

PUBLIC NOTICE

Shorewood School District

SCHOOL BOARD TOWN HALL MEETING

July 9, 2024 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.
- II. **7:05 pm PUBLIC COMMENT #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.
- III. **7:15 pm SUPERINTENDENT'S REPORT**
- IV. **7:25 pm SUPERINTENDENT'S CONSENT AGENDA**
 - IV.A. Approval of District Staffing Changes: Appointments, Resignations, Retirements & Leave of Absence Requests: Cross and Weidner Appointments
- V. **7:30 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION**
 - V.A. Approval of R2 (Student Results) Student Achievement & Growth Monitoring Document
 - V.B. Appointment of Board Governance Officer
 - V.C. Review of Board Work Plan
- VI. **8:15 pm BOARD CONSENT AGENDA (GC2)**
 - VI.A. Approval of Board Meeting Minutes
June 25, 2024 Regular Board Meeting
- VII. **8:20 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.
- VIII. **8:30 pm BOARD MEMBER REPORTS**
- IX. **8:35 pm REVIEW OF 'TO DO' ITEMS**
- X. **8:40 pm FUTURE AGENDA ITEMS**
- XI. **8:45 pm RECESS AND DEBRIEF**



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: July 9, 2024

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.

Policy Update

I want to share the NEOLA [Title IX overview](#) with Board and community members to familiarize you with the timeline and requirements involved in updating the District's Title IX policy and procedures before the start of the 2024-2025 school year. We are required to identify one, primary District Compliance Office, and this will be Kate Harder, Director of Special Education and Student Services. Kate will be working with the Department of Teaching & Learning, Office of Business Services and other departments and our schools to make sure all policy and procedural updates are in place at the District and building levels, and she will coordinate any additional staff training needed with the District leadership team. As a reminder, all District staff receive training on their obligations to identify and report suspected sexual harassment and discrimination under Title IX as part of our annual Back-to-School training program.

Staffing Updates

I am pleased to announce that Erin Cross has accepted the position of Director of Recreation & Community Services, and she will start later this month. Erin brings more than 20 years of recreation program management experience to us, and has held similar positions in Elm Grove and the City of New Berlin. I want to thank our interview panel - staff, administrators, community partners and volunteers - for their help in this recruitment process, and extend my gratitude to the entire Recreation & Community Services team, who have made sure that all of our community programming and services have run smoothly during the leadership transition.

Their high standards for customer service, and their commitment to students, families and residents, were mentioned many times during the hiring process, and it was a pleasure for me to hear directly from community members about our staff. On that note, Summer Sounds kicked off on July 3 and the weather cooperated!

We have also selected Sarah Weidner for the position of Dean of Students at Shorewood Intermediate School. As a Lake Bluff staff member last year, Sarah has an established rapport with many families who will be new to SIS, and she will begin working with Principal Rogers later this summer to get familiar with her new role.

I also want to provide an update on recruitment of Lake Bluff's next Principal. As I indicated when our search began, prior elementary experience is a priority for me in filling this role. We were fortunate to have both external and internal candidates express interest in the position. I have been screening applicants as they have come in, and hope to make an announcement about next steps soon.

District and School Administration Notes

Mike Joynt will be joining the Board meeting virtually to present the R2 report, as he will be in the Boston area. A few months ago, Mike reached out to Dr. Kentaro Iwasaki, the researcher featured in the [Harvard EdCast](#) about math, to inquire about his work with other school districts. Dr. Iwasaki is leading PD for Cambridge Public School secondary math teachers next week and invited Mike to join them. This is an excellent opportunity for Mike to learn how another equity-driven school district is supporting teachers in implementing practices to serve heterogeneous student groups in math classes and move towards detracking. I'm certain he will bring back a wealth of knowledge that will help us make progress and inform our ongoing leveling up work.

Last week, we received notification from DPI that Lake Bluff 4th graders and Shorewood High School seniors have been selected to participate in National Assessment of Educational Progress (NAEP) field testing for math and reading this coming year. Administered by the National Center for Education Statistics (NCES), within the U.S. Department of Education, NCES conducts both long-term trend and field testing through NAEP, and selected schools' participation is intended to provide an accurate picture of student performance nationally. Participation in these assessments is required for schools in districts that accept Title I funding. Director Joynt will be working with building principals to plan for the scheduled testing windows later this summer.

The District's new health insurance benefits plan took effect on July 1 for eligible employees, and our non-medical insurance coverage was also renewed. A variety of different policies are maintained by the District in order to insure us against property damage, loss of or damage to vehicles and equipment, crime, legal and general liability, cyber attacks, and worker's compensation claims. While the overall renewal rate increase was modest, we are seeing increases in property insurance rates and damage deductibles, and deductibles for legal liability. We also anticipate a future increase in workers' compensation rates and additional scrutiny of capital projects, particularly roofing replacement cycles.

In order to mitigate future risk of coverage loss or changes, we will continue to prioritize routine maintenance and investment in our long-term capital plan, as well as campus safety and hazardous weather practices.

Summer repair and maintenance work is progressing, and the SHS asphalt and SIS roofing projects are complete. The Atwater roofing project now underway uncovered significant deterioration in areas of the deck and deck framing. At this point, we expect the repairs to be within our contingency budget, but the completion timeline has been extended. This means that a portion of the expected expense will be paid out of the 24-25 budget instead of the 23-24 budget, as was originally planned. There will be an adjustment in the October budget.

The air conditioning system in the Fitness Center caused some water problems and damaged ceiling tiles in the Fitness Center last week, and repairs have begun. Recreation & Community Services and the Buildings & Grounds team will be scheduling deep cleaning of the Fitness Center, as well.

Finally, as we continue to plan for community visioning and strategic planning work that will begin this fall, I want to share this [EdWeek article](#), which highlights some of the socioeconomic trends that are impacting public schools around the nation. Again, our process will focus on discussions about how our district can strategically adapt to dynamics like these, as well as the financial challenges resulting from inadequate state funding for public education.

The visioning and strategic planning process, called *Mapping our Future*, will call on all community members to participate in determining potential future directions for the district that are in keeping with our enduring vision for students. I have heard from some community members about their interest in being part of this effort, and welcome those who want to learn more to reach out to the District Office for further information. Communications about the visioning and planning timeline, and ways residents can participate, will be shared later this month.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: New Staff Appointments

Date: July 9, 2024

Prepared by: Carrie Wettstein

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 Appointments

Background:

Sarah Weidner has accepted the position of Dean of Students at Shorewood Intermediate School. Her Cross Categorical Special Education position at Lake Bluff has been posted.

Erin Cross will join the District as Director of Recreation & Community Services on July 29. She has led recreation programs in Elm Grove and New Berlin, and has 20 years of experience in the field.



**Student Results Monitoring Document
R-2 Academic Achievement and Growth:**

Certification of the Superintendent: *With respect to Results 2 (Academic Achievement and Growth), 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: Laurie Burgos, Superintendent

Date: July 9, 2024

Executive Summary

This report describes the literacy and numeracy 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. A summary of the various assessments can be found below:

- **FastBridge - earlyReading** (grades K-1): earlyReading assessments are individually administered and are an assessment of early reading skills such as concepts of print, phonemic awareness, phonics, and fluency. The teacher marks student responses electronically as the student completes the brief assessment (less than 5 min).
- **FastBridge - earlyMath** (grades K-1): earlyMath assessments are individually administered and measure thirteen developing math skills over the course of two years. The teacher marks student responses electronically as the student completes the brief assessment (less than 5 minutes).
- **FastBridge - aReading** (grades 2-8): aReading is a computer-administered adaptive screener that measures broad reading ability and predicts overall reading achievement. Items were developed for students in grades K-5 to target concepts of print, phonological awareness, phonics, vocabulary, and comprehension. Items developed for middle and high school grade levels target orthography, morphology, vocabulary, and comprehension (30-45 min).
- **FastBridge - aMath** (grades 2-8): aMath is a computer-administered adaptive screener that measures broad mathematics skills aligned to math standards. With this data, educators are able to provide targeted interventions to students in need and also inform instructional decisions for students who are on track and high-performing (20-30 min).

