

School District of Holmen

Library Media Center Program

2012-2013



“What a school thinks about its library
is a measure of what it thinks about education.”

Harold Howe, former U.S. Commissioner of Education

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Executive Summary

The Library Media Center educators have worked to develop a curriculum that provides a framework for CTE education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes vocabulary and strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

The main part of the curriculum is divided by content area and grade level. The curriculum for each course outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations.

- Competencies are the broadest skills, knowledge or attitudes that tell students what primary intended outcomes they will learn. These competencies are developed from state standards, test objectives, textbooks, curriculum guides, and other professional sources. They are student centered, observable, and measurable.
- Assessment expectations establish the acceptable level of performance based on district criteria by grade level or discipline.

The former State Superintendent of Public Instruction, John Benson, stated that “fundamental to every child’s success in school is a clear set of expectations for academic accomplishment. It should be no mystery to parents and community members what educators expect students to know and be able to do.” If we are successful at defining curriculum, using a variety of instructional strategies, and evaluating students through on-going assessments, no children should be left behind and all students should succeed.

From Instructional Services

District Information

SCHOOL DISTRICT POLICY STATEMENT

FILE: AD

School District of Holmen SECTION: A

Holmen, WI 54636 FOUNDATIONS & BASIC COMMITMENTS

EDUCATIONAL PHILOSOPHY STATEMENT

The School District of Holmen exists for the purpose of providing the best possible educational programming with available resources for the youth of the District and for the community. The District will operate under democratic principles, with decisions made in a democratic manner by a representative board elected by the people of the District.

The Board is aware of its commitment to the State of Wisconsin in carrying out the mandates and expectations in the area of education, recognizing that education is a state as well as a local responsibility. To that end, the Board shall strive to represent the State of Wisconsin as well as the School District of Holmen in making decisions regarding the educational program. The wishes and expectations of the community shall be continuously assessed by citizen input and informal contacts with the citizens of the School District. Channels of information shall be kept open to make sure that citizen's voices may be heard.

The District exists for all the youth of the community. In its planning, the Board, administration and faculty shall be aware of the needs of all children and shall strive to establish goals and programs that meet such needs to the greatest extent possible. The District does not exist for any special intent groups or individuals and the Board, administration, and faculty shall strive to make sure that decisions and programs reflect the main consensus of community wishes.

Each individual student is seen as a unique person with great potential and possessing talents and abilities which he/she should be encouraged to develop as much as possible. The District shall provide programming with as much breadth as possible to foster such development. The District through the Board, administration, and faculty and all other staff shall attempt to provide quality schools where good moral standards, patriotism, respect of fellow man, respect for scholarship and achievement prevail, not only in the example set by the workers in the schools, but also in the expectations placed upon the students.

Cross Ref AE, District Goals and Objectives
 JB, Equal Educational Opportunities

Approved: March 1984

Reviewed and Approved: 2002

District Vision Statement

Educating Every Student to Achieve Global Success

- ▶ Ensuring that all students learn at high levels.
- ▶ Developing the following 21st Century Skills: innovation, creativity, collaboration, communication, initiative, problem-solving, critical thinking, leadership, self-direction, responsibility, interpersonal skills, cross-cultural skills, and computer and media literacy.
- ▶ Achieving a deeply held partnership with the entire community.
- ▶ Operating and acting in a fiscally responsible manner while ensuring well-rounded educational experiences.

Strategic Objectives

- Strategic Initiative #1** Student Learning: To identify student needs and then develop, implement and evaluate programs and processes to improve all student achievement.
- Strategic Initiative #2** Community Involvement: To increase the level of citizen ownership for the operation of the school system by increasing opportunities for communication and involvement.
- Strategic Initiative #3** Human Resource Management: To improve the processes for the development, selection, and retention of staff.
- Strategic Initiative #4** Finance and Support Service: To provide the support and planning that will facilitate the efficient and effective operation of the District.

Board Approved: 4/16/01

LEARNER GOALS

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth, and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance, and preparation in life skills. Therefore, in the Holmen School District, **THE LEARNER WILL:**

1. Build a substantial knowledge base.

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, foreign language, health, language arts, mathematics, physical education, reading, science, social studies, and vocational education.

2. Develop thinking and communication processes.

Students will develop a command of thinking processes (analysis, creative thinking, problem solving, decision making, visualizing, concept development) that permit them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others.

3. Apply knowledge and processes.

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences.

4. Acquire the capacity and motivation for life-long learning.

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

5. Develop physical and emotional wellness.

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy life style.

6. Develop character.

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

7. Be a responsible citizen.

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship. Students will make a commitment to the basic values of our government including a reverence and respect for the history of the American flag, the Declaration of Independence, the U.S. Constitution and the constitution and laws of this state, and acquire a knowledge of state, national, and world history.

8. Be prepared for productive work.

Students will acquire knowledge, capabilities, and attitudes necessary to make them contributing members of a dynamic national and world economy, and prepare them for the transition from school to work.

9. Respect cultural diversity and pluralism.

Students will demonstrate the knowledge and attitudes necessary to understand and respect individuals and multi-cultural diversity, and to work cooperatively with all people.

10. Develop aesthetic awareness.

Students will become aware and be able to generate those forms of experience that have artistic and aesthetic meaning.

WISCONSIN TEACHER STANDARDS & LICENSURE

Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website -<http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of **subject matter** meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with **broad ranges of ability** learn and provides instruction that supports their intellectual, social and personal development.
3. **Teachers understand the children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and **can adapt instruction to meet the diverse needs** of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.** The teacher understands and **uses a variety of instructional strategies**, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of **individual and group motivation** and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. **Teachers communicate well.** The teacher uses effective **verbal and nonverbal communication** techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.** The teacher **organizes and plans systematic instruction** based upon knowledge of subject matter, pupils, and the community and curriculum goals.
8. **Teachers know how to test for student progress.** The teacher understands and **uses formal and informal assessment** strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. **Teachers are able to evaluate themselves.** The teacher is a **reflective practitioner** who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.** The teacher **fosters relationships** with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

School District of Holmen 2012-13

SCHOOL BOARD OF EDUCATION MEMBERS (as of 12/18/2012)

Cheryl Hancock - President

Anita Jagodzinski– Vice President

Kari Treadway - Clerk

Gary Dunlap – Treasurer

Joe Gittens

Tim Medinger

Kate Mayer

ADMINISTRATION

Dr. Dale Carlson, District Administrator

Wendy Savaske, Director of Instructional Services

Julie Krackow, Director of Pupil Services

Jay Clark, Associate District Administrator

Joanne Stephens, Evergreen Elementary Principal

Patrice Tronstad, Prairie View Elementary Principal

Brian Oberweiser, Sand Lake Elementary Principal

Bonnie Striegel, Viking Elementary Principal

Ryan Vogler, Middle School Principal

Keri Holter, Middle School Associate Principal

Bob Baer, High School Principal

Darcy Lindquist, High School Associate Principal

Nick Weber, High School Associate Principal

Mark Englerth, Activities / Athletic Director

School District of Holmen Board of Education Action Regarding State Standards

Action was taken by the School Board of Holmen School Board on Monday, May 18, 1998, to adopt the following:

Adoption of the Wisconsin State Standards (CI98-017)

The Holmen curriculum process includes the steps of aligning the curriculum to the Wisconsin State standards, the WSAS testing criteria, as well as what should be included locally. Therefore, the State Standards would be adopted by the District as part of a process to meet the students' needs.

