

INDEE PRIDE



Independence School District Newsletter

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You are invited!

High School Awards Ceremony

Friday, May 17, 2024

1:30 pm—Cafetorium



**Families are encouraged to join us to celebrate student academic,
scholarship, and co-curricular accomplishments.**

**•Senior Scholarships •Senior Academic Achievement •Indee Honor Society
•Badger Girls State •Attendance •Student Council •Forensics
•Instrumental and Vocal Music •Yearbook**

**Graduation will also be live-streamed for parents
and community members**

Find the link on our Facebook page and website: www.indps.k12.wi.us

CLASS OF 2024 GRADUATION

The Class of 2024 will graduate Saturday, May 25, 2024 at 1:00 pm

Class Song: "The Night We Met" by Lord Huron

Class Colors: Sage Green

Class Flower: Pink Carnation

Class Quote: "If people are doubting how far you can go, go so
far that you can't hear them anymore." - Michele Ruiz

Class Advisors: Corey Comero, Linda Killian-Baures,
and Paul Franzwa

**Spring
2024**



FROM THE DESK OF MR. FRANZWA

9-12 Principal/District Administrator

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Why do schools exist? According to Google they exist to provide education and help students develop knowledge, skills, and values they need to succeed in life. From a simplistic perspective, I couldn't agree more. However, what it takes to accomplish this from a school leadership perspective is much more complex. Furthermore, from my experience I have found that what each school needs in order to find success can be vastly different - even when separated by just a few miles. This leads me to my next question - how do we define success in schools or for individual students? Once again, this can be complex. I believe that successful leaders have the ability to take something that is extremely complex and simplify it for others. Whether you are a coach, CEO, or a school administrator, if you can break it down and get your employees/players to understand what you are trying to accomplish from a simplistic point-of-view, and if they are all rowing in the same direction, the odds of finding organizational success improve.

At the Independence School District we have been focused on increasing our students' academic achievement. About a year ago we decided to participate in an initiative called SAIL to help us with this work. SAIL stands for School Administrators Institute for transformational Leadership. It is a two-year cohort and we have eight staff members from a variety of areas representing our SAIL leadership team. Our state administrators association (AWSA - Association of Wisconsin School Administrators) offers this program and we are a part of their eleventh SAIL cohort. Several schools from across the state have participated in this program and have found success.

Since I arrived in Independence approximately two years ago, we have had numerous conversations and have spent countless hours determining our plans to increase our students' academic achievement. Our SAIL journey began last spring by reviewing our district data. We created two goals to help us focus on and measure our progress with this work:

- All 4K-10 grade students will demonstrate typical to high growth in literacy as measured by the STAR student growth percentile (Fall to Spring) benchmark assessment. (Juniors and Seniors do not take the STAR assessment).
- The achievement gap in subcategories for grades 3-10, specifically male/female, English learners, low socio-economic status, and special education, will close annually as measured by the State Assessments.

In June we traveled to Wisconsin Dells, along with other schools participating in SAIL's eleventh cohort. We meet three times per year as a cohort - June, November, and March. Our local SAIL leadership team also meets twice per month to discuss and review the progress of our work. One of the outcomes of each of our cohort meetings (June, November, and March) is to develop a 100 day plan. As I write this article and reflect on our progress so far, we have definitely come a long way since last spring. With that said, we definitely aren't where we want to be yet, but we also know that we aren't going to see results overnight. There is a reason that this is a two-year program. I can tell you that our staff has been amazing and working really hard to ensure that all of our students find success. We are excited to see our progress regarding the two goals mentioned previously. We will have access to the STAR data in mid to late May, and the state assessment data next fall.

We are currently working on our third 100 day plan and will regroup with our cohort again this June. Here is a brief summary of what our 100 day plans have focused on so far this year:

- Update our Mission and Vision with input from staff, school board, and the community. We have completed this. Mission - "Ensure learning for ALL." Vision - "We will be a community of support that is positive, inclusive, and responsive".
- Unpack our power standards - each teacher has a list of power standards for their classes. They focus their instruction on their power standards, report on them, and use them to determine student grades. It is important that they fully understand what each power standard means as they create their lessons and assessments.
- Create and administer regular classroom formative assessments that are aligned to their power standards. A formative assessment is used by the teacher to give them feedback on their students' understanding of the lesson or series of lessons.
- Analyze the data from their formative assessments and create a plan (typically called an intervention) to address it with their students. We have a time in our day called Indee Pride Time (IPT) to work with small groups of students that need more support and/or an extension.

We are fully committed to this work and supporting our staff and students in this journey. I truly believe that it is the right work for us to focus on in order to ensure that we are preparing our students for academic success. Thank you for all of your support and we are looking to sharing positive results with you in the future.

Spring 2024
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¿Por qué existen las escuelas? Según Google, existen para brindar educación y ayudar a los estudiantes a desarrollar los conocimientos, habilidades y valores que necesitan para tener éxito en la vida. Desde una perspectiva simplista, no podría estar más de acuerdo. Sin embargo, lo que se necesita para lograr esto desde la perspectiva del liderazgo escolar es mucho más complejo. Además, según mi experiencia, he descubierto que lo que cada escuela necesita para alcanzar el éxito puede ser muy diferente, incluso cuando están separadas por sólo unos pocos kilómetros. Esto me lleva a mi siguiente pregunta: ¿cómo definimos el éxito en las escuelas o para estudiantes individuales? Una vez más, esto puede resultar complejo. Creo que los líderes exitosos tienen la capacidad de tomar algo que es extremadamente complejo y simplificarlo para los demás. Ya sea usted entrenador, director ejecutivo o administrador escolar, si puede desglosarlo y lograr que sus empleados/jugadores entiendan lo que está tratando de lograr desde un punto de vista simplista, y si todos están remando en el mismo sentido. En la misma dirección, las probabilidades de encontrar el éxito organizacional mejoran.

Aquí en el Distrito Escolar de Independence nos hemos centrado en aumentar el rendimiento académico de nuestros estudiantes.

Hace aproximadamente un año decidimos participar en una iniciativa llamada SAIL para ayudarnos con este trabajo. SAIL significa Instituto de Administradores Escolares para el Liderazgo Transformacional. Es una cohorte de dos años y contamos con ocho miembros del personal de una variedad de áreas que representan a nuestro equipo de liderazgo de SAIL. Nuestra asociación de administradores estatales (AWSA - Asociación de Administradores Escolares de Wisconsin) ofrece este programa y somos parte de su undécimo grupo SAIL. Varias escuelas de todo el estado han participado en este programa y han tenido éxito.

Desde que llegué a Independence hace aproximadamente dos años, hemos tenido numerosas conversaciones y hemos pasado innumerables horas determinando nuestros planes para aumentar el rendimiento académico de nuestros estudiantes. Nuestro viaje SAIL comenzó la primavera pasada revisando los datos de nuestro distrito. Creamos dos objetivos para ayudarnos a centrarnos y medir nuestro progreso con este trabajo:

- Todos los estudiantes de los grados 4K-10 demostrarán un crecimiento típico a alto en alfabetización, medido por la evaluación comparativa del percentil de crecimiento estudiantil STAR (otoño a primavera). (Los estudiantes Juniors-11 y Seniors-12 no toman la evaluación STAR).
- La brecha de rendimiento en las subcategorías para los grados 3 a 10, específicamente hombres/mujeres, estudiantes aprendices de inglés, estatus socioeconómico bajo y educación especial, se cerrará anualmente según lo medido por las Evaluaciones Estatales.

En junio, viajamos a Wisconsin Dells, junto con otras escuelas que participan en el undécimo grupo de SAIL. Nos reunimos tres veces al año como cohorte: junio, noviembre y marzo. Nuestro equipo de liderazgo local de SAIL también se reúne dos veces al mes para hablar y revisar el progreso de nuestro trabajo. Uno de los resultados de cada una de nuestras reuniones de cohorte (junio, noviembre y marzo) es desarrollar un plan de 100 días. Mientras escribo este artículo y reflexiono sobre nuestro progreso hasta ahora, definitivamente hemos recorrido un largo camino desde la primavera pasada. Dicho esto, definitivamente no estamos donde queremos estar todavía, pero también sabemos que no veremos resultados de la noche a la mañana. Hay una razón por la que este es un programa de dos años. Puedo decirles que nuestro personal ha sido increíble y ha trabajado muy duro para garantizar que todos nuestros estudiantes tengan éxito. Estamos emocionados de ver nuestro progreso con respecto a los dos objetivos mencionados anteriormente. Tendremos acceso a los datos de STAR a mediados o finales de mayo y a los datos de las evaluaciones estatales el próximo otoño.

