



# Dallas Center-Grimes Community School

# Mustang Monthly



“Empowering Students to Take Charge of Their Futures”

Volume 18, Issue 7

March 2016

## A Message From the Superintendent

Due to our supportive communities and outstanding educational programs, the communities of Dallas Center and Grimes are drawing families to our area at an increasingly higher rate. This growth has allowed the school district to offer additional opportunities for students at all levels. For example, we are able to maintain smaller class sizes in the elementary; we added several STEM courses at the middle levels, and the high school offers more Advanced Placement (AP) courses than ever before. In fact, just this year, our district was awarded the College Board Honor Roll for significant gains in access and success in AP Courses.

While this type of growth is exciting, it challenges us to plan carefully for future structures and grade configurations that best serve our students. As you are aware, we are building a new elementary in the Heritage Development that is scheduled to open in the 2017-18 school year. Next year, however, we have immediate needs for classroom space at Dallas Center Elementary. The building is currently at capacity and will require additional classroom space if we remain with the current K-5 structure.

Additionally, South Prairie will be over capacity next year by 4 classrooms. Given this challenge and our decision to move to neighborhood schools, we realize it is time to begin the process of altering grade configurations and establishing neighborhood boundary lines.

In the short term, we will remedy the space problem by shifting four sections of second grade to North Ridge. We will use natural boundaries, for example James Street and 44, to determine which 2nd graders attend North Ridge and who will attend South Prairie. As we move to K-4 neighborhood schools in 2017-18 when the new elementary opens, the natural boundaries will continue to be our guideline in determining attendance centers for elementary students.

While these plans address our immediate needs, we understand that growth in the elementary eventually leads to needs in our secondary facilities. For example, we currently have the capacity for 220 fifth grade students in Dallas Center Elementary and next year's class is 232. Additionally, our current 6-7 middle school capacity is 550 students. Once the class sizes exceed 275 per grade (which is projected to be in 2021-22), the middle school will need an addition in order to handle 750+ students. You can see how this then progresses to our current Meadows/HS scenario. This complex has a capacity for 1,200 students, which given the current grade configuration will hit capacity in 2020-21. These facility needs can be addressed through temporary classroom structures, additions, or a new facility. I will be presenting all possible scenarios, timelines, budgets and a recommendation to community groups, the facility committee, the school board throughout the spring.

While this enrollment growth presents a challenge-- it is not a new topic to the board, our staff, our communities or me. We consider this to be a top priority as we work together to determine the best fiscally-responsible growth scenarios for the students of Dallas Center-Grimes. I welcome any input or thoughts that will help us address these challenges.

Scott Grimes  
Superintendent

## School Schedule at a Glance

**Wednesday, March 2** - 1:00 p.m. Early Dismissal for Staff  
Professional Development

**Tuesday, March 8** - 2:30 p.m. Early Dismissal for Parent Teacher  
Conferences

**Thursday, March 10** - 2:30 p.m. Early Dismissal for Parent Teacher  
Conferences

**Friday, March 11 through Friday, March 18** - No School for  
Spring Break

**Wednesday, March 30** - 1:00 p.m. Early Dismissal for Staff  
Professional Development

## Parent Teacher Conferences

**Tuesday, March 8 and Thursday, March 10** – 2:30 p.m. dismissal  
with conferences held from 3:00 p.m. – 8:00 p.m.

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## SchoolMessenger Notification Service

The Dallas Center-Grimes School District is using SchoolMessenger as its Parent Notification system, a leading provider of notification services for parent outreach, emergency broadcasts, and other communications for education.

The SchoolMessenger system is designed to automatically notify parents for reasons that impact the safety and academic performance of students. SchoolMessenger will allow us to enhance our communication with additional features, such as text messages and individual parent control of who receives messages and how they are received.

## District Celebrations

At the beginning of the year we had an all staff training day, and staff had the opportunity to share celebrations of the Dallas Center – Grimes School District. Throughout the year, we will be sharing these with you as well, scattered throughout the pages in the Mustang Monthly.

## Student Assistance Program: 515-244-6090

Free, confidential program for DC-G students! The Student Assistance Program has counselors available 24 hours/day and seven days a week for a phone consultation and extensive hours for in person sessions. A student and/or their parents can make the contact that allows for three visits per year per issue. Call 515-244-6090.

## Iowa Sex Offender Registry

Many communities in Iowa, including Dallas Center and Grimes, have residents living in the community that are on the Iowa Sex Offender Registry. We are aware of residents living in Grimes and in Dallas Center that are on the sex offender register, although we no longer receive any official notification. We want to make you are aware of the situation so you can discuss it with your child(ren).

The sex offender register is available online at <http://www.iowasexoffender.com/>. Parents are encouraged to be aware of this information by accessing this website. If you do not have access to the Internet, or need assistance in accessing this information, please contact 992-3866. If you are unable to access this information, we will provide the information verbally or send copies of the information in the mail.

Please be aware that this notification is to serve only as a means for the public to protect themselves. Any action taken by anyone against these individuals, including vandalism of property, verbal or written threat of physical harm, or physical assault against these individuals or their family can result in arrest and prosecution.

## Nondiscrimination Statement

Students, parents, employees and others doing business with or performing services for the Dallas Center-Grimes Community School District are hereby notified that this school district does not discriminate on the basis of race, color, creed, religion, gender, national origin, sexual orientation, gender identity, disability, age (for employment), marital status (for programs), or socio-economic status (for programs) in admission or access to, or treatment in, its programs and activities or hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), §504 or Iowa Code §280.3 is directed to contact: Mitzi Chizek, 1414 Walnut St. Suite 200, Dallas Center, Iowa 50063, telephone: 515-992-3866, who has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, the ADA, §504 and Iowa Code §280.3.

## Dallas Center-Grimes Community School District Offices

### **Elementary Offices**

Patty Morris, Principal/South Prairie Elementary Bldg.

E-mail: [pmorris@dc-grimes.k12.ia.us](mailto:pmorris@dc-grimes.k12.ia.us)

Telephone Number: (515) 986-4057

Fax Number: (515) 986-4532

500 SW James Street, Grimes, Iowa 50111

Office Hours: 7:30 a.m. – 4:00 p.m.

April Heitland, Principal/North Ridge Elem. Building

E-mail: [ahaitland@dc-grimes.k12.ia.us](mailto:ahaitland@dc-grimes.k12.ia.us)

Telephone Number: 515-986-5674

Fax Number: 515-986-5376

400 N.W. 27<sup>th</sup> Street, Grimes, Iowa 50111

Office Hours: 7:30 a.m. – 4:00 p.m.

Diann Williamson, Principal/Dallas Center Elem. Bldg.

E-mail: [dwilliamson@dc-grimes.k12.ia.us](mailto:dwilliamson@dc-grimes.k12.ia.us)

Telephone Number: (515) 992-3838

Fax Number: (515) 992-3467

1205 13th Street, P.O. Box 400, Dallas Center, Iowa 50063

Office Hours: 7:30 a.m. – 4:00 p.m.

### **Middle School Office**

Jerry Hlas, Principal

E-mail: [jhlas@dc-grimes.k12.ia.us](mailto:jhlas@dc-grimes.k12.ia.us)

Telephone Number: (515) 992-4343

Fax Number: (515) 992-4076

1400 Vine Street, P.O. Box 608, Dallas Center, Iowa 50063

Office Hours: 7:30 a.m. – 4:00 p.m.

### **Meadows Office**

Lori Phillips, Principal

E-mail: [lphillips@dc-grimes.k12.ia.us](mailto:lphillips@dc-grimes.k12.ia.us)

Telephone Number: (515) 986-0105

Fax Number: (515) 986-3155

2555 W. 1<sup>st</sup> Street, Ste. 200, Grimes, Iowa 50111

Office Hours: 7:30 a.m. – 4:00 p.m.

### **High School Office**

Cary Justmann, Principal

E-mail: [cjustmann@dc-grimes.k12.ia.us](mailto:cjustmann@dc-grimes.k12.ia.us)

Telephone Number: (515) 986-9747

Fax Number: (515) 986-9734

2555 W. 1<sup>st</sup> Street, Grimes, Iowa 50111

Office Hours: 7:30 a.m. – 4:00 p.m.

### **Central Office/Business Office**

Scott Grimes, Superintendent

E-mail: [sgrimes@dc-grimes.k12.ia.us](mailto:sgrimes@dc-grimes.k12.ia.us)

Telephone Number: (515) 992-3866

Fax Number: (515) 992-3079

1414 Walnut Street, Suite 200, P.O. Box 512

Dallas Center, Iowa 50063

Office Hours: 7:30 a.m. – 4:30 p.m.

# Kindergarten

## KINDERGARTEN SIGN-UP

2016-2017

Kindergarten is an exciting new adventure in a child's life. A child's first year of school provides so many new opportunities: working with letters, sounds, beginning to read, working with numbers, art, music, guidance, physical education, computer lab, and library. They also learn how to get along with others and problem solve.

