

November 12, 2007 Superintendent's Report

21st Century Themes

As you will read in the principal's reports, the 21st Century Themes are:

- Global Awareness,
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Thinking about these themes as an administrator and your role as board members, I believe these themes do a nice job of capturing important aspects of our responsibility to our students and our community. We need to keep our eye on the world we are educating our students to be part of. As we approve and improve courses and curriculum we need to ask ourselves if these changes will help prepare our students for their future in our local, national and global society. As a district and as board members, the importance of Financial, economic, business and entrepreneurship are assuming greater and greater importance. Our Buildings and Trades House, Plant Sale, School Store and Co-op programs provides some hands-on experiences for our students. As administrators we are continually seeking grant opportunities to get new programs off the ground or supplement programs we already have. As board members you understand the value of civic literacy and responsibility. You give generously of your time and talents because of your sense of duty and knowledge that your skills and interests can make our school district better for all. Health literacy encompasses physical and mental wellness, good personal health habits and safety. Our community expects that at the most basic level it is our responsibility to provide a safe and healthy environment for our children and in our schools. This is a daunting list of responsibilities which you, as board members, work hard to create for our community. Thank You!

Long Range Facilities Plan: Plunkett Raysich will be at the board meeting to give us an overview and suggestions for what our next steps should be. I have asked for specific examples of similar communities they have worked with. From their presentation, Buildings and Grounds should be able to make recommendations to the full board as to how to proceed. Their recommendation based on work in other districts is a committee of 20-25 with board members as ex-officio/observers.

Program Based Budgeting: We are a bit behind last year's schedule, although this year's process should be a little less time consuming. Due to the lateness of the state budget we weren't able to get the figures together for the groups. We have also made some changes to the process based on last year's experiences including more involvement on the part of the Administrative Team and the Board up front in setting priorities. Last year, due to the enrollment increase we had about \$477,805 to distribute once increases in fixed costs were allowed for. \$89,512 went to the District to increase the capital projects fund. The rest (\$388,393) was allocated to the sites based on a five year average of enrollment changes. In general, this allowed buildings to catch-up with needs based on increasing enrollment. Given that the middle and elementary enrollments will be flat or slightly lower two years in a row, a much smaller amount than the \$388,393 appears to be needed to finish catching up the high school and intermediate schools increased enrollment. This should leave money to address the District level needs that could not be addressed last year. Finance Committee will meet on Monday at noon to review the budget assumptions and Administrative Team recommendations. The Finance Committee will discuss these and make recommendations that evening for the full board to consider.

Principals are inviting committee members for each site. We are looking at Monday, December 3 from 7-8:30 p.m. for orientation and training for all PBB members.

Board Goals: Attached is an updated draft of the Board goals. Included are the relevant building goals. Each goal should have a measurable target and/or date by which it will be completed. We will discuss these at the meeting.

School Forest: Last spring we finally were approved to have a school forest. This designation allows us to apply for free trees and shrubs as well as a variety of grants. A small group met on October 25 to begin planning. In general the area involved is the Grove/High School campus area. Generally work and planning would involve the boundary areas as well as the area around the detention pond and the CCC camp area. An order for trees (tiny ones) has been placed and the area where they will be planted in the CCC area sprayed.

Assembly Testimony: I had the privilege of testifying before an assembly committee on Assessment held Monday, October 29. A copy of my testimony is attached. I testified at the end of the day after listening to the Department of Public Instruction, The North Central Association, The Federal Department of Education representatives and administrators from Green Bay and CESA. It was a worthwhile day with common themes emerging about the different purposes for assessment and how we might be able to achieve those purposes more effectively.

Presentation: Congratulations to Kelly Mosher for her presentation at the Wisconsin Association of Administrative Assistants. She presented on helping new superintendents transition to the district.

Thank You: I would like to offer our sincere thanks to the Grove Campus PTO for a highly successful Jack O Lantern Jamboree. They moved the date up a week and the attendance seemed to be higher than any of these events I have attended previously. They also significantly increased the net results which will benefit our students in many ways! Many thanks also to Marcia and Larry Dobbs, James Kvalheim and all of the other volunteers that made the Soybean Festival such a success. We had visitors from all over the region as well as many locals in attendance. Our middle and high school FACE programs received some much needed equipment for their programs for their winning Cook-Off entries.

