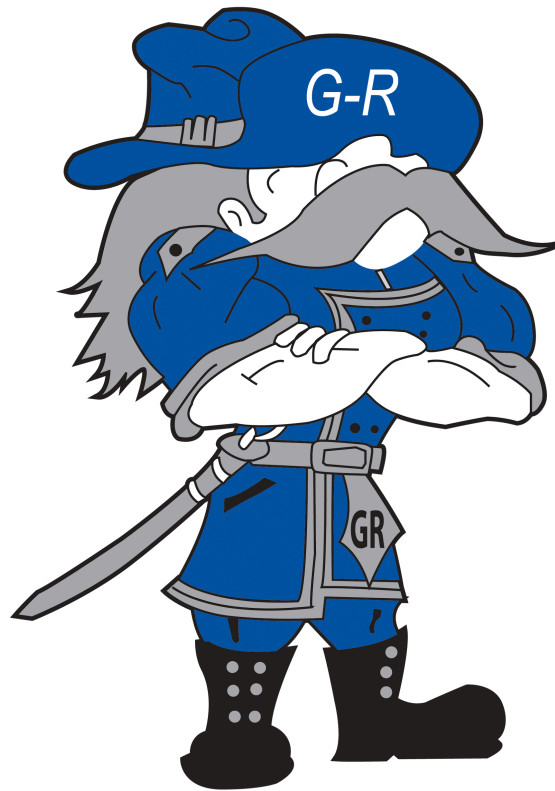


Gladbrook-Reinbeck Community School District

Superintendent's Annual Report 2014-2015



“A Year to Remember”

Superintendent's Annual Report - 2014-2015

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Fourth Grade – Pattie Bailey

Fourth Grade – Lindsay Plett

Art – Kindergarten through 4th Grade – Sandy Stevens

EAGLE - Elementary School – Kyla Kiburis

Early Childhood Special Education (ECSE) - Samantha Formanek and Brenda Snider

Guidance – Jessica Weber

Health Services - Brandy Sealman, RN

Media Center – Val Ehlers

Secondary Vocal Music and Elementary General Music – Rachel Keber

Physical Education – Jeff Charley

Special Education - Hillary Smith

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Softball - Junior High Girls - Coach Danielle Clark

Softball - JV/Varsity - Coach Danielle Clark

Track - Junior High Boys – Coach David L. Buskohl

Track - Junior High Girls – Coach Lindsay Plett

Track - Varsity Boys – Coach Jackson Anderson

Track - Varsity Girls - Coach Carla Leyen

Volleyball- 7th & 8th Grade Girls–Coach Marcia Koester and Coach Terri Luehring

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Letter to the Gladbrook-Reinbeck Board of Education

Gladbrook-Reinbeck Community School

300 Cedar Street
Reinbeck, Iowa 50669

Phone: (319) 345-2712
Fax: (319) 345-2242

June 25, 2015

To: The Gladbrook-Reinbeck Board of Education

RE: 2014-2015 Superintendent's Report

Dear Board Members:

On the following pages you will find the 2014-2015 Superintendent's Annual Report to the Board of Education. This report contains information from teachers, coaches and sponsors on the activities of their classrooms and programs this past year. As you will see, the students of G-R have been engaged in many meaningful experiences this year, both in academics and extra-curricular areas.

I would like to thank the teachers, coaches and sponsors for taking the time to summarize and highlight the year in this publication. We have many things to be proud of as a district and that comes from the quality people involved with educating students at G-R.

Respectfully submitted,

Shawn Holloway
Superintendent

SH:kes

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Gladbrook-Reinbeck Community School Administrative Staff and School Board

2014-2015

District Administrators

Mr. Shawn Holloway	Superintendent of Schools Principal, Reinbeck Elementary
Mr. Scot Aden	Principal, Gladbrook-Reinbeck High School Principal, Gladbrook-Reinbeck Middle School

Gladbrook-Reinbeck Board of Education

Mr. Joshua Hemann	-	President
Mr. Matt Wyatt	-	Vice President
Mr. Rod Brockett	-	Board Member
Ms. Mandy Gehring	-	Board Member
Mr. Doug Rowe	-	Board Member
Mr. Eric Sieh	-	Board Member
Ms. Lisa Swanson	-	Board Member
Ms. Debra Oleson	-	Board Secretary/Treasurer

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District Comparison 2014-2015 - Certified Enrollment

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Gladbrook-Reinbeck	855.1	857.1	936.5	836.5	798.1	766.7
AGWSR	935.0	897.3	839.8	832.3	778.0	719.2
BCLUW	674.0	667.7	652.2	622.2	626.6	651.1
Dike-New Hartford	812.3	787.6	819.6	808.6	811.5	803.4
East Marshall	815.7	775.8	748.9	735.6	736.8	733.4
Eldora-New Providence	702.5	698.4	662.2	661.6	663.3	697.4
GMG	400.3	400.2	402.2	394.1	371.1	356.3
Grundy Center	645.4	629.0	634.1	633.7	617.5	643.5
Hudson	741.2	762.0	739.2	707.0	733.0	714.1
North Tama	528.1	541.1	529.6	545.0	558.8	548.1
Parkersburg	490.0	464.0	465.0	805.0	787.2	779.0
Union	1221.8	1239.0	1241.1	1244.3	1240.3	1255.9
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Gladbrook-Reinbeck	734.6	694.9	668.7	647.7	627.7	610.8
AGWSR	704.5	661.9	654.0	647.1	638.8	616.8
Aplington-Parkersburg	774.0	776.0	775.0	797.1	835.0	842.0
BCLUW	638.3	621.4	592.5	595.6	593.8	582.7
Denver	732.6	744.1	712.0	718.5	734.4	717.1
Dike-New Hartford	809.4	797.7	783.5	797.2	824.3	846.7
East Marshall	698.9	711.6	695.9	691.3	659.7	652.6
Eldora-New Providence	657.5	643.8	627.8	640.6	633.4	645.7
GMG	347.3	355.2	356.3	329.4	318.3	318.3
Grundy Center	621.9	625.8	628.7	626.5	653.7	637.4
Hudson	688.1	678.0	678.0	668.3	665.0	692.0
North Tama	538.1	531.3	540.5	527.8	521.5	523.3
Union	1263.6	1269.6	1272.4	1253.9	1236.8	1212.9
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Gladbrook-Reinbeck	601.5	593.1				
AGWSR	596.2	623.5				
Aplington-Parkersburg	809.0	823.0				
BCLUW	578.5	580.3				
Denver	699.1	695.0				
Dike-New Hartford	880.5	870.0				
East Marshall	609.3	582.2				
Eldora-New Providence	631.0	641.0				
GMG	316.0	304.5				
Grundy Center	624.7	607.1				
Hudson	670.0	652.0				
North Tama	491.9	483.6				
Union	1214.4	1158.8				

District Comparison 2014-2015 - Tax Rates

	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Gladbrook-Reinbeck	9.80485	10.23450	10.22294	11.55523	11.62131	11.87581
AGWSR	11.27716	11.9941	11.47169	13.70496	13.97311	14.73086
Aplington	15.00118	15.69175	15.72389	15.03963	15.88384	15.83629
BCLUW	12.95633	13.41768	13.11073	13.99864	13.31126	13.49621
Denver	13.05224	15.49895	15.37912	15.23852	15.25598	14.94859
Dike-New Hartford	12.55819(D)	12.00367	12.77330	12.64625	13.09878	13.57946
East Marshall	13.33702	15.28402	12.74804	17.02647	16.46026	15.77205
Eldora-New Providence	12.94125	13.03636	13.09427	13.08127	14.14070	15.51978
GMG	14.11287	14.72858	14.68300	14.395.99	14.59272	15.46211
Grundy Center	15.19605	15.29031	15.89263	16.26528	16.32397	
Hudson	13.87500	15.61437	14.17807	15.62881	15.10515	15.53085
North Tama	10.65668	10.96442	10.98335	10.97573	10.88186	10.98660
Parkersburg	14.57512	15.53410	15.56245	14.02019	14.85070	14.82785
Union	10.98915	11.21.289	11.49899	11.89528	11.93584	12.28914
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Gladbrook-Reinbeck	11.7492	11.6350	12.1143	13.59115	12.14356	11.13172
AGWSR	14.7810	14.4526	13.37489	12.77052	12.38434	10.79948
Aplington-Parkersburg	15.3512	14.4639	15.14330	15.17604	15.51438	14.44276
BCLUW	13.9911	13.7518	13.57786	13.57364	13.33382	13.18368
Denver	14.8027	14.8550	14.78688	15.93131	14.78668	13.51724
Dike-New Hartford	13.2152	13.3556	13.49834	14.55930	13.52833	12.70246
East Marshall	15.3672	15.1158	15.11311	16.50782	15.49034	14.47063
Eldora-New Providence	16.7929	17.3478	17.76493	18.47698	17.95217	17.27504
Grundy Center	16.4619	16.3628	16.28510	16.17372	16.34981	15.75963
GMG	15.3918	15.1781	14.56742	14.58790	15.48029	15.96901
Hudson	15.9610	15.9757	15.87934	16.89800	16.89198	16.49052
North Tama	N/A	11.4098	11.87746	11.97459	11.98266	11.68502
Union	12.4997	12.6763	12.56866	12.70729	12.70123	12.06765
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Gladbrook-Reinbeck	10.79270	10.96092				
AGWSR	10.39492	10.49996				
Aplington-Parkersburg	14.08326	13.75142				
BCLUW	12.85202	13.18799				
Denver	13.26098	13.95574				
Dike-New Hartford	12.98204	12.74731				
East Marshall	14.47156	14.79579				
Eldora-New Providence	17.20458	16.18697				
Grundy Center	15.39239	13.42421				
GMG	16.24973	16.40084				
Hudson	15.78653	14.93727				
North Tama	11.07555	9.97157				
Union	12.13551	12.05440				

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Classroom Reports

Reinbeck Elementary School Reports - 2014-2015

Kindergarten – Kathy Etringer

Reinbeck Elementary
2014-2015

There were 14 creative and enthusiastic students in my kindergarten class this year. We had a wonderful year of learning and discovery as we worked through the curriculum.

In reading/language arts we used the PALS program to help us learn our letters and sounds and we were introduced to 100 sight words. I was able to work on Guided Reading skills with individuals and small groups during Daily 5. We also did a lot of writing this year. We worked on sounding out and writing words and sentences. We practiced leaving spaces between our words and using punctuation at the end of each sentence.

In math we used our new Everyday Math Series to help us learn the core math listed for kindergarten. These skills included recognizing and writing the numbers 0-20, practicing counting to 100 by 1's, 5's and 10's and working on the terms greater than, less than and equal to. We spent time learning that addition is putting together and subtraction is taking apart. We composed numbers 11-19 using a set of ten and some ones and learned to identify two-dimensional and three-dimensional shapes.

Some of the highlights of the year were riding on the fire truck, attending a program at the Gallagher-Bluedorn Center, using tools during our Take-Apart Unit, wearing Pajamas for Dr. Seuss Day, celebrating the 100th day of school and building wooden sculptures. We also enjoyed Beach Day, Cowboy Day, our trip to the Morrison Museum and the Blackhawk Wildlife Area, launching rockets with Mr. Etringer along with Field Day and our end of the year Family Picnic.

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Kindergarten – Brenda Egesdal

Reinbeck Elementary

2014-2015

My kindergarten class had 13 students, including 6 boys and 7 girls. One student received Title I Reading services and two students received accommodations and Special Education services. One of those students required a one-on-one associate.

The kindergarten curriculum promotes active participation by connecting a lot of learning to songs, actions, and movement. It prepares students with the skills and knowledge needed to be ready for first grade. In addition to our daily curriculum, kindergartners are assessed in guided reading, formative and summative math assessments, FAST, and MAP (Measures of Academic Progress).

In reading students learned how to identify and write all capital and lowercase letters. Students also learned letter sounds through Visual Phonics, which connects an action to each letter sound. Once students solidified their knowledge of letters and sounds they began Daily 5, which included independent practice with reading and writing while I worked with small guided reading groups. During Daily 5, students learned various strategies to help them become better readers and they also strengthened their phonemic awareness by breaking apart and blending sounds together to read CVC words. Kindergarteners also practiced Rainbow words daily with the end of the year expectation being 100 sight words. Many Rainbow words were connected to a song, rhyme, or rap to help students remember the words more easily.

The kindergarten math curriculum was completely driven by the Common Core standards and benchmarks. Number sense expectations included identifying and writing numbers to 20, making groups up to 20, counting by 1's and 10's to 100, comparing numbers, and counting on from any number. Other math concepts were simple addition and subtraction facts and story problems, working with 10-frames and base 10 blocks to represent numbers, and decomposing numbers. Both 2D and 3D shapes were described using terms such as corners, sides, and curves. Math instruction varied from whole group to small group depending on student needs. Math tubs were used to review and reteach previous skills. Supplemental math support was used weekly through a computer-based program called IXL.

Students from both sections of kindergarten combined periodically to share in learning together such as Cowboy Day, Beach Day, Fairy Tale week, Ocean week, Dr. Seuss fun, and the 100th day of school. The class enjoyed a wide variety of learning experiences this year. We rode the fire truck and toured the fire station. We watched a play at Gallagher-Bluedorn Performing Arts

Center and took a field trip to the Morrison Museum and Blackhawk Wildlife Area led by Kevin Williams. We still look forward to field day and our end of the year family picnic at Elmwood Park.

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First Grade – Ashley Caslavka and Sarah Dostal

Reinbeck Elementary

2014-2015

Mrs. Dostal's class ended the year with 17 students. Mrs. Caslavka's class ended the year with 17 students.

The first grade curriculum revolves around four basic subjects: Reading/Language Arts, Mathematics, Science, and Social Studies.

The Reading/Language Arts curriculum consists of Daily 5/Cafe, Guided Reading, Accelerated Reading, phonics instruction, word building and spelling. Our Fry sight word list has students learning 250 sight words. The implementation of Daily 5/Cafe throughout the year gives the teacher time to focus on the individual needs of students. All students showed growth in Guided Reading levels this year.

This year for math, we used Everyday Math as our curriculum. This is a new curriculum for us that really upped the expectations of the students. It concentrated on many different areas of first grade math. Some of the topics covered were place value, addition/subtraction facts and strategies, geometry, time, and money. We also used two computer programs, XtraMath and IXL to help with extra practice.

There were several different topics covered this year in Science and Social studies. These included: community helpers, pumpkins, holidays around the world, the moon, Presidents, and Me on the Map.

This year we participated in two field trips. We visited Gallagher-Bluedorn for a play. In May, we went on a field trip to Grimes Farm. We heard presentations on furs, layers of trees, had the opportunity to go on a hike and witness nature, and toured the Outdoor Nature Center. It has been a fun, busy, and productive year in first grade. The students have made great strides in all curricular areas.

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Second Grade – Nancy Gardner

Reinbeck Elementary

2014-2015

The content areas studied in second grade are reading, language arts, spelling, math, science, health, and social studies. Students also receive instruction in library studies, art, music, physical education, guidance, and EAGLE from specialty teachers. There were 26 students, 12 boys and 12 girls.

Harcourt-Brace reading/language curriculum is used in the classroom. Each story works with: vocabulary, phonics, comprehension strategies, and literature skills. These skills are reinforced during large group reading, Daily 5, guided reading, and silent reading. A Daily 5 and guided reading format was used 3-4 days a week. Students are tested individually and then grouped &/or assigned a reading zone or level specific to the student. Again, the skills presented in the anthology are emphasized. During Daily 5 students would choose to read to self, listen to reading, read to someone, work on writing, or spelling/word attack during 15-20 minute sessions. After each session teacher-led mini-lessons were conducted. The teacher would work with individuals or small groups during each session. This was integrated with guided reading. The Accelerated Reading Program was used for practice and rehearsal of reading skills 10-20 minutes a day. Throughout the school year, study strategies are also taught to the students. They practice these strategies in the different subject areas and then choose which ones work best for them to assist in their learning.

In language arts, Harcourt-Brace, the students learn about different parts of speech and kinds of sentences. Students then practice these skills and improve their writing during daily practice. Daily Oral Language (grammar and punctuation) and spelling are done each day. In spelling the students take a pretest on Monday. If the students have the words mastered, they are given an alternative list to study. There are also challenge words each week. Spelling City on the web was used weekly to study spelling and or vocabulary. Writing assignments are personal narratives, letter writing and thank you's.

The new math curriculum, Everyday Math, was implemented this year. Mental Math/Math Reflexes, a lesson, and rotations were implemented daily. The rotations were to complete work independently, small group lesson with the teacher, and skill games. Students worked on addition and subtraction facts, addition and subtraction of multi-digit numbers with and without regrouping, place value, multiplication arrays, money, time, measurement, geometry, and problem solving techniques. Time challenges for the basic facts were administered monthly.

Math probes were taken bi-weekly to monitor growth of math computation skills. Students graph their personal results weekly to share with parents. Many concepts are introduced through Calendar Math. The IXL computer math program and XTRA math were utilized to practice skills/basic facts.

The Scott Foresman science program is implemented using the textbooks and investigations. FOSS kits were also integrated into the curriculum during the matter and animal units. Sun, moon, and stars are also studied. In the spring, the 2nd graders enjoyed raising butterflies for release. In social studies, the students became familiar with communities, landforms, and map skills. They studied geography with a daily geography program.

Students attended a performance at Gallagher-Bluedorn sponsored by IMPACT. A fall field trip took the students to the Dairy Cattle Congress to view a variety of animals and participate in lessons about chickens, pigs, and dairy.

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Third Grade – Holly Fleshner and Marcia Koester

Reinbeck Elementary
2014-2015

Mrs. Fleshner and Mrs. Koester were this years third grade teachers. Mrs. Fleshner had 18 students, while Mrs. Koester had 18 students. The year ended with 11 boys and 25 girls in the third grade class. This makes 36 students in all. Our theme this year was Unlock Your Possibilities.

The third grade curriculum consists of five main subject areas: math, reading, social studies, science, and language arts. The math curriculum focuses on addition, subtraction, and multiplication, using a concrete and hands on approach. Language instruction includes nouns, verbs, and sentence structure, writers workshop, as well as a study of poetry. Mrs. Koester taught the social studies to all the students, and Mrs. Fleshner taught all the science.

Our reading program this year consisted of Daily 5, Accelerated Reader and our reading anthology stories. Students continued to enhance their reading abilities through AR. The students had five different stations to chose from read to self, read to someone, word work, writing, and listen to reading during Daily 5.

This year we have incorporated our new math series called Everyday Mathematics. This year the

students use a workbook and have a homework page almost everyday. It reinforces the skills that spiral throughout the year.

We were able to go on a field trip this year. In the spring we went to the Grundy County Farm Safety Day. The class participated in Ag in the Classroom sponsored by Farm Bureau. We also enjoyed a visit to the high school green house to go along with our plant unit in science.

Our Student Council representatives this year were Austin Gehring and Lauren Boyer. They met with Mrs. Plett and Mrs. Kiburis to plan special activities for the school.

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Fourth Grade – Pattie Bailey

Reinbeck Elementary

2014-2015

This-and-That in 4-B

by the Students in Mrs. Bailey's Fourth Grade Class

International Dot Day was celebrated on September 15. We made our mark. We made dot discs and hung them up. We got dot's yummy. (Naomi Clark)— We put money in our Bucket when we do good work - a quarter for being Fast on Facts, a dime for 100% on AR and spelling tests — things like that. We spend the money on Bucket Projects like for Luther College football player Chris Norton, the ALC Ice Bucket Challenge, Riley Thede, and for school kids in Costa Rica and in Mozambique. Our total this year was \$300.52. (Nick Tscherter) —We learned how to play ten songs on our recorders. We earned a colored karate belt for each song we could play. (Dawn Anderson) — We learned Slick Division. It makes long division problems easy. (Jeryn Spear) — The day a student in 4B brought his pet turtles to school, we had a tornado drill. When we got back to our room, one of the turtles was gone. We spent several days looking for him. Finally, on day six, Mrs. Bailey found him. (Liam Wiles) —This year Mrs. Bailey has done a lot to teach us about noticing things in nature. These are Idea Catchers. Everyday we brought home our planner, and everyday we wrote an Idea Catcher. For example, one day we looked out the window and there were a lot of beautiful leaves falling from the tree. We had our Idea Catcher for the day. This has taught us to observe where we are and what is happening around us. (Ava Wyatt) — For Science-on-the-Deck we went to Mrs. Bailey's house and explored like scientists. We found a lot of things in her backyard. The best part was her herbs. She had Mint, Rosemary, Sage, Basil, Parsley, Thyme and Oregano. (Abby Sienknecht) — One day after lunch Mrs. Bailey 4-B discovered that she had a bruise on her chin. We all wanted to know but she had us guess until someone said, "Did you fall?" Yes, she had tripped on the sticky floor and chipped her tooth and got a bruise on her chin. (Deja Tucker) — We each read a biography we had chosen and wrote a report. We could use computers, make a poster, just read our papers, or dress up and

give a speech. I read about Clara Barton and made a museum. (Ryan Koester) — In 4B we have read many books. The first book we read was *The Phantom Tollbooth*; it teaches many lessons in an imaginary place. *The Black Stallion* and *Hatchet* are both books about survival. Through *Number the Stars* we learned about what the Jews went through during World War II. *A Single Shard* takes place in the 12th century in Korea and is based on a true story. *Dash*, another book that takes place during World War II, is about what happened to the Japanese-Americans. (Ashlyn Moore) — When we got near the end of *A Single Shard* Mrs. Bailey started to cry. Caleb Egesdal, grabbed the box of kleenexes for her. She had forgotten how sad the book was. For the rest of the book Mrs. Bailey had a teared up voice!. (Rachael Quackenbush) — For the Priscilla Project we made up a person based on a hat we chose from Mrs. Bailey's collection. and make a story of how the made up person knew the person in the class. The person in the class would dress up as the made up person and tell about themselves as the made up person would. (Caleb Egesdal) — Our school theme this year was "Unlock Your Possibilities." Mrs. Bailey had written a sentence on a shipping tag tied to keys. We wrote key stories for our first writing assignment. (Jace Hall) — We went to Hansen's Dairy in Hudson for social studies. We were studying the mid-west states. We made butter by just shaking cream. We saw the Hansen's cows, goats, and kangaroos. (Cameron Danielsen) — When we went to settle in our cabins at Fourth Grade Camp, we found five cockroaches. We studied a lot about nature and learned how to build survival shelters. (Luke Sienknecht) — When we were taking our reading tests in the board room we really liked the comfortable chairs. Maybe we should make a Bucket Project to buy one for our classroom. (Wesley Latchman) — The Ginkgo tree is Mrs. Bailey's favorite tree. The one in front of the school is small and leans to the west. The reason that Mrs. Bailey loves the Ginkgo tree so much is that the leaves are so silky and soft. The shape of the leaves so unique and beautiful. (Jenna Humphrey) — As a joke I have been keeping track of how many mistakes Mrs. Bailey has made. But mistakes are ok — she told us the person who makes the most mistakes at the start is the person who learns the most by the end. (Jerek Hall) We loved when "Cooperative Letter Tiles" was on our 3-Square at the end of the day. We had to use teamwork and our problem solving skills to solve the word puzzles. (Emma McClintock) — The Battle of the Books team had the highest of any G-R Battle team in the history of Battle teams. We won 6th place in the State. (Makenna Cooper)

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Fourth Grade – Lindsay Plett

Reinbeck Elementary

2014-2015

Mrs. Plett's fourth grade class began the year with 22 students and finished the year with 22 students. There were ten girls and 12 boys at the end of the year. This year our school theme was "Unlock Your Possibilities". The elementary students did many different activities to go along with this theme.

The fourth grade curriculum revolves around four basic subjects: language arts, math, science/health, and social studies. In addition, students receive instruction in music, physical education, guidance, and art.

In language arts, we worked on reading, grammar, and spelling skills. Each month the students participated in small group book clubs, where students choose a book to read and discuss with their group. The book focus for each month was a different genre. Another method we used was Accelerated Reading to help the students improve their reading skills. By taking a computerized test, the students could see how well they read and comprehended the book. The students enjoyed this positive reinforcement. We also continued to implement Daily 5 and CAFÉ into our language arts block.

Math instruction focused around students working in small guided math groups. The groups met with either Ms. Smith, Mrs. Kiburis or myself. All groups met every other day with a teacher and the lower groups worked with a teacher for a longer period of time. When the students were not meeting with a teacher they rotated between the following stations: seat work or games. We used many manipulatives during the year to enhance our learning. The students also used FrontRowED.com for math practice.

In our science curriculum, we studied food chains and webs, rocks and minerals, measurement, heat, light and sound, and planets. In our health curriculum, we studied food and nutrition and safety and survival skills. Social studies work revolved around the study of the states, United States Government, and immigration to the United States.

This year's fourth grade enjoyed many experiences throughout the year. For a half day on the 100th day of school, the students rotated through several activity stations working with the number 100. The class participated in a field day at Reinbeck. The special activity the fourth graders enjoyed the most was the overnight field trip to the Boone Y Camp. To help the students prepare for camp, they participated in a Survival Days. This activity included learning how to

use GPS along with many other activities related to surviving in the wilderness.

As you can tell, the fourth graders had a busy year and the school year went by very quickly. It was a year of learning for the students and they are looking forward to fifth grade next year.

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Art – Kindergarten through 4th Grade – Sandy Stevens

Reinbeck Elementary and Gladbrook Elementary
2014-2015

Gladbrook K-2 elementary students met for art twice every six days for 40 minutes.

Reinbeck K-4 students met twice every six days for 40 minutes.

Selected artwork from both buildings was on display during the month of February at the AEA in Cedar Falls.

An elementary school art exhibit took place on May 18 in Gladbrook and April 30 in Reinbeck to compliment the spring vocal concerts.

Portfolios were created by each elementary student containing projects completed throughout the school year.

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EAGLE - Elementary School – Kyla Kiburis

Reinbeck Elementary, Gladbrook Elementary
2014-2015

This year Eagle students were pulled out every other day for 40 minutes and completed several projects all focusing on cross-curricular and higher level thinking skills. The program currently has 4 fourth grade students and 2 third grade students. 4th grade students created powerpoints on a topic of choice and 3rd/4th grade students created their dream bedrooms and experimented with solar cars. Eagle students also worked on problem solving using both divergent and convergent thinking.

This year, 3rd and 6th graders were all given the CogAT test. Students with scores in the 90th percentile in any area were considered for the EAGLE program.

Each elementary student also received 7.5 hours of classroom eagle time. Each classroom had eagle time for 45 minutes, every three weeks. We focused on divergent thinking and convergent thinking. I continue to use the PETS (Primary Education Thinking Skills) program and I continue to create a k-4 curriculum for classroom eagle.

With my additional time, I was able to offer my services to the elementary teachers. I worked with small groups at each grade level to offer them additional challenges once a week. I was able to team teach for a “survival day” with the 4th grade teachers before 4th grade camp and complete a “crime scene” with one of the 4th grade classes.

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Early Childhood Special Education (ECSE) - Samantha Formanek and Brenda Snider

Reinbeck Elementary
2014-2015

The Early Childhood Special Education classroom had 5 kids to start the year and 10 kids at the end of the school year. There were 2 girls and 8 boys ranging from 3 to 6 years old. There are 4 students from Dike- New Hartford, 1 from Grundy Center, and 5 from Gladbrook- Reinbeck. Each child has an individualized education plan (IEP.) We had many different challenges and disabilities within our classroom; behaviors, speech, occupational therapy, low academics, autism, and Down syndrome. I had three associates, Brenda Snider, who was in my classroom in the mornings, Cara Lott, who was in my classroom in the afternoons, and Annette Kock, who was in my classroom from 9:30am-1:30pm, everyday. We had a morning class and an afternoon class this year, 7 kids in the morning and 4 in the afternoon.

We worked on a variety of topics throughout the school year. We practice writing our names, letters and numbers, cutting, tracing, and gluing. They learned their colors, shapes, numbers, letters, some letter sounds, and how to count. I taught different units and themes each month to help focus on different areas as well. My ultimate goal is to help students as much as possible, to be prepared for their future schooling. Most are getting them Kindergarten ready. Each child has different goals and different abilities. Every child has different expectations and their work is very individualized. This year we ate lunch with 3 children who were dual enrolled and transitioning from building to building at lunchtime. We ate during the 3rd and 4th grade lunchtime and Cara Lott also helped during this time. We had a needy student during meal/snack time.

In our day routines and transitions are very important. Our schedule is very route and expectations are clear and stated every year and everyday. I follow and use Gold Curriculum and make observations and place data online to help place children on an age based scale. I work very closely with other teachers, administrators, and specialists due to having multiple shared students from other school districts. I have a lot of progress monitoring and paperwork to do to fulfill student's IEP's and planning their annual reviews.

This year we got to join in on some fun days and activities with the school; sat in on assemblies, received Rebel of the Month Awards, and got library and book check out.

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Guidance – Jessica Weber

Reinbeck Elementary and Gladbrook Elementary
2014-2015

For the 2014-2015 school year, Mrs. Jessica Weber provided school counseling services for the Gladbrook and Reinbeck elementary Schools, grades K-4. The school counselor position was part-time between Gladbrook and Reinbeck Elementary Schools and GR Middle School.

Mrs. Weber went into all elementary classrooms once every other 6-day cycle for classroom guidance. She read all students the book, The Energy Bus for Kids by Jon Gordon and focused her lessons on the five rules of the energy bus.

Mrs. Weber also worked with students individually and in small groups. A variety of issues were addressed throughout the year. Students were self-referred or referred by peers, parents, and staff. Contacts and referrals were made with parents, the Department of Human Services, mental health professionals, AEA personnel, and other school counselors.

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Health Services - Brandy Sealman, RN

Reinbeck Elementary and Gladbrook-Reinbeck High School
2014-2015

General Responsibilities:

- Review, update, and keep health and immunization files for students PK-4 and 9-12 in their JMC and paper health files.
- Triage and provide first aide, medication, counseling, referrals, and TLC and health education to students and staff in both buildings for illness, injury, or mental health needs. Charted student encounters in their JMC health file.
- Managed school doses and administered ADHD medications daily to 6 students at the elementary at some point during the school year, 1 student receiving twice daily at the elementary and 1 student at the high school. I contacted parents when supply was low or out.
- Administered as needed medications to students at the elementary and High School, some of which include Tylenol, Advil, cough drops, cold medicine, prescription asthma medications are examples. Average 6-8 times a day. I charted all medications given at school in their health file. I also sent note home with student specifying what medications I gave students at school.
- Delegated, trained and oversaw other staff administering medications in my absence, including daily and as needed medications.
- Worked closely with elementary and high school students, their families, physicians, and staff, to develop in depth care plans and classroom action plans with their families, physicians, and staff with health issues that include Peanut/Nut, Egg, Latex Allergies, ADHD, Seizures, Cochlear Implants, Congenital Diaphragmatic Hernia, Kidney Disease, Severe Injuries, High blood pressure, and Von Willebrand's (type of hemophilia).
- Liason with Timberline Billing Service to provide support for school Medicaid billing. Writing detailed IHP's (individual health care plans) and collaboration with staff, parents, healthcare providers, and Timberline to provide optimum health and behavioral services to students to enhance their education. I also worked with the Gladbrook Campus Nurse to expand services.
- Worked closely with several students who were incontinent of urine and/or had problems with Encopresis, providing scheduled toileting times throughout the day, clothing and hygiene at the elementary.
- Provided clothing to students as needed for both buildings.
- Order/purchase supplies as needed.
- Updated students, staff, parents and community members about a variety of communicable diseases.

- Helped out in the office or classrooms in both buildings when needed.
- Called and prepared for my own substitutes when I could not be on campus.
- Coordinated medical assistance/services for students if needed.
- Repaired eyeglasses.

Specific Screening:

- Height/weight in the fall and spring for ECSE Pre-K through 4th grade. Recorded in JMC file, and on growth chart and communicated with parents via report cards.
- Vision K-4 with referrals mailed to parents for those students who didn't see 20/40 or better. Recorded in student's JMC health file.
- Hearing Screens with AEA 267 for K-2, new to the district, and other students need audiology services.
- Recorded in student's JMC health file.
- Screened for lice and ticks as necessary.
- Collected proof of Dental Screens for Kindergarten & 9th Grade, and emailed audit to I-Smile.

Classroom Instruction:

- Coordinated presentation from Crystal Peterson, Grundy County Memorial Hospital Dietician to come and present to grades K-4 on healthy eating habits as well as giving them the opportunity to try new things on the salad bar.
- Coordinated presentation from Kathleen Thorton-Lang to come and present to the Kindergartners about Dental hygiene, and students were supplied with a new toothbrush and toothpaste.
- Educated 4th grade students regarding basic first aide as well as had some hands on, experimenting times with basic things that they may have on them such as a belt, t-shirt, socks, bandana, shoes and shoelaces. This education was provided to prepared them for 4th grade camp.

Health Concerns and Findings:

- Several cases of stomach flu throughout the year, and mono between both buildings.
- Several cases of colds, strep, bronchitis, and Influenza A and B in both buildings.
- Several cases of Fifth's Disease in Elementary.
- Few cases of headlice.

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Media Center – Val Ehlers

Reinbeck Elementary, Gladbrook Elementary,
Gladbrook-Reinbeck Middle School and Gladbrook-Reinbeck High School
2014-2015

K-12 Libraries
K-6 Reading Interventionist
FAST Administrator
IRRC (Iowa Reading Research Center) Vetting Group member
AEA 267 Technology Advisory member

This year I again was in charge of all four media centers in the district. This year, however, I assumed more responsibilities as the K-6 Reading Interventionist and the district's FAST administrator. Because of these, it was necessary for me to be in both communities daily.

Students in the high school were able to check out to the media center from classes to use the media center materials. Helen Adair covered the high school media center. Marilyn Ingham mirrored my schedule and was in the elementary in Reinbeck in the afternoons in order to cover the secretary during lunch, and covered after school students waiting for the busses to arrive. She also covered the middle school and elementary libraries in Gladbrook every morning. Her additional help has aided me immensely in shelving and organizing the libraries, but also as much needed additional check out time for the middle school and both elementary buildings. She also created many bulletin boards that facilitated the educational opportunities of the libraries.

The preschools (both regular and special ed.) as well as kindergarten-fourth grade classes had a scheduled time each week for book checkout and story time. I also incorporated library and reading skills during this time. Classes took advantage of having the library open all day to continue to visit to check out books, or ask about resources that would be beneficial to leisure reading as well as reading for projects.

In the elementary and middle school libraries, EAGLE funds were used to purchase books for the Battle of the Books competition. These books were marked and placed in a special location for these students. Using the public library for these books was also utilized. Other new books were purchased throughout the year, and the new books were marked with AR stickers in the elementary buildings.

Even though the fairs were held in Reinbeck, I used these funds to also supplement the Gladbrook Elementary and middle school collections. I also won \$100 in free books and accumulated \$200 in books in a book swap while attending the IASL conference. During this conference, I learned about a summer reading program "Book in a Bag." I asked IMPACT/PTO to purchase \$147 of canvas bags. Students will fill up these bags and check out books to use during the summer to promote summer reading. Students can either swap out books during the

summer with me, or return them in the fall. Information has been modeled and will be included in these bags about online reading resources, and incentives through Barnes and Noble. Another trend is creating . I plan on piloting this in the fall with the upper elementary by having “stations” in the library. These will be rotating and hands on stations where students are given resources about a variety of learning opportunities: programming robots, take-a-part stations, crafts, science, etc. Students will visit the library as either individual or small group exploratory opportunities. Students can come in that are in the cafeteria waiting for school to start, after school while waiting for transportation to get home, or during classes when they have finished work and need an enrichment opportunity. The classroom teachers and EAGLE instructors I have spoken to are excited for this opportunity.

Other daily responsibilities included checking with teachers to know about current units, topics, and current reading strategies used. I then aligned my library instruction to meet these, as well as give teachers materials and resources (both online and library materials) to assist in their classrooms. Going into classrooms to co-teach reading and research strategies are the highlight of my day. Scheduling middle school classes to “pitch books” to students to check out was also enjoyable. Assisting with kindergarten 1st grade reading RTI was scheduled bi-weekly.

The library web site has continually been updated to offer many online resources to help students, staff, and parents.

During the summer, I voluntarily had both elementary libraries open for summer checkout. I worked with the day cares to schedule times that would best work with them.

Other professional responsibilities included being on the AEA 267 Tech. Advisory Board, serving on , as well as being voted to be on the IASL(Iowa Association of School Librarians) Executive Board and the ILA (Iowa Library Association) Liaison. I am also the only school librarian to be on the IRRC (Iowa Reading Research Center) Vetting Group. This group meets monthly to discuss the upcoming mandatory summer school for 3rd grade students who are not proficient in reading. This summer school will start in 2017. I am only one of two educators that are involved in this group, and my past reading experiences and knowledge has been a benefit to this group.

I was also the FAST district administrator. This involved training over the summer as well as weekly late afternoon online sessions for updates. I was in charge in the fall in the administration of FAST, then unserved staff so they could administer the winter assessments. I would also update the staff and administration about our district’s progress and using the site for progress monitoring.

In addition to the above responsibilities, I also taught a daily 5-6 reading RTI class during REBEL Time. I collaborated with the 5-6 reading/language instructor to design units and instruction. I also analyzed all standardized assessments in order to judge skills that students needed assistance on. These skills included vocabulary development, inferencing, summarizing, identifying the main idea, tone, author’s purpose, and setting of both non-fiction and fiction. The

Title I teacher in Gladbrook's roster was high, so every day, I went in one period to help give more 1:1 attention to these 2nd grade students struggling readers.

Due to the my RTI involvement, I was involved in the Reinbeck and Gladbrook STAT teams. I attended bi-monthly (and sometimes weekly) meetings in Reinbeck and also helped in Gladbrook on an as needed basis.

Due to the transition of moving the Gladbrook Elementary and Gladbrook Middle School Libraries, I have spent continuous hours deciding where every book will go. I will continue this in the summer months as well. Our district libraries have over 30,000 books. Deciding if a title is more appropriate for the high school or elementary takes much consideration. We have many books that are multiple copies, but are all in stellar condition. There isn't enough room for all books, so the titles that are in such condition will be part of the book in a bag program, so students will have access to these titles. The popular books will be kept off the shelf, so that when the books on the shelves become too worn/damaged to remain in circulation, we will have quick replacements. I have contacted an organization that will also come and get books that are outdated/worn free of charge. All teachers have been told that any books will be taken in both communities in order to keep these books out of landfills.

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Secondary Vocal Music and Elementary General Music – Rachel Keber

Reinbeck Elementary, Gladbrook-Reinbeck Middle School
and Gladbrook-Reinbeck High School
2014-2015

The 2014-2015 K-3 program has a lot of new experiences. The school bought a new curriculum for the students to use. The new curriculum is called Music Play. This new curriculum has kept students very excited about coming to music class and participating.

The K-4 students at Reinbeck Elementary give two concerts a year. Their first concert was in December. We had a great turn out for the concert and many parents stayed through the whole concert. Sometimes it can be hard to keep people for the whole time. The K-3 students, with the help of the arts teacher Sandy Stevens, made art that fit with the songs they were singing. Kindergarten made snowmen for their "Snowman Jump" song, 1st grade made stars with their wishes on them for "Christmas Wishes", 2nd grade made bells out of styrofoam cups and bells for "Merry Christmas Bells" and 3rd grade made Christmas bulbs for their song "Christmas Lights". The parents enjoyed seeing this extra piece of the program and the kids enjoyed it as well.

The second concert the K-4 Reinbeck Elementary is the spring concert. This year the 1st grade and 2nd grade made instruments to play in the concert. Again I worked with the art teacher

Sandy Stevens to make this happen. Kindergarten class got to sing about animals and rock out their chicken rap. 1st grade was focusing on rhythm, so they made drums to play with their rhythm songs. They also performed a song in solfeggi. 2nd grade made rain sticks for their theme was about Spring. 3rd grade had some students play the boomwhackers for a song and show of those instruments. I also decided to do a song about appreciating the students' moms or grandparents. I thought that adding that in would be a nice gesture to all the parents and especially moms with Mothers Day being really close.

From the beginning all the way to the end of the school students were constantly working on steady beats, counting rhythms, learning note names, and singing solfege. I'm looking forward to next year and growing the students' basic information about music.

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Physical Education – Jeff Charley

Reinbeck Elementary

2014-2015

The physical education classes participated in all different types of activities to increase balance, coordination, strength, sportsmanship, and teamwork all while trying to make everything as fun as possible. As we have done for years now, at the conclusion of this school year, we will get together with the Gladbrook students to bring the two buildings together for our annual "Field Day" with all the K-4th graders participating in many different activities. The event is always a huge success thanks to the high school students that help run it, the teachers, administration, bus drivers and the cooks.

The school year started out with our annual bus evacuation training. The students had to watch a video and then perform a rear door and front door evacuation. After that, the students did the popular soccer unit. They learned the skills of trapping, passing, kicking, blocking and throwing. The next unit was the personal fitness testing. During this test, the students are to perform five individual test consisting of curl-ups (abdominal strength), pull-ups (upper body strength), mile run (endurance test), shuttle run (agility test), and the sit-n- reach (flexibility test). The students perform the tests both in the fall and spring to see how much they improve their skills.

Once we came inside we started our unit on basketball, during the basketball unit they were taught how to dribble, pass, shoot and play defense. After the basketball unit we went down to Gladbrook and watched the students take on the faculty in a basketball game and handed out a number of awards for the drills we did in class. The next unit is a very popular one and that is Stunts and Tumbling. The gymnasium is filled with mats, climbing ropes, cargo net, tumble aide, balance beams, and a peg board. During this unit they are taught various stunts that work on balance and coordination and require a lot of strength. After a few weeks the students use their imagination and perform stunts that they make up. Cartwheels and round offs are very popular.

Other fun activities included bowling, jump roping, floor hockey (always a favorite), various

team games, tag games and a variety of station work drills.

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Special Education - Hillary Smith

Reinbeck Elementary

2014-2015

This year I had 13 students on my roster. I had 5 third grade students and 8 fourth grade students. I have continued to co-teach. I spend the majority of my day inside of the third, or fourth grade classrooms.

When co-teaching for reading, I usually go into the general ed classes to teach a mini lesson from the CAFÉ strategies. I have also work with small reading groups. The students then move on to their daily 5 rotations after my lesson. At this time, I work with either small group or individual students.

I also go into the rooms for math. I rotate around the room helping students on their current assignments. I also pull a small group for reteaching if needed.

When working on writing with students in the general ed classroom, we work on the classroom work. I assist students in the general ed setting, as well as pull students into my classroom to help reduce distractions during this time.

This year, I also have several students who need to be pulled out of the classroom to work on extra reading and/or math skills. The majority of this pull-out instruction is based on word decoding and fluency as well as basic math facts. This extra time has proven to be very beneficial to these students.

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Special Education – Diane Staker

Reinbeck Elementary

2014-2015

I started the year with 10 students. My kindergarteners (2) worked on letter recognition and sounds, number recognition, number order, addition and subtraction, patterns, sight words, rhyming, cvc words, and other kindergarten concepts. I used the Visual Phonics program with these students. During the year, two more kindergarteners were identified with goal areas so I ended the year with 4 students in kindergarten.

My first graders started out as a group of 3. In the spring, 2 more students were identified with areas where they were discrepant from their peers and were added to my roster. These students worked on writing complete sentences, basic math facts, sight words, fluency, phonics patterns, and one student had a behavior goal for work completion. Goal areas were added to one student and two others were able to drop a goal area but continued with at least one area.

In second grade I had five students. The second graders worked on writing correct and complete sentences, sight words, fluency in reading, basic math concepts and problem solving. One student was able to exit his academic area with me, but due to his dependence on cochlear implants to hear, continued to receive accommodations for testing in my room. I also assisted with maintaining his equipment.

This year I went into the first and second grade classrooms to do co-teaching rather than all pull out instruction. I also spent time in Mrs. Egesdal's classroom for 30 minutes to reduce the amount of time I had to pull students from the classroom. I taught mini lessons to the entire first grade class in reading. There were a few students in first grade that required some pullout time for re-teaching and practice of skills, but it was minimal. I also went into the classroom for math in first grade. In second grade I also was in the room for writing and math. This really worked well and allows for the least restrictive environment for my students. They continued to be pulled out for some re-teaching and/or assessing.

I really enjoy teaching special education and the variety of lessons and students. I look forward to continuing working with the students.

I really enjoy the opportunity to go into the classroom to teach and work with students. I feel there are so many benefits to co-teaching for them.

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Title I Reading – Jayne Love

Reinbeck Elementary

2014-2015

I am participating in the on-going professional development for Reading Recovery meeting five times a year for three and one half hours in Waterloo. We observe teaching lessons using RR strategies. This year I participated in “behind the glass” lesson with one of my students. This early rigorous intervention is so vital to help students become grade proficient in the First grade.

This year I had eight students in Reinbeck and four in Gladbrook go through the Reading Recovery program of 30 minutes of reading and writing on a one to one basis. Three have been selected to receive Special Education and the others were successfully discontinued after 12 to 20 weeks of Reading Recovery and reading at grade level.

The students eligible for Title were 31 children in Kindergarten, 2nd, 3rd and 4th grade. There were 15 boys and 16 girls that received Title 1 services during the 2014-2015 school year. Eligibility for Title is 50% or less on the Gates-MacGinitie test for K-2nd, 40% reading score on ITBS and MAP for 3rd and 4th grade and teacher referral. This is a pull-out program with some modifications for targeted students in Kindergarten, Second, Third and Fourth. Guided Reading formula was used in these grades with emphasis on obtaining and maintaining phonemic awareness, phonics, dictionary, and journaling for comprehension. Students receive 20 to 30 minutes a day following core instruction from classroom teacher.

After all-class instruction in the first trimester five students from Mrs. Etringer and two from Mrs. Egesdal Kindergarten classes came to my room for more practice in letter recognition and letter sounds. Two children progressed enough to exit and two more were eligible to take their spots. After all-class instruction in Mrs. Creswell Kindergarten, five students were eligible for Title with two being accepted into the Special Education program.

At the beginning of the school year I had five students from 2nd grade four have now exited and one is pulled out for extra instruction. In 3rd grade three from Mrs. Koester’s class and two from Mrs. Fleshner’s started the year. Two children moved in to the district and through teacher recommendation started Title. After test results another child was recommended for Title. In 4th grade I started with three from Mrs. Plett and two from Mrs. Bailey. One student exited and another took their spot.

I had an Open House for parents in the fall and explained what I do and gave out handouts about

parent involvement in their student's education. I am also on the GEI Team and SILT Team to help children through out the school become successful. I also took FAST training last summer to help teachers gather data to help with curriculum development.

I am very happy with the amount of children who have exited the program because of their increased reading scores. I feel that is my job to give them the extra help and then let them go on their own.

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Summer School 2015 - Val Ehlers, Jayne Love, Hillary Smith and Megan Welter

Reinbeck Elementary
Summer 2015

The 2015 Summer School Reading/Math Program served a total of 31 students in grades kindergarten through eighth in June and July. There were 9 kindergartners, 5 first graders, 2 second graders, 4 third graders, and 3 fourth graders. Our first group was made up of a mixture of kindergarten and first graders. The second group included second, third, and fourth graders. We rounded each day off with the middle school students. Each week, we were able to bring each group to the library so they could have books to read during the summer.

Sessions were one hour long with time being split between reading and math. A team teaching format was implemented again this year. This allowed teachers to work with individuals as well as smaller groups. The groups were kept very small with the co-teaching style. A variety of activities and games were used to review the previous school year's curriculum in math. The kindergarten and first grade group worked on number recognition, counting, basic addition and subtraction. This was completed with chalk, computer games, and paper/pencil work.

The second, third, and fourth graders worked on multidigit fact practice with addition, subtraction, and multiplication. Some of the older students in this group also worked on division and word problems. We used flashcards, xtramath, and Everyday Math games to work on these skills. It was great to use the same curriculum the students used during the school year and carry it over to the summer. They were very familiar with the way it worked.

The middle school students were grouped as a whole. We had 6 students between the ages of 5th grade to 7th grade. They started each day with at least 5-10 minutes of fact practice. We used xtra math, flashcards, an online game, and timed tests. These students worked very hard on their fraction material. We reviewed adding and subtracting fractions and mixed numbers. The

students also worked on estimation, long division, and decimals. Each Thursday we would play a game that continued the work on these skills.

As far as reading goes, the kindergarten and first grade students worked on letters, writing, and phonics as well as read stories. Worksheets, books and games were used to address these skills.

Second-fourth grade students worked on reading fluency, expression, phonics through the continual reading and performance of readers theater. Daily oral language was also addressed by using worksheets.

Fifth-eighth grade students read the book Touching Spirit Bear in which vocabulary strategies and comprehension strategies were modeled and then students used them independently.

By using a pretest and posttest, the teachers were able to see that all students made growth or maintained where they were when they started summer school. That is the main goal for summer school! Of the reading posttests given, out of 16 students who were in attendance during the posttest, 12 showed increased scores from pretest, 1 stayed the same, and three decreased more than 5 points. Regular attendance of course impacted the results.

Daily attendance and individual participation levels by the attendees were excellent. We commend the families who were willing to give up their time to send their child to summer school.

The success of this program relied heavily on the low teacher-student ratio. Even though students were grouped according to ability, there were still major ability discrepancies. Because there were two teachers per subject area, we could concentrate on what each child needed for success by breaking them into even small groups. We would suggest considering this for next year's staffing needs.

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Gladbrook Elementary and Gladbrook-Reinbeck Middle School Reports - 2014-2015

Kindergarten – Nicole Creswell

Gladbrook Elementary
2014-2015

For the 2014-2015 school year I ended the year with fourteen students, six girls and eight boys. One student moved into the district during the school year. I have four students with IEPs (one for speech only) at this time and three students receive Title support from Mrs. Love.

I continued to use CAFE this year so that each child would have the chance to practice reading at his/her ability level. CAFE is similar to guided reading with a strong focus on reading strategies. I was very happy with this program and will continue to use it for years to come. Students used the Daily 5 program (literacy centers) during the time that I was working with students individually or in small groups on skills that they needed to work on. I also used Peer Assisted Learning Strategies (PALS) to teach phonics.

This is the fourth year since we have adopted the Fry list of sight words. Kindergarten was responsible for the first 100 words. Previously the sight word list for kindergarten had been 56 words. Students who know the first 100 words would then go back and make sure they were fluent with those first 100 sight words. Once they were fluent they would begin working on the following lists. This year our class average of known sight words was 108.

In math the children recognized and wrote the numbers up to 20, counted by 1's and 10's and did simple addition and subtraction problems. Additional concepts were introduced through calendar, but not assessed. This is the first year that we have been using the Everyday Math series. I have been happy with this spiraling program. We will be using the updated 2015 copyright version of Everyday Math next year.

The class enjoyed a wide variety of learning experiences this year. We rode on the fire truck. Thanks to IMPACT & PTO, we went to Gallagher Bluedorn to watch "Skippy Jon Jones". The kindergartners in Gladbrook and Reinbeck went to the museum in Morrison at the end of this year and went on a nature walk with Kevin Williams.

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First Grade - Cindy Luethje

Gladbrook Elementary

2014 - 2015

Mrs. Luethje's class had 14 kids this year.

Much of the first grade curriculum revolves around Reading/Language Arts and Mathematics.

The Reading/Language Arts consists of Daily 5/ CAFE, Daily Oral Language, Guided Reading, Accelerated Reading, phonics instruction, word building, spelling, a writing program, and Fry Sight Words. The implementation of Daily 5/CAFE throughout the year gave the teacher time to focus on the individual needs of the kids. This group of students really grew in their reading skills. Everyone worked together to read over 1400 AR books. We had several reading celebrations throughout the year, and ended with me "flipping" over all their reading successes, as I flipped pancakes and made breakfast for the class.

Our District implemented a new math series this year, the Everyday Math series. This year we concentrated on patterns, basic addition & subtraction strategies, place value, time, money, geometry, and adding & subtracting two digit numbers with no regrouping. We also continued to use two computer programs: Xtra math helped kids to learn the basic facts, and IXL math, which expanded what we were doing in the classroom.

There were many activities while we celebrated the 100th Day of School, Dr. Seuss' Birthday, holidays, and Field Day.

This year we participated in field trips with the First Graders from Reinbeck. We enjoyed a performance of Skippyjon Jones at Gallagher Bluedorn. In May, a field trip to Grimes Farm complimented our plant and animal unit in Science. The final week of school ends with a Talent Show, and Field Day with our friends.

It has been a busy year. It has been fun to watch the students grow, change, and learn so many things throughout the year.

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Second Grade – Chris Ciddio

Gladbrook Elementary

2014-2015

The second grade class consisted of 17 students at the beginning of the year. There were 9 girls and 8 boys. One girl student moved out during the year and one girl moved in. A boy transferred from Reinbeck after Christmas break.

The content areas studied in second grade are reading, language arts, spelling, math, science, health, and social studies. Students also receive instruction in art, music, physical education, guidance, and EAGLE from specialty teachers.

Harcourt-Brace reading and language curriculum is used in the classroom. Each week a new story is read. Vocabulary, phonics, comprehension strategies, and literature skills are taught using the story as a base. These skills are reinforced during large group reading, Daily 5, and silent reading. Daily 5 was taught to the students and used throughout the year. CAFE was also used later in the school year. Students are tested individually and then grouped to read stories/books specifically at their level. Again, the skills presented in the anthology are emphasized. The Accelerated Reading Program is used for practice and rehearsal of reading skills 20-30 minutes a day. We use Fry Sight Words.

In language arts, students learn about different parts of speech and kinds of sentences. Students then practice these skills and improve their writing during daily practice. Daily Oral Language (grammar and punctuation) and Spelling are done. In Spelling, the students take a pretest. If the students have the words mastered, they are given an alternative list to study. There are also challenge words each week. The grammar, writing, and spelling skills are also based on the story of the week from Harcourt-Brace. Writing assignments are personal narratives, letter writing and thank you, how to write paragraphs, and informative writing. Students did research using library books and the internet.

In math, we began to use the new Everyday Math series. Students work on addition and subtraction facts (to and from 18), addition and subtraction of 2 and 3 digit numbers with and without regrouping, place value, money, time, measurement, geometry, introduction to arrays to begin multiplication and division, and problem solving techniques. Timed tests for the basic facts are administered 2-3 times monthly. Math probes are taken every trimester to monitor growth of math computation skills. Many concepts are introduced through Calendar Math. Xtramath and IXL were computer programs that the students used to practice their facts and skills on ipads.

The Scott Foresman science program is implemented using the textbooks and investigations. Units covered in science are sun and stars, energy, matter, sound, and animal groups. The students wrote an informational paragraph on dinosaurs to go along with our science unit on fossils and a story in our reading series. They made a clay figure and “dinorama”. These reports were presented to the first grade class. The 2nd graders enjoyed raising butterflies this spring.

In social studies, the students become familiar with communities, landforms, wants and needs, where and how products are made, diversity in cultures and changes over time. Students also work on improving their map skills.

Second graders had the opportunity to use the internet to research or practice skills. They can use these skills for the research paper done on Dinosaurs. Our elementary uses an iPad cart with 30 iPads. The kids love taking their AR tests, iXL, Xtramth and many other apps on them. They could also earn iPad time to use different apps. Our students also have access to 25 laptops. My students had the opportunity to work with Mrs. Hagedorn about every 3 days for technology time. They are getting very good at keyboarding. I used my mimeo/projector in the classroom for several different lessons.

Students attended a play in the fall at the Gallagher Bluedorn Theater in Cedar Falls. They really enjoyed attending this event.

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Title 1 K-2 Reading – Lyn Purvis

Gladbrook Elementary and Gladbrook-Reinbeck Middle School
2014-2015

Mrs. Purvis began the 2014-2015 school year in August with 7 students targeted for Title 1 reading services in the fall in 2nd grade. These students were placed by recommendation from the classroom teacher and substantiated by testing from the Gates McGinitie Reading Test, DIBELS Test and or a skills assessment to document the need for Title placement. Three students were released 1st or 2nd trimester from the roster for academic success in reading. A total of 7 students were on the roster for Title 1 for the year of 2014- 2015. Students were added at different times during the school year based on need. 5 boys and 2 girls came to the title room for instruction in reading. Instruction for title classes took place during 7th period of the school day.

This year's title program focused on obtaining and maintaining skills for reading. Guided Reading Plus approach to instruction was used with a writing component for 2nd grade students. We worked on writing, fluency, word families, Fry List Sight Words, phonemic usage of sounds, and reading for meaning. In guided reading the Rigby PM books Level 6 were used by 2nd grade to support the regular classroom. "Making Words" Activities increased word, sound knowledge and spelling skills. Mrs. Purvis also took summer training for FAST Testing, a district wide test, and assessed K-2 students in GB for the fall testing.

The title teacher held a parent meeting during fall conference night to explain and answer questions about title programing. Evaluated Title students 3 times during the school year. Mrs. Purvis is on the SILT Team for the district.

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5th & 6th Grade Second Chance Reading & Language Arts - Lyn Purvis

Gladbrook-Reinbeck Middle School

2014-2015

GRMS students were selected to attend a specially designed class daily to target improvement in reading skills. 13 students were chosen based on district wide assessments of Iowa Assessments and MAP Testing. The class was comprised of 6 girls and 7 boys. The class follows a strict 6 day schedule with various types of reading lessons paired with a strong focus on vocabulary.

Testing occurs weekly and comprehension probes are administered bi-weekly.

The students are also asked to spend time reading a minimum of 20 minutes daily independently using literature that is at a level that is to advance word knowledge and the understanding of text. Verbal book talks are done 1on 1 with the teacher to critique student knowledge of the books read.

Various lessons that are teacher led were coop comprehension lessons, round table lessons, inductive thinking, dictated writing, read alouds, critical thinking of persuasive writing and reader's theater were taught and explored. This wide range of lessons and quality literature paired with student interaction guided student acquisition in reading knowledge. Most students saw gains on multiple district assessments.

Mrs. Purvis released 2 students during the school year for large gains in reading scores on district assessments. 2 students were added 2nd trimester to address their needs in the area of reading.

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5th & 6th Grade Reading & Language Arts - Lyn Purvis

Gladbrook-Reinbeck Middle School
2014-2015

Mrs. Purvis taught 4 sections of 5th and 6th grade Language Arts. Utilized many graphic organizers in the area of reading and writing to collect student's thoughts and gained knowledge. We read from the HBJ reading anthology and numerous whole group class novels. 2 literature projects were completed per trimester. Students were formally evaluated on report cards 3 times during the school year.

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5th Grade Science and 5th & 6th Grade Math – Megan Welter

Gladbrook-Reinbeck Middle School
2014-2015

This year there were 34 fifth grade students and 35 sixth grade graders.

In fifth grade science, students completed three different FOSS kits with a focus on general science. The first kit we started with was called Solar Energy. We were able to be outside a lot and study the sun and the energy that comes from it. The second kit that the 5th grade students completed was Mixtures and Solutions. This kit allowed students to discover the definition of a mixture and a solution and create their own mixtures and solutions. Finally, the students ended the school year with Environments kit. During this kit, the students studied darkling beetles, be responsible for their own goldfish, and decide what optimum environments are for various plants and animals.

This was the first year of using the Everyday Math program for both the fifth and sixth graders. It was a change for teachers, students, and parents to get used to but well worth it. Both grades enjoyed all the games available through this series and all the discovery and hands on. Fifth grade math units covered were place value, decimals, along with adding, subtracting, multiplying and dividing whole numbers and decimals. We also worked on adding and subtracting fractions. The 5th grade students did a lot of discovery and hands on math practices throughout the year. We studied measurement using customary units and converting to different

units.

In sixth grade math we learned about various math concepts. We started the year by working with ratios and unit rates. The students used real world examples to solve these various problems. Next, the students worked on changing fractions, decimals, and percents to different forms. We hit hard in the area of multiplying and dividing fractions. Finally, the students rounded out the year working with positive and negative numbers. They worked with all four operations; adding, subtracting, multiplying, and dividing.

Both levels of math continue to work on improving our basic fact skills. Each Friday, we did timed tests and Friday Facts, which is a mixed review of math skills. The fifth and sixth grade also worked on math skills during RTI and enrichment times that met every day.

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5th and 6th Grade Social Studies – Jennifer Wrage

Gladbrook-Reinbeck Middle School

2014-2015

5th Grade Social Studies started with a review of how to read and use maps. We looked at our world and our more specific area. We then moved in to our study of how people got where they are all over the world. Our next unit was about Our First Americans. We studied how climate affected how different native colonies lived and functioned. Our next focus was how people from Africa, Asia and Europe got themselves to North America and the events that unfolded. We studied in depth, several explorers that helped us find the world as it is today. The next several weeks were spent studying the founding Colonies, and the 13 that helped shape America as we are today. We incorporated geography and map study as to where the colonies existed and how things have changed to current. We concluded our year with the study of The American Revolution, the signing of the Declaration Of Independence, and the Civil War.

Grade 6 studied world geography with units on North America, South America, Western Europe, Central Europe and Northern Eurasia. Consideration was given to understanding different types of geographic study, climates and ecosystems, population and culture, and resource allocation and usage.

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5th - 8th Grade Literature Skills – Lyn Purvis

Gladbrook-Reinbeck Middle School

2014-2015

Duration 1 quarter of the school year.

During the school year all middle school students in grades 5-8 were given a learning opportunity to focus on the tools that a good reader needs in order to succeed in school. Areas of focus during the class were vocabulary webs, inference skills, quoting textual evidence, irony, positive/negative slant, author's purpose, figural language and identification, and drawing conclusions. Non-fiction articles were read, mystery web sites were explored, and various web based activities supplied rigorous literature to obtain depth of knowledge to help students to strive to read more critically. Each student completed 2 research projects, took notes with cited resources. One was a group project and the second was a topic of their own choice with a visual presentations given to the class.

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6th Grade Science – Jennifer Wrage

Gladbrook-Reinbeck Middle School

2014-2015

The sixth grade had three main areas of study in science this year with a focus on the life sciences. We used FOSS kits to explore Diversity of Life, Human Brain and Senses, and Populations and Ecosystems. Some of the highlights were raising colonies of milkweed bugs and dissecting a beef eye. Through lab work and experimentation students learned more about the living world inside and around them.

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7th & 8th Grade Team Report - Erin Becker, Kyle Formanek, Andrea Rowe and Brady Swenson

Gladbrook-Reinbeck Middle School
2014-2015

The 2014-2015 school year began our second year of the one-to-one computer initiative. In addition, this year we have utilized the use of several online course materials. In math class, the students had access to online textbooks and practice sites. Much of what was done in Language Arts was done on-line through the use of flipped videos and resources. Students had access to several virtual labs throughout the year in science class.

7th and 8th graders participated in a large interdisciplinary unit exploring Ancient Greece. The 7th grade students researched the Ancient Greek culture in social studies class. This included topics such as Greek gods, arts, architecture, and the changing government. In math the students created math gods which utilized practice with proportions. This theme carried over to language arts in the form of creative stories in which math gods played the role of the hero. Eighth graders explored and created Greek satire theater skits.

This year, learning was enhanced by leaving the classroom setting. The seventh grade students visited the Neil Smith Wildlife Refuge located south of Des Moines in Prairie City, Iowa. The eighth grade students visited Living History Farms. Both of these field trips were also centered around interdisciplinary units.

We had a great year and we are pleased with everything we were able to accomplish!

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7th & 8th Grade Communication & Reading - Erin Becker

Gladbrook-Reinbeck Middle School
2014-2015

[See 7th and 8th Grade Team Report]

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7th and 8th Grade Math, Algebra I and Family Consumer Science (FCS) - Andrea Rowe

Gladbrook-Reinbeck Middle School

2014-2015

[See 7th and 8th Grade Team Report]

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7th & 8th Grade Social Studies, 7th Grade Science and 7th and 8th Grade Enrichment – Brady Swenson

Gladbrook-Reinbeck Middle School

2014-2015

[See 7th and 8th Grade Team Report]

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7th & 8th Grade Second Chance Reading - Jennifer Wrage

Gladbrook-Reinbeck Middle School

2014-2015

GRMS students were selected to attend a specially designed class daily to target improvement in reading skills. 14 students were chosen at the beginning based on district wide assessments of Iowa Assessments and MAP Testing. Four students were tested out at the end of the second trimester and six more students were added at that time. The class follows a strict 6 day schedule with various types of reading lessons paired with a strong focus on vocabulary. Testing occurs weekly and comprehension probes are administered bi-weekly.

The students are also asked to spend 20 minutes reading daily independently literature that is at a level that is to advance word knowledge and understanding of text. Verbal book talks are done 1 on 1 with the teacher to critique student knowledge of the books read.

Various lessons that are teacher led are cooperative comprehension lessons, round table lessons, inductive thinking, dictated writing, read alouds, critical thinking of persuasive writing and reader's theater were taught and explored. This wide range of lessons, quality literature, and student interaction guided student acquisition in reading knowledge. Most students saw gains on

district assessments.

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7th and 8th Grade Tech Lab – Marcia Hagedorn

Gladbrook-Reinbeck Middle School

2014-2015

7th – 8th Grade Tech Lab – All 7th and 8th graders explored 13 possible career opportunities in our available modules. Students have hands on opportunity to work with tools, robots, engines, bridge construction, GPS systems, use weather measuring tools, create video and audio, CADD drawing, and CNC milling. Tech Lab is supplemented with keyboarding and Digital Citizenship lessons.

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Art - Middle School – Sandy Stevens

Gladbrook-Reinbeck Middle School

2014-2015

Middle school students, grades 5-8, meet for art each day for one quarter of the school year.

In 5th Grade each student creates their own sketch book which gives them the opportunity to draw things of personal interest. They also provide a great resource when researching ideas for projects. Other projects include cartoons, drawing, painting and clay.

The 6th Grade students work on name design, color groups, self-portraits and paper mache.

7th Grade projects include grid drawing, painting, tessellations and clay. Study of Grant Wood's American Gothic is a favorite.

8th Graders focus on pop-art which includes making a stamp print, snack-food still life and Andy Warhol-like portraits. Architecture is the focus when making a clay bird house.

The Art Department participated in a 7th/8th grade study of Greece by having each student create a name tag using the Greek alphabet.

Selected artwork from middle-school students was displayed at the AEA in Cedar Falls the month of February.

Art shows were held each quarter to display the efforts of each middle school student involved in art. First and Third quarter art shows were held during parent teacher conferences. Second and Fourth quarter shows were held to coordinate with the fall and spring vocal and band concerts. The middle school media center is also used to display student work.

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At-Risk Coordinator – Jason Strub

Gladbrook-Reinbeck Middle School and Gladbrook-Reinbeck High School
2014-2015

The position of Director of Dropout Prevention and K-12 Dean of Students is a new position for the Gladbrook-Reinbeck School District this year. During the year I primarily worked in the opposite building that our principal, Mr. Aden, was in. My daily activities included dealing with student issues as well as focusing on the students who are part of the Gladbrook-Reinbeck At-Risk Matrix. As I updated the list, it gave me an idea of which students I needed to be aware of and what concerns each student may have. Each week I pulled student grades at both the middle school and the high school. High school students who were juniors or senior and getting a D or F grade were not allowed to have open campus the entire week. They were also expected to attend Rebel Wrap Up the entire week as well.

During the year I worked with a group of teachers at the middle school to create a study table that took place in the media center every Wednesday after school. We focused our attention on those students who were receiving a failing grade. Once I pulled grades and shared them with the teachers, they then made contact with parents of all students who were failing their class and recommended they stay after school to work during study table. Study table was a success as the number of students failing classes dropped dramatically as the year went on.

I also worked with the high school building leadership team to make needed changes to the current attendance policy. The policy that was in place was tough to enforce and was not working the way I am sure it was intended. The leadership team felt absences and tardies were a big issue and wanted to get the message across to the students that being on time for class was important. We created a plan that gave students appropriate consequences for being absent as well as tardy for class. I believe the new policies put in place was a success as we saw the number of unexcused absences and tardies go down after the policy was established.

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EAGLE - Middle School – Kyla Kiburis

Gladbrook-Reinbeck Middle School

2014-2015

This year 5th-7th grade students met with me everyday during rebel time. Currently, at the middle school, there are 6 fifth grade students, 7 sixth grade students, 10 seventh grade students, for a total of 23. 5th and 6th grade students completed the following projects: A book study on being gifted, Menagerie of the Mind, Spend a million and an invention project. 7th grade students completed that following: Wonders of the World, Survival Kit, Travel Passport, and mock trial. 5th-6th grade students received grades for EAGLE this year. The students in Algebra had EAGLE 7th hour and received a grade for the class. This class had 5 identified TAG students and 6 high achievers. These students completed a decades project, a STEM activity and a book study using, “Leading so Others Will Follow” by Erika Anderson. Students also worked on problem solving activities. When middle school students finished my projects they were encouraged to create their own projects that focused on their interests and passions.

This year I was able to collaborate with the TAG teacher from Dike-New Hartford. She hosted a Science Day where students shared their projects and participated in many STEM activities. I hosted the DNH 7th graders for our mock trial. 4th-8th students also had the opportunity to compete in the Battle of the Books.

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Guidance at the Middle School – Jessica Weber

Gladbrook-Reinbeck Middle School

2014-2015

For the 2014-2015 school year, Mrs. Jessica Weber provided school counseling services for the Gladbrook-Reinbeck Middle School, grades 5-8. The school counselor position was part-time between Gladbrook and Reinbeck Elementary Schools and GR Middle School.

Mrs. Weber taught Guidance to all sections of 5th and 6th grade for one quarter each. She used the *LifeSkills* curriculum. Through this curriculum, students learned about making decisions, solving problems, communicating, coping with anger, resisting peer pressure, and drug abuse. In addition to the *LifeSkills* curriculum, Mrs. Weber also used the Bully Proof curriculum to teach

the 5th and 6th grade students about bullying.

Mrs. Weber taught Careers to all sections of 7th and 8th grade for one quarter each. She used the *I Have A Plan Iowa* website. Through this website, students explored postsecondary and career options.

Mrs. Weber also worked with students individually and in small groups. A variety of issues were addressed throughout the year. Students were self-referred or referred by peers, parents, and staff. Contacts and referrals were made with parents, the Department of Human Services, mental health professionals, AEA personnel, and other school counselors.

Mrs. Weber was the student council advisor this year. She created an election process to select current council members. The council held monthly meetings to plan many school events and activities. These events and activities included raising money for the American Cancer Society, a hallway decorating contest, sponsoring dances, and preparing gifts and desserts for Teacher Appreciation Week.

Mrs. Weber was responsible for completing Four-Year Plans with the 8th grade students. During Careers class, Mrs. Weber had all the students fill out a paper plan. She then reviewed each paper plan and had students make any necessary changes. When the paper plan was complete, Mrs. Weber had the students complete their plan electronically using *I Have A Plan Iowa*. Finally, she sent the plans home with students so parents could review them. After parents had reviewed them, they were signed and returned to Mrs. Weber. Mrs. Weber then gave all the plans to the high school counselor.

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Health Services - Kim Thompson, RN

Gladbrook Elementary and Gladbrook-Reinbeck Middle School
2014-2015

- Kept health records current and immunization cards on file for all students K-2; 5-8.
 - First aid and/or TLC for student injuries, illnesses and discomforts.
 - Care plans for students with health issues.
 - First aid and health care for staff members.
 - Dispensed medications to students - several daily and as needed
 - Contacted parents/guardians numerous times for illnesses, injuries, medications, etc.
- Transported ill students home or to physician's office occasionally.

- Frequent meetings with guidance counselor on several students.
- Attended several IEP meetings on students with health issues

Medicaid Facilitator for district since December 2013.

Assisted with clothing coordination needed for students.

Supervise medication certified staff

Specific programs and screenings:

- Height and weight K-2, 5-8 in September and March, recorded on report cards and student file, JMC computer program.
- Vision screening K-2, 5-8 - 5 elementary referrals and 31 middle school referrals to parents. Follow-up done.
- Fluoride rinsing K-2 discontinued due to lack of funding at the state level.
- Dental health follow up - mandatory dental screening for kindergarteners.
- Kindergarten Parent Visitation Night.
- Kindergarten Round Up. Height, weight on 26 children.
- Flu shot clinic for staff members through Grundy County Memorial Hospital – not done due to lack of employee interest.
- Hearing screening done through AEA 267 - grades K-2, 8 and any new students.
- Wellness coordination for Gladbrook Campus – delegated to Joan King, Gladbrook Campus Secretary.

Assisted with classroom instruction:

- Dental health - grades K-2
- Puberty and reproductive systems - grade 5

Health concerns:

- Head lice checks at the Elementary and Middle School - occasionally and as needed throughout the year with follow-up.
- Hygiene on several middle school students.
- Several cases of strep throat
- A few cases of Mononucleosis

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Media Center – Val Ehlers (*see Reinbeck Elementary*)

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Instrumental Music – Keith Reynolds

Gladbrook-Reinbeck Middle School and Gladbrook-Reinbeck High School
2014-2015

The highlight of the year may well have been the music department's trip to Chicago. We saw performances of the Blue Man Group, prohibition-themed dinner theater at the Tommy Gun's Garage, Museums of Science & Industry and Natural History, with stops along the way at Navy Pier, Willis Tower, and the live action theater performance at Medieval Times.

Students from the 7th & 8th Grade band and the High School played in a half time show with the UNI Marching Band in the UNI-Dome at UNI's Band Day in November.

While growth of the band program continues to build from the Middle School, by the end of the school year, students in the high school band will have performed in over 34 public performances ranging from local churches to state sanctioned contests.

Efforts to retain enrollment from 8th grade to 9th grade continue and expand. Mr. Aden was able to help some high school students attend rehearsal times to tutor middle school students, the 7th and 8th grade students, performing at UNI Band Day with the high school, and the parade of bands concert and performing at Adventureland at the end of the year. Next year's freshman enrollment is at 13!

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Elementary Music and 5th & 6th Grade General Music - Marcia Hagedorn

Gladbrook Elementary and Gladbrook-Reinbeck Middle School
2014-2015

Elementary music has met all national standards and district benchmarks. We have enjoyed our textbooks, the music, theory and history included in them. We have even performed songs at both winter and spring concerts from the textbook material. Supplemental materials are used for seasonal songs and general interest. Elementary music students performed two concerts, one in the winter, the other in the spring. A variety of songs, instruments, movement and visual props were used.

5th/6th Grade general music has worked to advance ours skills in part-singing, music theory,

history, and composition. We are focusing on National Music Standards, incorporating all recommendations in singing, music reading, composing, performing, instrument use and movement. Both 5th and 6th Grade have also done research projects about current artists (grade 6) or jazz artists (grade 5) and implemented technology into their presentations. Technology has also assisted our work as composers, using both Incredibox and Audiotool. Music classes are supplemented with keyboarding and Digital Citizenship lessons.

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Music, Vocal – Junior High – Rachel Keber

Gladbrook-Reinbeck Middle School

2014-2015

The 2014-2015 7/8 vocal program went very well. Rehearsals went well and the students' basic knowledge of singing and rhythms was good. We were working towards our October program, but we ended up having to reschedule. The most exciting thing happened was that the High School Football program made it to State Football. This excitement was on top of students having to leave early for football or volleyball games, which did not give us enough time to prepare a good concert. The concert was rescheduled for December, at the same time as the Gladbrook Campus winter concert. It worked out great.

The junior high choir then had a pops concert in February. We decided to have the Pops Concert during the school day. We live streamed the concert and had all the students that attend the Gladbrook school come and listen. It was a great promotional tool for me. We sang popular songs like "Roar" by Katy Perry that got the younger students excited about singing in a choir. I hope I can do something like that again in the future. The junior high choir also took a trip to the nursing home in Gladbrook. The students walked over there and sang two songs that they sang in their spring concert. The adults living there loved it and it was a good experience for the students to get out in the community. I would like to figure out a way to do this next year with the junior high and high school choir.

The spring concert was the last concert the junior high choir sang at. This choir is also shared with the K-2 5/6 choirs. The students sang some songs that were challenging for them. One song called "Agnus Dei" was in Latin. Students were too excited about it, but in the end they enjoyed it. The other two songs were a different style of singing. One was a sea chanty and another a spiritual. The students were up for the challenge and executed them all.

I'm very proud of the junior high choir and how much progress they made through the year. I have a good amount of eighth graders moving on to the mixed choir next year and I'm looking forward to the new bunch of seventh graders coming in.

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Physical Education – John Olson

Gladbrook Elementary and Gladbrook-Reinbeck Middle School

2014-2015

The Gladbrook Elementary students and the Gladbrook-Reinbeck Middle School students were usually involved in the same physical education units. Throughout the year active engagement in sportsmanship and a high level of participation was expected.

K-2

Students learned and implemented proper warm-up techniques, along with increasing flexibility everyday. Locomotor and Non-locomotor skills were developed during class activities. Sportsmanship, participation, and developing teamwork in cooperation games were stressed during all the units: football, soccer, basketball, volleyball, scooters, cooperative games, softball, fitness testing, shuffle-board, pickle ball, badminton, The K-2 students were also involved in an elementary field day on June 2nd

5-6

Participated in fitness testing, football, soccer, volleyball, basketball, softball, badminton, shuffle-board, pickle-ball, cooperative games, hockey, The curriculum alternates every other year to allow the students to develop skills in a unit one year and then to implement rules and strategies the following year, in that same unit. The students earn their grade on daily participation and sportsmanship points, take one test over a unit during each quarter, and also have one assignment over a unit each quarter. The middle school physical education students were involved major tournaments such as: basketball, volleyball, pickle-ball, badminton, hockey, and softball. The Basketball unit finished with a final game against the faculty.

7-8

Participated in fitness testing, football, soccer, volleyball, basketball, softball, badminton, pickle-ball, bowling, cooperative games. The curriculum I have set up will alternate every year. This will allow the students to develop skills in a unit one year and then to implement rules and strategies the following year, in that same unit. The students earn their grade on daily participation and sportsmanship points, take one test over a unit during each quarter, and also have one assignment over a unit each quarter. The middle school physical education students were involved major tournaments such as: basketball, volleyball, pickle-ball, badminton, and softball. The Basketball unit finished with a final game against the faculty.

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Special Education – Jackson Anderson

Gladbrook-Reinbeck Middle School

2014-2015

I began the 2014-2015 school year with a roster of 14 students which was made up of students who were in grades 7 and 8. At the beginning of the third trimester I inherited a 15th student. I maintained this roster throughout the remainder of the school year.

The students were “leveled” based on the district delivery plan and what services they required to best meet their needs. The greatest areas of focus were: reading fluency, reading comprehension, math skills, written expression, and social skills. I had one student who qualified for the Iowa Alternative Assessments. I completed bi-weekly progress monitoring to collect student data and monitor students’ goals.

During this school year, I co-taught two sections of eighth grade science, seventh grade mathematics, and a 21st century skills unit during the 3rd trimester. I also had pullout instruction in 8th grade mathematics and language arts. I utilized the Saxon Mathematics curriculum and also incorporated online components which was made easy by having 1:1 technology. For the language arts curriculum, I used a wide variety of materials to guide instruction. The course was centered on writing complete paragraphs, developing conclusions, reading fluently, and reading comprehension strategies.

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Special Education – Casey Faircloth

Gladbrook-Reinbeck Middle School

2014-2015

At the Gladbrook-Reinbeck middle school in Gladbrook, this school year I had a total of 13 students on my special education IEP roster. I had 6 sixth graders, 3 fifth graders, 1 second grader, and 3 kindergarteners. Throughout this year I added 2 kindergarteners to my roster and the second grader. I also had to modify multiple sixth grader’s IEPs to include behavior charts and goals.

Assisting our students this school year were Kisha Cahalan, Beth Muty, Sherri Scarf, and June Bessman. These para-educators makes it possible to have more than one class going on in our room at a time, aid the students in the general education classrooms, as well as other duties in the building and on the busses morning and afternoon to assist with behavioral goals.

Throughout this school year I taught 8th grade language arts for first and second trimester to one special education student until she was proficient to make it to the general education classroom. This year I also taught one 8th grader for math class who was at a second grade curriculum level as well as two 6th grades students who are below grade level as well for math. In our pull out classroom for math we used the Saxon Math curriculum because it spiraled back to previous lessons and it followed the pace the students needed to succeed. We had one longer unit on money and how to use it in real life experiences such as an ice cream store. The students' math was based on Iowa Standards and benchmarks according to their IEPs.

Specially designed instruction was met for my students in pull out groups from the general education settings during their study halls and on one-on-one times each day for the behavioral students. I was in the kindergarten classes every morning then had pull out time for each of my three students later morning or in the afternoons, depending on the day of the cycle each week. We worked on decoding, letter identification, sounds of letters, and math concepts.

Throughout this school year I have witnessed each of my students mature and develop better life skills as well as a deeper understanding of academics. The study skills have matured in each individual of my middle school students. My four elementary students are more confident and fluent in reading and math skills. I am proud to say that many of my students are near proficient to make it in the general education setting however still need the accommodations and modifications set in their IEPs.

This 2014-2015 school year was a rewarding year of teaching in the Gladbrook-Reinbeck school district. I am proud of my students' accomplishments.

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Summer School 2015 - Jennifer Wrage and Jennifer Anderson

Gladbrook Elementary
Summer 2015

We held three different sessions with one half hour of math and one of reading for each group. 11 students total attended. Some of the activities included learning games (cards, board, balloons!), computer work, writing, and reading. Students worked in small group and one-on-one with the teachers. The students and staff both worked hard and had a very enjoyable, educational, time together.

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Gladbrook-Reinbeck High School Reports - 2014-2015

Agriculture Education - Melissa Heeren

Gladbrook-Reinbeck High School
2014-2015

For my first year of teaching, I feel the students and myself made a very large improvement on the Agriculture program at Gladbrook-Reinbeck. I appreciate everyone's help and support as the teacher and FFA advisor, and same for the students. Without students in the program, there wouldn't be a program!

This year the Agriculture program used 4 CASE curriculums: Plant Systems, Animal Systems, Natural Resources & Environment, and AFNR (agriculture, food, and natural resources). There were a total of 164 students that took agriculture courses throughout this school year. There were quite a few repeats because they wanted to continue learning the different areas of agriculture.

Plant Science (5 students) – CASE curriculum was used in this course and students learned about seeds, germination, nutritional requirements, soils, and much more. There were hands on labs learning about plant cells verses animal cells, flower anatomy, and others.

Ag 1A (2 & 14 students) – CASE AFNR curriculum was used for these 2 sections and students learned about FFA, agriculture careers, public speaking, basics about animals, and basics about plants to allow them to see if they want to take plant science or animals science if they would be interested.

Ag Carpentry (14 & 19 students) – This course learned how to use the shop tools safely and properly. They built small birdhouses, step stools, saw horses, and small walls that will be used for learning about electricity and wiring circuits.

Animal Science (20 & 7 students) – CASE curriculum was used in this course and students learned about taming animals, animal welfare, rightist, behavior, taxonomy, feed stuff, digestive issues, nutrition requirements, and more.

Survey of the Animal Industry (4 students) – This course mirrored the actual Hawkeye course. Students learned about livestock breeds, uses, care requirements, industry trends.

Ag 1B (8 & 9 students) – This course was a continuation from the Ag 1A from 1st trimester. Continued with species breed and uses. This course did a large dairy unit. Both sections took a tour to Hansen's dairy farm where they were able to see a working dairy operation and how they produce their dairy products. Finalized the trimester with learning more about seed germination and helped plant seeds to get the greenhouse started.

Ag Power Mechanics 1 (16 students) – The students in this course learned the different types of electrodes used for arc welding, the different types of gases used for welding, welding safety and personal protective equipment, and laying a proper welding bead. Students arc and MIG welded

properly and safely. They also learned how to plasma cut and torch with the ox-acetyln gases.

Ag Power Mechanics 2 (4 students) – Students in this course worked on small engines and learned basics of diesel engines. They brought in some of their own small engines from home to do regular maintenance to them.

Ag Business Management (4 students) – The students in this course learned about assets, liabilities, decision making when running a business.

Environmental Conservation (17 students) – CASE curriculum was used for this environmental course. Students learned about types of soils, wildlife, resources management, forests, etc. There was a guest speaker that came into the classroom that brought 3 owls in and talked about wildlife rehabilitation.

Greenhouse Management (17 students) – The students in this course had a lot of hands on. The greenhouse was utilized and students helped plant seeds, transplant plants, and prep the greenhouse for the annual sales. Students also learned about pests, pests management, germination, nutritional requirements.

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Visual Arts - Kassi Nelson

Gladbrook-Reinbeck High School
2014-2015

One hundred eighty-six students were enrolled in high school art this year. Classes taken by students were 3D, Drawing, Painting, Pottery (2 sections), Digital Art (2 sections), Stained Glass (2 sections), Crafts (3 sections), and Introduction to Art (3 sections). There were also two sections of Crafts that were taken independently with four students and two Teacher Assistants throughout the year. Courses were a trimester in lengthy for one credit, with the potential of an advanced trimester of credit.

The Ada Tschirgi Purchase Prize is given annually to purchase a student's artwork or artwork sets. The work will be from projects completed during the current school year. The artwork can be in any media. The award is for \$100.00 the work selected will need to be permanent or make permanent, and selected by a panel of local judges. This year there was five works of art entered by three different students. This year we were able to give two awards. One went to senior Elise Petersen for her watercolor tree painting and the other went to freshmen Waverly Robinett for her pencil drawing of Audrey Hepburn.

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At-Risk Coordinator – Jason Strub *(see Gladbrook-Reinbeck Middle School)*

Gladbrook-Reinbeck High School

2014-2015

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Business – Corissa Rowe

Gladbrook-Reinbeck High School

2014-2015

This was my first year teaching. This year I was half-time teaching business courses and half-time teaching FCS courses.

During the course of the 2014-15 school year, 78 students completed one or more trimesters of Business courses (32 females and 46 males). The makeup of the classes between grades were as followed: 18 Freshmen, 15 Sophomores, 30 Juniors, and 16 Seniors. Trimester classes in Accounting 1, Accounting 2, 21st Century Leadership, Marketing, General Business, Entrepreneurship and Yearbook were offered to students. All Business classes are activity-oriented. Students learn mainly from hands-on activities and observation.

I think that having as much “real-world” experience as possible in the classroom is the best. Some highlights of the year are: the 21st Century Leadership formed groups during class and one of their biggest projects was to come up with a service-learning project and participate. Some of the projects included: serve lunch at the Salvation Army, help set up for a memorial event at the Cedar Valley Hospice, paint the outhouse and sign at the rest stop on the corner of 175/t-47, rake leaves and pick up trash at the Reinbeck City Park, and another group went trick or treating for cans on Halloween and donated them to the Reinbeck food bank. Rhonda Deters spoke about the process of voting after the students learned about their civic responsibility in 21st Century Leadership class. Students dressed up and practiced mock interviews during class after Tracy Cayton from the HR department at LSB came and spoke about the interviewing/hiring process. During entrepreneurship class, I had local entrepreneurs come speak about their experience about starting a business and difficulties along the way, because of the flu going around not as many could come as planned, a few that were able to include: Sue Trunck, Tom Mclean, Steven Crozier, and Leah Holman.

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EAGLE - High School – Kyla Kiburis

Gladbrook-Reinbeck High School

2014-2015

This year, I continued to work to encourage students to take advantage of the internships and independent study courses available, I also help my EAGLE students 4 year plan and make scheduling decisions each trimester. Students were encouraged to research some colleges and majors that they were interested in. They also research the job market in their selected field. Seniors used eagle time to work on scholarships and college planning. Students in the EAGLE classroom often discuss current events, social issues and problem solving with like peers. Sometimes this time looks unstructured, but I have found it is a great time for me to make connections with them and for them to connect with students from other “groups”. Currently, I have 18 identified students at the HS.

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English – Madonna Wilson

Gladbrook-Reinbeck High School

2014-2015

Gladbrook-Reinbeck’s English curriculum continues to provide ample learning opportunities for high school students through the required and elective courses. We should be proud that G-R has, for several years, required the requirement of four years of English. We continuously revise and update our curriculum to meet the needs of our students in today’s society.

G-R teachers participated in the CVW PLC group from area schools (Grundy Center,Dike-New Hartford, Aplington-Parkersburg), meeting several time throughout the school year.

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Family and Consumer Science (FCS) – Corissa Rowe

Gladbrook-Reinbeck High School

2014-2015

This was my first year teaching. This year I was half-time teaching business courses and half-time teaching FCS courses.

During the course of the 2014-15 school year, 67 students completed one or more trimesters of Family and Consumer Science courses (37 females and 30 males). This year I had: 27 Freshman, 34 Sophomores, 37 Juniors, and 19 Seniors. The classes that were offered this school year were: Child Development, Foods (2 sections), Housing, Independent Living, and Fashion Design.

One of my goals of teaching is to get as much real-world experience as possible. To accomplish this goal I tried my best to bring in outside curriculum. Some highlights of the year were: OBGYN Nurse, Joleen Vieth, spoke to Child Development class. Child Development class had observation time at the Reinbeck Daycare. ISU graduate students spoke to Child Development about the cost of having a baby. During Child Development I received both the Bellies and the fake babies for the students to have to experience, as much as possible, without having the real thing, being pregnant and taking care of a baby. Independent Living class went to the bank to learn about opening a checking and savings accounting and the importance of having one as an adult. Commercial Interior Designer, Lori Knaack, spoke to housing class about what she does for a career. Independent Living class walked to Trunck's and had to price out a grocery list they made for a week during our budgeting unit. One of my favorite quotes during this unit was, "Jesh Miss Rowe, when did groceries become so expensive?" . Local realtor, Jennifer Worrell, took the independent living class on a house tour and went through the process of purchasing your first house. UNI speakers, including Julie Grunklee, came and spoke about environmental hazards to look for when purchasing a home.

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Guidance – Ariel Patton

Gladbrook-Reinbeck High School

2014-2015

Another busy year in the Counseling office. I work with students in a variety of ways to serve their academic needs, college and career planning needs, and personal/social needs. I enjoy being able to serve the entire student body and being available for so many different issues.

In the area of academics and college/career planning I worked with students on scheduling high

school classes, staying on top of grades, and planning for the future. In September, I took the entire Junior class to a college fair at UNI. There were over eighty colleges and universities in attendance. The students were able to explore different options and talk to representatives from a variety of schools. Throughout the Fall I worked to make sure students were scheduled in all of the classes they needed and made sure the students were on track with the credits required for graduation. I also worked a lot with the Juniors and Seniors to help schedule college credit classes and help them determine which classes will benefit their future college and career plans. I helped students fill out college applications and work through the process of choosing a college and major. I met with all of the Seniors in November to begin talking about scholarships. We talked about how to apply for scholarships and discussed all of the local scholarship opportunities. At the end of the school year, we honored all of the Seniors and their achievements at our Senior Awards Night. This was a successful evening, and we had many community members and business professionals in attendance to present awards.

I met with individual and small groups of students all throughout the year to serve a variety of personal/social needs. I met with a small group of Freshman girls starting in the late Fall to build self-esteem and positive social interactions. I met with individual students on an as-needed basis and continually checked in with students who needed some extra support. I have to be flexible and responsive to be able to deal with issues and needs as they come up throughout the school year.

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Industrial Technology - Brady Swenson

Gladbrook-Reinbeck High School
2014-2015

Woods and Advanced Woods

Woods students have worked on fine-tuning their skills on multiple machines and tools. We started off the year with a basic introduction to woods and wood shop machines. The woods class built M&M dispensers, Welcome signs, and folding tables. Through building these small projects the students gained understanding of tool safety and basic operation. We are now finishing the year with advanced woods. These students are exploring their woodworking skills on projects of their own.

Technical Drawing

Students in Technical Drawing tried their hand at the art of drawing dimensional shapes and learning the ways of drawing technical and specific pictures. These students learned how to read and draw technical instructions for blueprints. Most of this class was spent drawing on paper even though the art of hand drawn pictures is almost a thing of the past. It is my hope that next

year we can do more with computer aided drawing (CAD)

Metals

In metals students learned about different forms of metal and their uses. Most of the concentration in this class was on learning to weld. With the addition of new machinery we were able to try a little bit of milling/drilling, lathe turning, and plasma cutting.

Engines

This small class of guys learned the basic operation of a motor and its parts. Much of the time was spent in lab work with lawnmower engines that we dissected and observed. The students were very interested in getting their hands on/in the motor and seeing if they could put it back together when they were done.

Construction

The construction class learned about basic household wiring on model walls. After each student successfully completed their wire assignments they were asked to find blueprints for a house that they would eventually draw and build to a scale. The big project in this class has been the 10X12 garden shed that we are in the process of building. The students have gotten a good taste of what a construction job is like from their work on this shed. Some have figured out that they are not cut out for carpentry, and others have expressed interest in the area of construction work and are very good at it.

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Mathematics – Annette Watermill

Gladbrook-Reinbeck High School

2014-2015

This year we again offered Developmental Math. It is a one-trimester class that is offered in collaboration with Hawkeye. Students receive a math credit for taking the class. If their score is high enough it may mean that they get to start a higher level class if going to Hawkeye.

Financial Literacy was offered three times during the year. The class had primarily seniors in it. We worked with many real life situations. Students continue to be amazed at some of the choices that they will be making in the near future. Student loans and credit card debt are some of the most eye opening learning to them.

Our practical geometry class has given our students an option for another math credit. It allows all of our students the exposure to geometry topics. It is a more hands on class rather than some of the theorems and proofs in regular geometry.

Mrs. Kuehl continues to use videos in her classroom. It allows the students to go back and review the notes if they need to. It allows for a student who is absent to quickly get caught back up with the class. Also, the videos have made it easier for a student to take an independent class in math. They are able to watch the videos and then do the work at their own pace.

Scratch programming was used in the Algebra and Pre-Calc classes again this year. It was used as a review most of the time. It allows some students that may not do as well on tests to creatively show their knowledge.

We still have students taking Algebra I in 8th grade. This has allowed more students the opportunity to take Calculus at the WOC. Some students were able to take advantage of this. We had a student that went on to Calculus III this year.

MAP tests were taken in the fall and spring again. Having students take them seriously seems to be a problem for some. We continue to strive for improvement in the classroom.

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Media Center – Val Ehlers (*see Reinbeck Elementary*)

Instrumental Music – Keith Reynolds (*see Gladbrook-Reinbeck Middle School*)

Music, Vocal – High School – Rachel Keber

Gladbrook-Reinbeck High School
2014-2015

9-12 Vocal Music Program

Director: Ms. Rachel Keber

The 2014-2015 9-12 vocal program went very well. Rehearsals went well and the students' basic knowledge of singing and rhythms was good. We had a fall concert at the end of October. This was a fun night to have and it was just the choir, which was very nice. I had the girls' choir 9/10 sing four songs. One song was "Boogie Woogie Bugle Boy". The crowd really enjoyed this piece and the girls ended up enjoying it as well. The mixed choir 11/12 sang four songs as well. The pieces I chose showed a good contrast and styles of music

The high school choir had a winter concert towards the beginning of December. For this concert we were combined with the band. The students enjoyed the pieces I chose. The girls' choir sang

a newer song, boys sang a song by themselves, which was really nice, and the mixed choir got to play kazoos. It was a fun night and parents went away smiling

This year was the big year for a trip. We decided to go to Chicago. The travel agent we went through had amazing things for us to do. Students got to go to a medieval times show. This gave students the opportunity to only eat with their hand and see games that were played during that era. Students also took part in a gangster tour and a dinner show that was to show people what a speakeasy was like. We got to see the Blue Man Group perform. Students also went to Navy Pier, Field Museum, and the Willis tower. It was a great experience for them all and they came back with many stories to tell.

Jazz show was held in March and it was quite an experience for me. There were many great acts and the MC's were amazing. The two nights we had it the auditorium was very full. It is fun to see the students' talents. I hope in the future we can get more outside people to join.

I took students to large group contest and solo contest. I had 10 students participate in the solo contest. Two students received ones for their hard work, and one group ensemble also received a one. The other groups did an amazing job and got very high twos. During large group contest I couldn't have been happier with their performance. Each group did an amazing job and walked away with twos. The spring concert followed this where students who participated in solo contest were featured and the song that they sang for large group was featured.

I'm very proud of both of the choirs and how much progress they made through the year. I am going to try one big choir next year, which will be a new experience.

9-12 Jazz Choir Program

Director: Ms. Rachel Keber

This year I tried a jazz choir at Gladbrook-Reinbeck. It went okay. It was the first year for them not doing as many show choir activities and trying a different kind of genre. I plan on continuing it for next year and it will be more put together and we will go out in the community. I had to get my feet wet.

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Physical Education - Jeff Charley

Gladbrook-Reinbeck High School

2014-2015

The high school physical education class once again did a number of different activities which included speedminton, gator ball, traquetball, badminton, eclipse ball, indoor soccer, team handball, floor hockey, pickle ball, mat ball, weight training and wiffle ball.

The average class size was 33 students per class and was split with freshman, sophomores, juniors and seniors. The largest class we saw this year was a class of 39. The schedule remained the same this year with PE every day with 1 hour blocks. The only exception was 1st hour choir students met every other day.

The indoor activities included team handball which is a game of quickness and strategy. The team that best utilizes their players usually wins. Mat ball, also done indoors, is a popular and fun activity that really tests their endurance, it is a game that is similar to kick ball but at a much faster pace. Eclipse ball was also done indoors along with volleyball, team handball and cooperative type games.

Once again, the students' favorite activity was the pickle ball unit. At the end of the unit was our annual pickle ball tournament. It consisted of 34 Boys teams and 32 Girls teams and ran half the day. After pickle ball, we played mat ball and floor hockey. The students also played speedminton and frisbee golf.

Technology was something that we are always trying to bring into the classroom that ties in with our school's building goals and our district's standards and benchmarks. Something that we tried during a number of our units was show video clips of the sport and introduced a couple of drills that way to the students. We also had some of the students do research on computers on different activities they could do and then have them teach that to the other students.

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Science – Tom Boheman and Jennifer Strohbehn

Gladbrook-Reinbeck High School

2014-2015

The 2014-15 school year has been another year of change for the science department as we continue to incorporate new technologies and methodologies within our classes. The science department is committed to using technology for use beyond powerpoint presentations and as a research tool. Continued use of probes and computer assisted technology is still a focus and utilized as often as possible within the curriculum.

Bio-medical focuses on various aspects of medical science in a bit of a different light than anatomy/physiology. In this class topics covered include : laboratory science and technique, microbiology, forensic science, oncology, and geriatric studies just to name a few. There were two sections of this class in 2014-2015. Enrollment in this class continues to stay strong and the curriculum is vigorous and challenging utilizing the inquiry approach to science as often as possible

The anatomy/physiology class continues to pursue the study of the human body and hopefully prepare students for future careers in the medical field. Many of the students in this year's sections are focused on careers related to the medical field. Students were able to job shadow in a variety of medically related fields such as orthopedic surgery, sports medicine, physical therapy

and emergency room medicine just to name a few of the areas students spent time shadowing this year.

Environmental science was well represented again this year with many students taking this class. As has been the case for many years now, the class went on a field trip to the Pilgrim Heights facility. After completing a few hours of community service, the students were given the remainder of the day to fish and explore.

A new class was added this year entitled “The Science of Research.” This class had as its central theme the use and analysis of scientific research to help solve problems in real time. Student spent a great deal of time studying the scientific method and how this method of inquiry is used to help solve problems based on scientific research and data.

Mrs. Strohbahn saw strong numbers in her advanced classes with 10 students enrolled in physics. The curriculum, which is lab based, saw students studying a variety of topics and as always competing in the physics olympics. Students seemed to be very interested in the competition and constructed some interesting projects.

In chemistry, Mrs. Strohbahn had 26 students enrolled this year. The infusion of technology into the curriculum which is now possible thanks to 1:1 has created a very interesting chemistry class with problem solving an inquiry commonplace.

The science department is committed to making our students science literate and technologically aware. We hope to continue that trend for years to come.

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Social Studies – Kyle Formanek

Gladbrook-Reinbeck High School

2014-2015

-American History: In American History, we covered a variety of topics beginning with a review of the Civil War and ending with Vietnam. The other units included; Industrial Age, Immigrants and Urbanization, the Progressive Era, Imperialism, WWI, Roaring 20's, Great Depression, WWI, WWII, Cold War and Civil Rights. Students received historic knowledge in each of the units and would also learn using project-based learning. Technology is utilized almost daily and the students really benefit from the ability to use technology as they learn skills they can use in the future. I had students work a lot with looking at historical view points this year and comparing those to our world today. We looked at relating our world today and how history has a direct impact on how we live and what happens in U.S. and World Politics.

-Current Issues: In Current Issues, we discussed the hot button issues going on in the world. I taught this class each trimester and each experience was different than the others. Each week we start off with a “Topic of the Week” which students will research articles over. Some of these covered include; 1st Amendment, Gun Rights, Teen Issues, Immigration, War on Terror, Euthanasia, the Environment, and the Death Penalty. At the end of the week students share their

articles and we discuss and debate the issues. While we have the “Topic of the Week” we still often deviated from the topic often when other current events are going on in the world. This kept students engaged in the news as it was occurring. We also watch CNN Student News talking about issues going on in the world, which is built for students to comprehend. This year I started having a topic of the year students would research weekly in order to see how the topic can develop over even a short period of time. This gave students a unique incite about how quickly, or slowly, a topic can change, especially when the news picks up on a specific topic.

-Civics: Civics focused on the Foundations of American Citizenship, the Constitution, Bill of Rights, State and Local Government, General Economics, and Political Parties. In this class, we focused on a lot of the aspects of government, which aren’t covered in the Government Class because of the limited time they have to take it. It gives students a larger perspective of the way the government works not only at the Federal Level but also at the State and Local levels in our own towns. We spent a lot of time researching how the political systems work, as well because of the mid-term election year. Students did many projects related to their viewpoints and candidates they supported and we discussed how this would impact their lives once they had the right to vote. Students are also required to complete some civic service to their communities. This helps them tie in the relationship to how citizens impact their communities for the better.

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Social Studies – Scott Kiburis

Gladbrook-Reinbeck High School
2014-2015

Mr. Formanek’s Classes: -American History: In American History, we covered a variety of topics beginning with the Civil War and ending with Vietnam. The other units included; Industrial Age, Immigrants and Urbanization, the Progressive Era, Imperialism, WWI, Roaring 20’s, Great Depression, WWII, Cold War and Civil Rights. Students received historic knowledge in each of the units and would also learn using project-based learning. Many of these projects had aspects of DOK in them. I focused on creating lessons with higher level learning this year as part of our Professional Development. This made the students do more than just find the basic facts but made them understand the decisions that our leaders and nation has faced and how we came to be the way we are today. It was very beneficial having access to the laptops which made it easy for students to research historical facts and allowed the students to examine what they found interesting with history.

-Sociology: The first half of Sociology consisted of learning what Sociology is, Cultural Diversity, Cultural Conformity and Adaptation, and Social Structures. The second half focuses on the practical purpose of Sociology by studying Adolescents in Society, Deviance and Social Control, Gender, Age, and Health, and Social Movements. In Sociology, students would use their own life experiences and examine how parts of Sociology work in their own lives. During the Social Movement Unit, students created a project over a social movement and came up with a

way to promote the movement similar to how people actually involved in the movement would do. This prepared them for real-world experience of how social movements work in society. This year we spent a lot of time on teen issues. The class was very interested in these and we spent extra time analyzing the why and how teenagers handle these issues.

-Current Issues: In Current Issues, we discussed the hot button issues going on in the world. I taught this class the first two trimesters and each experience was different than the others. Approximately, once a week we would start a “Topic of the Week” which students will research articles over- some topics took longer, some less time than a week. Some of these covered include; 1st Amendment, Gun Rights, Teen Issues, Immigration, War on Terror, Euthanasia, the Environment, the Olympics, and the Death Penalty. At the end of the week students share their articles and we discuss and debate the issues. I began each class by having students share current events they found on the Internet. This kept students engaged in the news as it was occurring. We also watch CNN Student News talking about issues going on in the world, which is built for students to comprehend. Students end the trimester by creating a video over one of a current event topic they find interesting. They have always done a great job of showing what they learned and explain why the current event is important to our society.

-Geography, the beginning of the course was dedicated to teaching the fundamentals of geography; map reading, climates, environments, people, and cultures. We took this a step farther the rest of the trimester when covering the continents, North America, South America, Europe, Africa, Asia, and Australia and Antarctica. Each Continent was covered in about a week by discussing the land, the people, and the history of each place. Students were assigned a different project for each continent we covered, some of these include; photo tour, brochure, paper over important organizations in the country, and comparing cultures to America. The final part of the trimester is spent covering natural hazards and disasters of the Earth. The students create a Hazard Mitigation Plan for a town that focuses on what to do if a disaster occurs. These plans are in every town and show the students how geography can be used outside of the classroom.

-Civics: Civics focused on the Foundations of American Citizenship, the Constitution, Bill of Rights, State and Local Government, General Economics, and Political Parties. In this class, we focused on a lot of the aspects of government, which aren’t covered in the Government Class because of the limited time they have to take it. It gives students a larger perspective of the way the government works not only at the Federal Level but also at the State and Local levels in our own towns. We spent a good deal of time looking at city, state, and Federal laws this year. Students had different aspects of the law and created a video explaining its importance to the rest of the class. Students were also required to do some form of community service and write a paper/reflection over their experience. Most of them found this worthwhile and felt they helped out the community.

Mr. Kiburis classes

American Government covered the essentials of the three branches of government. The class analyzed the judicial system, legislative system and executive branch and recognized how the American government system intertwines our three- branch system through multiple checks and balances. Class simulations such as the process of how a bill becomes a law and mock trials have

been used to allow students to participate in the process. A healthy amount of time was used to dissect the important segments of the Constitution and analyze the origins of government that helped establish our unique government. Students compared different styles of government early in the trimester to give them a perspective of how other nations formulate their governments. A favorite topic of students this year was learning about their personal freedoms and they enjoyed playing the Do I Have a Right computer simulated game that allowed them to test their knowledge of our personal rights that have been established in the Constitution. While studying Congressional districts the students utilized a simulated game that allowed students the ability to practice of “gerrymandering” to manipulate the voters within a state. In the spring we once again took part in the Tama County Government day and picked up some key information on what happens at the local government level. This years event was headlined with a guest speaker from “Freedom Dogs”. The students were very interested in the training process of these dogs and how they were used for veterans who were suffering from post-traumatic stress.

Students continued the use of 1-to-1 laptop computers. Students continued to create more and more vibrant projects utilizing keynote, i-movie and many flow chart diagrams to represent research through slide show presentations on various topics within government class this year. While studying the Constitution this year the students were able to participate in the Constitutional Convention Simulation Game, that allowed for students to recognize the important aspects of self-government that each individual state wanted as a part of a new government.

This year we continued current event collaboration forums, by posing questions to the class and having the students collaborate and respond to comments utilizing the discussion board on Canvas. We also utilized the Newsela newslink to find current articles based on government issues to give opinions and comment on.

In Economics, we focused on the microeconomic basic concepts of supply and demand. We wrote children’s books to cover different types of economic systems such as command, market and traditional economies. Each student had to create a mythical business organization and analyze how the company would work if it were run as a sole proprietorship, partnership or as a corporation. Google Docs, was used to allow students to interact and comment on each others hypothetical business. This interaction allowed for great collaboration amongst the students. Weekly economic current events were a highlight for some students who enjoyed bringing up relevant topics in the news and relating those stories to our current economic status. This years Economics students studied the federal budget with much more rigor and intensity. Students analyzed budget spending from early on during Obama’s first administration and participated in a computer simulation, National Piece of the Pie. This simulated computer application game allowed students to make economical decisions that compromised larger debt or constituent dissatisfaction. To better understand the basic microeconomic concepts of Supply & Demand we utilized the Federal Reserve Bank of St Louis websites’ econlowdown to analyze, view and test our awareness and skills of Supply and Demand concepts. We took a step into focusing on local government issues and debated local school bond issues, such as Cedar Falls school districts defeat of their school bond high school building.

This years World History classes were broken up into semester A and B. The classes were compiled of mostly sophomores. The main focus of World History A was the study of Ancient Civilizations. We covered Mesopotamia, Indus valley, Egypt and China and discussed many of the similarities and differences that these ancient civilizations had. The study of Greek and

Roman Empires highlighted the semester. Tapping into the prior knowledge of many of our students makes these topics quite interesting to cover. The major semester project was our Ancient Civilization news broadcast group project, where many of the students went above and beyond project guidelines to produce excellent technological presentations. Through this project many students chose to work with i- movie and create video projects. World History B started with the study of the Middle Ages and the Renaissance where students used their creative abilities to take researched information and produce informative magazines as a key semester project. New to the curriculum was an in-depth look at Absolutism, The Enlightenment and the French Revolution. A project based Industrial Revolution unit allowed students to utilize multiple strategies and either create or perform key aspects of the Industrial world of Europe and the Americas. Many students utilized different forms of technology to present their work. Such computer aided applications as timetoast.com, i-movie & keynote were amongst the different styles used to turn in their work. The semester ended with a focus on twentieth century world history and an analytical look at both WWI and WWII. Student groups competed in tournament format to determine which technological weapon of war was the most influential during this era of warfare.

Geography was taught with an introductory geographical skills unit, where many students tested their past knowledge amongst other things on recognizing how to locate places through latitude and longitude, directional indicator, sun-earth relationship effect on climate differences and the five themes of geography.

The second phase of the class dealt with regional studies based on national geography and the locating of key nations and physical geographical features. Regional locational studies included Anglo-America, Latin America, Europe, Africa, Middle East, Russia & former Soviet Republics, East/Southeast Asia & Australia.

The third part of this class included the project based format for studying the specific regions of the world. Each region was given a specific project format that was used to guide students into a deeper understanding of each region. Such project formats were, National Tourist Brochures, Scribble Economic Tourist Highway creations, Regional Time magazines, GRAPES collage slideshows, etc.....

Introduction to Sociology course was comprised of the following units of study: Introduction to Sociology, cultural diversity & variation, Cultural Conformity and Social Control, Social Structure & Interaction, Personality Development & Agents of Socialization, Adults and Adolescent in society, Social Stratification and Class System. Many of the units were traditionally taught with discussion and informational testing. Analyzation of personality and birth order was quite popular as students explored their personality traits and the uniqueness and differences amongst others and how they may have developed them. A popular group project that was presented by many groups through I-Movie was advertising across multiple economic social classes.

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Spanish - Sally Lennard
Gladbrook-Reinbeck High School
2014-2015

The Spanish Department remains very strong in numbers again this school year. Sixty-nine percent of the students at Gladbrook Reinbeck were enrolled in Spanish classes this year. This is the breakdown of the classes that were enrolled:

40 of 46 freshmen which accounted for 87% of that class

28 of 35 sophomores which accounted for 83%

29 of 39 juniors which constituted 74%

16 of 44 seniors which comes to 36%

The numbers indicate that Spanish is an elective that many of our students feel they need and take advantage of being able to enroll in Spanish in high school.

Spanish 1 offers the students an opportunity to get the basics of learning another language and for the first time realize that verbs used have different forms or conjugations, even in English. The students often learn more about their own language as we compare and recognize how they are similar and different. Of course the basic vocabulary units are taught but more importantly, for the first time they might be exposed to aspects of the Hispanic culture through music, videos, studies of holidays and celebrations and exploring different foods. Many will remember the unusual foods they tried this year. I am happy to report that I had students again this year that enjoyed the flan dessert as none from the previous year were flan fans. Each year builds on previous learning as more knowledge is shared about verb tenses, vocabulary for deeper study, and some readings to enrich their understanding of literature that is popular in Spanish. The Spanish 3 students enjoyed reading an abbreviated version of Don Quixote as well as the TNT video about Don Quixote based on the well read classic Don Quixote de la Mancha. Many of the juniors that starred last year in their original teaching videos appeared as the stars in this year's productions of fairy tales and their interpretation of Evita, the musical. My hope is that our students remember these experiences whether they are cultural, historical or just plain fun in the making when they think back to what they learned in Spanish classes.

All classes also dabbled a bit with the online language learning program known as Duolingo. It can provide some valid practice but as some have criticized, as you continue in the program, there is a lot of material presented that isn't always relevant. I feel anytime they can hear some Spanish spoken and practice it, it is a valuable addition to their language learning.

I am thankful for the professional development days spent with the three other Spanish teachers in the CVW group. It is great to collaborate with them to improve lessons.

I attended the Iowa World Language Association's Conference in October. It continues to be the very best professional development for me, especially since I am a singleton in the district. I

have the opportunity to learn from the best and see the latest through the workshops presented. I am so appreciative of this opportunity and hope it can continue in the future. Just as my attending the conference gives me fresh ideas to use in October, I have many to work out and perfect as I look forward to spending the summer developing new lessons and strategies working with new technology. I have also been a part of several webinars using the online book series, VOCES. I hope to develop some strong lessons using this series as it connects videos, lesson plans, interviews in authentic Spanish, as well as many other enrichment activities.

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Special Education Class with Integration - Connie Doughan

Gladbrook-Reinbeck High School
2014-2015

In the SCI Multi-categorical Program, at Gladbrook Reinbeck High School, it has been my privilege to work with seven young people this school year. We started the year with one senior, two juniors, two sophomore, and two freshmen students. Throughout the year, we had the delight of one student graduating early. They had gained their high school credits and have moved on to further training in order to join the work force.

Assisting our students throughout the school year were Danielle Clark, Melissa Laughlin, and Jennifer Anderson. In the middle of the year Mrs. Clark and Mrs. Anderson moved on and Carlo Kladio and Becky Andrew joined us. These para educators makes it possible to have more than one class going on in our room at a time, aid the students in the general education classrooms, as well as other duties in the building.

We once again offered the Experience Based Career Education (EBCE) Program. Two senior and two junior students took advantage of this program. I served as the Work Experience Coordinator who monitors our students. Our students worked at NAPA, the high school, Reinbeck Day Care, Reinbeck Hardware Store, and Trinkets and Togs in Grundy Center. This has proven to be a great source of life skills for our students.

Our students are in contact with Vocational Rehabilitation in order to access their services. Valerie Hillner is the counselor and contact person for our school. She meets with the students on a regular basis to ensure that the transition to post-secondary placement for our students is on track. We are also serviced by the Central Point of Coordination of Grundy and Tama Counties. Todd Rickert continues to serve as the administrator this year. These agencies have proven to be of immense value to Gladbrook Reinbeck students.

One senior, one sophomore, and one freshman student had the opportunity to participate in the Special Olympics throughout the year. They were active in three sports: bowling, basketball and track. Our students advanced to the state level in all sports. This provided a terrific growing

experience for them. In addition to competition, they had the opportunity to form true peer friendships with the other athletes.

I am very proud of all of my students. The 2014-2015 school year was a rewarding year of teaching at Gladbrook Reinbeck High School.

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Special Education and Resource – Bruce Bailey

Gladbrook-Reinbeck High School
2014-2015

This year I had eight students on my special education roster. Two students were able to complete graduation requirements early and finish up at the end of the 2nd Trimester. Another student met all requirements and was exited out of Special Education!

My responsibilities include working with the students, their parents, and their general education teachers to develop their IEP (Individualized Education Program). This plan is geared towards helping them become successful in high school and preparing them to transition to the world of college or work. I taught Enrichment Math I, II, III, and IV, and Independent Reading to several students this year. I also worked on a daily bases in the resource room on strategies to increase reading comprehension, writing, and math skills. We also worked on skills that help students' transition to life after high school.!

Assisting my students this school year were Melissa Laughlin, Danielle Clark, Carol Kladio, Becky Andrew, and Jen Anderson. These para educators make it possible to have more than one class going on in my room at one time and assist students with their work in the general education classroom. These ladies did a terrific job and are a huge asset for us!!

My students now are able to take the Compass Test at the high school via the internet through Hawkeye Community College. The Compass Test is very important to my students to see how their skill levels in reading, writing, and math translate to college. Their results allow us to better focus in on areas of concern before they move on to their post-secondary education or job.

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Technology Report – Chad Bixby

Gladbrook-Reinbeck CSD

2014-2015

Technology Supt Report 2014-15

We have continued our 1:1 program and are in the fourth year at the high school and our second year at the middle school. The high school will be refreshing the 1:1 laptops with new macbook pros. The old student machines will be reimaged and sold for 150.00. Those not sold will be put in the Gladbrook-Reinbeck Elementary.

We are in the process of having to accommodate all of the students in the Reinbeck campus. There are many things that will have to be done for this. Access points will have to be increased, our Firewall will need to be upgraded for bandwidth capacity. Our ICN room has been dismantled and we will use our Cisco Telepresence.

Some projectors will have to be installed in rooms at the Gladbrook-Reinbeck Elementary for teachers coming up from Gladbrook.

This year we did web based Map Testing and it went well. They have really worked on getting it to work perfectly. On the other hand, this was the first year for Iowa Tier. Val Ehlers did a great job with this, however the state didn't do a good job on their end. Often times, tests were not graded, data was lost, servers were down. This did improve from fall to spring, but not perfect by any means.

We will continue to use JMC as our student information system and Canvas as our LMS. I think both are doing great things and are being utilized to their full capacity by our staff.

We continue to use Google Apps for education and everyone is doing a great job with this. Google docs, gmail, calendars, etc.....

Eventually, I would like to work on updating our website and moving to a different system. Currently our webpage is free for us and hosted for free. But with erate changes, this will go away.

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Activity Reports

Gladbrook-Reinbeck High School Activities - 2014-2015

Drama – Ellen Johanns

Gladbrook-Reinbeck High School
2014-2015

The 2014-2015 Dramatic Production this year was a play called *Dorothy In Wonderland* by Brian D. Taylor. The story combines characters from two iconic stories in a brand new play. As Dorothy and Toto prepare to leave the Tin Man, Scarecrow, and Cowardly Lion in Oz, another tornado comes through and blows them all to Wonderland, where they meet Alice, the Mad Hatter, March Hare, Dormouse, Tweedledee and Tweedledum, the Queen of Hearts, and a host of other bright and memorable characters.

This play was shorter in length than the last few years, and simpler in content, as its target audience was children. Since this was the case, I opened up the play to some of GR's finest elementary thespians and fourteen students grades Kindergarten-Fourth grade served as our Munchkins in Scene 1. The high school actors had a ball with the little ones, and their involvement boosted attendance dramatically at the two performances. Musicals always draw a bigger crowd than plays, but this year we packed both shows and made an impressive profit on a show that was something of a beast to set and costume.

The cast consisted of twenty-seven students and our tech, sound and set crew added six more for a total of thirty-three high schoolers in the production. Again, the actors joined committees to aid in their letter points. Emily Johnson, Alyona Strohbehn, and Kelly Brockett led a talented group of students in our Art Committee. Their job was to paint the two backdrops for the show, and I could not be more impressed with the work they did. The backdrops were gorgeous, and both were 7'x14'. Carley Crozier and Brittany Yates headed up our Costume Crew, going through the closet, finding pieces that would work and creating our order for the things for which we were lacking. The Costume Crew also created Glinda's hat and wand, hats for the Chess Pieces, all the hats and t-shirts for the munchkins, and they helped me create the skirt for the Queen of Hearts and the full Talking Garden flower costumes. Amber Brandt and Amanda Grunklee led the Set Committee, and they started their duties by organizing our prop shop. It was a disaster, and now it is a very organized space where we can actually find what we are looking for. Cydney Rose served as the chair for the Advertising Crew, and, considering the sold out shows, I think she did a phenomenal job. All students in the play stepped up to help with odds and ends throughout the planning process, and this made for a very smooth show.

The Senior Drama Award this year will go to Cole Goos, who has grown tremendously as an actor. Cole has been in every single dramatic production during his four years at GR--*Seussical the Musical*, *Once In A Lifetime*, *Bye Bye Birdie!* and he played our very dynamic Scarecrow in this year's *Dorothy In Wonderland*--and he is a talented performer. Cole plans to attend Kirkwood Community College next year and continue his involvement in the fine arts as he works on his Associate's Degree.

I must say, I was worried about what kind of production we'd have without the leadership of the 2014 graduates, but the students always step up and impress me. Those who had been given secondary roles up until this year were ready to be in the spotlight, and I am hopeful that the same dedication and leadership will be seen next year as we produce another musical.

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FFA - Melissa Heeren

Gladbrook-Reinbeck High School
2014-2015

This year the Gladbrook-Reinbeck FFA has grown tremendously. Not only have students been actively involved, they want to expand and grow the chapter, and be recognized for their hard work.

Last year there were 18 FFA members on the National FFA roster list, and this past fall there were 35 due paying members from Gladbrook-Reinbeck. The fall Feed the Farmers event where the FFA members made sack lunches and handed them out at the local coops, raised around \$2,000. The chapter sold close to \$10,000 in fruit during the annual fruit sales, raising \$1,500-\$2,000 in funds. This was the chapter's 4th year for the Rebel Swine Showdown pig show and there were about 220 pigs in attendance for the show. The chapter raised close to \$2,000 in funds. Monthly chapter meetings went from normally 7-8 FFA members in attendance to 10-20 in attendance this year.

2 FFA members (Meg Edler, and Alex Schick) received their Iowa FFA Degree based upon their Supervised Agriculture Experience which they keep records on. More Gladbrook-Reinbeck FFA members want to receive their state degrees with the hopes of also receiving their American FFA Degree which is the highest degree a member can receive.

The FFA members along with my help have dedicated a lot of time and hard work to this chapter this year to help it become more successful.

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National Honor Society – Jennifer Strohbehn

Gladbrook-Reinbeck High School

2014-2015

The 2015 induction ceremony was held on March 31st after the first two trimesters grades were calculated. There were 12 new members inducted, and the students conducted the ceremony. The new members were chosen after filling in an interest survey that was approved by the present NHS members. It included an essay about the student's role as a citizen of the community. The selection was by a committee of five faculty members from the high school selecting from the eligible candidates. Students are eligible based on having a cumulative 3.25 GPA or better and fulfilling the criteria for character, leadership and service. If the student receives three yes votes from the faculty selection committee, and the present members' ratification, they become members of the Gladbrook-Reinbeck Chapter of the National Honor Society.

At Christmas time, we adopted an "angel" and collected money to make her Christmas brighter. We bought our gift for a little girl this year so we bought clothes and a few items she requested to make her first Christmas brighter. Our main service project remained the sponsorship of a Red Cross blood drive. We unfortunately had a delay because of the bad weather in February, but got it rescheduled. The Red Cross nurses mentioned how well our students behaved during the entire afternoon. The Red Cross also gave us a \$500 scholarship that was awarded to Jenny Schildroth, by a blind draw. We also had a few volunteers for the Tama County Family STEM festival. We helped at the registration table. The organizer loved that the kids were very computer savvy and the didn't have to help them once for technical problems. We also had a bake sale down at Trunk's to earn money for our membership tokens.

Membership for 2014-2015

Seniors

Nicole Adair
Hanna Christopher
Meg Edler
Bryce Ehlers
Bailea Evenson
Shelton Hatch
Moriah Hoeppner
Camden Kickbush
Austin Lott
Hannah Martin

Juniors

Kelly Brockett
Sydney Brown
Colton Dinsdale
Leah Holman
Lauren Husmann
Courtney Kern
Carter Murphy
Madeline Mussig
Ashley Sieh
Brittany Yates

Elise Peterson
Zach Pierce
Cydney Rose
Jenny Schildroth
Kelsey Schwartz
Alyona Strohbehn
Jeff Tschertter
Maddison Wild

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Newspaper - Madonna Wilson

Gladbrook-Reinbeck High School
2014-2015

During our Tuesday lunch meetings the staff brainstormed, planned, assigned, and submitted stories. Much communication was conducted via emails. This group submitted eighty-seven news articles to the weekly Gladbrook Northern Sun Print and Reinbeck Courier from September to May. Senior spotlights, along with senior photos, were submitted to both papers in March.

This year's school newspaper consisted of two seniors, Cole Goos and Maddison Wild; two juniors, Shandra Simo and Kelly Brockett; one sophomore, Kathryn Wild; and two freshmen, Sadie Brockett and Waverly Robinette. I appreciate the time and effort these students have given throughout the entire school year!

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Speech – Ellen Johanns

Gladbrook-Reinbeck High School
2014-2015

Speech at GR continues to flourish. Last year, we lost thirteen seniors and this year, we gained twelve freshmen, and the veterans worked hard to recruit new members. Our Large Group team consisted of thirty-five students who performed a unique and challenging array of pieces.

This year, we took eleven events to the Large Group District Contest at Union-La Porte City. We participated in the categories of One-Act Play, Choral Reading, Readers' Theater, Musical Theater (2), Group Improvisation (2), Short Film, TV News, Group Mime and Solo Mime.

One-Act Play consisted of five seniors performing “The Eden Echo” by Ruth Angell Purkey; the ten girls in Choral Reading performed an emotional Autism Awareness piece called, “Welcome to Holland” where they were able to work with my sister and her autistic son; Readers Theater’s fourteen members performed the hilariously whimsical “Twice Upon a Time” by Colleen Neuman; our first Musical Theater group performed selections from *Little Shop of Horrors* while our second group took a new spin on Musical Theater and combined songs from several musicals with dialogue we wrote ourselves to tell the story of teenage girls and their struggle with boys; the Short Film, “The Battle of the Fools,” was written, directed and starred in by a group of four freshmen; TV News was a new category for us this year and the five boys in that group put together news stories from the 1980s; Group Mime wrote their own piece called, “Auditioning for the Circus”; and our Solo Mime created her own piece called, “The Roller Coaster.” Nine of our events moved on to State Contest at Decorah High School, and every single event received at least one 1 rating from the judges. Choral Reading and Solo Mime both received straight 1 ratings from all three judges, and Carley Crozier and Brittany Yates’s Group Improv event, along with Readers Theater, both received Overall 1 ratings from their judges. Cydney Rose’s Solo Mime was deservedly nominated as an Outstanding Non-Performer, and Cydney was recognized at the All State Festival’s Closing Ceremony on February 21.

Individual Speech always boasts a smaller, but extremely committed, group of students. This year, we took thirteen students and twenty events to District Contest at AGWSR High School. The Varsity team competed in Solo Musical Theater (3), After-Dinner Speaking, Literary Program (3), Storytelling (2), Prose (2), Poetry (3), Solo Improvisation (1), and Expository Address (1). The Freshman team took four events--Solo Musical Theater, Poetry, Prose and After-Dinner Speaking--to Districts. Of those twenty events, seventeen events (and eleven students) received I ratings and advanced to State at Starmont High School. At the State Contest, fifteen events received I ratings from the judges, and, of those fifteen, twelve received Straight 1 ratings from all three judges. Without question, this was my best-prepared team for both Districts and State. Although we didn’t end up with any Individual All State nods this year, the team performed tremendously and I was incredibly proud to call myself their coach. In the spring, we presented many of our pieces for the public in a Speech Showcase. Attendance at the spring performance is always terrible, but the reviews of those who saw the show were fantastic. I heard nothing but positive things. I struggle with how to pull in an audience for these performances, but the students are reluctant to let the performance go.

I have very high hopes for the 2016 speech season. I am excited about the number of young performers we have on the team, and I am excited to see who they will recruit from the upcoming freshman class.

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Student Council – Ariel Patton

Gladbrook-Reinbeck High School

2014-2015

Student Council members were elected by the high school student body at the end of the 2013-2014 school year. I introduced a new application process, so the students who applied and showed interest in being a member of the Student Council were the names on the ballots. Of the elected positions we had 3 Seniors, 3 Juniors, 3 Sophomores, and 3 Freshmen. About half of the members were returning members. This year I had a lot of students from the Junior class interested in serving, so I created 2 extra membership positions. These students were chosen based on the applications that were completed at the end of the previous school year.

Our first major event was Homecoming. We had a lot of fun with Homecoming this year. We started the week by decorating hallways to increase school spirit throughout the week. The theme was “Beat the Bearcats”. We planned and organized a ten minute pep rally for each day of the week that all students gathered for right before lunch. At these pep rallies we got students excited about Fall sports and had class competition games. The end of the week was busy with Homecoming Happening, the football game, and finally the dance on Saturday. Overall, it was a successful Homecoming.

This year we also organized a teacher appreciation breakfast. Each of the students brought a breakfast item and we decorated tables in the lunchroom and served breakfast for all of the staff and teachers. This was a great way for the students to say thank you and show appreciation for the staff and teachers who work so hard throughout the school year.

We continued our Valentine’s fundraiser again this year. The student council members sold carnations that were delivered to fellow classmates on Valentine’s Day. This year we also sold GR keychains at some sporting events as an extra fundraiser.

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Athletic Reports

Gladbrook-Reinbeck Athletics - 2014-2015

Baseball - Junior High - Coach Scott Kiburis

Summer 2015

Coach - Scott Kiburis (3rd Year)

The Gladbrook-Reinbeck MS Baseball team improved throughout the season. Although we only had 14 players, we competed in all games. The six 8th graders and eight 7th graders competed in their own grade level game, while also assisting in the other grades game, which became very beneficial for many of them. It was a very enjoyable group of kids, who played hard and had fun.

8th grade record: 2-8

7th grade record: 6-2

2015 GRMS Baseball Roster

Tyson Creswell	8th grade
Jackson Kiburis	8th grade
D'Mico Rodriquez	8th grade
Mitchell Bunz	8th grade
Ethan Beach	8th grade
Tyler Sparks	8th grade
Aiden Wyatt	7th grade
Tyler Tschertter	7th grade
Eli Thede	7th grade
Carter Wagner	7th grade
Aden Walters	7th grade
Cullen Eiffler	7th grade
Cody Johnson	7th grade
Kale Hasselmann	7th grade

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Baseball - JV - Coach Scott Kiburis

Summer 2015

The 2015 GR JV Baseball team was quite successful. Although we had a number of games cancelled for one reason or another, we had a productive and enjoyable time. A solid foundation for the future allowed for us to win many games. The athletes were mature and fun, and continued to improve throughout the season.

JV Record 13-5

Led by excellent individual play by Sophomores Tyler Pierce, Matt Roeding, Alex Tscherter and Freshmen Kyle Koppen and Mason Skovgard the junior varsity compiled a 13-5 record.

Sophomores - Matt Roeding

Tyler Pierce

Jed Peterson

Spencer Goos

Alex Tscherter

Joseph Pepe

Freshmen - Matt Johannsen

Alex Schick

Bronson Wrage

Kyle Koppen

Caden Kickbush

Mason Skovgard

Walker Thede

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Baseball - Varsity - Coach Jeff Charley

Summer 2015



Jeff Charley: Head Baseball Coach

Scott Kiburis: Assistant Coach

The Gladbrook-Reinbeck Rebel Baseball Team finished the season with a 18-12 over all record and qualified for the State Baseball Tournament with big wins over North Tama and Don Bosco to advance to the big show. The baseball team had 24 members; 7 senior, 3 juniors; 7 sophomores and 7 freshmen.

The Rebels were coming off a season that graduated just 1 senior and experience would be on our side for this season. The baseball team portrayed class, showed great sportsmanship and was very competitive throughout the entire season and completed the seniors career by making it to state in all 4 sports. The Rebel Baseball team consisted of:

Seniors: Camden Kickbush, Logan Flamme, Jeff Tscherter, Brady Kuehl, Phil Zimmerman, Bryce Ehlers, Zach Pierce

Juniors: Josh Cooley, Jake Mohlis, Cameron Murphy

Sophomores: Joe Smoldt, Matt Roeding, Alex Tscherter, Jedd Peterson, Spencer Goos, Joe Pepe, Tyler Pierce

Freshman: Matt Johannsen, Alex Schick, Bronson Wrage, Kyle Koppen, Caden Kickbush,
Mason Skovgard, Walker Thede

All-Conference Honors went to:

1st Team Pitcher:	Joe Smoldt
1st Team Outfield:	Phil Zimmerman
2nd Team Catcher:	Bryce Ehlers
2nd Team 2nd Base:	Logan Flamme
2nd Team 3rd Base:	Josh Cooley
2nd Team Outfield:	Jeff Tscherter

All-District Honors went to:

1st Team Outfield:	Phil Zimmerman
1st Team Utility:	Camden Kickbush
1st Team 3rd Base:	Josh Cooley
1st Team Catcher:	Bryce Ehlers
1st Team Pitcher:	Joe Smoldt
2nd Team 1st Base:	Brady Kuehl
2nd Team 2nd Base:	Logan Flamme
2nd Team Outfield:	Jeff Tscherter

All-State Honors went to: Bryce Ehlers: Catcher

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Basketball - Junior High 7th Grade Boys - Coach David L. Buskohl

2014-2015

Team Members:

- Cody Johnson
- Tyler Tscherter
- Carter Wagner
- Trevor Harrison
- Sam Mussig
- Eli Thede
- Aiden Wyatt
- Kale Hasselmann
- Sam Schildroth
- Cullen Eiffer

Season Record

Wins – 6 Losses – 6

G-R	10	South Hardin	31
G-R	47	BCLUW	22
G-R	20	West Marshall	34
G-R	45	East Marshall	20
G-R	30	North Tama	26
G-R	30	Grundy Center	43
G-R	39	Hudson	25
G-R	25	AGWSR	46
G-R	27	South Hardin	30
G-R	42	BCLUW	19
G-R	55	East Marshall	25
G-R	30	West Marshal	58

<u>Name</u>	<u>Points</u>	<u>Rebounds</u>	<u>Steals</u>
C. Johnson	57	24	19
T. Tschertter	135	34	56
C. Wagner	4	10	5
T. Harrison	20	21	15
S. Mussig	5	15	5
E. Thede	66	39	38
A. Wyatt	63	24	18
K. Hasselmann	8	46	5
S. Schildroth	2	10	5
C. Eiffler	17	21	4

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Basketball - Junior High 8th Grade Boys - Coach Steven Luethje

2014-2015

[No report submitted]

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Basketball - Junior High 7th Grade Girls - Coach Megan Welter

2014-2015

The 2014-2015 seventh grade girls basketball team consisted of 11 girls with varying skill levels. These girls participated in 12 games throughout the season.

The girls started the season by setting goals, both personal and as a team. They wanted to work on communication, basic skills, and team unity. All of the girls came to practice ready to work and meet those goals. Every athlete made great improvements with their basic skills and knowledge of the game. I was extremely proud of how all the girls helped one another out and kept a positive attitude throughout the season.

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Basketball - Junior High 8th Grade Girls - Coach Jackson Anderson

2014-2015

The 2014-2015 eighth grade junior high girls basketball team consisted of ten girls at the beginning of the season and one student left the team for family reasons. The team competed in 12 games over the course of the season.

We began our season by establishing routines and setting goals to know where our areas of focus would be as well as assuring that we started with the necessary foundational skills. Some of our major areas of focus were communication, teamwork, unity, and foundational skills. Each athlete showed great development throughout the season. The areas varied from understanding the game, becoming a team player, coordination, leadership, and ball handling. The team ended the season with an above .500 record. It was a successful season in which we worked hard and developed as individuals and as team. It was an honor to work with such a dedicated group of girls.

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Basketball - JV Boys - Coach Dan Smoldt

2014-2015

[Continued on next page]

Team Cumulative Statistics

Gladbrook Reinbeck Male Freshman Basketball 2014

RECORD		
Overall 7 - 7 Home Record 3 - 5 Away Record 4 - 2		
TEAM TOTALS		
	Your Team	Other Teams
Total Points	539	0
Points by Period	<p>Period 1 115 points 21.4 %</p> <p>Period 2 126 points 23.4 %</p> <p>Period 3 129 points 23.9 %</p> <p>Period 4 168 points 31.2 %</p> <p>Highcharts.com</p>	<p>Period 1 133 points 23.5 %</p> <p>Period 2 124 points 21.9 %</p> <p>Period 3 157 points 27.7 %</p> <p>Period 4 152 points 26.9 %</p> <p>Highcharts.com</p>
Shots Made - Attempted	198-585 (33%)	0-0
Three Point Shots Made - Attempted	41-151 (27%)	0-0
Free Throws Made - Attempted	102-197 (51%)	0-0
Rebounds	317	10
Offensive Rebounds	117	0
Defensive Rebounds	200	10
Assists	91	0
Steals	130	0
Blocks	37	0
Turnovers	178	0
Personal Fouls	169	0

PLAYER TOTALS													
Player	FGM-A	3PM-A	FTM-A	OREB	DREB	REB	AST	STL	BLK	TO	PF	PTS	MIN
#10 Josh Peterson	2-11 (18%)	0-0	2-5 (40%)	7	7	14	3	8	0	19	13	6	96:00
#12 Matt Johansen	30-88 (34%)	9-32 (28%)	12-28 (42%)	15	15	30	18	22	0	26	25	81	200:00
#14 Owen Beach	0-7 (0%)	0-3 (0%)	0-0	0	1	1	1	3	0	7	5	0	56:00
#20 Walker Thede	45-120 (37%)	8-37 (21%)	27-59 (45%)	14	20	34	19	30	2	18	27	125	256:00
#22 Caden Kickbush	40-117 (34%)	6-33 (18%)	34-47 (72%)	13	25	38	29	24	1	24	12	120	256:00
#24 Joel Davis	0-0	0-0	0-0	0	0	0	0	1	0	2	2	0	40:00
#30 Alex Tschertter	9-32 (28%)	1-6 (16%)	3-5 (60%)	6	9	15	9	8	0	13	3	22	168:00
#32 Deagan Hsack	23-54 (42%)	10-24 (41%)	3-7 (42%)	8	8	16	5	8	0	21	11	59	216:00
#34 Mason Skovgard	26-68 (38%)	7-16 (43%)	11-16 (68%)	20	41	61	4	12	4	15	28	70	192:00
#40 Bryce Schick	0-7 (0%)	0-0	0-0	2	4	6	0	1	0	3	2	0	64:00
#42 Gage Murty	4-16 (25%)	0-0	4-15 (26%)	5	19	24	0	7	0	6	8	12	120:00
#44 Jed Peterson	2-16 (12%)	0-0	1-2 (50%)	8	8	16	1	0	0	9	3	5	168:00
#50 Spencer Goos	4-10 (40%)	0-0	2-4 (50%)	2	9	11	0	2	1	3	4	10	88:00
#52 Hunter Smoldt	13-39 (33%)	0-0	3-9 (33%)	13	34	47	2	4	29	12	26	29	160:00
Team	0-0	0-0	0-0	4	0	4	0	0	0	0	0	0	00:00

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Basketball - Fresh/Soph Boys - Coach Dan Smoldt

2014-2015

[Continued on next page]

Team Cumulative Statistics

Gladbrook Reinbeck Male JV Basketball 2014

RECORD		
Overall 14 - 0 Home Record 6 - 0 Away Record 8 - 0		
TEAM TOTALS		
	Your Team	Other Teams
Total Points	765	0
Points by Period	<p>Period 1 210 points 27.4 %</p> <p>Period 2 194 points 25.3 %</p> <p>Period 3 186 points 24.3 %</p> <p>Period 4 176 points 23 %</p>	<p>Period 1 121 points 23 %</p> <p>Period 2 132 points 25.1 %</p> <p>Period 3 135 points 25.7 %</p> <p>Period 4 137 points 26.1 %</p>
Shots Made - Attempted	296-672 (44%)	0-0
Three Point Shots Made - Attempted	58-201 (28%)	0-0
Free Throws Made - Attempted	115-185 (62%)	0-0
Rebounds	358	226
Offensive Rebounds	164	1
Defensive Rebounds	194	225
Assists	195	0
Steals	123	0
Blocks	28	0
Turnovers	117	0
Personal Fouls	76	0

PLAYER TOTALS													
Player	FGM-A	3PM-A	FTM-A	OREB	DREB	REB	AST	STL	BLK	TO	PF	PTS	MIN
#10 Matt Johanson	2-6 (33%)	1-3 (33%)	2-2 (100%)	2	4	6	7	5	1	2	2	7	72:00
#12 Deagan Haack	7-15 (46%)	2-6 (33%)	0-0	1	2	3	0	3	0	2	2	16	64:00
#14 Alex Tschertter	0-4 (0%)	0-3 (0%)	0-0	0	3	3	2	2	0	5	1	0	112:00
#20 Walker Thede	13-26 (50%)	0-2 (0%)	11-12 (91%)	9	4	13	19	11	0	9	5	37	208:00
#22 Caden Kickbush	21-48 (43%)	3-13 (23%)	8-11 (72%)	10	18	28	32	14	4	14	6	53	216:00
#24 Jake Mohlis	16-48 (33%)	4-18 (22%)	3-9 (33%)	13	14	27	23	16	6	19	7	39	240:00
#30 Matt Roeding	13-34 (38%)	1-9 (11%)	12-20 (60%)	13	14	27	19	11	0	5	4	39	88:00
#32 Brock Bystricky	60-162 (37%)	44-138 (31%)	4-9 (44%)	3	17	20	45	12	1	17	8	168	224:00
#34 Mason Skovgard	15-23 (65%)	3-5 (60%)	3-4 (75%)	8	9	17	4	5	1	5	6	36	160:00
#42 Thomas Mussig	70-148 (47%)	0-0	19-38 (50%)	45	30	75	10	22	7	18	17	159	232:00
#44 Tyler Pierce	77-146 (52%)	0-0	53-80 (66%)	54	76	130	34	20	8	21	15	207	344:00
#50 Jed Peterson	2-12 (16%)	0-4 (0%)	0-0	2	3	5	0	2	0	0	3	4	104:00
Team	0-0	0-0	0-0	4	0	4	0	0	0	0	0	0	00:00

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Basketball - JV Girls - Coach Danielle Clark

2014-2015

[No report submitted]

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Basketball - Varsity Boys - Coach Scott Kiburis, Coach Dan Smoldt, Coach Mike Bengen, Coach Brett Bengen, Coach Caleb Sieh

2014-2015



The GR boys basketball team finished the season with an overall record of 28 wins and 0 losses. Our league record was 14-0, which allowed us to be NICL-West League Champions for the 3rd year in a row. We were able to win our 3rd District Tournament Title in the last four years advancing us to our third Sub-State game in four years. We were able to be a very good West-Central Maynard team at Sub-State allowing us to advance to the Iowa State Tournament for the first time in school history. At the State Tournament, held at Wells Fargo Arena in Des

Moines we were able to defeat Nodaway Valley in our first game by a score of 80-57, Earlham in State 1A Semi-Finals by a score of 60-45 and then defeat Maple Valley-Anthon Oto in the 1A Championship game by a score of 64-52.

Season Highlights: A perfect 28-0 undefeated season and 1A State Championship Title. A come from behind overtime victory against league rival South Hardin to open the season, an NICL Shootout victory against Dike-New Hartford at Wartburg College, a come from behind 1 point victory at Jesup in late January and a thrilling victory at home against then undefeated and #1 ranked 2A Aplington-Parkersburg in front of a standing room only audience to end the regular season.

Overall: We had a very successful season this year utilizing veteran experienced players that continued to improve throughout the year. Offensively we set a school record for points scored, while at the defensive end of the floor we continued to mix defenses led by junior defensive standout Colton Dinsdale. On the offensive end sophomore Joe Smoldt led the team in scoring with a school record 504 total points, while seniors Camden Kickbush, Zach Pierce and Cameron Clark all averaged in double figures. Joe Smoldt was named player of the year for Iowa 1A Sportspotlight and a member of the 1A all-state team, Zach Pierce was named 2nd team all-state for the Sportspotlight. Joe Smoldt was named 1st team 1A by the Des Moines Register. Camden Kickbush and Joe Smoldt were recognized as first team 1A all state by the Iowa Newspaper Association, while Zach Pierce was named to the 2nd team. The NICL West named Joe Smoldt Player of the year. Joe, Camden and Zach were named first team all NICL-West, while Cameron Clark and Colton Dinsdale were named 2nd team and Luke Holman was an honorable mention selection. Camden Kickbush was named the Marshalltown Times-Republican's area player of the year. Camden, Joe & Zach were all named First Team all Sub-State. Camden Kickbush was named the the Most Outstanding Player of the 1A Championship game, while he was also named the Most Valuable Player of the whole 2015 Iowa State Tournament. Both Joe Smoldt and Camden Kickbush were named members of the All Tournament team for the State Tournament, while Joe Smoldt was named the Captain of the All Tournament Team.

Varsity Team Members: All Varsity team members received an athletic letter, based on their 1st place finish in the NICL-West, District Tournament Champions and State Tournament Champions. (Academic All Conference in **bold**)

Camden Kickbush (senior), **Zach Pierce** (senior), Phil Zimmerman (senior), Luke Holman (senior), **Brady Kuehl** (senior), **Cameron Clark** (senior), Logan Flamme (senior), **Jeff Tscherter** (senior), **Colton Dinsdale** (junior), Jake Mohlis (junior), Brock Bystricky (junior), Josh Cooley (junior), **Tyler Eiffler** (junior), Joe Smoldt (sophomore), Matt Roeding (sophomore), Tyler Pierce (sophomore), Thomas Mussig (sophomore). Managers **Madeline**

Mussig (junior), Leah Holman (junior)

NICL West All-Conference

Camden Kickbush	1st Team
Zach Pierce	1st Team
Joe Smoldt	1st Team
Cameron Clark	2nd Team
Colton Dinsdale	2nd Team
Joe Smoldt	NICL - West - Most Outstanding Player

Team Recognition Awards

Zach Pierce Recognition of scoring over 1,000 over 1,000 Career Points

Camden Kickbush Recognition of scoring over 1,000 Career Points

Team Awards

Coaches Award - Luke Holman

Coaches Award - Cameron Clark

Iowa 1A - All Substate

Zach Pierce

Joe Smoldt

Camden Kickbush

Iowa Newspaper Association

Camden Kickbush - 1st Team All State

Joe Smoldt - 1st Team All State

Zach Pierce - 2nd Team All State

Des Moines Register

Joe Smoldt - 1st Team All State

Sports Spotlight

Joe Smoldt - 1A Player of the Year

Joe Smoldt - 1st Team All State

Zach Pierce - 2nd Team All State

Marshalltown Times-Republican All Area

Camden Kickbush - Player of the Year

Zach Pierce - 1st Team
Joe Smoldt - 1st Team
Cameron Clark - 2nd Team

2015 Iowa State Tournament

Joe Smoldt - 1A Team Captain
Camden Kickbush - 1A All Tournament
Camden Kickbush - Championship Game Most Outstanding Player
Camden Kickbush - State Tournament Most Valuable

Camden Kickbush - Iowa Basketball Coach's Association 2015 All Star Game Participant

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Basketball - Varsity Girls - Head Coach: Eric Crandall and Assistant Coaches: Nic Quackenbush and Scot Aden

2014-2015

This season the ladies continued to improve and compete, and finished with a winning record overall of 12-11 (5-9 in NICL West games). The transition continued from a pressing, half court zone defensive team into a more traditional half court man to man defense that will be our trademark moving forward. The Junior Varsity team won 1 game but showed a lot of improvement from the first day of practice to the end of the season, particularly in learning man to man defense. Four of the JV players also contributed to the varsity team the majority of the season.

Statistically, improvements included scoring defense improving from 50.0 points allowed per game last season to 46.3 points allowed per game. A year after going 7-2 when scoring 50 or more points offensively, that trend continued with a 9-1 record in such games this season.

Several exciting games included a triple overtime win over #10 AGWSR (79-71), beating the eventual conference champion West Marshall (54-45), defeating Ogden at the first basketball showcase event at the new Fieldhouse in Ames (53-44), winning at Grundy Center for the first time in several seasons (51-39), and beating Aplington-Parkersburg in front of a packed and boisterous home crowd (48-41). The season even ended in memorable fashion, with a tight loss at #6 Colo-Nesco in the 2nd round of district play; Colo-Nesco eventually made it to state and G-R gave them possibly their toughest test along the way.

Four senior players completed their careers with strong seasons and impressive statistics, as Amber Berendes, Nicole Adair, Hanna Christopher, and Kyleah Dugan combined for over 1500 points, 900 rebounds, and 450 steals together.

Of the seven junior and senior players, five achieved Academic All-Conference standing with a 3.33 or higher GPA. The entire roster of 16 players qualified for Academic Excellence from the IGHS AU with a cumulative 3.45 GPA.

Varsity Letter Winners

Nicole Adair, Senior (academic all-conference)
Amber Berendes, Senior (academic all-conference)
Hanna Christopher, Senior (academic all-conference)
Kyleah Dugan, Senior
Lauren Husmann, Junior (academic all-conference)
Megan Oelschlager, Junior (academic all-conference)
Hayley Weber, Junior
Katy Thompson, Sophomore
Maddie Frischmeyer, Freshman
Megan Swanson, Freshman
Tessa Sienknecht, Freshman

Participation Award Winners

Kristina O'Shea, Sophomore
Kat Wild, Sophomore
Sadie Cahalan, Freshman
Kaylah McDonough, Freshman
Hanna Sager, Freshman

Individual Awards

Hanna Christopher – 2nd Team All-Conference (Unanimous)
Amber Berendes – Honorable Mention All-Conference

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Cheerleading – Basketball & Wrestling – Head Coach Danielle Coulter

2014-2015

[No report submitted]

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Cheerleading – Football – Head Coach Danielle Coulter

2014-2015

[No report submitted]

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Cross Country – Coach Andy McQuillen

2014-2015

The 2014 Boys & Girls Cross Country team at Gladbrook-Reinbeck and Grundy Center was comprised of 29 students. Of the 29 students involved 2 were 7th grade students, 10 were 8th grade students, 1 freshman, 9 sophomores, 2 were juniors, and 4 were seniors. This group competed in 7 regular season meets and the State Qualifying Meet.

The season was developmental in many respects. First, we were meshing two programs together as one, which went extremely well. Second, as a 2A program, we were attempting to build for the future with numbers in our JH program. This group of student-athletes worked extremely hard during the season and they were very enjoyable to be around. Nearly every individual saw improvement throughout the course of the season and they were very proud to be a part of a newly developed program.

The culminating meet at the end of the season is the State Qualifying Meet. This year it was held in Pella. Unfortunately, due to injuries, we were not able to field a boys or girls team. We had two individuals that placed in the top 20, which was significant progress for them. On the bright side, we have a number of returnees and freshmen that will make an immediate impact in terms of numbers and the future of Cross Country.

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Football - Junior High – Coach Todd Rickert and Coach Kyle Formanek

2014-2015

The Junior High Football teams showed great improvement over the course of the season. Although the 8th grade team was unable to come up with a win, the effort was always present, as they competed in each and every game. The 7th grade team played 5 shortened games and finished 2-3. Although the 7th grade team lacked size, their determination and knowledge of the game allowed them to be competitive. As a coaching staff, we focused mostly on the fundamentals of the game. The players did an excellent job of picking up the Offence, Defense, & Special Teams, giving us the luxury of practicing the skills of blocking and tackling on a more consistent basis. We were rather unfortunate with the weather, the teams played all but one of the games scheduled, however, lost several practices due to the heat. This was a very enjoyable group of athletes to work with; they not only worked very hard to improve their football skills, they worked hard to improve their off field appearance. We should expect great things from these young people, both on and off the field.

2014 Gladbrook-Reinbeck Rebels

Junior High Football

- #1 Aiden Wyatt
- #2 Tyler Tschertter
- #3 Ethen Beach
- #10 Cullen Eiffler
- #11 Samuel Mussig
- #12 Trevor Harrison
- #22 Jace Petersen
- #30 Eli Thede
- #31 Kaleb Hendricks
- #32 Dayton Clark
- #33 Colton Clark
- #40 Reece Gilbert
- #44 Kale Hasselman
- #52 Jordan Spilinek
- #55 Tyson Creswell
- #60 Carter Wagner
- #61 Aiden Walters
- #62 D'Mico Rodriquez
- #63 Preston Goos
- #64 Carsen Bystricky

Coaches

Todd Rickert

Kyle Formanek

- #65 Tyler Beenken
#71 Bryson McFarland

	<u>Results 7th Grade</u>	<u>Results 8th Grade</u>
Union	6-0 W	6-25 L
BCLUW	16-6 W	6-14 L
West Marshall	0-26 L	12-52 L
East Marshall	No Game	0-24 L
Grundy Center	0-14 L	0-28 L
Denver	0-14 L	6-24 L

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Football - JV/Fresh Soph – Coach Dillan Trunck, Coach Kirk Dinsdale, Coach Mike Bengen, Coach Sean Babinat

2014-2015

The Gladbrook-Reinbeck Fresh- Soph football teams had another solid year in 2014. These young men worked hard and gained much valuable playing experience which will do nothing but help them in the future. They know they have to work hard to accomplish their goals and the bar is set pretty high. The Junior Varsity squad ended their year at 5 - 1. The Freshmen - Sophomores finished 1 – 2 against some very good competition. The schedule was tough but we were successful with our improvement each time out on the field. The work ethic of this group of kids is really good and it will show in the future. We as coaches were very pleased with the improvement throughout this season.

10th GRADE:

Jacob Walters	Tyler Pierce
Joseph Pepe	Joe Baugus
Slade Wager	Thomas Mussig
Jed Peterson	Parker Bown
Alex Tscherter	Matt Roeding
Erik Knaack	Dmitriy Strohbehn
Jon Edler	Spencer Goos
Jacob Burch	

9th GRADE:

Walker Thede	Josh Saak
Caden Kickbush	Hunter Lott
Rhett Barnes	Gage Murty
Mason Skovgard	Cael Wyatt
Matt Johannsen	Owen Beach
Bronson Wrage	Kyle Koppen
Seth Gretillat	Joel Davis
Christian Kibe	Bryce Schick
Hunter Smoldt	Josh Peterson
Will Blakesley	

RESULTS: JV 5 - 1
DNH 22 – 20 L SUSP. RAIN
BCLUW 42 – 0 W
Denver 48 - 16 W
West Marshall 69 - 0 W
North Tama 37 – 7 W
Grundy Center 41 – 0 W

RESULTS: F/S 1 - 2
DNH 26 – 14 W
Denver 14 – 6 L
Wapsie Valley 22 – 16 L

COACHES:
Dillan Trunck
Kirk Dinsdale
Mike Bengen
Sean Babinat

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**Football - Varsity – Coach John Olson, Coach Darren Trunck, Coach Chad Bixby,
Coach Brett Bengen, Coach Mike Bengen, Coach Sean Babinat, Coach Kirk
Dinsdale, Coach Dillan Trunck**

2014-2015



The Gladbrook-Reinbeck Rebels finished the regular season at 8-1 with a non-district win

against Dike-New Hartford. In Class A District 4 they were 6-0 and finished 1st place with their 2nd straight outright District Championship. They had district wins BCL-UW, Denver, AGWSR, North Tama, Wapsie Valley, and Grundy Center. The Rebels qualified as a #1 seed in the 2014 State Football playoffs, hosting 2 playoff games and winning against Belmont-Klemme & B-G-M, before winning a road game against Pekin to advance to the semi-finals in the Dome. The Rebels beat Denver in the semi-finals 21-8, before losing in the last seconds in the championship vs Logan-Magnolia. The Rebels finished with an overall record of 12-2 and advancing to the Championship for the first time since 2004.

This year there were a total of 56 players who competed during the season. 12 seniors, 10 juniors, 15 sophomores, and 19 freshmen. The following players were letter award winners; Seniors; Camden Kickbush, Phillip Zimmerman, Bradon Trepp, Luke Holman, Zach Pierce, Cameron Clark, Bryce Ehlers, Logan Flamme, Riley Gilbert, Austin Lott, Bennett Petersen, Jeff Tscherter. Juniors; Colton Dinsdale, Josh Cooley, Tyler Eiffler, Dalton Schwartz, Jake Schuman, Eric Stoakes, Bryce Clark, Kainen Hendricks, Cameron Murphy, Jake Mohlis. Sophomores; Tyler Pierce, Matt Roeding, Parker Bown, Erik Knaack, Jed Peterson, Jacob Walters. Freshman; Hunter Lott

All District Awards went to: Most Valuable Offensive Player: Eric Stoakes, Sr-RB. Most Valuable Lineman: Zach Pierce Sr-OL/DL. 1st team; Camden Kickbush Sr-QB/DB, Colton Dinsdale Jr-LB/RB, Bryce Ehlers Sr-LB, Bradon Trepp Sr-OL, Dalton Schwartz Jr-OL/DL, Luke Holman Sr-OL, Tyler Eiffler Jr-DL 2nd team; Josh Cooley Jr-WR/LB, Logan Flamme-WR/DB, Jake Schuman Jr-QB/DB. Honorable Mention; Austin Lott Sr-DB, Bennett Petersen Sr-K, Phillip Zimmerman Sr-WR, Jacob Walters So- OL, Cameron Clark Sr- DL

Academic All District were awarded to: Camden Kickbush, Matt Roeding, Colton Dinsdale, Austin Lott, Jake Mohlis, Cameron Murphy, Bryce Ehlers, Tyler Eiffler, Zach Pierce, Jeff Tscherter

IHSAA ALL-State Team Academic Excellence Award: 3.04 G.P.A, IFCA Individual Academic All-State: Camden Kickbush

Players' Choice Awards were handed out and are voted on by the players. Hardest Hitter-Colton Dinsdale. Scout Team Player of the Year-Parker Bown. Special Team Players of the Year-Bennett Petersen, Cameron Murphy. Sportsmanship Award-Bryce Ehlers, Camden Kickbush. Best Leader- Bradon Trepp. Most Dedicated- Colton Dinsdale. Most Improved-Jake Schuman Most Dominate Lineman-Zach Pierce, Dalton Schwartz. Best Offensive Player- Eric Stoakes. Best Defensive Player- Bryce Ehlers. Colton Dinsdale, Most Valuable Player-Camden Kickbush, Eric Stoakes.

All-State Selections: 1st Team INA; RB: Eric Stoakes, QB: Camden Kickbush, OL: Dalton Schwartz, DL: Zach Pierce, LB: Bryce Ehlers, 2nd Team INA; OL: Luke Holman, 3rd Team INA; DL: Tyler Eiffler. 1st Team DSM Register; RB Eric Stoakes, OL: Dalton Schwartz, DL: Zach Pierce. 2nd Team DSM Register; LB Bryce Ehlers, QB; Camden Kickbush. 1st Team Sports Spotlight; RB Eric Stoakes, OL; Dalton Schwartz, DL; Zach Pierce, LB Bryce Ehlers. 2nd Team Sports Spotlight; QB Camden Kickbush. Sports Spotlight Offensive Player of the year: RB; Eric Stoakes, Sports Spotlight Coach of the year, John Olson

Other Honors: OL; Zach Pierce selected to 2015 Shrine Bowl.

Class A Assistant Coach of the year; Darren Trunck.

Class A Regional Coach of the year; John Olson



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Golf - Boys - Coach Chad Bixby

2014-2015

Head Coach: Chad Bixby

Asst Coach: Julie Frischmeyer

The Rebel boys had a good year this year in golf and had a lot of good competition. We finished 21-14 in all of our meets this year. Our team averaged a 179 for the year. The low was a 167 vs West Marshall at our home course of Oak Leaf. Varsity this year were Cam Murphy, Joe Smoldt, Luke Holman, Bradon Trepp, Bryce Ehlers and Matt Roeding. The Rebels placed 4th at the NICL Conference that was held at Pine Lake Country Club. Cam Murphy was runner-up medalist for the the whole conference.

G-R placed 2nd at sectionals held at GC and then moved on to Oskaloosa for district golf. The Rebels placed 4th at Oskaloosa and failed to advance to state. Next year the Rebels will be combined with Grundy Center for golf and will play as GC-GR.

Seniors:	Sophomores:
Bryce Ehlers *	Jed Peterson
Bradon Trepp *	Matt Roeding *
Luke Holman *	Joe Smoldt*
Matt Van Hauen *	Freshmen:
Bennett Petersen *	Joel Davis
Juniors:	Matt Johannsen
Ty Eiffler *	Josh Peterson
Cam Murphy *	Bryce Schick
Jake Mohlis	Max Schweppe
Nico Barron	Mason Skovgard
	Hunter Smoldt
	Walker Thede

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Golf - Girls - Coach Julie Petersen-Frischmeyer

2014-2015

The 2015 season started and ended with 6 players. We had

Seniors:

Ashley Moore

Jenny Schildroth

Moriah Hoeppner

Sophomore:

Sasha Nagle

Freshmen:

Maddie Frischmeyer

Hanna Sager

Although we did not win any matches, we did beat a team in a triangular.

Ashley Moore was twice runner up medalist, and Hanna Sager was runner up medalist in two meets.

I was very pleased with our attitude and improvements made throughout the season.

Everyone had personal best scores this year. We were able to lower our team score by 30 strokes at the end of the season.

We had a lot of fun and I really enjoyed working with these kids.

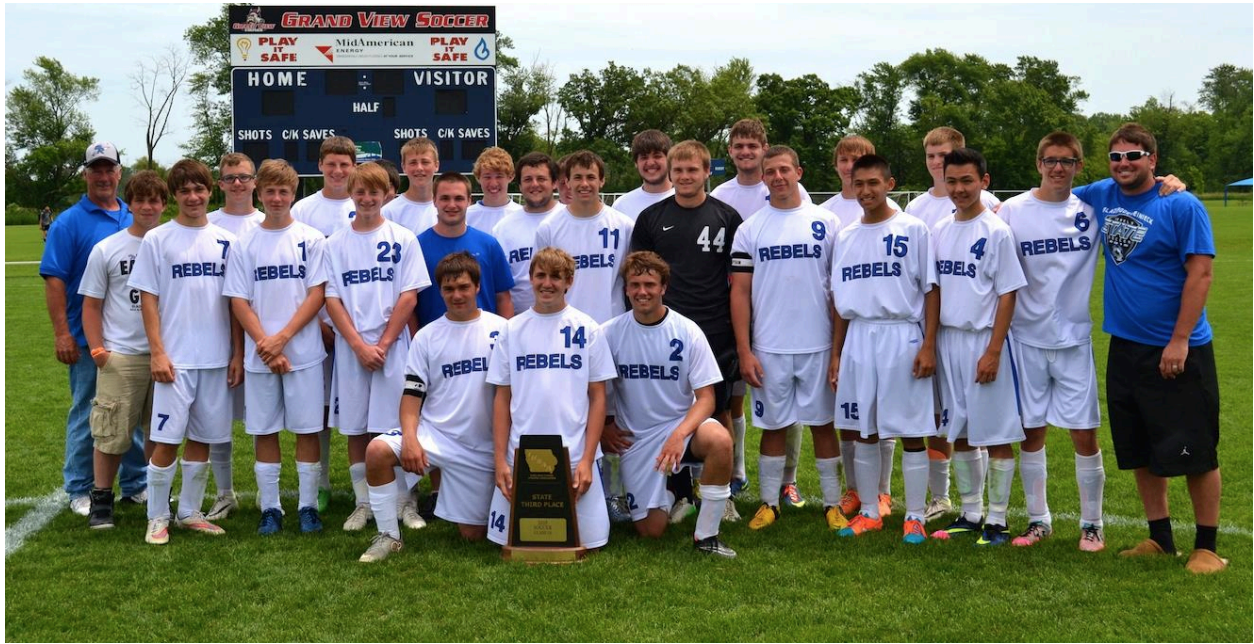
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Soccer - Boys - Coach Kirk Dinsdale and Coach Jon Dinsdale

2014-2015

[No report submitted]

The 2014-2015 Boys Soccer team qualified to play in the IHSAA Class 1A State Soccer Tournament in Des Moines. The team placed third at the State Tournament.



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Soccer - Girls – Coach Cheryl Pease

2014-2015

We began the 2015 season with 23 players and closed with 23 players. The assistant coach was Christine Farley. This year we had the addition of a volunteer coach, Nic Quackenbush. We lost one senior but added another who had not previously played, we lost two juniors and gained six freshmen. The team manager was Alyona Strohbahn, a senior.

Seniors

- Amber Berendes
- Bailea Evenson
- Cydney Rose
- Elise Peterson

- Hanna Christopher
- Hannah Martin
- Kyleah Dugan
- Nicole Adair

Juniors

- Brandi Yates
- Brittany Yates
- Courtney Kern
- Hayley Weber
- Sydney Brown

Sophomores

- Haydon Rhoades
- Kathryn Wild
- Karlee Clark
- Marissa Berendes

Freshmen

- Audrey Leyen
- Caitlyn Nunez
- Lilian Heinzl
- Madeline Frischmeyer
- Marina Strohschein
- Megan Swanson

Our pre-season began in January with 10 weeks of strength and conditioning consisting of body weighted exercise, weight training, speed and agility drills and team building activities. Official practices began March 23rd and consists of a 10-15 minute dynamic warm-up, 30 minutes of technical skill development, 45 minutes of game format drills and a 30 minute scrimmage or small sided match.

Team captains (Seniors: Elise Peterson, Hanna Christopher and Nicole Adair) and class representatives (Junior: Sydney Brown, Sophomore: Kat Wild, Freshman: Megan Swanson) were voted into leadership positions utilizing the Top Three Leaders List as derived from the Team Captain's Leadership Manual - Jeff Janssen, M.S.

The team worked together to establish a mission statement and outcome goals to achieve their mission. Hudl game video and group discussion was incorporated to improve practice sessions and keep the team focused on the outcome goals agreed upon for the season.

The Varsity team posted 9-8-0 season which includes sub-state games for a total of 17 out of 18 games. We began the season ranked #9 in class 1A, but fell out of the rankings after our 6th match. This was due in part to injuries and a short roster. Given the extent of injuries during regular season play the decision was made to focus on performing well at regionals while the injured players recovered. Our Junior Varsity played 6 of 10 matches, the match format had to be changed to 8v8 to accommodate the short roster.

Team Season Highlights:

Elise Peterson was selected for the Sportsmanship Award. The team qualified for the Iowa Girls High School Athletic Union (IGHSAU) Academic Excellence Award with an average GPA of 3.34. Ten players were awarded the North Iowa Cedar League Academic (NICL) Award. Seven players were on the IGCA and the IGHSAU All- Districts and All-State consideration list (Nicole Adair, Hanna Christopher, Cydney Rose, Elise Peterson, Kyleah Dugan, Kathryn Wild and Bailea Evenson). Hannah Martin was named to the IGCA and the IGHSAU All Academic Team. Nicole Adair was named to the IGCA and the IGHSAU All-Districts 1st Team and Kyleah Dugan was named to the 2nd Team. Nicole Adair was also named to the IGCA and the IGHSAU All-State 2nd Team.

Team Awards

- Varsity Offensive player of the year - Hanna Christopher
- Varsity Defensive player of the year - Kyleah Dugan
- Varsity Most Improved - Megan Swanson
- JV Offensive player of the year - Marina Strohbehn
- JV Defensive player of the year - Marissa Berendes
- JV Most Improved - Lilian Heinzel

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Softball - Junior High Girls - Coach Danielle Clark

Summer 2015

The girls showed much improvement not only with their skill set, but also in their knowledge of the game.

The 8th graders were 1-2 at the conference tourney at the end of the season, ending with a win.

7th Grade Roster

Kerrigan Hatch
Gracey Nagle
Hannah Quackenbush
Chloe Ritchey
Kaitlyn Sager
Kristen Schick
Abby Schildroth
Reagan Skovgard
Brianna Strohbehn
Arianna Wager
Kaylee Young

8th Grade Roster

Haileigh Berendes
Rachel Cooley
Lily Ehlers
Taylor Geinger
Jada Sclampp
Kaylee White
Emily Wrage

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Softball - JV/Varsity - Coach Danielle Clark

2014-2015

The softball season ended with a record of 5-17 and a conference record of 2-12. One of the big highlights of the season was winning their home tournament. Beating GMG in the first game 7-3 and then beating Lisbon in the championship game 2-0.

The girls also made it through the first round of regionals to defeat Clarksville 6-5 and fell to Colo-Nesco 1-7 in the second round. There were 17 girls total on the team this season. .

Varsity Roster

Seniors:

Amber Berendes (2nd) *

Hanna Christopher (CF)*

Juniors:

Jordan LaBarge (C)*

Hayley Weber (SS) *

Madison White (P) *

Sophomores:

Sasha Nagle (1st) *

Marissa Berendes (LF)*

Freshman:

Sadie Cahalan (RF) *

Lexi Wrage

Megan Swanson (3rd) *

8th:

Taylor Gienger (U/PR)*

Haleigh Berendes (U/PR)

Jada Schlamp (PR)

Lily Ehlers (U/PR)

Rachel Cooley (P)

*denotes letter winner

All-Conference Honors:

Amber Berendes- 2nd Team All-Conference Utility

Hayley Weber- All-Conference Honorable Mentioned

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Track - Junior High Boys – Coach David L. Buskohl

2014-2015

Teams Members:

7th Grade

- Cameron Edwards
- Sam Mussig
- Tyler Tschertter
- Aidan Waiters
- Sam Schildroth
- Carter Wagner
- Eli Thede
- Cody Johnson
- Aiden Wyatt

8th Grade

- DMico Rodriquez
- Jadon Spear
- Tyler Sparks
- Kaleb Hendricks
- Dakota Gleissner
- Zack Davis
- Alex Whitney
- Alex Schweppe
- Reece Gilbert
- Tyson Creswell
- Colton Clark
- Ethan Beach
- Sami Al Rabie

Team Meet Results

New Hartford	5 th Place
Dike Wolverine Relays	7 th Grade = 8 th Place; 8 th Grade = 9 th Place
North Tama	5 th Place (Rain Shortened)
G-R Relays (Conrad)	6 th Place
Cobra Relays (Conrad)	7 th Grade - 5 th Place; 8 th Grade = 5 th Place
Rebel Relay (Conrad)	5 th Place
NCL West Conference (Parkersburg)	7 th Grade - 6 th Place; 8 th Grade - 8 th Place

Seasons Best Times and Distances

- 4x800 = 11:38.08 (Thede, Spear, Mussig, Schweppe)
- Shuttle Hurdle Relay = 1:23.5 (Wyatt, Schildroth, Wagner, Johnson)
- 100 M Dash 13.96 (Tscherter)
- Distance Medley = 4:46.4 (Thede, Davis, Tscherter, Clark)
- 400 M Dash = 1:03.43 (Gilbert)
- 4X200 Relay = 2:07 (Creswell, Goos, Whitney, Sparks)
- 16 M Run = 5:43.3 (Clark)
- 100 M Hurdles = 17.98 (Gilbert)
- 200 M Dash = 29.21 (Tscherter)
- 800 M Medley = 2:15.95 (Al Rabie, Sparks, Beach, Schweppe)
- 200 M Hurdles = 31.02 (Schildroth)
- 800 M Run = 2:24 (Clark)
- 4X100 Relay = 56.59 (Wyatt, Johnson, Schildroth, Tscherter)
- 4X400 Relay = 4:55.2 (Davis, Spear, Schweppe, Clark)
- High Jump = 4'11" (Hendricks)
- Long Jump = 15'1" (Gilbert)
- Shot Put = 30'9" (Rodriguez)
- Discus = 91'10" (Rodriguez)

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Track - Junior High Girls – Coach Lindsay Plett

2014-2015

The 2015 7th and 8th grade girls' track team competed well all season. The 8th grade team finished the season with 12 girls and the 7th grade finished with seven girls. In the meets we were able to complete as a combined team we were able to be very competitive. The 7th grade team finished 8th with 12 points at the conference meet. The 8th grade squad finished 7th with 43 points.

Meet Results

DNH Meet - *5th place* 53 points (7th/8th combined)

DNH Girls Meet - *7th place* 19 points (7th grade)

DNH Girls Meet - *6th place* 44 points (8th grade)

Rebel Relays - *6th place* 39 points (7th/8th combined)

Cobra Relays and North Tama Meet - cancelled due to weather

Conference Meet @ A-P - *8th place* 12 points (7th grade)

Conference Meet @ A-P - *7th place* 43 points (8th grade)

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Track - Varsity Boys – Coach Jackson Anderson

2014-2015

The 2015 Boys Track Team at Gladbrook-Reinbeck was made of 12 student-athletes. Of the 12 athletes, 1 was a freshman, 4 were sophomores, 2 were juniors, and 5 were seniors. The group competed in 9 regular season meets, a small group competed in a separate meet, and everyone competed at the state qualifying meet in Grundy Center. Five athletes competed at the State Meet held in Des Moines. Four events qualified, 4x800, 400m Hurdles, Shot Put, and Discus. The athletes had a very successful year.

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Track - Varsity Girls - Coach Carla Leyen

2014-2015

Coach: Carla Leyen; Assistant Coach: Lauren Bengen; Volunteer Coach: Andrew Knapp

The 2015 Girls High School Track season was a “roller coaster ride” with team dynamics, injuries, other extra-curricular activities, and weather concerns. Overall, we finished the year strong with all 12 athletes able to compete in the last track meets. Our 2015 team roster was as follows: Seniors and our Captains were Kendra Vavroch and Shalyn Johnston; we had one Junior on roster and that was Madison White; we had 5 Sophomores which included Katy Thompson, Hailey Stickfort, Alex Thede, Alyssa Starnes, and Kathryn Wild; and we had 4 Freshmen finish the year for their first high school experience with track and these Freshmen were Audrey Leyen, Megan Swanson, Kaylah McDonough, and Sonnie Wilson. One other Freshman was on the roster at the start of the season but did quit the team approximately mid-April and that was Sadie Cahalan. Our extremely organized manager was Sadie Brockett (a Freshman) and she was able to attend most practices starting 3-2-15 and track meets. Waverly Robinett (also a Freshman) attempted to assist Sadie as manager but Drivers Ed got in the way.

We did have some athletes return from the 2014 season and they were helpful in educating the new coach and first-time competitors. These experienced track participants were Kendra Vavroch, Shalyn Johnston, Madison White, Katy Thompson, Hailey Stickfort, Alex Thede, and Kathryn Wild. Also, we had 3 of the track girls “dual-sport” with soccer and they were Kathryn Wild, Audrey Leyen, and Megan Swanson. Coach Pease (Girls GR Soccer Coach) and myself worked together to make this experience as positive as we could. We incorporated having the soccer team come to a track meet, the track girls assist at soccer matches, and we had a Track

Parents Night for the first time at the home soccer match May 5, 2015.

The GR Girls Track team had a total of 13 track meets and, I can say, most were rainy and windy and/or cold. One comment I heard from the returning athletes was that “we never missed an event” due to not be timely to check in and/or not being ready for their heat. Apparently, that had been an issue in past years. Each track meet, I tried to give a fun incentive (ranging from a \$5 Subway gift card to a 15 min foot massage certificate) for generally 1-4 athletes. The criteria ranged from the most improved time or field event to the best hand-offs in a relay. Also, towards the end of the season, we had a Team Spirit Baton with the winners of that as follows: Sonnie Wilson, Katy Thompson, Sadie Brockett, Kathryn Wild, and Kendra Vavroch.

As I said earlier, all 12 athletes made it to the end of the season despite injuries and/or illnesses plus their work and/or activity schedules. I gave a Track Letter for those that completed the season with > 80% participation and/or placed at either the Conference meet on May 7, 2015 or Districts May 14, 2015. I am happy to report that 10 out of the 13 lettered in track for the 2015 season. These girls are the following: Kendra Vavroch, Shalyn Johnston, Madison White, Katy Thompson, Hailey Stickfort, Alex Thede, Kathryn Wild, Audrey Leyen, Megan Swanson, and Sadie Brockett (manager).

Other Special Awards are as follows and were presented at a potluck May 30, 2015 (plus we went to Sky Zone for the end-of-the-season celebration):

Sportsmanship: Kendra Vavroch

MVP: Katy Thompson

Most improved Athlete: Hailey Stickfort and Alyssa Starnes

Most Versatile Athletes: Audrey Leyen, Megan Swanson, and Kathryn Wild

Most Improved Field Event Technique: Madison White and Kaylah McDonough

Most Gutsy Performances: Shalyn Johnston and Alex Thede

Team Spirit and Look Forward to the Future Award: Sonnie Wilson

Outstanding Manager / Listen to Coach and Athletes Complain Award: Sadie Brockett

I want to end this report with results from Districts at Grundy Center May 14, 2015 (of course, in the rain). No individual or event qualifies for state but we had an awesome night and ended up with 24 points!!

Katy Thompson was 3rd in 100 and 5th in 200 meter dash

Audrey Leyen was 4th in open 400 meters

Madison White was 7th in Discus

Hailey Stickfort was 8th in 100 meter hurdles

4x100 meter relay was 5th with 1.5 secs separating them from first (Kendra Vavroch, Megan Swanson, Audrey Leyen, and Katy Thompson)

4x200 was 8th (Kendra Vavroch, Alex Thede, Megan Swanson, and Shalyn Johnston)

Sprint Medley was 8th (Kendra Vavroch, Hailey Stickfort, Megan Swanson, and Audrey Leyen)

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Volleyball- 7th & 8th Grade Girls–Coach Marcia Koester and Coach Terri Luehring

2014-2015

Coaches: Terri Luehring & Marcia Koester

7th Grade Team Members

Taylor Frischmeyer
Kerrigan Hatch
Ella Murphy
Hannah Quackenbush
Chloe Ritchey
Kaitlyn Sager
Kristin Schick
Jordan Sherman
Reagan Skovgard
Brianna Strohhahn

8th Grade Team Members

Haleigh Berendes
Rachel Cooley
Madison Denny-Weber
Justina Eggers
Brittin Evenson
Emilee Pepe
Rachael Scarf
Jada Schlampp
Karly Wilhau
Meriah Wittgreve
Emily Wrage

Managers: Jasmin Terven & Gracey Nagle

Our volleyball season saw lots of improvement for each athlete. From the first day of practice, work ethic & hustle were stressed as all 7th and 8th graders worked together as a team to make the most of every practice. Basic skill positions for underhand passing, serving, setting, and hitting were stressed every day. Lots of time and explanation of body position, court position, and player movement were stressed to help each girl learn more “pieces” of the game of volleyball. Anticipation of play did get better throughout the season but the girls know they have to work at that every practice and match to get better. We worked hard on advancing to a 6-2 offense using two setters so that everyone knew where they were to go to on the court. The goal was always to use three touches on the ball before returning it to the opponent.

We were able to see teams that we knew we were better than as well as teams that passed and moved much better than we did this season. Our goals were always to get better. Our own tournament at the end of the season was a highlight as we were able to get a lot of concentrated play during one day. It was a lot of fun and we showed we had made enough improvement to

beat teams that we had previously lost to. We ended the season with 21 girls who hope to go on to play in 8th grade and high school.

7th Grade Season Scores

vs. North Tama:	4-21, 21-7, 21-17, 21-13, 5-21, 21-8
vs. BCLUW:	9-21, 21-11, 17-21, 21-8, 19-21, 16-21
vs. A-P:	13-21, 21-7, 11-21, 21-19, 21-12, 21-17
vs. S. Hardin:	21-12, 21-15, 21-12, 21-9, 21-5, 21-7
vs. AGWSR:	17-21, 13-21, 21-18, 18-21, 21-19, 7-21
vs. Grundy Center:	9-21, 11-21, 12-21, 12-21, 21-7, 21-12
vs. E. Marshall:	21-12, 21-14, 19-21, 21-6, 21-5, 21-7
vs. W. Marshall:	12-21, 9-21, 21-10, 22-20, 21-9, 21-10

8th Grade Season Scores

vs. North Tama:	21-17, 15-21, 21-12, 21-7, 19-21, 17-21
vs. BCLUW:	21-18, 21-19, 22-20, 20-22, 11-21, 21-19
vs. A-P:	13-21, 13-21, 11-21, 10-21, 9-21, 5-21
vs. S. Hardin:	21-18, 21-15, 21-7, 21-17, 21-16, 21-11
vs. AGWSR:	16-21, 14-21, 17-21, 14-21, 21-19, 21-7
vs. Grundy Center:	6-21, 8-21, 8-21, 6-21, 5-21, 11-21
vs. E. Marshall:	17-21, 16-21, 21-3, 21-17, 21-3, 21-12
vs. W. Marshall:	19-21, 11-21, 14-21, 21-18, 21-16, 11-4

GR Tournament

G-R 1 vs. GMG:	21-12, 21-16
G-R 1 vs. AGWSR:	21-10, 22-24, 15-12
G-R 1 vs. Dike-NH:	13-21, 14-21 (2 nd Place)

G-R 2 vs. S. Hardin:	19-21, 21-10, 15-10
G-R 2 vs. Dike-NH:	11-21, 18-21
G-R 2 vs. AGWSR:	17-21, 14-21 (4 th Place)

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Volleyball - JV/Varsity Girls – Coach Danielle Clark

2014-2015

This year we had 27 girls on the volleyball team. There were 10 freshman, 5 sophomores, 8 juniors, and 4 seniors. The girls lifted throughout the summer and season. We sent a JV and a Varsity group to A-P and to UNI for preseason team scrimmages where the girls performed well.

Fresh/Soph:

Morgan Kupka (10th)

Sasha Nagle (10th)

Alyssa Starnes (10th)

Lily Heinzl (9th)

Megan Swanson (9th)

Marina Strohhahn (9th)

Maddie Frischmeyer (9th)

Kaylah McDonough (9th)

Lexi Wrage (9th)

Audrey Leyen (9th)

Paige Eiffler (9th)

McKenna Kupka (9th)

** Highlight: Won their home tournament and placed 2nd in Hudson at their FR/SO tournament*

JV:

Lauren Husmann (11th)

Leah Holman (11th)

Olivia Charley (11th)

Madison White (11th)

Abby Smith (10th)

Karlee Clark (10th)

Marissa Berendes (10th)

Tessa Sienknecht (9th)

** Highlight: Won their pool and got an overall 2nd at East Marshall JV tournament*

Varsity:

Hanna Christopher (12th)* all-conference honorable mentioned, sportsmanship award

Jenny Schildroth (12th)*

Bailea Evenson (12th)*

Shelton Hatch (12th)* all conference 1st team

Hayley Weber (11th)* all conference 2nd team

Sydney Brown (11th)*

Madeline Mussig (11th)*

Lauren Husmann (11th)*

Olivia Charley (11th)

Leah Holman (11th)

Madison White (11th)

Marissa Berendes (10th)

Karlee Clark (10th)

Tessa Sienknecht (9th)

*denotes varsity letter

Overall Record: 17-19

Conference: 4-3 (4th overall)

* *Highlights: made it to 2nd round of regionals, got 2nd in the G-R Tournament*

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Wrestling - Junior High - Coach Martin Halstead, Todd Rickert and Shane Wetzel

2014-2015

We had another successful year of combining our Jr. High Wrestling program with North Tama. There were 2 participants from the Grundy Center District. This year's team had 14 wrestlers; 9-8th graders & 5- 7th graders. The Wrestlers won a majority of their matches at 4 of the 9 meets in which they competed. The overall match record for the team was 108-121. Of the 14 wrestlers, nine had significant experience. Five of the wrestlers had little or no mat experience. The first few weeks went rather slow, with the wrestlers focusing mainly on the fundamentals of the sport, drilling new moves the majority of the practice. Once we started the meet schedule, the season went rather fast. Even with the loss of several practices due to the weather, the wrestlers displayed a great work ethic, and showed great improvement throughout the season. All the wrestlers who competed recorded at least 1 win on the season.

8th Grade

Austin Knaack

Izach Henson

Chase Morrison

Zade Podhajsky

Tyler Morrison

Mitchell Maki

7th Grade

Jesse Mackie

Zane Nelson

Corey Isenhower

Jace Petersen

Aiden Walters

Ethen Beach
Reece Gilbert
Dayton Clark

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Wrestling - Varsity - Coach Kyle Formanek

2014-2015

The 2014-2015 Wrestling Season at Gladbrook-Reinbeck/North Tama/Grundy Center was successful for team building and working on the fundamentals in order to be competitive. Gladbrook-Reinbeck had 12 participants, 5 Freshmen, 6 Sophomores and 1 Senior. All had some Varsity experience for the year. North Tama had 7 participants and Grundy Center had 3 freshmen. We competed in 13 dual meets and tournaments during the year with 2 victories and 3 ties.

We had a good year in terms of developing skills the young wrestlers will be using into their future careers. Our lone District Qualifier, Matt Chamberlain, faced extremely tough competition to make it to state but had a great season with over 30 wins. Several Sophomores and Freshman had winning records, as well. They will be taking over the leadership position with no Juniors being out this year. The Grundy kids are getting more excitement about wrestling in their school and we will hopefully have between 5-7 next year.

We had 13 of 14 weights filled this year making us more competitive. We finished much higher in tournaments this year than in the previous two years. Including two 3rd place finishes and a 5th place finish out of 12 teams at Nashua. We have several camps lined up for the summer and more excitement about getting some off-season work in than ever before. I look forward to seeing where this program will be next year.

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