THE TIGER TRIBUNE

THE NEWSLETTER FOR RESIDENTS OF THE SCHOOL DISTRICT OF CHILTON

SPRING EDITION 2010-2011

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Calendar Notice

Due to the inclement weather days, there will be full days of school on Monday, April 25, 2011; Friday, June 3, 2011; and Monday, June 6, 2011; as well as a half day of school on Tuesday, June 7, 2011. However, seniors' last day remains Wednesday, June 1, and Commencement is still scheduled for Sunday, June 5. Please make note of these changes to the 2010-2011 school district calendar. Thank you.

Greetings from the Superintendent

Dear School District of Chilton Parents, Guardians, and Community Members,

It is early March as I write this message to you. Governor Walker has just recently released the next two-year State budget. Protestors are still marching at the Capitol in Madison and the Democratic State Senators have not yet returned to the State. It can be amazing, bewildering, frightening, disappointing, inspiring, and confusing to watch many of these unprecedented events taking place in our state. Wisconsin has reached the national news level with no foreseeable end in sight to the apparent stand-off. Local conversations swirl around this topic and diversity of opinion can be found in just about every conversation.

At this time, there appear to be many more questions than answers regarding the state budget, but one question rings pretty steady in the School District of Chilton, "What does this all mean for our school district?" According to the Governor's budget, it specifically means a $480.00 revenue limit decrease per student. With approximately 1,200 students, that equates to $576,200 less spending ability under the revenue limit. The District will also lose approximately $647,000 in state aid. However, if/when the Budget Repair Bill passes, the District will also have decreased costs in employee retirement and insurance benefits. Ideally, the loss in State aid coupled with the reduction in payment of employee benefits should balance one another out. As you know, however, the devil is always in the details and we are still determining how closely we will attain that balance. By saving the Federal Jobs Bill money

"Greetings from the Superintendent" is continued on page 2.

Photo by Hannah Brandenburg

Two second-graders enjoy some reading time in Ms. Brianna Yrjanainen's class.

"Greetings from the Superintendent" Continued

that was allocated to the School District last Fall, we remain hopeful that if balance is achieved between reduced aid and employee benefits, few, if any, additional budget reductions will be needed to attain a balanced budget for the 2011-2012 school year. At the time of this writing, that prospect appears likely, but there are many details still to be considered.

Given the level of uncertainty, that remains with us still – what do we know for certain? We know that come September 2011, the School District of Chilton will open its doors to yet another eager batch of students spanning from 4K to grade 12. It will be our responsibility to educate these children to the best of our human and financial resources to do so. The incoming class of first grade children in 2011 will graduate from high school in 2023. Can you imagine what jobs will be available in 2023? Do you know what skills they will need in order to be competitive and earn a living wage in a global economy? While no one can speak with absolute certainty, it is very likely that jobs in 2023 will be even more reliant on technology. Creativity, the ability to be a self-motivated learner/worker, problem-solving and communication skills will all be critical for success in any workplace environment. Yes, next school year, I can say with certainty that school district staff will be here ready to accept each new incoming class of students with the goal of helping them reach their potential. Every student has one good "shot" at their K-12 educational experience. It is our collective responsibility as a School District, and as a community, to provide that for them regardless of the political circumstances swirling around us.

When the "dust" settles in Madison, as it will surely do, there will be difficult financial choices that will need to be made at the local level. Working together as a School District and community, we will make those choices based on what is in the best interests of Chilton students. We will continue to treat our staff members fairly and equitably, and we will continue to balance our budgets and be good stewards of the resources provided to us. Ultimately, we will continue to do what we have always done, and that is to begin planning and preparing the graduates of the class of 2023 to take their place in the world that awaits them…….and all the graduates in between and beyond.

Sincerely,

Claire Martin

Dr. Claire Martin
Superintendent
School District of Chilton
martinc@chilton.k12.wi.us
(920)849-8109

Chilton Tiger Theater Builds Young Performers' Confidence

The Chilton Tiger Theater began in 2006 with the production of "The Jungle Book" by the Chilton Elementary School performers. Since that time the student performers have broadened their performances into Chilton Middle School.

The confidence levels that we have seen in the students have been incredible over the years. According to many researchers, one of people's greatest fears is to speak or perform in front of others. Through these performances, students have had the opportunity to gain confidence and an understanding for performing in front of crowds and the excitement of hearing the crowd's applause after their bows. The love for the arts and the theater has grown throughout the years, and currently, there are well over 120 students in each of the elementary and middle schools' shows!

Photo by Hannah Brandenburg
Chilton Middle School students practice for their production of "Beauty and the Beast Jr."

The Tiger Theater musicals are our building's main fundraising effort for extra programs. One hundred percent of the profits go back into our student programs and have allowed for many student-focused activities to occur without any cost to students.

Chilton Elementary School's 2011 spring performance was "The Jungle Book Jr." March 17-19, and Chilton Middle School's 2011 spring performance was "Beauty and the Beast Jr." April 14-17.

We would *love* to pack the Engler Center for the Performing Arts for future shows! Your attendance excites the actors as they have the thrill of performing in front of a packed house while financially benefitting our student programs! The audience is always sure to enjoy an evening filled with memorable songs and actors that will charm you and make you enjoy their great performances!

Tickets to shows can be reserved at www.englercenter.com.

Changes in School Registration and Fee Payment Process

Beginning with the 2011-2012 school year, the School District of Chilton will implement school registration and fee collection payment dates where all student paperwork and fee payment prior to the beginning of the school year can be addressed. More detailed information about these changes will be mailed home to families in a summer informational packet. For planning purposes, please mark these dates on your calendars now:

Tues., July 26, 4:00-8:00 p.m. at Chilton High School
Tues., Aug. 16, 10:00 a.m. to 6:00 p.m. at Chilton Middle School
Wed., Aug. 17, 10:00 a.m. to 6:00 p.m. at Chilton Middle School

These three dates will be available to satisfy all school fees and allow you to collect your student's class schedule. School fees for all of your children can be paid in one location regardless of what school your children attend. The District's goal is "one event, one check, one place!" We hope this streamlined approach will provide greater customer service to our parent community and provide for a more timely and accurate registration and fee payment process for the School District. Watch for more details about this new initiative coming to your home mailbox early this summer!

Summer School July 18 to Aug. 8

By Briana Reilly
Student Journalist

Once again this year, summer school begins on July 18 and runs through August 8, Mondays through Fridays from eight to noon. Although attendance last year was low, Mr. Rich Appel, summer school coordinator and Chilton Middle School's principal, expects that more students will enroll this year as the dates have been announced far enough in advance.

The course catalog will be available around April 1.

Like previous years, transportation by bus will be available to and from Chilton Elementary, Middle, and High Schools. Students who plan to take advantage of busing must sign up for four courses. Also like previous years, courses will be filled on a drop off basis April 29. Courses will be filled on a first received, first filled basis. Forms that are received before April 29 will be opened and dated noon on April 29.

Registration forms must be completely filled out with three choices for each timeslot to be considered valid. The fees will be listed on this copy and must be paid in full by May 26 for your child to maintain his or her enrollment in the courses.

Swimming lessons will be offered in June; dates will be determined based on pool maintenance. These lessons are not during summer school. The form to enroll in these lessons will be available online and at the Middle School office beginning April 29. There will also be swimming lessons offered through summer school programming from July 18 to August 5. Please enroll in these lessons by writing "SWIM" on the summer school registration form just like you would for any other course. These lessons will only be open to those students enrolled in summer school. No additional forms for these lessons have to be completed. On April 29, tables will be set up in the cafeteria to sign up for both sessions of summer swimming.

