



MEMORANDUM

**John Weiss, Principal
Greendale Middle School**

Date: March 16, 2015
To: Dr. John Tharp, Superintendent of Schools
Board of Education
From: John Weiss, Principal, Greendale Middle School
Re: Civic Mission of Schools Report and Attributes Update

Introduction

In the Greendale School District, we have had a tradition of students and staff giving service and we continue enhance this to promote student achievement, civic pride, and individual responsibility at all grade levels. We have been involved in providing the students in our District with service-learning opportunities for more than thirteen years and continue to work to find ways to engage youth in our schools and use service learning and character development as a pedagogy or strategy to focus on student achievement and develop a sense of responsibility in all of our students. This work is based on the belief that by giving students and adults an opportunity to apply their skills and personal strengths to activities that benefit their own communities, the entire community will benefit. For students, involvement in service learning activities increases motivation and the desire to learn. Other student outcomes of service learning are that it helps students identify themselves as citizens and a leaders, helps students recognize outcomes and consequences of actions, provides experiences in which students use critical thinking to enhance self-worth and self-knowledge, reduces stereotypes, and puts students in environments where they have to practice respect and act responsibly.

The goal of the report is to highlight the work in our schools related to Service learning, character education, student leadership, and civic engagement that promote academic achievement and student responsibility by connecting a student's academic studies to real life experiences. Infusing service learning, character education, and civic engagement into the school culture promotes academic achievement and student responsibility by connecting a student's academic studies to real life experiences. These efforts are also effective intervention strategies to increase student involvement in community and school activities, to increase understanding of their role and responsibilities as a citizen, and to promote a growing sensitivity to diverse cultures. Service-learning can be an excellent motivator of character development and an effective method for teaching and learning the lessons of character. Students have an opportunity to act on and validate the values they learn in school. Character education programs foster a climate where service-learning can thrive by providing students with opportunities to take moral action, and as a result, students develop and participate in projects that they are passionate about.

Character Education

The character education programs at all five schools have really helped in our efforts to provide students with opportunities to be engaged in their learning, develop leadership skills, make connections with the village and school community, and foster a positive school climate. Starting at the elementary levels with the CARE program, students are engaged in activities and experiences that give them a voice in their learning. The work at the elementary level then continues at the middle school with the PRIDE program. Through the development of a leadership team, students work with teachers and administration to create opportunities for them to have voice in creating a positive culture and climate. The high school has continued to build on the character programs implemented at the elementary and middle school through the new resource period and a student leadership group called Agents of Change. Using our character education programs at all three levels allows us to have one consistent message in which to frame our work related to Service Learning, citizenship, and civic engagement. The work of our staff and students continues to be shared and highlighted through the Good News on the website, school Weeklies, and District newsletters. Below is a summary of the efforts related to character education at all five schools.

Greendale High School Character Education

Having completed a cohort with a number of teachers over the summer, Greendale teaching staff is now prepared to implement the fundamental values of character education into their classroom teaching. The goal was for each teacher to develop character traits in their teaching and to present those through their curriculum. In addition, the Freshmen Transition Program, which is part of the new resource period, provided a unique opportunity for teachers to build relationships with students and to conduct character based lessons with them. The program provided students the skills necessary to be successful both academically and socially in high school. In addition, Agents of Change is a student led group that works to promote a positive atmosphere at the high school. The groups consists of roughly 40 students who work to plan events or other activities that make students feel welcome in the school, or make them feel valued while they are here. Agents of Change provides students with the opportunity to work on their leadership skills, while at the same time allowing students to feel comfortable and valued at school.

Greendale Middle School PRIDE Program

This year the PRIDE Committee consists of 35 members, including the members of the Executive Board. The ten 8th graders that make up the Executive Board meet every Wednesday at lunch. The full PRIDE Committee group meets once a month, working in five subcommittees on specific tasks. Their responsibilities include the following:

Perseverance — Angel Tree, Save Lids/Save Lives, PRIDE Guides

Respect — Recycling, Birthday Decorations, PRIDE Guides

Integrity — School Spirit, "Catch That Panther PRIDE," All-Star Event, PRIDE Guides

Diligence — Box Tops for Education, Cleaning jobs, PRIDE Guides

Empathy — Lemonade Stand, Save Lids to Save Lives, PRIDE Guides

This year we are continuing the work we had done in the past, fine tuning a few key components. One involves being a PRIDE Guide. From the very first day of school, we assigned PRIDE Guides to new students. The Guides are given badges and a copy of the new students' schedules. The PRIDE Guides are responsible for giving tours, escorting the new students to all of their classes, and making sure they have a place to sit at lunch. Next year we would like to make buttons for the PRIDE Guides to wear.

Putting Birthday Greetings on students' lockers got started at the very beginning of the school year also. The Executive Board and members of the Respect Committee are in charge of making sure the decorations get put on the students' lockers after school, the day before their birthday, and that no one gets missed. We also added "Welcome Back" decorations to use for students who have been out for an extended time due to illness.

To encourage more school spirit, a third activity has been improved. "Peety the Panther" has made consistent appearances at home sporting events. Members of the Integrity Committee have been very conscientious about dressing up in the mascot costume and conducting a half-court shot contest at halftime. If a student makes the basket, he/she receives a PRIDE t-shirt.

A couple of new ideas have been added this year. One was the PRIDE Bulletin Board. Each month a committee is in charge of posting upcoming events for that month at all grade levels. The "Catch That Panther PRIDE" recognitions are also posted there. Since last years' All-Star Carnival wasn't as well received by the students as we had hoped, we decided to host an All-Star Movie Night at Value Cinema for all students who had no disciplinary actions for first semester. The PRIDE Committee helped in the planning of the event and getting the tickets out to the Home Bases. Approximately 185 students attended the evening movies.

Greendale Middle School Attributes

The third goal of the Strategic Plan (*To work with faculty and community to identify and define the key attributes desired for graduates of the Greendale Schools and implement the tools needed to instill those attributes and measure our success*) continues to provide the middle school with a framework for us to provide students with meaningful and engaging experiences that help them grow in the areas of character development, critical and creative thinking, communication and collaboration, citizenship, and personal wellness. Within each of these five attribute areas, staff has identified the knowledge and skills that can be developed both within and outside the curriculum and has worked to identify the opportunities for students to demonstrate these skills and reflect on their growth. These areas include direct links to instruction, student projects, assessment opportunities, engagement in Service Learning, character education lessons, activities during the school day, leadership opportunities, etc.

