

*Bucks Bulletin is a project of the students and staff of Washington Island School.*

## Principal's report

### Washington Island School District Bucks Bulletin, November 2020

1. The publication "Manufacturing Today WI" has contacted Mr. LeBrun and would like to do a feature article on the WISD Fab Lab. They will also feature the article in "Teaching Today WI." We could not be prouder as a school district. Mr. LeBrun will get an opportunity to share what is going on in our new Tech Ed space, and what was purchased with these grant funds. I have also included the notice sent to Mr. LeBrun, as well as some photographs of the high schoolers and their most recent projects. I think that it is important you notice that students design and create these projects. They plan out these jobs, working individually, or in small groups. After they mock up a design, they apply their ideas to a pilot project, make adjustments and corrections, and then move on to finalize the information before they work on the final creations. They use multi technologies to customize each of their projects. See enclosed photos.

2. Speaking of creativity and design: I wanted to share with you just a few of the latest projects our students have created during the Art Classes with Ms. Mel Jones. The scope and sequence of each is outstanding. These experiences provide our students with an outstanding opportunity to stretch their right-brain function during these art class sessions. All of the artwork is posted on the district web page.

3. Let's not forget ELA, and the bulletin board outside of Ms. Nehlsen's room displaying student essays and student projects that include reviews and writings relating to the works of Emerson, Thoreau, as well as the Epic of Gilgamesh. It is great to see student work posted throughout the school.

4. I have also shared photos of the winning First and Second Grade door, and the Kindness Project work that can be found around the building. We have retained our goal of spreading kindness from last spring into this new year. More kindness projects are in the works for November.

5. Congratulations to Ms. Michele Welke and Ms. Miranda Dahlke on being selected to participate in the Cohort-2 Department of Public Instruction Teacher Leader Network. This group will serve as a vehicle for two-way communication between Wisconsin teachers and the DPI.

Can you believe it? Two teachers representing the WISD in regularly established state-level discussions regarding components of equity in math and literacy education for all Wisconsin students; math and literacy instructional materials in classroom and virtual spaces, as well as access to professional learning to implement [these] math and literacy educational materials in a content priority manner.

Well done.

6. The ACP team (Ms. Jones, Ms. Grzelak, Mr. LeBrun, Mrs. Kanipes) have finalized the 2020-21 WISD Academic Career and Community Plan for your review. We would like to have this finalized for the November meeting, and look forward to putting this newest document on the district web page. This plan will suffice the requirements of PI 26 Education for Employment w/ ACP requirements. It is a fluid document, which will continue to develop and grow as more ACP opportunities arise throughout the year. Many of the ACP opportunities, educational components, lessons, virtual tours, guest speakers, online (remote) sessions, XELLO, social-emotional learning, and the likes are done during the student's Extended Learning Time which is a dedicated period of the school day schedule. Students also work on Fast Forward during this time, three days a week, for 30 minutes a period. This ensures that data driven, research-based services are provided for those students who are needing math and ELA interventions.

7. We have posted outreach information for families and students on the district web page. This includes a state-wide service that helps individuals of all ages, through the Comprehensive Community Services Program of Wisconsin. The Door County Public Health Department can be contacted directly regarding this service or can be accessed on their webpage link called Family Support and Services.

We also post the "Mental Wellness Moment" each week, which is provided by the Door County Mental Health Collaborative. It offers five social and emotional learning tools that we add to our morning announcements. These tools can be used at home as well.

Margaret Foss is also the contact person for those parents-guardians who are interested in being a part of virtual check-in sessions offered through the Keep Connected Program. This program was developed to encourage conversations about parenting, deepen and enhance family communications, and offer support and learning that families learn to share among themselves and with others. She would be the Island facilitator. Please contact her [margaret.foss@island.k12.wi.us](mailto:margaret.foss@island.k12.wi.us)

8. Speaking of Ms. Foss, she has finished her second monthly Title I newsletter. It features information, resources and news that is pertinent to WISD families, teachers, and students. School-wide Title I programs are designed to generate high levels of academic achievement for all students, especially those most in need of additional support. This work reinforces our goal of family engagement with

the school. Thanks, Mrs. Foss.

9. Our first round of school-wide monitoring for academic progress was completed during the week of Oct. 5-9. Students were given their beginning-of-year assessment using our new program called FastBridge. It is a universal screening tool that will help us develop individually targeted supports for students. FastBridge also provides data that teachers will use to analyze and review three times yearly, to ensure specific and proper interventions are provided to meet individual learner needs. We are excited for this and look forward to our first official data dive with this information on Nov. 2.

