

February 2008 Superintendent's Report

Mid Year Goal Update: My mid-year goal update is in the February Board packet and will also be posted in the administrator corner on the district website.

Snow Days: While DPI allows us to count 5 days for conference and inclement weather, they don't allow us to count conference time in the evening. This means we can actually have 5 snow days. However, they also require a set number of minutes which is highest at the high school level and lowest at the K-6.

After two snow days and one early dismissal day, we are out of time at the high school. I will propose at negotiations tonight that the high school goes a full day on February 20 and April 30 while the rest of the District has early release to make up what will likely be a snow day tomorrow (Wednesday).

If we need another snow day, the whole District will need to go to make up the day(s). This would mean we would need to go into the second week in June. We would not change the date of commencement. It will shorten summer school.

Custodial Super Stars: With over 50 inches of snow and counting, our custodial crew deserves special recognition for keeping our roads and sidewalks clear and safe. They are here very early in the morning sometimes as early as 3. When they finish snow removal, those on days dash right into the buildings to catch up on the morning cleaning they typically do when there isn't snow or ice to deal with. Joe Francis deserves special praise for keeping our equipment in working order and planning ahead for our ice and salt supplies – no small feat given the demand this year.

Congratulations Wrestler: Coach Rob Kostroun and his staff are to be congratulated on their excellent work with our wrestling team who won their third conference wrestling championship in a row. It all starts over now with tournament season ahead of us. A program like this is built over time. Parent groups and the middle school wrestling program share in the success of our students. Thanks to Butch Beedle, Pat Kelley, Andy Lehman and Rob for all their hard work.

Blackhawk Technical College: I have a meeting with Sharon Kennedy, new director of student learning at Blackhawk on Monday. It will be fun to share our wonderful facility with her. Eric Larson, President, will share information about how our graduates fare at Blackhawk at our March board meeting. BTC is making more of an effort to reach out to area high schools and do a better job of recruiting students right out of high school.

Levi Leonard Elementary School **School Board Report** **February 11, 2008**

BOARD THEME/CURRICULUM TOPIC: Mid-year Goals update

Updates are in italics.

1. We will make classroom modifications and introduce interventions as necessary such that students will progress by at least one grade level per school year as measured by universal classroom and standardized assessments and based on SAGE goals. Those students who are below their grade level peers will progress more than one grade level so as to eventually catch them up with their peers. We will keep in mind that not only is reading and math progress important for student

success, but so are creative expressions and various forms of problem-solving. *We have created a school wide list of interventions that can be used in the classrooms. This list is also used to document those interventions that are used for a child having difficulties. The 2nd grade teachers are comparing our curriculum and alignment document to Des Cartes to make sure that the Measures of Academic Progress (MAP) assessment does measure what is taught.*

- a. *Staff members will attend professional development focused on Response to Intervention (RtI) strategies and processes. Professional development was provided for the whole staff at the beginning of the year and again the morning of January 21. In addition, several staff members have attended workshops and conferences addressing RtI.*
 - b. *Math interventions in particular will be the focus, since we already have reading/language arts interventions available. Resource and counseling staff have created two groups who meet outside of regular classroom math classes to receive support. This is difficult since both staff members also have other duties and meet with students to meet other needs as well.*
 - c. *A system for monitoring accommodations and interventions, as well as student progress will be developed. At this time we are working on this aspect; staff members have learned about Progress Monitoring but we will need to set up consistent criteria and commonly used "probes" or short assessments to measure student progress. Two Professional Learning Teams are researching probes.*
 - d. *Inclusion for special education students as appropriate, at all grade levels, will be explored, continued and sustained. Wherever possible, special ed students are included with their peers. They are fully included for science, social studies, art, music, and physical education. Language arts, reading, math and spelling depend on the individual needs of each child in special education. Special ed and regular ed staff keep in communication to provide for student needs.*
2. *We will continue to improve school climate by teaching and modeling for students respectful behaviors. Student referrals to the office for behavioral reasons will decrease by 10% in comparison to the 2006-7 school year. As the Character Education Learning Team develops recommendations and action plans, these will be implemented by school staff. We are continuing our True Blue Character Education program. This program results in our counselor and teachers teaching students specific character traits through literature, classroom activities and role-playing. In the second semester, specific students are recognized for showing those character traits. They are given certificates and their picture is displayed in our front hallway. In the lunchroom, we are just beginning a trophy and treats incentive – first grade students who show the best manners and clean up well after themselves are given a trophy and a treat on Fridays. Finally, the Peace Project initiated by Theresa Tolan has highlighted peaceful behaviors and global awareness for our 1st graders as they experienced behaviors, strategies, songs, dance and a poster project to promote world peace. All of these efforts have resulted in somewhat less behavioral referrals than usual by this time of year, but I hesitate to claim success until a better analysis can be done at the end of the school year.*