**If you have a child who will be five on or before September 15, 2016, your child should be enrolled in Kindergarten.**

We also have a half-day optional kindergarten program for students who are kindergarten eligible but could benefit from an additional year to prepare for full day kindergarten. Recommendations will be made to parents regarding their child's placement after roundup has been completed. Please complete the steps below even if you intend to enroll your child in optional kindergarten.

**If you have a child that will be five on or before September 15, 2016. . .**

- 1) Complete the online form available on the school's webpage: <http://www.dcgschools.com>
- 2) Kindergarten Roundup (where the students come to school for a morning or afternoon) will be held on Thursday or Friday, April 21-22.

**Please note our existing preschool and optional kindergarteners will NOT have school on April 21-22.**

- 3) Once we receive all the information, you will receive a mailing the beginning of April indicating your assigned time, materials to bring, and additional information for roundup.
- 4) During roundup, kindergarten parents are invited to attend an informational meeting while their child is spending time in the kindergarten classrooms.

If you have any questions, please contact either of our elementary schools at the phone numbers below.

Dallas Center—515-992-3838    South Prairie—515-986-4057

## Online Registration Coming for 2016-2017 School Year

Dallas Center-Grimes is excited to announce student registration will be available online later this year.

Online registration will be open to both existing and new DC-G families. Online student registration will replace the mailed paper registration.

Infinite Campus Online Registration will allow you to add or register new students, correct information, add/update medical and health information, add people to your household, change contact information such as phone numbers and email addresses, set emergency contact preferences, and more.

Additional information with more specific details will be available in the near future.

## DC-G Mission Statement Empowering Students to Take Charge of Their Futures!

The Dallas Center-Grimes Community School District is committed to developing positive, productive, and responsible citizens who are independent thinkers, value themselves and others, and have the knowledge, skills, and desire to be life-long learners. Excellence in education comes from setting high expectations for all and providing the resources needed for every student to excel.



**Dallas Center—Grimes  
Community School District**

### SCHOOL BUS DRIVERS

**Benefits include:**

- \$21.63—\$24.39 per hour
- Paid personal, holidays, & sick leave
- 15 hrs per week
- IPERS retirement
- Excellent facilities and equipment
- Optional field & activity trips available



**Applicants must:**

- Have or be able to obtain a Class B CDL.
- CDL training is available for good applicants.
- Have experience working with children.
- And most importantly have a strong passion for kids.

**Contact Jeff Wolfe, 515-986-5173 Ext 1  
Email: [jeff.wolfe@dcgschools.com](mailto:jeff.wolfe@dcgschools.com)**

**Apply online at:  
[www.dcgschools.com](http://www.dcgschools.com) & select the EMPLOYMENT tab**

*EEOC Employer*

# Teachers Observing Other Teachers: A Powerful Tool!

By: Abby Crannell

Teacher observation is usually linked to classroom performance and evaluation. However, the teachers at DC-G are using a process of observation as a form of professional development that improves teaching practices and student performance. Although, being observed in the classroom can be intimidating for some, teacher observations that serve as vehicles for professional growth rather than performance evaluations have multiple benefits for teachers, administrators, and students. As teachers are exposed to new methods, they grow professionally and most important, students' learning also increases. Listed below are some benefits of using this process to grow professionally:

- **Interactions.** Every teacher interacts with students in unique ways. Which teachers are inspiring, encouraging, positive and fun? Which teachers have that special way of working with kids that can truly make a difference? It is not about what these teachers teach; it is more about how they teach.
- **Expectations.** Teachers set their own expectations for academics and behavior with their students, but what do other teachers do? Observing others gives a teacher the opportunity to see if his or her expectations may be too high or too low, and what other teachers do to set and help students meet those standards.
- **Lessons and Materials.** Teachers can snag a few strategies, activities, and materials from others who might have just what they need to better engage students or meet the needs of their students.
- **Inspiration.** From time to time, we all need some inspiration! Teachers can inspire each other to be better versions of who they already are. Sometimes all it takes is watching a colleague at work in his or her classroom to provide that spark.
- **New Perspective.** It is refreshing to see how another teacher approaches a lesson, the activities in which students are engaged, various ways of providing supports, and other ways to assess students. This gives teachers a new perspective on their own practice. Learning can be just as effective from a different approach, and it ultimately makes educators more versatile!

## What role does an instructional coach play in this observation process?

- **A coach can help identify a goal or a purpose for the observation.** A coach may ask some pre-observation questions to guide the teacher and help him or her stay focused on the purpose of the observation and how it relates to student achievement.
- **A coach can identify colleagues who have some of the attributes and skills that a teacher may want to observe.** These can be teachers from the same content area, but many times teachers can learn more when they observe someone who teaches a different subject because the focus is not on the content.
- **A coach can accompany the teacher while he or she observes another teacher.** This allows them to both take notes and discuss what was observed and how the teacher plans to use the information gained in the observation.
- **The coach can have a follow-up reflection discussion with the teacher.** The coach can ask reflective questions and inquire about the teacher's professional growth or what was gained from this experience.

An important step for a teacher in the path of self-improvement involves becoming a student as well. Growing and learning as an educator can definitely benefit the teacher, the students, and the school system!

**DALLAS CENTER-GRIMES**

# MUSTANG GOLF TOURNEY

**SPONSORED BY THE DC-G BOOSTER CLUB**

**DATE: Wednesday, June 8, 2016**  
**TIME: 9:30 announcements/10:00 shotgun start**  
**PLACE: Beaver Creek Golf Course - Grimes, Iowa**  
**FEE: \$55.00 per person - includes 18 holes, cart, door prizes and meal.**  
**FORMAT: 4-person best ball**

**COME HAVE A GREAT TIME WITH FELLOW DC-G SUPPORTERS!**  
***IF YOU CAN'T PLAY-CONSIDER SPONSORING A HOLE***

**\*Print registration and send to:**  
**Booster Club Golf Tourney**  
**c/o Scott Heitland**  
**2555 West 1<sup>st</sup> St**  
**Grimes, IA 50111**  
**Please make checks payable to:**  
**Dallas Center-Grimes Booster Club**

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**2016 DC-G MUSTANG GOLF TOURNEY REGISTRATION**

**CAPTAIN:** \_\_\_\_\_

**EMAIL:** \_\_\_\_\_

**TEAM:**   **1 - \$55.00** \_\_\_\_\_  
           **2 - \$55.00** \_\_\_\_\_  
           **3 - \$55.00** \_\_\_\_\_  
           **4 - \$55.00** \_\_\_\_\_

**I want to be a hole sponsor!**

**For \$75.00 you or your business can sponsor a hole. A sign will be placed at the hole with your name or your business name. Check the box above and write the name you want on the sign below. You can email artwork for your sign to Scott Heitland - sheitland@dc-grimes.k12.ia.us**

**Business name on sign:** \_\_\_\_\_

# Annual Progress Report

Each district in the state of Iowa collects various data on their students' performance. Last month, reading and writing were shared. This month, data on Post Secondary Education is below.

## Post-Secondary Education

### Post-Secondary Education Data -- 281--IAC 12.8(3)(a)(5)

Percentage of all high school seniors who intend to pursue post-secondary education/training

Graduating Class	Intend to Pursue Post-Secondary Education
2005	81.8%
2006	87.96%
2007	88.42%
2008	84.92%
2009	92.62%
2010	85.6%
2011	89.7%
2012	86.8%
2013	87.7%
2014	91.0%
2015	85.6%

### Probable Post-Secondary Success 281--IAC 12.8(3)(a)(6)

The percentage of high school students (any students in grades 9-12 who took ACT during the school year) achieving a score or status on a measure indicating probable post-secondary success.

Dallas Center-Grimes uses the ACT as a measure of probable post-secondary success. The ACT is a widely accepted college entrance exam. It assesses general educational development and the ability to complete college-level work. The multiple-choice tests cover four skill areas: English, mathematics, reading, and science. A composite score of 20 is used by the district to determine probable post-secondary success. The district also reviews the data by the four skill areas.

Please note that the score in the next section is the percentage of high school students (any students in grades 9-12 who took ACT during the school year) achieving a score of at least 20 on the ACT composite score. This does not reflect any single class.

School year	# Of Students Taking ACT	% Of Students at or Above 20
2006-07	96	76.19
2007-08	145	77.24
2008-09	155	84.52
2009-10	148	81.1%
2010-11	136	79.41%
2011-12	128	68.75
2012-13	113	70.63%
2013-14	210	72.9%
2014-15	215	68.84%

Graduating year	# Of Students Taking ACT	% Of Students Taking ACT	% Of Students at or Above 20
2008-09	99	80.49%	77.7%
2009-10	85	65.89%	85.9%
2010-11	98	70.50%	78.5%
2011-12	94	70.15%	77.7%
2012-13	100	67.57%	77.0%
2013-14	115	66.47%	78.3%
2014-15	127	69.78%	81.9%

# Iowa Science Standards

The need for high-quality science education — beginning at the very earliest grades — is more essential now than ever before. Students need the kind of preparation that not only supports their learning now,

but also gives them the tools and skills necessary to succeed in a rapidly and continuously changing world. Iowa's new science standards are a key part of advancing high-quality teaching and learning in science.

