

PUBLIC NOTICE

Shorewood School District

SCHOOL BOARD TOWN HALL MEETING

July 11, 2023 at 7:00 PM

Shorewood High School Library Media Center (LMC)

- I. **7 pm CALL TO ORDER**
 - I.A. Adopt the Agenda (GC2)
 - I.B. Overarching Result for Shorewood School District (R1)
Our students are leaders who challenge themselves to grow and achieve academically, pursue their passions, navigate change, learn continuously and contribute to the common good.
 - I.C. Awards and Recognitions
- II. **7:05 pm STUDENT ACHIEVEMENT AND RESULTS (R1)**
Shorewood Recreation Summer Programs
- III. **7:15 pm PUBLIC COMMENTS (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. **7:30 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION**
 - IV.A. SEED Foundation 2023-2024 Funding Commitments
 - IV.B. District Equity Update
 - IV.C. 2023-2024 Student Academic Standards
- V. **8:15 pm BOARD CONSENT AGENDA (GC2)**
V.A. Approval of Board Meeting Minutes
- VI. **8:30 pm BOARD MEMBER REPORTS**
- VII. **8:35 pm SUPERINTENDENT'S REPORT**
- VIII. **8:45 pm SUPERINTENDENT'S CONSENT AGENDA**
 - VIII.A. Approval of Atwater PTO Grant for Development of Outdoor Classroom
- IX. **8:50 pm PUBLIC COMMENTS (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.
- X. **8:55 pm REVIEW OF 'TO DO' ITEMS**
- XI. **9:00 pm FUTURE AGENDA ITEMS**
- XII. **9:15 pm RECESS AND DEBRIEF**



Shorewood
SCHOOL DISTRICT

SSD: EQUITY UPDATES

July 11, 2023

ICS FOUR CORNERSTONES

Cornerstone 1 - Focus on Equity

Step 1: Know the History of Educational Marginalization
Step 2: Shift from Deficit to Assets-Based Thinking, Language
Step 3: Engage in Identity Development
Step 4: Apply Equity Research
Step 5: Develop Equity Non-Negotiables
Step 6: Conduct Equity Audit

Cornerstone 2 - Align Staff & Students

Step 7: Re-Align Staff and Students
Step 8: Construct Co-Plan to Co-Serve to Co-Learn (C3) Teams

Cornerstone 4 - Leverage Policy and Funding

Step 10: Align Human Resource Systems
Step 11: Leverage Funding
Step 12: Cross-Check Policy and Procedures
Step 13: Create Multi-Year Equity Action Plans

Cornerstone 3 - Transform Teaching and Learning

Step 9: Design Identity Relevant Teaching & Learning for All Learners

Engage &
Develop
Community



4 Agreements of Courageous Conversations

(Singleton & Linton, 2006)



- Experience discomfort
- Stay engaged
- Speak your truth
- Expect and accept non- closure

Community Agreements



- No blame, shame, judgment
- Equity work life-long, never ending, at individual & organizational level.
- “Collective Equity Capacity” we are in this with you - mutual learning, challenging, growing together

Highlights for 2022-2023

- Equity in Action Series [Equity in Action Series](#)
- Monthly Equity Professional Development using the ICS Framework across the District (Early release Wednesdays)
- Equity Leads Co-Planning our Courageous Conversations Series to implement throughout the District [Courageous Conversations](#)
- Professional Development with Leadership Teams in June with Dr. Elise Frattura and Mr. Nasif Rogers
- Coaching Cycles 4x annually with all schools as well as the District Leadership Team
- Hosted a Community Talk Back Session with Jeffrey Robinson (Who We Are Documentary, Netflix)
- Collaborative Commitments for Equity Board adopted [Collaborative Commitments for Equity](#)



Equity Focus for 2023-24

- Creating collaboration opportunities between classroom teachers and specialists (Special Education teachers, Interventionists, Multilingual staff, etc) focused on providing high-quality instruction for all students.
- Focus on Identity Relevant Teaching and Learning (IRTL) practices outlined in Cornerstone 3 of the [Integrated Comprehensive Systems \(ICS\) for Equity](#).
- These practices focus on ensuring proportional representation of student groups in all classroom environments, providing rigorous learning opportunities for all, and using Culturally Responsive Practices to support students' academic, behavioral, and social-emotional needs.
- Continue with our Courageous Conversations co-planned and co-led with our Equity Leads





EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: 2023-2024 Student Academic Standards

Date: July 11, 2023

Prepared by: Michael Joynt (Director of Teaching and Learning)

Board Policy Reference:

- OE 9.2 Base instruction on District academic standards that meet or exceed state and/or nationally-recognized model standards.
- OE 9.3 Align curriculum with adopted standards.

