



# WOLFPACK EXPRESS

*Focusing On Activities In The School District of Manawa*

November 16, 2017

**THIS ISSUE**

**Defined STEM - 6<sup>th</sup> Grade**  
pg 3

**Jr. High Beyond the Classroom**  
pg 4

**Holiday Concert Schedule**  
pg 5

**School Performance Report**  
pg 5

**MES Builds Strong Character**  
pg 6

## MES RED RIBBON WEEK



Manawa Elementary students took pride in celebrating Red Ribbon Week again this year.

Red Ribbon Week is an alcohol, tobacco, & other drug and violence prevention awareness campaign observed annually in October in the United States.

Elementary students dressed up to show their spirit.

On Monday, students had the “power to say no to drugs” and wore superhero

apparel. On Tuesday, they said “peace out to drugs” and wore tie dye clothes. On Wednesday students wore neon to prove they were “too bright for drugs” and finally, on Thursday students “scared away drugs” and wore their favorite costumes.

To complete the MES celebration, students enjoyed an assembly and watched Mr. Johnson, Mrs. Pukita, and Mr. Phelan compete in a game show about Red Ribbon Week trivia.

**GO WOLVES! GO WOLVES! GO WOLVES! GO WOLVES!**

PRSR STD  
U.S. POSTAGE  
PAID  
SHAWANO, WI  
PERMIT NO. 140  
POSTAL CUSTOMER





On a bright, chilly September morning, Manawa Elementary fifth graders arrived at Hartman Creek State Park ready for an exciting day! Manawa, along with Waupaca, Marion, and Clintonville students participated in the annual Conservation Field Day for Waupaca County on Friday, Sept. 29.

Students were given a list of sessions to attend. They ranked their preferences and were given a personalized schedule for the day. There were a wide variety of sessions. Some of the favorites were Compass and Navigation, Trapping, Law Enforcement (DNR), Waters, and a tour of the Hellestad House. Students were able to listen to experts, participate in hands-on activities and learn more about natural resources careers. During our hike around the park, students shared, "I can't believe there are so many bugs in our water!" and "Now I know what I want to be when I grow up!"



Students Beau Otto, left, and Carlie Norby-White, right. Submitted photos



Brady Jaekl, Maddison Schultz, Seth Wollenburg.



Brooke Krueger and Mackenzie Boissonnault.



Lily Krenke and Kaylee Krueger.



## Planning for the Future

**BY DR. MELANIE J. OPPOR**  
DISTRICT ADMINISTRATOR

Planning for the future of the district has been a primary focus for the past three years and this work continues. A solid, research-based academic program has been developed. Now a site analysis and feasibility study are underway. One of the outcomes of the study was to make a long-range maintenance and capital improvement plan to complement the academic plan. Research is clear that students can learn better in safe, orderly, and functional learning spaces.

Over the summer, a diverse group of twenty-three citizens from across the district met seven times to review all the materials gathered by the two firms hired by the Board of Education to conduct the site analysis and feasibility study. Jody Andres from Hoffman Planning, Design, & Construction, Inc. (Appleton) and Cody Holzhauser and Keri Anne Connaughty of Scherrer Construction Company,



*Dr. Melanie J. Oppor,  
District Administrator*

Inc. (Wausau) have been overseeing the study. All information from the site analysis and feasibility study is publicly available on the district web site at: <http://www.manawaschools.org/site-analysis.cfm> Please refer to the "Resources" section of the web page.

The Community Stakeholders serve as an advisory committee to the Manawa Board of Education. It is their ultimate role to recommend the priority actions to be taken by the district based on the site analysis and feasibility study. The Community Stakeholders also serve

as the liaisons with the community to both share information and receive feedback from the broader district constituency.

Both Hoffman and Scherrer have years of experience in guiding stakeholder groups through processes to examine needs, recommend priorities, and engage communities in site analysis and feasibility studies. The process is now entering a

new stage in the study process. The Community Stakeholders group had their seventh meeting on October 3. The Stakeholders reached consensus on several major issues that they believe should receive priority attention by the district. It is now the job of the administrative team along with Hoffman Planning, Design, and Construction, Inc. and Scherrer Construction, Inc. to develop a detailed plan to bring back for the Community Stakeholders' review.

