



The Panther Edition

AN AWARD-WINNING PUBLICATION OF THE ELIZABETHTOWN INDEPENDENT SCHOOLS

Volume 4, No. 8

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Spring 2005

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Top Video Awards



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Make way for FRIENDS



Students advise school leaders

For the past seven years Superintendent Paul Upchurch has held monthly meetings with the Superintendent's Advisory Council. This committee is comprised of two students from each of Elizabethtown High School's freshman through senior classes.

An EHS teacher accompanies the group each month to discuss topics related to the Elizabethtown Independent Schools. Students make suggestions for improving the quality of school life as they discuss topics such as the lunch schedule, student recognition and rewards program, CATS testing sched-

ule, and methods of instruction students find most relevant to their learning. From these discussions the superintendent shares suggestions with EHS principal Dave Marshall. These informal lunch meetings are very important to the superintendent.

Upchurch states, "Being around the students and having meaningful discussions about school-related topics helps me build relationships with students and stay abreast of their issues and concerns. I thoroughly enjoy this time spent with our EHS students." ■



Photo By Marlane Youngblood

Members of the Superintendent's Advisory Council pose with Superintendent Paul Upchurch. Pictured from left to right: Sneha Mehta, Ben Deaton, Rachel Mills, Chris Wesley, Cameron Hamilton, Anita Powell, and Melinda Robinson.

The future of assessment testing in Kentucky

By Mike Selvitelle,
Assessment/Technology
Coordinator

Having just completed this year's assessment testing - and feeling great about the phenomenal efforts that our staff and students put forth - it is a good time to pull out the crystal ball and see just what the future holds for assessment testing in Kentucky.

While there is no definitive picture of what our testing will look like in the near, or far term, here is what we know and don't know.

There will continue to be a single testing system (called CATS - an acronym for the Commonwealth Accountability Testing System) that will be administered in a two-week window to our students in the spring of each year. The results will be used to measure how we do against two different, but similar accountability measures - state requirements (also called CATS) and federal requirements (called No Child Left Behind or NCLB).

No Child Left Behind uses the CATS data to assess two basic issues - student accountability and student performance. To meet NCLB goals, schools

must test at least 95% of its students, show continued improvement year to year, and have 100% of its students at the proficient level in math and reading by 2014. Currently, math and reading are tested at only three grades each; starting next year, federal requirements will require this to be expanded to all grades 4-8.

The state requirement, CATS, evaluates each school's performance with a goal of reaching an index of 100 by 2014. The CATS index is much more complex than the NCLB "proficiency level." The index combines student scores (Apprentice, Distinguished, etc.) across eight subject areas (Math, Science, Social Studies, Arts, etc.) with data that includes attendance and dropout rates. While this model has been a staple of the testing scene for six years, changes for NCLB dictate changes in CATS.

The result? For 2006 we can expect some very definitive changes. Third and sixth grades will see a different version of the norm reference test (currently CTBS/5) plus additional

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Ingredients for excellence are defined at EHS

By David W. Marshall,
EHS Principal

The Elizabethtown Independent School District has long had a reputation of excellence in Hardin County and around the state.

As a first year principal who came to Elizabethtown from out of state, it has truly been an eye opening experience to see how the seeds of excellence are sown. It is a testament to our students, our parents, our community and especially our staff that this level of excellence is pervasive across all scholastic endeavors.

Whereas competition is not the end-all and be-all for a high school, it is the overwhelming indicator that is publicly visible. There are competitions for virtually everything in today's society, with shows like *American Idol* and *The Apprentice* dominating televi-

sion ratings. There are also local, state and national competitions in spelling, math, geography, music, athletics and a plethora of others.

Competitions are a way of life these days and provide a barometer for us, as a school and as individuals, to see how we compare to others and often provide the impetus for reaching higher than we normally would.

During the 2004-2005 school year, EHS students have attained a dizzying level of success on so many levels that it brings pride to all involved. Time and space do not allow me to list or discuss nearly all of the accomplishments, but I would like to highlight a cross-section of what our students have done to continue the "Tradition of Excellence."

In the classroom and in the academic and extra-curricular and athletic arenas, Panther stu-

dents have excelled in the following areas:

- Academic Team - regional champions
- KUNA - state's best delegation
- CATS scores - #11 in the state
- Band - #7 in the state
- Broadcasting - Videos honored in state assembly and in Pennsylvania
- Two National Merit Scholarship finalists
- Two National Merit Commended Scholars
- Boys Basketball - Elite Eight in the state
- Girls Soccer - Region champs and state sub-section winner
- Girls Basketball - Ranked in top ten in state all year
- Girls Volleyball - Achieved 30 wins in 4th season of existence

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Photo By Marlane Youngblood

Three Elizabethtown High School students in Belinda Stark's broadcasting class, Richard McDowell (junior), Chris Goode (senior), and Erik Gonzalez (senior), review a video before editing it for final cut. This class has won numerous awards for their work this year.

Students see united world through KUNA

By Atria Ikrum,
TKS student

Gunshot! Suicide Bombing, it seems that is all our world is nowadays. In reality, though, we live in a world with great characteristics and opportunities. The problem is we don't take time to explore them. We let news and media overtake our lives and think every place is awful.

KUNA is an experience that teaches you about the world around you and allows you to expand the opportunities you have living in the United States of America.

KUNA stands for Kentucky United Nations Assembly. Every year over 100,000 students go to KUNA and debate proposals, learn about other countries, make new friends,

and see what the world around them holds.

Right now Kentucky has the largest mock U.N. program in the whole United States!

On the first day and some of the second day, bill authors and ambassadors of every country are assigned a summit where they present their proposals. Ambassadors from other countries debate against or for the proposal, ask any questions they might have, and vote on the proposals. Then the highest ranked proposals go to the General Assembly where the whole KUNA delegation votes on it.

After the proposals have been voted on, all the countries participate in the Festivals of Nations. The Festivals of Nations is where every country makes a placard that represents

their country and carries their country's flag and placard across the stage. This gives delegates a chance to see what countries their peers are representing.

After the voting on the second day of proposals, it is time for every country to set up their booths. In their booths, they have amazing items that represent their countries. The culture, the economics, and the way the general people live is presented so well by the students that you think you are taking a world tour. Every country has put in so much effort and it really shows when you see their booths.

Once you see the booths and learn new facts about the countries, you realize that no matter how different your country's views may seem from other

countries, all countries share a common interest. Every country not only wants to do what is best for their country, but what is best for humanity. You reflect upon how the United Nations brings different problems from different countries together for one common goal: the betterment of humanity.

That lesson is the main goal of KUNA. Everyone has their differences, but at the end we are all a united world.

Of course KUNA isn't all about debating and learning, but about having fun. After a long day of work, the YMCA gives all the students a pizza party and a night of fun.

There are many activities which you can participate in: the dance, the talent show, a place to watch a movie, a game room, or just a place to hang

out with your friends.

You shouldn't go to KUNA just for fun or the opportunity to get out of school for a few days. Although those are great reasons, your number one incentive should be to learn about the world around you. Many people say that the whole world knows a lot about America, but Americans don't know very much about the world.

This is a great opportunity to learn about the world around us. After seeing the booths about other countries, you realize that the world itself is the greatest classroom.

After returning from KUNA, you think about all you've learned and realize that you've just attended the largest mock U.N. in the United States; you have a great feeling of accom-

plishment. You know that you made a difference. KUNA is an experience that you will treasure your whole life. If you don't believe me, go and find out for yourself. ■

Students received the following awards:

- 2005 Leadership Team**
- Laura Pait, TKS
- Outstanding Ambassador**
- Atria Ikrum, TKS
- Andrew Gott, EHS
- Best Delegation**
- Elizabethtown High School
- Outstanding Placards**
- Jamaica, TKS

Helmwood teachers go back to school

By Jessica Turner and Shannon Duff, Helmwood Heights Elementary Teachers

Several teachers from Helmwood Heights are going back to school.

Three teachers, Mary Hall, Bridgett Stinson and Jessica Turner, have been accepted into *The Louisville Writing Project*. The project will take place at the University of Louisville and Waggener High School this summer from June 20-July 15. It will involve around 20

teachers from the Louisville and surrounding areas getting together with four project directors and focusing on personal writing growth as well as growth in the teaching of writing and student support in writing.

The teachers will be involved in the year-long project throughout the 2005-2006 school year as well.

In addition, another group including, Carol Lyman, Jackie Edwards, Chris Snyder, Pam

Hinton, Jaime Fey, and Shannon Duff, have been accepted to the Kentucky Reading Project that will begin in June.

The Kentucky Reading Project is a year-long program designed to help teachers create a balanced literacy plan for their classrooms, improve student achievement and encourage family involvement in literacy.

