

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
May 10, 2022 AGENDA

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

Community members may attend the School Board meeting in person; masks are recommended, but optional.

Parking is available in the Shorewood High School lot; please enter through the new Administration Building doors and take the west stairs up to the second floor. An elevator can be accessed from the hall adjacent to the east stairs, if needed.

Due to active health and safety concerns associated with the ongoing COVID-19 pandemic, attendees can use the alternative method of access that the District is providing on Zoom:

Join Zoom:

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

Meeting ID: 815 9962 7722

One tap mobile

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Dial by your location

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Meeting ID: 815 9962 7722

Find your local number: <https://us02web.zoom.us/u/kdeePLnyIh>

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I. 7 pm CALL TO ORDER

A. Adopt the Agenda (GC2)

B. Overarching Result for Shorewood School District (R1)

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

C. Awards and Recognitions

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

8th Grade Passages and Student Outcomes - SIS Staff Presentation

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

A. Facilities Projects Updates Mike Huffman

B. Approval of Final Notice of Non-Renewals of Teacher Contracts under Wis. Stat. § 118.22”

1. Three One-Year Contract Non-Renewals

2. One Part-Time Reduction from 1.0 FTE to .6 FTE

3. Four 1.0 FTE Reductions

C. Approval of R2 Student Results Monitoring Report Sam Coleman

3

D. Board Governance

1. Student Representatives Bylaw

15

2. Board Linkages

17

3. Operational Referendum Ad Hoc Committee

V. 8:30 pm BOARD CONSENT AGENDA (GC2)

A. Approval of Board Meeting Minutes

18

April 26, 2022 Regular Board Meeting

VI. 8:35 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. 8:50 pm BOARD MEMBER REPORTS

VIII. 9:05 pm SUPERINTENDENT'S REPORT

20

IX. 9:15 pm SUPERINTENDENT'S CONSENT AGENDA

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

24

X. 9:20 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. 9:35 pm REVIEW OF 'TO DO' ITEMS

XII. 9:40 pm FUTURE AGENDA ITEMS

XIII. 9:45 pm RECESS AND DEBRIEF



**Results Monitoring Document
R-2 Academic Growth - Literacy**

Certification of the Superintendent: *With respect to Results 2 (Academic Growth - Literacy), 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: _____, **Interim Superintendent** **Date:** May 10, 2022

Executive Summary

The Shorewood School District prioritizes providing a comprehensive liberal arts education and academic growth for all students in grades K-12. 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. This report presents FastBridge data from fall and winter math and reading assessments from the 2021-22 school year. Please note that total numbers of participating students are included in tables (in red).

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.

Introduced at the beginning of the 2020-2021 school year, FastBridge assessments were conducted in the fall, winter and spring, and brought together faculty, support staff, and administrators to begin working more closely together to review data in order to make decisions about instructional strategies and targeted support for students. Decisions about introduction of literacy pilot programs in the early elementary grades and an increased focus on writing in the intermediate grades, creating structured time for Fastbridge data review during in-service days in August and October, and providing parents with test results and communications that explain

the Fastbridge assessment process and scores were notable changes in our work to make progress toward literacy and numeracy results.

In high school (grades 9-11), ACT Aspire and ACT Reading and Math scores are used to report on R2 Literacy and Numeracy results. As we reflect on our student growth objectives, we will evaluate other available benchmarks and assessment tools in making recommendations to the Board for inclusion in future R2 reports. Grade-level state and national academic standards and other available measures (e.g, ACT English and Math) will be considered to provide additional context for literacy and numeracy results.

It is important to note that 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 Benchmarks are scores on the ACT subject-area tests that 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.

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.