10. Ms. Miranda Dahlke will speak to the Board of Education regarding the WISD latest and greatest voyage, called the Forest Pathway PBL Experience. This is so exciting: a forest pathway from the school to Gathering Grounds whereby students, teachers,

community members, and visitors can meander about the area taking in flora and fauna, and the arts, natural and man-made. Students continue to work in school on their pathway project, creating this trail system for a panel of judges to review.

11. Congratulations to the WISD Academic Decathlon Team. They are now in the regional finals for the state of Wisconsin. Forty-five total teams from around the state will compete in January. The WISD team was 8 of 13 in Division 4, and 35 of 45 overall. Team members include Aidan Purinton, Jake Kooiker, Breanna McGrane, Spencer Johnson, Hayden Lux, Zachary Lux and Andrea Valentincic.

Ms. Miranda Dahlke is the head coach for the group, and Ms. Mary Grzelak is the assistant. This year's theme for the competition is the Cold War. Good luck at regionals, Bucks!



PHOTO BY MICHELLE KANIPES

**One of the many creative papier mache projects the students in Mrs. Jones Art class created for Halloween.**



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## School day activities



PHOTO BY MARY GRZELAK

Sixth graders do the work of scribes, writing cuneiform on clay during the study of Mesopotamia.



PHOTO BY MARY GRZELAK

High school students had an online Zoom meeting with Mr. John Cloud, an instructor in the Naval War College in Rhode Island. He shared his experiences as a State Department employee and advisor to President George H.W. Bush. As he talked about the executive branch of the government, he continually referred to the Constitution as the basis of power. We were especially interested in hearing about his time living in several different countries including Mexico, Germany, Poland, and Lithuania. Did you know that Lithuania always has an excellent basketball team?



PHOTO BY MELANIE JONES

Cam and Anthony weave upcycled newspaper baskets in art class.

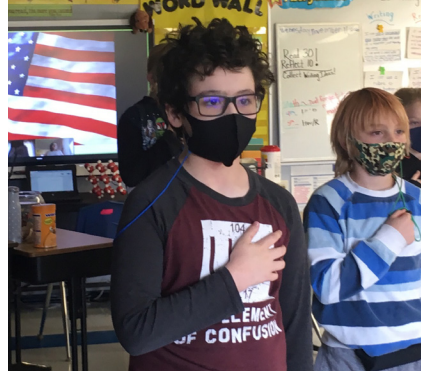


PHOTO BY MARLEEN JOHNSON

Honoring veterans on Nov. 11, the fourth and fifth grade students stood and faced east at 11 a.m. for two minutes of silence after they listened to taps. Pictured above are Xander, Tristan, and Jaida.



PHOTO BY MARLEEN JOHNSON

The Friday before Halloween, by the light of pumpkins, Jaida tells her classmates a scary story she wrote called, "The Not So Amusing Amusement Park."



PHOTO BY MIRANDA DAHLKE

Magnus, Tommy, and Cameron hold up items included in the Mental Wellness kits from STRIDE that were distributed to all 4K-8 students this month.



PHOTO BY MARLEEN JOHNSON

Jaylyn is working on proving the Law of Conservation of Mass by weighing the stick of butter that she melted to check if the weight had changed. Xander is holding the document camera towards the scale so that Allison, who is learning from home, can participate in the experiment as well.

## Success for Donald Driver

In American Literature, high school students read "Driven" by Donald Driver and wrote essays on *How to Ruin a Child* and *How to Succeed in Life - even when you start out at the bottom*. We loved the book and found much to talk about. Please enjoy the following essay by Andrea.

By Andrea

"Driven" by Donald Driver is an autobiography about how Driver, an African American man, turned his life around from selling drugs on the streets to being a famous Packer football player.

Driver grew up in the Fifth Ward of Houston, Texas, an old, secluded area with private homes, Section 8 apartments, and low-income housing. There, Driver and his brother Moses started selling drugs. His father, Marvin Driver Jr., was rarely in Donald's life due to either being in jail or on the streets doing illegal activities. Driver's mother, Feye, had many abusive men in her life which led to her abandoning her kids with their paternal grandparents.

Driver got roped into selling drugs since it was part of the lifestyle of the projects. When he lived with his grandparents, he was forced to go to school and get a high school diploma so he amounted to something. There, he started playing football and realized he was actually very good.

