BOARD MEETING UPDATE

OCTOBER 8, 2012

WORK SESSION HELD PRIOR TO BOARD MEETING – FRK REPORT ON FACILITY MASTER PLANNING

APPROVED:

- September 10 Regular Meeting Minutes
- September 20 Special Meeting Minutes
- Bills/Claims
- Financial Reports
    - September Monthly Reports
- Resignations/Terminations
    - Josh Barnes, Ass't HS Boys Basketball Coach
    - Donald Hess, MS Boys Basketball Coach
    - Cindy Shelton, DS Teacher Associate (9/28/12)
- Hires
    - Kelsi Kilker, Van Driver (10/4/12)
    - Marc McCartney, MS Boys Basketball Coach, Step 1 (10/4/12)
    - Julie Myers, Student Specific Teacher Associate, Step 1 (9/21/12)
    - Dan Severidt, MS Boys Basketball Coach, Step 4
- Pending Resignation
    - Mitch Krumwiede, Head Baseball Coach
- New Position for MS Boys Basketball Coach
- First Reading of 800 Board Policy Series
- Second & Final Reading of 700 Board Policy Series
- Contract with Drive Tek for Driver's Ed Services 2012-13
- Open Enrollment In
    - Kindra Dittmer, 7th Grade from DCG to ADM
    - Everett Dittmer, 9th Grade from DCG to ADM
    - Hogan Hopewell, 6th Grade from DCG to ADM
    - Kacey Konrad,11th Grade from DCG to ADM
    - Kiley Osborn, 6th Grade from VM to ADM
    - Christian Swiler, 10th Grade from VM to ADM
    - Autumn Todd, 10th Grade from Waukee to ADM
- Open Enrollment Out
    - Natalie Chandler, 7th Grade from ADM to WDM
    - Emily Hellsten, K, from ADM to WDM
- Allowable Growth for New Open Enrollment
- Allowable Growth for Increased Enrollment
- Mid American Easement for Cell Tower
- Comprehensive School Improvement Plan
- Annual Progress Report
- Instructional Support Levy Program Resolution to Participate
- Superintendent Professional Development Goals
- Change Order #4 for Classroom Remodeling $630

REPORTS/DISCUSSION

Technology Update – Adam Kurth

Partnership for Comprehensive Literacy Report (PCL) – Carole Erickson

Professional Learning Communities (PLC) – Professional Development

Site Visit Preparation & Timeline – Greg Dufoe

Enrollment Update – Greg Dufoe

Important Dates

October 10	Dismiss 1:00 PM (Professional Development)
October 19	End Quarter 1 (44 Days)
October 22	No School
October 23	Dismiss 1:00 PM (P/T Conferences 2:00-8:30)
October 25	Dismiss 1:00 PM (P/T Conferences 2:00-8:30)
November 7	Dismiss 1:00 PM (Professional Development)
November 12	6:00 PM – Regular Board Meeting

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.

5:30 p.m. – WORK SESSION FRK FACILITY MASTER PLANNING UPDATE

"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 8th day of October 2012, for its regular meeting in the Board Room, Adel, Iowa.

The tentative agenda is as follows:

BOARD MEETING AGENDA — October 8, 2012
DISTRICT BOARD ROOM — 6:00 P.M.

OPENING:

6:00 P.M.	Call to order
	Roll call
	Emergency additions and adoption of agenda
	National Principals Month
6:05	Consent agenda
	Approval of minutes
	Approval of bills/claims and transfers
	Secretary/Treasurer financial reports
	Personnel contracts
	Additional MS boys basketball coach
	700 Board Policy Series – Second and Final Reading
	800 Board Policy Series – First Reading
	Drive Tek contract
	Open enrollment
	Welcome of visitors and open forum

ACTION ITEMS:

6:20	Allowable growth for new open enrollment
6:25	Approve SBRC for increased enrollment
6:30	Mid American easement for cell tower
6:35	Comprehensive School Improvement Plan
6:40	Annual Progress Report
6:50	Instructional Support Levy Participation
6:55	Superintendent Professional Development Goals
7:05	Change order No. 4

ADMINISTRATIVE REPORTS/DISCUSSION ITEMS:

7:10	Technology Update
7:25	Partnership for Comprehensive Literacy Report
7:45	Professional Learning Communities – PD 2012-13
7:55	Site Visit preparation and timeline
8:00	Enrollment Update 2012-13
8:15	Adjournment

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT
801 Nile Kinnick Drive S.
Adel, Iowa 50003
(515) 993-4283

Nancy Gee
Secretary
Board of Directors

frk architects + engineers

Adel Desoto Minburn Community School District
Masterplanning Study
frk project number 1047
October 8, 2012

Proposed Masterplanning Timeline

September, 2012

- First draft of Report on Decommissioned buildings available.
    - Consider how this information becomes part of Masterplanning Report.