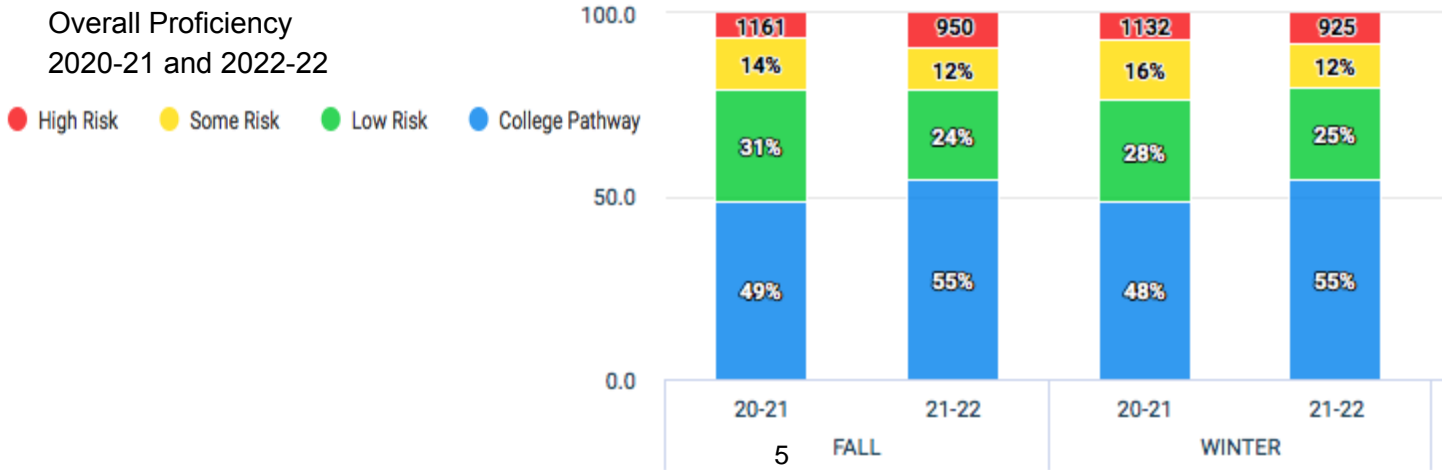
R-2 - Academic Growth - Literacy	Superintendent	Board
	Making Reasonable Progress	Making Reasonable Progress
	Making Reasonable Progress with Exceptions	Making Reasonable Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress

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

aReading: Fall- Winter 2021-22							
	Overall	Special Ed Students	Non-Special Ed Students	White Students	Black Students	Hispanic Students	Asian
Fall Proficiency (80% goal)	79%	43%	84%	83%	42%	69%	79%
Winter Proficiency (80% goal)	80%	39%	84%	85%	44%	73%	80%



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

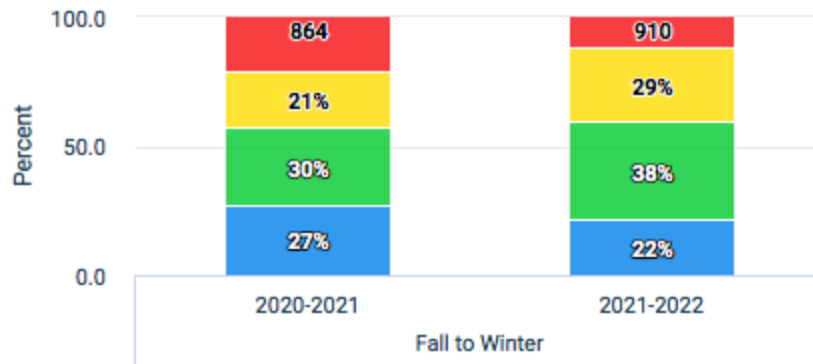
- K-8 FastBridge data in Reading will indicate overall, our students achieved typical or aggressive growth (a growth score of 60% or higher)

Evidence: See tables below

aReading: Fall-Winter 2020-22							
	Overall	Special Ed Students	Non-Special Ed Students	White Students	Black Students	Hispanic Students	Asian
Fall-Winter 20-21 Growth (60% goal)	57%	51%	58%	58%	55%	67%	56%
Fall-Winter 21-22 Growth (60% goal)	60%	60%	59%	60%	58%	69%	55%

● Flat Growth ● Modest Growth ● Typical Growth ● Aggressive Growth

Overall Growth
2020-21 and 2022-22



earlyReading K5-1st Overall Growth: 51% of students achieved typical or aggressive growth



