PLEASE POST

SCHOOL DISTRICT OF SHOREWOOD
Shorewood, Wisconsin
December 9, 2025 AGENDA

SCHOOL BOARD MEETING
6:00 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:

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Parameters for Public Comment
The Board welcomes public comments. Public comments are limited to five minutes per person. No more than three people may be heard on one side of an issue, except upon consent of a majority of the Board.

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.

Those who wish to make a public comment will be asked to provide their name and address for the Board meeting minutes.

This meeting notice was posted on December 5, 2025.

EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD

Topic: Superintendent's Report
Date: December 9, 2025
Prepared by: Laurie Burgos, Superintendent

Recommended action:

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

Purpose:
To summarize school and District topics, discuss strategic priorities, and provide follow up on items from prior Board meetings.

District and SEA Mediation
As a follow up to communications with District staff and families, I want to inform community members that the District and SEA, the union that represents Shorewood teachers and aides, were unable to reach an agreement following mediation regarding salary and wage increases on December 4.

As a result, the District will implement salary and wage adjustments. These include our initial offer of an average salary increase of 2.95% (based on the 2025 Consumer Price Index, and in line with those negotiated in peer districts), and additional investments in both the Teacher and Support Staff salary schedules. Together, these total more than $450,000 in additional compensation.

With these increases, Shorewood remains a highly competitive school district in terms of teacher compensation, both across the state and in CESA 1. This salary and wage plan reflects our ongoing commitment to this goal and to outstanding learning environments for students and staff, as well as the District's responsibility to steward our limited financial resources.

District and School Updates

With Winter Break coming up quickly, the District and school calendars are full of activities. There are grade-level and school orchestra, band, and choir concerts on the calendar almost daily until Winter Break begins on Friday, December 20, along with spirit week activities, club gatherings, and athletics events.

Course selection for the 2026-2027 school year began last week at Shorewood High School, and initial planning for Summer School and summer recreation programming has also gotten underway. Resident District registration - for students in grades 5K-12 new to the Village and students beginning 4K - will open on January 1, 2026. Registration information and step-by-step instructions will be posted on the District website; Open Enrollment information, for families who do not reside in Shorewood, will be posted at the end of January.

I also want to remind Board and community members that the District will be piloting an after-school program on Wednesdays for students in grades K5-6. Offered in partnership with Empow3r Sports Performance, and underwritten by the SEED Foundation, programming will be offered at both Atwater and Lake Bluff from 2:30 to 4:30 pm every Wednesday from January 7 through June 3. Registration information can be viewed in the Recreation & Community Service Winter/Spring '26 Activity Guide. We will begin evaluating the structure of the program and surveying students and families as it gets underway, and will consider continuation/expansion of early release Wednesday programming in the 2026-2027 school year following the conclusion of the pilot.

The District staff safety team met last week to review progress toward daily safety plan enhancements, as well as revisions to the District's Emergency Management Plan:

- A group of 16 SHS students (grades 9-11) participated in a focus group about school safety led by Principal Tim Kenney, and their input was very valuable. Students were eager to discuss ideas and suggestions about building access during passing time and other aspects of campus safety, and they will meet again before Winter Break;
    - We will schedule an SHS staff meeting to discuss campus safety in January, and will meet with students and staff at our other schools in the spring.
- Building and department leaders have completed additional safety training (behavior and threat assessment, emergency communications, standard response protocols), and they and others will be working to update building and classroom safety materials at each school by the beginning of the 2nd semester (January 27); and
- Further safety training for all District staff is being planned for February 27, an in-service day.

I want to again thank our community swimmers for their patience as the District works to make needed repairs to our VHE pool boilers. Unfortunately, the lead time for replacement parts for this aging equipment is longer than initially anticipated. Our Recreation & Community Services team is working with the Jewish Community Center, the Shorewood Swim Club, and our athletics department to identify alternatives for swim lessons, as well as community swim

times, and they are doing their very best to find accommodations for our pool patrons during this time.

Finally, Taz Landry, Athletics Director, will be leaving the District, and his last day will be Friday, December 19. I appreciate all that Taz has done to strengthen and expand our athletics programs, including cooperative team agreements that have enabled interested students to participate in a number of sports that we would not be able to offer on our own. I am also grateful for Taz's help to ensure a smooth transition in the days ahead. Recruitment for the position will begin as soon as possible.

EXECUTIVE SUMMARY
FOR THE SHOREWOOD SCHOOL BOARD

Topic: Approval of Supplemental Salary and Wage Increases for Teachers and Aides
Date: December 9, 2025
Prepared by: Heather Heaviland, Director of Business Services

Recommended action:
      Information only
      Presentation/discussion
  X   Discussion/action by School Board
      Presentation/action next meeting

Purpose:
To summarize required Board action on supplement salary and wage increases for teachers and aides and revised Salary Schedules (attached).

Background:
Pending Board approval, the District will process the previously-approved average salary and wage increase of 2.95% (CPI) for teachers and aides, inclusive of steps and lanes for eligible staff, effective July 1, 2025. These employees will receive retroactive pay on the December 30, 2025 payroll.

Board approval is required for the following supplemental pay, which is in addition to the $367,060 in teacher salary and aide wage increases approved in the FY26 Original Budget:
- Creation of an additional step in the BA and BA-15 lanes in the Teacher Salary Schedule ($61,570 in salary); and
- Adjustments to the Aides Salary Schedule, including an increase of $1.15 to each cell ($24,563 in wages).

An additional expense of approximately $12,489 will be incurred for payroll taxes and WRS contributions across both groups.

With these increases, Shorewood's teacher compensation remains highly competitive, both across the state and in CESA 1, in alignment with community priorities and Board policy.

Attachments:
2025-2026 Teacher Salary Schedule
2025-2026 Aides Salary Schedule

2026-2027 INSTRUCTIONAL CALENDAR DRAFT for Approval

Subject to Change

Last Update: 11/11/25

August (T=5 S=0)

8/18-8/20 - New Staff Orientation
8/24-8/28 - Staff In-Service

AUGUST 2026

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

FEBRUARY 2027

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	Trimester 2 26

February (T=20 S=19)

2/19 - No School 4K-12 (Staff In-Service)
2/26 - End of Trimester 2

September (T=20 S=20)

9/1 - First Day of School
9/7 - No School (Labor Day)
9/21 - No School (Yom Kippur)

SEPTEMBER 2026

M	T	W	Th	F
	1	2	3	4
Labor Day 7	8	9	10	11
14	15	16	17	18
Yom Kippur 21	22	23	24	25
28	29	30		

MARCH 2027

M	T	W	Th	F
1	Conference 2	3	Conference 4	Conference 5
8	9	Eid al Fitr 10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

March (T=17 S=15/16/16)

3/2-3/5 Spring Conferences
   3/3 - No School 4K
   3/4 - No School 4K-6
   3/5 - No School 4K-12
3/10 - No School (Eid al Fitr)
3/22-3/26 - No School (Spring Break)

October (T=22 S=20/21/21)

10/13-10/16 Fall Conferences
   10/14 - No School 4K
   10/15 - No School 4K-6
   10/16 - No School 4K-12

October 2026

M	T	W	Th	F
			1	2
5	6	7	8	9
12	Conference 13	14	Conference 15	Conference 16
19	20	21	22	23
26	27	28	29	30

APRIL 2027

M	T	W	Th	F
			1	2
5	6	7	8	Quarter 3 9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April (T=21 S=20)

4/9 - End of Quarter 3
4/9 - No School 4K-12 (Staff In-Service)

4/30 - No School (4K-12)

November (T=18 S=17)

11/6 - No School 4K-12 (Staff In-Service)
11/6 - End of Quarter 1

11/13 - End of Trimester 1

11/25-11/27 Fall Break

NOVEMBER 2026

M	T	W	Th	F
2	3	4	5	Quarter 1 6
9	10	11	12	Trimester 1 13
16	17	18	19	20
23	24	25	Thanksgiving 26	27
30				

MAY 2027

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
Memorial Day 31				

May (T=20 S=19)

5/28 - No School 4K-12 (Staff In-Service)
5/31 - No School (Memorial Day)

December (T=16 S=16)

12/23-1/1 Winter Break

DECEMBER 2026

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2027

M	T	W	Th	F
	1	2	3	4
7	Exams 8	Exams 9	Exams 10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

June (T=9 S=8)

6/10 - Last Day of School
6/11 - No School (Teacher Workday)
6/13 - SHS Graduation
6/21 - First Day of Summer School

January (T=19 S=18)

12/23-1/1 Winter Break

1/18 - No School (MLK Day)

1/22 - End of Semester 1
1/22 - No School 4K-12 (Staff In-Service)

JANUARY 2027

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
MLK 18	Exams 19	Exams 20	Exams 21	Semester 1 22
25	26	27	28	29

JULY 2027

M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

July

7/5 - No Summer School

7/22 - Last Day of Summer School

Key:

	New Staff Orientation		First and Last Days of School		In-Service: No School (4K-6th)
	In-Service- No School (4K-12)		No School (4K-12)		First and Last Days of Summer School

Student Term Days:

      Elementary: T1 = 49, T2 = 61, T3 = 62

      SIS: Q1 =45, Q2 = 42, Q3 = 46, Q4 = 41

      High School: S1 = 87, S2 = 87

In-Service Day Details:

- 8/18-8/20 - New Teacher Orientation
- 8/24-8/28 - All Staff Back to School Inservice
- 11/6 - T1: Planning & Records (K-6);
  Q1: ½ Planning & Records/ ½ Professional Development (7-12)
- 1/22 - Professional Development (K-6);
  S1: Planning & Records (7-12)
- 2/26 - T2: Planning & Records (K-6);
  Professional Development (7-12)
- 4/9 - Professional Development (K-6);
  Q3: ½ Planning & Records/ ½ Professional Development (7-12)
- 5/28 - T3: Planning & Records (K-6);
  Professional Development (7-12)
- 6/11 - All Staff End of Year Inservice

Conference Details:

    4K-6th grades:

- (Oct) Wednesday (4K no students); (March) Tuesday (4K no students)
  - 8:00-4:00 4K Conferences
- Thursday (4K-6 no students)
  - 8:00-12:00 Teacher conference prep
  - 12:00-8:00 Conferences
- Friday (4K-6 no students)
  - 8:00-12:00 Conferences
  - 12:00-4:00 Teacher comp time

    7th-12th grades:

- Tuesday
  - SIS Conferences 4:00-7:00
  - SHS Conferences 4:15-7:15
- Thursday
  - SIS Conferences 4:00-7:00
  - SHS Conferences 4:15-7:15
- Friday (no students)
  - Teacher comp day

Instructional Minutes/Staff Days:

Elementary Minutes (min 1050 hours) 172 days	SIS Minutes (min 1137 hours) 174 days	SHS Minutes (min 1137 hours) 174 days
Full School Days 136 x 395 min = 53,720 min	Full School Days 138 x 415 min = 57,270 min	Full School Days 174 x 403 = 70,122 min = **1,168.7 hours**
Wednesday Early Release 36 x 335 min = 12,060 min	Wednesday Early Release 36 x 359 = 12,924 min	Snow Day Calculation 1,168.7 - 1,137 = 31.7 hrs "extra" = 4.7 days
Total = 53,720 + 12,060 = 65,780 min = **1096.3 hr**	Total = 57,270 + 12,924 = 70194 min = **1,169.9 hr**	
Snow Day Calculation 1096.3 - 1050 = 46.3 hrs "extra" = 7.0 days	Snow Day Calculation 1169.9 - 1137 = 32.9 hrs "extra" = 4.8 days	

Staff Days (191 Contract Days - includes 4 paid holidays (Labor Day, Thanksgiving, Memorial Day + MLK)

181 Workdays + 4 paid holidays = 186 days + 5 Beginning of Year In-Service = 191 days

Certification of the Superintendent

With respect to R2 (Student 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
____X___ Presentation of Baseline Data for Approval

Signed: Laurie Burgos____ , Superintendent   Date: December 9, 2025

Executive Summary

To align with R2 (Academic Achievement and Growth) Student Results Policy (adopted October 2023), and address the distinctions between growth (how much students are learning over time) and achievement (performance based on knowledge and skills), the District will provide two yearly updates.

