



The "PACK" Newsletter December 2010



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What's Happening at the Preschool?

For those of you who don't know me, my name is Ashley Ingwersen and I am the new preschool teacher at the IKM Elementary building. I am originally from Lake Park, Iowa which is a town of 1,000 close to Okoboji. I got my Bachelor of Arts degree at the University of Northern Iowa in Cedar Falls, IA in Early Childhood Education and recently graduated in May. It is hard to believe

we are already approaching the holiday season. It seems like just yesterday that I had my first day of school along with the Preschool children.

Our preschoolers have been making amazing progress from the start of the year. Since the preschool is only Monday through Thursday, I have Fridays to attend Early Childhood Institute once a month in Council Bluffs. This gives me a chance to network with other preschool teachers and learn about all of the requirements involved with the grant we

received. I am also visited once a month on Fridays by Lisa Naig who is my AEA consultant and works with me all day on QPPS requirements and my portfolio development for my classroom portfolio, program portfolio, and individual child files. QPPS stands for Quality Preschool Program Standards which prepares me for our verification visit which will occur sometime next year. I will find out soon if our preschool program will go up in ratings from a level 3 to a level 4 which will give the program more funding. I am also applying for the Shelby Community Health and Safety Quality Improvement Grant which is offered to all childcare and education programs in Harrison, Monona, and Shelby Counties. I am currently completing a Child Care and Education Health and Safety Improvement Plan to fully explain my request for a step-by-step plan that will significantly impact the health and safety portion of this program.

The second week in October, I had the children complete a Get Ready To Read screening tool online. This is a requirement through the QPPS and with our free preschool. Get Ready to Read is an early literacy program designed to help parents and early education and child care professionals ensure that young children are equipped with the fundamental skills necessary for learning to read. It screens for pre-reading skills before they enter Kindergarten and provides skill-strengthening activities to ensure their reading success. It is important because research shows that learning to read and write begins very early in a child's development—years before kindergarten—and is a result of adult interaction and guidance. Children who enter kindergarten with strong pre-reading skills are more likely to become

strong readers. Those who lack these skills are likely to fall behind, creating a gap that only widens over time. Children who fail to develop these essential skills often have difficulties in other areas when learning becomes more heavily dependent on the ability to decipher words and comprehend text.

To sum this up, there are 20 research-based questions designed to gauge a child's grasp of pre-reading skills. It was developed by some of the country's top researchers. The child responds by pointing to one of four illustrating possible answers. The total score indicates the extent to which a child has mastered the skill in three core areas of early literacy: print knowledge, emergent writing, and linguistic awareness.

Lastly, a question that was raised while I was in college was "What do children get out of play?" David Elkind put it nicely when he said "Preschool children learn best by playing and following their own curiosities, by solving real problems such as how to balance a stack of blocks or how to negotiate a zipper, trying a picture puzzle, making mistakes and trying again." Play naturally contains all of the properties that lead to the overall development of young children. They benefit from play by building a diverse number of cognitive, physical, and socio-emotional skills. Thank you for the pleasure of working with all of your wonderful children.

Ashley Ingwersen-IKM Elementary
Preschool



Making Advances in Middle School Language Arts

The goal of Middle School Language Arts is to advance seventh and eighth graders in the areas of spelling and the proper use of the English language through writing.

The writing portion of this class is based on the Six Traits of Effective Writers. The six traits are: ideas, organization, word choice, voice, sentence fluency, and conventions. Through the development of these traits and the use of the writing process students are becoming more precise, descriptive and effective writers.

Thus far, students have completed writing personal narratives, memoirs, historical fiction, and biographies. As the year progresses students will be focusing on descriptive, expository, and persuasive writing.

On a weekly basis students are also given a 20 word, spelling list. Besides studying and taking weekly spelling tests, students also complete spelling activities dealing with word meanings, analogies, and word histories.

Kathy Lage-7th/8th Language Arts



The Dog Ate My Homework!