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

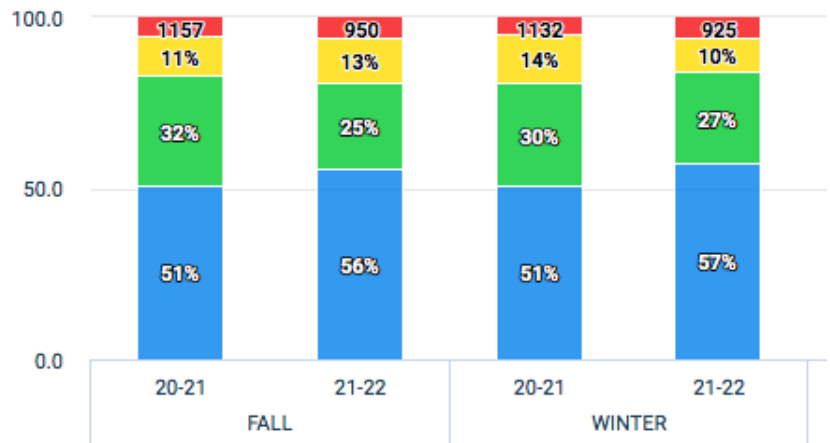
Overall, 81% percent of students who completed the FastBridge assessment fell within the “low risk” or “college pathway” classification in math. Although we exceeded our 80% goal overall, more progress is needed to increase the proficiency rate for students who are Black and who receive special education services. It is important to note the 13% gain in math proficiency and the 18% gain in growth for Black students from fall to

winter. It is also important to note that there was a -7% change in growth for students who receive special education services. We will continue to provide targeted support and standards-aligned instruction as we monitor these results.

Math: Fall-Winter 2021-22							
	Overall	Special Ed Students	Non-Special Ed Students	White Students	Black Students	Hispanic Students	Asian Students
Fall Proficiency (80% goal)	83%	55%	85%	87%	46%	72%	85%
Winter Proficiency (80% goal)	81%	55%	85%	89%	59%	72%	90%

Overall Proficiency
2020-21 and 2022-22

● High Risk ● Some Risk ● Low Risk ● College Pathway



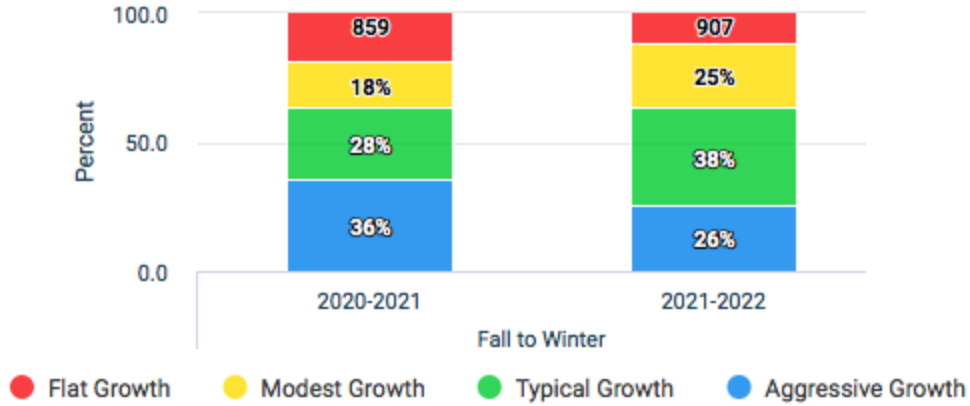
Superintendent Indicator 2: At least one year of growth in Math in Grades K - 8

