Campbellsport School District Newsletter

Winter 2012

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"Bring Your Own Device" at Campbellsport School District
### by Dan Olson, District Administrator

Like most school districts throughout the state, the Campbellsport School District has been continually researching ways to increase access to technology for all students. Technology has increasingly been integrated into the curriculum in the Campbellsport School District for the past 30 years and a wireless network has brought technology access to the classroom for the past eight years. The District has recently invested in a significant upgrade to the wireless network that provides increased capacity and secure access for all wireless devices.

The current wireless access gives students the ability to connect to the District network with their own devices. The Bring Your Own Device (BYOD) model allows more students to benefit from the numerous internet-based educational resources and to store their work on the school network. To accommodate students who do not yet have their own devices, the District has purchased netbooks and notebooks, which are housed on mobile carts.

There will always be a need for the District to provide computers for staff and students that are capable of running certain educational software and web-based applications. With the cost of mobile wireless devices continuing to decline, we believe that in the very near future nearly every student will own their own device and the District will be able to devote more resources toward maintaining the network rather than purchasing computers. More importantly, our students will have access to online resources when they need them, which ultimately will lead to greater student achievement.
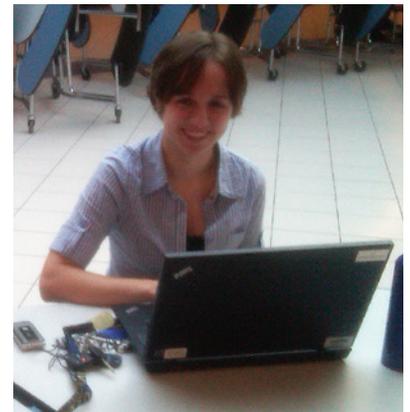
Responding to Student Needs
by Mike Ruhl, Principal, Eden Elementary School

For decades, teachers at all levels have struggled to find the best way to help every student with his or her specific needs within the typical school day. This year both Eden Elementary School and Campbellsport Elementary School are dedicating their time and energy to precisely this issue. This initiative's primary purpose is to ensure learning gaps do not develop and to address students' specific reading and math needs.

So how is time found to meet with so many students and instruct them in only what they need? Eden and Campbellsport Elementary Schools have set aside time and resources solely for the purpose of instructing students in a one-on-one or small group environment. On any given day at both elementary schools, a person might see small tables in the hallways or library with a teacher guiding student reading or discussing strategies for difficult math problems.

This program is called Response to Intervention. The keys to its success are scheduled times, work on specific skills at the student's level, and trained individuals administering research based interventions. Both schools have set aside a minimum of 30 minutes each day to teach small groups of students the specific skills they need the most. In the case of reading, students would be issued a book at their particular reading level. Teacher and student discussion would be composed of strategies to decode words, checks for understanding, or discussions about scenarios related to the book's topic. In order to support teachers with a new stream of research-based intervention strategies, each grade level meets with the reading specialists and principals monthly. In a time of accountability, confidence is high that these new practices will make all the difference in student learning.

Campbellsport and Read to Lead Initiatives
by Judith Hoeppner, Ph.D., Director of Curriculum & Instruction

Governor Scott Walker launched a Read to Lead plan statewide to help struggling readers this past month. Many of the Read to Lead initiatives have been alive in the Campbellsport School District, but without the formal title. The Read to Lead Task Force stipulated that schools would be held accountable for improving reading scores by requiring every educator's evaluation to be based on school-wide reading scores and student performance on a 3rd grade reading assessment. A science-based reading program will be required for underperforming districts. The Read to Lead Task Force Report recommends:

- Early literacy screening for all four year and five year olds kindergartners
- Improvements to teacher preparation programs around early reading, including a new more rigorous reading exam for reading educators
- Aggressive professional development opportunities to enhance the skills of current reading educators, including a new online professional development portal and an annual reading conference
- Creation of a public-private partnership to engage Wisconsin philanthropies and businesses around the goal of ensuring every child can read by the end of third grade.

In the Campbellsport School District, early literacy screening for four- and five-year olds takes place during Child Development Days. After a comprehensive teacher training, the Benchmark Assessment by Fountas and Pinnell is administered one-on-one by classroom teachers in kindergarten through sixth grade to identify students' literacy levels. Extra professional development has been provided for educators to identify and provide instruction to match the skills of the students. Every year, the Campbellsport District reading specialists attend the Wisconsin State Reading Association conference to learn and share new strategies and findings. Teachers have also been trained to interpret results from Measuring Academic Progress (MAP) assessments from the Northwest Evaluation Association (NWEA) and at the secondary level from the EXPLORE and PLAN tests.