ANNOUNCEMENTS/UPCOMING EVENTS:

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| February 6 | 3:15 SIT meeting in LLE resource room |
| February 12 | Three performances of <u>Boomerang Jack and the Unseen Green Machine</u> in the Grove Campus Cafeteria |
| February 13 | K-12 curriculum meetings |
| February 14 | Mentor meeting |
| February 21 | 3:20 Combination staff meeting: TRIS/LLE, drug information from the Evansville Police Dept. in the TRIS LMC
5:30-6:30 2 nd Grade Folk Fest in Ms Beedle and Ms Mohns' classes. |
| February 26 | 6:00PM Kindergarten Orientation for Parents in Grove Campus Cafeteria |

February 29 EC Screener
March 5 3:15 SIT meeting in LLE resource room
March 6 5:00 PM 1st Grade Concert at the High School PAC
March 7 1:00 PM 1st Grade Concert at the High School PAC
March 11 3 shows on Pond Life

Please join us for any of the above events or drop in to visit and talk with students and staff. You are always welcome!

Respectfully submitted;
Lou Havlik,
Principal

Theodore Robinson Intermediate School
School Board Report - Vicki Lecy-Luebke, Principal
February 11, 2008

Focus: Midyear Goal Update

Goal: We will develop a philosophy of inclusion by the end of the school year in order to meet the needs of our students who receive special education services.

In order to reach this goal we have sent eleven teachers to inclusion workshops over the past two years. This information was shared at staff meetings with the entire staff. Three of these same staff members also visited a school in Brodhead last year. Resource materials have been purchased through our LMC and those have been shared with staff. At a staff meeting in January the staff met in small groups to look at team teaching and how much inclusion existed in our building already. Beliefs about inclusion were shared in small groups and then with the larger group. Some common beliefs include:

- ❖ the extent of inclusion depends upon the situation and the student
- ❖ common and adequate planning time is essential
- ❖ adequate staff support in the classroom is necessary
- ❖ include students in the regular classroom when possible

Goal: 100% of our students will be able to use and apply technology to problem-solving and critical thinking skills by the end of the school year.

Students are given many opportunities to conduct research via the computer, in all subject areas. Many websites are made available to them. For example, Gail Guenther has her fourth grade students go to an internet site to look at the phases of the moon each day. They also frequent the State Historical Society site, which is interactive. Keith Miller's fourth graders use their deductive searching to find "Where in the World is Jessica Doyle?" each week. At all grade levels in the intermediate school, students are knowledgeable about a variety of search engines. Instruction is provided to help them apply those critical thinking skills to their investigations.

Goal: 100% of our students will be able to indentify five character traits (compassion, responsibility, honesty, sportsmanship, respect) and what they mean.

Our character ed learning team provides outstanding leadership in this area. Each month, teachers are provided with information and activities centered on a particular trait. A method called "circling" is an activity that promotes positive relationships and a feeling of community within the classroom. "Rah Rah Robinson" megaphones are awarded to students who display these positive traits; they are recognized schoolwide.

Professional Development

Two fifth grade teachers, Stephanie Johnson and Kim Wollinger, recently attended the workshop “Podcasting for Educators.” This definitely will support our technology goal. Deb Miller, physical education teacher, and Dana Lindsay, physical therapist, attended the workshop “Improving Fitness and Function for Children with Special Needs.” This directly relates to our building goal of inclusion.

