as an English teacher following her resignation at the end of the school year.



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Monthly Financial Reports

Date: June 27, 2023

Prepared by: Heather Heaviland

Recommended action:

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

Purpose: Financial reports are provided to the Board monthly to assist with monitoring of financial condition and compliance with the adopted budget.

Notes and Comments:

May 2023 Statements

May 2023 financial statements reflect activities and financial changes for the first eleven months of the fiscal year.

- Revenue and Expenses
 - Revenue received to date is \$781,476 lower than in the same period of fiscal year 2022. However, two anomaly payments were received in fiscal year 2022 - a TID closure payment and a reimbursement for prior year ESSER expenses. Together, these payments total over \$900 thousand, which more than accounts for the difference and suggests that the District is on track to meet or exceed our revenue goal for the year.
 - As a percentage of budget, expenses are tracking slightly high compared to the same period in fiscal year 2022. While the increase in supplies spending was expected, due to the large chromebook purchase approved last summer, purchased services has also increased. As we complete our year-end review, should our final numbers reflect this trend, we will be more closely examining spending and identifying any areas of overage that were not anticipated.

- Balance Sheet
 - The balance sheet for general operating funds is consistent with expectations for this time of year. Current trends project a year-end fund balance that is close to or above the projected amount.
 - As we close out the fiscal year, the District will be further assessing the anticipated year end change to the balance sheet. In follow up to the board's approval of a long-term capital improvement fund, some funds will be allocated to open this fund and begin the five-year holding period.

Attachments:

- ☐ Budget Performance Update
- ☐ FY23 YTD Revenue Overview 2023-05
- ☐ FY23 YTD Expense Overview 2023-05
- ☐ Cash Receipts 2023-05
- ☐ Budget Status 2023-05
- ☐ Check Register 2023-05
- ☐ Balance Sheet 2023-05

Additional Information

Understanding Account Numbers: Account numbers are shown on several of the monthly reports. A complete description of account codes and how they are used can be obtained from the Business Office or Department of Public Instruction / School Financial Services website. The following is provided to assist with reading the provided monthly reports.

Fund - the 1st two digits are a designation of an accounting entity. The accounting entity is assigned by the DPI to ensure compliance with various statutory requirements related to the type of financial transactions reported. The common funds are:

- | | |
|----|--|
| 10 | General Fund is for recording any transaction not required to be recorded in another fund. This fund accounts for about 75% of total financial transactions. |
| 21 | Special Revenue Trust Fund is used to record transactions financed with non-governmental donations or other receipts designated for a specific educational purpose. Examples include support from PTO's, booster clubs, SEED and so forth. |
| 27 | The Special Education Fund is considered a sub-fund to the General Fund and is used to segregate financial transactions related to extraordinary costs for meeting the needs of students identified as requiring an Individualized Education Plan. |

- 38 & 39 These funds are used to record property taxes levied for the purpose of repayment of long-term debt and the corresponding transactions for the principal and interest payments.
- 41 & 49 Capital Projects funds track revenue specifically raised to pay the costs of a capital project and the expenses thereof. Revenues are typically a segregated property tax levy or borrowed amounts.
- 50 The fund is used to segregate financial transactions related to operating the school food service program. A deficit, if any, in this fund is covered with a transfer from the General Fund.
- 80 Financial transactions related to operating the Fitness Center, Recreation Programs or other community oriented activities are recorded in the Community Services Fund.

Type - accounts codes have the following account types:

- | | |
|---|-----------|
| A | Asset |
| L | Liability |
| Q | Equity |
| E | Expense |
| R | Revenue |

Shorewood Sch Dist - Budget Performance Update - General Fund



Fund summary basis: General and Special Education

Month of May (fiscal year 2023):

↑ Total MTD Revenues: \$221,197; over plan* (favorable) by +\$345,102

↓ Total MTD Expenditures: \$2,354,363; under plan (favorable) by -\$401

Fiscal year to date (July-May):