Main Street Dedication: Friday and Saturday, November 16 & 17 will be the dedication of the bricks on Main Street. Our students will be participating through performance as well as displays of student art work. Please watch the paper for details.

Testimony Regarding Growth Models for Student Assessment

Thank you for the opportunity today to share with you my concerns about the Wisconsin student assessment process and an alternative that I believe helps us do a much better job of meeting the needs of our students and staff. I am Heidi Carvin, District Administrator for the Evansville Community School District and, due to budget cuts, also the Curriculum Coordinator for our district of 1800 students. The Evansville Community School District is in its third year of phasing in a growth assessment, the Measures of Academic Progress (MAP), produced by NWEA a non-profit consortium of school districts. You have heard some general information about this assessment. I would like to share in more detail, how this assessment is helping us meet student needs. We will test approximately 1000 students on this computer-based, individualized assessment this year. We wanted a tool that could help us do a better job of improving student learning. Because it is aligned with state standard areas, MAP helps us target our instruction more carefully based on student needs. It tests all standard areas every year. The WKCE does not.

How are we using the results of a growth model assessment?

- Plan individual and classroom goals:
 - Teachers work with their class to celebrate areas of strength and select areas to work harder on related to each tested subject area and state standard strand. For example Mathematical Processes might be a strength for the class and Geometry an area to work harder on. The students identify any additional areas they have to celebrate or work on and set individual goals.
 - Teachers work within and across classrooms to group students using the Descartes Learning continuum to help students achieve those goals. The continuum lists skills students should be confident in, need to lock in, and need to strive towards based on their individual performance. Teachers use the continuum to group students and plan lessons.
 - This can all be done within a week of completing the testing.

- Parents get annual reports that show their child's results from grade 2 onward and how the student compares to others in the district. The results can be compared from year to year in a meaningful way, unlike the WKCE scores.
- NWEA's 2005 Norm study of 2.3 million students resulted in a growth index which can be used to evaluate individual student growth and the value added by a school.
 - In the second year of implementation for a grade level, we set target goals that in general move the class 5-10% higher annually until at least 60% of students reach their growth goal. 60% places their performance at about the top 90% nationally. Smaller goals will be set thereafter.
 - Growth Norms provide a realistic picture of how much our students need to learn.
 - Growth Norms give us a national comparison to determine if we are adding value.
- Within a few days of completing our fall testing, we were able to identify those students who were unlikely to be proficient on the WKCE and what skills they need to work on.
- MAP shows if we are improving instruction over time: In the fall of 2006, 41 of our Fourth graders were below the 50th percentile. As fifth graders only 18 remained below the 50th percentile.

Final Thoughts: The WKCE testing is a diversion. Its only valid use is to get a measure of the district's performance. Data come too late to be of use to teachers. WKCE Advanced and Proficient levels are set quite low. WKCE isn't a target to aspire to but rather a floor to get by on. WKCE, because of No Child Left Behind, has become politically driven. Growth models are student and school driven.

The MAP test/growth models are a real tool for the district, teachers and students to set goals, focus instruction and improve academic performance.

Attached is an example of the information teachers receive to plan instruction based on student results. There is a concern that the MAP has not been proven to be aligned to state standards. No test can test all standards. I would find it hard to believe that there are any standards on the Descartes Continuum that we do not want our students to learn or that are not included in our state standards. I encourage DPI and NWEA to complete an alignment study and provide this option to our students, families and teachers.

Respectfully submitted by Heidi Carvin- District Administrator 10/29/2007

Levi Leonard Elementary School
School Board Report
November 12, 2007

BOARD THEME/CURRICULUM TOPIC: 21st Century Theme

There are four emerging content areas that are typically not addressed in schools that are critical to success in communities and the workplace. They are:

- ❖ Global Awareness
- ❖ Financial, economic, business and entrepreneurial literacy
- ❖ Civic literacy
- ❖ Health and wellness awareness

These content areas are addressed in various units at the elementary school.

Global awareness permeates many of our literacy units as children read stories from many countries. Social studies units on varying communities and equity also address global awareness. This year, Ms Fritz has also begun an early morning story time called "Stories of Many Colors."

Financial literacy is addressed in our math units on money. Children learn the value of each coin, how to count money, and use real money in problem-solving through opportunities to spend and/or save money.

