

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD  
Shorewood, Wisconsin  
September 10, 2024 AGENDA

SCHOOL BOARD MEETING  
7:00 PM

**Shorewood High School Library Media Center (LMC)**  
**1701 East Capitol Drive**  
**Shorewood, WI 53211**

Parking is available in the Shorewood High School lot; please enter through the Administration Building doors and take the stairs up to the second floor. *An elevator is accessible near the east stairs.*

Participants may also access the Annual Meeting on Zoom:

Join Zoom:

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

Meeting ID: 815 9962 7722

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

Parameters for Public Comment

The Board welcomes public comments. Public comments are limited to three minutes per person. Per Wisconsin's open meeting law and guidance issued by Wisconsin's Attorney General, we cannot engage in

substantive discussions or act on items not on the agenda; however, we will follow up with speakers after the meeting or add items to a future Board agenda for purposes of addressing the matter. Further, we do not permit discussion of pupils, current or former staff, or job candidates. The Board is also reachable by email at schoolboard@shorewood.k12.wi.us.

*This meeting notice was posted on September 6, 2024.*

**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

Introduction of 2024-2025 Student Representatives

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

**Atwater Elementary School**

**III. 7: 15 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.*

**IV. 7:25 pm SUPERINTENDENT'S REPORT**

**3**

**V. 7:35 pm SUPERINTENDENT'S CONSENT AGENDA**

**VI. 7:40 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION**

A. Village Manager's Presentation of the 2025 Budget Communication Plan

B. Approval of OE 2 (Emergency Superintendent Succession) Operational Expectations

**5**

Monitoring Document as In Compliance

C. Approval of OE 7 (Communicating with Village Residents and the Public) Operational

**8**

Expectations Monitoring Document

**VII. 8:30 pm BOARD CONSENT AGENDA (GC2)**

A. Approval of Board Meeting Minutes

**16**

August 27, 2024 Regular Board Meeting

B. Approval of Revisions to R2 (Academic Achievement and Growth) Results

**17**

Monitoring Document

C. Approval of SHS Environmental Literature and Science Student Field Trip to Devil's

**38**

Lake State Park

**VIII. 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.*

**IX. 8:45 pm BOARD MEMBER REPORTS**

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

**XI. 8:55 pm FUTURE AGENDA ITEMS**

**XII. 9:00 pm RECESS AND DEBRIEF**



**EXECUTIVE SUMMARY  
FOR THE SHOREWOOD SCHOOL BOARD**

**Topic:** Superintendent's Report

**Date:** September 10, 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.

**Back to School Notes**

I want to thank our students, parents and guardians, and teachers for making the first days of the 2024-2025 school year joyous and positive. Students have been excited, ready to learn, and mindful of new policies and school procedures, and it was a pleasure to visit schools and classrooms throughout the week. Dr. Keona Jones, Assistant State Superintendent of Schools, and Ben Ketterer, Assistant Director, Title I Continuous Improvement, visited Atwater Elementary School on the first day of school, and it was an honor to have them in the District for a student-led school tour.

Along with instructional staff, our student services, administrative support, technology, buildings & grounds teams, the Business Services and Recreation & Community Services departments, our nursing staff, food service partners and many others have done a great deal of work behind the scenes to ensure that teachers and schools had the resources needed to begin the year, and that students felt welcome on the first day of school. Effective teaching and learning depends on strong operational and administrative support, and I want to extend my gratitude to the entire District team for their efforts.

I also want to take this opportunity to recognize Brett Aiello, Lena Lysakova, Dominic Newman and Beth Sween, who received 25-year service awards at our Back to School Kick Off on August 30. Their tenures are a wonderful reflection of the mission and goals of the District.

### **District and Board Priorities**

Along with the Back to School Kick Off, the August 27 Annual Meeting provided an important opportunity to reflect on our work, including new curriculum adoptions, changes in our instructional framework, expanded equity work and the introduction of data-driven continuous improvement processes, and to share District and Board priorities for the future. I want to thank Clarke Warren for serving as this year's Annual Meeting Chair, as well as residents and staff who attended and participated in this important event. Community members can review the District's Annual Meeting presentation and Budget Hearing information [here](#).

With the school year now underway, the District launched *Mapping our Future*, our visioning and strategic planning process, with a four-week series of informational posts - *What's Up Wednesday* - and a follow up survey - *Follow Up Friday*. The first post and survey were published on social media and shared through school newsletters, and all Shorewood residents will receive a postcard about participating throughout the month of September. These survey results will be among the materials that our Visioning and Strategic Planning Committee will review when they begin meeting in October, and roughly 50 members of the community have expressed interest in serving as Committee members.

We have also heard from many community members about participating in focus groups that will support the visioning and strategic planning process. The Donovan Group will facilitate a virtual community visioning session on November 11, along with a series of in-person focus groups (day and evening sessions) on November 14 and 18; details about these sessions and other information will be shared through school newsletters, in the Village Manager's Memo, on our website and on the District's Facebook page. Community members can also contact the District Office at (414) 963-6901 with questions about the process and participation.

The Donovan Group will provide the School Board with a report on this initiative at the December 10 meeting, before regrouping with the Committee in early 2025 to begin work on the development of a new, five-year strategic plan.

### **Board Agenda Items**

In addition to presenting scheduled Operational Expectations and Student Results Monitoring documents, the District will provide the Board with departmental updates at upcoming meetings. An update from the Office of Equity will be on the September 24 agenda, and the Recreation & Community Services department will provide an update on October 22.

The District will review the Preliminary 2024-2025 Operating Budget at the October 8 Board meeting, in preparation for Board adoption on October 22. This is the final step in completing the annual budget process, and the timeline and supporting documents can be viewed on the [District website](#).



**Shorewood**  
SCHOOL DISTRICT

**Operational Expectations Monitoring Document  
OE-2 Emergency Superintendent Succession**

**Certification of the Superintendent: *With respect to Operational Expectation 2 (Emergency Superintendent Succession), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:***

- In Compliance
- In Compliance with Noted Exceptions
- Not in Compliance

**Signed:** Laurie Burgos, Superintendent

**Date:** September 10, 2024

**Executive Summary**

The District leadership team - District administrators and school leaders - bring many strengths and skills to the District. The list of successors reflects their depth of knowledge and experience in key areas of District operations and school administration, as well as certifications that will be key to sustaining work toward strategic priorities.

**Disposition of the Board: *With respect to Operational Expectation 2 (Emergency Superintendent Succession), the Board:***

- Accepts the report as fully compliant
- Accepts the report as compliant with noted exceptions
- Finds the report to be noncompliant

**Summary statement/motion of the Board:**

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**Signed:** \_\_\_\_\_, Board President **Date:** \_\_\_\_\_

**OE-2: Emergency Superintendent Succession**

**The Superintendent shall designate at least one other executive staff member who is familiar with the Board’s governance process and issues of current concern and is capable of assuming Superintendent responsibilities on an emergency basis.**

Superintendent Interpretation:

- An **executive staff member** shall mean a member of the Administration Team.
- The term “**emergency basis**” means a period of time when the Superintendent is not available by any means and a decision that normally falls under the Superintendent’s purview must be made to ensure the safety and welfare of students and District personnel, or should such a decision not be made during this period; the District’s interests will be substantially damaged. The emergency would end upon the reestablishment of communication with the Superintendent, or, if the Superintendent is deemed by the School Board as incapable of resuming responsibilities, until the School Board appoints an interim Superintendent.

<p><b>Board Indicator 1:</b> <i>We will know we are compliant when:</i></p> <ul style="list-style-type: none"> <li>• The Superintendent, with input from the Administration Team members and Board of Education, creates a succession list with five names (in order of succession) that will fill in for the Superintendent on an emergency basis. This list will be readily available to Board members and Administration Team members.</li> </ul>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: The list of successors who will fill in for the Interim Superintendent on an emergency basis are (in order of succession):</p> <ul style="list-style-type: none"> <li>• Janice Carter, Principal, Atwater Elementary School (Superintendent License, Early Childhood/Adolescence)</li> <li>• Mike Joynt, Director of Teaching &amp; Learning</li> <li>• Heather Heaviland, Director of Business Services</li> <li>• Kate Harder, Director of Special Education and Student Services</li> <li>• Shari Tucker, Director of Equity</li> <li>• Tim Kenney, Principal, Shorewood High School</li> </ul>		

Board Comments:

OE-2 Emergency Superintendent Succession



**Operational Expectations Monitoring Document**  
**OE-7 Communicating with Village Residents and Public Audiences**  
(Revised November 2021)

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**Certification of the Superintendent: *With respect to Operational Expectation 7 (Communicating with the Public), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:***

- In Compliance  
 In Compliance with Noted Exceptions  
 Not in Compliance

**Signed:** Laurie Burgos, Superintendent      **Date:** September 10, 2024

**Executive Summary:**

The following Operational Expectations have been monitored and reviewed in an effort to establish and maintain communication with the Public that is conducive to making reasonable progress toward the Board’s Student Results Policies and the District’s Vision 2025 Strategic Plan:

- Proactively share District information and provide a way for the public to provide input (two-way communication) about the district’s direction
- Annually prepare and make publicly available information about the District’s progress towards accomplishing Results policies

**Summary of Compliance Status:**

The OE-7 Monitoring Document focuses on how the District works to maintain timely, two-way communication with Village residents and public audiences (OE-7.1), and the systems we have in place to ensure the public is informed about overall District and school administration and operations.

Board Indicator 1 focuses on how the District utilizes its communications channels to reach residents and other public audiences. Board Indicators 2, 3, & 4 focus on the timeliness of communications, how communications might garner support, and create opportunities for input/feedback.

The [Superintendent’s 100 Day Report](#) identified community engagement as an area of focus and development for the 2023-24 school year and beyond. In addition to electronic communications, the District focused on in-person listening sessions with the Superintendent as well as a “Let’s Talk About” community engagement series on topics identified by families and community members as priorities, including instructional technology, new elementary math curriculum, and the budget. As a result of public input, the District also made more detailed budget information available on the website.

**Areas of Focus for Continuous Improvement:**

- Continue shifting the mindset from communication as an afterthought to a core function of our schools;
- Develop strategies to grow advocates across the District and Village of Shorewood;
- Revise Board Indicator 2 on this report to monitor overall satisfaction with District communication rather than the use of multiple communication strategies to increase public support.
- Revise Board Indicator 3 on this report to provide evidence of communications strategies to monitor opportunities for feedback rather than depending on responses to a single survey question.

