

February 2010 Superintendent's Report

Mid Year Goal Update:

My mid-year goal update is in the February Board packet and will also be posted in the administrator corner on the district website. The individual administrator reports contain specific updates from their buildings.

Buildings continue to work on improving student academic performance. You will see references to RtI (Response to Intervention) and REACh (Responsive Education for all Children) in the building reports. REACh is being funded by a grant. It is a K-12 effort to target improvement efforts to increase student success and reduce the number of children requiring special education services. RtI is a process that develops a culture of clearly defined targets and a variety of approaches than can be tried with individuals to see if it improves their learning. In the past, students were often referred to special education at young ages without such trials. We have also received a grant due to our Intermediate special education students not making adequate yearly progress in math. This money has been used to adopt the most recent version of our elementary math teachers and train them. The new materials have more options for teachers to provide repeated practice to students who need more time to learn and extensions for those students who grasp concepts quickly and need more challenge (not more of the same).

WASB/WASDA/WASBO Convention:

Four board members: Michael Pierick, Dennis Hatfield, Sharon Skinner, and Tina Rossmiller as well as Deb Olsen and I attended the state school board convention. Melissa Hammann had to cancel due to a family health emergency. Videos of the keynote presenters, Dan Pink, Margaret Wheatley and Richard Picciotto are available on line at: <http://www.wasb.org/convention/>

We had a chance to share the various sessions we had attended and generally they were all of good quality. I attended a DPI session on next generation assessment which will replace the WKCE, An Evaluation of School District Enrollment changes by Applied Population lab, A Common Vision of School Districts and Municipal Governments; Working Together, and the Special session sponsored by the Wisconsin Technical College System on The Future of Wisconsin's Knowledge Economy where Tom Still was the presenter. I had the chance to stop at my parent's house for dinner on my way home Thursday night which was a wonderful way to end the conference.

Community Events

Jenny Kalson and I are on the board of the Evansville Fund which will hold its Chocolate Extravaganza on February 6 at the Eager Economy building. Discover Wisconsin will be taping the event. An open house for Dave Mosher's historic renovation of his new offices on the same block will be held prior to the 6:30 start time of the Chocolate Extrvaganza. There will be a silent auction that will include packages for food and meals created by the board. I am donating a garden luncheon for 8. Fine art and other great items will also be available. See Jenny Kalson or I for tickets (Assuming you read this prior to February 6)

Deb Olsen and I are co-chairs of the Evansville Community Partnership. We will be hosting our annual chili cook-off on February 20 in the Grove Campus cafeteria. Paula Landers is in charge of the administrative team chili entry this year. We have given up our "No Chili Left Behind" title in favor of the name "Blue Devil Red. Thanks to Paula for taking this on. Other administrators will help with serving and decorating our entry. We moved the event from the Red Barn last year to make it more of an alcohol free family event. The Y provides great children's activities in the gym. You still get a beautiful bowl from local potter Mathias James and the opportunity to bid on great silent auction items to support ECP. I have also been coordinating the long awaited move from the Chamber Office to the Baker Building by the

park. The many volunteers who have done the painstaking restoration work for the Grove Society who will be our landlord are to be thanked for their dedication.

Black Hawk Technical College President Search

I have been asked to be one of the board members on the BTC presidential search committee to replace Eric Larson who retires July 1. We have had several meetings so far and there will be several meetings between now and June. Most of them are in the late afternoon or evenings so will not take me away from district commitments. We have hired a search firm to lead us through the process.

Evansville Community School District Board of Education Goals 2009-10

Goal	Objective	Objective	Action Steps	Lead	Mid Year Update
Student Achievement:	Student Achievement: To maintain and advance student achievement through academics, extracurricular involvement, character education, non-traditional means, and prepare students for 21st Century citizenship and work.				
District #1	We will increase student success based on academic criteria identified at each building level.	<ol style="list-style-type: none"> 1) Continue social studies curriculum implementation and materials purchase. 2) Pilot curriculum mapping process with a K-12 team in mathematics. 3) Develop system cohesion in mathematics through program review, materials update, and professional development 	<ul style="list-style-type: none"> • Support development or social studies 9 course. • Purchase textbooks required for high school social studies changes approved in realignment document. <hr/> <ul style="list-style-type: none"> • Unpack standards and create core maps in mathematics for all grades & courses. • Pilot, discussing, and implement improvements to develop individual mapping process. <hr/> <ul style="list-style-type: none"> • Purchase materials consistent across K-5 in mathematics • Provide professional development to all K-5 general and special educators on using the EM3 curriculum. • Engage in a program review to identify program strength, areas of improvement for future direction and action. 	Landers	<p>In progress</p> <p>Texts will require board approval during Spring 2010.</p> <p>Completed</p> <p>On-track with work continuing 1/28/10</p> <p>On-track; additional resources ordered in Spring 2010</p> <p>On-track; additional PD in spring 2010 and during 2010-11</p> <p>On-track; in progress for K-5; in beginning phase for 6-12.</p>
Levi Leonard	1) 80% of K-2 students will attain 90% or more of Math standards based on SAGE goals and	2) In order to create continuity and cohesion in the K-12 curriculum, Levi Leonard teachers will participate in the district	<ul style="list-style-type: none"> ▪ Short assessments or "Probes" ▪ Progress monitoring 	Havlik	<p>discussions are taking place to teach more teachers to use the probes and progress monitoring system.</p> <p>The grade level teams met</p>