↓ Total YTD Revenues: \$20,607,668 (64.8% of annual budget compared to 67.2% prior YTD); under plan (unfavorable) year-to-date (YTD) by **-\$928,677**

100 TRANSFERS - IN FROM ANOTHER FUND: +\$0

↓ 200 REVENUE FROM LOCAL SOURCES: **-\$858,062**

↓ 300 INTERDISTRICT PAYMENTS WITHIN WISCONSIN: **-\$57**

500 REVENUE FROM INTERMEDIATE SOURCES: +\$0

↓ 600 REVENUE FROM STATE SOURCES: **-\$46,276**

↓ 700 REVENUE FROM FEDERAL SOURCES: **-\$228,083**

↑ 900 OTHER REVENUES: +\$203,801

↓ Total YTD Expenditures: \$22,638,972 (71.9% of annual budget compared to 72.8% prior YTD); under plan (favorable) year-to-date (YTD) by **-\$783,266**

↓ 100 SALARIES: -\$452,504

↓ 200 EMPLOYEE BENEFITS: -\$147,701

↓ 300 PURCHASED SERVICES: -\$96,432

↑ 400 NON-CAPITAL OBJECTS: **+\$19,043**

↓ 500 CAPITAL OBJECTS: -\$22,917

↓ 600 DEBT RETIREMENT: -\$5,538

↓ 700 INSURANCE AND JUDGMENTS: -\$63,609

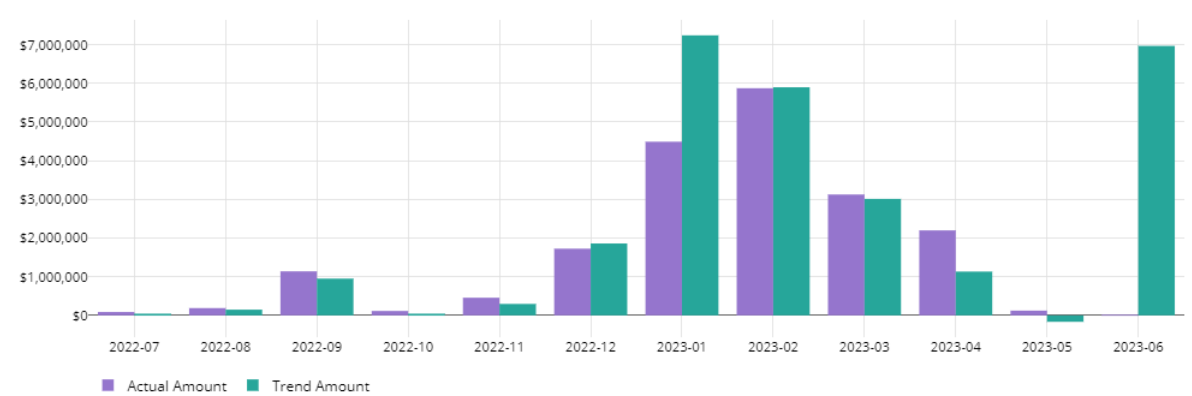
800 TRANSFERS: +\$0

↓ 900 OTHER OBJECTS: -\$13,609

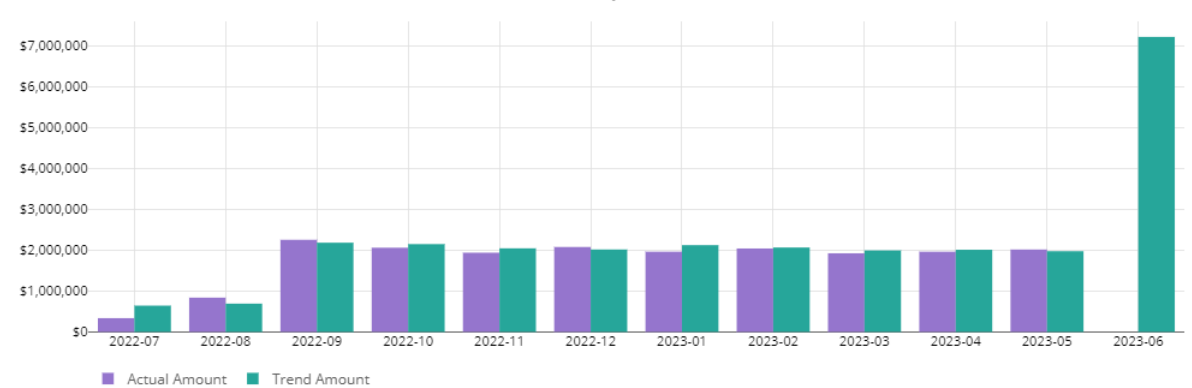
End of Fiscal Year Projection

| | Projected | Annual Budget | Variance |
|--------------------|--------------|---------------|------------|
| Total Revenues | \$30,875,084 | \$31,803,761 | -\$928,677 |
| Total Expenditures | \$30,696,624 | \$31,479,890 | -\$783,266 |
| Difference | ↑ \$178,460 | -\$223,971 | +\$145,411 |

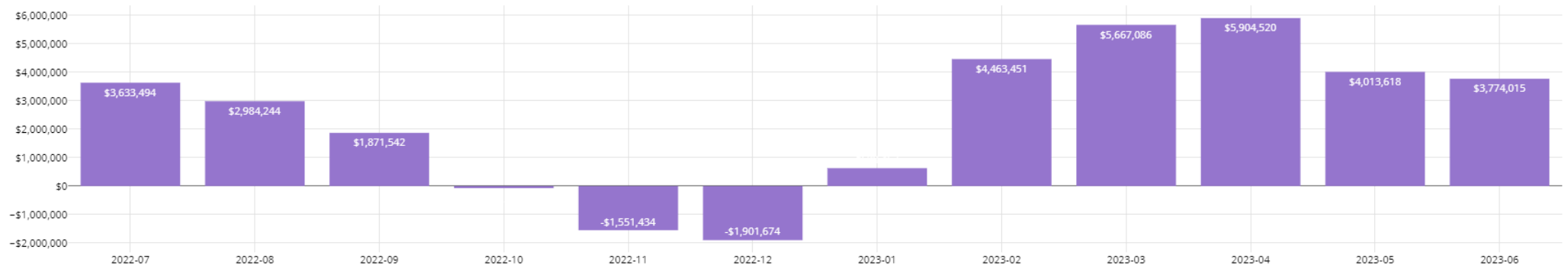
Actual vs. Plan (Trend) Revenues - General Fund



Actual vs. Plan (Trend) Expenses - General Fund



Actual and Projected Fund Balances - General Fund



Shorewood Sch Dist
FY23 YTD Overview - Expense - Funds 10 & 27 Unless Otherwise Noted
May 2023