**Disposition of the Board: With respect to Operational Expectation 9 (Communicating with the Public), the Board:**

- \_\_\_\_\_ Accepts the report as fully compliant  
 \_\_\_\_\_ Accepts the report as compliant with noted exceptions  
 \_\_\_\_\_ Finds the report to be noncompliant

**Summary statement/motion of the Board:**

**Signed:** \_\_\_\_\_, **Board President**                      **Date:**

**OE-7 Communicating with Village Residents and Public Audiences**

The Board values an informed and engaged public. The Superintendent shall ensure that the public is adequately informed about the condition and direction of the District, and there are no significant differences in responses to satisfaction with communications and opportunities for feedback based on respondents' race, ethnicity, gender, or other available identity grouping.

**Superintendent Interpretation**

- **Public:** Village residents who do not have students enrolled in the district, the business community and other public audiences.
- **Adequately informed:** Public understands the activities in the District.
- **Condition:** Information about the organization's academic results, honors, awards and recognition, educational environment, financial status, and other aspects of the District's health.

- **Direction:** Communication about the District’s strategic action plan, programs, innovations, operational goals and intended Results for Student Achievement.

<p><b>OE-7.1:</b></p> <p><b>Ensure the timely flow of accurate information, appropriate input, and strategic two-way communication between the District and the public that builds understanding and support for District efforts, and that meets the needs of stakeholders from multiple cultural and linguistic backgrounds and is accessible to the public regardless of special needs or physical limitations.</b></p>	<p><b><u>Superintendent</u></b></p> <p><b><u>Compliant</u></b></p> <p><b><u>Compliant with Exceptions</u></b></p> <p><b><u>Not Compliant</u></b></p>	<p><b><u>Board</u></b></p> <p><b><u>Compliant</u></b></p> <p><b><u>Compliant with Exceptions</u></b></p> <p><b><u>Not Compliant</u></b></p>
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Superintendent Interpretation

The Board values an informed, involved community as a way to improve the system and check public perceptions of the system.

- **Timely flow:** Regular communications as needed through a variety of media throughout the year.
- **Appropriate input:** Thoughts, concerns, questions, and ideas from our parents, alumni, partners, and community members, with clear channels for input/feedback in place for our residents and other public audiences.
- **Strategic two-way communication:** We engage the public by delivering information and receiving feedback from community members in an organized, cyclical process around the District’s condition and direction to help build mutual understanding and relationships.
- **Builds understanding and support:** Our communication efforts help residents and other audiences stay closely informed about the district’s direction and progress, and develop and maintain a positive perception of the District.

<p><b>Board Indicator 1:</b></p> <p>The District develops an annual Communications Plan that includes opportunities for two-way communication between the District and Village residents/the public, a communications calendar, and goals for communication that are tied to the district’s strategic plan.</p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
<p>Evidence: The District prioritized communication and community engagement during the 2023-24 school year.</p> <p>The District calendar, School Board meeting schedule, and other key dates inform the annual communications plan. <i>Shorewood Today</i>, the Village Manager’s Memo, social media and events are the most effective tools for communicating with residents and public audiences.</p> <p>In addition, listening sessions were a key component of the Superintendent’s Entry Plan and the District’s “Let’s Talk About” community engagement series provided some unique opportunities for direct communication with Village residents and families.</p> <p>The District’s partnership with the Village is also key to sharing District initiatives, goals and financial stewardship information with the public. Information about school funding was mailed with tax bills to property owners again in December 2023, and the District provides School Board meeting notices and other information for posting with Village partners.</p> <p>Opportunities for two way-communication between the District and our resident and public audiences include:</p> <ul style="list-style-type: none"> <li>● Email - contact information provided in the District website directory as well as at the bottom of every email message sent.</li> <li>● Phone - numbers are provided in the District website directory and on the District calendar</li> <li>● Social media - direct messaging is available through all District/school social media channels</li> <li>● Website - there are several feedback options, including the Contact Us page and Submit a Question/Concern page</li> <li>● Newsletters - the District submits content for the Village Manager’s Memo each week &amp; provides contact information at the bottom of the District section; there is also a feedback portal link at the bottom of each District newsletter</li> <li>● Linkages and Superintendent Listening Sessions - participants may attend in person or virtually to provide feedback</li> <li>● <i>Shorewood Today</i> magazine - District provides URLs to direct public to website/directory</li> </ul>		

The District has provided opportunities for public input regarding communications through the School Perceptions Survey and other email channels.

The top three communications channels identified in the 2024 School Perceptions community survey (n=431, students enrolled in the District) are:

1. Email (91.4%)
2. Automated phone/text notifications (55.2%)
3. Meetings with teachers and administrators (52%)

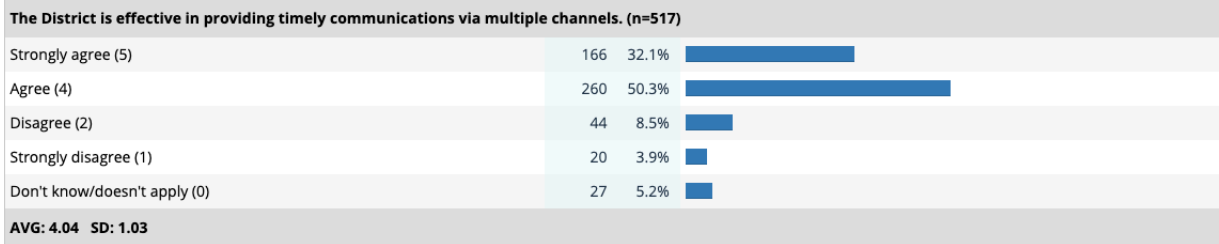
The top three communications channels identified in the 2024 School Perceptions community survey (n=52, no students enrolled in the District) are:

1. Emails (55.8%)
2. School and District Newsletters (55.8%)
3. District website (42.3%)

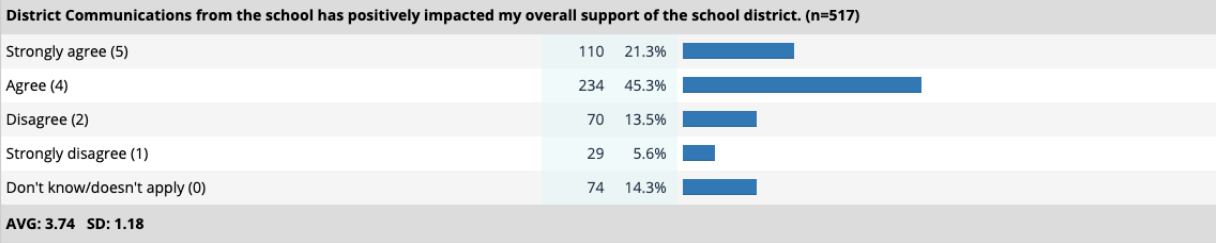
The District created a newsletter that is published on the S'more digital platform. Over the course of the 2023-24 school year, the District created six newsletters and shared the public links on the District website, Facebook page, and in the Village Manager's Memo. Collectively, the newsletters received over 7,400 views.

<p><b>Board Indicator 2:</b></p> <p>At least 70% of the respondents indicate the communications they receive via multiple channels has built their support of the District.</p>	<p><u>Superintendent</u></p>	<p><u>Board</u></p>
	<p>Compliant</p> <p><b>Not Compliant</b></p>	<p>Compliant</p> <p>Not Compliant</p>

**2024 Parent & Community Member Survey**

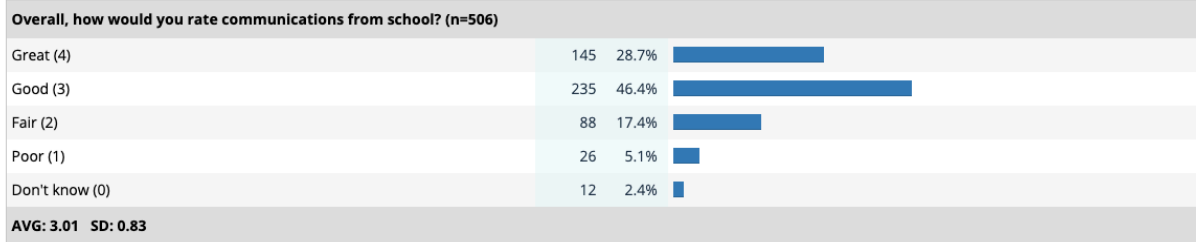


82.4% of survey respondents agreed or strongly agreed that the District is effective in providing timely communications via multiple channels.



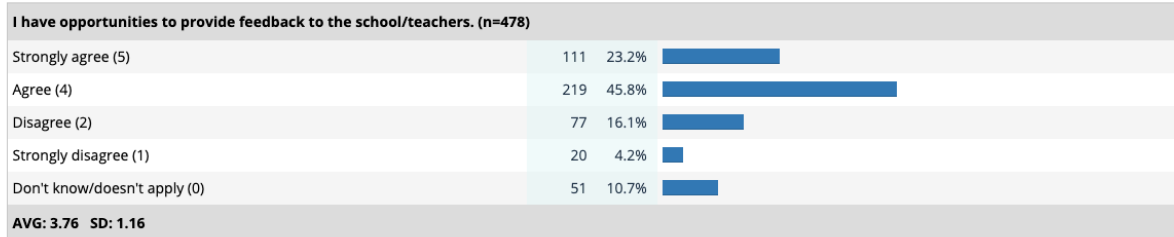
66.6% of survey respondents agreed or strongly agreed that District communications have positively impacted their support.

**Overall Satisfaction with Communication:**



While the District did not meet expectations with regard to the data point identified as Board Indicator 2, overall satisfaction with District communications shows that 75.1% of respondents (n=506) rate communications from school as good or great.

<p><b>Board Indicator 3:</b></p> <p>At least 70% of the respondents indicate the District provides channels for input and feedback.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p><b>Not Compliant</b></p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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69% of survey respondents agreed or strongly agreed that the District provides channels for input and feedback.

