



Campbellsport School District Newsletter

Spring 2011

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How Does the State Budget Impact CSD?

by Dan Olson, District Administrator

As residents and taxpayers of the Campbellsport School District, I am certain you are well aware of the pending legislation regarding collective bargaining for public employees in Wisconsin. It has also been well publicized that the state will significantly decrease aid to local municipalities and school districts in order to reduce their budget deficit. What you may not know is how this legislation will affect the budget in our school district and, in turn, local property taxes.

In order to better communicate to the public the budget challenges our district faces, our Board of Education recently held a budget workshop to explain the budget development process. Approximately 40 district residents attended and

participated in discussion with the Board regarding priorities and concerns related to the district's 2011-2012 budget.

Below is list of frequently asked questions regarding the District budget:

How much money must be cut to meet state-imposed revenue limits?

A district's revenue limit is the maximum amount of revenue it may raise through state general aid and property tax for the General, Non-Referendum Debt and Capital Expansion Funds. Governor Walker's budget proposal requires all districts to decrease their current revenue limit by 5.5% for the 2011-2012 fiscal year. Fortunately, due in large part to the sound fiscal management of the Board of Education, our school district's \$14.6 million budget is currently slightly more than \$1.8 million under the state-imposed limit. Therefore, the proposed reduced revenue limit will have no impact on our district budget.

What will be the reduction in state aid?

The Governor's budget proposal reduces state school aids by 8.4%. However, equalized aid payments to school districts vary greatly based upon a number of factors, most notably student enrollment and equalized property values. The budget bill includes a hold harmless provision that no school district may lose more than 10% of the prior year aid amount. Therefore, we are basing our budget on the assumption that we would lose the full 10% or \$746,582.

Will the Budget Repair Bill enable the district to make up for the loss of state aid by requiring employees to increase contributions to their pension and health insurance?

Wisconsin Act 10, also known as the Budget Repair Bill, mandates that all public employees must now contribute 5.8% of total earnings to the Wisconsin Retirement System. This amount is currently paid by the district. The employee contributions would make up approximately \$450,000 of the budget deficit.

The bill also mandates that public employees who belong to the state health insurance plan must contribute 12% of the premium cost, but this provision does not apply to our district since we are not part of the state plan. Our employees already pay 10% of the health insurance premiums and increasing to 12% would only reduce the district's cost by \$30,000. The district also saved approximately \$100,000 last year by changing its health insurance carrier. However, the district will continue to consider plan changes in order to reduce health insurance costs.

What other cost reductions are being considered?

The administration and school board are working to reduce expenditures in order to balance the budget without passing along the loss of state revenue onto local property taxes. In addition to the reduction in staff benefits, the district expects to realize significant savings from eight teacher retirements. Two of the teaching positions, along with one administrative position, will not be filled. New teachers hired to replace the retiring teachers will be hired at significantly lower salaries. Other expenditures being considered include transportation costs and reducing the number of school days.

When will the final budget decisions occur?

The board must approve a preliminary budget prior to July 1, which is the beginning of the new fiscal year. Budget revisions will continue throughout the summer and into the fall before a revised budget is presented at the annual meeting and budget hearing on September 19. The final budget and tax levy must be adopted by the board on or before November 1.

Congratulations to the Campbellsport High School forensics team for earning the prestigious "Excellence in Speech Award" given annually by the Wisconsin High School Forensics Association to the top five percent scoring schools who have competed in the Speech Festival at the University of Wisconsin-Madison!

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New Academic Standards

by Judith Hoepfner, Ph.D., Director of Curriculum & Instruction

This year the Campbellsport School District and 447 other school districts in Wisconsin adopted new standards in math and language arts known as the Common Core State Standards (CCSS). Wisconsin is one of 44 states in the country who made the adoption. The goal of the CCSS is to prepare every student to be ready for a career or college. By having the same standards in nearly all states, there is a consistency and common language of learning with clear targets. The CCSS are noted as more specific, rigorous, and are designed for every grade level from kindergarten through twelfth grade. Teachers across our district have been learning more about the CCSS and have begun comparing them to the curriculum we currently use. We will continue to blend our learning expectations with these new standards next year. Another added focus is that teachers will use the Common Core State Standards as they check for student understanding during their teaching. More information can be found at <http://www.corestandards.org/>



Technology Tidbits

by Judith Hoepfner, Ph.D., Director of Curriculum & Instruction

Wireless Network

On March 7, 2011, the Campbellsport Board of Education voted to approve an upgrade to the wireless network. It will be paid with funds from the 2010-11 budget. This means that there will be an improvement to the current network that provides limited wireless access in all buildings. The new network will supply all students and faculty wireless access at the same time in all buildings. Students will be able to use our network or access online content in more places than just the computer lab. Learning opportunities will be increased!