	<p>district alignment documents, and as measured by common assessments at each grade level. At the 2nd grade level, the number of students who meet their target growth goal as measured by the Measures of Academic Progress (MAP) administered in April/May 2009 will increase by 5% over last year.</p>	<p>wide curriculum mapping. The benchmarks developed in the first goal will be a basis for this mapping. Teachers will communicate with colleagues in grade levels to either side of the ones they teach, as well as with K-12 teams, to create a fluent and comprehensive curriculum.</p>	<ul style="list-style-type: none"> ▪ Benchmarks for each grade level based on SAGE goals and district alignment documents 		<p>to set these benchmarks and held cross-grade level meetings to discuss and address any overlaps or gaps between the grade levels.</p> <p>Two teachers at each grade level are involved with the math mapping</p>
Theodore Robinson	<p>1) At least 70% of students will meet or exceed the math benchmarks by May 2010 as measured by teacher developed posttests. (REACH goal)</p>	<p>2) At least 60% of students will meet their target growth goal as measured by MAP (Measures of Academic Growth) test scores</p>	<p>1) a) Teachers will develop common assessments that support our math benchmarks at each grade level. 1) b) Teachers will monitor progress of students and program interventions for those needing additional support.</p> <p>2) a) Particular attention will be given to those students with disabilities not meeting AYP (adequate yearly progress) in reading on the 2008 WKCE (Wisconsin Knowledge and Concepts Exam). 2) b) Reading resource staff will provide support with reading strategies and professional development as needed.</p>	Lecy	<p>1) Benchmarks have been created and staff have been inserviced on math program and methods</p> <p>2) Reading resource staff continue to meet regularly with special education staff to demonstrate reading strategies and discuss programs and materials. Regular education staff meet with reading specialists to hone skills in reading instruction. Modeling of strategies and methods occurring.</p>
JC McKenna	<p>1) The school will improve or maintain</p>	<p>2) Special education student scores will be</p>	<p>Staff Members will focus on MAP data to find weaknesses in</p>	Flaherty	<p>Meeting with all faculty...individual</p>

<p>an 85% advanced or proficient scores in all categories on the WKCE. 3) All academic areas will improve student target growth by 5% on the MAP test. Academic areas that already have a growth rate above 70% will maintain their current growth levels.</p>	<p>at or above the Wisconsin average on WKCE by the end of the 2009-2010 school year.</p>	<p>curriculum Staff members will target students who show inadequate growth in reading with interventions identical to the process used last year for REACH. Staff members are reviewing software to support students who are falling behind in math skills Work on creating an alternative program for students who our current classroom settings are failing. Work in conjunction with the high school to fund a model that requires little or additional funds outside the school budget with in the parameters of the budget process. Increase academic extracurricular offerings</p>	<p>goals set with increasing student learning. Groups set for targeted intervention. Staff members as well as reading specialist working with individual students. Site Council working on alternative programs from across Wisconsin for possible grant funding or funding from increased enrollment. We have started a chess club, a robotics "Lego League" club, and are considering adding an art club. All should be in place before the close of the 2009-10 school year. Our grading sub-committee has met a few times, every member has been doing reading/research on their own, and a handful of us will be attending a Rick Wormeli grading workshop in March. Our RTI-based literacy intervention for targeted 9th graders is set to begin the 2nd week of February</p>
<p>Evansville High School</p>	<p>1) We will increase the percentage of students passing classes; conversely decrease our semester failures from last year by 20 percent, based on the 2008-2009 and</p>	<p>Investigate best practices in grading and increase consistency in grading practices throughout the building Tie a functional RtI model into this goal, allowing us to effectively respond when kids are not learning</p>	<p>Everson</p>

	<p>2007-2008 failure data.</p>		<p>Alignment with REACH goals and initiatives, including increase in literacy focus across all subject areas with selected/targeted intervention for students as measured by SRI; progress monitor selected/targeted students</p> <p>Utilize 20 minute advisory time in a directed study format for students failing a class; targeted intervention</p>	<p>during the "advisory block" 3 days per week, utilizing 12th grade student mentors.</p> <p>A few members of our REACH team have written a literacy course curriculum with our hope of implementation next school year. Our plan is to seek CCC approval, then Board approval by May.</p> <p>We are currently using our advisory block for an Advisory for 9th graders, as well as directed study hall and regular study hall for students needing support.</p>
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Goal	Objective	Action Steps	Lead	Mid Year Update
Student Achievement: District #2	Develop 21 st Century Skills beyond the Core Academic skills	Participate in the planning and implementation of improved K-12 career exploration, the Stateline Career and Technical Education Academy and development of alternative learning environments for students	A-Team	See Specific building responses below. SCTEA has received funding from WIRED that will help with implementation and improvement of the courses in all district feeding into the identified career pathways. Details were in previous board packets.
Levi Leonard Theodore Robinson			Haviik Lecy	Guidance classes at the 3 rd and 4 th grade level focus on friendship skills, problem solving/decision making, all career-related skills. Specific career lessons occur in 5 th grade. Various careers are examined, as well as looking at the qualities of a good worker. Each student researches two possible careers, fills out an application form and basic resume.