Our main focus for this school year was to continue this work by giving students multiple opportunities to develop and demonstrate their knowledge and skills in each of the five attribute areas, reflect on their growth, and more importantly, provide time during the school day to do this. The question we address was "How do we find time to instill these attributes and measure success?" Without decreasing any instructional time, the middle school added an Attribute/PRIDE block to the schedule to provide our students and teachers with twenty-minutes every Friday to give the opportunity to specifically address an Attribute. This twenty-minutes (pulled from our Homebase time) coupled with the twenty-minute Literacy Block, gives a full forty-minutes each week to engage the students in a meaningful lesson.

While the lessons conducted throughout the year have addressed skills within each of the five attribute areas, our goal this year was to focus on the Character Attribute with emphasis placed on independence, understanding of others, and valuing learning. All of these lessons are also directly linked to the five areas of our PRIDE character education program (perseverance, respect, integrity, diligence, empathy) and have been presented in multiples ways including, PRIDE meetings, small and large group discussions, links to literature, current event topics, written reflections, Service Learning experiences).

In an effort to collaborate the areas that we are addressing schoolwide, a PRIDE and Attribute GoogleDoc has been created to document the weekly lessons throughout the year. These lessons include the topics addressed during the Attribute Block or those linked to classroom curriculum.

Below are just a few examples of activities and lessons conducted throughout the year during the Attribute Block at each of the three grade levels.

Grade Level	Activity/Lesson	Attribute(s) Addressed	PRIDE Element	Assessment/ Measurement
6 th grade	Getting to Know You-Sharing of Student	Understanding of Others	Respect, Empathy	Written letter
6 th grade	Follow-up discussion to the topics of friendship and bullying addressed during the William Henderson assembly.	Character	Respect/Empathy/ Integrity	Examples of how individual can make either a positive or negative impact on others.
7 th grade	Clean and Green service learning project evaluation.	Understanding self and others and character building.	Respect, integrity, perseverance, diligence and empathy.	Evaluation and reflection form
7 th grade	Bullying lesson and discussion – creating a classroom definition	Understanding of others and themselves	Respect, integrity, empathy	Written reflection
8 th grade	Using Self reflection and assessment – Who am I?	Communication, Personal Wellness, Character	Respect	Online self reflection
8 th grade	Pathways to success-goal setting	Creative and Critical Thinking	Perseverance	Written goals

A second focus of our work this year was to provide students with an opportunity to reflect on their growth and identify evidence that highlights their progress. In essence, identifying artifacts that demonstrates their growth in each of the Attribute areas and highlights their strengths, achievements, involvement, and contributions throughout the course of their school years. An online tool we decided to try this year is Career Locker. Formerly called WisCareers, Career Locker is a tool that the District is currently using to help students with career awareness, exploration, and planning. Each student has the opportunity to create an account that they can use throughout middle and high school. In addition to providing them with a great resource to explore and learn about various careers and colleges, Career Locker also serves as an online portfolio that can be used for students to upload information related to skills and abilities,

assessments, academic records, activities, and accomplishments. The portfolio can also be customized to fit their needs. The middle school decided to use Career Locker and customize it so that the students could upload artifacts that shows evidence related to the Attribute areas to demonstrate their growth and give them self-recognition of their involvement and successes. Examples include work samples, written reflections, goal setting sheets, letters of recommendation, academic and athletic accomplishments, involvement in leadership and service, etc. The goal for this year is to have students upload a few artifacts so that they can continue to build their portfolio during their years at the middle school and as they move into the high school.

Canterbury CARE Program

We have decided to take a school-wide approach to setting behavioral expectations at Canterbury this year and in the future. We will be implementing Positive Behavior Interventions and Supports (PBIS) in addition to our CARE (Community, Attitude, Respect, and Empathy) philosophy. PBIS is a nationally recognized model that is currently being utilized in thousands of schools across the country. We have always had behavior management systems in individual classrooms, but we felt it was necessary to develop a school-wide approach in order to establish consistency for the students.

PBIS focuses on setting common expectations that are followed in every area of the school. Our three expectations of Be Safe, Be Respectful, and Be Responsible are clearly defined in the classrooms, hallways, bathrooms, lunch, playground, and assemblies. We are in the process of placing these expectations around the school that explicitly define appropriate behaviors in all areas. In addition to defining the behaviors, we will be teaching the expected behaviors to students throughout the year.

Another essential component of PBIS is recognition and celebration of positive behaviors. We will continue to recognize students on a weekly basis by handing out Paws on announcements for students who demonstrate exemplary behavior. We will also have monthly assemblies where we will take time to recognize our efforts with PBIS.

We also have strategies in place to address situations when expected behavior is not demonstrated in a particular setting. We will be using a PBIS behavior form to track both minor and major behaviors. Minor behaviors will be addressed in the classroom, while major behaviors will be referred to the office and addressed by myself. In addition, we will once again be using Peer Mediators to help resolve conflicts between students. We firmly believe that PBIS will allow us to focus less on behavior and spend more time on instruction while creating a positive environment for everyone.

College Park CARE Program

College Park uses the principles of CARE to create a safe and supportive learning community for our students and families. Classroom meetings and lessons are held related to the concepts of building a strong community, choosing a positive attitude, treating others with respect and having empathy for others.

The common language is used by all staff, and students, to reinforce expectations. Students have written a CARE Pledge that is recited on announcements. It reads, “In a caring school we will build a strong community that is free of bullying. We will choose our attitudes wisely and respect one another by showing empathy for the feelings of all people in our school.” This pledge has become a regular reminder of how to treat each other.

Kindergarten students learn that young learners can take the initiative to brighten someone’s day by taking the time to talk, write, or make a gift for someone else. They follow the “Bucket Filler” philosophy: Actions and/or words show you care.

Common behavioral expectations are, be: respectful, responsible, safe and in control of your voice. A visual voice meter has been created as a consistent reminder of volume in different situations. Expectations for classrooms, restrooms, hallways, the playground and the cafeteria were developed by a 5th grade leadership team and shared with the school. They are posted in hallways, restrooms, cafeteria and classrooms as reminders of expectations. These common expectations and consistent language help our young learners understand expectations in all areas of school.