This program is directed and implemented by faculty mem-

bers of the eight state universities and Reading First Coaches from the Kentucky Department of Education. The project is a two-week summer institute, with four follow-up sessions during the year. At least one visit is made by a coach from one of the leaders of the Kentucky Reading Project.

Teachers say they will use the knowledge and skills to enhance literacy at Helmwood Heights and Morningside. ■

Tradition of Excellence is perfect fit for educator

By Karen Branham, EHS Assistant Principal

Life has a way of bringing us full circle in the lessons we learn, the people we encounter, the profession we select, and the destiny that awaits.

As a young girl raised in an Air Force family, one becomes accustomed to structure, high standards, and change as a part of everyday life.

My early childhood was spent following my father from state to state in his stellar career as an Air Force Officer. Both of my parents set high standards of excellence that were expected in any endeavor which proved instrumental in completing my high school career as valedictorian as well as a State Swimming Champion at Papillion High School just outside of Omaha, Nebraska.

These same high expectations followed me to the University of California where I fulfilled my dreams in pursuing a career in education while competing as a Collegiate All-American Swimmer.

Being accustomed to change, I experienced a relatively easy transition in accepting my first teaching position in the San Joaquin Valley of California. I was surrounded by positive role models as a young science teacher that have continued to influence my educational career even today.

After nine years at Thomas Jefferson Middle School, I was named Educator of the Year in 1993 by the California League of Middle Schools.

My second teaching position came after being recruited to fill the role of science department chairperson in a neighboring school district. Once again, I flourished from the mentoring and leadership of my administrators at a National Blue Ribbon School in Clovis Unified School District just outside of Fresno, California.

The same high expectations and work ethic of my youth continued to influence my career as evidenced in being honored by the Chemical Manufacturer's Association in Washington D.C. as a Catalyst

Award Winner in 1995.

Although my professional life was notable, my personal life was calling me to yet another era of change. After much soul-searching and deliberation, I felt compelled to move from Sunny California to the small town of Glasgow, Kentucky in order to reunite with my parents and extended family. While this relocation created some initial culture shock, the transition to Kentucky proved to be positive for both family and career.

My tenure at Glasgow High School entailed serving as Cheerleading Sponsor, Pep Club Sponsor, Girls and Boys Swim Coach, Senior Class Sponsor, Science Club Sponsor, Homecoming Coordinator, Graduation Coordinator, as well as Professional Development Chairperson.

These challenging years proved to be the final years of my teaching career. After receiving the prestigious Milken National Educator's Award in 2001, I was able to complete my Rank I in Educational Administration at Western Kentucky University during the summer of 2004. And thus, familiar doors came to a close in my career and new windows came into view.

When considering job applications and interviews for administrative positions, I knew that I would be extremely selective in my search. Because of my own professional goals, I chose to limit my applications to school districts that paralleled my own high expectations.

In searching for excellence, Elizabethtown High School continued to come to the forefront of my investigations.

In researching Elizabethtown Independent Schools, it was difficult to ignore their long standing tradition of excellence. It would be almost impossible not to notice that Elizabethtown High School students consistently outscored their counterparts on State and National achievement tests. Currently ranking #11 in the

state with a CATS composite score of 88.9 truly placed EHS in a class of its own.

Not only impressed with the academic accomplishments of EHS, I was also amazed at their accolades in the athletic arena as well. Through the years, student athletes at EHS have amassed a compilation of State Championships as well as collecting numerous State Runner-up trophies.

After completing the application and interview process with Elizabethtown Independent Schools, I was even more impressed with the professionalism and the commitment of the EIS leadership. The clear vision and focus on the development of each individual child was evident in every face to face contact and in each conversation.

Although Principal Dave Marshall and the SBDM Committee at EHS made the final selection for the position of Assistant Principal, I also like to think that I chose Elizabethtown High School.

After coming to EHS, I continue to be impressed and astounded by the deep commitment of the faculty and staff to the personal success of each student. I see countless examples of teachers going above and beyond to ensure that each child has the opportunity to excel. Truly, the community members, parents, administration, faculty, staff, and students function as one very close-knit community with unparalleled public support.

As my first year as assistant principal draws to a close, I am so thankful that EHS has become my new home. In fact, after a recent visit from my former Principal and members of the faculty at Glasgow High School, one of my former colleagues e-mailed me in response to their visit. She said, "Karen, I think the job description for your position at EHS said, 'Wanted: a Karen Branham.' You seemed to have found the perfect fit." I couldn't agree more. ■



Photo By Marlane Youngblood

Assistant Principal, Karen Branham, pictured above spends time in the science lab with two students. Branham observes Drew Moreno and Priya Mehta who are in Chemistry I A.

Young authors write for local bookstore



Photo by Michelle Hart

Aspiring young fifth graders at Helmwood Heights have published books modeled after Jon Scieszka's *Math Curse*. The books are complete with a dedication page and an author page. The students wrote, illustrated and created their own covers.

Dawn Anderson, a KLUE partner (Kids Learning and Understanding Employment) with *Barnes and Noble* in Elizabethtown, helped acquire the display for the student-created books in the children's section for the public to read.

Barnes and Noble allowed the students to place their books in the display case in the front window of their store through the end of April. ■

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Family Resource Youth Service Center:
Karen Skees and Pam Haire

Preschool:
Bridgett Stinson

21st Century Community Learning:
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The Panther Edition

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What to submit:

- Photographs
- Articles
- Classroom strategies
- School news
- Classroom events
- Student projects
- Class trips
- Awards
- Curriculum ideas

All submissions will be edited for length, clarity and style to ensure consistency in our publication. Please send articles via email as an attachment or in the body of email. Photographs will be returned to you. If you have any questions or comments, please call (270) 765-6146.



Photo By Marlane Youngblood

Collaboration Works!

Two teachers demonstrate how their partnership has improved classroom instruction.



Photo By Marlane Youngblood

Pictured above in forefront is Tiffany Thompson who collaborates with fellow Helmwood Heights teacher Michelle Hart. Thompson works with John Amos (left) and Clarence Holt (right). Pictured in the back, Michelle Hart (left) conferences with Ladrea Woodson (center) and Ronald Phillips (right).

By Michelle Hart and Tiffany Thompson, Helmwood Heights Elementary School Teachers

Carol Ann Christian, Michelle Hart, and Tiffany Thompson are all in agreement that the collaboration model has numerous advantages for meeting students' specific educational needs.

Although the advantages may vary from student to student, teacher to teacher, and classroom to classroom, educators using the collaboration model feel that the students are exposed to the appropriate grade level curriculum in a more rich and in-depth way. Students in a collaborative classroom are able to hear, see, and experience models of other

students' proficient work which serves as a guide to the type of work that is expected.

A second advantage of implementing the collaboration model is being able to put multiple teachers' ideas together to develop plans and various methods of implementing the lessons to accommodate each student's needs. Because careful monitoring is mandatory and critical in implementing students' IEP's (individual education plan), collaboration enables a regular and special education teacher to modify assignments so that the student is exposed to the curriculum, and at the same time, monitored on progress towards individualized goals.

Another advantage of this

team teaching approach is the opportunity for clarification of material being taught.

The teacher not giving instruction is constantly monitoring students' work to ensure that they understand the information. If the monitoring teacher realizes that students are not grasping the material, immediate intervention takes place to address the needs of the individual, small group, and in some cases, the whole class.

Melissa Gray, another collaborating teacher in our district, agrees by stating "I feel the collaborative model increases instructional options, improves educational programs, and provides support to the professionals involved. It also reduces the stigmatization for

some of our students who do not want to be pulled out of the classroom."

Both teachers in a collaborative model present whole group lessons and both monitor the class.

Students are constantly grouped and regrouped according to a particular lesson and upon specific needs. Wait time is minimal with two teachers eager to assist.

In a true collaborative model, the teachers work so closely together that if someone entered their classroom, they would not know which teacher was the special education teacher and which was the regular education teacher.

What classroom would not benefit from having two certified teachers present? ■

Fond memories inspire nephew to write poem

Waiting

By: Braden Borders

I sit on the old rusty wagon,
My bare feet touch the warm gritty dirt.
I wait in excitement,
..... for when he comes.
I jump out of the wagon,
I climb lazily up the old creaking ladder
to the barn loft the hay prickles my feet.
I wait in excitement,
..... for when he comes.
I peer through the little mouse hole,
I see the dawn of a new morning's bright
pink sunny sky.
The bulls tromp up to the barn to get the
fresh corn.
I wait in excitement,
..... for when he comes.
I throw the little rocks at the cows,
They start to run away.
Little pebbles and rocks fly in the air from
turning wheels.
There he is in his rusty truck,
Now my waiting is done,
.....my uncle is here.