No decisions on specific actions have been made to date. The district-wide community's voice needs to be heard on the plan that is being developed. The School District of Manawa will be conducting a

*continued on page 6*





# Bringing Defined STEM to 6<sup>th</sup> Grade

In the sixth-grade social studies classroom, Mr. Johnson and company are working on geography and global connections. Students were able to pick a project based on interest to gain further knowledge of Global Connectivity and apply their learning to a real-world situation. The three projects students had the opportunity to choose from were: Zoologist, Community Advocate: Fracking, and Artificial Island Real Estate Agent. Upon picking a project they were split into groups and began diving into the five required assignments. Students produce a wide variety of real-world work such as: advertisements, oral presentations, and mapping/diagramming. After two weeks of work, students were ready to do a group presentation on the topic of their choice.

This project-based learning opportunity is made possible by the use of a district-wide computer software program called Defined STEM. Defined STEM (Science, Technology, Engineering, and Mathematics) provides authentic project-based lessons for PreK-12. It contains engaging real-world content that empowers students to develop the essential 21<sup>st</sup> century skills necessary to be successful in college, career, and life. Defined STEM also creates differentiated learning, while incorporating non-fiction reading and writing and provides an authentic assessment of students understanding.



Teachers present the task using the G.R.A.S.P. model. G.R.A.S.P. stands for goal, role, audience, situation and products. Students usually complete five to eight products that link together to meet the goal(s) for that task.

Teachers can bring their own creativity to this software by adding their own resources or designing their own activities. A scoring rubric is included with each product so that students know what is expected. Defined STEM essentially answers every student's question: "Why do I need to learn this?" The core principle of the software is bringing relevance into learning as it applies to their local community. Research shows that students who learned through Defined STEM projects have shown improved engagement, learned to apply more 21<sup>st</sup> century skills, and achieved +39% higher test scores than students who received traditional instruction.

Defined STEM combines a number of different content types that accentuate the educational strategies of STEM education. Real world videos set the stage for each lesson by showing the practical application of educational concepts within a company or industry. Performance tasks built around the specific job ask the students to apply the knowledge learned in real world situations. The performance tasks are built using the same curriculum design format the district uses. Literacy tasks ask students to read, synthesize and write informative and/or position papers around the real-world career-based topic.



## What do Students Learn in School?



**BY DANNI BRAUER**  
CURRICULUM DIRECTOR AND SPECIAL  
EDUCATION DIRECTOR

Have you ever wondered what students are taught throughout the day? How do teachers decide what is important? How is my child assessed? These are questions often pondered by people outside education. In order to be increasingly transparent with the decisions made in the school district, curriculum maps will begin to be posted on the district website this winter.



*Danni Brauer,  
Curriculum Director  
and Special Education  
Director*

will learn and how they are assessed for learning in a subject throughout the school year. Teachers must decide on and communicate what students need to learn by the end of the year and how they will assess the learning in terms parents and community members will understand. Once the maps are reviewed by the school board, they will be posted on the district website.

Each summer teachers will gather to work on a different subject area. During the summer of 2018 science and physical education will be the focus of the curriculum mapping process followed by English-language arts and fine arts during 2019 then in 2020 math and at-risk.

The summer of 2021 will begin the revision of maps with social studies. Any questions about this process can be directed to Danni Brauer, Special Education and Curriculum Director, or building principals.





# Junior High Students Participate in Beyond-the-Classroom Experiences

BY DAWN MILLARD AND TRACY BREAKER

It has been a busy couple of months for the Little Wolf Jr./Sr. High School seventh and eighth graders. Throughout September and October, the students have been volunteering at the Manawa Community Living Center. The kids have been working in groups with some of the residents at the Center and using the cooperative learning skills they've been taught in the classroom, as well as, character education traits and civic responsibilities. Some of the activities the students and residents have participated in together are: arts and crafts, cards

and games, discussion groups and history lessons, and pumpkin carving. According to the activity director at the Center, the residents always look forward to the junior high students coming in to volunteer.

At the beginning of October, the junior high students had the opportunity to attend the Foundry in a Box



program at the Waupaca Foundry to celebrate National Manufacturing Day and learn about careers in that industry. While at the program, the students were able to engage in a hands-on casting project and hear from the Foundry employees about the importance of doing well in school in order to achieve their future career goals. The students said they really enjoyed going to the Foundry in a Box program.

## Community Blood Center Honors Little Wolf

Little Wolf High School earned top honors for a school of Division 3 size (graduating class of under 100 students) for the highest number of blood units collected during their blood drives last school year.

Fox Cities Stadium was the site for the Community Blood Center High School Leadership Conference and proudly displayed the new Manawa logo on the scoreboard as students from the National Honor Society accepted the award.

Each year, Little Wolf High School hosts four blood drives. National Honor Society students help recruit donors, give blood, and participate in this valuable life-saving endeavor. Blood drives this year will be held at the high school on Dec. 13, Feb. 14, and May 9.



National Honor Society members Anya Bonikowske, Anna Hawkinson, Brittany Besaw, and MaCayla Timm accept the Community Blood Center Award. Submitted Photo.





**We're Proud to Support Our Manawa Wolves**




**214 S. Bridge St.  
Manawa, WI  
920-596-3341  
remingtonsqualityfoods.com**





# Holiday Concert Schedule



## Elementary Sing Along

Friday Dec. 22, 2017 at 1:30 p.m.  
K-4<sup>th</sup> Grade – MES Gymnasium

## Little Wolf Jr./Sr. High School Winter Band Concert

Sunday, December 10th 4:00 p.m.  
HS gymnasium – Gr. 5-12

## Little Wolf Jr./Sr. High School Choral Concert

Monday, December 11th 7:00 p.m.  
HS Gymnasium – Gr. 5-12



\* Check the district website for all three concert recordings later in December



# The Truth Revealed about FVTC

Ben Wickersheim of Fox Valley Technical College came to Little Wolf Jr./Sr. High School to talk with seniors about many exciting facts that make Fox Valley Technical College a great, affordable post-high school option.

In the video presented, "Truth Revealed", students learned that FVTC has over 200 programs, and 94% of FVTC graduates are employed within six months. The average cost per year at Fox Valley Technical College is \$3,550.

Over forty 4-year colleges accept transfer credits from Fox Valley Technical College. Programs such as law enforcement and culinary arts are known throughout the world and employers comment that FVTC graduates are knowledgeable and have valuable skills to enter the workforce in many career fields.

Mr. Wickersheim will visit Little Wolf Jr./Sr. High School often.

# School Performance Report

The School District of Manawa must post the results of the School Performance Report on the district website annually by May 1st. This information can be found under the "District Accountability" link on the school district website when it is publically released. The School Performance Report provides district information such as:

- attendance patterns
- retention rates
- graduation rates
- truancy rates
- extra-curricular activities

- student volunteer services
- student math and reading test results
- ACT results

The School Performance Report does not contain individual student information.

Parents/guardians may view the results online or make a request for a paper copy of the results from the District Office at 920-596-2525, or by sending an email request to: [jfrazier@manawaschools.org](mailto:jfrazier@manawaschools.org) If a request is made for a paper copy, please include your mailing address. The deadline for requesting a paper copy of this report is January 1st.

## Our Students are Our Future, Go Wolves!

- New Construction
- Remodeling
- Repairs
- Septic Systems
- Well Pumps
- Water Softeners
- Water Heaters
- Full Line of Plumbing Fixtures and Supplies

**Lorge**  
PLUMBING

If water comes from it or goes to it... we do it!

Pete Lorge, MP225492  
Phone: 920-596-2090  
Fax: 920-596-3774  
[lorgeplb@wolfnet.net](mailto:lorgeplb@wolfnet.net)

Lorge Plumbing, Inc.  
401 Pine Street  
P.O. Box 80  
Manawa, WI 54949  
05017284

# Building Strong Character at MES

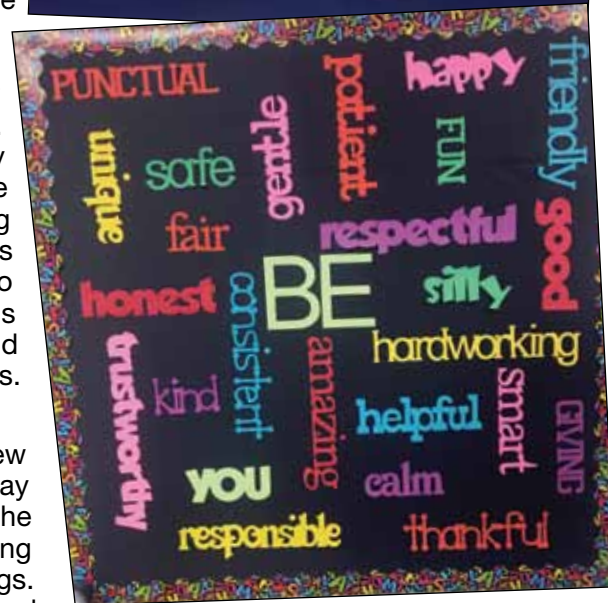
BY MICHELLE PUKITA  
MES PRINCIPAL

How does MES prepare today's students to become tomorrow's leaders? One way is using the following five character traits:

- Respect
- Responsibility
- Compassion
- Perseverance
- Citizenship

Using these five traits, MES develops students that can succeed in the most demanding environments. The staff at the elementary school models these principles and explicitly teaches and refers to the character traits in classrooms. They are used daily to acknowledge positive or challenging behaviors. Teachers support students to make connections between character and their academic success.

Teachers take a few minutes every day to teach one of the character traits during their morning meetings. Teachers discuss and make a chart of what each



trait sounds like, looks like, and acts like as they model it for their students. These character traits are practiced in the lunchroom, in the halls, during recess, before and after school, and in each classroom. By the end of the school year, these traits will be a part of the students' everyday vocabulary. It is our mission to not only have the students understand what these traits mean, but to make them part of their everyday lives.

## Oppor from page 2

survey of all district residents early this winter to hear your feedback on the proposed plans.

Per the Community Stakeholders, the proposed plan is to include the following recommended projects:

- Completing all the long-term capital improvement/maintenance recommendations from those listed as immediate through year five (5) to include detailed drawings and specifications.
- Demolishing the former elementary building and associated costs for returning it to green space for the time being.
- Addressing handicap accessibility at Little Wolf Jr./Sr. High School to include detailed drawings and specifications.
- Designing a school/community fitness center at Little Wolf Jr./Sr. High School that is accessible to all.
- Repairing the football field (examine drainage concerns and gradation of the crown) and track. Hoffman will seek a qualified expert to prepare detailed drawings and specifications.
- Reconfiguring building usage to make MES a grades 4K to 5 school and to create Little Wolf High School and Manawa Middle School under a single roof. A remodeled high school building would house grades 6 to 12 with the development of a true middle school model to include detailed drawings and specifications to design separate middle school and high school learning spaces, entrances, and updated shared spaces (cafeteria, gymnasium, etc.).
  - Principals Wolfgram and Pukita will develop plans for:
    - > Staffing (consider teacher licensing, shared staff, etc.)
    - > Scheduling (Middle School schedules are usually unique to the tween learner.)
    - > Programming (Gifted/Talented, Title I, Response to Intervention, Special Education, At-Risk, etc.)
    - > Student Enrollment
    - > Identity (What makes each school unique and exemplary?)
- Creating flexible, personalized learning spaces district-wide based on the requests and suggestions of district staff. Flexible or personalized learning spaces are the new terms being used to describe furniture and room designs that allow students and teachers to more easily use their classrooms and shared spaces in a variety of different ways. It is not unusual to have students working in small groups on a science experiment, reading or writing alone, and watching a video clip as a whole group all in the same day. In fact, it is very likely people would see students moving into new configurations about every twenty minutes depending on the age of the children. Furniture that is quickly and easily moveable allows students and teachers to use both their time and space efficiently. Students also enjoy the option of standing or sitting while they work. This flexible approach also simulates what many students will find when they get out into the workplace after high school graduation.

## Anticipated Timeline:

**NOVEMBER** - The administrative team, Hoffman, and Scherrer will present the proposed plan to the Community Stakeholders. The Community Stakeholders will suggest any revisions, deletions, or refinements to be made before the plan is sent to the full Board of Education for consideration.

## WINTER -

- All district residents will be surveyed.
- The Board of Education will review the plan and determine if they wish to proceed with the recommendations as presented.
- The Board of Education will consider funding options should they endorse any part, or all, of the recommended plan.

**YEARS 2018-2020** - Once funding options have been established, actual repairs and construction would be accomplished over a 1 ½ to 2-year span.





# Time Flies When You're Having Fun

This past month, eighth grade math and science classes came together to work on a project.

Students were given paper, tape, and a marble and had to create a 20-second timer from that material. Students chose their groups and created hypotheses with sample diagrams outlining their plan. As students began work, they tested their plans and made many adaptations. They manipulated the angles and friction found in their projects keeping in mind the acceleration of the marble throughout their design. Students assigned each other tasks along

the way, with many of them forming very successful teams. After several hours of work, students came up with many different project designs, not a one of which was what they started with at the beginning of the morning. All of the groups improved their designs due to the observations found when experimenting throughout the morning. The designs varied from funnel like creations, half pipes, to go kart-like tracks spiraling around a tower. The group that reached a time closest to the twenty second mark consisted of Carter McPheron, Seth Stiebs, and Alihas Durrant.