This Student Achievement and Growth Monitoring Document (Fall) will be presented annually for Board approval in conjunction with the publication of the annual DPI District and School Report Cards and State standardized test results. The companion, informational report on Student Achievement and Growth (Summer), will be provided following the end of the school year in order to capture all student assessment data; the July 8, 2025 Monitoring Document can be viewed here, for reference.

As discussed during the policy review and revision process, new R2 indicators more clearly address District priorities and goals, reflect our community's values, and address developing dynamics in K-12 education. The national Redefining Ready College and Career Indicators, education research that identified indicators to measure equity in education, and input from our department chairs about relevant indicators of achievement, growth, and success in their subject areas influenced our work.

The indicators will also help measure the impact of our investments in teaching and learning, professional development, and tools to measure and report on student progress. Along with the SWIFT partnership, these include Math, English Language arts and other curriculum adoptions,

the use of data protocols, collaborative teams, and coaching.

Finally, please note that the District has redacted group data for cohorts of fewer than 10 students

Summary of Baseline Data
Indicator 1: 75% of 3rd grade students meet or exceed grade level in reading as measured by the Forward Exam: 70.1%
Indicator 2: 75% of 5th grade students meet or exceed grade level in reading as measured by the Forward Exam: 73.3%
Indicator 3: 75% of 5th grade students meet or exceed grade level in math as measured by the Forward Exam: 69.6%
Indicator 4: 75% of 8th grade students meet or exceed grade level in math as measured by the Forward Exam: 65.7%
Indicator 5: 75% of 8th grade students meet or exceed grade level in science as measured by the Forward Exam: 65.5%
Indicator 6: 75% of 8th grade students meet or exceed grade level in social studies as measured by the Forward Exam: 75.5%
Indicator 7: 55% of students in grades 11 and 12 will be college ready as defined by a Reading score of 22 on the ACT: 62.6%
Indicator 8: 75% of students in grades 11 and 12 will be college ready as defined by AP enrollment, achieving a grade of C or above: 70% (grade 11); 72% (grade 12)
Indicator 9: 80% of students in grades 9-12 will be career ready as defined by attendance (90% attendance): 78.8%
Indicator 10: 85% of high school students as defined by participation in at least two extracurricular activities (Redefining Readiness Indicators): 71%
Indicator 11: 95% of 9th grade students will be on track for graduation, as defined by the number of students earning 12 credits by the end of their freshman year: 95.4%
Indicator 12: Student participation in programs that help students demonstrate content knowledge and apply skills and competencies through assessments and other learning opportunities in the disciplines of performing arts, visual arts, world language, integrated wellness, science and social studies

Discussion
Evidence shows that, overall, student achievement in grade-level subject areas (as measured by standardized testing) is well above state comparisons. Other notable results include:

- Although not yet meeting the indicator goals we set in reading, a larger percentage of students tested in the "Advanced/Meeting" performance level in 5th grade (73.3%) compared to 3rd grade (70.1%);
- Consistent achievement in 8th grade social studies across student groups, exceeding indicator goals;
- Strength in 11th grade ACT reading scores, demonstrating significant growth compared to previous measures; and

- [Department Highlights](#) document communicates real-world learning opportunities for students in subject areas beyond reading and math in alignment with the student profile priorities communicated in the 2025-2030 Strategic Plan.

In presenting this initial Monitoring Document for discussion and approval of indicators, we also want to note that Indicator 7 (ACT reading) metric should be limited to students in grade 11, as seniors do not take the exam.

Areas for Continuous Improvement

Creating coherence across our instructional framework to realize both short- and long-term student achievement goals remains a key focus for schools and the District. Areas for continuous improvement include:

- Focus on continuous improvement (SAIL work) across our schools, setting data-informed goals and establishing systems to monitor progress throughout the year;
- Continue professional development focused on high-leverage instructional practices (teacher clarity), which includes the development of clear learning targets, success criteria, focused instruction, and checks for understanding to improve student learning and teacher efficacy;
- Strengthen curriculum planning and identification of priority standards; and
- Invest in instructional coaching to provide real-time, ongoing support for educators.

Disposition of the School Board

With respect to R2 (Student Achievement), the Board accepts this Monitoring Document as:

_____ Making reasonable progress toward achieving the desired results
_____ Making reasonable progress with the exceptions noted
_____ Failing to make reasonable progress
_____ Approval of Baseline Data

Summary Statement/Board Motion

Signed: _____, Board President   Date: _____

R2 Student 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.**

Updated and Approved: February 11, 2025

Superintendent Interpretation
- *Achievement* shall mean gaining necessary skills as defined by grade-level and national college readiness standards and measured by the Forward Exam, PreACT, and ACT;
- *College ready* shall mean achieving an ACT Reading (22) and achieving an A, B, or C in at least one AP class (AP enrollment) ([Redefining Ready Indicators](#)). The ACT Reading test score encompasses all content areas and is a predictor of success in social studies;
- *Career ready* shall mean students have a 90% attendance rate participate in two or more co-curricular activities ([Redefining Ready Indicators](#));
  - Co-curricular Activities - athletics and student clubs
- *On Track to Graduation* shall mean 9th grade students will complete at least 12 credits by the end of their freshman year.

Board Indicator 1 75% of 3rd grade students meet or exceed grade level in reading as measured by the Forward Exam.	Superintendent	Board
	Making Reasonable Progress	Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	Data Not Available

Evidence:
The 2024-25 Forward Exam uses Performance Level Descriptors to categorize students as "Advanced", "Meeting", "Approaching", or "Developing" the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level. Across the state, 51.3% of 3rd-grade students tested in the "Advanced" or "Meeting" performance levels on the 2024-25 Forward Reading test.

In Shorewood, 70.1% of 3rd-grade students tested in the "Advanced" or "Meeting" performance levels.

3rd grade Forward Reading Performance (% achieving Advanced/Meeting)	
	2024-25
Shorewood	70.1%
State of Wisconsin	51.3%

3rd grade reading performance by student group	
Female (57)	75.4%
Male (72)	65.3%
Asian (9)	Redacted
Black (14)	35.7%
White (83)	74.7%
Two or More Races (11)	81.8%
Hispanic/Latino (11)	72.7%
Students w/ IEP's (22)	54.5%
Multilingual Learner (11)	45.5%
Economic Disadvantage (35)	45.7%

Board Indicator 2 75% of 5th grade students meet or exceed grade level in reading as measured by the Forward Exam.	<u>Superintendent</u> Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available	<u>Board</u> Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available
Evidence:		

The 2024-25 Forward Exam uses Performance Level Descriptors to categorize students as "Advanced", "Meeting", "Approaching", or "Developing" the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level. Across the state, 51.2% of 5th-grade students tested in the "Advanced" or "Meeting" performance levels on the 2024-25 Forward Reading test.

In Shorewood, 73.3% of 5th-grade students tested in the "Advanced" or "Meeting" performance levels.

5th grade Forward Reading Performance (% achieving Advanced/Meeting)	
	2024-25
Shorewood	73.3%
State of Wisconsin	51.2%

5th grade reading performance by student group	
Female (71)	77.5%
Male (64)	71.9%
Asian (9)	Redacted
Black (11)	72.7%
White (86)	79.1%
Two or More Races (12)	66.7%
Hispanic/Latino (17)	58.8%
Students w/ IEP's (11)	36.4%
Multilingual Learners (9)	Redacted
Economic Disadvantage (38)	60.5%

Board Indicator 3	Superintendent	Board
75% of 5th grade students meet or exceed grade level in math as measured by the Forward Exam.	Making Reasonable Progress Making Progress with Exceptions	Making Reasonable Progress Making Progress with Exceptions

	Not Making Reasonable Progress Data Not Available	Not Making Reasonable Progress Data Not Available

Evidence:

The 2024-25 Forward Exam uses Performance Level Descriptors to categorize students as "Advanced", "Meeting", "Approaching", or "Developing" the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level. Across the state, 53% of 5th-grade students tested in the "Advanced" or "Meeting" performance levels on the 2024-25 Forward Math test.

In Shorewood, 69.6% of 5th-grade students tested in the "Advanced" or "Meeting" performance levels.

5th grade Forward Math Performance (% achieving Advanced/Meeting)	
	2024-25
Shorewood	69.6%
State of Wisconsin	53%

5th grade math performance by student group	
Female (71)	69%
Male (65)	70.8%
Asian (10)	100%
Black (11)	27.3%
White (86)	77.9%
Two or More Races (12)	50%
Hispanic/Latino (17)	52.9%
Students w/ IEP's (11)	27.3%
Multilingual Learners (10)	40%
Economic Disadvantage (39)	43.6%

Board Indicator 4	Superintendent	Board
75% of 8th grade students meet or exceed grade level in math as measured by the Forward Exam.	Making Reasonable Progress	Making Reasonable Progress
	Making Progress with Exceptions	Making Progress with Exceptions
	Not Making Reasonable Progress	Not Making Reasonable Progress
	Data Not Available	Data Not Available

Evidence:

The 2024-25 Forward Exam uses Performance Level Descriptors to categorize students as "Advanced", "Meeting", "Approaching", or "Developing" the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level. Across the state, 53.2% of 8th-grade students tested in the "Advanced" or "Meeting" performance levels on the 2024-25 Forward Math test.

In Shorewood, 69.6% of 8th-grade students tested in the "Advanced" or "Meeting" performance levels.

8th grade Forward Math Performance (% achieving Advanced/Meeting)	
	2024-25
Shorewood	65.7%
State of Wisconsin	53.2%

8th grade math performance by student group	
Female (62)	67.7%
Male (80)	63.7%
Asian (7)	Redacted
Black (10)	30%
White (97)	70.1%
Two or More Races (12)	41.7%
Hispanic/Latino (16)	62.5%
Students w/ IEP's (10)	10%

Multilingual Learners (3)	Redacted
Economic Disadvantage (32)	59.4%

Board Indicator 5 75% of 8th grade students meet or exceed grade level expectations in science as measured by the Forward Exam.	<u>Superintendent</u> Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available	<u>Board</u> Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available

Evidence:

The 2024-25 Forward Exam uses Performance Level Descriptors to categorize students as "Advanced", "Meeting", "Approaching", or "Developing" the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level. Across the state, 50.1% of 8th-grade students tested in the "Advanced" or "Meeting" performance levels on the 2024-25 Forward Science test.

In Shorewood, 65.5% of 8th-grade students tested in the "Advanced" or "Meeting" performance levels.

8th grade Forward Science Performance (% achieving Advanced/Meeting)	
	2024-25
Shorewood	65.5%
State of Wisconsin	50.1%

8th grade science performance by student group	
Female (61)	57.4%
Male (80)	61.3%
Asian (7)	Redacted
Black (10)	40%
White (96)	67.7%

Two or More Races (12)	33.3%
Hispanic/Latino (16)	31.3%
Students w/ IEP's (10)	10%
Multilingual Learners (3)	Redacted
Economic Disadvantage (32)	50%

Board Indicator 6 75% of 8th grade students meet or exceed grade level expectations in social studies as measured by the Forward Exam.	Superintendent Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available	Board Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available

Evidence:

The 2024-25 Forward Exam uses Performance Level Descriptors to categorize students as "Advanced", "Meeting", "Approaching", or "Developing" the knowledge and skill expectations described in the Wisconsin Academic Standards for their grade level. Across the state, 56.5% of 8th-grade students tested in the "Advanced" or "Meeting" performance levels on the 2024-25 Forward Social Studies test.