Actualmente estamos trabajando en nuestro tercer plan de 100 días y nos reagrupamos con nuestra cohorte nuevamente este junio. Aquí hay un breve resumen de en qué se han enfocado nuestros planes de 100 días en lo que va del año:

- Actualizar nuestra Misión y Visión con aportes del personal, la junta escolar y la comunidad. Hemos completado esto. Misión - *Garantizar el aprendizaje para TODOS. Visión: Seremos una comunidad de apoyo positiva, inclusiva y receptiva.*
- Analizar nuestros estándares de poder: cada maestro tiene una lista de estándares de poder para sus clases. Centran su instrucción en sus estándares de poder, informan sobre ellos y los utilizan para determinar las calificaciones de los estudiantes. Es importante que comprendan completamente lo que significa cada estándar de poder a medida que crean sus lecciones y evaluaciones.
- Crear y administrar evaluaciones formativas periódicas en el salón de clases que estén alineadas con sus estándares de poder. El maestro utiliza una evaluación formativa para brindarles retroalimentación sobre la comprensión de la lección o serie de lecciones por parte de sus alumnos.
- Analizar los datos de sus evaluaciones formativas y crear un plan (normalmente llamado intervención) para abordarlo con sus estudiantes. Tenemos un momento en nuestro día llamado Indee Pride Time (IPT-por sus siglas en Inglés) para trabajar con grupos pequeños de estudiantes que necesitan más apoyo y/o una extensión.

Estamos totalmente comprometidos con este trabajo y apoyamos a nuestro personal y estudiantes en este viaje. Realmente creo que es el trabajo correcto en el que debemos concentrarnos para asegurarnos de que estamos preparando a nuestros estudiantes para el éxito académico. Gracias por todo su apoyo y esperamos compartir resultados positivos con usted en el futuro.



Meeting the Needs of ALL Students

In education, diversity is not just a buzzword; it's a reality we must ethically embrace if we truly want to help all students. Students come from various backgrounds, each with unique needs and strengths. Our teachers and staff work hard to ensure that every student has equitable access to a quality education, regardless of socio-economic status, language background, or ability level.

One powerful tool our teachers use is the Sheltered Instruction Observation Protocol (SIOP). That may sound fancy, but in essence it only amplifies many strategies that have long been known to be effective for all students. Making learning expectations clear and supporting students to meet equally clear success criteria is the heart of SIOP.

While initially designed for English Learners, the principles and practices can be used and are beneficial for all students, regardless of ability level or language development. By incorporating strategies such as comprehensible input, scaffolding, and explicit language instruction, SIOP provides educators with the tools to support all learners.

Why is SIOP so important in education today? Especially in diverse districts like ours?

- **Equity and Inclusion:** SIOP promotes equity by providing all students, regardless of their language background, with access to high-quality instruction. By incorporating strategies such as visual aids, graphic organizers, and hands-on activities, SIOP creates a level playing field where every student can engage meaningfully with the curriculum.
- **Language Development:** Proficiency in academic language is crucial for success in content area learning. SIOP scaffolds language acquisition by breaking down complex concepts into manageable chunks, providing students with the support they need to comprehend and express themselves effectively.
- **Content Mastery:** SIOP recognizes that language and content are intertwined. By embedding language objectives within content instruction, SIOP ensures that students not only learn the subject matter but also develop the language skills necessary to communicate their understanding proficiently.
- **Cultural Competence:** SIOP values and integrates students' cultural backgrounds into the learning process, fostering a climate of respect, empathy, and appreciation for diversity.
- **Engagement and Achievement:** SIOP emphasizes active participation and meaningful interaction, intelligent academic discussions, creating a learning environment where students are motivated to learn and succeed. By incorporating cooperative learning, hands-on experiences, and authentic tasks, SIOP cultivates critical thinking skills and promotes academic achievement.

SIOP is more than just a set of strategies; it's a philosophy that celebrates diversity, promotes equity, and empowers all learners to reach their fullest potential. It is not rocket science. In fact it is largely what good teachers have always done, it just needs to be amplified for a district as unique as ours.

To help our teachers develop their skills in SIOP we have provided ongoing support through in house coaching and collaboration between staff, and the use of nationally certified trainers over the past 8-10 years. As we continue to strive for inclusive and responsive educational environments at Indee, we want to ensure that every student receives the support they need to be successful.





Atender las necesidades de TODOS los estudiantes

En educación, la diversidad no es sólo una palabra de moda; es una realidad que debemos aceptar éticamente si realmente queremos ayudar a todos los estudiantes. Los estudiantes provienen de diversos orígenes, cada uno con necesidades y fortalezas únicas. Nuestros maestros y personal trabajan arduamente para garantizar que cada estudiante tenga acceso equitativo a una educación de calidad, independientemente de su estatus socioeconómico, idioma o nivel de habilidad.

Una herramienta poderosa que utilizan nuestros maestros es el Protocolo de observación de instrucción protegida (SIOP -por sus siglas en Inglés). Esto puede parecer sofisticado, pero en esencia sólo amplifica muchas estrategias que desde hace mucho tiempo se sabe que son efectivas para todos los estudiantes. El corazón de SIOP es dejar claras las expectativas de aprendizaje y apoyar a los estudiantes para que cumplan con criterios de éxito igualmente claros.

Si bien inicialmente fueron diseñados para estudiantes de inglés, los principios y prácticas se pueden usar y son beneficiosos para todos los estudiantes, independientemente de su nivel de habilidad o desarrollo del lenguaje. Al incorporar estrategias como información comprensible, andamiaje e instrucción lingüística explícita, SIOP proporciona a los educadores las herramientas para apoyar a todos los estudiantes.

¿Por qué es tan importante SIOP en la educación?

- **Equidad e inclusión:** SIOP promueve la equidad al brindarles a todos los estudiantes, independientemente de su origen lingüístico, acceso a una instrucción de alta calidad. Al incorporar estrategias como ayudas visuales, organizadores gráficos y actividades prácticas, SIOP crea un campo de juego nivelado donde cada estudiante puede participar significativamente en el plan de estudios.
- **Desarrollo del lenguaje:** El dominio del lenguaje académico es crucial para el éxito en el aprendizaje del área de contenido. SIOP apoya la adquisición del lenguaje al dividir conceptos complejos en partes manejables, brindando a los estudiantes el apoyo que necesitan para comprender y expresarse de manera efectiva.
- **Dominio del contenido:** SIOP reconoce que el lenguaje y el contenido están entrelazados. Al incorporar objetivos lingüísticos dentro de la instrucción de contenidos, SIOP garantiza que los estudiantes no solo aprendan la materia sino que también desarrollen las habilidades lingüísticas necesarias para comunicar su comprensión de manera competente.
- **Competencia cultural:** SIOP valora e integra los orígenes culturales de los estudiantes en el proceso de aprendizaje, fomentando un clima de respeto, empatía y aprecio por la diversidad.
- **Compromiso y logros:** SIOP enfatiza la participación activa y la interacción significativa, creando un ambiente de aprendizaje donde los estudiantes están motivados para aprender y tener éxito. Al incorporar aprendizaje cooperativo, experiencias prácticas y tareas auténticas, SIOP cultiva habilidades de pensamiento crítico y promueve el rendimiento académico.

SIOP es más que un simple conjunto de estrategias; es una filosofía que celebra la diversidad, promueve la equidad y capacita a todos los estudiantes para que alcancen su máximo potencial. No es ciencia espacial. De hecho, es en gran medida lo que siempre han hecho los buenos maestros; sólo es necesario ampliarlo para un distrito tan único como el nuestro.

Para ayudar a nuestros maestros a desarrollar sus habilidades en SIOP, hemos brindado apoyo continuo a través de capacitación interna y colaboración entre el personal, y el uso de capacitadores certificados a nivel nacional durante los últimos 8 a 10 años. A medida que continuamos esforzándonos por lograr entornos educativos inclusivos y receptivos en Indee, queremos asegurarnos de que cada estudiante reciba el apoyo que necesita para tener éxito.



FROM THE DESK OF MRS. WOYCHIK

School Counselor/Curriculum Director

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Growing Strong

Getting all students to a rigorous level of academic achievement is the goal. It is one of the biggest reasons we exist as an institution, and we can never take our eye off of that goal. But is achievement the only thing we should compare ourselves against? Is there more that should be considered in the measurement of any school?

Growing students (all students) in their learning, I would argue, is part of the process and not all students have the same starting line. Student backgrounds matter. For example, it has been well documented that students who grow up in a high poverty home have dramatic differences in their vocabularies. There is as much as a 30 million word gap between young children from the wealthiest and poorest families (Fernald et al 2013) and vocabulary is needed to engage in learning. English learners face similar challenges of accessing vocabulary and reframing important background knowledge to assimilate to core instruction in a new language. And students with different abilities and who have been identified as needing a Special Education plan need teachers to provide specialized instruction so those students can access grade level learning. All of this is a welcomed challenge for our teachers. Providing a

great education for ALL learners is a priority for us and means extra effort on the part of our teaching staff to meet the needs of our unique and varied demographic student population. We embrace that and teachers who are here, who chose to come here, understand the uniqueness of our District.

Many of you reading this have an image in your mind about how our school looks on the inside. Some of you grew up and went to school here. But did you know that in the past 18 years our student population has changed from:

- 28% to now 66% of students living in economically disadvantaged homes
- 4% to now 30% of students learning English as a second language
- 17% to now 13% of students have some form of disability
- And approximately 33% of our current high school population grew up in our 4K-12 school.

My guess is that that paints a far different image from what you might have experienced as a student here yourself.

Then you may ask yourself that other schools must have the same issue, right? Of course many districts across the country are evolving and demographics are changing. However, interestingly, there are few that are changing to the degree that Independence is. In a recent search of schools in Wisconsin with a student population of under 1000 (Independence has a population of 430) with similar demographics only one could be found (and that one was almost twice as big as Inde): Abbotsford. Others with similar demographics but with a population just over 1000 were Arcadia and Delevan. How do we compare to those schools? Those most like us? Well, when Independence's 2022-2023 state report card scores were compared to like districts, our District Achievement score was far and away higher than the other three schools mentioned. Our High School Achievement score was second highest by a very small margin among the four similar schools listed. Also important is that 5 out of the last 9 annual state report cards (that combine both academic achievement and academic growth) showed our district Exceeding Expectations. Education is not one size fits all and so the measurements we use to gauge our effectiveness is not as easy as assigning one test score. Student academic achievement measured at one point in time does not reveal a student's academic growth. When a student's academic achievement score is viewed in isolation it can't tell you if that student has made relatively typical progress, made a huge leap forward, or lost ground compared to earlier points in time. By combining achievement and growth, educators have a more complete picture of student learning.

Lastly, are there other aspects of a child's education that should be measured? Compassion, respect, healthy communication, and responsibility are things that I wanted for my own children, and I am guessing you do too. That happens through connections, meaningful conversations, and systems and structures that foster the teaching of, and reinforcement of positive behavior. Although we have heard anecdotally from our families that their students love the small school community that we have here, we also have recent survey data that shares our students are well connected to our staff with over 94% of middle and high school students reported feeling like there is at least one adult they feel they know cares about them here and would listen and help them if they asked. The work we do here to develop human beings, and grow strong academic students are both important. The diversity in this building is like few others. It is what makes us great.

With all of the pressure to do this work well, we could question if we are doing enough?, are we doing the right work?. I believe we are on the right track and I also believe we will never be done. Let's keep the conversations going to ensure that we are growing strong and meeting the needs of all students.

Fernald, A., V.A. Marchman, & A. Weisleder. 2013. "SES Differences in Language Processing Skill and Vocabulary Are Evident at 18 Months." *Developmental Science* 16 (2): 234-48
Wisconsin Department of Public Instruction . (n.d.). Report cards - 2022-23. <https://apps2.dpi.wi.gov/reportcards/home>

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Creciendo fuerte

El objetivo es lograr que todos los estudiantes alcancen un nivel riguroso de rendimiento académico. Es una de las principales razones por las que existimos como institución y nunca podemos dejar de mirar ese objetivo. Pero, ¿es el logro lo único con lo que deberíamos compararnos? ¿Hay algo más que deba considerarse en la medición de cualquier escuela?

Yo diría que hacer crecer a los estudiantes (todos los estudiantes) en su aprendizaje es parte del proceso y no todos los estudiantes tienen la misma línea de partida. Los antecedentes de los estudiantes importan. Por ejemplo, está bien documentado que los estudiantes que crecen en un hogar de alta pobreza tienen diferencias dramáticas en su vocabulario. Existe una brecha de hasta 30 millones de palabras entre los niños pequeños de las familias más ricas y más pobres (Fernald et al 2013) y se necesita vocabulario para participar en el aprendizaje. Los estudiantes aprendices de inglés enfrentan desafíos similares al acceder al vocabulario y replantear importantes conocimientos previos para asimilarlos a la instrucción básica en un nuevo idioma. Y los estudiantes con diferentes habilidades y que han sido identificados como necesitados de un plan de Educación Especial necesitan que los maestros brinden instrucción especializada para que esos estudiantes puedan acceder al aprendizaje de su grado. Todo esto es un desafío bienvenido

para nuestros maestros. Brindar una excelente educación para TODOS los estudiantes es una prioridad para nosotros y significa un esfuerzo adicional por parte de nuestro personal docente para satisfacer las necesidades de nuestra población estudiantil demográfica única y variada. Aceptamos eso y los maestros que están aquí, que eligieron venir aquí,

Muchos de los que están leyendo esto tienen una imagen en su mente de cómo es nuestra escuela por dentro. Algunos de ustedes crecieron y fueron a la escuela aquí. Pero ¿sabía usted que en los últimos 18 años nuestra población estudiantil ha cambiado de:

- Del 28% al 66% de los estudiantes viven en hogares económicamente desfavorecidos
- Del 4% al 30% de los estudiantes aprenden inglés como segundo idioma
- Del 17% al 13% de los estudiantes tiene algún tipo de discapacidad
- Y aproximadamente el 33% de nuestra población actual de preparatoria creció en nuestra escuela 4K-12.

Supongo que eso pinta una imagen muy diferente de la que usted mismo podría haber experimentado como estudiante aquí.

Entonces te preguntarás qué otras escuelas deben tener el mismo problema, ¿verdad? Por supuesto, muchos distritos de todo el país están evolucionando y la demografía está cambiando. Sin embargo, curiosamente, hay pocos que están cambiando en la medida en que lo hace la Independence. En una búsqueda reciente de escuelas en Wisconsin con una población estudiantil de menos de 1000 (Independence tiene una población de 430) con datos demográficos similares, sólo se pudo encontrar una (y esa era casi el doble de grande que Indee): Abbotsford. Otros con datos demográficos similares pero con una población de poco más de 1000 habitantes fueron Arcadia y Delevan. ¿Cómo nos comparamos con esas escuelas? ¿Las más parecidas a nosotras? Bueno, cuando se compararon los puntajes de las boletas de calificaciones estatales de Independence de 2022-2023 con distritos similares, nuestro puntaje de rendimiento del distrito fue mucho más alto que el de las otras tres escuelas mencionadas. Nuestro puntaje de rendimiento en la escuela preparatoria fue el segundo más alto por un margen muy pequeño entre las cuatro escuelas similares enumeradas. También es importante que 5 de las últimas 9 boletas de calificaciones estatales anuales (que combinan rendimiento académico y crecimiento académico) mostraron que nuestro distrito superó las expectativas. La educación no es de una talla única, por lo que las medidas que utilizamos para medir nuestra eficacia no son tan sencillas como asignar una puntuación en un examen. El rendimiento académico de los estudiantes medido en un momento dado no revela el crecimiento académico de un estudiante. Cuando el puntaje de rendimiento académico de un estudiante se ve de forma aislada, no puede indicar si ese estudiante ha logrado un progreso relativamente típico, ha dado un gran salto adelante o ha perdido terreno en comparación con momentos anteriores. Al combinar logros y crecimiento, los educadores tienen una imagen más completa del aprendizaje de los estudiantes.