Recommended action:

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

Purpose: School Boards are required by section 120.12(13) of the state statutes to notify the parents/guardians of students enrolled in the school district of the student academic standards that will be in effect for the school year. Also, the School Board must annually include an item on the agenda that clearly identifies the student academic standards adopted by the Board under section 118.30 (1g)(a)1 of the state statutes that will be in effect for the school year.

Background:

As in years past, Shorewood School District will align with Wisconsin Academic Standards, which reflect state adoption of national Common Core standards, as well as alignment to other nationally-recognized standards (i.e. Next Generation Science Standards - NGSS).

Like other public school districts, the District's three-year curriculum evaluation and improvement cycle includes:

- a review of standards that apply to the content area being examined and a review of curricular resources to ensure alignment to these standards (Year One);
- a curriculum mapping process (Years One and Two) that ensures alignment of resources and assessments to standards;

- the creation of an implementation plan, including needed professional development (Year Two); and
- after implementing the curriculum, an evaluation of outcomes and student results (Year Three).

This [Updated Curriculum Evaluation Cycle](#) reflects the work that will be done during the 2023-24 school year including:

- 5K-3rd grade will be implementing the *95% Phonics Program* this year. This program specifically targets phonics instruction in the early grades in order to build strong readers. Research shows that solid foundational reading skills are a strong predictor of future success for students.
- 5K-5th grade teachers will be implementing the *Eureka Math² Curriculum* this year. Eureka Math² helps students establish a foundational understanding of mathematics to better prepare them for college and careers. The program focuses on strengthening reasoning and critical-thinking skills that students can apply to solve real-world problems.
- SIS and SHS staff will be implementing updated Social Studies courses aligned with the [Wisconsin Standards for Social Studies](#). 7th grade students will now be taking Civics in 7th grade and new courses in The Ancient and Medieval Worlds, The Modern World, and Civics will be available at the High School. Additionally, we will be adding an AP Psychology course and Economics Course which students can take for college credit.
- We will be in Year 1 of evaluating and updating our Human Growth and Development and Physical Education Curriculum this year. Wisconsin Statute requires that school districts offering a human growth and development curriculum appoint an advisory committee representing a cross-section of values and opinions from the community in developing a human growth and development curriculum as a first step in this process.



SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
June 27, 2023

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

District Administrator Participation: JoAnn Sternke, Interim Superintendent
Mike Joynt, Director of Teaching & Learning
Shari Tucker, Director of Equity

I. 7:01pm CALL TO ORDER

Motion to Adopt the Agenda

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

II. 7:05pm STUDENT ACHIEVEMENT PRESENTATION - no presentation

III. 7:07 pm PUBLIC COMMENT #1

Pablo Muirhead

3726 North Morris Boulevard

Paru Shah

4259 North Larkin Street

IV. 7:11 pm BOARD BUSINESS AND BOARD ACTION

A. Approval of R2 (Literacy and Numeracy) Student Results Report, Mike Joynt and Shari Tucker

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

B. Presentation of 2023 School Perceptions Survey Results, JoAnn Sternke

C. Legislative Advocacy Updates

D. Board Governance

Linkages and Work Plan Follow Up - Tabled

V. 9:17 pm BOARD CONSENT AGENDA

A. Approval of Board Meeting Minutes

June 13, 2023 Board Workshop and June 13, 2023 Regular Board Meeting

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

VI. 9:18 pm PUBLIC COMMENT #2 - no comments

VII. 9:19 pm BOARD MEMBER REPORTS

Ellen Eckman, Joint Review Board

VIII. 9:20 pm SUPERINTENDENT'S REPORT

IX. 9:27 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 Nathan Hammons and SECONDED by Ellen Eckman

AYE: 5 NAY: 0

X. 9:28 pm PUBLIC COMMENT #3 - no comments

XI. 9:29 pm REVIEW OF 'TO DO' ITEMS

School Perceptions Survey Reports Posting, Legislative Advocacy letter to Governor Evers

XII. 9:30 pm FUTURE AGENDA ITEMS

XIII. 9:31 pm RECESS AND DEBRIEF



EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report

Date: July 11, 2023

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.

Leadership Transition

I want to thank Board and community members, staff, and volunteers who have welcomed me so warmly over the past week.

