



WILDCAT BULLETIN

JANUARY 2012

STUDENT CENTERED, FUTURE FOCUSED

Michael J. Tucker, Ed.D.
Superintendent

"Greatness is not in where we stand, but in what direction we are moving. We must sail sometimes with the wind and sometimes against it - but sail we must, and not drift, nor lie at anchor."

- Oliver Wendell Holmes

In 1892, the Committee of Ten mapped out a standardized education system needed to prepare United States students for success in the Industrial Age. From their recommendations came the idea of 12 years of education that included four years of instruction in English, mathematics, history, and civics while in high school, and a sequence of high school science courses to include biology, chemistry, and physics. In preparation for such an age, America's public education system sought to prepare young men and women to become productive citizens in an industrialized society. Today, many of those systems and values remain in place. Students are taught the responsibilities of punctuality, positive behavior, good attendance, and are released from classes using a bell system. All important aspects in a child's development, but originally intended for assimilation in the Industrial Age.

Today there is an accelerated demand placed upon schools to move beyond industrialized approaches in adapting to students' present reality and preparation for their future. Now more than ever, the Logan-Rogersville School Dis-

trict is committed to being *Student Centered and Future Focused*. Through the process of goal setting, the Board of Education over the last few months has identified the following areas of focus: Student Performance, Highly Qualified Staff, Program Monitoring and Accountability, Parent and Community Involvement, and School Governance.

- ☑ The Board of Education regularly identifies areas of academic strengths, weakness, and areas in need of improvement through careful analysis of student data. Findings assist in developing action steps to ensure student growth at all grade levels and in all content areas.
- ☑ The greatest impact on the quality of instruction that children receive is a highly qualified teacher. The Board of Education is committed to effective hiring, retention, mentoring, and professional staff development practices. Equipping teachers through professional development provides opportunity to meet the changing needs of today's students.
- ☑ Program monitoring and accountability by the Board of Education provides opportunity for annual review of instructional and non-instructional programs. Action plans related to instructional services, support services, technology, and facility improvements are facilitated through annual review

and revision of the Comprehensive School Improvement Plan (CSIP) and Building Improvement Plans (BIP).

- ☑ Parent and community involvement throughout a child's experience in school is critical to student success. The Board of Education seeks to expand opportunity for parental and community involvement and engagement in schools through open, two-way communication.
- ☑ Assess and develop Board of Education policy to direct the operations of the school in preparing students for their future.

Are the systems put in place during the Industrial Age best suited in preparing the Logan-Rogersville Class of 2025 for their future? As Holmes explained, "Greatness is not in where we stand, but in what direction we are moving." Schools can best meet the needs of today's students by incorporating evidence-based practice while envisioning moving forward in the Age of Information and Technology. Just as systems put in place during the industrial period served the purpose of preparing students for an industrialized society, schools today must equip students with the knowledge and skill to adapt to an ever-changing society. Navigating today's world requires equipping students with the academic knowledge, communication skills, social interaction, and use of technology suited for success in such a society.

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BOARD MEETINGS

Monthly - 3rd Thursday
 Exec. Session - 6:30-7:00 pm
 Open Session - 7:00 pm
 Administration Office
 100 E. Front Street
 Rogersville, MO 65742



2011 CLASS 3 STATE CHAMPS

EMERGENCY RESPONSE PLANS UNDER REVIEW

Shawn Randles, Ed.D. Assistant Superintendent

The Logan-Rogersville R-VIII School District has the highest concern for students' safety. As a result of the recent Joplin tornado, school districts across the state are no doubt reviewing emergency response plans. We want to be sure the plans we have in place are the best they can possibly be.

As adults and educators, we too need to model life-long learning. We know we can gain knowledge from the experts when it comes to crisis planning and natural disasters. Several administrators will be attending workshops through the *Missouri Center for Education Safety* over the coming months to learn about best practices. There will be emergency management leaders from across the state teaching us steps to take in the event of a crisis.

Our goal is not met after we update our plans. We must practice and prepare in case plans do need to be activated. We currently conduct emergency drills annually for fire, tornado, earthquake, intruder, lockdown, and bus evacuation. While it is difficult to prepare for every situation, we will revert to our training should an emergency occur, and our actions will be better thought out due to our preparation.

As parents, you play an essential role in keeping students safe during an emergency. So that you may help us respond effectively, please consider the following guidelines that are of particular importance to parents in emergencies:

1. Be prepared for early dismissals. In some emergencies, school officials may deem it prudent to send students home early. Please make sure you provide the school office with up-to-date early dismissal instructions for your child.

2. If a situation dictates a lockdown, shelter-in-place, or a move to an alternative site, do not attempt to pick-up children from school during these scenarios until instructed to do so. The district will make every attempt to keep parents informed of the emergency situation and the status of the students. If parents panic and rush to school, extra traffic will block access by emergency vehicles or buses shutting students to alternate sites, and your presence at the school could compromise the situation and/or delay the process of getting children reunited with parents. Keep in mind that emergency re-

sponders and/or law enforcement must secure the area and school emergency procedure requires we lock exterior doors. You will not be allowed entrance into the building in these situations. The safety of our students is paramount, and we will

reunite students and parents as quickly and safely as possible.