Students across grade levels engage in partnerships and activities to support cooperation and caring for others. Our older students are proud of the opportunities they have to support the younger students. In addition to grade level buddy opportunities, students in 5th grade may also serve as Cadets. In this role they provide support and model appropriate expectations for younger students during lunch recess and after school.

Service learning projects are coordinated by grade levels, our special education department and also our student leadership teams. Each year the students choose the organizations they would like to support and create a plan to meet their goals.

Highland View CARE Program

At Highland View, students are encouraged, as well as expected, to make positive behavior choices; and they are celebrated and recognized both as individuals and as a collective community for the great decisions they make. Whether it is through our Panther Paws, our monthly Highlighter Award, or our weekly and monthly ticket pulls, students have the opportunity to shine and show their Panther Pride. As part of our efforts to grow and develop our learning community, Highland View began implementation of PBIS (Positive Behavioral Interventions and Supports) in September. PBIS is a positive approach that teaches expected behaviors, and supports the needs of all students in demonstrating these behaviors. This school-wide approach to behavior management focuses on building a safe environment in which all students can learn.

In addition to our school expectations of *Be Safe*, *Be Respectful*, and *Be Responsible*, there are five more components of the PBIS framework: a behavior matrix which explains behavior expectations in each school setting (classrooms, hallways, playground, cafeteria, etc.), the direct teaching of these expectations, an acknowledgement system, data collection tools, and a system for addressing behaviors that do not meet expectations.

With the PBIS framework in place, Highland View students, staff, and families are able to build off of what has been established through the C.A.R.E program and strengthen what it means to be safe, responsible, and respectful citizens of our school and community. The following is a compilation of many of the projects that are currently taking place in our schools:

Greendale High School Projects

Current World Issues Final Project

Advisor: Amanda Berg

Summary:

Current World Issues is an elective course offered to juniors and seniors at the high school. For the student's final exam, they host an *Issues Fair*, where community members are invited to come listen to student presentations on a topic they self selected to research. On May 27th, students will present on various topics that they each will self select and research throughout the semester. They tasked with informing their audience on the background of the issue they research, where the issue is most pressing throughout the world, and they will suggest potential ways in which the global community and our local community can work to mitigate the issue.

This project and the ultimate presentations are designed to give the students a sense of empowerment and activism as they educate the public about what we can do to help alleviate major issues in the world. Through their research and class discussions, students come to foster more of an interest in news and current events.

Linkage to Curriculum:

For these projects, students work on researching, synthesizing, analyzing and communication skills. They must compile a semester's worth of research into a polished, coherent presentation using APA citations. Some students also gain knowledge in how to create an iMovie. In addition, students gained a deeper knowledge about a pressing issue our world faces today.

Definition Essay: *What does it mean to be an American of the United States?*

English 11 and Honors English 11 Instructor: Heidi Siegrist-Ragan

Summary of Unit:

What does it mean to be a U.S. American? How can writing effect social change? These are essential questions that are explored in eleventh grade English. Beginning with an initial definition of their own Americanism on the first day of Term 4, students set out to examine the pre-cursors to the birth of our nation; study its foundational documents; explore contemporary narratives, biographies, speeches and poetry, to claim their own unique American experience, and to identify their own personal responsibilities as a contributor to the civic life of their communities.

Links to Curriculum: Students critically read, annotate, and discuss essays, novel excerpts, nonfiction narratives, poetry, film and speeches representing the roots and progression of the literary canon of the United States of American to the present. Students engage in a variety of informal and formal writing experiences culminating in the final draft of the definition essay, ***What does it mean to be an American of the United States?***. Such writing experiences include annotation, free-writing, journaling, poetry composition and essay drafting activities, focusing on the rhetorical significance of appeals, punctuation, parallelism, rhetorical statements, grammar, repetition, allusion in creating persuasion.

Service Assignments (Photo I)

Advisor: Pam Merkel

As part of the curriculum for Photography I, students are required to use their photography skills to provide a service to the community. Photo I students take five Service Shots each week of Greendale students out and about in the community, or at school, and upload them to Google Drive so that they can be used in the yearbook, school newspaper, principal newsletter, etc. This helps students to gain experience taking photos of others, increases their chances of getting some of their work published, and provides the district with photos student life through their own eyes.

Each of these opportunities provides students with practical skills, while helping out the community in which they live.

Empty Bowls

Advisor: Pam Merkel

Students in the Ceramics 1 and Ceramics 2 courses create bowls that will be donated to the Milwaukee Empty Bowls event. Students are required to explore the wheel as part of the curriculum and this allows them a concrete product oriented goal which translates in to community service. Each student creates 3 high quality bowls that are then donated to the Milwaukee Empty Bowls event in October. Learning about hunger in the greater Milwaukee area is part of the project presentation.

Community Murals

Advisor: Pam Merkel

The National Art Honor Society receives requests to create murals within the community. Last spring we received a request from the 4K team at Highland View to create a garden based mural in the 4K pod area. Students have gained experience working with a client, developing and revising concepts and execution. This is a product that will be enjoyed by not only the 4K team and student but also by visitors to the school.

ALS Ice Bucket Challenge - Marching Band

In August the 211-member high school marching band, along with staff members, participated in the ALS Ice Bucket Challenge. The band members solicited donations, raising over \$1000 to help combat ALS. The band worked with the Greendale Fire Department to make the event even more unique. The video of the challenge has been viewed over 2500 times on YouTube, and can be viewed here: <https://www.youtube.com/watch?v=O0halySqTaI>. The band also challenged other bands in the state to follow their lead, furthering the fundraising mission and civic involvement outside of Greendale.

Mock Election

AP US Government and Politics

Teacher: Ben Hubing

Students enrolled in AP US Government and Politics prepared and administered a mock election in the Fall of 2014 for the student body at Greendale High School. Students created a Voter Resource Google Doc that was shared with all students at the high school, which included resources on the candidates, the election process, as well as surveys that helped students determine their Party identification. Students then set up the old Village of Greendale voting booths in the MPR the Monday before the general election and served as election officials. Students registered voters, kept track of voter turnout, and helped voters choose candidates using iPads.