I attended the All-Alumni Reunion and Community Picnic on July 1, and it was a wonderful opportunity to meet District families past and present, as well as District supporters. Along with the SEED Foundation and the Alumni Association, the Athletic Boosters, the Historical Society, and our Recreation & Community Services team had information tables at the event. Tim Kenney's tours of the High School campus drew big groups, as did the Time Capsule Ceremony to commemorate the completion of the Administration Building addition, and many alumni continued on to Hubbard Park Lodge and other events following the picnic. The Alumni Association has set July 6, 2024 as the date for next year's event, and we will take that opportunity to celebrate the High School's 100th anniversary - and Lake Bluff's - as well.

As you know, over the past few months I had several opportunities to meet with Dr. Sternke and district leaders to discuss key issues, including the District's budget. I was also able to spend

time in each school and department before the end of the school year. In preparation for my official start last week, I shared my Entry Plan with the administrative leadership team for feedback, and I was involved in some work that has been valuable to orienting myself to both day-to-day management functions and the bigger picture of District administration, including:

- Meeting with school principals and others about their school growth plans and priorities for new staff orientation and Back-to-School days scheduled for faculty in August;
- Participating in recruitment discussions and interviews for some staff vacancies; and
- Attending recent School Board meetings and reviewing correspondence with the SEA regarding the initiation of negotiations on our Agreement.

With this in mind, I want to take this opportunity to summarize my [Entry Plan](#) for Board and community members, and highlight some of the details that will help me build relationships and identify goals and objectives for this year and beyond.

Superintendent Entry Plan

First 100 Days - Laurie J. Burgos



2023-24

Dear Community Members and Colleagues,

I am pleased to provide you with my Superintendent's Entry Plan, which details priorities I will be addressing - and the input I will be seeking - over the next few months.

One of my top priorities in the coming weeks will be to review the District's 2023-2024 budget and projections for future years. While the 2023 operating referendum will provide the District with critically-needed financial resources, recently approved state funding for public education falls far short of what public school districts need. I will address this further, along with other key elements of my Entry Plan, in a Summary Report to School Board and community members this fall.

As the new Superintendent of the Shorewood School District, I want express my deepest gratitude for your support as I begin my tenure. Your commitment to our mission and to the future of our schools is truly humbling, and it is an honor for me to become part of this community.

I look forward to meeting with staff, District families and community allies in the weeks ahead. We will communicate meet and greet opportunities very soon.

Sincerely,

**Laurie J. Burgos
Superintendent**



INTRODUCTION

The Shorewood School District is widely recognized as a high performing school district in Wisconsin most notably for its focus on equity, tradition of excellence, and comprehensive program of instruction for its over 1,900 students in grades PreK-12. The Board of Education and community further distinguish the work of the schools as focused on the five pillars of the Vision 2025 strategic plan. The purpose of the Superintendent Entry Plan is to outline how, working collaboratively, we will continue to honor the past while refocusing new energy on aligning our resources to achieve the mission, **Equity, Growth, and Excellence for All**.

The leadership transition process begins with developing an understanding of the state of the district, individual schools, and community perceptions of public education in SSD. Listening, learning and building critical internal and external relationships are key elements to building foundational knowledge about the district's strengths, challenges, and opportunities. Being new to the community, I will need to establish relationships with many of our community members and partners. It is essential for me to invest time in meeting and connecting with community stakeholders in my new role to develop, renew, and invigorate connections between the district and the communities we serve.

Although my tenure officially starts in July, I recognize that many of the transition activities began during my visits to the district in the spring. An early start could prove to be beneficial in preparation for a successful 2023-24 school year. As the newly selected leader of this learning organization, I am committed to the achievement of the SSD mission and look forward to promoting equity, growth, and excellence in all aspects of the organization.

ENTRY PLAN FRAMEWORK



To achieve results for the Shorewood School District, I will:

Listen to Understand— Spend time with students, teachers, caregivers, principals, school district administrators and other SSD employees, community, non-profit organizations, business members, bargaining units, and state and local leaders to understand our proudest accomplishments and greatest challenges.

Learn to Inform Decisions— Analyze and study performance data, perceptions data, and other student achievement data. Read and review existing district policies, improvement plans, pertinent documents, and strive to understand our efforts to meet student needs.

Share to Build Trust and Transparency and a Positive Tone— Celebrate the wonderful accomplishments at SSD schools with the community regularly to build a deeper understanding of the quality programs provided and equity priorities. Introduce myself, my educational philosophy, and core beliefs to the community.

Build Strong Relationships— Establish strong working relationships and build rapport with the Board of Education, SSD leadership, staff members, students, caregivers, and community, state, and local leaders.

