

Superintendent's December Board Report

Negotiations:

Custodial Contract: We have concluded these negotiations and have a contract ready for your approval. Our Custodians are represented by the Teamsters. We will now set dates for food service negotiations also with the Teamsters. Our hope is to have those negotiations complete prior to the start of Evansville Education Association (teachers) this spring.

English Language Learners

Included in your packet, following my report is information from Paula Landers on the need for additional staffing due to an increase in the number of English Language Learners in the district. When last year's budget was being prepared, we further reduced this staff from 1.25 to 1 since we hadn't received many new students and our current students were progressing. However, we have had several move-ins and almost all of them have been at the beginning level including three students last week. As you can see from the following information, our numbers have increased, but we have also had a significant increase in the variety of the language background of our students:

2003-2004: 26 Students (Spanish only)
2004-2005: 30 Students (Spanish only)
2005-2006: 34 Students (4 languages)
2006-2007: 46 Students (6 languages)
2007-2008: 44 Students (6 languages)
2008-2009: 46 students (6 languages) – 9 students at LEP levels 0-1; 5 students at level 2; 7 students at level 3; 16 students at level 4; 2 students at level 5; 7 students at level 6; 2 EFL students (Foreign Exchange students)

We will advertise for this position and hope to have it filled by the start of second semester. It will be posted as a temporary, part time position until the end of the year. Depending on applicants, we may look at two part time positions to make it easier to accommodate needs in different buildings rather than having staff travel. This is not a contracted position and does not require board approval. The cost will be between \$4400 and \$15,000 depending on the number of hours. Deb and I believe this can be covered by cost savings in what was budgeted for health insurance due to staff changes. Our real need is for another full time certified ELL teacher. However, this position will need to be considered in light of other program based budget needs for 2009-10.

Long Range Planning Committee:

At the November 24 meeting, the Long Range Planning committee agreed to make a recommendation to the board to purchase land only and to put any specific plans for building construction on hold until the economy improves. They did not disband, but rather voted to suspend their work until the board directs them to resume. Included in your packet is more detailed information from the meeting. We will send thank you notes to the members for their diligent work. They represented an excellent cross section of the community. It is clear that the community values our schools and believes we need to plan for the future.

Levi Leonard Elementary School
School Board Report - December 8, 2008

BOARD THEME/CURRICULUM TOPIC: Gifted and Talented Education

At the elementary level, we often discuss our "talent pool" since we do not formally identify students this young as being "gifted and talented." We have students who come into kindergarten already reading, or having good number sense. We help them to continue to learn in both their strength and need areas. We may do this by clustering early readers, or having them join a group of readers at their level. Some of these students may continue to learn easily and quickly, others slow down a bit as their peers catch up. Some of our students may start a little slower, but then speed up in their learning as they mature. In either case, we take our children from where they enter and help them to grow as far as they can.

We do this through several different methods:

- Students may be grouped with others who learn as they do.
- Students may see our G/T resource teacher for a specified period of time.
- The G/T Resource Teacher may work with the child's grade level teacher to differentiate classroom lessons and activities.
- The G/T Resource Teacher may team teach with the grade level teacher, or
- There may be special projects involving the child with accelerated needs.

In all cases, the focus is on each individual child and what they need. Children who are significantly advanced based on grade level assessments and G/T Resource assessments have an individual plan designed for them in which the G/T resource teacher and the grade level teacher both play a part. Parents are kept informed and involved in the assessment and goal-setting. Periodically, the students' progress is monitored to make sure the methods are in keeping with the needs.

STAFF DEVELOPMENT:

On December 1st, six teachers will work with Susan Udelhoffen on the Eclipse data system to learn more about curriculum mapping.

On December 2nd, Vicki Lecy-Luebke, Paula Landers and I will attend Professional Development Plan Reviewer Training. This will assist us in working with newer teachers who will need to work on their plans for licensure.

On December 10 and 11, as part of our REACH grant, seven staff members will attend a Progress Monitoring workshop at CESA 2. This will assist us in pulling together data and documentation to follow a student's performance.