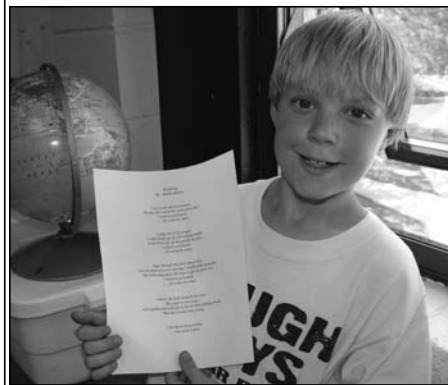


Photo By Marlane Youngblood

Braden's poem was selected to be published in a poetry anthology book. Out of the students chosen in Kentucky, Tennessee, and West Virginia, his poem was selected to be one of the top 10 poems entered in the 4-6 grade category. Braden's poem will be honored in the book coming out this year and he will also receive a \$50 savings bond.

Playing computer game is "learning incognito"

Students play computer economics game to try their hand at investing

By Christa Brangers, TKS Middle School Teacher

For the last several years, 8th grade students at T.K. Stone Middle School have been playing... playing an online stock market game, that is.

The Stock Market Game, offered by the Kentucky Council on Economic Education (KCEE), is an Internet trading activity offered each Fall and Spring. Students form investment teams and have up to 10 weeks to invest a hypothetical \$100,000 in common stocks.

My students work cooperatively in teams of 3-5 students each to research companies on-line, select profitable stocks, buy and sell on-line, and make on-going decisions about their portfolios.

At the end of 10 weeks, portfolios are "frozen" and are judged on the equity in the portfolio.

Student teams compete against other Kentucky teams statewide and across the local region for prizes.

The section of the game that our middle school students participate in is called *Take Stock in Kentucky*.

In this program, students choose from a list of around 200 stocks that are based in Kentucky. They must invest in at least 5 companies during the course of the game.

As an educator, it is so important to offer activities that enliven core academic subjects especially math and social studies. *The Stock Market Game* certainly helps me to offer excitement in these areas.

Essential skills and concepts are reinforced too, such as:

- ◆ Critical thinking
- ◆ Decision-making
- ◆ Cooperation
- ◆ Communication
- ◆ Leadership
- ◆ Independent research
- ◆ Saving and investing
- ◆ Economics

In the last couple of semesters, TKS has had two teams win big. Students won free t-shirts for finishing in the top ten.

There are currently 532 teams playing across the state. In our class, we keep a "Top Five" list of the teams in the school who are doing the best. The list is updated weekly during the course of the game.

The students are very com-



Photo By Marlane Youngblood

Teacher Christa Brangers asks three of her students to bring up an online graph that shows the group's list of choice stocks. Pictured left to right are students Alex Jones, Tyler Wilkerson, and Kayla Russell. They describe the graph pointing out its upward moving pattern.

petitive, and they check the list frequently to see how the are doing against their peers.

The players think they are having fun with a contest, trying to beat their classmates.

We know they are learning financial and economic concepts they can use for the rest of their life. ■

Winner shares essay

By Amanda N. Young, Freshman, Elizabethtown High School, Winner of Earth Day Essay Contest sponsored by The News-Enterprise

Personal Ad: "Down-to-Earth Person" Looking for "Caring Human"

Name: Gaea

Age: Old

Looks: Gross

One Interesting Fact: A Holiday in My Honor

I am an elderly person looking for a caring human. They call me down-to-earth, but I am just someone trying to make a difference. A lot of people know me because of what I do. My job is to provide survival needs like water and food for people. It is daunting work, but I have fulfilled it for years faithfully. Yet the thanks I get is trash thrown at me, people smoking in my hair, and the abuse of my children. I used to be beautiful, but now I am chaos. I am old and I am gross. People insist in giving me the worst health treatments: DDT? GMO? People should be more aware that I am not an endless stream of life.

Thank goodness, people have created awareness about my state. On my day, April 22, the local community has taken steps in helping me. People know my fondest wish is for them to recycle, to take care of the environment. Businesses have provided sites for people to bring in recyclable items. People have conserved water. Children at local schools have been taught the significance of caring for the earth. Organizations have collaborated on informing the public of my deteriorating health. What a community!

There will be a day when no one will be able to survive amid the pollution of the air I breathe, the toxic waste of the water I drink, and the horrible reality that mankind shall not last. Our own community has done so much, yet one can always do more. You can take the first step: Don't pollute the lakes and clean up your own trash. Calling all humans - looking for someone who cares! I am Earth.

Celebrate Earth Day.

More than beginners' luck

Four Elizabethtown High School teams, representing the countries of Samoa, Laos, Panama and Romania, took the top award at the KUNA convention. EHS had its very first trip to KUNA this year.

Along with sponsor B.J. Henry and scores of parents, the four teams assembled props, costumes and resources to portray countries from around the world. Sixty-four students worked for three months to prepare for the 2-½

day conference held in Louisville, Kentucky, and it paid off.

EHS had the largest group in attendance at the largest model United Nations in the country and took home top honors.

Andrew Gott received an Outstanding Delegate award; the Romanian delegation received a Best Display award, and the group as a whole received the top award of Best Delegation. ■



Samoa: 1st row, left to right, Brittany Ballard, Kate McKinney, Jordan Fentress, Regina Durken, Jacqueline Theintz, Tiffany Wang, Toni Millin, top row, Sean Hall, Johnathon Boles, Drew Martin, and Calen Smith.



Romania: 1st row, left to right, Eliza Dyrdak, Molly Koeman, Sneha Mehta, Amy MacDonnell, 2nd row, Amy Schlukebier, Abby Dyrdak, Priya Mehta, Jada Dressler, Katie Moore, Susan MacDonnell, top row, Kyle Larkin, Ben Henry, David Bostic, Lee Clagett, Cody Gault, and Ben Deaton.



Panama: 1st row, left to right, Charlie Baldwin, Casey Hatfield, Jared Cooper, Eric Rosenblatt, 2nd row, Josh Pitcock, Mickey Ising, William Rigby, Tyler Henry, Andrew Gott, top row, Maddi Kuklinski, Jennifer Orange, Allie Porter, Amanda Young, and Jessica Bostic.



Laos: 1st row, left to right, Drew White, Tyler Jury, Grant Hinton, Ian Blaiklock, Preston Evans; 2nd row, Kristen Ballard, Emily Greenwell, Emily DuPlessis, Jordan Douglas, Brittany Wicker, Lydia Youngblood, and Craig Schmidt at top.

Students send dollars abroad

A check for \$1,125.25 has been mailed to UNICEF. TK Stone Middle School students raised \$1,125.25 by selling rubber bracelets embossed with PANTHERS, the district's spirit name. Sales took place thanks to the fund raising efforts of Y-Club members who worked for a two month period. Students were supported by all four schools in the Elizabethtown Independent Schools district.

The Y-Club is sponsored by the YMCA of Kentucky and focuses on community service. The students voted unanimously to adopt the UNICEF Tsunami Disaster Relief Fund as our main service project/fund raiser. You can learn more about this world organization by visiting: <http://www.unicef.org/index.html>

Taste of freedom found in Philadelphia

Educational trip out of state gives teenagers the chance to be ambassadors while experiencing nation's early beginnings

By John Paul Brady, TKS Middle School Teacher

Three charter buses filled with 104 T.K. Stone eighth grade students and their chaperones departed for Philadelphia at 7:00 p.m. on March 30.

The trip was the latest in a number of educational opportunities put together by Toni Perry. Toni has planned trips that have taken T.K. Stone eighth graders to places like Boston, Chicago, St. Louis and Atlanta.

Students pay a modest fee, which covers everything with the exception of two or three meals. Individuals and various community groups generously provided some scholarships.

The Philadelphia trip took us through West Virginia, Maryland, Virginia, Delaware and Pennsylvania - quite a trek for the few students who had never been outside of Kentucky.

One of these less traveled students kept mentioning that he was going to buy antiques when he got to Philadelphia. Later it was determined that he meant he was going to buy sou-

venirs.

The three day historical whirlwind journey brought the pages of the history books to life for our students. John Brown was the first to come to life for them as they actually participated in skits and readings about his life and the lives of those that fought with him and against him.

This experience was enhanced amid the backdrop of Harpers Ferry, a town at the junction of the Shenendoa and the Potomac Rivers, which has been preserved as it was in the mid-1800's.

Students were inspired by stories about John Brown who was willing to give his life to protest the enslavement and brutal treatment of his fellow man.

The Gettysburg battle sites provided much the same inspiration as students heard stories about the brave men on both sides who gave their lives in perhaps the bloodiest battle of the civil war.