He graduated high school and went to college with a full scholarship to Alcorn State University. After playing football for Alcorn State he entered the 1999 NFL draft. Driver was the seventh-round pick by the Green Bay Packers and has stuck by their side for 14 years.

Donald Driver succeeded, even though he started out at rock bottom, because of the influence of his family, faith, and his overcoming attitude.

First, Driver's paternal grandfather, George Loftin, felt getting an education was better to focus on rather than Donald spending time on sports because sports can be taken away. Driver said, "I spent my entire high school career proving him wrong." Driver was set on proving his grandfather wrong by getting a full scholarship to a college through a sport; it didn't matter what sport, as long as there was a full scholarship involved. Driver ended up getting a full scholarship from Alcorn State University and got a degree in accounting.

Second, Driver's wife, Tina, got him out of selling drugs. Tina said, "If you want to be with me, you've got to stop this." Driver chose to get out of the drug game because he loved Tina very much and knew she was the one.

Last, Driver's children, Cristian, Christina, and Charity, influenced him to do good in life. Driver stated, "I didn't want any kids of mine to have to go through what I went through." Driver experienced a lot of hardships and did not want his kids to go through the same, but when he was financially and mentally set, he had three children. Donald Driver succeeded because of the influence of his family.

Donald Driver also succeeded because of the influence of his belief in God.

First, Donald Driver's life revolved around his belief in God. He believed, "If I don't have a relationship with God, I can't love my wife and kids the way I'm supposed to love them." Driver had a strong faith that was shown with everything he did. God gave him a moral compass around which to build his life. He was very thankful to God for all the blessings in his life. He wasn't arrogant. He realized he had been blessed by God.

Second, Driver went on a trip to Kenya through World Vision, a charity organization that helps people around the world with clothing, food, water wells, and other needs. The trip taught Driver that Americans are spoiled and take what they have for granted. Driver said, "What I took away from this trip was that the people we met had nothing. They were living off nickels and dimes. They didn't have decent drinking water. And yet they were smiling every day."

Driver got to see what the people of Africa went through, but they were just happy to be alive. In appreciation of all he had, he worked harder and began sharing his wealth with other poor African Americans.

Last, Driver thanked God first in the acknowledgments of his book for all that He had done for him. Driver said, "I want to thank God." Driver was not afraid to show his religious background and how devoted he was; being secure with the fact that he was a child of God gave him courage and confidence in who he was and what he could do. Donald Driver succeeded, even though he started out at rock bottom with the influence of his faith.

Donald Driver succeeded because he had a wonderful attitude.

First, Driver's perseverance helped him overcome. He always did his best no matter what position he was in. Driver was put on special teams with the Packers but that did not bring him down. He said, "I wasn't happy about it, but I decided that if I was going to be on the special teams, I was going to be the best special team's player I could be." This attitude made him a wonderful team player. He wasn't vindictive against his teammates.

Second, Driver never complained even when he was injured. This helped Driver succeed because it proved how much he wanted to play the game. He proved that he didn't complain, after an injury, when he wrote, "Despite the intense pain, I decided to fight the agony and return to the field no matter what." Driver had popped his right shoulder out of joint, but still played through the pain, never once complaining.

Last, Driver's confidence helped him. When Driver was in rookie camp he said, "I was confident and nervous all at the same time." He never let his nerves get the best of him which led to his success. Donald Driver succeeded even though he started out at rock bottom because he had an overcoming attitude.

Donald Driver succeeded even though he started out at rock bottom because of his overcoming attitude, the influence of his faith, and his family. This book is significant today because there is a lot of turmoil within the country between African American community and white America. Being successful is hard for African Americans, but not impossible to achieve. Donald Driver was able to prove that.



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## The Gettysburg Address

Students have been studying famous documents and speeches in Mrs. Nehlsen's American Literature class and then writing essays on their content and structure. Following is an analysis of the Gettysburg Address. It was interesting that Lincoln says, "dedicated to the proposition that all men are created equal." A proposition is a proposal and I believe Lincoln realized in 1863 that it would take dedication by all of us to this proposal to make it a reality. Today we still struggle with this challenge.

By Aidan

The Gettysburg Address by Abraham Lincoln was delivered on Nov. 19, 1863. It was given in the wake of the Battle of Gettysburg, in which casualties were over 50,000 combined.