CELEBRATE!

Congratulations to Sandra and John McClellan on the birth of their second son, Connor Michael! Connor was born on November 13 at 8 pounds, 13 ounces and 21 inches long. The happy family is doing very well.

ANNOUNCEMENTS/UPCOMING EVENTS:

December 8	G/T Advisory Committee meet
December 10	K-2/K-12 Committees meet
December 11	911 Presentation by Rock County
December 11	4 Lakes Principals appreciation lunch for Administrative Assistants
December 12	LLE Winter Party at Romano's
December 15	Toys for Evansville Distribution
December 16	PTO Meet

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
December 8, 2008*

Gifted and Talented

Our gifted programming is based on the model developed by Joseph Renzulli. The model identifies three levels of enrichment. The first level consists of general exploratory activities that all students would be exposed to. Staff address this level by offering a variety of learning experiences throughout the year. Many of the after school clubs address this level as well. The second level narrows the focus to small groups of students. We do a great deal at this level. We have accelerated math classes at grades four and five. Our resource teacher, Teresa Doyle, conducts book clubs which meet two to three times a week to discuss challenging texts. Classroom teachers who use guided reading are using level two enrichment opportunities. Math teachers who pretest and flexibly group students are also operating at level two. Our Math 24 tournament would be considered a level 2 enrichment activity. The third level narrows the focus to the individual student. We have one accelerated math student who travels to the middle school to receive math instruction. We also have two fourth graders that are participating in fifth grade math classes. Level three enrichment may also take the form of individual investigations that enhance the class' current unit of study.

We have a wonderful team of G&T Resource Teachers in this district who keep staff and parents informed about workshops, learning opportunities, research, and student progress throughout the year. They meet regularly and continually seek ways of improving what we do for kids.

Professional Development

Five teachers and I recently attended a Resource Mapping workshop as part of our REACH (Responsive Education for All Children) grant. Information from the workshop was shared with each grade level team via team leaders.

The fourth grade staff received an "on campus inservice" from one of the authors of their new Social Studies textbook, *Wisconsin: Our State, Our Story*. Bobbie Malone, the Director of the Office of School Services at the Wisconsin Historical Society, spent the morning investigating the text with the staff.

I will be attending a PDP (Professional Development Plan) workshop on December 2. This workshop will allow me to become part of a review team for initial educators who want to renew their teaching licenses.

Announcement

The Theodore Robinson Singers will be "on stage" in our lobby on December 8 at 7:00 p.m. The Lego Lords will be competing at the state championship December 7.

JCMC

School Board Report-Bob Flaherty, Principal - November 26, 2008

Gifted and Talented:

Kitty VerKuilen is directly responsible for coordinating gifted and talented activities at the middle school. She works with staff members to identify gifted and talented students as well as coordinate learning activities. Kitty speaks to my staff on a regular basis regarding differentiating for gifted and talented students.

Currently we have several programs for our students including on-line course work and WCATY. We also have math pullout programs in which students attend high school courses as well as an advanced math group at the middle school. We also run a number of "arts" programs for gifted students including a summer mural program, and a yearly drama production, Jazz Band, and our mixed show group.

Kitty summarized her recent activities in the building as follows:

- Sixth grade Reading extension continues for 6th grade high readers. This co-planned and co-taught by Leslie Ferrell, reading Specialist and Kitty Ver Kuilen, GT Resource.
- The high sixth grade math class is also participating in the First in Math computer contest.
- Seventh grade reading enrichment—voluntary lunch discussion about books continues. Currently reading "Surviving the Applewhites".
- Two seventh graders are participating in WCATY online courses; one is taking a Survival course and the other is taking a course on the Stock Market. These courses replace the regular Literature course for the 9-week term.
- Individual conferencing with eighth grade students and their parents regarding programming for this year and into high school.
- Students are registering to participate in the Northwestern University Midwest Academic Talent Search. Kitty will meet with them in January to prepare them with test format and test-taking strategies.
- Students 6 – 8 are participating in Writers Workshop. Entries will be chosen to submit to the Yahara River Writers Contest at the end of January.
- Kitty and Bob meet monthly to discuss GT issues in the building. Kitty is also part of the Building Intervention Team and meets with them once/month.
- Kitty and the art teacher, Becky Demmin, are working together on an identification tool for finding gifted art students. This will be shared with the art department K – 12.