Two of the most important skills worked on in 5th and 6th grade include study skills and time management skills.

Both of these skills are necessary for successful homework completion. As parents and teachers, we often hear students voice some of the problems they are experiencing with

homework. Following are some common homework problems and some possible solutions to these problems.

1. "I don't have time to do my homework."

Find out why. Are you distracted? Are you making school a priority? Ask your teacher or parent for some time management suggestions. It's important to make time for your homework.

Remember: School is your job. Homework is not optional.

2. "I forgot the assignment."

Use your assignment notebook. Write the assignment down when the teacher gives it and while it is fresh in your mind.

Ask questions if you are unsure of your teacher's expectations.

3. "I don't understand it."

Ask your teacher for help before the school day is over. Study hall is a great time to ask for some assistance. Do all the parts you can, then figure out where you are stuck. At home, don't hesitate to ask an adult or brother or sister for help.

4. "I have too much homework."

Organize yourself. Are you using your study time wisely in school? Make a homework schedule to help you plan for long and short-term assignments. Don't wait until the last minute to get your homework done.

5. "I forgot to bring my books home."

Remind yourself each day before you leave school to do an assignment book and backpack check. Check off each assignment as you finish it. Put your assignment in your book bag right after

class if you don't have another study hall before the end of the day.

6. "I can't concentrate when I'm doing my homework."

Do you have a good study place at home? A good study place should be free from distractions (phone, TV, etc.), well lit, comfortable, and have the necessary materials you need to complete your work. If you need a snack, grab one and get to work. A little music can help some students focus. If you get tired, take a quick break, get a little exercise, and then get back to work. It also helps to do your homework early in the day or evening.

For more information regarding homework and study skills, you may want to visit <http://www.how-to-study.com> or contact your child's teacher for specific concerns.

Cindy Dalton, 5th-6th grade Resource



Holiday Trivia

1. Where is the world's largest Christmas tree?
2. Who once stole Christmas?
3. Which was the last US state to declare an official holiday for Christmas?

4. How many ghosts are there in A Christmas Carol?
5. How many Christmas cards, on an average, are sent in the US each year?
- 6.

Answers: 1-King;s Canyon National Park, California. 2-The Grinch. 3-Oklahoma. 4-Four. 5-Three Billion.



Upcoming Elementary Holiday Music Concert

Greetings from the elementary music room!



The Holiday season is quickly approaching as well as the winter weather! The second through fourth graders at IKM and Manning elementary will present a holiday music concert. I am so happy with the progress the students have been making so far this school year. They have worked on memorization and choreography since early October. There will be quite an assortment of songs ranging from reindeer that cannot waltz to penguins that can rock. There will also be some traditional songs sung that the audience will be able to recognize. The student's are very thrilled on the fast approaching concert so they can show off their talent.

If you would love to come out and hear some excellent music and be entertained please feel free to join us. The Manning students have their concert scheduled for December 7th at 7 p.m. in the Manning High School auditorium. The students at IKM will have their concert December

13th at 7 p.m. in the Irwin elementary gym. Hope to see you there!

Marisa Merkel
K-4 Elementary Music Teacher



Financial Aid Meeting

The Iowa College Access Network will be doing a presentation for Seniors and their parents on December 9 at 7:00 pm. The meeting will cover the financial aid process, FAFSA completion, and give an overview of state and federal financial aid programs. Please plan to attend this very informative meeting. It will be held in the IKM-Manning High School library.

2nd Semester High School Schedules

The high school students will be receiving their 2nd semester schedules on Dec. 6th. At that time, we would like the schedules to go home for parental review. We ask that any requests for changes be made before Christmas break. It would be best for everyone if we can just jump right into 2nd semester when we come back in January. Thank you for your cooperation on this!