This speech was meant to not only give the Union troops a boost of morale, but to remember those whose bloodshed had consecrated the battlefield at Gettysburg.

Lincoln tells of dedicating a part of the field as a "final resting place" to those soldiers who gave their lives for the betterment of our nation. Lincoln uses rhetoric language when he connects the bloodshed of Union troops to the bloodshed by Jesus, both sacrifices for others freedom. He says that their blood has consecrated the ground, making it holy, and this will be what we remember. He relates the soldiers to Jesus the sacrificial lamb, because of the soldiers' sacrifice we are free. He also uses "four score and seven years ago," which is a relation to time used in the Bible.

These relations brought in a connection to religion, adding a moral aspect to the war.

Another method Lincoln used was the chronological structure in which he organized his speech. He began with the first paragraph telling of the past, the formation of our country, and our conceivment in liberty.

In the middle paragraph he tells of the great battlefield they are standing before, and the dedication of an area to those who perished. In the final paragraph Lincoln dives into the future, his hopes for the honor and consecration of the soldiers, and that their deaths will not be in vain as we will continue their battle, and fight for an equal and preserved nation.

This address, though short, is one of the best and most important speeches of all time. It compelled soldiers to keep fighting, but at the same time it will always provoke a deep remembrance of their fellow soldiers.

Lincoln says "The world will little note, nor long remember what we say here, but it can never forget what THEY did here." Lincoln is hinting at the "unfinished work" that the perished men had fought for. The "unfinished work" in this case is winning the war with the South and preserving the Union. He is compelling the Union soldiers to win the war and do it for their brothers in arms who died on this battlefield. Lincoln says, "We take increased devotion to that cause for which they gave that last full measure of devotion(death)."

Besides finishing the war, this speech also inspired a feeling of equality. Especially in two parts. One very important line in the first paragraph is "we must be dedicated to the proposition that all men are created equal." In saying this, Lincoln is promising a future plan and hope of equality for all. He mentions this after telling of our nation conceived in liberty, tying equality to this other basic right.

One final major line in this speech is in the last paragraph, "that this nation, under God, shall have a new birth of freedom." This "new birth of freedom" is freeing the slaves and establishing a new state of equality in our nation. This also brings that morality aspect talked about previously into the argument, as well as religion. Lincoln is telling us that our nation under God, will experience a new wave of freedom, the new being all the Black men.

I think that Lincoln was a brilliant man and was one of the greatest presidents in our history. He not only wrote this speech to be compelling and make us strive for equality, but he used things like rhetoric and morality of religion to sway people's opinion. One final remarkable thing was how short this speech was, just ten sentences. It would've been under five minutes, so the fact that his address was so remarkable and historically impactful is amazing.

## We are climate superstars!

By Miranda Dahlke

Where exactly do we get our electricity from? How have human actions impacted climate change? What can we do to explore alternative energy sources? All of these questions were part of the Samsung Climate Change Superstars Challenge the sixth-grade science students participated in this past month.

Students worked to complete 10 daily tasks in order to participate in the challenge.

Check out these student reflections to learn more about what they learned:

"This was a really cool way to learn about our carbon footprint, and how we can reduce the use of fossil fuels. My favorite activity was Find Out Why Electric Cars Can Help. This activity was my favorite, because we got to look at multiple designs of electric cars and pick our favorite. We also got to look at some of the first designs of electric cars, and some of them are pretty weird. To complete one of the challenges we had to get ten people to sign the Energy Star Pledge, we reached out to teachers at our school, the principal, and even our parents. After finishing the Energy Star challenges, I looked into how much energy I use on my daily basis. I told my dad about it, and now we have changed our light bulbs to LED lights, and have been trying to make sure to shut off our lights when we aren't using them." - Emily N.

"The Climate Superstars challenge helped impact my daily life because now when I see something that I can save energy by a small movement I do it. Like I see a light that is on that doesn't need to be, I turn it off." - Julia P.

"I learned that the cars back then were very small [Find Out Why Electric Cars Can Help]. Back then they only had two batteries to make a car and some worked. Some of the cars back then had to sit basically on the ground and you had to lean forward to steer. When I am older, I am probably going to get an electric car. I learned a lot from this Samsung project, and I had a lot of fun. Superstar!" - Teagan M.

