

Adel DeSoto Minburn

2009-2010 Professional Development Plan: *Administrator's Document*

updated July 21st

Guiding Questions:

1. *What do we want students to learn? (Iowa Core Curriculum)*
2. *How will we know they've learned it? (Assessment: formative & summative)*
3. *What will we do if they don't learn it? (Instructional Strategies & Intervention)*
4. *What will we do if they already know it? (Instructional Strategies & Differentiation)*

Group	2009-2010
ICC Leadership Team	<p>Continue work on ICC Implementation Plan.</p> <p>Using the quadrants as a guide, work through the ICC to develop a deeper understanding of the:</p> <ul style="list-style-type: none"> <input type="checkbox"/> instructional strategies that support the ICC. <input type="checkbox"/> formative assessments <input type="checkbox"/> essential learnings <p>Format possibilities: AEA meetings District meetings</p> <p>Educate board on our work throughout the school year.</p>
Group	2009-2010
ADM Teaching Staff	<p>August-May Work through the ICC to continue to develop a deeper understanding of the essential skills & concepts in order to:</p> <ol style="list-style-type: none"> 1. Develop essential learning's for each grade level/course <ul style="list-style-type: none"> teachers at PK-2 will develop for their integrated units teachers at 3-5 will develop for their science units teachers at 6-12 will develop for ONE course (their primary teaching assignment) 2. Develop formative assessments for each unit taught <ul style="list-style-type: none"> teachers at PK-2 will develop for their integrated units teachers at 3-5 will develop for their science units teachers at 6-12 will develop for ONE course (their primary teaching assignment) <p>August 12: (all day) 7:45 Breakfast 8:30-9:30 in auditorium: Welcome back by Mr. Dufoe 9:30-11:30 Preschool-12th grade ICC Kick-Off</p> <p>Greg Dufoe & Kim Lord: (20 minutes) Introduce leadership team Hand out notebooks Navigate the notebooks: scavenger hunt</p> <p>Jodi Banse, Jim DePue & Stacey LaFollette (25 minutes) Essential Learnings presentation Examples from 3-5 shared which include the essential learning's, their formative assessments compared to the "old way" we were assessing and their instructional plans.</p>

Greg Dufoe (30 minutes including the break)

Formative Assessments

BREAK: mid morning snacks

Lee Griebel & Del Buchman: (15 minutes)

Sample lessons from government

1:00 in auditorium

Greg Dufoe, Lee Griebel & Carole Schlapkohl:

Share rationale for PLC's

Share protocol & timeline for meetings for PLC's

1:30

Get into PLC groups and synthesize new information (essential learning's & formative assessment process and info) learned. Each PLC team will turn in questions that we could clarify for them by the end of the day.

2:30

Ice Cream in the HS Commons. We will enjoy ice cream and as a whole group answer the questions from the note cards.

September 16th: (early dismissal)

6-12 Get right into their PLC's in rooms assigned.

Written expectations will be shared with 6-12 (pk-5 specials teachers also)

Begin deep learning about the content in the ICC.

All teachers will bring their existing standards & benchmarks

They will spend time comparing the ICC to their existing standards & benchmarks

Write a synthesis statement regarding their findings. Turn in to principal.

September 28th: (all day)

6-12 teachers

8:00-9:00

Administration/lead teachers will share a unit developed.

9:00-11:30

As a PLC work on one unit from the PLC.

Choose one course and as a PLC, work to plan:

1. essential learnings
2. formative assessment(s)

1:00-3:00

Each PLC will share their learning plan (essential learning's and formative assessment) that they completed in the morning.

After September 28th, the teachers should have a good handle on how PLC's should operate. After this date, then the PLC's will begin meeting on a more regular basis as determined by their building administrator.

PK-5

8:00-10:00

Will meet as a whole group to finalize their benchmarks and grade level indicators for Literacy.

10:00-3:30

Work in their PLC's

November 11th: (early dismissal)

6-12 PLC teams will meet in the same area, but will begin working on their individual course do three things:

1. cross reference their course with the ICC
2. determine the essential learning's from their course (choosing a unit)
3. develop the formative assessment to match their essential learning's

January 18: (all day)

6-12 PLC teams will meet in the same area, but will begin working on their individual courses to do three things:

1. cross reference their course with the ICC
2. determine the essential learning's from their course (choosing a unit)
3. develop the formative assessment to match their essential learning's

2:00-3:00 Two PLC teams will meet to share their units, assessment *(I'm thinking that this will provide team and individual accountability if they have to share out at the end of the day)*

PK-5

8:00-10:00

Will meet as a whole group to finalize their benchmarks and grade level indicators for Science & 21 Century Skills.

10:00-3:30

Work in their PLC's

January 27: (early dismissal)

Same as above without share out

February 24: (early dismissal)

Same as above without the share out

March 12: (all day)

6-12 PLC teams will meet in the same area, but will begin working on their individual courses to do three things:

1. cross reference their course with the ICC
2. determine the essential learning's from their course (choosing a unit)
3. develop the formative assessment to match their essential learning's

2:00-3:00 Two PLC teams will meet to share their units, assessment *(I'm thinking that this will provide team and individual accountability if they have to share out at the end of the day)*

April 12: (all day)

Same as above with:

April 21: (early dismissal)

PK-12

Preview for next year's PD: instructional strategies along with refining their formative assessments

May 12: (early dismissal)

Data Day

Professional Development *Draft*

Preschool-12

Group	2008-2009 action steps	2009-2010	2010-1011 Implementation Plan due summer of 2010	2011-2012	2012-2013 <i>2013-Site Visit</i>
ICC Leadership Team	April-May: Alignment tool Continue training District meetings Educate board Educate Mission & Vision Committee Continue with Self-Study Outcomes June: June 10-11, 2-day class on ICC (in depth knowledge) August: Meeting to learn about formative assessments & essential learnings?	Continue work on ICC Implementation Plan. Using the quadrants as a guide, work through the ICC to develop a deeper understanding of the instructional strategies that support the ICC. AEA meetings? District meetings Educate board	Continue to work through the ICC to develop & refine: Formative assessments Concepts & skill sets Instructional strategies		Full Implementation Year
ADM Teaching Staff	April-May: Get ICC into their hands according to their grade level/courses before they leave for the summer	August-May Work through the ICC to continue to develop a deeper understanding of the essential skills & concepts in order to: Develop essential learning's for each grade level/course Develop formative assessments for each unit taught	Instructional strategies as they connect to the Essential Concepts and Skills of the ICC. (Also taking into account the quadrants.) Begin to work through units of instruction to plan: Instructional sequence Formative assessments	Instructional strategies as they connect to the Essential Concepts and Skills of the ICC. Refine their units of instruction to plan for: Materials needed Scope & Sequence Vision for this year: material gathering. Teachers will receive most of the PD time in the form of planning & watching model lessons.	Full Implementation Year Colleague visits Coaching Teachers have had three years to prepare: Year 1: concepts & skills, formative assessment, & essential learning's Year 2: Instructional strategies Year 3: Materials & models of instruction
ADM School Board	April-May: Get ICC into their hands	Monthly updates to the school board with work samples.	Monthly updates to the school board with work samples.	Monthly updates to the school board with work samples.	Full Implementation Year
ADM (other) Stakeholders	April-May: Article for the Tiger Tribune	Continued written documents dispersed to stakeholders to keep	Possible presentations for community groups.	Possible presentations for community groups.	Full Implementation Year

		them informed.			
Group	2008-2009 action steps	2009-2010	2010-1011 Implementation Plan due summer of 2010	2011-2012	2012-2013 2013-Site Visit
ADM Writing Team PK-12	April-May Determine who will serve on the PK-12 writing team Determine what texts will be used as our study for two years	Release time for teachers to participate in a book study focused on writing instruction. This study will be infused with the ICC concepts & skills.	Release time for teachers to participate in a book study focused on writing instruction. This study will be infused with the ICC concepts & skills.	Begin PK-12 professional development in the area of writing for all teachers.	
ADM Spelling Team	April-May Determine who will serve on the 1-8 spelling team	Release time for teachers to participate in a book study focused on spelling instruction. This study will be infused with the ICC concepts & skills.	New spelling materials will be adopted.		

Adel DeSoto Minburn 2009-10 School Improvement Plan

ADM District Goals (Summarize from 2009-10 ADM District Goals)

Increase the percentage of students proficient or above on the ITBS/ITED reading comprehension, math total, and science tests.

Baselines from 2009

- Reading: 82.1%
- Math: 84.9%
- Science: 88.7%

Minburn Elementary Building Goals for 2009-10

- 3rd Grade: Reading – Increase the percent proficient or above from 70% in 2009 to 80% in 2010
 Math – Increase the percent proficient or above from 70% in 2009 to 75% in 2010
 Science – Increase the percent proficient or above from 68% in 2009 to 75% in 2010
- 4th Grade: Reading – Increase the percent proficient or above from 70% in 2009 as 3rd graders to 80% in 2010 as 4th graders
 Math – Increase the percent proficient or above from 70% in 2009 as 3rd graders to 75% in 2010 as 4th graders
 Science – Increase the percent proficient or above from 68% in 2009 as 3rd graders to 75% in 2010 as 4th graders
- 5th Grade: Reading – Increase the percent proficient or above from 82% in 2009 as 4th graders to 88% in 2010 as 5th graders
 Math – Increase the percent proficient or above from 82% in 2009 as 4th graders to 88% in 2010 as 5th graders
 Science – Increase the percent proficient or above from 88% in 2009 as 4th graders to 94% in 2010 as 5th graders

Strategy/Action Steps	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Identify students in 4 th and 5 th graders who scored at the 50 th percentile or lower in 2009 and develop strategies to help them become more successful on ITBS. <i>Action Step 1.1.1</i> Compile and distribute HEART data to 4 th and 5 th grade, special education and Title teachers.	Jim DePue	HEART Information	September 2009	Teachers will identify students who need additional support

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2009-10 School Improvement Plan**

<p><i>Action Step 1.1.2</i> Use October 16 early out to review item analysis information from 2008-09 Data Day to develop specific interventions for students.</p>	Admin Team PLC Groups	Half PD Day HEART and ITBS data	October 16 and subsequent faculty meetings	Instructional strategies and modifications to teaching sequences implemented
<p><i>Action Step 1.1.3</i> Design and implementation of interventions with specific students based classroom assessments, individual ITBS results and ITBS item analysis</p>	Minburn teachers and administrator	Faculty meeting time, HEART data, item analysis data, teacher-developed lesson plans	October 2009 through March 2010	Teacher lesson plans, intervention plans and ITBS results
<p>Strategy 1.2 Revise curriculum in science through identification of essential learnings that are aligned with ICC, and subsequent changes in assessment by including more formative assessment. This will assure a depth of learning for all students that will support reaching grade span benchmarks as well as performance on ITBS</p> <p><i>Action Step 1.2.1</i> Teachers will work in PLC groups to follow the ADM's design model of identifying essential learnings, developing assessments (formative and summative) and planning new teaching sequences.</p>	PLC Groups, ADM administration	Iowa Core Curriculum, time to develop essential learnings	September 2009 through March 2010	Revised curriculum with new essential learnings, assessments and teaching sequences.

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2008-2009 School Improvement Plan

CSIP Goal: All PK-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

District Goal: APR Goal: Increase the percent of students proficient or above on the ITBS/ITED Math Total subtest. To measure this goal We will compare the percent of students proficient or above in grades 3-11 in 2009 (need %) to the percent proficient or above in 2010.

By 2013 the NCLB Targets are: 3rd-93.5, 4th-93.7, 5th-94.2, 6th-93.2, 7th-93.0 8th-9.0, 11th-94.8

Full implementation of the Iowa Core Curriculum 2012-2013.

Building Goal 1. The percent of students proficient or above on the prek-2 district math assessments will increase from 92% in 2009 to 95% in 2010.

SUB GOAL 1: The percent of IEP students (with a goal area in mathematics) proficient and above on the prek-2 district math assessments will increase from 64% in 2009 to 75% in 2010.

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Professional Learning Communities will be studied and implemented over the next three years 2009-2012.	Carole Erickson	PLC materials & problem-solving form	Throughout the 2009-2010 school year	Information from the problem-solving forms
Action Step 1.1.1 Using the framework on Professional Learning Communities, the PK-2 staff will identify students at-risk for math failure and problem-solve solutions.	Carole Erickson & PLC teams	PLC materials & problem-solving form	Throughout the 2009-2010 school year	Information from the problem-solving forms
Action Step 1.1.2 The PLC teams will meet once every two weeks.	Carole Erickson	Scheduling	Throughout the 2009-2010 school year	PLC timeline for meetings

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Action Step 1.1.3 The PLC teams will identify 1-2 students most at risk for math failure at each meeting. The PLC team will pose possible interventions for the student. This process will be detailed & targeted to get the most powerful support to the most needy students.	PLC Teams	Problem-solving form, Carole Erickson, math curriculum leaders	Throughout the 2009-2010 school year	Information from the problem-solving forms
Action Step 1.1.4 The interventions will be implemented	Carole Erickson & PLC teams	Carole Erickson, math curriculum leaders and possibly AEA support	Throughout the 2009-2010 school year	Information from the problem-solving forms
Action Step 1.1.5 Interventions will be reviewed at meeting to determine the effectiveness.	PLC Team	Carole Erickson, math curriculum leaders and possibly AEA support	Throughout the 2009-2010 school year	Information from the problem-solving forms
Action Step 1.1.6 Interventions will be modified or abandoned depending on their effectiveness.	PLC Team	Carole Erickson, math curriculum leaders and possibly AEA support	Throughout the 2009-2010 school year	Information from the problem-solving forms
Action Step 1.1.7 The interventions will be implemented	Carole Erickson & PLC teams	Carole Erickson, math curriculum leaders and possibly AEA support	Throughout the 2009-2010 school year	Information from the problem-solving forms
Action Step 1.1.8 Interventions will be reviewed at meeting to determine the effectiveness.	PLC Team	Carole Erickson, math curriculum leaders and possibly AEA support	Throughout the 2009-2010 school year	Information from the problem-solving forms

Adel DeSoto Middle School
2009-2010 School Improvement Plan

CSIP Goal: All PK-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

District Goal: APR Goal: Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest. To measure this goal we will compare the percent of students proficient or above in grades 3-11 in 2009 (82.1 %) to the percent proficient or above in 2010.

By 2013 the NCLB Targets are: 3rd-93.5, 4th-94.0, 5th-94.1, 6th-92.4, 7th-92.9, 8th-93.3, 11th-94.8

Full implementation of the Iowa Core Curriculum 2012-2013.

Building Goal 1: The percent of students reading on or above grade level according to district benchmark book assessments in grades 1 & 2 will increase from 85.5% in 2009 to 88% in 2010.

The percent of students scoring at the proficient range on the Gates-McGinitie reading test in grades 1 & 2 will increase from 82% in 2009 to 88% in 2010.

The percent of students scoring at the proficient range on the letter/sound identification assessment in grades prekindergarten and kindergarten will increase from 84% proficient in 2009 to 88% in 2010.

SUB GOAL 1: *The percent of IEP students scoring at the proficient range on the Gates-McGinitie reading test in grades 1 & 2 will be 100% in the spring of 2010.*

Student A, 1st grader will score at 1.9

Student B, 1st grader will score at 1.9

Student C, 2nd grader will go from his score in 1st grade=2.6 to at least grade level in 2010=2.9

Student D, 2nd grader will go from his score in 1st grade=1.6 to at least grade level in 2010=2.9

Student E, 2nd grader will go from his score in 1st grade=1.8 to at least grade level in 2010=2.9

Student F, 2nd grader will go from his score in 1st grade=1.8 to at least grade level in 2010=2.9

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Strategy / Action Step	Responsible	Content	Timeline	Completion
Strategy 1.1 Essential Learnings and Assessments will be collaboratively developed in connection with the Iowa Core Curriculum reading standards.	Carole Erickson & grade level teams	ICC	Throughout the 2009-2010 school year	
Action Step 1.1.1 PK-2 teachers will complete a "current reality" chart that shows the topics covered in science, social studies and health.	Administration & grade level teams	Integrated units to fold into a PK-5 "current reality" chart.	September 2009	Completed September 2009
Action Step 1.1.2 Using the "current reality" chart, teachers will cross reference their benchmarks with the ICC Essential Concepts & Skills Sets	Administration & grade level teams	Integrated units, ICC & Current Reality chart	September 2009	Completed September 2009
Action Step 1.1.3 Begin writing essential learning's & formative assessments.	Administration & grade level teams	ICC & content area materials	2009-2010 school year	
Action Step 1.1.4 Essential learning's will be identified in the areas of science, social studies & health.	Administration & grade level teams	ICC & content area materials	2009-2010 school year	
Action Step 1.1.5 Within the essential learning's, teachers will embed the seven comprehension strategies with "tracks of student thinking" or Records of Students Learning.	Administration & grade level teams	ICC & content area materials and Records of Student Learning	2009-2010 school year	
Action Step 1.1.6 At the end of the 2009-2010 school year, the PK-2 staff will have their integrated units revised with essential learning's which are cross-referenced with the ICC with a focus on Literacy (reading, writing, speaking, listening & viewing).	Administration & grade level teams	ICC & content area materials	2009-2010 school year	

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2009-2010 School Improvement

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.2 Professional Learning Communities will be studied and implemented over the next three years 2009-2012.	Carole Erickson	PLC materials & problem-solving form	Throughout the 2009-2010 school year	Information from the problem-solving forms
Action Step 1.2.1 Using the framework on Professional Learning Communities, the PK-2 staff will identify students at-risk for reading failure and problem-solve solutions.	Carole Erickson & PLC teams	PLC materials & problem-solving form	Throughout the 2009-2010 school year	Information from the problem-solving forms
Action Step 1.2.2 The PLC teams will meet once every two weeks.	Carole Erickson	Scheduling	Throughout the 2009-2010 school year	PLC timeline for meetings
Action Step 1.2.3 The PLC teams will identify 1-2 students most at risk for reading failure at each meeting. The PLC team will pose possible interventions for the student. This process will be detailed & targeted to get the most powerful support to the most needy students.	PLC Teams	Problem-solving form, Carole Erickson, Reading Recovery Teachers, special education teachers, Title I teacher	Throughout the 2009-2010 school year	Information from the problem-solving forms
Action Step 1.2.4 The interventions will be implemented	Carole Erickson & PLC teams	Carole Erickson, Reading Recovery Teachers, special education teachers, Title I teacher	Throughout the 2009-2010 school year	Information from the problem-solving forms
Action Step 1.2.5 Interventions will be reviewed at meeting to determine the effectiveness.	PLC Team	Carole Erickson, Reading Recovery Teachers, special education teachers, Title I teacher	Throughout the 2009-2010 school year	Information from the problem-solving forms
Action Step 1.2.6 Interventions will be modified or abandoned depending on their effectiveness.	PLC Team	Carole Erickson, Reading Recovery Teachers, special education teachers, Title I teacher	Throughout the 2009-2010 school year	Information from the problem-solving forms

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2009-2010 School Improvement Plan

CSIP Goal: All PK-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

District Goal: APR Goal: Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest. To measure this goal We will compare the percent of students proficient or above in grades 3-11 in 2009 (82.1%) to the percent proficient or above in 2010.

By 2013 the NCLB Targets are: 3rd-93.5, 4th-94.0, 5th-94.1, 6th-92.4, 7th-92.9, 8th-93.3, 11th-94.8

Full implementation of the Iowa Core Curriculum 2012-2013.

Building Goal 1: The percent of students proficient and above on the 3rd-5th grade ITBS Reading Comprehension subtest will increase from:
 Third Grade- 82.0% in 2009 (using Cross Sectional data- grade 3 compared to grade 3), 83.84% in 2009 (using 5 year trend data for third grade) to 84% in 2010
 Fourth Grade- 82.0% in 2009 to 84% in 2010 (using Matched Cohort Data)
 Fifth Grade- 94.2% in 2009 to 95.2% in 2010 (using Matched Cohort Data)

SUB GOAL 1: The percent of IEP students proficient and above on 3rd- 5th grade ITED Reading Comprehension subtest will increase from:
 Third Grade- 37.5% in 2009 (using Cross Sectional data- grade 3 compared to grade 3), 41.74% (using 5 year trend data for third grade) to 47.5% in 2010
 Fourth Grade- 37.5% in 2009 to 47.5% in 2010 (using Matched Cohort Data)
 Fifth Grade- 70.0% in 2009 to 80% in 2010 (using Matched Cohort Data)

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Essential Learnings and Assessments will be collaboratively developed in connection with the Iowa Core Curriculum.				
Action Step 1.1.1 Revise mini-lessons to connect with Iowa Core Curriculum- incorporation of ICC's 21 st Century Skills	Grade Level Teams	Iowa Core Curriculum, reading standards and	Throughout the year/ Mini-lessons class	Revised mini-lessons

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2008-2009 School Improvement Plan

		benchmarks		
Action Step 1.1.2 Multiple exposures of comprehension strategies through grade level content connections in specials.	Grade level teams, PLCs	Time to collaborate/ communicate with specials teachers	Throughout the year	Lesson plans, observation

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2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.2 2009 ITBS item analysis data will guide instructional focus areas.				
Action Step 1.2.1 Test taking strategies- right there questions, skim and scan skills.	Grade Level teams, PLCs	Short passages for shared reading	Throughout the year	Lesson plans
Action Step 1.2.2 Test preparation- primarily in 3 rd grade Expose students to the type of thinking required on the test on a frequent basis.	Grade level teams, PLCs	Bubble sheets, short passages (test prep. books), chart paper	Throughout the year	Lesson plans
Action Step 1.2.3 Vocabulary mini-lesson instruction for standardized tests	Grade level teams, PLCs	Bubble sheets, short passages (test prep. books), chart paper	Throughout the year	Lesson plans
Action Step 1.2.4 Poetry instruction- theme, author's purpose, mood, inferential thinking	Grade level teams, PLCs	Bubble sheets, short passages (test prep. books), chart paper	Throughout the year	Lesson plans

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2009-2010 School Improvement Plan

CSIP Goal: All PK-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

District Goal: APR Goal: Increase the percent of students proficient or above on the ITBS/ITED Math Total subtest. To measure this goal We will compare the percent of students proficient or above in grades 3-11 in 2009 (84.9 %) to the percent proficient or above in 2010.