Amy Bemus, High School Counselor



Holidays Are For Family

This time of year is traditionally a time to think about family. It is no different in our kindergarten classrooms this year. This month we have spent time talking about our families, especially our moms and dads. We have read books related to the topic of family, and participated in many activities with moms and dads as the theme.

Throughout the month we have talked about our five senses as they relate some of our favorite things about our families. We talked about our favorite thing to look at, listen to, and play with our moms and dads. We have also talked about what our parents make that we think is the best.



Also, we honored our moms on Muffins with Moms day, and our dads with Doughnuts with Dads. Both days proved to be very exciting for the children and parents alike. The children enjoyed having breakfast with their parents, and then gave them a tour of the school. They finished their time at school with a little free choice time together. It was nice to see the interactions between parents and their children.

It is truly an exciting time of year. We hope everyone has a wonderful holiday season and is able to enjoy and appreciate everything they have.

Mrs. Linde
Mr. Polzien



Online Safety Tips

I recently visited an elementary classroom to discuss Internet Safety. I was a little surprised to find out that out of the 18 students, 10 claimed to have their own Facebook account. Next, I asked how many were 13 years of age or older. Their hands went down. To have a Facebook account, users are to be 13 years of age or older, yet these elementary students knew how to work



around this problem by simply changing the year they were born. It reconfirmed to me how important it is that we continue to teach our children about Internet Safety, both at school and at home. I shared several things for students to be aware of when they are working online both on the computer and on a cell phone. Below you will find some tips for parents to consider for keeping your children safe online.

1. Establish rules for Internet use
 - a. What sites can they visit?
 - b. Who can they talk to?
 - c. How long can they be online?
2. Keep the computer in a common room (not a child's bedroom)
3. Discuss the importance of telling you or a trusted adult if something ever makes your child or teen feel scared, uncomfortable, or confused while online.
4. Communicate with your children
5. Be informed.
 - a. Learn everything you can about the Internet
 - b. Ask your kids to show you places they go
 - c. View your web browser's history
 - d. Know what things your students are text messaging
6. Know who your children talk to online
7. Check your children's e-mail addresses for appropriateness
8. Don't post your child's e-mail address in any directory
9. Don't sign up for "free" things

10. Don't forward e-mail to "everyone" in your address book
11. Talk to your children about what personal information is and why they should never give it out
12. Make sure your children only exchange e-mail with people they know and let them use chat areas you supervise

Make sure you are aware of any other places your child may be using the Internet such as a friend's house or library.

Luann Langel - Technology Coordinator



Revenue Purpose Statement **Vote December 7th**

The Revenue Purpose Statement for IKM-Manning CSD will be voted on at a special election on December 7, 2010. This is not a vote for a new tax. This is a vote to approve the uses for funds generated by the statewide one cent sales tax. In the past two years both IKM and Manning approved Revenue Purpose Statements that cover the individual districts. Both districts had language that allowed for use of the funds for any cost allowed by law. With reorganization there is a need for a new RPS for the reorganized IKM-Manning District. The RPS must be approved before the new school district will be allowed to expend the funds for various district needs.



**FOUR HIGH SCHOOL BAND
STUDENTS PREPARE FOR
SOUTHWEST IOWA HONOR
MARCHING BAND**

Kelli Struve, Sarah Langel, Matt Vonnahme and Anna Dentlinger, members of the IKM-Manning High School Band, attended the last rehearsal for the Southwest Iowa Honor Marching Band before their trip to Tempe, Arizona to march in the Fiesta Bowl Parade on Friday, December 31st. The students will fly down to Tempe on US Air-Charter Planes on Wednesday, December 29 and return on Tuesday, January 2nd. Besides the parade, the students will be attending an Amusement Park, a Wave and



Recreation Center, hitting the shopping malls (of course!) and will enjoy a New Year's Eve Steak Fry Party. Besides the parade, the Southwest Iowa Honor

Marching Band will also be involved in the pre-game show, where they will hold an American Flag that will cover the entire football field. The Parade itself will be on television, and stations in our area that are showing the parade will be announced at a later date.