<p>JC McKenna</p>			<p>Meet with Mrs. Rehfeldt and Scott Everson to review current programming.</p> <p>Develop curriculum for students who do not take band or chorus that will develop higher level thinking skills and project based learning.</p> <p>Review the possibility of adding a Tech Ed. Elective.</p> <p>Further develop a career exploration program at the middle school.</p>	<p>Flaherty</p>	<p>See previous section. Meeting with high school held.</p>
<p>Evansville High School</p>				<p>Everson/ Cashore</p>	<p>We have formed an alternative education committee and are proposing to move forward with a "4-pronged" approach to address our students who are at-risk of not graduating. Our committee will also be applying for the alternative education grant.</p> <p>We have taken a huge leap forward with our individual conferencing with 11th grade students, their parents, and their counselor on a piloted basis. We will</p>

be conferencing with all 9th graders this Spring semester.

We have revamped our course guide for the 2010-2011 school year to be significantly more aligned with the Career Clusters, Career Pathways, and Career Education paradigm shift.

Comments:

Goal	Objective	Input	Action Steps	Lead	Mid Year Update
Facilities	To develop and implement a comprehensive plan to maintain and improve the physical facilities				
#1	Update short range facilities plan	<ul style="list-style-type: none"> - B&G committee - Building administrators - Community users - City of Evansville 	<p>Status report to B&G of completed summer work</p> <p>Develop priority list for 2009-11 and keep B&G involved</p>	Francis/ B&G	<p>Shared at fall B&G</p> <p>In process</p>
#2	Update long range current facilities plan	1) The B & G director will update 5 year facility plans for major infrastructure items on an annual basis.	1) The B & G director will update 5 year facility plans for major infrastructure items on an annual basis.	Francis/ B&G	Currently underway and at B&G
#3	Create future facilities plan	2) Priorities will be set through the annual budgeting process	2) Priorities will be set through the annual budgeting process	Carvin, Board	Next step for B&G

Goal	Objective	Input	Action Steps	Lead	Mid Year Update
Vision	Develop and implement a comprehensive vision to meet the long range needs of the district using a proactive process			Pierick	The School Board conducted a community wide visioning input process, with ideas solicited via emails, and local newspaper and poster advertising. The ideas provided have been categorized for further consideration. A visioning focus group has been held with interested participants

Goal	Objective	Input	Action Steps	Lead	Mid Year Update	
Financial Management #1	To maintain financial stability while responding effectively to changing financial circumstances and focusing the allocations of financial resources upon district and administrative goals	Monitor enrollment and plan for staff shifts for 2009-10	An enrollment increase is moving into the middle school while the high school will decline requiring advanced planning prior to the budget process to determine staff shifts.	Finance committee will review with recommendations to full board	A-team	Program based budget committees are underway. Draft suggestions from A-team to address enrollment shifts have been developed. All recommendations will be prioritized by June.
#2	Continue Program Based budget process	Determine if any unforeseen changes in the state budget will affect our process. Adjust timeline if needed	Determine if additional positions can be funded and/or building operation budgets increased	A-Team	To deal with enrollment shifts about \$250,000 in budget cuts are being developed through the PBB process. Enrollment looks stable to 2010-11	List presented to PBB committees. Items that are also on the building lists have the greatest likelihood of being implemented.
		By November 15, we will identify the District's funding priorities (off the top) in the Program Based Budgeting process. Add Student Services as a separate site.	A-team will begin list of district priorities. Review with finance committee at October meeting	Olsen		
		1) Principals/budget leaders Contact last year's PBB committee members to enlist members. Select new members from other people familiar with that site's operations	Prioritize prior to determining site allocations	Olsen	Complete	
		2) Revise last year's materials and distribute to buildings		Olsen/Carvin	Complete	
		3) Board approves process and timeline		Board	Complete	
		4) Building teams meet and share recommendations with finance		Principals, Daane, Olsen	Underway. Reports will be on March 15 at Finance	

		5) Finance/committee meets with admin team to prioritize across district needs	Finance	March-May. Layoff possibilities must be complete by April 15
		6) Board Budget Hearing at regular meeting	Board	May 3
		7) Determine if any modifications are needed based on Kindergarten registration and retirements	A-Team/ Board	Most known retirements are in the calculations already. Kindergarten registration is underway. Open enrollment will also have an impact
		8) Board approves preliminary budget	Board	May 10 board meeting
		9) Assign staffing and begin hiring based on budget priorities	A-Team	April-August