By 2013 the NCLB Targets are: 3rd-93.5, 4th-93.7, 5th-94.2, 6th-93.2, 7th-93.0 8th-9.0, 11th-94.8

Full implementation of the Iowa Core Curriculum 2012-2013.

Building Goal 1: The percent of students proficient and above on the 3rd-5th grade ITBS Math Total subtest will increase from:
 Third Grade- 87.7% in 2009 (using Cross Sectional data- grade 3 compared to grade 3), 84.78% in 2009 (using 5 year trend data for third grade) to 86% in 2010
 Fourth Grade- 87.7% in 2009 to 89% in 2010 (using Matched Cohort Data)
 Fifth Grade- 89.6% in 2009 to 91

SUB GOAL 1: The percent of IEP students proficient and above on 3rd- 5th grade ITED Math Total subtest will increase from:
 Third Grade- 37.5% in 2009 (using Cross Sectional data- grade 3 compared to grade 3), 50.58% (using 5 year trend data for third grade) to 50.5% in 2010
 Fourth Grade- 37.5% in 2009 to 47.5% in 2010 (using Matched Cohort Data)
 Fifth Grade- 60.0% in 2009 to 70% in 2010 (using Matched Cohort Data)

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Essential Learnings and Assessments will be collaboratively developed in connection with the Iowa Core Curriculum.				
Action Step 1.1.1 Integrate reading strategies into problem solving lessons	Grade level teams, PLCs	Iowa Core Curriculum, math standards and benchmarks	Throughout the year	Lesson plans
Action Step 1.1.2 Map and implement connections between the Iowa Core Curriculum and current standards and benchmarks	Grade level teams, PLCs	Iowa Core Curriculum, math standards and benchmarks	Throughout the year	Lesson Plans, mapping document

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Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.2 2009 ITBS item analysis data will focus instructional goals.				
Action Step 1.2.1 Grouping students based on needs with a single concept and multiple formative assessments	Grade level teams	Item analysis data, formative assessment data	Throughout the year	Anecdotal records
Action Step 1.2.2 Rearrange units to cover specific concepts prior to the ITBS test. Reoccurring topics that are key grade level topics.	Grade level teams	ITBS data day notes, year long scope and sequence	Throughout the year	Curriculum maps
Action Step 1.2.3 Focus on estimation. Developing a problem of the day. Move this portion of the test earlier in the test-taking schedule.	Classroom teacher, grade level teams		Throughout the year	Lesson Plans ITBS Schedule
Action Step 1.2.4 Focus on multi-step problems. Incorporating reading strategies within multi-step problem solving instruction.	Grade level teams, PLCs	Time to plan strategic connections between comprehension and problem solving.	Throughout the year	Lesson Plans
Action Step 1.2.5 Calculator practice- use with Daily Oral Math instruction	Mathematics teachers	Calculators, overhead calculators	On going with twice a week calculator use.	Lesson Plans, observations

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2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.3 Professional Learning Communities will be studied and implemented over the next three years 2009-2012.				
Action Step 1.3.1 Lesson plans that show differentiation	Grade level teams, PLCs	Strategies that support all levels of thinking	Throughout the year	Lesson Plans
Action Step 1.3.2 Identify areas for cross-curricular ties with specials teachers and other subject areas.	Grade level teams, specials teachers, PLCs	Time to collaborate, classroom observations	Throughout the year	Lesson Plans, Observation

Adel DeSoto Winburn 2009-2010 School Improvement Plan

CSIP Goal: All PK-12 students will achieve at high levels in science, prepared for success beyond high school.

District Goal: APR Goal: Increase the percent of students proficient or above on the ITBS/ITED science test. To measure this goal We will compare the percent of students proficient or above in grades 3-11 in 2009 (88.7%) to the percent proficient or above in 2010.

Full implementation of the Iowa Core Curriculum 2012-2013.

Building Goal 1: The percent of students proficient and above on the 3rd-5th grade ITBS Science test will increase from:

Third Grade- 93.3% in 2009 (using Cross Sectional data- grade 3 compared to grade 3), 89.26% (using 5 year trend data for third grade) to 91% in 2010

Fourth Grade- 93.3% in 2009 to 94.3% in 2010 (using Matched Cohort Data)

Fifth Grade- 93.1% in 2009 to 94.1% in 2010 (using Matched Cohort Data)

SUB GOAL 1: The percent of IEP students proficient and above on 3rd- 5th grade ITED Science test will increase from:

Third Grade- 62.5% in 2009 (using Cross Sectional data- grade 3 compared to grade 3), 67.2% (using 5 year trend data) to 72% in 2010

Fourth Grade- 62.5% in 2009 to 72.5% in 2010 (using Matched Cohort Data)

Fifth Grade- 70.0% in 2009 to 80% in 2010 (using Matched Cohort Data)

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Essential Learnings and Assessments will be collaboratively developed in connection with the Iowa Core Curriculum.				
Action Step 1.1.1 Update standards, benchmarks and grade level indicators.	Grade level teams, PLCs	Iowa Core Curriculum	Throughout the year	Updated benchmarks with connections to the ICC, lesson

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2008-2009 School Improvement Plan**

				plans
Action Step 1.1.2 Consider reorganization of units (grade level, time taught) with regard to the ICC, develop assessments	Grade level teams, PLCs	Iowa Core Curriculum	Throughout the year	Updated benchmarks with connections to the ICC, lesson plans

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.2 2009 ITBS item analysis data will guide instructional focus areas.				
Action Step 1.2.1 Consider sequence of 3-5 units using data from analysis day.	Grade level teams, PLCs	Time, analysis documents from Data Day '09	Throughout the year	Updated scope and sequence charts, lesson plans
Action Step 1.2.2 Look for gaps in sequence, units to delete and areas of need based on ITBS data.	Grade level teams, PLCs	Time, analysis documents from Data Day '09	Throughout the year	Updated scope and sequence charts, lesson plans
Action Step 1.2.3 Multiple exposures of scientific content through connections in specials.	Grade level teams, PLCs	Time to collaborate/communicate with specials teachers	Throughout the year	Lesson plans, observation
Action Step 1.2.4 Extended vocabulary exposure with students identified through formative assessments	Grade level teams, PLCs	formative vocabulary assessments	Throughout the year	Anecdotal records, lesson plans
Action Step 1.2.5 Connecting reading strategies to scientific content.	Grade level teams, PLCs	Planning time, Information from CAB groups	Throughout the year	Lesson plans, observation ADM CSD

Adel DeSot burn
2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.3 Professional Learning Communities will be studied and implemented over the next three years 2009-2012.				
Action Step 1.3.1 Focused conversations using assessment data to determine grade level needs concerning daily instruction, assessments and areas of need.	Grade level teams, PLCs	Assessment examples, questions to guide conversations	Throughout the year	Staff meetings, PLC meeting notes

**Adel DeSoto Minburn
2009-2010 School Improvement Plan**

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.4 Inquiry Based Connections				
Action Step 1.4.1 Attend CAB training	CAB I and CAB II staff members	AEA classes, District TQC funds	Throughout the year	Attendance at class
Action Step 1.4.2 Share information with grade level team mates	CAB I and CAB II staff members		Twice yearly	Presentation at faculty meeting, notes from team planning
Action Step 1.4.3 Develop lessons that incorporate inquiry opportunity into units.	Grade level teams, PLCs	Time to plan	Throughout the year	Lesson plans, unit plans, observation

Adel DeSoto .burn
2009-2010 School Improvement Plan

District Goal: CSIP Goal: All PK-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.
APR Goal: Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest. To measure this goal We will compare the percent of students proficient or above in grades 3-11 in 2009 (need %) to the percent proficient or above in 2010.
By 2013 the NCLB Targets are: 3rd-93.5, 4th-94.0, 5th-94.1, 6th-92.4, 7th-92.9, 8th-93.3, 11th-94.8
Full implementation of the Iowa Core Curriculum 2012-2013.

ADM 8-9 Reading Building Goals:

The percent of 8th grade students proficient and above on the 7th grade ITBS Reading Comprehension subtest was 80.9%.

The percent of 9th grade students proficient and above on the 8th grade ITBS Reading Comprehension subtest was 85.4%.

Reading - The percent of 8th and 9th grade students proficient and above on the 7th and 8th grade ITBS Reading Comprehension subtest will increase from 2009 to 2010 from 83.2% to 84% (7-8th grade collapsed data (2008-09/ all students): 83.2% proficient).

ADM 8-9 Reading Sub-goals:

The percent of 8th grade IEP students proficient and above on the 7th grade ITBS Reading Comprehension subtest was 0%.

The percent of 9th grade IEP students proficient and above on the 8th grade ITBS Reading Comprehension subtest was 40%.

Sub-goal - The percent of 8th and 9th IEP students proficient and above on the 7th and 8th grade ITBS Reading Comprehension subtest will increase from 2009 to 2010 from 25.0% to 25.5% (7-8th grade collapsed data (2008-09/ IEP students): 25.0% proficient).

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Essential Learnings and Assessments will be collaboratively developed in connection with the Iowa Core Curriculum Literacy standards.				
Action Step 1.1.1 – Introduction to process	ADM Admin. Team	Handouts	August 12 All day	Note card questions
Action Step 1.1.2 – Begin deep learning about the content of the ICC and compare to ADM Stan. & Benchmarks.	PLC Groups	ICC Notebooks ADM Stand/Ben.	Sept. 16 Early Dismiss.	Synthesis statements regarding findings
Action Step 1.1.3 – PLC Groups work on one unit from one course in their group	PLC Groups	Essential Learnings Template ICC Notebook ADM Stand/Ben.	Sept. 28 All day	One unit developed by each PLC Group with 1. Essential Learnings 2. Formative Assess.
Action Step 1.1.4 – Begin working on their own individual course (pick one course if you teach multiple courses).	PLC Groups Individual Teachers	Essential Learnings Template ICC/ADM S & B	Nov. 11, Jan. 18, Jan. 27, Feb. 24, Mar. 12, April 12 & 21	One course developed by each teacher within PLC – Essen. Learn. And Form. Assess.