Civic literacy is addressed in social studies classes through units on fire safety, community partners and friends in our community. Service learning projects such as cleaning up the playgrounds and neighborhood and planting flowers in the park encourage students to take care of their community.

Health and wellness awareness is addressed in social settings such as lunch and recesses, physical education classes, science and social studies units on dental and other physical health needs, our Life Skills classes conducted by Marilyn Brink, and in the After School Club.

All of these units address the four areas at a very introductory level. As children grow and their learning becomes more complex, they need to continue to have these strands infused in their daily lessons and at home.

STAFF DEVELOPMENT:

Penny Viken, Terri Belz, and Deb Fritz attended a workshop on Dyslexia on October 12 and 13. Sandra McClellan, Terri Belz, Lindsay Reese, Mary Beth Anderson, Shawn Dunphy, Thayer Sauer and Sarah Heissner will attend a workshop on Autism on November 30. Many of our staff attended WEAC on October 25. I attended AWSA on October 25 and 26.

CELEBRATE!

Congratulations to Michelle Klopp for presenting at the WASCED Conference on October 5 and at the WAEA Conference on October 25. Congratulations to Marilyn Brink who will be presenting at the New Wisconsin Promise Conference in January and the American School Counselors Association (ASCA) Conference in June. We appreciate the great representation of our district and sharing of expertise!

Congratulations to Sarah and Jack Champeau on their new daughter; Lyla Rachel Champeau who was born October 27, at 7 pounds, 12 ounces and 20 inches long.

Levi Leonard Elementary was presented with a check from the Exxon Mobil Educational Alliance program on October 31 to support the Grove Campus After School Club. Nicole Huff presented the check from the Brodhead Mobil "Goodspeed Gas 'n Go." This grant is one of 4,000 available to schools across the country served by Exxon or Mobil Stations.

ANNOUNCEMENTS/UPCOMING EVENTS:

November 5 and 6	Parent/Teacher Conferences 3:00-7:00 PM
November 7	Early release Day/Compensation ½ day for elementary staff
November 8	Ms Oakeson's class Pet Show
November 9	Kindergarten Field Trip to Irving Young Auditorium
November 29	2 nd grade Concert 7:00 PM
November 30	2 nd grade Concert 1:00 PM

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
November 12, 2007

Curriculum Focus: 21st Century Theme

In the Framework for 21st Century Learning, it states that certain content areas typically are not emphasized in schools today. These areas include: global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy, and health and wellness awareness. It is our intent to become more

aware of these areas and we have taken steps to increase our involvement. The fifth grade team will be meeting with Theresa Tolan to undertake a Peace Project which will increase global awareness through student communication with kids in other parts of the world. Sally Feeney's Agricultural Leadership trip to India will provide one of those connections. Marcela Tyson's connections to Argentina will be yet another one of the several that Theresa will use. Another idea in the works is to enlist our fourth and fifth grade students in the National Geography Bee, a program designed to encourage the teaching and study of geography. To increase business and economic literacy, we are hoping to become involved again in the Junior Achievement Program. Our organizers are still seeking volunteers to come into the classrooms for a one week lesson. We also have a school store that is run by fourth graders who handle purchases and make decisions on which products to buy. Deb St. Aubin trains these students beforehand and provides a work schedule that the students must follow. Civic literacy is addressed in social studies and reading curricula. Health and wellness awareness is addressed regularly in a variety of ways. Teachers explain healthy snacks that students can bring to school, our food service program has focused on healthy eating habits, and our phy ed staff teaches students how to maintain a healthy lifestyle.

Professional Development

At our last School Improvement Team meeting, staff members shared what they gained either at WEAC or through the work on their project proposals. Teachers reported on active learning strategies, math activities for struggling learners, science curriculum, and school forest progress. Becky Ludeman and I will be attending "Professional Coaching for Leaders" this month to help us increase our skills and those of our mentors. Also this month, a group of us will attend "Strengthening Your Inclusive Classroom" to support one of our building goals.

Celebration

Allison Ojeda and her class raised \$675 for the American Cancer Society. Over the past four years, she and her students have raised \$3,270.30 through Coins for Cancer.

Thirty nine students completed their peer mediation training in October. **Deb Arnold, Steve Feeney, and Gail Guenther** have been responsible for this training for several years and they did a fantastic job.

