

## October 2007 Superintendent's Report

### **Third Friday Count and Student Enrollment:**

In terms of students in our classrooms, our enrollment is down from last fall and 55 below what we projected. We are at 1,799 as opposed to a projected 1,854. We ended the school year with 1,834. Most of this decline is due to a smaller kindergarten class of 126 compared to 142 last year.

Our enrollment for revenue limit purposes is also affected by Open Enrollment, summer school and students attending the Challenge Academy. We ended up with 59 outgoing and 58 open enrollment students. This is much closer than the 7 student deficit we were projecting in June. We have one student enrolled in the Challenge Academy. Summer school students are also part of the count for Revenue Cap purposes. We added the equivalent of 18 students through summer school which is slightly lower than last year. Without a completed state budget we cannot determine what impact this will have on our overall budget. It is fortunate that we have been able to build up our fund balance. Rather than having to make changes this year, we can build any needed changes into the Program Based Budgeting process for 2008-09.

I am not recommending we revise our enrollment projection at this time. These numbers are still within the range we have been projecting. (See the enrollment projections we have been using in your packet.) In addition, we have already enrolled 9 students since the third Friday count bringing us to 1,508. Looking forward to next year we have 147 kindergartners on our census compared to 130 last year at this time.

### **Curriculum and Student Learning:**

**MAP testing** is underway for grades 2-8. So far, our network is keeping pace with this testing of almost 1,000 students. The Measures of Academic Performance is an individualized test that measures student performance in Math, Reading, and Language Arts. Once we have the results back we will set student and classroom goals. We are pleased with our results so far. In almost all cases our student results are higher at the beginning and end of the year than the national norms. We look forward to improved results as teachers have more experience using the results to improve student performance. You will receive a detailed report on student results in grades 2-5 at the end of this year. Next year you will receive the results for grades 2-8. This provides a year for teachers to gain experience with using the assessment results.

**State Superintendent Conference September 20-21:** We had several excellent presenters again this year. The highlight of course was recognition of Beth Oswald as Middle School Teacher of the Year. The capitol building is a very dramatic site for such a recognition event. We were also well represented by myself, Bob Flaherty, Beth's father and husband at the reception held prior to the address and award presentation. One of the more interesting presentations was a panel of newspaper editors from the Wisconsin State Journal, Don Huebsher from the Eau Claire Leader Telegram, Martin Kaiser from the Milwaukee Journal/Sentinel and John Dye of the Green Bay Press Gazette. They are coping with the changes that technology brings to their business in a proactive manner. Of particular interest was a comment about how email is helping reporters get more information from witnesses and experts so that a story evolves and improves as it is being written. The speaker I learned the most from was David Livingston from the Mid Continent Regional Lab (McRel). We have used one of their publications, School Leadership That Works, which identifies 21 principal responsibilities that correlate with student achievement. I have a copy of the research on Superintendents which I will send you via email.

**Community Groups Annual Update (For the most part, these are the groups I meet with on a monthly basis as a member):**

**E-Arts** - With community leadership faltering due to increased family and work responsibilities, this group met once this summer and no events are yet scheduled for 2007-08. There will be a planning meeting at my house on October 16 with the hope we will have someone else step forward to lead this group.

**Evansville Fund** - Next month is national Philanthropy month. Our separate Excellence in Education Fund has grown significantly this year. We will continue to figure out how to educate alumni, and those wishing to thank the District through memorial and tribute donations of the value this fund can provide for those gifts. My hope is that we can build the fund to the point where a fall grant cycle can be used by staff to support special projects. Currently the bulk of the spring grants have gone for school requests. This could provide grants for creative staff projects while opening up more possibilities for other local groups to apply to the main Evansville Fund.

**Evansville Community Partnership** - We continue to work on developing a process for community wide input into the next 7 year strategic plan. We are now piloting Appreciative Inquiry discussions with a variety of groups that will help us identify their wishes for the community. This information will be useful by itself, but will also be used to plan a spring, community wide event.

**Evansville Initiative** - With Water and Light's membership in WPPI, the role of this committee is diminishing. WPPI provides services that can make detailed analyses to target public benefit funds. The District has already worked with them on several projects. In addition, I met with them and Brian Benson to discuss curriculum tools they have that may be helpful for our AP Environmental Science class that we are hoping to offer in 2008-09.