**Additional evidence of channels for input and feedback:**

- Linkages and Superintendent Listening Sessions
- Let's Talk About Community Engagement Sessions
- Let's Talk About Budget Series
- Budget Workshop

Board Comments:

<b>OE-7.2:</b>	<u><b>Superintendent</b></u>	<u><b>Board</b></u>
<p><b>Prepare and publish, on behalf of the Board, an annual progress report to the public that includes the following items:</b></p> <ol style="list-style-type: none"> <li>1. Data indicating student progress toward accomplishing the Board's Results policies.</li> <li>2. Information about School District strategies, programs and operations intended to accomplish the Board's <i>Results</i> policies.</li> <li>3. Information about the District's financial condition, including revenues, expenditures, and costs of major programs.</li> </ol>	<p><b>Compliant</b></p> <p><b>Compliant with Exceptions</b></p> <p><b>Not Compliant</b></p>	<p><b>Compliant</b></p> <p><b>Compliant with Exceptions</b></p> <p><b>Not Compliant</b></p>

### Superintendent Interpretation

The Board values an annual summary of district performance to be developed and available to the public from the previous year and be presented as coming from the Board:

- **Publish:** make the "annual progress report to the public" available via print and online.
- **Data:** quantifiable and qualitative assessments summarizing student achievement towards the Board's stated Results.
- **Information:** the administrative and staff work plans to achieve Results, including a summary of the budget and financial administration of the district.

<p><b>Board Indicator 1:</b></p> <p>The Annual report containing all required components is presented to the Board as evidence.</p>	<p><u>Superintendent</u></p> <p><b>Compliant</b></p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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Evidence:

The District published the first Annual Report in May. This was shared electronically on the District website, in District and school newsletters, and in the Village Manager's Memo and *Shorewood Today*. Paper copies were also available to the public at the District office and at the 2024 Annual Meeting. View our Annual Report [here](#).

Board Comments:



SCHOOL DISTRICT OF SHOREWOOD  
Board Meeting Minutes  
Shorewood High School Library Media Center  
August 27, 2024

Board Member Participation: Emily Berry, President  
Becky Freer, Vice President  
Nathan Hammons, Treasurer & Board Governance Officer  
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. 6:32 pm CALL TO ORDER

Motion to Adopt the Agenda

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

II. 6:33 pm PUBLIC COMMENT #1 - No Comments

III. 6:34 pm SUPERINTENDENT'S CONSENT AGENDA

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

B. Approval of Monthly Financials

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

IV. 6:35 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION

A. Approval of Academic Standards for the 2024-2025 School Year

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

V. 6:50 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

July 9, 2024 Regular Board Meeting

August 13, 2024 Regular Board Meeting

MOVED by Abby Fowler and SECONDED by Nathan Hammons AYE: 5 NAY: 0

XI. 6:55 pm RECESS



**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

Revisions submitted September 10, 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 are 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 can 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 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 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 in the spring to 9th and 10th grade students and is aligned to the ACT College and Career Readiness Standards. PreACT measures what students have learned in 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 in the spring to Wisconsin students in grade 11 and includes Reading, Math, English, Science, and Writing. The ACT assesses students' academic readiness for college. Students can use scores from the ACT 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 on assessments)
- Approaching (scores vary between 15-21 on assessments)
- At Benchmark (scores vary between 18-27 on assessments)
- Advanced (scores vary between 22-36 on assessments)

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

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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.

### **Data Analysis & Systems-Level Work**

As a District, we will continue to prioritize equity work to address persistent gaps in achievement and growth for our Black students and students with disabilities. Systems-level equity work requires an ongoing, long-term commitment, confronting our data, tightening our continuous improvement processes, and strengthening our professional development for staff. In particular, we will focus on professional learning that fortifies Tier 1 instruction, ensuring all students receive high quality, standards-aligned instruction in all settings. In addition, we will continue to increase investments in guaranteed and viable curriculum and will identify common formative assessments to assess what is and isn't working for students instructionally, identify who needs additional support or resources, and how to accelerate learning for students who are not growing or achieving as expected. Our data use and data literacy for staff is still in an emerging state and will continue to improve as we build data routines using NextPath.

### **Areas of Focus for Continuous Improvement:**

To confront disparities, we will take the following actions in 2024-25:

1. Implement new K5-8 ELA curriculum;
2. Follow the 100-Day Plan continuous improvement process from the AWSA SAIL Academy and align the Educator Effectiveness teacher evaluation system to the continuous improvement process;
3. Pilot math programs for grades 6-8 and invest in new math curriculum;
4. Continue researching best practices in math instruction to inform our detracking work;
5. Provide staff with professional learning focused on high impact instructional strategies;
6. Work with the SWIFT Center for additional coaching and support related to Tier 1 instruction for students with disabilities while we continue to refine our eMLSS process;
7. Continue monthly professional learning focused on race, equity, and confronting biases that show up in educator practices;
8. Celebrate successes - even when they are small - to continue to build our sense of collective efficacy.

As a District, we are putting many of the major drivers in place to improve student outcomes.

### **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

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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

<p><b>SUPERINTENDENT Interpretation:</b></p> <p><b><u>Achievement</u></b> - Gaining necessary skills as defined by grade-level standards.</p> <p><b><u>Growth</u></b> - Increasing achievement from one point in time to another.</p>
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<b>R-2 - Academic Achievement</b>	<b><u>Superintendent</u></b>	<b><u>Board</u></b>
	<b>Making Reasonable Progress</b>	<b>Making Reasonable Progress</b>
	<b>Making Reasonable Progress with Exceptions</b>	<b>Making Reasonable Progress with Exceptions</b>
	<b>Not Making Reasonable Progress</b>	<b>Not Making Reasonable Progress</b>

<p><b>Superintendent Indicator 1: <u>K-8 Grade Level Proficiency in Reading and Math</u></b></p> <ul style="list-style-type: none"> <li>● 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.</li> </ul>
<p>Evidence:</p> <ul style="list-style-type: none"> <li>● 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:             <ul style="list-style-type: none"> <li>○ <b>High Risk</b> (students who test in the 0-15th percentile as compared to same-aged peers)</li> <li>○ <b>Some Risk</b> (students who test in the 15th-40th percentile)</li> </ul> </li> </ul>

- **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

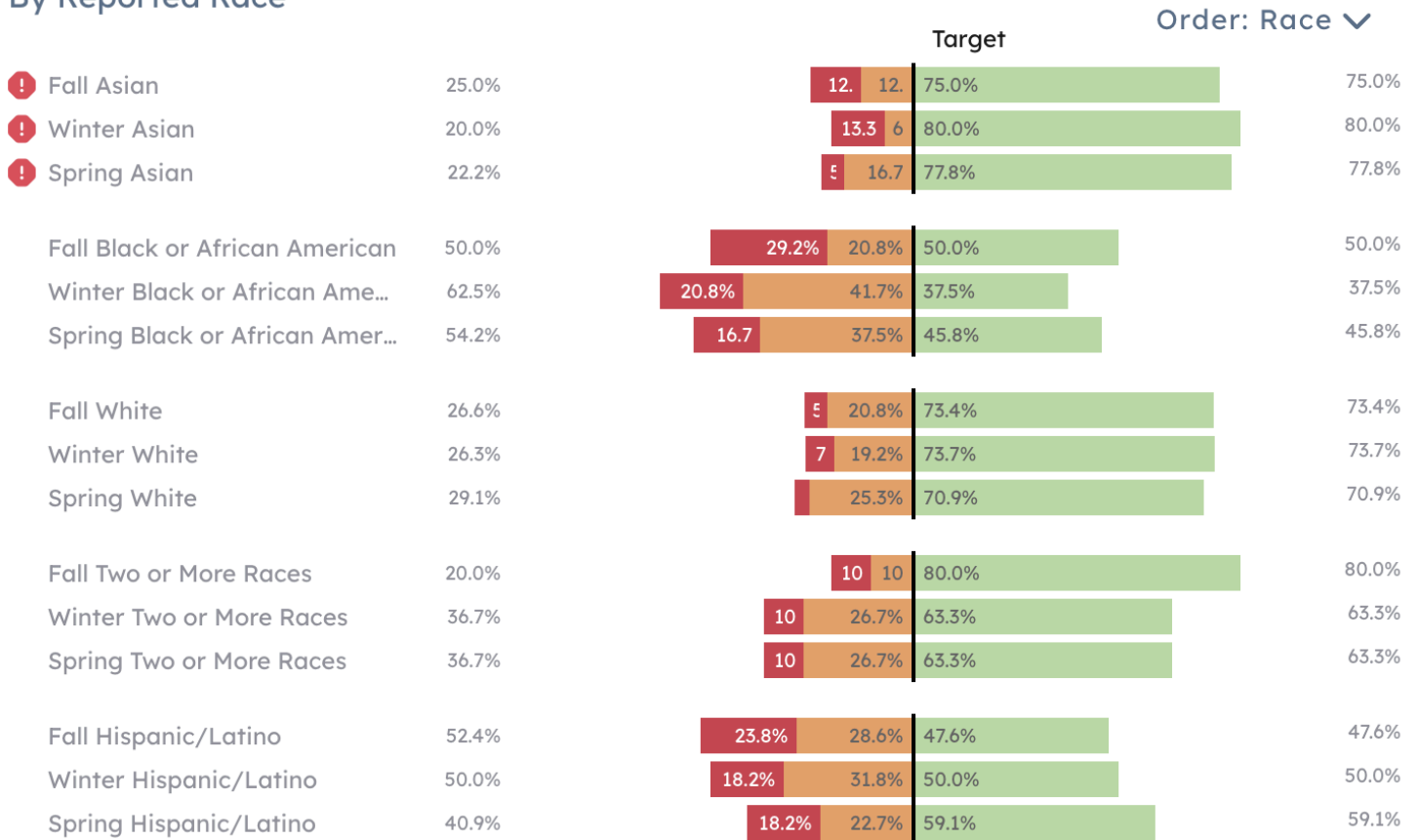
**Fastbridge - earlyReading (grades K-1):**

