

SUMMER 2021-2022

# CHEESEMAKER PRIDE

SCHOOL DISTRICT OF MONROE



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#CHEESEMAKERPRIDE

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## MISSION STATEMENT

*The School District of Monroe will prepare each student for the future by developing academic, life, and employability skills. To this end, we will foster partnerships with family and community to ensure student success.*

## MONROE HIGH SCHOOL REFERENDUM

November 8th, 2022



Ron Olson  
Business Administrator

On March 28<sup>th</sup>, the Board of Education passed resolutions to provide that a referendum be held on the November 8, 2022, regular election that will ask the community whether they approve authorizing the construction of a new high school on a new site at a cost of \$88,000,000. The cost includes the construction of the building and all necessary building systems including a performing arts center, acquisition of a site, utilities and site preparation, final site work including paved surfaces and athletic fields, furnishings and equipment for the new high school, and the removal of the current high school and restoration of that site. The question also would cover costs for capital maintenance and mechanical system improvements for Abraham Lincoln Elementary similar to what was done at Parkside and Northside elementary schools. Following is the question as it will appear on the ballot in the fall.

**Question:** Shall the School District of Monroe, Green County, Wisconsin be authorized to issue pursuant to Chapter 67 of the Wisconsin Statutes, general obligation bonds in an amount not to exceed \$88,000,000 for the public purpose of paying the cost of a school building and improvement project consisting of: acquisition of land for and construction of a new high school, including a performing arts center and site improvements; removal of the current high school and site restoration; capital maintenance and mechanical system improvements at Abraham Lincoln Elementary School; and acquisition of furnishings, fixtures and equipment?

(Vote Yes or No)

The Board chose to move forward with the referendum after surveying the community in January. School Perceptions, an independent, third-party firm, developed and distributed the survey and collected the results. The community was surveyed as to whether they preferred constructing a new high school on a new site, renovations and additions to the current high school to make it a 7-12 facility, or neither option. 62% of respondents said they preferred and would support constructing a new high school on a new site. 16% of respondents said they would not support either option. The remaining

*MHS Referendum...(continued on page 2)*

**MHS Referendum... (cont. from pg. 1)**

22% either said they approved the 7-12 option or were not yet sure. The overwhelming community support in the survey results for the new high school on a new site helped guide the Board's decision to proceed with the referendum question this coming fall.

For those who have read my previous articles, you know it was a long process to this point where the Board has finalized on a question to address the high school. A facility study of all district facilities was completed in 2017. A Facilities Committee of staff and community members was then developed to review the results. It was quickly determined that the high school had the most needs and was the highest priority. There was not time to develop a consensus plan for 2018. However, district debt was expiring on bonds from past projects, which work similar to a home mortgage, so it was determined to ask the community to do a project to update the mechanical systems on Parkside Elementary. The community approved it, the project was paid off in two years, and the tax rate did not increase due to the other expiring debt. In 2020, the District was looking to move forward with the question of renovating and remodeling the high school into a 7-12 building when COVID happened. The District did not feel it could inform the community well enough for a project of that size while much of the country was shut down. The District instead asked a question to update Northside Elementary, similar to Parkside. That project has passed, will be completed this summer and the debt will be retired in the spring of 2024.

Why did the District change paths from the 7-12 question that was going to be asked in 2020? The District heard feedback from the community. Some were concerned about the restructuring of grade levels at all of our District buildings and the closure of Abraham Lincoln Elementary. Others were concerned that the cost between the two projects was not that significant and that renovation and additions to the current high school would mean much of the building would still be nearly 70 years old by the time the project was completed versus a completely new facility. There were also concerns about the cohesiveness of a building that had already had numerous additions which would have had more new additions versus a new building with a coordinated design. The Facilities Committee revisited the options and ultimately recommended to the Board the new high school on a new site option. The Board then surveyed that option versus the previous 7-12 remodel/addition and as stated above, there was overwhelming support for the new high school option.

