

PLEASE POST



SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
July 8, 2025 AGENDA

SCHOOL BOARD MEETING
6:00 PM
Shorewood High School Library Media Center (LMC)
1701 East Capitol Drive
Shorewood, WI 53211

Please note the new Board meeting time of 6 pm.

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

One tap mobile

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Meeting ID: 815 9962 7722

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

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 July 3, 2025

I. 6 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. 6:05 pm PUBLIC COMMENT #1 (GC3)

Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.

III. 6:20 pm SUPERINTENDENT'S REPORT

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IV. 6:30 pm SUPERINTENDENT'S CONSENT AGENDA

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

6

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

A. Approval of R2 (Student Achievement and Growth) Student Growth Report

8

VI. 7:05 pm BOARD CONSENT AGENDA (GC2)

A. Approval of Board Meeting Minutes
June 24, 2025 Regular Board Meeting

18

B. School Board Resolution In Support of the 2025-2026 Southeastern Wisconsin Schools Alliance (SWSA) Agreement

20

VII. 7:10 pm PUBLIC COMMENT #2 (GC3)

Initiate and maintain effective communication with the citizens and other important stakeholder groups as a means to engage them in the work of the Board and the District.

VIII. 7:20 pm BOARD MEMBER REPORTS

26

Bi-Board Meeting Planning

IX. 7:25 pm REVIEW OF 'TO DO' AND FUTURE AGENDA ITEMS

A. Board Development and Governance Workshop

X. 7:30 pm RECESS AND DEBRIEF



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Superintendent's Report

Date: July 8, 2025

Prepared by: Laurie Burgos, Superintendent

Recommended action:

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

Purpose:

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

Policy and Budget Updates

With the Senate's passage of President Trump's policy bill on July 1, educators and school legal experts will be watching the House proceedings needed for final passage, and evaluating the impact on public schools. Unrelated to the policy bill, the administration announced on July 1 that it will hold back nearly \$7 billion in funding for summer and after-school programs, teacher training, and other services, and provided no timeline for when, or if, this funding will be released. As discussed at prior Board meetings, Shorewood received more than \$900,000 in federal grants and aid last year. The impact of this decision on our schools remains unclear, and we will provide updates as we receive more information.

Representative Darrin Madison reached out to me on July 1 to request that I provide testimony about the impacts of the proposed state budget on our district, and superintendents, educators, parents and other advocates around the state continued to lobby for public school funding last week; you can view my correspondence to legislators [here](#).

Despite these efforts, a budget was passed and signed by the Governor on July 3 that, again, falls short of student needs, and districts are studying the implications of the updated

Equalization Aid formula, as well as the withholding and potential loss of federal funds mentioned above.

Based on the aid formula, Shorewood's general financial aid will decrease by roughly \$1.3 million. While this reduction in state aid was anticipated and factored into the District's preliminary budget planning this spring, this represents a sizable decrease in spendable funds. Thanks to the foresight of our Director of Business Services, we proactively collected additional funds in our debt service account this year - beyond what is needed for 2025 payments - with the intent of using them to help reduce the impact of the state aid decrease on the District's property tax levy.

Other details of the new biennial budget include:

- \$0 increase in general aid will push per-pupil revenue increases entirely onto Wisconsin taxpayers;
- An increase in the special education reimbursement rate to 42% in the first year of the biennium and 45% in the second year of the biennium (up from 29% this year);
- \$30 million to continue providing comprehensive school-based mental health services statewide, modeled on the Governor's successful "Get Kids Ahead" initiative; and
- \$2 million in operations funding for the DPI; this followed Republican lawmakers' previous vote to cut 10% of the agency's operating costs in each year of the biennium.

The increase in the special education reimbursement rate represents approximately \$250,000 to the District, but it is unclear whether the shift of Personal Property Aid will offset this gain. As a reminder, the District has reallocated approximately \$2 million from the general operating budget to the special education fund to cover unreimbursed expenses in recent years.