FastBridge assessments use “benchmarks” or targets to categorize levels of student achievement. The following benchmark categories are used to predict the likelihood that students will not meet end-of-year goals in reading or math:

- High Risk (students who test in the 0-15th percentile as compared to same-aged peers)
- Some Risk (students who test in the 15th-40th percentile)
- Low Risk (students who test in the 40th-100th percentile)

Additionally, Fastbridge provides seasonal and annual growth percentiles from Fall to Winter, Winter to Spring, and Fall to Spring. The growth percentiles indicate how a student’s growth compares to the population of students at each grade and for each assessment. The following growth categories are used:

- Flat Growth (0-15th percentile)
 - Modest Growth (15-40th percentile)
 - Typical Growth (40th-75th percentile)
 - Aggressive Growth (75th-100th percentile)
-

In high school (grades 9-11), PreACT and ACT Reading and Math scores are used to measure student achievement. 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 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. A summary of the various assessments can be found below:

- **PreACT** (grades 9-10): PreACT Secure is a summative assessment given to 9th and 10th grade students aligned to the ACT College and Career Readiness Standards. PreACT measures what students have learned in the areas of English, Reading, Mathematics, and Science. Students scoring at or above the Readiness Benchmark in grades 9-10 are on target to meet the corresponding ACT College Readiness Benchmark in grade 11 (standard testing time is 2 hours, 35 minutes).
- **ACT** (grade 11): The ACT is given to Wisconsin high school students in grade 11 and includes Reading, Math, English, Science, and Writing. The ACT assesses students' academic readiness for college. Scores from the administration of the ACT can be used by students for a variety of purposes including college admission, scholarships, course placement, and NCAA eligibility. (testing time is approximately 4 hours).

The PreACT and ACT use a Composite score which is an average of the subject area scores not including Writing. The scores of each subject area are categorized as College Ready or Below College Ready based on benchmark values provided by the ACT. The following Benchmark categories are used to disaggregate PreACT and ACT data:

- Not Yet (scores vary between 0-16 between assessments)
- Approaching (scores vary between 15-21 between assessments)
- At Benchmark (scores vary between 18-27 between assessments)
- Advanced (scores vary between 22-36 between assessments)

The PreACT and ACT do not provide growth percentiles for students.

NextPath is the data system that we use to disaggregate student results. Data is broken down into overall student results, race, gender, students with IEPs, and Multilingual Learners. In the event that student groups have less than 20 students, a “!” icon will appear next to the data. This indicates that the cell size is below 20 which can lead to large variances in data and trends over time.

Disposition of the Board: *With respect to Results 2 (Academic Achievement and Growth) Motion of the Board and summary statement, including commendations, areas in need of improvement, and recommendations:*

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

Signed: _____, Board President Date: _____

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.

R-2 Academic Achievement and Growth

SUPERINTENDENT Interpretation:

Achievement - Gaining necessary skills as defined by grade-level standards.

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

R-2 - Academic Achievement	<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 and Math

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

Evidence:

- FastBridge assessments use “benchmarks” or targets to categorize levels of student achievement. The following benchmark categories are used to predict the likelihood that students will not meet end-of-year goals in reading or math:
 - **High Risk** (students who test in the 0-15th percentile as compared to same-aged peers)
 - **Some Risk** (students who test in the 15th-40th percentile)

- **Low Risk** (students who test in the 40th-100th percentile)
- The **earlyReading** screener (K-1st grade) saw **67% of students** achieve within the Low Risk category in the Spring
- The **aReading** screener (2nd -8th grade) saw **84% of students** achieve within the Low Risk category in the Spring
- The **earlyMath** screener (K-1st grade) saw **86% of students** achieve within the Low Risk category in the Spring
- The **aMath** screener (2nd-8th grade) saw **82% of students** achieve within the Low Risk category in the Spring

Celebrations:

- Data from the 2022-23 school year showed the largest inequities in achievement for Black/African American students and students with IEPs. This year's data showed the following:
 - There was a 17% increase in Black/African American students achieving within the Low Risk category in aReading, a 5% increase in earlyMath scores, and a 6% increase in aMath scores
 - There was a 4% increase in students with IEPs achieving within the Low Risk category in earlyReading, a 5% increase in aReading scores, and a 4% increase in aMath scores

Areas for Growth:

- 46% of Black/African American students achieved within the Low Risk category on the earlyReading screener in the Spring
- 54% of Black/African American students achieved within the Low Risk category on the aMath screener in the Spring

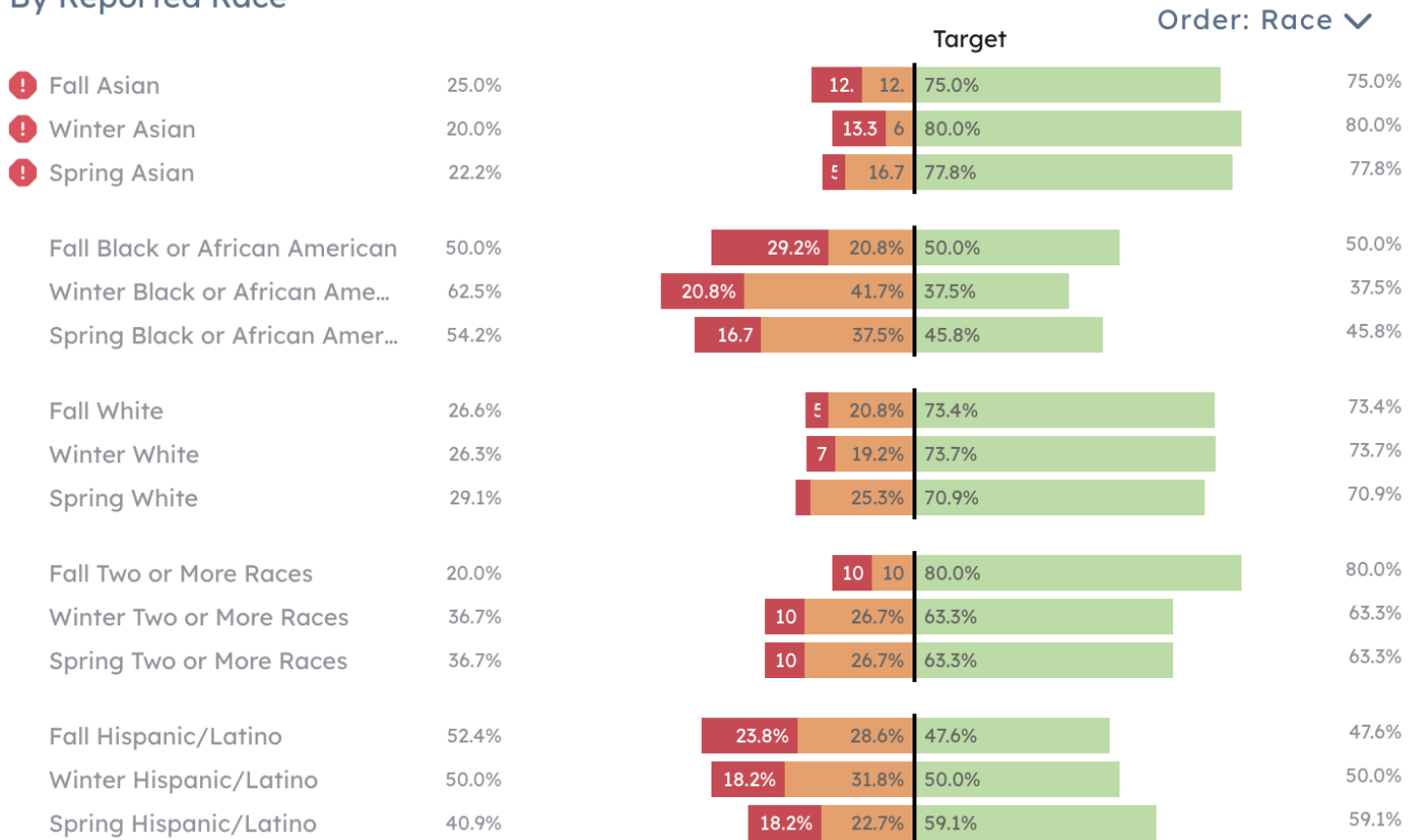
Fastbridge - earlyReading (grades K-1):