November is a long way off, but it will be here before we know it. As we move forward through the summer and certainly into the fall you can expect to receive much more information regarding the referendum. With the Board authorizing the referendum this far ahead, it will allow us to better prepare to provide the community with the information they need to make an informed decision on election day. You can expect that there will be future articles regarding the referendum and informational mailers to the community in the fall. There will also likely be community presentations where people can learn more about the referendum question, why it is being asked, and can ask their questions about it.

A question of this magnitude does not happen very often. It is important that the community is informed so they can be comfortable with their vote whether it is yes or no. The outcome of the referendum will be an important factor in shaping the future of the District and community for years to come.

**1959**

**2022**

**MHS REFERENDUM**

SCHOOL DISTRICT OF MONROE

**M**  
MONROE

**VOTE NOVEMBER 8th, 2022**

# NORTHSIDE *Memories*



*Best DAY ever!*

We love when Maximus comes to visit!

*GOOD TIMES*



Classroom Grade Level Buddies!  
Field trips, games, and fun = new friendships

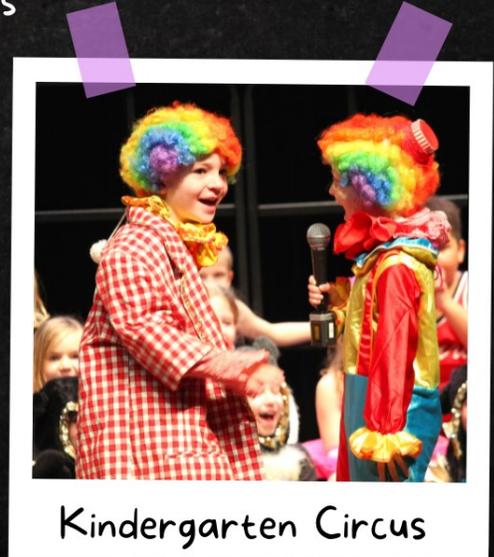


We are WILD about Northside!



Student of the Month confetti celebrations!

Return of the Greatest Little Show on Earth!



Kindergarten Circus

## DISTRICT CELEBRATES NEW STUDENT ACHIEVEMENT PLAN

Joe Monroe, Director of Pupil Services  
Todd Paradis, Director of Curriculum & Instruction

Spring marks the arrival of warm weather, green grass, and the end to another school year. To be honest, most staff members are happy to have survived what was a long and difficult year. One filled with a variety of challenges that were unlike any we had previously experienced. The pandemic continued to create new problems that required attention on a daily basis. Families were divided on how our schools should be managed. Students returned to school with academic and behavioral deficiencies that required immediate attention and remediation. Teacher shortages became a threat to our ability to consistently staff our schools, and as a result, staff burnout became a real concern.

Despite these challenges, the District made a concerted effort to ensure that we improved the school experience from the year prior. We were able to keep the students, staff, and families safe and healthy. We were able to keep our schools open for in-person schooling for the entire year despite a huge surge in COVID activity in January. We were able to serve students that had significant academic and behavioral deficiencies coming out of a virtual education model. We were able to find creative ways to staff our schools even during the most difficult times. This outcome was only possible through the careful analysis, problem-solving, patience, hard work, and perseverance of the staff. This was no small feat, and it is one that should be celebrated by our community.

While we are proud of these accomplishments, it is important to acknowledge the fact that our school district report card fell short of our goals and expectations. District administrators and teacher leaders determined that it was absolutely necessary to push harder than ever to identify necessary improvements. The staff worked tirelessly to implement a new collaborative, data-based system and strategies to improve the learning experience for all students. This new system is the culmination of over six years of research, training, and practice that we believe will lead to significantly improved student performance outcomes. Below is a brief summary of the work that is being done across the district:

### K-12 DISTRICT

For the 2021-22 school year, we committed to having one overarching goal to guide our work in addressing academic achievement and growth, student by student and learning target by learning target. Our goal was to fully implement a complete and functional teaching and assessment framework that will allow educators to utilize meaningful data in real time to inform instruction and respond to individual student needs.

To accomplish this goal, we established three priority areas with specific action steps for our teachers to complete together within their PLCs-Professional Learning

Communities. First, teams created common formative assessments to monitor student learning at the classroom level to allow for immediate and responsive instruction. Second, teams implemented a data collection system to organize student learning data to allow for analysis and identification of specific students in need of support. Lastly, every teacher embedded GRT-guaranteed recovery time, which is a flexible Tier 1 time in their weekly and/or unit plans to differentiate instruction and meet the individual needs of students.