By Measure

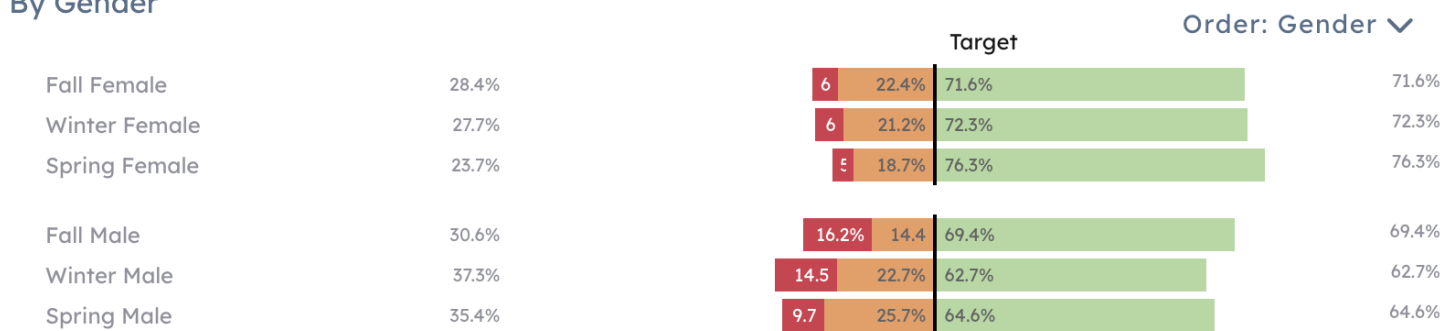
Order: Measure ▾

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

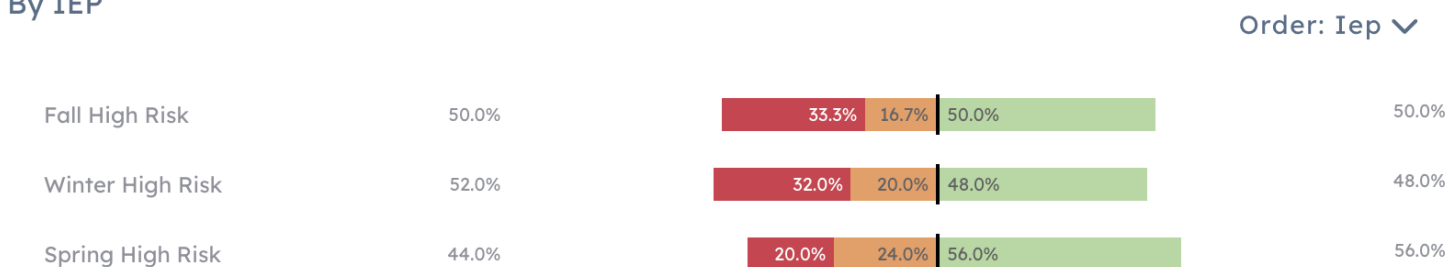
## By Reported Race



## By Gender

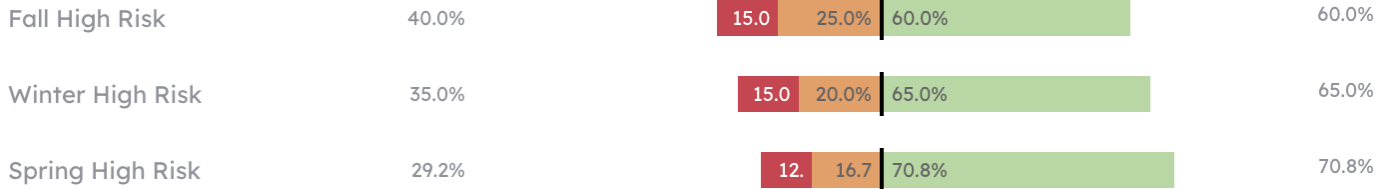


## By IEP



## By English Learner/Multilingual Learner

Order: EI ▼



## Fastbridge - aReading (grades 2-8):

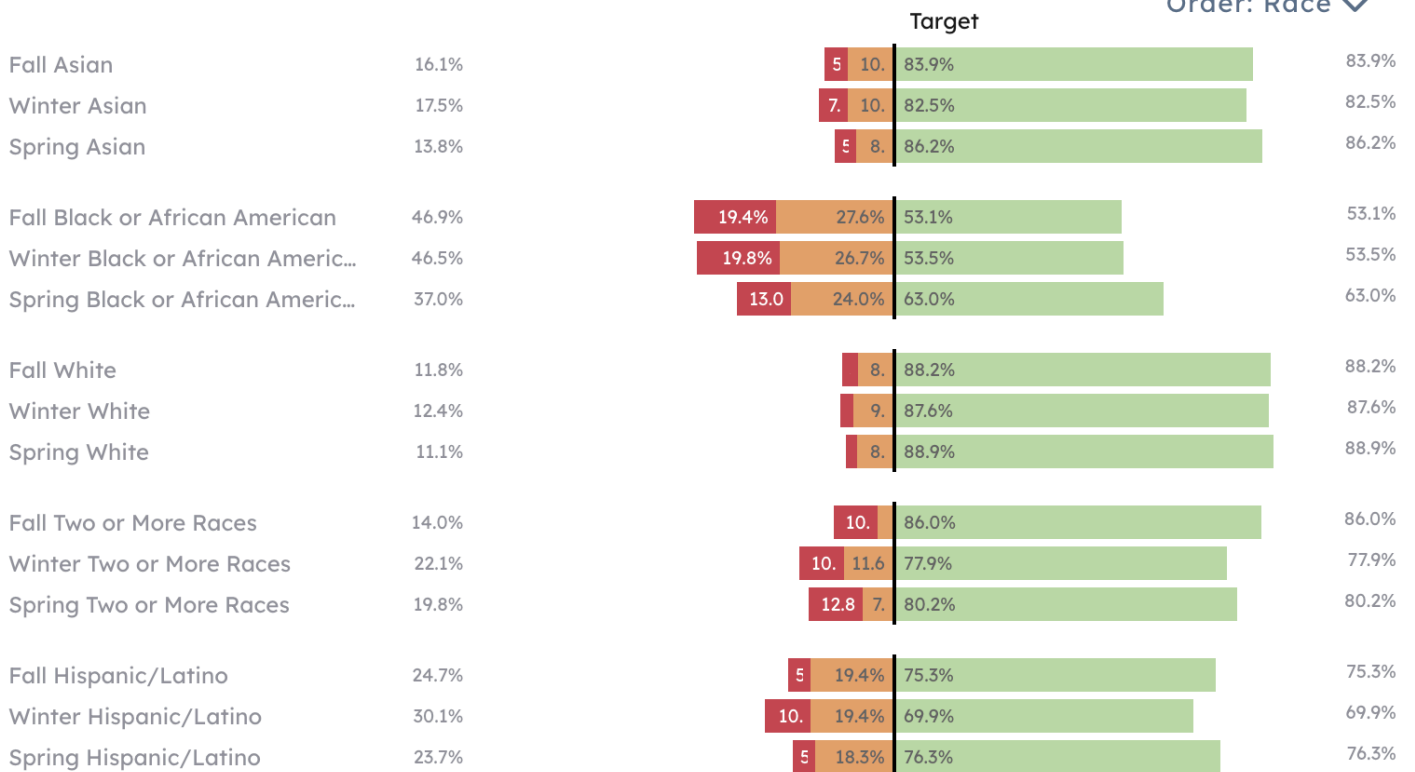
### By Measure

Order: Measure ▼



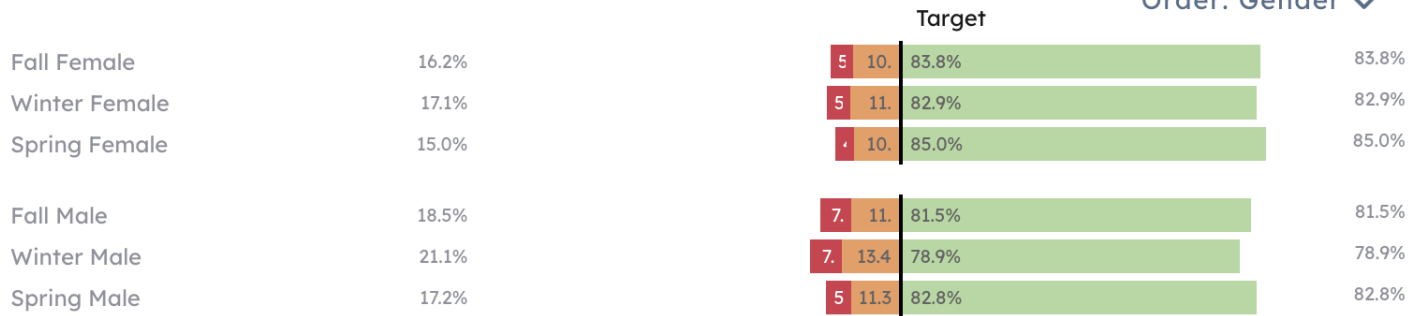
### By Reported Race

Order: Race ▼



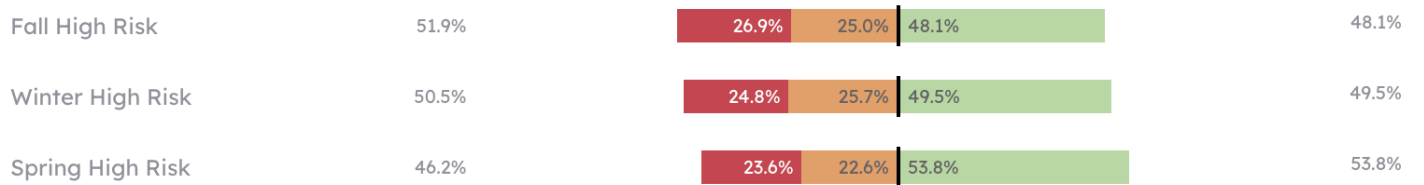
## By Gender

Order: Gender ▾