In Shorewood, 75.5% of 8th-grade students tested in the "Advanced" or "Meeting" performance levels.

8th grade Forward Social Studies Performance (% achieving Advanced/Meeting)	
	2024-25
Shorewood	75.5%
State of Wisconsin	56.5%

8th grade social studies performance by student group	
Female (60)	85%
Male (79)	77.2%

Asian (7)	Redacted
Black (10)	80%
White (96)	84.4%
Two or More Races (10)	60%
Hispanic/Latino (16)	62.5%
Students w/ IEP's (9)	Redacted
Multilingual Learners (3)	Redacted
Economic Disadvantage (32)	78.1%

Board Indicator 7 55% of students in grades 11 and 12* will be college ready as defined by a Reading score of 22 on the ACT.	Superintendent Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available	Board Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available

Evidence:

The ACT College Readiness Benchmarks are the ACT scores that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher and about a 75-80% chance of obtaining a C or higher in corresponding credit-bearing courses. The benchmark score for reading is a score of 22 and corresponds to the following credit-bearing courses: American History, Other History, Psychology, Sociology, Political Science, and Economics.

In the Spring of 2024-25, 62.6% of Shorewood students earned a Reading score of 22 or above on the ACT.

note that only 11th grade students take the ACT as part of the Wisconsin state assessment system

Shorewood ACT Reading Performance (% earning a 22 or above)	
	2024-25
Shorewood	62.6%

ACT reading performance by student group	
Female (70)	65.7%
Male (77)	59.7%
Asian (14)	64.3%
Black (8)	Redacted
White (98)	67.3%
Two or More Races (9)	Redacted
Hispanic/Latino (17)	52.9%
Students w/ IEP's (13)	69.2%
Multilingual Learners (3)	Redacted
Economic Disadvantage (23)	60.9%

Board Indicator 8	Superintendent	Board
75% of students in grades 11 and 12 will be college ready as defined by AP enrollment, achieving a grade of C or above.	Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available	Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available

Evidence:

National College and Career Readiness Indicators indicate that students are "college ready" if they meet various academic or standardized testing benchmarks including earning an A, B, or C in an Advanced Placement (AP) course. The high school also offers "Dual Credit" programs in Economics and Financial Literacy which are included in the "college ready" benchmarks and are included in this indicator.

Of the 330 students enrolled in grades 11 and 12 during the 2024-25 school year, 247 students (75% of the student population) enrolled in at least one Advanced Placement or Dual Credit class. 235 students earned a grade of C or above in at least one AP or Dual Credit class, which equates to 71% of students in grades 11 and 12.

% of Students Earning a grade of C or Higher in at Least One AP or Dual Credit Class		
	11th grade (158)	12th grade (172)
Shorewood (2024-25)	70%	72%

% of 11-12th grade Students Earning a grade of C or Higher in at Least One AP or Dual Credit Class by Student Group	
Female (160)	75%
Male (170)	67%
Asian (28)	79%
Black (28)	50%
White (210)	76%
Two or More Races (21)	57%
Hispanic/Latino (39)	69%
Students w/ IEP's (36)	39%
Multilingual Learners (6)	Redacted
Economic Disadvantage	*data not available*

Board Indicator 9 80% of students in grades 9-12 will be career ready as defined by attendance (90% attendance).	Superintendent Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available	Board Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available
Evidence: In Wisconsin, students are considered to be chronically absent if they miss more than 10% of school days		

out of the total number of school days during which they were enrolled. Chronic absenteeism is calculated annually using attendance data submitted by schools through their Student Information Systems. 90% attendance is also a National College and Career Readiness Indicator.

During the 2024-25 school year, 78.8% of 9-12th grade students had an attendance rate over 90%.

% of Students with an Attendance rate > 90%				
	9th grade	10th grade	11th grade	12th grade
Shorewood (2024-25)	93.8%	84.9%	83.9%	56.7%

Board Indicator 10 85% of high school students as defined by participation in at least two extracurricular activities (Redefining Readiness Indicators).	Superintendent Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available	Board Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available

Evidence:
National College and Career Readiness Indicators indicate that students are "career ready" if they meet various behavioral and experiential benchmarks including participation in "two or more organized co-curricular activities." For the purposes of this indicator, extracurriculars include participation in a Student Club (activities where participation is voluntary and not for credit) or athletic team.

Of the 577 students enrolled at Shorewood High School in 2024-25, 71% (410 students) participated in at least two extracurricular activities.

% of Students Participating in at Least Two Extracurricular Activities				
	9th grade	10th grade	11th grade	12th grade
Shorewood (2024-25)	77%	67%	79%	63%

Board Indicator 11 95% of 9th grade students will be on track for graduation, as defined by the number of students earning 12 credits by the end of their freshman year.	Superintendent Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available	Board Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available

Evidence:

Students receive one credit per semester class completed. There are 48 total semester credits required for graduation. 9th grade students typically complete 14 credits in English, Social Studies, Science, Math, Integrated Wellness, Arts, and World Language.

Of the 131 students enrolled in 9th grade during the 2024-25 school year, 95.4% (125 students) earned 12 or more credits.

Board Indicator 12 Student participation in programs that help students demonstrate content knowledge and apply skills and competencies through assessments and other learning opportunities in the disciplines of performing arts, visual arts, world language, integrated wellness, science and social studies. The District will provide evidence from each department.	Superintendent Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available	Board Making Reasonable Progress Making Progress with Exceptions Not Making Reasonable Progress Data Not Available

Evidence:

Participation was calculated for courses where students are not required to enroll. For example, all students are required to take a visual arts, integrated wellness, science and social studies class in grades 7 & 8. There are various high school graduation requirements that contribute to enrollment in certain departments (2 credits in performing/visual arts, 4 credits in physical education/health, 6 credits in science, 7 credits in social studies).

Examples of assessments and other learning opportunities in these disciplines are communicated in: Department Highlights (R2 - 2025)

% of students enrolled in at least one course	
Performing Arts (grades 7-12)	61%
Visual Arts (grades 9-12)	40%
World Language (grades 7-12)	72%
Integrated Wellness (grades 9-12)	64%
Science (grades 9-12)	88%
Social Studies (grades 9-12)	92%

SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes
Shorewood High School Library Media Center
November 25, 2025

Board Member Participation: Nathan Hammons, President
                               Mary Theisen, Treasurer
                               Abby Fowler, Clerk
                               Aaron Lippman, Member & Governance Officer

                               Aven Spahn, Student Representative

District Administrator Participation: Laurie Burgos, Superintendent
                               Janice Carter, Principal, Atwater Elementary School
                               Mike Joynt, Director of Teaching and Learning

I. 6:00 pm CALL TO ORDER
A. Motion to Adopt the Agenda
MOVED by Abby Fowler and SECONDED by Aaron Lippman   AYE: 4 NAY: 0
B. Overarching Result for Shorewood School District
C. Awards & Recognition

II. 6:03 pm STUDENT ACHIEVEMENT AND RESULTS
Shorewood High School Clubs and Co-Curricular Activities

III. 6:29 pm PUBLIC COMMENT #1 - no comments

IV. 6:31 pm SUPERINTENDENT'S REPORT

V. 6:40 SUPERINTENDENT'S CONSENT AGENDA
A. Approval of Monthly Financials
MOVED by Abby Fowler and SECONDED by Mary Theisen   AYE: 4 NAY: 0

VI. 6:41 pm BOARD BUSINESS AND POSSIBLE BOARD ACTION
A. Approval of OE 4 (Personnel Administration) Operational Expectations Monitoring Document
MOVED by Abby Fowler and SECONDED by Aaron Lippman   AYE: 4 NAY: 0
B. Formation of Board Policy Committee
MOVED by Mary Theisen and SECONDED by Nathan Hammons   AYE: 4 NAY: 0

VII. 7:21 pm BOARD CONSENT AGENDA
A. Approval of Board Meeting Minutes
November 11, 2025 Regular Board Meeting

November 10, 2025 Closed Session
B. Approval of SIS Band Trip (April 2026)
MOVED by Aaron Lippman and SECONDED by Abby Fowler   AYE: 4 NAY: 0

VIII. 7:22 pm PUBLIC COMMENT #2 - no comments

IX. 7:23 pm BOARD MEMBER REPORTS
School Leadership Team Board Listening Sessions (written reports)

X. 7:24 pm REVIEW OF TO DO AND FUTURE AGENDA ITEMS
R2 (Student Achievement and Growth) Results Monitoring Document; 2026-2027 Instructional
Calendar; DPI District and School Report Cards

XI. 7:25 pm RECESS AND DEBRIEF

SCHOOL DISTRICT OF SHOREWOOD
Board Meeting Minutes - Closed Session
December 3, 2025

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

District Administrator Participation: Laurie Burgos, Superintendent
                                     Heather Heaviland, Director of Business Services
                                     Ryan Heiden, District Legal Counsel

On Wednesday, December 3 at 6:00 pm, the School Board met in Closed Session.

Call to Order in Open Session.

The School Board voted to convene in Closed Session, pursuant to Wisconsin Statutes Section 19.85(1)(e) for purposes of "deliberating or negotiating the purchasing of public properties, the investing of public funds, or conducting other specified public business, whenever competitive or bargaining reasons require a closed session." Specifically, discussion of the mediation between the District, the SEA, and the SSSA, including strategic and bargaining considerations undertaken by the District's bargaining team during mediation.

The meeting was adjourned without objection at 6:49 pm.

Certification of the Superintendent

With respect to Operational Expectation 9 (Instructional Program), taken as a whole, the Superintendent certifies that the proceeding information is accurate and complete, and is:

__X__ In Compliance
_____ In Compliance with Noted Exceptions
_____ Not in Compliance

Signed: Laurie Burgos____, Superintendent   Date: November 11, 2025

Executive Summary

This Operational Expectations Monitoring Document reflects the School Board's approved changes to OE 9 policy and Board expectations (April 8, 2025), as well as Superintendent Interpretation and Board Indicator revisions. These changes to OE 9 increase its focus on instructional programs. Complementary policy updates and revised expectations around inclusion and belonging, participation in clubs and activities, and digital citizenship are reflected in approved changes to R2 (Student Achievement and Growth), R3 (Character and Citizenship), and OE 8 (Learning Environment).

Summary of Compliance

We have reviewed this Operational Expectations Monitoring Document report on the District's Instructional Programs, as defined by the following Board Expectations:

● **9.1** - Provide for the daily instructional hours and district calendar necessary to comprehensively serve the learning needs of students, achieve the Board's Results policies and comply with state law;
● **9.2** - Measure each student's progress with assessments that are reliable and valid;
● **9.3** - Ensure that the instructional program includes opportunities for students to develop talents and enthusiasm in their areas of interest;
● **9.4** - Ensure that the District's use of the DPI EMLSS framework accommodates the different learning styles of students, is culturally responsive and differentiates instruction to meet the needs of students of various backgrounds and abilities;
● **9.5** - Encourage and review new and relevant programs, carefully monitoring and evaluating the effectiveness of all such programs at least annually;
● **9.6** - A process exists to review and enhance current programs; and
● **9.7** - Foster students' digital citizenship, digital wellbeing, and information literacy, in accordance with District policy, the Student Code of Conduct and administrative procedures.