Mobile Devices

Did you know that nationally 67 percent of parents say they would purchase a mobile device for their child to use for schoolwork if their schools allow it, and 61 percent of parents favor students using mobile devices to access online textbooks? Also, 67 percent of parents support online textbooks as a good investment to increase student learning up from 21 percent in 2008. This information was released by Project Tomorrow during a 2011 Congressional Briefing of "Speak Up 2010" K-12 Student and Parent Data. The report is titled "The New 3 E's of Education: Enabled, Engaged and Empowered How

Today's Students are Leveraging Emerging Technologies for Learning."

Campbellsport School District will allow students to bring mobile devices to school for learning after communication with parents. A new Acceptable Use Policy has also been written to include mobile devices. As early as this semester, students' own mobile devices may be incorporated in learning.

Online Textbooks

At least eight teachers from the elementary, junior high, and high school have included online textbooks in their teaching. Textbooks that can be accessed via the Internet are used for classes about agriculture, accounting, geography, geometry, social studies, and the Unique Learning Curriculum. Teachers have explored additional ways to incorporate technology as a part of instruction during the early release and inservice days this year.

iPads

iPads may seem like a toy or luxury, but they also have distinct educational benefits. Campbellsport School District students who receive Title I services will soon have the added advantage of using iPads applications to strengthen their reading skills and comprehension. Likewise, Early Childhood students will use iPads to develop an understanding of basic concepts, colors, shapes, animals, letters, numbers, matching and naming objects. The purchase of 12 iPads was made possible by Federal grants.

School Improvement

By Daniel S. Kopp, Campbellsport Junior High/High School Principal

When one hears the word "improvement" it is all too easy to assume there was something wrong which provided the impetus to



improve. Quite the contrary is actually true. It is every educator's goal to be the best he/she can be. All of us work diligently to ensure there is an optimal learning environment in every classroom in this school. The endeavors undertaken by the leadership team will look drastically different than those accomplished by a classroom teacher, but the goal is the same: we want to provide our students with the best possible educational experience while they are in our school.

We start every year with the mindset of perfection. All of the items which guide our daily practice, such as policies, procedures, unit plans, and lesson plans, could not possibly be better – or so we think. It is not long after the school year starts that we realize there are things upon which we could improve based upon new knowledge we have gained.

Educators base everything they do in school on the knowledge they currently hold. Knowledge, or simply put, what we know about any given subject, is doubling approximately every one-two years. This is referring not only to the curricular or content knowledge, but also to the knowledge about how people learn and pedagogy, which is the art and practice of teaching. When we encounter this new knowledge we integrate it into our current practice in order to improve.

So, when there is improvement, that is not an indicator of inferior preparation or performance; it is merely a reaction to new knowledge we have gained and we implement it in an attempt to become "perfect" once again.

Sportsmanship

by Michael J. Juech, Campbellsport Junior High/High School Associate Principal & Athletic Director

The Wisconsin Interscholastic Athletics Association (WIAA) recently recognized the Campbellsport students, fans, and wrestling team for their "exemplary display of sportsmanship, ethics, and integrity" during the State Team Wrestling tournament. This is an honor that supports the development of the Campbellsport school community. The WIAA is always looking for ways to promote sportsmanship at all events. As athletics continues to evolve, there is added pressure on athletes, coaches, officials, and parents. With these increased pressures, it is crucial that all parties continue to demonstrate sportsmanship. We have all disagreed with a call or not supported a strategy used by an opposing team, but we need to always demonstrate sportsmanship. This sportsmanship is a direct reflection of our character.

The Eastern Wisconsin Conference will also be looking at ways to improve sportsmanship. When we put our palms in the air to question a call or voice our displeasure with a call, are we displaying the character and sportsmanship we want to see from the students in our school community? Throughout the conference, different approaches to celebrating sportsmanship and stopping poor sportsmanship have been taking place. In Campbellsport, sportsmanship has been supported by the Cougar Booster Club, and fans have been recognized for sportsmanship and the character they have displayed.