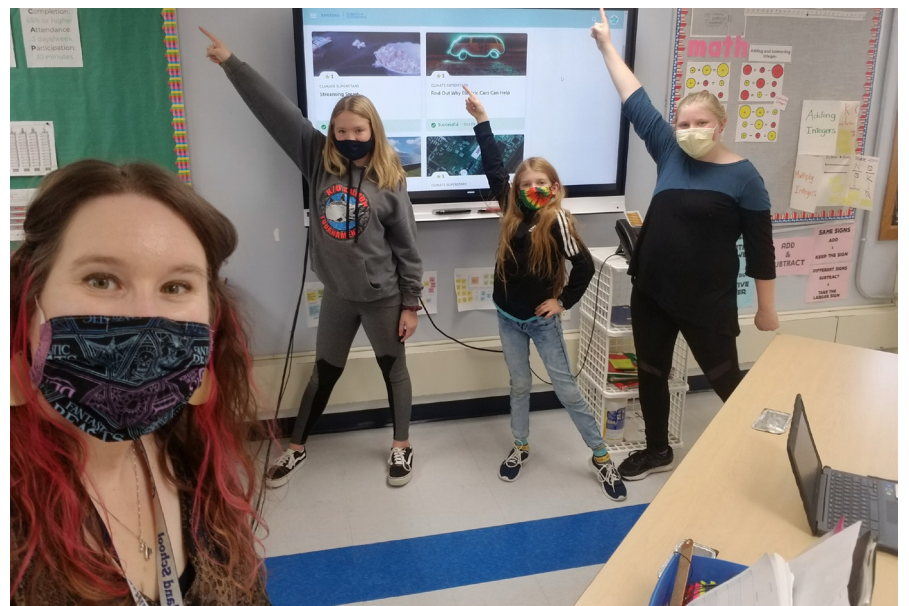


PHOTO BY MIRANDA DAHLKE

Sixth graders completed all the tasks in the Samsung Climate Superstars Challenge in science class.

## Academic Decathlon team advances to regional competition

By Miranda Dahlke

Even though extra-curricular activities are limited this school year, Island high school students still had the opportunity to participate in one: Academic Decathlon.

Mrs. Dahlke was joined by a new coach this year, social studies teacher Mrs. Grzelak. The United States Academic Decathlon is a ten-event scholastic competition for teams of high school students. Each high school can enter teams of up to nine students: three honor students (3.80 - 4.00 GPA), three scholastic students (3.2 - 3.799 GPA), and three varsity students (0 -

3.199 GPA). The theme for the 2020-2021 USAD is the Cold War. Students are provided extensive study guides that cover seven subject areas that reflect information about this year's topic.

**SCIENCE:** Introduction to astronomy and will include sections on the space race between the United States and the Soviet Union.

**LITERATURE:** critical reading, one long work of literature, and selected shorter works. The long work of literature will be "Cat's Cradle" by Kurt Vonnegut Jr.

**ART:** art fundamentals and will fo-

cus on an exploration of art during the Cold War.

**MUSIC:** introduce students to various musical works from the Cold War era.

**SOCIAL SCIENCE:** introduce students to the history of the Cold War.

**ECONOMICS:** fundamental economic concepts, microeconomics, and macroeconomics and will also include a thematic section on the economics of the Cold War.

**MATH:** general mathematics, geometry, and an introduction to differential calculus.

On Tuesday, Nov. 10, Aidan P, Bre-

anna M, Jake K, Hayden L, Zachary L, Andrea V, and Spender J competed in the local competition. By Friday, results were in and the team advanced to the virtual regional competition to be held on Jan. 8. Only 45 teams make it to regionals; Washington Island ranked 35 out of the 45 qualifying teams.

Now students will prepare to deliver a speech, write and submit an essay based on "Cat's Cradle," and prepare for an interview that will be judged and scored, all while reviewing the material in their study guides to prepare for regionals.

Congratulations, and study on!



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# Celebrating World Kindness Day

By Miranda Dahlke

World Kindness Day is always observed on Nov. 13. To celebrate this day, each homeroom group of students was encouraged to enter the Kindness Door decorating contest.

Doors had to incorporate the theme “Random acts of kindness” or “Kindness is contagious” and represent the students from that particular homeroom on the door.

Over a course of a week, 10 doors were decorated around the building. A panel of judges viewed pictures of each door and selected their top three. The winning door design was Ms. Wagner’s grades one and two.

The class earned the first visit from the Kindness Cafe Cart, which provided warm chocolate chip cookies and milk. Students will continue to spread kindness and earn a visit from the Kindness Cafe cart again soon.