If there are any questions regarding summer school, please contact Mr. Appel at 849-9152 or appelr@chilton.k12.wi.us.

District Contacts

District Administrative Offices
(located in the high school)
530 W. Main St., Chilton, WI 53014
Phone: 920-849-8109
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Dr. Becky Blink
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Mrs. Lisa Lau
Business Manager
Mr. Dan Kopf
Head of Maintenance
Ms. Diane Chapeta
Nutrition Services Director

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Fax: 920-849-3998

Dr. Timothy Schaid
Principal
Mr. Dave Sonnabend
Assistant Principal, Athletic Director, Physical Education Teacher
Mr. Phil Graebel
Guidance Counselor

Chilton Middle School
421 Court St., Chilton, WI 53014
Phone: 920-849-9152
Fax: 920-849-7210

Mr. Rich Appel
Principal
Mr. Bradley Bowman
Guidance Counselor

Chilton Elementary School
421 Court St., Chilton, WI 53014
Phone: 920-849-9388
Fax: 920-849-9457

Mrs. Pam Schuster
Principal
Mr. Joseph Wise
Guidance Counselor

Office Hours (for all offices)
Summer
Mon. - Thurs. 7 a.m. to 4 p.m.
Fri. 8 a.m. to 12 p.m.
School Year
Mon. - Fri. 7:30 a.m. to 4 p.m.

Calendar Notice

The first day of school for the 2011-2012 school year will be Thursday, September 1.

Budget Business

By Mrs. Lisa Lau
Business Manager

Have you ever wondered how much it costs to educate a student in Chilton? Well, the DPI (Department of Public Instruction) provides this information for you on its website, but what does the information mean and how is it computed?

First, it is important to note that the most updated information that the DPI will report on is information from two years ago. Due to deadlines and audits, they do not have all the information needed from all of the school districts to stay anymore up to date than that, so the information presented in this article will be from the 2008-2009 school year.

The DPI recognizes three comparative cost measures: Total Current Education Cost, Total Education Costs, and Total District Costs.

Total Current Education Cost

This measure identifies overall instructional and instructional support service costs to district resident students. The information used for this cost measure are general and special project funds expenditures (teachers and classroom supplies, library, technology, guidance, principals and school office expenses, superintendent and curriculum, building maintenance, business office, staff development, etc.). This measure excludes transportation and facility purchase expenditures and subtracts out revenues for non-resident pupils (open enrollment).

Total Education Cost

This measure includes the Total Current Education Costs and adds in transportation and facility purchase expenditures as well as debt service principal and interest. It is important to note that though transportation costs can fluctuate annually, facility purchase is typically a one-time expense in a year. Debt service is a fixed cost no matter how many students are in the school district. Another analogy would be your home's mortgage; whether a family has three children living in the home with them or has an "empty nest", the mortgage remains the same. So, though these expenses remain constant, the per member cost can increase and decrease based on membership increases or decreases.

Total District Cost

This measure includes the Total Education Costs and adds food service and community service costs. It should be noted that food service is a self-sufficient fund that does not receive any tax support.

Membership

The pupils who reside in the district and attend a public school in either the resident district or a non-resident district or Wisconsin recognized charter school, and adjusted for full-time equivalency (i.e. a student participating in the 4K program is counted at 0.6 FTE).

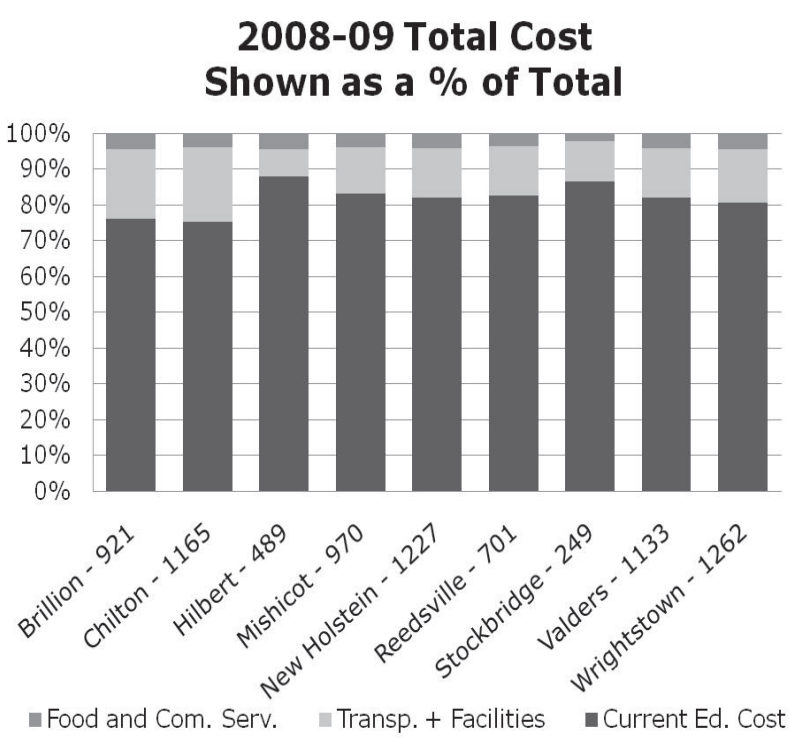
The DPI takes these three comparative costs and divides them by the membership of the

2008-09 Cost Per Member Comparison of Athletic Conference and Neighboring Schools

District	Members	2008-09 Cost Per Member	Cost	Cost Per Member	Percentage of Total
Brillion	921	Total Current Education Cost	7,834,599	8,507	76.10%
		Total Education Cost	9,849,495	10,694	95.67%
		Total District Cost	10,295,348	11,178	100.00%
Chilton	1165	Total Current Education Cost	10,747,748	9,226	75.33%
		Total Education Cost	13,696,533	11,757	95.99%
		Total District Cost	14,267,979	12,247	100.00%
Hilbert	489	Total Current Education Cost	4,684,943	9,581	87.90%
		Total Education Cost	5,093,103	10,415	95.56%
		Total District Cost	5,329,698	10,899	100.00%
Mishicot	970	Total Current Education Cost	8,691,174	8,960	83.22%
		Total Education Cost	10,035,766	10,346	96.10%
		Total District Cost	10,443,338	10,766	100.00%
New Holstein	1227	Total Current Education Cost	11,250,797	9,169	81.93%
		Total Education Cost	13,148,447	10,716	95.75%
		Total District Cost	13,732,607	11,192	100.00%
Reedsville	701	Total Current Education Cost	6,826,903	9,739	82.52%
		Total Education Cost	7,973,031	11,374	96.37%
		Total District Cost	8,273,308	11,802	100.00%
Stockbridge	249	Total Current Education Cost	2,774,574	11,143	86.58%
		Total Education Cost	3,132,056	12,579	97.74%
		Total District Cost	3,204,587	12,870	100.00%
Valders	1133	Total Current Education Cost	11,260,677	9,939	82.07%
		Total Education Cost	13,147,033	11,604	95.81%
		Total District Cost	13,721,483	12,111	100.00%
Wrightstown	1262	Total Current Education Cost	11,207,477	8,881	80.73%
		Total Education Cost	13,254,916	10,503	95.48%
		Total District Cost	13,883,018	11,001	100.00%

district. It is important to note that membership is not the same as the enrollment of a school district. Adjustments are made for open enrollment, cooperative school agreements, and other approved programs. The actual enrollment of a district could be higher or lower than the membership depending upon participation in these programs. For instance, for the 2008-2009 year, the DPI shows our membership as 1,165, but our enrollment in September 2008 was 1,215. So, if a district has an enrollment greater than their membership, and because there are no additional costs for their education, the actual costs per member would be lower and the reverse is also true.