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

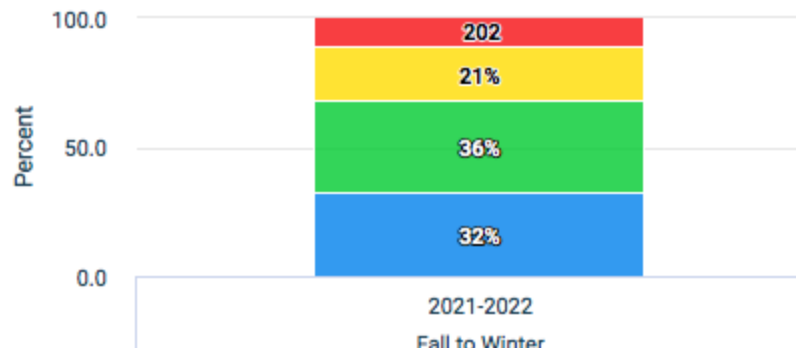
Evidence: See tables below

aMath: Fall - Winter 2021-22

	Overall	Special Ed Students	Non-Special Ed Students	White Students	Black Students	Hispanic Students	Asian Students
Fall-Winter 20-21 Growth (60% goal)	64%	53%	61%	63%	47%	60%	62%
Fall-Winter 21-22 Growth (60% goal)	64%	46%	66%	63%	65%	64%	67%



Early Math K5-1st
Overall Growth
68% of students achieved
typical or aggressive growth



Superintendent Indicator 3:

- o At least 80% of Students in Grades 9,10, and 11 will be at grade level on the Reading section of the Aspire and ACT

Evidence: For this indicator, the District considers students who receive a score of “ready or exceeding” to be at or above grade level on the ACT Aspire (9th and 10th grade). ACT Aspire data for spring 2020 was not available due to the pandemic; both ACT and ACT Aspire testing were conducted in spring 2021.

Generally, ACT scores are viewed as college readiness indicators, not grade-level proficiency measurements. The District uses the ACT Reading score - which measures craft and structure, integration of knowledge and ideas and key ideas and details - to report on 11th reading mastery in R2 indicators and the data below reflects overall student results. At this time, the District does not include ACT English scores in R2 Results, and the Department of Curriculum & Instruction will evaluate use of this data as a possible recommendation to the Board for future years.

At 63% of 11th grade students meeting the college readiness threshold, and 62% of 9th grade students meeting optimal reading benchmarks, the overall District average is at or above state and national averages in the test populations. We have noted the disparity in performance between 9th and 10th grade over time and are analyzing potential factors that may contribute to the test results. Other measures of grade-level reading proficiency - including classwork and classroom assessments against state and national academic standards are also considered.

Reading				
Grade	% at or above Grade Level 2018	% at or above Grade Level 2019	% at or above Grade Level 2020	% at or above Grade Level 2021
9th - Aspire	66% N = 103 of 155	67% N = 104 of 155	N/A	67% N = 83 of 124
10th - Aspire	60% N = 91 of 152	66% N = 97 of 147	N/A	57% N = 72 of 127
11 - ACT	63.5% N = 101 of 159	61.5% N = 91 of 148	64.6% N = 95 of 147	63.3% N = 93 of 147

Superintendent Indicator 4:

- o At least 80% of Students in Grades 10 and 11 will show a year's worth of growth on Aspire and ACT Reading and Math

Evidence: See tables below.

ACT Aspire data is not used to measure academic progress in terms of years. Overall, the percentage of students meeting the reading and math benchmark is consistent with how students have scored on the ACT Reading and assessment in the recent four years. It is important to note the -23% change in the overall percentage of students meeting the bath benchmark in 2021 compared to 2020.

A review of the data disaggregated by race/ethnicity show that overall, students in 11th grade are scoring above the state and national averages. This data further shows a significant achievement disparity (5 or more points) between ACT reading and math scores of Black and Hispanic students compared to White students. To more accurately evaluate "one year's growth" the District encourages further discussion of growth indicators, including state and national grade-level standards.

Reading					
	Percent meeting Benchmark 2017	Percent meeting Benchmark 2018	Percent meeting Benchmark 2019	Percent meeting Benchmark 2020	Percent meeting Benchmark 2021
11th grade students	55% N = 83 of 152	64% N =101 of 159	62% N =91 of 148	65% N = 95 of 147	63% N = 93 of 147

Race and Ethnicity	2021 District Average ACT Reading Scores	2021 State Average ACT Reading Scores
All Students	23.8	19.4
Black/African American	15.9	15.5
White	25.4	20.4
Hispanic/Latino	19.8	16.9
Asian	24.0	19.9

Math				
	Percent meeting Benchmark 2018	Percent meeting Benchmark 2019	Percent meeting Benchmark 2020	Percent meeting Benchmark 2021
11th grade students	61% N= 97 of 159	58.7% N= 88 of 150	66.7% N= 98 of 147	43.5% N = 64 of 147