Campbellsport School District is not an underperforming district, yet teachers implement many of the same components associated with science-based reading. Examples of science-based reading strategies include sound/letter relationships, dividing words into syllables, recognizing prefixes, suffixes, and other word parts, and manipulating sounds in words. Overall, this approach mirrors current practice with its emphasis on phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. There is also coordination between reading and spelling instruction.

The most recent Wisconsin Knowledge and Concept Exam (WKCE) results indicate Campbellsport School District reading achievement rose by 1.4 to 3.3 percent in six out of seven grade levels from 2009-2010. This gain can be attributed to the efforts of the district's two reading specialists Beth Lambie and Jen Shattuck, classroom teachers and their dedicated implementation of the Daily Five and the Reader's Workshop models of instruction, and support from administration. The READ 180 program and Title I services also provide additional help to challenged readers. Both programs have a smaller teacher-pupil ratio and use a combination of technology and traditional formats for learning. Altogether, screenings, assessments, new instructional strategies, professional development, and future partnerships help to ensure that the Campbellsport School District is meeting the goals of the Read to Lead initiatives.

Read 180
by Marci Danza and Katie Gengler, Campbellsport READ 180 teachers

With the importance of literacy in today's society, classes that strive to increase literacy are crucial to the world of education. READ 180 is a program developed by reading experts working with Scholastic Incorporated to promote literacy in students through the use of technology and direct instruction. It's designed for students who are reading below their grade level and may need an intensive reading program to increase their reading comprehension.

Students within the program start their class with 20 minutes of whole group instruction; this is similar to how a traditional classroom operates. Here, students learn skills such as summarizing texts, organizing essays, and discussing key topics. Then the program breaks the class into three rotations. Over the next sixty minutes students rotate through small group instruction, software, and independent reading.

In the small group rotation, the teacher works with students on skills more specific to their individual needs. The program provides resources to differentiate each day's instruction so the needs of students are met at their level. This small setting also allows for more participation from students who may feel awkward or nervous about participating in a larger group.

In the software rotation, the students work through vocabulary, spelling, reading, speaking and writing sections; all of which are leveled to their specific lexile. A student's lexile is a score which represents their ability to comprehend texts of increasing difficulty. The software automatically recalibrates as the student's abilities increase. The software also charts their progress so they can see their improvement over time. At the moment, our classroom walls are covered in certificates for students who pass another section of their software.

Finally, in the independent reading rotation, the students are given time to simply read. They can choose from a large variety of books, all of which are organized by lexile score. READ 180 provides books for all reading levels, from beginner to grade level, each of which are age appropriate. Even students who may be reading significantly below grade level can find books that are interesting and engaging.

The goal of READ 180 is that students increase their reading comprehension and confidence in their reading abilities. Not only do the READ 180 teachers to help students become better readers, they strive to increase students' love of reading and develop them into life-long readers.

READ 180 INSTRUCTIONAL MODEL

When it comes to technology, what device should I buy?

by Tom Hafeman, Director of Information Systems and Technology

Here are some very specific, high level realizations which must be accepted before making any investment into personal technology. First, it is a one to three year investment. Just like purchasing anything, you hope to have it as long as possible, but in reality, it does not work like that for technology. Next, the device will cost you roughly 1/2 of its original cost per year. If you buy a device for $500, you will spend about $250 per year to maintain it. Software and hardware maintenance, connection costs, and downtime all figure into having additional costs associated with any technology device. Also, there is not any single device that does everything. No matter what you buy you will find something that you had hoped a device would do and cannot. It is important to communicate your exact expectations. Finally, things change. Most people who buy any technology device have a certain level of buyer remorse after the purchase. They get it home, unbox it, and find some quirk or little thing and they begin to wonder, "Did I buy the right thing?"

Before anyone can suggest a device for you, you must answer a few questions. Here is a list of questions for you to ponder as you narrow down what you are looking for in any device.