Unique descriptions of what went on at Gettysburg by tour guides gave students information that would never be captured so vividly from a chapter

in their history book.

Students walked back in time to relive the beginning of our nation. They viewed the Liberty Bell, stood in the very place where the Declaration of Independence was signed, walked the halls where our founding fathers walked and saw some of the furniture and memorabilia of that period in our nation's history. Students can say that they were in the very place where our nation was born.

A visit to Edgar Allen Poe's home gave students a feel for the author's eerie writing style. They descended the steps into a dim lit, dirty dungeon-like basement where it is believed that Poe wrote several of his horror works. A partially built wall could have been his inspiration when he wrote "The Black Cat," a story about a man who killed his wife and entombed her inside the wall in his cellar, committing what he thought was the perfect crime. Some students asked if Poe really killed his wife and hid her in the wall.

The value of these and other events experienced by our students was extremely signifi-

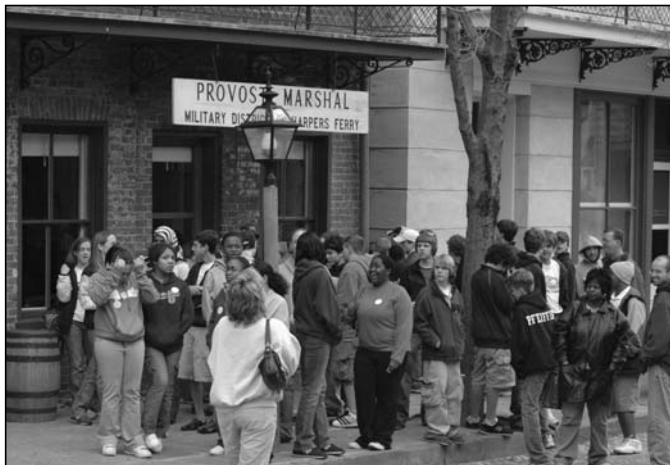


Photo By Vicki Thomas

Teachers Toni Perry and Gary Pearman pictured in the forefront, far right enjoy the stop in Harper's Ferry during the 8th grade field trip to Pennsylvania.

cant, but an experience that occurred due to an unplanned stop at a McDonald's in Baltimore was priceless.

Apparently, it was Senior Citizens Day at that particular McDonald's.

One hundred and four eighth graders easily caught the attention and curiosity of the elderly diners, especially when our students began settling in along side them.

Conversations between our students and the older people began, and very quickly, friendships were formed.

In particular, three of the seniors were quite impressed by our students. They posed for pictures, laughed and shared stories about themselves.

A lady in a small group called me over and said, "These kids are great. You should be proud of them."

We were proud of them. Our middle school students represented T.K. Stone and Elizabethtown admirably.

In the future, if the good people at the McDonald's in Baltimore are reminded of Elizabethtown, Kentucky, they will have good thoughts because of their encounter with the young T.K. Stone ambassadors. ■

EIS to host math conference

By Carl Stoltzfus, Asst. Superintendent for Instruction

The Elizabethtown Independent Schools will be hosting an exciting math initiative at the end of June.

The Marilyn Burns Math Solutions professional development team will conduct a week-long training at Elizabethtown High School from June 27 - July 1.

Marilyn Burns is arguably the premier leader in math training in the United States today. She has over 40 years of experience and has done training in more than 500 districts in

47 states.

A team of four or five trainers will be in Elizabethtown to help teachers deepen their understanding of math, increase their awareness of how children learn, and provide effective teaching strategies.

Last summer, as the district worked to improve teacher and student conceptual understanding of math, three teachers each from Helmwold Heights and Morningside went to one of these sessions in Chicago. When they came back talking about the benefits of it, it sparked an idea to have a session here so that all of our teachers could attend.

As a result, there are now

over 130 teachers from districts all across the state planning on attending. Fayette, Hardin, Larue, Mason, Taylor, Christian, and Bullitt County, Owensboro Independent and Middletown Independent, Boyle, Muhlenburg and Washington County, Raceland Independent and Harlan Independent are some of the districts that will be sending teachers to the training this summer.

To have problem solving become the primary goal of instruction, to implement current math standards, to organize classrooms for cooperative and individual learning, to use manipulatives more effectively,

to use writing to help support student learning, and to help students enjoy math while increasing their understanding and confidence are all objectives which participants can expect to learn this summer.

To see over 20 teachers from the Elizabethtown elementary schools and over 40 from the Hardin County elementary schools actively engaged in learning how to better meet the needs of students in math, come by EHS between 8 and 3:30 between 27 June and 1 July.

For more information about this program, contact Carl Stoltzfus at (270) 765-6146. ■

Ingredients

Continued from Page 1

■ Football - Region champs, three division one scholarship athletes

■ Boys Golf - 13th in the state

■ Winter Guard - undefeated and Tri-State champions

The list goes on and on and it is unfortunate that I cannot recognize each and every accomplishment! While we at EHS are very proud of our student accomplishments, it is the ingredients for success that are

pivotal. Students at EHS are expected to excel. Mediocrity is not the standard. A quick look around the commons or the gym gives every student a healthy respect for the tradition that surrounds them and inspires them to add their own page to the legacy. The ingre-

dients include:

▼ Tireless, dedicated staff who always go above and beyond

▼ Supportive and involved parents

▼ Alumni and community support

▼ Students who have pride and a drive to succeed

▼ A history of excellence that sets the bar for all

In the Elizabethtown Independent School District and at Elizabethtown High School, "A Tradition of Excellence" is not just a motto on the bottom of our letterhead, it's a way of life.

Congratulations to all for their continued success! The tradition lives on! ■

Panther Place Receives United Way Grant

By Vicki Seabolt Panther Place



The Panther Place After School Program has been given a big boost! We are very pleased to announce the after school program has received a \$20,000 grant from United Way of Central Kentucky. Many member agencies were funded once again, but Panther Place was the only new program that had not previously received funding to be added to the United Way family.

This is an important step forward for the program. Panther Place provides a safe, nurturing environment for students after school. Those attending receive homework help, tutoring, and many oppor-

tunities to participate in special enrichment programming.

These funds will allow expansion of the present program for the 2005 - 2006 school year. The number of students the program can accept will be increased. Additional staff and a new class will be added to accommodate those numbers. Funds will also be used to add more arts and technology programming for attendees.

The Elizabethtown School District has always been a very strong supporter of our local United Way. Thank you for your generous donations. It is an added bonus that some of the available funds will be returned to increase services within our district. ■



Photo By Marlane Youngblood

Grant writers, Vicki Seabolt and Karen Skees, review the documentation that they submitted to the United Way of Central Kentucky on behalf of Panther Place.

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Academics

Athletics

Attendance

Attitude

Achievement

An All "A" Attitude
At Tallow K. Stone Middle School

"For each child, all that he is capable of becoming" Tallow K. Stone

Advertisement created by Student Technology Leadership Students: Lauren Pack, Bethany Thompson, Taylor Thomas, Kendra Roberts, Hoai Robinette.

Video STREAMS in classrooms across district

By Ann Mattern Teacher HHES

Have you used Discovery Education's United Streaming? This is an electronic software package including over 4,000 video programs, an image library, quiz center, clip art gallery that is available to all Etown teachers.

This is a wonderful addition to my teaching resources. The vast and varied selection of videos, has greatly enhanced my curriculum.

The selections are grouped according to disciplines and grades levels. I can quickly preview videos and bookmark them for later use. I have found them to be right on target.

The quality of the videos is quite good and I use them on my TV for the whole class or

sometimes for small groups clustered around the computer.

The videos can often show scientific or math concepts that are often difficult to illustrate. A good example is a video I showed to my primary students which demonstrated basic geometry concepts.

The shapes were manipulated to display faces and vertices. My students are learning skills in math more easily with added resources that grab their attention.

It is easy to get started with United Streaming. Find the **United Streaming** link on the left side of Etown's home page.

Visit www.etown.k12.ky.us and log on for a trial run. You will find top quality videos that will enrich a lesson you already have planned. ■



Photo By Marlane Youngblood

Ann Mattern and her Helmwold students, pictured above, are learning how to be savvy consumers with the help of video streaming which is wired through the computer to the television.

Co-op empowers educators

By Bridgett Stinson, Special Programs Director

Elizabethtown Independent School District has been fortunate to have River Region Cooperative as their support system for special programming needs. Many people are unaware of how valuable and resourceful the cooperative has been for our district.

River Region Cooperative has made available to our district, and districts within the River Region, a wide variety of professional development opportunities including Collaboration Training, Transition Training, Safe Crisis Management, Autism Training, Universal Design for Learning, and New Teacher Trainings.