**CESA** - The CESA 2 superintendents meet the first Thursday of the month in Milton. Our October meeting focused on a "Competitive Edge" Survey conducted by UW Whitewater regarding what school districts are looking for in teacher candidates and the Tregoe Education Forum which is a problem solving/strategic planning process.

**Blackhawk Technical College** - In addition to the monthly board meetings, I am part of their Blue Ribbon II strategic planning process. We have met twice so far. The primary members of the group are business leaders from the major industries in Rock and Green counties including Ken Hendricks, Mercy Hospital, Monroe Hospital, GM and about 20 others. I also attended the open house for the newly remodeled aviation campus.

*Levi Leonard Elementary School*  
**School Board Report by Lou Havlik, Principal**  
**October 8, 2007**

**CORE SUBJECTS:**

The Framework for 21<sup>st</sup> Century Learning Skills identifies the core subjects as English, reading, or language arts, mathematics, science, foreign languages, civics, government, economics, arts, history and geography. At the elementary level, these are often presented in integrated units. The units and themes are listed on the Levi Leonard Website along with a curriculum map for each major area to further list some of the units taught. The level of difficulty and sophistication increases as children get older and are more able to understand increasing complexities.

The integrated approach allows teachers to present math and science materials together, to teach reading across all content areas and to allow for greater variation in lessons. Most units of study include literature references, language arts activities, math activities, hands on experiences and sometimes field trips. In class strategies include learning centers, small and large group instruction, some individual instruction and team teaching with resource and special education teachers.

School Board members are always welcome to visit classrooms to see the integrated curriculum in use with our students. Be careful though, we often mistake visiting adults as volunteers who might like to work with our students!

### **STAFF DEVELOPMENT:**

On October 3, Levi Leonard Teachers will attend a "Book Look" presented by Mary Lou Harris who will demonstrate books to connect with our character education curriculum. Ms Harris comes highly recommended to us and we look forward to adding to our character education library. The remainder of the afternoon will be used to work in Professional Learning Teams on a variety of topics impacting student learning.

### **CELEBRATE!**

#### **Kohl Awards**

In September, a notice was sent home about the Kohl Fellowship Awards and a form for parents to fill out if they would like to nominate a teacher for this award. We are pleased to announce that 6 teachers at the elementary level were nominated:

Steve Hoffenberg Cheryl Thomas Terrie Schmoltd Karla Sendelbach Marcela Tyson  
JoMarie Oakeson Rod Marty

Congratulations to these teachers who are examples of the fine professionals throughout our district. Thank you to the parents who took time to nominate a teacher for the award as well!

#### **Garden Spruce up:**

You may have noticed that the small garden below our school sign has been cleaned up and replanted. This is due to the efforts of Jackie Liebel and her cohort of parents who weeded, replanted and touched up the sign so that our school looks great again. Thank you so much to all these parents for their interest and efforts!

### **ANNOUNCEMENTS/UPCOMING EVENTS:**

October 8-12 *Fire Prevention Week*  
October 8, 9, 112<sup>nd</sup> *Grade field trip to UW Madison*  
October 12 *Early Childhood Child Find Screener*  
October 12 *Kindergarten field trip to Skelly's Farm*  
October 16 *First Grade field trip to the Pumpkin Patch*  
October 17 *Staff meeting – Reporting and recognizing child abuse*  
October 25 & 26 *WEAC*

**Theodore Robinson Intermediate School**  
**School Board Report**  
*Vicki Lecy-Luebke, Principal*  
*October 8, 2007*

#### **Curriculum Focus: Core Areas**

**Reading** instruction at the intermediate level focuses on the application of those skills learned at the primary level. Reading to gain information, content area reading, becomes a greater focus as students move into the upper grades. Student instruction at grade 3 is guided by the Scott Foresman basal reading program. Grades 4 and 5 concentrate on tradebooks, sometimes in correlation with a particular theme being studied in social studies. Many teachers use

a method called “guided reading” which flexibly groups students for different reading purposes. Literature circles is another method that encourages students to read and then discuss books, given certain parameters. Students who need remedial instruction are met with in small groups, in addition to the regular reading program.

