

Advanced Placement Committee Meeting
February 9th
4:15 p.m. - 5:30
ADM Board Room

- I. Review of January 19th meeting
 - a. Consensus: Continue with the current plan of weighting ADM AP courses for those students that take the AP exam. 1 quality point.
 - b. Weight AP courses that are taken on-line and off campus because AP has a national standard for rigor.
 - c. Do not weight courses offered by colleges due to the uncertainty of the rigor of the courses.
- II. Communication Plan
 - a. Copy given to the committee regarding the communication plan
 - b. Copy given to the committee regarding the registration points to discuss
- III. Adjourn

AP Communication Plan

1. Place AP policy in the ADM Course Handbook
2. Put the ADM approved Course Handbook on the web page.
3. Give teachers the "Registration Points to Discuss" documents to cover with all students, 8th through 11th during the registration times set aside during advisory.
4. Provide a copy of the course catalog to all students grades 8th through 11th, with a parent signature page stating that they have received a copy.
5. Send a letter home to parents describing AP, PLTW, Career Advantage course opportunities with parent meeting date (letter sent in mid February)
6. Put meeting date and time on web site.
7. Set an AP, PLTW, Career Advantage parent night; March 3rd 5:30 p.m.

Registration Points to Discuss

I. Advanced Placement Course Opportunities and Weighting

a. Courses Offered

- i. AP Calculus
- ii. AP Chemistry
- iii. AP English Language and Composition
- iv. AP English Literature and Composition
- v. AP Government and Politics: United States
- vi. AP Music Theory
- vii. AP Psychology
- viii. AP United States History
- ix. AP World History
- x. AP/Concurrent Enrollment Statistics

b. Weighting

i. All AP courses are graded.

1. Two options for grading:

- a. If a student chooses to take the AP exam, the course will be weighted on a 5.0 scale. Students must declare their choice at the beginning of the course.
- b. If a student does not choose to take the AP exam, the course will not be weighted and will be on the 4.0 scale.

ii. Grade Reporting

1. On report cards students will see both weighted and unweighted GPA's listed.
2. On transcripts students will see both weighted and unweighted GPA's listed AND both weighted and unweighted class ranks listed.

II. Project Lead the Way

- a. Description: Ever tried to design something new or draw up an idea you wanted to share with your friends and wondered how you could communicate your idea? Or, have you wondered how someone designed that new MP3 player or sleek new phone? Then Introduction to Engineering Design TM is the course for you. The major focus of the course is learning how to take an idea through a design process that will eventually be manufactured or produced. As you learn about various aspects of engineering and engineering design, such as how engineers communicate through drawing, you will apply what you learn through various activities, projects, and problems. For example,

after learning about the different techniques engineers use in determining how to design a product, you and your teacher will have the flexibility to explore the design and engineering processes to solve problems that are of interest to you.

III. PSEO, Career Advantage DMACC Courses

- a. All students MUST meet the following criteria to take a PSEO or Concurrent enrollment course; (including our Statistics course)
 - i. Students must be proficient, at the 41st percentile, in Math, Reading and Science on the latest ITED tests.
 - ii. Students must meet college requirements to take the course. Some courses have GPA requirements and others have a level that needs to be met. (DMACC could require a student to take the Compass test to determine this level).
 - iii. ONLY 11th and 12th grade students are eligible UNLESS a 9th or 10th grade student is identified GATE and has it in their PEP.
- b. Career Advantage Courses (Perry Center)
 - i. DMACC Perry campus will offer college credit courses available to our students, if students meet enrollment requirements.
 - ii. Students must be proficient, at the 41st percentile, in Math, Reading and Science on the latest ITED tests.
 - iii. Students must meet college requirements to take the course. Some courses have GPA requirements and others have a level that needs to be met. (DMACC could require a student to take the Compass test to determine this level).
 - iv. Open to 9th through 12th grade students
- c. Below is a list of courses at the DMACC Center.

i. Automotive Technology	11 credits possible
ii. Business Applications	3 credits possible
iii. Building and Trades	21 credits possible
iv. Criminal Justice	17 credits possible
v. Culinary Arts	12 credits possible
vi. Fashion/Design	6 credits possible
vii. Health Occupations	13 credits possible
viii. Teacher Academy	8 credits possible
ix. Visual Communications	12 credits possible
x. Welding	9 credits possible

- xi. Project Lead the Way: available to ADM students in 2 years. Must take PLTW courses at ADM prior to registering for DMACC PLTW courses

IV. Math and Reading ITED Scores and ADM courses

a. Math

- i. Any students who score at the 40th percentile or below on the ITED Math Concepts and Problems section during their Junior year ITED test, will be required to take a math course the following year, whether or not they have met or exceeded graduation requirements in math. If a student is required to take a math course because of a low ITED score, the course will be chosen by an agreement between the student, parents, counselor, and math teacher.

b. Reading Comprehension

- i. 9th and 10th grade students that scored below the 50th percentile on the Reading Comprehension ITED test will be required to sign up for the Strategic Reading Course.

V. Junior and Senior Advisors:

- a. Make sure you have the students READ the description of every English course and remind them that courses like Applied Communications, Reading for Life, Publications and Communications do NOT meet the English entrance requirements for many colleges and universities.

COLLEGE CREDIT OPPORTUNITIES

PSEO, Career Advantage DMACC Course Requirements

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 - iii. Students must meet college requirements to take the course. Some courses have GPA requirements and others have a level that needs to be met. (DMACC could require a student to take the Compass test to determine this level).
 - iv. 9th and 10th grade students are eligible to take these classes but need to realize they must take the ADM required courses at their grade level and have 3 periods open to be able to take a course off campus. They are also responsible for their own transportation (school permits will not work for these courses).

Courses offered through PSEO, Career Advantage, on-line cannot supplant, which means that a college class has SUBSTANTIALLY the same concepts and skills as the high school class. Students would be required to take the ADM course.

ADM Advanced Placement (AP) Courses

Students who are interested in taking AP courses need to have the motivation and perseverance to complete college-level work. The ultimate goal is successful completion of the AP exam offered in May by the College Board. This allows students the potential to earn three or more college credits per class.

Students at Adel Desoto Minburn High School may enroll in Advanced Placement classes at the high school. The curriculum is equivalent to a first year college course. This accelerated pace course requires students to gain teacher and parental approval. The student is encouraged to take a post-test (at their expense) to also qualify for college credit for the course. Students who qualify for college credit will be reimbursed a portion of the test expense.

All AP courses will be graded, count into the students GPA and affect a students class rank. Students who take the AP examine receive a weighting of one quality point on their GPA. Students who do not take the AP exam will not receive a weighted grade. We report these weighted and unweighted grades on report cards and transcripts. Along with the grades we report weighted and unweighted class rank on a students transcripts.