Finally, on a related note, I want to report that the Wisconsin Supreme Court ruled unanimously in the ACT 20 funding case on June 25, halting the distribution of \$50 million related to implementing new reading curriculum and related student assessments and monitoring, and reporting. After expecting up to 50% of costs to be reimbursed, districts around the state expressed disappointment that ACT 20 is now essentially an unfunded mandate. The Joint Finance Committee did release roughly \$9 million in funding for literacy coaching, but the majority of the \$50 million initially dedicated to ACT 20 will be put in an emergency fund.

Long-Term Planning Task Force

Along with evolving education policy and funding changes at the state and federal levels, public school districts must address declining enrollment trends and increasing expenses while maintaining academic programming and services that meet our communities' needs and expectations. As I reported at an earlier meeting, more than 70% of Wisconsin school districts report that they have fewer students than they did 15 years ago. Eau Claire, Waukesha, Arrowhead, Kettle Moraine, and Jefferson are just a few of the many districts that have begun exploring school reconfiguration models and other strategies to address these issues.

Shorewood's strategic planning process (October 2024-April 2025) outlined the need for community engagement around these topics, and with our educational and operational priorities established in the approved 2025-2030 Strategic Plan, I want to revisit our financial and other long-term planning needs.

First, I want to reiterate that achieving long-term financial sustainability at the scale required to address the many dynamics we have shared with Board and community members will require us to focus on strategies that represent substantial cost savings or revenue increases. While cost containment measures and other budget modifications were once sufficient to balance budgets, any remaining operational changes we make at this level are nowhere near sufficient to address long-term financial viability.

Districts across the state, including Shorewood, now rely on operating referendum support to maintain core programs, preserve jobs, and provide essential services, and must evaluate major changes to their operational models, including staffing, programs, facilities, etc. For context, without referendum funds the District's budget gap would be more than \$4.5 million in 2025-2026.

Preliminary financial sustainability scenarios shared as part of our strategic planning process included potential school configuration models (moving from four schools to three and a model that increases open enrollment seats and maintains four school buildings), and continued operating referendum support. We are sensitive to the many student and family-related issues that must be considered (walkability to schools, etc.), as well as the Village's budget challenges, and I am grateful for the School Board's efforts to maintain a dialogue with the Village Board of Trustees and Village Manager about financial and other issues that are impacting residents.

Finding operational strategies that balances our community's values and priorities with our financial realities is the mission the task force will undertake in the fall. And, with our Strategic Plan guiding this work, the District will be poised to evaluate staffing, program support and operations more closely and make organizational changes that align with task force recommendations approved by the School Board.

However, I want to be clear, given the seriousness of the financial and enrollment challenges facing public schools, that any path we choose will likely still require ongoing referendum support. With a better understanding of state and federal funding for public education, we will be working on estimating key financial variables for task force consideration. Shorewood residents who have recently purchased homes recently received a survey from the District and our planning partner, the Roffers Group, and these results will be added to other research we are gathering to support task force work.

The Roffers Group will provide an update on their work later this summer, and we have developed a task force meeting schedule that will commence after the start of the school year. Again, I want to encourage District families, staff, and community members to stay informed as this work proceeds and to engage with us in determining our path forward.



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Staff Appointments

Date: July 8, 2025

Prepared by: Carrie Wettstein

Recommended action:

- Information only
- Presentation/discussion
- Discussion/action by committee
- Discussion/action by Board of Education
- Presentation/action next meeting

Recommendation(s): Approval

Purpose: Appointments

Background:

The District has made the following staff appointments:

Katelyn Kelley, Speech/Language Pathologist

Molly Niebrigge, Speech/Language Pathologist



**EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD**

Topic: Staff Resignations

Date: June 24, 2025

Prepared by: Carrie Wettstein

Recommended action:

- Information only
- Presentation/discussion
- Discussion/action by committee
- Discussion/action by Board of Education
- Presentation/action next meeting

Recommendation(s): Approval

Purpose: Resignations

Background:

Marissa Riepenhoff, 6th Grade Teacher at Atwater Elementary School, has resigned from the District to accept a non-profit position.