Areas of Focus for Continuous Improvement

The OE 9 monitoring report confirms that the District has strong foundational systems in place for curriculum review, assessment, professional learning, and program implementation. The next phase of our work aligns directly with the 2025-30 Strategic Plan, particularly the priority of Challenging & Engaging Learning and the driver of success focused on equitable access to advanced learning opportunities. Our continuous improvement (SAIL) work serves as an anchor as we build coherence in instructional practice. Following are additional focus areas for continuous improvement:

- **Strengthen Tier 1 Instruction -** We will continue to strengthen the quality of core instruction so that all students have access to grade-level learning within the classroom. Instructional walkthroughs will focus on clarity of learning targets, success criteria, focused instruction, and meaningful student feedback. Closer collaboration between classroom teachers, special education teachers, multilingual learner teachers, and specialists will support aligned layers of instruction and reduce reliance on interventions that occur outside of the classroom. In addition, we will consider adding instructional coaches at each elementary school. At present, reading and math specialists serve dual roles, providing interventions to students as well as instructional coaching for teachers.
- **Strengthen Collaborative Teams and Assessment-Informed Instruction -** Collaborative teams will continue to use short inquiry cycles to analyze student learning evidence and adjust instruction in real time. This strengthens our ability to respond to students' needs, support growth, and communicate progress.
- **Audit and Reimagine Advanced Learning Pathways -** To ensure that advanced learning opportunities reflect our strategic priority, we will conduct an Advanced Learning Audit in 2026-27. This will include an examination of enrollment data, student and family experiences, instructional practices, and equitable access for all students.

Disposition of the School Board

With respect to Operational Expectation 9 (Instructional Programs), the Board:

_____ Accepts the report as Compliant
__**X**_ Accepts the report as Compliant with Noted Exceptions
_____ Finds the report Not in Compliance

Summary Statement/Board Motion

The Board accepts the Superintendent's Monitoring Report as Compliant with Noted Exceptions. The specific exception pertains to Board Indicator 8 under Operational Expectation 9.4, where the demographics of certain student groups identified in the indicator data do not fall within 2% of overall advanced learner enrollment. The Board acknowledges that the 2% threshold represents a rigorous standard and invites the Superintendent to recommend adjustments to this metric in future reporting cycles, if deemed appropriate based on operational realities and best practices.

Additionally, the Board commends the District for its continuous improvement work and progress in implementing systems for curriculum review, assessment, and program delivery, as evidenced in the Monitoring Report.

Signed: ____**Nathan Hammons**_____, Board President   Date: **November 11, 2025**

OE 9 Instructional Program

> **The Superintendent shall maintain an aligned, challenging and relevant curriculum across the District and ensure that high-quality instruction supports the Board's Results Policies.**
>
> **The Board values that the programs used to teach students are rigorous and stimulating, designed to create authentic learning opportunities that still allow for a focus on the whole child. The program is created and maintained to pursue specifically the Board's stated values for student achievement in the Results Policies.**
>
> **Updated and Approved: April 8, 2025**

Superintendent Interpretation
- The Board's Results Policies are defined in R 1, 2, and 3;
- *Aligned* shall mean that the program of instruction offers predictable, coordinated, and progressive units of study by grade level that are consistent with Wisconsin Academic Standards;
- *Challenging* shall mean that learning builds on and advances students' current level of skills and knowledge;
- *Relevant opportunities* shall mean the courses offered to students' are responsive to students' culture, identity and abilities, and are meaningful to their current and future endeavors;
- *Rotating* shall mean that curriculum is evaluated and reviewed on a continuous multi-year cycle;
- *Comprehensive evaluation* shall mean that a committee of educators has reviewed local, state, and national standards along with current research of best practices in the curricular area being reviewed.
- *High-Quality instruction* shall mean the use of instructional materials, teaching practices, and learning environments that lead to learner success while being culturally responsive and student centered:

  - *Culturally responsive* is the inclusion of learning materials and methods that are inclusive of students' cultures, to foster learning and ensure students feel valued; and
  - *Student centered* is the use of methods, materials, and lessons that focus on how students learn and connect to materials to foster learning (as opposed to being instructor or textbook centered).

OE 9.1	Superintendent	Board
Provide for the daily instructional hours and district calendar necessary to comprehensively serve the learning needs of students, achieve the Board's Results policies and comply with state law.	==Compliant== Compliant with Exceptions Not Compliant	Compliant Compliant with Exceptions Not Compliant

Superintendent Interpretation
- The Board of Education expects the Superintendent to assure that the District complies with the minutes and days of instruction that are set for by the State of Wisconsin.
- *Daily instructional hours* shall mean all hours between the beginning of the school day and end of the school day without including lunch.
- *Comprehensively serve the learning needs of students* shall mean students have an adequate amount of time to learn various curriculums.
- *Comply with state law* shall mean meeting the requirements set for by the Department of Public

Instruction for required instructional minutes by grade level.

Board Indicator 1 An annual school calendar created and shared with the Board meets the instructional minutes required by the Wisconsin Department of Public Instruction.	Superintendent ==Compliant== Not Compliant	Board Compliant Not Compliant

Evidence: A District Calendar Committee (consisting of teachers, principals, and families) met to evaluate the District's instructional calendar options for the 2025-26 school year. The committee proposed a calendar that meets the instructional minutes required by the Wisconsin Department of Public Instruction and added three instructional days to the school year. It was Board-approved December 18, 2024.

Board Indicator 2 The District maintains curriculum maps aligned to the Wisconsin Department of Public Instruction or national standards based on its Curriculum Review Cycle.	Superintendent ==Compliant== Not Compliant	Board Compliant Not Compliant

Evidence: The Curriculum Evaluation & Improvement Cycle was updated for the 2024-25 school year and shared with the Board as part of the Student Academic Standards Executive Summary on August 12, 2025.

Board Indicator 3 The District completes a comprehensive evaluation of instructional best practices for all programs up for review based on the Curriculum Review Cycle.	Superintendent ==Compliant== Not Compliant	Board Compliant Not Compliant

Evidence: Year 1 of the Curriculum Evaluation & Improvement Cycle includes the work of reviewing best practices within subject areas. This work begins by reviewing the Academic Standards outlined by DPI (standards linked here) and aligning resources and instructional practices to these standards.

During the 2024-25 school year, this process was used as part of the 6-8 Math Curriculum Adoption, which resulted in the district adopting Illustrative Mathematics for its 6-8 math program.

Board Comments:

OE 9.2 Measure each student's progress with assessments that are reliable and valid.	Superintendent ==Compliant== Compliant with Exceptions Not Compliant	Board Compliant Compliant with Exceptions Not Compliant

Superintendent Interpretation
- The Board of Education expects the Superintendent to assess student achievement both informally in the classroom and through methods that reduce subjectivity; and

- *Reliable and Valid* shall mean the district uses research-based assessment tools to determine students' progress in achieving standards.

Board Indicator 1 Based on an assessment calendar, the District provides documented evidence of how assessments are used instructionally and how assessment results are communicated to families.	Superintendent **==Compliant==** Not Compliant	Board Compliant Not Compliant

Evidence: The Teaching and Learning website includes an Assessments section ([linked here](#)). The page includes an [Assessment Information for Families](#) document that lists assessments, their subject matter, purpose, and schedule for sharing results with families.

Additionally, the District communicates assessment information to families through school newsletters and posts results from the Wisconsin's Student Assessment System (Forward/DLM, PreACT, ACT, ACCESS) and screening assessments (aimsweb and Fastbridge) using the Infinite Campus Parent Portal.

Board Indicator 2 The District provides the Board with comprehensive data pertaining to students' performance on key assessments, noting disaggregated results and comparisons to state or national averages, where applicable.	Superintendent **==Compliant==** Not Compliant	Board Compliant Not Compliant

Evidence: The data from the Forward Exam, PreACT and ACT were presented to the board in the fall which included a review of DPI Report Card components with specific action steps included in each school's Growth Plan (see [Shorewood Report Card Annual Report](#) - 11/26/24).

Fastbridge and PreACT assessments were presented to the Board in the summer [R-2 Growth & Achievement Report](#) report (July 8, 2025). This report reflects the District's continuous improvement process and short-term goals as articulated in the 100-day plans.

Board Comments:

OE 9.3 Ensure that the instructional program includes opportunities for students to develop talents and enthusiasm in their areas of interest.	Superintendent **==Compliant==** Compliant with Exceptions Not Compliant	Board Compliant Compliant with Exceptions Not Compliant

Superintendent Interpretation
- The Board of Education expects the Superintendent to offer all students an opportunity to pursue and excel in areas that match their interest or talent;
- *Instructional programs* shall mean the teaching practices and classroom instruction that take place daily;
- *Opportunities* shall mean course offerings in the elective areas at both elementary and secondary

levels; and
- *Develop talents and enthusiasm in their areas of interest* shall mean that students have the opportunity to enroll and participate in "specials" or elective areas at both elementary and secondary levels.

Board Indicator 1: The District will use student perceptions and other methods to gather feedback about instructional offerings for alignment with students' talents and interests.	Superintendent <mark>Compliant</mark> Not Compliant	Board Compliant Not Compliant
Evidence: In addition to the annual School Perceptions Student Survey, the District engaged students across all schools in the 2024-2025 strategic planning process. Students in all schools participated in focus groups that provided insights about current classes, new subject areas, and other learning experiences that address their needs and interests, as well as their college, career, and life readiness goals. Feedback from these sessions informed the plans' Challenging & Engaging Learning priorities and drivers for success. The annual course selection process, school transition planning with elementary and SIS students and families, and Junior Conferences with SHS students inform the course planning work of department and school leaders. Their recommendations about options for courses with low enrollment, and strategies for sustaining courses and valued learning experience with high staff and equipment costs, are increasingly important to maintaining the breadth and depth of academic programs.		

Board Indicator 2: The District communicates all elective offerings at each grade level.	Superintendent <mark>Compliant</mark> Not Compliant	Board Compliant Not Compliant
Evidence: SHS - Curriculum Handbook SIS - Course Selection Letter Elementary Schools Family Handbook (see Special Resources)		

Board Comments:

OE 9.4 Ensure that the District's use of the DPI EMLSS framework accommodates the different learning styles of students, is culturally responsive and differentiates instruction to meet the needs of students of various backgrounds and abilities.	Superintendent Compliant <mark>Compliant with Exceptions</mark> Not Compliant	Board Compliant Compliant with Exceptions Not Compliant

Superintendent Interpretation
- The Board of Education expects the Superintendent to offer instructional programs that use teaching

resources and strategies to accommodate the learning styles and the needs of all students;
- Use of the *Wisconsin Department of Public Instruction Equitable Multi-Level Systems of Support (EMLSS) framework* means providing equitable services, practices, and resources to every learner.
- *Different learning styles* shall mean the academic needs of each student requires diverse teaching strategies in order for each student to be successful;
- *Culturally responsive* is the inclusion of learning materials and methods that are inclusive of students' cultures to foster learning and ensure students feel valued; and
- *Differentiated instruction* shall mean the strategies used by teachers in the classroom to support students' varied learning needs.

Board Indicator 1 The District will ensure that differentiation strategies are part of annual professional development for teachers.	Superintendent <mark>Compliant</mark> Not Compliant	Board Compliant Not Compliant

Evidence: The majority of professional development for educators in Shorewood occurs within the ICS for Equity framework during Wednesday Early Release time at ATW, LB, and SIS and after school at SHS. A [summary of this work](#) is provided to the Board in the fall.

At the beginning of the 2024-25 school year, all staff engaged in professional development focused on Universal Design for Learning (UDL) strategies, providing all students with multiple ways to access material, engage with content, and demonstrate their knowledge. Staff also participated in a Social Emotional Learning (SEL) Tools and Strategies workshop focused on building self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

In February, all staff engaged in an Analyzing Student Learning protocol where student work examples were reviewed to gain insights into student understanding, identify instructional needs, and adjust teaching practices for improved outcomes.

