



# Cardinal Community Connection

Necedah Area School District • 1801 South Main Street • Necedah, WI 54646 608-565-2256 [www.necedahschools.org](http://www.necedahschools.org)

## Over \$4,700 Raised by Necedah 5th Graders to Aid Hurricane Irma Victims

A group of 5th Grade students, who call themselves The Soup Community, wanted to make a difference. "Soup makes people feel better," said Arias Lang. So she and her friends Michelyn Hansen, Faith Bilski, Kynrik Saylor, Ava Kiesling, and Aiden Noth formed The Soup Community. Hurricane Harvey had caused recent havoc on Texas and Hurricane Irma was underway in Florida. They knew it was going to be bad and they wanted to help. They approached their Principal, Wendy Horbinski to see what they could do. Horbinski shared that a Necedah student had moved to a school in Florida. The students decided to raise funds to help that school make sure it had the supplies for kids to continue learning when the hurricane was over.

The Soup Committee chose to host a Penny War between classrooms during the upcoming homecoming week. School Counselor, Lisa King helped the students brainstorm ideas to organize and promote it. She also helped them prepare a plan to present to the faculty to get their support. The students were encouraged by the interest of their teachers and implemented several suggestions. The team utilized homecoming to emphasize what it means to be "home" and support those in Florida that suffered loss to their homes or home schools. They raised awareness with students by using the "Home" theme in their dress-up days to create excitement including "My Home Team, Make Yourself at Home, Hometown Standout, Home Away from Home, and Hometown Superhero."

The Penny War consisted of students in a homeroom collecting as many pennies as possible in their jar. The pennies added up to a positive total. Students could go to war against another classroom by bombing their penny jar with silver coins. The value of silver coins dropped in the jar subtracted from their positive total. The team set a goal of \$900.00 which represented each homeroom collecting \$50.00. Each homeroom that met the \$50.00 goal would earn an extra recess. The homeroom at each grade-level with the highest positive total won the privilege of having their teacher participate in the Homecoming Spirit Assembly game. The grade-level with the most positive total earned a pizza party for their grade. Their promotions worked. By the end of the week, the students nearly

doubled their goal, collecting \$1,667.47 in coins! The total was announced at the assembly and brought several team member to tears!

Team member Aiden Noth reached beyond the school and wrote letters to community businesses to enlist their support. Several sent in donations. The Elementary Parent and Teachers Together Team also pledged a donation to the student project. One area manufacturer, Toro, was so inspired by the students' actions, that their employees decided to have their own Penny War donating \$1942.27 to the cause along with a \$500.00 match from the company. "I feel so excited that someone was inspired by us!" said Kynrik Saylor. "It was a ripple effect!" added Ava Kiesling. With the addition of local business support, the grand total collected was \$4,745.49.

*Story continued on page 13...*



*Photos:  
Top - 5th Grade students welcome Toro employees as they present their \$1,942.27 employee Penny War donation along with a corporate donation of \$500.00.*

*Right - Toro employees conduct a weigh-in of their coins.*



## For the Love of Children: Community Matters

By Tanya Kotlowski

The old proverb, It takes a village to raise a child, resonates with my vision for our school community. There is nothing more important than positively impacting the growth and development of our children, and our entire community plays a part in this overarching success.



Although I took a superintendent job, more importantly, I assumed a leadership position to help ensure my school community is strong, healthy and prosperous. Although my primary focus is around loving our children, I also have a deep commitment to all members of our school community.

Members of a healthy community model mutual care and concern for one another. We all play roles, no matter who we are, because our children watch us. They learn about respect, responsibility, cooperation, and citizenship by observing how we interact together, and how they feel when we interact with them. What a powerful responsibility we all have, in positively nurturing the lives of our children.

Working together to ensure every child is successful, is a cornerstone of my leadership commitment. Every child deserves a safe school, in which they come to realize their dreams. This commitment entails a strong healthy community approach. Children need love both in school and outside of school. As they explore our community, they develop their own impressions of who we are as a community. Together, we can reassure them they are unconditionally cared about. Through our words and actions, we can show them our school

community is a place they want to be, and what they aspire in their own community some day.

I am committed to ensuring engagement, growth and prosperity in our school community. I care about my people, of all ages. No matter what our role is, modeling mutual care and support represents the type of community I want our children to know and experience. Every child deserves our collective best, and their success begins with us, the adults in their lives.

I look forward to modeling interactions that champion the characteristics we all wish to nurture in our children. Together, we will model a respectful, responsible, collaborative spirit so our children learn from us the values of being a positive active citizen. By doing so, we will positively influence the lives of children. There is no more important collective effort I can think of.

Personal Commitments to My School Community  
I promise to...

love our children like they are my own,  
treat parents, staff and community like they are family,  
ensure every person in the school community feels heard, and cared about,  
and work tirelessly to ensure our school district is a district of choice for ALL.

I am excited to be a part of our school community, and look forward to working with you to provide a wonderful experience for every child.