3. The Parent Notification System used by the Logan-Rogersville School District will be activated by school officials and sent via emergency status in either scenario listed above. Emergency status will send the message to all the contact numbers you supplied to your child's

school, including work, mobile, home, and emergency contacts. Reunification instructions will also be delivered via the notification system, whether your child is on campus or has been evacuated to an alternative reunification site.

Again, parents play an essential role in our efforts to keep students safe. Thank you for your cooperation. If you wish to discuss specific concerns or ask questions, please call your school principal, school resource officer or the district administration office.

"Several administrators will be attending workshops through the Missouri Center for Education Safety over the coming months to learn about best practices."

MISSOURI ADOPTS COMMON CORE STATE STANDARDS

Vicki Schmitt, Ph.D. Director of Curriculum & Instruction

(Source: Missouri Department of Elementary and Secondary Education website)

The Common Core State Standards (CCSS) are a set of national standards developed through a state-led initiative coordinated by the National Governors Association (NGA) Center for Best Practices and the Council of Chief State School Officers (CCSSO). As a part of the process, Missouri was asked to provide guidance and feedback on standards development. The standards for English-language arts and mathematics, which were developed in collaboration with teachers, school administrators and experts,

were released June 2, 2010. On June 15, 2010 Missouri became the 10th state to officially adopt the CCSS. Currently, 45 states, U.S. Virgin Islands and the District of Columbia have adopted the CCSS.

The Common Core State Standards...

- Are aligned with college and work expectations
- Are clear, understandable and consistent
- Include rigorous content and application of knowledge through high-order skills
- Build upon strengths and lessons of current state standards

- Are informed by other top performing countries so that all students are prepared to succeed in our global economy and society
- Are evidence-based.

In preparation for the changes to curriculum that will result from the adoption of the CCSS, Logan-Rogersville teachers have already begun examining the standards and identifying the commonalities that exist between the CCSS and our current state standards.

For more information regarding the CCSS please visit: <http://www.corestandards.org/>

iPADS UNLOCK LEARNING OPPORTUNITIES

Kimberly Bergmann Occupational Therapist

The special education department purchased two iPads at the beginning of this school year. The results so far have been amazing! I am not an Apple spokesperson, but I have been so excited to see doors unlocked for our students with special needs via the use of technology. Basic concepts become more engaging when paired with sound, animation and a touch screen increasing students' interest in learning.

The portability and versatility of the iPad have been my favorite features thus far. A student who has difficulty with handwriting is able to use

the touch screen to complete longer assignments at the same rate and success as peers, thus breaking down some of the social and emotional barriers. A student who has difficulty communicating

"Basic concepts become more engaging when paired with sound, animation and a touch screen increasing students' interest in learning."

is able to use an "app" such as Proloquo2Go (as featured on 60 Minutes) to communicate wants and needs to teachers and peers. Another child can use the

touch screen to engage in math, puzzles, object identification, etc. that many people didn't know he had the ability to do. What amazing break-

throughs for these children!

Although the iPad is versatile, there are still some drawbacks. I remain a firm believer in non-tech items such as jigsaw puzzles, sensory tables and crayons, as a touch screen does not provide the sensory feedback "real" items provide. Another drawback is the expense of the iPad. Right now they cost over \$500. Unfortunately, it is cost prohibitive for every student to have one.

My hope for our students with special needs is to provide more iPads for the classroom so, regardless of ability, each child is given an opportunity to perform to their potential. I'm excited to see how the use of technology is breaking down the physical and social barriers to learning!

KINDERGARTEN CLASSROOMS RECEIVE iPADS

Toni Bass
Primary School Principal

The generation of students occupying elementary classrooms today are very tech savvy. Our teachers have embraced this idea and want to integrate technology as much as possible. Through a \$10,000.00 Webster Electric grant received by our school district, we were able to purchase

one iPad for each of the 9 kindergarten classrooms at LRP. The kindergarten teachers are in the process of learning how to use their new iPADS. They have found many "apps" that focus on learning. They will use these to assist them in teaching letter formation, letter sounds and simple addition. During a typical kindergarten day the teachers have the stu-

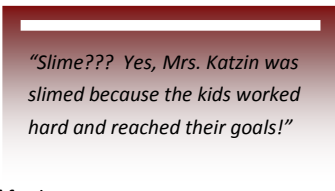


dents work in "stations" which allows the teacher to work more individually with the students. Each iPad will be a focus of one of these work stations, so students will be using them daily. Obviously the kids think they are "cool", but we also want them to see that they can be used as an avenue for their learning.

PULLING OUT THE STOPS TO ENCOURAGE READING

Jennifer Katzin
Elementary Principal

How can we create good readers? Practice, practice, practice! We have placed great importance this year on getting our students reading for pleasure, because to become better readers they need lots of practice. And, reading can be a lot of fun!



