

## **March 2009 Superintendent's Report**

### **Alternative Education Grant**

Attached is the abstract for the Alternative Education Grant we submitted on Tuesday with DPI. We have submitted both a Charter School grant and an Alternative Education grant in the past to improve our support to at-risk students. This year we met with the person in charge of the program at DPI, Beth Lewis, and representatives from 7 area small districts to see what we could do to improve our chances of getting the grant. We used that feedback along with two meetings with Blackhawk Technical College, several meetings with Albany and Parkview to develop this grant. These efforts should improve our chances of getting this grant which would be \$100,000 for three years, then \$80,000, then \$60,000 before the grant ends. It would be prorated with Parkview and Albany based on overall enrollment. We would also retain 10% for administration and training since we have some of staff trained already.

We believe that our grant has a unique focus. We would use career planning through WisCareers and skills assessment using the Employability Skills Certificate program as the cornerstone for identified at-risk students. If a student needs to improve basic skills to reach their career goals, we would use materials as much as possible that are related to that career to help motivate the student and develop their background in their chosen career. The grant would help provide time to train staff to work in this way with students, as well as identify and purchase some materials. The majority of the grant would go to pay part time program managers who would work with the students and their families to keep them on track to achieve their career goals. Through revisions in our guidance program all students beginning with this year's 8<sup>th</sup> grade class will have portfolios on-line with WisCareers where they will be able to keep resumes, results of career interest assessment and other career related evidence. The alternative education program would provide additional supports beyond what the typical student needs.

Another important aspect would be community members which would be employers and other adults willing to provide opportunities for students to gain work experience and feedback prior to a capstone experience such as or similar to our Co-op program. We have gotten several letters of support as part of our application which will also strengthen it. I have attached those letters. If you see the letter writers, please thank them for going to bat on behalf of our students.

### **Employability Skills**

There are 22 Employability skills split across several areas that employers have repeatedly indicated are needed for their employees to be successful. Added to that list are two other qualities: punctuality and grooming that get evaluated. A copy is attached to the board packet so you can see what the skills are. Students then get evaluated at an entry and exit level by whoever is responsible for supervising that part of their portfolio. Students in work-experience programs, FFA, and the Stateline Career and Technical Academy are the most likely participants in the program on a formal basis. However, we intend to use it at earlier grades to help students understand the skills they need to improve their likelihood of success in their chosen careers. In this economic downturn, there is increasing anxiety about our children being able to find meaningful employment. We hope these efforts will improve our students' chances of success.

### **Kindergarten Registration**

We have 136 students on our incoming kindergarten list. Registration is Thursday so by the time the Board meets, we can let you know how many have registered. We continue to follow up with families who don't make that event, but have also tried to contact everyone prior to registration so we believe this number is quite accurate. We are using 134 for program based budgeting purposes. By the April board meeting we should know if we have the 15 students signed up that are required to offer a half day kindergarten program.

***Levi Leonard Elementary School***  
**School Board Report**  
**March 9, 2009**

**BOARD THEME/CURRICULUM TOPIC: *The Arts***

The arts at Levi Leonard begin, as so many subjects do, by developing a foundation on which future grade levels can build. In doing so, we try to build in a love of learning both in the arts and in other academic areas.

We do this through a variety of instructional activities to teach visual arts concepts and design as well as giving time to practice those concepts. Similarly in music, we work on transitions between buildings and focusing on Rhythm, Intervals and other major music concepts. The music Professional Learning Community (PLC) developed a mission statement for the Music Dept. as a whole. They also discuss their curriculum and work toward a cohesive, fluent building of key music goals and objectives.

We try to build a love of the arts in our students by giving students a chance to hear and see professional artists through field trips and samples in class, as well as giving students a chance to perform. For this reason, each grade level has a concert that is performed for families and friends. Students are also involved with a parade and art display for Week of the Young Child, a 2<sup>nd</sup> Grade musical performance for the Energy Fair, and a variety of activities for March: Youth Art Month. (Please see the materials Michelle Klopp has provided for more on this.)