By Measure

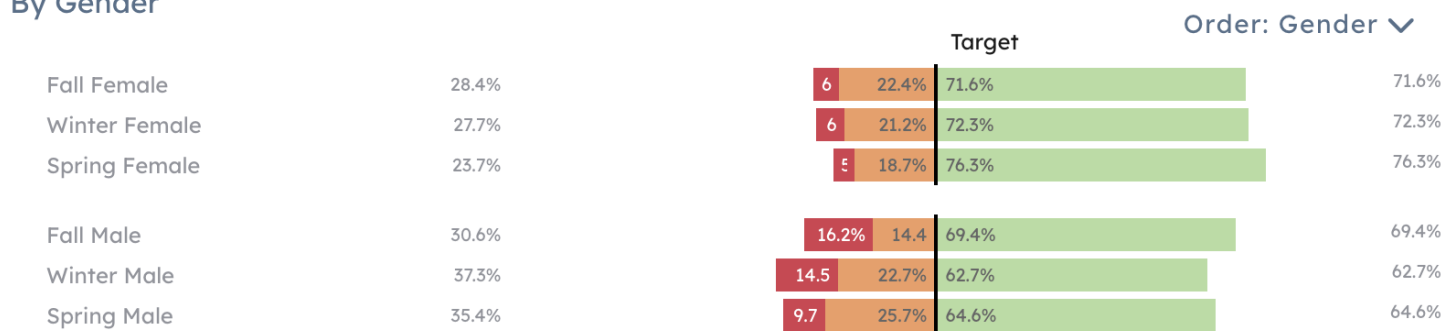
Order: Measure ▼

			Target	
Fall	30.2%	10. 19.6%	69.8%	69.8%
Winter	32.8%	10 22.7%	67.2%	67.2%
Spring	32.9%	7 25.8%	67.1%	67.1%

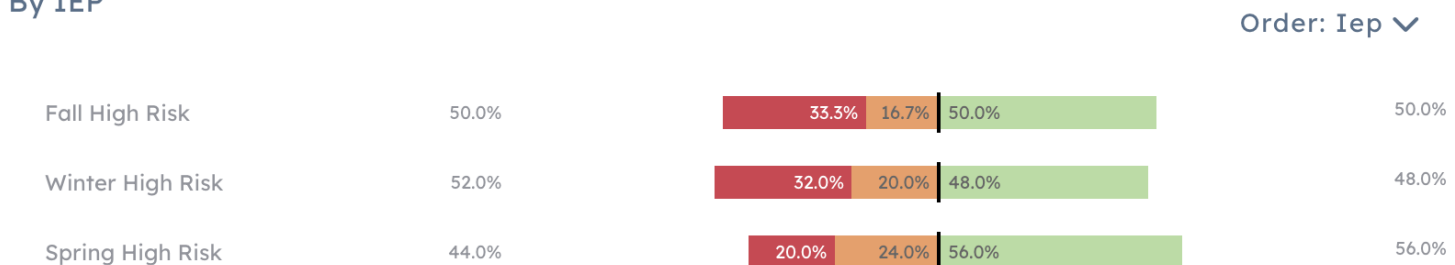
By Reported Race



By Gender



By IEP



By English Learner/Multilingual Learner

Order: EL ▼

Fall High Risk	40.0%	15.0	25.0%	60.0%	60.0%
Winter High Risk	35.0%	15.0	20.0%	65.0%	65.0%
Spring High Risk	29.2%	12.	16.7	70.8%	70.8%

Fastbridge - aReading (grades 2-8):

By Measure

Order: Measure ▼

			Target		
Fall	17.4%	6	11.	82.6%	82.6%
Winter	19.1%	6	12.4	80.9%	80.9%
Spring	16.1%	5	11.	83.9%	83.9%

By Reported Race

Order: Race ▼

			Target		
Fall Asian	16.1%	5	10.	83.9%	83.9%
Winter Asian	17.5%	7.	10.	82.5%	82.5%
Spring Asian	13.8%	5	8.	86.2%	86.2%
Fall Black or African American	46.9%	19.4%	27.6%	53.1%	53.1%
Winter Black or African American	46.5%	19.8%	26.7%	53.5%	53.5%
Spring Black or African American	37.0%	13.0	24.0%	63.0%	63.0%
Fall White	11.8%		8.	88.2%	88.2%
Winter White	12.4%		9.	87.6%	87.6%
Spring White	11.1%		8.	88.9%	88.9%
Fall Two or More Races	14.0%		10.	86.0%	86.0%
Winter Two or More Races	22.1%	10.	11.6	77.9%	77.9%
Spring Two or More Races	19.8%	12.8	7.	80.2%	80.2%
Fall Hispanic/Latino	24.7%	5	19.4%	75.3%	75.3%
Winter Hispanic/Latino	30.1%	10.	19.4%	69.9%	69.9%
Spring Hispanic/Latino	23.7%	5	18.3%	76.3%	76.3%

By Gender

		Target		Order: Gender ▾
Fall Female	16.2%	5	10.	83.8%
Winter Female	17.1%	5	11.	82.9%
Spring Female	15.0%	4	10.	85.0%
Fall Male	18.5%	7	11.	81.5%
Winter Male	21.1%	7	13.4	78.9%
Spring Male	17.2%	5	11.3	82.8%

By IEP

				Order: Iep ▾
Fall High Risk	51.9%	26.9%	25.0%	48.1%
Winter High Risk	50.5%	24.8%	25.7%	49.5%
Spring High Risk	46.2%	23.6%	22.6%	53.8%

By English Learner/Multilingual Learner

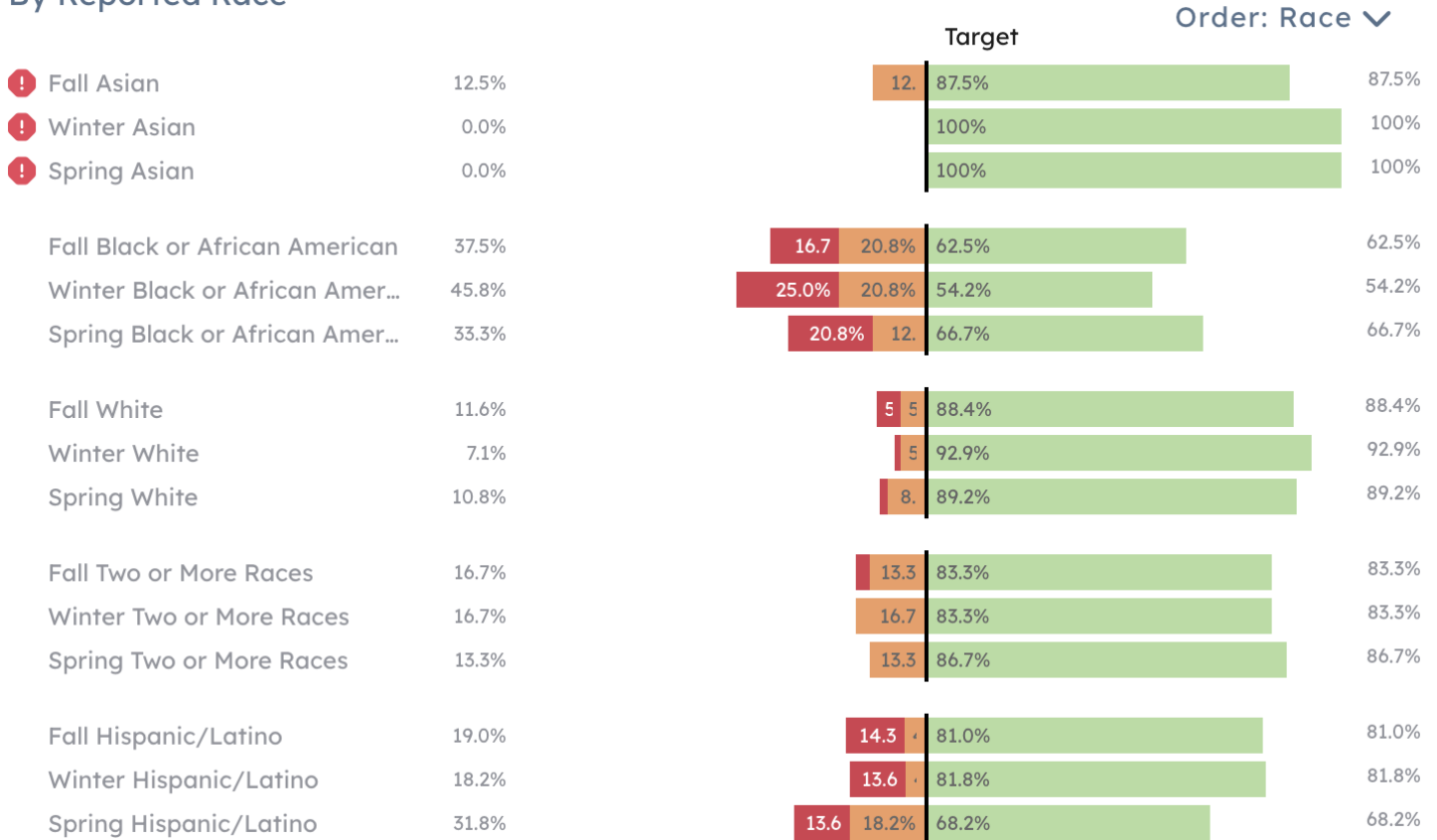
				Order: El ▾
Fall High Risk	46.3%	17.1%	29.3%	53.7%
Winter High Risk	55.8%	25.6%	30.2%	44.2%
Spring High Risk	42.2%	15.6%	26.7%	57.8%