We have so many staff members who are willing to offer enriching experiences for students beyond the school week. **Teresa Doyle** will be meeting her fifth grade book club members at Monona Terrace on November 11 to meet the author of a recent book they read, *The Wright 3*. The author Blue Balliett will lead a discussion with student participants. Students will then be invited to take a self-guided tour to explore the Frank Lloyd Wright architectural features of the Terrace. **Renae Smith, Nancy Chritton, and Kim Sperandeo-Wehner** accompanied more than 30 students on a science club fieldtrip one Saturday morning to Larson Acres and Tipi Produce. The students toured the 3500 acre dairy farm and learned about the many different buildings and facilities. At Tipi they learned about organic farming and how important the biology of soil is.

Announcements

The 4th grade concert will be held on Thursday, November 15 at 10:00 a.m. and 7:00 p.m. in the high school Performing Arts Center.

J.C. McKenna Middle School

307 S. First Street
Evansville, Wisconsin 53536
608-882-4780
FAX 608-882-5744

Staff Development

Two staff members and the middle school principal from McFarland will visit our school on November 12, 2007. They will give a practical perspective on implementing restorative practices in our building. In addition we are working on using and understanding Map scores to improve student achievement. Much of the in-service will be dedicated to exploring individual student results and the teacher support material provided via Map testing.

21st Century Theme:

We are currently working to implement more “school to work” opportunities in the middle school. One of the areas we feel can help provide this information to students is via our keyboarding/technology curriculum and business education.

The social studies department is reviewing curriculum and knows it must work on improving economic education in the middle school. Currently students are introduced to economic influences when they study physical and cultural geography in grade eight. We also teach government in 6th Grade Social Studies, however I have asked Mr. Beedle to work in examples of legislation that impacts any of the units he teaches. For example when teaching about the rainforest he can discuss the passage of legislation that limits the number of wild animals that can be imported into the United States.

Eighth grade students had to create a culminating presentation for the end of the year on public issue topic. Students had to document their research, present statistics, create charts, and an art project. The concept is for students to use all of what they have learned in the middle school to prepare them to make a difference. Many high schools across the country are using the same concept when they have students create a senior project. This is a model program for teaching 21st Century Skills.

Celebration:

The PTSO is off to a good start this year. They are currently working on a fundraiser to provide money for outdoor recess equipment and a treadmill or other appropriate fitness equipment that will benefit students with special needs.

Beth Oswald received the Wisconsin Teacher of the Year Award! Congratulations Beth! She will attend a number of conferences and speaking engagements during the next few months. I will ask Beth to keep the board apprised of her experiences for the remainder of the school year.

Leslie Ferrell, Cathy Kruckenberg, and Beth Oswald presented at the Wisconsin Middle School Association convention. They demonstrated a number of reading and learning strategies teachers can use on a daily basis. The sectional was well attended and the ladies did an outstanding job. All three presenters wish to thank the board for the opportunity to present at the convention.

*Evansville High School
Report to the Board of Education
November 2007
Submitted by Jamie Gillespie, Principal*

21st Century Theme

The Partnership for 21st Century Skills has created a Framework for 21st Century Learning, which we used last year to help us create our mission and vision statements (see below). The

Partnership includes organizations such as Adobe Systems, Apple, the Corporation for Public Broadcasting, the Educational Testing Service, Intel Foundation, Microsoft, and the National Education Association. They have come together to help schools understand the skills that will be most important for our students to have in the near future. Our teachers are all aware of the Framework and the Career and Technology Education Department has made it a goal this year to identify where in their curricula these skills are taught. If they find that any of the skills remain untaught or under-taught, they will make recommendations for curriculum revisions.

Last spring, the New Commission on the Skills of the American Workforce created a report published by the National Center on Education and the Economy. The report included ten recommendations for the federal and state governments which the Commission believes will allow workers in the U.S. to remain competitive in the rapidly changing global economy. If you would like to see the Executive Summary of the report, you may visit the Center's web site at www.skillscommission.org

EHS Mission and Vision Statements

Mission - The Evansville High School community works together for success while learning to live responsibly and respectfully in a changing world.