General education teachers also support the arts by integrating various visual art activities in the academic curriculum as well as including music, plays and other performances for families.

**STAFF DEVELOPMENT:**

On February 5 and 6, several teachers attended one day of the Wisconsin State Reading Association (WSRA) Conference. These teachers, Jackie Andrew, Terrie Schmoltdt, Penny Viken, Nancy Brummond, JoMarie Oakeson, Renee Bjugstad and Terri Belz, will share what they have learned at the March staff meeting.

**CELEBRATE!**

On February 20, Heidi Carvin and I went to the Wisconsin School Counselors Association Conference to see Marilyn Brink awarded the SPARC for our school counseling Program of Promise. The award is on display in the elementary showcase.

**ANNOUNCEMENTS/UPCOMING EVENTS:**

March 10	1 <sup>st</sup> Grade Concert, 7:00 at PAC
March 11	Lock-Down Drill
March 13	PTO Book Swap with Storyteller 6:00-8:00 PM
March 16	REACH/RtI Leadership Team meeting – all day
March 17	1 <sup>st</sup> and 2 <sup>nd</sup> Grade Forensics
March 18	Staff meeting 3:15
March 18, 19, 20	Kindergarten Screener
March 30	Begin Spring Break

*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*  
*March 9, 2009*

## **The Arts**

The arts play an important role in the development of students' creative capacities. We have two outstanding teachers, Trent Schmick and Sarah Hass, who stay abreast of current trends and research in arts education. Sarah Hass has been attending graduate school for the past two summers to become certified in the ORFF method of teaching music. Students learn through speech, movement, singing, and playing. Sarah finds that students understand concepts better using this method because a concept is approached from many angles. If you've attended any of our concerts, you may have noticed the attention given to the variety of approaches presented. Sarah is currently working on a unit that incorporates music and art. Students study paintings and tie them to various types of music. Sarah also works with students after school, leading our Theodore Robinson Singers and Xylophone and Drumming groups. Approximately 60-70 students are involved in these groups.

Trent Schmick just finished getting his graduate degree and continues to be able to draw out the best from our students. A walk through our lobby will "hit" you with some outstanding art forms. Trent continues to incorporate the works of famous artists in his lesson so that students understand the concepts behind the work they create. One project third graders are working on is "weaving." Before doing so, students learn about color schemes and then apply it to their projects. Fourth graders are making a slotted ceramic sculpture influenced by Alexander Calder's Stabiles. Students will glaze and have their sculptures fired but then will create a 3 dimensional background showing where their sculpture might be viewed. Fifth graders learned about John James Audubon and then began a unit on drawing and printmaking. These drawings will then be turned into relief prints. Trent also works with approximately 15 students after school in the Art Club he started. The latest project is creations of artwork based on a movement in the 60's called Optical Art. Students first studied the work of Bridget Riley and Victor Vasarely, two OP artists.

Both of these creative teachers are always accessible to staff and students and play the lead role in our strong arts program at the intermediate school.

## **Professional Development**

Lou Havlik and I attended the AWSA (Association of Wisconsin School Administrators) conference in February. Topics included brain-based learning, progress monitoring for RtI (Response to Intervention), current legal issues, to name a few.

Our special education staff attended an Open House at Crossroads in Janesville. We currently have a student attending this institution and needed to become more familiar with what is offered.

## **Celebration**

Six students participated in the 5<sup>th</sup> Grade Regional Math 24 Tournament in February. The regional competition was developed by the Greater Dane County Talented and Gifted Coordinators Network. Participants were: Jacob Kennedy, Alexander Diebold (second place trophy), Alexander Veit (third place trophy), Noah Schiller, Sam Topel, Kyle Rutkowski, with Ben Haegele as alternate. Teresa Doyle was the team coach, with Nancy Kress serving as one of the proctors.

Our Hoops for Heart activity raised over \$5,000 for the American Heart Association. Charity Kostroun, Deb Miller, and Jenny Katzenmeyer organized the all school event.

## **Announcements**

The fifth grade concert will take place March 19 at 10:15 a.m. and 7:00 p.m. in the high school Performing Arts Center. Please join us if you can.

Our local Forensics contest is on March 18. Over 30 intermediate students are participating and many more at the elementary level. The regional competition is in Orfordville on April 4. We are seeking judges, so if any of you are interested please contact coordinator Nancy Greve-Shannon.

**JCMC**  
**School Board Report**  
*Bob Flaherty*  
*March 2009*

**The Arts:**

We are fortunate enough to have a strong arts program at the middle school. Much of the credit for the success of the programs in visual and musical arts is because of the staff. The teachers attract students to the arts and students have good experiences in the program. I believe we have a “pent-up” for the arts and if the school offered more programming the students would take more music and art courses.

Currently we offer art classes in the block. This means students get a chance to take art every other day for 82 minutes for one third of the year. I am pleased that art from the art room continues to spill into the hallways of the school. Each year a new mural is created in classrooms or the hallways. Last year the chorus room was “flipped” by the art students and a rainforest mural was placed in the hallway outside of Mr. Beedle’s room.

The music program scheduling is a challenge. We continue to split the band and chorus groups in half in order to make sure they can fit in the classrooms. Holding separate rehearsals for the band is not ideal, but we will continue the practice as long as we are housed in the current middle school. This year we held a split 6<sup>th</sup> Grade concert. The chorus concert was in the auditorium while the band portion was held in the gym because the stage would not hold all of the students.

We currently have 76 students participating in solo ensemble from chorus and 68 students participating in solo ensemble from band. Also we had two students in the Wisconsin Honors Choir and Band last year. This is an excellent showing for our school!

**Professional Development:**

We continue to work on implementing strategies to improve reading skills among some of our needy students via the Reach Grant. Academic teachers are meeting twice per week for twenty minutes to teach reading skills to students in their content area. Teachers consult with a reading specialist when they have questions.

At our last staff meeting we worked on “boundary” issues with students. We read several scenarios that teachers discussed and made corrections to regarding teacher/student interactions. The questions ranged from issues of transporting students to confidentiality concerns when talking with students.

**Celebrations:**

Students are currently holding a food drive in home bases. The cabinet in the cafeteria is currently filled with food items collected by our students. It is wonderful to see students making a difference in the community.

**( RREACH) Respect, Responsibility, Empathy, Attitude, Cooperation, Honesty**

### Attendance Rates

- 97.03 %
- 23 Unexcused Absent
- 0 Habitual Truant Referral (2008 = 8)
- Total Habitual Truant Referrals (2008 = 8)

### Discipline Summary

- 192 Student Discipline Referrals ( 2008 = 189)
- 19 (2008 = 30) Students Out-of-School Suspension / 3 of which were from not showing up for Saturday Detention
- 11 (2008 = 8) Student In-School Suspension
- 1 (2008=0) Student received a truancy citation referral

### Parent Involvement

- Spelling Bee
- Student Council Food Drive
- Ski Trip to Cascade

### Celebrations

### Upcoming Events

March 3<sup>rd</sup> – Quiz Bowl at Edgerton

March 10<sup>th</sup> – Quiz Bowl at Brodhead

March 13 – 6<sup>th</sup> Grade Field trip to Madison  
7<sup>th</sup> Grade Toga Day

March 14 – Solo Ensemble at McFarland

March 19 – 6<sup>th</sup> Grade To Blackhawk Tech

*Evansville High School  
Report to the Board of Education - March 2009  
Submitted by Jamie Gillespie, Principal*

### The Arts

To be well educated, one must not only appreciate the arts, but must also have rich opportunities to actively participate in creative work. There has been much research on the importance of the arts, particularly music and drama, in education. Learning in music affects what can only be called a fundamental cluster of brain functions--namely spatial reasoning and what researchers have begun to call spatial-temporal reasoning. Spatial-temporal reasoning

includes skills such as the ability to plan most anything, solve mathematical problems, and engage in creative scientific processes. Drama shows consistent effects on narrative understanding as well as on component skills: identifying characters, understanding character motivations, reading and writing skills, and interpersonal skills such as dealing with conflict. Visual art is also an important component of education, although there is less research in this area. What we do know is that drawing is an effective communicator of learning in history and contributes to organization and persistence in writing. We also know that training in visualization contributes to reading skills and reasoning about visual art seems to transfer to reasoning about science.

(source: <http://www.newhorizons.org/strategies/arts/catterall.htm>)

Students at EHS have many choices when it comes to the arts. We have course offerings that are quite extensive, particularly when compared to other schools our size. The entry level course for the visual arts is Basic Design. This is a one-term course that teaches the elements of design, styles of art, and design-related careers. After successfully completing this course, students may enroll in Drawing & Painting, Sculpture, Ceramics, Drawing & Printmaking, Jewelry & Metalwork, Photography, Cultural History-Art Appreciation, Digital Design-Multimedia Production, Stage Design, and Computer Graphic Design.

In music, students may enroll in Chamber Choir and Symphonic Band. For Concert Choir, Treble Choir, and Wind Ensemble, students must audition. With the consent of the instructor, students may enroll in Music Theory I or II. There are also music opportunities that are not courses, such as Jazz Band and Vocal Jazz. Auditions are required for these, also.

In drama, we offer two courses – Drama Seminar and the Stage Design course that is offered through the Art Department, which has students build the set for the school's musical. However, there are many co-curricular opportunities for students. We have three dramatic productions each year (a fall play, a student production, and a musical) with opportunities for students to perform or work behind the scenes.

### **Professional Development**

As part of our REACH action plan, several staff members are working on creating a manual of strategies for teaching reading skills and vocabulary. Most of these staff members have attended workshops on reading strategies over the past few years and they are now teaching their colleagues some of these strategies at our monthly faculty meetings. Reading has been the focus of our goals for the past four years and it will continue to be our focus during the 2009-10 school year. As our test scores show, we still have some work to do to get our students to where they need to be.

### **Celebrate**

We have a National Merit Finalist – Barry Badeau. This is a great achievement for Barry and for the Evansville Schools. We wish him the best as he continues in the competition for a National Merit Scholarship.

**Evansville Community School District  
Student Services Board Report  
March 9, 2009**

*Theresa G. Daane, Director of Student Services*

## **Topic Focus: The Arts**

The dictionary defines art as "the use of skill and imagination in the creation of aesthetic objects, environments, or experiences that can be shared with others." When we think of the arts, we may think of poetry, painting, music, writing or acting. There are many forms of art. Musical artists range from classical to jazz to country western to rock and roll. Art is all around us and perceived differently by each of us.

When we think of the term artist, many different people may come to mind. We may think of Stevie Wonder or Ludwig von Beethoven, each have written music that is enjoyed by many. Tom Cruise or Chris Burke, both gifted in dramatic arts. Or perhaps you think of Helen Keller, William Yeats and Virginia Woolf, gifted authors. Each of these people have added to the lives of others through their artistic endeavors. Each has had the challenge of having a disability.

Within the schools we have many children with disabilities. Many of these students face unique challenges. They may have difficulty with learning to read and write, but may have the ability to tell wonderful stories. They may struggle with emotional regulation, but create wonderful drawings with such attention to detail that it appears a much older child created it. They may have autism or be visually impaired and play the piano or violin by ear. At times, these children surprise and amaze us.

Within the public schools we teach many subjects including reading, writing and mathematics. Our focus is on the core subjects and teaching what students need, to be independent in life. For students with disabilities, access to the arts is less than their non-disabled peers, due to the need to have study halls or extended instructional time. Parents, teachers and students are faced with difficult decisions. Do you take band and play the trumpet or have that time committed to getting help in writing papers or doing homework? While some may say the opportunity to learn to play an instrument is less important than learning math, what happens to the hopes and dreams of the musically inclined student? It is a difficult choice to make.

For younger children with disabilities, we are fortunate to have art and music as part of our curriculum. There is no need to make the choice between learning to read or exploring arts. While the time is built into the day, there may be other barriers to participation. These barriers need to be addressed creatively. Students with physical disabilities may need adaptive equipment to participate. This may include special scissors that work with less pressure or spring back to open. We may build up handles for paint brushes or use something to keep paper in place. For students with emotional or learning disabilities we may need directions more clearly spelled out with other visual supports. For music we may select instruments that are more easily manipulated or adapted to allow a student to participate. Parent of students with disabilities have been known to cry upon seeing their child participate in a holiday music show. They may worry about what other parents think as their child makes an unusual noise or movement, all part of their disability. This moment is no less special to the parents of the child with a disability, in fact may hold even greater meaning to the family.

Access to the arts is important to all children. For students with disabilities this may present additional challenges. Through the use of adaptive equipment, voice recognition software, the support of an educational assistant or through occupational therapy, many children with disabilities are able to express themselves artistically. Often our teachers are the most creative in finding a way for student to participate. The arts need to be accessible for all and through the supports available; our students are able to participate.

## **Professional Development:**

March 9<sup>th</sup> – ATODA Coordinator Meeting at CESA 2

March 13th and 20th– Regional Support Network Meeting at CESA 2, Autism

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

March 5<sup>th</sup> – Program planning meeting for Theodore Robinson Intermediate School staff

March 6<sup>th</sup> – Early Childhood Screening Day

March 17<sup>th</sup> - Parent Education Network Group Meeting 6:30 in the TRIS LMC, Asperger's Syndrome

A Memorandum of Understanding (MOU) between the Rock County birth to three program, TLC, and the Evansville Community School District will be finalized this month. This MOU provides guidelines for both to follow when planning on the transition of children with disabilities between the birth to three programs and public school early childhood programs.

### **School Board Report March 9, 2009 Curriculum Topic: The Arts**

**Evansville Community School District  
Office of Curriculum and Instruction  
*Paula J. I. Landers, Director of Instruction***

### **The Arts in Education**

If "a picture is worth a thousand words," why do we often ask students to write a thousand words rather than draw a picture? The positive correlation between student achievement in core areas and the arts is increasingly borne out through educational research. A strong integration of visual arts, drama, and music supports the development of fine and gross motor skills, promotes understanding of text, and develops empathy and cultural awareness, among other things.

Some of the best known research linking the arts to academic achievement is Howard Gardner's Multiple Intelligences Theory. Developed in 1983, this theory suggests that traditional beliefs about intelligence are too limited in scope, and that there are eight different types of intelligence that describe the wide range of human talents. These intelligences are:

- Linguistic intelligence – "word smart"
- Logical-mathematical intelligence – "number/reasoning smart"
- Bodily-Kinesthetic intelligence – "movement smart"
- Spatial intelligence – "picture smart"
- Naturalist intelligence – "nature smart"
- Interpersonal intelligence – "people smart"
- Intrapersonal intelligence – "self smart"

The implication for curriculum and instruction is that the arts and academics create learning synergy. Teachers should develop lessons that include music, drawing, drama, and movement in order to engage students through their learning strengths. When we address learning through multiple dimensions, students readily make connections across academic areas, develop communication and organization skills, and build their literacy in the arts.

### **Staff Development**

March 4, 2009 – "What in the World is NIMAS?" Developed to help educators better understand the responsibilities around ordering print materials so that students with visual impairments can have access to the same materials as their classmates.

March 5, 2009 – Middle school and high school math teachers will meet to discuss the math curriculum and the student transition experience from 8<sup>th</sup> grade to high school math.

### Upcoming Events

March 9, 2009 – Blackhawk Technical College Tech Prep Math Workshop

March 18, 2009 – Alternative Education Grant Reading at DPI

March, 2009 – Susan Udelhofen meets with Advanced Mapping Team

March, 2009 – Curriculum Mapping Software Presentations to Advanced Mapping Team

## **MEDIA AND TECHNOLOGY SCHOOL BOARD REPORT MARCH 2009**

### **Technology and the Arts**

Technology is naturally integrated into parts of the art curriculum. One of the art content standards focuses specifically on technology:

**Art Content Standard:** Students in Wisconsin will understand the role of, and be able to use, computers, video, and other technological tools and equipment.

Activities may include:

- Finding out which is the most popular television program of elementary, middle, and high school students and why
- Comparing and contrasting advertisements on similar products, such as soft drinks or jeans
- Analyzing the visual choices made for a television program and how these choices make the program successful
- Looking for examples of stereotyping (race, gender, age, or occupation) in the media
- Identifying films in which computerized images are used to create unusual affects
- Using a variety of techniques to create images with a computer
- Doing a group video with a director, camera person, lighting designer, set designer, and sound technician
- Making some drawings, photos, or video clips to show several ways one would redesign a scene from film or video

There are two courses offered in art combined with technology at the high school; digital design and graphic design. In digital design, students create digital images, videos, web pages, and slideshows. In graphic arts, students use digital imaging tools and processes used by graphic arts professionals. These are two very important areas of the art curriculum, as careers now and in the future will require knowledge of digital designing tools. In addition, demand is now high for web designers and graphic artists.

### **Technology and Music**

Technology plays a major role in music today. Production of sound tracks/CDs are technologically driven, allowing the production of albums to be at their very best. Music theory and composition has taken on a new wave as well, with computer programs that allow musicians to compose easily. At EHS, Students use “Finale,” a widely used music composition program in the industry.

Respectfully submitted,

Anne Gath

*Evansville High School*  
*Associate Principal/Athletic Director*  
**School Board Report**  
**March 2, 2009**

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

- February Attendance Rates
  - 92.21 % (2008 = 92.51)
  - 92.21 % + Excused Absences = 99.19 % (2008 = 99.09)
  - 00.81 % Unexcused Absent (2008 = 00.91%)
  - 0 Habitual Truant Referral (2008 = 0)
  - **Total Habitual Truant Referrals 2008-09 school year = 4 (2007-08 = 4)**
  
- February Discipline Summary
  - 149 (13.2%) Discipline Referrals (2008 = 135, 14.4%)
  - 15 (2008 = 10) Students Suspended Out-of-School = 25.75 Days (2008 = 8.25)
  - 8 (2008 = 9) Students Suspended In-School = 6.50 Days (2008 = 7.00)
  - 94 % of students receiving attendance related detentions served their assigned detention(s) in February (36 attendance related detentions/ 2 no shows).
  - 3 (2008 = 2) Students received a truancy citation referral in February.
  - **Total of 6 (2007-08 = 5) student has received truancy citation referral in the 2008-09 school year.**

**PARENT INVOLVEMENT:**

- Evansville High School was fortunate to host the WIAA Division II wrestling regional on Saturday, February 7<sup>th</sup>, the WIAA Division 4 girls sectional semi-final on Friday, March 6<sup>th</sup> and the WIAA Division III boys regional final on Saturday, March 7<sup>th</sup>. I would like to thank the Evansville sports boosters, district staff and Evansville community members for assisting me in hosting these WIAA tournament events.

**CELEBRATIONS:**

Congratulations to Evansville High School wrestler Nick Patchen for his 5<sup>th</sup> place finish in the 189 pound weight class at the 2009 state wrestling tournament. Nick is the first Evansville High School wrestler to place at the state meet since 1994.

**ANNOUNCEMENTS/UPCOMING EVENTS:**

- Spring Sports Begin:
  - Boys/Girls Track – Monday, March 9<sup>th</sup>
  - Girls Soccer – Monday, March 16<sup>th</sup>
  - Girls Softball – Monday, March 16<sup>th</sup>
  - Baseball – Monday, March 23<sup>rd</sup>
  - Golf – Monday, March 30<sup>th</sup>