In addition, the RRC has

initiated Train the Trainer professional development by creating a Behavior Cadre and a Literacy Cadre with representatives from different regions sharing ideas and strategies to take back to train personnel in their districts. River Region Cooperative also has an extensive lending library of instructional materials, sensory aides, and specialized equipment available for districts to check out.

One of the most impressive support systems the Co-op provides are the consultants who will come to our district and work with teachers and administrators on issues specific to the needs of each school. Recently, our district, with the help of River Region Cooperative, was chosen as a

model site for the Kentucky Autism Training Center to come in and work with a team of teachers and related service personnel on programming.

The KATC will model the process of designing a specific program for an individual student with autism. This intense assistance is an effort to build capacity and empower our team to know how to conduct this process with all our students with autism who may need intense programming. The list goes on and on of what our cooperative does for the River Region, more specifically, for Elizabethtown Independent Schools. For more information or upcoming professional development go to www.river-region.org. ■



Sounds abound for 6 year-old naturalists

For one class of students, nature and some of its mysteries have come to light- through darkness.

By Debbie Lewis
Morningside Teacher

What is that peeping noise we hear as we pass a creek on a spring evening?

What is that chirping sound we hear in the mornings outside?

Recently, Mr. Lewis, Mrs. Lewis' husband and favorite naturalist, has helped this classroom identify some sounds of spring.

One week, students practiced identifying bird songs from a program on Mr. Lewis' laptop computer.

Mr. Lewis would play the bird's song; show the students the bird in a bird guide and later students would try to identify the bird by its song. Students did amazingly well at identifying the species of bird by the song.

The next week, students listened to the sounds of frogs and toads in Kentucky.

Some frogs sound like crickets, rubber bands twanging, marbles clacking together, but no "ribbit" sounds. We learned that a frog in South America actually makes the infamous "ribbit" sound.

Students learned that the Spring Peeper frogs begin singing in late February. But why do frogs or birds need to communicate with each other? During Spring, many animals mate and lay their eggs, including many birds and frogs. Students learn that the chance of survival increases if the eggs are laid when temperatures are mild.

Students were later blindfolded and then asked to find their blindfolded partner by listening for the sound in the shaker they were holding.

This proved to be more difficult than students expected because just as the frogs or birds in the wild hear others calling, they have to focus on the particular sound they are listening for to find their partner.

Eventually, each pair found one another.

Laughter was the loudest sound heard as classmates watched their blindfolded friends try to find their partner!

So what is that sound I hear...is it a bird, a frog, or something else?

Listen carefully outside and observe the habitat the sound is coming from: is it a wooded area, a wetland?

Keep looking and listening for clues to figure out what is making the sound.

Hopefully, with a little practice you can identify some sounds around you. ■



Photo By Debbie Lewis

Debbie Lewis' primary students at Morningside Elementary School use blindfolds for a Science activity. They rely on their sense of hearing as they locate partners from around the classroom.

Writing primes school for success

Quest to learn more reveals the positive influence of writing across the curriculum

By Kelly Graham,
HHES Principal

"WRITE and discuss your math answer. WRITE and explain your opinion about our government. WRITE and talk to your fellow students about the poem we just read, and perhaps if you are in preschool or kindergarten, SCRIBBLE your thoughts about your trip to the zoo, and read it to the class!"

Teachers at Helmwood Heights are discovering more and more each day that these kinds of instructional practices certainly create more noise in the classroom, but more importantly, they create more active involvement with learning!

The teaching staff is spending valuable time during faculty meetings discussing the latest research in what educators are saying about the impact of writing in all subjects.

Some inspiring information is found in the October 2004

issue of *Educational Leadership*.

Helmwood Heights teachers are discussing topics such as writing in math, raising writers, the importance of writing in building solid readers, creating writing rubrics, and using technology to teach writing.

In addition to discussing so many interesting topics on the positive influence of writing in helping students to learn better and become creative thinkers, teachers are asking themselves questions about their own writing habits in their classrooms with questions such as the following:

- How much and what kind of writing is done in the classroom?
- How often do you model writing or write with your students?
- How are students in your room evaluated in writing and how well do they perform?
- What value do you see in



Photo By Marlane Youngblood

Jackson Kinney, a student in Jackie Edward's class, shows his finished product, a research piece on penguins.

writing across the curriculum to students?

Questions such as these will no doubt help the staff to keep improving writing in all subject areas.

Faculty meetings and professional development will continue to embed research-based writing practice training as well.

How exciting to know that there is still so much to learn in the field of writing. ■

**The faculty and staff of
Elizabethtown Independent Schools
thanks all parents, volunteers, and
school-business partners
for their commitment to the
education and well-being of our
young people.**

VIP Business Partners:

- Class of 2015: American Red Cross**
- Class of 2014: City of Elizabethtown**
- Class of 2013: Hardin Memorial Hospital**
- Class of 2008: The News Enterprise**
- First Citizens' Bank**
- K.L.U.E. Partners**

Go Panthers!

ELIZABETHTOWN HIGH SCHOOL 2005 ATHLETIC SCHEDULES

ELIZABETHTOWN HIGH SCHOOL TENNIS			
Date	Opponent	Site	Time
March 22	McDonald's Night	Towne Mall	5-8
March 28	Meade County	Home	4:45
March 29	Larue County	Home	4:30
April 11	Grayson County	Away	5:00
April 12	Bowling Green	Home	6:00
April 14	Campbellsville	Home	4:30
April 16	Boys:Eastern Challenge	Sawyer Park	9:00
	Girls: Assumption	KCD	9:00
April 18	Davies County	Away	5:00
April 19	Central Hardin	Home	3:45
April 20	Marion County	Home	5:30
April 22	North Hardin	Home	4:30
April 26	JV-Grayson County	TBA	TBA
April 28-29	Conference Tourn.	Home	TBA
April 30	Admiral Tennis Tourn	Danville	TBA
May 2	Rain Date - Conf. Tourn.	Home	TBA
May 4	Owensboro Catholic	Home	6:00
May 6	Lexington Catholic	Home	5:30
May 10	John Hardin	Home	4:00
May 11	Central Hardin	Home	3:45
May 12	Grayson County	Home	5:00
May 16-21	Region Tournament	Home	TBA
May 26	State Tournament	UK	TBA



ELIZABETHTOWN MEN'S BASEBALL				
Date	Opponent	Site	Time	
Varsity Schedule				
March 19	Anderson	Home	12 noon	
March 25	Male	Home	4:30	
March 28	B'Green	Away	6:00	
March 29	Oldham Co.	Away	6:00	
March 30	Larue Co.	Home	5:30	
April 2	Stratford Academy	Macon	5:00	
April 3	Practice			
April 4	West Jessamine			
April 5	Practice			
April 6	Rose Hill Academy			
April 7	Ashland Blazer			
April 8	Travel to Atlanta			
April 9	Travel to Etown			
April 12	Central Hardin	Home	7:00	
April 14	John Hardin	Home	5:00	
April 15	Taylor Co.	Home	5:30	
April 16	Somerset	Home	10:30 am	
	Lexington Dunbar	Home	6:00	
April 18	Grayson Co.	Home	6:00	
April 19	Meade Co.	Away	5:00	
April 21	Ft. Knox	Away	5:00	
April 22	Larue Co.	Away	7:00	
April 23	Anderson	Away	12 noon	
April 26	North Hardin	Away	7:00	
April 28	Central Hardin	Away	7:00	
April 29	Seneca	Seneca	5:30	
April 30	DeSales	Seneca	10:00 am	
	F Simpson	Seneca	12:30	
May 2	Nelson Co.	Away	6:00	
May 3	John Hardin	Away	5:00	
May 5	Meade Co.	Home	5:30	
May 7	Marion Co.	Home	12 noon	
May 10	Ft. Knox	Home	5:00	
May 12	North Hardin	Home	7:00	
May 13	Madison Central	Tates Creek	7:30	
May 14	Tates Creek	TC	10:00 am	
	Ballard	TC	12:30	
May 17	Woodford Co.	Away	6:00	
May 19	Manual	Home	5:30	
May 20	Hoptown	Home	7:30	
May 21	Franklin Co.	Away	12 noon	
May 23-26	District			
May 30-June 3	Region			
June 7-9	Semi State 5th v 7th			