Related to the curriculum adoption cycle, K-8 teachers received professional development in implementing the EL Education language arts curriculum, which includes differentiation through universal design for learning (UDL) principles. 6-12 math teachers engaged in professional development around Complex Instruction focused on collaboration in mixed-ability groups, providing multiple entry points to the same high-level content and challenge for all learners.

Board Indicator 2 More than 80% of the District's learners receive all academic instruction at the Tier 1 / Universal level.	Superintendent <mark>Compliant</mark> Not Compliant	Board Compliant Not Compliant

Evidence: During the 2024-25 school year, 1824 students were enrolled in K5-12th grades. Of those students, 46 received "Tier 2 or 3" support, and 9 students had IEP plans with services that occurred outside the classroom for more than 20% of the school day. This accounts for 55 students or 3% of the total student population.

Board Indicator 3	Superintendent	Board
90% of students have opportunities to participate in elective offerings.	<u>Superintendent</u> ==Compliant== Not Compliant	<u>Board</u> Compliant Not Compliant

Evidence: 100% of students have the opportunity to participate in elective offerings across the district.

Board Indicator 4:	Superintendent	Board
The District shares the enrollment of students receiving Tier 2, Tier 3, and Advanced Learning interventions. Parity is seen in Tier 2, Tier 3 and Advanced Learning interventions when compared to the overall enrollment of students (+/- 10%) Tier Goals: Tier 1 = Universal Instruction (Target 80%) Tier 2 = Selective Intervention (Target 15%) Tier 3 = Intensive Intervention (Target 5%) Advanced Learning (Target 5%)	<u>Superintendent</u> ==Compliant== Not Compliant	<u>Board</u> Compliant Not Compliant

Evidence: While all students receive Tier 1 instruction, this report distinguishes those students whose needs extend beyond the "universal" level. Students who receive Tier 2 or 3 interventions receive more intensive support aligned to identified areas of need. These supports may occur within or outside the classroom and can be provided by a classroom teacher or interventionist.

Our model for Advanced Learning does not include "curriculum replacement" where students are removed from the classroom to work in a separate setting. Instead, we have included data around student participation in advanced learning opportunities in grades 4-6, "advanced math" classes in grades 7-8, and AP classes at the high school in Board Indicator 8.

We see disproportionality in our data for Black students and students with economic disadvantage. This indicates a need to create support plans that align Intervention strategies (Tiers 2 & 3) with classroom practices (Tier 1) so that students are receiving aligned layers of support: whole class differentiated instruction, small group targeted instruction, and intensive intervention.

	Tier 1		Tier 2 or 3	
All students (grades 5K-12)	1824	100%	46	3%
Male	916	50%	23	50%
Female	906	50%	23	50%
Asian	113	6%	<10	---
Black	193	11%	11	24%
Hispanic	175	10%	<10	---
White	1191	65%	10 35	22%

Multiple Races	148	8%	<10	---
Multilingual Learners	91	5%	<10	---
Students with IEPs	220	12%	---	---
Economic Disadvantage	387	21%	29	63%

Board Indicator 5
The District provides advanced learning enrichment activities/opportunities and communicates them to all students and parents.

<u>Superintendent</u>

==Compliant==
Not Compliant

<u>Board</u>

Compliant
Not Compliant

Evidence: Advanced Learning Opportunities are available to all students and communicated through weekly newsletters at the elementary and Intermediate schools (see example linked here). AP courses are made available to students and families at the high school through the Course Handbook (information linked here).

Board Indicator 6
The District will provide ongoing professional development that advances culturally responsive instruction, as described in the District's Collaborative Commitments to Equity (CCE).

<u>Superintendent</u>

==Compliant==
Not Compliant

<u>Board</u>

Compliant
Not Compliant

Evidence: During early release Wednesdays and professional development days throughout the school year, staff engage in learning focused on creating inclusive and engaging environments where all students can see themselves in our curriculum, in our classrooms, and within the larger community. Throughout the year, staff continue to explore identity development through courageous conversations co-planned with our Director for Equity and Building Equity Leads. These sessions highlight practical teaching strategies that promote belonging and equity in every classroom, every meeting, and every conversation we have within our organization.

During the 2024-25 school year, staff used collaborative team time to co-plan instruction, design assessments, and analyze data to ensure that identity-relevant teaching and learning from professional development were impactful and transferred into daily practice with staff. These collaborative structures aligned with our ongoing learning associated with the ICS for Equity Framework. The implementation informs teacher practice, instructional planning, and continued equitable strategies across our organization.

Board Indicator 7
Curriculum audits will reflect culturally responsive teaching and learning opportunities.

<u>Superintendent</u>

==Compliant==
Not Compliant

<u>Board</u>

Compliant
Not Compliant

Evidence: Within our ICS for Equity framework, Cornerstone 3 focuses on Identity Relevant Teaching Learning (IRTL). With the work of our C3 teams, our staff have time to collaborate to share strategies and create equitable learning opportunities. Buildings also work to share their own "Equity in Action," where staff share work they have done in their classrooms. This allows for staff to continue to build their capacity around successful strategies that have worked with their colleagues and for our learners.

This work is ongoing and continuous as opposed to the prior model of engaging in this work on a tri-annual basis.

Board Indicator 8	Superintendent	Board
Demonstrate that advanced learning activities in elementary schools, advanced math in grades 7 and 8, and Advanced Placement in high school are demographically proportionate in enrollment and/or participation. Gaps should be reduced annually with an overall goal for each demographic being within 2% of the overall grade enrollment.	Compliant Not Compliant	Compliant Not Compliant

Evidence: At the elementary schools, advanced learning opportunities are available to all students through club offerings like Math Team, Battle of the Books, Coding, and Word Masters. Students in 7-8th grade have the opportunity to enroll in advanced math classes resulting in enrollment in Algebra or Geometry in 8th grade. At the high school, all students have the opportunity to enroll in AP classes during their Junior and Senior years.

Over 50% of our student population participates in advanced learning opportunities at all levels. While we see progress in areas within this data, the data also reinforces the work we are doing to address segregated spaces within our system. Areas of focus include the enrollment of Black students, students with IEPs and students with economic disadvantage in advanced learning programs. Initiatives like the "leveling up" math curriculum in grades 6-8 address the need to provide the opportunity for all students to have access to challenging learning opportunities.

	Total enrollment		(4-6) Advanced Learner Enrollment	
All students (grades 4-6)	411		273	66%
Male	190	46%	124	45%
Female	220	54%	148	54%
Asian	40	10%	21	8%
Black	61	15%	33	12%
Hispanic	40	10%	26	10%
White	249	61%	163	60%
Multiple Races	43	10%	30	11%
Multilingual Learners	17	4%	17	6%
Students with IEPs	35	9%	13	5%
Economic Disadvantage	114	28%	42	15%

	Total enrollment		(7-8) Advanced Math Enrollment	
All students (grades 7-8)	301		163	54%
Male	154	51%	79	48%
Female	147	49%	84	52%

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Asian	17	6%	13	8%
Black	26	9%	<10	---
Hispanic	33	11%	12	7%
White	203	67%	121	74%
Multiple Races	22	7%	10	6%
Multilingual Learners	<10	---	<10	---
Students with IEPs	25	8%	<10	---
Economic Disadvantage	59	20%	21	13%

	Total enrollment		(11-12) AP Class enrollment	
All students (grades 11-12)	319		251	79%
Male	161	50%	120	48%
Female	158	50%	131	52%
Asian	27	8%	25	10%
Black	27	8%	18	7%
Hispanic	35	11%	28	11%
White	210	66%	164	65%
Mulitiple Races	19	6%	16	6%
Multilingual Learners	<10	---	<10	---
Students with IEPs	42	13%	14	6%
Economic Disadvantage	61	19%	41	16%

Board Comments:

OE 9.5 Encourage and review new and relevant programs; carefully monitoring and evaluating the effectiveness of all such programs at least annually.	Superintendent Compliant Compliant with Exceptions Not Compliant	Board Compliant Compliant with Exceptions Not Compliant

Superintendent Interpretation
- The Board of Education expects the Superintendent to encourage new and relevant programs that align with the Board's Results policies and to monitor and evaluate the effectiveness of those programs;
- *Encourage* shall mean that the district supports teachers looking for new and effective ways to meet the values for student achievement in the Results policies;
- *New and relevant programs* shall mean a program implemented in the past 5 years and requires an entire grade level to participate in; and
- *Effectiveness* shall mean improving student results as identified in the Results Policies.

Board Indicator 1	Superintendent	Board
The process for identifying new and/or relevant programs is clear and understood by staff and administration.	<u>Superintendent</u> **Compliant** Not Compliant	<u>Board</u> Compliant Not Compliant

Evidence:
The [Academic Standards Executive Summary](#) outlines the process for identifying new programs as part of the [Curriculum Evaluation Cycle](#).

New programs implemented during the 2024-25 school year include:
- 4K implementation of a new literacy program
- 5K-8th grade implementation of the *EL Education* language arts program
- 3rd grade implementation of an updated Social Studies curriculum
- 9th grade, American Society updated Civics curriculum
- Econ 110 Dual Credit Option

Update for 2024-25 6-8 Math Curriculum Review process linked [here](#) (February 2024/ - District Newsletter).

Board Indicator 2	Superintendent	Board
New and/or relevant programs have a multi-year implementation plan.	<u>Superintendent</u> **Compliant** Not Compliant	<u>Board</u> Compliant Not Compliant

Evidence: The [Curriculum Evaluation & Improvement Cycle](#) outlines the multi-year implementation plan for new programs which includes a standards review, resource evaluation, committee proposal, professional development, and evaluation of programs.

Board Indicator 3	Superintendent	Board
New and/or relevant programs have a review process that is conducted annually.	<u>Superintendent</u> **Compliant** Not Compliant	<u>Board</u> Compliant Not Compliant

Evidence: The process for reviewing new programs includes the analysis of classroom data, screening data, (ex: FastBridge data) and standardized test data (ex: Forward Exam data) to ensure that the programs are aligned to district and state outcomes.

Additionally, schools or departments align the curriculum adopted to a vision statement and use this statement to evaluate how programs are meeting intended outcomes. Data comes from multiple sources including assessment data, walkthrough data, and conferencing with Reading/Math Specialists and Instructional Coaches.

The data is communicated annually through District Goals and School Growth Plans and monitored using the District's continuous improvement process (SAIL work).

Board Comments:

OE 9.6 A process exists to review and enhance current programs.	Superintendent <mark>Compliant</mark> Compliant with Exceptions Not Compliant	Board Compliant Compliant with Exceptions Not Compliant

Superintendent Interpretation
- The Board of Education expects the Superintendent to review programs that align with the Board's Results policies and to monitor and evaluate the effectiveness of those programs;
- *Effectiveness* shall mean improving student results as identified in the Results Policies.

Board Indicator 1 The District reviews summative student data, such as that used in the DPI Annual Report Card, and formative assessments, such as Fastbridge, to identify curricular areas of concern and demographic gaps in student outcomes and develops a targeted plan to enhance learning, close gaps, and reduce barriers to learning.	Superintendent <mark>Compliant</mark> Not Compliant	Board Compliant Not Compliant

Evidence: The Curriculum Evaluation and Review Cycle includes data collection and review processes to monitor existing programs. The District recently adopted a K-8 ELA curriculum to align with ACT 20 requirements. In response to standardized assessment data, secondary math faculty engaged in professional learning about best practices in math and selected a new curriculum resource, which was implemented in grades 6-8 in 2025-26.