Model United Nations

Advisor: Ben Hubing

The Model United Nations team competed in the Carthage College Conference in November and the Wisconsin High School Model United Nations in March. Students competed in a variety of simulations, including the General Assembly, Security Council, Historical Security Council, Joint Crisis Committee, International Court of Justice, Human Rights Committee, and World Health Organization. Students took on the role of another country (including Russia, Mexico, Timor Leste, Australia, Barbados, Botswana, China, Croatia, Yemen, and Paraguay) and completed extensive research on a current crisis facing the world (ranging from nuclear and biological weapons, infectious diseases, and treatment of LGBTQ people). Students created a position paper which lays out how their nation would attempt to address the issue, and then attended a conference in which they debated, discussed and collaborated with other students in the region to pass resolutions that rectify the situation. Greendale won eight awards at the Carthage College Conference for research and accurately representing their country.

GHS MacPaC Program

Advisors: Ryan Jonas, Mary Ellen Conrad, Jim Arens

The purpose of the MacPaC program is to focus on the exploration of quality leadership traits and the acquisition of 21st century technology skills. Students will become proficient in technology skills while learning about becoming a more successful leader. The students will share technology expertise with other students and staff members. They will assist with technology integration throughout the school and community. These skills will not only help in developing academic success, but should also help in becoming a more effective leader in the areas the students are already involved.

Members of the MacPac are selected for their outstanding Character, Leadership, and Service. Requirements for maintaining Membership in the MacPac are:

1. Perform at least 20 hours of school or community technology service each year.
2. Participate in at least one group service activity each year.

The MacPaC have two members at the Community Learning Center each week on Tuesdays from 4:00 p.m. to 6:00 p.m. to help any community member with the use of technology. We have also scheduled select Saturday mornings where two members will be at the CLC to help with technology questions and concerns.

Greendale Middle School Projects

Service Art Club

Advisor: Tera Huber

Students at Greendale Middle School are encouraged to join Service Art Club in order to use their creative talents to help accomplish projects for the community and their school. This club runs a Fall, Winter, and Spring sessions. Each consisting of about 7 sessions at an hour each.

Intended Results: This club allows students problem solve creatively to help their community in several different ways, including murals, signs, fundraisers, and projects to run at events with students and adults. Respect, Integrity, and Diligence are all accomplished while working with this club.

MAC PAC

Advisor: Sandy Speare

The MAC PAC is a service club designed to facilitate technology use at GMS. Interested students complete an application and are recommended by their teachers in order to participate.

These students expand on their interest in technology by learning various applications, working on technology projects, and assisting other students in doing their work. Last year's projects include learning new facets of the Mac operating system and demonstrating the Omnidazzle software to teachers. This year students have been piloting the use of Chromebooks at GMS as well as again participating in the "Hour of Code" event in December. Students are also developing a workshop for GMS staff on using the Easel.ly website to create infographics.

MAC PAC students provide valuable insight into using various devices to facilitate learning and there is much to be gained by listening to their collective student voice.

The Paw Shack-the GMS School Store

Advisor: Sandy Speare

The GMS school store, the Paw Shack, offers students the opportunity to develop entrepreneurial and other life skills. Now in its third year, students are involved in all facets of planning, from deciding on inventory to setting the schedule. The skills of collaborating, demonstrating responsibility, and problem-solving are practiced in an authentic work environment. Students are also learning about sales, marketing, accounting, and customer service. Monthly meetings after school are held to brainstorm strategies for growth, determine work schedules, and evaluate progress. The Paw Shack will operate all of third quarter this year. Students volunteer their time after school to work at the store and are now learning through a hands-on experience.

Healthy Choices Projects

Advisor: Holly Miller

Project: Service Learning Blankets- 6th Grade

The sixth grade students learn about helping in their community and how to make a difference, even as 6th graders. As a service learning experience, each student creates a fleece blanket to donate to one of four organizations. The organizations are Project Linus (a national organization that seeks volunteers to make blankets for children who are in Intensive Care Units), the Wisconsin Humane Society (for animals awaiting their “forever home”), Homeless Assistance Leadership Organization (HALO Inc- a homeless shelter in Racine, serving men, women and children) and Urban Threads (an organization that provides clothing and school items for children in foster care). This project allows each student to contribute to the greater good and show empathy towards people who are less fortunate.

In addition, 6th graders travel to the Wisconsin Humane Society for a behind-the-scenes tour. This event teaches the students how to properly care for animals and what to do when they witness an abandoned, injured or abused animal.

Teens with Impact Project

Advisors: Holly Miller and Mark Otto

Summary of Project and Intended Results:

The mission of Teens with Impact is to develop leadership skills among high school and middle school youth. One goal is to promote healthy lifestyle choices and prevent alcohol, tobacco and other drug use among other youth. A second goal of members is to raise awareness of the issues surrounding body image, self-esteem, and confidence. Students in 9th -12th grade are recruited and then trained to specialize in presenting factual, age-appropriate information about these topics. These students are selected according to their commitment to live a healthy lifestyle and their desire to serve as positive role models for their peers.

Four students attended the Cebrin Goodman Teen Institute this summer as a way to brainstorm ideas for reducing risk behaviors within the Greendale community. Students focused on growing the Eggspress Yourself event at Greendale Middle School. Offered to 7th and 8th graders, Eggspress Yourself is facilitated by Teens with Impact members. This event will take place on April 17th. M&P Presentations will be the guest speakers and their presentation will focus on appropriate usage of social media sites.

The Teens with Impact group will give classroom presentations to the 8th grade students in April and May. By giving classroom presentations, high school students become drug-free role models to younger students by reinforcing the benefits of living a healthy life. Peer presentations offer a vehicle for high school students to give attractive alternatives to negative choices and dispel the myth that most high school students smoke, drink or use other drugs. Through the support of this program, Teens with Impact members identify themselves as part of the solution in preventing substance abuse among other youth; thus, giving them an important voice in solving community problems.

FACT (WI Youth Tobacco Prevention Program)

Advisor: Holly Miller

Summary of Project and Intended Results:

Description of FACT: A youth-driven movement of Wisconsin teens who are determined to spread the truth about tobacco. We know the damage tobacco products can do to our bodies, our lives, and to all the people we care about. So we're standing up, speaking out, and making a difference.

Activities that were completed this past year were Thank You Cards to CVS, Human Billboard over Loomis Road, Kick Butts Day Activity at Greendale Middle School, Earth Day Cigarette Butt Clean-Up, Cups in the Fence, an environmental scan of marketing within local tobacco retailers, Street Stencils (sidewalk chalk messages), Big Tobacco Tricks not Treats, and legislator visits with Representative Ken Skowronski and Senator Mary Lazich.