Celebration

Ethan Hammill is the winner of the Theodore Robinson Geography Bee. Ethan is a fifth grader in Forster/Smith’s homeroom. Tyler Streber came in second place and immediately walked over to Ethan and shook his hand! What great sportsmanship!! Thanks to Teresa Doyle and Stephanie Johnson for coordinating this new program.

Six fifth graders represented our school at the regional Math 24 meet in Sun Prairie. They were Kevin Brandt, Riley Miller, Chantel Roberts, Thomas Allen, Zach Wells, and Zach Cresswell, with Ellie Wollinger as the alternate. Riley Miller earned the 5th place trophy!! Thanks to Teresa Doyle for all of her work with these students.

Announcements

Parent conferences will take place February 19.

Our fifth grade concert will be February 21.

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Staff Development

We spent our staff development day working with Map (Measure of Academic Progress) data with Ruth Robinson from the Janesville School District. Teachers also worked on attaching assessments to their web sites to help parents find missing homework sheets.

Goals:

We will not receive WKCE (Wisconsin Knowledge and Concepts Exam) data or MAP Data to measure goal progress until the end of the year. However, Ms. Robinson who has worked with Map data for the past five years in Janesville informed us that most schools use the mark of 50% of students reaching academic progress as “doing well.” Our target goal was set much higher (70%) but we understood that this mark will have to be reset depending on the results we receive at the end of the year.

The reading and language arts teachers have not completed creating benchmarks for our Six-Trait writing scores as of this date. Ms. Ferrell has assured me that creating benchmarks will be moved to the front burner this month.

As for the attendance goal we are looking at benchmarks from last year at the same time to compare data. Currently we have fewer students missing large number of days. We currently have six students who have missed more than 20 days. All of these students have missed for medical reasons. They also fall in line with our current attendance policies. We also reviewed a sample of our students from last year who

missed 20 or more days last year. Six out of seven have fewer absences this year than last year. We have one student who increased absenteeism compared to last year at this time and one of these students is currently reviewing the option of attending virtual schools for next year.

We are currently reviewing attendance at our Building Intervention Meetings. Our “At-Risk” coordinator is also working with students and families with frequent attendance issues.

Celebration:

We had 153 students attend our PTSO fun night. This was a large increase over last year. The event was co-sponsored by PTSO and Student Council.

*Evansville High School
Report to the Board of Education
February 2008
Submitted by Jamie Gillespie, Principal*

Mid-Year Update on Goals

Goal #1: By the end of the 2007-08 school year, 90% of our 10th graders will have scored proficient or advanced in reading on the WKCE.

This is a continuation of the goal we began working on in 2006-07. We will continue to provide professional development on content-area reading and to provide instructional resources to teachers.

Update

We have three teachers who are attending training throughout the school year in content-area reading strategies. These teachers will be resources for all staff members for reading instruction and strategies in the years to come.

Goal #2: By the end of the 2007-08 school year, we will have identified how we will document respect as demonstrated by students at EHS.

This goal has been identified as a need based on teacher observations and an overall feeling that our students need to develop more tolerance for diversity. Although the Hispanic Community Project (HCP) has been helpful in increasing our students’ understanding of Hispanic cultures and in helping Hispanic families feel welcome in our community, many of our students have not generalized that idea of welcoming people who are different in other ways, such as people with disabilities, people of different ethnicities (other than Hispanic), and people with different sexual orientations.

Once we have determined how to measure evidence of respect, we will set a goal to increase the number of times our students demonstrate respect.

Update

Although we have not yet determined how to measure evidence of respect, we have begun to discuss how we will measure our success, in general. We will identify ways to measure evidence of respect by the end of the 07-08 school year.

We will also revise our goal to read, “By the end of the 2008-09 school year, we will have documented evidence of respect as demonstrated by everyone at EHS.”

Prom

The Prom Committee of the Class of 2009 has decided to hold its prom at an off-campus location. This is the first time in about 10 years that a class has made this decision. The Prom Committee held several meetings throughout the first semester that were open to all members of the Class of 2009 to discuss and plan for prom. The Committee came to its decision after much discussion and a meeting with students from Mukwonago High School, a school which has held off-campus proms for over 20 years. I am proud of the work the Committee has done. The coronation will still be held at the high school, in the PAC. After the coronation, the students will all board coach buses to ride to the prom. The prom ticket cost will include dinner, dance, portrait, and favors. All students must ride the coach buses if they wish to attend the prom. The dance will be from 7:30 to 11:30. The buses will return the students to the high school around midnight. The location has not been determined yet.