Race and Ethnicity	2021 District Average ACT Math Scores	2021 State Average ACT Math Scores
All Students	22.4	19.1
Black/African American	16.4	15.5
White	22.0	20.0
Hispanic/Latino	17.3	16.8
Asian	25.0	20.4

Conclusions: FastBridge Data

Overall, 60% of students in grades 2nd through 8th who completed the FastBridge assessment achieved typical or aggressive growth in reading and 64% of students achieved typical or aggressive growth in math. These results indicate that overall, reasonable progress when measuring **growth** is being made toward results goals in the areas of literacy and numeracy.

Additionally, overall, 80% of students in grades 2nd through 8th who completed the FastBridge assessment achieved scores of proficient (low risk and college pathway) in reading and 81% of students achieved scores of proficient (low risk and college pathway) in math.

These results indicate that overall, reasonable progress when measuring **proficiency** is being made toward results goals in the areas of literacy and numeracy.

Reading and Math Data Disaggregated by Special Education

An analysis of fall to winter **FastBridge aReading** progress monitoring **data disaggregated by participation in special education services** indicates that 39% of students in grades 2nd through 8th who receive special education services scored within the “low risk” or “college pathway” in reading compared to 84% of students who do not receive special education services.

While this is a change of -4% from fall to winter reading proficiency, it is important to note the +9% change in growth from fall to winter. This change in growth closes the growth gap by +1% between students who receive special education services and students who do not. This positive change in growth represents results that we will monitor and sustain.

An analysis of **FastBridge aMath** Progress monitoring **data disaggregated by special education** revealed that Fifty-five percent (55%) of students who receive special education services scored within the “low risk” or “college pathway” in math compared to 85% of students who do not receive special education services. These results indicate significant disparities (a gap of 30%) Math proficiency between students who receive special education services and students who do not.

Addressing these disparities and inequities we are producing as an educational system is a top priority. Maintaining a focus on equity is critical as we identify root causes of these results and the strategies that must be implemented to reduce and ultimately eliminate inequities in proficiency results of students with disabilities.

Reading and Math Data Disaggregated by Race

An analysis of **FastBridge aReading** Progress monitoring **data disaggregated by race** reveals the most significant disparities in proficiency exists between students who are Black and students who are White. Forty-four percent (44%) of Black students scored within the “low risk” or “college pathway” in reading compared to 85% of White students.

An analysis of **FastBridge aMath** Progress monitoring **data disaggregated by race** revealed that Fifty-nine percent (59%) of Black students scored within the “low risk” or “college pathway” in math compared to 89% of White students. These results indicate significant disparities (a gap of 30%) Math proficiency between students who are Black and students who are White.

It is important to note a change in growth of +13% in FastBridge aMath scores of Black students from fall to winter. This positive change in growth represents results that we will monitor and sustain.

Addressing these disparities and inequities we are producing as an educational system remains a top priority. Maintaining a focus on equity is critical as we identify root causes of these results and the strategies that must be implemented to reduce and ultimately eliminate inequities in proficiency results of students who are Black.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Update to Board Bylaw 125 - Student Representatives to the Board

Date: 05/10/22

Prepared by: Paru Shah

Recommended action:

Information only

Presentation/discussion

Discussion/action by School Board

Presentation/action next meeting

Recommendation: Adopt amended Bylaw 125.

Background: Based on our discussion about the student representative positions at our last meeting, I have updated the bylaw to change the selection process for students from appointment by the board to election by the students.

School District of Shorewood Student Representatives to the School Board Board Bylaw 125

The Shorewood School Board recognizes the importance of hearing from Shorewood students directly about the district's policies and operation. Therefore, the Board welcomes Student Representatives to the School Board.

Students will be elected directly by their classmates in May, and serve as a non-voting Student Representatives to the School Board for a term of one school year. Students will be allowed to serve a maximum of two terms..

Student Representatives shall participate in open Board meetings, but may not make or vote on any motions. They will attend only open meetings of the board.