ELIZABETHTOWN LADY PANTHER SOFTBALL JV/Varsity Schedule			
Date	Opponent	Site	Time
March 29	Bullitt Central	Away	5:30 pm
April 3	Boone Co	OWCC	9:30 am
April 5	Heath	FWB	11:00 am
April 5	North Laurel	Niceville	2:30 pm
April 6	Muhlenburg N.	OWCC	10:00 am
April 8	Louisville Male	OWCC	10:00 am
April 12	North Hardin	Away	5:30 pm
April 14	Central Hardin	Home	5:30 pm
April 15	Laker Classic	Away	TBA
April 16	Russell Co.	Away	TBA
April 18	North Hardin	Home	5:30 pm
April 19	John Hardin	Away	5:30 pm
April 21	Meade Co.	Home	5:30 pm
April 25	Meade Co.	Away	5:30 pm
April 26	Central Hardin	Away	5:30 pm
April 28	Breckinridge Co.	Home	5:30 pm
May 2	Sacred Heart	Away	5:00 pm
May 3	John Hardin	Home	5:30 pm
May 6	Russell Co.	Home	6:00 pm
May 10	Greenwood	Home	7:00 pm
May 12	Bullitt Central	Home	5:30 pm
May 13	Green Co.	Home	6:00 pm
May 18	Bullitt East	Away	5:30 pm
May 19	Allen Co.	Home	6:30 pm
May 20	Breckinridge Co.	Away	5:30 pm

All times are EST.
17th District Tournament - Week of May 23
5th Region Tournament - Week of May 30
KHSAA State Tournament - June 10 & 11

ELIZABETHTOWN HIGH SCHOOL TRACK			
Date	Opponent	Site	Time
April 19	Central Hardin	CHHS	5:00
April 26	John Hardin	JHHS	5:00
April 29	Central Hardin	CHHS	5:00
May 2	North Hardin	NHHS	5:00
May 10	Larue County	LCHS	5:00
May 17	Conference	Meade County	5:30
May 21	Invitational	North Hardin	TBA

Literacy moms go back to school

Mothers work alongside teachers as a way to stay connected to their youngsters

By Sue Greenwell

Since my daughter started school this year at Helmwood, her teacher, Mrs. Turner, has done a wonderful job keeping me abreast of Grace's progress. But she has found an even more personal approach to involve parents directly in the classroom.

For those of us with a free morning once a week, we are invited into the classroom to actually be a part of helping our children learn to read.

By allowing us into their classrooms, they have given us the opportunity to experience, first-hand, the magic of children's desire and ability to grasp so much so quickly.

—Sue Greenwell, Parent

Mrs. Turner and Mrs. Valentine's kindergarten classes are combined for one hour on Wednesday and Friday morn-

ings. Cathy Coolidge, Sherry Keith, Leanne Farmer and I are the "Literacy Moms."

The children are divided into groups with others on the same reading level. Each teacher and two of the volunteer moms take an individual group. Baskets have been prepared by the teachers with reading materials and activities for each lesson. Each group sets up camp in a different area of the room and the learning begins.

The children seem to really enjoy the change in pace and a new face to share the fun of reading. However, it is the moms that benefit the most. By allowing us into their classrooms, they have given us the opportunity to experience, first-hand, the magic of children's desire and ability to grasp so much so quickly. It is truly amazing.

Each week their skills improve so dramatically. Every

class time is a gift to me as a parent. Not only do I get to see my own child's weekly progress, but also those of her classmates.

I've also enjoyed getting to know each student on a personal level. Their comments are precious and their insights so enlightening, it is sometimes a challenge for me to stay on task.

As an added bonus, being with this high-energy, extraordinary group of children gives me a new appreciation of the patience required to nurture and develop them in the classroom and the loving manner in which our children are treated.

I feel blessed being able to be a part of my daughter's formative first year in school and would like to say to the parents who aren't able to be in the classroom during school hours, "Relax, they are in great hands!" ■



Photo By Marlane Youngblood

Sue Greenwell is one of several parent volunteers who works in the classroom at Helmwood Heights Elementary School. They are known as the "literacy moms," a name they have coined for themselves. Pictured above, Greenwell works on the floor with students Haley Nettles (left) and Matthew Coolidge (right). They have their pages marked with notes on colored paper while they take turns reading and discussing *The Caterpillar*.

"Egg-citing" times in Kindergarten

By Jill Valentine
Teacher, HHES

An egg isn't just for breakfast anymore. When you think of eggs, the first thing that

comes to your mind is scrambled, over easy, hard boiled or sunny-side up. When you are 5

years old you think, "What can I do to this egg!" That's "egg-actly" what we wanted to figure

out.

During the month of March we did an author study on Dr. Seuss. We read several of his titles. Our class chose Green Eggs and Ham as their favorite.

When I posed the class with the question, "Do you like green eggs and ham?" several children said they had never tried them. So we all put on our chef hats and got "cooking."

The children cracked open their eggs, poured them in a large mixing bowl, stirred with all their might, and poured it into the skillet.

After minutes of slaving over a hot electric skillet and enjoying the fruits of their labor, you heard the cheers of "I do, I do, I do like green eggs and ham!"

That afternoon in writer's workshop the children wrote about their experience.

The story of Rechenka's Egg is about a wonderful lady who makes beautiful designs on eggs. My students wanted to know how she did that and I knew "egg-actly" how to show them. We spent the morning talking about the parts of an egg inside and out. After

punching a hole in both ends of an egg, the children blew the yoke and whites out of the egg. We learned a new word that day - hollow.

Now our eggs were ready to decorate. With a little sponge paint and determination, we turned out eggs that were out of this world, well at least in the world of a 5 year old.

When I asked the children to describe their eggs, I got the most wonderful describing words.

We decided to use those words in a poem to describe their eggs.

One child said their egg was "fragile." Wow! That made me think that we had to make something to display our eggs in so they would not get broken. Since Easter was just around the corner, we made tiny baskets filled with Easter grass to protect them. They displayed their poems next to their baskets.

Last, but not least, we ended our "egg-citing" adventure with an egg hunt.

If you ever want some "egg-citement" in your life, stop by and see us. We think visitors are "eggs-tra" special! ■



Photo By Marlane Youngblood

Jill Valentine's Helmwood Heights' students react as she reads a fairy tale to them. Valentine uses literature to create varied arts and crafts activities for her students who look forward to working with their hands.

Video class teaches to the profession

It's all about standards and achieving those goals for students in the Elizabethtown High School video production and broadcasting class.

For Michelle, the future holds dreams of directing music videos.

Erik wants to go into the movie-making business.

Regina wants to direct major motion pictures.

Pretty lofty goals for a group of Kentucky high school students, yet, each and every one of these and other students in this class has demonstrated the potential of achieving these goals.

"It seems like such an understatement when I say that it has been a great year," Teacher Belinda Stark beams. "It's been a tremendous year, a year beyond anyone's expectations."

The students in this class have been able to prove their mettle time and again this school year in every state level contest they've entered.

Their lengthy listing of awards stands as proof: the KTC Kentucky Kids public service announcement (PSA) contest, first place high school category; the Kentucky Student Technology Leadership video contest, first place psa and feature package, second place

sports feature; the Kentucky Diabetes Network psa contest, first place; the Society of Professional Journalists' Mark of Excellence Contest at WKU, Certificate of Merit for Best Programming; 1st Place Sports Package; 2nd Place News package; 2nd place News Feature; 2nd place Music Video; 2nd place Videography; 3rd Place Newscast, 2nd place Most Valuable Staff Member (Erik Gonzalez); the Western Film and Video Festival finalists for news program, music video, PSA (2), feature story & experimental video.

The class has received notification that they have also won at least one state level award in the upcoming Kentucky High School Journalism Association's State Contest for broadcasting which will be presented next month and several members of the class will also be traveling to Philadelphia in late June to showcase their first place Kentucky Kids' psa on the value of technology in our schools at the National Educational Computing Conference.

"This class forces you to perform to professional level standards," explains graduating senior Erik Gonzalez. "We are taught to recognize quality

work in the productions of others and in turn we're expected to be able to create it. The high standards create the quality, and we've got to strive to reach it. When we are successful, it's a great feeling."

"We are taught to recognize quality work in the productions of others and in turn we're expected to be able to create it." —Erik Gonzalez

Michelle Hall, who will be entering the prestigious film school at NYU next fall, says the skills she has learned in this class gave her an edge when she applied to colleges and universities across the nation.

"We're required to do a video portfolio of our work for this class and I used it as a part of my application process to several big name film schools. I know of at least one that granted me entrance because of the work I was able to show them." Michelle was admitted to all of the universities to which she applied. She says that in the end, she was able to choose the one that she liked the best.

According to Stark, the

See VIDEO CLASS Page 8

NATIONAL BOARDS! NO WAY?

By Gary Pearman,
TKS Teacher

Who said, "Not enough time exists in a year for me to work on National Boards?"

Raise your hands. Could I say, to an extent, that I agree with you? For those who are not aware: Actually, National Boards is a three-year process. Life is magnificent if you complete it in one year; however, you are not required to follow that plan.