Evansville Community School District Student Services School Board Report February 11, 2008

Update on 2007-2008 Goals

- ✚ General and special education staff (emphasis at K-5) will continue to receive training in Response to Intervention (RtI) and Progress Monitoring in the efforts to increase the number of research-based academic and behavioral interventions for students and decrease the number of special education referrals resulting in non-qualification for services under the Individuals with Disabilities Education Act (IDEA).**

Lou Havlik and Steve Feeney have engaged staff in training during the August and January professional development days. In between those full days, at the elementary school, RtI has been the topic of study for at least one PLC Learning Team and several staff meetings. Mr. Feeney is also providing on-going professional development at the intermediate school as those teachers work with individual student situations. Our district prevalence rate for students with disabilities has dropped below 16%, but that is due to multiple factors. We are NOT finding some students eligible for special education under IDEA due to their response to interventions; however, we have found students eligible who have not responded to tiered interventions. We also have an ever shifting population with students moving in and out of the district.

We are confident in our tiered reading interventions. We do need to undertake significant work in researching and implementing tiered math interventions as well as tiered behavioral interventions.

- ✚ The K-12 counselors will complete the new Wisconsin Comprehensive School Counseling Model Level II training.**

The counselors completed Level II training on December 14, 2007 along with the counselors from the Milton and Edgerton School Districts. The other full days of training were September 21 and October 19. The Level II training focused on curriculum and consisted of 11 sections: content topic themes and corresponding benchmark standards, scope and sequence, a curriculum benchmark standards crosswalk, curriculum mapping, unit guides and lesson plans, implementation and plan of action timelines, professional development, student and parent conferencing handbooks, advisory committee handbook and resource guide, and a (draft) individual learning plan. While much work was done during the course of the 3 days of training, there is much work yet to be done. The planned implementation of this new

model spans 3 – 5 years. The counselors are planning on forming a Professional Learning Community Learning Team to allow them built-in collaboration, learning, and work time during the 2008-09 school year. They will also submit summer curriculum work proposals.

- ✚ **The Early Childhood (ECH) team will implement a play-based 3-yr old screening model to replace the current process that is based on the components of a formal assessment tool.**

Members of the ECH team formed a Professional Learning Community Learning Team during the 2006-07 school year to study research, gather data, gather information and materials from other school districts, and visit screener days in other districts. That same PLC, with added professionals, continued their work this fall. We implemented our first play-based screener on October 12, 2007 and will be holding our second screener of the year on February 29. After the October screener, we met on two occasions to review, revise, and retool for February.

As part of this goal, we are sending the *Ages & Stages Developmental Questionnaire* to all the parents in our district as their children turn 3. Hopefully, this developmental questionnaire will be of assistance to parents and alert the district to any children who may need early intervention services. We consider it both service and outreach to parents.

- ✚ **The K-12 special education team will continue to analyze and use data (WKCE, MAP, and individual formalized assessment results) to drive IEP goal development and student placement decisions.**

While the K-5 staff is involved with our Response to Intervention training, the middle and high school special education teachers meet regularly (high school – weekly and middle school – every other week) to discuss programming and individual student progress/concerns. Data has become a vital component of those discussions and consequent decisions. For instance, at one of the middle school meetings, we talked about the interventions provided to each student who scored below the 25th percentile in reading on the fall MAP administration. That discussion resulted in the revision of services for some of those students.

Professional Development

On January 22nd and 23rd, special education teachers Rya Stewart (MS), Kim Katzenmeyer (HS), and Carolyn Mills (HS) attended the Wisconsin State Transition Initiative conference. This conference focuses on multiple aspects to support school personnel in meeting the IDEA transition requirements. It is considered to be one of the best conferences on this topic in a multiple state region. All three ladies are sharing what they have learned and have even implemented some changes in practice to better meet student needs.

On Tuesday, January 29th, Julie Mandli (Physical Therapist), Dana Lindsay (Physical Therapist), and Deb Miller (Specially Designed Physical Education) attended a workshop that focused on physical education, exercise, and increasing participation and outcomes for students with disabilities in the school setting.