Vision - Evansville High School community members will:

- build a strong academic foundation in our students in the subjects of English, math, science, foreign languages, social studies, the arts, and career and technical education;
- impart to our students the importance of global awareness, financial literacy, civic literacy, social responsibility, and health and wellness awareness;
- build employability skills in our students through the development of critical-thinking and problem-solving skills, communication skills, creativity, information and media literacy, collaborative skills, leadership skills, ethics, and adaptability;
- use the best instructional practices recognized by our professional organizations and peers; and
- collaborate with each other, our district-wide colleagues, the families of our students, the Evansville community, and post-secondary institutions

Celebrate

Diego Ojeda presented again at the fall conference of the Wisconsin Association of Foreign Language Teachers (WAFLT). His sessions are among the most popular presentations at the annual conference and he is a highly valued member of WAFLT. Congratulations, Diego!

**Evansville Community School District
Student Services Board Report
November 12, 2007**

Krista R Jones, Director of Student Services

Topic Focus: Poverty & Homelessness (Update)

Poverty is defined as a lack of income or resources to meet the basic needs of life. More broadly, it can be seen as a lack of opportunities, access, assets, or means to meet physical needs, participate fully in the life of one's community, or strive to fulfill one's potential. More than 1 in every 10 Wisconsin residents falls below the official poverty threshold set by the federal government - \$19,350 for a family of 4. The

National Center for Children in Poverty has published research suggesting that, on average, families need an income of at least twice the federal poverty threshold to meet their basic needs.

It is a reality in Evansville that families and children become homeless due to poverty, a lack of affordable housing, changes in employment opportunities, domestic dysfunction, and personal tragedy.

In 2001, as a component of the **No Child Left Behind Act**, congress set out educational rights and responsibilities to children and youth who are experiencing homelessness. The enforcement of these rights and responsibilities is set forth in the McKinney-Vento Homeless Assistance Act. Under this act, each school district is required to designate an appropriate staff person as the district's Homeless Liaison. Under McKinney-Vento, the district must ensure enrollment and access to any of the educational services and programs available to all other students in the district. In short, the district cannot discriminate against students who are defined by this act as homeless.

The McKinney-Vento Homeless Act defines homelessness as, "lacking fixed, regular and adequate night-time residence." This includes children and youth who:

- are "doubled-up"; sharing housing (grandparent, relative, friend) due to economic hardship;
- live in domestic abuse shelters, emergency shelters, or transitional housing;
- teens who "couch surf"; temporarily staying at different friend's homes;
- are runaway youth;
- live in motels, hotels, trailer parks, or camping grounds;
- are waiting foster care placement;
- live in cars, parks, public places, substandard housing, abandoned buildings; and
- migrant children who qualify as homeless because they live in the above circumstances.

The following table provides you with an update on both the poverty rate and number of homeless students in the Evansville Community School District beginning with the 2004-2005 school year.

	District Poverty Rate*	Homeless Students
2004-2005	243/1668 = 14.56%	1
2005-2006	231/1684 = 13.71%	9
2006-2007	262/1843 = 14.22%	8
2007-2008	338/1795 = 18.83%	7 (as of 11/02/07)

*As determined by Free/Reduced Lunch recipients

Professional Development:

On Friday, October 19th, the district counselors attended their second full day of Level 2 training on the new Wisconsin Comprehensive School Counseling Model. Our work between now and the last day of training in December will focus on curriculum mapping and the discussion and preliminary work to establish a K-12 Counseling Program Advisory Committee. The Wisconsin Comprehensive School Counseling Model Student Content Standards were approved at the state level on October 15th.

Celebrations/Gifts:

On Monday, October 8th, the Knights of Columbus presented a check for \$3,294.92 to the Evansville Community School District to supplement our programs and activities for students with disabilities.

Appreciation has been expressed through written “thank yous” to the Knights of Columbus chapter directly and a public acknowledgement in the *Evansville Review*.