Though Chilton has higher transportation and facilities costs (including debt) due to our newer facilities, we have the lowest educational costs as a percentage of total costs. For more comparative information, please visit www.chilton.k12.wi.us, District, Forms & More, Wisconsin School District Performance Report Website or contact Lisa Lau at laul@chilton.k12.wi.us.



District Uses PEP Grant Funds to Teach Lifelong Fitness

By Joe Bartel
Student Journalist

The PEP (Physical Education Progress) Grant continues to evolve. Like pieces of a puzzle, the PEP Grant is allowing our students to change the dismal trend of obesity. A huge portion of this grant (in year one) is the development and implementation of "Adventure Education." This will be added to our existing curriculum and will be implemented, in some form, to Kindergarten-12 grades. This unit will help raise students' self esteem and develop cooperation and trust in students by giving them challenges in which they will have to work with others to be successful. Tiffany Halbach, a 7th-grader, said, "This makes gym class better."

The original grant request included a climbing wall, a "low ropes" course and "high rope" elements inside the high school. During a recent visit to the La Crosse area, advisors were able to see an outside "high ropes" course being used by students. After seeing this being taught and talking to the instructors, it was decided to change the original idea to "high rope" elements outside. The outdoor Adventure Education equipment has already been installed near the tennis courts by the high school. The adventure program will be structured around the philosophy of "challenge by choice." This means students will never be required to participate in any activity that they do not feel comfortable doing.

Physical education teachers have started to incorporate mandatory data collections into our P.E. classes. In order to renew the grant, they are required to report some information to the government on a regular basis. One of these required tests is designed to examine whether the students are active for 60 minutes a day. K-4 students are required to wear a pedometer for 4 consecutive days and record the number of steps they have achieved each day. Senior Brandon Knaus said, "We are all having a competition to see who can get the most steps." These steps should be recorded from the time students wake up to the time they go to bed. 5-12 grade students are asked to wear the pedometer for 7 days. Brandon Roberts, an 8th-grader, said, "I feel healthier already."

Students work out on some of the equipment in the high school's new cardio room.

Photo by Hannah Brandenburg

Some elementary and middle school students are using exercise balls instead of chairs to work out even while sitting.

Curriculum Corner

By Dr. Becky Blink
Director of Curriculum and Instruction

Welcome to the Spring 2011 Edition of The Tiger Tribune. Many new and exciting things have been happening in our schools related to curriculum and instruction. In this curriculum update, I will briefly explain some of the latest developments and newest technology as it relates to the curriculum and instruction of our students.

New Common Core Standards for English/Language Arts and Mathematics

The Wisconsin Department of Public Instruction adopted new Common Core State Standards (CCSS) in June, 2010. These new sets of standards were developed for English Language Arts and Mathematics for grades K-12 with an emphasis on college and career readiness. The CCSS were developed by the National Governor's Council and the Council of Chief State School Officers with a coalition of other national education experts through extensive national and international research. Most states are expected to formally adopt the CCSS. Science and Social Studies CCSS are projected to be completed within the next two years.

In Wisconsin, the CESAs (Cooperative Educational Service Agencies) have designed and facilitated statewide "Investigation" sessions for teachers and administrators to begin to study these new academic standards. Students will be tested on the standards in 2014-15, which implies full implementation of these standards within the next four years. The English Language Arts standards offer a new complexity, rigor, depth and comprehensiveness in the areas of reading, writing, speaking, listening and language. As teacher teams attend English Language Arts investigation sessions, they are learning not only what will be expected of their students, but teachers are also considering how their classroom instruction will need to be adjusted to meet these standards. The mathematics standards from grades K through 12 offer depth in mathematical concepts; a sharper focus with increased rigor and depth of understanding. Because the expectations from grade level to grade level have shifted in their rigor, placement and emphasis, teachers are finding it necessary to take the time to study these standards and understand just what is being required of students – and also of teachers.

The 2010-11 school year is the year of study, reflection and investigation of the new standards. In the meantime, the current national system of accountability is still in place, where districts are measured for their "Adequate Yearly Progress" as measured by the WKCE (Wisconsin Knowledge and Concepts Examination). As time progresses, work will follow regarding curriculum development and alignment. CESA has been and will continue to be instrumental at the state level and in Northeast Wisconsin in designing processes that assist local districts with these efforts. The CCSS are posted online at www.corestandards.org and can also be found by clicking on the link on our school district's curriculum page.

One of the biggest tasks we have had during the 2010-2011 school year has been to familiarize ourselves with the newly adopted CCSS. This has been a year filled with meetings with our regional CESA to work through the new standards. The State of Wisconsin has a very specific roll-out plan for the new CCSS and they will be implemented over a 3 year process. This first year was the year to gain information about what the new standards in English/Language Arts and Mathematics were. Our CESA set up informational meetings each month specifically structured to inform teachers and administrators at all grade levels about the standards. We started with high school meetings in October and will work through all grade levels by the end of May. All teachers and administrators will be familiar with the new standards in English Language Arts and Mathematics PK-12 by the end of the 2010-2011 school year.

During the 2011-2012 school year, we will begin the process of aligning our curriculum with the new CCSS in English Language Arts and Mathematics. Some of this work has already begun. We need to identify what we currently teach, what fits into the new standards, and what does not. We need to determine at what grade level a certain skill or concept will be taught and then make sure that we align our curriculum and resources appropriately. As we move through this process during the 2011-2012 school year, you can expect that our courses and what is taught in them will be adjusted. The new standards are much more rigorous than the standards under which we currently operate.

The third year of the roll-out plan, 2012-2013, will be the first year that the new standards will be required to be infused into the curriculum and instruction. The new standards must be taught during 2012-2013 (if not sooner) because beginning in 2014-2015, students will be assessed on the new standards.

While developments move into year two and three of the state roll-out plan in English Language Arts and Mathematics, we fully anticipate this process to begin in the core content areas of science and social studies in the next year or two. That means while English Language Arts and Mathematics are in year three of their transfor-

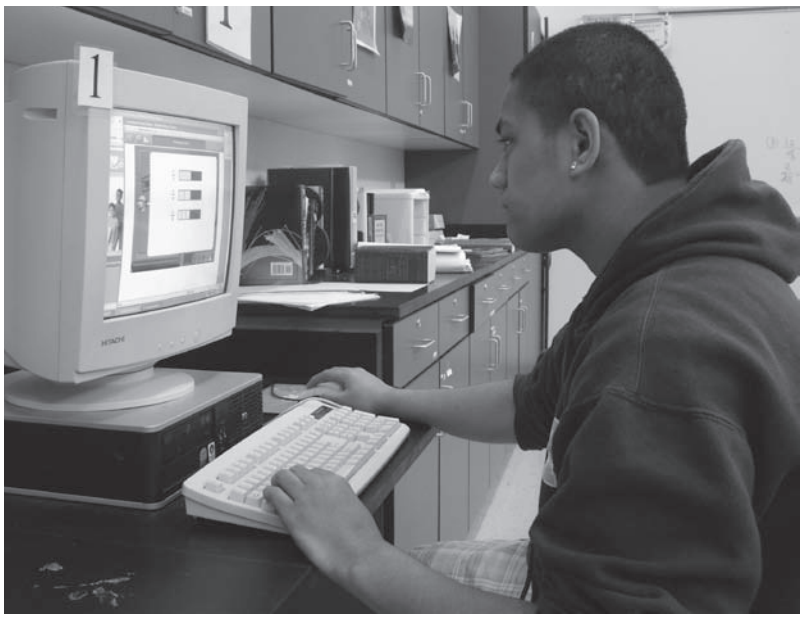
mation to new standards, science and social studies will be in year one. The implementation of new standards in those areas will run concurrently – albeit a year or two behind – the implementation in English Language Arts and Mathematics. Simply stated, through a spiraling approach, the new standards will be implemented at various levels in each of the next four to six years before all new standards are fully in place and assessed.