BE IT RESOLVED that the Board of Education approve the adoption of the Wisconsin State Standards as part of a process to meet the students' needs as recommended. Motion by D. Berg. Second by G. Dunlap. Motion carried 6/0.





School District of Holmen

Department Vision & Mission Statement

Library Media Center Committee

Vision Statement:
Committed to Learning

Mission Statement:
Prepare digital age learners to be efficient and ethical users of information and technology.

“Learning just doesn’t happen in a classroom, it needs to be encouraged, supported, directed, and inspired—all those things happen in the strong school library.”

Connie Williams, former president of the California School Library Association

School District of Holmen LMC Staff

LMC Directors
Erin Foster- High School & Co-District Librarian
Lisa Risch- Middle School & Co-District Librarian
Stacie Eskildsen - Evergreen Elementary
Chris Ekern- Prairie View Elementary
Ann Peterson- Sand Lake Elementary
Becky Harris- Viking Elementary

Administrator & Instructional Services Liaison:

Wendy Savaske, Instructional Services Director
Neal Janssen, Administrator to LMC

Timeline for LMC Curriculum Writing

December 2010- Review the format and purpose of self-study

January 2011

1. Identify Essential Learning outcomes and start aligning curriculum with WI State Standards, AASL, 21st century skills, Core Content standards, etc.
2. Develop/revise vision and mission
3. Develop action plan for curriculum/program revision: Timeline, individuals involved and assignments, potential resources needs researched
4. Complete Description of current program/content area

March 2011- Create and finalize survey for students, staff, parents and community accessible through school web page. Start asking/inviting groups of people to participate in focus groups. Look at technology survey results give to all teaching staff.

April-May 2011- Surveys conducted at all levels. Identify strengths and opportunities for improvement

May 2011- Focus Groups with outside evaluator- Madge Klais- Run collection analysis for each building

September- October 2011- Analyze data from surveys; focus groups, technology surveys, and collection analysis.

November – January 2012 – Identify strengths and opportunities for improvement.

January 2012- May 2012- Looking at Common Core and aligning with ELO's.

May 2012- Present self-study findings to Curriculum Council and School Board of Education

September 2012- Continue to align ELO's with Common Core

November 2012-March 2013 – Update final Curriculum Document

“The better a school’s library, the higher students’ scores on standardized tests.”
-Dan Drayer, Colorado Public Radio, based on research by Keith Lance

Elementary LMC

Current Program Description

Elementary Overall Plan for Improvement

STRATEGIC INITIATIVE 1 - STUDENT ACHIEVEMENT & LEARNING	
Recommendations	<ul style="list-style-type: none"> a) Provide more websites that kids can access by addressing in LMC classes, newsletters and LMC webpage. b) Provide more instruction for students on how to do things on the computer. c) Incorporate and reinforce classroom reading strategies in the library curriculum. c) Free up the librarian to be available to work with classes in the computer lab and to support research and other curricular related activities by implementing a flexible schedule. Possibly follow Evergreen’s pilot of using Guidance classes as an additional prep time for teachers. d) Add to the collection with new books and magazines.
Timeline for Implementation	Ongoing
Shared Involvement for Implementation	LMC Directors, Administration, Staff, Students
Action Taken To Date	Grade 3-5 students were taught how to log in using their own logins Teaching common core-story elements, genres, “Just Right” books Continuing to add materials to the collections Writing in the monthly newsletter

STRATEGIC INITIATIVE 2 - COMMUNICATION & PARENT AND COMMUNITY INVOLVEMENT	
Recommendations	a) Promote the collection of materials for parent check-out
Timeline for Implementation	Ongoing
Shared Involvement for Implementation	LMC Directors, Administration, Staff, Parents
Action Taken To Date	Providing information in the newsletter Updating webpage
STRATEGIC INITIATIVE 3 - STAFF DEVELOPMENT AND PROFESSIONAL PRACTICES	

Recommendations	<ul style="list-style-type: none"> a) Make a stronger connection between the library curriculum and the classroom curriculum. b) Provide more training on technology and LMC resources for staff and students. c) Support attendance at WEMTA, TIES, and CESA professional development conferences.
Timeline for Implementation	Ongoing
Shared Involvement for implementation	LMC Directors, Administration, Staff, Educational Assistants
Action Taken To Date	<ul style="list-style-type: none"> Participating in PLC meetings Supporting the Common Core Standards in LMC lessons Technology training w/ iPads, Nooks, Destiny Attend TIES, WEMTA, CESA

STRATEGIC INITIATIVE 4: PROGRAM DEVELOPMENT (FACILITY AND FINANCIAL SUPPORT)	
Recommendations	<ul style="list-style-type: none"> a) Add color by painting walls, add comfortable seats for pleasure reading. b) Implement flexible schedule that allows time for collaboration and research for classes with their teacher. c) Keep current with technology by making new purchases. d) Provide wireless access
Timeline for Implementation	Ongoing
Shared Involvement for Implementation	LMC Directors, Administration, Staff, IT Staff
Action Taken To Date	<ul style="list-style-type: none"> Added seating to LMC Added iPads Wireless access in some places Flexible scheduling is not an option at this time

Current Program Description

Student Services:

	Number of Students	Building Staff	Hours of Operation	Sections/ Homerooms	Class Times
Evergreen	394	64	8:00 - 4:00	19	K-2 classes meet for 30 minutes twice during the 6-day cycle 3-5 grades meet for 1 hour once during the six day cycle.
Prairie View	412 4K – 51 Total: 463	57	7:30 - 3:45	18	K students come every other day for 30 minutes Students in 1st-3 rd grade come for 1 30-minute class and 1 60-minute class in the six day cycle. 4 th & 5 th grade come for 60 minutes in a cycle.
Sand Lake	486	74	7:30 - 4:00	21	1 st grade, 4th grade, and 5th grade classes meet for 30 minutes, twice per cycle Kindergarten classes meet for 30 minutes, three times per cycle 2nd & 3 rd grade classes meet for one 30-minute class and one 60-minute class during a six-day cycle
Viking	402 4K & Early Childhood – 115 Total: 517	86	7:30-4:00	19	Grades K, 1, & 2 come in for two 30 minute classes twice in a 6 day cycle. Grades 3, 4, & 5 come for one 60 minute

Personnel:

Each library media center is staffed by one full-time certified Library Media Director and one full-time educational assistant. Elementary Library Media directors serve on building and district committees.