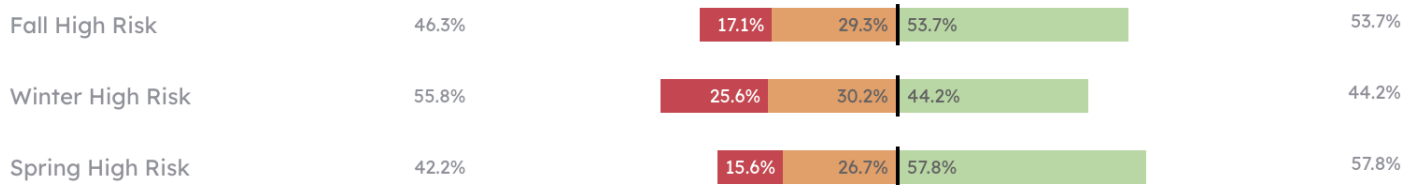
## By IEP

Order: Iep ▾



## By English Learner/Multilingual Learner

Order: El ▾



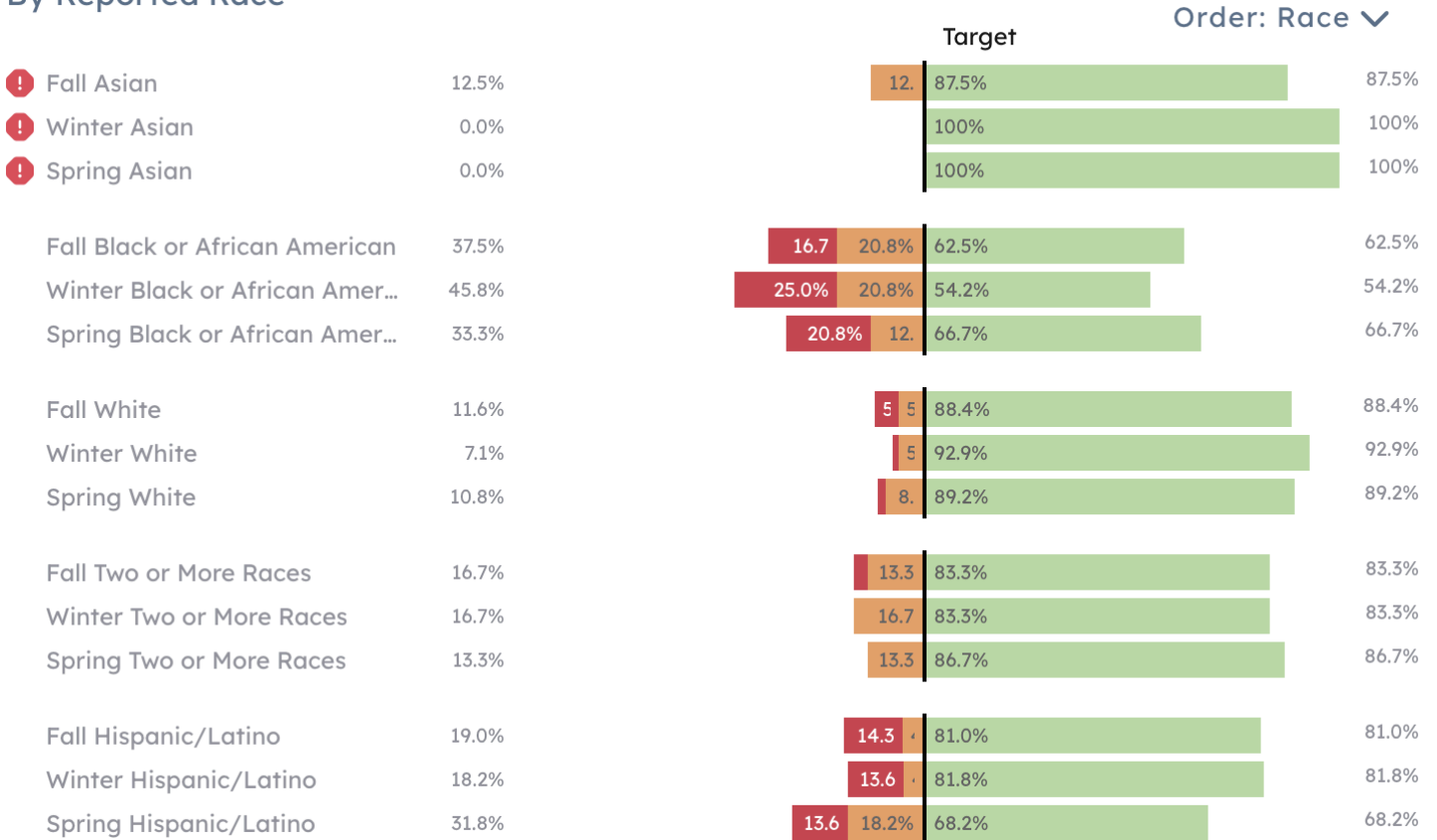
## Fastbridge - earlyMath (grades K-1):

### By Measure

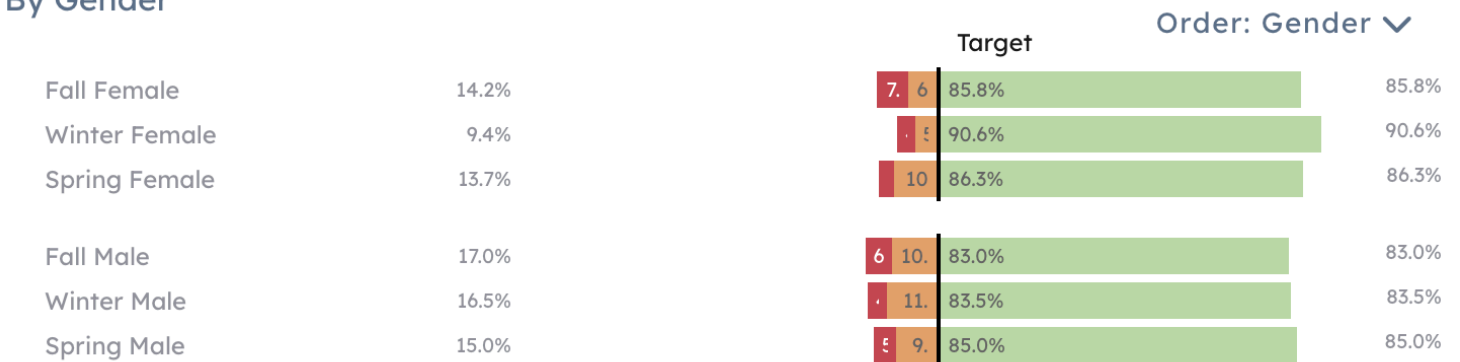
Order: Measure ▾



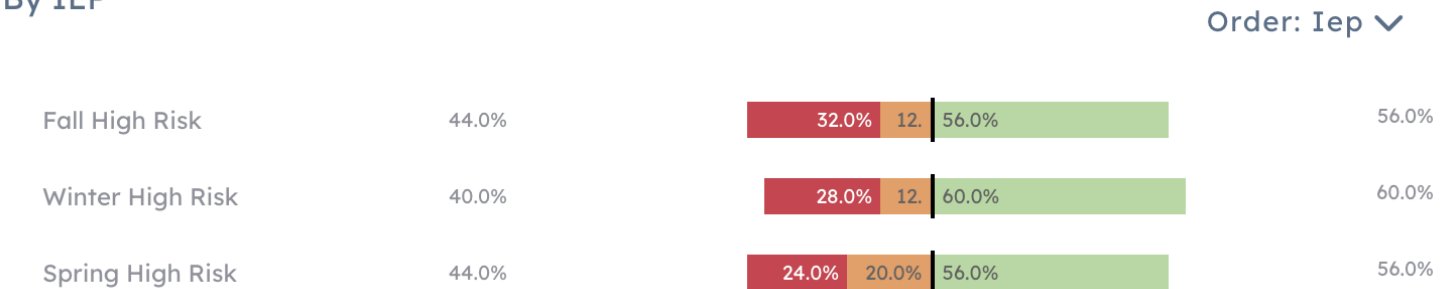
## By Reported Race



## By Gender



## By IEP



## By English Learner/Multilingual Learner

Order: EI ▾

Term	Percentage	Target	Actual	Percentage
Fall High Risk	20.0%	10	10	80.0%
Winter High Risk	10.0%	5	5	90.0%
Spring High Risk	12.5%	8	8	87.5%