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## Partnering to Address Community Needs

By: Tanya Kotlowski

Our school building is a community school, in which we can, and should, support learning and growing of all members in our school community. As a way to increase our services, we are reaching out to members of our community to provide feedback. We are looking for ways in which we can better provide programs to all ages in our larger school community. From the information collected, we will work with the Necedah Community Siegler Memorial Library to plan programming options that meet identified needs within our community. Thank you for providing feedback so we can work together to better serve our community's needs.

You can find the online survey on our District website (<http://www.necedahschools.org>) or you can pick up a hard copy of the survey at the Necedah Community Siegler Memorial Library at 217 Oak Grove Drive, Necedah.

## School Closing Update: Preparing for Inclement Weather

By Tanya Kotlowski, Superintendent

As we head into the winter season, it is timely to share communication strategies and philosophical perspectives around inclement weather school closings.

Closing school is one decision most administrators wish they never had to make. It is clear, during my 23 years in education, no matter what decision is made, there are people who are not happy. Some are upset because they disagree with the decision, some because it was called too late, and some because they didn't get notice. I will do my best to ensure I address each concern with a shared understanding of my decision-making processes.

My priority is to have school, as I want students to be able to consistently access learning. I also am aware when school is cancelled, many families are burdened to find child care in order to go to work. That being said, I love my students deeply and never want any of my decisions, or indecisions, to put them in danger. I am very conservative in my approach, to ensure my students are safe. I want them in school; however, not at the expense of possible danger.

Extreme cold weather, or dangerous driving conditions, play a part in the school closing decision-making process. There is no set temperature in which we close school, as wind chills play a significant part of this decision, and wind causes temperatures to fluctuate throughout the day. There is also

no preset amount of ice or snow that would cancel school. Considerations are made for when and how much possible snowfall can be expected, and how much wind plays a part in drifting. As you know with many meteorology reports, predictions are not always accurate.

I will do my very best to notify families, using our school messenger system, by 5:30 am. This will entail a phone call home to every family in our system. Families, please be sure your phone information is up-to-date in Family Access to ensure you receive a phone call. You can also find updated weather related closings on both WRJC ([wrjc.com](http://wrjc.com)) and Wisconsin 106 .1 radio stations and WMTV Channel 15 Madison, WKOW Channel 27 Madison, and WKBT Channel 8 LaCrosse. We will also update our website ([www.necedahschools.org](http://www.necedahschools.org)) and Facebook page ([facebook.com/necedahschools](https://facebook.com/necedahschools)) to inform our school community.

Lastly, the state requires so many instructional minutes per school year. If our total minutes are compromised, given too many school closings, I will relay this information along with a plan for addressing the issue, as soon as it is available.

If you have other questions regarding winter weather school closings, please feel free to reach out to me: Tanya Kotlowski 608-565-2256 ext. 120

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## Spotlight on Influenza

By Kammy Quinnell RN, BSN

Protect yourself and others from the Flu this winter season.

Flu-like symptoms include fever, cough, sore throat, runny or stuffy nose, body aches, headache, chills and fatigue. Some people also may have vomiting and diarrhea. People may be infected with the flu, and have respiratory symptoms without a fever. ([cdc.gov](http://cdc.gov), 9/12/2017)

Steps that you can take to help prevent getting sick with Influenza.

Good handwashing, cover nose and mouth when coughing or sneezing.

Avoid close contact with anyone if you are sick (for at least 24 hours after fever is resolved).

Avoid close contact with anyone who might be sick.

Clean and disinfect common surfaces areas at home, as this is where germs tend to live.

Get an annual flu shot. This is especially important for those vulnerable to illness (immunocompromised or those with chronic health conditions), adults over 65, children under 5 years old and pregnant mothers. Check in with your local Healthcare Provider or a pharmacist for more information on Influenza vaccinations.

Check out the CDC website for more information on Seasonal Influenza, Influenza Vaccines or to sign up for weekly influenza updates.



# Necedah Area High School Seniors Leave it All on the Field and Become School Winners in Wendy's High School Heisman

Submitted by Nick Swain, MS/HS School Counselor



Necedah, Wisconsin (October 20, 2017) – There are some students who set the bar. They work harder, show more passion and lead by example – in the classroom, on the field and within the community. Today, Wendy's High School Heisman recognizes Miles Saylor and Amanda DeGuire from Necedah Area School District and their dedication

to never cutting corners by naming them School Winners. "These students are known by their teachers and friends for their commitment to excellence. We are excited and honored that a program like Wendy's High School Heisman is also recognizing their hard work," said Mr. Swain, the High School Counselor. Miles Saylor was selected as Wisconsin's State Finalist Winner and has the opportunity to continue onto Nationals.

Since 1994, Wendy's and the Heisman Trophy Trust have been running the same play to perfection: honoring more than 600,000 of the nation's most esteemed students. This year, Wendy's will celebrate the accomplishments of thousands of the best high school seniors, awarding winners in five phases.

School Winners will receive a School Winner certificate and a Wendy's High School Heisman Patch. State Finalists will receive a bronze medal, a Wendy's High School Heisman State Finalist patch and a \$25 gift card. From the group of State Finalists announced October 18, 2017, one senior male and female will be selected from each state and announced as State Winners on October 19, 2017. For more information or to track a student's progress through the competition, please visit [www.WendysHeisman.com](http://www.WendysHeisman.com).