## Overview

- Iowa recently adopted new science standards that set expectations for what all students in kindergarten through 12<sup>th</sup> grade should know and be able to do. The new standards will be phased in beginning with the 2016-17 school year.
- The new science standards identify science and engineering practices and content that all K-12 students should master in order to prepare for success in college and 21<sup>st</sup> century careers.
- The standards are not a curriculum. Standards articulate what students need to know and be able to do. Districts, schools, and teachers will determine their own curriculum, including what is taught throughout the year, and how it is taught.

## How will my child's learning experience be different?

- Iowa's science standards have the potential to revolutionize science education. Not only do they incorporate the most current research and findings in science, they also include the most current research regarding how students' best learn science.
- The science standards allow students to think of science learning not as memorization of disconnected facts, but as a holistic understanding of integrated and interrelated concepts. This is one of the biggest shifts in the new science standards compared to previous sets of science standards.
- The science standards require students to provide evidence of their learning and will equip students with the critical thinking and analytical skills they need to be successful in college and to compete for today's most rewarding jobs.
- The science standards connect scientific principles to real-world situations, allowing for more engaging and relevant instruction that clearly covers complicated topics.
- The science standards better support educators to make science accessible and interesting to ALL students by connecting learning over multiple years, across disciplines and grades, and by applying crosscutting concepts to deepen students' understanding of core ideas.
- The science standards introduce science at an earlier age when children are asking a lot of questions about the world and how it works. Most kids love science because they are inherently curious and it is an opportunity for them to have fun and learn at the same time.

The DC-G Science teachers are attending professional development sessions to better implement the new Iowa Core for science. There will be some major changes in current science curriculum and some changes will not be as noticeable. The 2016-2017 school year will be primarily used for professional development for the staff, including reviewing curriculum materials.

The changes that will be most obvious will be in grades K-8. The previous science standards had content that were to be addressed in grade spans. The new science standards have specific content (now called Disciplinary Core Ideas) identified by grade level. There will be shifts in grades K-5 as to what content is taught in each grade. In grades 6-8, the science courses will be integrated, so each grade will be teaching earth, life, and physical science. This will be implemented over a three-year period.

## 2015-2016 Drivers Education for Dallas-Center Grimes High School and Meadows

We will continue to offer four sessions of driver's education each year, if we have enough interest. The cost at the present time is \$320 for each session. Fees for out of district students are \$375. Students must be at least 14 years old and have a permit to sign up, as well as a signed parent permission slip. Students in grades 8-12 may sign up for each session. Usually the fall and spring session are the busiest. Please call the Meadows school office at 986-0105 to sign up your child for any of these programs. All payments and permission slips should be made or turned in before the first classroom. Payment plans may be arranged with the office. The winter session is ending soon; below you will find information about the upcoming spring and summer sessions.

**Spring Session 2016---**The spring program will begin after spring break and end in May. There will be a meeting before spring break to hand out information and collect payment. Classroom days are Tuesday, Thursday, and Friday from 6:45 to 8:00 a.m. Most students will drive during their study hall times. If this can't be worked out, before or after school driving may be arranged. All students who drive during study halls will drive at least once on Saturday for 2 hours downtown Des Moines. Shuttle bus service from Dallas Center will also be available in the morning to bring students in early for classroom work. Class size is limited to 40 students. Home school students are welcome. Classrooms will be held in the Meadows Media Center.

**Summer Session 2016---**Our summer program is held during the months of June and July. Class time will begin Monday, June 6 and end on Friday, June 24. Classes will be every day for the first three weeks from 7:00-9:00 a.m. Driving times will be (6) two-hour periods with a driving partner. (Example, a student might drive from 9:00-11:00 a.m. on a Monday). Driving times will be scheduled until 3:30 p.m. and may also be on a Saturday. If you live in Grimes, your child may be picked up at a central location such as Casey's, True Value, or Kum and Go, and then be dropped off there when driving lesson is over. This needs to be prearranged with the instructor. Driving groups will be able to change times with other groups if necessary. Students will draw numbers for driving times the first day of class. They will choose their own driving partner and driving times. Class limit will be 48 students. Home school students are welcome.

# HIGH SCHOOL NEWS

## French 2-4

By: LaRee Hawks

The high school French classes had the privilege of having a guest speaker last month. Lionel Martial Ayangma (pictured right) is from Cameroon, and is currently living in Ames. He has been living here for a little over a year. When he arrived he didn't speak any English. Lionel talked to the students about the differences between Cameroon and the United States, learning English, the cold in Iowa, and his favorite foods. He also answered many questions from the students. We want to thank Lionel for visiting us.

Students in French 2 are learning the passé composé. This is the past tense in French and house vocabulary. French 3 students are learning computer vocabulary, a new verb, suivre, and how to say that you have been doing something for a period of time. Students taking French 4 are reading *The Phantom of the Opera* by Gaston Leroux.

The French and Spanish departments are planning a trip to France and Spain next year during spring break 2017. If you have any questions about the trip, please contact Erin Lane: elane@dc-grimes.k12.ia.us, Lara Roy: lroy@dc-grimes.k12.ia.us, or LaRee Hawks: lhawks@dc-grimes.k12.ia.us.



"During the snow storm we had in January a few high school students asked to help staff members scrape ice off of our cars at the high school. It shows what a great bunch of kids we have in our school district." #DCGexcellence

## High School Spring Conferences 2016

High School Parent-Teacher Conference dates are **Tuesday, March 8** and **Thursday, March 10** from **3:30 - 8:00 p.m.** Parents may attend conferences at any time during the scheduled hours to visit with teachers. You may stop at the office to pick up your child's grade report. Parents may conference with individual teachers in the gym. We strongly encourage your child to attend these conferences with you.

## English As A Second Language

By: LaRee Hawks and Lara Roy

The high school has numerous students in English as a Second Language (ESL) classrooms. We have students from Iraq, Liberia, Columbia and the Democratic Republic of Congo. We also have several foreign exchange students who are enrolled in the class for extra support when they arrive at Dallas Center-Grimes High School. If you would like to volunteer at the high school level, we would love to see you here in the morning to help our ESL students with reading, math and speaking English. If you have any questions, please contact the high school. We are so proud to see the accomplishments of our students have made throughout the year and look forward to their continued hard work and growth.

## Close Reading to Focus on Learning

By: The High School English PLC

Iowa has the nation's highest literacy rate at 99%, according to the *Iowa Official Register*. Clearly, we value reading. Dallas Center-Grimes has also valued reading and writing by focusing professional development on Authentic Literacy over the last two years. One strategy that has been implemented and introduced in a number of high school core and elective courses is called "close reading." This strategy helps keep students engaged and focused on learning while reading.

While practicing close reading, students read a specific section or passage multiple times to pull more from the reading. During a first pass, students are simply reading for understanding. The second time a student reads the selection, they may annotate with a purpose. Annotations could include connections to the text, questions about the text, predictions about the text, etc. A third read might require the student to explain, analyze, or defend the topic, all of which are higher cognitive skills. After

completing a close reading strategy, students typically participate in a culminating activity in which they are able to draw on the information or main idea of the text. This strategy requires patience and sometimes can take place over several days of instruction. But, in the end, it can help students make meaningful sense of the text.

Close reading results in a deeper understanding of the text and is a pathway to higher order thinking. While this strategy can be used at all grade levels, high school students are practicing this strategy using complex texts that are appropriately challenging. Parents can help students understand their class texts by encouraging multiple reads and making connections to the texts.



## Digital Citizenship: Shared Commitment

High school staff and students are addressing the need to inform students of the importance of being good digital citizens. The Iowa Common Core Standards of 21st Century Skills include technology literacy, which encompasses digital citizenship. While there isn't a course that specifically teaches digital citizenship directly, the philosophy is that digital citizenship (and 21st Century Skills) are infused on a regular basis in all curricular areas as well as the culture of the school.

Students are a big part of this infusion. Recently, the Microsoft Office course has created a newsletter that is displayed in all the bathroom stalls around the school. "The Daily Flush" focuses on events happening at the school and includes a section specifically geared towards digital citizenship. A student tech team is also being developed as part of our student leadership organizations. Also this month, Shea Eddy, DC-G's Juvenile Court Liaison, will be visiting with groups of sophomores during advisory to discuss their online presence and their digital footprint.

Digital citizenship can also be instilled at home. Since technology is a part of all of our everyday lives, it's important for families to know how to support this idea at home, too. Instructional Coaches will provide an information booth during parent-teacher conferences this month. In the meantime, parents can reference commonsensemedia.org under "Parent Concerns," as well as cyberwise.org to find various "hubs" that outline social media explanations, news updates, and explanations of all things tech as it relates to our kids.

## SENIOR INFORMATION

Dear Senior Parent,

Your child's high school career is coming to an end! We know how exciting and busy this time of year can be for you. To assist you in planning the next several months, we have compiled a list of school-related activities of which you should be aware.

Thank you for sharing your child's life with us at school. Please continue to support your child and the school through attendance at the senior activities.

