



Campbellsport School District Newsletter

Fall 2011

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Planning Committee Develops Long-Range Facilities Plan

by Dan Olson, District Administrator

A Facilities Planning Committee comprised of board members, staff, parents and community members has been meeting throughout the summer with architects from ATS&R to develop a long-range facilities plan for the district. Board members will be reviewing recommendations from the planning committee in the upcoming months before finalizing a 10-year plan.

The study identified over \$13 million in deferred maintenance costs for the highest priority items. The majority of the items are in sections of the current junior/senior high school building that were built in 1936, 1951 and 1956. Over half of the classrooms were identified as inadequate in meeting the learning needs of today's students. The committee reviewed several options to repair, remodel or replace those sections of the building.

At Campbellsport Elementary, lack of space was identified as the primary concern. The building, completed in 2000, was designed with enough classrooms for two sections per grade, but increased student enrollment currently requires three sections for most grades. Grade-level classes are being held in smaller rooms designed for special education forcing special education classes to be held in rooms originally designed as storage spaces.

The major issues at Eden Elementary are a lack of appropriate learning spaces for students. The early childhood program was moved to Eden from Campbellsport three years ago because of the space issues, which has forced the kindergarten classes into smaller classrooms not designed for younger students. The school office space was also identified as unsatisfactory for meeting the needs of students and parents.

An additional concern at all three schools is the lack of parking space. Also, both elementary schools currently have inadequate student drop off and pick up areas which present a safety concern.

Much more detailed information will be shared with parents and community members as the board continues to develop the long-range plan in the upcoming months. The district is committed to maintaining a safe and positive learning environment for our children to the greatest extent possible with our existing facilities.

Letter From the Associate Principal/Athletic Director by Lance Beyer



As the new associate principal and athletic director of Campbellsport Junior/Senior High School, it is my sincere honor and pleasure to be contributing to the district in this capacity. The Campbellsport School District has a strong history of academic and athletic excellence that is the result of an incredible staff of teachers and coaches with ongoing support from parents and community members. I am honored to accept this position, and I am excited to work with staff and parents to provide our students exceptional educational and athletic opportunities.

I was born and raised in the small town of Black Creek, Wisconsin, which is a few minutes north of Appleton. After graduating from Seymour High School, I received my undergraduate degree from the University of Wisconsin-Oshkosh and began my teaching career in this district at Campbellsport Junior High School as a special education teacher. During my five years in this position, I also coached JV high school boys basketball, boys Junior Varsity golf and was a co-advisor for the Junior High Student Council. Last year, I received my Master's degree from the University of Wisconsin-Madison in Educational Leadership. In my spare time, I love to spend time with my family and occasionally hit the links for a round or two of golf.

In this role, I look forward to working with more students, staff, and parents. I am very eager to get the school year started! If you have any questions or concerns, please feel free to contact me.

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Letter from the Dean of Students

by Adam Spiegel

The 2011-2012 school year has brought about many changes for me within the Campbellsport School District. Two weeks ago I was preparing to start my sixth year teaching special education here at Campbellsport Junior/Senior High School. With the departure of our associate principal, I was provided an opportunity to serve as the new Dean of Students for our 7-12 student body.

As the Dean of Students of Campbellsport Junior High/High School, I feel that it is my responsibility to ensure your child receives a quality education within a safe, respectful environment. I know our staff shares that same focus.

I have spent the last eight years teaching special education at various levels. I started my teaching career in Menasha. After my wife accepted a job at Kohl's Cooperate office, we moved and I took a teaching job at Slinger High School. When the opportunity came about to be a part of Campbellsport's rich tradition of academics, I jumped on it. Throughout this, I was working on my Master's Degree in Educational Leadership which I received through Marian University. My wife and I live in West Bend with our two amazing kids. They truly are our lives. In my spare time, I love to be outdoors hunting or doing anything that is involved with racing.

I am a firm believer in the home/school connection. Please feel free to contact me at the school with any questions, concerns, or just to introduce yourself. Working together only enhances your child's educational experiences.

Response to Intervention (Rtl)

by Connie Strand, Campbellsport Elementary Principal



Rtl is a process for achieving higher levels of academic and behavioral success for all students. It includes a combination of high quality instructional practice, balanced assessment and collaboration (grade level meetings and team meetings involving educators from other areas). It uses a three-tiered approach to identify and respond to student needs. Data is used to identify student needs (both those who struggle and those that need more challenges). Rtl also monitors student performance and examines the effectiveness of instruction. Interventions are intended to increase student performance in the general curriculum for students who are not meeting expectations called benchmarks in a particular curricular area and to provide additional challenges to meet the needs of students who are exceeding benchmarks.

