



Tiger Nation news

JANUARY 2017

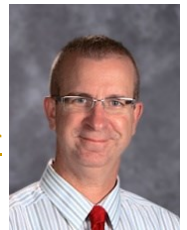
Dates to Remember:

- Feb. 4: FBLA regionals at CFC
- Feb. 6: Sub-District Forensics at Hillsboro
- Feb. 6-10: FBLA Week
- Feb. 13: School Board Mtg.
- Feb. 17: Snow Make-up Day
- Feb. 22: Concert Festival at New Lisbon
- Feb. 20-24: Nat'l FFA Week
- March 7: MS/HS Concert
- March 8: Senior Reality Daze
- March 11: District Forensics at UW-La Crosse
- March 13: School Board Mtg.
- March 15: Career Education Cooperative Fair for Juniors
- March 23: Large Group Ensemble at New Lisbon
- March 25: FFA Pancake Breakfast
- March 27: No School (Teacher Inservice)

Continuing our Mission

By Curt Bisarek, Superintendent

"Learn, Achieve, Succeed," Hillsboro School District's mission statement, is what drives the majority of our decisions on a daily basis. But what does it mean to "succeed"? Surely, we must look at test scores, graduation rates, and overall academic data to ensure our students are succeeding. However, there is more to success than sheer numbers on a page can convey. The character of our students is also an important factor to consider. Recently, during our staff in-service, Mark Maas, a former teacher, Dean of Students and coach challenged all of us to rise beyond test scores and curriculum in our day-to-day interactions with students. He reminded us that we hold a great deal of power in setting the tone for our classrooms and in turn our students' days. Mark told several stories of teachers and coaches who strongly impacted students both positively and negatively. He praised teachers for choosing a profession that often does not come with an abundance of extrinsic rewards, but also reminded them that what they do and say can and does have lifelong impact on their students. He reminded us that who we are to our students is just as important as what we teach to them. We will certainly continue to measure success with numbers and letters here at Hillsboro, but it is also our goal to show our students that personal success is also measured by the content of one's character. There is a very good TEDx Talk on this concept by Andrew Sokatch titled "[The Other Half of the Picture.](#)"



MS/HS Music Department News and Events



The music department at the middle and high school levels has kicked into high gear to prepare students for the upcoming solo and ensemble contests. All solo & ensemble events will take place at New Lisbon this year. These events push the students to expand their musical knowledge while working on improving skills of hard work, dedication, and persistence that will help them in any classroom and beyond. The students will perform for judges and receive a rating on their performance. All events are open to the public; please see below for descriptions of each event.

Wednesday, February 22nd - Concert Festival (8-4 pm) - This event is when the full band or choir performs for a panel of judges that are critiquing the performance based on a specific performance rubric. After the performance, one of the judges works with the group to help them grow as performers. This does not include the 6th grade band or choir.

Tuesday, March 7th - MS & HS Band & Choir Concert (7:00 pm) - This is a chance for us to showcase our concert festival music for parents and the public unable to attend concert festival. In addition, our jazz ensembles will perform at this event as well. This does not include the 6th grade band or choir.

Thursday, March 23rd - Large Ensemble Festival - (4-9 pm)-This event is designated for larger ensembles (trios, quartets, madrigals, jazz ensembles, etc.) but can be a backup for individuals needing an alternate performance date. Students that perform at the highest level of difficulty, Class A, can move on to the state level if they receive a *1 rating.

Saturday, April 1st - District Solo & Ensemble (8 am-4 pm) The largest of the festivals - this is designated for solos and duets. Like Large Ensemble Festival, students performing at Class A level can also move on to the state level if they receive a *1 rating.