This work is far from done, but it has led to more frequent and consistent use of effective instructional and collaborative practices across the district. It has also helped us begin to align our curriculum work K-12 and narrow our focus on identifying what is most essential for our students to learn in every course and subject area. These next steps are critical in order for us to complete the teaching and assessment cycle effectively and provide a guaranteed curriculum that is vertically aligned.

If we want to see improved results for the district, we must continue to work together across all levels and all buildings.

*District Improvement...(continued on page 5)*



**School District of Monroe  
Summer School**

**Monday, June 13 - Friday, July 1st**

**August Jumpstart:  
Monday, August 1st - Friday, August 12th**

**SUMMER SCHOOL**  
**MONROE**  
*Cheesemakers*

**ELEMENTARY**

At the elementary level, we have focused our efforts on making improvements in literacy and addressing our low reading achievement scores and the learning gaps created by COVID of our youngest learners. To do this, we have identified two areas of improvement.

First, we committed to providing intense professional development for our teachers to equip them with the skills and knowledge to support students in the area of literacy. By the end of the 2022-2023 school year, all K-3 teachers (classroom and special education teachers) will be fully certified in LETRS (Language Essentials for Teachers of Reading and Spelling) to address literacy achievement concerns. Even though becoming LETRS certified requires over 100 hours of intensive training, teachers report that it has been the best professional development experience and we are confident that it will translate into improved reading achievement scores.

In addition to professional development, a group of administrators and teachers have participated in an ELA curriculum adoption process to ensure that elementary students are guaranteed a curriculum and instruction that is aligned to research and evidence-based practices (LETRS training). This process has provided us with valuable information on effective instruction and the importance of providing ALL students access to explicit, systematic instruction with application and transfer opportunities on foundational literacy skills, including phonological awareness, phonics, word recognition, print concepts, and fluency. In addition, a greater emphasis on building students' background knowledge and vocabulary through the integration of science and social studies for students in both reading and writing.

The team has identified high quality resources and materials that will support our literacy work and will be implemented by teachers across all three elementary schools for the 2022-23 school year. We believe this will provide a more equitable experience for all students and will build a foundation of literacy that will lead to better results.

**MIDDLE SCHOOL**

The middle school serves as a bridge between our elementary schools and our high school as students transition from 5th to 6th grade and 8th to 9th grade. The alignment of our curriculum and instruction is critical in student success. For the 2021-22 school year, administrators and teachers have focused on identifying a narrow list of academic standards that are essential for students to acquire to help prepare them for future success in the next grade level, on state assessments, and in life. The process of narrowing our focus has led to two important changes we feel will have a positive impact on student learning.

At the classroom level, teachers are increasingly using these essential "Power Standards" to guide their reteaching and who they pull for Flex time (daily academic help). To provide support and coaching, administrators have met with teams 2x per month.

At the district level, collaborative conversations within grade level teams across buildings and levels are happening more frequently. An example of this collaboration is our 5th to 6th grade math teachers working together on a plan to better support 5th grade students in making the transition to middle school. This includes students being placed appropriately using the data we are collecting on our standards and developing more consistency with our instructional framework.

**HIGH SCHOOL**

Our high school administrative team and staff have worked extremely hard this year to address the school report card concerns in the areas of academic growth and targeted groups for both ELA and math. Their building goal this year was to have all 9th, 10th, and 11th grade students' overall performance on the state assessment (ASPIRE and ACT) increase by 2 points in each assessed area of English, Reading, Science, and Math and in the overall Composite score when compared to the performance of students who took these assessments in the 2020-2021 school year.

The key action step in working towards this goal was the implementation of MasteryPrep, an assessment and curricular resource that aligns with the ACT. Students have used Friday FLEX times to access the MasteryPrep system to work on skill building and test taking strategies that are directly related to their previous performance on the practice ACT. This system allows us to collect data multiple times during the year to be proactive in adjusting our instructional plans. Staff met in collaborative teams to analyze student performance and identify areas of improvement to ensure that our curriculum is meeting the needs of what is assessed and the individual needs of students.