Continuous improvement work at the schools is built on the Coherence Framework (Fullan & Quinn, 2016). This includes comprehensive data analysis of multiple data sources, including Fastbridge, AIMSweb, Forward/DLM, PreACT, ACT, and ACCESS results. Other data that is collected and analyzed includes course enrollment, attendance data, graduation rates, and student surveys.

Collaborative teams focus on classroom-level data throughout the school year to set goals, implement research-based teaching and learning strategies, and analyze student results to monitor student growth. Teams work with Reading Specialists, Math Specialists, Instructional Coaches, Multilingual staff, Special Education Staff, School Psychologists, Deans, Counselors, and Principals to align resources with goals as communicated through School Growth Plans.

The District Leadership Team uses staff feedback during the school year to align resources and design professional development opportunities to address needs related to district goals communicated in 100-day plans as part of the Continuous Improvement Process (SAIL work).

OE 9.7	Superintendent	Board
Foster students' digital citizenship, digital wellbeing, and information literacy, in accordance with District policy, the Student Code of Conduct and administrative procedures.	<mark>Compliant</mark> Compliant with Exceptions Not Compliant	Compliant Compliant with Exceptions Not Compliant

Superintendent Interpretation
- The Board of Education expects the Superintendent to provide students with curriculum and instruction that helps them become safe and effective users of technology and online resources.
- The *District Technology Plan* outlines the scope of work the District will complete to improve technology infrastructure, provide professional development, and implement meaningful instructional technology.
- *Digital Citizenship* shall mean the responsible use of technology (the Internet, digital devices, etc.) by students to engage with society on any level
- *Digital Wellbeing* shall mean emotional, mental, and physical health as it relates to use of technology.
- *Information Literacy* shall mean students have the ability to locate, evaluate, and effectively use needed facts and/or data.

Board Indicator 1	Superintendent	Board
The District Technology Plan includes a portion dedicated to technology skill sets with an emphasis on digital citizenship and digital wellbeing.	<mark>Compliant</mark> Not Compliant	Compliant Not Compliant

Evidence: The 2024-29 Shorewood Library/Technology Plan was approved by the Board on May 14, 2024

The plan includes digital citizenship skills referenced in the areas of "Curriculum, Instruction, and Assessment", "Personalized Professional Development", "Data and Privacy", and "Collaborative Leadership"

Digital citizenship expectations are also included in the District Acceptable Use Policy which is linked on the District Website and acknowledged when students and families register at the beginning of the school year.

Board Indicator 2	Superintendent	Board
The District Technology Plan is aligned with a framework of standards (example: International Society for Technology in Education (ISTE) Standards) that ensure informational literacy is addressed.	<mark>Compliant</mark> Not Compliant	Compliant Not Compliant

Evidence: Shorewood's Library/Technology Plan aligns to the Future Ready Schools. This Framework "defines a set of policies and practices implemented by successful Future Ready district leaders". The Wisconsin Department of Public Instruction (DPI) "supports the use of the All4Ed Future REady Frameworks"

More information about the Framework can be found on DPI's website.

Board Comments:

Operational Expectations Monitoring Document
OE-4 (Personnel Administration)

Certification of the Superintendent: **With respect to Operational Expectation 4 (Personnel Administration), taken as a whole, the superintendent certifies that the proceeding information is accurate and complete, and is:**

_____ In Compliance
___X___ In Compliance with Noted Exceptions
_____ Not in Compliance

Signed: Laurie Burgos_____, Superintendent   Date: November 25, 2025

Executive Summary

Operational Expectation 4 (OE 4) Personnel Administration has been monitored and reviewed to ensure that personnel administration and related operations are in compliance with state law, Board expectations and District policy.

Summary of Compliance
This Operational Expectations Monitoring Document is defined by the following Board Expectations:

- **4.1** - Assure that district employees and volunteers clear thorough background inquiries and checks before having contact with students or their employment start date;
- **4.2** - Select only highly qualified and the best-suited candidates for all positions
- **4.3** - Use culturally-responsive protocols to recruit, hire, and retain staff;
- **4.4** - Administer clear personnel rules and procedures for employees;
- **4.5** - Effectively and consistently handle complaints and concerns according to processes defined in the Employee Handbook;
- **4.6** - Maintain accurate job descriptions for all staff positions;
- **4.7** - Protect confidential information;
- **4.8** - Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type
- **4.9** - Consistent with the Superintendent's own evaluation, evaluate all employee performance as outlined in the Employee Handbook
- **4.10** - Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them
- **4.11** - Maintain an inclusive organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy; and
- **4.12** - The Superintendent may not retaliate against an employee for initiating a legitimate complaint.

For this reporting period, the District is in full compliance with 8 measures. Within four of the measures, the District was compliant with some, but not all, of the indicators. In some cases, this is due to a lack of data, which is discussed below.

During the 2024-2025 school year, the District continued its efforts to improve clarity and systems in human resources. In March 2025, a new employee handbook and appendices were released for all employee groups. While substantive changes to policies were not made, the new handbooks reflected greater consistency in policies across employee groups and with current practices. A new format also greatly improves the District's ability to maintain and update handbooks on an annual basis. New tools were also created to assist principals and other supervisors in ensuring that all employees receive an annual evaluation.

In an effort to better understand employee concerns and identify opportunities for improving employee retention and job satisfaction, the District's Human Resources Consultant, Teresa Smith, completed 1:1 "stay interviews" with 68 employees in the spring and summer of 2025. Three themes surfaced in these conversations - a desire for more communication, consistency, and training. Ms. Smith shared these themes with the leadership team and will be working with individual leaders throughout the year to help address these concerns.

Recommendations for OE 4
The District presents the following recommendations for modifications to the OE 4 report:

OE 4.2 Select only highly qualified and the best-suited candidates for all positions
Board Indicators 4.2.2 and 4.2.3 relate to the racial/gender makeup of staff. Increasing and measuring staff diversity are priorities, but the percentage of male vs. female employees is not a data point that indicates success with providing does not indicate success that is consistent with our goal. The District recommends eliminating 4.2.3 (gender makeup) and making 4.2.2 (racial makeup of staff compared to the student population) part of OE 4.3 Use culturally-responsive protocols to recruit, hire, and retain staff;

OE 4.8 Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type
The addition of Data Not Available in Board Indicators 4.8.4 and 4.8.6 compromises determination of compliance, and we recommend excluding these from consideration.

4.10 Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them
The District recommends the following revisions to Board Indicators:
4.10.1: 100% of employees participate in required training annually.
4.10.2: All teachers in their first and second year in the District will participate in the mentoring program.

4.11 Maintain an inclusive organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy
Following on other Operational Expectations and Results Monitoring Reports presented this year,

indicators and evidence that involve School Perceptions data have been impacted by changes in survey content. The District has provided a School Perceptions survey question, "I have healthy working relationships with my coworkers." as a proxy measure for OE 4.11.4.

The District has linked the School Perceptions survey presentations, which includes previous year score data for Board reference and further discussion. The District has updated these indicators to reflect that percentages are based on survey respondents only, not the total number of District employees.

Areas for Continuous Improvement
As we address established priorities and future needs, we note the following opportunities for continuous improvement in personnel administration:

● Ensure that all staff receive an evaluation in 2025-2026, leveraging our new tools;
● Continue prioritizing recruitment and retention of a staff that is reflective of our student population;
● Focus on internal communications to ensure transparency and the timely delivery of important information;
● Work with leaders across the District to improve consistency in employee practices across schools and departments; and
● Continue to increase and leverage feedback and input opportunities for all staff beyond surveys to foster greater two-way communication and responsiveness to questions and concerns.

Disposition of the Board: With respect to Operational Expectation 4 (Personnel Management), the Board:

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

Summary statement/motion of the Board:

The Board accepts the Superintendent's OE-4 Monitoring Document as Compliant with Noted Exceptions. The specific exceptions are accurately stated in the Monitoring Document. The Board supports the District's recommendations for modifications to the OE-4 Monitoring Document, as presented in the Document.

The Board appreciates the District's identification of "Areas for Continuous Improvement" and encourages the District to prioritize those areas in the coming year.

Signed: <u>Nathan Hammons, Board President</u>   Date: <u>November 25, 2025</u>

OE-4 Personnel Administration

> **The Board values the individuals employed by the School District of Shorewood. To that end, the Superintendent shall assure the recruitment, employment, development, evaluation, and compensation of District employees in a manner necessary to enable the District to achieve its Results policies.**

Superintendent Interpretation

- **Recruitment** shall mean to attract and select the most talented and diversified pool of candidates.
- **Employment** shall mean work defined by the District for anyone who receives monetary compensation for services rendered.
- **Development** shall mean providing staff with mentoring, coaching, and/or training that positively impacts student achievement and professional growth.
- **Evaluation** shall mean a fair, credible, effective, and consistent system and process that assesses the effectiveness of the employee and provides support and feedback to facilitate continuous improvement and growth
- **Compensation** shall mean providing competitive and flexible salary placement and benefits to attract new and retain current employees.
- **District employee** means anyone who receives compensation in exchange for services.

The Board's Results policy is defined in R-1 through R-4.

	Superintendent	Board
OE-4.1 **Assure that district employees and volunteers clear thorough background inquiries and checks before having contact with students or their employment start date.**	**Compliant** **Compliant with Exceptions** **Not Compliant**	**Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation:

- **Employees** shall mean anyone who receives monetary compensation for services rendered and covered by Shorewood School District employment laws.
- **Volunteer** shall mean anyone providing services without monetary compensation.
- **Background inquiries and checks** shall mean Wisconsin Circuit Court Access (CCAP), National Sex Offender Public Registry results, Wisconsin Department of Public Instruction (DPI) credential and licensing verifications, reference checks and verification of employment eligibility prior to hiring.

	Superintendent	Board
Board Indicator 1: **The internal control processes verify that no employee was hired between July and June of the fiscal year without having successfully cleared all background checks prior to their start.**	**Compliant** **Not Compliant**	**Compliant** **Not Compliant**

Evidence: The District uses BChex, a Background Investigation Bureau Company (BIB), to conduct background checks for all new employees, and the Human Resources team verifies that all new staff successfully clear this requirement prior to receiving an offer letter. During 2024-2025, 100% of new employees entering the District successfully cleared all background checks administered according to the established background check procedures.

Board Indicator 2: **The internal control processes verify that no volunteer was approved between July and June of the fiscal year without having successfully cleared all background checks.**	**Superintendent** **<mark>Compliant</mark>** **Not Compliant**	**Board** Compliant **Not Compliant**

Evidence: In 2024-2025, all prospective volunteers were referred to our Recreation & Community Services Department to complete a volunteer application. The Recreation Department utilizes the Wisconsin Circuit Court Access Page (WI-CCAP) and the National Sex Offender Public Registry to perform background checks for all volunteers, and all volunteers successfully cleared this process prior to their first day of volunteer work in the District during the 2024-2025 school year. Beginning in the 2025-2026 school year, all volunteers as well as other visitors are screened using the Raptor system, which screens each individual against a proprietary database of registered sex offenders and custom alerts.

Board Comments:

OE-4.2 **Select only highly qualified and the best-suited candidates for all positions.**	**Superintendent** Compliant **<mark>Compliant with Exceptions</mark>** **Not Compliant**	**Board** Compliant **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation:

● ***Highly qualified*** shall mean vacancies that require a credential are filled with individuals that hold a valid teaching credential in that subject area and complete a successful interview process.

● ***Best-suited*** shall mean the candidate selected for any position in the District meets the criteria of the position and the expectations of the hiring committee, director, and/or Superintendent.