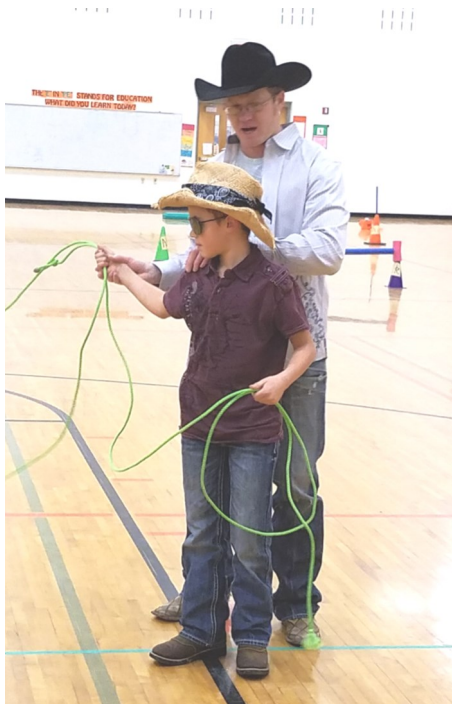


Kindergarten Team Receives Grant

Kindergarten teachers Marie Kraska, Cathy Clark, and Vanessa Mislivecek hold the check they received from WMEF (Wisconsin Mathematics Education Foundation) for the amount of \$795.00. The grant money will be used to purchase an augmented 3D Smartboard program called Math Alive. This PC math kit will help the Kindergarten students to master skills related to number identification, oral counting, missing numbers, quantity discrimination among other math skills. Congratulations!

Cowboy and Cowgirl Reading Night a Rootin'-Tootin' Good Time

On January 24th, Plus One, Title I and Hillsboro C.A.R.E.S teamed up for Cowboy and Cowgirl Reading Night. Students and parents read cowboy books, made their own trail mix, did some cowboy crafts and learned to rope with champion bull rider BJ Schumacher and his wife, Anna. Thanks to everyone who came and made this a fun night for all. Yee-haw!





Gingerbread Houses: The Tradition Continues

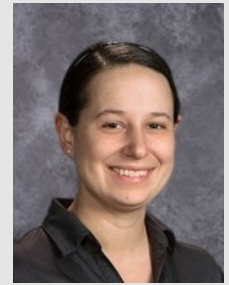
In early December, the 2nd graders built and designed Gingerbread Houses. They brought in many different materials and supplies to help aid in the construction of their homes. The houses were made from milk cartons, graham crackers, and some very sugary frosting. We spent time talking about the placement of the house on their "land" and the things that every house needs, such as doors, a roof, and windows. Many students thought about their own houses and some students looked at magazine pictures.

Although many 2nd graders were tempted to eat the supplies as we were building, they resisted the urge so that we could add even more sugar during the decorating process. Families were invited to join the second graders for the decorating process. They got to choose what materials they used to finish the exterior of the home. Families donated candy, pretzels, and other supplies in order to make the day possible. Some homes were traditional design, while other students went for bigger plans, like resorts and castles. The 2nd graders and their families had a festive time together creating the masterpieces, as well as enjoying some treats along the way.



Sophomores Write Novels in November

By: Anna Madden, Middle/High School Reading/ELA Teacher



November is National Novel Writing Month or NaNoWriMo and this year, every sophomore in English 10 participated. The students collectively wrote novels totaling an astounding 672,668 words. That's almost three quarters of a million words with an average of 18,685 words per student.

NaNoWriMo is a fun, chaotic, seat-of-your-pants writing event, where the challenge is to complete an entire rough draft of a novel in just 30 days. For one month, students got to lock away their inner editor, let their imagination take over, and just create.

Each year, 400,000 people participate in NaNoWriMo, including 100,000 young writers through the Young Writers Program (YWP). It starts November 1 and ends November 30 at 11:59pm. Students set their own word-count goal of 30,000 (YWP), 50,000 (adult program), 10,000 (minimum), or a number in between.

In addition to meeting multiple Wisconsin state standards for English, this project-based learning unit also helps students build 21st century skills, such as fluency. Writing so much in so little time boosts proficiency in grammar, spelling, and punctuation. It tackles the difficulties students often face when writing, for instance, getting started (staring at a blank page), getting their thoughts down on paper, and trouble thinking of the right words to use.

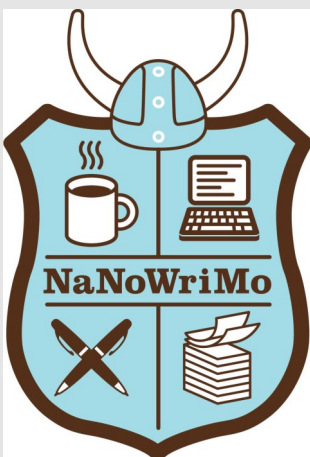
NaNoWriMo helps students approach future writing assignments with ease and confidence. Five page paper? No problem. When creating so much text in such a short period of time, students realize just how much they can accomplish when they put their minds to it. It also helps students with time management. The project teaches how to tackle a huge assignment by breaking it down into manageable bites.