**Math** instruction is based on the Everyday Mathematics series, grades 3-5. This program is designed to introduce, develop, and master skills over a period of time. This spiral approach can be challenging for some students, but there are many hands-on activities that support the learning. Many of our classes currently are working on number sense, geometry, and data gathering.

**Science** instruction at all grades is very hands-on. Science kits are the basis of much of the instruction. Due to cost, these kits are rotated among staff. Currently, some units of study include the solar system, solar energy, living things, and the plant cycle. Many are preparing for the soybean celebration in October.

**Social Studies** instruction begins with a review of map skills in most classrooms. The focus is on communities in third grade. In fourth grade students learn about Wisconsin and other regions of the United States. Fifth graders learn about the beginning of our democracy and the various levels of government.

### **Professional Development**

The Guided Reading Learning Team (Langer, Guenther, Lund, Schultz) learned how to administer the *QRI IV* (*Qualitative Reading Inventory*) and then they were given time to administer the reading assessment to each of their students. Resource teachers Teresa Doyle and Judy Strieker were responsible for instructing these teachers during the school day. This was a great example of job-embedded professional development.

### **Celebration**

Rich Langer, grade 4 teacher, has been nominated for the Kohl Fellowship Award.

Sally Feeney, grade 5 teacher and participant in the Agricultural Leadership Program, visited her class and Mrs. Chritton’s class via I-cast from New Orleans on September 17. This was an exciting opportunity for students, who asked some excellent questions and were able to communicate with Sally and her teammates.

Fifth grade teacher Stephanie Johnson has been published in *The Mailbox*, a teacher resource magazine. She submitted an idea describing how to get students to participate in group book discussions.

### **Announcements**

Music teacher Sarah Hass will be offering an African drumming and xylophone class after school, in addition to guitar lessons and Theodore Robinson Singers. She’s a busy individual!!

Peer mediation training for intermediate students will be October 18. This is an important component of our character ed program.

**JC McKenna Middle School  
School Board Report  
Robert Flaherty, Principal  
October 8, 2007**

### **Curriculum Focus: Core Areas**

**Reading and Language Arts** In essence we spend two class periods on LA/Reading each day. 6<sup>th</sup> graders have LA/Reading every day compared to every other day for all other academic subjects. In addition the middle school integrates LA/Reading skills in the Spanish curriculum as well. The classes are coordinated to reinforce pertinent skills. The entire building is trained in the use of six-traits writing and we have 15 minutes of sustained silent reading built into our day.

**Social Studies** In 6<sup>th</sup> Grade students focus on Government and American History. We also tie in international studies via the integrated rainforest unit. In 7<sup>th</sup> Grade the focus is on world history. We teach several integrated units including Greco-Roman and Medieval days. The 8<sup>th</sup> Graders focus on world physical and cultural geography.

**Math** In Grades 6-8 we use the Connected Mathematics series by Prentice Hall. The middle school math program is a logical extension of the “Everyday Math” program used at the Intermediate school. Last year the math instructors worked on creating pacing charts to make sure all of the units were covered in the allotted amounts of time at each grade level. The 8<sup>th</sup> grade accelerated program uses the McDougal Littell Algebra book that is identical to the series used at the high school.

**Science** In general we use an integrated approach to science in 6<sup>th</sup> and 8<sup>th</sup> Grades. Natural, Physical, and Earth Sciences are weaved together. In 7<sup>th</sup> Grade, students concentrate almost exclusively on Life Science. All three grade levels use the Prentice Hall, *Science Explorer* series. All three grade levels focus heavily on laboratory experiences for students. Students are working with hands on materials on almost a daily basis.

### **Professional Development**

As a building we have focused on preparing for MAP testing. All three grade levels are testing in Math, Science, Reading, and Language Arts. Most of the teachers administered the test for the first time this year. Students received four hours of testing during this month.

As a building we are working on implementing Restorative Practices in the building. We are currently arranging to have McFarland staff members hold a session for our staff during in-service next month.

### **Celebration**

Beth Oswald attended the “Teacher of the Year” festivities at the Capital in Madison this month. She received her award from Elizabeth Burmaster (see attached photo) in the rotunda of the capital. Three justices from the State Supreme Court, numerous members of the legislature, as well as a majority of the school superintendents in Wisconsin, attended the ceremony. We have had numerous newspapers write articles about the accomplishments of Mrs. Oswald and her 7<sup>th</sup> grade colleagues. I thought the building was going to have to hire a press secretary with the number of calls and visitors the school received in the past month! What a positive statement Beth and her colleagues have made concerning education in the Evansville School District.

