



The "PACK" Newsletter April 2011

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Wolf Packs

Reading is essential to success in our society. If you can't read, you are not able to make choices, others do it for you. As early as kindergarten, "meaningful differences" exist between students' literacy knowledge and experience. We can't assume these students will simply catch up to their peers or develop skills on their own. Early identification and intervention is key to giving students the skills they need. At IKM-Manning we want our students to grow up to be successful and make choices for themselves.

This year we have been focusing on analyzing student performance data to guide our instruction in reading. Our goal is to create an accurate picture of the knowledge and skill of each student. We use a combination of quick phonics screeners, DIBELS testing, basic reading inventories, and

classroom observations to obtain our data. After analyzing scores we were able to divide our students into small groups based on individual needs. There are five basic elements of reading instruction: phonics, fluency, accuracy, vocabulary, and comprehension. We divided the class into "quadrants". Those students that fall into Quadrant one, read accurately and fluently, therefore their focus is comprehension and vocabulary. Quadrant two students read accurately, but slowly, so they are put into a group that helps them read smoothly and quickly. Quadrant three students read inaccurately and slowly, and therefore get extra practice in phonemic awareness and phonics. Quadrant four students read quickly but lack accuracy. These students get extra practice in looking at the letters in words and slowing down to make sense of what they are reading.

We use all available staff in the mornings to accommodate our Wolf Pack groups which meet daily for 30 minutes. These are flexible groups, which means that students can be moved from one group to another according to their needs and how that changes over time. By splitting our students up into small groups we are able to meet the needs of all of our students. We feel having Wolf Packs has strengthened our core reading and helps us understand the needs of our beginning readers. We have seen great improvement in our reading scores over the course of the year. We hope the efforts made this year will have a positive impact on our students' that will last a lifetime.

Middle Schooler's Take On The Competition

Students at the middle school have been busy practicing and competing in a number of competitions including MATHCOUNTS, Science Bowl, and Battle of the Books.

In February, ten middle school students competed in the Southwest Iowa Regional MATHCOUNTS competition that took place at the Mid-America Center in Council Bluffs. Participants were Scott Halbur, Ryan Fox, Amanda Nelson, Morgan Kinkade, Lexie Lesle, Natalie Nulle, Carley McConnell, Jared Vollstedt, Kyle Wagner, and Jacob Thraen. Seventeen teams and 177 individuals competed in our region. Our team placed 8th and Scott Halbur was named "First Place 6th Grade Student."

The last weekend in February, students participated in the Middle School Science Bowl held at Iowa State University. Team members included Carley Irlmeier, Carley McConnell, Amanda Nelson, Ryan Fox and Sam Wegner. Students competed in a hydrogen fuel-cell car race on Friday evening. On Saturday morning, they competed in an academic science and math quiz bowl tournament.

Another fun competition that was new to our school this year was the Battle of the Books. Battle of the Books is a reading competition where students form teams to read a list of thirty books. This year our middle school had three teams competing. The teams met regularly throughout the year to discuss their books and prepare for the competition. We had two teams advance to the second round of competition. Good work this year!

You can find more information about these competitions, along with team photos, on my school website.

Mrs. Linde
K-12 TAG Instructor

Irwin Kindergarten News By Mrs. Schmiedeskamp

Life is never dull in the kindergarten classroom. Our Shelby County naturalist visited us twice this month. Her first presentation discussed the differences between living and nonliving things. She brought in some live animals, which is always a big hit with 5 & 6 year olds, and some nonliving objects. Her second visit

explained how some animals come from eggs. Again, she brought in some live animals that come from eggs, like snakes, lizards and spiders. She will be returning to our classroom again this month to teach the children about baby animals. These presentations will help the children build more background knowledge for our upcoming trip to the Omaha Zoo.

We are studying money this month and the students have been actively involved in identifying the different coins and counting pennies, nickels and dimes. They visited the Shelby County Bank and Ryan showed them how their coin counting machine worked, and the vault where they keep their paper money. At the end of the tour each student was given a gift package with a little book about saving money, candy, and a new shiny quarter! It was a great learning experience.

They were all star performers in the music program "Go Fish" on March 21. These kids are natural performers. What a delightful program!

Dance, Dance Revolution Hits The Middle School

This winter students in Grades 5-8 were given the opportunity to work with the Wii game of Dance, Dance Revolution. The school has purchased the Wii consoles, controllers and 4 dance mats that connect with the Wii. Students attempt to match the footwork shown on the TV screen. Different levels were

available to the students and most students stayed with beginner or basic. A few were able to advance to the difficult level. Most students found this quite frustrating at first but also found it to be challenging and fun once they got the hang of it. Students realized that their footwork wasn't too good and the Wii could be a good way to improve footwork and learn to dance.

In other PE news, the 5th and 6th Grade Track Meet is scheduled for May 10, with a rain date of May 12. This will be held in Manning and start at 12:15.