In addition to addressing our academic performance, MHS administration and teachers have been committed to providing more career readiness opportunities to meet

District Improvement...(continued on page 6)



the demands of our community businesses and expose our students to relevant learning. This has included the hiring of a full-time SOAR coordinator to improve the number and frequency of workplace experiences through our youth apprenticeships, internships, and work experiences. It also includes the development of a new program called LAUNCH. LAUNCH is the collaboration of educators, businesses, and community partners, to produce personalized learning experiences that educate the workforce of tomorrow, especially in high skill, high demand jobs. For the 2022-23 school year, we will be working with business partners to provide two career pathways in the areas of business analytics and media solutions.

The purpose of sharing this information is to make it abundantly clear that the District has an intense focus on improving the instructional process for all students. Our students, families and community deserve the very best educational experience, and the administration and staff are extremely confident that the above-mentioned efforts will lead to success for our students. Thank you for your continued support and patience as we work to provide your children the best possible educational experience.

### **MONROE HIGH SCHOOL FORENSICS TEAM HAS HIGH SCORING SEASON!**

The MHS Forensics team recently ended its 2022 season. With a team of thirty students, we took home trophies and high scores from each of our six tournaments. The team won the Badger West Conference title for the first time in over a decade, and we had 24 students make it to the WHSFA State Tournament, held the weekend of April 8-9th in DeForest, Wisconsin. MHS was one of just 16 schools in the state recognized with an Excellence in Speech award which is given to the top 5% of schools that compete in Wisconsin high school forensics.

#### Individual Badger Conference Titles & Finalists:

Cassi Riese & Jenna Calvagna -  
1st in Group Interpretive Reading

Lilly Cherney - 1st in Farrago

Finda David - 2nd in Extemporaneous

Piper Bird - 2nd in Special Occasion

Manal Mustafa - Finalist in Special Occasion

Ashton Klemm - Finalist in Special Occasion

Ethan Towne - 3rd in Impromptu

Dorian Ryan - Finalist in Impromptu

Kristina Foley - Finalist in Impromptu

Lauren Coppes - Finalist in Public Address

Zander Slack & Sam Wolf -

Finalists in Play Acting

James Wahl - Finalist in Poetry

Hutcher Schwartz - Finalist in Storytelling

#### Wisconsin High School Forensics Association State Tournament Medal Winners:

**Critic's Choice Gold Medalists (awarded for a perfect score):** Finda David, EJ Jordan, Lilly Cherney, Ethan Pulvermacher, James Wahl, and Elsa Schaefer

**Silver Medalists:** Marina Schubert, Cynthia Murphy, Sam Wolf, Zander Slack, Kalie Lomeli, Jade Lara, Lauren Coppes, Elsen Gratz, and Manal Mustafa

**Bronze Medalists:** Jenna Calvagna, Cassandra Riese, Dorian Ryan, Kristina Foley, Owen Klemm, Gabriel Whitney, Noah Gatdula, and Piper Bird

Congratulations to all team members, head coach Carolyn Schultz, assistant coaches Michelle Kister and Megan Dilley, and senior captains Elsa Schaefer, Ethan Pulvermacher, and Jade Lara.



## AN AWARD WINNING YEAR FOR MHS THEATRE!

Monroe High School Theatre had a tremendous season this past year producing not just two but 4 productions—*Our Place*, *All Together Now*, *Seussical*, and *One Stoplight Town!*

In addition to performing for audiences, the cast of our fall play *Our Place* also competed in the WHSFA One-Act competition and made it all the way to State where we received awards for Outstanding Ensemble, Outstanding Direction, Outstanding Technical Theatre, Critic's Choice, and Outstanding Acting Awards for students Dorian Ryan, Jade Lara, Jonathan Beardmore, and Lilly Cherney.

One week after *Our Place* closed, we were right back onstage performing *All Together Now*, a musical revue featuring songs from hit musicals including *Newsies*, *Mary Poppins*, *Mamma Mia!*, and *Fiddler on the Roof*. The cast of 11 worked hard to learn the choreography and music in just 7 weeks. We also had a group of 6 students who wrote and performed in original comedy skits and acted as the evening's MCs.