In order for these students to attend this great event, they are hosting a raffle to help pay for their trip. They are raffling off a 32" Toshiba HD-TV and a Boston Acoustics Sound System. If you would like to help these students, tickets for the raffle can be purchased at the Manning Pharmacy, the Templeton Savings Bank, and at The Band Of The West in Manning. Tickets can also be purchased by contacting any of the attending students or their parents. Raffle tickets will also be sold at basketball games and

at the upcoming Winter Concerts. The drawing for the prizes will be on December 20th in Manilla at the Junior High Winter Concert.

Don Struve-High School Band



Hammrich's Howl

The phrase "It's Wolf Pack Time" has a special meaning in our building this year. To us it is a 30-minute time period when students are able to work on their literacy skills in a small group setting. Research tells us that working with children on an identified area of need in small groups can make a huge impact on improving student achievement. That is our goal. Through our process we have looked at each student's data and determined what area they could use more practice. We have organized many of our teacher associates' and teachers' schedules (no matter what subject they teach) so they are able to spend part of their day helping children strengthen their reading skills. Groups may be working on fluency, comprehension, accuracy, vocabulary, or a combination of a few. One thing is for sure. If you visit a group, the children will be actively reading and practicing their literacy skills. I personally have had a chance to work with a group two days per week and it is truly a treat. Watching children gain confidence in their reading skills and seeing the smiles on their faces when they make improvements makes it all worthwhile.

Also, at this time of year our thoughts always turn toward the men and women serving our country. It is especially meaningful to us now, as Mrs. Margaret

Goeser's son, Danny, has been stationed in Afghanistan. Mrs. Goeser is a teacher associate in our building and Danny came to our building many times over the years to eat lunch and "enjoy" recess time with our students. Several students actually know Danny either from his school visits or his involvement in the community. Because of these circumstances we kicked off a project on Veterans' Day to help Danny and others that he comes in contact with during the holiday season. Students made Christmas cards to cheer, paper ornaments to decorate, and letters to remind (as many as possible) that we are thankful for what they do to keep us safe. Staff members also brought in items that Danny could use or share with others like toiletries, food items, etc. Then students collected Pennies for Postage so all of the "goodies" could get there before Christmas. All in all we had more than enough money for postage and successfully sent off 8 boxes before Thanksgiving! It was a great way for the students to help those who are not able to be home for the holidays and thank them for their service to our country.

May you all have a wonderful holiday with family and friends.

Upcoming Reminders:

Dec. 6th – 2 hour late start

Dec. 13th – 2nd – 4th grade Concert @

7:00pm



IKM School District Student Achievement

The IKM Community School District uses a variety of ways to measure student achievement. Our goal is to create a picture of the knowledge and skill of each student that is as accurate as possible. To do this we use district-wide assessments (ITBS/ITED, NWEA Measures of Academic Progress, DIBELS), classroom projects, quizzes, discussions, homework, reports, and tests. This type of student achievement information helps us understand individual student progress toward district standards and benchmarks. Data from District-Wide Assessments as well as State and Local Indicators of Achievement are part of the District's Annual Progress Report (APR). Portions of the APR will appear in newsletters throughout the 2010-2011 school year. Complete copies of the APR are available in the Superintendent's office.

Math

Annual Improvement Goal for 2009-2010:

During the 2009-2010 school year, the IKM Community School District will increase the percentage of 4th grade students in the proficient or above levels in Math Total as measured by the ITBS compared to their previous year's total percent proficient on this assessment.

Goal Report: The goal was not met. During the 2008-2009 school year, 84.5% of 3rd grade students were proficient or above.

During the 2009-2010 school year, 80.0% of 4th grade students were proficient or above. This is a decrease of 4.5% for the cohort.