District Reading Support Initiatives

Chilton Elementary School, Chilton Middle School, and Chilton High School staff members have all been working on major reading initiatives in their respective schools.

Chilton Elementary School staff members continue their journey toward a Balanced Literacy approach for reading and writing instruction. Teachers begin working with children in reading at the level of the child and progress the child from there. Progress of elementary students is assessed every three to four months by the classroom teacher and instruction is adjusted. Each grade level has a targeted level of achievement for every child. Individual student reading levels are assessed and reported to the district a minimum of three times per year (fall, winter and spring). It is expected that we see growth for all students in their reading levels as any given school year progresses.

Chilton Middle School staff members are working to identify their current practices in reading instruction to determine any curricular gaps or overlaps. As they move forward and become an integral part of the district's PK-12 Literacy Plan, it is likely that reading instruction at Chilton Middle School will more closely resemble the elementary model in grades 5 and 6 and will take on a more content-focused model in grades 7 and 8. In fact, with a new schedule for the 2011-2012 school year, it is likely that Chilton Middle School will have licensed reading teachers teaching reading again through 7th grade. This is great news because it eliminates the need for other content area teachers in math, science or social studies to have to teach reading. We have done that for several years and our teachers have been very gracious about doing it, but this change will enhance our reading instruction while moving the rest of the teaching staff back to teaching in their areas of strength.



A high schooler uses Odyssey in his Algebra I course, completing one of the lessons aligned to his performance on the MAP Assessments.

Chilton High School staff members continue to refine their process for identifying and assessing vocabulary in the content areas. They have created course specific assessments and have started a database of progress for all high school students. This year, the Literacy Team at CHS has worked with the rest of the staff members to assist them in infusing reading strategy instruction into their own content area. The high school staff has really taken ownership of "teaching the language of their content" area. Rather than saying they are all teachers of reading, it was more meaningful to the high school staff to relate literacy to their content area. The teachers of science want to teach students how to read like a scientist. The teachers of history want to teach students how to read like a historian. Taking this approach to literacy instruction has helped us in both our staff development and instruction for students. It's making a difference at the classroom level.

Implementation of Odyssey Software

As many of you already know, the School District of Chilton uses a computerized assessment called the Measures of Academic Progress (MAP). We give this assessment a minimum of twice per year in the subject areas of reading, language usage, math and science to all students in grades 2 – 12.

MAP assessments are linked to the Wisconsin State Model Academic Standards and are designed to measure what each student knows in relation to the state standards. The MAP assessments utilize "branching technology" which means they adjust to the level of the child. If a question is answered incorrectly, the system adjusts to the child giving them a less difficult question until they achieve success. The MAP test then continues from that point. This technology enables the child's teacher to get an accurate measure of what the child knows, regardless of his/her grade level. The branching technology also allows students who are achieving above their current grade level to be challenged with more difficult questions. For more information on the MAP Assessments, please feel free to contact me at blinkb@chilton.k12.wi.us. I welcome and encourage your questions and concerns about this

"Curriculum Corner" is continued on page 8.

"Curriculum Corner" Continued

important assessment tool utilized by the School District of Chilton.

Beginning with the 2010-2011 school year, we implemented a software program called Odyssey. This software is a product from Compass Learning who has partnered with Northwest Evaluation Association (NWEA) – the designers of our MAP Assessments. Starting with our Fall 2010 MAP Assessments, Odyssey automatically created an Individual Learning Path for every student who took a MAP Assessment giving students and teachers activities and lessons that are aligned to their performance on the MAP Assessments.

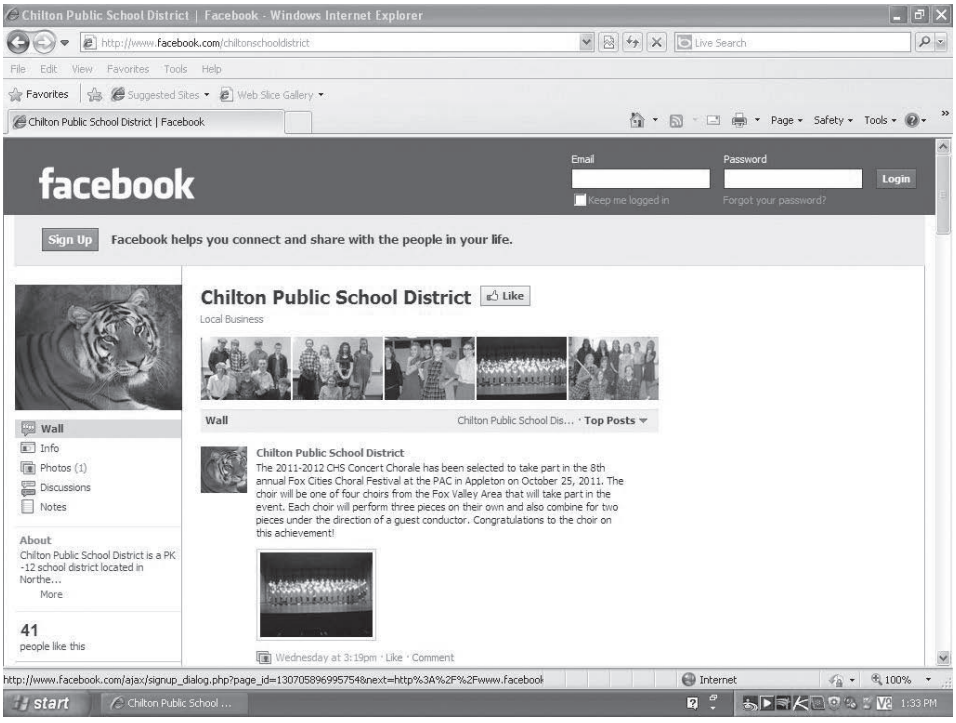
The Compass Learning Odyssey suite of learning solutions includes lessons and activities that are based on current and confirmed research about the way today's students think and learn. Odyssey curricula for primary and secondary students facilitate Response to Intervention (RtI), differentiated and personalized instruction, and formative assessment that helps drive data-based decision making.

Odyssey also facilitates:

- Data Management
- Individual and Group Reporting
- Parent Involvement
- Credit and Grade Recovery (HS Level)
- Development of 21st Century Skills

The Odyssey program is utilized in the School District of Chilton from 1st grade through 12th grade. Students have been very positive about the program and teachers love it. It has helped students really focus in on areas that they need to work on based on the results of their assessments. It is "kid-friendly" software that is interactive and engaging for students.

For the 2011-2012 school year, we will be expanding the Odyssey program to include more content at the elementary, middle, and high school levels. I anticipate seeing content added to Odyssey in the areas of: high school science and language arts, elementary and middle school social studies, and elementary and middle school response to intervention modules. Response to Intervention modules will allow us to monitor the progress of our most struggling students more frequently and more quickly – all while linking their assessment performance to their instruction.



Check out the School District of Chilton's Facebook page at www.facebook.com/chiltonschooldistrict.

Technology Update – "It's Virtually Amazing"

The School District of Chilton has entered the virtual world! Our three computer labs at Chilton High School are functioning under a virtual environment. Virtualization is a tremendous cost savings initiative for us. It allows us to replace hardware less frequently while still providing a fast, seamless desktop for students in the labs. Because the applications are launched from the server rather than from each individual computer, we have been able to increase computer speed without upgrading the physical computer. The budget impact of this is tremendous. It really will not matter in a virtual environment what computer is being used to access applications. This allows us to keep computers longer, hence reducing costs for computer leases or purchases.

PowerSchool Parent Portal

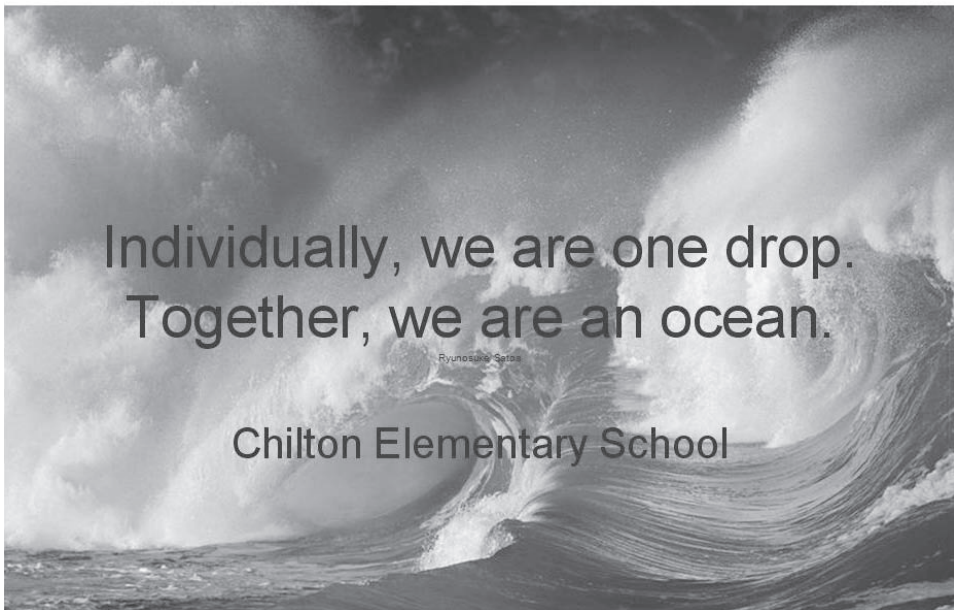
I hope this edition of the Tiger Tribune has found you with ample opportunities to access information on your children throughout this school year. PowerSchool was new to us beginning this year, but our transition from SASI to PowerSchool went very well. If you would like to see your child's grades, attendance, schedule, etc. please feel free to log in to PowerSchool often. The link is: http://powerschool.chilton.k12.wi.us/public/ or you can access PowerSchool from our school district webpage. If you have any problems setting up your parent account or need some assistance finding something, please contact Mrs. Sally Bell at (920) 849-8109 or bells@chilton.k12.wi.us.

Check Us out on Facebook

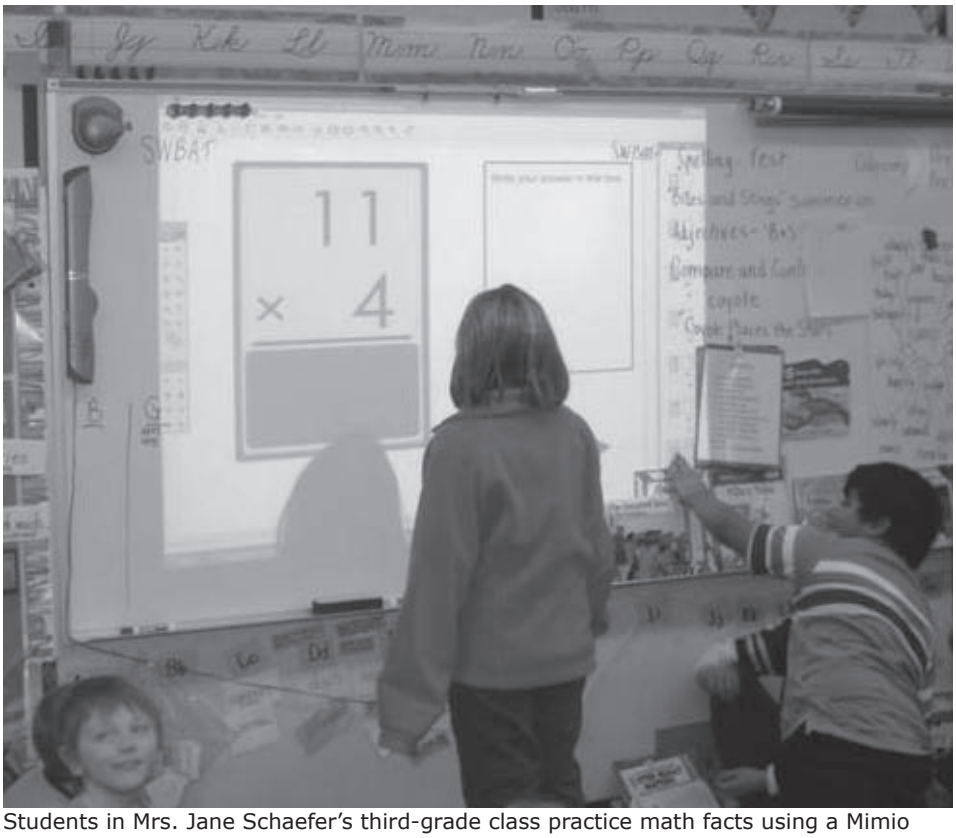
The School District of Chilton now has a Facebook page. Check it out at: www.facebook.com/chiltonschooldistrict. Take a look and click on the "Like" button.

Elementary School Goals

By Mrs. Pam Schuster
Principal, Chilton
Elementary School



The elementary school began the year with an ocean theme to tie everyone together into a community learning atmosphere. By working together and helping each other, we would collaboratively meet our building goals in the areas of literacy and math. These goals are being emphasized throughout the elementary grades to help ensure that our students are at or above grade level at the end of the school year. The school board has adopted a district goal striving toward 100% of our students being at the 80th percentile (the 50th percentile is considered at grade level) in reading. Teachers have incorporated 90 minute literacy blocks in their schedules along with mini lessons, guided reading, and large group lessons. Professional development is ongoing, is differentiated to the classroom teacher's and student's needs, and focuses on the best researched instruction in literacy and math. The emphasis in math continues to be problem solving, story problems, and explaining verbally the process used to arrive at an answer. Not only do students need to know their basic facts, they also have to be able to use them to solve problems and apply them to real life situations. As an extra incentive, students who have mastered the benchmark math facts (addition for first grade, subtraction for second grade, multiplication for third grade and division for 4th grade) have an extra "recess" time on Fridays.



Students in Mrs. Jane Schaefer's third-grade class practice math facts using a Mimio and computer projector.

Along with these academic goals, we also need to keep in mind that the majority of the jobs/careers that our present students will eventually be employed in do not even exist today. Therefore, along with reading, writing and arithmetic, we also need to teach our students to learn how to learn so that they can keep up with the ever-changing global society and meet 21st century goals. One of the ways we are doing this is incorporating as much technology as possible into our classroom instruction. Students are being engaged in some of their classroom work using laptop computers, Mimios, document cameras, iPods, and iPads. It is amazing how many applications are available to help students learn, review and reinforce concepts and skills. We are hoping to pursue the further use of technology to enhance classroom instruction as funds become available.