Fastbridge - earlyMath (grades K-1):

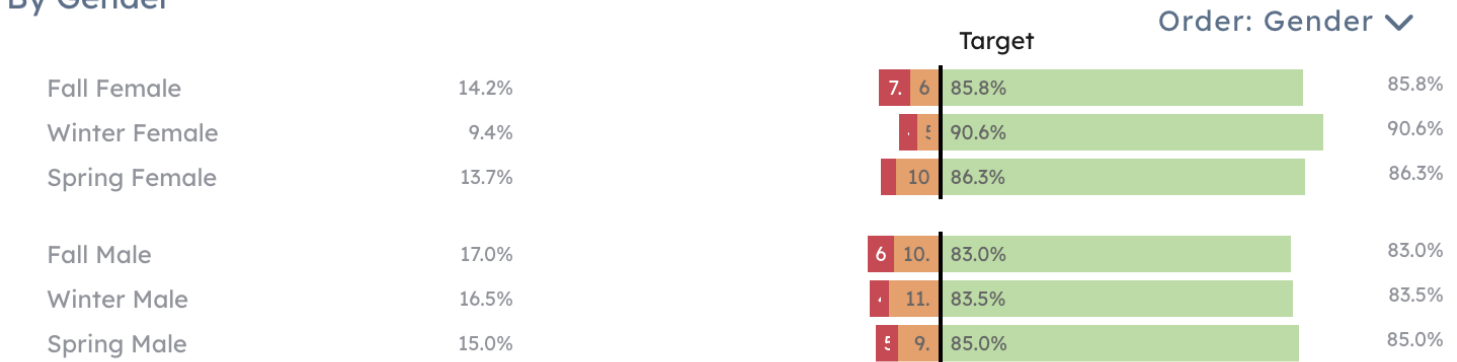
By Measure

		Target		Order: Measure ▾
Fall	15.4%	6	8.	84.6%
Winter	12.6%	7	8.	87.4%
Spring	14.3%	7	9.	85.7%

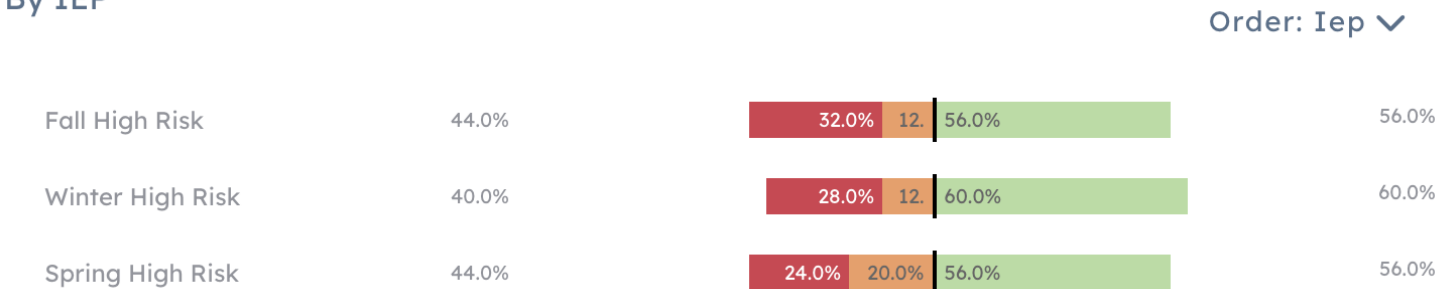
By Reported Race



By Gender



By IEP



By English Learner/Multilingual Learner

Order: EL ▾

Fall High Risk	20.0%	10	10	80.0%	80.0%
Winter High Risk	10.0%	5	5	90.0%	90.0%
Spring High Risk	12.5%	8	8	87.5%	87.5%

Fastbridge - aMath (grades 2-8):

By Measure

Order: Measure ▾

			Target		
Fall	17.3%	5	11	82.7%	82.7%
Winter	17.4%	13.2		82.6%	82.6%
Spring	17.7%	13.5		82.3%	82.3%

By Reported Race

Order: Race ▾

			Target		
Fall Asian	10.7%	7		89.3%	89.3%
Winter Asian	10.5%	8		89.5%	89.5%
Spring Asian	13.6%	13.6		86.4%	86.4%
Fall Black or African American	47.4%	20.6%	26.8%	52.6%	52.6%
Winter Black or African Amer...	51.0%	16.0	35.0%	49.0%	49.0%
Spring Black or African Amer...	47.5%	15.8	31.7%	52.5%	52.5%
Fall White	9.9%	7		90.1%	90.1%
Winter White	9.6%	7		90.4%	90.4%
Spring White	10.2%	8		89.8%	89.8%
Fall Two or More Races	22.4%	9	12.9	77.6%	77.6%
Winter Two or More Races	22.1%	5	16.3	77.9%	77.9%
Spring Two or More Races	23.3%	10	12	76.7%	76.7%
Fall Hispanic/Latino	32.3%	7	24.7%	67.7%	67.7%
Winter Hispanic/Latino	30.1%		26.9%	69.9%	69.9%
Spring Hispanic/Latino	31.2%		26.9%	68.8%	68.8%

By Gender

Order: Gender ▾

			Target	
Fall Female	18.4%	6	12. 81.6%	81.6%
Winter Female	19.6%	15.6	80.4%	80.4%
Spring Female	19.0%	14.4	81.0%	81.0%
Fall Male	16.3%	5	10. 83.7%	83.7%
Winter Male	15.3%	10.	84.7%	84.7%
Spring Male	16.6%	12.	83.4%	83.4%

By IEP

Order: Iep ▾

Fall High Risk	42.3%	19.2%	23.1%	57.7%	57.7%
Winter High Risk	38.1%	16.2	21.9%	61.9%	61.9%
Spring High Risk	42.5%	18.9%	23.6%	57.5%	57.5%

By English Learner/Multilingual Learner

Order: El ▾

Fall High Risk	39.0%	14.6	24.4%	61.0%	61.0%
Winter High Risk	31.1%	8.	22.2%	68.9%	68.9%
Spring High Risk	34.0%	8.	26.0%	66.0%	66.0%

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

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

Evidence: Evidence:

- Fastbridge measures annual growth percentiles from Fall to Spring. The growth percentiles indicate how a student's growth compares to grade-level peers. The following growth categories are used for reading and math:
 - Flat Growth (0-15th percentile)
 - Modest Growth (15-40th percentile)
 - Typical Growth (40th-75th percentile)
 - Aggressive Growth (75th-100th percentile)
- The **earlyReading** screener (K-1st grade) saw **66% of students** experience typical or aggressive growth from Fall to Spring

- The **aReading** screener (2nd -8th grade) saw **52% of students** experience typical or aggressive growth from Fall to Spring
- The **earlyMath** screener (K-1st grade) saw **67% of students** experience typical or aggressive growth from Fall to Spring
- The **aMath** screener (2nd-8th grade) saw **61% of students** experience typical or aggressive growth from Fall to Spring

Celebrations:

- Data from the 2022-23 school year showed the largest inequities in earlyReading Growth screening data for Black/African American students and students with IEPs. This year's data showed the following:
 - The percentage of Black/African American students experiencing typical or aggressive growth from Fall to Spring on the earlyReading screener increased by 12%
 - The percentage of students with IEPs experiencing typical or aggressive growth from Fall to Spring on the earlyReading screener increased by 21%

Areas for Growth:

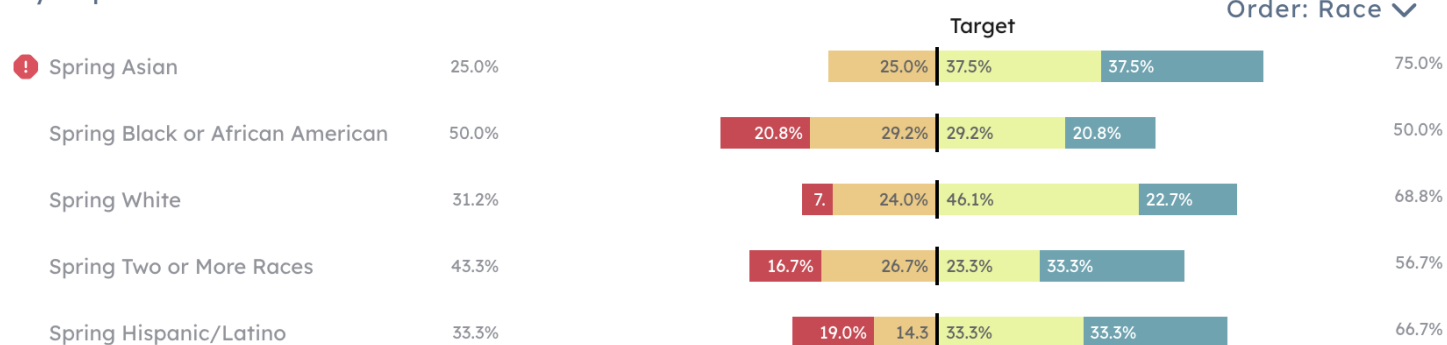
- 52% of students experienced typical or aggressive growth from Fall to Spring on the aReading screener
- 50% of Black/African American students experienced typical or aggressive growth from Fall to Spring on the earlyReading screener

Fastbridge - earlyReading (grades K-1):

By Measure



By Reported Race



By Gender



By IEP

Order: Iep ▾

Spring Flat Growth	33.3%	16.7% 16.7% 29.2% 37.5%	66.7%
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By English Learner/Multilingual Learner

Order: El ▾

Spring Modest Growth	20.0%	20.0% 45.0% 35.0%	80.0%
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Fastbridge - aReading (grades 2-8):

By Measure

Order: Measure ▾

Spring	48.5%	18.1% 30.4% Target34.4% 17.1%	51.5%
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By Reported Race

Order: Race ▾

Spring Asian	44.6%	17.9% 26.8% Target41.1% 14.3%	55.4%
Spring Black or African American	45.4%	13.4% 32.0% Target28.9% 25.8%	54.6%
Spring White	49.0%	17.4% 31.6% Target34.0% 17.0%	51.0%
Spring Two or More Races	58.1%	24.4% 33.7% Target26.7% 15.1%	41.9%
Spring Hispanic/Latino	41.8%	22.0% 19.8% Target46.2% 12.1%	58.2%

By Gender

Order: Gender ▾

Spring Female	49.9%	18.0% 31.9% Target36.4% 13.7%	50.1%
Spring Male	47.2%	18.3% 28.9% Target32.4% 20.4%	52.8%

By IEP

Order: Iep ▾

Spring Flat Growth	40.8%	15.5% 25.2% 31.1% 28.2%	59.2%
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By English Learner/Multilingual Learner

Order: El ▾

Spring Flat Growth	36.6%	19.5% 17.1% 26.8% 36.6%	63.4%
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Fastbridge - earlyMath (grades K-1):

By Measure

			Target	Order: Measure ▾
Spring	32.7%	9.	23.7% 41.6% 25.7%	67.3%

By Reported Race

			Target	Order: Race ▾
! Spring Asian	43.8%	18.8%	25.0% 31.3% 25.0%	56.3%
Spring Black or African American	41.7%	8.	33.3% 33.3% 25.0%	58.3%
Spring White	29.9%	8.	21.4% 42.9% 27.3%	70.1%
Spring Two or More Races	36.7%	10.	26.7% 40.0% 23.3%	63.3%
Spring Hispanic/Latino	28.6%	4	23.8% 52.4% 19.0%	71.4%

By Gender

			Target	Order: Gender ▾
Spring Female	26.1%	6	20.1% 44.0% 29.9%	73.9%
Spring Male	40.5%	12.6	27.9% 38.7% 20.7%	59.5%

By IEP

				Order: Iep ▾
Spring Flat Growth	50.0%	12.5	37.5% 25.0% 25.0%	50.0%

By English Learner/Multilingual Learner

				Order: El ▾
Spring Flat Growth	35.0%	10.	25.0% 40.0% 25.0%	65.0%

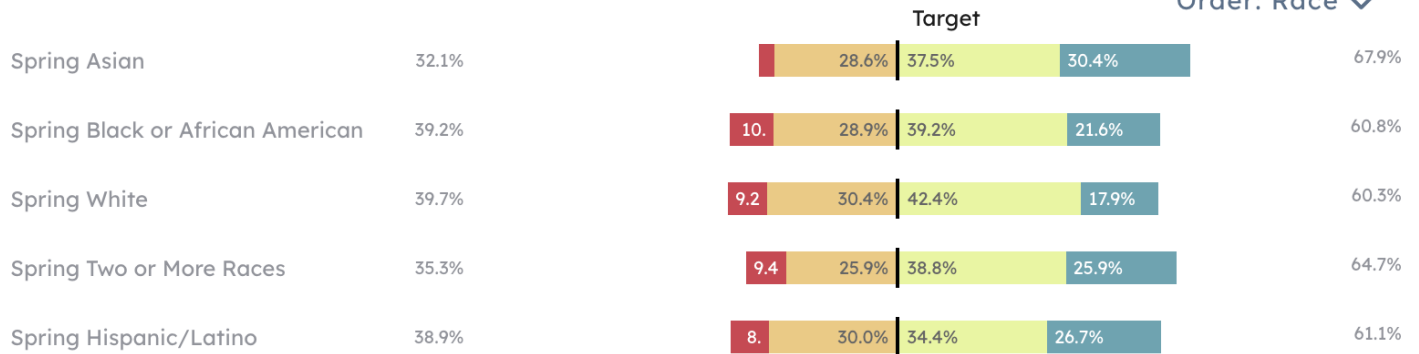
Fastbridge - aMath (grades 2-8):

By Measure

			Target	Order: Measure ▾
Spring	38.7%	9.	29.7% 40.6% 20.7%	61.3%

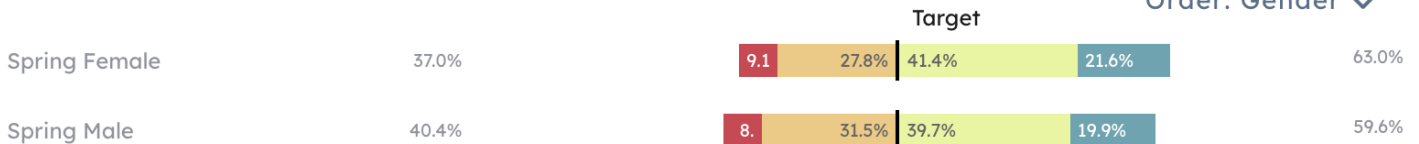
By Reported Race

Order: Race ▾



By Gender

Order: Gender ▾



By IEP

Order: Iep ▾



By English Learner/Multilingual Learner

Order: El ▾



Superintendent Indicator 3:

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

Evidence:

- The PreACT (9th-10th grades) and ACT (grade 11) provide 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. The following Benchmark categories are used to disaggregate PreACT and ACT data:
 - Not Yet (scores vary between 0-16 between assessments)
 - Approaching (scores vary between 15-21 between assessments)
 - At Benchmark (scores vary between 18-27 between assessments)
 - Advanced (scores vary between 22-36 between assessments)
- PreACT and 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 assessments. The PreACT and ACT were not designed for 80% of

students to meet these benchmarks. An expectation of 50-60% of students meeting these benchmarks (in alignment with national norms) is a more realistic expectation.

