



Board of Education
Operational Expectations Monitoring Document
OE 9 Instructional Program

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:

- In Compliance
 In Compliance with Noted Exceptions
 Not in Compliance

Signed: Laurie Burgos, Superintendent Date: November 12, 2024

Executive Summary

Operational Expectation 9 (OE 9) Instructional Program has been monitored and reviewed to ensure that Shorewood School District’s instructional program is in compliance with state law and Board expectations. These include expectations related to calendar requirements and learning opportunities that provide students with a broad range of culturally relevant, engaging opportunities and experiences that help them pursue their talents and passions, learn continuously, and develop skills that prepare them for success both in and out of the classroom.

Summary of Compliance

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

- **9.1** - Provide for the daily instructional hours and district calendar necessary to best 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 relevant 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; and
- **9.6** - Foster students’ digital citizenship and information literacy, in accordance with District policy, the Student Code of Conduct and administrative procedures.

For this reporting period, we find five of the six indicators (9.1, 9.2, 9.3, 9.5, 9.6) to be in compliance, and one to be in compliance with exceptions (9.4).

During the 2023-24 school year, the most notable change to the District’s instructional program included the implementation of a new K5-5 Math curriculum. The Eureka Squared math curriculum includes robust opportunities for students to build a conceptual understanding of math and incorporates the principles of Universal Design for Learning (UDL) to account for learner variability so all students can access grade-level content.

Another notable effort impacting the District’s instructional program was the selection of a new K-8 ELA curriculum for implementation in the 2024-25 school year. A representative committee of staff members from both elementary schools and the intermediate school participated in this process and selected high quality curriculum grounded in rigorous standards and culturally relevant materials. Professional development and coaching opportunities for staff will focus on instructional practices that meet the needs of all students. The selected curriculum (EL Education) was approved by the DPI Office of Literacy and is in compliance with ACT 20 requirements.

The District has also invested in a data platform (NextPath) to help strengthen and review the ways in which we use data to assess the effectiveness of instructional programs at the school-, grade-, and classroom level, and strengthen our EMLSS processes to identify student needs. The tool will also help the District monitor disproportionality.

Our ongoing professional development work with [ICS](#) and other equity partners provides evidence of professional learning related to practices that meet the needs of students with various backgrounds and abilities.

Finally, District leaders and staff created a five-year District Library/Technology Plan to address needs related to instructional technology, digital citizenship, and media literacy.

Recommendations for OE 9

The District presents the following recommendations for modifications to the OE 9 report:

OE 9.3.1

OE 9.3.1 states, “The District will see positive trends in student perceptions concerning instructional programs on the index of “Preparation” and other survey questions on the Student Survey”. Because the intention of this report is to gauge compliance with operational expectations rather than to provide evidence of progress, the District does not recommend using trend data or longitudinal comparison for OE report indicators. One option is to remove indicator 9.3.1 from the OE-9 report altogether.

In addition, the 2024 version of the School Perceptions survey included changes to some questions, which would require the District to provide an alternative measure for one of the survey questions listed in indicator OE 9.3.1: “I believe what I am learning in school connects to the real world”. In case the Board continues to monitor OE 9.3.1 as written, the District recommends using the survey question, “I believe what I am learning in school allows me to use my own original voice beyond the classroom” as a proxy measure.

Furthermore, School Perceptions made the following changes to the scale for some questions:

- **(Old Scales)**
 - **4-point scale:** Always (4) Usually (3) Sometimes (2) Never (1) Don’t Know (0)
 - **5-point scale:** Strongly Agree (5) Agree (4) Disagree (2) Strongly Disagree (1)
- **(New Scale and Terms)**

- **5-point scale:** Definitely (5) Sort Of (4) Not Really (2) No (1) Don't Know/Doesn't Apply (0)

The changes to the scale do not allow us to compare results longitudinally for indicator 9.3.1.

