BOARD MEETING UPDATE

OCTOBER 11, 2011

APPROVED:

- September 19 Minutes
- Bills/Claims
- Financial Reports
  - o September Monthly Reports
- Resignations/Terminations
  - o Sharon Blanchard, Payroll Specialist (9/26/11)
  - o Sheila Moreno, Bus Driver (prior to start of 2011-12 school year)
- Hires
  - o Richard Beechum, Sub Van Driver (10/4/11)
  - o Marilyn Keltner, HS Associate, Step 3 (10/3/11)
- Allowable Growth for New Open Enrollment
- SBRC Allowable Growth for Special Education Deficit
- SBRC Allowable Growth for Increased Enrollment
- CSIP for 2011-12
- Early Retirement 2011-12
- Superintendent Professional Development Goals
  - o Curriculum Revision
  - o Technology/Voted PPEL
  - o Fiscal Planning
- SIAC Membership – Board Representatives
  - o Kim Roby
  - o Rod Collins

REPORTS/DISCUSSION

Technology Plan/Voted PPEL
> Possible Timeline for February 2012 Vote
>> Purchases
>> Installation
>> Professional Development
> Discussion on Borrowing on Future Voted PPEL Funding to Expedite Technology
> Purchases – Travis Squires, Piper Jaffray

Refinancing GO Bonds
> Travis Squires from Piper Jaffray presented information to the Board showing tremendous savings in interest if the GO Bonds were refinanced. However, the savings could be higher if the interest rate stays low and the refinancing is done closer to the call date on the bonds. The Board consensus was to wait and revisit in 3-6 months.

Enrollment Update

      Preliminary results show an increase of about 28 resident students plus an increase in the number of open enrolled in students.

PreK-12 Written Language PD Report – CaroleErickson

Curriculum Revision Process & Update – Greg Dufoe

One Unshakable Vision

      Governor Brandstad's blueprint to improve education in Iowa

Open Enrollment In 2011-12

1. Blake Rutz, 9hth Grade from WCV ADM (continuation)
2. Blake Sheehy, 8th Grade from Waukee to ADM (continuation

Open Enrollment Out for 2011-12

1. Michael Lynde, K, from ADM to Van Meter (continuation)
2. Logan Roll, 3rd Grade from ADM to WG (continuation)
3. Paige Roll, 5th Grade from ADM to WG (continuation)

Open Enrollment In for 2012-13

1. Madison Wicks, K, from WCV to ADM (met timeline)

Important Dates

Oct. 12	Dismiss 1:00 PM – PD Meetings
Oct. 21	End of 1st Quarter
Oct. 24	No School – Work Day
Oct. 25	Dismiss 1:00 – PT Conferences
Oct. 27	Dismiss 1:00 – PT Conferences

ADM Community School District, in partnership with our communities, is committed to engaging all students in a challenging and supportive learning environment that ensures individual student success as measured by a comprehensive system of assessments.

"Experiencing Success Today, Achieving Dreams Tomorrow"

NOTICE OF PUBLIC MEETING

You are hereby notified that the Board of Directors of the Adel DeSoto Minburn Community School District will meet at 6:00 p.m. on the 10th day of October 2011, for its regular meeting in the Board Room, Adel, Iowa.

The tentative agenda is as follows:

BOARD MEETING AGENDA   October 10, 2011
DISTRICT BOARD ROOM   6:00 P.M.

OPENING:
6:00 P.M.	Call to order
	Roll call
	Emergency additions and adoption of agenda
	Honoring Excellence
6:05	Consent agenda
	Approval of minutes
	Approval of bills/claims and transfers
	Secretary/Treasurer financial reports
	Personnel contracts
	Allowable growth for new open enrollment
	Approve SBRC allowable growth for special education deficit
	Approve SBRC for increased enrollment
	Welcome of visitors and open forum

ACTION ITEMS:
6:35	Comprehensive School Improvement Plan
6:45	Early Retirement Incentive 2011-12
7:00	Superintendent Professional Development Goals
7:10	SIAC membership – Board representation

ADMINISTRATIVE REPORTS/DISCUSSION ITEMS:
7:15	Technology plan and voted PPEL
7:45	Refinancing GO Bonds – information from Piper Jaffray
8:00	Enrollment update
8:10	PreK-12 Written Language PD report
8:30	Curriculum revision process and update
8:45	"One Unshakable Vision"
8:55	Open enrollment
9:00	Adjournment

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT   Nancy Gee
801 Nile Kinnick Drive S.   Secretary
Adel, Iowa 50003   Board of Directors
(515) 993-4283

Adel Desoto Minburn Board of Education
Regular Meeting – Monday, October 10, 2011
6:00 p.m. @ ADM MS/Board Room

Attendance:

Present: Absent:

Tim Canney

Bart Banwart

Kelli Book

Rod Collins

Kim Roby

Superintendent Greg Dufoe

Secretary Nancy Gee

Call to Order/Roll Call: President Tim Canney called the meeting to order. Roll call was taken. Present were Rod Collins, Bart Banwart, Vice President Kim Roby, Kelli Book and President Tim Canney.

Agenda: It was moved by Roby, seconded by Book, to adopt the agenda as presented. Motion carried unanimously.

Honoring Excellence: Teacher Jacque Seidl was introduced by Charity Miller, who wrote the nomination letter that detailed Jacque's service for going above and beyond expectations in her profession. Jacque accepted a paperweight with the inscription "ADM Honoring Excellence" noting her honor and spoke a few words.

Consent Agenda: It was moved by Banwart, seconded by Roby, to approve the items under the consent agenda as presented. Motion carried unanimously. Minutes, bills and claims, and financial reports were reviewed and accepted. Resignations were accepted from Sharon Blanchard, payroll specialist and Sheila Moreno, bus driver. Pending successful background checks, new contracts were offered to Richard Beechum, sub van driver and Marilyn Keltner, associate. The district will apply for allowable growth for new open enrolled-out students for 2011-12, allowable growth for the 2010-11 special education deficit ($63,341.17) and allowable growth for increased enrollment for 2011-12.

Welcome of Visitors/Open Forum: President Canney welcomed visitors and invited public comments during Open Forum. Jodi Baier, high school Spanish teacher and students Keegan Mumma and Lucas Thompson reported on community service events they participated in earlier this year, Meals from the Heartland and Hope Ministries.

Comprehensive School Improvement Plan: Superintendent presented the Comprehensive School Improvement Plan (CSIP) submitted to the Iowa Department of Education and pointed out some of the more significant changes made. It was moved by Collins, seconded by Banwart to approve the 2010-11 Comprehensive School Improvement Plan. Motion carried unanimously.

Early Retirement Incentive 2011-12: It was moved by Roby, seconded by Book to approve the 2011-12 Early Retirement Incentive Plan. Motion carried unanimously.

Superintendent Professional Development Goals: Superintendent presented his 2011-12 professional development goals, which focused on three areas, curriculum revision, technology/voted PPEL, and fiscal planning. It was moved by Book, seconded by Banwart to approve the Superintendent Professional Development Goals for 2011-12. Motion carried unanimously.

School Improvement Advisory Committee: It was moved by Book, seconded by Banwart to appoint Rod Collins and Kim Roby as Board representatives to the School Improvement Advisory Committee. Motion carried unanimously.

Administrative Reports:

Technology Plan/Voted PPEL: Technology Director Adam Kurth presented a possible timeline for purchases and installation for technology purchased with a voted PPEL based on a successful February vote. The Board reviewed the information brought forth from last months' meeting regarding needs for the District and discussed the two spending options further. One of those options is to borrow money so that technology upgrades can benefit more students now. Travis Squires, from Piper Jaffray was present to provide information on the impact of obtaining a loan to purchase technology with voter PPEL funding. Superintendent reminded the Board that the Voter Approved PPEL will not increase the overall tax levy, as the cash reserve levy will be lowered to offset the PPEL levy. The Board consensus was to put the PPEL to vote in February and to consider borrowing so that students can benefit immediately.

Refinancing GO Bonds: Travis Squires, from Piper Jaffray provided information and estimated savings should the Board decide to refinance the GO Bonds. The potential savings due to low interest rates could be substantial. However, since the call date on the bonds isn't until 2014, the District could save much more if the refinancing is done closer to the call date and the interest rate stays low. The Board consensus was to wait while monitoring the interest rates for the next 3-6 months.

Enrollment Update: Superintendent provided an overview of the 2011 official enrollment. Preliminary findings show an increase in resident students of 28.

PreK-12 written language PD Report: Principal Carole Erickson presented information on her work with the PK-12 teachers on written language curriculum, instruction and assessment. A professional development schedule includes meeting with the PK-5

Leadership Team, the 6-12 English staff, and the full PK-5 staff over the course of the year.

Curriculum Revision Process and Update: Superintendent reviewed the curriculum revision process, including the cycle for revision and tasks included in this process. Superintendent updated the Board on the work done by the science, math, and physical education teams.

"One Unshakable Vision": Superintendent provided Governor Terry Branstad's blueprint to improve education in Iowa.

Open Enrollment for 2011-12: Superintendent announced approval of open enrollment requests from Blake Rutz from WCV to ADM; Blake Sheehy from Waukee to ADM; Michael Lynde from ADM to Van Meter, Logan Roll from ADM to Woodward Granger; and Paige Roll from ADM to Woodward Granger.

Open Enrollment for 2012-13: Superintendent announced approval of open enrollment requests from Madison Wicks from WCV to ADM.

Superintendent called the Board's attention to several important calendar dates, including the end of the first quarter on October 21, no school – work day on October 24, and the parent/teacher conferences on October 25/27.

Adjournment:
It was moved by Roby, seconded by Book, to adjourn. The motion carried unanimously. President Canney adjourned the meeting at 8:00 p.m.

Minutes approved as   Tim Canney, President

Dated   Nancy Gee, Secretary

ADM

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

Greg Dufoe, Superintendent   Nancy Gee, Business Manager

TO: Board of Directors

FROM: Greg Dufoe, Superintendent

SUBJECT: Memorandum for October 10, 2011

Honoring Excellence:
Jacque Seidl, high school English teacher, is this month's Honoring Excellence recipient. Jacque is involved in many activities that touch students and her passion for teaching is evident each day. Charity Miller will be on hand to introduce Jacque to the Board.