The District will begin recruitment for this vacancy as soon as possible.



Shorewood
SCHOOL DISTRICT

**Student Results Monitoring Document
R-2 Academic Achievement and Growth
R2 Growth Report**

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 8, 2025

Executive Summary

Following an important series of discussions over the past year about measures of student growth and achievement, the School Board approved new Results Indicators for student success across academic disciplines, as well as college, career, and life readiness metrics, to align with the Board’s [R2 \(Academic Achievement and Growth\) Student Results Policy](#) (adopted October, 2023).

Ensuring that students are experiencing aligned curriculum and instructional framework, regardless of classroom assignment or school, has been a District priority over the past two years. While student achievement and growth will continue to be measured through FastBridge assessments (grades 2-8) and PreACT results (grades 9 and 10), the District’s investments in new K-5 elementary math (2023-2024) and K-8 English Language Arts (2024-2025) curricula will provide the baselines needed for consistent, rigorous evaluations of implementation, instructional practice, and student outcomes.

In addition to establishing needed curriculum and instructional design constants, R2 reflects the District’s equity goals, and aligns our 2025-2030 Strategic Plan metrics and continuous improvement processes with this Board policy. Recent curriculum adoptions are also paving the way for others, including the District’s continuing math leveling up initiative, which will offer new math education pathways to students in grades 6-8 beginning in the 2025-2026 school year.

To address the distinctions between growth (how much students are learning over time) and achievement (performance based on knowledge and skills), the District will report on Student Growth and Achievement in the summer using FastBridge student assessment data from the

recently concluded school year. An additional Student Achievement Report will be presented in the fall, in conjunction with publication of the annual DPI District and School Report Cards and State standardized test results.

Fastbridge and PreACT Data

Fastbridge

Students in grades 2-8 take Fastbridge screening assessments in the fall, winter, and spring that are adaptive, varying in difficulty based on student responses.

A FastBridge growth percentile between 25-75% is considered approximate to one year of growth. Growth percentiles provided in the following tables compare student progress to all students within their grade level nationally. Individual student data is used to design and implement additional supports or interventions, and group data is used to evaluate progress across classrooms and grade levels.

The District's goals are: at least 80% of students will perform in the "low risk" or "advanced" benchmark measures; and at least 65% of students will demonstrate "typical or aggressive" growth from Fall to Spring as measured by the FastBridge assessments.

PreACT

Student achievement in grades 9 and 10 is measured using the PreACT, a summative assessment aligned to ACT College and Career Readiness Standards. The District goal is for 55% of student results to be at or above the PreACT College Readiness Benchmark, as the PreACT is not a tool for grade-level proficiency.

Data Analysis & Discussion

Overall Student Growth: Mixed Progress

Student growth data from the FastBridge assessments reveals uneven progress across subjects and student groups. In reading, 51.7% of students in grades 2–8 demonstrated *typical or aggressive growth*, falling short of the district's 65% target. This signals a need for deeper inquiry into how classroom assessment data is being used to inform instructional strategies that impact student growth. Hispanic/Latinx and Black students experienced declines in reading growth, indicating ongoing disparities that must be addressed through targeted interventions and culturally responsive pedagogy.

In math, 58.5% of students reached the growth target, below the district goal. Black students' growth dropped from 62.1% to 47.6%, and Hispanic/Latinx students declined from 60% to 51.6%. These patterns suggest that while some progress is being made, certain student populations are not experiencing the academic momentum necessary for sustained improvement, particularly in math reasoning and problem-solving.

Achievement Benchmarks ("Low Risk" or "Advanced")

Despite the challenges in growth, a majority of students are meeting benchmark expectations for academic achievement. In reading, 81.1% of students in grades 2-8 scored at or above the "low risk" threshold. However, equity gaps remain pronounced: only 52.2% of Black students and 63% of students who come from economically

disadvantaged homes met the benchmark.