## Fastbridge - aMath (grades 2-8):

### By Measure

Order: Measure ▾

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

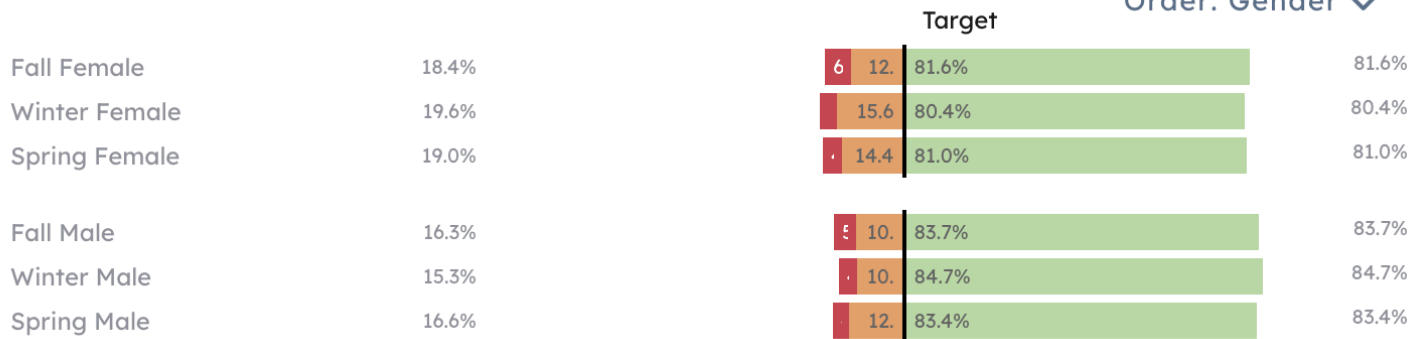
### By Reported Race

Order: Race ▾

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

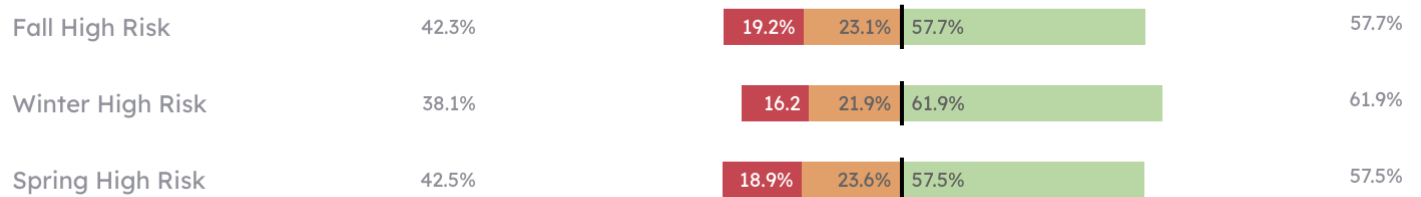
## By Gender

Order: Gender ▾



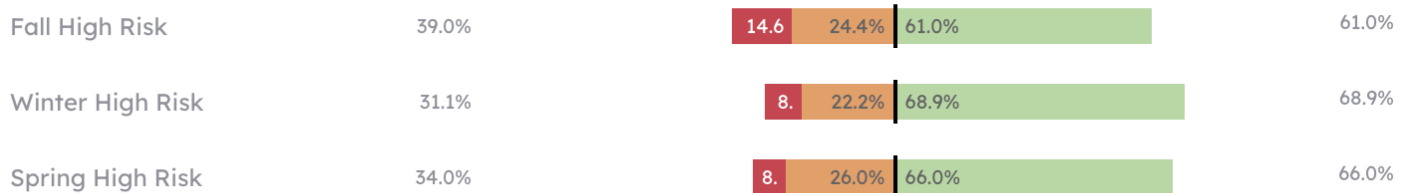
## By IEP

Order: Iep ▾



## By English Learner/Multilingual Learner

Order: El ▾



### **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%

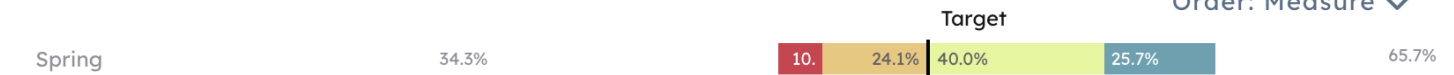
**Areas for Growth:**

- 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):**

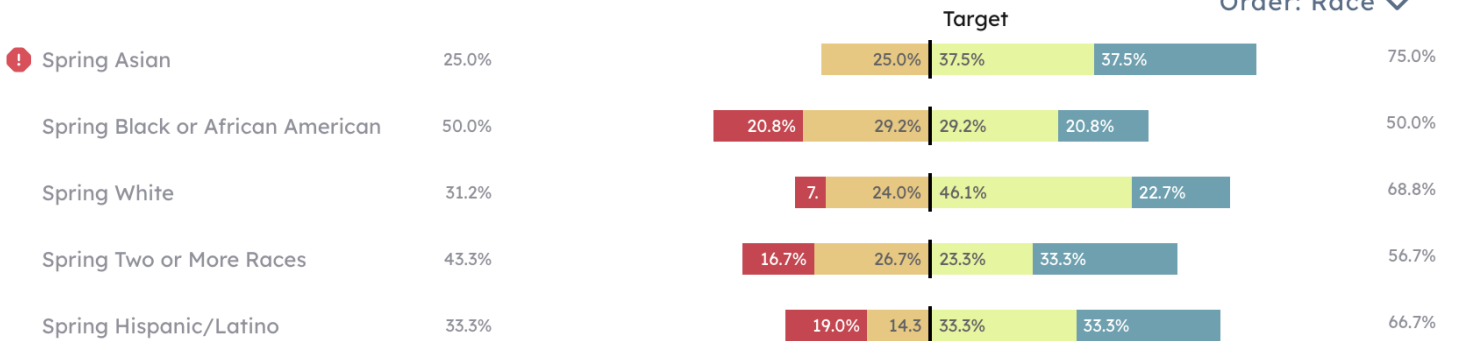
**By Measure**

Order: Measure ▾



**By Reported Race**

Order: Race ▾



**By Gender**

Order: Gender ▾



By IEP

Order: Iep ▾



By English Learner/Multilingual Learner

Order: El ▾



**Fastbridge - aReading (grades 2-8):**

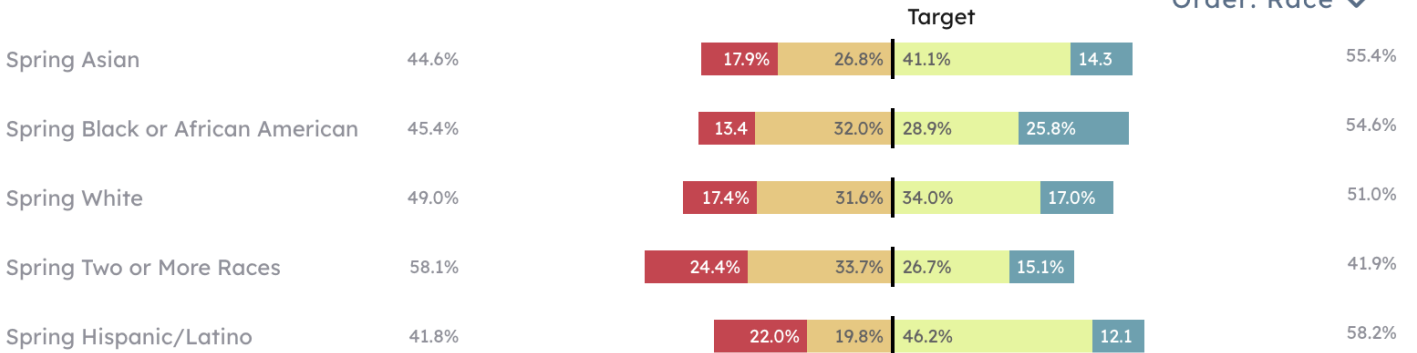
By Measure

Order: Measure ▾



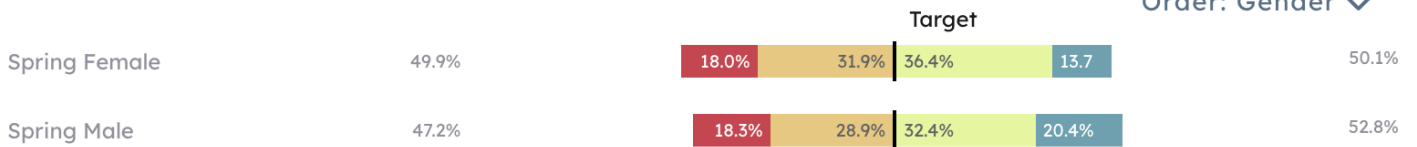
By Reported Race

Order: Race ▾



By Gender

Order: Gender ▾



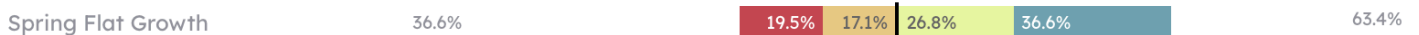
By IEP

Order: Iep ▾



By English Learner/Multilingual Learner

Order: El ▾



**Fastbridge - earlyMath (grades K-1):**

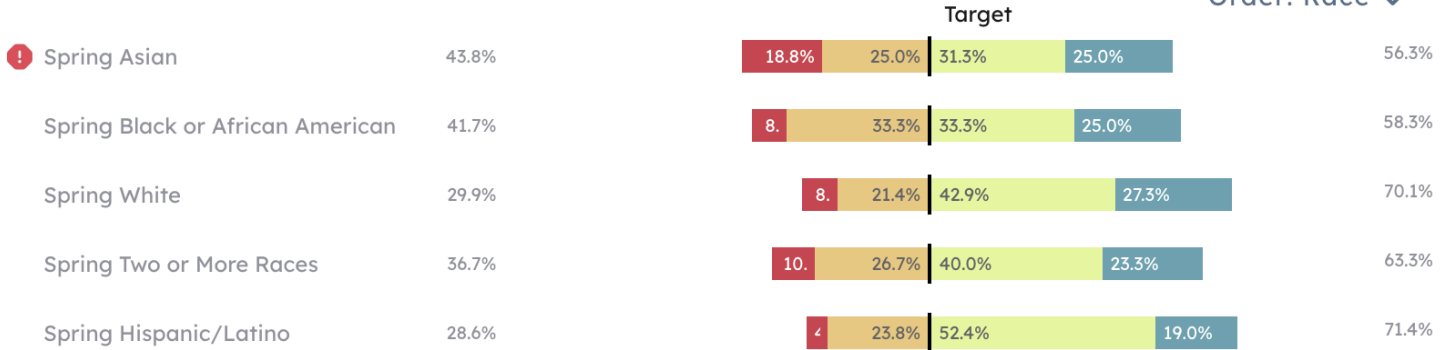
## By Measure

Order: Measure ▾



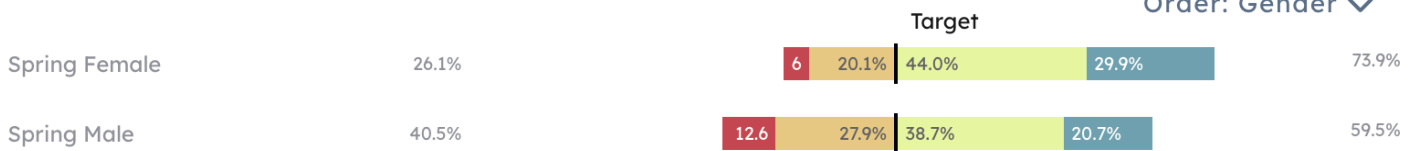
## By Reported Race

Order: Race ▾



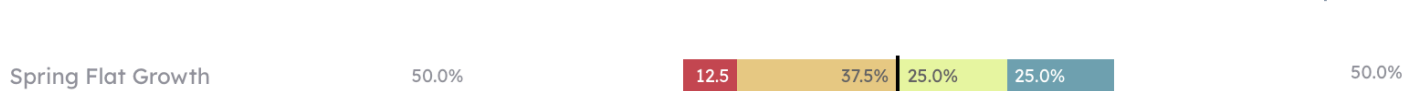
## By Gender

Order: Gender ▾



## By IEP

Order: Iep ▾



## By English Learner/Multilingual Learner

Order: El ▾



## Fastbridge - aMath (grades 2-8):

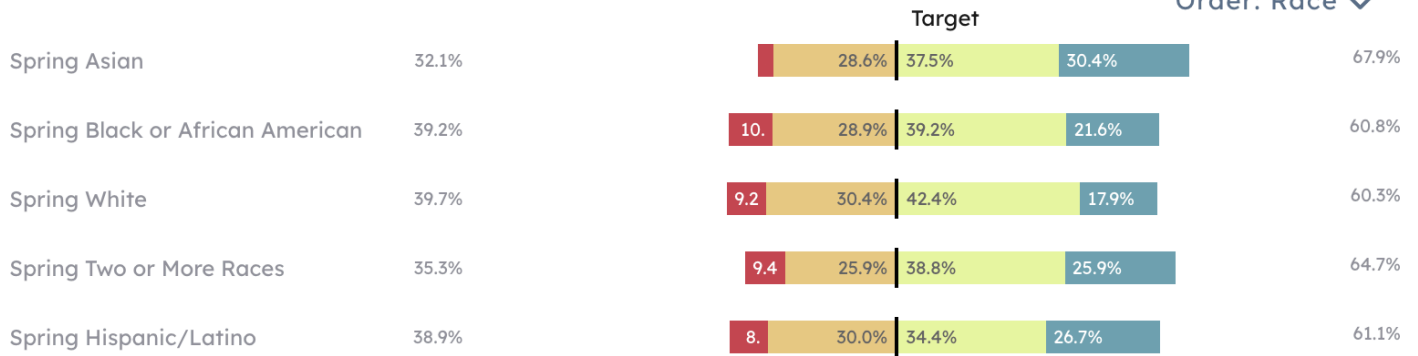
### By Measure

Order: Measure ▾



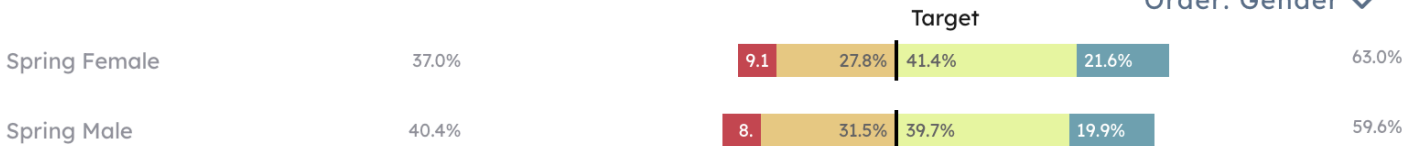
## By Reported Race

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)**

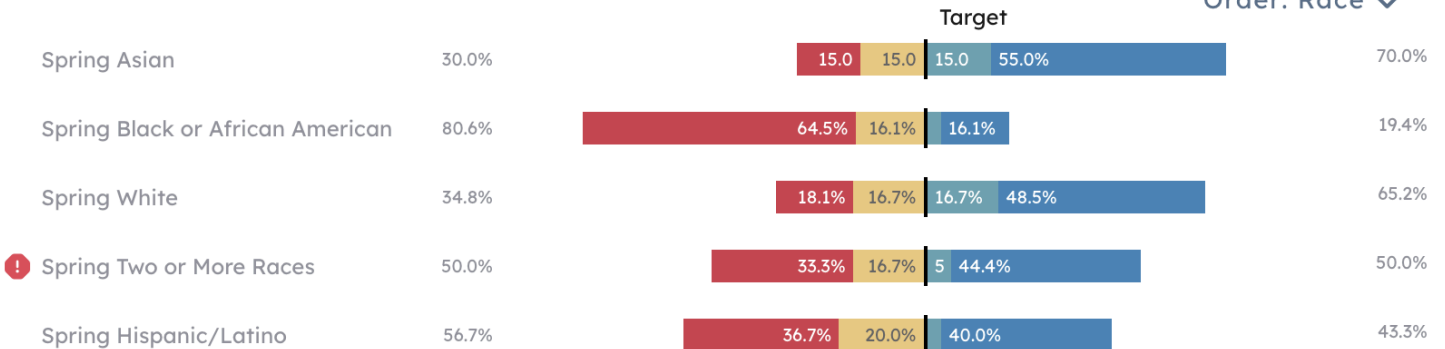
By Measure

Order: Measure ▾



By Reported Race

Order: Race ▾



### By Gender

Order: Gender ▾