Personnel contracts:
I recommend the following resignations/terminations:
Sharon Blanchard, Payroll Specialist, effective 9/26/11
Sheila Moreno, bus driver, effective prior to the start of the 2011-12 school year

I recommend the following new contracts effective for the 2011-12 school year:
Richard, Beechum, substitute van driver, effective 10/4/11
Marilyn Keltner, HS teacher associate, step 3, effective 10/3/11

Pending resignation:
Della Weems, Mock Trial coach

Allowable growth for new open enrollment:
A school district's budget is based on the previous year's enrollment. However, new open enrolled out students create an immediate tuition bill. Therefore, the state allows us to recapture the cost of this tuition by applying for allowable budget growth. This simply gives us the budget authority to cover these expenditures. We have taken this action annually.

Approve SBRC allowable growth for special education deficit:
I recommend approving allowable growth application for special education deficit.

Approve SBRC for increased enrollment:
Each year the state allows us to apply for allowable budget growth to pay for the cost related to increased enrollment. This action does not bring any increase in revenue or taxes. Rather, it only gives us the authority for increased expenditures should we have any. We have taken this action annually.

Open Forum - High School Community Service Report (Exhibit 1)
Included in your packet is information provided by Jodi Baier, high school Spanish teacher, regarding two community service events many of our high school students participated in earlier this year, Meals From the Heartland and at Hope Ministries. Jodi and some students will be on hand to describe their experiences for us.

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COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (Exhibit 2)

We submitted our Comprehensive School Improvement Plan (CSIP) in early September. We recently received Department of Education approval for our plan. I will briefly review our CSIP and I recommend Board approval. A more thorough revision will take place next fall in anticipation to our site visit in 2013.

EARLY RETIREMENT INCENTIVE 2011-12 (Exhibit 3)

As discussed in September, we are bringing back the Early Retirement Incentive plan for Board consideration. Based on our reasonable projections of those employees who will actually apply, and the fact that allowable growth for 2013 is already set at 2%, I recommend approval of the ADM Early Retirement Incentive Plan for this year.

SUPERINTENDENT PROFESSIONAL DEVELOPMENT GOALS (Exhibit 4)

Included in your packet are my professional development goals. In short, they are focused on three areas: curriculum revision, Technology/Voted PPEL, and fiscal planning (solvency ratio, staffing, PPEL, facilities). I appreciate your support of what I am determining to be the major areas of focus this year.

SIAC MEMBERSHIP – BOARD REPRESENTATION

I would like the Board to consider having two representatives on our School Improvement Advisory Committee. We need a male and a female, as we are required to have male/female balance on this committee.

Administrative Reports/Discussion items:
Technology plan and voter PPEL (Exhibit 5)

Adam Kurth will address the Board to continue our conversation about technology needs and a possible voted PPEL. Included in your packet is an outline of a timeline for our work based on a successful February vote. February is the targeted date at this point (and not April) due to the additional time to work with vendors and to plan for professional development that will be necessary to launch successfully. We have also included the information from last meeting that lines out the two spending options and a document that captures the impact at each building.

We will also report on information gathered from our district Instructional Leadership Team meeting on Thursday, October 6.

Travis Squires from Piper Jaffray will also be on hand to provide us information on alternative two – getting a loan to jumpstart the expenditures.

Refinancing GO Bonds – information from Piper Jaffray (Exhibit 6)

Travis Squires will also address the Board with information regarding possibly refinancing our general obligation debt. The potential savings due to low interest rates currently available is over $650,000 and obviously warrants consideration. Travis will walk through the numbers and the process. We will continue with the process if Board remains interested following this discussion.

Enrollment update (Exhibit 7)

I will provide a preliminary look at our enrollment as we near certified enrollment deadline of October 15. As anticipated, we look to be up in resident students by over 20 students. Our open enrollment numbers are improved as well with 180 students open enrolled into the district. A positive enrollment number this year is hugely significant – we will finally regain the 30 students we lost in 2008!

"Experiencing Success Today, Achieving Dreams Tomorrow"

PreK-12 Written Language PD report

Carole Erickson will update the Board on the written language professional development/curriculum revision work continuing this year PK-12. Carole has a meeting schedule that includes meeting with the PK-5 Leadership Team (full days), the 6-12 English staff (full days), and the full PK-5 staff (early outs) over the course of the year. The scope and depth of this PD and its related potential for huge impact for our students cannot be stated enough.

Curriculum revision process and update (Exhibit 8)

I will take some time to review with the Board the curriculum revision process, including our cycle for revision and tasks included in this process.

I will also take some time to update the Board on the curriculum work done by the science, math and PE teams to-date this year. I am very excited about the caliber of people on these committees (teachers and administrators) and the collective desire to dream big is obvious. This work, along with the work done being done by the written language team, is absolutely essential if we are going to create what Bob Marzano calls a "guaranteed and viable curriculum" that is directly linked to the standards.

"One Unshakable Vision" (Exhibit 9)

Included in your packet is a copy of Governor Terry Branstad's blueprint to improve education in Iowa. We will not spend a great deal of time discussing but I want you to have a copy for your review. This plan will be the subject of much conversation and debate leading up to the legislative session.

Open Enrollment In for 2011-12

Blake Rutz, 9th grade, from WCV to ADM (continuation)
Blake Sheehy, 8th grade, from Waukee to ADM (continuation)

Open Enrollment Out for 2011-12

Michael Lynde, K, from ADM to Van Meter (continuation)
Logan Roll, 3rd grade, from ADM to Woodward Granger, (continuation)
Paige Roll, 5th grade, from ADM to Woodward Granger, (continuation)

Open Enrollment In for 2012-13

Madison Wicks, K, from WCV to ADM (met timeline)

Important dates:

October 12	Dismiss 1:00 p.m. – PD meetings
October 21	End 1st quarter
October 24	No School – work day
October 25	Dismiss 1:00 – PT Conferences
October 27	Dismiss 1:00 – PT Conferences

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

Greg Dufoe, Superintendent   Nancy Gee, Business Manager

SUMMARY OF OCTOBER 10 2011, BOARD OF DIRECTORS MEETING

PERSONNEL CONTRACTS

I recommend the following resignations/terminations:
Sharon Blanchard, Payroll Specialist, effective 9/26/11
Sheila Moreno, bus driver, effective prior to the start of the 2011-12 school year

I recommend the following new contracts effective for the 2011-12 school year:
Richard, Beechum, substitute van driver, effective 10/4/11
Marilyn Keltner, HS teacher associate, step 3, effective 10/3/11

Pending resignation:
Della Weems, Mock Trial coach

Open Enrollment In for 2011-12
Blake Rutz, 9th grade, from WCV to ADM (continuation)
Blake Sheehy, 8th grade, from Waukee to ADM (continuation)

Open Enrollment Out for 2011-12
Michael Lynde, K, from ADM to Van Meter (continuation)
Logan Roll, 3rd grade, from ADM to Woodward Granger, (continuation)
Paige Roll, 5th grade, from ADM to Woodward Granger, (continuation)

Open Enrollment In for 2012-13
Madison Wicks, K, from WCV to ADM (met timeline)

*DENOTES ADDITIONS SINCE MEMORANDUM DISPENSED LAST WEEK.

"Experiencing Success Today, Achieving Dreams Tomorrow"

We had 60 students and 4 teachers participate this year, our first year, in Meals from the Heartland, an Iowa based world hunger program. The event kick off included a night for area high school students to come together to package meals that will be sent around the world to combat hunger. 1200 Des Moines & area high students crowded into HyVee Hall. The students packaged 360,000 meals in 2 hours. Pioneer, a corporate sponsor of the event provided all participants with a t-shirt, pizza, and free entertainment. Some student comments:

"We should do this every year!"

"I can't believe that we were able to do so much by working together"

"This didn't seem like work/effort because it was so much fun"

"This would be a great opportunity for all of our students!"

It was a powerful event that allowed students to get involved in the community and serve. Students are eager to serve, they just need help finding the opportunities. Hopefully our staff, school, and community can continue to promote local events to help students get involved as well as provide funding for transportation.
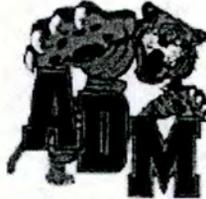
Some ADM students also served on Saturday, August 27th at Hope Ministries Bargain Center in Pleasant Hill. Students served during their 3 hour shift by cleaning the store, sorting and organizing clothing and books and unloading new donations.

Sincerely,

Jodi Baier

Adel DeSoto Minburn

Comprehensive School Improvement Plan

2011-2013

Prepared September 2011

Question #1:
What do data tell us about our student learning needs?

The following narrative answers to the four Constant Conversation Questions provide a general description of the school improvement processes being used in the Adel DeSoto Minburn Community School District. It tells the story of where the district is now in this process and their vision for future efforts. The actual working documents being used by teachers, administrators, and other stakeholder groups in undertaking these efforts contain more detailed information than is shared in this overview document. These detailed documents are available at the office of the Superintendent.