In math, 82.5% of students met benchmark levels, aligning with district goals. Yet again, disparities persist: just 50.4% of Black students and 63.4% of students from economically disadvantaged homes performed at or above benchmark. These data highlight a continuing need to enhance access to rigorous, engaging instruction and ensure high expectations are upheld for every learner, especially in historically underserved populations.

Middle School Performance (Grades 6–8)

Performance among middle school students was strong, with 84.6% in reading and 82.9% in math meeting benchmark expectations. These outcomes not only exceeded the 80% district target but also suggest positive impacts from curriculum implementation and instructional coherence in the middle grades. Encouragingly, reading scores increased notably in 8th grade, and math growth improved significantly in 7th grade, signaling areas where instructional strategies may be particularly effective and worth replicating across grades.

PreACT Performance (Grades 9–10)

Student performance on the PreACT assessments showed measurable improvement. In English, 76.5% of 9th and 10th graders met the College Readiness Benchmark, up from 68.2% the previous year. This represents not only strong gains but also performance that exceeds national averages, pointing to successful alignment between classroom instruction and college readiness expectations.

In math, 54.0% of students met the benchmark, which is a noticeable increase from 46.6% the year before. While this progress is promising, it remains just shy of the district's 55% goal. Continued integration of ACT-aligned practice into instruction and differentiation based on student needs will be essential to maintaining upward momentum.

Areas for Continuous Improvement

- 1. Monitor New Curriculum Implementation** - With recent rollouts of new math and ELA curricula, the District has laid the groundwork for coherence and rigor across classrooms. However, implementation success requires ongoing monitoring and support, particularly in early adoption phases. Next steps for our SAIL/continuous improvement work, we will establish an adult learning framework with clear “look-fors” related to Tier 1 instructional practices, gather feedback from teachers and students, and regularly analyze student work samples to assess task quality and alignment to standards. School leaders will also prioritize learning walks and instructional rounds focused on implementation fidelity and instructional shifts. Engaging students in conversations about how curriculum connects to their interests and identities will also provide invaluable insight into instructional relevance.
- 2. Strengthen Use of Formative Assessment & Collaborative Teams** - Formative assessment, the data teachers use every day to understand how students are learning, is one of the most powerful levers for accelerating growth. The District has indicated a desire to strengthen this area, and doing so will require coordinated efforts across grade levels and content areas. During collaborative team meetings, teachers will engage in regular cycles of data inquiry, in which they examine student responses to common assessments, identify trends or misconceptions, and adjust instruction accordingly. The District will be strengthening the structure of collaborative team meetings with protocols and tools that help educators use evidence of learning to inform their next steps. This work is central to building responsive instructional systems.
- 3. Accelerate Growth in Reading** - Although a majority of Shorewood students report high

achievement scores, reading growth across grades 2–8 is an area of improvement. This year, we implemented new ELA curriculum, enacted ACT 20 requirements, began using the required AIMSweb screener, and made staffing adjustments for literacy support. Half of our students demonstrated typical or aggressive growth, below the 65% goal. This signals a need for intensified efforts at the Tier 1 instructional level, particularly in ensuring that daily reading experiences are rigorous, engaging, and culturally responsive. Ongoing professional learning in science-based reading instruction will deepen teacher capacity, along with the aforementioned use of formative data to adapt instruction in real time. Additionally, building-level leadership teams will conduct instructional walkthroughs and audits to ensure fidelity of implementation and consistency across classrooms.

- 4. **Leverage Effective Practices for Multilingual Learners (MLs)** - Multilingual Learners (MLs) demonstrated higher growth rates than other student groups in both reading and math. This success likely reflects strategic scaffolding, targeted interventions, and strong instructional routines used by ML educators. These practices represent a powerful opportunity for collaboration: general education teachers, special educators, and ML specialists should engage in collaborative teams to share high-leverage strategies. Elevating and systematizing what is working for ML students could lead to broader gains for all learners.