Goal	Objective	Input	Action Steps	Lead	Mid Year Update
Safety & Security #1	Create an environment that protects students, staff, visitors and facilities Identify the most significant safety issues in the District,	The Buildings and Ground committee in cooperation with the administrative team and Joe Francis will identify budget priorities for improving building safety and security. Increase number of cameras on busses. Improve lighting and monitoring cameras around entrances and remote areas of buildings		Francis, B&G	Funds are limited, but priorities have been identified over the years. Middle school structure makes installation questionable. Delay for 2011-2 budget when safety improvements will be outside the revenue cap.
#2	Using the results of the last two asset surveys, and the new Wisconsin Youth Survey, identify areas in need of improvement in safety and school climate	Engage community in developing a community wide response to meet the needs of at-risk youth.	From this year's survey, a measurable goal will be set for 2010-11 targeting reduction in risky behaviors.	Daane, Principals	The Alcohol, Tobacco and Other Drug Abuse, ATODA, Coordinators of Rock County, in collaboration with Partners In Prevention, made the decision to move from the Assets Survey to the Youth Risk Behavior Survey. This survey was administered to students in sixth, eighth, tenth and twelfth grades during the month of December. Once all the schools in the county have completed the survey, results will be made

	<p>2) We will increase positive relationships between students and adults in the building (exact percentage yet to be figured), as measured by pre- and post- student survey/interview data.</p>			<p>available to individual district. This should occur later in February.</p> <p>In conjunction with the community readiness survey, a meeting was held on January to begin development of a community task force to address issues related to alcohol and drug usage of youth in Evansville. Those that attended included school district staff, a representative of the Evansville Police Department and Emergency Medical Services staff, the municipal judge, Youth to Youth staff, staff from Partners in Prevention and concerned community members. This group brainstormed ideas to implement the Parents Who Host Lose the Most campaign in conjunction with prom and graduation this year.</p> <p>A MOU for sharing information with various Rock County agencies and our police department have been made. Partners in prevention have conducted a community readiness survey for dealing with underage drinking. MS continues to work with students through use of district social worker.</p>
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			<p>Continue to evaluate our study hall/directed study/advisory system, and its impact on students' perceptions as well as academic impact</p> <p>Investigate/brainstorm homeroom models, and/or similar models of student-adult interaction that would foster more relationships and better connections between adults in our building and "fringe" students</p> <p>Investigate additional suicide prevention curriculum; participation in YRBS</p> <p>Utilize specific survey designed to gauge students' connectedness with adults</p>	<p>Everson, HS</p>	<p>First semester data shows improvements in the academic advisory program are reducing failure rates. MS continues to work with students through use of district social worker.</p> <p>A community workshop was held in December and follow up is planned</p> <p>The state survey will be used this year.</p>
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10/7/09

Evansville High School – School Board Representative Report February 8, 2010

Submitted by:

Rebecca Mills

School Board Representative

The Hispanic Community Project, (HCP), with the help of Partners of the Americas, WI and Kids Against Hunger is sending some relief to children in Haiti. They encouraged all school buildings, classes, groups, friends, and other colleagues to bring a dollar to help this cause.

The totals collected:

Elementary School-----	\$293.30
Intermediate School-----	\$386.03
Middle School-----	\$172.00
High School-----	\$201.42
Grand Total Collected-----	\$1053.75

Evansville High School will be hosting the Rock Valley Council this month.

Levi Leonard Elementary School
School Board Report
February 8, 2009

BOARD THEME/CURRICULUM TOPIC: Mid-Year Goals Report

1. 80% of K-2 students will attain 90% or more of Math standards based on SAGE goals and district alignment documents, and as measured by common assessments at each grade level. At the 2nd grade level, the number of students who meet their target growth goal as measured by the Measures of Academic Progress (MAP) administered in April/May 2009 will increase by 5% over last year. Areas we will especially focus on:

- Short assessments or “Probes”
- Progress monitoring
- Benchmarks for each grade level based on SAGE goals and district alignment documents

Benchmarks have been set at each grade level in math and Reading/language arts. These are based on SAGE goals and state standards. The grade level teams met to set these benchmarks and held cross-grade level meetings to discuss and address any overlaps or gaps between the grade levels.

Progress monitoring is used with those students who do not show grade level progress on grade level assessments. The resource teachers and the REACh/RtI team members are primarily using the progress monitoring system. However, discussions are taking place to teach more teachers to use the probes and progress monitoring system.

2. In order to create continuity and cohesion in the K-12 curriculum, Levi Leonard teachers will participate in the district wide curriculum mapping. The benchmarks developed in the first goal will be a basis for this mapping. Teachers will communicate with colleagues in grade levels to either side of the ones they teach, as well as with K-12 teams, to create a fluent and comprehensive curriculum.

Two teachers at each grade level are involved with the math mapping at the district level. They have shared information with grade level and K-12 teams. These benchmarks were shared with families at the Open House and first conferences of the school year. They are the basis for determining student progress as well as math mapping.

KINDERGARTEN SURVEY:

Current Kindergarten families were invited by letter to participate in a kindergarten survey from January 7-21. They could choose to fill in a hard copy or use the on-line version on our website. The hard copy input was added to the on-line input. There were 25 participants out of 151 kindergarten families, about 16%. Seven of these, or 29% of the respondents, were from the transition students’ families.