Board Indicator 1: 95% of all hires meet the certification requirements that are outlined in the vacancy description	<u>Superintendent</u> **Compliant** Not Compliant	<u>Board</u> Compliant Not Compliant

Evidence: 100% of newly hired staff either met the certification requirements outlined in the vacancy description at the time of hire or were new to the profession (one teacher) and eligible to apply for and obtain a license.

Board Indicator 2: The racial makeup of the staff is similar (within 10%) to the racial makeup of the student body.	<u>Superintendent</u> Compliant **Not Compliant**	<u>Board</u> Compliant Not Compliant

Evidence:

The chart below compares the percentage of students to the percentage of all staff in each racial group using data from the DPI 1202 and enrollment reports. The District is over-represented with Caucasian (16.97%) and under-represented in all other groups. The difference between the percentage of students and the percentage of staff in each racial group except caucasian is less than 10%. Overall, 82% of staff are caucasian and 18% are staff of color.

When looking specifically at teachers, gaps are greater as is shown below.

American Indian or Alaskan Native	2025	-0.21% gap
Asian	2025	-3.77% gap
Black or African American	2025	-8.05% gap
Caucasian	2025	26.43% gap
Hispanic	2025	-7.58% gap
Multiracial	2025	-6.83% gap

85% of newly hired teachers for the 2025-2026 school year are white, which indicates that the racial gap will persist this year.
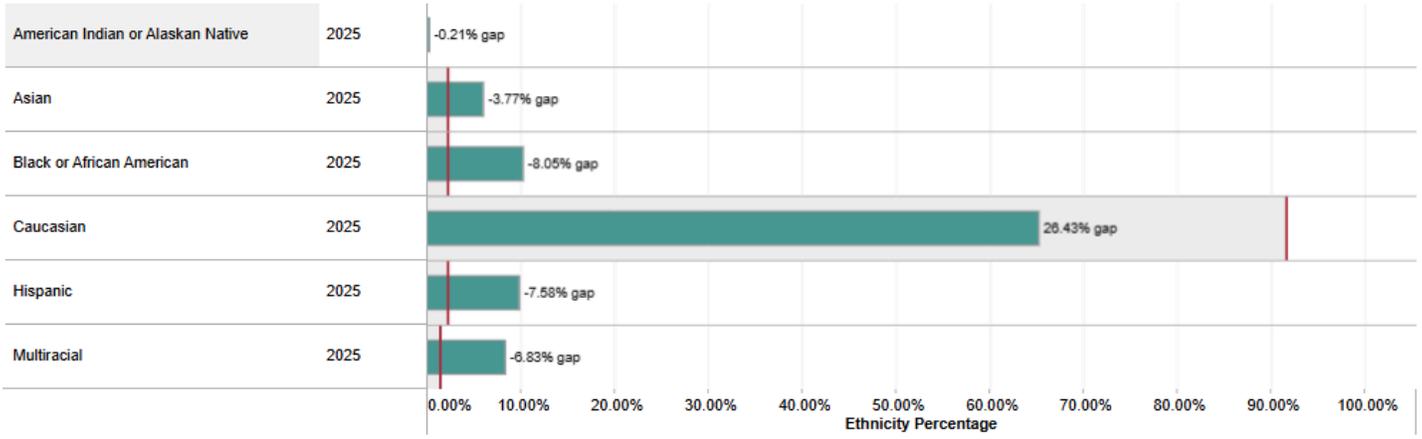
Board Indicator 3: **The gender makeup of the staff is similar (within 10%) to the gender makeup of the student body.**	**Superintendent** Compliant **Not Compliant**	**Board** Compliant Not Compliant

Evidence:
Based on biological sex reported, 72% of District staff identify as female compared to 28% who identify as male. As we look to ensure that all students have a staff person to identify with, the District aims to maintain a staff that is diverse not specifically in biological sex, but in gender and sexual identity more broadly. There is no means to measure this as a staff breakdown. An alternative strategy to ensure this is to use student data to determine if all students have a staff person that they can identify with to be measured in a different report.

Board Comments:

OE-4.3 **Use culturally-responsive protocols to recruit, hire, and retain staff.**	**Superintendent** Compliant Compliant with Exceptions Not Compliant	**Board** Compliant Compliant with Exceptions Not Compliant

Superintendent Interpretation:
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- *Culturally-responsive protocols* shall mean using procedures that recognize the importance of

including cultural references.
- *Support* shall mean to make available the necessary resources and opportunities to succeed professionally and personally.

Board Indicator 1: **Partner with University Systems and Educator Licensure programs to increase the teacher pipeline diversity.**	**Superintendent** ==Compliant== Not Compliant	**Board** Compliant Not Compliant

Evidence:
The District continued to use a number of methods to increase teacher, and overall staff, diversity in 2023-2024: - Creating more inclusive job descriptions and postings by removing unnecessary job requirements, avoiding gender-coded language, and emphasizing our District's commitment to diversity and inclusion; - Maintaining the diversity of the District's leadership team, which is instrumental to attracting and retaining talent; and - Networking informally; word-of-mouth candidate identification has proven successful in increasing the diversity of applicant pools.

Board Indicator 2: **All interviews for hiring employees include at least one "culturally responsive" question in the interview process.**	**Superintendent** ==Compliant== Not Compliant	**Board** Compliant Not Compliant

Evidence:
"Culturally responsive" interview questions have been designed and added to all interview question sets used for both in person and virtual interviews. Examples of such interview questions are below: - What is your overall strategy for developing teacher and staff capacity for equity in instructional effectiveness? Please provide a specific time you put this practice into action. - How do you advocate for equity, diversity, and inclusion with community members, families, staff, and students? - A review of our district data shows racial disparities in math and reading proficiency, disciplinary referrals, and referrals for special education. Why do you think these inequities exist and what actions would you take to ensure all students are thriving? - How does your racial, gender, or class identity influence your leadership? - From your perspective, in what ways have traditional business offices been inequitable in meeting the needs of ALL students? What would you do to ensure that our business office is intentional about the allocation of resources to service our most marginalized students? - Given a student population that is diverse in terms of gender, nationality, race, ethnicity, religion, sexual orientation and abilities, how do you ensure that each student feels they can succeed in athletics and/or activities programming?

- How would you go about building rapport with students of color, students from low-income families, students labeled with a disability, students who are culturally and linguistically diverse, and students who identify as LGBTQ? Please provide some specific examples.
- How do you ensure that your classroom is an equitable learning environment for all students?

Similar questions have been developed for non-instructional positions that focus on recognition of implicit bias and openness to growth.

Board Indicator 3: **There will be professional development annually to support teachers in culturally responsive teaching practices.**	**Superintendent** **Compliant** **Not Compliant**	**Board** **Compliant** **Not Compliant**

Evidence:
As shared in the OE 9 (Instructional Program) report, throughout the school year, staff engage in learning focused on creating inclusive and engaging environments where all students can see themselves in our curriculum, in our classrooms, and within the larger community. During the 2024-25 school year, staff used collaborative team time to co-plan instruction, design assessments, and analyze data to ensure that identity-relevant teaching and learning from professional development were impactful and transferred into daily practice with staff. Additionally, staff engaged in the following professional learning throughout the year; 6-8 math leveling up math support with Kentaro Iwasaki, Identity Relevant Teaching and Learning, SWIFT partnership with DPI and Amy Jablonski, Collaborative Team Workshop, Safe and Supportive Schools, Adult Learning Framework Strategies, and Specially Designed Instruction (SDI).

OE-4.4 **Administer clear personnel rules and procedures for employees.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation:

- *Administer* shall mean to supervise or oversee that personnel rules and procedures are followed.
- *Clear* shall mean personnel rules and procedures are communicated and understood by employees as detailed in employee handbooks and appendices.
- *Rules and procedures* shall mean the applicable laws, Board, and District policies that communicate the employment expectations for all District personnel.

Board Indicator 1: **By December 1st of each fiscal year, 95% of the District employees have signed and returned an acknowledgement form to affirm they received updated handbook and applicable appendices policies from the District Business and Human Resources office.**	**Superintendent** **Compliant** Not Compliant	**Board** Compliant Not Compliant

Evidence:
All of the District's employee handbooks were updated in 2025. As of the date of this report, 100% of staff have acknowledged receipt of the new handbooks.

Board Comments:

OE-4.5 **Effectively and consistently handle complaints and concerns according to processes defined in the employee handbook.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** Compliant **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation:

- *Effectively handle* shall mean investigate and resolve promptly, accurately with consideration and professionalism.
- *Consistently* shall mean complaints and concerns are addressed according to the employee handbook and/or district policy.
- *Complaints and concerns* shall mean grievances or questions related to sexual harassment, discrimination claims, contractual violations, Board and District policies and procedures, and possible violations of state and federal laws.

Board Indicator 1: **100% of complaints and grievances are resolved or handled in accordance with the employee handbook and/or District Policy.**	**Superintendent** **Compliant** Not Compliant	**Board** Compliant Not Compliant

Evidence:
The District followed the processes outlined in the Employee Handbook and/or District policy for addressing all staff complaints and grievances; District personnel policies are in compliance with state and federal law.

Board Comments:

OE-4.6 **Maintain accurate job descriptions for all staff positions.**	<u>**Superintendent**</u> **==Compliant==** **Compliant with Exceptions** **Not Compliant**	<u>**Board**</u> **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation:

- *Maintain* shall mean to keep current and accurate.
- *Accurate* shall mean job descriptions reflect the essential functions, knowledge, skills, and abilities of the responsibilities and tasks performed.

Board Indicator 1: **All job descriptions will be available to employees and for use by administrators during the hiring and evaluation processes.**	<u>**Superintendent**</u> **==Compliant==** **Not Compliant**	<u>**Board**</u> **Compliant** **Not Compliant**

Evidence:
Per the Employee Handbook, employees may request a copy of their current job description from Human Resources at any time.

Board Indicator 2: **All job descriptions are reviewed upon evaluation of an employee and prior to posting a position.**	<u>**Superintendent**</u> **==Compliant==** **Not Compliant**	<u>**Board**</u> **Compliant** **Not Compliant**

Evidence:
The District requires that job descriptions be reviewed and updated, as needed, and prior to posting a vacancy.

Board Comments:

OE-4.7 Protect confidential information.	Superintendent **Compliant** Compliant with Exceptions Not Compliant	Board Compliant Compliant with Exceptions Not Compliant

Superintendent Interpretation:

- *Protect* shall mean to secure, keep safe, and preserve employee confidential information.
- *Confidential* shall mean access to employee information follows federal and state law, including Health Insurance Portability and Accountability Act (HIPAA).

Board Indicator 1: **100% of documented reports of breach of confidentiality by the Business and Human Resources office have been thoroughly investigated and appropriate action taken.**	Superintendent **Compliant** Not Compliant	Board Compliant Not Compliant
Evidence: There were no documented breaches of confidential information by the Business Services/HR office in 2024-2025.		

Board Indicator 2: **100% of documented reports of breach of confidentiality by any District staff has been thoroughly investigated and appropriate action taken.**	Superintendent **Compliant** Not Compliant	Board Compliant Not Compliant
Evidence: There were no documented breaches of confidential information by District staff in 2024-2025.		

Board Comments:

OE-4.8 Assure that compensation and benefit plans attract and retain the highest quality employees by compensating employees, within available resources, in a consistent and predictable manner within the applicable marketplace, including but not limited to organizations of comparable size and type.	Superintendent	Board
	Compliant	**Compliant**
	Compliant with Exceptions	**Compliant with Exceptions**
	Not Compliant	**Not Compliant**

Superintendent Interpretation:

- ***Competitive*** shall mean District employment offers are commensurate with or higher than equivalent positions when compared to similar school districts.
- A ***compensation plan*** shall mean District salaries and benefits.
- ***Highest quality in terms of attracting applicants*** shall mean a candidate who meets the criteria of the position and the expectations of the hiring committee, supervising administrator or Superintendent.
- ***Highest quality in terms of retention of employees*** shall mean those who are evaluated as effective or higher based on the District's evaluation criteria.