Por último, ¿hay otros aspectos de la educación de un niño que deberían medirse? La compasión, el respeto, la comunicación sana y la responsabilidad son cosas que yo quería para mis propios hijos y supongo que ustedes también. Eso sucede a través de conexiones, conversaciones significativas y sistemas y estructuras que fomentan la enseñanza y el refuerzo del comportamiento positivo. Aunque hemos escuchado anecdóticamente de nuestras familias que a sus estudiantes les encanta la pequeña comunidad escolar que tenemos aquí, también tenemos datos de encuestas recientes que muestran que nuestros estudiantes están bien conectados con nuestro personal; más del 94% de los estudiantes de secundaria y preparatoria informaron sentirse como hay al menos un adulto que sienten que saben que se preocupa por ellos aquí y los escucharía y los ayudaría si se lo pidieran. El trabajo que hacemos aquí para desarrollar a los seres humanos y formar estudiantes académicos sólidos es importante. La diversidad en este edificio es como pocos. Es lo que nos hace grandes.

Con toda la presión para hacer bien este trabajo, podríamos preguntarnos si estamos haciendo lo suficiente, ¿estamos haciendo el trabajo correcto? Creo que estamos en el camino correcto y también creo que nunca terminaremos. Mantengamos las conversaciones para asegurarnos de que crezcamos fuertes y satisfagamos las necesidades de todos los estudiantes.

Fernald, A., V.A. Marchman, & A. Weisleder. 2013. "SES Differences in Language Processing Skill and Vocabulary Are Evident at 18 Months." *Developmental Science* 16 (2): 234-48 Wisconsin Department of Public Instruction . (n.d.). Report cards - 2022-23. <https://apps2.dpi.wi.gov/reportcards/home>



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Vanessa Adank
SUMMA CUM LAUDE
With Highest Honor



Cristian Blas Alejo



*Angel
Ceballos Yanez*
CUM LAUDE
With Honor



Britney Cruz



Max Dejno
CUM LAUDE
With Honor



Sydney Dejno
SUMMA CUM LAUDE
With Highest Honor
Indee Honor Society



*Perla
Garcia Acosta*



*Diana
Gomez Ruiz*

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Clay Herdahl



Tayler Lambright
SUMMA CUM LAUDE
With Highest Honor



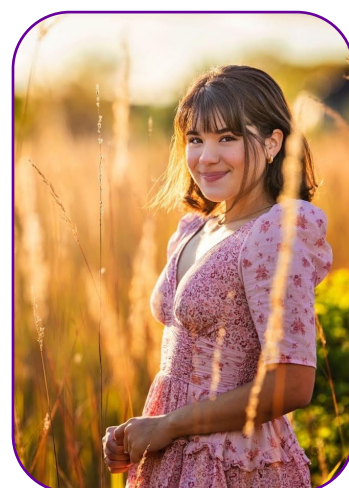
Jaydan Matchey



Dayana Minier
CUM LAUDE
With Honor



Carlos Montalvo
CUM LAUDE
With Honor



Jasmine Montalvo
CUM LAUDE
With Honor



Dawson Olson
SUMMA CUM LAUDE
With Highest Honor

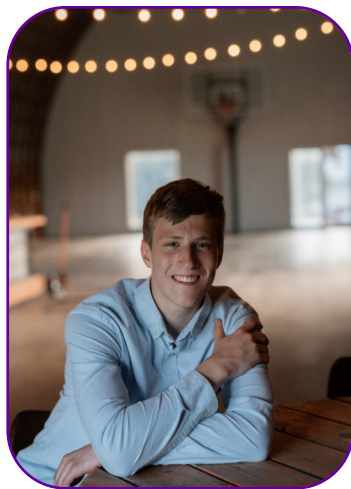


Aldo Ortiz



CONGRATULATIONS CLASS OF 2024

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Wesley Pfaff
MAGNA CUM LAUDE
With High Honor



Rai'Ihanai Polk
MAGNA CUM LAUDE
With High Honor



Adison Pronschinske
SUMMA CUM LAUDE
With Highest Honor
Indee Honor Society



Kaylee Pronschinske
SUMMA CUM LAUDE
With Highest Honor



Frances Ramos
CUM LAUDE
With Honor



Aura
Reyes Gonzalez



Lesly Rivera Coto
CUM LAUDE
With Honor



Kevin Rodriguez

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CONGRATULATIONS CLASS OF 2024

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Josue
Roman Jerena



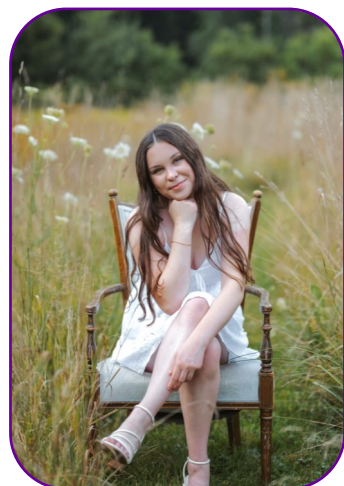
Gracie Rombalski
SUMMA CUM LAUDE
With Highest Honor
Indee Honor Society



Oralia Slameron



Xavier Santillan
MAGNA CUM LAUDE
With High Honor



Kayla Schank
MAGNA CUM LAUDE
With High Honor



Sebastian Sonsalla
SUMMA CUM LAUDE
With Highest Honor



MaKenzie Suhr



Brandon Sylla
CUM LAUDE
With Honor

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Leah Sylla
MAGNA CUM LAUDE
With High Honor
Indee Honor Society



*Diego
Tomas Pascual*



Adolfo Velasquez



Melissa Vergara
MAGNA CUM LAUDE
With High Honor



Exmerilda Xiong



CONGRATULATIONS CLASS OF 2024

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Laude System of Recognition to Begin with the Class of 2024 High Levels of Learning and Purposeful Planning

At the June 2019 School Board meeting it was approved to move to a Laude System of recognition for graduates starting with students who would be freshmen in the 2019-20 school year. This change came after almost two years of research and discussions with parents, students, and faculty; the primary purpose was to encourage rigor in student coursework, decrease unnecessary competition between classmates, and increase students' academic and intellectual risk-taking, making it more enticing to plan for and take rigorous courses.

Laude System simplified:

- High School students will still have a class rank listed on their transcript as they always have.
- Students with a cumulative grade point average higher than 3.0 at the end of the second semester of their senior year would be a part of the Laude system. Their GPA would be multiplied by the number of honor points they received in high school. Honor points can be earned by taking upper-level courses or sequencing courses meaningful to their future plans. See Board Policy 345.6 for more details.
- Student's Laude score would determine whether they would be recognized as graduating with
1) Highest Honor (Summa Cum Laude) 2) High Honor (Magna Cum Laude) or 3) Honor (Cum Laude)



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SENIOR MUSIC AWARDS

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SENIOR CHOIR AWARDS

The **Director's Award for Chorus®** honors outstanding members of a junior high school choir. It is awarded to students who display high qualities of dedication and conduct and is presented in recognition of the student's outstanding contribution to the music ensemble.

Congratulations to **Jayden Matchey** as this year's recipient of the Director's Award for Chorus.

The **National School Choral Award®** is the highest honor for high school choral performers. It recognizes the dedication and musical achievement of the top male and female choral students.

Congratulations to **Dawson Olson** as this year's recipient of The National School Choral Award®.

Thank you, Jayden and Dawson, for your dedication, leadership, and contributions to the Independence Choir program in and out of the classroom. Congratulations on all of your accomplishments as you graduate from the Class of 2024! Best of luck to you as you continue your journey after high school!



SENIOR BAND AWARDS



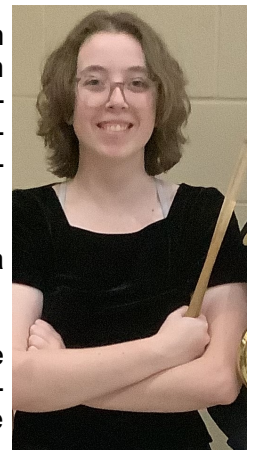
The **Patrick S. Gilmore Band Award®** was introduced in 1994 in honor of the legendary bandmaster and impresario. Patrick Gilmore (1829-1892) and his band joined General Burnside's expedition to North Carolina in the Civil War. Gilmore also played for every president of his day, including Abraham Lincoln. This award honors outstanding high school band students and their achievements and commitment to the band.

Congratulations to **Tayler Lambright** as this year's recipient of The Patrick S. Gilmore Band Award®.

The John Philip Sousa Award is the pinnacle of achievement in a high school band. Introduced in 1955 to honor the top student in the high school band, the John Philip Sousa Band Award® recognizes superior musicianship and outstanding dedication. It was created with the approval of Helen Sousa Albert and Priscilla Sousa, daughters of the famous composer and bandmaster.

Congratulations to **Sydney Dejno** as this year's recipient of The John Philip Sousa Award.

Thank you, Tayler and Sydney, for your leadership and contributions to the Independence Band Program in and out of the classroom. Congratulations on all of your accomplishments as you graduate from the Class of 2024! Best of luck to you both as you continue your journey after high school!



SCHOLARSHIP SPONSORS

Thank You!

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Academic Excellence Scholar	Isaacs Memorial
American Legion Auxiliary Unit 186	Jeannie Dubiel Excellence in Business
American Legion Oratorical	Laura Gaul Memorial-Athletic
American Legion Post 186 Senior Award	Laura Gaul Memorial-Performing Arts
Ashley Furniture-Engineering and Design	Laura Gaul Memorial-Agriculture
Ashley Furniture-Grants in Aid	The Independence Lions Club
Beef River Livestock	Lisa Rostvolt Memorial
Buffalo County Farm Bureau	Maliszewski Agriculture
Character Lives	Pilgrims
Community Investment Healthcare	Rainbow Community Club
Compeer Financial	RAPS DOC Ruth Ann Patricia Sackett and Duanne Sackett Memorial
Doris J. Bautch STEM	Riverland Energy Cooperative
Driftless Whitetails	Ron and Joyce Wanek Engineering
Edmund and Bernice Lyga Memorial	Sobotta Family-Engineering, Science & Technology
Elk Rod and Gun	State Bank of Arcadia
Elmo Dahl AMVETS	Technical Excellence Scholar
FFA Alumni	Trempealeau County Retired Teachers
First National Bank	Trempealeau County Farm Bureau
Ginger Everson Memorial	Tri-County Communications
Independence Education Association (Teachers)	Tryggvason Lodge
Independence Public School Memorials	
Independence State Bank	

Many of our local scholarship funds are managed by the ECC Foundation which provides an easy, secure and effective way for people to support our students. If you would like to explore giving options please contact Wesley Escondo 306 S. Barstow St. Suite 104 Eau Claire, WI 54701 Office Phone: 715-552-3801 wesley.escondo@eccfwi.org

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8TH GRADE PROMOTION

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Congratulations



STACY ALEJO FERNANDO



AIDEN ELAHA



ARIANA ELAND MUNOZ



BRIANA ELAND MUNOZ



JOSE ELASIGNACIO



KENNETH ELSCHMAN RODRIGUEZ



CHLOE CARRILLO TAYLOR



DINA CLAUDIO MENDOZA



XAMER CURTIS



HANNAH KERN



NAOM ESCAMILLA VEGA



JOSE GARCIA BAHENA



DARION GIBBS



RACHEL HOVEY



BREELEY KAMPA



KATELYN KAMPA



CARSON KLIMEK



ALDRIANNA KNSELEY



NATALIE KONTER



JOSEPH MATCHEY

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8TH GRADE PROMOTION

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BRANDON MONTALVO TECPILE



VIRIANA MORALES CERVANTES



CITLALY REYES SANDOVAL



RICHARD REYES



LIA SANDOVAL REYES



EVELYN SUCHA



ALLIE SYLLA



HADLEY SYLLA



HARPER SYMCEK



JOSUE TECALERO ALEJO

8th Grade Promotion Ceremony and Middle School Assembly

On May 22nd and May 26th, our middle school students and 8th graders at the Independence Middle School will participate in a few celebrations. Although our 8th graders are technically not graduating, they are still moving up from middle school to high school, and we want to acknowledge their efforts. We know there is much schooling left for our 8th grade Indees as they move to the 9th grade, and work toward a bigger accomplishment, high school graduation. Our 8th grade promotion ceremony will be a great way to celebrate this milestone.

8th Grade Promotion Ceremony

Thursday, May 30, 2024

9:00 AM

Middle School Assembly

Monday, May 23, 2024

2:45 - 3:30 PM

**Awards will be presented



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UPCOMING EVENTS

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MAY 7TH

- School Board Meeting 6:30pm

MAY 13TH

- Senior Farewell Concert (Accidentals-Arcadia Acapella which includes Dawson & Gracie)

MAY 15TH

- Senior Portfolio Interviews

MAY 17TH

- High School Awards and Scholarships 1:30pm

MAY 23RD

- Senior iPads/Laptops Turned In
- Middle School Awards Assembly 2:45pm-3:30pm

PRIOR TO MAY 23RD

- Any fees that have incurred are due to the main office.

MAY 24TH

- Graduation Practice 12:30pm
- Community Service Day 12:15pm
- Last Senior Day of School

MAY 25TH

- Graduation Ceremony 1:00pm

MAY 26TH

- No School—Memorial Day

PRIOR TO MAY 30TH

All students should make sure any documents and files saved locally are saved/moved to Google Drive. Anything not saved to Google Drive will be erased after the device is upgraded. Please email/call Mr. Lim if you need assistance with saving/moving your files. All seniors will have access to their Independence Google account for up to 1 year after their graduation.

MAY 30TH

- All students who have a district owned device will be returning their iPads and/or MacBooks
- 8th Grade Promotion Ceremony 9:00am—9:45am

MAY 30TH

- Last day of school

June 10TH-28TH

- Summer School 8:00am-2:15pm



UPCOMING EVENTS

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*We look forward to seeing
ALL 4K-12 INDEE STUDENTS AND PARENTS
If you cannot attend please contact us at 715-985-3172*

	<p>Middle & High School Athletic Code Meeting (grades 6-12) Wednesday, July 17th, 6:30 pm Cafetorium (Booster Club meeting to follow) Make-Up Athletic Code August 7th 4:00 pm Cafetorium</p>
	<p>Packet Pick-Up 2024 <i>Wednesday, Thursday, and Friday July 31, August 1 and 2 8:00 am - 4:00 pm</i> <i>Monday and Tuesday August 5 and 6 8:00 am - 4:00 pm</i> MAIN OFFICE</p>
	<p>Registration Day Wednesday, August 7th, 2024 11:00-7:00 pm Gym for ALL 4K-12 INDEE STUDENTS AND PARENTS <i>Handbooks, Meal information and payment options, Athletic and Organization Information, Schedule and Locker Information for grades 6-12, Indee Wear, Fall Conference Set Up, Transportation Information.</i></p> <p>Middle & High School Make-Up Athletic Code Meeting (grades 6-12) 4:00 pm Cafetorium</p>
	<p>6th Grade Orientation Event Friday, August 23rd, 2024 8:00 am - 11:00 am <i>Enter through cafeteria doors.</i></p>
	<p>4K-12 Open House (School Pictures) Monday, August 26th 11:00-7:00</p> <ul style="list-style-type: none"> • Parents AND Students encouraged to come anytime between 11:00-7:00. Plan to stay for approximately 30 minutes. • 6-12~Ipad checkout if all forms are submitted and fees paid • Meet your teacher, bring in school supplies • School pictures for 4K-12 (Retakes October 22nd) 
	<p>Welcome Back~Student Day! Wednesday, Aug 28th, 2024</p>

UPCOMING EVENTS

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Our biannual Community Service Day is coming up on MAY 24th. If you or someone you know needs a hand with any yard work or other smaller jobs around your home or business, please let us know. You can contact our main office at 715-985-3172 or our Indee Honor Society Advisor, Amber Guza at guza@indps.k12.wi.us.

Visit Randy's Country Market in Whitehall June 10-23 to round up.

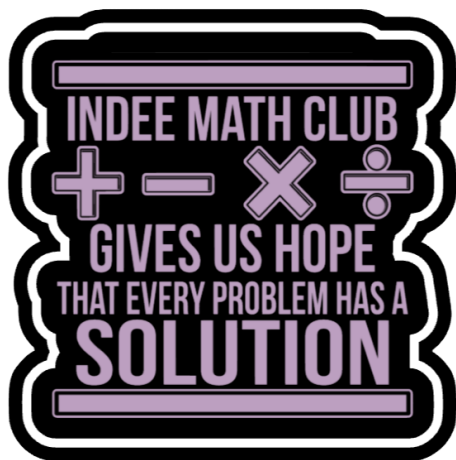


Your donations will be used to purchase materials for students to help them learn and provide transportation. Thank you for supporting our efforts!