With the end of the school year, each class also gets to take a mini field trip in the area of PE. The 5th grade will go roller skating in Irwin, the 6th and 7th grades will get to go fishing, and the 8th grade will get to go golfing.

by Janette Hansen

8th grade Art Field Trip **By Becky Feser** **IKM-Manning K-8 Visual** **Art Instructor**

On Wednesday, April 13th, 8th grade art students will be going on a field trip to Joslyn Art Museum in Omaha, Nebraska. Mr. Blake, Mrs. Livingston, Mrs. Rogge, and myself will be attending as chaperones. Students will be given a tour of the permanent collection by docents, trained museum guides, and will also be able to view the special exhibitions "The Glory of Ukraine" and "From Houdini to Hugo: The Art of Brian Selznick".

Joslyn Art Museum was built in 1931 by Sarah Joslyn in memory of her husband, George, who was a prominent newspaper man in Omaha. The building is an example of Art Deco architecture and took 3 years to build at a cost of \$3 million. In 1994 an addition was added to the north side and is connected to the original building by a glass atrium. The permanent art collection comprises many cultures and eras and is specially noted for its fine collection of American Western Art.

This trip is a highlight of students' art education. We have studied many great artists of the past in middle school including Rembrandt, Monet, Degas, Van Gogh, Picasso, Dali, Pollack, Warhol, etc. Art history is a big part of my curriculum because so many things can be learned from studying the masters such as color theory, composition, perspective, cultural and historical insights, etc. Art reflects history and offers a glimpse into the past. It also shows us that it doesn't necessarily have to be beautiful to be considered great art. Emotions and thoughts from the artists are reflected in their work and should be taken into consideration. I always tell the kids that they don't have to like all art that they see but should at least learn a little about the artist and what he or she was trying to accomplish before making judgments.

We are very fortunate to have such a fine museum in our area but don't take my word for it, visit Joslyn for yourself! For more information on the Joslyn Art Museum check out their website at joslyn.org.

APR Information

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.

Progress with Early Intervention Goals

Comprehensive Literacy Goal:

- ✓ Fully engage Preschool through Fourth Grade students in reading and writing using intentional teaching and progress monitoring.

Professional Development:

- ✓ Throughout the school year teachers receive professional development on literacy strategies and student-driven management structures to fully engage students in a comprehensive literacy program. The preschool teacher attends the Early Childhood Institute that provides support for the implementation of Creative Curriculum.

Evaluation Criteria:

- ✓ Teacher and Student surveys

- √ Increased level of achievement of district assessments and formal/informal classroom assessments
- √ Observed changes in instructional and curriculum practices, organizational groupings, etc. implemented as a result of professional development activities

Reading and Math Goal Progress:

The percent of students proficient in Reading Comprehension on the ITBS in 2nd grade shows an increase from 2008-09 (92.3%) to 2009-10 (95.5%). The percent proficient in 3rd grade decreased from 84.6% to 83.3%. The data indicates the most recent cohort group also decreased in the percent proficient from 2nd (92.3%) to 3rd grade (83.3%). On DIBELS the percent proficient shows a slight decrease in 1st grade from 2008-09 (100%) to 2009-2010 (94%).

The percent of students proficient in Math according to ITBS Math Total decreased in 2nd grade from 2008-09 (92.3%) to 2009-10 (86.4%). In 3rd grade, the percent proficient increased from 84.5% to 91.7%. However, during this time, the 2nd to 3rd grade cohort group stayed relatively the same with a slight decrease (92.3% to 91.7%) which may be due, in part, to a change in the number of students in the cohort. The IKM Community School continues to focus on low performing students, with a focus based on the subgroups of gender and economic level, in the implementation of action plans related to state & federal class size reduction.

Manning School District Student 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.

Progress with Early Intervention Goals

Comprehensive Literacy Goal:

- √ Fully engage Kindergarten through Fourth Grade students in reading and across curriculum using strategies, supplemental resources, and progress monitoring to increase student achievement.

Professional Development:

- √ Throughout the school year teachers receive professional development on literacy strategies and student-driven management structures to fully engage students in a comprehensive literacy program. The preschool teacher attends the Early Childhood Institute that provides support for the implementation of Creative Curriculum and QPPS requirements.

Evaluation Criteria:

- √ Teacher and Student surveys
- √ Increased level of achievement of district assessments and formal/informal classroom assessments
- √ Observed changes in instructional and curriculum practices, organizational groupings, etc. implemented as a result of professional development activities

Reading and Math Goal Progress:

The percent of students proficient in Reading on the ITBS in 2nd grade showed a decrease from 2008-09 (93.5%) to 2009-10 (87.5%). The percent proficient in 3rd grade increased from 73% to 85.3%. The data

indicates the most recent cohort group decreased in the percent proficient from 2nd (93.5%) to 3rd grade (85.3%). On DIBELS the percent proficient shows no change in 1st grade from 2008-09 (96%) to 2009-2010 (96%). However, the percent of students who are Low Risk increased from 67% to 85%. 3rd grade shows a decrease (100% to 91%) during that same period of time.