Facility:**Evergreen Elementary**

Evergreen Elementary was opened in 1980; the library media center is located on the second floor. The LMC serves about 408 students in grades K-5, and about 70 staff members. The LMC has several large tables and plenty of chairs to sit about 65 comfortably. We have a small reading corner with three adult chairs and six small chairs for kids. Also added to the reading area was a new rug and a story time rug. The original shelving houses the main collection with a smaller unit under the computer lab window, and a bookcase near the south wall donated by an Eagle Scout in 2002. The LMC has two student look-up stations, document camera and mobile Smart Board, several laptops and LCD projectors to use in the library or get checked-out and wireless access. The computer lab located next to the library has about 30 computer stations and a mounted LCD projector & Smart Board for everyone to use.

Prairie View Elementary

Prairie View Elementary opened in 2009. Our LMC serves 410 students and 64 staff members. The LMC shelving and furniture was brand new in 2009. We have tables and chairs to seat 60. Bean bag chairs were purchased to offer students more comfortable spots for reading. The space features a story room that serves as the LMC classroom. The story room features a mounted Smart Board and LCD projector, DVD/VCR, and document camera. Two computer labs, with 31 computers each, are adjacent to the LMC. Each lab features a Smart Board and LCD projector.

Sand Lake Elementary

Sand Lake Elementary School opened in 1999. With its central location, the library media center is at the heart of our building, serving 474 students and 80 staff members. The LMC has its original furnishings. Tables and chairs seat approximately 60. A reading corner and cozy book furniture have been added in recent years. The library has wireless access and four computer catalog stations. Our story room, which serves as the LMC classroom, is equipped with a Smart Board, projector, and document camera. A small conference room provides staff with a space to schedule small group instruction and assessment. There are two computer labs adjoining the library; each lab has 30 computers and a teaching station with a projector.

Viking Elementary

Viking Elementary moved into its present location in 1994. Our LMC serves 517 students and 86 staff members. The furniture from the old Viking LMC was moved into the present location with some additional shelves, tables and chairs. More shelving has been added since that move and paperback racks have been added. Two years ago new carpet was installed and the LMC has been brightened with a new paint scheme. The Viking LMC is a spacious area designed with two large areas so that more than one class can use the facility at a time. The LMC conference room is equipped with a doc camera, Smart Board, and computer. This room is scheduled for use using an online outlook calendar. The two labs at Viking are also scheduled this way. The LMC has several areas where cushions are stacked for reading and an area where three couches make a small reading/meeting cove. There is also an area where two larger tables and adult size chairs make a nice meeting area for adults and small groups of students.

Budget:

Common School Funds are provided by the state as annual library aid support for all Wisconsin public school districts. They are distributed on a per-pupil basis, and there are restrictions on what these funds can be used for. Adding Prairie View greatly affected the distribution to the other buildings. In addition, building budgets have gradually diminished over the years for libraries.

Collection:

	Titles	Average Age	Items per student
Evergreen	14,769	1998	36.67
Prairie View	8,581	2002	20.9
Sand Lake	18,075	1998	38
Viking	15,207	1999	44.08

Technology:

	Evergreen	Prairie View	Sand Lake	Viking
Student Computers (LMC)	2	5	4	11
Circulation Computers	1	2	1	1
Wireless Internet (LMC)	yes	Yes	yes	Yes
Smart Board (for library classes)	yes	Yes	yes	available by reservation
Teaching Computer (for library classes)	yes	Yes	yes	available by reservation
LCD Projector (for library classes)	yes	Yes	yes	available by reservation
Document Camera (for library classes)	yes	Yes	yes	available by reservation
Computer Labs/Computers	classroom lab/32 stations mobile lab on order 2012-2013	2 classroom labs/31 stations each 2 mobile labs/30 computers each	2 classroom labs/31 stations each	2 classroom labs/30 stations each

“Learning just doesn’t happen in a classroom, it needs to be encouraged, supported, directed, and inspired—all those things happen in the strong school library.”

Connie Williams, former president of the California School Library Association

Elementary Curriculum

Essential Learning Outcomes: The big idea; major skills, knowledge or attitudes that identify what students will need to learn.

Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.

Assessments – The assessments are a combination of formative and summative assessments and are consistent across the District.

Vocabulary & Strategies – The vocabulary words listed are necessary for understanding and learning. The strategies are based on best practices and supportive of the learning.

Emphasis at the elementary level will be placed on these essential learning outcomes:

<i>Elementary K-2 Essential Learning Outcomes</i>	<i>SKILLS</i>	<i>ASSESSMENT</i>			
		<i>Beginning Heard of it</i>	<i>Knowledge Know it</i>	<i>Established Can apply it</i>	<i>Expert Can teach it</i>
Appreciate literature for lifelong learning and enjoyment	Choose and read materials in various formats				
	Awareness of other libraries				
Locate and use appropriate resources	Locate & use fiction/nonfiction materials				
	Locate & use magazines				
	Locate & use the online resources				
	Locate & use reference materials				
	Locate & use the computer lab				
Recognize LMC Vocabulary	Identify the role of the author and illustrator				
	Identify fiction/nonfiction				
	Identify book parts (Spine, title page, publisher, table of contents, copyright, index, glossary, index, cover)				
Use Technology	Use technology and other information tools to organize and display knowledge				
	Practice responsible use of the Internet(Internet Safety)				
	Use information and technology ethically and responsibly				