Most importantly of all, NaNoWriMo allows students to be creative. Creating characters, situations, dialogue, and even whole planets from scratch enables students to think about possibilities, but it also teaches them how to apply their ideas to complete a project.

Throughout October and November, students learned a new element of novel/fiction writing during each class period. We focused on drafting, outlining, character, conflict, setting, plot, beginnings, dialogue, detail, paragraphs, and varying sentence structure. In December, sophomores spent two weeks editing and revising an excerpt from their novel until it shined.

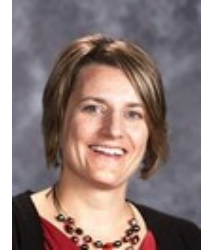
All of the sophomores are winners for even attempting this colossal, month-long project, but 11 students, a third of the sophomore class, went above and beyond to reach their word-count goals. I would like to recognize their achievement. Tristin Sweatt wrote 25,000 words. Payton Auel, Lauren Banker, Peyton Miller, Dane Bach, Jessica Mitchell, Hunter Landrath, Garrett Sagert, and Brookelyn Borchardt each wrote 30,000 words. Paige Stull and Erin Hackle each wrote 50,000 words. Congratulations sophomores!

If you have a sophomore, please ask them to share their novels with you. Chances are you will be just as amazed by what your student has created as I was when I first read his or her work.



Schedule Change for the 2017-18 School Year

By Cara Wood, Principal of Staff



The Hillsboro School District has made a change in the school calendar for the 2017-2018 school year by having early release on Fridays at 1:30 p.m. instead of 2:15 p.m. The district began early release on Fridays during the 2012-2013 school year as they made a commitment to operating as a professional learning community or PLC. Having this time for educators is consistent with what other school districts are also doing. With this change, you may have many questions about the need for this time and what a PLC is. I hope to answer some of these questions and elicit your support as we strive to support student learning by implementing best practices in education.

As you can imagine, education has changed significantly in the past 10 years let alone the past 20 years. Educators are no longer satisfied with presenting material that is outlined by a textbook and hoping that most students learn what is presented. In the past, students were allowed to fail or fall through the cracks if they were not learning the material. Today, we have a much more comprehensive program to address the needs of students who struggle with learning in the classroom. Through our Title I program at the elementary school we offer intervention or additional and differentiated instruction to students who need more time to learn skills in reading and math. Each grade level from kindergarten to 5th grade has this time built into their schedule. Students are tested to determine who might need this support. Students who are identified as needing intervention are placed into small groups and meet with a certified teacher or highly qualified assistant for this extra instruction. Student progress is monitored regularly to ensure that the teaching strategies are having the desired impact on student learning, or those methods are changed. A student may make enough progress that they no longer need these services. While students who are identified are receiving these services, students who do not need intervention services have opportunities for enrichment, a chance to challenge their learning at a higher level.

This type of approach to education does not just happen in the Title program, but is embraced by classroom teachers as well. We are also applying to expand our Title services at the middle and high school to better assist students beyond elementary school. Part of the work of designing instruction and assessment to meet each student's individual needs is why more time is needed for educators to work together, this happens during early release time in what we refer to as a Professional Learning Community or PLC.

What is a PLC?

A professional learning community is a district wide effort which allows educators time to meet to work together as a collaborative team. During this time, educators may examine curriculum, plan assessments, review student progress and share instructional strategies. PLC's use four guiding questions. I will explain each of these questions to help bring about understanding about what educators do and how this work is directly related to helping all students achieve.

What do we expect students to learn?

Teachers are responsible for determining what their instruction will focus on in the classroom. As you probably are aware, Wisconsin has adopted the Common Core State Standards for Reading

and Math. Teachers have to examine these learning standards and determine which standards are the most important and that will have the most impact on helping students prepare for the next level of learning. Teachers then design instructional materials and supports to teach these skills. This is not something that happens one time, but is consistently reviewed and revised at teachers design lessons for their students.

How will we know if students are learning?