Plan for Success— Review the current district and school goals. Continue to use an equity lens to strengthen the strategic priorities and identify action steps to move the district forward. Collaborate with all stakeholders to maintain and develop world-class programs for all students and develop communication strategies to rebrand the district.

ENTRY PLAN GOALS

- 1** To develop a highly effective governance team by building a trusting and collaborative relationship with the Board of Education
- 2** To foster and strengthen relationships with the community, staff, students, families, residents, businesses, community-based and faith-based leaders, and elected officials
- 3** To assess organizational capacity to meet the district's strategic priorities
- 4** To focus organizational efforts and align resources, financial and human, to ensure every student receives a world-class education that will prepare them for life, college, and a global workforce
- 5** To champion the use of research and data in decision-making regarding core approaches to teaching and learning, operations, business systems, finances, budgeting, and hiring to inform continuous improvement

OUTCOMES

The implementation of this entry plan will result in the following outcomes, thereby enabling me to make informed decisions and recommendations:

- A summary of the feedback obtained from the stakeholder conversations during the “listening and learning” meetings.
- Summarized findings from reviews and evaluations of the district’s organizational structure, systems, programs, processes, human resources, learning and working environments, and finances.
- Assessment of executive leadership and organizational structure and identification of any design/staffing changes needed to ensure optimal productivity, efficacy, and efficiency.
- Build foundational understanding to begin facilitating short and long-range planning, including the development of key equity indicators.

PHASES OF THE PLAN

Transition

April - June

To ensure a smooth transition prior to my official start date, I will:

- Analyze a variety of data, focusing on instructional and operational data
 - Research community strengths, challenges, and opportunities
 - Examine goals and objectives of the administrative team
 - Review organizational charts of all departments and schools
 - Review handbooks, contracts, and codes of conduct
 - Conduct interviews for vacant positions, if applicable
 - Attend district and community activities and events
 - Visit schools and begin to meet with stakeholder groups
-

Listening & Learning

July - August

During this phase, I will attain a deep and rich understanding of our strengths, challenges, and opportunities for improvement through an analysis of multiple perspectives:

- Hold one-on-one meetings with the Board of Education and all direct reports to discuss priorities, progress to date, effectiveness, and outcomes
 - Conduct interviews and focus groups with students, teachers, staff, principals, caregivers, community members, local governmental, faith-based, and business leaders, and union leadership
 - Meet with the leadership team to review priorities, progress to date, effectiveness, and 2022-23 year-end outcomes
 - Hold a leadership retreat with the administrative team to plan for the 2023-24 school year
 - Establish organizational structures that promote instructional and operational leadership
 - Review performance expectations and evaluation processes for administrators
-

Planning

September - October

During this phase, I will use the data collected during the listening and learning phase to make organizational recommendations. Steps include:

- Identify key equity indicators for the strategic priorities
- Establish management routines for ensuring effective operations
- Make staffing or organizational recommendations, if applicable
- Provide a summary report of my first 100 days to the Board of Education and the community at large

ACTION STEPS

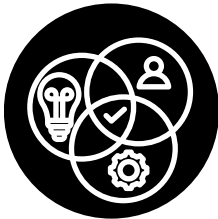
Action steps must accompany a vision, mission, and goals in order to achieve results. I have organized specific action steps to achieve the goals of this plan into five key areas:



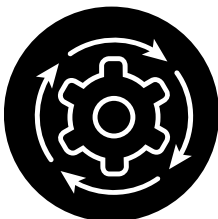
1 - Governance/Leadership



2 - Communication & Community Partnerships



3 - Organizational Capacity to Achieve Outcomes



4 - Operational Efficiency & Effectiveness



5 - Research & Data in Decision-Making



GOVERNANCE & LEADERSHIP

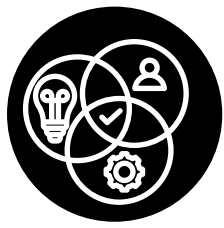
The following activities will help me establish working relationships with individual Board members and the Board as a whole, ascertain the Board's priorities for the district, and initiate the process that will guide future district goals.