Percentage	Grade	Non-weighted Quality Points	Weighted Quality Points
100%	A+	4.0	5.0
95%	A	4.0	5.0
93%	A-	3.67	4.67
91%	B+	3.33	4.33
87%	B	3.0	4.0
85%	B-	2.67	3.67
83%	C+	2.33	3.33
80%	C	2.0	3.0
78%	C-	1.67	2.67
76%	D+	1.33	2.33
72%	D	1.0	2.0
70%	D-	.67	1.67
Below	F	0.0	0.0

AP Courses offered AT ADM High School:

Calculus
 Chemistry (with College Board approval)
 English Language and Composition
 English Literature and Composition
 Government and Politics: United States
 Music Theory
 Psychology
 Statistics (with College Board approval)
 United States History
 World History

AP classes NOT OFFERED AT ADM HIGH SCHOOL may be taken on-line. These courses will be weighted on the same method that our in-house AP courses are weighted, one point if the AP exam is taken.

TRANSFER IN COURSES including AP

Students that transfer into ADM will have their transcripts evaluated by the principal or designee. Student grades will be converted to the ADM grading scale; for example if the student earned a B in the previous district, that B will be converted to ADM's grading scale for grade point average. Student's class rank will be assigned based on their ADM GPA.

Students transferring in to ADM High School with Advanced Placement courses will be allowed to have these AP courses weighted on the same scale as ADM's AP course under these conditions: The AP course must have been taken during or following the 2010-2011 school year. AP courses taken prior to when ADM started weighting AP courses, will not be weighted. Students must show proof that they took the AP end of course exam. Academic recognitions by the ADM

Community

School District will include both weighted and non-weighted grading systems. (i.e. grad point averages, class rank, graduation honors, etc.)

CONCURRENT ENROLLMENT CLASSES

Concurrent enrollment classes automatically count as college credit and high school credit upon successful completion of the course. These courses are not weighted and will be on the 4.0 scale. Dual enrollment courses offered at ADM High School:

Statistics

(this course will also be an AP course if the College Board approves this offering. If it is approved the course will be weighted as with all other ADM AP courses if a student takes the AP exam.)

CAREER ADVANTAGE AND ACADEMIES

Career Advantage classes are high school sections of college classes and are, except for career academy classes, taught by high school teachers certified as DMACC teachers. Students can earn college credit in both Career Advantage and Career Academy classes. Career Academy courses are multiple courses in a content area bundled together. Students must register for all of the courses in a bundle. Career Academy courses are a set of integrated courses in a number of vocational areas, the classes would involve the student spending a block of the day at a DMACC campus and half a day at ADM. *The student would be responsible for transportation* and the high school would pay the cost for all successfully completed classes. Applications for this course work are available in the counseling office.

	<u>Programs</u>	<u>College Credit Hours Available</u>
	Agriculture	16
	Automotive Collision	27
	Automotive Technology	27 (ADM Pre requisite: Small Engines)
	Criminal Justice	16
	Culinary Arts	25
	Diesel	21
	Health Occupations	14
	Information Technology/	14
	Business Applications	6 or more (ADM Pre requisite: 1 year
Accounting)	Building Trades	21 (ADM Pre requisite: Introduction to
	Construction,	Finish Carpentry, ABC Electrical 1 & 2, CAD
	1-IV)	
	Fashion Design	6 or more
	Teacher Academy	8
	Visual Communications	12
	Welding	9 (ADM Pre requisite: General Metals)

Course descriptions for all AP courses are found below in the ADM Course Information section. Students can find course descriptions for Career Academy and Dual Enrollment courses through the high school counseling office. Please read the descriptions carefully to be sure you are meeting all the prerequisites and are at the correct grade level to take the course.

CENTRAL CAMPUS/CENTRAL ACADEMY CLASSES

Des Moines Independent Community Schools offers over 30 vocational and advanced classes at their central campus. Juniors and seniors may enroll in these classes on a half-day basis. A wide variety of advanced curriculum courses are offered at Central Academy. A listing of classes available is listed at www.dmps.k12.ia.us/schools/3CentralCampus/caindex.htm.

If similar courses are offered through the DMAOC Perry center, students will be required to take those courses rather than Central Campus courses.

Three credit classes are recommended to justify the periods used to travel to Central Campus. In order to be eligible to take these advanced classes, students must take all the courses ADM offers in that area first. In addition, students must fulfill core requirements at ADM to be eligible to either take or continue with these courses. Students need to fill-out an application for consideration to this program. *Transportation to Central Campus (1600 Grand) is the responsibility of the student.* Scheduling for graduation requirements take priority. See counselor for classes offered and deadlines for registration.

Areas of study at Central Campus:

Aviation Technology, Commercial Photography, Computer Tech & Networking
Early Childhood Careers, JROTC Army, Marine Biology
Adv. Broadcast and film

Students need to sign up for at least a three-credit hour class, or combination of classes, to justify the time needed away from ADM.

TRANSCRIPTS

Student transcripts generated by ADM will include both non-weighted and weighted grade point averages as well as both non-weighted and weighted class ranks. Students trying to qualify for any academic recognition will be able to use the scale that provides the best opportunity to for them to qualify.

AP ENGLISH LITERATURE AND COMPOSITION I (1 semester) Elective Grade 12
Recommendation: Successful completion of Composition or teacher approval

AP ENGLISH LITERATURE AND COMPOSITION II (1 semester) Elective Grade 12
Recommendation: Successful completion of Composition or AP English Literature and Composition or American Literature or teacher approval.

AP English Language Composition (1 year) Elective Grades 12
Recommended: **At least a 2.5 GPA** in all prior English courses.

AP CALCULUS (1 year) Elective Grades 11,12
Recommended: Due to the rigorous nature of this course it is highly recommended that students have scored the following in previous math course: Advanced Math (**C or above**) or co-enrollment in Advanced Math while **maintaining a B and a score above 50% on the math section** of the I.T.E.D. (national %)

AP PROBABILITY AND STATISTICS (Dual Enrollment) (1 year) Elective Grades 11, 12
Prerequisite: Minimum grade of **C** in Algebra II

AP CHEMISTRY (1 year) Elective Grades 10-12
Recommendation: Due to the rigorous nature of this course, students should have taken Chemistry and Algebra II prior to being in AP Chemistry. Students who have not had these two courses will find it very difficult to be successful.

AP WORLD HISTORY (1 year) Elective Grade 10
Recommended: Due to the rigorous nature of this courses it is highly recommended that students have scored a 90% or higher on the ITED Social Studies assessment and an 85% or higher on the ITED Reading Comprehension assessment.