Staff Development:

The staff will work on reviewing Measure of Academic Progress data during our K-12 meeting. The staff also had some training on avoiding power struggles with students since we have a number of students who entered the building this year that like to engage adults in power struggles.

We also spent a day with the social studies teachers making sure all Wisconsin State Standards are covered.

Donations/Celebrations: The magazine fundraiser doubled the amount of profit for the school this year. Approximately \$4000 dollars of the fund raiser covers our activities budget. The other three thousand dollars will be spent on the arts in the school. We are purchasing a new paper cutter for the art room as well as a new instrument for the music program.

Education of the Gifted and Talented

Students with specific talents have many opportunities to advance their skills at EHS. For those with academic talents, subject-area acceleration is an option. We have many students each year who are accelerated in math, science, and Spanish. There are co-curricular opportunities, such as our math and computer programming teams and our National Honor Society. We also offer several AP courses and, if students exhaust our course offerings in a particular subject, they may participate in Youth Options. Youth Options allows our students to take courses on a college campus while still in high school, at no cost to them. Finally, our academically talented seniors who are ranked in the top ten of their class may participate in the Porter Scholars Program at Beloit College. This program allows students to take one course each semester at Beloit, free of charge.

For students with musical talents, we offer band and choir, as well as co-curricular choices such as Jazz Band, Vocal Jazz, Solo/Ensemble, and the spring musical. Students with talents in the visual arts may choose from our many course offerings and may participate in the Helen Smith competition and the Rock Valley Conference Traveling Art Show. For students with leadership talents, we offer opportunities through Student Council, Rock Valley Student Council, and the Principal's Advisory Council. There are also leadership opportunities through nearly all of our extra- and co-curricular activities.

Our resource teacher of students with gifts and talents is Marissa Hansen. Marissa coordinates our AP courses and exams, coordinates Youth Options, schedules job shadowing or other career opportunities, and counsels students on post-secondary choices. She also coordinates the PSAT and assists our National Merit semi-finalists and finalists.

Staff Development

Two teachers are attending the ASCD training Strategies for Reading in the Content Areas this year. This is a four-part workshop in which teachers learn a variety of reading strategies and use them with their students. Last year, we had three teachers trained through this program, so in 2009-10, we will have five teachers who will serve as resources to their colleagues and will assist them in selecting and using reading strategies in their classes. They will also work together this year to create a reading strategies handbook, as part of our REACH grant.

We also have four teachers who will attend a workshop in Co-Teaching, a strategy used to support students with disabilities in the regular classroom. We currently have three classes that are co-taught by a subject-area teacher and a special education teacher and, in second semester, we will add another. My hope is that, by incorporating the co-teaching strategy, nearly all of our students with disabilities will be fully supported in the regular classroom.

Academics

We have nearly completed our course guide for the 2009-10 school year and we will begin registering students in early January. My hope is to have the master schedule completed by the end of March and to have finalized all students' schedules by the end of May.

School Board Report

December 8, 2008

Curriculum Topic: Gifted and Talented Education

**Evansville Community School District
Office of Curriculum and Instruction**

Gifted and Talented Education and Staff Development

Children that excel intellectually, creatively, artistically, in leadership and in specific academic areas often feel alienated from others, overwhelmed by the choices in life, bored by school, and frustrated that others expect them to be perfect all of the time. They are often described as being emotionally, purposefully, or spiritually intense because they display an unwavering focus on what they think or do. While many feel that these gifted and talented students have it made, they may not understand that this drive for excellence has its own challenges and stressors. For this reason, the K-12 Gifted and Talented Staff of Kitty Ver Kuilen, Marissa Hansen, Theresa Doyle, and Sarah Champeau have focused their 2008-2009 professional development and instructional work around the social and emotional needs of the gifted student.