This question highlights the importance of assessment or testing. However, educators assess student learning in all kinds of ways, not just by taking paper and pencil tests that you may remember. At Hillsboro School District, educators use a variety of methods to assess student learning. Teachers may use a checklist as they monitor student learning in the classroom or give a short, 3-5 question 'Exit Ticket' at the end of class to see if students learned the material presented in class among other strategies. Educators need to take the information from student assessments and make decisions about what and how they teach. They also spend time designing better assessments that truly measure what a student knows about a particular subject. This is also where grading student work and communicating with students and parents about student learning comes into play.

How will we respond when students don't learn?

After analyzing student data an educator may find that students did not learn what they intended them to learn. Teachers then need to develop different methods to teach the material. This is when collaboration with other teachers is valuable, what did they do in their classrooms that was successful? What methods have been successful for this particular student? Only by working together can educators design instruction and assessment methods tailored to the student body.

What do we do when students already know it?

This questions addresses the need for extended learning opportunities for students who can already demonstrate knowledge about the content material. Educators spend a great deal of time trying to assist students who struggle to learn, but what about offering advanced learning for students who are ahead of learning expectations? This is an area that doesn't always get addressed adequately and where we could dedicate time to developing enrichment activities for students at all levels to advance their learning to the next level.

As you can see, current practices in education is about meeting all student's needs at all levels. The goal is to individualize learning whenever possible to maximize the benefit for our students. We are asking our educators to engage in a much more complex task than what was required in the past, and why they need more time to work together to reflect on their practice in their classroom and to analyze student test results to set goals for expected learning for every student.

We are fortunate at Hillsboro School District to have a very dedicated staff committed to do this work. Adding an additional 45 minutes to our early release time on Friday's supports this work and it supports teachers and all that they do for our students.

We also understand that this may cause a burden for some families as they need to find supervision for their children. We are in the process of investigating some options that we hope to offer for families to help with this issue. We will communicate with parents when that information is available.

Possible Expansion of Title I Services to the Middle/High School

By Cara Wood

As you may be aware, the Hillsboro School District receives federal funds under the Elementary and Secondary Education Act. Part of these funds are under Title I, which supports our students by allowing us to hire additional staff to work with students in the area of reading and math. Currently, our elementary school operates as a Schoolwide Title Program. The funding that Title I provides allows us to hire additional educators and support staff to provide small group instruction to students and support to classroom teachers. The district is now in the process of applying to the Department of Public Instruction to allow this funding to support students at the middle/high school. This was a recommendation following our last audit, and we agree that the expansion of services would be beneficial to student learning. The district does not receive more money by adding another school to the program, but this would allow us to diversify how we spend these funds. If approved, the schoolwide designation would allow us to have a teacher and/or support staff work with students at the middle and high school. These funds would also support professional development and other support services at both buildings.

Part of planning for a schoolwide Title program is the involvement of parents, community members and other stakeholders. Please contact me if you are interested in learning more about Title I or if you have any questions. You can also provide your input at Title I meetings. We have two opportunities coming up to do this. Parent teacher conferences are scheduled for Monday, February 27th from 4:00-7:30 p.m. I will host a Middle/High School Schoolwide Title Program meeting at 6:00 p.m. in the library conference room. Another opportunity will be during our Education Fair on May 9th at 4:30 p.m. in the elementary library.

Please contact me if you have any questions about Schoolwide Title Programs or how you can become involved at cara.wood@hillsboroschools.org or 608-489-1602.

Hillsboro School District Calendar 2017 – 2018 Approved 1/9/17

Teacher In-Service:
August 29-31

Back to School Night:
Elem: TBD
MS: TBD
HS: TBD

AUGUST 2017						
S	M	T	W	Th	F	S
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27	28	I	I	I		

FEBRUARY 2018						
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25	26	27	28			

No School:
February 19

First Day of School:
September 1

Labor Day
September 4

Student Picture Date:

SEPTEMBER 2017						
S	M	T	W	Th	F	S
					1	2
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24	25	26	27	28	29	30

MARCH 2018						
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18	19	20	21	22	23	24
25	26	27	28	N/S	N	31

Parent-Teacher Conferences:
March 5
End of the Third Quarter:
March 28
Possible Snow Make-up Day: March 29