## About Wendy's High School Heisman

The Wendy's High School Heisman was created by Wendy's founder Dave Thomas in 1994. Dave Thomas dropped out of high school when he was 15 years old in order to work full-time and went on to become one of the most successful entrepreneurs in history. While this nontraditional path led to his prosperity, it always worried Dave that others would follow in his footsteps and expect to achieve similar fame and wealth by not finishing high school or attending college.

Faced with this dilemma, at 61 years old, Dave enrolled at Coconut Creek High School in Ft. Lauderdale, Fla., and received his General Equivalency Diploma (GED). Inspired by this moment and with a desire to celebrate the outstanding achievements of youth in America, he launched the Wendy's High School Heisman program.

Twenty-two years later, Wendy's High School Heisman has honored more than 600,000 of the nation's most esteemed high school seniors who share Wendy's values of giving back to their communities, treating people with respect, continuing education and excelling on the athletic field.

The Wendy's High School Heisman is a joint program between Wendy's and the Heisman Trophy Trust, host and custodians of the Heisman Memorial Trophy®.

## About Wendy's

The Wendy's Company (NASDAQ: WEN) is the world's third largest quick-service hamburger restaurant chain. The Wendy's system includes more than 6,500 restaurants in 29 countries and U.S. territories. For more information, visit [www.wendys.com](http://www.wendys.com).



*Pictured: Amanda De Guire and Miles Saylor*

# Preparing Students for Their Future: Necedah Continues to Develop FAB LAB

Submitted by: Carl Semrow, Technology Education Teacher



The students and staff at Necedah Area School District continue to develop greater FAB Lab capabilities. The FAB lab concept was started by MIT's Center for Bits and Atoms and has become a global collaborative network. Fab labs provide digital fabrication tools necessary for today's modern inventor.

students. We continue to pursue grants and other creative funding sources to make this possible.

Students at the middle school level are evolving into the use of this equipment through their Technology Education courses, with the ultimate goal being for students to have used each piece of equipment by the time they reach high school. Eventually we hope to have students of all grade levels participating in the FAB Lab invention idea taking their great ideas to the next level.

The Fab lab is in direct alignment with our District's priorities to ensure we are building collaborative, creative, critical thinking, innovative, problem-solving skills in our students, to best prepare them for an increasingly changing world.

Necedah started on this journey several years ago with the financial support and guidance of several local businesses that allowed for the purchase and installation of a Haas CNC milling machine. Since then, additional equipment and resources have been added. Two 3-D printers and a vinyl cutter have been installed. A CNC plasma table is on order and will be installed soon. These valuable digital tools, along with high powered Autodesk design software, enable students to take an idea from a simple sketch to a prototype or finished product. These pieces of equipment have been made possible through several grants including the WEDC FAB lab grant, Carl Perkins grant and several generous local donors.

Future equipment goals include the addition of a laser engraver, CNC router, Adobe design software, programmable electronics kits and various other bits and pieces used to promote the ever growing design ideas of our



*Pictured: Lyndsey Saunders and Madison Janczak*

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## Internet Access: Affordable Options

Internet access is a valuable resource in today's society. The internet is a cornerstone of communication, research, news reports, collaboration, and access to worldwide populations.

According to Internet Live Stats (2016), the number of internet users has increased tenfold from 1999 to 2013. The first billion was reached in 2005, the second billion in 2010, and the third billion in 2014.

The following resource is available for low-cost internet access. This program is promoted through the Department of Public Instruction for families. We understand how valuable internet access is to the success of a 21st Century Citizen. We are hopeful this information could be valuable to our families, and members of our school community.

PCs for People: <https://www.pcsforpeople.com/recipients/low-cost-internet>

### Works Cited

"Internet Users." Number of Internet Users (2016) - Internet Live Stats, [www.internetlivestats.com/internet-users/](http://www.internetlivestats.com/internet-users/).

# Intervention: Supporting Our Greatest Student Needs

## Title 1 Math & Reading Program

By: Brenda Hoernke and Dawn Trute, Title 1 Teachers

### What is it?

The Title 1 math and reading program is a federally funded program. The program provides supplemental support to K-5 grade classrooms in reading and mathematics' instruction. The focus is to ensure every child is supported in meeting grade level standards in reading and mathematics. In order for a school to receive Title 1 funding, a school's poverty level must be 40% or higher.

### What do we do?

Our department helps students and teachers. Here is a list of various activities/tasks we do:

1. **RTI** - Through looking at universal testing data, units of study, etc., we identify students that may need extra support and we identify resources that can help students to improve their skills. We meet about each of these students and discuss their strengths and needs so we can develop a plan to help them succeed academically.
2. **Progress Monitoring** - We monitor progress of students from Kindergarten through 5th grades as well as our intervention students. Based upon the data, this helps teachers to change instruction based upon their students' needs and it helps us to regroup students to work on specific skills. It also helps us to reallocate resources to help those who are struggling the most.
3. **Intervention** - We provide interventions to students who need extra support and individualized instruction. These students have specific goals/skills to work on.
4. **Prevention** - We work with small groups of students to help them improve their skills to meet grade level benchmarks. We also help to regroup students at their instructional reading level to improve our efficiency of resources.
5. **Family Math & Reading Nights** - We help to set up the family math and reading nights with the After School Program. We also analyze the feedback and meet as a committee to discuss improvements we can make the next time.
6. **Professional Development** - We help to provide professional development for school staff through book studies, PD days, leadership teams, committees, etc.
7. **Screening** - We help to provide screening for new students to see what their reading level is to help place them into a guided reading group at their instructional level. We screen all kindergarten students at the beginning of the school year as well as the first grade students who did not meet benchmark. After looking at data, we schedule the resource aides to be working with the grades and/or classrooms that need the most support in reading and math.
8. **Reading Incentives** - We connect students with reading incentives to help reward their successes in reading. We have two reading incentive programs that students can earn a free pass for: Great America and the Three Bears Lodge (waterpark) in Tomah.
9. **Read Across America** - We plan the Read Across America activities to celebrate Dr. Seuss and promote reading activities.
10. **Data Analysis** - We track student progress on a shared Google Doc and we analyze it with classroom teachers. This helps to drive discussions about student successes as well as needs during our Professional Learning Community (PLC) meetings with each grade level.
11. **Documentation** - We have a list which identifies students who are receiving Tier 3 interventions in reading and math. We also have a "watch" list to add student names to if teachers are sharing a concern about a student. We check in about these students about every month and/or the end of a unit to see if a student has made gains or if they are still struggling.
12. **SST Student "End of Year" Reports** - We create "End of the Year" reports for all of the students that have been entered into the Tier 2 or Tier 3 RTI process. This info. can be passed on to the next grade level so there can be consistency between grades about student strengths as well as areas that need to improve.



## Is it Bullying?

Submitted by: Wendy Horbinski, Elementary Principal



A group of Necedah Elementary students have made it their mission to raise awareness about bullying. The Cardinal Comrades include Isabella Emanuel, Keegan Clark, Becca Holle, Jazmyn Murphy, and Trinity Darby. Becca Holle, Jazmyn Murphy, and Trinity Darby. They formed last year and implemented several activities to reduce bullying and increase inclusion of all students.

This fall the team made posters to help students understand the difference between rude, mean, and bullying for Bullying Awareness Day. They made posters to display in our halls.

**Rude:** When someone does or says something **unintentionally** hurtful, and they do it **once**.

**Mean:** When someone does or says something **intentionally** hurtful, and they do it **once**.

**Bullying:** When someone does or says something **intentionally** hurtful, and they **keep doing** it even when you tell them to **stop**.

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## Student Leaders Take on Bullying

Submitted by: Mark Becker MS/HS Principal

In Grades 6-12, one of our high school classes has taken it upon themselves to tackle bullying head on. Our Leadership Development class, taught by Mr. Horbinski, has created an Appreciation Project. The goal of their project is to bridge individual differences by creating focused activities for students that allow them to reflect and appreciate the work of others. The class plans to roll their project out in the middle school in December. The group's goal with their project is to show "recognition of good qualities" each of us possess by "showing others that they matter." This is a great grassroots movement to show students positive ways they can make a difference in the lives of others. Great work Leadership Development!



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## School Nutrition Update

Submitted by: Sherri Kobs, Nutritional Services Director



### School Breakfast-Good for kids and Good for Parents

For parents with busy schedules, it can be hard to make sure that kids are eating a healthy breakfast before they head out to school in the morning. Sometimes kids aren't hungry right after waking up, and some kids refuse breakfast at home but are hungry when they arrive at school. Fortunately, we have a great breakfast program for all students here at Necedah, and it's available at school every day.

If morning meals are difficult for your family, let the School Breakfast Program help you out. Remember, all students in grades 4k thru grade 5 can receive daily breakfast at no cost to you.

### Healthier School Meals: Working for Tastier Options

The school day has gotten healthier thanks to the new school meal standards and we in School Nutrition have been working hard to provide our students with some new and tasty choices to help to fuel them for their days of learning. We encourage your students to check out these new meals and find their favorites.

The new school meal focuses on more whole grains, fruit and vegetables: low-fat or non-fat milk: and less sodium and fat. For more information about school nutrition, please contact Sherri Kobs, Nutritional Services Director 608-565-2256 or [skobs@necedahschools.org](mailto:skobs@necedahschools.org).

## Parents and Teachers Together (PATT) Provide Extras

The Parents and Teachers Together (PATT) team is organized for the purpose of supporting the education of the children at Necedah Elementary School by fostering relationships among the school, parents, and teachers.

Many may know them as the team that sponsors the Spring Carnival or helps with the Giving Tree. However, they raise and allocate funds to help the children of Necedah Elementary in many ways. Their funds support:

- All Field trips so that every child will have an opportunity to participate
- Classroom snacks
- Classroom supplies and technology
- Enrichment activities such as the inflatable I-Max dome theater and assembly performers
- Support of family nights such as Booktoberfest, Dinosaur night & Math night
- Special activities such as the Chess Club and Chess Tournaments, Track and Field Day, and costuming needs for Christmas and Spring concerts
- Birthday Books so each child can receive a book on his/her birthday

They raise money in many different ways; such as a yearly catalog sales fundraiser, popcorn days, and bake sales at the Elementary concerts. Their favorite way to raise money though is through the many different opportunities that everyone in our community can help with, and don't cost anything! Ways you and all of your friends and family can help:

- Save Milk Moola lids and labels from Kwik Trip dairy items
- Collect General Mills Box Tops, the tiny coupons found on many participating products.
- Download the Shoparoo App and take pictures of your receipts to earn the school money
- Purchase a scrip Gift Cards to Kwik Trip and other favorite merchants in the office. You pay face value and the school earns a commission!