The Data We Collect

Adel DeSoto Minburn CSD collects the following required data: **(LRDA1)**

- Trend line and subgroup data for ITBS/ITED reading and mathematics at grades 4, 8 and 11
- Trend line and subgroup data for ITBS/ITED science for grades 4, 8 and 11
- Student achievement data from assessments other than the ITBS and ITED:
    - o Data from district developed reading benchmark assessments grades K-5
    - o Data from district developed mathematics benchmark assessments grades PK-8
    - o Data from district developed science benchmark assessments grades 6-10
    - o End of course assessments from Iowa Testing Program for Algebra I, Geometry, Algebra II, Physical Science, Biology, and Chemistry
- Graduation rate (LRDA4)
- Grade 7-12 dropout percentages (aggregate and subgroup) (LRDA2)
- Percentage of students planning to pursue postsecondary education (LRDA2)
- Percentage of graduates completing the core curriculum (4 years of English, 3 years each of mathematics, science and social studies) (LRDA2)
- Career and technical education student data
- Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. Adel DeSoto Minburn uses the American College Test (ACT)
- Trend line data from the Iowa Youth Survey at grades 6, 8 and 11 **(SDF1, SDF3, SDF4)**
- A community-wide needs assessment which includes input from community members, parents, administrators, staff and students (completed once every five years) **(LC3)**
- Participation rates for required district-wide assessments
- Aggregate and subgroup attendance data
- Senior Exit Survey (LRDA3)

Additionally, we collect and analyze the following data in an effort to provide a more complete picture of the student learning needs at ADM:

- ITBS/ITED data for other grade levels and subject areas (3,5,6,7,9 and 10)
- ITBS/ITED cohort data for grades 4-11 for reading, mathematics and science

- Aggregate percent proficient in reading, math, and science in ITBS/ITED in grades 3-8 and 11.
- Aggregate percent proficient in reading, math, and science in grades 3-11.
- Concepts about Print, and Letter/Sound Identification assessments for grades PK and K
- Letter/Sound Identification and Dictation Task assessments for grade 1
- Sight Words assessments for grades 1 and 2
- Gates McGinitie reading test for grades 1 and 2 students
- COGATS for grades 3, 5 and 8
- Success rate of our Reading Recovery program
- Title I participation and dismissal rates
- Special education participation rates
- Student discipline data, including office referrals, suspensions, expulsions, and bus write-ups **(SDF1, SDF3)**
- Parent-Teacher conference attendance
- Recommendations from the Department of Education site visit report (2008)
- Referrals to building assistance teams (BATs)
- Instructional strategies implementation data
- District demographic data
- Basic Educational Data Survey (BEDS) data

Data Analysis

Our Process

The district believes in a distributive leadership model that structures opportunities for various stakeholder groups to give input into many parts of the school improvement process. The ADM administrative team has worked to identify these needed stakeholder groups and to structure time and opportunities for them to meet. These groups include the school improvement advisory committee, an instructional leadership committee, building advisory committees, curriculum committees, grade level teams, and professional learning community groups. The appropriate committees analyzed various data, which led to the drafting of our student achievement goals. Draft goals were then presented to the Adel DeSoto Minburn Board of Education for adoption.

Our Findings

The Adel DeSoto Minburn Reading/Language Arts, Mathematics and Science curriculum committees, along with our Instructional Leadership Team (ILT), administrative team, school improvement advisory committee and board of education analyzed data from the ACT, ITBS and ITED, along with some data from our district benchmark assessments. Along with grade level trend data, we look at cohort data at grades 4-11 to give us a different view of achievement of our students and the impact of our curriculum. This cohort data also proved to be valuable in setting our annual achievement goals for reading, mathematics and science. **(LRDA1, LRDA2, LRDA3, LRDA4)**

The committees used a common process for looking at the data. The graphs of data they used for trend line analysis, subgroup analysis and cohort analysis were produced by Heartland AEA's HEART (Heartland Educational Assessment Resource Toolbox) database. Committees generated the following findings in the Spring of 2011:

College Readiness (ACT data)
- The 2011 composite of 23.9 was higher than the state average of 22.3. This is the highest composite score on record going back to 1985.
- ADM's trend line demonstrates three straight years of gains, both in the composite and in all four tested areas (English, Mathematics, Reading, and Science).
- The subtest area with the highest average score in 2011 was math with an average score of 24.7. The state average is 21.9.
- The reading subtest average score was 24.1. The state average was 22.6.
- The English subtest average score was 23.0. The state average was 21.7.
- The science subtest score was 23.5. The state average score was 22.4.
- 64% of our 2011 graduating class took the ACT.
- The percent of ACT-tested students ready for college-level coursework as identified by their scores on the ACT subject area tests are:
  - College English Composition: 92%
  - College Algebra: 76%
  - College Biology: 51%
  - College Social Science: 78%
  - Students Meeting all 4:   44%
- The percent of students tested scoring at or above the state of Iowa's identified college success indicator (APR) of an ACT score of 20 are:

	ADM	State	Nation
ACT Composite:	92%	71%	59%
ACT English	83%	66%	57%
ACT Math	92%	63%	54%
ACT Reading	83%	68%	58%
ACT Science	84%	77%	62%

- 80.39% of 2011 graduates indicated they intend to pursue post-secondary education/training.
- 99% of 2011 graduates completed a core program that includes 4 years of English/language arts and 3 years in math, social studies, and science.

ITED/ITBS data

Reading Comprehension

Our elementary ITBS data (grades 3-5) shows the following in reading comprehension:
- In 2011 the percent proficient above was grade 3-5 was: grade 3– 85.0%; grade 4 – 83.1%; grade 5-89.1%.
- Non-IEP students typically score 90% or above and outscore IEP students to a large degree. Non-SES students also outscore SES students, although the gap is smaller than in the IEP sub-group.

- Cohort trend lines demonstrate that grade levels typically improve from grade 3 to grade 5.
- Data shows that there is a negligible gap between males and females in grades 3-5.

Our middle school ITBS data (grades 6-8) shows the following in reading comprehension:
In 2011 the percent of students proficient in grades 6-8 was:

6th	84.8%
7th	83.3%
8th	86.2%

These scores reflect the highest percentage in all three grades levels in the last five years.
- Non-IEP students typically score 90% or above and outscore IEP students to a large degree. Non-SES students also outscore SES students, although the gap is smaller than in the IEP sub-group.
- In grades 6 and 8, the gap between male and female performance is negligible. In grade 7, males outperformed females.

Our high school ITED data (grades 9-11) shows the following in reading comprehension:
In 2011 the percent of students proficient in grades 9-11 was:

9th	85.3%
10th	81.9%
11th	89.5%

- Non-IEP students typically score 90% or above and outscore IEP students to a large degree. Non-SES students also outscore SES students, although the gap is smaller than in the IEP sub-group.
- The gap between male and female performance in grades 9 and 10 is 18% and 9% respectively. In grade 11, performance for both genders is very similar.

Mathematics

Our elementary ITBS data (grades 3-5) show the following in mathematics:
In 2011 the percent of student proficient in grades 3-5 was:

3rd	88.5%
4th	80.5%
5th	89.1%

The scores in grades 3 and 5 represent the highest scores in the last five years at those grade levels.

Non-IEP students typically score 90% or above and outscore IEP students to a large degree. Non-SES students also outscore SES students, although the gap is smaller than in the IEP subgroup.

Our middle school ITBS data (grades 6-8) show the following in mathematics:
In 2011 the percent of students proficient in grades 6-8 was:

6th	87.6%
7th	88.0%
8th	90.8%

The scores in grades 7 and 8 represent the highest scores in the last five years at those grade levels.

Non-IEP students typically score 90% or above and outscore IEP students to a large degree. Non-SES students also outscore SES students, although the gap is smaller than in the IEP subgroup.

The gender gap is very small in grades 7 and 8. Males outperformed females by approximately 10% in grade 6.

Our high school ITED data (grades 9-11) show the following in mathematics:
In 2011 the percent of students proficient in grades 9-11 was:

9th	93.1%
10th	87.5%
11th	83.9%

The scores in grades 9 and 10 represent the highest scores in the last five years at those grade levels.

Non-IEP students typically score 90% or above and outscore IEP students to a large degree. Non-SES students also outscore SES students, although the gap is smaller than in the IEP subgroup. The gender gap is small in all three grade levels.

Science

Our elementary ITBS data (grades 3-5) show the following in science:
In 2011 the percent of students proficient in grades 3-5 was:

3rd	91.0%
4th	87.3%
5th	89.1%

Non-IEP students typically score well above 90% or above and outscore IEP students to a large degree. Non-SES students also outscore SES students, although the gap is smaller than in the IEP subgroup.

The gender gap is small in all three grade levels.

Our middle school ITBS data (grades 6-8) show the following in science:
In 2011 the percent of students proficient in grades 6-8 was:

6th	94.3%
7th	92.6%
8th	91.5%

Non-IEP students typically score well above 90% or above and outscore IEP students to a large degree. Non-SES students also outscore SES students, although the gap is smaller than in the IEP subgroup.

The gender gap is small in all three grade levels.

Our high school ITED data (grades 9-11) show the following in science:
In 2011 the percent of students proficient in grades 9-11 was:

9th	95.1%
10th	92.7%
11th	91.1%

Non-IEP students typically score well above 90% or above and outscore IEP students to a large degree. Non-SES students also outscore SES students, although the gap is smaller than in the IEP subgroup.

The gender gap is small in all three grade levels.

District Benchmark data
In the past eight years, our reading benchmark data shows
- The percent of kindergarten students reading on or above grade level has ranged from 88% to 96%
- The percent of first grade students reading on or above grade level has ranged from 81% to 88%
- The percent of second grade students reading on or above grade level has ranged from 83% to 91%
- The percent of third grade students reading on or above grade level has ranged from 76.5% to 91%
- The percent of fourth grade students reading on or above grade level has ranged from 74% to 91%
- The percent of fifth grade students reading on or above grade level has ranged from 81% to 95%

Other Indicator data (attendance/graduation)
- According to our 2010-2011 APR data, district attendance was 95.18%.
- In the past five years, ADM's graduation rate has fluctuated from a high of 97.52% in 2005 to a low of 89.60% in 2004. According to our 2008-2009 AYP, our graduation rate was 92.4%. Our 2009-2010 graduation rate was 92.79%.
- Preschool through 8th grade, we have over 90% of our parents attend fall parent/teacher conferences.
- During the 2010-11 school year, Title I Reading served 130 students in grades K-5 (in 2002-03, 69 ADM students were served). Of these, 76 (58%) were dismissed, due to reading on grade level or above. The 2002-03 dismissal rate was 42%.
- During the 2010-11 school year, the success rate for our Reading Recovery program was 59%. Of the students receiving a full program, 71% were successful. The success rate in 2002-03 was 71.4% for students receiving a full program.
- Longitudinal data: 62% of all Reading Recovery students who were served in first grade and are now in fifth grade, have maintained on-grade level reading as indicated by our district assessments (This includes all students on an IEP for reading).
- Longitudinal data: 69% of all Reading Recovery students who were served in first grade and are now in fifth grade, have maintained on-grade level reading as indicated by ITBS (This includes all students on an IEP for reading).