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

### **Core Subjects**

When we talk about “core subjects,” many people assume this means English, math, science, and social studies. Although the Blue Ribbon competition also considered foreign languages part of the core curriculum, NCLB only requires testing in reading and math. And now, the 21<sup>st</sup> Century Skills Framework includes world languages and the arts in the core subjects.

At EHS, students are required to complete 4 credits of language arts, 3 credits of math, 2 credits of science, and 3 credits of social studies. No credits in world languages or the arts are required, although many of our students do take Spanish and courses in the arts. In language arts, our students complete English 9 or Pre-AP English 9, English 10 or Pre-AP English 10, a literature course, a writing course, and English 12 or Seminar Composition. There are many electives in language arts, including Creative Writing, Mass Communications, Drama Seminar, and English AP Exam Prep.

In math, our students complete Algebra, Geometry, and Algebra II. Many students also complete Trigonometry/Pre-Calculus. For electives, our students may choose from Discrete Math, AP Calculus, and Computer Programming I and II. In science, students take Physical Science and Biology. Many students also complete Conceptual Physics and Chemistry. Students may also take Earth Science, Anatomy & Physiology, Honors Advanced Physics, and AP Chemistry.

In social studies, students take U.S. History, World History, Free Market America, and one other course (Anthropology, Human Relations, or Issues). For electives, there are Wisconsin History, World Cultural History, and AP U.S. History. We are also considering adding the graduation requirement of a new Civics course, a one-term course that would be the area that poses the most problems to our students on the WKCE.

### **Celebrate**

We have once again received the Perfect Perkins Award from the Department of Public Instruction. This award is given to schools who participate in the Carl Perkins Grant and who meet all the core indicators during the school year. Pete Hanke, a member of the Career and Technical Education faculty, has served as our Perkins consortium liaison for several years and it is due to his hard work in completing the mountains of paperwork required for the grant that we have been given this award for 3 years in a row.

We have a National Merit Commended Student! Ethan Pierick, class of 2008, has been recognized by the National Merit Corporation as a Commended Student in the National Merit Scholarship Competition this year. This is a great honor. Congratulations, Ethan!

### **Gifts/Donations**

Although I had previously reported that our automotive department had been given an engine from Kohler, we have now received 6 engines from Kohler. These engines are valued at approximately \$250 each. Once again, we are very grateful for this generous donation.

## **Evansville Community School District Student Services Board Report October 8, 2007**

*Krista R. Jones, Director of Student Services*

### **Topic Focus: Core Subjects**

The 1997 Individuals with Disabilities Education Act included language requiring the individualized education program (IEP) of any student receiving special education services to describe HOW the student would be involved with and PROGRESS in the general curriculum. The IDEA amendments of 2004 maintained and extended the access to general education curriculum mandates. To make this possible, practical, and functional for students with disabilities, each student's IEP must identify specific accommodations and curricular modifications that will be implemented to ensure student involvement with and progress in the general education curriculum.

For students who are unable to meet the grade level curricular standards in reading and math, our district does utilize "pull-out" or "resource" instruction. In this model, a special education teacher engages in small group and individualized instruction using materials at **students'** instructional levels. The goal is to build a student's skills and teach compensatory strategies with the goal of eventual participation in the general education curriculum – with accommodations and/or modifications.

It is the role of the regular education (core subject) and special education teacher to collaborate on how to provide meaningful "inclusion" for students with disabilities. Students with mild disabilities need a minimal amount of support and/or accommodation. Students with significant disabilities require a substantial amount of curricular adaptation. The core subject teacher can identify the key concepts to be mastered while the special education teacher has the knowledge of individual student strengths and strategies to access optimal learning.

On November 19<sup>th</sup>, a team of 7 teachers from Theodore Robinson Intermediate School will be attending a training entitled “Strengthening Your Inclusive Classroom”. This training will assist them in facilitating the involvement of students with disabilities in the general education curriculum.