Board Indicator 1: The District will rank in the top 33% of salaries and fringe benefits for teachers when compared to CESA 1 peer districts.	Superintendent	Board
	Compliant	**Compliant**
	Not Compliant	**Not Compliant**
	Not Available	

Evidence: Shorewood ranks in the 87th percentile for teacher salaries in CESA 1, and the average salary for Shorewood teachers is 15% higher than the statewide average. Districtwide, Shorewood ranks in the 67th percentile for fringe benefits (retirement, health, and life insurance) compared to CESA 1.

Sources: Frontline, compiled from DPI data, and Wisestaff.

Board Indicator 2: The District will rank in the top 33% of salaries and fringe benefits for principals and assistant principals when compared to CESA 1 peer districts.	Superintendent	Board
	Compliant	**Compliant**
	Not Compliant	**Not Compliant**
	Not Available	

Evidence*:
Within CESA 1, Shorewood ranks in the 97% among assistant principals and 77% among principals salaries. School size is a significant driver of principal salaries. When compared with similarly-sized school districts, Shorewood ranks in the 94th percentile. Districtwide, Shorewood ranks in the 67th percentile for fringe benefits (retirement, health, and life insurance) compared to CESA 1.

Board Indicator 3: **The District will rank in the top 33% of salaries for all other applicable employee groups when compared to CESA 1 peer districts.**	**Superintendent** Compliant **Not Compliant** Not Available	**Board** Compliant Not Compliant

Evidence*:

On average, Shorewood ranks in the 57th percentile of salaries in CESA 1 for all other employee groups. These range widely by position and the experience level of the personnel in the position, which for many positions include only 1 person. The percentile for each position are reflected below.

Position	Percentile of Average Salary
Business Manager	59.26%
Director of Human Relations/Multicultural Education/Equity	33.33%
Director of Instruction/Program Supervisor	76%
Director of Special Education and/or Pupil Services	72.41%
District Administrator	43.33%
Guidance Counselor	93.33%
Library Media Specialist	36.67%
Program Coordinator	30.43%
Reading Specialist	52.63%
School Nurse	61.54%
School Occupational Therapy	38.46%
School Psychologist	62.07%
Speech/Language Pathologist	86.21%

Districtwide, Shorewood ranks in the 67th percentile for fringe benefits (retirement, health, and life insurance) compared to CESA 1.

*All data are from DPI published reports, as compiled by Forecast5.

Board Indicator 4: **The District is within the top 33% in the least amount of employee out-of-pocket benefit contributions, both single and family, as compared to companies and school districts regionally.**	**Superintendent** Compliant Not Compliant **Not Available**	**Board** Compliant Not Compliant

Evidence:

There is no data source known to the District or our benefits consultants that provides consistent, comparable data on out of pocket contributions or percentile comparisons. An ad hoc collection of data from 11 North Shore school districts included data on out of pocket maximums. Of these schools, 7 had higher out of pocket maximums, 2 had the same maximums, and 2 had maximums that were lower. No data were available for a broader regional group.

Board Indicator 5: **100% of employees that leave the district are offered an exit interview.**	**Superintendent** **Compliant** Not Compliant	**Board** Compliant Not Compliant

Evidence:

The District offers an online exit interview survey to all staff separating from the District through School Perceptions. When staff notifies the HR department of their intent to separate from the District they are sent both the online exit interview survey and communication with the option to schedule an in-person exit interview. 100% of employees exiting the District were offered an exit interview either online or in-person.

Board Indicator 6: **An annual review of retention rates is comparable to peer districts.**	**Superintendent** Compliant Not Compliant **Not Available**	**Board** Compliant Not Compliant

Evidence:

Overall, the District retained 86% of all staff (excluding terminations, layoffs, and retirements) and 90% of teachers. No data on peer district retention rates is available. A 2023 Wisconsin Policy Forum Report found that, on average 11.5% of teaching positions turn over annually. Based on this, Shorewood's teacher retention rate is similar to the statewide average.

Retention of support staff improved by 12%. 32% of Shorewood's voluntary staff departures (excluding retirements) in 2024-2025 were hourly support staff positions compared to 44% in the prior year.

Board Comments:

OE-4.9 **Consistent with the Superintendent's own evaluation, evaluate all employee performance as outlined in the employee handbooks.**	**Superintendent** Compliant **Compliant with Exceptions** Not Compliant	**Board** Compliant Compliant with Exceptions Not Compliant

Superintendent Interpretation:

● *Consistent with the Superintendent's own evaluation* shall mean that all employees are evaluated according to student learning outcomes as outlined in the results policies and operational expectations.
● *Evaluate* shall mean assessing through observations, goal setting and progress monitoring.
● *Achieving* shall mean that the employee performance contributes to accomplishing the Board's goals.
● *Compliance* shall mean District employees are assessed on their ability to follow the board's operational expectations as they apply to their job.

Board Indicator 1: **100% of licensed personnel are evaluated through the state mandated evaluation system in their first three years and tri-annually thereafter.**	**Superintendent** **==Compliant==** Not Compliant	**Board** Compliant Not Compliant

Evidence:
The District uses the Educator Effectiveness system to evaluate all licensed personnel in accordance with the state guidelines.

Board Indicator 2: **100% of non-licensed personnel are evaluated through a district created process annually.**	**Superintendent** Compliant ==**Not Compliant**==	**Board** Compliant Not Compliant

Evidence:
School-level staff are evaluated by the school leader on an annual basis. District staff are expected to be evaluated at least annually by their supervisor through both formal and informal evaluations. Until the current school year, however, these evaluations were not systematically collected or enforced. New evaluation tools were provided to all staff with supervisory roles for the 2025-2026 school year. Completion will be monitored.

Board Indicator 3: **90% of Student Learning Outcomes (SLO's) are created based off of the R-2 annual report for a teacher's grade/subject area.**	**Superintendent** ==**Compliant**== Not Compliant	**Board** Compliant Not Compliant

Evidence:
SLOs are aligned to both school and District goals annually.

Board Comments:

OE-4.10 **Ensure that all staff members are qualified and trained to perform the responsibilities assigned to them.**	**Superintendent** ==**Compliant**== Compliant with Exceptions Not Compliant	**Board** Compliant Compliant with Exceptions Not Compliant

Superintendent Interpretation:

● **Qualified** shall mean employees have the required skills, knowledge, and/or license to perform their job responsibilities.

● **Trained** shall mean employees are given instructions, mentored, and given feedback.

Board Indicator 1: **100% of new employees will participate in the district mentoring program during their first and second year of employment.**	**Superintendent** **<mark>Compliant</mark>** **Not Compliant**	**Board** Compliant **Not Compliant**

Evidence:
The mentoring program offers several options to support staff who are new to the District. Staff who are new to the profession are assigned a one-to-one mentor who meets with them regularly and is trained in using teaching tools focused on lesson planning, standards-aligned instructional strategies, self-reflection, and analysis of student work. Staff who have more than two years of experience teaching have the option to work with a one-to-one mentor or participate in a cohort with other new staff.

Board Indicator 2: **75% of teachers in the mentor program will report they feel more trained than they did at the start of the year.**	**Superintendent** **<mark>Compliant</mark>** **Not Compliant**	**Board** Compliant **Not Compliant**
Evidence: 79% of staff participating in the mentor program agreed or strongly agreed with the statement "The mentoring program provided me with valuable training."		

Board Indicator 3: **The school district shall provide ongoing professional development pertaining to Cultural Competency**	**Superintendent** **<mark>Compliant</mark>** **Not Compliant**	**Board** Compliant **Not Compliant**

Evidence:
Cultural competency is a major emphasis of school and district wide professional development, and all District staff participated in a "courageous conversations" professional development session that challenged staff to examine assumptions and biases through a variety of team activities in 2024-2025. Instructional staff also completed additional training in equitable practices and identity-relevant teaching and learning. Monthly equity PD reinforces and expands on these concepts. The Director for Equity provided an annual update to the Board in September.

Board Comments:

OE-4.11 **Maintain an inclusive organizational culture that positively impacts the ability of staff to responsibly perform their jobs and allows them to work in an environment of professional support and courtesy.**	**Superintendent** Compliant **==Compliant with Exceptions==** **Not Compliant**	**Board** Compliant **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation:

- *Organizational culture* shall not only mean a climate in which staff members celebrate diversity among students, parents, staff, and community, expecting everyone to be equally respected and accepted, but also mean the behaviors and beliefs characteristic of a positive work environment.
- *Responsibly perform their jobs* shall mean fulfill their obligations and responsibilities outlined in the job description and meet the expectations of their supervising administrator.
- *Environment of professional support and courtesy* shall mean a respectful workplace free of hostility and void of harassment directed at a person's race, color, national origin, religion, sex, age, disability, sexual orientation, genetic information or any other applicable status protected by federal, state or local law.

Board Indicator 1: **A staff survey will show that at least 85% of the staff who responded to the survey feel they are in a school/environment that allows them to work in an environment of professional support and courtesy.**	**Superintendent** Compliant **==Not Compliant==**	**Board** Compliant **Not Compliant**

Evidence: School Perceptions Staff Survey Results I am in a school environment that allows me to work in an environment of professional support and courtesy. 2025 Staff Survey results (n=125): Average 3.84; Agree 83%

Board Indicator 2: **100% of complaints of hostility or harassment are addressed and resolved in a thorough and timely investigation.**	**Superintendent** **==Compliant==** **Not Compliant**	**Board** Compliant **Not Compliant**

Evidence: Complaints of hostility or harassment are processed according to the guidelines outlined in the employee handbook and following Title IX policy and guidelines.

Board Indicator 3: **A staff survey will show that at least 85% of the staff who responded to the survey feel they are in a "good climate."**	**Superintendent** Compliant	**Board** Compliant

	Not Compliant	Not Compliant

Evidence:

The 2025 Staff Survey (n=125) asks 11 questions related to the school environment. 85% or greater responded "agree" or "strongly agree" on only two of these questions. The average response across questions was 3.38.

Board Indicator 4: **A staff survey will show that at least 85% of the staff who responded to the survey feel they are in an "inclusive environment."**	**Superintendent** **Compliant** **Not Compliant**	**Board** **Compliant** **Not Compliant**

Evidence:

2025 Proxy question: I have healthy working relationships with my coworkers: (n=119) Average 4.35; Agree/Strongly agree 94%

Board Comments:

OE-4.12 **The Superintendent may not retaliate against an employee for initiating a legitimate complaint.**	**Superintendent** **Compliant** **Compliant with Exceptions** **Not Compliant**	**Board** **Compliant** **Compliant with Exceptions** **Not Compliant**

Superintendent Interpretation:

- ***Retaliate*** shall mean to act in revenge.
- ***Initiating*** shall mean bringing a written document without coercion by an employee, supervisor or administrator.
- ***Legitimate complaint*** shall mean a written statement of all claims against the accused that is neither spurious nor false.

Board Indicator 1: **100% of employee complaints registered with the office of the Superintendent are investigated without any retaliation toward the reporting employee by the Superintendent.**	**Superintendent** **Compliant** **Not Compliant**	**Board** **Compliant** **Not Compliant**

Evidence:
There were no reports of retaliation of reporting employees for complaints registered with the office of the Superintendent.

Board Comments: