



SCHOOL DISTRICT OF HILLSBORO

Learn, Achieve, Succeed

TIGER NATION NEWS

SEPTEMBER 2017 EDITION

The Tiger Nation News is our “quarterly” school district newsletter where we hope to share some of the exciting information about what is happening within the Hillsboro Schools. Please contact me if you have any recommendations or article suggestions. With each issue, I will share some of my thoughts/perspectives.

What matters most? I think we all can think of a variety of answers to this question. The school board and administration recently heard proposals from brokers offering to provide their services for employee benefits. In one of the presentations, a MetLife study was referenced. This study concluded that “an employer with good benefits that are poorly communicated will have less happy and loyal employees than an employer who has lesser benefits but communicates them more effectively.” As I was preparing to welcome our staff to the 2017-18 school year in August, I wondered how many other ways this idea was true. Clearly, it shows that communication is critical for employee loyalty and happiness. As I thought of this, I reflected on

our students. What can we do to increase their “loyalty and happiness.” My conclusion is that it is developing strong relationships. The key to our students learning, growing and thriving is relationships. As a district, we are committed to this. From “morning meeting” time at the elementary school to “advisory” period at the middle/high level, we want every student to feel “connected” to at least one adult in our schools.

It is always exciting to see the students return after their summer break. And, while it took a little longer than usual, the state is finalizing a biennium budget that offers “a lot of good” as State Senator, Howard Marklein recently said in his weekly memo. For K-12 Public Education, the good is \$639 million in funding. Additionally, while there are aspects of the budget that may not be seen as entirely favorable, there are other aspects of this budget that will offer districts like Hillsboro support as we strive to fulfill our vision of “Learn, Achieve, Succeed.” More information on the state budget will be

available once it is finalized by Governor Walker.

In the past few months, the District has interviewed and subsequently selected Bray Architects and Fowler & Hammer Inc. to support us in performing an analysis of our facilities and working with us in developing a strategic plan. The next phase of this process is to gather citizens to offer their ideas. We recently sent a postcard asking community members to serve on our Citizens Advisory Committee (CAC). In an effort to help us find possible solutions to our District’s facility and instructional needs, this committee has been given the following tasks by the school board:

Promote collaboration amongst students, staff, parents, and community.

Serve as information providers and key communicators to the community throughout the process. Learn about and discuss operational needs identified by the School Board.

Identify and evaluate infrastructure, building system, and educational needs

Explore potential options/renovations/upgrades that support

safe, accessible, innovative learning environments and accommodate evolving technology in our district's PreK–12 facilities.

Recommend a solution that is cost-effective, energy-efficient, adaptable and able to serve residents and future students for decades to come.

This committee held its first meeting on Wednesday, Sept. 13 and has future meetings scheduled for October 4, October 25 and November 15. Please contact me if you are interested in learning more about this committee.

Curt Bisarek | Superintendent

**“PROFESSIONAL LEARNING:
IT'S THE KEY TO A
SUCCESSFUL SCHOOL”**

*Missy Herek | Hillsboro
Elementary Principal*

For educators, professional learning is part of the continual process of becoming a better educator. It allows practitioners the opportunity to learn and grow in academic and behavioral best practices, discuss curriculum, analyze student data and provides for many other educational learning experiences. Educators are provided the opportunity to grow individually and as a system. In addition, professional learning provides opportunities for staff to feel supported and focuses on doing what's best for kids.

This year Hillsboro School District's teaching staff and paraprofessional instructional assistants have had a voice in what professional learning they would like. Through a partnership with Western Technical College's Paraprofessional Educator Program, our paraprofessionals will participate in professional learning

focusing on the following topics: academic intervention, differentiation, teamwork in the school setting, behavioral interventions and special education programming and supports. Our teaching staff will focus on: academic and behavioral interventions, teamwork in the school setting, curriculum development, data-driven decision making, distributive leadership, and technology integration.

All of the good work we do at the PK-12 level will focus on the 4 essential questions of a Professional Learning Community:
What do we expect our students to learn?
How will we know they are learning?
How will we respond when they don't learn?
How will we respond if they already know it?

As a district, we will utilize the professional learning time to build on our current educational practices. We will learn and grow together, we will achieve great things and we will succeed in what we do. A well known leader in education, Robert Marzano, sums up professional learning well. He says, “Communicative schools that focus on high-quality professional learning lead the way to positive outcomes for teachers and students.”

It has been a great start to professional learning. Let's make 2017-2018 the best year yet. We will “Learn, Achieve and Succeed.”

Here are just a few quotes staff have shared:

“This year being a part of the Literacy Professional Learning Community, I am happy to be a part of a group and

feel like I am able to contribute to something that I am passionate about.”
Teresa Krajco

“Friday afternoons have supported my learning in allowing me to watch and learn from my colleagues, as well as build a sense of community throughout the entire building. Working as a community with staff helps students achieve and feel a sense of community as well.” Karsen Greenwood

“On Friday afternoons my ongoing learning is supported by being a part of a Professional Learning Community. A PLC (professional learning community) takes the time to focus on and commit to the learning of each student. This idea embraces high levels of achievement for all students. PLC's are guided by a clear and compelling vision of what we must become in order to help all students learn, and all students are supported whether they need enrichment or assistance and support. We set goals, monitor each student's learning on a timely basis, and provide interventions to ensure success.” Jill Smith

“I am enjoying Friday afternoons and feeling a part of the learning community. I enjoy listening to other teachers share the learning that they have been doing or share teaching that they have done that works well for them. I appreciate having time to meet with my team to discuss, plan, and analyze.”
Vanessa Mislivecek

Every new school year brings exciting changes. This year, perhaps one of the more significant changes occurs with our Tiger Time. Tiger Time is the Middle/High School version of RtI, or Response to Intervention. RtI is a system of interventions for students who are in need of support and providing that support in a systematic, timely manner. In the past, students focused on either math or reading skills, oftentimes utilizing a learning software on their computers based on those content areas. However, it became clear that students wanted help with the things they were struggling with at that moment, meaning they wanted timely interventions.

We decided to change things up. This year, each teacher is assigned a “Homebase” partner to share 10-20 students with. Every day, the partners decide who will be the Homebase teacher and who will be calling students out for interventions. The Homebase teacher takes any of the students that are not called out for a guided study hall. Students are “called out” according to priority. For instance, the priorities for the week are: Monday - English, Tuesday - Math, Wednesday - Science, Thursday - Social Studies. If a student is called out for more than one subject, they go to the priority class first. Students may also request to go to a teacher if they are not called out. This way, if a student knows he or she wants additional support, they can request to work with that teacher. A list is developed and posted in the morning before Tiger Time so students know where they will be during that time. So far, Tiger Time seems to be very

beneficial for the students. The amount of students requesting to meet with teachers is on the rise so students are recognizing when they need additional support and seeking it out on their own. This allows them to take ownership and be in charge of their learning. While we will continue to tweak certain parts of the system, the early returns are promising.

But that isn’t the only big change. The last two years, students reported to Homeroom at the beginning of the day. While there was some value to that time and the relationships built, we felt that we could improve on that concept this year. Instead of having homerooms, we took that extra time in the morning and added it to Tiger Time, giving us more time to support our students academically. We then added an Advisory Period to our Friday schedule so we could keep the concept of homerooms for our students.

Almost every staff member has a group of 6-8 students they meet with every Friday. The purpose of those meetings is to develop a sense of community within the group by strengthening relationships with people they may not typically see and talk to much during the regular day. During this time, teachers also check in with their students - on an academic level, but mostly on a personal level. There will be discussions and activities the focus on character development, goal-setting, and improving relationships within peer groups. The hope is that students will always feel as though they have someone or some people to turn to if they need guidance. Here at Hillsboro, we truly strive

to provide the best environment for learning. The changes we’ve made at the Middle/High School demonstrate that. Students who feel as though their school cares about their learning and they have a sense of community within these walls will continue to Learn, Achieve, Succeed.

*Chris Koopman | Hillsboro
Middle /High School Principal*

ENGLISH DEPARTMENT AWARDED TWO GRANTS

At the beginning of the 2017-18 school year, Anna Madden the Middle School/High School English/Reading Teacher was awarded two grants: The Meemic Foundation Scholastic Book Grant for \$100 and the Back to School Classroom Grant for \$100 at Office Depot. The grants will go towards new school supplies and books for Ms. Madden's classroom.

The Meemic Foundation for the Future of Education supports the efforts of educators from preschool through higher education. Since 1992, they have sought to advance the quality of education through funding programs and other partnership initiatives.



SUMMER SCHOOL STUDENTS SUCCEED IN APEX CREDIT RECOVERY COURSES

*By: Ms. Anna Madden | Middle
and High School
Reading, English and Summer
School Teacher*

To ensure middle and high school students' promotion to the next grade level, entrance to high school, or make up their required coursework in order to meet graduation requirements,

the Hillsboro School District offered a comprehensive credit recovery summer school program this year.

Fourteen middle and high school students were enrolled. A total of 15 semesters and 4 quarters were successful recovered during the two sessions. For a few students, the program has enabled them to get back on track to graduate with their peers.

The redesigned credit recovery structure provided a more personalized learning experience. The new configuration allowed students to recover multiple required credits for failed coursework through a blending of face-to-face and online instruction. Classes were designed around students achieving their required learning targets for each course.

Whether the students were recovering credit for English, History, Biology or Health, the program incorporated basic reading, writing, and study skills to improve overall comprehension and understanding of subject matter.

The online portion of the program was offered through Apex Learning, a virtual, standards-based curriculum provider. A benefit of the digital learning environment was that students not only had access to Apex during class time, but they

could also complete coursework at home.

The classes were largely self-directed, so students could work at their own pace, repeating difficult lessons as needed and skipping those that were not needed. The class content was closely connected to formative assessments, so students completed only the work that they needed from that semester to succeed.



NEW COMMUNITY LITERACY INTEGRATION PROJECT. *Title Reading*

Local Lit Begins October 1, 2017. Local Lit encourages young readers from grades pre-K through fifth to read for enjoyment beyond the school day. Attainable goals have been set for each grade. Upon completion, students are rewarded with Local Lit coupons. The following businesses have generously donated reading rewards: Hillsboro Brewing Company, Holvy's, Hotel Hillsboro, Hillsboro County Market and Whitakers Farm Fresh Market. To help kick off the Local Lit program, Hillsboro CARES (Community Advocates for Reading Enrichment and Success), Hillsboro Elementary

Plus 1, and the Roosters Car Club have partnered to host Hot Rods, Cool Reads at the Fireman's Park, October 2nd from 5:00-7:00pm. Watch for information coming home with your child soon!

**SPANISH CLUB
TRAVELS TO
COSTA RICA**

Shannon Chute | Spanish

Twenty-seven high school students accompanied by eleven adults including Hillsboro High School Spanish teacher, Shannon Chute, traveled to Costa Rica in June. The students visited waterfalls, national parks, volcanoes, a coffee plantation, natural hot springs, the beach, and a local school. Participants also enjoyed activities such as zip-lining, white water rafting, kayaking, horse-back riding, and a gondola ride through the rain forest all while getting the opportunity to practice their Spanish.

**HILLSBORO HIGH
SCHOOL MUSIC
DEPARTMENT UPDATE**

Paula Parker | Choir Director

The Hillsboro High School music department is off and ready to march forward with an exciting 2017-2018 school year full of possibilities. In band land, summer band lessons helped beginners find their groove, and opportunities for some bucket drumming. We also had a HS band camp to help us prepare



Above: Hillsboro students on a nature hike in Monteverde.



Above: Dakota Wells zip-lining.



Above: Jacob Brockwell, Jacob Urban, Peyton Miller, Garrett Sagert, and Savannah Urban planting a tree in the cloud forest.

for the Labor Day parade, as well as work on music and marching for our Homecoming show on Friday, October 6th. The jazz band also worked out some kinks to show off at the Labor Day Celebration in Hillsboro on September 4th. Choir students also started some things earlier this year to help get a jump start on things. Show choir camp was held in early August for several days. A choreographer was brought in to help bring a new vibe to our show. The show choir also performed at the Labor Day Celebration. The choir department also held auditions for the musical Mary Poppins. It was a great turn-out, and we are excited to prepare and perform this show on November 10th and 11th at 7:00 pm both nights.



**HILLSBORO COMPUTER
SCIENCE: ROBOTICS,
PROBLEM-SOLVING &
COLLABORATION**

*Jennifer Gibbons | Business &
Computer Science Teacher*

The school year is off to a great start as high school and middle school students engage in problem-solving and collaboration while developing their computer science skills and knowledge.

The middle school students have been developing their programming

and debugging skills working in pairs, groups and relay teams. The students have been creating programs using block programming and finding errors in existing programs and fixing them. These activities develop students' programming and problem-solving skills and the best part is they have fun doing it!! The students are striving for the Most Collaborative Team Award at the end of the week and they have all been doing a great job jumping in and helping their team members.

The high school students have been introduced to the Edison Robots and bar-code programming technology. They have learned first-hand how bar-code scanning technology can be used to program robots and this is just the beginning. As the course continues, the students will also be learning how to program these robots using block programming and the Python computer language. From there, the students will have the opportunity to build robots using the LEGO Mindstorm robotics which involves advanced robotic and sensor capabilities. Robots, computer science and so much fun!!!



**ELEMENTARY ART
AWARDED WAEA
POTAWATOMI GRANT**

Ellen Scharfenberg | Elementary Art

Happy Fall! For those who have not met me yet my name is Ellen Scharfenberg and I am the new K-5 Elementary Art Teacher. This summer when I was planning my curriculum I really wanted to be able to give my students as many opportunities with different art materials as possible. However, when order for my materials for the semester I was not going to be able to purchase some more expensive tools for printmaking. I was not going to totally cut print making out of my curriculum and I needed to find a way to make it happen. So, I applied for a grant! I have been a member of the Wisconsin Art Education Association (WAEA) for three years now and I am on the board as the state membership chair. I applied for the WAEA Potawatomi Grant Program. "The WAEA Potawatomi Grant Program supports standards based projects that provide opportunities for children and youth to gain in-depth art knowledge and skills in both school and community-based settings. As you know, visual arts education programs play a pivotal role as the nation seeks to improve high school graduation rates, counter the achievement gap in urban and rural communities, and prepare young people to participate in a workforce dependent upon creative contributions." (www.wiarted.org/waea-grants) This grant will help to fund

printmaking at a variety of grade levels with some reusable materials so that I will be able to continue to have a printmaking unit. Get ready to see some awesome printmaking projects in the future!



wisconsin art education association

PLUS ONE

Yanula Nusse

We're Back! As the 2016-2017 school year came to a close, there was uncertainty to the future of the Plus One program. Over the summer, we waited for the highly anticipated letter that would decide the fate of this highly beneficial program! It was with great excitement and relief that we were made aware that Hillsboro Elementary would be awarded funding for Plus One for the 2017-2018 school year.

For the past five years, Plus One has been viewed as a program that is an extension of the regular school day. The termination of this program would be a great loss for our children supported by the program, the staff that provides re-teaching and homework assistance to those students, and community organizations that provide enrichment opportunities to those students. This highly sought after grant, received 108 applications submitted statewide, with only 41 of those applications receiving funding for their program sites! Within the Hillsboro Elementary, the program

has over 100 students K-5 registered. As in the past, on Monday-Thursday the students will have snack, recess and homework time, followed with an enrichment activity. New to the program this year, will be the offering of an additional Plus One time on Friday afternoons. After early dismissal from 1:20 until 3:00 p.m., the students will enjoy enrichment activities. There will be no homework assistance or academic instruction, just FUN and GAMES!

The Plus One program, for the 2017-2018 school year, will kick off on Monday, September 25th. We have lots of activities on the schedule already. The students will have the opportunity to participate in nature hikes on our school nature trail, Zumba, swimming, field trips to the library, and various organized clubs. Season 2 of the favorite Crazy 8's club will start the beginning of October. A very exciting addition to our activities schedule this year is agriculture lessons. These lessons will be lead by Mackenzie Morris, one of the FFA officers from the high school. We are looking forward to learning from her as she fulfills her SSA leadership requirements.

We are looking forward to starting our year with a parent night that is sponsored by Hillsboro C.A.R.E.S, Title I, and Plus One. It will feature an evening of activities and fun while spending time with the Rooster Car Club. Parent night will take place on Monday, October 2nd, from 5-7 p.m. at the Hillsboro Fireman's Park. We hope you'll have time available to come and see the amazing cars that have been restored by their owners!

Here's to another GREAT year!



SCHOOL DISTRICT OF HILLSBORO

Learn, Achieve, Succeed

QUESTIONS CONTACT US AT:

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Hillsboro Middle School

608-489-2221

Hillsboro High School

608-489-2221

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