### **Professional Development:**

The K-12 school counselors continued their training in the new Wisconsin Comprehensive School Counseling Program model by attending day 1 of Level 2 training on September 21<sup>st</sup> in Edgerton. We are engaged in the Level 2 training with facilitator/trainer Joanne Quick and the counseling teams from Edgerton and Milton. The Level 2 training focuses on the counseling standards, curriculum development, and individual student parent school career conferencing.

On September 27<sup>th</sup>, Mike Czerwonka and Vicki Zhe attended a truancy workshop sponsored by the School District of Janesville. By state statute, the school district located in the county seat and appropriate agency representatives must convene a meeting focused on truancy prevention every 5 years. The middle school is making a concerted effort to address attendance issues as attendance is a foundation for individual student success.

### **Celebrations/Gifts:**

On Monday, October 8<sup>th</sup>, the St. Paul Knights of Columbus will hold their annual Columbus Day Dinner. At this dinner, they will present the Brodhead, Oregon, and Evansville School Districts (each) with a donation from the Annual KC Tootsie Roll Fund Drive. This annual gift reflects tremendous community generosity and the nature of our community to work together to support our work with students. Three special education teachers will be joining me at the dinner in addition to one of our students and her family. This year’s donation is supporting the establishment of our Special Olympics chapter in addition to helping us obtain some “wish list” items (a handicap accessible washing machine at the high school, a bicycle, and a new wagon for students who receive occupational and physical therapy ECH – 5).

### **Announcements/Upcoming Events:**

October 3	Search Institute ASSETS Survey – JC McKenna (grades 6, 8)
October 4	Search Institute ASSETS Survey – High School (grades 10, 12)
October 8	K-12 Pupil Services Team Meeting
October 10	K-12 Special Education Team Meeting
October 12	Child Development Screening Day
October 19	Facilitating the Future – Level 2 – Day 2 @ Edgerton High School

## **OCTOBER 2007 BOARD REPORT MEDIA AND TECHNOLOGY**

### **21<sup>ST</sup> CENTURY SKILLS: CORE SUBJECTS**

Mastery of core subjects and 21st century themes is essential for students in the 21st century. What are 21<sup>st</sup> Century Themes?

#### **Global Awareness: Technology brings the world together in real time.**

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts

- Understanding other nations and cultures, including the use of non-English languages

**Financial, economic, business and entrepreneurial literacy: Technology has created a global economy.**

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

**Civic Literacy:**

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

**Staff Development**

The ISSAC consortium held its first of four workshops on project building and online communication using technology. Evansville has four participating teachers: Bruce Curtis, John Hanson, Rick Cole, and Kyle McDonald. Throughout the year, these teachers will develop technology-rich projects that use technology to enhance critical thinking skills. They will also create online learning environments such as Moodle Classrooms and Wikis.

*Evansville High School*  
Associate Principal/Athletic Director  
**School Board Report**  
October 1, 2007

**ACADEMIC ACHIEVEMENT/PROGRESS ON LEARNING GOALS:**

- September Attendance Rates
  - 95.20 % (2006 = 95.60)
  - 95.20 % + Excused Absences = 99.48 % (2006 = 99.07)
  - 00.52 % Unexcused Absent (2006 = 00.93%)
  - 1 Habitual Truant Referral (2006 = 0)
  - **Total Habitual Truant Referrals 2007-08 school year = 1 (200 = 0)**
- September Discipline Summary
  - 68 (12.2%) Discipline Referrals (2006 = 72, 12.7%)
  - 5 (2006 = 5) Students Suspended Out-of-School = 8.00 Days (2006 = 7.50)
  - 3 (2006 = 4) Students Suspended In-School = 2.25 Days (2005 = 2.50)
  - 89 % of students receiving attendance related detentions served their assigned detention(s) in September (19 attendance related detentions/ 2 no shows).
  - 1 (2006 = 1) Student received a truancy citation referral in September.
  - **Total of 1 (2006 = 1) student has received truancy citation referral in the 2007-08 school year.**

**GIFTS/DONATIONS:**

- Thank you to Helgesen Excavating for donating (\$300) varsity volleyball warm-up shirts.
- Thank you to Heacox Roy & Sons Inc. for donating 3 yards of topsoil to complete a sod project on the baseball facility.

**ANNOUNCEMENTS/UPCOMING EVENTS:**

- The Winter Sports meeting will be held on Monday, November 5, 2007 at 7:00 p.m. in the high school gymnasium.