Sincerely,

Cary Justmann

High School Principal

Immediately Turn in baby, childhood, and senior pictures for the senior slide show if this has not yet been done.

March 10 Local scholarship applications are available.

March 28 Jostens will deliver caps, gowns, and announcements during the lunch period.

April 15 All local scholarship applications are due.

April 27 Academy Awards at Dallas Center-Grimes High School Auditorium at 6:30 p.m.

May 6 Awards information and final transcript request form due in Deans' office.

May 15 "Milk and Cookies with Mr. Justmann" during advisory in the High School Commons

May 23 Senior semester tests. All fines must be paid prior to checkout. Checkout sheet must be turned into the office, with all required signatures, before student leaves.

May 25 Senior Awards Night at Dallas Center-Grimes High School Auditorium at 6:30 p.m. All scholarships, honors, and awards will be presented.

May 25 Baccalaureate at Dallas Center-Grimes High School Auditorium at 7:45 p.m.

May 27 Senior Breakfast at 8:30 a.m. – DC-G High School Commons.

May 27 Commencement practice will begin at 9:30 a.m. in the auditorium. All seniors that are participating in commencement ceremonies are required to attend.

May 27 Commencement at Meadows Gymnasium – 7:00 p.m.



# MEADOWS NEWS



## English I

By: Karene Rosenbury and Bob Geurink

English I classes have started reading Animal Farm by George Orwell. The students are examining symbolism in the novella in order to determine examples of allegory. They will compare this text evidence to people and events from the Russian Revolution as well as current events. Through the use of reading strategies, graphic organizers, persuasive writing, and class activities, the English I students will understand the novella on a deeper level.

## Eighth Grade Computer Technology

By: Jake Norlin

Students in eighth grade computer technology recently took a typing test to determine proficiency. A score of 35 words per minute was established by members of the technology team as the goal for our students to reach. Sixty-two percent of our students have met our goal without the addition of supports. Support structures have been created and put in place to help the rest achieve our goal of 35 words per minute.

Concurrently, these eighth-graders are learning programming logic by writing code in a program called Scratch. In Scratch, students are able to create stories and games by writing code. Here at Meadows, we are preparing our students for a 21<sup>st</sup> Century workforce, in which the need for programming logic will only increase in demand.

## Meadows Art Spotlight

By: Danell Duncan

Clayton Rossmann created this piece of art in advanced eighth grade art class. The students were assigned to find an animal that they would like to watercolor. Then, using inspiration from the engravings of Albrecht Dürer, they added ink to create texture within aspects of the animal. To finish off the piece, students added a patterned border.

## FOFA Spring Events

The spring is a fabulous time for FOFA. We have several concerts for band and choir coming up, we had a large group musical theater act going to All-State, we are rehearsing for a high school spring play and Meadows musical, show choir and jazz groups are busy competing, and art students are creating masterpieces at a record pace.

FOFA night for high school students will take place Saturday, April 2 at 6:00 p.m. A silent auction will be held with donations from several local businesses and groups. If you would like to donate an item or basket, please contact Dawn Murphy at [murdaw1966@yahoo.com](mailto:murdaw1966@yahoo.com). Dinner will be held in the high school gym with entertainment provided by our local fine arts students. The show will then move into the auditorium to feature more talented acts. This is a great night showcasing our students and fine arts programs. Tickets will be available March 1 during the FOFA meeting, March 3 at the middle school choir concert, March 4 at the 8-12 vocal concert, and March 7 at the band concert. Tickets may also be purchased in the high school office, or you may contact Tammy Chance at 515-975-4305 to purchase tickets and seating assignments. Please also contact Tammy with any questions regarding FOFA Night.

We are also excited to host a new event, the Glo-FA Run with a one-mile and 5K run. It will be held at the Grimes Sports Complex on Friday, April 15 at 9:00 p.m. Registration forms are available on the FOFA webpage, the FOFA Facebook page, and at the high school and Meadows offices. Registrations must be completed and received by March 30 in order to receive a t-shirt.

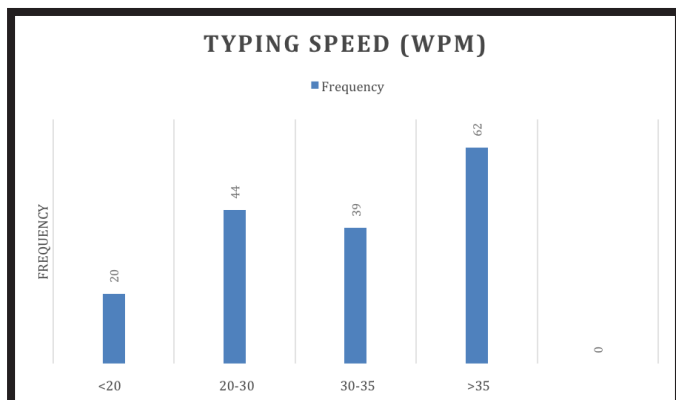
Lastly, the Meadows FOFA Night will be held on Friday, May 13 in the high school gym. More information will come in future issues of the Mustang Monthly.

Please mark these events on your calendar and come celebrate the talented DCG fine arts students!

## Students Participate in Pilot Program

By: Bob Geurink

The eighth grade language arts students recently had the opportunity to be a part of a pilot program reading Erik Weihenmayer's book Touch The Top of the World. The book is the story of Weihenmayer's voyage to climb Mt. Everest. He was born with retinoschisis and was totally blind by age 13, yet he became the first blind person to summit Mt. Everest. Weihenmayer's amazing life has been chronicled on *Oprah*, *20/20* and various other television shows. He was also on the cover of *Time* magazine in 2001. Students completed a wide array of activities focusing on the themes of the novel in both reading and writing classes.



## Business Classes at DC-G

By: Sandy Barker

A new addition to the business program this fall was Eighth Grade Exploratory Business. In this class we touched on many different topics, including creating your own business and promoting charities by making posters. We also touched on the Seven Habits of Highly Effective Teens. It's a great class for eighth-graders to take in order to get a taste of what business classes at the high school level would be like.



In Entrepreneurship we developed and marketed products for DC-G students, family, and staff. These products included a limited-time only production of a DC-G holiday ornament, a paperweight, and a key chain. To assist in promotional efforts, the Entrepreneurship students created and produced a video commercial. This commercial assisted the class in seeing successful sales of these products.



We offer both Microsoft Office I and II. In these classes students learn Microsoft Word, PowerPoint, and Excel. They complete numerous projects using these programs. In Microsoft II, one huge project that the students work on is doing a slide show for the Academy Awards every spring. They are also working on a

bi-weekly news page called the "Daily Flush."

Students can also satisfy their curiosity about business classes by taking Sports and Entertainment Marketing, Accounting I & II, Introduction to Business, and Business Law. The business program is growing and the teachers, Ms. Fuller, Mr. Gilbreath, and Mrs. Barker, look forward to expanding the business knowledge base of students at DC-G.

## Key Club Student vs. Staff Basketball

By: Joanna Poole

The Key Club is holding their annual "Students versus Staff" basketball game on Tuesday, March 22. This event is a fundraiser for the Iowa Chapter of the ALS Foundation. Students are grouped into teams of 5 that pay a registration fee to play against staff members from both the high school and Meadows. Before the game there will be a taco bar dinner, made and served by Taher Food Services. The dinner and game are open to the general public. Tickets can be purchased at the door for \$5 for both the dinner and game and \$2 for just the game. Dinner starts at 5:00 p.m. in the Meadows commons, with the basketball game following at 6:30 p.m. in the Meadows gym. Come on out for a great night of food and fun to help us to support the Walk to Defeat ALS next fall!!!



## Large Group Speech Selected for All-State

By: Anne Frett

The DC-G Large Group Speech Team had one group selected for All-State honors. The musical theater group UTOPIA: The Iowa Musical Revue had their ten-minute cutting from the musical selected for All-State. This group, consisting of Jackson Bridie, Adam Koch, Sonya Harwood, Connor McAninch, Kavi Wilson, and Carsyn Vance, put in hours of work to prepare this piece, which pokes fun at Iowa in a loving way. The group was honored at the All-State Festival in Ames on February 20. Congratulations to all involved in the group!

## GLOFA Run/Walk 5K & 1 mile

This new event is a 5K or 1 Mile Run/Walk to encourage fitness and have fun on a Friday night. Individuals will be provided glow items to wear as they participate in this evening fitness event. Participants can register to walk or run either one or 3.1 miles. Participants are encouraged to dress up & have fun.

Date: Friday, April 15th (Rain date: Sat. 4/16)

Time: 9 pm

Location: Grimes Sports Complex

Sponsoring Group: FOFA - All proceeds will support the development of a successful fine arts program in the DC-G school district.

Registration forms are be available on <http://www.dcgschools.com>. Individual & Family registration options are available. Registrations received before March 30 will include a GLOFA t-shirt including a logo designed by a DC-G high school student. Registrations received after March 30 will NOT include a t-shirt.



# MIDDLE SCHOOL NEWS

## Middle School Band

By: Chris Crandell

Greetings one and all from the DC-G middle school band room!