Annual Improvement Goal for 2010-2011: During the 2010-2011 school year the IKM Community School District will increase the percentage of 4th grade students in the proficient or above levels in Math Computation, as measured by ITBS, compared to their previous year's total percent proficient.

Current Status: **62.5% of 3rd grade students are proficient or above.**

ITBS Math Total / ITED Concepts and Problems All Students Trendline Data								
Grade Level	Percent Proficient 2007-08	Student Count	Percent Proficient 2008-09	Student Count	Percent Proficient 2009-10	Student Count	National Percent Proficient	State Percent Proficient
2 nd	78%	27	92.3%	26	86.4%	22	60%	NA
3 rd	75%	24	84.5%	26	91.7%	24	60%	76.2%
4 th	83%	30	92.3%	26	80.0%	25	60%	79.17%
5 th	93%	30	88.5%	52	84.1%	63	60%	79.66%
6 th	76%	25	82.5%	69	89.1%	55	60%	76.19%
7 th	60%	20	87.0%	54	84.4%	64	60%	76.4%
8 th	77%	22	90.2%	61	80.3%	56	60%	75.28%

ITBS/ITED Math Total SES Trendline Data												
Grade	2007-08				2008-09				2009-10			
	% Proficient Low SES	Number of Students	% Proficient Not Low SES	Number of Students	% Proficient Low SES	Number of Students	% Proficient Not Low SES	Number of Students	% Proficient Low SES	Number of Students	% Proficient Not Low SES	Number of Students
2 nd Grade	58.3%	12	93.3%	15	NA	8	94.4%	18	NA	8	85.7%	14
3 rd Grade	NA	7	70.6%	17	NA	9	88.2%	17	90.9%	11	91.7%	13
4 th Grade	NA	7	82.6%	23	NA	9	94.1%	17	71.4%	14	90.9%	11
5 th Grade	NA	9	95.3%	21	94.4%	18	85.3%	34	81.3%	16	85.1%	47
6 th Grade	90%	10	66.7%	15	63.6%	22	91.5%	47	86.4%	22	90.9%	33
7 th Grade	NA	7	61.6%	12	87.5%	16	86.8%	38	55.6%	18	95.7%	46
8 th Grade	NA	8	78.6%	14	85.0%	20	92.7%	41	75.0%	20	83.3%	36

ITBS/ITED Math Total Gender Trendline Data												
Grade	2007-08				2008-09				2009-10			
	% Proficient Females	Number of Students	% Proficient Males	Number of Students	% Proficient Females	Number of Students	% Proficient Males	Number of Students	% Proficient Females	Number of Students	% Proficient Males	Number of Students
2 nd Grade	91.7%	12	66.7%	15	100%	13	84.6%	13	90.9%	11	81.8%	11
3 rd Grade	NA	7	82.4%	17	90.9%	11	80%	15	90.9%	11	92.3%	13
4 th Grade	80%	15	86.7%	15	NA	7	94.7%	19	81.9%	11	78.5%	14
5 th Grade	94.8%	19	90.9%	11	86.2%	29	91.3%	23	76%	25	89.6%	38
6 th Grade	69.3%	13	83.3%	12	75%	36	90.9%	33	82.2%	28	96.3%	27
7 th Grade	70%	10	50%	10	87.1%	31	87%	23	76.4%	34	93.4%	30
8 th Grade	86.7%	15	NA	7	93.1%	29	87.5%	32	78.8%	33	82.5%	23

Manning School District Student Achievement

Measures of Achievement

The Manning Community School District uses a variety of ways to measure student achievement. Our goal is to create a picture of the knowledge and skill of each student that is as accurate as possible. To do this we use district-wide assessments (ITBS/ITED, NWEA Measures of Academic Progress, DIBELS), classroom projects, quizzes, discussions, homework, reports, and tests. This type of student achievement information helps us understand individual student progress toward district standards and benchmarks. Data from District-Wide Assessments as well as State and Local Indicators of Achievement are part of the District's Annual Progress Report (APR). Portions of the APR will appear in newsletters throughout the 2010-2011 school year. Complete copies of the APR are available in the Superintendent's office.