October/November, 2012

- 2012/2013 enrollment numbers are issued.
- First draft of Space/Program study available.
    - Discussion points:
        - Evaluate immediate district program needs.
            - Renovation needs
            - Space needs
        - Project enrollment and space needs for 5 years?
        - Project enrollment and space needs for 10 years?
        - Consider enrollment analysis by demographer
    - Begin to formulate options for consideration.
- Internal review with district/building administration.
- Meet with local officials regarding future housing trends.

December, 2012

- District Masterplanning Committee established.
    - Tasked to do the following:
        - Review Space/Program study
        - Review Report on Decommissioned Buildings
        - Discuss options
        - Evaluate **frk** recommendations

January – March, 2013

- District Masterplanning Committee Meetings.
    - Meeting agenda: discuss and evaluate Masterplanning study.
    - Meeting frequency to be determined.
    - Consider community awareness and involvement.
    - **frk** provides final Masterplanning Report (after final committee input)
        - Space/Program Study
        - Decommissioned Building Report
        - Recommendations

Spring, 2013

- Masterplanning Report Implementation

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 8, 2012

October is National Principals Month!! (Exhibit 1)
October is National Principals Month and the Board will be providing a light dinner for the principals and assistant principals on Monday night! Dinner will be ready around 5:15 and we can eat during the update from Tom Wollan from FRK starting at 5:30 pm. This is a great opportunity to intentionally communicate our appreciation for our building administrators: **Kim, Carole, Lee, Jodi, Doug, and Jim** are exceptional leaders who put their hearts out there for our students and staff every day.

Included in your packets is the resolution passed by the US House of Representatives. I think it captures the work of a principal very well and I recommend a Board member read as part of our night.

WORK SESSION – 5:30 pm Update from FRK on Facility Master Planning
In order to get an update from FRK, we need to start at 5:30 pm. I hope that works for everyone's schedule. Tom needs to get to Norwalk for another Board meeting this night, thus the need to start early. Tom will take time to update the Board on the work completed to-date, provide a timeline for the work in the coming months, and answer any questions the Board may have.

Personnel contracts:
I recommend the following resignations/terminations effective for the 2012-13 school year:
Josh Barnes, Ass't. HS boys basketball coach
Donald Hess, MS boys basketball coach
Cindy Shelton, DS teacher associate, effective 9/28/12

I recommend the following new contracts effective for the 2012-13 school year:
Kelsi Kilker, van driver, effective 10/4/12
Marc McCartney, MS boys basketball coach, step 1
Julie Myers, student specific teacher associate, step 1, effective 9/21/2012
Dan Severidt, MS boys basketball coach, step 4

Pending resignation:
Mitch Krumwiede, Head Baseball Coach

Additional MS Boys Basketball Coach
I am recommending adding a fourth middle school boys basketball coach for this winter. Aaron Mager has requested this due to a large number of 8th grade boys going out this year (32). For several years, the MS boys have had a total of three coaches while the girls have four. This was due to a former MS boys coach wanting to do it alone and numbers were lower. This position is at step one on the schedule for $1,174.00.

700 Board Policy Series – Second and Final Reading (Exhibit 2):
The 700 policy series has been under review. The 700 series is focused on non-instructional services and business operations, including transportation. The only change is to policy 712.1. I recommend second and final reading of the 700 series in full.

800 Board Policy Series – First Reading (Exhibit 3):
Our next series of policies for review is the 800 series. This series is focused on facilities. There are no recommended changes at this time. Please keep this series or leave in your binder for next month.

Drive Tek contract (Exhibit 4):
I recommend approval of the contract with Drive Tek to provide driver's education services from June 1, 2013 to May 31, 2014. Drive Tek is our current provider and Lee is satisfied with their services. This past year was the first year we did not offer driver's education "in-house" due to the retirement of Dan Severidt. We are required to offer driver's education to our students. The costs remain the same for next year and student fees pay for the program.

Open enrollment in for 2012-13
Kindra Dittmer, 7th grade, from DCG to ADM (continuation)
Everett Dittmer, 9th grade, from DCG to ADM (continuation)
Hogan Hopewell, 6th grade, from DCG to ADM (continuation)
Kacey Konrad, 11th grade, from DCG to ADM (continuation)
Kiley Osborn, 6th grade, from Van Meter to ADM (good cause)
Christian Swiler, 10th grade, from Van Meter to ADM (good cause)
Autumn Todd, 10th grade, from Waukee to ADM (continuation)

Open enrollment out for 2012-13
Natalie Chandler, 7th grade, from ADM to West Des Moines (good cause)
Emily Hellsten, K, from ADM to West Des Moines (good cause)

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 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.

MID AMERICAN EASEMENT FOR CELL TOWER (Exhibit 5)
I recommend approval of the easement with Mid American Energy. This easement is for the cell tower and provides Mid American access to maintain the underground lines.

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (Exhibit 6)
We submitted our Comprehensive School Improvement Plan (CSIP) in mid-September. I will briefly review our CSIP and I recommend Board approval. We went through a more thorough revision in anticipation of our site visit in 2013.

ANNUAL PROGRESS REPORT (Exhibit 7)
I recommend Board approval of our Annual Progress Report. I completed this report and submitted to the state in mid-September. I will review some of the major areas of the APR during our meeting.

INSTRUCTIONAL SUPPORT LEVY PARTICIPATION (Exhibit 8)
In your Board materials is the Instructional Support Program Levy Resolution. I recommend approval of this resolution that calls for a five-year ISL starting June 30, 2015 through June 30, 2019. Nancy has moved us through the process early and this would extend our current board-approved ISL participation.

SUPERINTENDENT PROFESSIONAL DEVELOPMENT GOALS (Exhibit 9)
Included in your packet are my professional development goals. The goals are in two areas: Site Visit preparation and the facility master planning.

CHANGE ORDER NO. 4 (Exhibit 10)
I recommend approval of Change Order No. 4 for the Science/Technology Lab renovation. This is for a damper installed in the return air pass through the storage room to the classroom area per the fire marshal's request. The adjustment is for $630.00.

The percentage of change orders on the total project cost is 1.88%.

Administrative Reports/Discussion items:

Technology Update
Adam will be on hand to provide the Board with an update on our technology deployment. The work continues, but major projects are being accomplished and a "new normal" is settling in place for ADM staff and students in the area of technology.

Partnership for Comprehensive Literacy Report
Carole will update the Board on her on-going, extensive work in the PCL program at UNI. The scope of the work is like a doctoral program and the intensity is remarkable. The learning occurring for Carole and her implementing many components of the program presents a tremendous opportunity for ADM.

Professional Learning Communities – PD 2012-13
I am excited about a series of on-site professional development sessions pertaining to PLC that will occur this year. I will briefly outline our plan for you on Monday night.

Site Visit preparation and timeline (Exhibit 11)
Jim and I will take a few moments to walk through the work timeline for our Site Visit preparation. I will also discuss the interview teams required for the site visit, including Board members.

Enrollment Update 2012-13 (Exhibit 12)
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 35 students. Our open enrollment numbers are improved as well with 184 students open enrolled into the district. A positive enrollment number this year is hugely significant!

Important dates:

October 10	1:00 Dismissal – Professional Development
October 19	End 1st Quarter – 44 days
October 22	No School – Workday
October 23	1:00 Dismissal – K-12 P/T Conferences 2:00-8:30 PM
October 25	1:00 Dismissal – K-12 P/T Conferences 2:00-8:30 PM
November 7	1:00 Dismissal – Professional Development

112TH CONGRESS
2D SESSION

H. RES. 781

Expressing support for designation of the month of October 2012 as National Principals Month.

IN THE HOUSE OF REPRESENTATIVES

SEPTEMBER 13, 2012

Mrs. DAVIS of California (for herself, Mr. POLIS, and Mr. GRIJALVA) submitted the following resolution; which was referred to the Committee on Education and the Workforce

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RESOLUTION

Expressing support for designation of the month of October 2012 as National Principals Month.