Expectations and responsibilities for the Student Representatives to the School Board:

1. Be available to begin serving as Student Representative with the start of the school year.
2. Consistently attend regular Board Meetings.
3. Review relevant materials, and be prepared to participate in each meeting alongside the elected, voting members of the board..
4. Communicate Board actions and relevant work to students and solicit feedback and ideas from fellow students.

Process for Election of Student Representatives to the School Board:

1. The board/District will distribute job description, candidacy forms and election deadlines to students in May.
2. All candidates will be asked to provide a candidate statement in writing, and record a short video that will be shared with all students prior to election day.
3. All Shorewood High School students will be eligible to vote for two candidates. Voting will be conducted anonymously, and voting will remain open for at least two school days. Election protocols and administration will be handled by the High School Administration.
4. The candidates with the two highest vote totals will be declared Student Representatives. elected Student Representatives to the School Board will begin at the first School Board meeting in September. Prior to that first meeting, they will attend a board orientation with two Board designees.

Amended May 10, 2022



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Summer Linkages

Date: 05/10/22

Prepared by: Paru Shah

Recommended action:

Information only

Presentation/discussion

Discussion/action by School Board

Presentation/action next meeting

Recommendation: Summer Linkage List

Background: Based on our discussions about linkages, we have the following as groups we would like to meet with this summer:

Shorewood Foundation

Shorewood BID

Senior Center

Library Board

Realtors



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
April 26, 2022

Board Member Participation: Paru Shah, President
Emily Berry, Vice President
Pablo Muirhead, Clerk
Ellen Eckman, Treasurer
Becky Freer, Board Member
Bobby Gronert, Student Representative
Alexis Hu, Student Representative

District Staff Participation: JoAnn Sternke, Interim Superintendent
Heather Heaviland, Director of Business Services
Janice Carter, Miriam Altman and Angela Hayes, Atwater School

I. 7:01 pm CALL TO ORDER

Motion to Adopt the Agenda

MOVED by Ellen Eckman and SECONDED by Pablo Muirhead AYE: 5 NAY: 0

II. 7:06 pm STUDENT ACHIEVEMENT

Atwater Elementary School Art and Music Composition

III. 7:20 pm PUBLIC COMMENT #1 - no comments

IV. 7:21 pm BOARD BUSINESS AND BOARD ACTION

A. Approval of Children's Hospital Service Agreement (2022-2024)

MOVED by Pablo Muirhead and SECONDED by Emily Berry AYE: 5 NAY: 0

B. Approval of Allocation of Remaining Referendum Contingency Funds

MOVED by Pablo Muirhead and SECONDED by Becky Freer AYE: 5 NAY: 0

C. Approval of Teacher Preliminary Notices of Non-Renewal Letters

1. Four One-Year Contract Non-Renewals

MOVED by Emily Berry and SECONDED by Ellen Eckman AYE: 5 NAY: 0

2. One Part-time Reduction from 1.0 to .6 FTE

MOVED by Ellen Eckman and SECONDED by Emily Berry AYE: 5 NAY: 0

3. Five 1.0 FTE Reductions

MOVED by Ellen Eckman and SECONDED by Pablo Muirhead AYE: 5 NAY: 0

D. Board Governance

1. Election of Board Officers and Board Liaison Assignments

Nomination of Paru Shah, President

MOVED by Ellen Eckman and SECONDED by Emily Berry AYE: 5 NAY: 0

Nomination of Emily Berry, Vice President

MOVED by Paru Shah and SECONDED by Pablo Muirhead AYE: 5 NAY: 0

Nomination of Pablo Muirhead, Clerk

MOVED by Paru Shah and SECONDED by Emily Berry AYE: 5 NAY: 0

Nomination of Ellen Eckman, Treasurer

MOVED by Pablo Muirhead and SECONDED by Paru Shah AYE: 5 NAY: 0

2. Community Linkage Meetings: Multi Language Learners on April 21
3. Key Communicators Update
4. Student Board Representatives Bylaws and Elections