PHOTO BY MIRANDA DAHLKE

A compilation of all the doors decorated for World Kindness Day.

## Title 1 program assessment update

*“Title I of the Every Student Succeeds Act (ESSA/ESEA) is a federal funding program designed to close achievement gaps and ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.”* (Wisconsin Department of Public Instruction).

The Washington Island School District, is identified as a schoolwide Title 1 program, allowing us to maintain our focus on the development, growth, and achievement of each and every enrolled student, not just those that appear to have a lag or delay in learning. Schoolwide programs are required to “ensure that systems, practices, and programs are effectively aligned to reduce gaps and support every student’s achievement.”

To meet these expectations, and to serve our students most impactfully, the WISD is committed to utilizing student performance data to drive instructional programming choices.

This year, the school has introduced a new assessment system, called FastBridge Learning. It is used as a benchmark testing program that students take three times a year: fall, mid-winter and spring. It also serves as a tool that assists with on-going progress monitoring. The data collected helps to organize the proper intervention services to provide for our students. This online program provides measurement of student performances in reading, math, and social-emotional behavior.

All WISD students were given their first benchmark testing in October. The school’s Data Leadership Team then studied the FastBridge Learning data and intervention recommendations it provides to determine how and where to best place students to receive needed services in reading and/or math. For most students, these interventions occur during daily Extended Learning Time periods, with teachers who have the tools and experience to provide the instruction.

Interventions are implemented over periods of minimally 10 weeks each. Regular progress monitoring (within the FastBridge Learning system) to determine growth and success rates is utilized with fidelity to ensure that interventions are successful, and student growth is evident as a result of the intervention program(s).

Students will engage in benchmark testing mid-year and end-of-the-year, allowing teachers to study growth on specific learning objectives, and to adjust instructional planning. Regular progress monitoring ensures timely adjustments as well. This responsive approach is intended to improve performance and mastery outcomes for all students in our care.

We invite all parents to inquire about interventions being delivered to their children. Please feel free to contact your child’s teachers about this, or any other concerns.

## Casting their mock ballots



PHOTO BY ALYSSA WAGNER

As part of the citizenship and government unit in social studies, the first and second grade students were able to participate in a mock voting for the presidential election. Before voting, they learned about the candidates, the different political parties, the qualifications to become president, and the many job duties and responsibilities the president has. Prior to voting, to make it as real as possible, students had to register to vote. On Election Day, students signed in to their classroom polling site and received their ballot. They completed their ballots in a voting booth and placed them in the ballot box. Each student then received an “I Voted” sticker to wear proudly. This was a very exciting day for the six, seven, and eight year olds, and they can’t wait to turn 18 someday so they can vote in a real election!

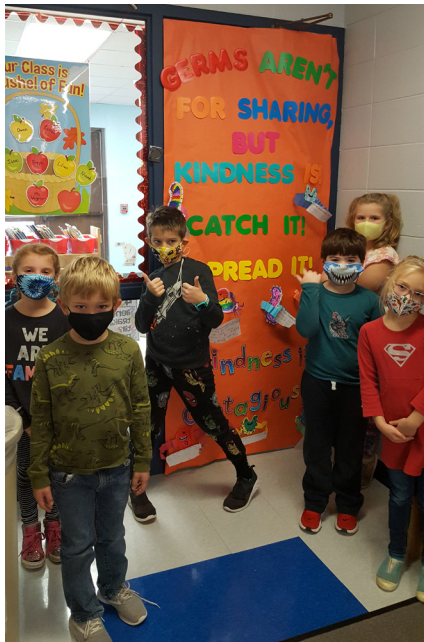


PHOTO BY ALYSSA WAGNER

The first and second grade class won the Kindness Door Decorating Competition. The phrase on their classroom door said “Germs Aren’t for Spreading, But Kindness Is! Catch It! Spread It! Kindness is Contagious!” They colored happy germs, made pop-out arms for them, and then wrote one way they can show kindness on their paper. Some ways they said they can show kindnesses are to compliment others, include others in games, pick up garbage, and clean up their house. Their reward was a special delivery from the Kindness Cafe Cart, where they were given warm cookies and either milk or hot chocolate. Yum! Congratulations to all students and staff who worked so hard on creating their wonderful doors of kindness. Our school is filled with bright and cheery reminders to show and spread kindness to all! Pictured here is the winning door and the first and second grade students who created it.