AP AMERICAN HISTORY (1 year) Elective Grade 11
Recommended: Due to the rigorous nature of this course, it is highly recommended that a student score at least a B average in all previous social studies courses and have earned an 85% or higher on the ITED reading comprehension test.

AP U.S. GOVERNMENT & POLITICS (1 semester) Elective Grade 12
Recommended: Due to the rigorous nature of this courses it is highly recommended that students have scored a 90% or higher on the ITED Social Studies assessment and an 85% or higher on the ITED Reading Comprehension assessment.

AP PSYCHOLOGY (1 semester) Elective Grades 11, 12
Recommended: Due to the rigorous nature of this course, it is highly recommended that a student score at least a B- in Psychology to be successful in AP Psychology.

AP MUSIC THEORY (1 year) Elective Grades 11, 12
Prerequisite: Must be a junior or senior.
Recommended: with some type of musical background. May be musical instrument or vocal.

ADMHS

Adel DeSoto Minburn High School

801 Nile Kinnick Drive South

Adel, Iowa 50003

515-993-4584 fax: 515-993-3025

Lee Griebel - Principal

Doug Gee - Activities Director

Parent Night
~~March 3rd~~, 5:30 p.m.

Feb. 21st

Advanced Placement, Project Lead the Way, Career Advantage (Academies)

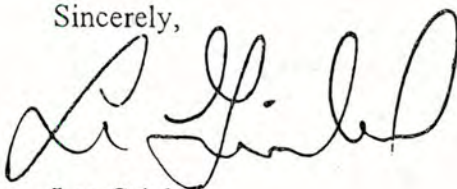
ADM High School Parents:

We are sending this letter home to invite you to learn more about some of the outstanding course opportunities ADM High School will have for your student next year. We will focus on discussing Advanced Placement classes, Project Lead the Way pre-engineering courses, and DMACC's Career Advantage program, which includes their Career Academy course offerings.

The programs above provide your student the opportunity to earn college credit while in high school. Studies have shown that students who take courses of this nature while in high school are much more successful when they enter college and over time do much better in their course work.

We are excited to meet with all of you and discuss how we can help your student register for these opportunities.

Sincerely,



Lee Griebel
Principal
ADM High School

2010-2011

ADM PLAN Results

Participation

- Testing: November 3rd 2010
 - First Christian Church
- 95 Sophomore students were tested

How The PLAN Test is Scored

- The PLAN test consists of 4 multiple choice tests: English, Math, Reading and Science
- Number of correct responses is converted to a scale score ranging from a low 1 to a high 32
- The PLAN test score scale (1-32) is on a common score scale as the ACT (1-36)
 - Students can interpret their PLAN score to what they would be expected to get on the ACT if they would have tested at the time.

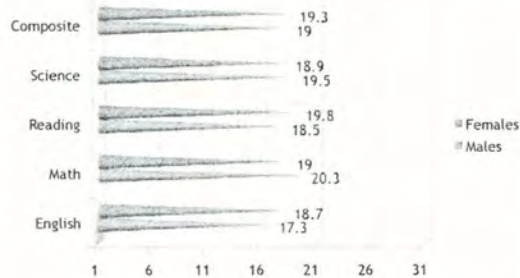
National Comparison

All Tested Students

The scores below represent the ADM Mean score compared to the national mean score out of a total score of 32.

TEST	Max Score	ADM	National	Difference +/-	% scoring in top 25%
English	32	18	16.9	+ 1.1	40%
Math	32	19.7	17.4	+ 2.3	43%
Reading	32	19.1	16.9	+ 2.2	48%
Science	32	19.2	18.2	+ 1	42%
Composite	32	19.1	17.5	+ 1.6	47%

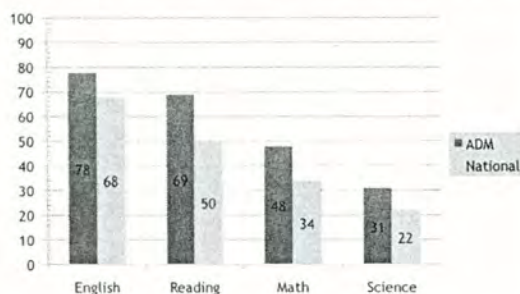
Gender Comparison



College Readiness Info

- Benchmark Scores are used for determining student college readiness
 - This score determines if individual students are on track to be college ready when they graduate from high school
 - Using the 1-32 score scale
 - English 15
 - Reading 17
 - Math 19
 - Science 21
 - The following slide compares the percentage of ADM students that are college ready in the content area with that of the national scores. The score represents the number of ADM students scoring at the benchmark and above.

College Readiness Results



Career Preferences

Career Area	ADM	Female	Total
Marketing and Sales	1		1
Regulation and Protection	3		3
Financial Transactions	1	2	3
Agriculture and Forestry	1	2	3
Computer and Information Speculations	4		4
Construction and Maintenance	3		3
Crafts and Related	1		1
Mechanical/Electrical Speculations	3		3
Engineering	10		10
Natural Sciences	4	1	5
Medical Technologies	1	4	5
Medical Diagnosis and Treatment	5	16	21
Social Science		1	1
Applied Arts Visual	1	7	8
Creative/Performing Arts	6	5	11
Applied Arts, Written and Spoken	1	1	2
Education		6	6
Community Service	1	1	2
Personal Service	1	1	2

Future Plans

- Of the 95 students that tested the following indicates student's post secondary plans:
 - 33% Graduate/Professional Study
 - 42% 4-year college/University
 - 4% 2-year college
 - 3% Career/Technical School
 - 2% Apprentice/Job Training
 - 5% Military services
 - 2% Do not plan on finishing high school
 - 7% Undecided

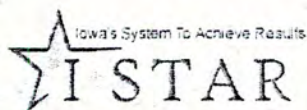
Implications for Growth

- Students were asked to indicate areas they would need extra assistance for future success. These results will help guide ADM's focus on resources, time management and hierarchy of interventions. The percentages below are based on 100% of ADM tenth grade students testing.

• Exploring options after high school:	41%
• Improving writing skills:	15%
• Improve reading speed and comprehension:	34%
• Improve study skills:	42%
• Improve math skills:	36%
• Improve computer skills:	7%
• Improve public Speaking:	37%

Communication

- December 15th:
 - Students were brought to the auditorium to receive their individual results.
 - Mr. DePue clearly covered with students the areas of focus, how to read the results, and what are the next steps for future planning.
- Also on December 15th a letter was sent home to parents informing them that their student received this information and if they had questions regarding their students results to please contact us.

[Main](#) [Dashboard](#) [Surveys - Data Entry](#) [Reports](#) [Tutorials](#) [Print](#) [Logout](#)

Logged in as: Dufoe, Greg | Agency Selected: Adel-DeSoto-Minburn | Data Collection Year: 2010-11

Compliance Report - Part B File Review
AEA 11 Heartland: Adel-DeSoto-Minburn

Full implementation of the CAP, which includes the correction of individual noncompliance, must be made as soon as possible but no later than one year (365 days) after notification date. The CAP must address each item within each cluster (shown in the table(s) below) with a single corrective Action Step. Once the AEA (or SEA, as applicable) verifies that the CAP has been fully implemented and after all individual noncompliance has been corrected and verified, the 365 day clock will stop.

In the calculation of compliance percentage, the number of NA is deducted from the total N. For example, if N = 12, Yes = 8, No = 0 and NA = 2, the percentage is 80% (8/10).

Approval Date/Date of Notification: 01/26/2011

Current Status: AEA 11 Heartland released on 01/26/2011 by Jim Clark

[Compliance Report](#)[Building View](#)[Teacher View](#)**Items meeting criteria out of possible items per cluster area**

Participation in IEP Process	4 of 4
Appropriate Services in the LRE	11 of 11
System Support	7 of 7
Student Results	12 of 12
Transition	14 of 14

▼ Participation in IEP Process

▼ Appropriate Services in the LRE

▼ System Support

▼ Student Results

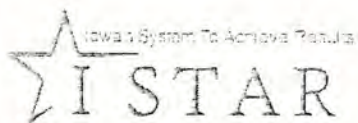
▼ Transition

▼ Transition 6 Critical Elements Summary.



The Iowa Department of Education

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Compliance Report - Part B File Review AEA 11 Heartland: Adel-DeSoto-Minburn

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Compliance Report

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Participation in IEP Process	4 of 4
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Participation in IEP Process

Parents are to be active participants in all education decisions including the initial efforts to address concerns about student progress, and when needed, the decision to evaluate a student to determine if they are eligible for special education services. Parents and students are actively involved in IEP (Individualized Education Program) team decisions regarding the development and implementation of the Individualized Education Program. Students are included, when appropriate, in IEP decisions such as goal setting, career/vocational planning, and transition services. Educators are also to be actively involved in IEP team decisions regarding the development and implementation of the Individualized Education Program.

Measure/Legal Requirement:

Measure 1: Percentage of IEP files reviewed that identify IEP team members attending IEP meeting [20 USC 1414(d)(1)(B)] (Questions 12a, 12b, 12d, 12f)

Record and File Review Summary

Question	N	Yes	No	NA	Percentage
P12a) General education teacher	59	59	0	0	100.00%
P12b) Special education teacher	59	59	0	0	100.00%
P12d) LEA designee	59	59	0	0	100.00%
P12e) Parent	59	59	0	0	100.00%

Appropriate Services in the LRE

Iowa's general school accreditation standards as defined in Chapter 12 of the Iowa Administrative Code are "intended to fulfill the state's responsibility for making available an appropriate educational program that has high expectations for all students. The accreditation standards ensure that each child has access to an educational program that meets the needs and abilities of the child regardless of race, color, national origin, gender, disability, religion, creed, marital status, geographic location, or socioeconomic background" (emphasis added). For children and youth with disabilities who require special education, Iowa's public school districts and area education agencies (AEAs) are responsible for providing a free and appropriate public education (FAPE) in the least restrictive environment (LRE) in accordance with federal requirements of the Individuals with Disabilities Education Act (IDEA). Each of these eligible children and youth must have an Individualized Education Program (IEP) that defines the specific manner in which these requirements will be met. The IEP includes annual goals for improvement in student performance.

In order to be regarded as appropriate, the services, activities, and supports provided to or on behalf of a student with a disability must be reasonably calculated to confer meaningful educational benefit. Meaningful benefit is evidenced by: advancement toward attaining the IEP goals; involvement and progress in the general curriculum of the school; by age 14, pursuit of a course of study leading to the post-high school outcomes of living, life-long learning and work; participation in extracurricular and other nonacademic activities; and education and participation with peers.

The obligations of schools and AEAs related to LRE are embodied in the following principles: each public agency must ensure that a continuum of services is available to meet the needs of children with disabilities; to the maximum extent appropriate, children with disabilities are to be educated with children who are non-disabled; removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; the school the children attend is as close as possible to the children's home; unless the IEPs of children with disabilities require some other arrangement, they are educated in the school they would attend if non-disabled, and children with disabilities participate with non-disabled children in nonacademic and extracurricular services and activities, to the maximum extent appropriate.

Measure/Legal Requirement:

Measure 1: Percent of IEPs that document a discussion regarding a continuum of services [20 USC 1412(a)(5)(A)] (Questions 43, 45, 47, 49)

Measure 2: Percent of IEPs with PLAAFP describing effect of disability on educational programming [20 USC 1414(d)(1)(A)(i)(I)(aa)(bb)] (Questions 18, 19)

Measure 3: Percent of IEPs documenting a written description of all services. [20 USC 1414(d)(1)(A)(i)(II)(aa)] (Question 37)

Record and File Review Summary

Question	N	Yes	No	NA	Percentage
AS16) IEP team considered student's strengths, interests and preferences	41	41	0	0	100.00%
AS17) IEP includes concerns of the parents	59	59	0	0	100.00%
AS18) 3-5 PLAAFP includes how disability affects participation in appropriate activities	1	1	0	0	100.00%
AS19) K-12 PLAAFP describes how disability affects participation in gen ed curriculum	58	58	0	0	100.00%
AS37) Description of each special education service, activity and support	40	40	0	0	100.00%
AS49b) LRE % reflective of services	59	58	1	0	98.31%
AS41) IEP explains why an alternate assessment is necessary and appropriate	2	2	0	0	100.00%
AS43) Justification provided when all special education services NOT in gen ed environments	57	57	0	0	100.00%
AS45) Justification provided when NOT participating in nonacademic activities with nondisabled peers	0	0	0	0	100.00%
AS47) Justification provided when NOT attending school would attend if nondisabled	0	0	0	0	100.00%
AS49) Special school questions answered in the development of this IEP	0	0	0	0	100.00%

System Support

The district is expected to be proactive in organizing support to meet the range of student needs present in the school population. These are varied means by which this responsibility is carried out. Districts have policies and procedures that support educational services for all students, including students with disabilities. District policies and procedures are aligned with state and federal requirements and support practices that are legally sound and professionally responsible.

Measure/Legal Requirement:

Measure 1: Percent of IEP files having evidence of meeting notice sent. [USC 20 1414(d)(1)(B)] (Questions 50, 51)

Measure 2: Percentage of IEPs indicating transfer of parental rights [20 USC 1415(m)], [20 USC 1414(d)(1)(A)(i)(VIII)(cc)] (Question 15)

Measure 3: Percent of IEP files having evidence of procedural safeguards reviewed with parents. [20 USC 1415(d)(1)(A)] (Questions 13, 14)

Measure 4: Percent of IEP files having evidence of parental consent for additional evaluations. [20 USC 1414(c)(3)] (Question 55)

Record and File Review Summary

Question	N	Yes	No	NA	Percentage
SS13) Procedural safeguards (proc safe) reviewed with parent	59	59	0	0	100.00%
SS14) Method of proc. safe. review documented in IEP	59	59	0	0	100.00%
SS15) Rights transfer at age 18	19	16	0	3	100.00%
SS50) Meeting notice sent	43	43	0	0	100.00%
SS51) Required participants invited	43	43	0	0	100.00%
SS53) Reevaluation has occurred within the last three years.	59	36	1	22	97.30%
SS56) Current IEP	59	59	0	0	100.00%

Student Results

Educational results are a direct function of instruction and supports within the school, home and community and are accomplished in the following ways:

The district's student learning goals are inclusive of all student performance. Each district's Comprehensive School Improvement Plan (CSIP) addresses student learning goals. These goals represent a desired outcome for all students. The district specifies an assessment approach for determining the results of the student learning goals.

Student participation and performance on district wide assessment and alternate assessment is evaluated. All students are expected to participate in the district's large-scale assessments. Some students with disabilities may participate through use of an alternate assessment. This is a decision made by each student's Individualized Education Program (IEP) team. Regardless of the assessment procedures, the intent is to inform students, parents, teachers, district leaders and the community about the success of all students. The results are aggregated to reflect all students and disaggregated to reflect performance of students by subgroup.

Student expectations for improved performance are stated in IEP goals. As required by federal and state rules, students with disabilities have individualized goals that must be met. For disabled students, Results are assessed at

the end of the annual goal period.

Student progress on goals is monitored frequently and summarized annually. A schedule for monitoring student progress on each goal is stated in the IEP and communicated to parents, general education teachers and administrators. Progress on IEP goals is assessed systematically throughout the year (formative evaluation) and summarized at the conclusion of the goal period (summative evaluation). A summary of performance in relation to IEP goals is available for each student in the "IEP Results data base" in the Iowa Information Management System, and can be summarized by teacher, building or district.

The IEP identifies the direct connection with the district's curriculum, standards and benchmarks. The IEP identifies the link to the district's standards and benchmarks. The district curriculum is intended to address the needs of all students.

Districts use the IEP Results system for assessing the extent to which student IEP goals are accomplished. Ongoing data collection and analysis allows for consideration of changes in instruction and service delivery, as well as reporting meaningful student progress to parents.

Measure/Legal Requirement:

Measure 1: Percent of files reviewed that indicate alignment between evaluation procedures and measurement [20 USC 1414(d)(1)(A)(i)(III)], [20 USC 1414(d)(A)(III, IV), (aa, bb)], [20 USC 1414 d(A)] (Questions 28, 29a, 29b, 29c, 31, 32, 33)

Measure 2: Percent of files reviewed that indicate alignment of accommodations for District-wide Assessments (DSW) [20 USC 1414(d)(1)(A)(i)(VI)(aa)], [20 USC 1412(a)(16)(A)] (Questions 39, 40)

Measure 3: Percent of files reviewed indicate alignment of goals to standards and benchmarks. [20 USC 1414(d)(1)(A)(i)(II)(aa)] (Question 34)

Record and File Review Summary

Question	N	Yes	No	NA	Percentage
SR27) Baseline contains a numeric measure of current performance.	59	59	0	0	100.00%
SR29) Written measurable annual goal contains same numeric performance measure as baseline	59	59	0	0	100.00%
SR30a) Goal states conditions	59	59	0	0	100.00%
SR30b) Goal states the behavior	59	58	1	0	98.31%
SR30c) Goals states the criterion	59	59	0	0	100.00%
SR31) Evaluation procedure includes how progress is measured	59	59	0	0	100.00%
SR32) Evaluation procedure includes how often progress is measured	59	59	0	0	100.00%
SR33) Documentation of progress monitoring aligns with baseline measures and goal	59	59	0	0	100.00%
SR34) Goal related to district standards and benchmarks	59	59	0	0	100.00%
SR34a) Is a decision rule stated that will be used to consider the need for instructional changes?	59	58	1	0	98.31%
SR34b) Have the data as described in the Evaluation/Progress Monitoring procedures section of the IEP been collected and documented?	59	59	0	0	100.00%
SR35) Phase changes based on progress monitoring data	59	58	1	0	98.31%

Transition

Federal and state regulations require local IEP (Individualized Education Program) teams to plan and, when appropriate, provide services necessary for students with IEPs to transition from high school to post-school activities. Secondary transition is defined as a coordinated set of activities for a student with a disability that promotes movement from school to activities including postsecondary education, vocational training, integrated employment, continuing and adult education, adult services, independent living, and/or community participation. Determination of the specific post-school activities should be based upon the individual student's needs, and take into account the student's preferences and interests. Instruction, related services, community experiences, the development of employment and other post-school adult living objectives, daily living skills and functional vocational evaluations should all be coordinated to help the student pursue his or her postsecondary expectations. Incorporation of transition into the IEP process must begin by at least age 14 and includes early identification of, and planning for, the student's post-school goals by defining a course of study.

Measure/Legal Requirement:

Measure 1: Percent of IEPs documenting critical transition elements, including preferences and interests [20 USC 1402(34)(B)]

Measure 2: Percent of IEPs documenting a PLAAFP that addresses transition skills and needs for living, learning, and working PSE (postsecondary expectations) [20 USC 1414(1)(A)(i)(VIII)(aa)]

Measure 3: Percent of IEPs containing postsecondary goals for living, learning, working [20 USC 1414(d)(1)(A)(i)(VIII)(aa)]

Measure 4: Percent of IEPs documenting Course of Study [20 USC 1414(d)(1)(A)(i)(VIII)(bb)]

Measure 5: Percent of IEPs that contain well written annual goals that support pursuit of postsecondary expectations [20 USC 1414(d)(1)(A)(i)(VIII)(aa)]

Measure 6: Percent of IEPs containing supports, services, and activities necessary to pursue postsecondary goals [20 USC 1414(d)(1)(A)(i)(VIII)(bb)]

Record and File Review Summary

Question	N	Yes	No	NA	Percentage
T20) Includes student's PS interests and preferences	43	43	0	0	100.00%
T21a) Assessment for PSE of living	43	43	0	0	100.00%
T21b) Assessment for PSE of learning	43	43	0	0	100.00%
T21c) Assessment for PSE of working	43	42	1	0	97.67%
T22a) PSE for living	43	43	0	0	100.00%
T22b) PSE for learning	43	43	0	0	100.00%
T22c) PSE for working	43	42	1	0	97.67%
T23a) Identifies targeted graduation date	43	42	1	0	97.67%
T23b) Identifies graduation criteria	43	43	0	0	100.00%
T23c) Identifies courses and activities to pursue post-secondary expectations	43	43	0	0	100.00%
T24a) Annual goals support post-secondary expectations	43	43	0	0	100.00%
T24b) Annual goals are well written	43	43	0	0	100.00%
T24c) Goals, services or activities for every post-secondary area or justification in the PLAAFP	43	43	0	0	100.00%
T25) Specific statements describe services/supports for annual goals, activities and to meet PLAAFP	43	42	1	0	97.67%

Transition 6 Critical Elements Summary.