V. 8:54 pm BOARD CONSENT AGENDA

Approval of April 12 Board Meeting Minutes

Approval of April 12 Board Meeting Closed Session

Approval of April 14 Board Meeting Closed Session

MOVED by Pablo Muirhead and SECONDED by Ellen Eckman AYE: 5 NAY: 0

VI. 8:55 pm BOARD MEMBER REPORTS - no reports

VII. 8:55 pm PUBLIC COMMENT #2

Dauida Amenta

Amber Wichowsky

VIII. 9:00 pm SUPERINTENDENT'S REPORT

IX. 9:06 pm SUPERINTENDENT'S CONSENT AGENDA

Approval of Staffing Changes, Atwater School Tree Planting and Monthly Financials

MOVED by Emily Berry and SECONDED by Ellen Eckman AYE: 5 NAY: 0

X. 9:07 pm PUBLIC COMMENT #3 - no comments

XI. 9:08 pm REVIEW OF 'TO DO' ITEMS

Summer Linkage schedule, Student Board Representatives, WPEN Liaison, Operating Referendum Ad Hoc Committee

XII. 9:10 pm FUTURE AGENDA ITEMS

XIII. 9:13 pm RECESS AND DEBRIEF



SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: May 10, 2022

Prepared by: JoAnn Sternke

Board Action:

X Information only

Presentation/discussion

Discussion/action by board of education

Presentation/action next meeting

Purpose:

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

Student Results

The District's presentation of Student Results 2 (math and literacy results) is included in the May 10 agenda. These reports reflect performance on FastBridge (grades K-8) in fall and winter, as well as ACT Aspire and ACT Reading and Math scores for grades 9-11.

Introduced by the District in Fall 2020, [FastBridge](#) (Formative Assessment System) assessments are administered to students in grades K-8 three times each year, in September, February and May. We are committed to using this assessment tool to both inform instruction and monitor student growth. With two annual Fastbridge assessment cycles almost complete, the District recommends moving the reporting of Student Results for Math and Literacy to June beginning in 2023 in order to include all data for the entire school year. Aligning reporting with the assessment schedule will positively impact the value of data analyses and discussions of interventions, student growth and achievement, including professional development workshops, curriculum mapping and evaluation, and grade band and departmental planning. Director of Curriculum & Instruction Sam Coleman has been working with his team this spring to align protocol for teachers to use this tool to guide instructional adjustments in the classroom.

District Events

Congratulations to Shorewood Intermediate School Teacher Sarah Koplin who was recently selected as one of Wisconsin's five Teachers of the Year. Sarah has distinguished herself as a highly engaging and effective teacher of world geography; additionally, she is a member of the Intermediate School's Instructional Leadership Team and other workgroups in the District that are focused on student growth and achievement. We were proud to welcome State Superintendent of Schools Dr. Jill Underly to SIS to surprise Sarah with this honor. This is yet another example of the commitment to the district's mission - and evidence of the superior teachers we are proud to have on staff here in the Shorewood Schools.

Thanks to Board and community members for attending the District's Facilities Open House on April 28. District alumni received a special letter inviting them to the High School's Open House activities and those in attendance were very impressed by the district's commitment to preserve our historic buildings. Our student guides at Atwater and Lake Bluff were terrific, and I was especially pleased that students and their families visited the elementary schools together to see their projects and learning spaces after many months of limited access due to the pandemic. Total Open House attendance was approximately 400 students and adults. I appreciate Carrie Wettstein for her orchestration of this event along with our facilities team, school leaders, and Referendum partners who came together to make this a celebration.

I want to take this opportunity to acknowledge the SEED Foundation, too. SEED volunteers helped support the Open House at each school building, and *Swing with Shorewood* on May 7 was sold out! As you know, this event and the SEED Annual Campaign provide important financial support to the District and to each school, and I am very grateful for their help in communicating about the District's financial needs and our mission. We have begun working with SEED to expand alumni giving and communication in advance of the High School's 100th Anniversary in 2024, and alumni received the *Swing with Shorewood* Auction link and other event information to welcome their involvement.

Opportunities to participate in our ICS Community Ally Academy workshops are available. All sessions will be virtual, and the first meeting is on May 25 from 6 pm to 8:30 pm. This second series of community sessions is a wonderful introduction to the ICS framework and the discipline we are using throughout our District to evaluate and strengthen our systems - administration, schools, academic programs, support services and elsewhere - to better support excellence in teaching and learning for all.