1. Define what you want your device to do simply as if you are replacing what you are currently doing with another piece of hardware. While most people think purchasing a new computer is a simple "upgrade" in hardware, many times an upgrade is required in the process of tasks to correctly and properly receive new hardware and devices. Your old processes may still work, but often, with new technology, you must define exactly what you want your hardware to do before you purchase it. If the hardware cannot do it, you may need to rethink what and how you want to accomplish your tasks. Don't assume anything.

2. Do you want your device to be portable or stationary? You will pay for portability in features, speed, and functionality. If you are buying a computer, you get more processing, memory, and bells and whistles on a traditional desktop/tower computer.

3. How do you want to connect to the Internet? If you buy any device, including most desktops, WIFI is pretty standard. You can connect to any open and free WIFI network. Many of the cellular carriers now offer this service either as built into a device or as a simple add-on to existing devices. They offer special deals on devices at their shops. Sometimes it is a phone device with data, other times it is a tablet or even a laptop with data. Connecting to the free WIFI connections is nice, but it is being steadily replaced with the 3G and 4G networks. (3G is currently supersaturated and painfully slow).

Let me share what is out there, and you decide what is right for you.

1. Desktop and tower devices will do just about anything you ask of them. They are quick, easily accessed, are not very portable and require a constant power supply (not battery powered). These are the most cost effective, bang for the buck devices on the market today.

2. Laptop, in its true form, is a portable desktop. Laptops can be powerful and also power hungry devices that do much, if not all of the functions that a desktop does in a portable fashion. They typically have higher end hardware that can perform high end computing.

3. Notebook is a slimmed down laptop. It can do many things that a laptop can do, but it has lower end hardware. You will find that many use laptop and notebook interchangeably; however, when you dig deeper, a notebook will be lower end and cost less than a laptop.

4. Netbook is kind of new in the marketplace. These devices are intended for getting online quickly and cheaply. Typically they are small, ultra portable with no CD drive and very few external connections to any other devices. You turn them on, do some basic tasks, but most importantly get online to do work with web tools. Usually a 10" screen or smaller in size, a smaller than standard keyboard, but super fast. The usual distinction between a notebook and a netbook is size and features. They will cost about the same, only the netbook will be much smaller and have fewer gadgets and gizmos.

5. Tablet PC has all the features of a laptop/notebook/netbook and combines them with the touch features and functions of the Pad market. They can be expensive.

6. Pad computing. There are literally dozens to choose from, most notably the Apple iPad, Motorola Xoom, Samsung Galaxy, Lenovo Ideapad, and the soon to be released Android OS called "Ice Cream Sandwich". These are designed to run all sorts of apps, watch movies, listen to music, read books with the Amazon Kindle app or Nook app, and Google books. Skype can be used. A wireless keyboard or a dock can be added.

7. Reader devices are a new genre of devices to connect to publications and get online.

8. Micro computing/hand held/phone devices are a computer that can act like a phone and are smaller versions of Pad devices. If a 4" or 7" screen is enough for you to do everything you need to do, you are set.

9. TV PC with either a cable or wireless connection get a keyboard and mouse for a monster command center from the TV into an Internet connection to access the Internet on LED TV. Soon, IPTV will be integrated to call friends, and the camera on both ends turns on for a face-to-face conversation.

There are many web sites out there that can help you decide which device is right for you. Good luck in your search.

How Does the School Hot Lunch Program Work?

by Cheryl Hintz, Director of Food Service

The hot lunch program is part of the National School Lunch Program (NSLP) and like most businesses; follows many rules and regulations. The Campbellsport School District lunch program is an "offer vs. serve" program, which means five food components are offered from the five different food groups. Students must take at least three of the five choices offered.

The five different food groups and amounts required are as follows:

- At least 2 oz. meat/meat alternative
- At least ½ cup vegetables
- At least ½ cup fruit
- At least 2 servings of bread/grains
- 1 cup low-fat milk

The biggest misconception about the hot lunch program is the use of government commodities. Many people think the commodities are free, when in fact, the commodities are purchased and the menus are based around them. When commodities are used in the menus, part of the cost is reimbursed. In order to receive the reimbursement, each student must take at least three of the five food components offered, as previously mentioned.

There have been a few changes to the food items used for hot lunch. Again, these changes are rules that are mandated by the NSLP. We are now offering wheat bread and buns vs. white. The milk has changed from 2% white, to 1% white and from low fat chocolate to fat free chocolate. Fresh and/or frozen vegetables are offered vs. canned. Fresh fruit is offered twice a week. Desserts are rarely offered to keep the calories down per meal. This is due to the fact that school lunches are often cited as the reason for childhood obesity.