In early November, our building was abuzz with excitement about a goal of 70,000 minutes of reading time, raising money for new books in our library, and slime! Slime??? Yes, Mrs. Katzin was slimed because the kids worked hard and reached their goals! The librarians hosted the "Out of This World" Fall Book Fair on Nov. 10th and used the opportunity to get kids excited about reading.

We are also fully implementing our Accelerated Reader program. We have been working to level and label books in classroom libraries, as well as our building library. By doing so, students will be able to make better choices about what they read. Practicing with books that are appropriately leveled according to their reading ability will make them more successful readers. We are also working on creating a system to recognize students when they achieve their individual goals.

UPPER ELEMENTARY STARTS 6TH GRADE STUDENT COUNCIL

6th Grade STUCO
Upper Elementary

This year the Upper Elementary started a sixth grade student council (STUCO) composed of eight members. STUCO plans, organizes, and conducts the character education assemblies. The group even wrote a new character education song to close each assembly. They also held a "Hat Day" fundraiser to buy tables for assembly games. STUCO helped with Red Ribbon Week by judging the best outfit from each

grade level and by decorating the school.

For some members the hardest part of STUCO is speaking in front of everyone at the assemblies. Others feel the assemblies are



hard (yet exciting) to plan, but that speaking at assemblies is the best part. One member says, "It's hard coming up with decisions for the school, but fun knowing students like them." Another concludes by saying, "The most fun part is getting to do a bunch of cool, fun stuff with a bunch of cool, fun people."

LRMS FACULTY & STAFF COMMITTED TO A MISSION

Toby Kite
Middle School Principal

During our early release collaboration time the middle school staff has been working hard to develop a Positive Behavior Program that will encourage stu-



dents to be in class, complete their assignments, and be respectful in the classroom. The program the team has developed is called

"The Incredibles". Students that meet the following criteria will make the "Incredibles" list for each quarter:

- 95% attendance
- Do not receive any tardies
- Do not receive any hot sheet referrals
- Do not receive any

disciplinary referrals

- Passing all of their classes

Each time a student makes the list, they will be rewarded with a small item such as a t-shirt, water bottle, etc. Students who make the list for all quarters of the school year will be rewarded by taking a trip this spring. We are also working on acquiring Nooks to award to a student each quarter. Each student that makes the list for the quarter will go in a drawing for the Nook. The middle school staff hopes the program will promote positive behavior and success from all middle school students.

LRHS - PREPARATION FOR COLLEGE

Teresa McKenzie, Ed.D.
High School Principal

The mission of the Logan-Rogersville High School is to prepare all students for college, career, and life. Assessments, building procedures, and school activities are set up to address these three pillars. For this newsletter, the focus will be on the first pillar: college.

How does LRHS prepare students for college? There are three ways that we address college-readiness:

- 1) rigorous curriculum and college prep courses,
- 2) college placement assessments, and
- 3) college life experiences. LRHS has been approved to offer 31 college credit hours on our campus. Students that take advantage of most of these courses can enter college at the sophomore level.

The ACT is the standard entrance exam

that colleges and universities in the midwest use for determining admission. Since a tremendous amount of emphasis is placed on these exams, LRHS gives the EXPLORE and PLAN tests to the 9th and 10th grade respectively. These exams, created by ACT, are college readiness indicators. Students are given a projected ACT score and areas of strength and weakness are identified. When students are ready to take the ACT, typically during their junior and senior year, they may now do so on our campus. LRHS is a nationally approved ACT Testing Site.

The transition to college is a challenge for most students. In some cases, the fear of navigating a college campus is enough to prevent students from pursuing higher education. To ease this transition, we encour-

ages students to take campus tours. Students are allowed one college visit during their junior year and two college visits during their senior year. College visit approval forms are available in the counseling office. For the last three years, the entire senior class has taken a trip to Missouri State University. Students are able to ask questions, tour the campus, see inside a typical dorm room, and perhaps most importantly eat in the campus dining hall.

We want our graduates to have a plan for their future. Hopefully through offering college level courses, preparing them for the college entrance exams, and allowing them to have first hand experiences on a college campus, LR graduates will be prepared to make a smooth transition to college.

"The mission of the Logan-Rogersville High School is to prepare all students for college, career, and life." ... "We want our graduates to have a plan for their future."



DON'T MISS YOUR CHANCE to WIN a 2012 Chevrolet Camaro!!

The Logan-Rogersville Educational Foundation is selling 1000 tickets. Tickets are \$40 each and can be purchased at www.lrfoundation.org. The drawing will be Tuesday, February 7, 2012 at half-time of the Varsity Basketball game.

ROGERSVILLE MO 65742

POSTAL PATRON

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- Administration Office Ph 753-2891 / Fax 753-3063
- High School Ph 753-2813 / Fax 753-3960
- Middle School Ph 753-2896 / Fax 753-3182
- Upper Elementary Ph 753-2996 / Fax 753-7033
- Elementary Ph 882-2626 / Fax 881-3444
- Primary School Ph 881-2947 / Fax 753-5027

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