The District has provided evidence for OE 9.3.1 at the end of the report for Board reference and further discussion.

OE 9.4

OE 9.4 states, "Ensure that the District's use of the DPI EMLSS framework accommodates the different learning styles of students, is culturally relevant and differentiates instruction to meet the needs of students of various backgrounds and abilities." The District recommends several changes to indicators under OE 9.4.

Indicator OE 9.4.4 states, "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%)." The tiered goal listed for advanced learning reads, "Advanced Learning Curriculum Replacement = Targeted Intervention (Target 5%)" The District's model for Advanced Learning does not include "curriculum replacement" in which students are removed from the classroom to work in a separate setting. As such, the District recommends including data that addresses student participation in Advanced Math classes in grades 7-8 and AP classes at the high school for OE 9.4.8 and modifying the indicator language accordingly.

Another suggested change is to the language in OE 9.4.7, which requires the District to monitor the following, "Tri-annual curriculum audits will reflect culturally responsive teaching and learning opportunities." Because curriculum review now takes place on an ongoing basis, we recommend removing "tri-annual" from this indicator in future reports. The District has provided evidence for OE 9.4.7 as currently listed.

Areas of Focus for Continuous Improvement:

As we plan future opportunities and priorities, we note the following opportunities for continuous improvement:

- Establish a process for selecting a 6-12 math program with a goal of adopting a new curriculum for the 2025-26 school year;
- Review Academic and Career Planning (ACP) processes for students in grades 6-12;
- Integrate digital citizenship, in alignment with R3 Policy and Indicators (Character Development and Citizenship) and the District's Library Media Services/Technology Plan;
- Use the NextPath data platform to disaggregate, review, and evaluate student data in support of District goals for 2024-2025
- Review and revise the monitoring of our advanced learning programming as our instructional model does not include curriculum replacement as noted in this report

Disposition of the School Board

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

- Accepts the report as Compliant
- Accepts the report as Compliant with Noted Exceptions
- Finds the report Not in Compliance

Summary Statement/Board Motion

The board accepts the monitoring report as compliant with noted exceptions. We agree with the administrators' suggestions of edits to the operating expectations, as noted below. We would like the district to find ways to track participation in enrichment opportunities that are part of our advanced learning opportunities. We would also like the administration to suggest potential new indicators for 9.3.

OE 9.3

- to reflect the role of extracurricular activities and other learning experiences in fostering the development of talents and personal interests; and
- identify one or more alternatives to School Perceptions survey results (9.3.1)

OE 9.4

- to enhance reporting on differentiated instruction, including enrollment and participation data that will serve as a measure of progress toward representation goals in electives, Advanced Placement, advanced learning and other programming that accommodates the needs of students of various backgrounds and abilities

The Board will consider these recommendations in January, 2025.

Signed: Emily Berry _____, Board President Date: November 12, 2024

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.

Superintendent Interpretation

- The Board's Results Policies are defined in R-1,2,3,4,5;
- *Aligned* shall mean that the program of instruction offers a predictable and aligned set of skills and units of study by grade level that are coherent and consistent with Wisconsin Academic Standards;
- *Challenging* shall mean that students are pushed beyond their current level of skills and knowledge;
- *Relevant opportunities* shall mean the courses offered to students are responsive to students' culture, identity and abilities and 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 using instructional materials, teaching practices, and learning environments that lead to learner success while being culturally responsive and student centered:
 - *Culturally responsive*: recognizing the importance of including students' cultural references in all aspects of learning; and
 - *Student centered*: encouraging students to direct their own learning and to work with other students on research projects and assignments that are both culturally and socially relevant to them.

<p>OE 9.1 Provide for the daily instructional hours and district calendar necessary to best serve the learning needs of students, achieve the Board's Results policies and comply with state law.</p>	<p><u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant</p>	<p><u>Board</u> Compliant Compliant with Exceptions Not Compliant</p>
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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.
- *Best serve the learning needs of students* shall mean students have an adequate amount of time to learn and explore 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.