ACTIVITY		TIMEFRAME
1.1	Share entry plan with Board for feedback and suggestions	Upon entry
1.2	Schedule meetings with individual Board members	First 30 Days
1.3	Work with the Board to establish a process to review existing results policies and determine alignment with operational goals and Collaborative Commitments for Equity	First 60 Days
1.4	Participate in a Board/Superintendent workshop	First 60 Days
1.5	Review Board professional development plan and assess Board's level of satisfaction with its own professional development	First 100 Days
1.6	Review Board orientation materials	First 100 Days



COMMUNICATION & COMMUNITY PARTNERSHIPS

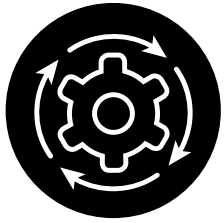
ACTIVITY		TIMEFRAME
2.1	Schedule meetings with local officials including law enforcement, Fire Chief, and Village elected officials	First 30 Days
2.2	Schedule meetings with local leaders from businesses, Shorewood Public Library, community organizations, and faith-based organizations	First 30 Days
2.3	Conduct interviews and focus groups with a variety of stakeholder groups including students, staff, families, and SEED members	First 60 Days
2.4	Work with the Board to establish a process to review existing results policies and determine alignment with operational goals and Collaborative Commitments for Equity	First 60 Days
2.5	Host listening & learning sessions for staff members at each site	First 100 Days
2.6	Attend community events and meetings with community organizations and partners	First 100 Days
2.7	Begin visiting classrooms and attend staff meetings at all schools (visits will continue throughout the school year)	First 100 Days



ORGANIZATIONAL CAPACITY

The following activities will allow me to assess organizational capacity to achieve high levels of academic excellence and social emotional wellness for every student.

ACTIVITY		TIMEFRAME
3.1	Meet with district and school-level instructional leaders individually to discuss growth and achievement data, instructional program design, alignment, school growth plans, and priority areas	First 30 Days
3.2	Explore the current state of assessment tools, data monitoring, and reporting	First 30 Days
3.3	Assess the current professional learning structure for all staff and leadership team members	First 60 Days
3.4	Review general education, special education, multilingual learner, and alternative program design	First 60 Days
3.5	Participate in the Integrated Comprehensive Services (ICS) Summer Institute	First 60 Days
3.6	Hold a retreat with the leadership team	First 60 Days



OPERATIONAL EFFICIENCY & EFFECTIVENESS

ACTIVITY		TIMEFRAME
4.1	Review Operational Expectations	First 30 Days
4.2	Review district budget, financial reports, most recent audit, and grants	First 30 Days
4.3	Review all employee group handbooks, contracts, and plans for negotiations	First 60 Days
4.4	Conduct one-on-one meetings with direct reports on finances, operations, human resources, recreation, and safety	First 60 Days
4.5	Meet with district's legal counsel to review any legal issues impacting the district	First 100 Days
4.6	Meet with Recreation Department to review programs and needs	First 100 Days
4.7	Audit current district and school safety plans	First 100 Days
4.8	Meet with the Director of Buildings & Grounds and Business Manager to review long-range facility plan	First 100 Days
4.9	Review financial projections, long-range planning, resource allocation, and budgeting process and assess how budgeting process is aligned to support student achievement and equity-based needs	First 100 Days



RESEARCH & DATA IN DECISION-MAKING

ACTIVITY	TIMEFRAME
5.1 Review the district's strategic priorities, accountability for performance, overarching systems and structures	First 30 Days
5.2 Meet with district and school-level instructional leaders individually to discuss achievement and growth data, instructional program design, alignment, current goals, and priority action areas for continuous improvement	First 30 Days
5.3 Review ICS for Equity modules	First 60 Days
5.4 Establish key equity indicators for strategic priorities	First 100 Days
5.5 Explore data systems and dashboards for data displays	First 100 Days
5.6 Conduct learning walks with Board members and/or school administrators to assess the current landscape of teaching and learning	First 100 Days



EQUITY, GROWTH, AND EXCELLENCE FOR ALL





EXECUTIVE SUMMARY FOR THE SHOREWOOD SCHOOL BOARD

Topic: Atwater PTO Donation
Date: July 11, 2023
Prepared by: Heather Heaviland

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

Purpose: To approve acceptance of a donation of \$23,700 from the Atwater PTO.

Background: The Atwater PTO has been working with Atwater faculty and District staff to develop plans to install a gazebo-like structure that will serve as an outdoor classroom. The PTO engaged Shacklady Designs, a custom furniture shop owned by a local craftsperson, to develop a concept that aligns with instructional goals and has committed to funding the full cost of the project. The District has reviewed the credentials of the contractor selected by the PTO, reviewed the design plans in order to ensure they meet District safety and maintenance standards, and confirmed that the plans meet Village permitting and design requirements. Following receipt of the PTO donation, the District will enter into an agreement with Shacklady Designs and oversee execution of the project installation. The project is expected to be completed in Spring of 2024.

Fiscal impact: 100% of the project costs will be funded by the Atwater PTO.