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

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

Signed: _____, Board President

Date:

Academic Achievement and Growth

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

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

R-2 Growth & Achievement

SUPERINTENDENT Interpretation:

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

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

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

- 2-8 FastBridge data in Reading and Math will indicate, overall, that 65% students made typical or aggressive growth.

Evidence:

- 51.7% of students in grades 2-8 made typical or aggressive growth as measured by the FastBridge aReading assessment;
- 58.5% of students in grades 2-8 made typical or aggressive growth as measured by the FastBridge aMath assessment; and
- Multilingual Learners and Asian students met this indicator in math.

This data indicates that focusing on student growth in the area of reading across all student groups and grade levels is the largest area of need.

FastBridge Growth percentile categories:

Flat - 15th percentile and below

Modest - Between 15th and 40th percentile

Typical - Between 40th and 75th percentile

Aggressive - About 75th Percentile and above

*More information about how these scores are calculated can be found here: [FastBridge Benchmarks and Norms Interpretation Guide](#)

Grades 2-8 FastBridge aReading (% of students making “typical” or “aggressive” growth)

Student Group (# of students)	2023-24	2024-25
All Students (942)	51.7%	51.7%
Asian (54)	56.9%	59.6%
Black (107)	54.7%	50.5%
White (599)	51.5%	52.3%
Two or More Races (83)	41.7%	50%
Hispanic/Latinx (94)	57%	45.7%
Students w/ IEPs (98)	63.5%	59.2%
Multilingual Learners (58)	63.6%	63.3%
Students w/ Economic Disadvantage (229)	56.9%	53.9%

Grades 2-8 FastBridge aMath (% of students making “typical” or “aggressive” growth)

Grade Level	2023-24	2024-25
All Students (942)	61.1%	58.5%
Asian (54)	66.7%	69.6%
Black (107)	62.1%	47.6%
White (599)	60.3%	61.1%
Two or More Races (83)	63.9%	53.6%
Hispanic/Latinx (94)	60%	51.6%
Students w/ IEPs (98)	54.1%	57%
Multilingual Learners (58)	72.1%	71.4%
Students w/ Economic Disadvantage (229)	60.7%	55.6%

Superintendent Indicator 2:

At least 80% of students for identified student populations (Black students, students with IEPs, and students identified as economically disadvantaged) will perform in the low risk/advanced benchmarks as measured by FastBridge data.

Evidence:

- 81.1% of students in grades 2-8 performed in the low risk/advanced benchmarks as measured by the FastBridge aReading assessment;
- 82.5% of students in grades 2-8 performed in the low risk/advanced benchmarks as measured by the FastBridge aMath assessment.

While growth was seen among students with IEPs, there continue to be inequities for Black students, and students identified as economically disadvantaged in both reading and math.

FastBridge Risk Benchmarks:

0-15% High risk
 15-40% Some risk
 40-70% Low risk
 70-100% Advanced

*More information about risk categories can be found here: [FastBridge Benchmark Goals for Student Success](#)

Grades 2-8 FastBridge aReading (% of students performing at “Low Risk” or “Advanced”)

Student Group (# of students in '24-25)	2023-24	2024-25
All Students (965)	83.7%	81.1%
Black Students (115)	61.6%	52.2%
Students w/ IEPs (108)	45.6%	52.8%
Students w/ Econ. Disadvantage (238)	67.7%	63%

Grades 2-8 FastBridge aMath (% of students performing at “Low Risk” or “Advanced”)

Student Group (# of students in '24-25)	2023-24	2024-25
All Students (961)	82.6%	82.5%
Black Students (115)	52%	50.4%
Students w/ IEPs (104)	50%	54.8%

Students w/ Econ. Disadvantage (235)	62.1%	63.4%
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Superintendent Indicator 3:

- At least 80% of students in grades 6, 7, and 8 will perform in the low risk/advanced benchmarks as measured by FastBridge aReading and aMath.