For the past three years, the Campbellsport School District staff has been working collaboratively to incorporate Rtl at all grade levels. Many of the changes that have been made provide all students with the support they need to succeed. At Campbellsport and Eden Elementary Schools, these changes include: a daily literacy block, intervention times, the Daily 5, Reader's Workshop, a spelling program that works for all levels of students, and the Benchmark Assessments that add to the information received from Measuring Academic Progress (MAP) and Wisconsin Knowledge and Concepts Exam (WKCE) tests. Both schools are introducing PBIS (Positive Behavior Interventions and Supports) which deals with the behavior aspects of Rtl.

What makes Rtl successful is a balanced assessment system that continually reviews student progress and collaboration. Student progress needs to be assessed continually. Using a variety of measures, we can determine the current level of our students, how they are responding to instruction and to interventions and/or additional challenges. We collect this data to make decisions. Collaboration between educators is essential.

Rtl applies to all children and educators.
Rtl must support and provide value for effective practices.
Success for Rtl within the classroom is dependent on collaboration.
Rtl applies to both academics and behavior.
Multiple assessments guide decisions about instruction.
Rtl is accomplished by actions we take; it is not a program or kit that we purchase.



Learning in Our Own Community

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

Civil engineer Carrie Ann Hewitt explained to Campbellsport High School science classes how the federal government has projects to restore the Great Lakes Basin.

Students visited the site of the dam removal and learned that the dam was constructed in the 1800s to create hydro power. Work was done to determine if the dam was built with concrete or timber. It was timber. She used a clay model to demonstrate how the dam functioned.

Scientist Brian Lennie told students about four levels of macro invertebrates (animals without backbones) and how scientists use their presence to evaluate the quality of the water depending on their tolerance of pollution. Students learned that different fish feed off of various macro invertebrates. Lennie also talked about an opportunity for youth or adults to participate as a "Water Action Volunteer." For details, see <http://watermonitoring.uwex.edu/wav/monitoring/>



Steps to Improve Literacy

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

READ 180 Can Make a Difference! Campbellsport School District is beginning its third year of using READ 180. This systematic program was named READ 180 because with instruction students can make a 180 degree change in their reading achievement. Across the country, READ 180 students in grades 4 through 12 receive intense instruction in reading and writing using research-based content and a consistent schedule. First, the teacher instructs the whole class about a concept for 15-20 minutes.



Students write with colored pencils as teacher Patti Pelischek directs them in writing about a book they have read.

Then, students rotate between three different stations for 15-20 minutes each. The stations include using READ 180 software to practice reading skills and to record their reading, meeting with the teacher for small group instruction,



Teachers in the Campbellsport School District examine the details of READ 180 instruction during summer training.

and reading a wide assortment of books independently. Finally, students get together as a large group with the teacher to summarize what they have learned for the day.

READ 180 has a high success rate. Campbellsport School District has identified students in seventh, eighth, and ninth grade who will benefit from READ 180 instruction this year. The intent is to have all students reading at grade level. READ 180 is an intervention that can make a difference!

Summer Reading Camp

Summer Reading Camp was offered to select students this summer to help give them a jumpstart for reading and writing this school year. One student said he liked the class because of the special prizes he received. The camp was held for two weeks in August. Keith Rooker ran the activities in Eden and Patti Pelischek in Campbellsport.



So What is PBIS?

by Mike Ruhl, Edan Elementary Principal

Positive Behavior Interventions and Support (PBIS) is a program that teaches appropriate behaviors in a variety of school environments. During the past



decade research has shown that broad school and classroom rules often do not address the needs of specific environments. Additionally, broad school rules often did not help prevent behaviors that disrupted student learning. PBIS promotes proactive support that defines and teaches appropriate behaviors in all school environments including the playground, classrooms, hallways, and the bus.

Some may ask, "Why are we dedicating time to teaching appropriate behavior? Shouldn't it already be understood?" In many cases appropriate behavior is well understood. However, there are always some instances of unclear standards or multiple views of appropriate behavior. It is our belief that teaching and reviewing the rules in every environment will reduce the number of disciplinary issues and referrals. In this fashion, we will address potential disturbances before they happen. This is unlike the traditional methods of reacting and instructing students only after misbehavior has occurred.