Adel DeSoto Minburn
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.2 2009 ITBS/ITED item analysis data will guide instructional focus areas.				
Action Step 1.2.1 – Revisit results from May 13 th mtg. – Questions, Analysis, and ADM results	Staff members	Results from May 13, 2009 meeting	Monthly at 2 nd staff meeting	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.2 – Look to see when ITBS/ITED questions are addressed within ADM Curriculum - before or after testing.	Staff members	Item Analysis stating which items ADM students should know when taking ITBS/ITED	Monthly at 2 nd staff meeting	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.3 – Make curriculum alignment adjustments based on timing of testing.	Staff members	Curriculum Maps Timeline	Monthly at 2 nd staff meeting	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.4 – Make needed instructional changes for items deemed addressed within ADM Curriculum but item analysis showing students not showing achievement on ITBS/ITED.	Staff members	Look at format tested within Curriculum compared to format on test	Monthly at 2 nd staff meeting	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.5				

Adel DeSoto, Auburn
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.3 Professional Learning Communities will be studied and implemented over the next three years 2009-2012.				
Action Step 1.3.1 – Share rationale for PLC's - Research behind the use of Professional Learning Communities within school districts	Greg, Lee and Schlap	PLC Readings PLC Book PLC Powerpoint	August 12	Questions on note cards
Action Step 1.3.2 – Share protocol and timeline for PLC meetings	Greg, Lee and Schlap	PLC Readings PLC Book PLC Powerpoint	August 12	Use of professional development time to develop Essent. Learnings and Form. Assess.
Action Step 1.3.3 – Opportunities to work as a district PLC	Staff members	Meeting time	Nov. 11, Jan. 18, Jan. 27, Feb. 24, Mar. 12, April 12 & 21	Development of Ess. Learnings and Form. Assessment for one course
Action Step 1.3.4 – Opportunities to work as a 8-12 PLC	Staff members	Meeting time	Sept. 30 March 26	Development of Ess. Learnings and Form. Assessment for one course
Action Step 1.3.5 -				

Adel DeSoto Minburn
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.4 - Continued implementation of current professional development practices				
Action Step 1.4.1 – implementation of instructional strategies for all students	Staff members	Attend workshops or conferences on instructional strategies	Daily	Growth in student achievement on ITBS/ITED from 08-09 to 09-10
Action Step 1.4.2 – implementation of content area reading strategies for all students	Staff members	Attend workshops or conferences on reading strategies	Daily	Growth in student achievement on ITBS/ITED from 08-09 to 09-10
Action Step 1.4.3 – implementation of differentiation strategies for Special Education students and students scoring below the 40 th percentile on ITBS subtests	Staff members	Heart Data to identify Gen. Ed. & Spec. Ed. Students < Proficient	Daily TEAM time 2 nd monthly staff meeting	Growth in student achievement on ITBS/ITED from 08-09 to 09-10
Action Step 1.4.4 – continued use of collaboration/consultation with Special Education staff	Staff members	Heart Data to identify Gen. Ed. & Spec. Ed. Students < Proficient	TEAM time 2 nd monthly staff meeting	Growth in student achievement on ITBS/ITED from 08-09 to 09-10
Action Step 1.4.5 – continued used of informational research and technology in collaboration with media and technology staff	Staff members	P. Melroy S. Schroeder	When requested by Pat/Scott or staff	Collaboration with Pat/Scott and staff. Use of information research and technology within classrooms.
Action Step 1.4.6 – continue to provide a safe learning environment for all students (Bully Legislation and CC! activities)	Administration; Grade Level Teams	Implementation of Harassment Policy; CC! Activities	On-going; Quarterly Updates	Growth in student achievement on ITBS/ITED from 08-09 to 09-10

Adel DeSoto .burn
2009-2010 School Improvement Plan

CSIP Goal: All PK-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

District Goal: APR Goal: Increase the percent of students proficient or above on the ITBS/ITED Math Total test. To measure this goal We will compare the percent of students proficient or above in grades 3-11 in 2009 (need %) to the percent proficient or above in 2010. By 2013 the NCLB Targets are: 3rd-93.5, 4th-93.7, 5th-94.2, 6th-93.2, 7th-93.0 8th-9.0, 11th-94.8 Full implementation of the Iowa Core Curriculum 2012-2013.

ADM 8-9 Mathematics Building Goals:

The percent of 8th grade students proficient and above on the 7th grade ITBS Mathematics test was 87.2%.

The percent of 9th grade students proficient and above on the 8th grade ITBS Mathematics test was 86.5%.

Mathematics - The percent of 8th and 9th grade students proficient and above on the 7th and 8th grade ITBS Mathematics test will increase from 2009 to 2010 from 86.8% to 87.5% (7-8th grade collapsed data (2008-09/ all students): 86.8% proficient).

ADM 8-9 Mathematics Sub-goals:

The percent of 8th grade IEP students proficient and above on the 7th grade ITBS Mathematics test was 55.6%.

The percent of 9th grade IEP students proficient and above on the 8th grade ITBS Mathematics test was 40%.

Sub-goal - The percent of 8th and 9th IEP students proficient and above on the 7th and 8th grade ITBS Mathematics test will increase from 2009 to 2010 from 45.9% to 50% (7-8th grade collapsed data (2008-09/ IEP students): 45.9% proficient).

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Essential Learnings and Assessments will be collaboratively developed in connection with the Iowa Core Curriculum reading standards.				
Action Step 1.1.1 – Introduction to process	ADM Admin. Team	Handouts	August 12 All day	Note card questions
Action Step 1.1.2 – Begin deep learning about the content of the ICC and compare to ADM Stan. & Benchmarks.	PLC Groups	ICC Notebooks ADM Stand/Ben.	Sept. 16 Early Dismis.	Synthesis statements regarding findings
Action Step 1.1.3 – PLC Groups work on one unit from one course in their group	PLC Groups	Essential Learnings Template ICC Notebook ADM Stand/Ben.	Sept. 28 All day	One unit developed by each PLC Group with 1. Essential Learnings 2. Formative Assess.
Action Step 1.1.4 – Begin working on their own individual course (pick one course if you teach multiple courses).	PLC Groups Individual Teachers	Essential Learnings Template ICC/ADM S & B	Nov. 11, Jan. 18, Jan. 27, Feb. 24, Mar. 12, April 12	One course developed by each teacher within PLC – Essen. Learn. And Form. Assess.

Adel DeSoto Minburn
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.2 2009 ITBS/ITED item analysis data will guide instructional focus areas.				
Action Step 1.2.1 – Revisit results from May 13 th mtg. – Questions, Analysis, and ADM results	Staff members	Results from May 13, 2009 meeting	Monthly at 2 nd staff meeting	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.2 – Look to see when ITBS/ITED questions are addressed within ADM Curriculum - before or after testing.	Staff members	Item Analysis stating which items ADM students should know when taking ITBS/ITED	Monthly at 2 nd staff meeting	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.3 – Make curriculum alignment adjustments based on timing of testing.	Staff members	Curriculum Maps Timeline	Monthly at 2 nd staff meeting	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.4 – Make needed instructional changes for items deemed addressed within ADM Curriculum but item analysis showing students not showing achievement on ITBS/ITED.	Staff members	Look at format tested within Curriculum compared to format on test	Monthly at 2 nd staff meeting	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.5				

Adel DeSola
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.3 Professional Learning Communities will be studied and implemented over the next three years 2009-2012.				
Action Step 1.3.1 – Share rationale for PLC's - Research behind the use of Professional Learning Communities within school districts	Greg, Lee and Schlap	PLC Readings PLC Book PLC Powerpoint	August 12	Questions on note cards
Action Step 1.3.2 – Share protocol and timeline for PLC meetings	Greg, Lee and Schlap	PLC Readings PLC Book PLC Powerpoint	August 12	Use of professional development time to develop Essent. Learnings and Form. Assess.
Action Step 1.3.3 – Opportunities to work as a district PLC	Staff members	Meeting time	Nov. 11, Jan. 18, Jan. 27, Feb. 24, Mar. 12, April 12 & 21	Development of Ess. Learnings and Form. Assessment for one course
Action Step 1.3.4 – Opportunities to work as a 8-12 PLC	Staff members	Meeting time	Sept. 30 March 26	Development of Ess. Learnings and Form. Assessment for one course
Action Step 1.3.5 -				

Adel DeSoto Minburn
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.4 - Continued implementation of current professional development practices				
Action Step 1.4.1 – implementation of instructional strategies for all students	Staff members	Attend workshops or conferences on instructional strategies	Daily	Growth in student achievement on ITBS/ITED from 08-09 to 09-10
Action Step 1.4.2 – implementation of content area reading strategies for all students	Staff members	Attend workshops or conferences on reading strategies	Daily	Growth in student achievement on ITBS/ITED from 08-09 to 09-10
Action Step 1.4.3 – implementation of differentiation strategies for Special Education students and students scoring below the 40 th percentile on ITBS subtests	Staff members	Heart Data to identify Gen. Ed. & Spec. Ed. Students < Proficient	Daily TEAM time 2 nd monthly staff meeting	Growth in student achievement on ITBS/ITED from 08-09 to 09-10
Action Step 1.4.4 – continued use of collaboration/consultation with Special Education staff	Staff members	Heart Data to identify Gen. Ed. & Spec. Ed. Students < Proficient	TEAM time 2 nd monthly staff meeting	Growth in student achievement on ITBS/ITED from 08-09 to 09-10
Action Step 1.4.5 – continued used of informational research and technology in collaboration with media and technology staff	Staff members	P. Melroy S. Schroeder	When requested by Pat/Scott or staff	Collaboration with Pat/Scott and staff. Use of information research and technology within classrooms.
Action Step 1.4.6 – continue to provide a safe learning environment for all students (Bully Legislation and CC! activities)	Administration; Grade Level Teams	Implementation of Harassment Policy; CC! Activities	On-going; Quarterly Updates	Growth in student achievement on ITBS/ITED from 08-09 to 09-10

Adel DeSot burn
2009-2010 School Improvement Plan

CSIP Goal: All PK-12 students will achieve at high levels in science, prepared for success beyond high school.

District Goal: APR Goal: Increase the percent of students proficient or above on the ITBS/ITED science test. To measure this goal

We will compare the percent of students proficient or above in grades 3-11 in 2009 (need %) to the percent proficient or above in 2010.

Full implementation of the Iowa Core Curriculum 2012-2013.

ADM 8-9 Science Building Goals:

The percent of 8th grade students proficient and above on the 7th grade ITBS Science test was 93.6%.

The percent of 9th grade students proficient and above on the 8th grade ITBS Science test was 89.6% .