Our guidance committee has been tracking student data from the Iowa Youth Survey given in 2010. The Iowa Youth Survey included responses from ADM 6th, 8th, and 11th graders. This includes 334 students; 180 male and 154 female. The committee's analyses found the following: (SDF2, SDF4)
- ❑ In the past 11 years, there has been a decrease in the percent of students reporting participation in violent/aggressive behaviors (22.2% in 1999 to 17.4% in 2005 to 12.5% in 2008 to 10% in 2010)
- ❑ In 2010, 88% of students reported that they have not currently (past 30 days) used alcohol.
- ❑ In the past 11 years, there has been an increase in the percent of students who perceive school to be safe (82.5% in 1999 to 85.1% in 2005 to 87.2% in 2008 to 91% in 2010)

- ❏ In the past 11 years, there has been a positive change in the percent of students who feel social pressure to use controlled substances (20% in 1999 to 19.7% in 2005 to 13.2% in 2008 to 13% in 2010)
- ❏ In the past 11 years, there has been an increase in students reporting that they feel supported by staff (32.8% in 1999 to 37.9% in 2005 to 50.7% in 2008 to 55% in 2010)
- ❏ In the past 11 years, there has been an increase in the percent of students who feel it is wrong to smoke, drink, use drugs or engage in fights (66.8% in 1999 to 75.1% in 2005 to 80.2% in 2008 and 88% in 2010)
- ❏ There has been a significant increase in the number of students that indicate they are committed to doing well in school. In 1999 68.8%; 2008 78.2%; 80% in 2010)
- ❏ 93.2% of students in 2008 and 96% of students in 2010 responded that they believe that hard work is important in making their lives successful. This is a positive change.

> Our guidance committee will continue to analyze the results of the 2010-2011 Iowa Youth Survey during the 2011-2012 school year.

In February 2008, the Department of Education conducted a site visit to Adel DeSoto Minburn. The team findings from this visit included several suggested areas of improvement. These included:
- More professional development on incorporating technology in curriculum
- Review student transitions (between buildings, starting school, exiting school)
- Maintain strong elementary literacy program
- Continue expanding literacy focus at secondary level
- Explore more data sources in setting school improvement paths (ACT data, graduate surveys, subgroup data, etc.)

A *community-wide needs assessment* was conducted the spring of 2003 by the ADM High School marketing class. Results of this survey indicated these top issues facing the Adel DeSoto Minburn school district:
- Improve basic reading and math achievement
- Student behavior
- Drug use by students

A needs-assessment was also conducted as part of a Mission, Vision and Goal writing process in the 2008-2009 school year. A large committee comprised of community members, parents, students, and school staff worked to develop our mission (purpose) and our vision (what we want to be in five years) and broad goals to guide our work as a district. A thorough examination of ADM's "current reality" was done in order to assess our most important areas of focus.

ADM Mission Statement

ADM Community School District, in partnership with our communities, is committed to engaging all students in a challenging and supportive learning environment that ensures individual student success as measured by a comprehensive system of assessments.

ADM Shared Vision

"Experiencing Success Today, Achieving Dreams Tomorrow"

By 2014 ADM Schools Will Prepare Students for a Changing Global Society By Becoming a State Leader In:

- Improving Student Achievement
- Implementing Curriculum, Instruction and Assessment
- Increasing the Graduation Rate
- Establishing Financial Stability Through Increased Enrollment and Efficient Use of Resources
- Involving Students in School and Community

Our technology committee began an inventory and audit of district technology during the 2010-11 school year. To date the committee has:
- Completed an exhaustive inventory of all computers in the district.
- Identified upgrading the wireless infrastructure as the primary step in hardware improvements.
- Created a "basic equipment" list for every district in the state with budget for reaching that goal.
- Developed multiple replacement scenarios that include having a one-to-one initiative in five years with budgets for reaching that goal.
- Launched a staff PD program to train staff in the use of Google Apps.
- Expanded the scope of the technology committee to include students, non-technology teachers and community members.

Our Conclusions
Based on the data reviewed, the district developed the following list of prioritized student needs in 2011: **(LC4)**
- Increase the percent of students proficient or above on the ITBS/ITED reading comprehension subtest.
- Increase the percent of students proficient or above on the ITBS/ITED math total subtest.
- Increase the percent of students proficient or above on the ITBS/ITED science subtest.
- Increase the percent of IEP students proficient or above on the ITBS/ITED reading comprehension, math, and science tests.
- Increase the graduation rate.
- Increase technology professional development opportunities to improve technology integration in curricular areas PK-12

Long-Range Goals

Based on recommendations of the administrative team, curriculum committees, the district instructional leadership team, and the Adel DeSoto Minburn School Improvement Advisory Committee (SIAC), the school board has adopted district goals aligned with student needs. (LC5) The district short and long-range goals adopted by the school board for 2011-12 are:

Short-Range Goals

1. 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 2011 (85.8%) to the percent proficient or above in 2012. Goal is 87.5%.

2. 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 2011 (87.6%) to the percent proficient or above in 2012. Goal is 89.5%.

3. 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 2011 (91.5%) to the percent proficient or above in 2012. Goal is 92.2%

4. Increase participation in the DMACC Career Center in Perry by 5%.

5. 100% of teaching staff will be members of a Professional Learning Community focused on student learning utilizing SMART goals.

6. Implement a curriculum revision cycle PK-12 that leads to increased student achievement and full implementation of the Iowa Core.

7. Increase the graduation rate to 95%.

8. Successfully pass a voted PPEL to improve technology for staff and students.

Long-Range Goals

1. Recruit and retain the best employees possible.

2. Provide quality staff development that is research and data driven, results oriented, and collaborative.

3. 90% of K-5 students will read on or above grade level as indicated by district reading benchmark assessments.

4. Ensure every student has a safe learning environment.

5. Ensure the financial stability of the district.

6. Meet AYP proficiency targets in math and reading in all tested grade levels (grades 3-11) through 2013.

7. Increase opportunities for students in school and in the communities.

8. Implement writing units of study in 2012-13.

Student Learning Goals
Adel DeSoto Minburn's Student Learning Goals are the general expectations for all its graduates. Students graduating from Adel DeSoto Minburn Community School District will be able to do the following: **(LC6)**
Adel DeSoto Minburn students will
- Acquire the knowledge base needed to use effectively strategies and skills necessary for success in adult life
- Be effective communicators
- Be complex thinkers
- Be collaborative workers
- Be self-directed learners
- Be responsible citizens

Student Achievement Goals
Adel DeSoto Minburn's CSIP long-range Student Achievement Goals describe the district's targets over an extended period of time and are aligned with board-approved goals. These long-range goals provide a focus for the district's actions and decisions, meet locally determined student needs and address state and federal student accountability. Each year, more specific, measurable goals will be set in an effort to reach the long-range goals.

Student Achievement Goal #1: All PK-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school. **(LRG1, MCGF3, AR6, EIG1, FTP1)**
The following indicators will measure district progress with Goal 1:
- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grades 9 through 11, including data disaggregated by subgroup.
- Percentage of students in grades K through 5 who are reading at or above grade level as measured by district reading benchmark assessments.
- Our APR achievement goal in reading is to increase the percentage of students proficient or above in grades 3-11 in 2012 compared to the percent proficient in 2011.
- ACT PLAN (10th grade) reading subtest data.
- ACT reading subtest data, including college readiness benchmark data.

Student Achievement Goal #2: All PK-12 students will achieve at high levels in mathematics, prepared for success beyond high school. **(LRG2, MCGF3, AR6, FTP1)**
The following indicators will measure district progress with Goal 2:
- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grades 9 through 11, including data disaggregated by subgroup
- Percentage of students grades PK through 8 who score at the mastery level (80% correct and above) on district developed mathematics benchmark assessments.

- Our APR achievement goal in mathematics is to increase the percentage of students proficient or above in grades 3-11 in 2012 compared to the percent proficient in 2011.
- ACT PLAN (10th grade) mathematics subtest data.
- ACT mathematics subtest data, including college readiness benchmark data.

Student Achievement Goal#3: All PK-12 students will achieve at high levels in science, prepared for success beyond high school. (**LRG3, MCGF3, AR6, FTP1**)
The following indicators will measure district progress with Goal 3:
- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 3 through 8 and the ITED Science Test in grades 9 through 11, including data disaggregated by subgroup
- Percentage of students in grades 6-10 who score at the mastery level (80% correct and above) on district developed science benchmark assessments.
- Our APR achievement goal in science is to increase the percentage of students proficient or above in grades 3-11 in 2012 compared to the percent proficient in 2011.
- ACT PLAN (10th grade) science subtest data.
- ACT science subtest data, including college readiness benchmark data.

Student Achievement Goal#4: All ADM students will feel safe at and connected to school.
The following indicators will measure district progress with Goal 4:
- Attendance rate as measured by the average daily attendance data
- Graduation rate as calculated by the Iowa Department of Education
- Percentage of middle and high school students that receive office referrals (**SDF5, SDF6, SDF7**)
- Percentage of students in grades 6, 8 and 11 that indicate they have used alcohol, tobacco, or other drugs as reported by the Iowa Youth Survey (**SDF5, SDF6, SDF7**)
- Percentage of students in grades 6, 8, and 11 that indicate they feel supported by staff as reported by the Iowa Youth Survey (**SDF5, SDF6, SDR7**)

Actions to Meet the Goals

Overview of the Process
As was stated in Question #1, the district believes in a distributive leadership model. This model structures opportunities for various stakeholder groups to give input into not only the goals, but also the actions, strategies and programs necessary to meet those goals. The administrative team has worked to identify these needed stakeholder groups and to structure time and opportunities for them to meet and be a part of the process. These groups include the school improvement advisory committee (SIAC), an instructional leadership committee, building advisory committees, curriculum committees, grade level teams, and professional learning community groups.
Focus on Alignment
Over the past four years a great deal of focus has been on linking our goal-setting process with our professional development and school improvement plans and ensuring alignment from the Board table to the classroom.
The ADM Vision and annually approved Board goals are at the top of the hierarchy and provide urgency and accountability throughout the organization. The CSIP goals in the

area of reading, math, and science are directly aligned to our vision and goals. Our APR goals in these three areas are written in SMART goal fashion and provide annual accountability. From these goal documents, our district professional development plan is created and also serves as anchor goals for the building school improvement plans. Each ADM school links their student achievement in reading, science, and math to the larger district APR and CSIP goals. Finally, all ADM teachers are part of a professional learning community at the grade-level or department level. These PLCs analyze pertinent data in their area to identify the greatest areas of need and strategies and action steps to meet their SMART goals.

This goal-setting and corresponding action planning is a cyclical process that repeats each year with data analysis and goal adoption beginning in the spring along with the district professional development plan. The planning continues into the fall at the building level with school goals, school improvement plans and PLC work.

Summary of Practices To Support Long-Range Goals

District curriculum committees focused their input on Goals #1-3.