Middle School Goals

Chilton Middle School's Continuous Improvement Efforts

By Mr. Rich Appel
Principal, Chilton Middle School

"Find Their Gifts," has been a theme that I have repeated since our very first meeting this past fall. The staff at Chilton Middle School this year has worked very hard to reach and teach the students within our classrooms and building. We truly feel that we have wonderful students with a multitude of talents and gifts – we are charged with reaching and encouraging them to expose their gifts and to instill in them the confidence to do so. I feel very fortunate to work daily with teachers that still feel the passion of bringing out the student's gifts to reach their full potential. We could not do it without the love and support of parents, so thank you for your cooperation and efforts in this partnership of helping your child through the journey of those middle school years! Can we do better? Absolutely! Are we continually working on it? You bet! Please feel free to contact me (appelr@chilton.k12.wi.us) if you have any thoughts or ideas on how we can better meet your child's needs and gifts!

The summer data retreat team in August, 2010 consisted of Barb Kahlhamer, Jill Popp, Sara VanderPas, Amy Hanson, Sue Salzsieder, Jeff Horn, Karen Schuette, Amy Downham, Dani Long-Noriega, Jeff Ferge and Rich Appel. During the analysis of the data available the team developed this year's goals and plans for addressing Literacy, Math and 21st Century focused skills. The following goals were developed:

1. Literacy Goal – We, all Chilton Middle School Staff, will improve performance for all 5th-8th grade students on the Word Analysis and Vocabulary strand and the Evaluate and Extend Meaning strand of the MAP Reading Assessment so that 100% of ELL and non-disabled students will perform at the 65th percentile in overall reading on their spring 2011 MAP Reading Assessment , and 100% of disabled students will perform at the 50th percentile in overall reading on their spring 2011 MAP Reading Assessment.
2. Math Goal – We, all Chilton Middle School Staff, will improve performance for all 5th-8th grade students on the Algebraic Relations strand of the MAP Math Assessment so that 100% of ELL and non-disabled students will perform at the 65th percentile in overall math on their spring 2011 MAP Math Assessment , and 100% of disabled students will perform at the 50th percentile in overall math on their spring 2011 MAP Math Assessment.

Staff Development

Literacy teams have been developed and advanced training for staff on balanced literacy has occurred throughout the year. In addition, nearly 40% of the Chilton Middle School staff have been involved in TRIBES training for the past several years and nearly 85% will be trained by the completion of the Summer of 2011.

What is TRIBES? Thousands of schools throughout the United States, Canada, Australia and other countries have become TRIBES Learning Communities, safe and caring environments in which kids can do well! After years of "fix-it" programs focused on reducing student violence, conflict, drug and alcohol use, absenteeism, poor achievement, etc., educators and parents now agree, creating a positive school or classroom environment is the most effective way to improve behavior and learning. The TRIBES TLC® process is the way to do it.

Students achieve because they:

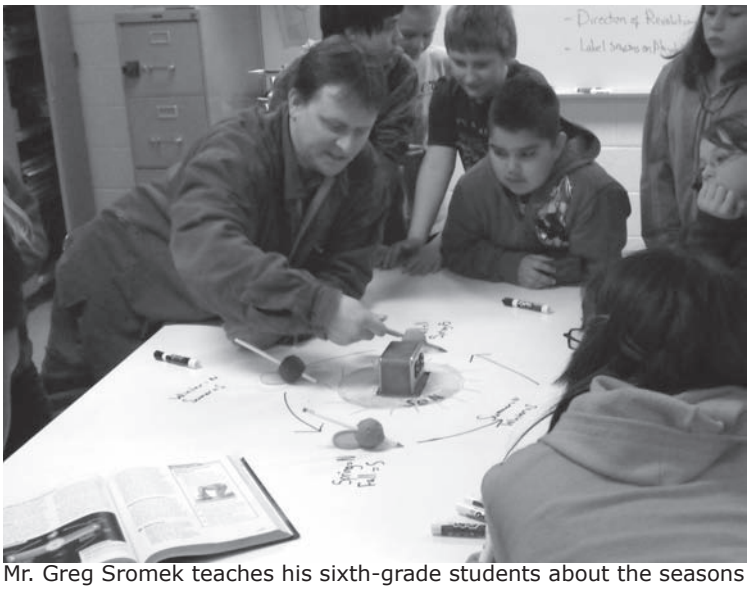
- feel included and appreciated by peers and teachers
- are respected for their different abilities, cultures, gender, interests and dreams
- are actively involved in their own learning
- have positive expectations from others that they will succeed.

The clear purpose of the TRIBES process is to assure the healthy development of every child so that each one has the knowledge, skills and resiliency to be successful in a rapidly changing world. If you have any further questions please feel free to contact Rich Appel or Brad Bowman or go to http://tribes.com.

Student Climate and Programs

The PTA and the student Peer Helper's program has joined efforts to combat student to student

Several fifth-graders relax while reading during D.I.R.T. (Daily Independent Reading Time) in one of Mrs. Gina Durdahl's reading classes.


Mr. Greg Sromek teaches his sixth-grade students about the seasons using playdoh and white board tabletops.

bullying and harassment. Training has been paid for by the PTA and Mr. Mike McGowan is working with our student leaders to develop a video program addressing the concerns that are issues for some of our students at CMS. We will continue to address the building climate at CMS to insure that all students have a safe and friendly environment to learn. Several other initiatives and efforts have been made in the middle school in our continued quest to "Find Their Gifts." In doing so, student participation has increased in every extra and co-curricular activity offered. The students have not failed to impress everyone with their various talents that they have displayed in a few of the events listed below:

- Tiger Theater spring production of "Beauty and the Beast" (140 students)
- Holiday Coin Challenge allowed for the Student Council to purchase nearly $3,000 in presents for the Bread of Life/Salvation Army.
- Olympian Conference Academic Bowl (First-place finish)
- The Chilton forensic team received the highest scores in recent memory as they competed at Valders in November.
- The Chilton Spelling Bee Champion, Nicholas Kopitzke, won the regional CESA 7 championship and will compete at the state level in Madison representing Chilton and NE Wisconsin.
- Our athletic teams had successful seasons with excellent numbers out for all sports.
- Rosetta Stone and our foreign language program offers four different languages and cultures for our students to learn and explore. (Italian, French, Spanish and German)
- The recent PEP Grant awarded to our district has given a new and exciting curriculum to our students as they workout on the new fitness equipment and will have the opportunity to experience the high ropes course with our new outdoor adventure experiences.

The Future

Changes for the 2011-2012 school year will begin with a new and revamped schedule that aligns with state and federal requirements and for our ever-changing students' needs.

The journey to develop a new schedule began in October as we learned more about the changes that would be coming to all schools in regard to Response to Intervention and the new Common Core State Standards. In addition, we have witnessed how the teacher's and student's plates continue to overflow with additional requirements that have been added to the school year! To assist the teachers in meeting these needs we have added many resources for the teachers and students to utilize (Odyssey, Rosetta Stone, Cal Tutor, mobile technology labs, etc…) but the issue remained as to, "How do we find the time to fit this in?" Our hope is that with the creation of this new schedule we are able to create the environment that better allows for us to reach all these areas and concerns.

Points to Consider:

- We will be combining our language arts and reading courses together for one 90 minute Literacy Block taught by a licensed Language Arts and Reading teacher.
- All students will still be afforded the opportunity to take leveled math courses according to their current math scores from their class performance and MAP scores.
- Every student will have one "Resource Time" (45 min.) regardless if they are in music or band.
- Each student will have an additional 30 minute block of time called Tiger Time to remediate, reinforce, or accelerate skills in math or literacy.
- Students who may struggle in math with be scheduled for an additional 45 minutes of math resource time with our math teachers.

Exploratory Points:

- Students will increase their frequency for exploratories through our new schedule. Instead of students attending an exploratory once per week they will attend (on average) twice per week for 90 minutes.
- Band and Choir schedules will be included in the exploratory cycle block rather than a separate outside time.