In general, parents were pleased with their own student’s experience in kindergarten. Three parents would like the district to continue to offer all three options, and two parents mentioned having a 4K as a good first school experience. This survey does not surprise me in any way. The last time we did a survey after we began the full-day kindergarten we found some similar ideas; people were happy with their own child’s

experiences and most liked the options offered to parents. Attached to this report, you will find spreadsheets showing the survey results.

STAFF DEVELOPMENT:

Grade level and special education teachers have taken part in Everyday Math professional development on January 12 and 19. All teachers felt this was extremely helpful since they learned about changes in pacing, on-line materials and assessments, as well as ways to use materials for differentiating lessons for various learners.

CELEBRATE!

A huge thank you to Deb Fritz for donating office furniture to our school to replace the worn furniture in my office!

ANNOUNCEMENTS/UPCOMING EVENTS:

Our Program Based Budget committee consists of Parents: Shelley Bisch and Mickey Haak, Deb Fritz, Marilyn Brink, Rin Kundert, Christina Ross, Ashley Nowak and Amy Gribble. We will meet at 6:00 PM on February 1, 11 and 15.

Other events:

February

9 CCC

10 K-12

16 Grade Level Collaboration AM

17 Staff meeting

18 REACh/RtI Leadership meeting

24 PLCs

25 1st Grade Concert 7:00 PM

26 1st Grade Concert 9:00 AM

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

February 8, 2010

Mid Year Goal Update

Goal 1: At least 70% of students will meet or exceed the math benchmarks by May 2010 as measured by teacher developed posttests.

- Benchmark assessments have been completed at each grade level
- All teachers of math have been inserviced on the latest edition of the Everyday Math program
- Some classrooms have created additional time for math practice

Goal 2: At least 60% of students will meet their target growth goals as measured by MAP (Measures of Academic Growth) test scores

- Particular attention has been given to those students with disabilities who did not meet adequate yearly progress in reading on the 2008 WKCE (Wisconsin Knowledge and Concepts Exam).
- Reading specialists have been meeting regularly with special education teachers to focus on reading strategies and selection of materials
- Students needing reading interventions have received additional instruction
- Reading specialists have worked in classrooms with teaching staff, modeling various reading strategies and skills

Professional Development

Alice Udvari-Solnar, professor at UW Madison, is meeting with our third and fourth grade inclusive education teams during the next month to look at differentiating and planning curriculum in a co-teaching situation.

All teachers of math, grades three through five, were given a one day inservice on the third edition of the Everyday Mathematics program. Consultant Mary Freytag did an outstanding job of presenting the materials, as well as teaching methods, to increase student learning.

Celebration

Congratulations to Heather Novak, Geography Bee Champion. Other finalists include: Jason Martinez, Logan Katzenmeyer, Zach Mielke, Ian Smith, Bryan Bartlett, Alex Smith, Kyle Roth, and Anna Shoemaker. Thanks to Stephanie Johnson and Teresa Doyle for coordinating this program.

The following students have qualified for the Yahara River Writers regional competition: Anna Shoemaker, Sophia Krainyk, Emmeline Roth for short stories; Kailey Wells,

Savannah Wall, Corita Wall, Sylvan Bachhuber for cartoons; and Heather Novak for poetry. Thanks to Teresa Doyle for coordinating this program.

Six students participated in the Grade 5 Regional Math 24 tournament held in McFarland. They include: Ansel Chesney, Anna Eager, Sophie Pincus-Kazmar, Brynna Wiser, Zach Wienke, and Geoff Yoerger.

Announcements

Fifth graders will be presenting their concert on February 23 in the HS PAC at 10:15 a.m. and 7:00 p.m.

Parent conferences will take place February 25 from 3-9.

JCMC
School Board Report
Bob Flaherty
1/29/2010

Building Goals and Interventions

The school has focused on Language Arts and Reading skills, and Math this year. Our Reach Grant is primarily tailored to students who currently are not in the advanced or proficient range in reading. On November 2, 2009 the building held a data retreat to look at Measure of Academic Progress (MAP) scores to determine which students will need further testing to identify reading problems. Staff members will again work with the identified students on an individual basis to improve their reading skills.

In addition, all math teachers spent two days making sure curriculums are aligned between the buildings. Math teachers have also worked on the “Advanced Mapping Team” to make alignment happen between buildings.

Also as part of REACH, teachers chose to develop word walls in every classroom to stress vocabulary across grade levels to improve reading comprehension. The building principal met with every teacher to set individual professional goals. In areas in which we need to show academic improvement, staff members were “encouraged” to select goals that were directly related to student performance. For example, the six grade reading teachers formed a PLC to work with the building reading specialist and other language arts teachers to figure out ways to improve the MAP growth rates of their students.

Building Goals January Update

Goal #1 The school will improve or maintain 85% advanced or proficient scores in all categories on the WKCE.

We have had no updates on scores of the 2010 school year. Teachers continue to review MAP data to plan classes and meet student needs. Teachers have had training the past two years and worked in small groups during in-service time. Science just completed MAP testing for the year and will receive the results soon.