Math

Annual Improvement Goal for 2009-2010:

During the 2009-2010 school year, the Manning Community School District will increase the percentage of students in 4th grade who score in the proficient or above levels in Math Total as measured by the ITBS compared to their previous year's total percent proficient on this assessment.

Goal Report: The goal was not met. During the 2008-2009 school year, 61.6% of 3rd grade students were proficient or above.

During the 2009-2010 school year, 54.5% of 4th grade students were proficient or above. This is a decrease of 7.1%.

Annual Improvement Goal for 2010-2011: During the 2010-2011 school year the Manning Community School District will increase the percentage of 4th grade students proficient or above in Math Total, as measured by ITBS, to 75% proficient or above.

Current Status: 54.5% of 4th grade students are proficient or above.

Action Plan to Meet the Goal:

- Identify specific math skills to target.
- Monitor progress on district-wide and classroom assessments throughout the year.
- Continue summer school for at-risk students (Elementary).
- Utilize volunteers to assist students in practicing basic math facts (Elementary).

ITBS Math Total / ITED Concepts and Problems								
All Students Trendline Data								
Grade Level	Percent Proficient 2007-08	Student Count	Percent Proficient 2008-09	Student Count	Percent Proficient 2009-10	Student Count	National Percent Proficient	State Percent Proficient
2nd	76.0%	25	70.9%	31	91.7%	24	60%	NA
3rd	73.2%	41	61.6%	26	64.8%	34	60%	76.2%
4th	85.7%	21	76.9%	39	54.5%	22	60%	79.17%
9th	100.0%	30	81.5%	65	86.7%	60	60%	NA
10th	80.9%	47	78.3%	60	69.5%	59	60%	NA
11th	90.6%	43	77.9%	77	90.2%	61	60%	76.78%

ITBS/ITED Math Total												
Gender Trendline Data												
Grade	2007-08				2008-09				2009-10			
	% Proficient Females	Number of Students	% Proficient Males	Number of Students	% Proficient Females	Number of Students	% Proficient Males	Number of Students	% Proficient Females	Number of Students	% Proficient Males	Number of Students
2 nd	83.3%	18	NA	7	78.9%	19	58.3%	12	100%	11	84.6%	13
3 rd	88.2%	17	62.5%	24	66.7%	18	NA	8	63.6%	22	66.6%	12
4 th	81.8%	11	90.0%	10	83.3%	18	71.4%	21	56.3%	16	NA	6
9 th	82.4%	34	91.3%	23	86.1%	36	75.9%	29	86.2%	29	87.1%	31
10 th	75.0%	44	86.5%	37	73.0%	37	87.0%	23	76.5%	34	60%	25
11 th	86.1%	36	91.4%	35	73.2%	41	83.3%	36	89.2%	37	91.6%	24

ITBS/ITED Math Total												
SES Trendline Data												
Grade	2007-08				2008-09				2009-10			
	% Proficient Low SES	Number of Students	% Proficient Not Low SES	Number of Students	% Proficient Low SES	Number of Students	% Proficient Not Low SES	Number of Students	% Proficient Low SES	Number of Students	% Proficient Not Low SES	Number of Students
2 nd	NA	6	78.9%	19	53.8%	13	83.3%	18	NA	8	100%	16
3 rd	NA	6	80%	35	40%	10	75%	16	50%	14	75%	20
4 th	NA	6	80%	15	NA	5	82.4%	34	NA	8	71.4%	14
9 th	NA	9	100%	22	56.3%	16	89.8%	49	81.8%	22	89.5%	38
10 th	70%	10	83.8%	37	47.4%	19	92.7%	41	42.9%	14	77.8%	45
11 th	NA	7	94.4%	36	72.7%	22	80%	55	82.4%	17	93.2%	44