Parent-Teacher Conferences:
Oct. 16: 4:00 - 7:30 PM
Oct. 18: 4:00 - 6:30 PM
No School:
October 20

OCTOBER 2017						
S	M	T	W	Th	F	S
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22	23	24	25	26	27	28
29	30	31				

APRIL 2018						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

4K-12 Education Fair:
Spring Break:
March 29, 30, April 2

End of the First Quarter:
November 2

Teacher In-Service
November 3

No School:
November 22, 23, 24

NOVEMBER 2017						
S	M	T	W	Th	F	S
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26	27	28	29	30		

MAY 2018						
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13	14	15	16	17	18	19
20	21	22	23	24	G	26
27	N	29	30	31		

Graduation: May 25
Quarter 1: 43 Days
Quarter 2: 46 Days
Quarter 3: 47 Days
Quarter 4: 45 Days

MS/HS Concert:
Dec. 11

No School:
December 25-January 1

DECEMBER 2017						
S	M	T	W	Th	F	S
					1	2
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24	N	N	N	N	N	30
31						

JUNE 2018						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Last Day of School:
June 5
Teacher In-Service:
June 6 (day after last student day)
Possible Snow Make-up Days:
June 6, 7

End of the First Semester:
January 18

Teacher In-Service
January 19

JANUARY 2018						
S	M	T	W	Th	F	S
	N	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	I	20
21	22	23	24	25	26	27
28	29	30	31			

Notes:
1:30 release every Fri.

IN – In-Service/No Classes
N – No School
P – Parent/Teacher Conf.
S – Possible Snow Make-Up Day

Students Attend Women in Engineering Career Day

By Deb Freitag



This fall five talented young ladies, Shelby Levy, Danyelle Minor, Annie Haas, Carly Krajco and Courtney Fanta attended Women in Engineering Career Day at UW-Platteville. The students had the opportunity to experience the world of engineering through presentations, projects, and activities. They had a chance to learn about what different types of engineers do in the “real world.” The university had many engineering professions, faculty and students who shared the career opportunities available in the field of engineering, and the education path to take to get there. The participants chose four sessions of interest in the fields of mathematics, biology, engineering physics, environmental engineering, electrical engineering, civil engineering, astronomy, industrial engineering, computer science and software engineering, and mechanical engineering. Each girl will share her experience at one of the sessions she attended.

Courtney Fanta (Jr.): “At the University of Platteville’s Women in Engineering Day, one of the sessions I attended was on industrial engineering. I learned that industrial engineering is all about efficiency. Each session was set up with an activity to allow the participants better understand the discipline of engineering. The activity for industrial engineering was for all of the girls to come up with the most efficient way put together as many shirt buttons as possible. We were put in groups of three to four. We had to work together to make our process as efficient as possible. It was a great experience to learn what exactly industrial engineering is and to think about how to make things more efficient.”

Shelby Levy (Sr.): “At the Women in Engineering Career Day at the University of Wisconsin Platteville, I attended the session entitled Environmental Engineering. I learned that environmental engineers work very hard to better our daily lives through new experiments in cleaning water, the air, and many more. During our session, we had to use a variety of different supplies to try to filter water that had been polluted with both milk and perfume. Our goal was to rid the water of as much odor and fogginess as we could with the supplies we had. I really enjoyed the Women in Engineering Career Day because it helped me to learn more about the different types of engineering and what all goes on behind the scenes in the career as well.”

Carly Krajco (Jr.) “At the Women in Engineering Career Day, I attended civil engineering, mathematics and biology, industrial engineering, and software engineering. The session that

stood out to me most was software engineering. I learned that software engineering is developing and maintaining software systems that are reliable, efficient, affordable to develop and maintain, and satisfy all the requirements that customers and/or businesses have. For this session, we played a video game that required us to type steps into a certain manner to guide a ninja through obstacles. It sounds pretty easy and somewhat silly, but it was quite difficult! If you made one little mistake, your ninja would be a dead man. I walked into this session without a clue about what software engineering was, and it turned out to be very enjoyable. Overall the day was very beneficial and taught me about careers I had never considered before.