Over 1400 people saw our production of *Seussical* and we were honored with standing ovations each night! As a participating school in the Overture Center's Jerry Awards, a program that recognizes excellence in high school musical theatre, we received 12 nominations! Keeley Mulligan (Cat in the Hat), EJ Jordan (Horton), Lilly Cherney (Gertrude), and Bella Brunton (Mayzie) were all nominated for Outstanding Lead Performer awards. Hayden Jackson (Jojo), Lilian Saunders (Sour Kangaroo), Dorian Ryan (Mr. Mayor), and Kaitlyn Elgin (Mrs. Mayor) were nominated in the Outstanding Supporting Role category. Our production also received nominations for Outstanding Scenic Design (Brenda Davis and Alex Sutter), Outstanding Lighting Design (Jenny Bochar), Outstanding Costume Design (Brenda Davis), and Outstanding Stage Crew. Winners are announced in mid-May and any Lead and Supporting Role winners will perform in the Jerry Awards broadcast airing on PBS this summer.

In a Fine Arts Festival year, we always provide an opportunity for a Junior or Senior student to direct a One-Act play. This year, MHS Junior EJ Jordan directed *One Stoplight Town*, a story about the people living in a small town featuring a cast of 16. The play was presented to students during the Fine Arts Festival and for audiences the evening of the April 28th Empty Bowl dinner and on Friday, April 29th.

Thank you to all of our incredibly talented cast and crew who performed and worked with us this year! Be sure to save the date for our fall play *The Play That Goes Wrong* November 11th-13th, 2022 and our musical *The Little Mermaid* March 3rd-5th, 2023!



## Congratulations to our Retirees!

**Dennis Buol**

District Custodian - 32.5 years

**Gayle Buol**

Parkside Custodian - 22 years

**Sandi Buol**

MMS Custodian - 24 years

**John Ditter**

MHS PE Teacher - 29 years

**Brenda Engeli**

MHS Cafeteria - 18 years

**Catherine Gilbertson**

Abe Lincoln Custodian - 36 years

**Nichole Jordan**

Northside Reading Interventionist - 25 years

**Robert Kohn**

Northside Custodian - 6 years

**Rebecca Larsen**

Parkside EBD Aide - 27 years

**Peggy Riese**

MMS Special Ed Aide - 22 years

**Mary Ripp**

Parkside Cafeteria - 12 years

**Charmel Sutter**

Northside Educational Aide - 25 years

**Renee Tordoff**

Northside Kindergarten Teacher - 27 years

**Rick Waski**

District Administrator - 8 years

# PARKSIDE *Memories*



The 5th Grade Flag team kicks off each school assembly with 2 laps around the gym and an enthusiastic P-A-R-K-S-I-D-E!



PTO sponsored Penny War raises funds to buy books for classroom libraries!



A new Parkside tradition - Artist of the Month! Each month, a student was recognized for their art-making and had their work on display!



4th and 5th graders join Race to Read! They read a variety of books and participated in a team competition to test their knowledge in May.



Classroom buddies met monthly for special projects and learning activities!

**MATH FUN AT MMS**

Students in Mrs. Engels Math 7 classes learned about proportional relationships between Distance, Rate and Time by timing little toy cars and how long it took them to stop unwinding. Students recorded their data and then made graphs to see the relationship in the data.



At Monroe Middle School, 7th grade Math classes combined to discover the origins of Pi. They blew bubbles and found the distance around the outside of the imprint they left on a piece of paper. Students from both Mrs. Trow's and Mrs. Engels' regular and accelerated classes had a great time collaborating and learning.

**PLAYING WITH YOUR FOOD AT MONROE MIDDLE SCHOOL**

Having Mrs. Jocelynn Stephens for a teacher means there is a good chance you will get to enjoy some tasty treats! As the Family and Consumer Education teacher at Monroe Middle School, she always finds ways to incorporate food into learning. Whether it's making breakfast together in homeroom or participating in a gingerbread house contest during the holidays, something fun is always cooking at MMS!