Announcements & Upcoming Events

February 4 – 8	National School Counseling Week
February 6-8	Wisconsin Council of Administrators of Student Services Annual Winter Conference – Appleton
February 11	K-12 Student Services Meeting Lt. Art Phillips – Drug Identification

February 13 K-12 Special Education Meeting
February 19 Evansville Community School District hosts:
Rock County Choices for Life – Provider Fair
for students with disabilities and their families
EHS LMC – 5:30 – 7:30 PM
February 21 **Project Summer – World Café**
Real Coffee – 6:30 – 8:30 PM
Respectfully Submitted, Krista Jones, Director of Student Services

MEDIA AND TECHNOLOGY GOALS REVIEW FEBRUARY 2008

Goal 1: *Continue to improve technology integration at the Intermediate and Middle School Levels.*

- At the beginning of the school year, all staff participated in professional development activities that focused on 21st Century Skills and technology integration. Activities included Podcasting and SMART Boards, blogging and Web 2.0, Online learning with Moodle, and other collaborative technology integration ideas. Since then, online communication has taken off at the high school level. Teachers are discovering that the students communicate well in an online environment, and are seeing top-quality discussions going on in their online classroom forums.
- Four teachers in grades 8-12 are participating in a year-long project on developing technology-rich units that promote higher-level thinking skills. The main focus in this group is the use of technology beyond show and tell, and using online communities to collaborate and communicate.
- SMART Boards are appearing throughout the district; the latest in the High School Foreign Language Department. The interest in SMART Boards and Podcasting has been outstanding this year, with 30 teachers attending sessions at CESA on these new technologies.
- More teachers are using technology as a seamless tool for learning (rather than as an event), and students turn to various applications in technology when it is needed, such as using email, collaborating online, developing presentations, solving problems using data, and developing written work.

Goal 2: *Introduce and Implement 21st Century Skills.*

- 21st Century skills have been the major focus in all areas this year. A major area in 21st Century Skills is technology, as we are now a technology-driven society. But in addition to needed technology skills, students must develop higher-level problem solving skills, collaborative skills, life skills, and more. In addition, assessing students in the 21st century is much different than in the past. There is definitely a shift in our school environment as students use technology seamlessly as a tool for communicating and collaborating.

School Board Report
February 4, 2008

ACADEMIC ACHIEVEMENT/PROGRESS ON LEARNING GOALS:

- January Attendance Rates
 - 93.65 (**2007 = 92.65**)
 - 93.65 + Excused Absences = 98.95(**2007 = 98.37**)
 - 01.05 Unexcused Absent (**2007 = 01.63%**)
 - 1 Habitual Truant Referral (**2007 = 1**)
 - **Total Habitual Truant Referrals 2007-08 school year = 4 (2006-07 = 5)**

- January Discipline Summary
 - 93 (**16.8%**) Discipline Referrals (**2007 = 120, 21.3%**)
 - 6 (**2007 = 8**) Students Suspended Out-of-School = 11.00 Days (**2007=7.25**)
 - 7 (**2007 = 9**) Students Suspended In-School = 5.50 Days (**2007 = 7.25**)
 - 95 % of students receiving attendance related detentions served their assigned detention(s) in January (22 attendance related detentions/1 no shows).
 - 1 (**2007 = 2**) Student received a truancy citation referral in January.
 - **Total of 3 (2007 = 6) students have received a truancy citation referral in the 2007-08 school year.**

ANNOUNCEMENTS/UPCOMING EVENTS:

- EHS will be hosting a Boys WIAA Division 3 Regional Final game on Saturday, February 23, 2008.
- EHS will be hosting the Girls WIAA Division 4 Sectional Semi-Final game on Thursday, March 6, 2008.
- Spring Sports meeting will be held on Tuesday March 4, 2008 in the high school gymnasium.
- Spring Sports Begin:
 - Boys/Girls Track- Monday, March 3rd
 - Girls Soccer – Monday, March 10th
 - Girls Softball – Monday, March 10th
 - Baseball – Monday, March 17th
 - Golf – Monday, March 24th