Four-year-olds practice their social skills during the Halloween Parade by greeting school staff, saying Happy Halloween, and thanking everyone for their candy treats.



Students at Little Wolf Sr. High School are "Paving the Way" for their future by starting a small catering business. Students are shown preparing a lunch for people taking professional development at CESA #6. The students also prepare a delicious snack for the administrative team meetings at a very reasonable price.



# Cross-Curricular Effort for PAES Lab

**BY DAN WOLFGRAM**  
LITTLE WOLF JR./SR. HIGH  
SCHOOL PRINCIPAL

Students in Mr. Koehler's Furniture and Cabinetry class have been assisting with a real-world project by working on renovations and retrofitting cabinets for the new PAES Lab in downtown Manawa. Mr. Koehler states, "This is a wonderful opportunity for the students to take part in a real-world application of their skills. This scenario is not unlike anything a contractor would be faced with when hired for a home renovation project. We are excited to be able to be a part of this project."

The Practical Assessment Exploration System (PAES) is a simulated workplace curriculum. When in a PAES Lab, students are exposed to a comprehensive array of hands-on tasks from five areas in real-world employment that include



*Daniel Wolfgram,  
Little Wolf Jr./Sr. High  
School Principal*

Business/Marketing, Consumer/Service, Construction/Industrial, Processing/Production, and Computer/Technology.

Students are encouraged to be as independent as possible in the PAES Lab. They learn many on the job skills and increase their understanding of the real-world workplace. After

completing a semester in the PAES Lab, students, families, and staff have increased knowledge of the job skills a student can successfully perform such as:

- Whether a student's skills are competitive and marketable.
- What, if any, accommodations are needed by a student.
- Which work behaviors a student has mastered.
- Which work behaviors that need to be acquired.

The Manawa PAES Lab will be ready for student use by late December. An official grand opening date will be announced by the end of November.



## School District of Manawa Information

### District Office

Phone: 920-596-2525  
800 Beech Street  
District Administrator: Dr. Melanie J. Oppor  
Business Manager: Carmen O'Brien  
Curriculum & Special Ed. Director:  
Danielle Brauer  
Technology Director: Bryant Cobarrubias

### Little Wolf Jr./Sr. High School

Grades 7-12  
Phone: 920-596-2524  
515 E. 4th Street  
Principal: Daniel Wolfgram

### Manawa Elementary School

Grades PK - 6  
Phone: 920-596-2238  
Principal: Michelle Pukita

### Manawa Board of Education

President: .....Joanne Johnson  
Vice President .....Russ Johnson  
Clerk .....Bobbi Jo Pethke  
Treasurer.....Hélène Pohl  
Director.....Russell Hollman  
Director.....Stan Forbes  
Director.....Bruce Scheller

### Board Meetings:

Regular Board Meetings are held on the third Monday of each month (except April - 4th Monday) in the Board Room located at the Manawa Elementary School at 7:00 pm. Any additional meetings are duly posted on the district's website, in the City Hall and at Sturm Public Library. For additional information please contact the District Office at 920-596-2525.



The Board of Education and Administrative Team would like to thank all the individuals, groups, and businesses that so generously contribute to the District. Your gifts of money, time, materials, and talents support and enhance programs for all our students and staff!

The School District of Manawa does not discriminate against individuals on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Federal law prohibits discrimination in education and employment on the basis of age, race, color, national origin, sex, religion, or disability.

### Vision Statement:

The School District of Manawa engages students to reach their full potential in a changing global society through highly effective instruction and leadership.

## WAYS YOU CAN HELP MANAWA SCHOOLS

Boxtops Needed - Clip the Boxtops for Education logo on many household products and drop-off at any school office. Some of the many products with the logo are: Betty Crocker, Pillsbury, General Mills, Ziploc, Hefty, Kleenex and Huggies.

### STEP VOLUNTEERS:

Senior citizens can save on their property taxes by volunteering in the schools through the Senior Tax Exchange Program. Contact Ruth Lord, Director at 920-596-5673 for more information.



**The SCHOOL DISTRICT OF MANAWA is the place where STUDENTS choose to EXCEL academically and realize their STRENGTHS.**