I have decided to spread the workload over at least two years. Why? During any given year, we as teachers are needed on numerous committees. We have to create lesson plans and grade papers. We have CATS testing for which to prepare our students. We have PORTFOLIOS. We have life outside of our workplace and families who need our attention. We experience emotional trauma through the death of a loved one or the breakup of a relationship.

Are the benefits of National Boards worth the added time and stress?

Consider: (1) Almost all the expense of the process is paid for once you pass. (2) You do not have to spend extra hours in a college classroom for your Rank 1, not to mention the

hours on the road to and from campus. (3) The pay increase supplied by the state and supported by our district is an additional bonus. (4) You will have a mentor and support group provided. (5) The boards are recognized outside our state. (6) Your growth through reflections as a teacher/learner is invaluable.

Suggestions: Convince a fellow teacher, especially one in your building, to go through the process with you.

You can collaborate on many responsibilities together. Greg Caplinger and I have been invaluable assets to each other as we worked on ours this year. Make certain of your relationship with your fellow teachers

and staff. You may need to beg, borrow, and cajole as the year(s) press forward.

My comrades have been my lifeblood this year. I owe them a lifetime of gratitude or at least a month's worth.

Will I pass National Boards this year? No. One entry still awaits me. Will I pass next year? I can only hope. Will I be embarrassed if I don't pass the second year? Of course, but I still have a third year to work on it, redoing any parts that require it.

At least that will give me three years of excuses why I cannot work on too many extra assignments at TKS.

Now that could be worth more than money. ■



Photo By Marlane Youngblood

Gary Pearman helps TKS middle school student Nemia Bab, as she cross-references her work.

Teacher knows who her **FRIENDS** are

Students realize their capacity for selfless work and discover options for future careers

By Joyce Beasley
Morningside Teacher

I have a knack for creating acronyms. The titles always seem to fit what my goal is for my students.

During the school year of 1999, I wrote a Professional Development Improvement plan to improve my skills in teaching social language. My objective is to provide students with opportunities for development of social skills.

The F.R.I.E.N.D.S. Club (FRiends Interested in Establishing Necessary Diverse Sensitivities) is the program I want to tell you about.

This concept began in Canada and the book, *Circles of Friends*, written by Robert Perske, was shared with me by a parent several years ago. The program was initiated at Helmwood Heights Elementary and was transferred to Morningside Elementary when I joined the staff in 1999.

Why did I plan FRIENDS? My work with developmentally delayed students (elementary to adulthood) has shown me that this group can graduate from high school and retire home without friends for the remainder of their lives. Their circle of friends are their family members only.

Many of these adults have adequate social skills and would be able to socialize with their typically (normal) developing peers. This program can set the stage for lifetime friendships. FRIENDS help students realize their capacity for selfless work and supporting others.

Many students in the club are high academic achievers

which makes the program more acceptable to other students who might not join because it doesn't look like the "cool" thing to do.

In 2004, I presented the FRIENDS plan to TKS Middle School. Expanding the club is lined out in our mission statement which says:

We believe that all children benefit from social interactions with their peers. We believe that every child should be happy and that social interaction is a vital part of developing a mentally healthy child/adolescent who will play an important and integral role in society as productive citizens of our community now and in the future.

Goal: Students will provide social interactions with mentally, physically and emotionally challenged students.

Objectives:

1. Read with elementary students in the a.m. R.E.A.D. (Reading Experiences At Daylight) program. This program includes assisting students with or without academic challenges.

2. Assist special needs students during the school day as appropriate.

3. Spend after school time with special needs students with parent permission.

4. Attend field trips with/special needs students.

5. Perform duties sponsor or resource teachers assign. (ex. Taking breakfast and lunch trays to special needs classroom, sitting with special needs students during school sponsored programs, etc.)

Membership Requirements: (the 5 C's)

1. Compassionate to special

needs students and others.

2. Compliant to teachers, parents and trusted adults.

3. Conversationalist with special needs students.

4. Caring of their fellow man.

5. Considerate of others' feelings.

I have encouraged my students to remain friends and stay in contact with one another through F.R.I.E.N.D.S.

The club has continued each year and may have long-term benefits in the future. Parents have been very supportive and

many have stated that their child has found their knack and a potential career.

For example, career opportunities such as Physical Therapist, Speech-Language and Occupational Therapist, and many social service and educational careers are options for these students and are discussed periodically throughout the year during our weekly meetings.

For more information about FRIENDS membership, please contact Joyce Beasley at jbeasley@etown.k12.ky.us. ■



Photo By Marlane Youngblood

Pictured left, Cody Parsons takes the hand of big friend Cody Fow-Malcolm as the two chat on their way to class.



Photo By Marlane Youngblood

Teacher Joyce Beasley talks with Jermaine Stubbs as they lead their class into Morningside Elementary School. Jermaine is given an extra push over the threshold by Kelsey Nixon. Alison Blaiklock leans over Brianna Curl to assist her with her bookbag.

Forum spotlights student achievement

By David W. Marshall,
E'town High School Principal

Those of us who work in our buildings day in and day out are acutely aware of the success that our students attain and the level of effort that our teachers and staff put forth to propel them to lofty levels.

However, those accomplishments are not always evident to the public, or even to the staff in other schools!

In order to better recognize the achievements and outstanding educational programs in place at each school, Elizabethtown High School provided the forum for a "spotlight night" for each school in the Elizabethtown Independent School District.....and what better forum than right before tip-off at a Panther basketball game!!

E'town High basketball always draws a large crowd, and this season was no different, with both the boys' and girls' teams ranked in the top ten all season, and the boys' team making a run to the final

eight at Rupp Arena in March!

The large crowds that attended were not only treated to outstanding basketball action, but a real treat in seeing up close and personal what takes place in every school in the district.

Morningside Elementary, Helmwood Heights Elementary, T.K. Stone Middle School, Valley View Educational Center and Elizabethtown High School each had a featured night this past season.

Before the game began, schools set up displays in EHS' spectacular new commons area and held an Open House with teachers and students showing what they've accomplished this year. Refreshments were provided and entertainment was often a part of the evening's activities.

Hundreds of fans were able to tour the commons and peruse the displays of work done by all grade levels of the featured school.

However, the pride was shown in full force at halftime

when each school was able to bring onto the floor representatives from their schools who were honored for their accomplishments.

Morningside chose to do an "Olympic style" parade, complete with banners to march behind, while T.K. Stone and E'town High chose to bring out individual students who have excelled.

Helmwood Heights brought out hundreds of students and sang songs, did cheers and showed their pride en masse to the crowd.

Valley View showed off their many programs through displays and program spotlights.

All in all, it was an excellent opportunity for each of our fine schools to publicly display their pride, accomplishments and success.

If the response of the large crowds was any indication of how these spotlight nights were received by the public, count on seeing them again next year during Panther basketball! ■

EIS 2005 distinguished writing portfolio students

The following students have scored a distinguished rating on their 2005 writing portfolios.

Congratulations to all students for their fine work.

High School

Kristine Baula
David Bostic
Henry Li
Amy MacDonall
Sneha Mehta
Lauren North
Susan Ramsey
Kimberly Strange

Middle School

Andre Crutcher
Hadiya Deshmukh
Katie Meek
Brenna Sherrill
Franki Wilson
Jennifer Wu
Heather Elmore
Zack Fowler

Elementary

Kylie Keen
Keagan Keen
Emily Kendall
Chaz McKinney
Lexy Hazle
Kaitlyn Senay

Childhood obesity: The crisis

By Karen Skees EIS FRYSC
Coordinator

According to a publication from the UK Cooperative Extension Service, *Growing Healthy Kids in Kentucky*, "nearly half of Kentucky children are overweight or at risk of becoming overweight." The publication goes on to specifically say that "...at present, 14.6% of Kentucky high school students are overweight, compared with a national average of 10.5%." And surprisingly, "The percentage of Kentucky high school boys who are overweight is twice as high as that of Kentucky high school girls (19.5% vs. 9.5%)."

What can we do as parents, educators, and agents of social change and reform to affect a positive change in these statistics? The Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity (2001) includes these specific recommendations:

- Provide age appropriate and culturally sensitive instruction in health education that helps students develop the knowledge, attitudes, skills and behaviors to adopt, maintain, and enjoy healthy eating habits and a physically active lifestyle.
- Provide food options that are low in fat, calories, and added sugars, such as fruits, vegeta-

bles, whole grains and low-fat or nonfat dairy foods.

- Provide all children, from preschool through grade 12, with quality daily physical education that helps develop the knowledge, attitudes, skills, behaviors, and confidence needed to be physically active for life.

- Provide extracurricular physical activity opportunities offered by the school and/or community-based organizations outside school hours.