YTD Salary and Benefits

79.00% of Budget

Prior Year YTD: 80.62% of Actuals

YTD Purchased Services

76.86% of Budget

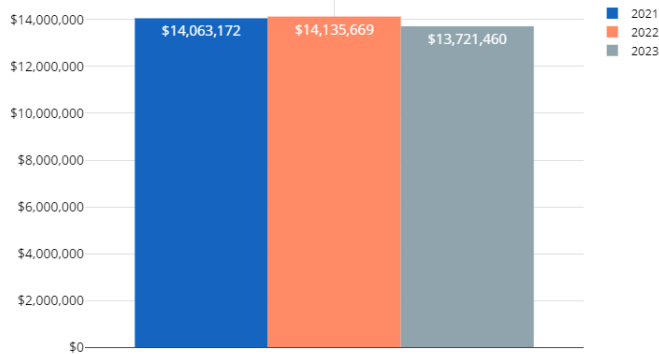
Prior Year YTD: 71.91% of Actuals

YTD Other Expenses

32.01% of Budget

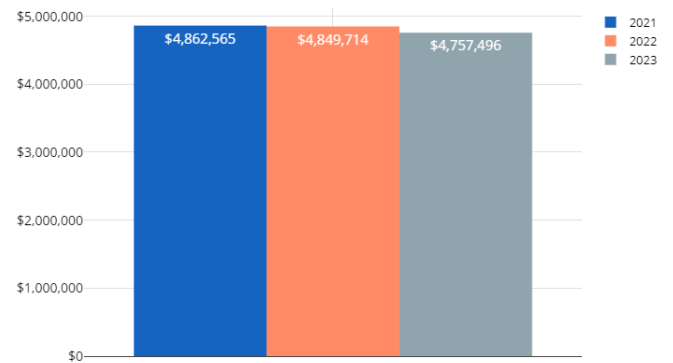
Prior Year YTD: 29.23% of Actuals

Salaries



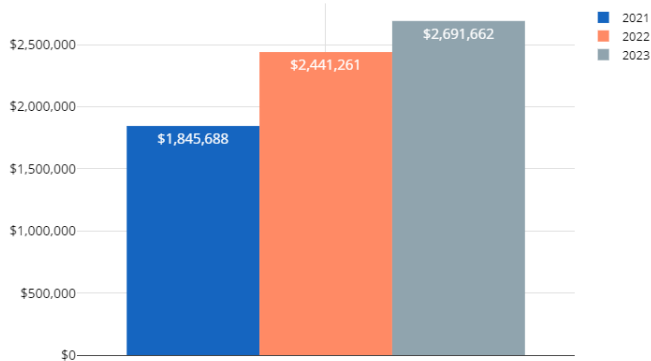
For the Period JUL - MAY

Benefits



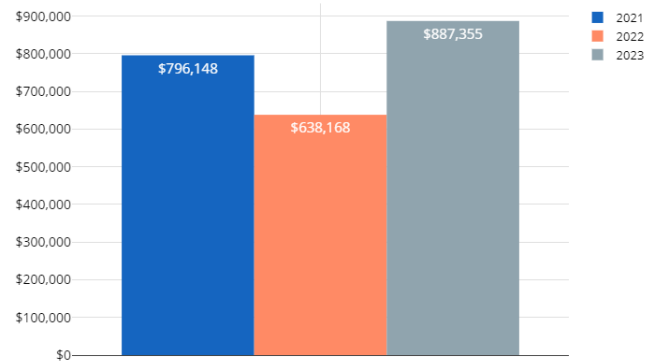
For the Period JUL - MAY

Purchased Services



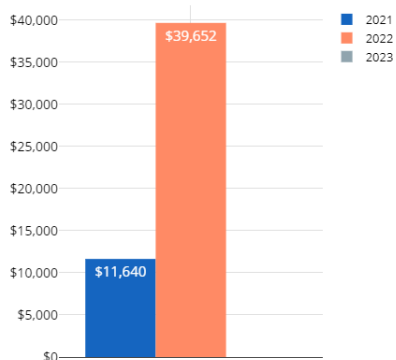
For the Period JUL - MAY

Supplies



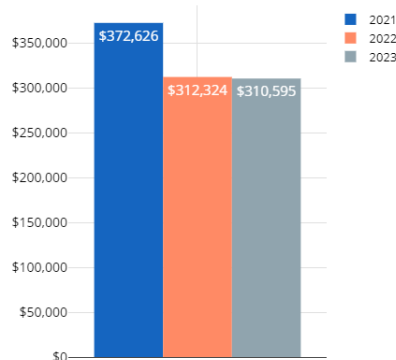
For the Period JUL - MAY

Capital Projects



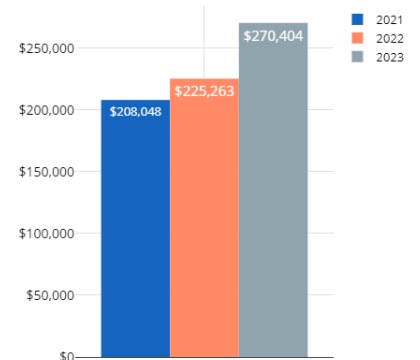
For the Period JUL - MAY

District Property, Liability, Insurance



For the Period JUL - MAY

Other Expenses



For the Period JUL - MAY

Shorewood Sch Dist
FY23 YTD Overview - Revenue - Funds 10 & 27 Unless Otherwise Noted
May 2023