At both Edan and Campbellsport Elementary, students will be learning about appropriate behaviors during the PBIS kick-off. At Edan Elementary School, the PBIS initiative is called "PAWS Pride." At Campbellsport Elementary, it is "Cougar Pride." At both schools, students will circulate through seven instructional stations. These stations will teach the specific expectations associated with that location. A unique attribute of PBIS is its participation and ownership by all students and staff. With that in mind, all station instructors will be the adult responsible for its management. For example, the instruction about bus behavior will be done by the building principals and bus drivers. The two days of kick-off activities will be followed by weekly instruction, review, and positive reinforcement for the appropriate behaviors.

We, in the Campbellsport School District, strongly believe that a proactive and positive system that addresses rules and expectations will greatly improve the effectiveness of our instructional and non-instructional environments. To learn more about our PBIS programs, you can visit the elementary school websites.

Diving in Daily 5

by Jen Shattuck, Campbellsport District Reading Specialist

During the 2011-2012 school year, all kindergarten, first and second grade teachers will be implementing the Daily 5 framework for reading instruction. Implementing the Daily 5 is part of a district initiative to ensure that this instructional structure will be consistent across all primary classrooms.

This balanced literacy framework is a structure that fosters independence and provides children with the skills needed to create a lifetime love of reading and writing. It consists of five tasks that are introduced individually. After an introduction to a task, the children work on building the stamina (length of time) until they are successful at being independent while doing that task.

The tasks include:

Read to Self	Students spend time reading "Good Fit" books individually.
Read to Someone	Students read to one another, using "Check for Understanding" skills, and listening for fluency.
Listen to Reading	Students use a listening center to listen to books on tape or use the computer to listen to books read online.
Word Work	Students work on spelling words using a variety of tools. They may also participate in word sorts and other word building activities.
Work on Writing	Students spend time doing creative writing as they move through the steps of the writing process.

When all five tasks have been introduced and the children are fully engaged in reading and writing activities, teachers are able to work with small groups and confer with children one-on-one. Students will receive whole group mini-lessons in the areas of phonics/word study, comprehension, and reading strategies each day. Followed by each mini-lesson is one Daily 5 rotation where students are provided with time to practice new skills while the teacher conducts focused, intense instruction to individuals and small groups of students. This structure allows for a higher level of differentiation; therefore the teacher is able to meet the needs and level of each student.

As a parent you can support your child's reading by working with them to select "Good Fit Books" or books they can read, understand, and have an interest. By providing children with the option to choose their own books, extended practice, and individualized reading instruction, motivation and enjoyment of reading will soar.

Smart Technology and More

by Laura Stautz, Director of Pupil Services



Special education teachers in the Campbellsport School

District will have new technology tools to help students learn this year. They will use a Smart Pen which can record written and verbal instruction. Students can access the recording anytime and as often as needed to help build comprehension. This multi-functional pen can be used to record teacher lectures for students who have slower processing skills or difficulty taking notes. Often times, students with disabilities will go a special education classroom to have a teacher read a test or quiz to them while their peers read it silently in the regular classroom. With an ear bud and a Smart Pen, special education students can listen to the recording from the Smart Pen and remain in the regular classroom.

The Smart Pen also serves as a model of good oral reading. With a Smart Pen, teachers can read aloud and record a story with the pen. Then the students listen to the audio recording as they see the print on the page and read along. This helps improve a child's reading fluency. Each word in the story can be touched with the pen and the word is read to the student. Teachers can also record the student's oral reading and play it back later to assess accuracy. Students and parents can also listen to the student's recorded reading as evidence of progress.

Later this fall, each special education classroom will also be receiving an I-Pad with a variety of education applications. I-Pads are another piece of engaging technology that captures student attention and motivates them to learn. Although we are just learning the many things that can be done with an I-Pad in school, we will start with applications that provide math, reading and hand-writing practice. There will be other applications that will help students communicate and learn social skills with videos. With the upgraded district wireless system, students will also be able to use I-Pads to access the internet. The goal is that skills will increase and the number of devices will expand in future years.





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New Faces and Upgrades by Kristen Langer, Principal Campbellsport Junior/Senior High School



teacher and comes from Hartford. We have also hired Lisa Oppermann for the high school LD position left vacant by Adam Spiegel who was promoted to the position Dean of Students.

Laura Lauderback has been hired as our new library media specialist. She comes to us from Greenfield and brings new philosophies to our media center.