Thanks for your support of our students!

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## Necedah Cardinals Athletic Update

Submitted by: Cora Dillin, Athletic Director



The fall seasons are in the books and all of our winter sports have started practice.

Volleyball finished 4th in the conference this year. Cross country had full varsity rosters and competed well throughout the season. Although football did not have a winning season, they had worked hard a team and never gave up.

Speaking of football, the decision has been made to only play a JV schedule next year. With graduating 10 seniors and having low numbers at the sophomore and junior grades, there is concern for the safety of our players next year. Through much discussion, we feel this is in the best interest for the majority of our players next year. We will resume with varsity in 2019.

Looking to our winter season, we have a new wrestling coach, bus driver Bill Forsythe. We look forward to see what this season holds for the wrestlers with some wrestlers returning and an addition of new wrestlers.

Girls basketball have one freshman and 13 returning players from last year. The boys have 12 seniors, four of which are returning letter winners. WOW!! The coaches are excited to get on the floor with the student-athletes and see where the season takes them this year.

To follow your Necedah Cardinals, you can find a schedule of athletic events on the District website: <http://www.necedahschools.org/athletics>.



## 'Booktoberfest' - Lights ON After-School Event Necedah Community Celebrates Learning!

Submitted by: Linda Lowery, After School Program Coordinator



Necedah Elementary and Middle School highlighted student successes, literacy fun and middle school math tips and resources through a family/community gathering called 'Booktoberfest'- Lights ON After-School! This event included festivities with all elementary grade teachers showcasing literacy skills and learning through fun hands on activities. The event also provided middle school students and families math tips and resources through a 'Math Made Easy' presentation/discussion. Special guests, Representative Ed Brooks, Regional Representative for Senator Tammy Baldwin – Mr. Ryan Cornett and Congressional Aide for Representative Ron Kind – Amy Sue Vruwink visited with families as well as read to students which was a highlight to this literacy focused event. Lights ON After-School was also celebrated in conjunction with thousands of after-school programs throughout our nation! This national celebration provided our world a message that our school continues to have student centered as well as community centered activities and learning beyond the 3:20 bell. After-School Programming has proven to have vast impact on youth development as well as provide a variety of family centered opportunities! Pizza dinner with entertainment from the

fifth grade Performing Arts students, Mad Scientist Club After-School Program students as well as displays of student works of art and poems were also featured during this event. This family/community gathering also included a variety of informational booths that included school specific booths as well as local and county organizational booths. Families were given 'passports' encouraging visits to a variety of activities and booths provided within this event. Passports were then submitted for prizes that brought this 'Booktoberfest'- Lights ON After-School event to a close. The Title Program and the Cardinal After-School Program collaborated with staff, volunteers and partners which set the 'stage' for fantastic participation from families/community! The staff would like to thank this event's sponsors: Little Crane Café, Parents and Teachers Together Team (PATT), Wal-Mart, Kwik Trip, Mill Haven Foods and Festival Foods. We look forward to this annual event to continually offer a community gathering venue and celebration of learning!



*Representative for Senator Tammy Baldwin - Mr. Ryan Cornett, read to students during the Booktoberfest celebration*

## Necedah YELLOW School Buses Go GREEN

Submitted by: Scott Darnell, Transportation Director

The Necedah School District has taken the lead in the area as the first to get a propane powered school bus. The decision was based on a 9-month study of the propane powered bus industry. Necedah, along with its partners, Allied Cooperative based out of Adams and Wisconsin Bus Sales out of Madison, teamed up to see what it would take to not only bring the Necedah School District further into the Green program, but also what it could mean to our bottom line of the budget.

One propane powered bus will save our school district approximately \$5000 per year compared to a diesel bus, based on a variety of factors. Propane has a much lower cost per gallon than diesel fuel; a propane powered bus only requires seven quarts of oil versus seven gallons for a diesel engine; and the electric bill will go down dramatically in the winter since propane powered buses are not required to be plugged in. DEF, a fuel additive, will not be needed due to propane's low emissions, and bus idling near a school will not leave the exhaust fumes that a diesel engine does. In addition, the State of Wisconsin provides incentives for propane powered vehicles. Please stop by the Transportation Center at W6353 Hwy 21 and talk to Scott Darnell about the new bus and the future of transportation here at Necedah Schools.



*Scott Darnell, Transportation Director, preparing the propane tank for bus use.*



*Necedah School kids approve of their new propane bus*

## Technology for Learning: Important Skills for the World of Work

Submitted by: Kris Saylor, IT Director



As a district, we continue to grow in our use of technology for learning. To make sure each student has equal access to technology, we assign each student an iPad. Giving students equal access to this technology has many benefits for student learning. All students are able to use their iPad for organization and recording assignments, researching, note taking, use of educational apps, generating projects and multi-media presentations, and many other applications they will learn throughout the school year. With the need for technology literacy growing daily, it is important for students to have technology ready at their fingertips, not waiting for a computer lab to be available.