Elementary
3-5 Essential Learning
Outcomes

	<i>Skills</i>	<i>ASSESSMENT</i>			
		<i>Beginning Heard of it</i>	<i>Knowledge Know it</i>	<i>Established Can apply it</i>	<i>Expert Can teach it</i>
Appreciate literature for lifelong learning and enjoyment	Choose and read materials in various formats				
	Identify topics of interest and seek relevant information from them				
	Identify & read awarding winning titles (Newbery & Caldecott)				
Develop information seeking and processing strategies	Organize ideas using tools				
	Focus search strategies on matching information needs with available resources				
	Identify key words and phrases to identify search strategies				
	Identify relevant sources of information				
	Select multiple sources that reflect differing or supporting points of view				
	Collaborate with others to identify information needs and seek solutions				
	Use note taking strategies including summarizing and paraphrasing				
	Organize information				
Access Information Sources	Record source of information using a standard bibliographic format				
	Use the LMC computerized catalog to locate a fiction book				
	Use the LMC computerized catalog to locate a nonfiction book				
	Find LMC website and use available databases				
	Locate and use magazines and newspapers				
	Locate materials using the classification systems of the school library media center, public library, and other libraries				
	Locate reference materials in the LMC				
	Use common reference tools in both print and electronic formats				
Evaluate information from a variety of print, non-print, and electronic formats	Search for information by subject, author, titles and keywords				
	Use a search engine to locate appropriate Internet resources				
	Analyze and evaluate information presented in various resources				
	Differentiate between primary and secondary sources				
	Examine selected resources for pertinent information by scanning for major concepts and keywords				
	Distinguish between fact and opinion				
	Recognize point of view or bias				
	Determine if information is timely, valid, accurate, comprehensive, and relevant				
Follow and define copyright laws	Locate indicators of authority for all sources of information				
	Select resources in formats appropriate to content and information need and compatible with their own learning style				
	Explain the importance of copyright law				
	Abide by copyright law				
Use Technology	Discuss the meaning and consequences of plagiarism				
	Cite the source for information using the proper form for writing as a bibliography or works cited page				
	Use technology and other information tools to organize and display knowledge				
Use Technology	Use information and technology ethically and responsibly				
	Follow the AUP				

Middle School LMC Current Program Description

Middle School Overall Plan for Improvement

STRATEGIC INITIATIVE 1 - STUDENT ACHIEVEMENT & LEARNING	
Recommendations	Create a committee of students to discuss the new books that are arriving (an “Avid Reader” committee)
Timeline for Implementation	2012 School year
Shared Involvement for Implementation	LMC Director, ELA Teachers
Action Taken To Date	Using My Big Campus, create a committee of students to discuss the new books that are arriving (an “Avid Reader” committee)
STRATEGIC INITIATIVE 4: PROGRAM DEVELOPMENT (FACILITY AND FINANCIAL SUPPORT)	
Issue 4.1	
Recommendations	Add another librarian so that the current librarian could visit the classrooms even more than she already does
Timeline for Implementation	Ongoing
Shared Involvement for Implementation	LMC Director, Administration, School Board
Action Taken To Date	None
Issue 4.2	
Recommendations	Add more technology, such as mobile laptop labs, document cameras, a Smart Board to check out
Timeline for Implementation	Ongoing
Shared Involvement for Implementation	LMC Director, Administration, School Board
Action Taken To Date	Use of Common School Funds to add iPads, laptops and computers.

“Learning just doesn’t happen in a classroom, it needs to be encouraged, supported, directed, and inspired—all those things happen in the strong school library.”
 Connie Williams, former president of the California School Library Association

Current Program Description

Services:

The Holmen Middle School Library Media Center serves 838 students in grades 6-8, as well as 110 staff members. The library is open from 7:00am until 3:30pm. All students have a scheduled LMC time from their ELA or reading classes every week. During this time, the library media director addresses them twice a month with various lessons including book talks, use of online resources, internet safety, research strategies, etc. The other two visits a month allow time for students to select materials and read. Students are also allowed to come to the LMC at any time with a pass from a teacher to find materials, work on homework or do research. The Library Media Director attends Professional Learning Community meetings with teachers each Wednesday. These meetings allow for collaboration with classroom teachers on LMC Essential Learning Outcomes that are integrated into the existing classroom curriculum. Lessons in webpage evaluation, citing sources for bibliographies and technology are examples of skills taught by the director in classroom settings. The Middle School is also a WISCAT agent. Through this state-wide shared catalog, we circulate books to libraries across the state and borrow from them to meet our needs, as well. It is a wonderful, albeit time consuming, partnership. During the 2011-2012 school year, we borrowed 652 items and loaned out 108. In 2005, the library media director worked closely with reading teachers to start HMS Reads – a book club for all grade levels. Over the years, we have helped hundreds of students make connections with books.

Personnel:

The Middle School Library is staffed by one full-time certified Library Media Director and one full time Educational Assistant. The Library Media Director is a member of Wisconsin Education Technology Media Association and co-serves as the District Library Media Director. The Library Media Director serves on building and district committees.

Collection:

Collection Information	2003	2011
Number of items	23,237	22,071
Average age of items	1986	1997
Items per student	27.23	25.01

In addition to the print resources, the library subscribes to the following online resources: Teen Health and Wellness, Culturegrams, Education City, Maps101 and Safari Montage.

Technology:

The HMS LMC has thirteen computers for student use and three computers for circulation. Recent additions to the LMC also include a laptop that is used each morning for announcements. A LCD projector and whiteboard are mounted for permanent instructional use. A laptop is used with this as well. All laptops and desktops currently used in the library were purchased with Common School Funds from the State of Wisconsin. A hardship has been having the additional cost of annual software expenses for each of these new computers added to the facility. The LMC circulates four LCD Projector Carts that include a laptop for easy mobile projection in classrooms. The LMC also aids in the circulation of 90 laptops in 6 mobile carts with wireless access points. Unfortunately, these laptops are outdated and will be discarded at the end of the 2011/2012 school year. There is a tentative plan in place to receive 60 of the netbooks that will be discarded from Prairie View this summer. The LMC also recently purchased seven iPad 2s, which we hope to deploy to teachers at the start of the 2012 2013 school year.

Facility:

The library was renovated in the summer of 2006 with new carpeting, new furniture and paint. In the summer of 2007 a wall was constructed to create a computer lab using part of the library, and part of a library classroom. The thirty computers in the lab were originally housed in the LMC, but have recently been replaced with donations from Gunderson Lutheran. Comfortable seating for student reading was added and all student desktop computers now sit on carousels with stools. Two network printers are currently housed in the LMC and used by many students and staff members.

Budget:

Budget Information	Building Allotted	Building Spent	Common School Funds	Total Spent
2008-2009	\$10,000	\$3,180.72	\$36,498.87	\$39,679.59
2009-2010	\$7434.80	\$3,717.40*	\$22,805.09	\$26,522.49
2010-2011	\$7,353.64	\$3,383.16*	\$27,714.55	\$31,097.71

*The budget allotment was asked to relinquish remaining building funds to the building principal at the end of the school year.