  Mathematics committee members came to these conclusions regarding actions needed to improve student achievement in their area:
  - Align our curriculum with assessments
  - Help math teachers connect reading comprehension strategies to their discipline. Need to teach vocabulary and bridge reading work to math work
  - Look into student motivation issues at the secondary level
  - Use of technology to increase achievement and student engagement (Every Student Counts and E2T2)
  - Determine essential learning's that align with core curriculum standards
  - Identify 21st Century Skills that will be addressed within the PK-12 math curriculum
  - Use of problem-solving strategies to solve problem-based instructional tasks (Every Student Counts and E2T2)
  - Provide distributive practice that is meaningful and purposeful (Every Student Counts and E2T2)

  Science committee members came to these conclusions regarding actions needed to improve student achievement in their area:
  - Increase use of technology in science
  - Revisit the sequencing of our science courses…does it best meet student needs?
  - Analysis of graphs and charts a needed skill in science…an area of weakness on tests
  - Better integrate math and science skills (transfer issues)
  - Need focused science professional development
  - Use of inquiry-based learning (CAB)
  - 3-12th grade CAB Training through the AEA. This includes inquiry-based training and incorporating more technology into the classroom.
  - 9-12th grade Integrating Technology in Science Instruction Stack Up (ITSISU). This is computer-based labs and activities.
  - Curriculum Revision started 2011-12 School year. This includes revisiting the sequencing of Science courses. Teachers will be looking at resources and tying curriculum to the Iowa Core.

- Science teachers are in Professional Learning Communities where they are aligning the curriculum with the Iowa Core and identifying the essential learnings.
- K-5th grade teachers are increasing their knowledge of the Iowa Core Curriculum and the Common Core State Standards, as well as drafting integrated units in the Science area.
- 6-8th grade Science teachers have been working on Essential Learnings tied to the Iowa Core and are developing the teaching sequence, along with the assessments that are taught.
- 9-12th grade teachers are developing pre-assessments and post-assessments that identify instructional changes that are tied to their building SMART goals and ITEDS data. They also continue work on the essential learnings and teaching sequence for each unit.

The Reading and Language Arts committees identified the following areas of improvement:
- A clearer curriculum document for reading and language arts
- A framework for teaching in grades 6-12 (like the balanced literacy model in grades PK-5)
- Training on research-based practices in teaching writing
- Incorporating the 6+1 Trait writing model and language into district curriculum documents
- Creating a district writing assessment
- Continued training on research-based reading strategies at the 6-12 level

The district's technology committee used staff input and information from the technology and is in the process of creating a long-term action plan for technology in the district. (FTP3, FTP4, FTP5) The entire PK-12 staff will receive training in Google Apps. The rationale behind this decision is that it will provide a wide range of tools that teachers can use at all grade levels for instruction, collaboration and communication. In order to support Goals #1-3 selected members of technology committee will meet with curricular areas while they go through the review/revision processes. This will assure technology integration into those areas as well as provide future professional development. The current documents relating to the development of the technology plan are on file in the district office. This plan will be on-going for at least five years and reviewed annually.

As with other district committees, data from these analyses is used to create action plans for district professional development along with building level implementation of the district professional development. In 2010-2011 the district ILT will be studying Professional Learning Communities and the major concepts that guide PLCs while assisting in taking the learning to all building staffs this year. There are four major questions that guide a professional learning community:
1. What do we want students to learn?
2. How will we know if they learned it?
3. What will we do if they do not learn it?
4. What will we do if they already know it?

This study of the PLC model focuses directly on curriculum, instruction and assessment and will be the vehicle through which we will address school improvement. A major area of emphasis this year will be on each PLC team formulating SMART goals related to our district achievement goals in reading, math, and science and/or other areas of achievement that are directly related to their area. Strategies and action steps will be developed to meet these goals. These goals will be driven by data and will require teams to identify areas of need in professional development.

The District Advisory Committee annually reviews district data and action plans. Their input included:

- Increasing the percent of IEP students proficient and above in reading comprehension, math, and science.

Actions to meet district goals and student needs
The majority of ADM's actions to meet district goals are a part of the District's Professional Development Plan.

Adel DeSoto Minburn's District Professional Development Plan is a multi-tiered plan designed to meet the diverse learning needs of our staff while focusing our efforts on our district goals. **(PERK1, SPED1, TQ7, IEI1, LEP1)** As a district, our professional development efforts will be in the area of reading instruction, specifically text comprehension strategies. Reading comprehension strategies has been an ongoing focus for PK-5 teachers and has been a focus for secondary staff for the past five years. The district believes that by focusing on text comprehension strategies, student achievement in all areas will increase. **(AMN1, AMN2, AMN3)**

Summary of Professional Development in Reading/Language Arts

2006-2007
High School and Middle School teachers worked with the District Reading Strategist to have an overview of comprehension strategies with an emphasis on inferring, questioning, monitoring and determining importance.
PK-5 Teachers attended a Running Record Review.
PK-12 Special Education teachers worked with the District Reading Strategist to learn more in-depth about the strategies students night be neglecting as they process text.
Sustaining district prof dev. efforts: June 2007 Primary Balanced Literacy class was offered for all new PK-3 teachers.
Intermediate Balanced Literacy class for all new 3-6 teachers.
2007-2008
The DeSoto staff learned about Dialogue Journals, Story Graphs and anecdotal note taking to inform instruction (formative assessments).
Adel Elementary and the DeSoto staff continued their learning about Guided Reading.
Middle School teachers met with District Reading Strategist throughout the school year to do a book study around Strategies That Work and I Read It, But I Don't Get It. From this learning, the 6-8 teachers developed an instructional framework that mirrors the elementary framework and reflects the Gradual Release of Responsibility.
PK-2 teachers adjusted their scope & sequence of instruction to meet the new standards & benchmarks in reading.

PK-2 teachers learned about Vocabulary Instruction via a Book Study around the book Bringing Words to Life and Creating Robust Vocabulary Instruction.

Sustaining district prof dev. efforts: June 2008

Primary Balanced Literacy class was offered for all new PK-3 teachers.

Intermediate Balanced Literacy class for all new 3-6 teachers.

2 different Mini-lesson classes were offered for 3-5 teachers, one on reading mini-lessons and one on writing mini-lessons

An additional class was offered to the Middle School teachers to write their mini-lessons.

A book study was offered to 3-5 teachers using the book, Strategies That Work.

2008-2009

PK-2 teachers learned about Vocabulary Instruction. They spent the year developing plans to explicitly teach Tier 2 vocabulary.

3-5 Teachers continued their learning around Balanced Literacy, this happened throughout the school year during staff meeting times.

3-5 teachers began to learn about their essential learning's for content areas: science, social studies & health. They learned about how to infuse these areas with literacy as well as determine the essential concepts their students must know.

Spelling team was formed to study research in the area of spelling curriculum, instruction and assessment.

Sustaining district prof dev. efforts: June 2009

Primary Balanced Literacy class was offered for all new PK-3 teachers.

Intermediate Balanced Literacy class for all new 3-6 teachers.

PK-5 teachers: Strategic Spelling Class

2 different Mini-lesson classes were offered for 3-5 teachers, one on reading minilessons and one on writing minilessons

2009-2010

A written language leadership team from grade K-5 was formed to learn about preferred practice in written language curriculum, instruction and assessment. This group will study for two years.

All 3-5 reading teachers continued their learning in the area of literacy with a focus on coding and dialogue journals.

All prek-5 teachers learned about the needs of male readers and writers.

Pk-5 teaches worked in their PLC's to identify the Focus on Four students. These students will be targeted with intentional and powerful interventions to help them reach grade level proficiency on either ITBS and/or grade level benchmark assessments.

All Pk-12 special education teachers worked in cross-grade PLC's to identify areas their students were struggling in and brainstorm solutions. This happened for ½ days 9 times during the school year.

Sustaining district prof dev. efforts: June 2010

Primary Balanced Literacy class was offered for all new PK-3 teachers.

Intermediate Balanced Literacy class for all new 3-6 teachers.

PK-5 teachers: Strategic Spelling Class

2 different Mini-lesson classes were offered for 3-5 teachers, one on reading mini-lessons and one on writing mini-lessons

2010-2011

All Pk-12 special education teachers worked in cross-grade PLC's to identify areas their students were struggling in and brainstorm solutions. This happened for ½ days 5 times during the school year.

A written language leadership team from grade K-5 continued to learn about preferred practice in written language curriculum, instruction and assessment. This group will study for one more year, and then the learning leadership will be taken to the rest of the K-5 staff during the 11-12 school year.

All 6-12 Language Arts teachers, along with special education teachers began to learn about preferred practice in the area of written language curriculum, instruction and assessment. ADM implemented a Strategic Reading class in order to meet the needs of students who were non-proficient in the area of reading comprehension (ITBS & ITED). Teachers of this class received professional development and materials to implement during the 09-10 school year, as well as in the summer of 2010.

ADM's preschool, prekindergarten and kindergarten teachers attended ongoing professional development throughout the 2020-2011 school year focused on Already Ready by Katie Wood Ray.

The Pk-2 staff attended a book study class focused on Preventing Misguided Reading by Burkins & Croft.

Summer 2011

Primary Balanced Literacy class was offered for all new PK-3 teachers.

The PK-5 Written Language Leadership Team attended a two-day class.

The 6-12 Language Arts teachers attended a two-day class.

Due to the expansion of the Strategic Reading class to 6-9th grades, a two-day class was offered for the teachers teaching these classes.

2011-2012

Intermediate Balanced Literacy class for all new 3-6 teachers is being offered during the 11-12 school year.

ADM implemented a Strategic Reading class in grades 6-9 in order to meet the needs of students who were non-proficient in the area of reading comprehension (ITBS & ITED). Teachers of this class received professional development and materials to implement during the 10-11 school year, as well as in the summer of 2011.

All 6-12 Language Arts teachers, along with special education teachers will continue to learn about preferred practice in the area of written language curriculum, instruction and assessment. A written language leadership team from grade K-5 will continue to learn about preferred practice in written language curriculum, instruction and assessment. This group will help lead the entire preschool-5th grade teaching staff during the 11-12 school year.

All preschool-5th grade teachers will begin learning about preferred practice in written language curriculum, instruction and assessment.

Our professional development focus is based on analysis of student data and of teachers' needs, as outlined in question #1 and in the section above. **(TQ2)**

Adel DeSoto Minburn's five-year District Professional Development Plan will be addressing Long-Range Goals 1-3. **(PD6, TQ1)** Following is an overview of our five-year Professional Development Plan. A more detailed five-year plan, along with specific annual goals, activities, and program evaluation are on file at the central office.

The content of the district professional development is chosen based on a review of research-based strategies. The district reading strategist, the superintendent, principals, and ILT members, conducts this review. This group looks at the Iowa Content Network website, professional journals and other resources to find strategies that meet the federal definition of scientifically based research. **(PD5)**

Based on our data analyses, the district will continue to focus on literacy in our professional development plan. The specific professional development content will be

different for PK-2, 3-5 and 6-12 teachers, based on where they are in their professional learning cycle. The PK-5 teachers will focus their efforts on integrating reading comprehension strategies beyond the literacy block, helping students use comprehension strategies flexibly and in combination, along with effective vocabulary instruction, which is an area of literacy that has not received targeted professional development in the past. The 6-12 teachers will continue to focus their efforts on comprehension strategy instruction, integrating it into their curriculum, differentiating strategies to meet all learners' needs and connecting with essential learnings and assessments in their curriculum. **(TQ4)** We are using the Gradual Release model as our model for explicit instruction on the seven comprehension strategies identified by Pearson. **(TQ3)**

All teachers, PK-12, will also be working on integrating technology into implementation of strategies, with the support of our technology staff. **(FTP2, FTP4, LEP1)** All teachers will also continue addressing the Iowa Core as a part of their professional development, and the district will continue to develop their implementation plan during the 2010-11 school year.

AEA consultants, along with district staff, serve as the professional development providers for ADM. The district approves these providers. **(TQ6)**

The content of the staff development not only aligns with ADM's Long-Range Goals, but it also aligns with the Iowa Teaching Standards. Specifically, ADM's professional development addresses the following teaching standards and criteria **(TQ5)**:

Standard #2   Demonstrates competence in content knowledge (criteria 2b, 2c, and 2d)
Standard #3   Demonstrates competence in planning (criteria 3a, 3d, and 3e)
Standard #4   Uses strategies to deliver instruction that meet the multiple learning needs of students (criteria 4a, 4d, 4e, and 4f)
Standard #5   Uses a variety of methods to monitor student learning (criteria 5a)
Standard #7   Engages in professional growth (criteria 7a, 7b, 7c, and 7d)

The design of the professional development learning opportunities for all PK-12 staff will include the following components **(TQ7)**:
- Initial training days in August with full days for training spread throughout the school year (theory presentations, modeling of strategies, discussions and planning for implementation)
- Monthly building staff meetings (reviewing implementation data, further planning for implementation, further study of strategies, technology integration ideas)
- Regular grade level meetings at the elementary buildings and middle school for collaboration on implementation of strategies and data analysis
- Classroom demonstrations of strategies with follow-up reflection
- Monthly meetings of the building Instructional Leadership Team (analyzing data quarterly and making recommendations on the design and content of the professional development)
- Quarterly meetings of the district Instructional Leadership Team to evaluate district professional development efforts

All teachers responsible for instruction (including Title I, Special Education, At-Risk, ELL and GATE teachers) will be involved in professional development focused on instructional strategies to support our long-range goals in reading, mathematics and science. **(TQ8)** Not all staff will be a part of the same training opportunities. Our professional development plan differentiates learning experiences to best meet the teachers' needs and the needs of their students. Outside of text comprehension strategy training, the following strands will be operating

- PK-12 instrumental and vocal music teachers have been trained in the Comprehensive Musicianship Project. The focus of this national project is to look at music as text and provide strategies for music teachers to help students learn the whole text of music, not just the performance aspect. This curriculum committee continues to meet and refine their curriculum based on this project. Activities include rewrite standards and benchmarks, creating consistent curriculum maps, integrating technology, and designing effective assessments that align with this new curriculum.
- PK-12 physical education teachers will be continuing their work to define a physical education program with a focus on fitness. This includes aligning assessments to practice, working on goal-setting with students (a professional development focus area for teachers) and designing ways to communicate student achievement in physical education with the community (in the same way we communicate other achievement data)**(TQ4)**
- The high school at-risk teacher will be continuing to define the curriculum. Activities include mapping the curriculum, in-service on the PLATO learning system, attending PLATO conferences on new curriculum offerings including math, reading, and science, designing communication strategies with stakeholders (teachers, parents, community) and designing program evaluation. **(TQ4, AR7)**
- PK-12 guidance counselors will monitor and continue to map character education program activities as part of meeting Long-Range Goal #4. **(SDF9)** PK-12 Guidance Department have been attending Counselor's Academy through the AEA for the past two years and will continue this current school year (11-12). The counselors are learning about Evidence-Based School Counseling and making the program comprehensive, preventative in design, and driven by data.
- PK-12 GATE (gifted and talented education) teachers completed, in 2007-08, a self-audit of our GATE program. The teachers are choosing areas for improvement from that audit as the focus of their professional development. This includes creating a consistent PEP for the district, working with general education teachers on differentiation strategies to meet gifted students' needs, and identifying their own professional development needs.
- PK-12 GATE (gifted and talented education) teachers completed two years of the Gifted Academy and attend the ITAG conference. These opportunities brought forth a revision of the PEP, identification procedures and mission/vision statement. These components were developed using current research, collaboration across districts and are in accordance with Iowa law.
- Classroom release time was used to observe districts in the area during secondary gifted instruction. Information was used to make decisions about secondary gifted instruction with a focus on individualized instruction.
- A gifted district brochure was created to communicate with staff and newly identified students and parents about gifted education. The brochure details why gifted students should be served using differentiated teaching approach and shares information about characteristics of giftedness.

- The Gifted Education Professional Learning Community meets throughout the school year to discuss specific students and their growth. Instructional strategies are developed and implemented to meet student needs.

Sustaining district professional development efforts
To sustain the professional development efforts, accountability for teacher implementation has been developed and will be monitored by building administrators and the superintendent through teacher implementation data and the use of walk-throughs. Further, district-designed optional professional development opportunities, such as study teams, are offered to staff. These opportunities will allow staff ways to dig deeper into the theory and research underlying our professional development focus and provide more extensive feedback on implementation efforts. Additionally, district professional development opportunities are submitted for re-licensure and graduate credit through Heartland AEA and Drake University.

Sustaining district professional development at the building level
Each building in the Adel DeSoto Minburn school district has developed a building professional development plan for sustaining the District Professional Development Plan. These plans include time set aside for staff during the workday, specific activities for the staff to sustain the learning, desired outcomes, and ways to measure success. Beyond the building action plans, grade level and content department teams have created action plans with SMART goals and action steps they will take to ensure that annual goals will be met. Further, each teacher has developed an Individual Professional Development Plan that identifies specific professional development needed in order for teachers to effectively help the building and district meet student achievement goals. These plans are on file at each building or at the central office.

Sustaining district professional development with committee work
All committees in the district develop an action plan for their work that focuses those activities on the district's goals. These action plans are available at the central office.

Data-Driven Decision Making
The Adel DeSoto Minburn school district supports a data-driven decision making model for all school improvement efforts. As a part of the district calendar, professional development time is set aside annually for the review of data and the creation of action plans. This data review and action step development will happen with district level committees and building level teams. In all cases, annual goals are set that support the district's long-range goals and action plans are developed along with ways to monitor the progress of the plans and achievement of the goals. District and building level administrators set time aside throughout the school year for collaborative monitoring of these goals and plans.

Overview

Adel DeSoto Minburn (ADM) will use multiple data sources to determine if student learning has changed over time in relation to our long-range goals. These multiple data sources include district-wide standardized assessments, district-developed benchmark assessments (grade-level or course specific), classroom assessments and surveys. The superintendent, along with the building administrators, will ensure that the data is collected, analyzed and shared with the various teacher and community leadership groups, including the Instructional Leadership Team, the curriculum committees, the District Advisory Committee, the Building Advisory Committees and grade level committees. These groups will use the data to determine if student learning has changed in relation to the district's long-range goals and in relation to the annual goals each committee has set to support the long-range goals. The district will continue to ensure that all students enrolled at the specified grade level are included in district-wide assessments. **(DWAP1)**

Monitoring Progress

ADM will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following data sources:

- ITBS reading comprehension, math total and science tests at grades 3-8 (Goals #1-#3)
- ITED reading comprehension, math total and science tests at grades 9-11 (Goals #1-#3)
- ACT PLAN (10th grade) reading, math, and science subtest data.
- ACT reading, math, and science subtest data including college
- District benchmark reading assessments at grades PK-5 (Goal #1) **(DWAP3, DWAP4, DWAP6)**
- District benchmark math assessments at grades PK-8 (Goal #2) **(DWAP7)**
- District benchmark science assessments at grades 6-10 (Goal #3) **(DWAP8)**
- Attendance data from the district's student information management system (Goal #4)
- Office referral/discipline data from building office records (Goal #4)
- Student reported usage of alcohol, tobacco or other drugs as reported through the Iowa Youth Survey (Goal #4)
- Graduation rate (Goal #4)

Alignment of Assessments and District Standards

To assure that the assessments used to monitor progress on ADM's student achievement goals are aligned with the curriculum, ADM completed the Iowa Technical Adequacy Project (ITAP) process for the ITBS, ITED and district benchmark assessments. Through this process, the district found it was necessary to review and revise our reading, mathematics and science standards and benchmarks. This review and revision process will now be a regular activity for every curricular area committee.

Student Data Used for Evaluating Programs and Services
The same student data used to measure progress with CSIP goals will also be used to help inform decisions regarding the effectiveness of the following programs and services provided by Adel DeSoto Minburn:

- Professional development for teachers, associates and administrators (e.g., District Professional Development Plan, Building Professional Development Plans, Individual Professional Development Plans and Title II, Part A)
- Supplemental reading and mathematics services for eligible students (e.g., Title I, Part A)
- Use of technology to improve student achievement (e.g., Title II, Part D)
- Programs and services to assist English Language Learners (Title III, Part A)
- Drug prevention programs (Title IV, Part A)
- Character education programs
- Early intervention programs for grades PK-3
- PK-12 at-risk program
- PK-12 gifted and talented (GATE) program
- Special education services
- Career and Technical Education programs
- Reading Recovery
- Mentoring and Induction program

Specific information regarding Adel DeSoto Minburn's program/service evaluation processes is included in Question 4.

Additional Data
To help provide a more complete picture of student learning needs, ADM will continue to monitor the following data sources:

- All data points included in the district's Annual Progress Report (APR)
- The percentage of students who participate in district-wide assessments
- Cohort performance from grade 4 through grade 11 as measured by ITBS, ITED and district benchmark assessments in the areas of reading, mathematics, science and social studies
- Career and technical education student data from the end-of-the-year program report (Perkins)
- ELDA Proficiency Test for English Language Learners and/or Language Assessment Scale (LAS) to measure ELL students' English proficiency (**LEP2**)
- Percentage of students who participate in extra-curricular activities at the middle school and high school
- Students reported on weekly incomplete/failing lists at middle school and high school
- Success rate of our Reading Recovery program
- Students staffed in/staffed out of special education program
- Gates-McGinitie reading test
- Dismissal rate in our Title I reading program
- Percent of students who met ADM's definition of "technologically literate"

ADM's Data Plan 2009-2013

The district is aware that more work needs to be done in the area of formative and summative assessments to drive classroom decision-making. The following actions are a part of an on-going data review plan for ADM:

- Continue to revise district benchmark assessments to make them more reliable, valid and rigorous
- Investigate other standardized assessments as ways to collect data on student achievement
- Create a protocol for administering district assessments to make them more standardized
- Continue to investigate the use of electronic data management systems to more efficiently store, retrieve, and analyze district data
- Focus deeply on formative assessment strategies. Current research clearly demonstrates that formative assessments that allow the teacher and the student to adjust learning tactics throughout the teaching sequence positively impact student achievement.

| Question #4: |
| How will we evaluate our programs and services to ensure improved student learning? |

Overview

Adel DeSoto Minburn (ADM) will be using a goal-oriented approach to formally evaluate our programs and services designed to meet student needs and support our CSIP goals. (ECSIP1) As suggested by the Iowa Department of Education, ADM's goal-oriented approach to program evaluation will include the following components:

- Identification of CSIP goals and other program goals
- Identification of variable that affect performance
- Identification of the indicators by which performance will be judged
- Development of procedures for collecting information regarding performance
- Collection of performance data
- Comparison of the information regarding performance with the expectations
- Communication of the results of the comparing to the appropriate audiences

To formally evaluate our programs, ADM will use both formative and summative data from various data sources. (TQ12)

Program Evaluation Timetable
The Adel DeSoto Minburn administrative team, along with other stakeholder groups, is still in the process of developing a manageable timetable for our formal program evaluations. Formative evaluation data for all of our identified programs is and has been collected annually (and in some cases, more frequently); however, a systematic process for using that formative data and summative data in order to evaluate the programs' effectiveness is still being refined.

At this time, ADM plans to conduct an in-depth formal summative evaluation for all the programs identified in the CSIP within a five-year rotation. The frequency of the formative and summative evaluation processes for these programs will be determined by both legal mandates and local data.

Below is a (still in revision) timetable for ADM's summative program evaluation.

- District Professional Development Plan (including Title II, Part A)
o Annually
- Title I, Part A (Parental Involvement)
o Annually
- Mentoring and Induction Program
o Every two years, beginning the 2004-05 school year
- Career and Technical Education Programs (Perkins)
o Every five years, beginning the 2004-05 school year
- Drug Prevention Programs (Title IV: Safe and Drug Free Schools)
o Every three years, beginning the 2005-06 school year

- Special Education programs and services
o Every three years, beginning the 2005-06 school year
- Early Intervention programs for grades PK-3
o Every three years, beginning the 2005-06 school year

- Reading Recovery
o Every three years, beginning the 2005-06 school year
- At-Risk program (including the Learning Center)
o Every three years, beginning the 2006-07 school year
- Use of Technology to Improve Student Achievement (Title II, Part D: E2T2)
o Every three years, beginning the 2006-07 school year
- Programs and services to assist English Language Learners (Title III, Part A)
o Every five years, beginning the 2007-08 school year
- Gifted and Talented (GATE) program
o Every five years, beginning the 2007-08 school year
- Character Education Programs
o Every five years, beginning the 2008-09 school year

Results of these program evaluations will be shared with the administrative team, the district advisory committee, and the school board and with other appropriate stakeholder groups.

Student Data to be used in the Program Evaluation Process
Because the Adel DeSoto Minburn school district believes that the goal of all of its programs, services and efforts is to increase student achievement, the same student data used to measure progress with our CSIP goals will also be used to help inform decisions regarding the effectiveness of the following:
- Professional Development Plan (TQ11)
- At-Risk program (AR4)
- Career and Technical Education programs (Perkins) (PERK2, PERK3)
- Mentoring and Induction program (TQ9)
- Special Education programs and services (ESPE2)
- Title I, Part A (Parental Involvement Program) (TITL1)
- Title II, Part A (Teacher and Principal Training and Recruiting Program) (TPTR1)
- Technology to Improve Student Achievement (Title II, Part D) (FTP6)
- Title III (Language Instruction for Limited English Proficient and Immigrant Students program) (LEP3)
- Title IV (Safe and Drug Free Schools) (SDF10)
- Character Education Programs
- Gifted and Talented Programs (GT2)

Additional Data to be used in the Program Evaluation Process
In addition to student achievement data, ADM will need other types of student data and also teacher data to determine the effectiveness of some of our programs. The district will collect, analyze and use the following data to inform effectiveness of certain programs:
- Professional Development Plan and Title II, Part A (TQ10, TQ11, TQ12, TPTR1)
o Percentage of staff responsible for instruction who participate in district and building professional development opportunities
o Increase of knowledge and skill of staff due to professional development opportunities
o Frequency and quality of implementation of strategies from professional development opportunities
o Percentage of PK-12 teachers documenting technology usage in lesson plans
o Percentage of PK-5 students reading at or above grade level as measured by district reading benchmark assessments
o Percentage of 6-12 students performing at the mastery level on classroom assessments throughout the course or year
- Mentoring and Induction Program (TQ9)

- o   Percentage of teachers in mentoring and induction program recommended for a third year of mentoring
- o   Percentage of teachers in mentoring and induction program recommended for licensure
- o   Teacher retention rate compared to Heartland AEA data as measured through Heartland new teacher survey
- •   Gifted and Talented Program (GT2)
- o   Percentage of the identified student population in the GATE program
- o   Percentage of the GATE students who meet goals in their individualized learning plans
- o   Student perceptual data on the program (done through surveys)
- •   Perkins (Vocational/Career and Technical Education Programs) (PERK2, PERK3)
- o   Percentage of students by subgroup (specifically gender) who enroll in career and technical programs
- o   Percentage of graduates by subgroup who were program concentrators and received a high school diploma or equivalent
- o   Percentage of program completers by subgroup who indicate their intention to continue their education, non-military employment or military employment
- o   Percentage of senior program completers who are proficient in occupational skills.

- •   Special Education Programs and Services (ESPE1)
- o   Percentage of students with individualized education programs (IEP) who meet their IEP goals
- o   Percentage of students meeting their IEP goals as compared to regional data provided by AEA
- o   Percentage of students staffed in and staffed out of Special Education
- o   Percentage of special education teachers who meet the highly qualified guidelines
- o   Percentage of special education teachers who meet the goals of the district professional development plan.
- o   Percentage of goals met by the district on the Part B and Part C indicator data
- •   Title I, Part A, Parental Involvement (TITL1)
- o   Percentage of parents who participate in the annual evaluation of the parental involvement policy
- •   Title III (LEP3)
- o   Percentage of identified ELL students who are proficient in English as determined by the IDEA Proficiency Test (IPT)
- •   Reading Recovery
- o   Percentage of students classified as successful
- o   Percentage of students who increase their reading level, as measured by the district-developed reading benchmark assessment
- •   Character Education
- o   Student perceptual data as measured by a survey to be developed
- o   Percentage of students with office referrals disaggregated for kinds of referrals and number of referrals per student
- o   Percentage of students with bus discipline referrals
- o   Percentage of students reporting use of alcohol, tobacco or other drugs as reported through the Iowa Youth Survey
- •   At Risk programs (AR4)
- o   Percentage of students who participate in extra-curricular activities at the middle school and high school
- o   Percentage of students at middle school and high school reported on weekly incomplete/failing lists
- o   Percentage of students involved in support groups

o   Percentage of low SES students who achieve below the 41st percentile on ITBS and
        ITED tests

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT
VOLUNTARY EARLY RETIREMENT PROGRAM
2011-2012

Eligibility. The voluntary early retirement program shall apply to employees who are at least age 55 and who have completed at least ten (10) years of full-time continuous service to the Adel DeSoto Minburn Community School District from the last date of hire. [If this program is continued in future years, the minimum number of years of service for persons hired after October 1, 2006 shall be fifteen (15).] "Full-time" service is defined as forty (40) hours per week. Years of service as a substitute employee shall not count as a year of service. Years of part-time service may not be aggregated to equal a year of full-time service; however, a year(s) of part-time service shall not break continuous years of full-time service. The employee must have been employed on a regular contract. The employee must reach the minimum age of 55 and the ten years of service on or before July 1, 2012. The employee may not have been discharged or recommended for termination of employment during the year the early retirement plan is offered. If an employee has previously received any early retirement benefit from the District, the employee is not eligible for this program.

Application. The employee must make application for early retirement benefits between 8:00 a.m. on January 2, 2012 and 4:00 p.m. on January 6, 2012. The application shall be made on a form provided by the District and shall be submitted to the board secretary. The employee must also make formal application for retirement benefits under IPERS. The Board shall have the discretion to approve or disapprove any and all applications for early retirement benefits. The Board may limit the number of employees granted early retirement benefits. When more employees apply than are going to be granted early retirement benefits, the Board shall, except for good cause, consider applications in the order in which they are received in the business office of the District.

Resignation. Any employee who wishes to obtain early retirement benefits shall submit a resignation from employment with her/his application for early retirement benefits, effective at the conclusion of the 2011-2012 contract year, which resignation may be contingent upon the Board approving the employee's request for early retirement benefits. Mid-year resignations shall disqualify an employee from the early retirement benefit. Approval of the request for early retirement benefits will be considered acceptance of the employee's resignation and will constitute a voluntary termination of all of the employee's contracts.