Two phrases that may come up in conversations with your student are “PowerSchool Learning” and “Brightspace”. These are learning management systems that allow teachers to share content for their classes with students. With these systems, teachers have the ability to share video, presentations, student work, and other class content with students, and have it available 24/7.

On Friday, November 17, the Wisconsin Standards for Information and Technology were release by the Department of Public Instruction. The school district will be reviewing the standards and continuing to ensure full integration of the information and technology literacy standards across all subjects and grade levels. These skills are important to student learning, as we prepare students to utilize technological tools and resources to learn processing skills, while solving problems, communicating clearly, and constructing new knowledge. Students must learn to access information in any medium, evaluate the information for reliability, and use the information to construct new knowledge. If you are interested in the new standards, you can visit the following website: <https://dpi.wi.gov/imt/it-literacy-standards>.

If you have any questions in regards to the use of technology in our district, please don't hesitate to contact your child's principal, Mrs. Horbinski or Mr. Becker, or our Superintendent, Mrs. Kotlowski. They are more than happy to discuss our technology vision and learning opportunities available in our district.

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## The Wizard of Oz

By: Shannon Wilcox, Director

On November 10 and 12, the Jester's Club soared over the rainbow and performed The Wizard of Oz. Our cast and crew were amazing. It has been my pleasure to watch the kids work hard and show such growth and talent. I am also in awe of how much the Necedah community supported our show. We had numerous volunteers helping build



set, make costumes, make food, or help find props. Without these individuals, we would not have had



the great show we had. There were also hundreds of people who came out to watch our production. Thank you to all of you!

# Creating a Vision for Our Children: A Model of Improvement and Innovation

By: Tanya Kotlowski

I love our children, and I am aware of the increasingly complex world we are preparing them to enter. This world is far different than the world I grew up, back on my small rural dairy farm. Although I hold close the values I learned as a young child on the farm, and they are resonated in my priorities and strategies of care and concern for my students, I do know I am also responsible for ensuring these young lives are ready for a world different than when I was educated in the K-12 school system. In preparing our District to better and more efficiently meet the needs of every child, we are working on a planning process that will shape the future of our District, in how we provide services to our students, families, and community. The world of work demands a workforce with the ability and willingness to learn new skills, critical thinking and problem solving skills, collaboration and teamwork skills and interpersonal communication skills. These skills were not the primary focus when I was in school, but I am fully aware these are the skills our students need for their world, as they prepare for jobs that are not yet created and technical skills not yet defined. Below is information regarding our thinking and learning processes that will help us continue to improve and innovate our instructional design model. Our children deserve our very best efforts to understand their personal needs, the new world in which we are preparing them to work, and the changes in the basic purpose of school.

## Objectives of District Planning Work:

- Engage members of our school community to define priorities for the children, staff, and community.
- Engage members of our school community to create a vision that embraces an educational model that both engages students at high levels and aligns with the priorities established by the school community.
- Generate positive energy to fuel a research and development planning process that fosters innovative thinking and learning.
- Generate ideas for an educational design model that more effectively meets the individual needs of students, by advancing their personal levels of engagement.
- Identify areas for innovative incubation, or points of entry for 2018-19. (Where will we pilot new ideas, and how will we measure our success?)

## An Overview of Thinking and Learning

### District Priorities

During the Superintendent Transition Team planning process, members of the school community identified three graduate profile priority areas, including, communication skills, life skills, and citizenship. These priority areas are the foundation for deeper thinking and learning around how to design a school system that integrates these skills within the daily instructional model, along with an assessment plan to ensure continued growth and development around these priorities.

### Instructional Model Considerations

While these priority areas are foundational, we also recognize the responsibility to address the ever-changing needs of every child. One size does not fit all children, and considering creative solutions to meet individual student needs is also a high priority of the school district. We recognize that in order to engage students at high levels, in other words, inspire students to take ownership of their own learning, we must consider what instructional strategies would most successfully meet individual readiness levels (What can I currently do?), strengths (Where are my talents?), passions (What inspires me?), interests (What motivates me?), and aspirations (What are my goals beyond school?).

The largest impact on student learning is student engagement. Considering what type of educational design model most effectively and efficiently engages our students is a priority. Considerations for creating an authentic learner-centered system, in which we consider the individual needs of our students, are a priority of our visioning process. This focus moves the traditional adult-focused policies and practices, to a more student-centered approach. For over a century, we have prioritized our attention around what the teacher will teach, not what the student will demonstrate. Although this shift seems reasonable and sensible, the shift requires us to re-examine various aspects of the educational system to ensure the instructional design we create is able to manage this shift in practice.

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An internal analysis process helped to create a school profile, which identified both areas of pride for the school community, and practices and policy that could stifle innovative approaches to student learning. The external analysis process examined schools identified as “innovative.” Groups of students, parents, staff and community members went on school visits to identify creative instructional design models, with the intent to ignite possible solutions and pathways to address the District’s priorities and the individual needs of the children in our school community. The school visits helped us learn and reflect, while considering what ideas surface as essential components of a larger district vision.