Goal #2 Special education student scores will be at or above the State average on WKCE by the end of the 2009-10 school year.

Last year special education students improved scores dramatically and were at or above the State average. Special education staff members are continuing to work in PLC (Professional Learning Communities) to improve student learning.

Goal #3 All academic areas will improve student target growth by 5% on the MAP test. Academic areas that already have a growth rate above 70% will maintain their current growth levels.

The building principal met with all staff members individually or in small groups to discuss learning goals at the start of the school year. Staff members are working in PLC to improve student learning. In addition, all staff members worked on creating vocabulary lists and/or word walls in classrooms to stress the 100 most important words that will help students understand the subject matter that is taught in classrooms. We have reviewed various staff member word walls during the past several months.

Note Regarding Attendance Goal From Last Year:

We have also seen improvement in attendance this year. The efforts of the staff, Mrs. Zhe, and Mr. Czerwonka are paying dividends. We have two family meetings scheduled for this week to work with parents of students who are not meeting attendance goals.

Celebration

Students have worked hard to raise money for Haiti and other charitable causes.

Donations

None

**High School Board Report:
Mid-Year Update on Building Goals progress
February, 2009-2010 School Year**

Goal 1: We will increase the percentage of students passing classes (exact percentage yet to be figured, but it will be realistic and reasonable), and conversely decrease our semester failures from last year by 20 percent, based on the 2008-2009 and 2007-2008 failure data. [Alignment to district goal: Student Achievement -- To maintain and advance student achievement through academics, extracurricular involvement, character education and nontraditional means, and to prepare students for 21st Century citizenship and work]

Objectives for this goal:

- Investigate best practices in grading and increase consistency in grading practices throughout the building
- Tie a functional RtI model into this goal, allowing us to effectively respond when kids are not learning

UPDATE (as of 1/29/10):

We are excited about our failure (conversely, success!) data as we believe we are continuing to make progress on the notion that we will one day be the premier high school model in Wisconsin as a school that graduates 100 percent of its students. We believe our trend indicating a statistically significant decrease in failures is a symptom of quality practices, quality programming, and most importantly, quality instructors. The following is 'D' and 'F' data from this year and the previous two school years for first and second terms:

Evansville High School	2007- 08	2008- 09	2009-10
Term 1 Fs	80	66	40
Term 1 Ds	172	117	133
Term 1 Fs to freshmen	42	24	9
Term 1 Ds to freshmen	62	36	33
Term 2 Fs	84	87	51
Term 2 Ds	204	206	150
Term 2 Fs to freshmen	51	25	15
Term 2 Ds to freshmen	79	65	37

Our subcommittee focused on high school grading practices slowly continues to make progress. At this point, we have seven teachers who have expressed interest, and we will likely be expanding it to nine to cover most departments. Peter Diedrich has taken the staff lead on this subcommittee. Several members of this committee will be attending a grading workshop offered by Rick Wormeli in March. We are keeping the goals of this committee wide-open and we acknowledge the time it will take to evolve building-wide grading practices.

Our second subcommittee which is addressing the RtI model is being led by our school psychologist, Meaghan Hannibal. We believe our advisory time setup with the tiered interventions including directed study (and hopefully soon to include a 9th and 10th grade literacy intervention piece – see REACh below) have already begun to address some of this need.

Our staff spent the entire faculty meeting time on January 27 analyzing and disaggregating failure data in small, departmental groups. They identified trends and causes of student failures, and also identified students that may be good candidates to pilot credit recovery options in February.

Goal 2: We will increase positive relationships between students and adults in the building (exact percentage yet to be figured), as measured by pre- and post- student survey/interview data. [Alignment to district goal: Safety and Security -- Create and maintain an environment that protects students, staff, visitors and facilities.]

Objectives for this goal:

- Continue to evaluate our study hall/directed study/advisory system, and its impact on students' perceptions as well as academic impact
- Investigate/brainstorm homeroom models, and/or similar models of student-adult interaction that would foster more relationships and better connections between adults in our building and "fringe" students

UPDATE (as of 1/29/10):

We just created and emailed a staff perceptions survey regarding how effective our differing approaches to the 20-minute "advisory" time for all students seem to be, in addition to asking staff for suggestions for improvement.

Goal 3 (REACh): Our primary REACh goal is a selected/targeted reading and literacy intervention for primarily 9th graders based on MAP data from last school year.

UPDATE (as of 1/29/10):

We have looked at MAP data and have identified some students for our literacy intervention during our 20-minute "advisory" block for those targeted students. We are planning on implementing a progress monitoring system utilizing SRI (Scholastic Reading Inventory) and fluency probes to gauge progress for our targeted students. We will be utilizing 9th and 10th graders in this intervention, with the hope of having good data for students 9th through 12th grade in two years. Kim Stieber-White has taken a staff lead on this and has agreed to help us utilize the LMC as our primary assessment center. This intervention begins the 2nd week of February.