Target



### By IEP

Order: Iep ▾



### By English Learner/Multilingual Learner

Order: El ▾



## ACT - Reading (grade 11)

### By Measure

Order: Measure ▾

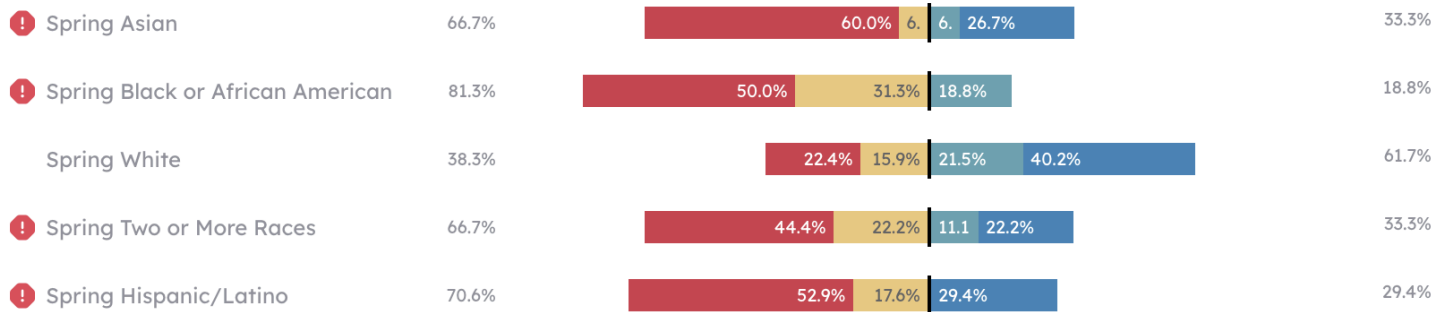
Target



### By Reported Race

Order: Race ▾

Target



### By Gender

Order: Gender ▾

Target



### By IEP

Order: Iep ▾



## PreACT - Math (grades 9-10)

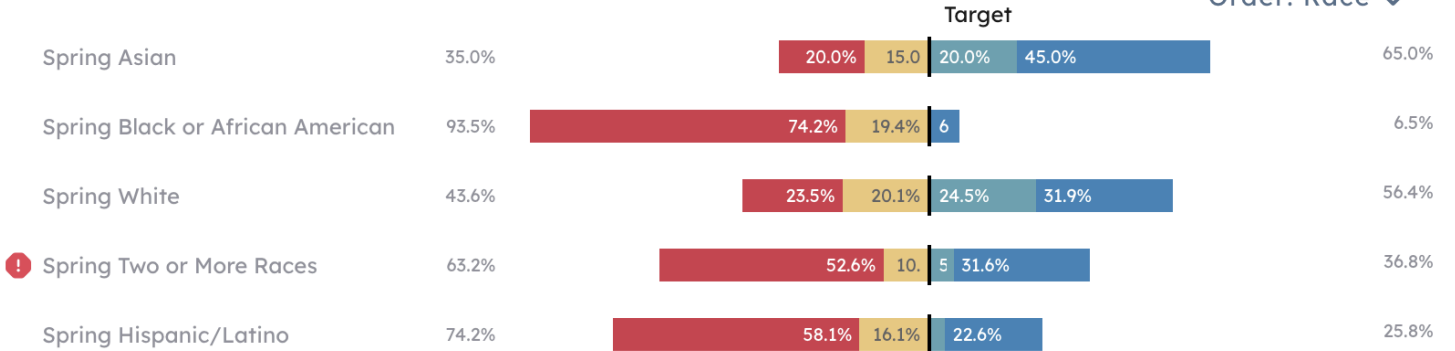
### By Measure

Order: Measure ▾



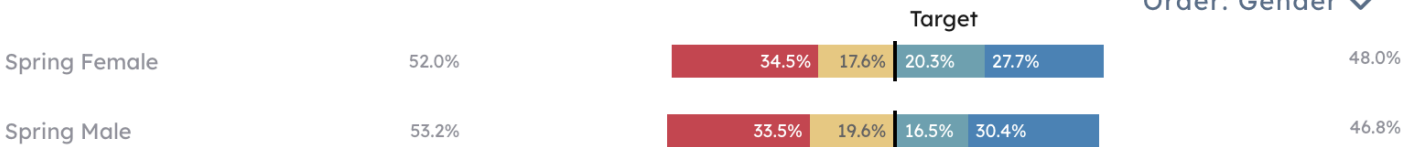
### By Reported Race

Order: Race ▾



### By Gender

Order: Gender ▾



### By IEP

Order: Iep ▾



### By English Learner/Multilingual Learner

Order: El ▾



## ACT - Math (grade 11)

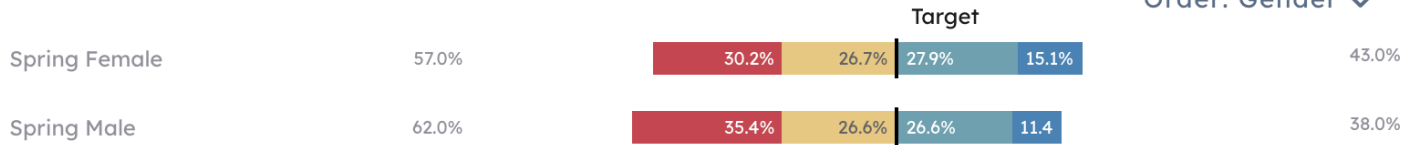
### By Measure

Order: Measure ▾



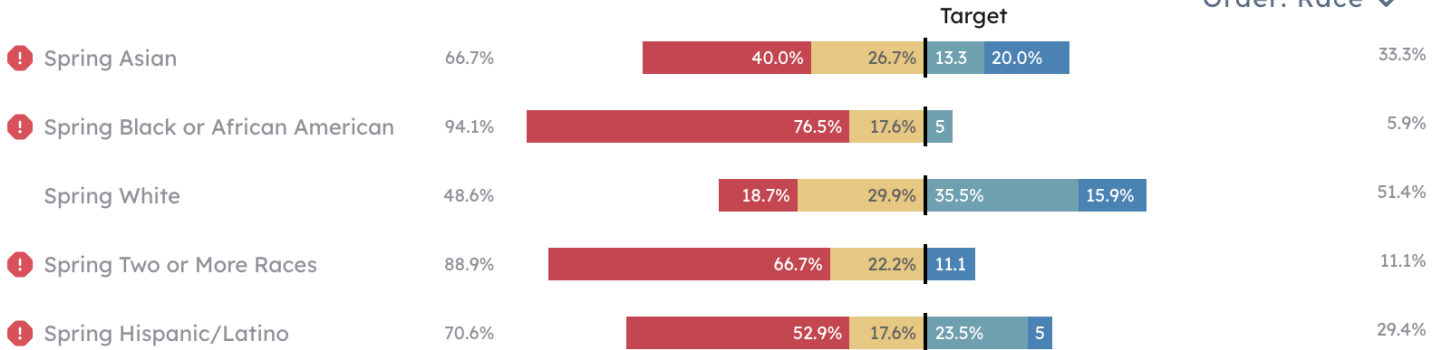
## By Gender

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

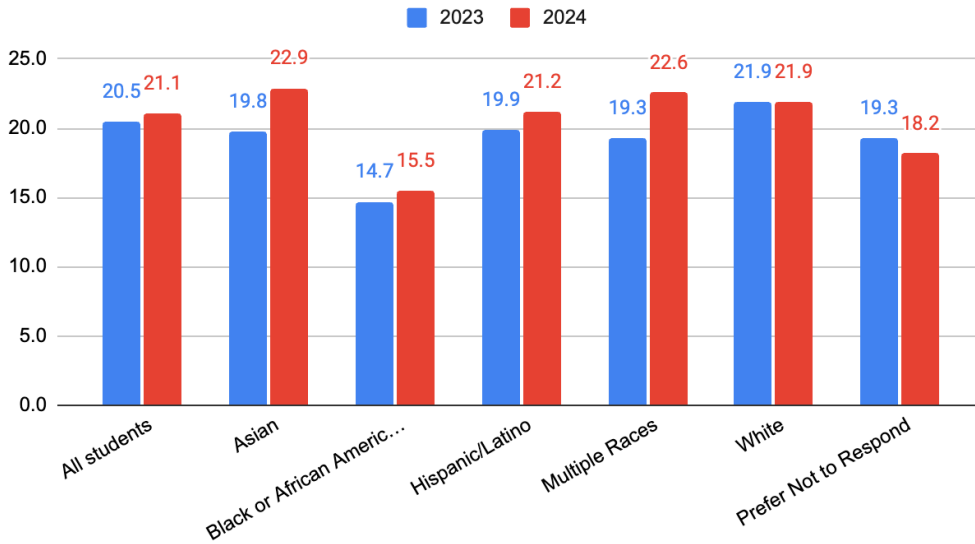
**Celebrations:**

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

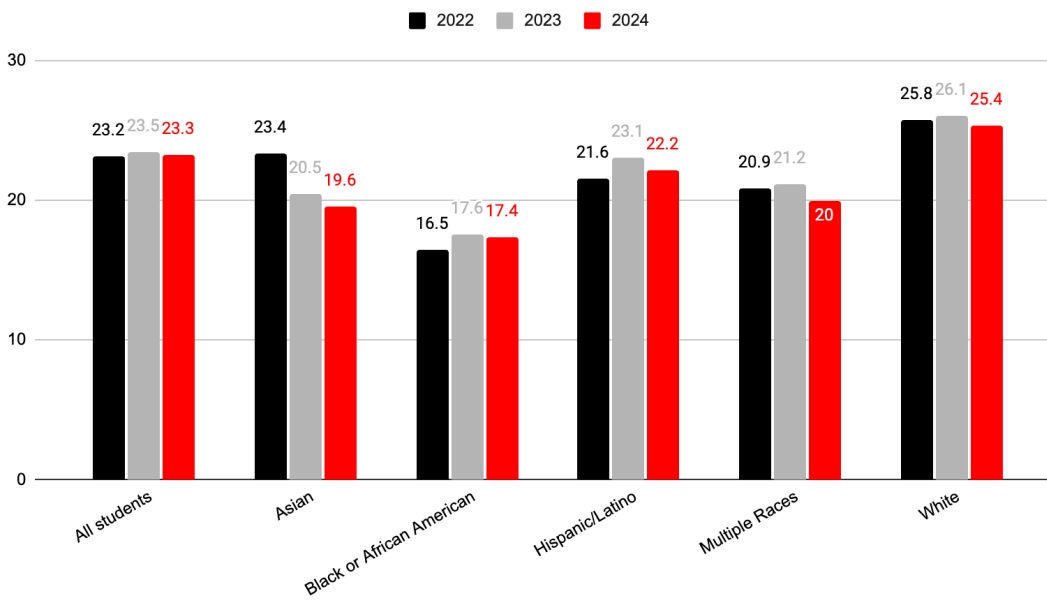
**Areas for Growth:**

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

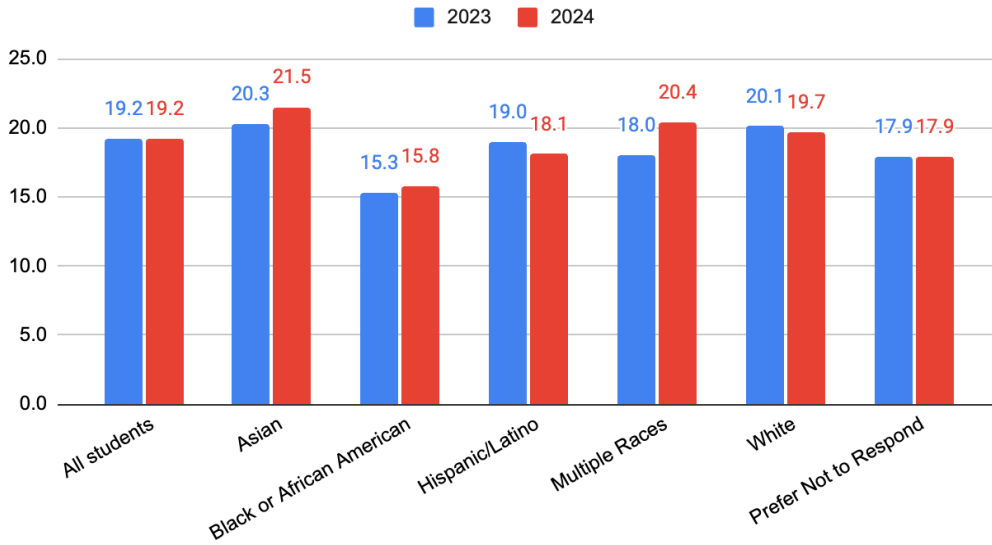
**PreACT - Reading (grades 9-10) Average Score**



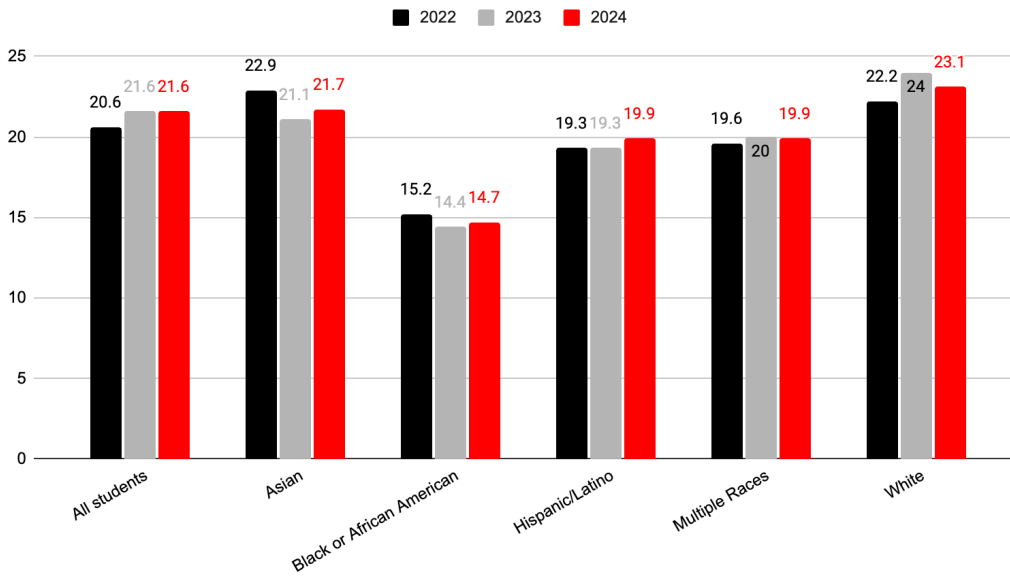
**ACT - Reading (grade 11) Average Score**



### PreACT - Math (grades 9-10) Average Score



### ACT Math (grade 11) Average Score



**TEACHER REQUEST FOR OVERNIGHT FIELD TRIP**

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

Name of District employee in charge: \_\_\_\_\_ Eric Gietzen \_\_\_\_\_

Destination: \_\_\_\_\_ Devil's Lake State Park \_\_\_\_\_

Date and time of departure: \_\_\_\_\_ Wed. Oct 9, 2024 \_\_\_\_\_ 8AM \_\_\_\_\_

Date and time of return: \_\_\_\_\_ Fri. Oct 11, 2024 \_\_\_\_\_ 4PM \_\_\_\_\_

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

Environmental Literature and Science \_\_\_\_\_

Number of Students attending the trip: Minimum: \_\_\_\_\_ 6 \_\_\_\_\_ Maximum: \_\_\_\_\_ 15 \_\_\_\_\_