<p>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.</p>	<p><u>Superintendent</u></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
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Evidence: A District Calendar Committee (consisting of teachers, principals, and families) met to evaluate the District's instructional calendar options for the 2024-25 school year. The committee proposed a [calendar](#) that meets the instructional minutes required by the Wisconsin Department of Public Instruction. It was Board-approved December 12, 2023.

<p>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.</p>	<p><u>Superintendent</u></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
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Evidence: The [Curriculum Evaluation & Improvement Cycle](#) was updated for the 2023-24 school year and shared with the Board as part of the [Student Academic Standards Executive Summary](#) on August 27, 2024. The district uses a Unit Planning Document (template [linked here](#)) to ensure that curriculum being taught is aligned to state standards.

<p>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.</p>	<p><u>Superintendent</u></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
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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 teaching practices to these standards.

During the 2023-24 school year, this process was used as part of the K-8 English Language Arts Curriculum Adoption which resulted in the district adopting EL Education for its Language Arts program.

Board Comments:

<p>OE 9.2 Measure each student's progress with assessments that are reliable and valid.</p>	<p><u>Superintendent</u></p> <p>Compliant Compliant with Exceptions Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Compliant with Exceptions Not Compliant</p>
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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.

<p>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.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
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Evidence: The 2023-24 Assessment Calendar is linked [here](#). This outlines the major standardized assessments that occurred throughout the District. Assessment results are shared with the Board in the winter R-2 Academic Growth Report and include information on how assessments are used to inform instruction. Families receive FastBridge, Forward, PreACT, and ACT results through Infinite Campus. Additional information is shared with families before and after these assessments through school newsletters.

<p>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.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
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Evidence: The data from Fastbridge, PreACT, and ACT assessments are presented to the Board in the [R-2 Academic Growth - Literacy and Numeracy](#) report at the end of the school year. A comprehensive [report of Forward Results](#) was presented to the Board after the results were released publicly in November with specific action steps included in each school’s Growth Plan.

Board Comments:

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

<p>Board Indicator 1*: The District will see positive trends in student perceptions concerning instructional programs on the index of “Preparation”</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
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and other survey questions on the Student Survey		
<p>Evidence: *The District is not reporting on School Perceptions survey results as part of Board Indicator 9.3.1, as indicated in the Executive Summary. Past data for this indicator is included for reference at the end of this report.</p>		

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

<p>OE 9.4 Ensure that the District’s use of the DPI EMLSS framework accommodates the different learning styles of students, is culturally relevant and differentiates instruction to meet the needs of students of various backgrounds and abilities.</p>	<p><u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant</p>	<p><u>Board</u> Compliant Compliant with Exceptions Not Compliant</p>
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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 Relevant* shall mean recognizing the importance of including students’ cultural references in all aspects of learning; and
- *Differentiated instruction* shall mean the strategies used by teachers in the classroom to support students’ varied learning needs.

<p>Board Indicator 1 The District will ensure that differentiation strategies are part of annual professional development for teachers.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
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<p>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</p>
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[summary of this work](#) is provided to the Board in late summer/early fall. During the 2023-24 school year, professional development focused on a combination of “Courageous Conversations” with staff, work within Collaborative C3 Teams, and the exploration of high-leverage identity-relevant teaching and learning strategies.

Additionally, staff engaged in the following professional development topics throughout the year: K-5 Math Training, Neurodiversity, Equity by Design, Identity Relevant Teaching and Learning, Using GoGuardian and AI in classrooms, Forward Exam Standards Analysis, *10 Mindframes* book study, “Gender Inclusive Classrooms” with Brian Juchems from GSafe Wisconsin, and “The Power of Words” with Mr. Percy Brown, Jr.