Employees who receive early retirement benefits under this program shall not be eligible to be rehired by the District, except for temporary substitute duty or in unusual situations in the sole discretion of the Board. The District shall not be required to accept or consider an application for employment from the retiree.

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

Voluntary Early Retirement Annuity. An employee granted early retirement pursuant to this policy will receive an annuity, payable during the month of September, 2012 equal to forty-four percent (44%) of the employee's regular 2011-2012 salary or wages (exclusive of Teacher Quality Act money, longevity, extended contract pay, supplemental salary, extra duty pay, over-time, shift differential, flexible spending, or other such additional payments). The early retirement annuity shall not be paid if the employee dies after the Board has approved the early retirement but prior to the employee's last day of scheduled work. If the employee dies on or after the first day of early retirement, but prior to receiving the early retirement annuity, the annuity shall be paid to the employee's beneficiary.

Voluntary Early Retirement Insurance Benefit. An employee granted early retirement pursuant to this policy may elect to continue participation in the District's group health insurance plan subject to approval of the carrier and in accordance with Iowa law to age sixty-five. The employee must make all payments for continuation of coverage. The employee must have been a participant in the District's group health insurance plan during the 2011-2012 contract year. The District reserves the right to change coverage or carriers at any time.

No Vesting. This plan shall be in effect only for the 2011-2012 contract year. The adoption of this plan shall not vest any right in any employee whether or not the employee is currently eligible for early retirement. The Board shall have the complete discretion to amend or repeal this plan at any time and shall not be obligated to provide any benefits to any employee after the date of such amendment or repeal, except to those employees whose early retirement pursuant to this policy has commenced prior to the amendment or repeal.

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT
EARLY RETIREMENT APPLICATION
SCHOOL YEAR _____

Name_____
           Last   First   Middle

Birthdate_____   Social Security Number_____
             M/D/Y

Address_____
           Street/Box/RR   City   Zip

Home Phone Number_____

Beneficiary_____

_____

_____

_____

Beneficiary Address_____
                     Street/Box/RR   City   Zip

Do you plan to continue insurance benefits at your own cost on the school insurance plan?
(Circle One)   Yes   No

_____   _____
   Signature   Date

Please attach your letter of resignation.

****
(For Office Use Only)

$_____ $_____
  Base Salary   44% Incentive

APPLICATION DEADLINE IS JANUARY 6

2011-12 Early Retirement Incentive
Eligible Employees
June 30, 2012

Age 55-65 with 10 years service currently fulltime (40 hrs./wk.)

	AGE	YEARS OF SERVICE	TOTAL	2012 BASE SALARY	44% AMOUNT
1	55	20	75	$43,420.00	$19,104.80
2	63	21	84	$50,045.00	$22,019.80
3	62	30	92	$55,460.00	$24,402.40
4	58	34	92	$53,270.00	$23,438.80
5	56	24	80	$46,940.00	$20,653.60
6	55	19	74	$50,000.00	$22,000.00
7	55	30	85	$56,510.00	$24,864.40
8	60	23	83	$48,950.00	$21,538.00
9	60	34	94	$56,370.00	$24,802.80
10	55	33	88	$88,955.00	$39,140.20
11	55	27	82	$49,580.00	$21,815.20
12	58	27	85	$53,270.00	$23,438.80
13	59	24	83	$45,970.00	$20,226.80
14	56	24	80	$52,380.00	$23,047.20
15	61	20	81	$48,820.00	$21,480.80
16	59	10	69	$44,230.00	$19,461.20
17	59	18	77	$38,875.00	$17,105.00
18	64	22	86	$31,491.00	$13,856.04
19	55	23	78	$41,540.00	$18,277.60
20	60	10	70	$31,491.00	$13,856.04

Iowa Individual Administrator Professional Development Plan
to be developed collaboratively between administrator and supervisor

Name: Greg Dufoe   **School:**   **District:** ADM   **AEA:** AEA 11

District or Building Focus

Step 1 General *District* Goal Area (from CSIP or other improvement plan) If using a goal area not included in a plan, include data which shows the need for focusing your leadership actions in this area.

All PK-12 students will achieve at high levels in reading, mathematics, and science, prepared for success beyond high school. (CSIP)

Step 2 Specific *School* or District Goal (for above general goal area)

1. 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 2011 (85.8%) to the percent proficient or above in 2012. Goal is 87.5%.
2. 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 2011 (87.6%) to the percent proficient or above in 2012. Goal is 89.5%.
3. 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 2011 (91.5%) to the percent proficient or above in 2012. Goal is 92.2%
4. 100% of teaching staff will be members of a Professional Learning Community focused on student learning utilizing SMART goals.
5. Implement a curriculum revision cycle PK-12 that leads to increased student achievement and full implementation of the Iowa Core.

Step 3

Specific Leadership Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review
Professional Learning Communities: All district staff using SMART goal process to identify area of greatest need and to build actions/strategies to meet that need. Lead district instructional leadership team in developing building mission, vision, values, and goals.	1, 2	1. SMART goals 2. Data demonstrating SMART goal attainment 3. ILT products: mission, vision, values, and goals.	Aug 2011 – June 21012		
Curriculum Revision Process: Facilitate curriculum revision process with math, science, PE, and foreign language. (with assistance from administrative team)	1, 2	1. Curriculum documents: scope and sequence, curriculum maps, power standards, assessments, resources adopted, new courses, course sequences, etc.	Aug 2011- June 2012		

Step 4	**Learning Goals*** (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	**Related ISSL**	**Indicators of Progress** (Document the effect of chosen indicators.)	**Start & End Dates**	**Review Date(s)**	**Items discussed during review**
	Read Focus by Mike Schmoker with ILT, BOE and curriculum groups (sections).	1, 2	Common understanding of curriculum focus, use of literacy, and other major themes from Focus.	Sep 2011-May 2012		
	Curriculum Revision Process: Reflection upon strengths/weaknesses of process. Make necessary changes for 2012-2013.	1,2	Planning forward for next revision cycle and content areas.	June 2012		

*Administrators are encouraged to use "SMART Goal" design to develop their goals. See page 2.

Step 5 **Supports for Plan Implementation** (check all that apply and describe)
☐Supervisor/Board:
☐Peer:

☐AEA/Regional:
☐Other:

Administrator Signature/Date _____

Supervisor Signature/Date_____

Iowa Individual Administrator Professional Development Plan
to be developed collaboratively between administrator and supervisor

Name: Greg Dufoe   **School:**   **District:**   ADM   **AEA:** 11

District or Building Focus

<table>
<tr><td>Step 1</td><td>General District Goal Area (from CSIP or other improvement plan) If using a goal area not included in a plan, include data which shows the need for focusing your leadership actions in this area.</td></tr>
</table>

Successfully pass a voted PPEL to improve technology for staff and students.

<table>
<tr><td>Step 2</td><td>Specific School or District Goal (for above general goal area)</td></tr>
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<table>
<tr><td>Step 3</td></tr>
</table>

Specific Leadership Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review
Work with Director of Technology and ADM technology committee to develop recommended purchasing plan for PPEL.	1, 3	Final PPEL expenditure document	Sept 2011 – Dec 2012		
Build Board understanding of PPEL plan and meet appropriate requirements for placement on ballot, spring 2012.	1, 3	Board resolution for placement on ballot. All documents submitted required for election.	TBD		
Develop and implement a communication plan to work towards passing the PPEL.	1, 3	Communication plan Documented actions	Sept 2011- Jan 2012		

<table>
<tr><td>Step 4</td></tr>
</table>

Learning Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review

*Administrators are encouraged to use "SMART Goal" design to develop their goals. See page 2.

<table>
<tr><td>Step 5</td><td>Supports for Plan Implementation (check all that apply and describe)</td></tr>
</table>

Iowa Individual Administrator F̶ essional Development Plan
to be developed collaboratively between administrator and supervisor

Name: Greg Dufoe   **School:**   **District:**   ADM   **AEA:** 11

District or Building Focus

Step 1 — General *District* Goal Area (from CSIP or other improvement plan) If using a goal area not included in a plan, include data which shows the need for focusing your leadership actions in this area.

Ensure the financial stability of the district.

Step 2 — Specific *School* or District Goal (for above general goal area)

Step 3

Specific Leadership Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review
Collaborate with BOE on target range for solvency ratio. Identifying impact of cash reserve levy and possible PPEL.	3	Board agendas/minutes. Target solvency ratio for FY13	Sept 2011-April 2012		
Staffing plan for 2012-203. Create prioritized staffing plan for 2012-13 and subsequent years.	1, 2, 3	Board agendas/minutes. Board approved staff requests.	January 2012-April 2012		
Facility use and enrollment projections. Develop with BOE a long-range year plan for facility use and improvements based on enrollment projections.	3	Board agendas/minutes. Plan for facility use and improvements.			

Step 4

Learning Goals* (1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)	Related ISSL	Indicators of Progress (Document the effect of chosen indicators.)	Start & End Dates	Review Date(s)	Items discussed during review
Funding options for facility improvements: SILO, debt service, etc.	3				
Recommended solvency ratio target – IASB, IASBO, other.	3				

*Administrators are encouraged to use "SMART Goal" design to develop their goals. See page 2.

Step 5 — **Supports for Plan Implementation** (check all that apply and describe)

☐ Supervisor/Board: ☐ AEA/Regional:

☐Peer: ☐Other:

Administrator Signature/Date _____   Supervisor Signature/Date_____

SMART Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

S – Strategic and Specific
Strategic - Select a high-leverage goal that will make a difference.
Specific - Clearly define what you will do and how you will do it.

M – Measurable
Establish concrete criteria for tracking progress and determining success.

A – Attainable
Select a goal you have a reasonable expectation of achieving (a "stretch" goal that is not easy, but doable).

R – Results-based
Clearly define the results you expect to see.

T – Time-bound
Establish a starting and ending date for completion of the goal.

Leadership Goal

R – What **result** do you hope to achieve? Be specific.	S - What **specific** leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will **achieve** the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What **measures** (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the **timeframe** for completing the goal? List start date, review date(s) and end date.

Final leadership goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

Learning Goal

R – What **result** do you hope to achieve? Be specific.	S - What **specific** leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.	A – What is the likelihood you will **achieve** the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.	M – What **measures** (criteria) will you use to determine progress and document the effect of chosen indicators?	T – What is the **timeframe** for completing the goal? List start date, review date(s) and end date.