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

If yes, please explain:

\_\_\_\_\_ Students will miss three days \_\_\_\_\_

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

\_\_\_\_\_ ELS leverages experiential pedagogy as an essential curricular tool \_\_\_\_\_

Describe your discipline plan:

Field trip opportunities will be limited for students who do not follow school rules. Students who put others' safety at risk will be removed from the experience and delivered back to Shorewood High School as soon as possible.

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

\_\_\_\_\_ They can opt out of the field trip \_\_\_\_\_

What is your plan for health and safety emergencies?

Due to the inherently risky nature of our experiences, we are trained to follow NOLS Wilderness First Responder Protocol



Number of chaperones:   2  

Estimated cost per chaperone: \$   0  

Estimated cost per student before and after fundraising:

Before \$ \_\_\_\_\_ After \$ \_\_\_\_\_

Description of fundraising proposal for the trip:

The course comes with a \$400 fee. This covers the cost of all field experiences. Students who cannot afford this fee will be covered by the school's financial aid protocol.

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

  Please see above  

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Is this an optional student travel experience?    YES    NO

**I have complied with all the requirements listed above.**

Signature of District employee: **Eric Gietzen** \_\_\_\_\_ Date: **August 28, 2024**\_\_

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

Signature of Principal: \_\_\_\_\_ Date: \_\_\_\_\_

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

Signature of Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_

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

Signature of School Board President: \_\_\_\_\_ Date: \_\_\_\_\_

*REVIEWED: August 14, 2012*