Science - The percent of 8th and 9th grade students proficient and above on the 7th and 8th grade ITBS Mathematics test will increase from 2009 to 2010 from 91.6% to 92.5% (7-8th grade collapsed data (2008-09/ all students): 91.6% proficient).

ADM 8-9 Science Sub-goals:

The percent of 8th grade IEP students proficient and above on the 7th grade ITBS Science test was 77.8%.

The percent of 9th grade IEP students proficient and above on the 8th grade ITBS Science test was 53.3%.

Sub-goal - The percent of 8th and 9th grade students proficient and above on the 7th and 8th grade ITBS Mathematics test will increase from 2009 to 2010 62.5% to 63.5% (7-8th grade collapsed data (2008-09/ IEP students): 62.5% proficient).

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Essential Learnings and Assessments will be collaboratively developed in connection with the Iowa Core Curriculum reading standards.				
Action Step 1.1.1 – Introduction to process	ADM Admin. Team	Handouts	August 12 All day	Note card questions
Action Step 1.1.2 – Begin deep learning about the content of the ICC and compare to ADM Stan. & Benchmarks.	PLC Groups	ICC Notebooks ADM Stand/Ben.	Sept. 16 Early Dismiss.	Synthesis statements regarding findings
Action Step 1.1.3 – PLC Groups work on one unit from one course in their group	PLC Groups	Essential Learnings Template ICC Notebook ADM Stand/Ben.	Sept. 28 All day	One unit developed by each PLC Group with 1. Essential Learnings 2. Formative Assess.
Action Step 1.1.4 – Begin working on their own individual course (pick one course if you teach multiple courses).	PLC Groups Individual Teachers	Essential Learnings Template ICC/ADM S & B	Nov. 11, Jan. 18, Jan. 27, Feb. 24, Mar. 12, April 12 & 21	One course developed by each teacher within PLC – Essen. Learn. And Form. Assess.

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2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.2 2009 ITBS/ITED item analysis data will guide instructional focus areas.				
Action Step 1.2.1 – Revisit results from May 13 th mtg. – Questions, Analysis, and ADM results	Staff members	Results from May 13, 2009 meeting	Monthly at 2 nd staff meeting	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.2 – Look to see when ITBS/ITED questions are addressed within ADM Curriculum - before or after testing.	Staff members	Item Analysis stating which items ADM students should know when taking ITBS/ITED	Monthly at 2 nd staff meeting	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.3 – Make curriculum alignment adjustments based on timing of testing.	Staff members	Curriculum Maps Timeline	Monthly at 2 nd staff meeting	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.4 – Make needed instructional changes for items deemed addressed within ADM Curriculum but item analysis showing students not showing achievement on ITBS/ITED.	Staff members	Look at format tested within Curriculum compared to format on test	Monthly at 2 nd staff meeting	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.5				

Adel DeSoto, Auburn
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.3 Professional Learning Communities will be studied and implemented over the next three years 2009-2012.				
Action Step 1.3.1 – Share rationale for PLC's - Research behind the use of Professional Learning Communities within school districts	Greg, Lee and Schlap	PLC Readings PLC Book PLC Powerpoint	August 12	Questions on note cards
Action Step 1.3.2 – Share protocol and timeline for PLC meetings	Greg, Lee and Schlap	PLC Readings PLC Book PLC Powerpoint	August 12	Use of professional development time to develop Essent. Learnings and Form. Assess.
Action Step 1.3.3 – Opportunities to work as a district PLC	Staff members	Meeting time	Nov. 11, Jan. 18, Jan. 27, Feb. 24, Mar. 12, April 12 & 21	Development of Ess. Learnings and Form. Assessment for one course
Action Step 1.3.4 – Opportunities to work as a 8-12 PLC	Staff members	Meeting time	Sept. 30 March 26	Development of Ess. Learnings and Form. Assessment for one course
Action Step 1.3.5 -				

Adel DeSoto Minburn
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.4 - Continued implementation of current professional development practices				
Action Step 1.4.1 – implementation of instructional strategies for all students	Staff members	Attend workshops or conferences on instructional strategies	Daily	Growth in student achievement on ITBS/ITED from 08-09 to 09-10
Action Step 1.4.2 – implementation of content area reading strategies for all students	Staff members	Attend workshops or conferences on reading strategies	Daily	Growth in student achievement on ITBS/ITED from 08-09 to 09-10
Action Step 1.4.3 – implementation of differentiation strategies for Special Education students and students scoring below the 40 th percentile on ITBS subtests	Staff members	Heart Data to identify Gen. Ed. & Spec. Ed. Students < Proficient	Daily TEAM time 2 nd monthly staff meeting	Growth in student achievement on ITBS/ITED from 08-09 to 09-10
Action Step 1.4.4 – continued use of collaboration/consultation with Special Education staff	Staff members	Heart Data to identify Gen. Ed. & Spec. Ed. Students < Proficient	TEAM time 2 nd monthly staff meeting	Growth in student achievement on ITBS/ITED from 08-09 to 09-10
Action Step 1.4.5 – continued used of informational research and technology in collaboration with media and technology staff	Staff members	P. Melroy S. Schroeder	When requested by Pat/Scott or staff	Collaboration with Pat/Scott and staff. Use of information research and technology within classrooms.
Action Step 1.4.6 – continue to provide a safe learning environment for all students (Bully Legislation and CCI activities)	Administration; Grade Level Teams	Implementation of Harassment Policy; CCI Activities	On-going; Quarterly Updates	Growth in student achievement on ITBS/ITED from 08-09 to 09-10

Adel DeSoto Mi. n
2009-2010 School Improvement Plan

CSIP Goal: All PK-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

District Goal: APR Goal: Increase the percent of students proficient or above on the ITBS/ITED Math Total subtest. To measure this goal We will compare the percent of students proficient or above in grades 3-11 in 2009 (84.9%) to the percent proficient or above in 2010.

By 2013 the NCLB Targets are: 3rd-93.5, 4th-93.7, 5th-94.2, 6th-93.2, 7th-93.0 8th-9.0, 11th-94.8

Full implementation of the Iowa Core Curriculum 2012-2013.

ADM 6/7 Building Goal 1: The percent of 6th and 7th grade students proficient and above on the 5th and 6th grade ITBS Mathematics test will increase from 2009 to 2010. (83.4% in 2009 to 85% in 2010.) (83.4 % proficient of 5th-6th grade collapsed data: 2008-09 – all students) (The percent of 6th grade students proficient and above on the 5th grade ITBS Mathematics test was 85%) (The percent of 7th grade students proficient and above on the 6th grade ITBS Mathematics test was 82.11%)

ADM 6/7 sub goal 1: The percent of 6th and 7th grade IEP students proficient and above on the 5th and 6th grade ITBS Mathematics test will increase from 2009-2010. (37.04% in 2009 to 38.5% in 2010) (37.04% proficient of 5-6th grade collapsed data from 2008-09 – IEP students) (The percent of 6th grade IEP students proficient and above on the 5th grade ITBS Mathematics test was 40%) (The percent of 7th grade IEP students proficient and above on the 6th grade ITBS Mathematics test was 33.33%)

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Essential Learnings and Assessments will be collaboratively developed in connection with the Iowa Core Curriculum reading standards.				
Action Step 1.1.1 – Introduction to process	ADM Admin. Team	Handouts	August 12 all day	Note card questions

Adel DeSoto Minburn
2009-2010 School Improvement Plan

Action Step 1.1.2 – Begin deep learning about the content of the ICC and compare to ADM Standards and Benchmarks for Reading and LA	PLC Groups	ICC notebooks, ADM Stan/Ben	Sept. 16 Early dismissal	Synthesis statements regarding findings
Action Step 1.1.3 - PLC Groups work on one unit from one course in their group	PLC Groups	Essential Learnings Template, ICC Notebook, ADM S & B	Sept. 28 All day	One unit developed by each PLC group with 1. Essential learning's 2. Formative asses.
Action Step 1.1.4 – Begin working on their own individual course	PLC Groups Individual teachers	Essential learnings template, ICC/ADM S & B	Nov 11, Jan18, Jan. 27, Feb. 24, Mar 12, Apr 12 & 21	One course developed by each teacher within PLC – Essen. Learning and form. Assess.

Adel DeSoto M n
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
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**Adel DeSoto Minburn
2009-2010 School Improvement Plan**

Strategy 1.2 2009 ITBS item analysis data will guide instructional focus areas.				
Action Step 1.2.1 –Revisit results from May 13 th mtg. – Questions, Analysis, and ADM results	Staff members	Results from May 13, 2009 mtg.	Staff meetings: Oct 23, Dec. 11, Jan. 8 and Early out Oct. 16	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.2 Look to see when ITBS questions are addresses within ADM Curriculum	Staff members	Item Analysis stating which items ADM students should know when taking ITBS	Staff meetings: Oct 23, Dec. 11, Jan. 8 and Early out Oct. 16	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.3 – Make curriculum alignment adjustments based on timing of test and type of questions	Staff members	S & B, Essential Learnings, ICC Timeline	Staff meetings: Oct 23, Dec. 11, Jan. 8 and Early out Oct. 16	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.4 – Make needed instructional changes for items where students are not showing proficient on ITBS	Staff members	S & B, Essential learning, ICC	Staff meetings: Oct 23, Dec. 11, Jan. 8 and Early out Oct. 16	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.5				

Adel DeSoto Middle School
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.3 Professional Learning Communities will be studied and implemented over the next three years 2009-2012.				
Action Step 1.3.1 – Opportunities to work as a district PLC	Staff members	Meeting Time	Nov. 11, Jan 18 & 27, Feb 24, Mar 12, Apr 12 & 21	Development of Essen. Learnings and Formative assessments for one course
Action Step 1.3.2 – Opportunities to work as a 6-12 PLC	Staff Members	Meeting Time Possible TEAM time	Sept 30 and March 26	Development of Essen. Learnings and Formative assessments for one course
Action Step 1.3.3				

Adel DeSoto Minburn
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.4 Continued implementation of current professional development practices.				
Action Step 1.4.1 Motivating our middle school readers	Staff members	Tiger Time, School library and Adel library Read Across America	Daily March	Growth in student achievement for reading comprehension on ITBS from 08-09 to 09-10
Action Step 1.4.2 Implementation of instructional strategies	Staff members TEAM members	Our Literacy Book	Daily; Carol Erickson come to a couple staff meetings(Focus Strategies for ITBS)	Lesson Plans, Growth in student achievement on ITBS
Action Step 1.4.3 Implementation of differentiation strategies for all students	Staff members		Daily	Lesson Plans, Growth in student achievement on ITBS
Action Step 1.4.4 Continued improvement in collaboration/co-teaching with Special Education Staff	Staff members	Schedule for collaborative sections	TEAM Time, periodic discussions at staff meetings	Growth in student achievement on ITBS
Action Step 1.4.5 Continued Implementation of safe environment practices		Darcy, Monte, Handbook, Bullying Survey	Daily; quarterly	Fewer Detentions and Supsensions

Adel DeSoto M n
2009-2010 School Improvement Plan

CSIP Goal: All PK-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

District Goal: APR Goal: Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest. To measure this goal we will compare the percent of students proficient or above in grades 3-11 in 2009 (82.1%) to the percent proficient or above in 2010.

By 2013 the NCLB Targets are: 3rd-93.5, 4th-94.0, 5th-94.1, 6th-92.4, 7th-92.9, 8th-93.3, 11th-94.8

Full implementation of the Iowa Core Curriculum 2012-2013.

ADM 6/7 Reading Building Goal 1: The percent of students proficient and above on the 6th and 7th grade ITBS Reading Comprehension subtest will increase from 2009 to 2010. (77.68 % in 2009 to 80% in 2010.) (77.68% proficient of 5th-6th grade collapsed data; 2008-09 - all students;) (The percent of 6th grade students proficient and above on the 5th grade ITBS Reading Comprehension test was 82.18) (The percent of 7th grade students proficient and above on the 6th grade ITBS Reading Comprehension test was 73.99)

ADM 6/7 Reading sub goal : The percent of 6th and 7th grade IEP students proficient and above on the 5th and 6th grade ITBS Reading Comprehension subtest will increase from 2009-2010. (42.86% in 2009 to 45% in 2010) (42.86% proficient of 5-6th grade collapsed data from 2008-09 – IEP students) (The percent of 6th grade IEP students proficient and above on the 5th grade ITBS Reading Comprehension test was 56.25%) (The percent of 7th grade IEP students proficient and above on the 6th grade ITBS Reading Comprehension test was 25%)

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Essential Learnings and Assessments will be collaboratively developed in connection with the Iowa Core Curriculum reading standards.				
Action Step 1.1.1 – Introduction to process	ADM Admin. Team	Handouts	August 12 all day	Note card questions

**Adel DeSoto Minburn
2009-2010 School Improvement Plan**

Action Step 1.1.2 – Begin deep learning about the content of the ICC and compare to ADM Standards and Benchmarks for Reading and LA	PLC Groups	ICC notebooks, ADM Stan/Ben	Sept. 16 Early dismissal	Synthesis statements regarding findings
Action Step 1.1.3 - PLC Groups work on one unit from one course in their group	PLC Groups	Essential Learnings Template, ICC Notebook, ADM S & B	Sept. 28 All day	One unit developed by each PLC group with 1. Essential learning's 2. Formative asses.
Action Step 1.1.4 – Begin working on their own individual course	PLC Groups Individual teachers	Essential learnings template, ICC/ADM S & B	Nov 11, Jan18, Jan. 27, Feb. 24, Mar 12, Apr 12 & 21	One course developed by each teacher within PLC – Essen. Learning and form. Assess.

Adel DeSoto M. n
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
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Adel DeSoto Minburn
2009-2010 School Improvement Plan

Strategy 1.2 2009 ITBS item analysis data will guide instructional focus areas.				
Action Step 1.2.1 –Revisit results from May 13 th mtg. – Questions, Analysis, and ADM results	Staff members	Results from May 13, 2009 mtg.	Staff meetings: Oct 23, Dec. 11, Jan. 8 and Early Out Oct. 16	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.2 Look to see when ITBS questions are addresses within ADM Curriculum	Staff members	Item Analysis stating which items ADM students should know when taking ITBS	Staff meetings: Oct 23, Dec. 11, Jan. 8 and Early Out Oct. 16	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.3 – Make curriculum alignment adjustments based on timing of test and type of questions	Staff members	S & B, Essential Learnings, ICC Timeline	Staff meetings: Oct 23, Dec. 11, Jan. 8 and Early Out Oct. 16	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.4 – Make needed instructional changes for items where students are not showing proficient on ITBS	Staff members	S & B, Essential learning, ICC	Staff meetings: Oct 23, Dec. 11, Jan. 8 and Early Out Oct. 16	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.5				

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2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.3 Professional Learning Communities will be studied and implemented over the next three years 2009-2012.				
Action Step 1.3.1 – Opportunities to work as a district PLC	Staff members	Meeting Time	Nov. 11, Jan18 & 27, Feb 24, Mar 12, Apr 12 & 21	Development of Essen. Learnings and Formative assessments for one course
Action Step 1.3.2 – Opportunities to work as a 6-12 PLC	Staff Members	Meeting Time Possible TEAM time	Sept 30 and March 26	Development of Essen. Learnings and Formative assessments for one course
Action Step 1.3.3				

Adel DeSoto Minburn
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.4 Continued implementation of current professional development practices.				
Action Step 1.4.1 Motivating our middle school readers	Staff members	Tiger Time, School library and Adel library Read Across America	Daily March	Growth in student achievement for reading comprehension on ITBS from 08-09 to 09-10
Action Step 1.4.2 Implementation of instructional strategies	Staff members Grade Level TEAM	Our Literacy book, Strategies that Work	Daily; Carol Erickson come to a couple staff meetings(Focus: Strategies for ITBS)	Lesson Plans, Growth in student achievement on ITBS
Action Step 1.4.3 Implementation of differentiation strategies for all students	Staff members		Daily	Lesson Plans, Growth in student achievement on ITBS
Action Step 1.4.4 Continued improvement in collaboration/co-teaching with Special Education Staff	Staff members	Schedule for collaborative sections, Time to collaborate	TEAM Time, periodic discussions at staff meetings	Growth in student achievement on ITBS
Action Step 1.4.5 Continued Implementation of safe environment practices	Staff Members	Darcy, Monte, Handbook, Bullying Survey	Daily; quarterly	Fewer Detentions and Suspensions

Adel DeSoto M. n
2009-2010 School Improvement Plan

CSIP Goal: All PK-12 students will achieve at high levels in science, prepared for success beyond high school.

District Goal: APR Goal: Increase the percent of students proficient or above on the ITBS/ITED science test. To measure this goal We will compare the percent of students proficient or above in grades 3-11 in 2009 (88.7%) to the percent proficient or above in 2010.

Full implementation of the Iowa Core Curriculum 2012-2013.

ADM 6/7 Building Goal 1: The percent of 6th and 7th grade students proficient and above on the 5th and 6th grade ITBS Science test will increase from 2009 to 2010. (88.84% in 2009 to 90% in 2010.) (88.84 % proficient of 5th -6th grade collapsed data: 2008-09 – all students) (The percent of 6th grade students proficient and above on the 5th grade ITBS Science test was 82.18%) (The percent of 7th grade students proficient and above on the 6th grade ITBS Science test was 94.3%)

ADM 6/7 sub goal 1: The percent of 6th and 7th grade IEP students proficient and above on the 5th and 6th grade ITBS Science test will increase from 2009-2010. (49.997% to 50%) (49.997% proficient of 5-6th grade collapsed data from 2008-09 – IEP students) (The percent of 6th grade IEP students proficient and above on the 5th grade ITBS Science test was 37.5%) (The percent of 7th grade IEP students proficient and above on the 6th grade ITBS Science test was 66.66%)

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Essential Learnings and Assessments will be collaboratively developed in connection with the Iowa Core Curriculum reading standards.				
Action Step 1.1.1 – Introduction to process	ADM Admin. Team	Handouts	August 12 all day	Note card questions

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Action Step 1.1.2 – Begin deep learning about the content of the ICC and compare to ADM Standards and Benchmarks for Reading and LA	PLC Groups	ICC notebooks, ADM Stan/Ben	Sept. 16 Early dismissal	Synthesis statements regarding findings
Action Step 1.1.3 - PLC Groups work on one unit from one course in their group	PLC Groups	Essential Learnings Template, ICC Notebook, ADM S & B	Sept. 28 All day	One unit developed by each PLC group with 1. Essential learning's 2. Formative asses.
Action Step 1.1.4 – Begin working on their own individual course	PLC Groups Individual teachers	Essential learnings template, ICC/ADM S & B	Nov 11, Jan18, Jan. 27, Feb. 24, Mar 12, Apr 12 & 21	One course developed by each teacher within PLC – Essen. Learning and form. Assess.

Adel DeSoto Minn. 2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
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Adel DeSoto Minburn
2009-2010 School Improvement Plan

Strategy 1.2 2009 ITBS item analysis data will guide instructional focus areas.				
Action Step 1.2.1 –Revisit results from May 13 th mtg. – Questions, Analysis, and ADM results	Staff members	Results from May 13, 2009 mtg.	Staff meetings: Oct 23, Dec.11, Jan. 8 and Early out Oct. 16	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.2 Look to see when ITBS questions are addresses within ADM Curriculum	Staff members	Item Analysis stating which items ADM students should know when taking ITBS	Staff meetings: Oct 23, Dec.11, Jan. 8 and Early out Oct. 16	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.3 – Make curriculum alignment adjustments based on timing of test and type of questions	Staff members	S & B, Essential Learnings, ICC Timeline	Staff meetings: Oct 23, Dec.11, Jan. 8 and Early out Oct. 16	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.4 – Make needed instructional changes for items where students are not showing proficient on ITBS	Staff members	S & B, Essential learning, ICC	Staff meetings: Oct 23, Dec.11, Jan. 8 and Early out Oct. 16	ITBS/ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.5				

Adel DeSoto Middle School
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.3 Professional Learning Communities will be studied and implemented over the next three years 2009-2012.				
Action Step 1.3.1 – Opportunities to work as a district PLC	Staff members	Meeting Time	Nov. 11, Jan18 & 27, Feb 24, Mar 12, Apr 12 & 21	Development of Essen. Learnings and Formative assessments for one course
Action Step 1.3.2 – Opportunities to work as a 6-12 PLC	Staff Members	Meeting Time Possible TEAM time	Sept 30 and March 26	Development of Essen. Learnings and Formative assessments for one course
Action Step 1.3.3				

Adel DeSoto Minburn
2009-2010 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.4 Continued implementation of current professional development practices.				
Action Step 1.4.1 Motivating our middle school readers	Staff members	Tiger Time, School library and Adel library Read Across America	Daily March	Growth in student achievement for reading comprehension on ITBS from 08-09 to 09-10
Action Step 1.4.2 Implementation of instructional strategies	Staff members	Our Literacy book, Technology, Questioning Strategies (Mary Schmidt AEA TAG)	Daily; Carol Erickson come to a couple staff meetings (Focus: Strategies for ITBS)	Lesson Plans, Growth in student achievement on ITBS
Action Step 1.4.3 Implementation of differentiation strategies for all students	Science TEAM	CAB	4 times	Lesson Plans, Growth in student achievement on ITBS
Action Step 1.4.4 Continued improvement in collaboration/co-teaching with Special Education Staff	Staff members	Schedule for collaborative sections	TEAM Time, periodic discussions at staff meetings	Growth in student achievement on ITBS
Action Step 1.4.5 Continued Implementation of safe environment practices	Staff members	Darcy, Monte, Handbook, Bullying Survey	Daily, Quarterly	Fewer Detentions and Supensions

Adel DeSoto M. ...
2009-2010 School Improvement Plan

CSIP Goal: All PK-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school.

District Goal: APR Goal: Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest. To measure this goal we will compare the percent of students proficient or above in grades 3-11 in 2009 (need %) to the percent proficient or above in 2010.

By 2013 the NCLB Targets are: 3rd-93.5, 4th-94.0, 5th-94.1, 6th-92.4, 7th-92.9, 8th-93.3, 11th-94.8

Full implementation of the Iowa Core Curriculum 2012-2013.

Building Goal 1: (ex) The percent of students proficient and above on the 10th and 11th grade ITED Reading Comprehension subtest, with collapsed data, will increase from 82% in 2009 to 83% in 2010.

SUB GOAL 1: The percent of IEP students proficient and above on the 10th and 11th grade ITED Reading Comprehension subtest will increase from 9.5% in 2009 to 11.5% in 2010.

Reading Goal Committee:

Della Weems, Terry Rolles, Danielle Farrell, Del Buchman, Molley Longman, Charity Miller, Jackie Seidl,
Gloria Whisner, Jodie Baier, Lori Rezek

Adel DeSoto Minburn
2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Essential Learnings and Assessments will be collaboratively developed in connection with the Iowa Core Curriculum Literacy standards.				
Action Step 1.1.1 – Introduction to process	ADM Admin. Team	Handouts	August 12 All day	Note card questions
Action Step 1.1.2 – Begin deep learning about the content of the ICC and compare to ADM Stan. & Benchmarks.	PLC Groups	ICC Notebooks ADM Stand/Ben.	Sept. 16 Early Dismiss.	Synthesis statements regarding findings
Action Step 1.1.3 – PLC Groups work on one unit from one course in their group	PLC Groups	Essential Learnings Template ICC Notebook ADM Stand/Ben.	Sept. 28 All day	One unit developed by each PLC Group with 1. Essential Learnings 2. Formative Assess.
Action Step 1.1.4 – Begin working on their own individual course (pick one course if you teach multiple courses).	PLC Groups Individual Teachers	Essential Learnings Template ICC/ADM S & B	Nov. 11, Jan. 18, Jan. 27, Feb. 24, Mar. 12, April 12 & 21	One course developed by each teacher within PLC – Essen. Learn. And Form. Assess.

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2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.2 2009 ITBS/ITED item analysis data will guide instructional focus areas.				
Action Step 1.2.1 – Revisit results from May 13 th mtg. – Questions, Analysis, and ADM results	Staff members	Results from May 13, 2009 meeting	Monthly at 2 nd staff meeting	ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.2 – Look to see when ITBS/ITED questions are addressed within ADM Curriculum - before or after testing.	Staff members	Item Analysis stating which items ADM students should know when taking ITBS/ITED	Monthly at 2 nd staff meeting	ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.3 – Make curriculum alignment adjustments based on timing of testing.	Staff members	Curriculum Maps Timeline	Monthly at 2 nd staff meeting	ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.4 – Make needed instructional changes for items deemed addressed within ADM Curriculum but item analysis showing students not showing achievement on ITBS/ITED.	Staff members	Look at format tested within Curriculum compared to format on test	Monthly at 2 nd staff meeting	ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.5				

Adel DeSoto Minburn
2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.3 Professional Learning Communities will be studied and implemented over the next three years 2009-2012.				
Action Step 1.3.1 – Share rational for PLC's - Research behind the use of Professional Learning Communities within school districts	Greg, Lee and Schlap	PLC Readings PLC Book PLC Powerpoint	August 12	Questions on note cards
Action Step 1.3.2 – Share protocol and timeline for PLC meetings	Greg, Lee and Schlap	PLC Readings PLC Book PLC Powerpoint	August 12	Use of professional development time to develop Essent. Learnings and Form. Assess.
Action Step 1.3.3 – Opportunities to work as a district PLC	Staff members	Meeting time	Nov. 11, Jan. 18, Jan. 27, Feb. 24, Mar. 12, April 12 & 21	Development of Ess. Learnings and Form. Assessment for one course
Action Step 1.3.4 – Opportunities to work as a 8-12 PLC	Staff members	Meeting time	Sept. 30 March 26	Development of Ess. Learnings and Form. Assessment for one course
Action Step 1.3.5 -				

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2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.4 Continued implementation of current professional development practices				
Action Step 1.4.1 Implementation of instructional strategies that focus on best practice in the content area.	Staff Members		Daily	Growth in student achievement on ITED data from 08-09 to 09-10
Action Step 1.4.2 Incorporation of content area reading strategies.	Staff Members		Daily	Growth in student achievement on ITED data from 08-09 to 09-10
Action Step 1.4.3 Implementation of differentiation strategies	Staff Members	Heart Data to identify Gen. Ed. & Spec. Ed. Students < Proficient	Daily	Growth in student achievement on ITED data from 08-09 to 09-10
Action Step 1.4.4 Incorporating technology into the classroom that fits student learning styles.	Staff Members		Daily	Growth in student achievement on ITED data from 08-09 to 09-10
Action Step 1.4.5 Revising the effectiveness of the Advisory program built around meeting the Iowa Core Curriculum and 21 st Century Skills	Staff Members Building Level ILT			

Actions:

We will individually work with students we have and or advisees who are close to proficiency and target specific reading strategies with them. This may be done in tutoring time or in the regular classroom.

We will continue to work with all students to increase their scores by implementing reading strategies in the classroom.

Adel DeSoto Minburn
2009-2010 School Improvement Plan

CSIP Goal: All PK-12 students will achieve at high levels in science, prepared for success beyond high school.

District Goal: APR Goal: Increase the percent of students proficient or above on the ITBS/ITED science test. To measure this goal
We will compare the percent of students proficient or above in grades 3-11 in 2009 (need %) to the percent proficient or above in 2010.

Full implementation of the Iowa Core Curriculum 2012-2013.

Building Goal 1: (ex) The percent of students proficient and above on the 10th and 11th grade ITED Science test will increase from 84.3% in 2009 to
85.3 % in 2010.

SUB GOAL 1: The percent of IEP students proficient and above on the 10th and 11th grade ITED Science test will increase from 19.0% in 2009 to
22 % in 2010.

Science Goal Committee:

Anita Vasto, Luanne Myer, Lori Anderson, Lee Griebel, Russ Braun, Doreen Price, Mike Whisner

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2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Essential Learnings and Assessments will be collaboratively developed in connection with the Iowa Core Curriculum Literacy standards.				
Action Step 1.1.1 – Introduction to process	ADM Admin. Team	Handouts	August 12 All day	Note card questions
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Action Step 1.1.3 – PLC Groups work on one unit from one course in their group	PLC Groups	Essential Learnings Template ICC Notebook ADM Stand/Ben.	Sept. 28 All day	One unit developed by each PLC Group with 1. Essential Learnings 2. Formative Assess.
Action Step 1.1.4 – Begin working on their own individual course (pick one course if you teach multiple courses).	PLC Groups Individual Teachers	Essential Learnings Template ICC/ADM S & B	Nov. 11, Jan. 18, Jan. 27, Feb. 24, Mar. 12, April 12 & 21	One course developed by each teacher within PLC – Essen. Learn. And Form. Assess.

Adel DeSoto Minburn
2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.2 2009 ITBS/ITED item analysis data will guide instructional focus areas.				
Action Step 1.2.1 – Revisit results from May 13 th mtg. – Questions, Analysis, and ADM results	Staff members	Results from May 13, 2009 meeting	Monthly at 2 nd staff meeting	ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.2 – Look to see when ITBS/ITED questions are addressed within ADM Curriculum - before or after testing.	Staff members	Item Analysis stating which items ADM students should know when taking ITBS/ITED	Monthly at 2 nd staff meeting	ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.3 – Make curriculum alignment adjustments based on timing of testing.	Staff members	Curriculum Maps Timeline	Monthly at 2 nd staff meeting	ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.4 – Make needed instructional changes for items deemed addressed within ADM Curriculum but item analysis showing students not showing achievement on ITBS/ITED.	Staff members	Look at format tested within Curriculum compared to format on test	Monthly at 2 nd staff meeting	ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.5				

Adel DeSoto Middle School
2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.3 Professional Learning Communities will be studied and implemented over the next three years 2009-2012.				
Action Step 1.3.1 – Share rationale for PLC's - Research behind the use of Professional Learning Communities within school districts	Greg, Lee and Schlap	PLC Readings PLC Book PLC Powerpoint	August 12	Questions on note cards
Action Step 1.3.2 – Share protocol and timeline for PLC meetings	Greg, Lee and Schlap	PLC Readings PLC Book PLC Powerpoint	August 12	Use of professional development time to develop Essent. Learnings and Form. Assess.
Action Step 1.3.3 – Opportunities to work as a district PLC	Staff members	Meeting time	Nov. 11, Jan. 18, Jan. 27, Feb. 24, Mar. 12, April 12 & 21	Development of Ess. Learnings and Form. Assessment for one course
Action Step 1.3.4 – Opportunities to work as a 8-12 PLC	Staff members	Meeting time	Sept. 30 March 26	Development of Ess. Learnings and Form. Assessment for one course
Action Step 1.3.5 -				

Adel DeSoto Minburn
2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.4 Continued implementation of current professional development practices				
Action Step 1.4.1 Implementation of instructional strategies that focus on best practice in the content area.	Staff Members		Daily	Growth in student achievement on ITED data from 08-09 to 09-10
Action Step 1.4.2 Incorporation of content area reading strategies.	Staff Members		Daily	Growth in student achievement on ITED data from 08-09 to 09-10
Action Step 1.4.3 Implementation of differentiation strategies	Staff Members	Heart Data to identify Gen. Ed. & Spec. Ed. Students < Proficient	Daily	Growth in student achievement on ITED data from 08-09 to 09-10
Action Step 1.4.4 Incorporating technology into the classroom that fits student learning styles.	Staff Members		Daily	Growth in student achievement on ITED data from 08-09 to 09-10
Action Step 1.4.5 Revising the effectiveness of the Advisory program built around meeting the Iowa Core Curriculum and 21 st Century Skills	Staff Members Building Level ILT			

Suggestions:

- Give instructions to associates on how to read tests to special ed students.
- Content teachers should give an essential learnings study guide to special education students.
- ITED Rewards: ½ day off of school, on a Friday before Spring Break for all students meeting the criteria
- Set a graduation criteria that students who do not meet proficiency need to take a reading class

Adel DeSoto Middle School
2009-2010 School Improvement Plan

CSIP Goal: All PK-12 students will achieve at high levels in mathematics, prepared for success beyond high school.

District Goal: APR Goal: Increase the percent of students proficient or above on the ITBS/ITED Math Total subtest. To measure this goal We will compare the percent of students proficient or above in grades 3-11 in 2009 (need %) to the percent proficient or above in 2010.

By 2013 the NCLB Targets are: 3rd-93.5, 4th-93.7, 5th-94.2, 6th-93.2, 7th-93.0, 8th-9.0, 11th-94.8

Full implementation of the Iowa Core Curriculum 2012-2013.

Building Goal 1: (ex) The percent of students proficient and above on the 10-11 grade ITED Math Total test will increase from 83.4% in 2009 to 86.9% % in 2010.

SUB GOAL 1: The percent of IEP students proficient and above on the 10-11 grade ITBS Math Total test will increase from 28.6% in 2009 to 32.6% % in 2010.

Math Goal Committee:

Cris Goodale, Jean West, David Zwank, Angie Gilliland, Karla Kearney, Dan Severidt, Jon Barrett, Lucas Asche, Doug Gee

Adel DeSoto Minburn
2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.1 Essential Learnings and Assessments will be collaboratively developed in connection with the Iowa Core Curriculum Literacy standards.				
Action Step 1.1.1 – Introduction to process	ADM Admin. Team	Handouts	August 12 All day	Note card questions
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Action Step 1.1.4 – Begin working on their own individual course (pick one course if you teach multiple courses).	PLC Groups Individual Teachers	Essential Learnings Template ICC/ADM S & B	Nov. 11, Jan. 18, Jan. 27, Feb. 24, Mar. 12, April 12 & 21	One course developed by each teacher within PLC – Essen. Learn. And Form. Assess.

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2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.2 2009 ITBS/ITED item analysis data will guide instructional focus areas.				
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Action Step 1.2.3 – Make curriculum alignment adjustments based on timing of testing.	Staff members	Curriculum Maps Timeline	Monthly at 2 nd staff meeting	ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.4 – Make needed instructional changes for items deemed addressed within ADM Curriculum but item analysis showing students not showing achievement on ITBS/ITED.	Staff members	Look at format tested within Curriculum compared to format on test	Monthly at 2 nd staff meeting	ITED test results Compare 08-09 to growth in 09-10
Action Step 1.2.5				

Adel DeSoto Minburn
2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.3 Professional Learning Communities will be studied and implemented over the next three years 2009-2012.				
Action Step 1.3.1 – Share rational for PLC's - Research behind the use of Professional Learning Communities within school districts	Greg, Lee and Schlap	PLC Readings PLC Book PLC Powerpoint	August 12	Questions on note cards
Action Step 1.3.2 – Share protocol and timeline for PLC meetings	Greg, Lee and Schlap	PLC Readings PLC Book PLC Powerpoint	August 12	Use of professional development time to develop Essent. Learnings and Form. Assess.
Action Step 1.3.3 – Opportunities to work as a district PLC	Staff members	Meeting time	Nov. 11, Jan. 18, Jan. 27, Feb. 24, Mar. 12, April 12 & 21	Development of Ess. Learnings and Form. Assessment for one course
Action Step 1.3.4 – Opportunities to work as a 8-12 PLC	Staff members	Meeting time	Sept. 30 March 26	Development of Ess. Learnings and Form. Assessment for one course
Action Step 1.3.5 -				

Adel DeSoto Middle School
2008-2009 School Improvement Plan

Strategy/Action Step	Person Responsible	Resources	Timeline Month/Year	Evidence of Implementation
Strategy 1.4 Continued implementation of current professional development practices				
Action Step 1.4.1 Implementation of instructional strategies that focus on best practice in the content area.	Staff Members		Daily	Growth in student achievement on ITED data from 08-09 to 09-10
Action Step 1.4.2 Incorporation of content area reading strategies.	Staff Members		Daily	Growth in student achievement on ITED data from 08-09 to 09-10
Action Step 1.4.3 Implementation of differentiation strategies	Staff Members	Heart Data to identify Gen. Ed. & Spec. Ed. Students < Proficient	Daily	Growth in student achievement on ITED data from 08-09 to 09-10
Action Step 1.4.4 Incorporating technology into the classroom that fits student learning styles.	Staff Members		Daily	Growth in student achievement on ITED data from 08-09 to 09-10
Action Step 1.4.5 Revising the effectiveness of the Advisory program built around meeting the Iowa Core Curriculum and 21 st Century Skills	Staff Members Building Level ILT			

Suggestions:

1. Change school policy so a graduation requirement is to be proficient in the Junior Year.
2. For those students who don't achieve proficiency, a 4th year math class will be required and the ITED will be retaken during their senior year.

Introduction to Professional Learning Communities

Adapted with permission from Learning by Doing (DuFour, DuFour, Eaker, & Many, 2006, pp. 2–5)

Public school educators in the United States are now required to do something they have never before been asked to accomplish: Ensure high levels of learning for all students. If educators are to make significant progress in meeting this challenge, they must first recognize that the institutions in which they work were not designed to accomplish the task of learning for all. They must then acknowledge the need to make fundamental changes in both the practices of their schools and the assumptions that drive those practices. The most promising strategy for meeting this challenge is developing the capacity of school personnel to function as a professional learning community (PLC).

What Is a Professional Learning Community?

The term *professional learning community* has become commonplace; it has been used to describe virtually any loose coupling of individuals who share a common interest in education. This lack of clarity can be an obstacle to implementing PLC concepts. First and foremost, PLCs are focused and committed to the learning of each student. Second, they are composed of teams whose members work interdependently to achieve common goals—thus creating a culture of collaboration. This collaboration involves collective inquiry into best practice and current reality and an action orientation. Lastly, PLCs share a results orientation with a commitment to continuous improvement.

A Focus on Learning

The very essence of a *learning* community is a focus on and a commitment to the learning of each student. When a school or district functions as a PLC, educators within the organization embrace high levels of learning for all students as both the reason the organization exists and the fundamental responsibility of those who work within it. In order to achieve this purpose, the members of a PLC create and are guided by a clear and compelling vision of what the organization must become in order to help all students learn. They make collective commitments clarifying what each member will do to create such an organization, and they use results-oriented goals to mark their progress. Members work together to clarify exactly what each student must learn, monitor each student's learning on a timely basis, provide systematic interventions that ensure students receive additional time and support for learning when they struggle, and extend and enrich learning when students have already mastered the intended outcomes.

A corollary assumption is that if the organization is to become more effective in helping all students learn, the adults in the organization must also be continually learning. Therefore, structures are created to ensure members engage in job-embedded learning as part of their routine work practices.

There is no ambiguity or hedging regarding this commitment to learning. Whereas many schools operate



as if their primary purpose is to ensure that children are taught, PLCs are dedicated to the idea that their organization exists to ensure that all students learn essential knowledge, skills, and dispositions. All the other characteristics of a PLC flow directly from this epic shift in assumptions about the purpose of the school.

A Collaborative Culture With a Focus on Learning for All

A PLC is composed of collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. The team is the engine that drives the PLC effort and the fundamental building block of the organization. It is difficult to overstate the importance of collaborative teams in the improvement process. It is equally important, however, to emphasize that collaboration does not lead to improved results unless people are focused on the right issues. Collaboration is a means to an end, not the end itself. In many schools, staff members are willing to collaborate on a variety of topics as long as the focus of the conversation stops at their classroom door. In a PLC, *collaboration* represents a systematic process in which teachers work together interdependently in order to impact their classroom practice in ways that will lead to better results for their students, for their team, and for their school.

Collective Inquiry Into Best Practice and Current Reality

The teams in a PLC engage in collective inquiry into both best practices in teaching and best practices in learning. They also inquire about their current reality—including their present practices and the levels of achievement of their students. They attempt to arrive at consensus on vital questions by building shared knowledge rather than pooling opinions. They have an acute sense of curiosity and openness to new possibilities.

Collective inquiry enables team members to develop new skills and capabilities that in turn lead to new experiences and awareness. Gradually, this heightened awareness transforms into fundamental shifts in attitudes, beliefs, and habits which, over time, transform the culture of the school. Working together to build shared knowledge on the best way to achieve goals and meet the needs of clients is exactly what *professionals* in any field are expected to do, whether it is curing the patient, winning the lawsuit, or helping all students learn. Members of a *professional* learning community are expected to work and learn together.

Action Orientation

Members of PLCs are action oriented: They move quickly to turn aspirations into action and visions into reality. They understand that the most powerful learning always occurs in a context of taking action, and they value engagement and experience as the most effective teachers. In fact, the very reason that teachers work together in teams and engage in collective inquiry is to serve as catalysts for action.

Members of PLCs recognize that learning by doing develops a deeper and more profound knowledge and greater commitment than learning by reading, listening, planning, or thinking. Traditional schools have developed a variety of strategies to resist taking meaningful action, preferring the comfort of the familiar. Professional learning communities recognize that until members of the organization “do” differently, there



is no reason to anticipate different results. They avoid paralysis by analysis and overcome inertia with action.

A Commitment to Continuous Improvement

Inherent to a PLC are a persistent disquiet with the status quo and a constant search for a better way to achieve goals and accomplish the purpose of the organization. Systematic processes engage each member of the organization in an ongoing cycle of:

- Gathering evidence of current levels of student learning
- Developing strategies and ideas to build on strengths and address weaknesses in that learning
- Implementing those strategies and ideas
- Analyzing the impact of the changes to discover what was effective and what was not
- Applying new knowledge in the next cycle of continuous improvement

The goal is not simply to learn a new strategy, but instead to create conditions for perpetual learning—an environment in which innovation and experimentation are viewed not as tasks to be accomplished or projects to be completed but as ways of conducting day-to-day business, *forever*. Furthermore, participation in this process is not reserved for those designated as leaders; rather, it is a responsibility of every member of the organization.

Results Orientation

Finally, members of a PLC realize that all of their efforts in these areas—a focus on learning, collaborative teams, collective inquiry, action orientation, and continuous improvement—must be assessed on the basis of results rather than intentions. Unless initiatives are subjected to ongoing assessment on the basis of tangible results, they represent random groping in the dark rather than purposeful improvement. As Peter Senge and colleagues conclude in *The Fifth Discipline: The Art and Practice of the Learning Organization* (1994), “The rationale for any strategy for building a learning organization revolves around the premise that such organizations will produce dramatically improved results” (p. 44).

This focus on results leads each team to develop and pursue measurable improvement goals that are aligned to school and district goals for learning. It also drives teams to create a series of common formative assessments that are administered to students multiple times throughout the year to gather ongoing evidence of student learning. Team members review the results from these assessments in an effort to identify and address program concerns (areas of learning where many students are experiencing difficulty). They also examine the results to discover strengths and weaknesses in their individual teaching in order to learn from one another. Most importantly, the assessments are used to identify students who need additional time and support for learning. Frequent common formative assessments represent one of the most powerful tools in the PLC arsenal.