Announcements/Upcoming Events

November 5 – 21	WKCE-CRT testing
November 12	K-12 Student Services Team meeting
November 12-13	State Superintendent’s Conference-Pupil Services
November 14	K-12 Special Education Team meeting
November 20	Parent Educator Network – Behavioral Disabilities

SCHOOL BOARD REPORT MEDIA AND TECHNOLOGY NOVEMBER 2007

21ST Century Skills: 21st Century Content and Themes

21st Century Content focuses on the following standards:

- Focuses on 21st century skills, content knowledge and expertise.
- Builds understanding across and among core subjects as well as 21st century interdisciplinary themes
- Emphasizes deep understanding rather than shallow knowledge
- Engages students with the real world data, tools, and experts they will encounter in college, on the job, and in life--students learn best when actively engaged in solving meaningful problems
- Allows for multiple measures of mastery

The Role of Technology in Developing 21st Century Content:

- Students use technology as a problem-solving tool using real-world data
- Students use technology to connect with students, colleagues, the local community, and the world beyond.
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology tools to process data and report results.
- Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

Evansville Online Courses

Several teachers at Evansville High School are using online teaching and learning resources such as “Moodle,” a tool for developing online courses as a supplement to the regular classroom instruction:

- Melissa Whitmore has developed several online courses to supplement her Work Experience and Transition Courses.
- Brian Benson has developed an online forum for Earth Science.

Teachers are also using educational Blog Sites such as “NiceNet” in which ongoing discussions and problem solving activities take place on line. Rick Cole is using a “Wiki” in his science class to encourage group interactions. A Wiki is an interactive website in which members can log in, add and edit content, blog, and exchange documents.

Evansville High School
Associate Principal/Athletic Director
School Board Report - November 5, 2007

ACADEMIC ACHIEVEMENT/PROGRESS ON LEARNING GOALS:

- October Attendance Rates
 - 93.95 % (**2006 = 94.96**)
 - 93.95 % + Excused Absences = 98.60 % (**2006 = 99.06**)
 - 01.40 % Unexcused Absent (**2006 = 00.94%**)
 - 0 Habitual Truant Referral (**2006 = 0**)
 - **Total Habitual Truant Referrals 2007-08 school year = 1 (2006-07 = 1)**

- October Discipline Summary
 - 136 (**24.5%**) Discipline Referrals (**2006 = 155, 27.4%**)
 - 9 (**2006 = 5**) Students Suspended Out-of-School = 19.00 Days (**2006-07=10.00**)
 - 6 (**2006 = 9**) Students Suspended In-School = 5.50 Days (**2005 = 6.00**)
 - 89 % of students receiving attendance related detentions served their assigned detention(s) in October (64 attendance related detentions/ 2 no shows).
 - 0 (**2006 = 1**) Student received a truancy citation referral in October.
 - **Total of 1 (2006 = 5) student has received truancy citation referral in the 2007-08 school year.**

CELEBRATE!

- Congratulations to all the fall sports (poms, cheers, boys and girls cross-country, boys soccer, volleyball and football) for their entertaining performances.
- Special congratulations to Coach Matt Smith and the boys soccer team for winning the 2007 Capitol Conference championship.

Congratulations to all of the following athletes receiving all-conference recognition:

Boys Soccer: Senior Prentice Eager 1st team
 Senior Tommy Kremer 1st team
 Senior Dwight Redders 1st team
 Senior Dominic Amato 1st team
 Senior Ben Hamaker 2nd team
 Senior Colin Nicholson 2nd team
 Junior Diego Lema 2nd team

Girls Cross-Country: Senior Emily Thornton 1st team
 Sophomore Carly Hutchins 1st team

Boys Cross-Country: Senior Ryan Ammerman 1st team and **Individual Conference Champ**
 Sophomore Jake Gay 1st team

Girls Volleyball: Senior Alicia Kopp 2nd team
 Senior Korie Klitzman honorable mention
 Senior Amanda Helgesen

Football: Junior Derek Cashore 1st team defense
 Junior Andrew Keister 1st team defense
 Senior Lucas Davis 1st team defense
 Junior Tommy Larson 2nd team defense
 Senior Adam George 2nd team defense
 Junior Derek Cashore 1st team offense
 Junior Andrew Keister 1st team offense
 Senior Lucas Davis 1st team offense
 Senior Sam Reed 1st team offense

Junior Chenoweth 2nd team offense
Senior Ryan Casey 2nd team offense
Junior Eric Nieman honorable mention
Junior Cody Thompson honorable mention
Senior Kevin Diedrich honorable mention

ANNOUNCEMENTS/UPCOMING EVENTS:

- Winter Sports Begin:
 - Girls Basketball-Monday, November 12th
 - Boys Basketball-Monday, November 12th
 - Wrestling-Monday, November 12th
 - Middle School Boys Basketball-Monday, October 29th