Common School Fund allotment to our libraries total student head counts and can only be used for print resources, online databases and cataloging those items. 25% of the district total can be used for the purchase of LMC computers. Building budgets are necessary for the items not covered by Common School Fund.

“When school librarians spend more time as providers of
in-service training to other teachers,
test scores are higher.”

-Keith Lance, Colorado State Library Research Director

Middle School Curriculum

Definitions:

- Essential Learning Outcomes: The big idea; major skills, knowledge or attitudes that identify what students will need to learn.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Assessments – The assessments are a combination of formative and summative assessments and are consistent across the District.
- Vocabulary & Strategies – The vocabulary words listed are necessary for understanding and learning. The strategies are based on best practices and supportive of the learning.

Emphasis at the middle school level will be placed on these essential learning outcomes:

Middle School Essential Learning Outcomes	Skills
Appreciate literature for lifelong learning and enjoyment.	Choose and read materials in various formats.
	Identify topics of interest and seek relevant information about them.
	Focus search strategies on matching information needs with available resources
	Identify key words and phrases to identify search strategies
	Identify relevant sources of information
	Evaluate sources
	Select multiple sources that reflect differing or supporting points of view
Access Information Sources	Locate materials using the classification systems of the school library media center, public library, and other libraries
	Use an on-line catalog and other databases of print and electronic resources.
	Search for information by subject, author, titles and keywords
	Use common reference tools in both print and electronic formats
	Use a search engine to locate appropriate Internet resources
Evaluate information from a variety of print, non-print, and electronic formats	Analyze and evaluate information presented in various resources
	Differentiate between primary and secondary sources
	Examine selected resources for pertinent information by scanning for major concepts and keywords
	Distinguish between fact and opinion
	Recognize point of view or bias
	Determine if information is timely, valid, accurate, comprehensive, and relevant
	Locate indicators of authority for all sources of information Select resources in formats appropriate to content and information need and compatible with their own learning style
Follow and define copyright laws.	Explain the importance of copyright laws.
	Abide by copyright laws.
	Discuss the meaning and consequences of plagiarism.
	Cite the source for information using the proper form for writing a bibliography or works cited page.
Record and organize information	Use note taking strategies including summarizing and paraphrasing
	Organize information
	Record source of information using a standardized bibliographic format

Holmen High School LMC Current Program Description

High School overall plan for improvement

STRATEGIC INITIATIVE 1 – STUDENT ACHIEVEMENT & LEARNING	
Recommendations	As we continue to grow, we are limited on space. As we look to the future, the recommendation would be to expand the LMC space.
Timeline for Implementation	Ongoing
Shared Involvement for Implementation	Building administration, LMC Director, builders
Action Taken To Date	None
STRATEGIC INITIATIVE 3 - STAFF DEVELOPMENT AND PROFESSIONAL PRACTICES	
Recommendations	House assistive technology in the library and circulate it from there
Timeline for Implementation	Fall 2013
Shared Involvement for implementation	LMC Director, Julie Krakow, Sarah Winn, Jan Wee, Wendy Savaske
Action Taken To Date	The LMC Director talked to Sarah Winn who is in charge of assistive technology and recommend various options to have assistive technology available to the students at HHS
STRATEGIC INITIATIVE 4 – PROGRAM DEVELOPMENT (FACILITY AND FINANCIAL SUPPORT)	
Recommendations	Expand the library space
Timeline for Implementation	Ongoing
Shared Involvement for implementation	Building administration, LMC Director
Action Taken To Date	As mentioned above the space issue is what is holding us back from providing services to more students on a regular basis. We are really only equipped to have 1-2 classes in per 90 minute block. We do not have enough computers and/or tables and chairs to accommodate more than that.

Current Program Description

Services:

The Holmen High School Library Media Center serves 1074 students in grade 9-12, as well as 135 staff members. The library is open from 7:00am until 4:00pm.

The library operates on a flexible schedule. Teachers come and sign up on the LMC calendar to bring classes to the LMC for research. At the time they sign up, they fill out an LMC planning sheet and/or have a conversation with the LMC Director about what the students will be researching and what needs the teacher and/or students have. The LMC Director provides lessons and guidance on the use of the online databases. In addition to assisting students with research in the LMC, the Director goes to computer labs and classrooms and assists with other teaching and learning needs. The Business Education Department has teamed up with the Librarian in helping to fulfill the LMC essential learning outcomes. Since every freshman is required to take a computer applications class, we cover many of the essential skills needed to be a successful researcher. The LMC Director also attends department's collaborative PLC meetings on a regular basis by rotation. This has allowed there to be more collaboration taking place and the opportunity to provide resources and training to teachers who want to incorporate some digital skills into their curriculum.

The High School is a WISCAT agent. Through this state-wide shared catalog, we circulate books to libraries across the state and borrow from them to meet our needs, as well. It is a wonderful, albeit time consuming, partnership. During the 2011-2012 school year, we borrowed 584 items and loaned out 463. Over the years, this service has allowed us access to materials we may not have otherwise been able to purchase. In addition, we have borrowed several book sets for teachers to have literature circles in their classrooms.

Personnel:

Holmen High School is serviced by one full-time Library Media Director and 2 full-time Library Media Assistants. The Library Media Director is a member of Wisconsin Education Technology Media Association and co-serves as the District Library Media Director. The Library Media Director serves on building and district committees.

Collection/Technology:

Collection Information	2003	2011
Number of items	11,632	17,138
Average Age of items	1979	1998
Items per students	12.45	15.2

In addition to the print resources, more of our energy goes into providing great online databases for the students to access from anywhere. We subscribe to: Facts on File (Including; World News Digest, Issues and Controversies, Today's Science, Geography and Culture, & American History Online), CQ Reseacher, Ebscohost Biography, WIScareers, Easybib, and Safari Montage.

Technology

The HHS LMC has thirty-six computers for student use and one computer for circulation. Over the past three years, all the LMC computers have been replaced. Additional computers have been added to fulfill the needs of an entire class. Recent additions to the library include two scanners, which are located in the LMC. With the library media budget, equipment has been purchased for staff checkout. Over the past two years, 3 LCD projectors and three laptops have been purchased. They are housed in the AV room and are available for circulation to staff. Three digital cameras and two digital video cameras have been purchased for student and staff checkout. All desktops currently used in the library were purchased with Common School Funds from the State of Wisconsin. A hardship has been having the additional cost of annual software expenses for each of these new computers added to the facility.

