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 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.	Superintendent ==Compliant== Compliant with Exceptions Not Compliant	Board 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 <mark>Compliant</mark> 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 <mark>Compliant</mark> 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 <mark>Compliant</mark> 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 <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 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 <mark>Compliant</mark> 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 <mark>Compliant</mark> 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 <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 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 ==Compliant== 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 ==Compliant== 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 ==Compliant with Exceptions== 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 Compliant 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 Compliant 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 90% of students have opportunities to participate in elective offerings.	Superintendent <mark>Compliant</mark> Not Compliant	Board Compliant Not Compliant

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

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%) Tier Goals: Tier 1 = Universal Instruction (Target 80%) Tier 2 = Selective Intervention (Target 15%) Tier 3 = Intensive Intervention (Target 5%) Advanced Learning (Target 5%)	Superintendent <mark>Compliant</mark> Not Compliant	Board 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	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 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.	<u>Superintendent</u> Compliant Not Compliant	<u>Board</u> 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%

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 The process for identifying new and/or relevant programs is clear and understood by staff and administration.	Superintendent <mark>Compliant</mark> Not Compliant	Board 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 New and/or relevant programs have a multi-year implementation plan.	Superintendent <mark>Compliant</mark> Not Compliant	Board 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 New and/or relevant programs have a review process that is conducted annually.	Superintendent <mark>Compliant</mark> Not Compliant	Board 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 ==Compliant== 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 ==Compliant== 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 Foster students' digital citizenship, digital wellbeing, and information literacy, in accordance with District policy, the Student Code of Conduct and administrative procedures.	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 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 The District Technology Plan includes a portion dedicated to technology skill sets with an emphasis on digital citizenship and digital wellbeing.	Superintendent <mark>Compliant</mark> Not Compliant	Board 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 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.	Superintendent <mark>Compliant</mark> Not Compliant	Board 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: