

**Chequamegon School District
Park Falls Elementary Principal's Report
January 29, 2019**

Educate, Inspire, Empower Lifelong Learners

Wisconsin's Adult School Crossing Guard Recognition Week

January 14th - 18th

Park Falls Elementary would like to recognize Sue Schemberger for her dedication to the duties of crossing guard. Sue has served as crossing guard at the corner of 9th Street North and 3rd Avenue North for eight or nine years (Sue did not remember the exact number of years). She said "I get up early. I like to be outside and I don't mind the cold." Sue always has a friendly wave as staff or myself drive by each morning. She also knows which kids will be walking or riding their bikes to school (weather permitting).



Donation from the Jr Eagles Girls' Basketball Club

The Jr Eagles Girls Basketball Club and coaches Gabriel Martinovich and Becky Wegner presented Park Falls Elementary with a check for \$263. Pictured are the two coaches and the 3rd, 4th, and 5th grade girls from Park Falls Elementary who participated in the Jr Eagles Girls' Basketball program this year. The team requested that the money be used to help students, such as helping to pay some overdue lunch accounts for needy students.



Gross Motor Development and Physical Education

The 4 year old screening data from the last two years indicated that our students' scores in the area of gross motor skills were low. We were able to add an additional 15-20 minute gym time to focus on gross motor skill development for the 4-year-old Kindergarten students and Kindergarten students each 6-day rotation. This is in addition to the three 30 minute gym lessons that all 4K - 5th grade student receive each 6-day rotation. During the gross motor skill lessons, Mrs. Paige Herbst has focused on balancing, hopping, and skipping since these three progress on each other.

Paige shared the following: "Each day we balance on each foot to build balance and in the beginning every student in both grades grabbed the wall for support at least at some point in balancing on either foot. Once most students show they are successful in this, we moved to the hop. (In order to hop, one needs to have good balance and stability.) At the beginning each student would grab onto the wall for support for at least one hop out of 10 total, with the exception of one or two students in each class. Finally, we skip every day working on putting all of this together into a movement. The majority of our students really had a hard time with this (skipping)." Paige continued, "After another evaluation to see what our children have learned, I am happy to say that all of our scores have gone up and we are seeing improvement in both grades and all sections of those grades. They also are beginning to put together the movements in more of a mature form (and I am) seeing more children above the proficient line." Please see the table below for some of the results data and growth of our youngest students' gross motor skills.

	4-Year-Old Kindergarten		Kindergarten	
	End of Q1	End of Q2	End of Q1	End of Q2
Balancing on one foot for 10 seconds → Q1 - proficient set foot down 2 times or less in 10 seconds → Q2 - proficient set foot down 1 time or less in 10 seconds	68% (right & left)	95% (right) 90% (left)	Not collected	83% (right) 80% (left)
Hopping 5 consecutive hops or more on one foot	Not collected	81%	81%	92%
Skipping → 4YK - 4 consecutive skips with form → 5YK - 6 consecutive skips with form	35%	67%	79%	88%

According to Your Therapy Source blog on *How Do Gross Motor Skills Affect Academics?* (<https://www.yourtherapysource.com/blog1/2016/08/17/gross-motor-skills-affect-academics/> cited on 1/21/2019) "One of the greatest brain gains of exercise is the ability for physical activity to improve actual brain function by helping nerve cells to multiply, creating more connections for learning (Cotman, 2002; Ferris, 2007). Research has shown that an increase in physical activity has a significant positive effect on cognition, especially for early elementary and middle school students (Sibley, 2002). As an added bonus, being physically fit as a child may make you smarter for longer as you grow old. (Deary, 2006)."

Where do you work?

Last week, one of Mrs. Nicki Brunner's kindergarten students asked her "Where do you work?" Even though the staff at PFES have all had a good chuckle over this question, I am guessing that from the student's viewpoint Mrs. Brunner is making the learning fun. I stopped by her class last week and saw students working on word math problems. The learning target for that day was I can draw pictures to solve problems. One of the problems stated that there were 15 chairs in the room and there were 12 people sitting on chairs. How many chairs did not have people? The students drew three rows of 5 chairs as circles and then put dots or x's on 12 of the chairs.

Submitted by
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