The percent of students proficient in Math according to ITBS Math Total increased in 2nd and 3rd grade from 2008-09 to 2009-10. In 2nd grade, the percent proficient increased from 70.9% to 91.7% and in 3rd grade from 61.6% to 64.8%. However, during this time, the 2nd to 3rd grade cohort group showed a decrease (70.9% to 64.8%). The Manning Community School continues to focus on low performing students, with a focus based on the subgroups of gender and economic level, in the implementation of action plans related to state & federal class size reduction.

Automation in the IKM-M District Libraries

One might have asked why Mrs. Langel, Tech Coordinator, and Mrs. Thompson, Librarian, at the IKM-M HS and the Manning Elementary were practically inseparable for two weeks in January. They were setting up the new server, converting data, exporting school patrons from JMC and importing them into the system, installing the temporary checkout files, etc. All these tasks and more were needed in order to implement the new library management systems in the 4 IKM-Manning district libraries. It would be hard for anyone else to realize how involved the process is. Mrs. Langel is the guru who can interpret the technical things and set up the new PC Server, and Mrs. Thompson can explain why it needs to be a certain set up to run the library functions.

The high school and Manning elementary libraries have been automated since 2003.

The circulation/checkout systems were working but were outdated and could not be upgraded without the purchase of new software and new computer operating systems. If something had happened to the old server or older computers, all the information from 7 years of work might have been lost. I am very excited that soon the middle school and Irwin Elementary libraries will also have electronic records for checkout and searching of their collections. Our districts, like many others, were fortunate to have Microsoft monies to purchase the software for the four libraries.

We worked with the Follett Software Company, which required a very specific contract and provided very specific services. We were assigned an account manager and we communicated with that person until the installations and trainings were complete. The company set up the times to contact their tech support people and told us what we had to have done before the next step could take place. Information was exchanged via phone or through online interactive webinar sessions.

Altogether we had 3 different webinar trainings totaling about 8 hours for the tech coordinators, the librarians, and the paraeducators. We were hoping to get a little more detail on adding titles to the IKM-M and IEL, but when the trainer said overview, she meant it! Soon after Lora and Judy made a guide for adding books correctly, but that was after many had been added without all the needed steps for printing barcodes. Daily books are being added to the middle school and IEL libraries and the day-to-day circulation in MEL and IKM-M HS is going smoothly.

Getting the IEL and IKM-MMS fully online will take many weeks/months as each book in those libraries that is not bar coded will have to be added one by one. The respective principals have the goal of being fully online by fall. We are grateful to Ms. Philipp and Ms. Hammerich for assigning their paraeducators to work on this daunting

task when they are not otherwise occupied. Mrs. Darling doesn't get to spend much time in the middle school library, but she is doing the best she can to print out the barcodes of the added books in both libraries and get the books back on the shelves for the kids to use.

The server that runs all four circulation stations is housed in the high school library. It is neat that this time the card catalog is web based and can be accessed from any computer and also at home (thanks Mrs. Langel for making the links). Students and staff can see what each library has, how many copies are available in any of the 4 libraries, and if it is checked out or it is in. For now, after training, the high school students are able to create an account for themselves and monitor what they checked out all along and what might be overdue. They can write reviews and make book recommendations to other students with accounts and this can be librarian monitored. The teachers are enjoying being able to make recommendations to students as well through the system.

Follett provides great phone support for technical or circulation questions. I am re-learning to do new things all the time that became automatic with the old system. The reports the system can generate will be very helpful to the librarian and for state reports. Before we can see if all the MEL and high school barcodes converted successfully a full inventory needs to be done. That, too, is a daunting task. Mrs. Jahn and Mrs. Thompson will be starting that shortly. We plan to have done a full inventory and have the library in shipshape by the end of the year!

You can access any or all of the school libraries at <http://library.ikm-manning.k12.ja.us> or from

**each building's home page.
Check it out!**

PROCLAMATION

**SCHOOL LIBRARY MONTH
APRIL 2011**

WHEREAS, the library program is to ensure that students and staff are effective users of ideas and information; and

WHEREAS, the school librarian's role is to provide the leadership and expertise necessary to ensure that the library program is an integral part of the instructional program of the school; and

WHEREAS, the Board of Education has entrusted the library specialist in each school to teach the skills of locating and using information through traditional resources and new technologies, to provide literature appreciation activities, and to guide and encourage content and recreational reading to every student; and

WHEREAS, lifelong learning begins and is systematically developed through the library curriculum of the elementary and secondary schools; and

WHEREAS, the library program contributes to the individual growth and development of all students, while fostering both excellence and equity in education; and

WHEREAS, the school librarians of the IKM-Manning School District have dedicated themselves to work for quality library programs for all students;

**NOW, THEREFORE, BE IT
RESOLVED, that the Board of Education
of the IKM-Manning Community
Schools does hereby proclaim April 2011
as School Library Month and calls upon
school administrators, teachers, students
and citizens to recognize and support this
action and to participate throughout the
month of April in the celebration of
School Library Month.**