Equestrian Center Project

Advisor: Becky Gang

Summary and Intent of Project:

6th grade students had the opportunity in both fall, (2 trips), and this spring, (3 trips), to spend an entire day learning interesting facts, use of technology such as the temperature and Ph probes for measurement in answering scientific questions, apply their math and science knowledge and skills, develop a sense of responsibility that is involved in the care of horses and hopefully discover the positive connection that can be made with our equine friends and the very positive impact it can make on their lives.

Several parent chaperones come along as guests and helpers. They learn a great deal and generate their own questions as well.

Upon return of this trip, students reflect, discuss and ask additional questions about what they had learned. Medical questions that the students have inquired about will obtain their answers, via Skype, with an equine veterinarian in Kentucky.

The Greendale School District String Orchestra Mentoring Program

Advisor: Jim Hebbe

The GSD Orchestra Mentoring Program is a student driven fall event that includes musicians from throughout the district. GHS and GMS students are assigned as tutors for weekly lessons to Greendale Elementary Orchestra Students. These lessons promote student relationships and positive role modeling.

The Greendale Schools District Orchestra Festival Rehearsal and Concert

Advisor: Jim Hebbe

The GSD Orchestra Festival Concert and Rehearsal is a spring event that includes all orchestra members. The rehearsal for this event provides opportunities for student collaboration and team building. The concert is a showcase to parents and students giving insight to student growth and development within the GSD Orchestra Program.

The GMS String Squad Music Mob Spring Elementary School Tour

Advisor: Jim Hebbe

This spring tour is student motivated and managed to include performances at all three elementary schools. Students choose music, develop choreography, rehearse, and create a narrative program to accommodate an elementary school audience. This tour promotes team building and pride at the GMS level and creates student connections for future opportunities at the elementary level.

Bloom N Grow Preschool Volunteer

Advisor: Jane Patterson

Bloom 'N Grow is an education early learning program and is dedicated to making each child's first learning experience a positive one. The program provides early explorations in a variety of learning areas including reading, language development, science and math. The teachers establish an environment that is secure and nurturing, building self-esteem. The goal is to establish a positive foundation for future learning, while making friends and having fun.

Students in 8th grade volunteer as teacher aides in the preschool, volunteering every six weeks. Volunteers are expected to have a B- or better in their classes in order to participate in this opportunity. The preschool is held at Highland View and occasional days are at the middle school. 8th grade volunteers do all kinds of tasks such as run centers, read books, help with crafts, and set up and clean up snack. Each year we have about 20 students volunteer. All of the students who volunteer come back excited about their connections and the fun had there. We appreciate the opportunity for the students to reach beyond their own needs to help the younger students. We know the young ones love the attention of the big kids, too.

Book Collection

Summary of Project & Intended Results:

Students bring in used books that they have in the home and the books are donated to the "Books for Kids Program". The families from Canterbury, College Park, Highland View, and GMS donated over 3,000 books. This was one of the largest collections we have ever had. The Maintenance crew helped in the effort.

Food Drive

Summary of Project & Intended Results:

GMS PTO hosts two student activity night events where students bring in a non-perishable food item with their entry fee. GMS has raised a couple hundred pounds of food that was donated to Second Harvest Food Pantry. The Greendale Assistance Program supported this activity.

The Angel Tree

Summary of Projects & Intended Results:

The GMS PRIDE committee works with the guidance counselor to promote the Angel Tree Project. Tags describing a child and what he/she wants for Christmas are hung on the Christmas tree in the school lobby. Each Homeroom selects a tag from the tree and donates money to buy the gifts. Students volunteer to do the shopping and Salvation Army picks up the presents before Christmas.

Peer Tutoring

Advisor: Sandy Dittloff

Summary of Projects & Intended Results:

6th grade students have the opportunity to request an 8th grade peer tutor that they can meet with once a week to work on organizational skills, and twice a month for homework help. The 8th grade students go through training with the guidance counselor so they know the goals of being a peer tutor. The tutors work on building relationships with their “tutees,” assist them with their homework, help them to stay organized and play board games when they have free time.

Little Free Libraries

Advisor: Bridget Brown

Three Little Free Libraries were built and decorated by 8th graders 3 years ago and posted in parks around Greendale with the help of the Parks and Rec department. The goal of the project is increased community literacy: community members may take books home from the libraries to enjoy and may also donate books they are done with to the libraries. The project continues now as 8th grade students help maintain the houses and keep them stocked with books in the fall and spring.

Team Inspire Pride Committee:

Advisors: Bridget Brown and Gale Kramer

This committee offers leadership opportunities for 8th graders on Team Inspire. Students on the committee help run the snack store every day, determine which charities to donate snack store profits to and help plan Team Inspire PRIDE-based events including a recent Mustache Day to raise funds for individuals going through chemotherapy.

Face-to-Face Reconnect Challenge

Organized by: Bridget Brown

8th grade students were encouraged to disconnect from social media for a set time period. This was an individualized project where students could set their own goals and rewards. The objective of the challenge was to increase/improve students' face-to-face relationships. In-class lessons focused on communication and respect tied into the GMS PRIDE program and the GSD Attributes.

Tobacco Fighters

Advisor: Cris Reischel

Summary of Project & Intended Results:

Students in 6th, 7th, and 8th grade work to encourage awareness of the health, social, and financial consequences of tobacco use and secondhand smoke exposure. Students choose, plan, and carry out various projects, events, and activities. These projects often include both a school and community component. The annual ‘Tobacco is Wacko’ poster contest also involves GHS media students in producing a public service announcement using the winning posters. The PSA is shown at the Showtime Cinema prior to all movies for several weeks in the late spring. A tobacco prevention bookmark contest was held and the winning bookmarks copied and shared with all school libraries and the Greendale Public Library. During Greendale Drug Free Week, Tobacco Fighters held tobacco prevention games at each grade school for all 3-5th graders. Tobacco Fighters is a “feeder” program for high school peer mentoring activities at the high school and in the community.

GMS Jazz Band Projects

Project 1: Music performance as a service

The GMS Jazz Band performed a special concert at Canterbury Elementary School to expose young students to traditional American blues, jazz, rock, funk and central American musical styles of mambo and cha-cha.