There are many excellent sources that provide gifted and talented information, programming, resources and staff development, such as:

- Supporting Emotional Needs of the Gifted (www.sengifted.org)
- Wisconsin Association for Talented and Gifted (www.watag.org)
- National Association for Gifted Children (www.nagc.org)

The District website includes a variety of leads for parents and educators on gifted and talented resources. It also provides community access to the ECSD Gifted and Talented student service model and identification process.

Specific activities planned by the District Gifted and Talented staff to support this year's focus include:

- Informational e-mails to staff during Gifted Education Week (October 6-10, 2008)
- Attending the Wisconsin Association for Talented and Gifted October conference
- Attending the SENG training at U.W.-Marshfield on February 19-20, 2009, for teachers, parents, and other advocates on the unique social and emotional concerns of gifted children.
- Working from the book, Guiding the Gifted, to develop and implement a parent group for families of gifted students. Meeting topics will vary based upon student need and parent interests.

Upcoming Events

December 1, 2008 – Advanced Curriculum Mapping Team meets with Susan Udelhofen

January 12-14, 2009 – New Wisconsin Promise Conference, Madison, WI

Evansville Community School District Student Services Board Report - December 8, 2008

Theresa G. Daane, Director of Student Services

Topic Focus: Gifted and Talented

There are many parallels between educational programming for gifted students and those identified as disabled. Through the years both have evolved in how students are identified and served in the public school setting. Historically parents of both student populations have faced challenges in having the unique learning needs of students met. There continues to be a need to expand options for any child with different abilities. Student needs may be met in a variety of educational options ranging from extensions of lessons, to pull-out programming, to grade level acceleration, or discussion of the need to retain students not meeting outcomes for the grade level.

While there are many factors that influence the educational experience, having staff knowledgeable and trained in differentiation of instruction is critical to meeting student needs. Differentiation of instruction has its' roots in gifted education, but applies to all students. As a teacher plans units of instruction to meet state standard s/he must consider the students to be taught. When considering the student with disabilities you look at the essential learning outcome that you expect all children to get from a taught concept or the essential component(s) for the most disabled. For gifted students you may consider outcomes that are a deeper extension of the curriculum. This tiered model of instruction may be applied to any area of study and allows all to gain what is meaningful from instruction. While this is only one method of meeting the needs of diverse learners, it may benefit any learner in the classroom, even those not identified as "exceptional".

While it is important that we understand that there are many student populations that need to be considered in our classrooms today, it is important that we also understand that being a disabled learner does not preclude a student from being considered gifted. History has many examples of people who were considered disabled yet gifted. Albert Einstein did not speak until the age of three and had a very difficult time doing math in school and had difficulty expressing himself in writing. Thomas Edison could not read until the age of twelve and had difficulty with written expression. Both were reportedly learning disabled. Ludwig van Beethoven, deaf, yet a brilliant musician. Marlee Matlin is also deaf and a gifted actor. Robin Williams has Attention Deficit Hyperactivity Disorder. Bill Gates reportedly has Asperger's Disorder. When we consider the needs of those who are gifted it is essential that we not limit students that have disabilities from this group. Being twice exceptional means we have additional barriers that must be overcome. Many of our students with challenges, often have gifts and talents that go unrecognized, as it is far easier to see what a student can't do in the classroom compared to his/her peers when there are glaring differences. It takes knowledge, talent and, at times, determination to see past the challenges of our most difficult students in order to see the gifts they have and bring them out.

Professional Development:

November 20th - teachers and administrators from each building attended the REACH workshop Resource Mapping at CESA 2.

November 18th - parents and several staff members viewed the Fat City Video as part of the Parent Education Network Group meeting

Announcements/Upcoming Events:

December 4th - Meeting the Needs of Gifted Children with Executive Functioning Disorders for Parents at Edgewood College

December 5th - Understanding and Managing Self-Inflicted Violence at CESA 2

December 10th and 11th - REACH Training, Progress Monitoring

December 16th - Parent Education Network Group holiday celebration

**NOVEMBER 2008 BOARD REPORT
MEDIA AND TECHNOLOGY**

Gifted and Talented

Our gifted and talented students use technology on a regular basis. Many middle and high school GT students are taking online advanced courses, and use our school network and tools to access them. The Middle School students also participate in robotics programming and other technology competitions.