Recognition from the WIAA is outstanding. Evidence of sportsmanship from Campbellsport athletes and fans is something of which we can be proud. The character our students take with them, come from the lessons learned along their journey. When we demonstrate sportsmanship, we positively impact the lives of the Campbellsport students and community.



Medical Assistance for Children

by Laura Stautz, Director of Pupil Services

Families of children with significant medical needs often experience a gap between their commercial health benefit plan coverage and the actual cost of expensive treatments, services or equipment. The United Healthcare Children's Foundation is trying to help families in these situations by offering grants up to \$5000 to pay for unfunded or only partially funded treatments and services. If a grant is accepted by the Region Board of Directors, approved medical services or items could be paid for. In 2009 the United Healthcare Children's Foundation provided 1.4 million dollars in medical grants. Grants have been awarded in the past to pay for services such as occupational

therapy, physical therapy, speech therapy and surgeries and for items such as frequency modulation (FM) hearing systems, insulin pumps, walkers, and wheel chairs. Families can find more information and apply online at <http://uhccf.org>.

Literacy and Comprehension and Spelling, Oh, My!

by Lynn Bub and Connie Strand,
Campbellsport School District Elementary Principals

As our school year winds down, you may expect things to wind down in the world of curriculum, as well. Not the case! Our Pre-K through sixth grade staff has already been busily reviewing materials, strategies, and data related to student achievement in preparation for next year. Thanks to various staff teams and utilizing our assessment data, we have many lenses through which to view student progress. An area of great significance, as you might imagine, is reading. Reading is a huge factor for life success, so our elementary staff takes great care in determining student progress and need in this area.

In our quest to provide appropriate resources for each child, we will be continuing to differentiate our reading instruction within a balanced literacy framework. You may be familiar with "The Daily Five," which is a student-driven core routine and framework designed to fully engage students in reading and writing tasks that incorporates choice and independence. Students can read to self, work with words, listen to reading, read to someone, or work on writing. These strategies will be implemented even more deeply in our district's kindergarten through second grade classrooms. Our students will transition in third through sixth grade to experience Reader's and Writer's Workshop. In this framework students read a variety of self-selected and teacher-selected texts for extended periods. They construct meaning and make personal and textual connections as they learn from and about reading. Students learn effective comprehension strategies that they apply to fiction and nonfiction texts.

Another layer of our literacy curriculum is word study, and its relationship to spelling and phonics. We are equally excited about the integration of two spelling and phonics curriculum choices that complement our current work in literacy. For our kindergarten through third grade classrooms, we will be using the Fountas and Pinnell Phonics and Word Study curriculum. Similarly, Words Their Way was chosen for our fourth through sixth grade students. Recently, staff from both elementary schools had the opportunity to hear Shane Templeton, an author of Words Their Way, speak at a workshop in Neenah. Everyone returned excited and ready to share their new thoughts with colleagues.

If that wasn't enough preparation, we are also gearing up to improve the ways we intervene when students need extra support or greater challenges. We are very fortunate to have excellent staff who specialize in the teaching and learning of reading. This year we continue to implement the Leveled Literacy Intervention (LLI) for students who need additional reading support. We are also working together to integrate Response to Intervention (RTI) strategies that propel students forward in their reading and language use skills. Creative scheduling and meeting times, often at lunch, have helped us to promote collaboration within our staff this school year. We have already begun to prioritize time in our day for these professional relationships and problem-solving next year.

Without a doubt, our greatest asset in educating our children in the pursuit of excellence is our community. Studies show that the greatest reading impact for a child occurs before the fourth grade. While we strive to provide the best resources, most talented teachers, and best process, we know that children learn to truly love learning from many areas of their lives; most notably, their families. Thank you for continuing to promote a love for reading and learning in the children in your life!



The Power of Walkthroughs

by Kristen Langer, Campbellsport Junior High/High School Associate Principal

Beginning this year, the principals and associate principals have been using an innovative tool, new to the district, called McRel Power Walkthroughs. It is a classroom observation software tool that is being used to improve professional development. The software is most accessible on the principals' Blackberry phones. The goal is for each principal to visit ten classrooms a week and complete a walkthrough. In the 7-12 building that means principals perform thirty walkthroughs a week. In addition to the walkthroughs, principals also visit classrooms to do formal teacher observations as well as to simply see what is happening.