- The **PreACT** (9th-10th grade) saw **58% of students** at or above the College Readiness Benchmark for Reading
- The **ACT** (11th grade) saw **50% of students** at or above the College Readiness Benchmark for Reading
- The **PreACT** (9th-10th grade) saw **47% of students** at or above the College Readiness Benchmark for Math
- The **ACT** (11th grade) saw **41% of students** at or above the College Readiness Benchmark for Math

Celebrations:

- Data from the 2022-23 school year showed the largest inequities between student subgroups in achievement data for Black/African American students. This year's data showed the following:
 - There was a 7% increase in Black/African American students achieving at or above the College Readiness Benchmark in Reading on the PreACT and a 6% increase for Black/African American students achieving at or above the College Readiness Benchmark in Math on the PreACT

Areas for Growth:

- 41% of students achieved at or above the College Readiness Benchmark for Math on the ACT
- 7% of Black/African American students achieved at or above the College Readiness Benchmark for Math on the PreACT and 6% of Black/African American students achieved at or above the College Readiness Benchmark for Math on the ACT

PreACT - Reading (grades 9-10)

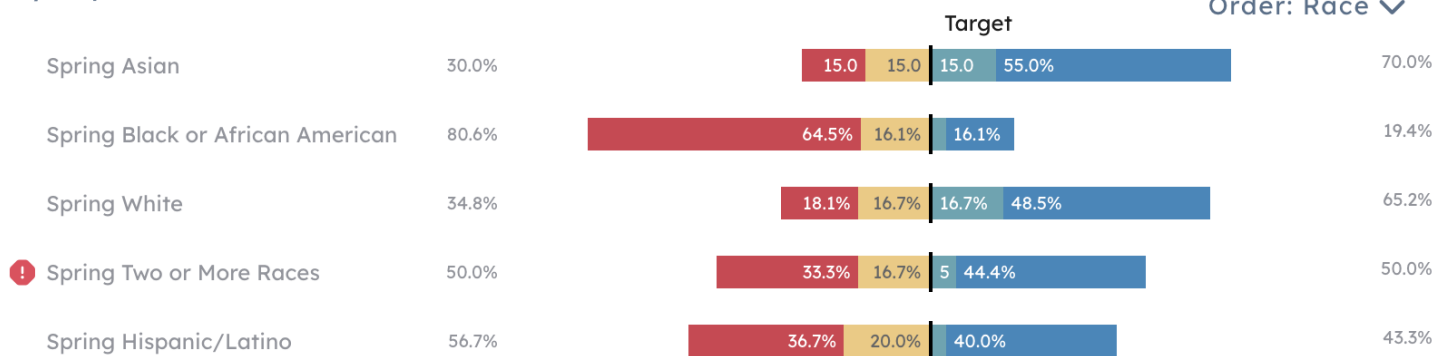
By Measure

Order: Measure ▾



By Reported Race

Order: Race ▾



By Gender

		Target		Order: Gender	
Spring Female	33.3%	19.7%	13.6	14.3	52.4%
Spring Male	51.0%	31.2%	19.7%	12.1	36.9%

By IEP

					Order: Iep ▾
Spring Not Yet	70.4%	59.3%	11.1	25.9%	29.6%

By English Learner/Multilingual Learner

					Order: El ▾	
! Spring Not Yet	66.7%	44.4%	22.2%	11.1	22.2%	33.3%

ACT - Reading (grade 11)

By Measure

			Target		Order: Measure ▾	
Spring	50.0%	32.9%	17.1%	17.1%	32.9%	50.0%

By Reported Race

			Target		Order: Race	
! Spring Asian	66.7%	60.0%	6.1%	6.1%	26.7%	33.3%
! Spring Black or African American	81.3%	50.0%	31.3%	18.8%		18.8%
Spring White	38.3%	22.4%	15.9%	21.5%	40.2%	61.7%
! Spring Two or More Races	66.7%	44.4%	22.2%	11.1%	22.2%	33.3%
! Spring Hispanic/Latino	70.6%	52.9%	17.6%	29.4%		29.4%

By Gender

Target						Order: Gender
Spring Female	44.2%	27.9%	16.3%	11.6	44.2%	55.8%
Spring Male	56.4%	38.5%	17.9%	23.1%	20.5%	43.6%

By IEP

Order: Iep ▾

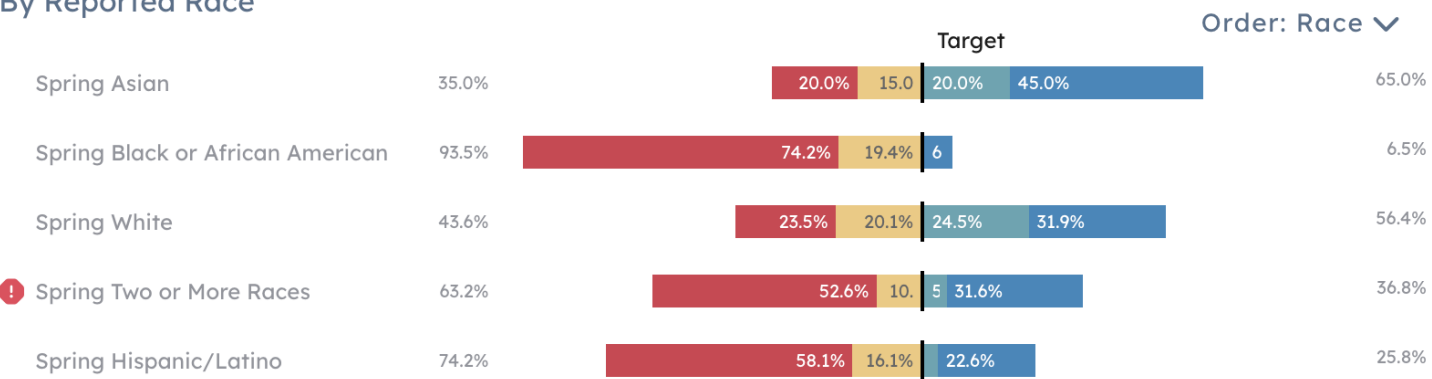
! Spring Not Yet	56.3%	50.0%	6	18.8%	25.0%	43.8%
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PreACT - Math (grades 9-10)

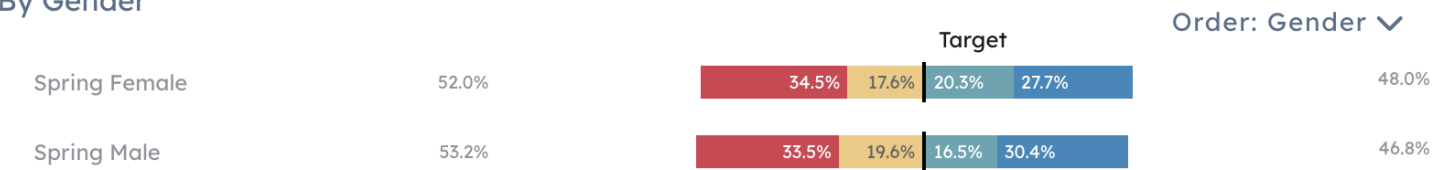
By Measure



By Reported Race



By Gender



By IEP

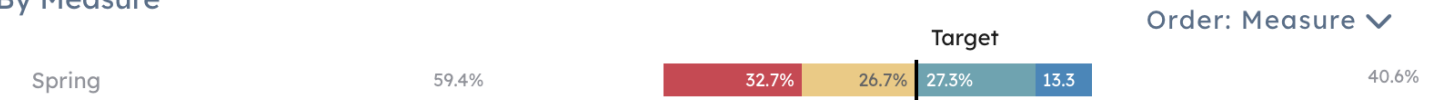


By English Learner/Multilingual Learner



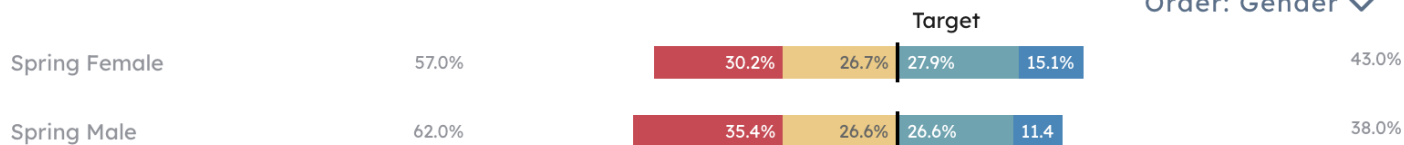
ACT - Math (grade 11)

By Measure



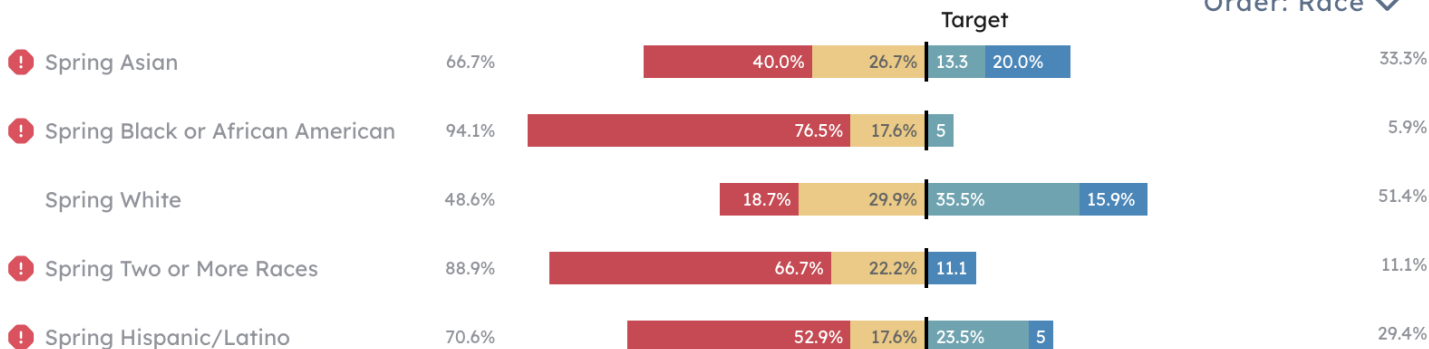
By Gender

Order: Gender ▾



By Reported Race

Order: Race ▾



By IEP

Order: Iep ▾



Superintendent Indicator 4:

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

Evidence:

- PreACT and ACT data are not used to measure academic progress and do not report on a growth score. Overall, we can look at trends over time to determine if classes are making progress compared to previous classes.
- The 2022-23 school year was the first year the state gave the PreACT test (replacing the previously used Aspire test). Thus, only two years of data are available for comparison.
- The **PreACT** (9th-10th grade) saw students achieve an **average score of 21.1** (compared to an average score of 20.5 during the 2022-23 school year) in the area of Reading
- The **ACT** (11th grade) saw students achieve an **average score of 23.3** (compared to an average score of 23.5 during the 2022-23 school year and a score of 23.2 during the 2021-22 school year) in the area of Reading
- The **PreACT** (9th-10th grade) saw students achieve an **average score of 19.2** (compared to an average score of 19.2 during the 2022-23 school year) in the area of Math
- The **ACT** (11th grade) saw students achieve an **average score of 21.6** (compared to an average score of 21.6 during the 2022-23 school year and a score of 20.6 during the 2021-22 school year) in the area of Math

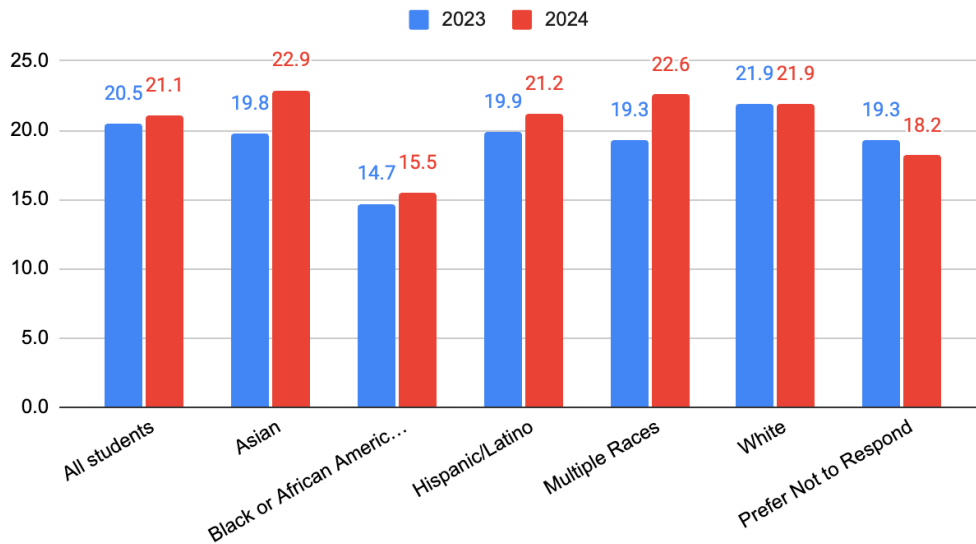
Celebrations:

- Average scores on the PreACT Reading section, PreACT Math section, and ACT Math section were at the highest level over the past three years.

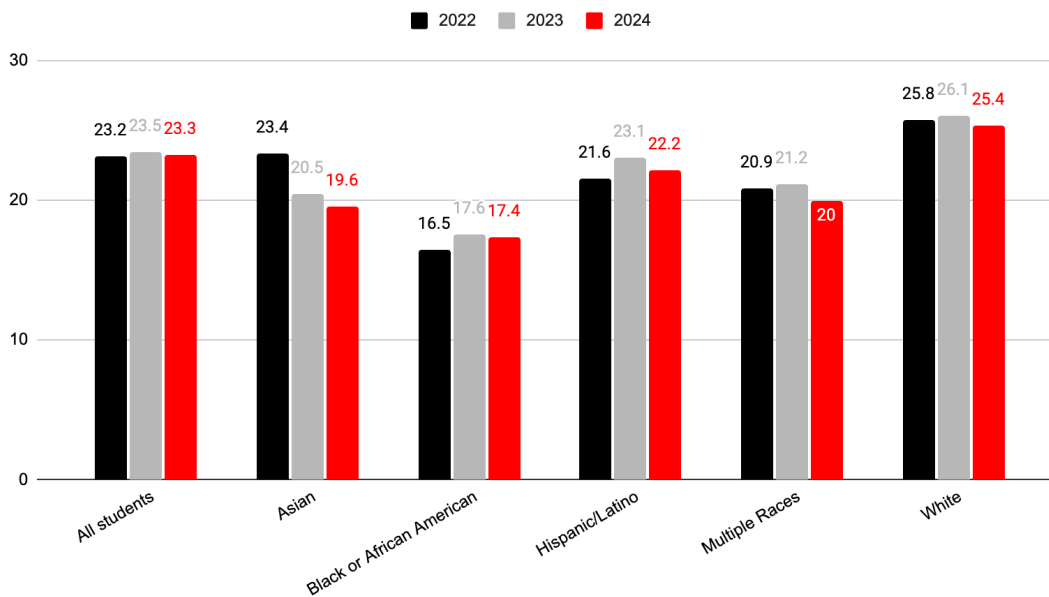
Areas for Growth:

- The largest inequities over the past three years consistently occur for Black/African American students on both the PreACT and ACT

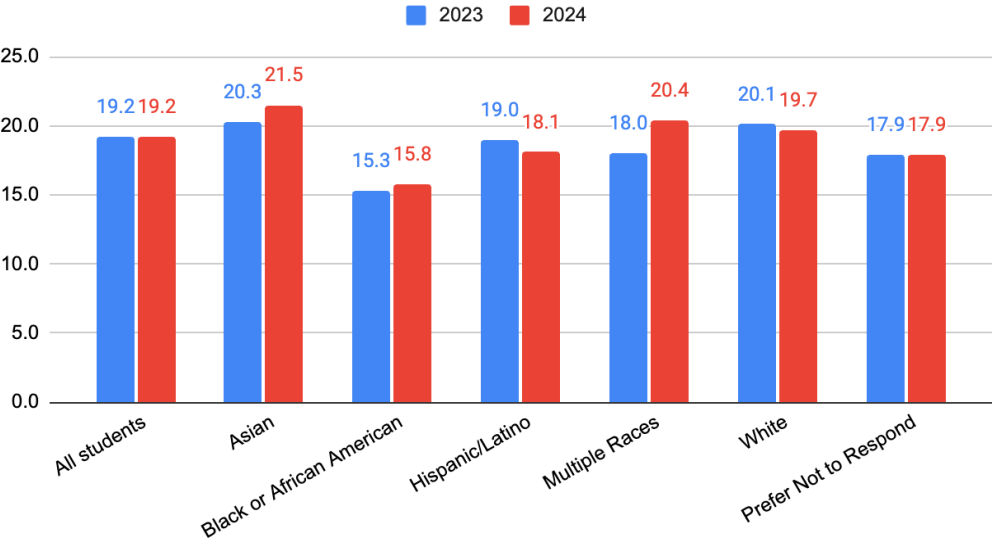
PreACT - Reading (grades 9-10) Average Score