We also have a program at the High School for students that are interested in technology and demonstrate a talent or gift in the area. Our technology intern program allows students to experience technical support hands-on, working with Kyle McDonald and Larry Martin.

Technology "Happenings"

Sixth grade Language Arts students created Digital stories in Mrs. Schultz and Mrs. Haese's classes. Mr. Kelley worked with the students on creating animated and illustrated digital stories with narration.

The High School Agriscience Department uses a complete online curriculum. Thanks to the FFA Alumni, the classroom is equipped with 25 wireless notebook computers and a fantastic SMART Board!

Mr. Ojeda's Spanish classes use a "Wiki" as part of their learning experience. A Wiki is an interactive webpage in which the teacher and students can all contribute to and edit the content. Mr. Ojeda also uses blogs as a powerful teaching tool.

Respectfully submitted,
Anne Gath

Evansville High School - Associate Principal/Athletic Director
School Board Report - December 1, 2008

ACADEMIC ACHIEVEMENT/PROGRESS ON LEARNING GOALS:

- November Attendance Rates
 - 93.91 % (2007 = 93.14)
 - 93.91 % + Excused Absences = 98.97 % (2007 = 98.90)
 - 01.03 % Unexcused Absent (2007 = 01.10%)
 - 0 Habitual Truant Referral (2007 = 1)
 - **Total Habitual Truant Referrals 2008-09 school year = 0 (2007-08 = 2)**
- November Discipline Summary
 - 148 (14.1%) Discipline Referrals (2007 = 92, 16.6%)
 - 8 (2007 = 4) Students Suspended Out-of-School = 9.50 Days (2007=10.25)
 - 14 (2007 = 10) Students Suspended In-School = 13.25 Days (2007 = 6.75)
 - 88 % of students receiving attendance related detentions served their assigned detention(s) in November (56 attendance related detentions/ 7 no shows).
 - 0 (2007 = 0) Student received a truancy citation referral in November.
 - **Total of 4 (2007-08 = 1) student has received truancy citation referral in the 2008-09 school year.**

CELEBRATE!

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

Boys Soccer: Junior Diego Lema 1st team
Senior Parker Janes honorable mention
Senior Antwaun Hanson honorable mention

Girls Cross-Country: Sophomore Lauren Janes 1st team
Junior Carly Hutchins 2nd team
Frosh Leeanna Kinney 3rd team

Boys Cross-Country: Junior Evan Arnold 1st team

Girls Volleyball: Junior Anne George honorable mention
Sophomore Samantha Alisankus honorable mention

Football: Senior Derek Cashore 1st team defense
Senior Andrew Keister 1st team defense
Senior Eric Nieman 1st team defense
Senior Tommy Larson 1st team defense
Senior Dalton Lopez 2nd team defense
Senior Benny Larson 2nd team defense
Junior Jeremy Weaver 2nd team defense
Senior Andrew Keister 1st team offense
Senior Eric Nieman 1st team offense
Senior Tucker Johnson 1st team offense
Senior Derek Cashore 2nd team offense
Senior Cody Thompson 2nd team offense
Junior Grant Parker 2nd team offense
Junior Jeremy Weaver 2nd team offense
Senior Jesse Deininger honorable mention
Senior Josh Halvensleben honorable mention

ANNOUNCEMENTS/UPCOMING EVENTS:

- Winter Sports Participants:
 - Girls Basketball-34 (2007 = 36)
 - Boys Basketball-37 (2007 = 49)
 - Wrestling-28 (2007 = 33)
 - Pom-Pons-15 (2007 = 14) (varsity) and 17 (2007 = 12) (junior varsity)
 - Cheerleading-0 (2007 = 12)
 - Middle School Boys Basketball-22 (2007 = 28) (7th) and 25 (2007 = 20) (8th)