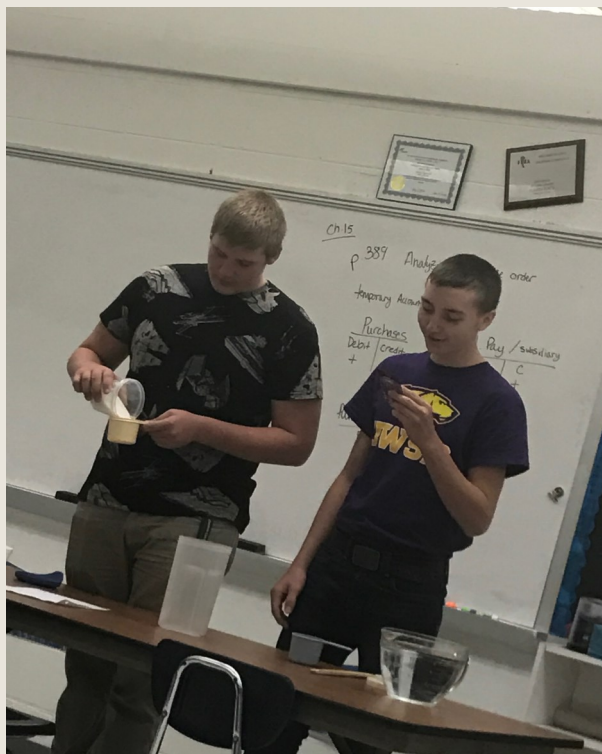
Danyelle Minor (Sr.): “At the Women in Engineering Career Day, I attended the biology, civil engineering, mathematics and software engineering sections. The section I liked the best was biology. In this I learned how to tell what type of blood type you have and if you mix two types of blood what they make when combined. The second part of the section was on fingerprints. I was able to fingerprint myself and see if I had loops, whorls or arches. Looped fingerprints are formed with lines that reach back to each other, whorls are made up of circles that look like whirlpools and the final type is arches, these are wave like patterns. Going on this trip to UW-Platteville taught me about many jobs that I didn't know about at all. It made me open my eyes to all the jobs and opportunities women have in the engineering field.”

Annie Haas (Jr.): “At the Women in Engineering Career Day, I attended the astronomy, environmental engineering, industrial engineering, and civil engineering sessions. My favorite session was civil engineering. I learned that this type of engineering takes thought, consideration, and budgeting to create the most cost-efficient, easily maneuverable parking lots and surrounding areas of buildings. In this session, we were first given a square outlined by tape on the floor, paper obstacles such as trees, and a list of building requirements. We were assigned a building such as a convenience store or hospital, and then challenged with the task to create items like parking lots and gas pumps, taking into consideration what side of the building the street was on and what would be easiest for customers, but at the same time staying in budget and creating a maneuverable area. It made me realize all the time and thought that is required to create a successful business that attracts customers and keeps them. The entire visit to UW-Platteville was informational, fun, and hands-on.”



TIGER TIME PRESENTATIONS

Senior year is a chaotic time for students as they prepare to transition to the next stage of their lives. Many have their plans for the future already determined but some are still wondering what will come next. For all, this transition means greater independence AND responsibility. This year Hillsboro staff has attempted to help students gain basic tools and knowledge they may not have. Staff used Tiger Time, a 30 minute period within the school day, to provide these opportunities to the students. Throughout first quarter, guest speakers spoke to seniors on a variety of relevant topics - the political process, having an optimistic outlook and being a problem solver, starting a business and presenting career explorations. At the beginning of second quarter, students signed up to share their own "areas of expertise" with members of their class. However, this idea grew and the seniors worked in groups to teach the sophomore class about basic car maintenance, personal care skills (laundry, ironing, etc) and baking and cooking. The Class of 2017 is currently working on preparing scholarship applications.





SCHOOL DISTRICT OF HILLSBORO

Learn, Achieve, Succeed

How to Stay in touch:

Hillsboro Elementary School

608-489-2221

Hillsboro Middle School

608-489-2224

Hillsboro High School

608-489-2224

Website:

www.hillsboro.k12.wi.us

Facebook:

<https://www.facebook.com/Hillsboro-School-District-WI-183273035018442/timeline/>

Twitter:

#HSDGoTigers

(our Twitter feed can also be seen on the school website)

Email:

firstname.lastname@hillsboroschools.org

For example:

Curt.bisarek@hillsboroschools.org