Project 2: Music performance as a service

The GMS Jazz Band performed American and ethnic music for the PTO family dinner/raffle fundraiser, providing entertainment and a festive atmosphere.

Project 3: Music performance as a service

The 8th Grade Marching Band performed American patriotic music for the VFW Memorial Day Parade in the village of Greendale to help the community honor our fallen soldiers.

Building Community

Advisor: Terri Mutranowski, 6th Grade English

Summary of Project & Intended Results:

Through their 6th grade English classes, students identify ways to strengthen their relationships with the village business owners. Interviews are conducted and members of the village come to school to talk to the students about their business and roles in the community. Together they discuss ways to build mutual respect and how the students can make a difference in the community. Throughout the year, students work with the business owners by completing various tasks for them. The students reflect on their experiences after the tasks are completed. In our English classes, we have quarterly debates related to our partnerships in the village, numerous journal entries about character education, Shutterfly narratives with the themes related to helping others in the community, book club bundles related to PRIDE themes, and a social issue essay with a challenge-based learning project which are culminating activities to our service-learning experiences. All of these components create a complete service-learning program for the students on the Northstars team at GMS.

Buddy Club

Advisors: Jessica Talsky, Emily Deau, Jackie Wojcik, Brad Posig

Buddy Club gives students opportunities to "buddy up" with other students on various outings and projects throughout the year. Students also have the benefit of having a role model and peer mentor to help facilitate positive interaction within the student's peer population. The club meets approximately once a month and plans activities for that same month. Many of our outings revolve around creating new friendships and learning about the differences each person has to offer. We have gone swimming at the GHS pool, played kickball with the high school students, and made chili for parent/teacher conferences. Another activity our group participated in this year was our Holiday Jar making. Students made holiday jars to help raise money to purchase holiday gifts for children in Milwaukee. The overall goal of the group is to work towards promoting a school and community climate of acceptance and tolerance.

7th Grade Team Integrity – Lee Burish, Melissa Fonte, Bob Kosky, Clint Weishaar

Project: Clean & Green (Spring and Fall)

Summary of Project:

Seventh grade students in Team Integrity work with the community members in Greendale, Wisconsin in order to provide those in need of assistance. Students develop and distribute flyers and advertising pieces in order to generate interest in the program. Small teams of students work directly with community members in order to help with physical tasks that may be too difficult for the individuals asking for assistance. These tasks may include raking leaves, trimming bushes, moving furniture, planting flowers, cleaning interior or exterior spaces. Students help out two times per school year, once in October and once in May. Students have an opportunity to develop public speaking skills, complementing the English curriculum.

Intended Results:

The program is designed to be mutually beneficial to the students involved and the community members who are served. Students are able to identify community needs and make an impact, while community members are able to see how valuable and caring students at the middle school are.

Link to Curriculum:

Students worked diligently to organize the event so that it was successful. This involved forming teams, sharing information, creating flyers and distributing flyers, and organizing the event itself. Students used their communication skills while interacting with the community members. In addition, students were able to use their science curriculum focusing on leaves to identify foliage in the fall event.

Create a Book for elementary students

Summary of Project:

All 7th grade students in Team Integrity are offered the opportunity to work with a 1st grade student at Highland View or College Park Elementary.

Intended Results:

The 7th grade students draft a story based on an interview with the grade school student, creating a personalized story. The story is presented the last week of school to the grade school student in a hardcopy book, along with artwork to match the story. 7th grade students publish a story for an authentic audience, while grade school students, who are developing their reading skills, receive a personalized story to encourage them to continue reading and exploring.

1st grade students also visit Greendale Middle School. This visit allows the 1st grade students to see the middle school environment, while also providing the kids an opportunity work together to complete artwork for the book.

Link to Curriculum:

7th grade students interview the grade school students using their communication skills. Multiple story drafts are developed and revised and edited through the writing process. Finally, 7th graders publish for an authentic audience a hardcopy book that is given to the grade school student at the end of the year.

Clement Manor

Summary of Project:

7th grade students in Team Integrity work directly with residents of Clement Manor, a retirement home. Students play a variety of interactive activities with seniors, offering their company and compassion. 7th grade students visit one time per month, and currently 15 students make the visit each session. Parent volunteers are a critical component, driving students to and from Clement Manor each time.

Intended Results:

The goal of the project is to improve communication between middle school students and senior members of the community. Because there are generational differences and misunderstandings that occur at times, this opportunity provides seniors and middle school students the chance to talk to each other in a residential setting.

Link to Curriculum:

Students focus on their communication skills, which are part of the English curriculum. In addition, students can actively incorporate PRIDE characteristics into their interactions with residents.

Canterbury 4th grade Math Buddies

Summary of Project:

7th grade students in Team Integrity work directly with 4th grade elementary students at Canterbury Elementary School in Greendale. These students work directly one-on-one, or in small groups, to work on improving math concepts at the elementary level.

Intended Results:

This is a mutually beneficial service-learning project where middle school students can offer their math expertise. This project encourages collaboration between grade levels and between schools.

Link to Curriculum:

The primary link to the 7th grade curriculum is through math curriculum. 7th grade students are able to use their skills to tutor and encourage elementary students in a personalized setting.

Canterbury Tutors

Summary of Project:

7th graders volunteer to help in the following classrooms: 1st grade, 2nd grade, 4th grade, 5th grade, Spanish and Art. These students generally visit each Friday, and help teachers or students wherever there is a need. Much of this help is in Math for 1st and 2nd grade.

Intended Results:

This project allows 7th grade students to help both teachers and students. This allows 7th graders to organize their time and be proactive in their own learning. Since the 7th grade students are out of school for approximately 1 hour, the students must show diligence and perseverance to make sure that this does not negatively impact their own learning.

Link to Curriculum:

The primary link to the 7th grade curriculum is through math curriculum, however public speaking, art, reading and Spanish are direct links to the curriculum. This is a unique project in that the 7th graders often assist teachers at the grade school, allowing them to take more of a leadership role within their individual assignments.

Next Door Foundation

Summary of Project:

Next Door gives thousands of Milwaukee central city children and families the skills they need, not just to get by, but to achieve sustainable success. For years, Greendale Schools have held book drives to support Next Door Foundation and their mission to see that all children have their very own books in their home, regardless of economic status.