Late in the summer Mike Juech, former associate principal and athletic director accepted a position with the Tomahawk School District. He will be their athletic director/associate principal. Mr. Juech and his wife are eager to be closer to her family in Tomahawk. Due to his departure, Mr. Beyer has been promoted to associate principal/athletic director and Mr. Spiegel to dean of students.

As far as facilities go, we are very excited about our new gym bleachers, which not only look great, but also have stair railings, handicap accessibility and are blue to match our school colors. You may have noticed the football field was torn up this summer. The company killed the grass, pulled it up, added more dirt, re-crowned the field and then planted new grass. The grass on the field will continue to grow and thicken, but the field is in great shape and ready for the games to begin.

We have become a Wi-Fi accessible building. We are excited about the opportunities this will bring to our students. Our students will be able to use technology everywhere in the building and no longer be limited to certain areas. We look to have our students working with technology

in collaborative pairs, teams, and groups on a regular basis.

The Cougar Booster Club has also been busy this summer. They hosted a successful golf outing in June. With the proceeds, they helped the school purchase a new football scoreboard. The scoreboard has been erected on the north end of the field, so it will be easy for all spectators, players, and coaches to see. The Cougar Booster Club has also started working on new softball and soccer dugouts and plan to purchase a JV softball field scoreboard. The financial support they have been giving to our athletic programs is so valuable. Thank you CBC for being such a positive, integral part of our school community.

We are all excited about the positive changes here at the Campbellsport Junior/Senior High School. We are excited as students begin their next year of education. Our goal continues to be success for every student. In order for our students to be successful, we know we must work together with parents. Please know that Mr. Beyer, Mr. Spiegel, and I are always available to talk with you via telephone, email or appointment. Please feel free to call us with any questions or input you have.

Whether you are a parent or a community member we can always use good ideas and suggestions; we want our school to be the "hub" of our community, so please know, you are always welcome. Join us for our music performances, plays, and athletic events. Our students have so many talents, and they greatly appreciate the support our community provides for them.

The 2011-2012 school year is upon us. It is always exciting when a new school year begins, while students don't often admit it, it is fun for them to come back another year closer to graduation, or as a senior in their final year. This year is a year of change in the 7-12 building as we have many new teachers and administrators.

Our junior high welcomes many new teachers. Our two new teachers for Learning Disabilities (LD) include Dena Shiewe and Laura Gutho. Kyle Twohig, who previously taught 6th grade in Eden, has moved to the junior high school to teach math. Bob Benike, who has been a student teacher and a substitute teacher in junior high and high school, has been hired to teach social studies at the junior high. Jim Dichraff will be teaching 8th grade science, in addition to, high school science courses. Mark Immel will be teaching health, and Pat Kent will be joining Rick Simpson to teach physical education in the junior high school.

In the high school we have hired a new English teacher Katie Gengler. She will teach Read 180 and English 9. Allison Mills will teach English 11, World Literature and Advanced Placement (AP) Literature. Katie Peterson has been employed as our new business teacher, and she is also the student council advisor. Stephanie Steinert will be our new Foods and Consumer Education (FCE)

Citizens of the Campbellsport School District

by Robert Thom, Director of Business Services

Each year the Board of Education and Administration of the Campbellsport School District work to create a budget for the education of our students. The 2011-12 budget will be proposed at the Annual Meeting on September 19, 2011 at 7:30 p.m. in the Lang Auditorium.

The revenue of the district is primarily made up from taxes and State Aid. Since our aid is decreasing, the Board must either raise taxes or cut costs in order to balance the budget. Our tax levy was \$7,822,552 in 2008-09, \$7,822,344 in 2009-10, \$8,033,417 in 2010-11, and proposed to be \$8,033,417 in 2011-12. This represents a 4.99% decrease in general fund expenses for the 2011-12 school year as well as the money needed to make up for decreased school aids.

The 2011-12 budget has been created using the constraints of the State of Wisconsin school aid formula. The District has seen its estimated Equalized State Aid decrease again for this school year. The State Aid was \$7,697,179 in the 2008-09 school year. It fell \$229,250 to \$7,467,929 in the 2009-10 school year. For 2010-11, it fell to \$7,465,582 and is projected to fall another \$746,582 to \$6,719,000 for 2011-12.

The budget remains very conservatively built with the highest concern for holding down the tax levy. We had no increase in the levy last year and no increase this year.