8th graders got creative making gingerbread houses for some holiday fun. Nate recreated Stonehenge!



6th graders from the Stephens Squirrel Squad made breakfast together for a fun homeroom activity.

# ABE LINCOLN

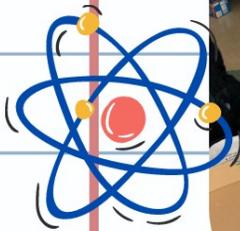
*Memories*



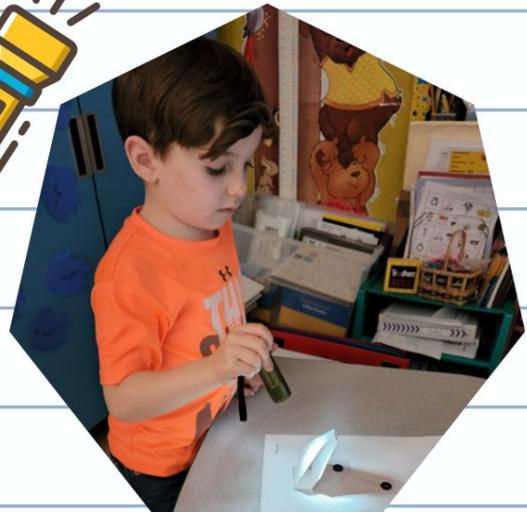
We did it! Mrs. Eckroat's class celebrated finishing the FORWARD exam!



Ms. Buntrock's class enjoyed a Measuring Egg Hunt where they used their measuring skills to find and measure eggs.



5th graders explored engineering principles using Snap Circuits to assemble electronic circuits on a grid.



Mrs. Steele's students investigated shadows and how they move.



Make way for the Kindness Patrol which greets students on Friday mornings with inspirational messages!



## BUILDING THE STEPS TO SUCCESS

In the Cabinet Making and Prototyping class at Monroe High School, taught by Mr. Tom Witt, students work on a variety of projects throughout the school year. This year projects included manufacturing Adirondack chairs for the Excellence in Education Foundation auction fundraiser and designing and building bat box kits for the Monroe Public Library. Senior Chase Stoerp also completed an independent project, designing and building therapy steps for the students at Northside Elementary School. Once fully assembled and installed, students will be able to use these stairs in Northside's Sensory room. Thank you to Chase (a Northside alum) for providing these wonderful steps for our students!



## REPS FOR A CAUSE

Students in Mr. John Ditter's Athletic and Performance Strength Training classes at MHS are always up for a challenge. This year, Mr. Ditter raised the bar by challenging his 95 students to see how many bench press reps they could do with a 35 or 45 pound bar. Each rep recorded equaled a 5 cent donation to Ukraine. At the end of the challenge, students had completed 6,645 reps and raised \$345. Way to go!



## MHS ART CLUB IN ACTION

The MHS Art Club has been busy this year creating fabulous art! In the image on the right, students are working on a mural in Ms. Rachel Showers' English classroom. In the image on the left, Kaitlyn Murphy is putting the finishing touches on a bags board for the Monroe Country Club. The project was a collaboration with students in Mr. Tom Witt's Woods classes who constructed the boards.



**School District of Monroe**

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***School District of Monroe Calendar***

**May 30th**

**No School - Memorial Day**

**June 2nd**

**Last Day of School - Half Day, No Lunch**

**June 8th**

**Summer School Open House at Monroe Middle School**

**June 13th - July 1st**

**Summer School**

**August 1st - August 12th**

**August Jumpstart**

**September 1st**

**First Day of School 4K-5th, 6th and 9th Grades**

**September 2nd**

**First Day of School 7th-8th and 10th-12th Grades**



**ATTENTION NON-RESIDENTS OF THE SCHOOL DISTRICT OF MONROE**

This newsletter is provided to all residents of the School District of Monroe. The most affordable process used to circulate this newsletter throughout the district is to use saturation mailing. It is costly to avoid a few non-residents from receiving our newsletter. We apologize for your inconvenience but wish to provide important information to all residents. Thank you.

**#CHEESEMAKERPRIDE**

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