Walkthroughs take about three to five minutes and in that time they take a snapshot of what type and kind of instruction is occurring in the classroom. Principals select from a group of predetermined research-based instructional strategies. They input information like whether the class is learning as whole group, as instructional groups, in pairs, or working as individuals. They also input types of technology that are being utilized, what type or kind of assessments are taking place and if the students are able to articulate the learning objectives. All of this data goes into an information base and allows the principals to create reports that show where teachers are highly skilled and which teaching methods are used frequently. The reports also indicate different kinds of instruction where teachers would benefit from more training.

For example, one of the items studied is the level of Bloom's Taxonomy being used in classrooms. Bloom's Taxonomy is made up of six categories: remembering, understanding, applying, analyzing, evaluating, and creating. If a principal sees that a teacher is using activities that evolve around students understanding, remembering and applying information, they know students are using lower-order thinking skills. The goal is to see teachers use more higher-order thinking skills including analyzing, evaluating and creating items with the information students have learned. If the principal notices a disparity in any of these areas, appropriate training will be provided to improve teacher performance and student learning.

The walkthroughs have become very valuable to the district's principals. It has been amazing to witness all of the wonderful instructional activities happening in so many classrooms. A whole new line of dialogue about educational activities has been opened because of the use of this integral tool. The data provided because of the walkthroughs further enhances education in classrooms district-wide.



Be Safe, Be Respectful, Be Responsible

by Lynn Bub and Connie Strand,
Campbellsport School District Elementary Principals

Teaching students what appropriate behaviors really mean and look like is the goal for Eden and Campbellsport Elementary Schools. We have shared information about the new program we are planning to implement in the 2011-2012 school year. Positive Behavior Intervention and Support (PBIS) will teach our students behavior expectations the same way we teach core subjects. It ensures that expectations of both teachers and students are consistent.

Both schools will focus on three behavioral expectations—Be Safe, Be Respectful and Be Responsible. They are positive statements that will be easy for all students to remember. At Campbellsport Elementary we will refer to the program as "Cougar Pride" (Promoting Responsibility In Our Daily Environment). At Eden it will be referred to as "PAWS Pride" (Positive Actions Will Lead to Success).

One of the most important steps in the planning process was the development of a matrix that shows what behavior expectations look like, feel like, and sound like in all classroom and non-classroom areas. We have even incorporated the bus! The matrix we have included is the one developed for Campbellsport Elementary, but there are few differences between this one and the one developed for Eden Elementary. Our next big step will be to determine how these behavior expectations and routines will be taught.



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“Promoting Responsibility In our Daily Environment”

	Be Responsible	Be Respectful	Be Safe
All Settings	Be prepared Take ownership Make good choices Follow directions	Be kind Be honest Be positive Use manners Follow room rules Respect school property	Walk Keep hands and feet to yourself
Lobby	Keep your belongings with you at all times	Quiet voices Use kind words	Walk slowly Keep hands and feet to yourself
Hallways	Keep your space clean	Voices off Respect other's property	Walk single file Keep hands and feet to yourself Stay to the right when walking in the halls Face Forward
Bathrooms	Keep bathrooms clean Be quick	Flush Give privacy to others	Keep water in sink Wash hands with soap and water Keep feet on the floor
Lunchroom	Stand in line using Pride 5 Keep all food to yourself Throw out trash Clean up your space	Use whispering voices Raise hand for permission to leave table Follow directions Use good manners	Walk Keep hands, feet, and objects to yourself Clean up spills Use utensils properly
Playground	Dress for the weather Put away what you use Line up quickly using the Pride 5	Include others Show good sportsmanship Take Turns	Be aware of others Keep hands and feet to yourself Play in designated areas Go down slide feet first Hang with hands only on the monkey bars One person on a swing Keep woodchips on the ground Walk on playground equipment
Computer Lab/Library	Leave computers alone unless you have permission Return materials to desk Return materials on time	Use whispering voices Respect property Put books away in correct places	Walk
Assembly/Fieldtrip	Clean up area Represent CES positively	Demonstrate good audience behavior Show appreciation Show Cougar Pride	Walk Follow directions Stay with your group
Bus	Throw garbage away Keep area clean Be on time Be responsible for yourself	Use quiet voices Use appropriate language Use kind words Respect others' property Respect the driver at all times	Remain seated at all times Keep windows on or above 2nd notch Keep hands to yourself Keep feet on the floor

The Pride 5: 1. Voices Off 2. Hands and Feet to Yourself 3. Face Forward 4. Listening Ears 5. Ready to Begin