Facility

Last year we added additional seating and an area rug in the student reading area. In addition, we added two tall carousels with stools to house 6 more computers. One network printer is currently housed in the LMC and used by many students and staff members.

Budget

Budget Information	Building Allotted	Building Spent	Common School Funds	Total Spent
2008-2009	\$20,110.00	\$16,373.56	\$56,241.43	\$56,211.71
2009-2010	\$18,099.00	\$18,099.00	\$32,995.86	\$32,869.44
2010-2011	\$17,875	\$17,507	\$34,135.88	\$34,315.88

*Remaining building funds were relinquished to the building principal at the end of the school year.

Common School Fund allotment to our libraries total student head counts and can only be used for print resources, online databases and cataloging those items. 25% of the District total can be used for the purchase of LMC computers. Building budgets are necessary for the items not covered by Common School Fund.

High School Curriculum

Definitions:

- Essential Learning Outcomes: The big idea; major skills, knowledge or attitudes that identify what students will need to learn.
- Assessment Expectation: indicates what the student will be able to do because of what they know or can demonstrate.
- Assessments – The assessments are a combination of formative and summative assessments and are consistent across the District.
- Vocabulary & Strategies – The vocabulary words listed are necessary for understanding and learning. The strategies are based on best practices and supportive of the learning.

Emphasis at the High School level will be placed on these essential learning outcomes:

High School Essential Learning Outcomes	Skills
Appreciate literature for lifelong learning and enjoyment.	Choose and read materials in various formats.
	Identify topics of interest and seek relevant information about them.
	Focus search strategies on matching information needs with available resources
	Identify key words and phrases to identify search strategies
	Identify relevant sources of information
	Evaluate sources
	Select multiple sources that reflect differing or supporting points of view
	Collaborate with others to identify information needs and seek solutions
Access Information Sources	Locate materials using the classification systems of the school library media center, public library, and other libraries
	Use an on-line catalog and other databases of print and electronic resources.
	Search for information by subject, author, titles and keywords
	Use common reference tools in both print and electronic formats
	Use a search engine to locate appropriate Internet resources
	Use Boolean operators (with guidance) to narrow or broaden searches.
Evaluate information from a variety of print, non-print, and electronic formats	Analyze and evaluate information presented in various resources
	Differentiate between primary and secondary sources
	Examine selected resources for pertinent information by scanning for major concepts and keywords
	Distinguish between fact and opinion
	Recognize point of view or bias
	Determine if information is timely, valid, accurate, comprehensive, and relevant
	Locate indicators of authority for all sources of information
	Select resources in formats appropriate to content and information need and compatible with their own learning style
Follow and define copyright laws.	Explain the importance of copyright laws.
	Abide by copyright laws.
	Discuss the meaning and consequences of plagiarism.
	Cite the source for information using the proper form for writing a bibliography or works cited page.
	Use note taking strategies including summarizing and paraphrasing
Record and organize information	Organize information
	Record source of information using a standardized bibliographic format

School District of Holmen

LMC Curriculum

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Appendix A

Resources and References

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Appendix B

Bloom's Taxonomy

COGNITIVE DOMAIN VERBS					
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Cite	Add	Acquire	Analyze	Abstract	Appraise
Count	Approximate	Adapt	Audit	Animate	Assess
Define	Articulate	Allocate	Blueprint	Arrange	Compare
Describe	Associate	Alphabetize	Breadboard	Assemble	Conclude
Draw	Characterize	Apply	Break down	Budget	Contrast
Enumerate	Clarify	Ascertain	Characterize	Categorize	Counsel
Identify	Classify	Assign	Classify	Code	Criticize
Index	Compare	Attain	Compare	Combine	Critique
Indicate	Compute	Avoid	Confirm	Compile	Defend
Label	Contrast	Back up	Contrast	Compose	Determine
List	Convert	Calculate	Correlate	Construct	Discriminate
Match	Defend	Capture	Detect	Cope	
Meet	Describe	Change	Diagnose	Correspond	Estimate
Name	Detail	Classify	Diagram	Create	Evaluate
Outline	Differentiate	Complete	Differentiate	Cultivate	Explain
Point	Discuss	Compute	Discriminate	Debug	Grade
Quote	Distinguish	Construct		Depict	Hire
Read	Elaborate	Customize	Dissect	Design	Interpret
Recall	Estimate	Demonstrate	Distinguish	Develop	Judge
Recite	Example		Document	Devise	Justify
Recognize	Explain	Depreciate	Ensure	Dictate	Measure
Record	Express	Derive	Examine	Enhance	Predict
Repeat	Extend	Determine	Explain	Explain	Prescribe
Reproduce	Extrapolate	Diminish	Explore	Facilitate	Rank
Review	Factor	Discover	Figure out	Format	Rate
Select	Generalize	Draw	File	Formulate	Recommend
State	Give	Employ	Group	Generalize	Release
Study	Infer	Examine	Identify	Generate	Select
Tabulate	Interact	Exercise	Illustrate	Handle	Summarize
Trace	Interpolate	Explore	Infer	Import	Support
Write	Interpret	Expose	Interrupt	Improve	Test
	Observe	Express	Inventory	Incorporate	Validate
	Paraphrase	Factor	Investigate	Integrate	Verify
	Picture graphically	Figure	Lay out	Interface	
	Predict	Graph	Manage	Join	
	Review	Handle	Maximize	Lecture	
	Rewrite	Illustrate	Minimize	Model	
		Interconvert	Optimize	Modify	

	Subtract Summarize Translate Visualize	Investigate Manipulate Modify Operate Personalize Plot Practice Predict Prepare Price Process Produce Project Protect Provide Relate Round off Sequence Show Simulate Sketch Solve Subscribe Tabulate Transcribe Translate Use	Order Outline Point out Prioritize Proofread Query Relate Select Separate Size up Subdivide Summarize Train Transform	Network Organize Outline Overhaul Plan Portray Prepare Prescribe Produce Program Rearrange Reconstruct Reference Relate Reorganize Revise Rewrite Specify Summarize Write	
--	---	--	--	--	--

Bloom's Taxonomy

Affective Domain Verbs				
Receiving	Responding	Valuing	Organization	Internalization
Ask Choose Follow Give Hold Select Show interest	Accept responsibility Answer Assist Be willing to comply Conform Enjoy Greet Help Obey Perform Practice Present Report Select Tell	Associate with Assume responsibility Believe in Be convinced Complete Describe Differentiate Have faith in Initiate Invite Join Justify Participate Propose Select Share Subscribe to Work	Adhere to Alter Arrange Classify Combine Defend Establish Form judgments Identify with Integrate Organize Weigh alternatives	Act Change behavior Develop code of behavior Develop philosophy Influence Judge problems / issues Listen Propose Qualify Question Serve Show mature attitude Solve Verify

