

**April 2010
Superintendent's Report**

Bullying and Harassment:

One of the important needs students have in order to learn is that they feel safe. With the recent news stories about the role bullying has had on student and adult suicide, parents have been asking what we do to prevent and intervene. We are in the process of putting something on our website so parents can find this information and look at resources available to them. Preventing bullying and harassment needs to be a community wide effort. What children learn at home and from each other in and out of school impacts their behavior at school. We have and will continue to work with staff to recognize and take seriously bullying and harassing behavior. We also work with victims since bullies often focus on students who don't have the self confidence, social skills and /or social network to handle these attacks which then can escalate the bullying behavior. Giving all of our students these tools will help them when adults are not around to intervene. The internet has made bullying and harassment a much more difficult problem to control. It is vital that parents are aware of what their children are doing on the internet. There will be links on the website that are also used in our classrooms to help parents understand more about cyber-bullying. If you feel your child is victim of bullying or harassment, please contact the building principal or myself. It may also help to contact the parents of the children who are affecting your child.

WKCE Test Scores

We are in the process of analyzing our WKCE test scores. A report will be part of the May board packet. We will begin MAP testing in the next few weeks. These two sources of data are central to our building learning goals. They will help us formulate goals for next year as well as our professional development and summer curriculum efforts. A quick look indicates the results, while at or above the state average are pretty flat despite a variety of efforts to raise scores. This is disappointing to us, but we also know our students are experiencing increasing poverty as indicated by free and reduced lunch number increases. We need to find better ways to overcome these challenges.

Board Goals and Timeline:

It is important we set our building goals for next year prior to the end of the school year. The first step is direction from the board. I encourage you to consider a retreat with the administrative team when you are ready to involve us in the process.

Evansville High School – School Board Representative Report April 12, 2010

Submitted by:
Rebecca Mills
School Board Representative

Evansville Student Council will have members attend the Rock Valley Conference Student Council meeting on April 20.

Evansville Student Council will host a blood drive for the Red Cross in May.

Levi Leonard Elementary School
School Board Report
April 12, 2009

BOARD THEME/CURRICULUM TOPIC: Integrating New Teachers

New teachers have been integrated by having an assigned mentor in the past. This mentor helped teachers to learn the procedures and policies of the school and district as well as the daily items involved in teaching that differ from school to school.

While this program has been helpful, this year we are working on a system that provides more coaching for new teachers. The coaches discuss curriculum, methods and strategies with the new teachers. New teachers are also provided with a building buddy to help them with the day to day things. Since we have a team approach to teaching at the elementary school, the new teacher actually has a grade level or department team to support them as they begin in our school. Principals use the supervision and evaluation system as a professional development tool and also meet informally with the new teachers to discuss policy and procedures.

STAFF DEVELOPMENT:

The Marshall School District has been recognized by DPI as one who integrates the goals of SAGE and the elements of Response to Intervention (RtI) very well. On April 12, several staff members and the superintendent of the Marshall School District will share with our K-3 staff some of their policies, procedures, expectations and assessments. We hope this will help us in setting up our classrooms and resource staff for next school year under the SAGE waiver.

On April 12 and 13, several of our teachers will attend the Daily5 and Café workshops in Oshkosh. These were originally set for January, but were rescheduled. Our teachers are using these methods to improve reading and language arts instruction. It is an organizational process that helps teachers teach the various elements and concepts of reading and writing, and also teaches students to be responsible for their learning.

CELEBRATE!

Thank you to the 2nd grade students and staff who collected Dimes for Haiti. The students collected \$851.40... 8,514 dimes... each dime feed 4 people so... 34,056 people to be fed!

Congratulations to Mackensie and Ryan Wade on the birth of their son, Cooper! He was born March 26. He weighed 8 pounds, 2 ounces and was 20 inches long. Mom brought him in for a visit already and he looks great!

ANNOUNCEMENTS/UPCOMING EVENTS: April

- 12 Marshall School District Presentation in Intermediate LMC
- 13 CCC
- 14 K12 meetings
- 15 9:00 Week of the Young Child Parade
REACH/RtI Leadership Team meets
- 16 Week of the Young Child Family Night
- 19 Special Education Placement meeting
- 20 Employee Recognition in PAC
- 22 Collaboration meetings in the AM
Tornado Drill

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

April 12, 2010

Mentoring New Staff

Having been involved with our mentorship program for many years, it has been a move in the right direction to partner with the Dane County New Teacher Project. Instead of working with new mentors every year, we now have a system of continuous training of two very qualified teachers. One of the challenges we've been able to overcome appears to be the amount of time the mentor can spend observing the new teacher. This was difficult in the past with so many mentors trying to find time to leave their classrooms to observe and provide feedback to our new teachers.

At the intermediate school, we continue to pair any new staff member with another teacher in the building. This provides the new staff member with a "buddy" who can show him/her procedures, materials, curriculum, etc. I believe this, paired with the New Teacher Project mentorship program, is working well.

Professional Development

At our last staff meeting, Jeanne Lee, program director of the Epilepsy Foundation, spoke to our staff about epileptic seizures and procedures for handling them. We do have a couple of students who experience seizures so the information was timely and necessary. Again, thanks to Michael Pierick who attended our staff meeting.

Celebration

Congratulations to our Chess Team who received a third place trophy at a recent tournament held in our fieldhouse. Members included: Sam Feeney, Will Hammann, Ron Cresswell, Bailey Olin, David Baierl, and Gabby Diebold.

Announcements

Our next Family Math and Reading Night will be April 13 at 6:30. The last one was so well attended, we will find a way to fund it next year.

JCMC School Board Report

Bob Flaherty

Monday, April 5, 2010

New Teachers

We had a major change in how we support new teachers in our building and District. As the Board already knows, Butch Beedle is working with new teachers across the District to review their work. He is going into individual classrooms and giving advice as well as mentoring the new teachers. Butch became interested in taking on this role when he took part in some in-service training regarding a consortium in our area that is working together to improve the quality of new teacher instruction as well as the retention of new teachers.

However, we did assign our new teachers individual "building mentors" that could help the new teachers on a daily basis. For example, Janessa Fjelstad, our new special education teacher, is working with Brenda Berg as well as Rya Kincaid. The middle school also has new staff members meeting with their perspective teams on a daily basis. This is a real advantage to new teachers because they have a support group built into their working day and can get immediate answers and advice from veteran teachers.

I would like to take this opportunity to thank my colleagues Vicki Lecy-Luebke and Theresa Daane for working with my new teachers during my absence this year.

Professional Development

During staff development last month the staff received in-service on reading strategies from Janessa Fjelstad and Cathy Kruckenberg. A core group of teachers and parents visited schools in Beloit with alternative approaches to learning to help our school develop a vision for the future.

This month we will continue on developing strategies to improve school climate and student learning.

Celebration

We had approximately 200 students attend our "Family Fun Day" activities after school on March 19th. Students had opportunities to dance, play in the gym, play board games, or watch the NCAA basketball tournament. Thanks to all the staff and parents who helped organize and chaperone the event.

Evansville High School Board Report: Dane County New Teacher Project April, 2009-2010 School Year

Celebrations, Donations, etc:

N/A

Professional Development:

A small team of staff part of our "HS Grading Best Practices" sub-committee (related to our building goal #1) recently attended a two-day professional development workshop led by Rick Wormeli, a guru in the field of differentiated assessment/grading on March 18-19. This team will be presenting its information at the April faculty meeting.

We are planning on sending another team of teachers to a workshop in Madison on Differentiated Lesson Planning, another workshop designed to help teachers understand the how's and why's of planning lessons to meet the needs of a wide range of learners in their class. This workshop takes place on May 7.

HS update – DCNTP:

The EHS has been fortunate to have one of its teachers, Kim Katzenmeyer, involved in the DCNTP as a mentor for our newer teachers across the district. Kim has indicated that some of the professional development opportunities she has experiences through the DCNTP have been the best learning experiences she has had. Kim has been a great resource for several teachers in our building.

Another aspect of the DCNTP that I am excited about are the Teacher Induction Module workbooks/CDs provided by this training group. The two resources, "Analysis of Student Work" and "Coaching and Observation Strategies" are full of invaluable strategies for all teachers, including scaffolding of differentiated lesson planning and differentiated instruction, guides for

analyzing student work to help guide instruction, and a means of helping teachers become familiar and comfortable with the complicated process of examining, analyzing, disaggregating, and applying instructional/assessment data. We have begun discussion in the High School about creating a team of five or six “teacher coaches” starting next school year whose primary task will be to help their colleagues improve instruction in a non-evaluatory, non-supervisory manner. The resources from the NCNTP will be integral in this process.

**Evansville Community School District
Student Services Board Report**

April 12, 2010

Theresa G. Daane, Director of Student Services

Topic Focus: New Teachers and the Mentor Program

Educators entering the field of special education have had many similarities and differences in the training they receive when compared to general education staff. New special education teachers all express fears and concerns related to testing, completing special education evaluations and then writing Individualized Education Plans (IEP) for students referred and/or placed in special education. While you may expect that this be an area of emphasis in the training of special education teachers, the individual experience is very dependent upon the student teaching experiences they have had. Most are fortunate to have been involved in evaluating and writing an IEP for one or two students. In addition, most have only completed a similar number of Functional Behavior Assessments, FBA’s, and Behavior Intervention Plans, BIP’s. This causes tremendous stress for the initial special educator, as they all form the education program for students with a disability. The use of mentors is critical in supporting these teachers.

This past school year we began a new teacher mentor program. Last summer we hired three special education teachers, a speech pathologist and two occupational therapists. It was easy to see that each of these new staff members would need different kinds of support. While as the Director of Student Services, I can provide support in addition to a building buddy, a mentor and regular meetings to address specific needs is a great resource for our new staff.

Kim Katzenmeyer was designated as our special education teacher mentor for the 2009-2010 school year. I asked her to provide her perspective of participation in the Dane County New Teacher Project this year. Here is what she had to say.

“I believe the resources and trainings offered by the Dane County New Teacher Project, DCNTP, specifically related to mentoring new teachers, job coaching, and analyzing assessment data to improve instruction and differentiation has been some of the best professional development opportunities I have ever had. They have improved my own teaching practice as well as how I communicate with new teachers. It has had an impact on my conversations with veteran teachers about our teaching practice and student learning. I really can’t say enough about the quality of their professional development and its ‘real’ application potential in the classroom.

One major benefit to our ‘new’ way of working with beginning teachers was that we scheduled individual 1-1 time with each new teacher each month and they came to rely on us and depend on our visits. Specifically, regarding special education, I was able to follow-through from one month to the next with “next steps” for both of us, rather than having a discussion, making suggestions, and never talking about it again. I was also able to spend time working 1-1 in Skyward and provide support with gathering assessment data, interpreting it, and presenting it to parents. The data that I was able to collect from formative observations (based on beginning teacher

wants/needs) was useful to everyone as they worked through improving their own practice. I think our beginning teachers felt supported and in-touch with a familiar face. It certainly helped that I was working with a fabulous group of individuals who we are lucky to have on our team!

One challenge for me, personally, was finding time to manage my support among the beginning teachers I worked with. Theoretically, in order for successful job coaching and mentor support to work, we must consistently be able to provide a 'system' for observations: Pre-conferencing (15-20 minutes), formal observation (30-60 minutes), and a post-observation conference (20-30 minutes). Pre-conferencing and formal observations COULD happen on the same day, but K-5 staff has difficulty with this because they don't usually have preps that are conducive to that setup. The 1-day each month that I used was fantastic for the pre-ob and observation times, but it was VERY difficult to find post-conferencing time and I ended up doing most of it immediately following the observation (which is not recommended because it doesn't give the new teacher or the mentor time to think and reflect on what the data is showing). It was just too difficult to find additional time to be out of the classroom (from my daily responsibilities) after taking a release day to do the observations."

In conversations with our new special education staff members I have heard several consistent messages. The first is that the time to meet 1:1 with another teacher has been a crucial support. That this staff member was another special education teacher, was of greater value than had it been a general education teacher. They all reported that having an opportunity to meet with special education teachers that were struggling with similar challenges was beneficial. The first annual IEP or initial evaluation causes a lot of stress for the initial educator. They were able to share experiences and what they learned with each other.

This past school year was unique, having several new staff members in special education. Having a peer to talk to about what they were learning, experiences they have had and sharing ideas has been a benefit to the mentor program. The final thing they all have told me is how much they have appreciated the "coaching" they have received from Ms. Katzenmeyer. They indicate this has been a positive experience for them. I believe each of our mentor teachers have done a fabulous job of shaping this new role in our district.

Professional Development and Upcoming meetings:

April 9th, 9:30-10:30, ATODA Community Team meeting to be held at the Evansville Police Department

April 12th, 3:15-4:00, Marshal School will present their Response to Intervention model in their K-2 elementary school

April 13th, 9:00-2:00, Indicator 3, Preschool Outcomes training at CESA 2 (Pre Audit Training)

April 23rd, 1-3:00, Rock County Safe Schools Meeting

School Board Report
April 12, 2010
Curriculum Topic: The Dane County New Teacher Project
and ECSD Initial Educator Program

Evansville Community School District
Office of Curriculum and Instruction

Paula J. I. Landers, Director of Instruction

The Dane County New Teacher Project (DCNTP) is a consortium of school districts that was established in August 2002 in response to Wisconsin law PI-34. PI-34 provided for changes in teacher licensure, mentorship of new teachers, and requirements for hiring and training “highly qualified” staff. The DCNTP is supported by fifteen area school districts including: Belleville, Cambridge, Deerfield, DeForest, Madison, Marshall, McFarland, Monona Grove, Mount Horeb, Oregon, Stoughton, Sun Prairie, Verona, Waterloo, and Waunakee. Evansville is the most recent member.

In response to our affiliation with the DCNTP, the ECSD has remodeled its mentoring program for new teachers. We have replaced the 1:1 mentor model where building principals assign a new teacher to a veteran teacher “building buddy.” This model focused upon developing the social and cultural norms of new teachers in each building. With this model, the consistency and quality of support assured to each initial educator varied widely across the District. Based upon the recommendation of the local New Teacher Project Steering Committee in May 2009, two teachers were hired as mentors to serve all first and second year initial educators. This recommendation was made so that mentors could focus on the development of instructional and classroom management skills, and acculturating new teachers to the District. Having fewer mentors would provide higher quality and more consistent support of our new teachers. The Steering Committee felt that this model would be an intermediate step to growing the mentor position into a full-time release model, where one teacher mentor would act as an instructional coach to all new teachers in the District.

Currently veteran teachers Butch Beedle and Kim Katzenmeyer act as teacher mentors for all of the initial educators in the ECSD. Instead of a 1:1 ratio, the new model is roughly a 1:9 ratio. Butch and Kim are allocated release days each month and also use their prep time to meet with and observe new teachers in the classroom, confer with building principals, and develop materials for the mentor program.

In order to support Butch and Kim to become qualified mentors and develop the skills needed to support initial educators, they completed three mentor workshops offered through the DCNTP:

- Instructional Mentoring: strategies and tools for mentoring initial educators
- Coaching and Observation: data collection and its use in providing constructive criticism to initial educators
- Analyzing Student Work: using classroom data to change instructional practices in the classroom

In addition, Butch and Kim attend the DCNTP mentor support forums that are offered quarterly during the school year. Here they work on strategies to improve their practice as mentors and network with teacher mentors from other school districts.

Evansville’s affiliation with the DCNTP this year has provided us with the resources necessary to develop our teacher mentors into instructional coaches for new teachers. In addition we have access to a professional network of peers with whom we can collaborate as we continue to improve our program and practice. As a result, we have elevated our expectations for the role and responsibilities of the teacher mentors.

We have made many positive gains reforming our program this year. We plan to continue this work by developing a resource binder for new teachers and teacher mentors, and re-opening discussions with the steering committee to consider next steps for program improvement and equity of service.

Staff Development

April 8-9, 2010 – Grade 6-12 mathematics curriculum evaluation facilitated by Michelle Parks, CESA#10 and Paula Landers. Beginning discussion centers upon student achievement of the state standards, standards-based instruction and materials, and next steps for program review in 2010-2011.

April 8, 2010 – English as a Second Language Program Plan workshop sponsored by CESA#5. Marcela Tyson and Ryan Watson, ESL teachers, attend.

April 27, 2010 – U.W.-Whitewater Assessment Workshop to analyze student achievement data

May 3, 2010 – Curriculum mapping pilot in mathematics with Susan Udelhofen and Paula Landers

May 12, 2010 – Peer Coaching training for technology integration. Library Media Specialists will attend. Training is funded and facilitated through the ISSAC Consortium.

Evansville High School
Associate Principal/Athletic Director
School Board Report
April 5, 2010

ACADEMIC ACHIEVEMENT/PROGRESS ON LEARNING GOALS:

- March Attendance Rates
 - 94.58 % (**2009 = 92.49**)
 - 94.58 % + Excused Absences = 99.46 % (**2009 = 98.70**)
 - 00.54 % Unexcused Absent (**2009 = 01.30%**)
 - 0 Habitual Truant Referrals (**2009 = 1**)
 - **Total Habitual Truant Referrals 2009-10 school year = 3 (2008-09 = 5)**

- March Discipline Summary
 - 133 (**12.1%**) Discipline Referrals (**2009 = 118, 13.2%**)
 - 8 (**2009 = 12**) Students Suspended Out-of-School = 14.50 Days (**2009 =12.00**)
 - 11 (**2009 = 13**) Students Suspended In-School = 12.00 Days (**2009 = 12.25**)
 - 93 % of students receiving attendance related detentions served their assigned detention(s) in March (30 attendance related detentions/ 2 no shows).
 - 0 (**2009 = 3**) Student received a truancy citation referral in March.
 - **Total of 6 (2009 = 6) students have received a truancy citation referral in the 2009-10 school year.**

PARENT INVOLVEMENT:

- The Winter Sports Teams have successfully concluded their seasons with season ending banquets. All banquets were very well attended by athletes, parents, relatives and other community members.

CELEBRATIONS:

- Congratulations to senior Brian Lunde and junior Casey Moseley for being selected to the Rock Valley North Boys Basketball All-Conference team and junior Dylan Erickson for receiving Honorable Mention recognition.
- Congratulations to freshman Kayla Klitzman and junior Sydney Westrick for receiving Rock Valley North Girls Basketball Honorable Mention recognition.