There will be more information to follow on our schedule for the 2011-2012 school year and I will be more than happy to share in greater detail with our students and families as the next year approaches.

Thank you for your continued support of your child's development. Rest assured that your children are in great hands with a staff that cares about the development of the whole child. Educational, social, and emotional development of your child is paramount in our mission at CMS. Please contact me if you have any questions, concerns or ideas.

High School Goals

Literacy, Mathematics, & 21st Century Goals Continue at CHS

By Dr. Timothy Schaid
Principal, Chilton High School

Every summer a group of educators from each of our schools gathers together for two days at the annual Chilton Public Schools (CPS) Data Retreat. At this retreat teachers and administrators, better known as Building Leadership Teams (BLT), review, analyze, and interpret student achievement data from a variety of sources. These reviews, analyses, and interpretations are used to formulate teaching and learning goals for the following school year designed to bring about continued and increased academic success.

The CHS BLT members are Mr. Tracy Bartels (Science), Mrs. Erin Flood (Language Arts), Mr. Phil Graebel (School Counselor), Mr. David Holze (Mathematics), Mr. Doug Kliment (Social Studies), and Mrs. Sallie Peik (Special Education). Due to conflicts in summer schedules, other faculty members assisted the BLT at this past summer's data retreat: Mrs. Stephanie Bartels (Mathematics), Mrs. Lisa Phillips (Special Education), and Mr. Zach Platner (English/Language Arts). The results of the work these individuals did at the Data Retreat identified three teaching and learning goals for the high school during the 2010-2011 school year. The goals fall into the three broad categories of Literacy, Mathematics, and 21st Century Learning. The goals are as follows:

1. Literacy – We, the Chilton High School teaching staff, will improve student vocabulary comprehension and reading ability such that:
   - The average score of all students in each CHS department will be at 85% or above on post course vocabulary assessments.
   - 85% of students without disabilities will score at or above grade level as indicated by their Lexile level obtained from the combined reading strands of the MAP assessment.
   - 55% of students with disabilities will score at or above grade level as indicated by their Lexile level obtained from the combined reading strands of the MAP assessment.
2. Mathematics – We, the Chilton High School teachers, will integrate mathematics instruction in all classes so that:
   - 55% of our 9th and 10th grade Students with Disabilities will achieve a RIT Score at or above grade level as measured by the Spring MAP assessment.
   - 85% of our 9th and 10th grade Students without Disabilities will achieve a RIT Score at or above grade level as measured by the Spring MAP assessment.
3. 21st Century Learning – We, the Chilton High School teachers, will improve students' preparation for 21st Century learning so that all students in grades 9 through 12 will have selected one or more career clusters of interest and related pathways by the conclusion of the 2010-2011 school year. Additionally, all students and their parents in grades 8, 9, and 11 will have completed a Tiger Talk with the school counseling staff to establish a current Individual Learning Plan (ILP) by the conclusion of the 2010-2011 school year. Finally, the recently established Advisor/Advisee by Career Pathway program will be implemented so that all students will meet with their applicable Career Pathway advisor a minimum of four times during the 2010-2011 school year to review ILP and career preparation progress.

Photo by Andrew Krause

Students study Algebra in Mrs. Stephanie Bartels's class.

How Are We Doing?

The goals were presented to the high school faculty by the BLT at the first faculty meeting of the school year. All of our work from that point on has focused itself on making progress with each goal. Most recently, we gave a mid-year goal attainment progress report to the Board of Education at the February, 2011, regular monthly meeting. What follows is the essence of that progress report.

Literacy Goal

We continue our work with our established Literacy Team; however, this year our team is joined by a literacy team from the 7th and 8th grade. Members of the High School Literacy Team are Mrs. Stephanie Bartels, Mrs. Erin Flood, Mr. Dave Holze, and Ms. Julie Pauwels. The Literacy Team continues to receive comprehensive training each month by a state-wide expert in secondary literacy. In turn, the Literacy Team trains the entire faculty on the literacy teaching skills they have learned. As such, all CHS teachers are incorporating the teaching of literacy in all of the classes they teach, with an emphasis on vocabulary and the background knowledge needed to support that vocabulary. Mid-year vocabulary assessments of CHS students strongly suggest that our literacy focus is having dramatic results. At the conclusion of the first semester, all departments were showing an average student vocabulary proficiency percentage well above 80%.

Mathematics Goal

The CHS Mathematics goal asks all teachers in all classes to focus on building the mathematical measurement skills of all students in all classes, not just in mathematics classes. We know that students "do math," specifically mathematical measurements, in every class they take. For example, in technology classes students are regularly taking measurements as they plan for and construct woods and metals projects. Other examples include the Physical Education student who measures her strength and conditioning progress in a weight training class, and the Social Studies student who calculates global distance as he studies geography. Our goal is built around the assumption that if all teachers in all classes assist students with their mathematical measurement skills, the end result will be increased achievement on mathematical performance assessments. While we need to undergo analyses of the spring, 2011 performance assessments to better understand whether or not we are progressing with our goal, we are encouraged that winter 2010 performance assessment results suggest students in our remedial mathematics and algebra courses are making excellent progress.

21st Century Learning Goal

In the spring of 2008, CHS adopted the nationally recommended 16 Career Clusters model as a foundation to career education. A Career Cluster is a broad category of career opportunities, within which more specific Career Pathways are established to assist students as they choose the courses, educational opportunities, and school activities that fit their future career interests. High School Counselor Phil Graebel has worked with all students to help them select one or more Career Pathways, which were then used to assist them as they registered for their 2011-2012 courses. Again this year, Mr. Graebel and Middle School Counselor Mr. Brad Bowman engaged each 8th grade student and their parents in "Tiger Talks," a collaborative process designed to help each student develop an Individual Learning Plan leading to career readiness development while in high school. This year, Mr. Graebel is also engaging each 11th grade student and her/his parents in a "Tiger Talk" to review post-secondary college and/or career plans to be sure each student's high school program of studies is aligned with their career plans and interests. We continue to explore how we can better utilize our Advisor/Advisee program so that students can routinely meet with their academic advisor to review their academic progress in relation to their career plans.

In sum, the CHS faculty and staff have embraced teaching and learning goals in the areas of Literacy, Mathematics, and 21st Century Learning. Excellent progress is being made with each of these goals and we look forward to examining the final results of our work yet this spring. Our parents and community members can be proud of the efforts of the CHS teachers to make academic success for every student their number one priority.

During a College Prep Biology class, Mrs. Jessica Peterson had her students work with Poll Everywhere (www.polleverywhere.com). The site allows users to create polls and then have others text in their answers; the results show up on the site anonymously and instantly.

A Day in the Life of a Physical Education Teacher

By Andrew Krause
Student Journalist

The School District of Chilton has employed many physical education teachers throughout the years, but does anyone really know exactly what they do?

The district currently employs seven teachers in its Physical Education Department. These seven teachers are Mrs. Ann Bartel, Mr. Corey Behnke, Mr. Emil Fritz, Mr. Rocky Gozdziewski, Mrs. Vicky Olson, Mr. Dave Sonnabend, and Mr. Matt Wehde.

In the midst of an obesity epidemic in the United States, these teachers serve a great purpose. Their job is to make physical education a fun and memorable experience so students continue to exercise throughout their entire lives. Most parents would probably agree that they don't have fond memories of Physical Education class, but times have changed. With the people of the United States spending more money per person on health care than any other country in the world, it is extremely important now more than ever to lead a healthy lifestyle.

"I feel like I hold a very small piece of a very large puzzle. If I can encourage any of my students to be active, I will be able to successfully fill that piece of the puzzle, one healthy child at a time," said Elementary School Physical Education Teacher and Department Coordinator Mrs. Ann Bartel.