The seventh graders of Team Integrity and Team Adventure now have the opportunity to work with the children our book drives benefit. They enjoy reading one-to-one or to small groups of children ages 2-5 in Next Door's Books For Kids library. They also spend time sorting, cleaning, and repairing donated books to be distributed to these children and their families. Different 7th graders from Team Integrity and Team Adventure volunteer at The Next Door Foundation each month.

Intended Result:

This service learning opportunity gives students the opportunity to help those less fortunate in our community as they work to develop empathy, one of our PRIDE characteristics. This project gives them the opportunity to see how important literacy is and that just one person can make a difference.

Link to Curriculum:

This service-learning project supports the PRIDE curriculum at GMS. They improve communication and literacy skills.

Team Adventure Service Committee

Advisors: Liann Liegler, Sarah Radtke

The Team Adventure Service Committee is a student-led group committed to organizing service learning opportunities. These service opportunities are open to all Lower 7 students. The committee organizes monthly trips to Highland View and College Park. On these trips, students work on creative projects, help with puzzles, or read books with kindergarten buddies.

The committee also organized a tissue drive to support HALO, a homeless shelter in Racine. The committee collected over 250 tissue boxes to donate to the shelter.

The committee is currently in the process of planning a project involving the Greendale High School garden.

Another project the committee is involved with is traveling each month to Clement Manor to play board games/bingo and spend time with the elderly. The committee also regularly travels to the Read Next Door Foundation, where students clean and repair donated books and read with kindergarten buddies.

Veteran Letter Writing

Summary of Project:

Seventh graders have the opportunity to participate in a new "pilot" service learning experience this year (Spring 2013) to enhance their awareness of United States' veterans' contributions to our nation's story, and to increase their appreciation of veterans' service in gaining and maintaining our freedom. Students are paired with a military veteran whom they establish a "pen pal" relationship with through email.

Intended Results:

Students ask questions about the veterans' experiences, as well as solicit advice for themselves as young Americans. It is the intention of this pilot project that correspondence would culminate in students creating a memoir to share with their veteran partner, commemorating his/her service and acknowledging how the veteran has impacted each student's learning through this service learning experience.

Link to Curriculum:

Students will use their knowledge of United States history in order to communicate effectively with veteran service members. Common core standards for Social Studies focuses on community, and this project meets that objective. Writing and drafting is extremely important in this project, and students have a "real" audience for their writing and communication skills.

Elementary School Projects

Canterbury Projects

Student Council

The Canterbury Elementary School Student Council continues to be facilitated by teachers and meetings are being held during the lunch hour. The Student Council has been divided into five different committees. Our five committees focus on service, fundraising, volunteering, communication and research. The students have an opportunity to choose on which committee that they would like to be a member. We currently have over sixty students from our fourth and fifth grade classes participating and organizing the different events that Canterbury Elementary School will sponsor. The committees are led by students and facilitated by staff members. The Student Council has sponsored the following projects:

Alex's Lemonade Stand

The Student Council developed a relationship with Northwestern Mutual Life in order to raise money for Alex's Lemonade Stand, which is an organization that raises money for pediatric cancer research. The students built a lemonade stand and sell cups of lemonade at various school events for fundraising.

Stars and Stripes Honor Flight

The Student Council decided they wanted to send a veteran to Washington, D.C. so they contacted Stars and Stripes Honor Flight to learn more about the process. Students have created and sold various crafts, such as loom bracelets, in order to raise money for this cause.

Winter Wear Clothing Drive

Every Winter Canterbury collects winter wear donations from families. These items are placed on tables in the Lobby for other families who might be in need of such clothing. At the end of the drive, the remaining items are donated to a local shelter.

Food Drive

Every Fall Canterbury collects food donations for St. Al's Food Pantry. Student Council promotes the food drive around the school for students and families. At the conclusion of the drive, students deliver the food to St. Al's and the pantry managers spend time with students explaining how their donations are distributed to those who need food.

Book Drive

The Student Council runs a Book Drive every year for the Next Door Foundation. The drive is advertised for students and families and Student Council then collects and tallies how many books are donated. After the drive is completed, the books are then delivered to the Next Door Foundation.

A Night of Giving

The Student Council planned an evening that incorporated several fundraising efforts. Everyone gathered in the Gym for an introduction by veterans from the American Legion as well as the playing of "Taps." Throughout the rest of the evening we sold different treats in order to raise money to send a World War II veteran on an Honor Flight to see the World War II Memorial in Washington, D.C. We also played the recent Honor Flight documentary during the evening.

Families wrote letters, made Valentines and crafts for Veterans, and took part in a Boot Camp. Finally, we sold lemonade with all of the money donated to Alex's Lemonade Foundation. We also asked for each person to bring one non-perishable food item as admission. All of the food was donated to St. Al's Food Pantry.

Veteran's Day Service Project

Students K-5 at Canterbury participated in a veteran's day service project. The students wrote letters and also made posters thanking veterans for their service. Posters were delivered to the Veteran's home in Union Grove. Posters were also hung throughout downtown Greendale in local businesses.

Seventh Grade Tutors and Fourth Grade Students

Seventh grade math students from Greendale Middle School participated in a service project of tutoring fourth grade students in math. On Fridays seventh grade students would spend about 20 to 30 minutes tutoring fourth graders in a wide variety of math topics.

Cadets

Each year, Canterbury has a tradition of inviting fifth grade students to be cadets during our lunch hour and at the end of the day. These students volunteer their time to help out with lunch room duties such as collecting milk money, monitoring the staircase, assisting the younger kids with handling their lunch trays, and aiding kindergarteners with jackets, mittens, and boots at the end of the day. The cadets also help out during indoor recess by going into the classrooms of the younger children. Their job is to engage the younger students by playing games with them, focusing on having fun indoors. We have noticed that the younger students look up to these quiet leaders in our building and aspire "to be just like them" when they are in fifth grade! The cadets help out Canterbury by giving up their recess time to help make our school run a little more smoothly due to their dedication! We believe that by volunteering at a young age, this instills the idea that service starts at an early age and if encouraged will continue during the rest of their lives.

Polar Plunge

Canterbury is participating in the Polar Plunge this year in an effort to raise funds for the Greendale Special Olympics. Mr Mullen has challenged his staff to raise \$200 by selling Polar Bears and if they reach that goal Mr Mullen will take the plunge wearing a student selected silly costume. Announcements were made in the classrooms about Special Olympics and the student council sold polar bears at lunch as part of their service work. Student council created announcements each week to remind students of the event.