Percent compliant per cluster area		Percent compliant across all cluster areas
Post Secondary Expectations	97.67%	90.7%
Transition Assessments	97.67%	
Student Interests and Preferences	100.00%	
Support Services and Activities	97.67%	
Annual Goals	100.00%	
Courses of Study	97.67%	

Post Secondary Expectations

The post-secondary expectation describes environments, knowledge, skills or activities that the IEP team, based on the student's strengths, preferences and interests, identifies as targets to plan for the student's future. Each post-secondary expectation is expressed in a statement that must: 1) project beyond high school, 2) be based on assessment information, including interests and preferences, and 3) be observable.

Record and File Review Summary

Question	N	Yes	No	NA	Percentage
T22a) Is there a postsecondary expectation of living that projects beyond high school, is consistent with available assessment information and is observable?	43	43	0	0	100.00%
T22b) Is there a postsecondary expectation of learning that projects beyond high school, is consistent with available assessment information and is observable?	43	43	0	0	100.00%
T22c) Is there a postsecondary expectation of working that projects beyond high school, is consistent with available assessment information and is observable?	43	42	1	0	97.67%

Transition Assessments

Transition assessment must occur for each of three post-secondary areas of living, working, and learning. The depth, breadth and type of assessment should be based on the student's needs. The information included must, however, include: 1. specific data (e.g., scores, skills observed); 2. method/source of the data (e.g., observation, interview, assessment name), and 3. enough data to determine that the postsecondary area has been assessed.

Record and File Review Summary

Question	N	Yes	No	NA	Percentage
T21a) Does the IEP document that the postsecondary area of living has been sufficiently assessed and information used as basis of transition planning?	43	43	0	0	100.00%
T21b) Does the IEP document that the postsecondary area of learning has been sufficiently assessed and information used as basis of transition planning?	43	43	0	0	100.00%
T21c) Does the IEP document that the postsecondary area of working has been sufficiently assessed and information used as basis of transition planning?	43	42	1	0	97.67%

Student Interests and Preferences

Interests are things, events, or people that evoke the student's curiosity. Preferences are those things, events, or people the student chooses over others. The information included in the IEP must describe the student's interests and preferences.

Record and File Review Summary

Question	N	Yes	No	NA	Percentage
T20) Does the IEP include the student's preferences or interests?	43	43	0	0	100.00%

Support Services and Activities

Clear and comprehensive identification and description of the services, activities and supports a student needs ensures that each team member knows exactly what will be provided for the student, what position or agency will be responsible for providing the identified services, activities or supports, and when and where the service, activity, or support will be provided. Only needs that the IEP team identified as pertinent for the duration of the annual IEP need to have goals/ and or services, supports and/or activities identified in the IEP. The transition assessment information provided on Page B may contain information that projects needs that will need support in the future but are not a priority for the current IEP. The IEP team should forecast that need in the course of study but not list it in the services and activities section until the year the student actually needs the service, support or activity, including linkages.

Record and File Review Summary

Question	N	Yes	No	NA	Percentage
T25) Are there specific statements describing the services and supports necessary to accomplish the annual goals and activities and to meet all needs identified in the PLAAFP?	43	42	1	0	97.67%

Annual Goals

Every annual goal that is written must help pursue the student's postsecondary expectation as based on the transition assessment. An annual goal is not needed for each of the three postsecondary areas (living, learning, and working) *as long as the assessment information clearly indicates that the student has no needs in that postsecondary area*. The goal must also, of course, include all the components of a well written goal: condition, behavior, criterion, and timeline.

Record and File Review Summary

Question	N	Yes	No	NA	Percentage
T24a) Do all the annual goals support pursuit of postsecondary expectations?	43	43	0	0	100.00%
T24b) Are all the annual goals well written?	43	43	0	0	100.00%
T24c) Are there goals, services or activities for every postsecondary area?	43	43	0	0	100.00%

Courses of Study

Course of study is a general set of statements that identify the path the student will follow, based on the student's postsecondary expectations and her or his needs, interests, and preferences. It is a perfect place to balance the long-term planning needs for transition and the annual planning of the IEP as it defines the direction or focus of the student's course work through graduation. At the secondary level, the course of study identifies when the student plans to graduate, defines the curriculum for the student, relates directly to the student's goals beyond secondary education, and shows how planned studies are linked to these goals. The course of study may change over time, so it needs to be reviewed annually to ensure that it reflects the long-range vision of the student.

Record and File Review Summary

Question	N	Yes	No	NA	Percentage
T23a) Does the course of study identify graduation criteria?	43	42	1	0	97.67%
T23b) Does the course of study identify a targeted graduation date?	43	43	0	0	100.00%
T23c) Does the course of study project courses and activities necessary to pursue the postsecondary expectations?	43	43	0	0	100.00%

Special Education Compliance Monitoring 2010-11 (FFY 2010)

Date: 02/09/2011

To: Adel-DeSoto-Minburn

From: AEA 11 Heartland

RE: Special Education Compliance Monitoring 2010-11 (FFY 2010)

Iowa requires districts to comply with the federal Individuals with Disabilities Education Act of 2004 (IDEA). For FFY 2010, your district was found to have instances of IDEA noncompliance during the review of Individualized Education Program (IEP) records conducted as part of Iowa's 5-year cyclical compliance monitoring process. This letter and the enclosed table serve as written notification that your district has findings of noncompliance in special education. These noncompliance findings must be corrected as soon as possible, but in no case longer than 365 days from the date of this letter.

The enclosed table provides details on the findings of noncompliance found in your district. Included in the table are: the legal requirements, the number of findings of noncompliance found in your district, the percent of files reviewed that did not have findings (percent compliant), and the data source.

Iowa's System to Achieve Results (I-STAR) application is both the source of the compliance/noncompliance data and the location where your district must document the correction of noncompliance. Authorized users will need to access I-STAR at <https://www.edinfo.state.ia.us/I-Star/login.aspx> to access reports, record dates of noncompliance correction, create a Corrective Action Plan (CAP) where applicable, and manage their corrections of noncompliance. AEA staff is available to assist your district in their efforts to correct noncompliance.

Please note that every finding of noncompliance must be corrected (recorded and verified in I-STAR) as soon as possible, but no later than 365 days from this letter. The AEA must verify every correction AFTER the district. Because the date of correction is calculated on the AEA verification date, it is critical that your district correct the noncompliance, record the correction in I-STAR, and then inform the AEA so AEA verification can occur in a timely fashion.

Any item listed at less than 100% in the attached table is an item that must be addressed through the correction of individual noncompliance. In addition, some items must also be addressed in your CAP. These items are prepopulated in your I-STAR CAP template for you to address.

Finally, additional items of noncompliance may be found and reported to your district through dispute resolution activities (due process hearings, mediation, complaints), financial audits and/or other activities of the Iowa Department of Education to assure compliance with IDEA.

Thank you for your attention to this matter. Please contact our AEA if you have questions regarding the process or next steps for your district.

I-STAR District Compliance FFY 2010

IDEA 2004 Legal Requirement	Individual Findings of Noncompliance	Percent Compliant	Source
§300.321(a)(2) IEP team—General education teacher	0	100%	I-STAR P12a
§300.321(a)(3) IEP team—Special education teacher	0	100%	I-STAR P12b
§300.321(a)(1) IEP team—Parent	0	100%	I-STAR P12e
§300.321(a)(4) IEP team—LEA designee	0	100%	I-STAR P12d
§300.504 Procedural safeguards notice (reviewed with parent)	0	100%	I-STAR SS13
§300.504 Procedural safeguards notice (documented on IEP)	0	100%	I-STAR SS14
§300.520(a) Transfer of rights when student with disability reaches age of majority under State law	0	100%	I-STAR SS15
§300.324(a)(1)(i) IEP includes strengths of the child	0	100%	I-STAR AS16
§300.324(a)(1)(ii) IEP includes concerns of the parents	0	100%	I-STAR AS17
§300.320(a)(1)(ii) IEP includes statement of child's present levels of academic achievement and functional performance—preschool	0	100%	I-STAR AS18
§300.320(a)(1)(ii) IEP includes statement of child's present levels of academic achievement and functional performance—school age	0	100%	I-STAR AS19
§300.43(a)(2) Transition activities based on individual needs, taking into account strengths, preferences, interests	0	100%	I-STAR T20
§300.320(b)(1) IEP includes appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and independent living skills	0	100%	I-STAR T21a
§300.320(b)(1) IEP includes appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and independent living skills	0	100%	I-STAR T21b
§300.320(b)(1) IEP includes appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and independent living skills	1	97.67%	I-STAR T21c

I-STAR District Compliance FFY 2010

IDEA 2004 Legal Requirement	Individual Findings of Noncompliance	Percent Compliant	Source
§300.320(b)(1) IEP includes appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and independent living skills	0	100%	I-STAR T22a
§300.320(b)(1) IEP includes appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and independent living skills	0	100%	I-STAR T22b
§300.320(b)(1) The IEP must include appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and independent living skills	1	97.67%	I-STAR T22c
§300.320(b)(2) IEP must include transition services (including courses of study) needed to assist the child in reaching postsecondary goals	1	97.67%	I-STAR T23a
§300.320(b)(2) IEP must include transition services (including courses of study) needed to assist the child in reaching postsecondary goals	0	100%	I-STAR T23b
§300.320(b)(2) IEP must include transition services (including courses of study) needed to assist the child in reaching postsecondary goals	0	100%	I-STAR T23c
§300.320(b)(2) IEP must include transition services (including courses of study) needed to assist the child in reaching postsecondary goals	0	100%	I-STAR T24a
§300.320(b)(2) IEP must include transition services (including courses of study) needed to assist the child in reaching postsecondary goals	0	100%	I-STAR T24b
§300.320(b)(2) IEP must include transition services (including courses of study) needed to assist the child in reaching postsecondary goals	0	100%	I-STAR T24c
§300.320(b)(2) IEP must include transition services (including courses of study) needed to assist the child in reaching postsecondary goals	1	97.67%	I-STAR T25
§300.320(a)(3)(i) IEP includes a description of how the child's progress toward meeting the annual goals will be measured	0	100%	I-STAR SR27
§300.320(a)(3)(i) IEP includes a description of how the child's progress toward meeting the annual goals will be measured	0	100%	I-STAR SR28
§300.320(a)(3)(i) IEP includes a description of how the child's progress toward meeting the annual goals will be measured	0	100%	I-STAR SR30a
§300.320(a)(3)(i) IEP includes a description of how the child's progress toward meeting the annual goals will be measured	1	98.31%	I-STAR SR30b

I-STAR District Compliance FFY 2010

IDEA 2004 Legal Requirement	Individual Finding or Noncompliance	Percent Compliant	Sources
§300.320(a)(3)(i) IEP includes a description of how the child's progress toward meeting the annual goals will be measured	0	100%	I-STAR SR30c
§300.320(a)(3)(i) IEP includes a description of how the child's progress toward meeting the annual goals will be measured	0	100%	I-STAR SR31
§300.320(a)(3)(i) IEP includes a description of how the child's progress toward meeting the annual goals will be measured	0	100%	I-STAR SR32
§300.320(a)(3)(i) IEP includes a description of how the child's progress toward meeting the annual goals will be measured	0	100%	I-STAR SR33
§300.320(a)(2)(i)(A) IEP includes statement of goals designed to enable child to be involved in and make progress in the general education curriculum	0	100%	I-STAR SR34
§300.320(a)(3)(i) IEP includes a description of how the child's progress toward meeting the annual goals will be measured	1	98.31%	I-STAR SR34a
§300.320(a)(3)(i) IEP includes a description of how the child's progress toward meeting the annual goals will be measured	0	100%	I-STAR SR34b
§300.320(a)(3)(i) IEP includes a description of how the child's progress toward meeting the annual goals will be measured	1	98.31%	I-STAR SR35
§300.320(a)(4) IEP includes a statement of the special education and related services and supplementary aides and services to be provided and a statement of the program modifications to supports for school personnel that will be provided for the child	0	100%	I-STAR AS37
§300.320(a)(7) IEP includes the projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications	1	98.31%	I-STAR AS49b
§300.320(a)(6)(ii)(A) IEP includes explanation why child cannot participate in regular assessment	0	100%	I-STAR AS41
§300.320(a)(5) IEP includes explanation of extent to which child will not participate with nondisabled children	0	100%	I-STAR AS43
§300.320(a)(5) IEP includes explanation of extent to which child will not participate with nondisabled children	0	100%	I-STAR AS45
§300.116(c) IEP includes a statement why child is not educated in the school that would attend if nondisabled	0	100%	I-STAR AS47

I-STAR District Compliance FFY 2010

IDEA 2004 Legal Requirement	Individual Findings of Noncompliance	Percent Compliant	Source
§300.116(b) IEP includes a statement why child is not educated in the school that would attend if nondisabled	0	100%	I-STAR AS49
§300.501(b)(2) Public notice to ensure parents have opportunity to participate in meetings	0	100%	I-STAR SS50
§300.321(a) IEP team membership	0	100%	I-STAR SS51
§300.321(a) IEP team membership--participating agency for transition	1	97.67%	I-STAR SS51a
§300.321(a)(7) IEP team membership--student	1	97.67%	I-STAR SS52
§300.303(b)(2) Reevaluation must occur at least once every 3 years	1	97.3%	I-STAR SS53
§300.116(b)(1) Placement must be determined annually	0	100%	I-STAR SS56

Adel DeSoto Minburn's Framework for Study Writer's Workshop

The purpose of **Gathering Text** is so students can experience a good range of text representing a particular kind of writing in the world. The wide range of text selected for the *Immersion* stage will give the study breadth. The texts you'll ask the students to study in the *Close Study* stage will need to be selected with more care and you'll only need a few of them.

The purpose of **Setting the Stage** is to inform students of what unit they will study and that they will be required to finish a piece of writing that shows the influence of the study. During *Setting the Stage*, teachers share expectations for completing the study and the guiding questions that will help them think about the text they will experience during *Immersion*.

The purpose of **Immersion** is for students (typically in pairs or small groups) to spend time reading and getting to know the varied texts they'll study. Using the guiding questions in *Setting the Stage*, they make notes of things they notice about how the texts are written.

The purpose of **Close Study** is for the class to study some of these texts from the Immersion stage. This learning is framed with the question, "What do we notice about how these text are written?" The teacher and students work together to use specific language to say what they now know about writing from this close study. They record it somehow and, most importantly, they envision using what they have learned in their own writing. The teacher takes a strong lead in helping students answer the guiding questions and to envision possibilities.

The purpose of **Writing Under the Influence** is for students to finish a piece of writing that demonstrates the influence of the study. Students are expected to show very specific ways in which the study influenced their writing. Not all noticings will be reflected in their writing.

Study Driven; Katie Wood Ray, 2006

2010-2011 Written Language Professional Development

*"If you want better writers, all of the power lies within you. It's all about teaching. In study after study when researchers took all of the factors that can impact student achievement-from parental income to school resources to parental support to per pupil spending in a school district-the factor that had a greater impact than all of the others **combined** was the effectiveness of the classroom teacher."*

-Penny Kittle, 2008

Grade Levels	Professional Text Used	Learning
Preschool Prekindergarten & Kindergarten Teachers	<u>Already Ready</u> by Katie Wood Ray <u>Study Driven</u> by Katie Wood Ray	We've met every month to discuss the theory of early writing with 3-6 year olds. Teachers have already made changes in how they view: <input type="checkbox"/> independent writing <input type="checkbox"/> guided writing <input type="checkbox"/> dictation <input type="checkbox"/> conferencing
Kindergarten-5 th grade Teachers 2 Special Education Teachers 1 Gifted & Talented Teacher	<u>About the Authors</u> by Katie Wood Ray with Lisa Cleveland Iowa Core for English Language Arts	Teachers on this leadership team are finishing their fourth professional book centered on written language. They've identified their inquiry units. Currently, they are working toward aligning the Iowa Core in ELA to our inquiry units. Lastly, they are helping me design and develop PD for the rest of the teaching staff for 2011-2012.
6-12 Reading and Writing Teachers All Special Education teachers	<u>Study Driven</u> by Katie Wood Ray <u>Write Beside Them</u> by Penny Kittle <u>Clearing the Way: working with teenage writers</u> by Tom Romano	The Language Arts Teachers for 6-12 are working hard to synthesize their new learning about written language instruction. We will finish the year envisioning how they can implement the Framework for Study at the 6-12 th grade levels, in addition to becoming familiar with the Iowa Core for 6-12 th grades in English Language Arts.



Adel DeSoto Minburn

801 Nile Kinnick Drive S., Adel, Iowa 50003
515-993-4283

Drive Tech
→

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

SUMMARY OF FEBRUARY 14, 2011, BOARD OF DIRECTORS MEETING

PERSONNEL CONTRACTS

Personnel contracts:

I recommend the following resignations/terminations:

Julie Carpenter, HS teacher associate, effective 1/27/11

Kelly Lawrence, AE teacher associate, effective 1/24/11

I recommend the following new contracts:

Josh Barnes, ass't. golf coach, step 1

***Elizabeth Downing, DS media associate, step 1, effective 2/17/11**

I announce the following transfer:

Kim Sandquist from DS Media Associate to HS Teacher Associate, effective 2/7/11

Pending resignations:

None

Open Enrollment in for 2010-11

Aubrey Branchcomb, 1st grade, from Perry to ADM (continuation)

Sadie Colburn, 9th grade, from Earlham to ADM (good cause)

Autumn Six, 3rd grade, from Perry to ADM (continuation)

Open Enrollment out for 2010-11

Samuel Hawthorne, K, from ADM to DCG (continuation)

Alexander Hawthorne, 5th grade, from ADM to DCG (continuation)

Open Enrollment In for 2011-12

Cole Bennett, 7th grade, from Perry to ADM (met timeline)

Jesse Bennett, 10th grade, from Perry to ADM (met timeline)

***Karly Caudle, K, from Earlham to ADM (met timeline)**

Elizabeth Hawbaker, K, from WCV to ADM (met timeline)

Sydney Kuhse, K, from DCG to ADM (met timeline)

Maddison Powers, 10th grade, from Waukee to ADM (met timeline)

***Makaela Ramsey, 6th grade, from DM to ADM (met timeline)**

Dillion Rogers, 9th grade, from Waukee to ADM (met timeline)

Emma Schippers, K, from VM to ADM (met timeline)

Kaylee Smith, K, from Earlham to ADM (met timeline)

Aaron Spencer, 8th grade, from Waukee to ADM (met timeline)

"Experiencing Success Today, Achieving Dreams Tomorrow"

Open Enrollment out for 2011-12

***Nevaeh Kooker, K, from ADM to Winterset (met timeline)**

Lillian Severson, K, from ADM to Waukee (met timeline)

Rachel Suarez, 6th grade, from ADM to WDM (met timeline)

***Landon Stout, K, from ADM to Waukee (met timeline)**

***DENOTES ADDITIONS SINCE MEMORANDUM DISPENSED ON FRIDAY.**