Evidence:

- 84.6% of students in grades 6-8 performed in the low risk/advanced benchmarks as measured by the FastBridge aReading assessment;
- 82.9% of students in grades 6-8 performed in the low risk/advanced benchmarks as measured by the FastBridge aMath assessment; and
- Growth was seen in 8th grade reading scores and 7th grade math scores.

FastBridge Risk Benchmarks:

- 0-15% High risk
- 15-40% Some risk
- 40-70% Low risk
- 70-100% Advanced

*More information about risk categories can be found here: [FastBridge Benchmark Goals for Student Success](#)

Grades 6-8 FastBridge aReading (% of students performing at “Low Risk” or “Advanced”)

Grade Level	2023-24	2024-25
All Students (6-8)	86.5%	84.6%
6th Grade	89%	84.8%
7th Grade	86.4%	82.7%
8th Grade	80%	86.6%

Grades 6-8 FastBridge aMath (% of students performing at “Low Risk” or “Advanced”)

Grade Level	2023-24	2024-25
All Students (6-8)	83.8%	82.9%
6th Grade	88.4%	82.7%
7th Grade	81.4%	86.5%
8th Grade	79.8%	79%

Superintendent Indicator 4:

- At least 55% of students in grades 9 and 10 will perform At Target on the PreACT English and Math tests.

Evidence:

- 76.5% of students in grades 9-10 performed at or above target as measured by the PreACT English assessment;
- 54.0% of students in grades 9-10 performed at or above target as measured by the PreACT Math assessment; and
- Growth was seen across grade levels in both assessments.

PreACT English College Readiness Benchmarks:

- 9th grade
 - 0-9 In Need of Intervention
 - 10-12 Close to Target
 - 13-35 On Target/Met Benchmark (nationally 66.7% of students meet the benchmark)
- 10th grade
 - 0-11 In Need of Intervention
 - 12-14 Close to Target
 - 15-35 On Target/Met Benchmark (nationally 64.7% of students meet the benchmark)

PreACT Math College Readiness Benchmarks:

- 9th grade
 - 0-15 In Need of Intervention
 - 16-17 Close to Target
 - 18-35 On Target/Met Benchmark (nationally 45.2% of students meet the benchmark)
- 10th grade
 - 0-16 In Need of Intervention
 - 17-18 Close to Target
 - 19-35 On Target/Met Benchmark (nationally 41.5% of students meet the benchmark)

*More information about PreACT results can be found here: [PreACT Technical Manual](#)

Grades 9-10 PreACT English (% of students performing “At Target” or above)

Grade Level	2023-24	2024-25
All Students (9-10)	68.2%	76.5%
9th Grade	66.2%	80.3%
10th Grade	70.1%	73.3%

Grades 9-10 PreACT Math (% of students performing “At Target” or above)

Grade Level	2023-24	2024-25
All Students (9-10)	46.6%	54.0%
9th Grade	40.8%	54.8%
10th Grade	52.6%	53.3%



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
June 24, 2025

Board Member Participation: Ellen Eckman, Vice President & Governance Officer
Mary Theisen, Treasurer
Abby Fowler, Clerk