Psychomotor Domain Verbs			
Activate	Correct	Loosen	Transfer
Adjust	Create	Make	Troubleshoot
Align	Demonstrate	Manipulate	Tune
Apply	Design	Mend	Turn on/off
Arrange	Dismantle	Mix	Type
Assemble	Drill	Nail	Saw
Balance	Fasten	Operate	Sharpen
Break down	Fix	Paint	Set
Build	Follow	Press	Sew
Calibrate	Grind	Produce	Sketch
Change	Grip	Pull	Start
Clean	Hammer	Push	Stir
Close	Heat	Remove	Use
Combine	Hook	Repair	Weigh
Compose	Identify	Replace	Wrap
Connect	Load	Rotate	
Construct	Locate	Sand	

Appendix C

Glossary of Terms

alternative assessment – Assessments that ask students to construct, perform, or demonstrate their learning in manner that allows for a full understanding of their learning to be measured. Also termed performance assessment.

authentic assessment – Assessment that takes place in a real-life context or one that approximates how the skill or knowledge would be used in the “real world”.

benchmark or target – Assessments administered throughout the school year to give teachers formative feedback on how their students are performing. A benchmark is the target at any particular time.

common assessment – An assessment given by two or more instructors with the intention of collaboratively examining the results for instructional planning for individual students and curriculum instruction, and/or assessment modifications.

content standards – Those standards that describe the information or skills children should learn that are specific to a particular discipline or content area.

course standards – Statements that define what students at a specific school level or in a specific course should achieve by the time they leave that particular level of school.

exit standards - The academic standards that students should achieve by the time they graduate from high school; these standards set the tone and give focus for what students should learn at the underlying grade levels.

formative assessment – This is an assessment **for** learning and is a check of understanding and application so that, if need be, adjustments can be made to the teaching and learning activities. These are often frequent and ongoing assessments. The results are used to gain an understanding of what students know and do not know to make responsive changes in teaching and learning. Benchmarks are clearly defined in order to provide interventions/enrichments.

lesson standards – Statements that define goals for instruction and students’ learning over the course of a lesson.

performance – Observable affective or psychomotor behaviors demonstrated by students.

performance indicators – The part of the content standard that defines the skill or performance desired for students to demonstrate.

performance standards- The measure of how well students know and are able to work with (apply) the desired content standards. The standards describe what students must do, and how well they must do this, in order to show they have achieved the content standard.

performance task – used interchangeably with alternative assessment task and performance assessment task; those specific assessment tasks that require students to apply or do something with their learning in order to show their progress toward meeting desired standards.

portfolio – A collection of a student’s work over time that demonstrates his or her progress toward the attainment of specific learning standards.

program standards – Broad statements that delineate the overall K-12 goals for a specific subject area for students in a particular state or district.

progress monitoring – A quick, frequent & consistent measure used to assess student progress and to evaluate the effectiveness of interventions. Instruction and intervention decisions are made based on these results.

Response to Intervention (RtI) - RtI is an individualized, comprehensive assessment and intervention process, utilizing a problem-solving framework to identify and address student academic difficulties using effective, efficient, research-based instruction

running record - observation notes made by the teacher about a student’s oral reading ability. By looking at the running record, the teacher can analyze the type of reading and instruction that is best suited for the student.

rubric – A scale of criteria that explains in detail the possible levels of performance for an alternative assessment task.

Screening – A quick (to be defined) universal assessment given at the beginning of new learning; used to identify students who may be “potentially at risk.”

standards – Statements that delineate what students should know and be able to do by the time they graduate from K-12 education.

S.M.A.R.T. goals – Originally coined by Peter Drucker in 1954, this acronym is used to help educators write quality goals. Specific or Strategic, Measurable, Attainable, Results-focused, Time-bound. An example: By the end of this year, at least 90% of students will meet the grade-level benchmark for running records.

summative assessment – This is an assessment **of** learning and is intended to measure end-of-unit or end-of-course knowledge and understanding; usually require students to demonstrate proficiency of all the essential knowledge and skills.

Appendix D

**School District of Holmen
Statutes and Policies Addressing Student Needs**

American Indian Studies Program

§115.28(17)(d), Wis Stats. AMERICAN INDIAN LANGUAGE AND CULTURE EDUCATION.

(d) Develop a curriculum for grades 4 to 12 on the Chippewa Indians' treaty-based, off-reservation rights to hunt, fish and gather.

§121.02, Wis Stats. School district standards. (1) Except as provided in §118.40 (2r)(d), each school board shall: (L) 4. Beginning September 1, 1991, as part of the social studies curriculum, include instruction in the history, culture and tribal sovereignty of the federally recognized American Indian tribes and bands located **in this state** at least twice in the elementary grades and at least once in the high school grades.

2005 ASSEMBLY BILL 314 - AN ACT to amend 118.01 (2) (c) 6. of the statutes; relating to: directing school boards to provide instruction about the recent history of the Hmong people.

Current law requires each school board to provide an instructional program designed to give pupils knowledge of state, nation, and world history. This bill directs school boards to include the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1. 118.01 (2) (c) 6. of the statutes is amended to read: 118.01 (2) (c) 6.

Knowledge of state, national, and world history, including the role of the Hmong in fighting for the United States in the Vietnam War, the persecution of the Hmong by the Laotian government after the Vietnam War, and the reasons for the emigration of many Hmong to the United States.

CHILDREN AT RISK Standard n (statute under WI Statute 118.153)

Definition: Pupils in grades 5-12 who are at risk of not graduating from high school because they are dropouts, or they can be defined in two or more of the following areas: one or more years behind their age group in the number of high school credits attained; two or more years behind their age group in basic skill levels; habitual truants (as defined in s.118.16(1)(a); parents; adjudicated delinquents; 8th grade students whose scores in each subject area on the WKCE was below the basic level and who failed to be promoted to the ninth grade.

Children at risk, Standard n – Interventions for Struggling Learners - The School District of Holmen uses a variety of interventions to meet the needs of struggling learners. MAP and common assessment data is used to determine which students would benefit from

extra support (reading, writing, Pathways, and Auto Skills). This data is used to differentiate instruction through flex grouping, small groups and working 1-on-1 with students. Team taught classes are used to differentiate instruction. Some teachers adjust the pace of their instruction or use supplemental materials to enhance their instruction.