In summary, perhaps the best we have to offer our young people is to set a good example by leading healthy, active lifestyles ourselves. ■

ELIZABETHTOWN INDEPENDENT SCHOOLS 2005-2006 SCHOOL CALENDAR

August 8, Monday	Opening Day for Teachers
August 9, Tuesday	First Day for Students - DISMISSED HALF-DAY
August 18, Thursday	Preschool First Day
September 5, Monday	Labor Day Holiday - SCHOOL DISMISSED
September 8, Thursday	Progress Report Day
September 29, Thursday	Teacher Work Day - STUDENTS DISMISSED
September 30, Friday	Professional Development Day/STUDENTS DISMISSED
October 3 - 7, Monday - Friday	Fall Break - SCHOOL DISMISSED
October 14, Friday	End of First Grading Period
October 21, Friday	Report Card Day
November 4, Friday	Teacher Work Day - STUDENTS DISMISSED
November 7, Monday	FDEA - SCHOOL DISMISSED
November 16, Wednesday	Progress Report Day
November 23, Wednesday	Professional Development Day - STUDENTS DISMISSED
November 24, Thursday	Thanksgiving Holiday - SCHOOL DISMISSED
November 25, Friday	Thanksgiving Break - SCHOOL DISMISSED
December 16, Friday	End of Second Grading Period/First Semester
December 19 - January 2	Christmas/New Year Break - SCHOOL DISMISSED
January 3, Tuesday	Reconvene School
January 9, Monday	Report Card Day
January 16, Monday	Martin Luther King Day - SCHOOL DISMISSED
February 3, Friday	Teacher Work Day - STUDENTS DISMISSED
February 6, Monday	Professional Development Day - STUDENTS DISMISSED
February 7, Monday	Progress Report Day
February 20, Monday	Presidents' Day - SCHOOL DISMISSED
March 10, Friday	Teacher Work Day - STUDENTS DISMISSED
March 13, Monday	End of Third Grading Period
March 17, Friday	SCHOOL DISMISSED
March 20, Monday	Report Card Day
March 31, Friday	Professional Development - STUDENTS DISMISSED
April 3 - 7, Monday - Friday	Spring Break/KEA - SCHOOL DISMISSED
April 17 - April 28	Tentative CATS and CTBS Testing Dates
April 21, Friday	Progress Report Day
May 11, Thursday	Preschool Last Day
May 16, Tuesday	Primary Election Day - SCHOOL DISMISSED
May 25, Thursday	Last Day for Students - DISMISSED HALF-DAY
	End of Fourth Grading Period/Second Semester
	Report Card Day
	Closing Day for Teachers
May 26, Friday	

Dates are subject to change due to unforeseen circumstances. Please note - The preschool calendar is tentative due to enrollment. Dates of Progress Reports and Report Cards are subject to change due to printing and/or computer problems.

The Future of Testing Reading coaches hired

Continued from Page 1

multiple choice and at least one open response question. In addition to the current CATS requirements, Grades 4 through 8 will also have a different version of the norm reference test with additional multiple choice and at least one open response in both math and reading. Grades 9-12 will stay about the same. Portfolios are also under the microscope with the number of pieces and the weighting between portfolios and on demand being reevaluated.

Beyond 2006, the path is not so clear. KDE is working on a new Test Blueprint which refines and prioritizes Core Content.

The goal is to have a less complex test design with

"Power and Secondary Standards." Tests should have reduced number of forms, more balancing between multiple-choice and open-response, and more distribution across the grades. The state hopes to also do some alignment with post-secondary education expectations and provide quicker turn around for results through in-state scoring and the move to on-line testing.

While no one can say for sure what the testing paradigm will look like in the future, one thing is for sure - Elizabethtown staff and students will continue their tradition of excellence, with the success of every student our top priority. ■

By Bridgett Stinson, Special Programs Director

Over the past four years, EIS has initiated an intensive focus on Literacy.

Although EIS reading scores are above the state average, we acknowledge that we still have students who are reading below expected levels.

As educators, we feel passionate that this is unacceptable and we acknowledge our charge to meet the needs of all children.

Fortunately, in February of this year, our two elementary schools were awarded the Read to Achieve Grant which provides us the opportunity to focus on our struggling readers.

With this state grant we have been able to place two highly qualified teachers of reading in each elementary school to serve as Reading Coaches for K-2 students who are struggling in their efforts to learn to read.

This intense, early intervention is provided by Pam Hinton and Chris Snyder at Helmwood and Lisa Eriksen and Jaime Fey at Morningside.

Our Reading Coaches work with small groups between 30-45 minutes a day, four days a week, on the critical components of reading identified by the National Reading Panel. These components consist of phonics, phonemic awareness, vocabulary, comprehension, and fluency.

Reading Coaches also provide a writing connection as reading and writing are so closely intertwined.

This intervention is provided



Photo By Marlane Youngblood

Meeting as a group for the first time to discuss coaching strategies are district reading teachers, from left to right, Pam Hinton, Chris Snyder, Lisa Eriksen, and Jaime Fey.

during the Literacy Workshop blocks of each classroom in an effort to be in the classroom alongside the classroom teacher.

It is a supplemental instruction that the Kentucky Reading Project would define as a "double dose" of literacy.

I learned many more things about my student that will allow me to meet her needs better in the classroom.

—Lisa Haycraft, Teacher

Identified students not only receive instruction from their classroom teachers but they also receive instruction from their Reading Coaches.

In an effort to help parents

understand how to help their child in reading, our Reading Coaches and K-2 teachers have been making home visits in order to demonstrate teaching strategies and to gain insights on how to better help our students.

Lisa Haycraft, a kindergarten teacher at Helmwood, recently conducted a home visit with Reading Coach Pam Hinton and commented that the home visit "gives me a better vision of my student's prior knowledge and experiences. I learned many more things about my student that will allow me to meet her needs better in the classroom."

As we continue our efforts to include parents, we are excit-

ed to share that we have representatives from each elementary that will be attending the upcoming National Family Literacy Conference.

This professional development opportunity will assist these teachers and their schools on how to better support parents in meeting the needs of our struggling readers.

It will also help prepare our schools to host a Family Literacy Night that will truly impact the parents and students receiving this intervention support. It is exciting to be part of Elizabethtown Independent's vision to meet the needs of all students - a charge that we strive toward on a daily basis. ■

Video class

Continued from Page 1

video portfolio is a key focus of the class. "In the real world, artists and journalists are expected to show what they can do. When they apply for jobs, they have to show their portfolios. By requiring my students to create these portfolios of the work they do, I'm asking them to venture into this arena. At the end of the year, I ask them to include their five best pieces of work that show what they've learned and what they're capable of doing. I'm pretty tough on grading them because I want them to understand the competitive nature of this business. Hopefully, for a few of them who are really serious about this as a future profession, it may pay off."

The video packages or programs assigned to the class fall into two general categories: journalistic and artistic. Students create news and feature packages on local community and school events, but they also show their more artistic abilities by completing visual poems, mini-movies or narratives and music videos. "I think the kids understand the importance of the work we do as broadcast journalists for Eye on

E'town," Stark says, "but I believe that most of them really love the artistic freedom of expression they have in their creative projects. It's a chance to really get into the 'art' of the medium. As a fine arts teacher, I want them to recognize that both forms of visual expression are important forms of human communication and expression."

Most of the video programs created by the class serve to fill the monthly half hour program, Eye on E'town, which airs over the local community access channel in the second week of each school month. "The ability to focus on actually airing our work to the community is a great benefit. The kids know that the standards they must meet has to be in keeping with the other programs that people have the choice of viewing on television," Stark says, "and that's pretty high. I always ask them, Would you choose to watch this if you had a channel changer in your hand?"

Based on an overwhelming response from judges of state video contests across Kentucky, the answer to that question is a resounding, "Yes!" ■

Watch Eye on E'town on Channel 2

Student video production made possible by: Hello Helmwood, Wake-Up Morningside, Good Morning TKS, and Panther Productions.



Congratulations 2005 Academic Team

Governor's Cup Region Champions
Helmwood Heights
Elementary School

Clockwise from top left corner: Muneeb Abri, Darian Ditto, Zeeshan Bhatti, Ashley Aubrey, Emma Cookley, Timbria Henryhand, Carter Hearn, Emaan Mahmood, Simra Ahmed, McKinsey Mudd, Rebecca Dewitt, Morgan Dalton, Jessica Gabhart, Rebecca Hinkle, Kathryn Thomas, Reza Haider Graham Schmidt, Taylor Graham, Jordan Coffman, Hassaan Patel, and Bilal Ahmed.

Congratulations to Coach Carol Ann Christian and Coach Leah Gardner.



Photos By Marlane Youngblood



Good luck to our ELIZABETHTOWN HIGH SCHOOL SENIORS.
We are proud of the Class of 2005!