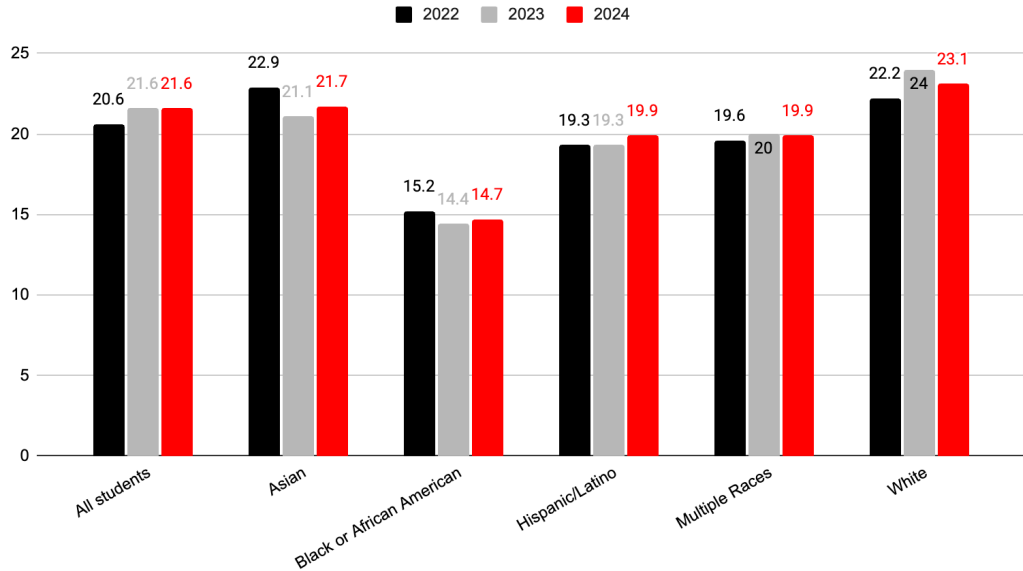
ACT - Reading (grade 11) Average Score



PreACT - Math (grades 9-10) Average Score



ACT Math (grade 11) Average Score



	Board Discussion and Possible Board Action					Work Plan Notes								
Month	Meeting Date	Instructional Calendar Notes	Board Approvals	Board Approvals	Other District Updates	Visioning & Strategic Planning Schedule (tentative)	Governance Culture	Board Development	Community Engagement	Legislative Advocacy	Budget	Board-Superintendent Relations	OE and R Report Notes	
2024-2025 Fiscal Year July 1, 2024 - June 30, 2025														
July 2024 - one meeting	7/9/24	All Alumni Reunion July 6	R2 (Student Growth and Achievement) [1]							WASB Resolutions		July 9 Superintendent Evaluation		
August 2024	August 13		Approval of Academic Standards	OE 2 Emergency Succession Plan										
August 2024	August 27	Annual Meeting & Budget Hearing							Annual Meeting		Annual Budget Hearing			
September 2024	September 10	First Day of Classes Sept. 3	OE 7 Communicating with the Public				Student Board Representatives Orientation						OE 7 Adopted Nov '21	
September 2024	September 24		OE 3 Treatment of District Consituents	Seclusion & Restraint Report (meeting format TBD)	Office of Equity Update (tentative)			Fall Retreat					OE 3 Adopted Nov '21	
October 2024	October 8		R3 Character and Citizenship	R4 Wellness		Committee Meeting					Review of Original Budget		R3 Adopted Feb '23; R4 Revisions Presented 4/25/23	
October 2024	October 22		Adoption of the Original (Final) Budget		Recreation & Community Services Department Update (tentative)						Adoption of the Original (Final) Budget		OE 4 Adopted Apr '22	
November 2024	November 12		OE9 Instructional Programs			Committee Meeting		Board Candidate Information Meeting						

	Board Discussion and Possible Board Action					Work Plan Notes							
Month	Meeting Date	Instructional Calendar Notes	Board Approvals	Board Approvals	Other District Updates	Visioning & Strategic Planning Schedule (tentative)	Governance Culture	Board Development	Community Engagement	Legislative Advocacy	Budget	Board-Superintendent Relations	OE and R Report Notes
November 2024	November 26	T-giving Break Nov. 27-Dec 1	OE 4 Personnel (tentative)		District & School Report Cards								
December 2024 - one meeting	December 10	Winter Break Dec 23-Jan 5	OE 5 Financial Management & Administration	R2 Revised Report		Committee Meeting		Incumbent Non-Candidacy Filing; Winter Retreat				Superintendent's Mid-Year Evaluation	OE 5 Adopted Dec 2022
January 2025	January 14		OE 1 Global Operating Expectations [2]	OE 9 Instructional Calendar				Wisconsin Education Convention				OE 6 Board Survey	
January 2025	January 28		Open Enrollment Recommendation			Committee Meeting				WASB Delegate Assembly Update	2025-2026 Budget Development Timeline		
February 2025	February 11		OE6 Communicating with the Board	Auditors Report				Board Candidate Orientation	Instructional Calendar Committee	Public Schools Week; I Love My Public Schools Resolution			
February 2025	February 25		OE 8 Learning Environment		Library Media & Technology (Department of Teaching & Learning) Update	Committee Meeting							
March 2025 - one meeting	March 11	Spring Break March 22-30	Extracurricular Activities (tentative)								Preliminary Budget Assumptions		
April 2025	April 8	Spring Board Election	OE 10 Facilities	Long-Term Capital Maintenance Plan				Spring Elections; Student applications	Bi-Board Meeting		Long-Term Capital Maintenance Plan		

[illegible]

[1] New DRAFT Report, based on revised Policy and Indicators May 2024

[2] Revised and Adopted February 28, 2024

July 9, 2024

Overview of proposed board work plan for the 2024-2025 school year:

Dr. Burgos and Chief of Staff Carrie Wettstein and I met last week to draft a work plan for the next year. In suggesting adjustments from the current year's workflow, we tried to identify opportunities for easing burden on individual administrators, and to ensure most meetings are not heavily loaded with too many reports that would merit lengthy discussion.

I wanted to share specific changes here, and open the floor for other suggested changes.

-Emily Berry

OE-8 Learning Environment

I noted before that I think it's unfortunate that we have usually monitored this report during the summer without Student Representatives in place. I would like to monitor this one in February instead to give this important policy some space for dialogue and student voice.

OE-10 Facilities

We'd like to review this one at the same time as our 1-year Capital Improvement plan, in April, moving it from September.

R2 Academic Achievement and Growth

As we are discussing tonight, we expect to hear an update on R2 with results from standardized testing in December.

R4 Wellness

This policy needs revisions, and we'd like to consider moving the monitoring back, perhaps after a workshop or revision discussions after Dr. Burgos has a chance to dig in.

OE4 Personnel

We'd like to move this from October to either November or to January so as not to slam our Business Director with so many reports all at once in the midst of budget adoption in October.

Other notes:

- Dr. Burgos will consult with Equity Director Shari Tucker to ensure that a report on our equity work this year is focused and clear in scope. We want to ensure that our work to

achieve educational equity is part of all of our work and not isolated to one report per year. On the other hand, we do want to hear updates on our work under the ICS framework and with other partner organizations, as well as anything Director Tucker wants to share with the board.

- Keep in mind that the board and administrators will be very busy with strategic planning this year. Our Steering Committee will likely meet on a few Saturdays. We should expect at least one Steering Committee meeting per month.
- Our Recreation & Community Services Update is on the calendar for October, but we will leave this as a flexible date with our new Recreation Director starting work this summer.
- We will tentatively adopt our new extracurriculars policy (or new indicators for existing Operating Expectations) in March.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
June 25, 2024

Board Member Participation:

Emily Berry, President
Becky Freer, Vice President
Nathan Hammons, Treasurer (arrival at 7:25)
Abby Fowler, Clerk
Ellen Eckman, Member at Large

District Administrator Participation:

Laurie Burgos, Superintendent
Heather Heaviland, Director of Business Services
Mike Joynt, Director of Teaching and Learning

I. 7:00 pm CALL TO ORDER

Motion to Adopt the Agenda

Motion to Move Item VI A to the end of the Board Business Agenda, if needed

MOVED by Becky Freer and SECONDED by Ellen Eckman AYE: 4 NAY: 0

II. 7:01 pm PUBLIC COMMENT #1 - no comments

III. 7:03 pm SUPERINTENDENT'S REPORT

IV. 7:59 pm SUPERINTENDENT'S CONSENT AGENDA

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

Requests: Ovalle-Krolick Resignation and Knowlton Appointment

Approval of Monthly Financials

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

V. 8:00 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Approval of Board Governance Officer

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

B. Review of Board Work Plan

VI. 8:09 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

June 11, 2024 Regular Board Meeting

MOVED by Becky Freer and SECONDED by Nathan Hammons AYE: 5 NAY: 0

VII. 8:10 pm PUBLIC COMMENT #2 - No comments

VIII. 8:11 pm BOARD MEMBER REPORTS

SWSA, Emily Berry

IX. 8:20 pm REVIEW OF 'TO DO' ITEMS

Board Work Plan Updates; Extracurricular Activities/Pupil Nondiscrimination Self Evaluation Review

X. 8:22 pm FUTURE AGENDA ITEMS

Appointment of Board Governance Officer, R2 (Student Results) Monitoring Document, Adoption of Board Work Plan

XI. 8:40 pm RECESS AND DEBRIEF