Also, the facilities the district has are more than adequate for providing children with the resources necessary to lead healthy lifestyles. The elementary school and the middle school each have their own gymnasiums, and the high school has two gymnasiums, which can be combined into one large gymnasium. Also, the elementary school now has a new exercise facility with treadmills, located inside their gym, thanks to a PEP (Physical Education Progress) Grant. The district's pool is also located in the elementary and middle school building. The high school, of course, has its weight room, and there is now a cardio room with treadmills and other equipment located in the math hallway, also due to PEP Grant funding.

Mr. Rocky Gozdziewski directs a 9th-Grade Physical Education class through an exercise routine in the high school's large gym.

Photo by Andrew Krause

Mr. Corey Behnke oversees a 6th-Grade Physical Education class in the middle school gym.

"Our goal is to allow students to be confident in their abilities, especially through the equipment we received through the PEP Grant. Our students have the opportunity to see which activities they really enjoy or dislike. If they find an activity enjoyable, they will be able to carry on that activity their entire life, thus leading healthy lives by exercising," said Mr. Dave Sonnabend, the athletic director for the district.

"I truly love teaching. It's fun for me to teach the students how to have fun. I teach fun, and when I do it, I have fun," said Mrs. Bartel.

Several physical education courses are available to students in the district. At the Elementary and Middle School, Physical Education is a standard part of students' schedules. At the high school, students are required to take at least one quarter of a physical education class per year in grades 9-11. Courses offered at the high school include Team Sports, Weight Training, Personal Fitness, and Lifetime Activities.

The Physical Education Department has a variety of teachers, but they all are wonderful at doing their jobs. And they enjoy it; that's the important thing.

Meet the School District of Chilton Physical Education Department Faculty

Name: Mrs. Ann Bartel
Building(s): I teach in the elementary building.
Courses: I teach Pre-Kindergarten (4-year-old) to 4th-grade students in Physical Education.
Teams Coached: I do not coach any sports, but I do referee middle school volleyball games and work with the elementary and high school musicals.
Other Phy. Ed. Dept. Duties: I am the head of the department and now the project director for the PEP Grant.
Years of Service: I have been teaching at Chilton for 25 years.
Interests/Hobbies: I have many hobbies and interests. Believe it or not, I enjoy exercising, but I also enjoy crafts (creating anything from jewelry to sewing), dancing, and reading books.
Something Unique: I believe in the philosophy that teachers are born, not made. That is how I feel about teaching; I was born to teach, to be with students, to help them achieve their goals. I absolutely *love* to teach.

Name: Mr. Corey Behnke
Building(s): Middle school and high school
Courses: Sophomore P.E., Weight Training, Team Sports, and all 5th-8th grade P.E. classes
Teams Coached: Assistant varsity football and head varsity basketball
Other Phy. Ed. Dept. Duties: Physical fitness testing, helping students with their wellness goal setting, teaching good respect/sportsmanship/character traits, leading teambuilding activities, and chaperoning middle school dances and activity nights; also, after receiving our grant, assisting in data collection and compilation
Years of Service: 3
Interests/Hobbies: Preparing for basketball, lifting weights, golfing, and spending time with my family
Something Unique: In 9th grade I decided that I wanted to be a P.E. teacher, and my time here has left no doubt in my mind that I made the right decision.

Name: Mr. Emil Fritz
Building(s): High school
Courses: Physical Science, Weight Training, Team Sports
Teams Coached: Freshman football and basketball and JV baseball
Years of Service: 13
Interests/Hobbies: Family activities, Packers, and Brewers
Something Unique: In college I double majored in Science and Physical Education.

Name: Mr. Rocky Gozdziewski
Building(s): High school
Courses: Lifetime Activities, Team Sports, 9th Grade P.E., Personal Fitness
Teams Coached: Cross country and track
Years of Service: 16 years
Interests/Hobbies: Running, watching all kinds of sports

Name: Mrs. Vicky Olson
Building(s): Elementary-high school (all 3)
Courses: Adaptive Physical Education 1/1, 2/1, Adaptive Swimming K-12, Early Childhood Gross Motor Group, middle school Adaptive P.E. Group and high school Lifetime Activity Course; I also will support students K-12 in the regular physical education classes when appropriate or needed.
Teams Coached: Special Olympics aquatics and support bowling, basketball, and track Special Olympics
Other Phy. Ed. Dept. Duties: Attend department meetings and assist in planning the needs of the department
Years of Service: I am on my 22nd year in Chilton and 20th year as an adaptive physical education teacher
Interests/Hobbies: Biking, running, sewing, crafting, stamping, tennis, and gardening
Something Unique: I served in the United States Army for three years and one year in the Army reserves. I served a year in Korea at the real post that the TV show M.A.S.H. takes place: I Corps.

Name: Mr. Dave Sonnabend
Building(s): High school
Courses: 10th Grade P.E. and Weight Training
Teams Coached: Assist with football
Other Phy. Ed. Dept. Duties: I am also the athletic director for all athletic programs grades 7-12. In that position I prepare the athletic budget, build schedules, hire officials, attend WIAA and conference meetings, coordinate event workers, present athletic awards, collaborate with coaches on program development, make sure transportation is available, and coordinate gym usage for school programs and the community, to name just a few.
Years of Service: 18
Interests/Hobbies: My family, hunting, fishing, being active
Something Unique: In high school I also enjoyed participating in the fine arts. That included band, jazz band, choir, show choir, and musicals.

Name: Mr. Matt Wehde
Building(s): Elementary and middle schools
Courses: 3rd through 6th Grade P.E.; 8th Grade Health
Teams Coached: Head boys track coach
Other Phy. Ed. Dept. Duties: Lifeguard instructor
Years of Service: This is my 16th year at Chilton.
Interests/Hobbies: I enjoy outdoor activities and spending time with my family.
Something Unique: I have my masters in Adventure Education, so I am excited about the addition of an adventure element to our curriculum.

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Student Directs CHS Spring Production

By Selia Salzsieder
Student Journalist

This year, Cory Mortimer, a senior, will be directing Chilton High School's spring play. The play is entitled "Welcome to Carnie" and carries a strong message about teen suicide. The play tells the stories of a few high schoolers coming from all walks of life and having different problems to face. It is basically the story of one average week at high school.

Currently, Cory is taking Independent Study Theatre with Gifted and Talented Coordinator Ms. Jamie Koehler. A directing assignment was included in the itinerary for the class. Cory said, "I am so excited to be directing this show because of how I will learn so much about theatre as a whole." After hearing about his situation, Executive Director of The Engler Center for the Performing Arts Russ Rautmann and Box Office Manager Brian Bartel asked him to direct the show in the spring.

Photo by Selia Salzsieder
Cory Mortimer, student director of CHS's spring production, "Welcome to Carnie," works with a member of the cast during rehearsal.

Ever since Cory was little, he has been involved in many local plays, both musicals and dramas. Most recently he played the leads in the high school's production of "Footloose" and the Calumet County Community Theatre's "Arsenic and Old Lace." Cory plans on getting involved with acting later in life and hopes to get as much experience in the theatre as possible.

Auditions for "Welcome to Carnie" happened on February 23, and the cast has already been determined. Now, all that's left to do is to perfect the production of the play. The whole cast, along with Cory, is excited to get started on this new endeavor that will be a unique and different experience for all of them.

Cory acknowledges that this production will require the help of many different people and he would like to "thank all the people that have/will be helping me to put on the show."

The show will be presented to schools only on April 27 and 28. The public show will be on April 29, at 7:00 p.m., at The Engler Center for the Performing Arts.