Whereas the National Association of Secondary School Principals and the National Association of Elementary School Principals have declared the month of October 2012 as National Principals Month;

Whereas school leaders are expected to be educational visionaries, instructional leaders, assessment experts, disciplinarians, community builders, public relations experts, budget analysts, facility managers, special programs administrators, and guardians of various legal, contractual, and policy mandates and initiatives as well as being entrusted with young people, the most valuable resource;

Whereas principals set the academic tone for their schools and work collaboratively with teachers to develop and maintain high curriculum standards, develop mission statements, and set performance goals and objectives;

Whereas the vision, dedication, and determination of a principal provides the mobilizing force behind any school reform effort;

Whereas leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school, according to research conducted by the Wallace Foundation;

Whereas the U.S. Bureau of Labor Statistics estimates that approximately 1 in 3 education administrators works more than 40 hours a week and often works an additional 15 to 20 hours each week supervising school activities at night and on weekends;

Whereas the NAESP National Distinguished Principals program honors exemplary elementary and middle level public, private, and independent school leaders as well as leaders from the U.S. Department of Defense Schools and the U.S. Department of State Overseas Schools, for outstanding leadership for student learning and the profession;

Whereas the MetLife-NASSP Principal of the Year program began in 1993 as a means to recognize outstanding middle level and high school principals who have succeeded in providing high-quality learning opportunities for students as well as their exemplary contributions to the profession;

Whereas the celebration of National Principals Month would honor elementary, middle level, and high school principals

and recognize the importance of school leadership in ensuring that every child has access to a high-quality education; and

Whereas the month of October 2012 would be an appropriate month to designate as National Principals Month: Now, therefore, be it

Resolved, That the House of Representatives—

(1) honors and recognizes the contribution of school principals and assistant principals to the success of students in the Nation's elementary and secondary schools; and

(2) encourages the people of the United States to observe National Principals Month with appropriate ceremonies and activities that promote awareness of school leadership in ensuring that every child has access to a high-quality education.

○

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 8, 2012, BOARD OF DIRECTORS SPECIAL MEETING

PERSONNEL CONTRACTS

I recommend the following resignations/terminations effective for the 2012-13 school year:
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Donald Hess, MS boys basketball coach
Cindy Shelton, DS teacher associate, effective 9/28/12

I recommend the following new contracts effective for the 2012-13 school year:
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Dan Severidt, MS boys basketball coach, step 4

Pending resignation:
Mitch Krumwiede, Head Baseball Coach

OPEN ENROLLMENT

Open enrollment in for 2012-13
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Open enrollment out for 2012-13
Natalie Chandler, 7th grade, from ADM to West Des Moines (good cause)
Emily Hellsten, K, from ADM to West Des Moines (good cause)

***Indicates an update since the memorandum was published.**

CORPORATE OFFICE
9120 NW 26th Street
Ankeny, IA 50023
Phone: 515-327-1500
1-877-DRIVETE(K)
Fax: 515-964-7488
E-Mail Info@drivetek.com
www.drivetek.com

CORPORATE SPONSORS

Karl Chevrolet
1101 SE Oralabor Rd
Ankeny, IA 50021
515-964-4255
1-800-622-8264

Capt Jack Communications
2411 Grand Ave.
Des Moines, IA 50312
515-246-0000

WORKING WITH SCHOOL DISTRICTS:

ADM Community
Ankeny Community
Ballard Community
Burlington Community
Charles City Community
Clear Creek Amana
Colo-Nesco Community
Council Bluffs Community
Danville Community
Decorah Community
Fort Madison Community
Glenwood Community
Harmony Community
Keokuk Community
Lewis Central High School
Mason City Community
Norwalk Community
Okoboji Community
Red Oak Community
Saydel Community
Sigourney Community
Sioux Center Community
South Tama Community
Urbandale Community
Van Meter Community
Waterloo Community

WITH PRIVATE PROGRAMS IN:

Ames
Boone
Charles City
Des Moines
East High School
Lincoln High School
Roosevelt High School
Iowa City Regina
Nevada
West Des Moines at
Upper Iowa University

September 23, 2012

Lee Griebel, Principal
ADM Sr High School
801 Nile Kinnick Dr S
Adel, IA 50003

Dear Lee:

Drive Tek desires to continue its valued relationship with the ADM Community School District. The Drive Tek driver education contract with the ADM School District ends May 31, 2013. Drive Tek is pleased to provide a new proposal for driver education.