Mrs. Ellen Killian, Indee Math Club



**AG ON THE
LAWN DAY
MAY 8TH**



THURSDAY, MAY 17TH

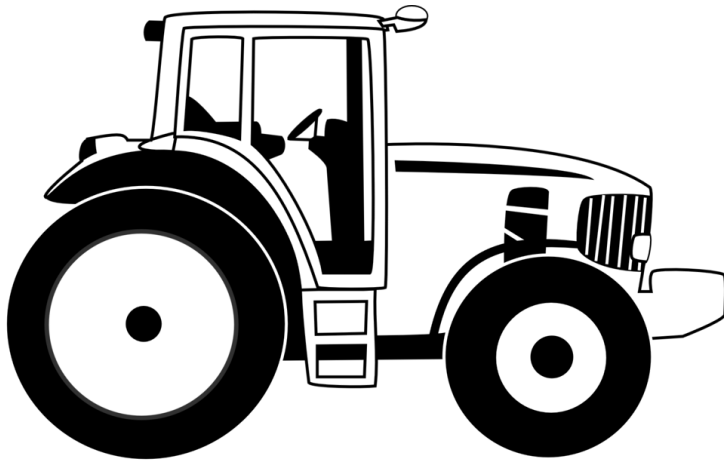
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UPCOMING EVENTS

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WISCONSIN SAFE OPERATION OF TRACTOR AND MACHINERY CERTIFICATION PROGRAM



JUNE 18, 19, & 20, 2024

8:00 AM- 4:00 PM

**HOSTED AT:
INDEPENDENCE HIGH
SCHOOL**

COST: \$25

**REGISTRATION DEADLINE:
MAY 31, 2024**

FOR YOUTH AGES 12+

**PLEASE RETURN THE FORM
TO THE HIGH SCHOOL
OFFICE OR AGRICULTURE
INSTRUCTOR**

TRACTOR AND MACHINERY CERTIFICATION COURSE

**June 18-20, 2024
(Tuesday, Wednesday, Thursday)**

Independence High School

8:00 a.m. - 4:00 p.m.

Name

Address

City

Zip

Parent's Name

Phone Number

Birth date

School

**4-H Club or FFA Chapter
(if applicable)**

**Registration Deadline:
May 30, 2024
Cost = \$25**

**Make check payable to:
Whitehall High School**

Limited to 20 participants

Please bring your own lunch

**Return to:
Local High School Ag.
Department**

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Endless Opportunities

High school scheduling for the 2024-2025 school year is winding down and it has been another great season of working with both students and parents to create a course plan that best meets each individual student's needs and career goals. We appreciate our parent involvement in this process and are happy to report over a 90% parent participation rate in our Individual Planning Conferences for all current students in grades 8-11.

For a small high school our students really do enjoy endless opportunities and have options to develop a coherent course plan for virtually any career path. These opportunities include many regular and advanced traditional high school classes in our own classrooms, several dual credit courses (which means students earn both high school credit and college credit for taking classes) taught by our teachers, and the ability to take courses from neighboring high schools (Whitehall, Blair-Taylor and Arcadia). Our partnerships with local technical colleges also allows for many more options in either general education departments (that are transferable to the university system) or trade specific courses. Finally, and thanks to community involvement, our students have the opportunity to do Youth Apprenticeships and can learn from experts in their field of interest. We have had many students (as many as 40% of a graduating class) successfully complete apprenticeships in finance, construction, welding, engineering, graphic arts, and more.

We strive to help students dream big as we take the time to draw out possible pathways students can see themselves in. Related to this, we have also offered several industry recognized certifications such as: OSHA 10, Certified Nursing Assistant, Emergency Medical Technician, Interpreter Certification, and Nutrient Management.

Our small school is brimming with opportunity and we are excited to help students find their way and turn their dreams into reality.

INDEE MATH CLUB

Independence MS math teacher, Mrs. Ellen Killian, started an after school math program for 6th and 7th grade students. The Club was started to provide enrichment and additional support to her math students three days a week and during the summertime.



Math is a very important life-skill and Mrs. Killian believes we have one chance to do it well. The Indee Math Club is trying to close the gap and provide enrichment for our math students!

Soaring to new Heights!



LARGE GROUP BAND FESTIVAL



Students from area schools participated in a Wisconsin School Music Association (WSMA) sanctioned Concert Music Festival hosted at Whitehall Memorial High School on Tuesday, April 16, 2024. During the festival, which was free and open to the public, each school's concert ensemble groups performed before a panel of adjudicators while students from other schools listened in as part of their own learning experience.

The festival drew concert bands and choirs from a number of area schools, including Alma-Pepin

Middle School, Arcadia High School, Black River Falls High School, Cochrane-Fountain City High School, Galesville-Ettrick-Trempealeau Middle School, Independence High School, Melrose-Mindoro High School, Melrose-Mindoro Junior High School and Whitehall Memorial High School. Jonathan Neal, music director from Whitehall Memorial High School, served as the festival manager.

WSMA music festivals support school music programs as part of a comprehensive education by encouraging the study of quality music literature; motivating students to prepare and perform to the best of their abilities; improving students' understanding of music literature and concepts (performance through understanding) and providing a performance assessment to improve individual and group achievement.

The **Independence High School Band** performed three pieces including: *Curse of the Pharaohs* (Bernotas), *Benediction* (Stevens), and their WSMA list selection *Darklands March* (Standridge).

Following their performance, the band received constructive feedback from one of the judges to strengthen their group playing even more.

Later in the week during their classroom celebration, the band members learned of their festival rating results through a personal video message from Randall D. Standridge, composer of *Darklands March*, who thanked the group for performing his music and congratulated them on their success at the festival revealing their earning a **1st division rating**.

Congratulations to the Independence High School Band for their 1st Division rating at this year's festival. Great job!

COULEELAND MIDDLE SCHOOL HONORS BAND

Indee's Jaydan Harz and Jonah Rombalski and 64 other 7th-grade students from 14 different area schools from the Dairyland and Couleeland conferences enjoyed a fun-filled day at Blair-Taylor United Campus making new friends and great music at the 11th annual Couleeland Honors Band! The seventh-grade band, under the direction of Mr. Dawson Strutt, rehearsed all day and performed 4 pieces at the evening's concert including:

Drummin' Surf-ari, *Tambora!*, *Celtic Air*, and *Antiquitus*. A great day was had by all! Indee Pride!



RECENT EVENTS

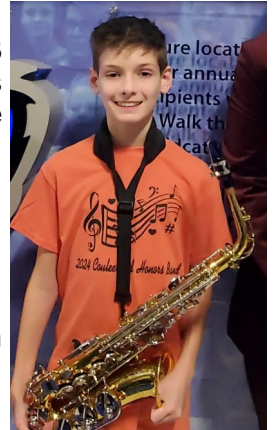
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MIDDLE SCHOOL BAND AWARD

The Director's Award for Band The Director's Award for Band® was introduced in 1973 and honors outstanding members of a junior high school band. It is awarded to students who display high qualities of dedication and conduct and is presented in recognition of the student's outstanding contribution to the music ensemble.

Congratulations to Jaydan Harz as this year's recipient of the Director's Award for Band.

Thank you, Jaydan, for your leadership in the Independence Middle School Band and your contributions to the High School Pep band. We look for your great work ethic and musical talents in the middle school band next year as an eighth grader and into your high school years.



5K-1ST GRADE FIELD TRIP

On April 18th, the Kindergarten and First Grade classes went to the Eau Claire Children's Theatre to see The Bernstein Bears On Stage. After enjoying the performance, students ate a sack lunch and bowled at Wagner's Lanes.

Upon returning to the classroom, students wrote a journal page about the day. This allowed students to practice writing a narrative, while using punctuation and capital letters in complete sentences. Students also used speaking and listening skills to share about their experience.



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RECENT EVENTS

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PROM

The Junior Class hosted Prom 2024 "Mystic Night" at the Historic Opera House on Saturday, April 13th. Congratulations to Prom King Sam Marsolek, Queen Kassidi Dejno and their court: Drew Bragger, Carlos Flores, Nathan Pyka, Adian Gaier, Taylor Herdahl, Hannah Gierok, Whitney Brenny, Kia Back, Angie Martinez, and Tyra Herdahl.

The Junior Class worked very hard raising funds for Prom by hosting multiple bake sales.