### **Research and Development**

Innovation is not a predetermined destination; it is a process of evolution. By learning, reflecting, and applying we are able to incubate ideas into our own situational context. Through this process we are able to learn from research, and then develop a plan for positively impacting student learning. The research and development process allows innovation to happen at any, or all, levels of the organization including district, school, and classroom. While innovative instructional design is piloted, additional research is done to ensure there is careful analysis of what is working, by considering whether or not we are meeting the outcomes established by the innovative strategy. As these practices are shown to have a positive student impact, further consideration is made to scale out these innovative ideas to larger areas of the school system (additional schools, more classrooms, additional grade levels, etc.).

We acknowledge the current legacy school system was not designed to meet the needs of every child; in fact, it was designed to sort students, which meant a system in which we expected some students to succeed at high levels, and others to not succeed at all. We are not judgemental to structures and constructs of the current system, as some of these constructs have been nurtured in the expectations we have traditionally held for schools, or the ways in which students learned when schools were designed. We acknowledge our students are wired differently than 100 years ago, and that we are preparing them for a future very different than that of 100 years ago. We accept the responsibility to consider new innovative ways to personalize learning. While we consider our dream for our students, we also prioritize a parallel continuous improvement model. We want to focus on improving how we provide instruction in a more traditional instructional design, while at the same time ensuring we are incubating new and creative ideas to more deeply engage our students in taking ownership of their learning.



...Continued from page 1.

The original idea was to support Timber Trace Elementary--the new school of a Necedah Elementary student who moved to Florida. Upon contacting the school, they said their greatest need was beds for two new students who moved there from the hurricane devastation in Puerto Rico. They then referred us to another school in the Florida Keys they knew had a greater need. Big Pine Academy was hit by the eye of the storm and had only 4 of 13 classrooms remaining. The students were excited that they had raised enough money to help multiple schools and also included Symmes Elementary, where cousins of a Soup Community member attend. They had damage to their physical education space.

When asked about what they learned by doing their project, Bilski said, "I felt happy when we contacted one school and they said they appreciated the money but that they knew of another school that needed it even more and suggested we send it to them. It was one more example of people paying it forward." Arius Lange added, "If you start with something small, it can turn into something big, and have a big effect on the world." Michelyn Hansen learned, "You don't do something nice for someone to get a reward, the feeling you get knowing you made a difference is a great reward!" Aiden Noth shared, "I felt proud that we finally finished and sent off the money."



*Penny War coins have been loaded in the car, ready to take to the bank y Soup Committee Members (L to R): Kynrik Saylor, Michelyn Hansen, Addison Schumer, Ava Kiesling, Hope Bilski, Aiden Noth, and Arias Lang.*



*There's no stopping Wyatt Adler as he bombs the classroom of his Grandma, Mrs. Bartlett!*



*Bank of Mauston - Necedah Branch employees Deb Slye, Lauren Kiesling, and Amanda Ristic count coins to calculate Penny War winners.*



*Mrs. Kristian and Mrs. Doyle accompany Kindergarten students Elise Miannecki, Wyatt Adler, and \_\_\_\_ on their way to bomb penny jars in other classrooms with their silver coins.*

## Gifted and Talented Minute



Rebecca Holle, Aiden Noth, and Bryson Spotts earned top marks for their individual performances and displayed their talents at Hillsboro High School this past October 24th. Congratulations to all our talented 5th-graders that performed at our local event as well as during the Booktoberfest evening on the 19th of October. Those performers also include Isabella Brandt, Jazmyn Murphy, Isabella Emanuel, and Jennica Rosenbrook.

Recently, the advanced math students competed in a Math 24 competition. With the assistance from Mr. Lowery, a six person team was formed from the 6th-grade math class. These students used their mental math skills to combine four double digit numbers displayed on a playing card using any of the basic mathematical operations to obtain the answer "24". For some students this process came naturally. Those who can visualize patterns quickly really excel at this contest. Along the way, most students trying for a spot on the team, found that mathematics is the science and language of patterns which enhances their math computation skills. Below is our 2017 Math 24 team which had a great showing at the Tomah competition finishing in the top half against some really exceptional teams, including two teams that set the record for most points scored in a round. Congratulations Math 24 Team on a fantastic competition.



*Xander Krutke*



*Kaedan Smith*



*Patrick Hinchley*



*Angelina McNally*



*Daniel Zebrowski*



*Ava Nault*

# Necedah Area School District 2017-2018 Official Calendar

<b>August</b>  9 Registration Day 11 a.m. - 6 p.m. 25 Teacher Work Day (can float earlier) 28-29 Professional Days-No Students 29 Meet your Teacher 4-6 p.m. 30 PD Half Day-No Students	AUGUST '17		SEPTEMBER '17	<b>September</b>  4 Labor Day--No School 5 First Day of School 15 No School - Professional Day 29 No School - Professional Day											
	S	M	T		W	Th	F	S	S	M	T	W	Th	F	S
			1		2	3	4	5						1	2
	6	7	8		9	10	11	12	3	4	5	6	7	8	9
	13	14	15		16	17	18	19	10	11	12	13	14	15	16
	20	21	22		23	24	25	26	17	18	19	20	21	22	23
	27	28	29		30	31			24	25	26	27	28	29	30