Student, Staff and School Policy Updates

The District contracted with NEOLA last year to help manage District and school policy development and online reference capabilities, and we have just completed our semi-annual policy review and update. Revisions to student and staff handbooks, a new universal student Code of Conduct for all grade levels, and facilities, financial management and other operational

procedures updates based on NEOLA policy resources are underway for the 2022-2023 school year to reflect updated [District policies](#).

Information about specific changes to student fee policies and related procedures that will take effect next year will be shared through the student registration process, Infinite Campus and through other communications. Pandemic-related changes include notification that the federal program that has funded free meals for all students during the pandemic *is expected* to end on June 30, 2022. The District is in the process of collecting outstanding fees, and is also notifying families with outstanding 2021-2022 student fees of policies that may impact their student's optional activities next year. First, we are also considering referring overdue payments across the District departments and schools to an outside collections agency, effective August 1, 2022. As always, student families who are eligible for free and reduced meals will receive free supplies and materials needed to complete course requirements. Participation and optional activity fees will be assessed separately, in alignment with District policy and state and federal guidelines.

Enrollment

The District received 591 Open Enrollment applications for 66 seats approved by the Board in January 2022, and the Pupil Services team is reaching out to all families who will be offered a seat to register them so that we can update grade sections as the enrollment cycle continues.

Separately, we are currently analyzing the attendance of our current open enrollment students to determine if they are meeting attendance requirements. Attendance is one key qualifier to determine ongoing open enrollment status. In a few instances, we have some open enrollment students whose seats may be revoked due to poor attendance. We will then fill those seats from the current pool of applicants. Finally, I want to touch on another piece of the enrollment puzzle, which is resident students who move out of the district during the course of a school year. At this time, 17 resident students have been given "tuition waivers" for 2022-2023. Tuition waivers allow current resident students who move out of the district to complete the school year in the Shorewood Schools. These tuition waivers do not impact the 66 new seats approved for Open Enrollment into our district. We have determined preliminary numbers of class sections at each grade level in the elementary schools (with enrollment information available as of April 27) and this information as well as a small number of transfer opportunities in both regular grades have been shared with faculty.

Budget Development & Communications

As I mentioned at the April 26 Board meeting, our presentation of the District's preliminary 2022-2023 budget on May 24 will include the operating efficiencies, administrative reductions and realignments we will be able to make *this year*. Reorganizations of administrative and support staff and job functions will continue, and are key to the mid-term financial strategies (2023-2025) that need to be implemented to stabilize the District's financial position.

In addition to exploring the establishment of an Ad Hoc Committee to evaluate a potential Operating Referendum, we also want to research the feasibility of offering all-day K4 in the 2023-2024 school year. This topic was mentioned numerous times in budget surveys and input

sessions, and could be an important factor in our messaging to residents and surrounding communities. Community members provided other valuable feedback about ways that the District can and should set itself apart (character development, citizenship, learning through play, and others) and maximizing our website and partnerships in the community to share these messages is a priority. Our Strategic Plan update will touch on these topics, and will invite readers to visit the District website for more information about our distinctive programs and commitments, as well as specifics of progress toward our annual priorities and 2025-2025 Strategic Framework.

We have just begun to receive our School Perception survey results and will begin to analyze them as the school year comes to a close. I am pleased to share that parent & community responses to this year's School Perceptions survey were substantially higher than 2021 (649 vs. 460), and these will be very helpful in identifying and acting on key issues in our schools and departments across the District. Survey reports from School Perceptions are expected shortly, and we will be sharing details of the student, staff and parent & community member surveys with our school leaders and Board and community members in June.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Resignations

Date: May 10, 2022

Prepared by: JoAnn Sternke

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:

Tyler Greene will resign at the end of the school year from his position of Special Education Teacher at Lake Bluff Elementary. He has accepted a position at another school district.

Grace Kosmatka will resign from her position of Biology Teacher at Shorewood High School. Grace was on a 1 year contract because of a 1 year leave of absence.

Stephen Kerns will resign at the end of the school year from his position of Computer Science and Math Teacher at Shorewood High School. He has accepted a position at another school district.