The DC-G middle school band program was represented by four fine young musicians recently at the Simpson Honor Band, held in Indianola, Iowa at Simpson College back on January 12, 2016. Seventh-graders, Emerson Kleis - Oboe, Megan Sterbenz - Bass Clarinet, Tori Dawson - Trumpet, and Amber VandeKieft - Alto Sax were part of the White and Red bands, respectfully. Rehearsing for six hours, then performing a concert that evening, a great day of wonderful music was present. Way to go ladies!

Solo Contest was a great success for the sixth grade band students at DC-G. The results were as follows: I + = 4, I = 14, I - = 12, II+ = 6, II = 13, II - = 0

Paige Kepplinger - Flute, Kenna Jackson - Mallet Percussion, and Sklyer Blessman - Mallet Percussion were selected by the judges as outstanding soloists in center for the evening. Congratulations Ladies!

Students were not required, but strongly encouraged to work up a solo and/or a small group. Students were instructed that, doing solos are a great way to see your individual growth and development on your instrument. By taking on this challenge, you're "raising your personal bar!"

Both the sixth and seventh grade bands are focused on the April South Central Iowa Bandmasters, a concert band contest, held at DC-G High School Auditorium. Performance times will be posted in early April, with the public welcome to come out and support them. The seventh grade band will then compete the following weekend in the Adventureland Band Festival, held at Adventureland Park in Altoona, Iowa.

As a Mustang Monthly Reminder, By calling Rieman Music at 515-262-0365, you can now pay by credit card and they will deliver your child's reeds, oils, sticks, lesson books and other needed materials to our school every Thursday morning. Rieman Music provides us with this great program, making it more convenient for you. With the coming holiday, it is a great time to upgrade the mouthpiece or reed strength, allowing your student to create an even better sound on his/her instrument. Thanks to the folks at Rieman Music for supporting music throughout our state!

All students are changed to focus on "toe-tapping" (softly) to keep steady rhythm. Playing his/her notes with the correct note length and at the correct time is key to all music. Lining up the musical parts in a rhythm spectrum make our songs come alive!

It is a pleasure to work daily with such fine young ladies and gentleman. If you have any questions/concerns about the DC-G middle school band program, feel free to contact me at [Chris.Crandell@dcschools.com](mailto:Chris.Crandell@dcschools.com), as I'm glad to help.



## 6th & 7th Grade Band Calendar Dates:

April 23, 2016 - SCIBA Middle School Band Festival @DC-G High School Auditorium (Workers will be needed for this event)

April 30, 2016 - Adventureland Middle School Band Contest @ Adventureland (7th Grade Band Only)

May 17, 2016 - DC-G Parade of Bands Concert - 7:00 p.m. @ DC-G Meadows Gym



## Middle School Computer Applications

By: Cheryl Voelker

The middle school students are keyboarding third quarter. Goals for seventh grade typing are 30 wpm with 95% accuracy. Goals for sixth grade typing are 25 wpm with 90% accuracy. Students will have a variety of online lessons, games, and contests to reach these goals.

Why do we spend time on keyboarding? According to Anne Trubek, touch-typing allows us to write without thinking, freeing us to focus on our ideas that we are writing. Touch-typing is an example of cognitive automaticity, the ability to do things without conscious attention or awareness. Automaticity takes a burden off our working memory, allowing us more space for higher-order thinking. (Trubek, Anne. "Out of Touch with Typing | MIT Technology Review." MIT Technology Review. MIT Technology Review, 15 Aug. 2011. Web. 29 Jan. 2016. )

## Middle School Conferences

Spring conferences for the middle school will run from 3:30-8:00 pm. on Tuesday, March 8 and Thursday, March 9. Specific conference times should be scheduled with your child's advisor. To sign up please visit the middle school page on the district website [www.dcschools.com](http://www.dcschools.com).

## DC-G Middle School – A Culture of Readers

By: LuAnn Schlafke

The best indicator of a healthy, successful reading program is one where students make *the choice* to read. If you walk into Dallas Center-Grimes Middle School, you will definitely notice a place where reading is valued and encouraged, a place where sixth and seventh grade students talk about books and authors, and a place where students have reading goals. Each student is aware of his or her reading lexile and has the responsibility to improve as a reader, regardless of where that student falls on the reading spectrum.

The English/Language Arts teams collaborate to ensure that all readers are making the progress toward grade level reading and beyond. Currently, the middle school implements two reading intervention programs tailored to meet the needs of readers: Leveled Literacy Intervention System (LLI) and SOAR TO SUCCESS. Both intervention programs are intended to supplement the reading instruction that each child receives in his or her own classroom.

The Fountas & Pinnell Leveled Literacy Intervention System is a small-group, supplementary intervention designed for students who find reading and writing difficult. LLI is designed to bring children quickly up to grade-level competency. Students meet daily with interventionists, Mrs. Hilary Weber in sixth grade or Mrs. Rebecca Ladd in seventh grade.

SOAR TO SUCCESS is a research-based, reading intervention program offered by the Houghton Mifflin Company. Fast paced lessons are accomplished in 42-minute instructional blocks and they incorporate authentic, high-interest literature. Specific strategies of predicting, questioning, summarizing, and clarifying are taught and practiced regularly to enhance comprehension and word attack skills. Students meet with interventionists, Mrs. Lu Ann Schlafke in sixth grade or Mrs. Jayne Larsen in seventh grade for two extra 42-minute class periods during a six-day cycle.

As students continue to grow and improve as readers, their confidence improves along with their skills. The ELA teachers are proud and wish to congratulate students on their growth and encourage each student to continue pursuing goals. Thank you also to parents for your support at home.

## Thank You Take Two Show Choir Volunteers

To all parents, grandparents, family members and community members who volunteered at the Take Two Show Choir Competition:

Thank you so much for all of your hard work at the Take Two Show Choir Competition! Many of you put in **very** long hours preparing, assisting, selling, serving, monitoring, doctoring, or helping out in any way that you were needed. With your assistance, the day ran very smoothly. Take Two is always a huge event, and we wouldn't get through the day without you.

It makes us proud to be members of the DC-G staff knowing that our families, friends and students take as much pride in our school to assist us with such a big event!

Thanks again,

DC-G Show Choir Directors



## Sixth and Seventh Grade Vocal Concert

The sixth and seventh grade students will be performing a concert at the DC-G High School Auditorium on Thursday, March 3 at 7:00 p.m. The concert will also feature the middle school show choir, Infinity. Students should plan to wear their concert attire: white tops, black pants/skirt, and black shoes. More information will be sent home regarding warm-ups and call times. If you have any questions, please contact Mrs. Wilkins at [bwilkins@dc-grimes.k12.ia.us](mailto:bwilkins@dc-grimes.k12.ia.us).

## Sixth Grade Vocal Solo/Small Ensemble

### Contest

By: Beth Wilkins

On Thursday, January 21, the sixth grade choir students participated in a Vocal Solo/Small Ensemble Contest that took place at Dallas Center-Grimes Middle School. About seventy students sang at the event as a soloist or in a small ensemble. There were two I+ ratings (Highly Superior), ten division I ratings (Excellent), ten division I- ratings, 5 division II+ ratings (Good) and twelve division II ratings.

Madi Davis, Katherine Luebke, and Hattie Ruhland earned a division I+ on their vocal ensemble, and Bailey Pierce earned a division I+ on her vocal solo. All of these students have been recognized as outstanding vocalists in the center. Congratulations to all students who participated!



## DC-G Middle School Musicians Sing at Iowa Energy Game

On Saturday, April 2 at 7:00 p.m. a select group of sixth and seventh grade students will be singing the National Anthem at the Iowa Energy Basketball Game at Wells Fargo Arena. These selected students, called the "Mustang Musicians," exhibit high quality vocal production, outstanding musical ability and are under the direction of Mrs. Beth Wilkins.

All community members and DC-G parents should plan to come out and support our Mustang Musicians and enjoy a night out with family and friends at a reduced ticket price of \$8 a ticket. Please contact Caitlyn Fuller at 515.564.8559 or [CFuller@IowaNBA.com](mailto:CFuller@IowaNBA.com). *\*Please note that tickets MUST be purchased in advance to secure the \$8 rate!*

If you have further questions, please contact Mrs. Wilkins at [bwilkins@dc-grimes.k12.ia.us](mailto:bwilkins@dc-grimes.k12.ia.us) or Caitlyn Fuller, Account Executive – Group Specialist, Iowa Energy at 515.564.8559 or [CFuller@IowaNBA.com](mailto:CFuller@IowaNBA.com).

# ELEMENTARY NEWS

## Parent Teacher Conferences for Kindergarten - Fifth Grade Students

Elementary Conferences will be held **Tuesday, March 8 and Thursday, March 10**. Babysitting will be provided at all elementary buildings. The Scholastic Book Fair will also be held in the library at each school. School will dismiss at 2:30 p.m. on these days. You should have already received an email through the School Messenger, providing you with a link to sign up for the spring conferences. If you did not receive an email, please go to the district website, [www.dcschools.com](http://www.dcschools.com), and click on the link to sign up.

## Parent Teacher Conferences for Preschool and Optional Kindergarten Students

Preschool and optional kindergarten conferences will be held **Tuesday, March 8, Wednesday, March 9, and Thursday, March 10**. Babysitting will be provided at all elementary buildings on Tuesday and Thursday nights only. The Scholastic Book Fair will also be held in the library at each school on Tuesday and Thursday nights only. School will dismiss at 2:30 p.m. on Tuesday and Thursday. You should have already received an email through the School Messenger, providing you with a link to sign up for the spring conferences. If you did not receive an email, please go the district website, [www.dcschools.com](http://www.dcschools.com), and click on the link to sign up.



### Curriculum Corner

Heather Nerem, Director of Elementary Curriculum & Instruction

Focus on Learning

Collaborative Culture

Results-Oriented



## Spotlight on Reading



### Kindergarten

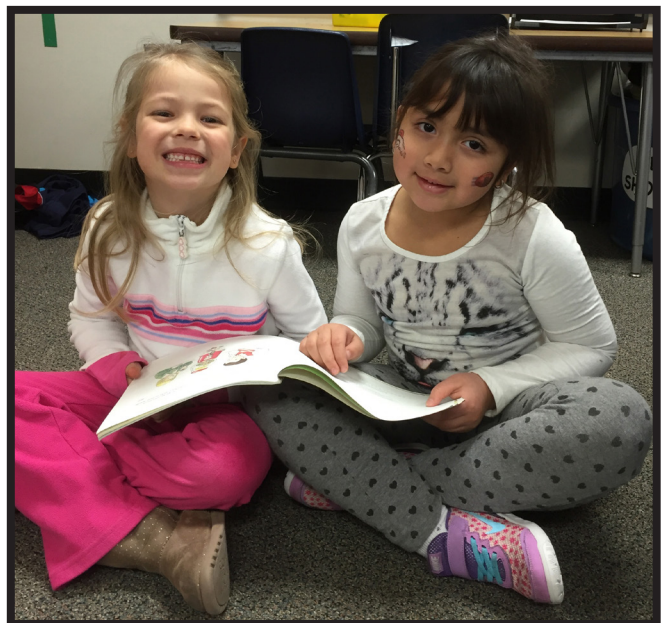
The kindergarten year is so awesome because we get to see the growth in our children as they begin to read! When the students first come to school they have some literacy base, but most are not reading when school starts. We start out the year by learning our letters, and by November we know all of our letters and sounds and are putting the sounds together to make words.

One way that we start to learn words like “fan” and “tan” is we learn word families and the sounds of digraphs and blends. We use simple guided reading books to aide us with our learning. We split up into five different reading type centers that reinforce the concepts we cover in class. Kids enjoy this time as we structure exciting activities into our groups that make reading fun. By December our goal is to have all kids reading sentences.

Our fluency goal for January is to know fifty sight words. We have a fun process to memorize the sight words. You will hear the kindergarteners singing songs and doing dances. This method of learning helps them quickly memorize the words and have fun at the same time. It is a great way to use our kinesthetic, visual, and auditory learning.

In January we also work on comprehension and learning all types of strategies to make sure we understand what we read. We work on retelling stories, sequencing stories, naming the characters and the setting of the story.

It is so fun to see the excitement of a kindergartener as they become a reader!





## First Grade

A large part of the day in first grade is spent learning and practicing reading. Whole group mini-lessons, based on The Café Menu, are taught daily in the areas of comprehension, accuracy, fluency, and expanding vocabulary.

Students also receive reading instruction in a guided reading group or through one on one conferring. Students are placed in these small groups based on their instructional level of reading. In the guided reading group, they may be working on any of the Café strategies. During one on one conferring a student will read while the teacher is pin-pointing a target skill for that child. The child is then instructed and asked to practice until their next meeting.

While small groups are meeting with the classroom teacher, other students are learning to be independent readers in all areas of The Daily 5: read to self, read to someone, work on writing, listen to reading, and word work.

The Comprehension Toolkit is the primary resource for first grade teachers. The toolkit promotes the gradual release model. This month we are learning how to determine the main idea and give supporting details. We know this helps us better understand what is being read. Teachers model how to determine the main idea. We then practice together

as a class, we pair up and practice with a partner, and finally we work independently on determining the main idea and giving supporting details.

Accuracy lessons are being taught whole group utilizing Words Their Way. Being accurate readers will aid in our comprehension also. Accuracy is our phonics lessons. Words Their Way is a developmental approach to teaching phonics.

Fluency is the focus of many one on one conferences and has also been taught whole group in our first grade classrooms since before Christmas. Reading smoothly at an appropriate rate and with expression is our goal. Currently, we are working on reading phrases and looking ahead to the punctuation marks.

Lastly, we are developing vocabulary skills. First-graders are taught to “tune into interesting words” while they read or are read to. These words are then discussed as to their meaning, listened for in other situations throughout the week, and then hopefully applied in our conversations.

Our goal is to develop not only strong readers, but readers that have a love for reading. We do this by getting a variety of texts into the student’s hands as much as possible throughout the day. DC-G has provided classroom libraries with quality books that are at the appropriate level for the students in the room. Students are taught how to find a “good fit” book and have bins that they keep handy so that throughout the day they can read to themselves. By putting a book of interest in the child’s hands, and providing the time and means for them to delve into that book, we hope to develop and nurture a love for reading which in turn gives us strong readers.



## Second Grade

In second grade students work on reading skills independently through read to self, read to someone, and listen to reading. This month students are working on the skill of questioning. While reading, we have written questions to learn and wonder about spiders. The students also brought this skill to their non-fiction books; on their own they would write down what they learned and what they wonder. As a group, we then read a great book called Recess at 20 Below by Cindy Lou Aillaud and wrote ‘I wonder...’ questions while reading it. Students really had a strong interest in this book and wrote great ‘I wonder...’ questions! Next students learned about animals through reading a book called Biggest, Strongest, Fastest by Steve Jenkins. Students wrote ‘I wonder...’ questions once again but this time searched for the answers in the reading. To end the unit, the students focused on strong ‘I wonder...’ questions while looking at the title of a tornado book. Then, through learning about tornados, students saw if they were able to get their questions answered. Students are doing a great job at their questioning skills in second grade!

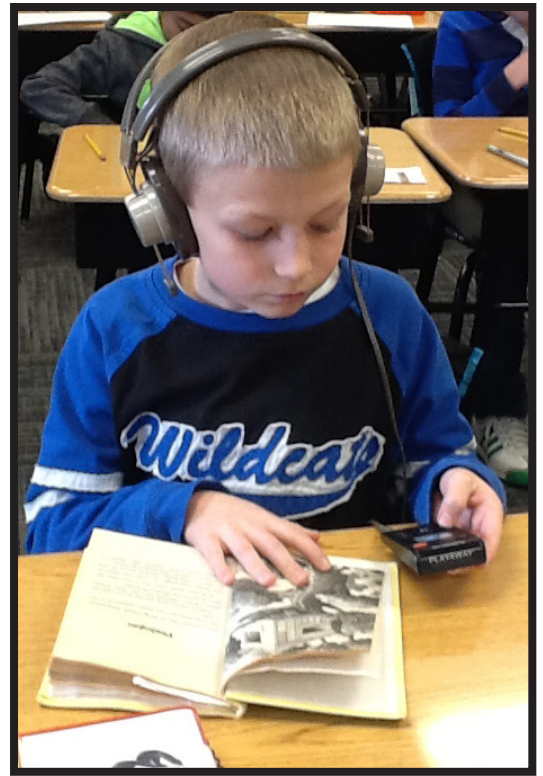
## Third Grade

*“Reading gives us someplace to go when we have to stay where we are.” ~ Mason Cooley*

Third-graders from DC-G may be firmly “stuck” in snowy central Iowa in the middle of winter. But never underestimate where they might be traveling within the pages of their books! Whether they are exploring a penguin colony in Antarctica, voyaging into outer space, or even fighting off mythical beasts, third-graders at DC-G are gaining tools to read a variety of fiction and non-fiction books.

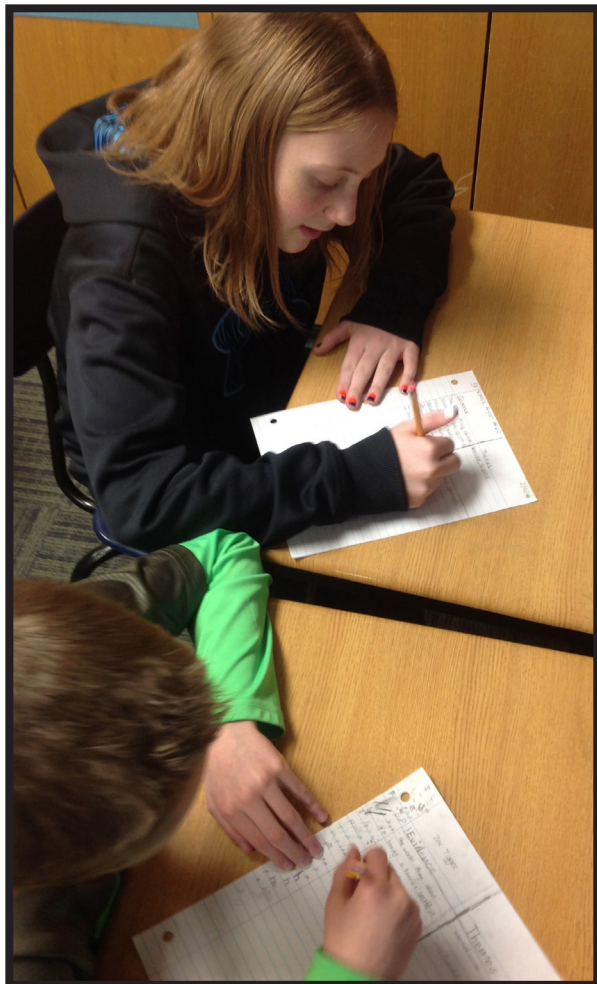
By this time in the year, third-graders are adept at picking out “good-fit” books. Good-fit books are texts that students can read independently with 98% accuracy or better. It is in these books that students do much of their daily reading practice in our classrooms and make much of their growth as readers. Teachers confer individually with readers and/or meet with small groups to solidify skills and strategies taught in whole group reading lessons.

In recent weeks, our whole-group lessons in third grade have focused on making inferences by using text clues and background knowledge, asking meaningful questions throughout the reading process, and examining the structure of non-fiction texts. Teachers use a resource called the Comprehension Toolkit to help students be more thoughtful about their reading. They model how to use the reading strategy, then provide guided practice before expecting the students to use the strategy on their own. When students infer, question, and “leave tracks” of their thinking in their own independent reading, they are growing as readers!



## Fourth Grade

In fourth grade reading our focus is comprehension. We work on skills such as monitoring comprehension, activating and connecting, questioning, inferring, determining importance, and summarizing and synthesizing. Currently we are learning to make inferences. Skills are taught through lessons and then students practice in novels at their appropriate reading level, called “right fit books.”



Teachers confer with students about their books to ensure that they are using and practicing the strategies they learned. Teachers use a variety of methods, such as book clubs and literature circles, to get students to read, think, and talk about text. Students are encouraged to read at home daily to further improve their skills.

## Fifth Grade

The fifth-graders have been working hard on independent reading skills and reading lots! Our students are currently learning a variety of inferring strategies and applying these skills to class read-aloud and independent reading books.

This week, the skill we have been studying is to “wrap your mind around the big ideas in a text.” When applying this skill, our goal is for the students to use text evidence to infer the themes implied in books they’re reading. This will bolster reading comprehension and hone thinking skills as they are able to identify what message the author of a story is trying to communicate to the reader (i.e. What do they want me to know, believe, or do after reading this?).

The teachers began the week by modeling how to identify the theme in the text. In most cases, the theme is not simply stated, nor in a single location in the text. You have to use evidence from the text to infer what the author’s message is. After the teachers have modeled how to do this, we practice this skill as a class, in small groups, and in pairs. We collaborate with one another to explain how we found the theme(s) using evidence from the text and help one another use this skill when we are having difficulties. Next, the kids practice this skill on their own and show what they know!

This particular skill is very challenging. We spend a week focusing on this skill but continue practicing it throughout the year. Some stories we’ve discovered can support multiple themes, so it is all about digging out the textual evidence, or finding the clues sprinkled throughout the reading that supports our conclusion(s).

## Geography Bee 2016

By: Linda Korpanty

The DC-G fourth and fifth grade students participated, either as a spectator or as a finalist, at the 2016 Geography Bee held on January 21, 2016 in the Dallas Center Elementary gym.

The seventeen finalists participating were fourth-graders Jackson Green, Kylin Weber, Anna Briggeman, Damon Gahan, Preston Palm, Carson Duey, Sam Watkins, Brady Kinman, and Hunter Kitt. Fifth-graders representing their classes were Brayden Meints, Aaron Fuentez, an alternate who moved into the Finalist position replacing Eli Forbes, Sydney Vaughan, Emma Foley, Leela Todd, Dante Chittenden, York Meggison, and Campbell Valline.

The alternates, who would step in to replace a Finalist if the need would occur, were fourth-graders Aubrey Johansen, Haylee Uhl, Beau Schneider, Evin Jerry, Cy Khosravi, Ben Jackson, Tess Meggison, Noah Keefer, and Caden Dill. Fifth grade alternates were Megan Reck, Ethan Ibarra, Dylan Rusch, Elle Gannon, Audrey Ellis, Owen Hope, and Hudson Ehlert.

The 2016 Geography Bee consisted of students interpreting data from a map, as well as answering oral and written questions. This year's competition started with an exuberant welcome by the audience as the alternates and finalists paraded into the gym.

The first round of questioning calmed the jitters of the contestants, as all of the students were successful in answering their first question. The second round involved the students listening carefully to the question, but their written answer would not be revealed correct or incorrect until the entire group of seventeen had recited their answers to the audience. There were no eliminations at this point. After the first two rounds allowed the students to gain some confidence, the third round required each one to answer a question orally. At this point, students were eliminated if unable to answer two questions correctly, and the playing field was narrowed down to ten participants. The next couple of rounds were a steady loss of contestants until the last four were still seated.



It was known that from this final four—Brayden Meints, Campbell Valline, Leela Todd, and York Meggison—that a winner and a runner-up would emerge. Following the first question, only one of the four answered the question correctly, becoming one of the two participants who would be in the championship round. That participant was York Meggison, who was the runner-up in the 2015 Geography Bee. After two additional questions, Brayden Meints held on to his chance to test his knowledge against York in the championship round.

The championship round consisted of three questions, which York Meggison answered correctly to become the 2016 Dallas Center-Grimes Elementary Geography Bee winner, placing Brayden Meints as the runner-up. York received a t-shirt declaring him as winner and a medal from the National Geographical Society, while Brayden received a school-spirit clothing prize as the runner-up.

York will now be required to complete a qualifying test, which will be sent to Washington, D.C. for correction. The results of the qualifying test will determine his participation at the state level, which will be held on April 1, 2016.

The World Globe Traveling Trophy is on display in Mrs. Pickell's fifth grade classroom at Dallas Center Elementary, of which York is a member. Congratulations to everyone involved!

## Dallas Center Elementary Music Concerts

The first and second grade students at Dallas Center Elementary are preparing for their music concert, "Spring Has Sprung" on April 7 at 6:00 p.m. in the High School Auditorium. Students will perform a variety of songs describing the excitement of the new beginnings of Spring. Students are encouraged to dress up for this performance.

The Dallas Center Elementary third and fourth grade students are also preparing for their concert, "Go West" on April 7 at 7:00 p.m. in the High School Auditorium. Students have learned about westward expansion and will be acting out scenes depicting the many reasons people chose to go west. In addition to telling the story of the westward movement, students will demonstrate many of their major learning standards in music such as singing in harmony, singing with dynamics and expression, music literacy, and performing instrumental accompaniments. Students will dress to depict Western characters and pioneers for this performance.



# March Activity Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1 <b>7:00pm</b> FOFA Meeting	2 Dismiss at 1:00-Staff Development	3 Kirkwood Jazz Choir Festival <b>7:00pm</b> 6/7 Vocal Concert @ DCG HS Auditorium	4 <b>7:00pm</b> 8-12 Vocal Concert @ DCG HS Auditorium	5 Hoover Jazz Band Festival Emmetsburg Show Choir Contest
6	7 <b>7:00pm</b> 8-12 Band Concert @ DCG HS Auditorium	8 P/T Conferences/Dismiss at 2:30 pm	9	10 P/T Conferences/Dismiss at 2:30 pm	11 No School-P/T Comp Day	12 State Individual Events Speech Contest
13	14 No School-Spring Break	15 No School-Spring Break	16 No School-Spring Break	17 No School-Spring Break	18 No School-Spring Break	19
20	21	22 <b>6:30pm</b> Students vs Staff Basketball Game @ DCG-Meadows Gym	23 <b>6:00pm</b> Booster Club Meeting	24	25	26
27	28 Senior Graduation Order Delivery <b>7:00pm</b> School Board Meeting @ DCG - Northridge Elementary	29 End of 3rd Quarter <b>7:00pm</b> NHS Induction @ DCG HS Auditorium	30 ACT Prep Day @ DCG High School Dismiss at 1:00-Staff Development	31 <b>4:30pm</b> Track & Field-B/JV/Varsity <b>Away vs. Waukee</b> <b>4:45pm</b> Track & Field-G/JV/Varsity <b>Dallas Center-Grimes HS vs. Multiple Schools</b>		



*"A former DC-G graduate who was a great help to the IT program this past year had Google call to be an intern. He passed the interview process with flying colors and now is a Google intern at the headquarters in Mountain View, CA."*

***#DCGexcellence***



Get moving!  
Be active  
each and every day!

# Dallas Center Grimes Breakfast Menu

# MARCH 2016

## MONDAY



## TUESDAY

## WEDNESDAY

## THURSDAY

## FRIDAY

Eggo Mini Pancakes **1**  
OR  
Choice of WG Cereal  
Graham Crackers  
  
Vegetable Selection  
Apple Juice  
Milk

Bosco Stick **2**  
OR  
Choice of WG Cereal  
Graham Crackers  
  
Vegetable Selection  
Fresh Fruit  
Milk

Scrambled Eggs w/  
Tri Tator **3**  
OR  
Choice of WG Cereal  
Graham Crackers  
  
Vegetable Selection  
Orange Juice  
Milk

WG Long Johns **4**  
OR  
Choice of WG Cereal  
Graham Cracker  
  
Vegetable Selection  
Fresh Fruit  
Milk

Breakfast Pizza **7**  
OR  
Choice of WG Cereal  
Graham Crackers  
  
Vegetable Selection  
Canned Fruit  
Milk

Cinni Mini's or Cinnamon Roll **8**  
OR  
Choice of WG Cereal  
Graham Crackers  
  
Vegetable Selection  
Apple Juice  
Milk

Pancake Sausage **9**  
OR  
Choice of WG Cereal  
Graham Crackers  
Vegetable Selection  
Fresh Fruit  
Milk

Scrambled Eggs w/  
Tri Tator **10**  
OR  
Choice of WG Cereal  
Graham Crackers  
  
Vegetable Selection  
Orange Juice  
milk

No School **11**

Spring Break **14**

Spring Break **15**

Spring Break **16**

Spring Break **17**

Spring Break **18**

Breakfast Pizza **21**  
OR  
Choice of WG Cereal  
Graham Crackers  
  
Vegetable Selection  
Canned Fruit  
Milk

Blueberry, Banana or French Toast Snack Loaf **22**  
OR  
Choice of WG Cereal  
Graham Crackers  
  
Vegetable Selection  
Orange Juice  
milk

Pancake Sausage **23**  
OR  
Choice of WG Cereal  
Graham Crackers  
Vegetable Selection  
Fresh Fruit  
Milk

WG Mini Donuts or Long John **24**  
OR  
Choice of WG Cereal  
Graham Crackers  
Vegetable Selection  
Orange Juice  
Milk

Eggo Mini Pancakes, Waffles or French Toast **25**  
OR  
Choice of WG Cereal  
Graham Crackers  
  
Vegetable Selection  
Fresh Fruit  
Milk

Breakfast Pizza **28**  
OR  
Choice of WG Cereal  
Graham Crackers  
  
Vegetable Selection  
Canned Fruit  
Milk

Eggo Mini Pancakes **29**  
OR  
Choice of WG Cereal  
Graham Crackers  
  
Vegetable Selection  
Apple Juice  
Milk

Pancake Sausage **30**  
OR  
Choice of WG Cereal  
Graham Crackers  
  
Vegetable Selection  
Fresh Fruit  
Milk

Scrambled Eggs w/  
Tri Tator **31**  
OR  
Choice of WG Cereal  
Graham Crackers  
  
Vegetable Selection  
Orange Juice  
Milk

Free & Reduced Price Meal Benefit information & application can be obtained by contacting the Food Service Office.

### PRICES

Regular	\$1.60
Reduced	\$0.30
Milk	\$0.45
Adult	\$1.80
Extra Entrée	\$1.25

### HARVEST OF THE MONTH



### EXTRA INFO

Milk choice of 1% White, Skim or Chocolate Skim is included with lunch.  
For questions or comments, contact the Food Service Office at: d.sevenich@dc-grimes.k12.ia.us or call 515-986-9747 ext.162





**Get moving!  
Be active  
each and every day!**

# Dallas Center Grimes Elementary Lunch Menu

# MARCH 2016

## MONDAY



## TUESDAY

## WEDNESDAY

## THURSDAY

## FRIDAY

**Cheeseburger on WG Bun** 1  
**Oven Baked Fries**  
**Deli Sub**

**Deli Sub**  
**Turkey BLT Salad**

Black Beans  
Radishes  
Seasonal Fruit

**Pancakes w/Sausage** 2  
**Tri Tator**

**Yogurt Pack**  
**Chef Salad**

Baby Carrots  
Cauliflower  
Seasonal Fruit

**Rotini with Meat Sauce** 3  
**Green Beans**  
**Garlic Toast**

**Deli Sandwich**  
**Taco Salad**

Baby Carrots  
Broccoli Florets  
Fruit

**Stromboli with Marinara** 4  
**Mixed Vegetables**

**Pretzel Bites with Cheese**  
**Cubes/ Crispy Chicken Salad**

Black Beans  
Pepper Medley  
Fruit

**Hog Dog on WG Bun** 7  
**Tortilla Chips**

**Turkey BLT Wrap**  
**Chicken Caesar Salad**

Kidney Beans  
Cauliflower  
Seasonal Fruit

**Soft Taco with** 8  
**Lettuce, Cheese & Salsa**  
**Potatoes Ole**

**Deli Sliders**  
**Cobb Salad**

Chopped Lettuce  
Cherry Tomatoes  
Celery Sticks  
Seasonal Fruit

**Cheese Bread with** 9  
**Marinara Sauce**  
**Glazed Carrots**

**Pretzel Bites W/Cheese**  
**Cubes/Chef Salad**

Broccoli  
Celery Sticks  
Seasonal Fruit

**Chicken Patty on WG Bun** 10  
**Oven French Fries**

**Yogurt Pack**  
**Crispy Chicken Salad**

Romaine Lettuce  
Cherry Tomatoes  
Seasonal Fruit

**No School** 11

**Spring Break!** 14

**Spring Break!** 15

**Spring Break!** 16

**Spring Break!** 17

**Spring Break!** 18

**Chicken Tenders** 21  
**Mashed Potatoes**  
**WG Bread Slices**

**WG Chips, Salsa, Cheese**  
**Cubes, Chicken Caesar Salad**

Broccoli Florets  
Radishes  
Seasonal Fruit

**Corn Dog** 22  
**Rotini**  
**Carrots**

**Deli Sub**  
**Turkey BLT Salad**

Red Pepper Slices  
Cauliflower  
Seasonal Fruit

**Walking Taco** 23  
**Spiced Pinto Beans**

**Munch able**  
**Chef Salad**

Baby Spinach  
Pepper Medley  
Seasonal Fruit

**Grilled Cheese Sandwich** 24  
**Homemade Chicken Noodle**  
**or Tomato Soup**

**Deli Sandwich**  
**Taco Salad**

Tomato Slices  
Celery Sticks  
Seasonal Fruit

**Pizza Parlor Cheese Pizza** 25  
**Roasted Cauliflower**

**Yogurt Pack**  
**Crispy Chicken Salad**

Baby Carrots  
Broccoli Florets  
Seasonal Fruit

**Cheeseburger on WG Bun** 28  
**Sweet Potato Fries**

**Turkey BLT Wrap**  
**Chicken Caesar Salad**

Celery Sticks  
Cauliflower  
Seasonal Fruit

**Tony's Schwan's Pizza** 29  
**Fruited Gelatin**

**Ham Pinwheel**  
**Chef Salad**

Romaine Lettuce  
Baby Carrots  
Beets  
Seasonal Fruit

**Hot Dog on WG Bun** 30  
**Cinnamon Rice**

**Pretzel Bites w/Cheese**  
**Cubes/Popeye Salad**

Black Beans  
Celery Sticks  
Seasonal Fruit

**Turkey BLT Flatbread** 31  
**Mashed Potatoes**

**Deli Sandwich**  
**Cobb Salad**

Baby Carrots  
Broccoli  
Seasonal Fruit

Free & Reduced Price  
Meal Benefit  
information &  
application can be  
obtained by  
contacting the  
Food Service Office.

### PRICES

Regular	\$2.50
Reduced	\$0.40
Milk	\$0.45
Adult	\$3.45
Extra Entrée	\$1.85

### HARVEST OF THE MONTH



### EXTRA INFO

Milk choice of 1% White, Skim or Chocolate  
Skim is included with lunch.  
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or call 515-986-9747 ext. 162



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## POSTAL CUSTOMER



### Middle School Art Spotlight

By: Vicky Myers

The art spotlight this month is on seventh-grader Jessica Norris for her Georgia O’Keeffe style desert landscape. Jessica did a great job shading. Congratulations Jessica!

### North Ridge Elementary “Artist of the Month”

By Kayde Sberal

Third-grader Anna McKernan was awarded “Artist of the Month” for her outstanding use of creativity and craftsmanship on her Keith

Haring inspired watercolor painting. The students studied artwork by artist Keith Haring and created multiple ideas for characters and objects showing movement using Haring’s famous stylized figures as inspiration. Third grade students also completed a color unit on complementary colors and chose a pair of complementary colors to complete their project.

Fourth-grader Emma Fuller was awarded “Artist of the Month” for her Chinese wall pocket. The students examined traditional Chinese wall pockets and created their own ideas to build out of clay. They created the base of the clay sculpture using a rolled slab of clay and added additional decorative items using pinch, coil, and slab techniques. Lastly, they glazed their pottery to create a shiny finish.