In closing, parents/guardians are reminded that breakfast kits are offered to all students at all schools, before school each morning. If a child qualifies for free/reduced lunch, this applies for breakfast kits, also.

Questions or comments about the breakfast/hot lunch programs, may be directed to Cheryl Hintz, at 533-1283, or chintz@csd.k12.wi.us

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POSTAL PATRON

Warm Memories of Costa Rica

by Lisa Rashid, Spanish Teacher, Campbellsport High School

Eight CHS Spanish Club students explored Costa Rica for a week in June of 2011 with one of their teachers Mrs. Rashid. Students had at least two years of high school Spanish before being allowed to participate. Two of the students had three and four years of study with Spanish V being in their schedule this school year.

The trip began in the rain forest with students learning to appreciate the Costa Rican wildlife and geography. Students toured a pineapple plantation, visited a coffee factory, saw toucans and howler monkeys in the trees from a river boat, participated in cooking lessons in the rain forest, and zip-lined through the canopy off platforms 60-90 feet above ground.

After visiting the Arenal Volcano and enjoying the hot springs at its base, the students' bus headed back to the capital of San Jose to spend several evenings with Costa Rican families. The home stay experience really encourages the students to speak Spanish on their own. Students are in pairs for the home stay and during the day the group gets together. During the home stay days the students had dance lessons, played with children at a local orphanage, went shopping, and took a catamaran to a private island and snorkeled there. The next Spanish Club adventure will tentatively be early June of 2013 or 2014.

Campbellsport School District's Child Development Days
by Connie Strand, Principal, Campbellsport Elementary School

> **Campbellsport School District's Child Development Days**
> **Eden Community Center**
> **Friday, February 24 and Saturday Morning, February 25**

The purpose of the Campbellsport School District's Child Development Days is to determine how best to meet the needs of your child. Children are screened at age three and do not have to be screened again before entering 4K or Kindergarten; however, if your child is four or five years old and has not been screened, he/she should be screened this year.

Behavioral observations will be recorded throughout the process. Fine and gross motor skills, language, and other basic concepts will be evaluated. Vision and hearing will also be checked. It should be noted that expectations differ for three, four, and five year olds.

Screening will take place at the Eden Community Center and will take approximately one hour. Appointments will be set up at registration on February 2. Parents will be asked to complete a Child Development Review Parent Questionnaire. You will have an opportunity to receive information pertinent to your child's success in school. The results of the screening will be discussed with you before you leave. If you have any questions concerning Child Development Days, please call the Campbellsport or Eden Elementary school offices.

Registration for Three, Four, and Five Year Olds

by Connie Strand, Principal, Campbellsport Elementary

All children attending 4K or Kindergarten at Campbellsport or Eden Elementary Schools during the 2012-2013 or 2013-2014 school years should register on February 2. Children must be four years old on or before September 1 of the year they will attend 4K or five years old on or before September 1 on the year they will attend Kindergarten. There is no early entrance for 4K.

Students must be registered at the school they will be attending according to the attendance boundaries established by the School Board.* Campbellsport registration will be in the school lobby and Eden registration will be in the office. Parents or guardians need to bring a copy of their child's birth certificate to verify date of birth. Students do not need to be present for registration.

It is very important that all children who will be three by September 1, 2012 and will be entering 4K or Kindergarten during the next school years are registered on February 2. This helps us identify children who may need special services prior to entering school. It also gives us the opportunity to provide parents with recommendations about preparing their child to begin school successfully.

If you are unable to register your child on February 2, please call the Campbellsport School office at 533-8032 or the Eden School office at 477-3291 so that arrangements can be made to register your child.

If you registered your child last year, please come to the Registration Day to update your child's forms. If you are registering your child for the first time, we will also have a sign-up sheet for our Child Development Days Screening Process on February 24 and 25.

*Campbellsport School District Elementary Boundaries

Eden Elementary – Village of Eden, Towns of Byron, Eden, Osceola, Mitchell, Empire, Forest and Greenbush. Students living on Sunset Drive (which runs along the borders of the towns of Eden and Ashford) will also attend Eden Elementary.

Campbellsport Elementary – Village of Campbellsport, towns of Ashford and Auburn.