Evansville High School
Associate Principal/Athletic Director
School Board Report
February 1, 2010

ACADEMIC ACHIEVEMENT/PROGRESS ON LEARNING GOALS:

- January Attendance Rates
 - 95.69 % (2009 = 94.03)
 - 95.69 % + Excused Absences = 99.47 % (2009 = 99.00)
 - 00.53 % Unexcused Absent (2009 = 01.00%)
 - 0 Habitual Truant Referrals (2009 = 4)
 - **Total Habitual Truant Referrals 2009-10 school year = 3 (2008-09 = 4)**

- January Discipline Summary
 - 87 (9.7%) Discipline Referrals (2009 = 90, 10.3%)
 - 8 (2009 = 6) Students Suspended Out-of-School = 8.25 Days (2009 = 7.75)
 - 12 (2009 = 11) Students Suspended In-School = 7.50 Days (2009 = 7.00)
 - 87 % of students receiving attendance related detentions served their assigned detention(s) in January (31 attendance related detentions/ 4 no shows).
 - 1 (2009 = 0) Student received a truancy citation referral in January.
 - **Total of 6 (2009 = 4) students have received a truancy citation referral in the 2009-10 school year.**

ANNOUNCEMENTS/UPCOMING EVENTS:

- EHS will be hosting a Boys WIAA Division 3 Regional Final game on Saturday, March 6, 2010
- EHS will be hosting the Girls WIAA Division 4 Sectional Semi-Final game on Thursday, March 18, 2010.
- Spring Sports Meeting will be held on Sunday , March 7, 2010 at 7:00 p.m.
- Spring Sports Begin:
 - Boys/Girls Track – Monday, March 8th
 - Girls Soccer – Monday, March 22nd
 - Girls Softball – Monday, March 22nd
 - Baseball – Monday, March 22nd
 - Golf – Monday, March 29th

School Board Report
February 8, 2010
Curriculum Topic: Mid-Year Goal Update

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

Curriculum Mapping:

The purpose of curriculum mapping is to create a documented record of district curriculum in every content area. This record provides foundational data for the district to evaluate the rigor, relevance, scope and sequence of the instructional content and skills delivered to students every day.

This year, a team of 20 teachers has been piloting the mapping process using an electronic curriculum mapping tool called Tech Paths. This process has been guided by Susan Udelhofen, a curriculum mapping consultant from the Madison area. Piloting allows us to develop the mapping process with a small number of teachers, solicit feedback, identify system barriers, and work to remove the barriers before a larger group begins to map their curriculum.

To date, the piloting team has created "core" maps based on the Wisconsin content and skill standards in mathematics and has begun to develop "individual" maps that include content, skills, and assessments. Core maps define the grade-level skills and content that every teacher will deliver in the classroom. Individual maps are a reflection of a teacher's daily lesson plans and are a detailed log of classroom teaching. The core map anchors instruction to the standards while the individual map records detail and individualization of instruction. The piloting process has been very successful and well-received by the participating teachers and is proceeding as planned.

Future mapping work will include further refinement of the individual mapping process and identifying system capacity for expanding the mapping to additional teachers and departments.

Social Studies Re-alignment:

The realignment work in social studies continues this year by completing the finishing touches on the high school social studies curriculum. The high school social studies staff continue to develop the 9th grade curriculum and identify instructional materials required for that course. Textbooks for economics and American history are currently under review and will be coming to the school board for approval in the next few months.

Professional Development:

In January, K-5 staff engaged in professional development in Everyday Mathematics (3rd Edition) with mathematics consultants Karyl Zahorik (Kindergarten) and Mary Freytag (grades 1-5). This training supported staff in using the third edition, which was recently purchased for grades 3-5 through an ARRA grant received by Theodore Robinson Intermediate School. With this purchase, K-5 mathematics now has a consistent instructional series throughout all elementary and intermediate grade levels. Training not only provided an orientation to the new materials, but also provided a forum for discussion about instructional strategies that are successful with the Everyday Math spiraling curriculum. "Cross walking" the math materials with core maps to assess series alignment and streamline content delivery are tasks that will be included in future curriculum mapping work.

Evansville Community School District
Student Services Board Report
February 8, 2010

Theresa G. Daane, Director of Student Services

Topic Focus: Goal Update

Reading and Math Achievement

Progress on achievement goals for this school year has been slow, but steady. In September monthly meetings began between special education teaching staff and the reading resource staff at Theodore Robinson Intermediate School, TRIS. The purpose of these meetings has been to discuss instructional strategies for reading instruction and application to students with disabilities. Special education staff had focused on using the SRA Reading Mastery program for reading instruction. This is an instructional program that has been found to be effective by special education teachers, though it has not had any approved studies that met requirements to be listed as such on the Department of Education's What Works Clearinghouse.

The team at TRIS asked to purchase a wide array of materials. These included supplemental reading materials and general education curriculum. This curriculum met study requirements to be listed as an effective curriculum on the What Works Clearing House. They also purchased copies of the most recent edition of the Qualitative Reading Inventory, to complete on going progress monitoring to determine the effectiveness of the reading interventions. Based on building needs, high interest, low level reading materials and Reader's Workshop materials have also been purchased. Staff have requested and attended other reading workshops available. All materials purchased for special education staff has been paid for using special education ARRA funds.