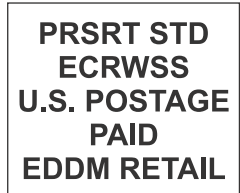
<b>October</b>  13 No School - Professional Day 16 End of 1st term 26 No School - Parent Conf. 1-7 p.m. 27 No School - Fall Break	OCTOBER '17		NOVEMBER '17	<b>November</b>  3 No School - Professional Day 22-24 No School - Thanksgiving Break 30 End of 2nd term/1st Trimester											
	S	M	T		W	Th	F	S	S	M	T	W	Th	F	S
	1	2	3		4	5	6	7				1	2	3	4
	8	9	10		11	12	13	14	5	6	7	8	9	10	11
	15	16	17		18	19	20	21	12	13	14	15	16	17	18
	22	23	24		25	26	27	28	19	20	21	22	23	24	25
	29	30	31						26	27	28	29	30		

<b>December</b>  1 No School - Professional Day 25-29 No School - Winter Break	DECEMBER '17		JANUARY '18	<b>January</b>  1 Winter Break--No School 18 End of 3rd term/1st Semester 19 No School - Professional Day											
	S	M	T		W	Th	F	S	S	M	T	W	Th	F	S
							1	2		1	2	3	4	5	6
	3	4	5		6	7	8	9	7	8	9	10	11	12	13
	10	11	12		13	14	15	16	14	15	16	17	18	19	20
	17	18	19		20	21	22	23	21	22	23	24	25	26	27
	24/31	25	26		27	28	29	30	28	29	30	31			

<b>February</b>  2 No School - Professional Day 16 No School - Professional Day	FEBRUARY '18		MARCH '18	<b>March</b>  2 No School - Professional Day 6 End of 4th term/2nd Trimester 16 No School - Professional Day 29-30 No School - Spring Break											
	S	M	T		W	Th	F	S	S	M	T	W	Th	F	S
						1	2	3					1	2	3
	4	5	6		7	8	9	10	4	5	6	7	8	9	10
	11	12	13		14	15	16	17	11	12	13	14	15	16	17
	18	19	20		21	22	23	24	18	19	20	21	22	23	24
	25	26	27		28				25	26	27	28	29	30	31

<b>April</b>  2 No School - Spring Break 20 No School - Professional Day 23 End of 5th term	APRIL '18		MAY '18	<b>May</b>  11 No School - Professional Day 28 No School - Memorial Day											
	S	M	T		W	Th	F	S	S	M	T	W	Th	F	S
	1	2	3		4	5	6	7			1	2	3	4	5
	8	9	10		11	12	13	14	6	7	8	9	10	11	12
	15	16	17		18	19	20	21	13	14	15	16	17	18	19
	22	23	24		25	26	27	28	20	21	22	23	24	25	26
	29	30							27	28	29	30	31		

<b>June</b>  5 End of 6th term/2nd Sem/3rd Trimester 5 Last Day of School--Dismissal @ 12:30	JUNE '18	Grading Terms:  Elementary - three 12 week Trimesters Middle/High School - six 6-week Terms/two Semesters  School Day begins at 8:00 a.m. and ends at 3:20 p.m.																		
	S	M	T	W	Th	F	S													
						1	2													
	3	4	5	6	7	8	9													
	10	11	12	13	14	15	16													
	17	18	19	20	21	22	23													
	24	25	26	27	28	29	30													



## Local Postal Customer

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### Communication: Transforming Relationships

By: Tanya Kotlowski, Superintendent

This newsletter is a part of my larger communication priorities to inform, listen, and engage with all stakeholders in my school community. During my transition, I listened to various perspectives of frustration regarding a lack of consistent communication from the school district. These concerns were primarily from community members, who wanted to keep a pulse of their public school. As such, I designed a School Community Communication Plan, which includes strategies to inform, listen and engage with various stakeholders in my community. The following pages include the communication plan.

The funding for the newsletter, and other communication strategies, are being secured through a new federal title grant, in which “community engagement” is listed as a viable commitment of monies. I have budgeted to send two school newsletters to all members of our school community, and to send intermittent postcards with important school updates. I am hopeful this increased communication will help me to positively connect with individual members of our larger school community.

I have also committed to helping stakeholders more effectively navigate our district website. Through an innovative upgrade, we will not only benefit our regular website guests, but will also attract talented staff, showcase the strengths and talents of our school community, and effectively connect and engage with our stakeholders. With the support of Kris Saylor, IT Director, we are hoping to have the updates finished by the end of December. Mr. Saylor has been integral in the research, development and implementation of the upgrade.

Through increased communication efforts, I hope to transform the relationships with all stakeholders in my school community. Every person in my school community matters, and is important to me. We may have differing opinions and experiences, but that doesn’t limit our collaborative efforts to find common ground, model mutual respect, and positively promote our wonderful community. Together, we can do wonderful things for our children, families, citizens, business and industry, and shared municipalities.