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POST PROM

The Independence High School Post Prom Event was held at the High School on April 13th. This event was a great success thanks to our students, parents, staff, and community members and businesses.

57 students were provided a safe and fun environment in which to spend time together after the prom dance. Activities included inflatables, athletic competitions, karaoke, video game tournaments, board games, and a variety of food, drinks, and snacks. All students in attendance received a fabulous prize!

Thank you to everyone that planned, shopped, chaperoned, and donated to this event. Thank you to the many families that contributed food and/or drinks. Thank you all for your support and we are so lucky to have you in our community!

A special thank you to our volunteer chaperones: Renee Klimek, Kayla Marsolek, Chuck & Amy Baize, Johann & Shannon Bragger, Tony & Marlet Pyka, Stephanie Herdahl, and Kari Pedersen.

A special thank you to the community members and businesses that made an item or monetary donation to help make this event possible:

- Ashley Furniture
- Bragger Aggregate
- Johann & Shannon Bragger
- Brown & Hart Truck & Auto
- Bushy's Meat Market
- Central Builders Supply
- Edge Graphics
- Falls Meat Service
- Gundersen Tri-County Hospital
- Hansen Auction Group
- Independence Lion's Club
- Independence Police Dept
- Independence Ready Mix
- Independence State Bank
- JoJo's Drive In
- JP Enterprises
- Klimek's 66 Station
- Daryl & Renee Klimek
- Kulig, Michalak, & Franklin
- Liberty Floral
- Mad Swiss Trucking
- Marsolek Excavating
- Tony Mlynek
- NAPA Auto Parts, Ind.
- New City Livestock
- Ornua Ingredients
- Pape Bus Service
- Pehler Oil, LLC
- Pietrek's Service Station
- Pilgrim's Pride
- Rainbow Community Club
- RJ Jurowski Construction
- Scheels
- Short Lane Ag Supply
- Starwood Rafters
- Sylvers Bar
- TCC TV
- Tracy's 3B Boutique
- Tri City Sanitation
- Waldera LLC
- Walek's Little Acres
- Jim Waniorek
- Whitehall Dental Center
- Wisc, National Guard
- Wozney-Killian Funeral Home



MANUFACTURING AND INFORMATION TECHNOLOGY CAREER DAY

On Thursday, April 18, 2024, ten Indee students attended a Manufacturing and Information Technology Career Day at Ashley Furniture, Inc. Students spent the morning learning more about the areas of IT, 3D printing, and robotics. They were able to explore the facility, gain a behind-the-scenes look at the data center and robots, and learn about career opportunities while engaging with employees. Thank you to Ashley Furniture for providing this hands-on experience for our students!



10 Independence students participated in the IT/Advanced Manufacturing Career Day. (L to R: Luis Ignacio-Pedro, Cristian Ignacio-Pedro, Dalton Jasin, Coltyn Pronschinske, Aidan Kirtley, Edgar Claudio Mendoza, Nate Pyka, Chase Back, Grant Klimek, Carlos Flores.)



Several Independence students look on while on the tour. (L to R: Dalton Jasin, Coltyn Pronschinske, Carlos Flores, Aidan Kirtley, Grant Klimek, and Chase Back).

BADGES

Badges 2024 is in the books what a pleasure it was working with the 5th Graders today. Thank you to the Trempealeau County Sheriff's Department (Det. Koxlein, Investigator Huson, Deputy Cruz, Deputy Williams, Sgt. McDonah and last but not least Deputy JAVY).

The children broke out into groups where they learned about Drugs, Internet Safety and Healthy Relationships. They ended their day with a special speaker who explained his life struggles with substance abuse and making bad choices and what he did to change his life. They ended their day with a demo from Deputy Cruz with his Drone and Deputy Williams with his K9 JAVY.

Great job kids it was an absolute pleasure spending the day with you. *Independence Chief of Police Jim Wanerik*



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Blood Drive

The High School Student Council hosted a Blood Drive on March 13th in partnership with Versiti Blood Center. We were able to collect 7 whole blood donations and 4 dual red donations. We were able to see 7 first time donors which is wonderful. From these collections we were able to provide 25 life-saving blood products to patients at local hospitals. Every drop counts and all drives help save lives. We want to thank our students, staff and community members for their help in hosting a successful blood drive. Mark your calendars for next year's Blood Drive on March 19th, 2025!



BUILD MY FUTURE

On April 24th students from the Home and Auto Maintenance course and other Tech Ed students attended the 2nd Annual "Build My Future"- Skilled Trades Career Day and Industry Showcase. The event was held in Onalaska at the Omni Center.

This was an interactive event giving students the opportunity to spend the day in the Trade Industry through hands-on activities, simulations, and so much more. The event was put on by Build My Future in conjunction with industry partners.

The student activities ranged from roofing, technology, masonry, concrete, heavy machinery operation, welding, electrical, mechanical and more. Our students not only were able to do the hands-on activities but also made industry connections for their future goals.



CERTIFIED INTERPRETERS

La Crosse area judge Ramona A. Gonzalez recently hosted students who are becoming certified to interpret in legal and medical settings. Students were able to ask her questions related to the courts and role play scenarios. We are proud of our Indees in this program: Lesly Rivera Cota, Melissa Vergara, and Angie Martinez.



HOSA

Six students from Independence's HOSA - Future Health Professionals chapter attended the state leadership conference in Wisconsin Dells on Monday. The students got to experience a small piece of the conference and attended break out sessions about topics such as surgery, neonatal nursing, and career planning. They also met representatives from colleges and health professions at an expo, and even sat in on a panel with the state superintendent to field questions about being a new HOSA chapter. The students and advisors are looking forward to attending the full conference next year, and are excited to continue the work of establishing Independence's HOSA chapter.



4TH GRADE TO MADISON

The fourth grade classes had a fun field trip to Madison! They stopped at Devil's Lake first to see the landform they learned about in science. The students were able to create their own "Exhibit" with Wisconsin artifacts at the Historical Society and had a great tour of the Wisconsin State Capitol. It was a fun filled day of learning!



5TH GRADERS TO BEAVER CREEK RESERVE

The fifth graders went to Beaver Creek Reserve. They had the opportunity to explore what is needed for a healthy stream and how to survive in the outdoors. Students were able to capture living invertebrates in the stream to determine how healthy the stream was. For outdoor survival, students worked together to gather materials needed to start a fire and keep the fire going. We have some amazing, future biologists and survival experts in Independence!



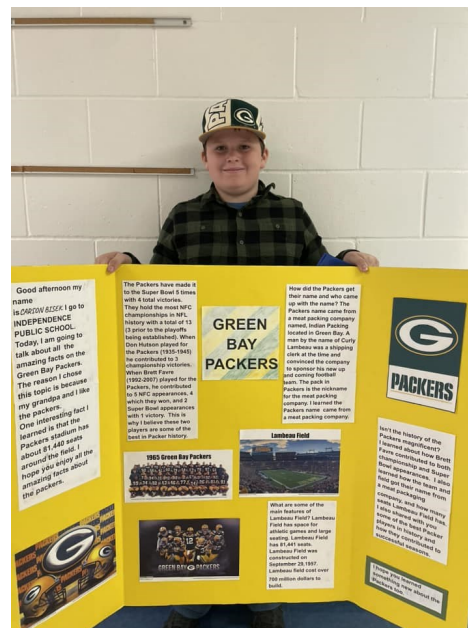
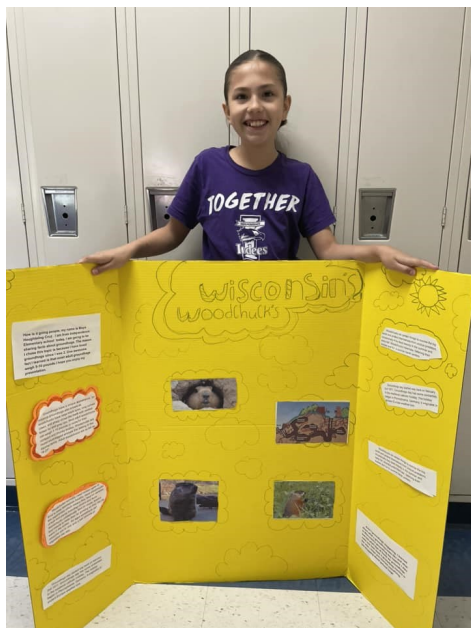
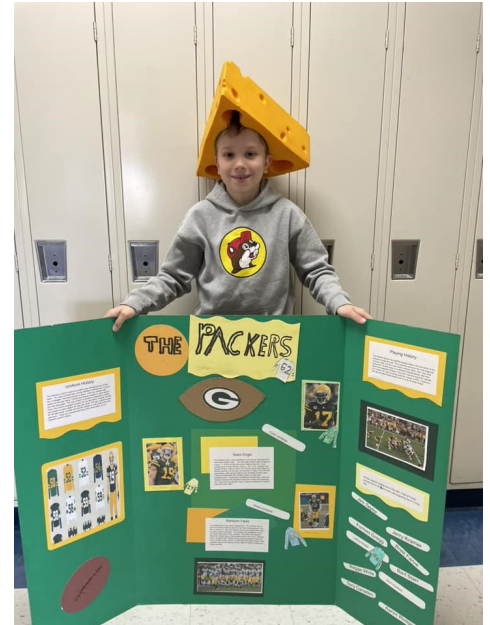
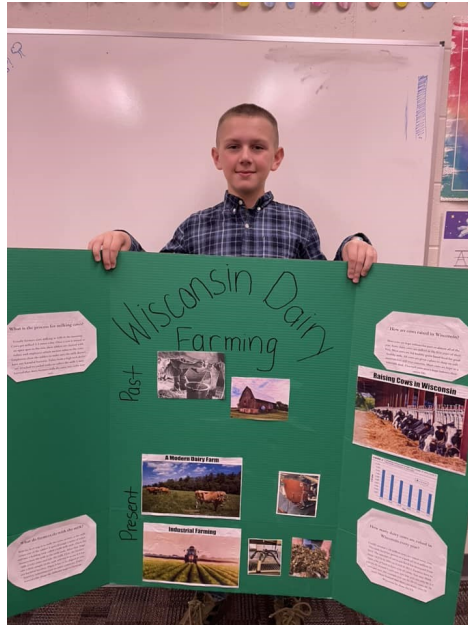
POWERLIFTERS ATTEND NATIONALS

Congratulations to the Independence Gilmanston Powerlifters that participated at Nationals in New Orleans.

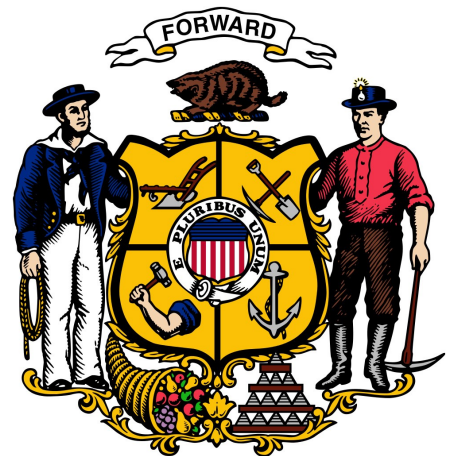


4TH GRADE HERITAGE FAIR

Some of our 4th grade students represented Independence at the Heritage Fair in Black River Falls. Students researched and reported on an event or person who helped shape the History of Wisconsin. Presentations could have included: models, displays, artwork, poetry, music, drama, etc. This was an opportunity for students to use their talents and creativity on their project and let their imaginations take the lead.



Top row left to right: Alissa Dingfelder, Henry Sonsalla, Brycen Kulig, and Bottom left to right Maya Houghtaling Cruz and Weston Bisek



SCHOOL CALENDAR

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SCHOOL BOARD MEMBERS

Josef Brägger

President

W89 Pape Valley Rd
(cell 715.530.0466)
(home 715.985.2314)
Independence, WI 54747

Robert Guza

Treasurer

W22153 Hughes Filla Rd
(cell 715./797.0662)
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Jen Rombalski

Vice President

N42015 Roskos Road
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Member

W23550 Creek Road
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Independence, WI 54747

Brian Bantch

Newly Elected

W26001 Montana Lane
(cell 715.530.0178)
Independence, WI 54747

Independence 2024-25 Calendar

2024

SUBJECT TO CHANGE

Approved 02.05.2024

1st Draft 12.28.23

2nd Draft 01.19.24

July						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4 Independence Day

August						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

6 & 8 New Teacher Inservice
7 Registration Day 11-7
20-21, 27 Inservice
22 TVC Inservice
26 4K-12 Open House/Pic Day
28-30 Transition Days

September						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

2 Labor Day - No School
3 First Day of School
20 Inservice

October						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

10 PT Conferences 4:00-8:00
17 PT Conferences 4:00-8:00
18 Inservice

November						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

21 End of 1st Trimester
22 Inservice
28 Thanksgiving
25-29 Thanksgiving Vacation

December						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

23-31 Vacation
25 Christmas

2024

January						
Su	Mo	Tu	We	Th	Fr	Sa
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1 New Year's Day
1 Vacation
2 School Resumes
24 Inservice

February						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

6 PT Conferences 4:00-8:00
13 PT Conferences 4:00-8:00
14 No School

March						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

6 End of 2nd Trimester
7 Inservice
10-14 Spring Break
18 ACT Date

April						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9-10 Forward Testing 3-8
17 Inservice
18 & 21 Easter Break

May						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

24 Graduation
26 Memorial Day

June						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

5 End of 3rd Trimester/Last Day
6 Inservice (1st Snow Make-up)
9-21 Summer School

Legend

Holiday	Inservice	Parent/Teacher Conf
Orientation/Registration	Vacation Day	End of Trimester
TVC Inservice	Summer School	Summer PD
ACT Dates/Forward Testing	2:52 Dismissal for Collaboration Time	

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Spring 2024
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COACHING STAFF OPENING

The Independence School District is accepting applications for the following coaching position for the Fall of 2024 Season:

CHEERLEADING ADVISOR

Cover letter along with two letters of recommendation can be submitted to:

Jenna Sonsalla, Athletic Director
Independence School District
23786 Indee Boulevard
Independence, WI 54747
Or via email at sonsallaj@indps.k12.wi.us



CHECK OUT OUR WEBSITE

www.indps.k12.wi.us is the web address for our dynamic website which is changing and evolving. We are hoping to make our website a 1-stop spot where parents find information on school, school events, forms, the school calendar, lunch menu, and more. Where students find resources. And where anyone can go to find information on our district, where you can access our community link and find information on our Indee Booster Club, the Fitness Center, a link to our Volunteer page, current and past newsletters, School Board minutes, videos, and more.

Announcements on TCC Station

Viewers can tune into 18-84 or HD channel 884 to view school announcements.

Newsletter Copy Editor/Production Editor

Tracy Halama

Editorial Administrator:

Mr. Paul Franzwa



NOW OPEN

Call the school at 715.985.3172 for more details

Spring 2024
www.indps.k12.wi.us



Clipart Sources Throughout Newsletter

<http://www.google.com>.

USE OF OUR SCHOOL

The following are Adult/Community Opportunities to use our school:

- Walking and community exercise 5:45am-10:00pm.
- Meeting Rooms and Athletic facilities can be reserved by filing a Facilities Request form available at the school.
- Weight room with a membership (stop in to Student Services)

Did you Know?

Did you ever find yourself not being able to attend a concert or event that one of your family members are a part of? Well, don't miss another event! Many of the events, including concerts, special presentations and graduation, are live streamed using the school's Polycom camera. On the day of the event, log into the school's website (www.indps.k12.wi.us) and on the left side of the page there is a link called Indee TV Live. If you are not available to watch it live, you can also click on the link Indee TV and there are archived events listed.

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Independence Public School Memorial Scholarship Fund

The purpose of the Independence Memorial Scholarship Fund is to support and encourage students to continue their education by granting yearly scholarship awards.

The Independence Public School Memorial Scholarship is a fund of the Eau Claire Community Foundation.



DONATE TODAY >>>

Send your donations to Eau Claire Community Foundation, 306 S. Barstow St. Suite 104, Eau Claire, WI 54701 or donate online at www.indps.k12.wi.us, the School District of Independence. Please note the Independence Public School Memorial Scholarship Fund on your check.

Everyone, Every Day

Spring 2024
www.indps.k12.wi.us



SUMMER

Office Hours

JUNE 7:30-3:30 MONDAY-FRIDAY

JULY 7:30-3:30 MONDAY-THURSDAY

AUGUST 7:30-4:00 MONDAY-FRIDAY

CLOSED 4TH OF JULY

The newsletter of
Independence School District
Independence, WI 54747



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