<p>Board Indicator 2 More than 80% of the District’s learners receive all academic instruction at the Tier 1 / Universal level.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
<p>Evidence: During the 2023-24 school year, 1937 students were enrolled in K4-12th grades. Of those students, 74 received “Tier 2 or 3” support, and 13 students had IEP plans with services that occurred outside the classroom for more than 20% of the school day. This accounts for 87 students or 4.5% of the total student population.</p>		

<p>Board Indicator 3 90% of students have opportunities to participate in elective offerings.</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
<p>Evidence: 100% of students have the opportunity to participate in elective offerings across the district.</p>		

<p>Board Indicator 4: 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%)</p> <p>Tier Goals: Tier 1 = Universal Instruction (Target 80%) Tier 2 = Selective Intervention (Target 15%) Tier 3 = Intensive Intervention (Target 5%) Advanced Learning Curriculum Replacement = Targeted Intervention (Target 5%)</p>	<p><u>Superintendent</u> Compliant Not Compliant</p>	<p><u>Board</u> Compliant Not Compliant</p>
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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 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 the continued need to use FastBridge screeners as a means of identifying student needs as early as possible in order to address any instructional gaps that compound and create larger gaps as students progress through the system.

	Total enrollment		Tier 1		Tier 2 or 3	
	Count	%	Count	%	Count	%
All students (grades 4K-12)	1937		1893	98%	74	4%
Male	972	50%	928	49%	35	47%
Female	965	50%	922	49%	39	53%
Asian	135	7%	131	7%	<10	---
Black	199	10%	170	9%	24	32%
Hispanic	195	10%	186	10%	<10	---
White	1246	64%	1216	64%	27	36%
Multiple Races	162	8%	147	8%	11	15%
Multilingual Learners	111	6%	109	6%	<10	---
Students with IEPs	221	11%	208	11%	<10	---
Economic Disadvantage	458	24%	409	22%	43	58%

Board Indicator 5

The District provides Advanced Learning enrichment activities/opportunities and communicates them to all students and parents.

Superintendent

Compliant
Not Compliant

Board

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 updates and demonstrate progress toward the adoption of a professional development framework that includes culturally responsive instruction, a District priority.

Superintendent

Compliant
Not Compliant

Board

Compliant
Not Compliant

Evidence: Within the ICS for Equity framework, early release Wednesday professional development days, and PD days during the school year staff work to learn specific strategies that create an inclusive and engaging environment where students see themselves in the curriculum. Our staff works throughout the year on identity development by having courageous conversations that are co-planned with our Director for Equity and

Equity Leads in each building. These conversations provide examples of teaching strategies that staff can implement in their classrooms.

During the 2023-24 school year, staff worked through the developing stages of C3 team implementation. C3 teams meet to work towards building the collective capacity of our staff in providing support to meet the needs of all learners. C3 teams' work is based on student data from classrooms, schools, and across the district. Teams use agendas to co-plan, to co-serve, to co-learn to design lessons that are culturally relevant for all learners.

Board Indicator 7

Tri-annual curriculum audits will reflect culturally responsive teaching and learning opportunities.

Superintendent

Compliant

Not Compliant

Board

Compliant

Not Compliant

Evidence: Within our ICS for Equity framework, Cornerstone 3 focuses on Identity Relevant Teaching Learning (IRTL). Using educational leaders such as Ghody Muhammad and her pedagogical equity framework around culturally and historically responsive literacy, our staff work to create inclusive learning environments. Our staff also began work with Universal Design for Learning (UDL) to find ways to increase student growth at the Tier 1 level.

With the work of our C3 teams, our staff have time to collaborate during the school day 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

Demonstrate that Advanced Placement and Advanced Learning are equitable in enrollment (within +/- 10% of total enrollment).