Special education staff at LEVI has had training in reading instruction, following a balanced literacy program and guided reading strategies. Special education teachers at TRIS, have been receiving training on instructional best practice over this school year. This training supplements their background with recent findings of best practice in reading instruction. While all students benefit from these strategies, it must be kept in mind that students with disabilities have not consistently found success with these strategies. They have had instruction based using a wide range of interventions.

Students at TRIS did not meet Adequate Yearly, AYP, on the 2008 Wisconsin Knowledge and Concepts Examination, WKCE. Due to this kindergarten through grade five has become an intensive area of focus this year. In October, a supplemental ARRA grant was completed and approved by the Department of Public Instruction. This resulted in additional funds to support reading and math programming.

As a result of the additional grant money, all teachers, from early childhood through fifth grade now have the most recent edition of the Every Day Math series. Special education teachers at TRIS, had not had copies of the general education math curriculum until last school year. In addition, no training had been provided to newer staff in using the curriculum, since it had been first been adopted by the district at the K-5 level. This has been an essential element in addressing issues related to math achievement.

Through the collaborative efforts of the building principals, director of instruction, and the director of special education, the updated curriculum has been purchased. Initial training has been provided to most general and special education staff implementing the curriculum to maximize results for all learners. On Monday, February first, Mrs. Lecy-Luebke, Mrs. Lander and I will meet to complete the first progress report for the supplemental grant. We will determine training needs based on input from teaching staff as well as training for staff that missed the initial training. Math and reading parent nights are an additional part of our supplemental grant. This will need to be established as well.

Due to the need to provide intensive support to ensure that staff at Levi and Theodore Robinson, progress has been limited in determining supplemental and intervention math programs at the K-8 level. It is

essential that any intervention program be developed and implemented in response to challenges students experience once they have been provided rigorous instruction using the general education curriculum. This has resulted in no progress being made in my goals related to identifying and purchasing intervention programs in the area of mathematics. This decision has been made in collaboration with Paula Landers, Director of Instruction.

Inclusive Programming and Differentiation of Instruction

Teams at all grade levels have been participating in training and support in the areas of inclusive programming and differentiation of instruction. At the high school level students with more severe disabilities have been able to increase participation in general education classes. These classes have ranges from physical education, to science and health classes and electives such as art and family consumer education.

While many of our students with disabilities have been involved in similar classes, this year staff has been provided the opportunity to collaborate with Dr. Alice Udvari-Solner, a professor at the University of WI-Madison Department of Curriculum and Instruction. General and special education staff has had the opportunity to meet with and be provided additional guidance from Dr. Udvari-Solner in how to support student's meaningful participating in class.

At the middle school level a social studies teacher, along with several art teachers from the district, have had the opportunity to meet with Dr. Udvari-Solner to learn about adaptive devices. In addition, they have had professional learning community time to meet with her to problem solve and ask questions on best practice in use of universal design of instruction to meet the needs of all learners in the classroom.

At both Levi and Theodore Robinson, students and staff have been identified to work with Dr. Udvari-Solner. She has been able to observe students with significant disabilities in the general and special education setting. After the observations, time is provided to meet and receive feedback and ask questions. Each consultation usually results in new and creative ideas for ways to maximize results for all learners.

Dr. Udvari-Solner has also been working with two teams of teachers at Theodore Robinson. The teams include one special education teacher and two general education teachers. After observing each classroom settings and initial meetings, the teams are now beginning to meet with Dr. Udvari-Solner to discuss curriculum. These professional development opportunities provide teachers with additional resources and ideas to use in the classroom setting. They will begin to work on the universal design of curriculum. This curriculum development model works to integrate active and collaborative learning strategies into the curriculum. It takes into account ALL learners in the classroom from the lowest level to the most gifted student to make instruction as meaningful and engaging as possible.

This professional development, as well as all additional materials that staff determine is needed, is funded using the special education ARRA funds.

While not part of my specific goals for the school year, I am supporting building principals in implementation of Response to Intervention and REACH initiatives. The Building Intervention Team (BIT) coordinators have met four times to date to revise and implement a consistent model across the district.

In addition, the pupil services team has been working to update our Sudden Student Death/Suicide Plan in response to events this fall.

Please refer to the updates on my goal sheet for further goal information.

Professional Development and Initiative meetings:

February 2, at 3:15, Student Services PLC meeting

February 3, REACH Coordinators meeting in Appleton, WI

February 3-5, WCASS Winter meeting (Wisconsin Council of Administrators of Student Services in Appleton, WI

February 8,

- 9:30-11:00 Alcohol, Tobacco and Other Drug Abuse, ATODA, Coordinators meeting at CESA 2
- 3:15 Levi Crisis Team meeting

February 9, Dr. Cathy Van Lueven presents "Understanding Individual Differences" from 6:30 until 8:00 p.m. at the TRIS Library

February 11, 16 and 22nd Team meetings with Dr. Alice Udvari-Solner at TRIS

February 19th at 1:00 p.m., Rock County Safe Schools meeting

March 5th, 9:30-10:30 ATODA Task Force meeting at the library