Jump Rope for Heart

In PE our service learning project was Jump Rope for Heart. We spent the week of January 26-30 doing various jump rope activities and exercises in class to honor children with heart health issues. This was for all students K-5. We also fundraised with 100% of the funds going to the American Heart Association to fund research. This year at Canterbury we raised \$6300.

College Park Service Learning and Projects

Yearlong Activities and Partnerships:

Grades K5 and 4th

Fourth grade students read weekly to their K5 buddies. Each morning during the school year a group of 4th graders meet with their buddies to start the day out by reading together. The experience was extremely beneficial to the young students as it gave them additional 1:1 support as they practiced their reading fluency.

Kindergarten and 7th Grade

Kindergarten students meet with 7th grade buddies once a month and make or write a card, letter, some sort of project that they then pass on to a community nursing home.

Grades 1st & 5th

The students in both first and fifth grade look forward to meeting up with their buddies every other week on Friday afternoons. We come together to share the learning that we are doing within our classrooms. Oftentimes there is a project to complete related to an important date or holiday (i.e. MLK's birthday, Thanksgiving, etc.), whereafter first grade buddies find their book bins so that they can enjoy a good read with their fifth grade buddy!

5th Grade Cadets

Our fifth grade students are able to serve as Safety Cadets during the lunch recess periods and after school. The older students take responsibility for assisting younger students as they learn the recess routines and later in the year with getting bundled up for outdoor play. The Cadets serve as great role models for the younger students to help them learn the basics of being good friends and showing good sportsmanship during recess games.

Green Team

Students involved in the Green Team took the leadership in helping to reduce energy and improve recycling efforts. Students monitored energy and light usage, along with promoting recycling efforts. The students made visits to various classrooms and tracked if appropriate energy was being used and recycling efforts were being made. Several students were also involved in an additional recycling project focused on aluminum. The students will also participate in our school garden planting later in the year.

Community Projects Determined and Promoted by Student Groups:

Ronald McDonald House Toy Drive (December)

Fourth grade students took the lead in organizing a toy drive for children spending time at the Ronald McDonald House. The students led this fundraiser. They split into groups based on what they were interested in. Some students worked to organize and put on an assembly for the whole school, other students worked together to create toy boxes to collect the toys and counted the toys as they came in and a third group wrote and said announcements each morning and afternoon. They collected over 300 toys to donate!

Pint Size Heroes (December)

The Annual Pint Size Hero Blood Drive was held in December. Students learned about the need for donating blood during presentations by the American Red Cross. Members of the Caring People Committee recruited donors to attend our blood drive. The students promoted the event and worked during the blood drive, checking in donors and providing snacks after donation.

Polar Plunge (February)

College Park participated in the fundraising efforts for the Special Olympics Polar Plunge event for the second time this year. Students helped write and make announcements updating students on progress made. Students collected monetary donations during their lunch periods for three weeks. This year our school raised over \$2100 for the Special Olympics. Following the event students participated in an assembly where they got to see a slideshow with pictures/video from the event.

Jump Rope for Heart/Get Fit February (February)

During the first week of February College Park students were encouraged to raise funds for the American Heart Association through Jump Rope for Heart. The event was run by Mr. Madecky with student leadership offered by the School Spirit Committee. In addition to physical education jumping time, students had the opportunity to jump during their lunch recess times. The school events raised \$2500 for the American Heart Association.

The event was held in conjunction with Get Fit February with a month long focus on health and wellness. Students planned multiple movement opportunities during the lunch hours and on Fridays to promote heart health. Students learned of the need for cardiovascular health during their physical education classes.

MDA Penny War (April)

Students at College Park began a penny war last year to support those with muscular dystrophy. A grade level competition was held to see who could bring in the most coins, or paper bills to count against others. Teachers used the competition as a math learning skill as they determined the best strategy to win the war. Students raised over \$1,000 for the Muscular Dystrophy Association. The event will continue this year with support from the School Spirit and Community Committees.

Highland View Projects

Concerned about a ‘summer reading lag’ in students at Highland View School, two teachers created a book distribution program that brought books to the readers at two Greendale apartment complexes this past summer.

Reading teacher Lettye Bertram and third grade teacher Karen Weber purchased and sought out donations of books to bring to readers. Through donations, they were able to present more than 73 titles (Over 800 books!) to Highland View students living at the Greenway and Eastway apartment complexes.

Going twice to each of the complexes during July and August, Mrs. Bertram, Mrs. Weber, and Reading Buddy Mr. Shepard read to and with students, who were excited to receive books for their personal home libraries.

In December, Highland View teamed up with our Cub Scouts and held a holiday book drive. Students brought in new and/or gently used books for the Next Door Foundation. A goal was set to collect 300 books for children of all ages. The overall total donated by Highland View families surpassed our original goal by double!

Throughout the school year, students at Highland View have had the opportunity to recognize, celebrate, and thank members of our community who have made a difference in others' lives. In January, all students, along with our PTO, recognized the efforts of our crossing guards during National Crossing Guard Week by showering them with small tokens of appreciation and heart-warming cards designed by our learners.

Last year, the Greendale School District established its very own Greendale Special Olympics team. Athletes on the team are currently able to compete in track and field and will have the opportunity to participate in more sports in the coming years. During the months of January and February, Highland View held a Polar Plunge fundraiser for our athletes on the HV Special Olympics team. The Polar Plunge is a fundraising event hosted throughout the state by Special Olympics to help raise money for the organization. It gives individual agencies the chance to raise money as well. Students were eager to help out our athletes and raised a total of \$805. As part of our fundraiser, eight Highland View staff members braved the frigid waters and took the Plunge for our students!

During the first week of March, Highland View students in 5K through 5th Grade “jumped for joy” as they participated again this year in the American Heart Association’s *Jump Rope for Heart* program. Funds raised by Highland View students for *Jump Rope for Heart* will go toward supporting the American Heart Association’s research and education initiatives.

In partnership with art teacher Pam Merkel and numerous Greendale High School student artists, the Highland View “TLC Committee” is continuing their work from last year on having a mural designed for the 4K area of our building. Along with Ms. Merkel, GHS artists will be designing and creating a garden mural to brighten up the walls outside of our 4K classrooms. Planning for the mural began during the 2013-2014 school year, and painting is currently underway.