Superintendent

Compliant

Not Compliant

Board

Compliant

Not Compliant

Evidence: At ATW, LB, and SIS, advanced learning opportunities are available to all students through club offerings like the math team, Battle of the Books, Coding, and the Spelling Bee. For the purposes of this indicator, we reviewed data for the advanced placement math track in grades 7-8, which requires a recommendation based on classroom performance and other assessment data. At the high school, all students have the opportunity to enroll in AP classes during their Junior and Senior years.

	Total enrollment		(7-8) Advanced Math Enrollment			Total enrollment		(11-12) AP Class enrollment	
All students (grades 7-8)	430		137	32%	All students (grades 11-12)	323		231	72%
Male	233	54%	82	60%	Male	156	48%	105	45%
Female	197	46%	55	40%	Female	157	49%	125	54%
Asian	30	7%	14	10%	Asian	31	10%	22	10%
Black	39	9%	<10	---	Black	33	10%	12	5%
Hispanic	47	11%	<10	---	Hispanic	36	11%	20	9%
White	282	66%	98	72%	White	204	63%	161	70%
Multiple Races	32	7%	10	7%	Multiple Races	19	6%	14	6%
Multilingual Learners	11	3%	<10	---	Multilingual Learners	18	6%	<10	---
Students with IEPs	27	6%	<10	---	Students with IEPs	42	13%	<10	---
Economic Disadvantage	60	14%	15	11%	Economic Disadvantage	67	21%	40	17%

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.	<u>Superintendent</u> Compliant Compliant with Exceptions Not Compliant	<u>Board</u> Compliant Compliant with Exceptions Not Compliant
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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 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
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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 2023-24 school year include:

- 5K-5th grade implementation of the *Eureka Math² Curriculum*
- 5K-3rd grade implementation of the *95% Phonics Program* focused on foundational reading skills
- SIS and SHS staff implementation of courses in 7th grade Civics, The Ancient and Medieval Worlds, The Modern World, SHS Civics, AP Psychology, and a Dual Enrollment Economics course in partnership with UWM

Review process for 2023-24 K-8 ELA Curriculum Review process linked [here](#).

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

<p>Board Indicator 3 New and/or relevant programs have a review process that is conducted annually.</p>	<p><u>Superintendent</u></p> <p>Compliant Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Not Compliant</p>
<p>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.</p> <p>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.</p> <p>The data is communicated annually through District Goals and School Growth Plans and monitored using the District's continuous improvement process (100-day plans).</p>		

Board Comments:

<p>OE 9.6 Foster students' digital citizenship and information literacy, in accordance with District policy, the Student Code of Conduct and administrative procedures.</p>	<p><u>Superintendent</u></p> <p>Compliant Compliant with Exceptions Not Compliant</p>	<p><u>Board</u></p> <p>Compliant Compliant with Exceptions Not Compliant</p>
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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 (computers, the Internet, and digital devices, etc.) by students to engage with society on any level.
- *Information Literacy* shall mean students have the ability to locate, evaluate, and effectively use needed facts and/or data.

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

<p>Board Indicator 2</p> <p>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.</p>	<p><u>Superintendent</u></p> <p>Compliant</p> <p>Not Compliant</p>	<p><u>Board</u></p> <p>Compliant</p> <p>Not Compliant</p>
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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:

For Board Reference (9.3.1):

School Perceptions Student Survey Data (2020-2024)

	2020 (n=755) (scale 0-4)	2021 (n=821) (scale 0-4)	2022 (n=738) (scale 0-4)	2023 (n=702) (scale 0-4)	2024 (n=789) (scale 1-5)
I explore careers/jobs that may interest me after high school.	3.11	3.07	3.06	3.06	4.12
I believe what I am learning in school connects to the real world. (scale 0-4)	2.57	2.59	2.57	2.77	NA
Proxy question: I believe what I am learning in school allows me to use my own original	2.87	2.83	2.71	2.88	3.76

voice beyond the classroom. (this question is also monitored in the R3 - report)					
I get to do something I enjoy in school.	3.08	2.95	2.89	3.04	4.14