ENGLISH LANGUAGE LEARNERS (ELL), (PI 13 and WI Statute 115.95)

PI 13 states that a district establishes identification, assessment, classification, and reporting requirements if pupil population includes one or more LEP pupils. This subchapter also establishes criteria and procedures to be used by a school district in determining whether to administer a test under s. 118.30 or 121.02 (1) (r), Stats., to an LEP pupil. Further, according to State Statute 115.96, a district must “provide equal educational opportunities by ensuring that necessary programs are available for limited-English proficient pupils while allowing each school district maximum flexibility in establishing programs suited to its particular needs.”

ELL staff will help support and provide guidance to teachers when working with LEP pupils. Teachers should look for ways to enrich, add to, and accelerate ELLs’ language development with the curriculum and learning activities. A variety of student-centered methodologies such as small group learning or thematic instruction can enhance the context for learning.

English Language Learners (ELL) – Teachers and staff in the School District of Holmen offer a variety of services to meet the needs of English Language Learners in the classroom. In the upper-most grades, the district offers a wide variety of courses meant to meet students where they are individually. The instruction can be tailored to be accessible to the learner at almost any level, and the learners who need the most support are often placed in the smallest groups or team taught classes so as to receive more explicit instruction. Additionally, a variety of concrete and experiential learning techniques are used district-wide to support language arts. Other strategies include the deliberate use of common vocabulary and explicit instruction of those terms, real-life connections, and for the neediest students, some forms of assistive technology are used to scaffold the students learning based on the level of proficiency. Finally, the district ESL staff continues to work to educate all staff on the specific needs of the English Language Learner. ESL staff continues to work toward incorporating the WIDA Standards for English Language Development into the Social Studies curriculum that every student receives.

TALENTED AND GIFTED (TAG) Standard t (statute under WI Statute 118.53)

Talented and gifted students are those individuals at an elementary or secondary level who, because of outstanding abilities, are capable of high performance. Students who are capable of high performance include those with demonstrated achievement and/or potential in any of the following areas, singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual arts,

(6) performing arts, (7) psychomotor ability, (8) talent associated with the student's cultural heritage, (9) psycho-social ability.

It is understood that task commitment on the part of the student is an integral ingredient in the delivery of services. TAG staff will help provide support and guidance to teachers when working with TAG students. A variety of methodologies such as small group learning, acceleration and differentiation can enhance the context of learning.

Talented and Gifted, Standard t – Talented and Gifted (TAG) students are served by the regular education teachers and in conjunction with the Talented and Gifted teachers of the District. These students are identified based on a combination of standardized tests and nominations. TAG programming aligns with the Wisconsin Pyramid Model of delivery. Services include but are not limited to: Differentiation, flexible grouping, compacting, and advanced placement courses. In addition, there are a number of events that create and promote mathematics sponsored by the district and the Mississippi Valley Gifted and Talented Network. The academic performance of the program is assessed by identified student performance on standardized tests.

INFUSED CURRICULAR AREAS

COMPUTER LITERACY and TECHNOLOGY

Students in the School District of Holmen use technology as a tool and have many opportunities to develop technology literacy. Students develop the ability to find generate, evaluate and apply information through the use of technology and prepare for life-long learning while developing 21st Century skills.

On May 27, 2009, the School Board approved a District Combined Information and Technology Plan. *The vision is “Embracing 21st Century Learning for All.”*

Definitions:

Digital Literacy is the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

21st Century Skills: 21st Century Skills represent the perspective required in light of historical events, globalization, and the idiosyncrasies of the Digital Age (digital age literacy, inventive thinking, effective communication and high productivity).

Computer literacy and technology - Teachers use a variety of technology applications and tools to research, report, compile, and inquire about. Multiple forms of assistive technology also support the special needs learner.

DIVERSITY

The vision of diversity in the School District of Holmen is to provide a nurturing environment in which each individual has the opportunity to reach his/her full human potential. This will be

supported through strategic planning and building goals; curriculum planning and implementation, staff development, and resource selection and allocation. The plan will be monitored through data collection and analysis.

Diversity – By including language arts content from a variety of cultures and personal experiences, teachers enhance the learning experience for all students. Recognizing the diversity within a classroom enriches the learning for all.

EDUCATION FOR EMPLOYMENT (formerly SCHOOL TO WORK) – PI 26.01

Education for employment is one of Wisconsin’s 20 school district standards. It is often referred to as Standard (m) and its purpose is to ensure that all students, regardless of career objective are given the skills, attitudes, and knowledge needed for future employment. It begins as early as kindergarten and is infused throughout the K-12 curriculum.

In Wisconsin education for employment initiatives are led by a series of mandates, dating back to September 1988:

WI Educational Standard, Education for Employment, WI Statute 121.02(1)(m)

WI Educational Standard, Curriculum WI Statute. 121.02(1)(k)

WI Educational Standard, Developmental Guidance Services, WI Statute 121.02 (1)(e)

"The purpose of education for employment programs is to prepare elementary and secondary pupils for future employment; to ensure technological literacy; to promote lifelong learning; to promote good citizenship; to promote cooperation among business, industry, labor, postsecondary schools, and public schools; and to establish in a role for public schools in the economic development of Wisconsin."

Education for Employment (E4E) – Social Studies activities that include experiences built on real information and data help students to make connections and apply learning in a contextual environment. E4E involves the business community in educational issues and enriches the school curriculum. It promotes increased student achievement by expanding educational experiences.

ENVIRONMENTAL EDUCATION – PI 8.01

It is required that “every school district develop and implement a written, sequential curriculum plan incorporating instruction in environmental education into all subject area curriculum plans, with the greatest emphasis in plans for art, health, science, and social studies education.” (Admin. Code PI 8.01 (2)(k).

Holmen’s Environment Education Implementation Plan supports an integrated approach to a heightened awareness and program improvement plan for environmental education. The program goals include (1) increase students’ knowledge of environmental education, (2) develop the values and behaviors to be stewards of the environment, (3) develop an understanding and appreciation of the environment, (4) develop an aesthetic awareness of the environment, (5) develop the students’ understanding of and skills related to environmental education, (6) provide students with the understanding that Environmental Education is a part of their everyday life, and (7) integrate Environmental Education into other existing curricular areas.

Environmental Education – Environmental education is supported by the knowledge and skills that students learn in social studies classrooms through seamless integration of various units. Teachers use additional resources such as newspapers, Scholastic, Weekly Reader, and Earth Day activities to support environmental education learning.