District Administrator Participation: Laurie Burgos, Superintendent

I. 7:00 pm CALL TO ORDER

A. Motion to Adopt the Agenda

MOVED by Ellen Eckman and SECONDED by Abby Fowler

AYE: 3 NAY: 0

B. Overarching Result for Shorewood School District

C. Awards & Recognition

II. 7:03 pm PUBLIC COMMENT #1

Matt Petering, 4020 North Downer Avenue

III. 7:09 pm SUPERINTENDENT'S REPORT

A. Financial Sustainability Task Force Proposed Timeline

IV. 7:49 pm SUPERINTENDENT'S CONSENT AGENDA

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

B. Approval of Monthly Financials

MOVED by Ellen Eckman and SECONDED by Abby Fowler

AYE: 3 NAY: 0

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

A. Review of the 2025-2026 Board Work Plan Draft

B. Board Workshops and Retreat Schedule

VI. 8:02 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

June 10, 2025 Regular Board Meeting

June 10, 2025 Closed Session

June 11, 2025 Closed Session

B. Board Resolution and 2025-2026 Agreement with the Southeastern Wisconsin Schools Alliance

C. Approval of Board Meeting Time Change

Effective July 8, 2025: Regular Board meetings will begin at 6 pm

MOVED by Ellen Eckman and SECONDED by Abby Fowler

AYE: 3 NAY: 0

VII. 8:03 pm PUBLIC COMMENT #2 - no comments

VIII. 8:04 pm BOARD MEMBER REPORTS
WPEN Budget Meeting

IX. 8:06 pm REVIEW OF TO DO AND FUTURE AGENDA ITEMS

XI. 8:08 pm RECESS AND DEBRIEF

Date: June 10, 2025

TO: SOUTHEASTERN WISCONSIN SCHOOLS ALLIANCE
District Members

FROM: Daniel Arnold, Director of Business Services
South Milwaukee – Fiscal Agent

SUBJECT: SWSA 2025-26 Agreement

The attached packet for the Southeastern Wisconsin Schools Alliance includes:

1. Resolution (check appropriate box and return)
2. 66.0301 Agreement (sign and return)
3. Proposed Annual Budget for SWSA
4. Payment Schedule
5. Participant Listing

NOTE:

1. The resolution should be presented to your school board for approval, the appropriate box checked and returned to our district.
2. The 66.0301 Agreement must be signed and returned to our district.
3. The SWSA Annual Report will be emailed directly to each participant in June 2025

If you have any questions, please contact Katrina Haack – khaack@sds.m.k12.wi.us
phone #414-766-5020.

RESOLUTION

SOUTHEASTERN WISCONSIN SCHOOLS ALLIANCE

BE IT RESOLVED that the School District of South Milwaukee retain Hubbard, Wilson & Zelenkova, for the period of July 1, 2025 through June 30, 2026 as Legislative Counsel on a cooperative basis with the other school districts that are members of the Southeastern Wisconsin Schools Alliance, regarding matters of mutual interest as determined by the Alliance, including but not limited to, constitutional limitations on and legislative decisions related to funding for education, research, public awareness and information sharing.

BE IT FURTHER RESOLVED that the District share the fees for these services, plus reasonable and necessary expenses, with the other school districts that are members of the Southeastern Wisconsin Schools Alliance on the basis of:

Dues (Check One):

\$3,700 annual fee for school districts participating in Southeastern Wisconsin Schools Alliance

Not participating

Shorewood School District

Southeastern Wisconsin Schools Alliance Agreement
(Section 66.0301)

Pursuant to a resolution adopted by school districts participating in the Southeastern Wisconsin Schools Alliance (SWSA):

Participating school districts hereby mutually agree, pursuant to Section 66.0301 of the Wisconsin Statutes, to the following conditions:

1. That said parties agree and contract with Hubbard, Wilson & Zelenkova, to serve as Legislative Counsel for the Southeastern Wisconsin Schools Alliance as hereinafter set forth;
2. That the School District of South Milwaukee is to be the operator and fiscal agent of the Southeastern Wisconsin Schools Alliance;
3. That the fiscal agent district shall establish and maintain records in accordance with the uniform financial accounting system prescribed by the Department of Public Instruction;
4. That the pro-ration of costs will be assessed equally to each participating school district as provided in the authorizing resolution;
5. That the estimated budget and plan of operation for this cooperative shall be approved in advance to contract signing by all school district parties hereto;
6. That variations from the budget will require prior approval of all school district parties hereto;
7. That the fiscal agent agrees to file the required financial reports with the Department of Public Instruction;
8. That attached hereto and incorporated herein by reference are the budget, the plan for operation and plan of payments to said operator of fiscal agent by each school district.