Drive Tek is celebrating seventeen years of providing quality driver education to the youth and parents in Iowa and plans to continue to provide a quality and cost effective alternative to the districts, parents and students in the state of Iowa.

The proposed costs, fees and collection procedures remain the same for this contract period.

If you have questions, I would be happy to meet with you at your convenience to discuss the proposal. If the proposal is acceptable, please sign and return one copy.

At Drive Tek we take pride in providing a quality program that reflects the values and expectations of your district and the clients you serve.

Thank you for choosing Drive Tek.

Sincerely Yours,

Rodney G. Van Wyk, President
Drive Tek, LLC

Proposal to Contract Services
Related to Driver Education

Drive Tek LLC, a Limited Liability Company, duly organized under the laws of the State of Iowa, with its primary place of business located at 9120 NW 26th Street, Ankeny, Iowa 50023 (herein described as Drive Tek) will provide the driver education program for the ADM Community School District (herein referred to as the "School District"), based on the following:

1. Drive Tek will offer, exclusively, driver education programs for the ADM Community School District estimated to begin on June 1, 2013 and expiring on May 31 2014.

2. Program Options

Drive Tek agrees to provide:	The School district agrees to provide:
☒ Driver Education Vehicle(s)	☐ Driver Education Vehicle(s)
☒ Vehicle Maintenance/Fuel	☐ Vehicle Maintenance/Fuel
☒ Automobile Liability Insurance	☐ Automobile Liability Insurance
☒ Student textbooks	☐ Student Textbooks
☒ Teachers and compensation	☐ Teachers and compensation

3. Drive Tek agrees to conduct such programs in compliance with all applicable driver education requirements as established and mandated pursuant to the Code of Iowa and the Iowa Administrative Code, including, but not limited to, the following:

   (a) Code of Iowa, Section 714.17-714.23 (right to advertise and sell courses of instruction)
   (b) Code of Iowa Chapter 261B. (Registration as a Secondary Educational Institution)
   (c) Proprietary School Bond in the amount of $50,000.00 (dollars)
   (d) Code of Iowa Chapter 321.178.1 (approval to grant driver education certificates)
   (e) 761 Iowa Administrative Code Sections 634.1 through 634.8 (Department of Transportation rules regarding Driver Education Courses.)
   (f) The Federal Family Educational Records and Privacy Act and Iowa Code Chapter 22 (regarding confidentiality of student records).

4. Instructors

   (a) Drive Tek agrees to provide a sufficient number of certified driver education instructors to accommodate the needs of all students enrolled in the Drive Tek program. Drive Tek shall notify the School District of the names of instructors assigned to each school program.

   (b) Drive Tek agrees to place an on-site manager to oversee the ADM Community School District contract to deal with and handle day to day administrative duties.

5. Class Lists

   (a) The School District agrees to provide to Drive Tek complete class lists to include names and addresses of all students eligible for driver education. School District will assist Drive Tek with enrollment of such eligible students in the program by making announcements, post flyers, allowing pre-registration and registration activities and/or taking any other action reasonably requested by Drive Tek.

(b) The School District agrees to allow non-district students in the program in the event of insufficient enrollment. In-district students will have first priority for enrollment in the driver education program over non-district students until 7 days before the beginning of the next scheduled session. The School District has no financial obligation to Drive Tek regarding such students.

(c) Drive Tek agrees not to inflate the class size to bring in non-district students.

6. Equipment/Facilities/Text Book

(a) The School District shall make available to Drive Tek suitable classrooms and facilities for conduct of driver education classes which will include but not be limited to access to a working TV/VCR/DVD, teachers desk, student desks, and dry eraser board.

(b) The School District agrees to provide Drive Tek instructors with a procedure for receiving mail, telephone access, limited use of copy machine, and phone message service.

(c) Drive Tek agrees to provide driver training vehicles. The vehicles will be equipped with the following items:

(1) Instructor dual brake
(2) Inside instructor's rear-view mirror
(3) Instructor's eve check mirror
(4) Required driver education signs
(5) Outside rear-view mirrors mounted on each side of the vehicle

(d) Accommodations for students with disabilities

(1) Drive Tek is responsible for accommodations for students with special needs. The ADM Community School district will provide special equipment and required installation or modifications on a case-by-case basis.

(2) The ADM Community School District may request the services of Vocational Rehabilitation for students with severe disabilities.