YTD Local Sources

82.45% of Budget

Prior Year YTD: **81.07%** of Actuals

YTD State Sources

66.83% of Budget

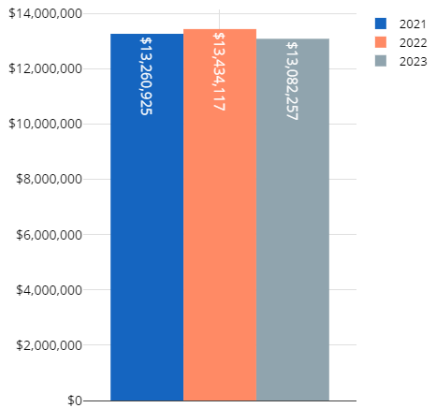
Prior Year YTD: **68.86%** of Actuals

YTD Federal Sources

52.51% of Budget

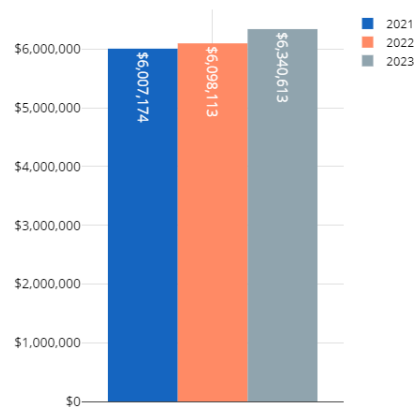
Prior Year YTD: **64.71%** of Actuals

Local Sources



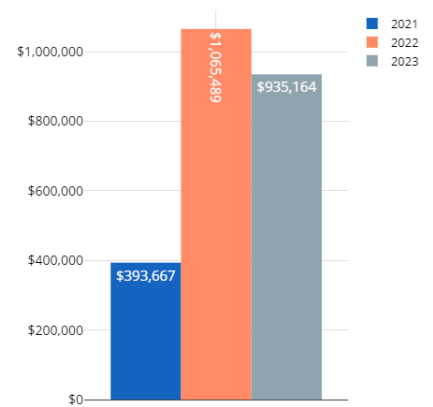
For the Period JUL - MAY

State Sources



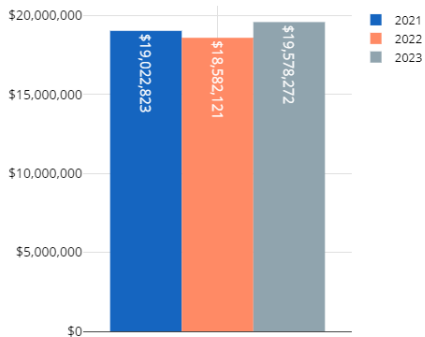
For the Period JUL - MAY

Federal Sources



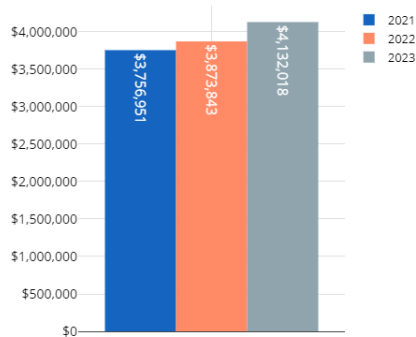
For the Period JUL - MAY

Property Taxes (All Funds)



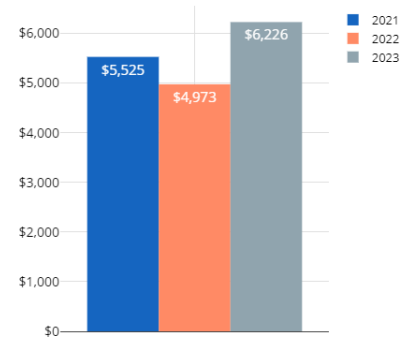
For the Period JUL - MAY

Equalization Aid



For the Period JUL - MAY

Categorical Aid



For the Period JUL - MAY