School District

School Board President

School Board Clerk

Date

SCHOOL DISTRICT OF
SOUTH MILWAUKEE



By

Director of Business Services
Title

6/10/2025
Date

2025-26 PROPOSED ANNUAL BUDGET

SOUTHEASTERN WISCONSIN SCHOOLS ALLIANCE (SWSA)

June 10, 2025

EXPENSES:	PROPOSED BUDGET
Executive Director	\$ 54,000.00
Legislative Liaison Team	\$ 34,125.00
Special SWSA Projects (communications, etc.) , fees for fiscal agent	\$ 5,500.00
Website / Tech Services	\$ 939.78
Travel Expenses	\$ 500.00
Supplies	\$ 500.00
Dues/Memberships, Other Potential Opportunities	\$ 850.00
Replenish Reserves	<u>\$5,335.22</u>
TOTAL EXPENSES	<u>\$ 101,750.00</u>
REVENUES:	PROPOSED BUDGET
Fees from Participating School Districts (based on 28 members)	\$ 101,750.00
TOTAL REVENUE	<u>\$ 101,750.00</u>
USE OF RESERVES:	\$ -

Basis for Prorating Costs: Equal distribution among member districts based upon 66.0301.

PAYMENT SCHEDULE

SOUTHEASTERN WISCONSIN SCHOOLS ALLIANCE

July 1, 2025 - June 30, 2026

Each member District will remit payment to the School District of South Milwaukee, Fiscal Agent, as follows:

There will be a one time payment due no later than September 19, 2025.

All Districts:

1. September 19, 2025 \$3,700.00

2025-26 Southeastern Wisconsin Schools Alliance Projected Participant Listing:

District	SWSA Fee
Brown Deer School District	\$3,700.00
Burlington School District	\$3,700.00
Cudahy School District	\$3,700.00
Elkhorn School District	\$3,700.00
Elmbrook School District	\$3,700.00
Fox Point / Bayside School District	\$3,700.00
Franklin School District	\$3,700.00
Glendale / River Hills School District	\$3,700.00
Grafton School District	\$3,700.00
Greendale School District	\$3,700.00
Greenfield School District	\$3,700.00
Hamilton School District	\$3,700.00
Kenosha Unified School District	\$3,700.00
Mequon / Thiensville Schools District	\$3,700.00
Milwaukee Public Schools	\$3,700.00
Nicolet School District	\$3,700.00
Oak Creek / Franklin School Districts	\$3,700.00
Oconomowoc School District	\$3,700.00
Pewaukee School District	\$3,700.00
Port Washington-Saukville School District	\$3,700.00
Racine Unified School District	\$3,700.00
Saint Francis School District	\$3,700.00
Shorewood School District	\$3,700.00
South Milwaukee School District	\$1,850.00
Wauwatosa School District	\$3,700.00
West Allis / West Milwaukee School District	\$3,700.00
Whitefish Bay School District	\$3,700.00
Whitnall School District	\$3,700.00
Total	\$ 101,750

Bi-Board Information

1. Ann McKaig and I have been working to get our Village and School Bi-Board meeting again – maybe on a quarterly basis – as a way to keep communication between Village and School Board open and up-to-date.
2. I suggested that we invite the Village Bi-Board members (Ann McKaig and Jim Arndorfer) and other Village Board members to attend our Annual Meeting in August so that they can see the scope of the budget issues we are facing. Ann is putting that on their agenda, but I think we should follow up with an invite and agenda.
3. I suggested a September meeting where we could share our Strategic Plan and any information from our Roffers Study. The Village would share budget issues that they are working on. There is a recognition of the impact the legislature is having on both the School and Village.
4. Dates suggested by Ann for a meeting are: 4:30 pm on 9/4, 9/8, 9/16-18, 9/22?
5. Discussion? Suggest a date to Ann?