7. Program Administration and Support

(a) Drive Tek agrees to be responsible for all the administrative duties of the program including:
(1) Scheduling, as needed, in cooperation with the school administration
(2) Record Keeping
(3) Final grade Reports
(4) Issuance of Course Completion Certificates

(b) Drive Tek agrees to provide a driver education program that is 32 hours of classroom and 6 hours of lab time. (Driving) The program length and time requirements will meet or exceed standards as stated in Iowa Code Section 321.178.

(c) Before/After School Programs

(1) Before and After school programs will be scheduled as needed. Classroom sessions will meet for one to three hours per session and from two to four mornings or nights a week depending on program length. Driving will be scheduled as need based upon student/teacher availability.

(d) Summer Programs

(1) Summer programs will be scheduled over a three to six week period of time. Classroom sessions will meet for two to three hours on three or five mornings per week depending upon program length. Driving will be scheduled as needed to meet the needs of the student

(e) Drive Tek agrees to offer programs that will provide flexibility to help ensure that the needs of all students within the district are accommodated. Drive Tek reserves the right to schedule classes and instructors that make efficient use of available resources and is consistent with good business practice.

8. Discipline and Supervision

(a) The School District agrees that student discipline supervision is the responsibility of Drive Tek and its instructors for the duration of the student participation in the driver education program during the times that the student is actively participation in either the classroom portion or driving portion of the driver education program. The School District shall have responsibility for student supervision at all other times.

(b) Drive Tek shall develop and enforce rules that specifically apply to the driver education program. Drive Tek will notify the School District and the student of said rules. Drive Tek will notify School District of violation of Drive Tek rules, and will cooperate with the School District to insure all parties involved receive due process.

(c) Drive Tek will provide to each student and parent a copy of the discipline policy.

9. Insurance

(a) Drive Tek agrees to obtain and keep enforce during the terms of the proposed contact, insurance coverage as described:

(1) Drive Tek agrees to provide for all employees, Workers Compensation Insurance covering all employees as is required by state law.

(2) Comprehensive General Liability Insurance with a minimum limit of:
$1,000,000 Per Occurrence for Bodily Injury
$1,000,000 Per Occurrence for Property Damage
or $1,000,000 Combined Single Limit

(3) Automobile Liability Insurance with minimum limits of:
$1,000,000 Per Person
$1,000,000 Per Occurrence for Bodily Injury
$1,000,000 Per Occurrence for Property Damage or
$1,000,000 Combined Single Limits

(4) Umbrella/Excess Liability coverage with minimum of $2,000,000 limit per occurrence.

(b) Upon the awarding of the contract, Drive Tek will furnish to the School District a certificate of said coverage prior to commencing any work under the proposed contract, and will list the School District as additional insured.

(c) Drive Tek agrees to protect, to defend, to indemnify and to hold the School District harmless from and against all suits, claims and demands based upon alleged damage to property and any alleged injury to persons (including death) which may occur or be alleged to occur by or on account of any negligent act or omission on the part of Drive Tek, its subcontractors, or any of their employees or agents in the fulfillment of the terms of this contract.

10. Costs and Charges

(a) Drive Tek agrees to collect all fees.

(b) The school district agrees to pay Drive Tek in a timely manner. Payment will be paid within 45 days of the date of the invoice.

(c) Drive Tek will charge a $35.00 fee for missed drives.

(d) Students will pay drive tek direct for any missed drives not deemed excused by Drive Tek or their assigned driving instructor.

(e) Drive Tek will not be considered in breach of contract if fuel rationing or market shortages occur. Drive Tek will make every effort to complete training as fuel becomes available.

(f) In exchange for services provided hereunder, Drive Tek will charge a base fee of $340.00 per student.

(g) If fuel prices for ethanol enhanced regular gasoline reach a predetermined price point and remain at that price point for the two weeks immediately before the class begins, the next 32 hour scheduled class session will be charged an additional $10.00 per student fuel surcharge. If fuel prices for ethanol enhanced regular gasoline drop below the predetermined price point and remain at that price point for more than two weeks the surcharge for that price point will be removed for the next 32 hour scheduled class session. The price point will be determined by the price of fuel within the community in which the ADM High Schools reside.

Predetermined price points
$3.49.9 per gallon
$4.49.9 per gallon
$5.49.9 per gallon
$6.49.9 per gallon

12. Refund Policy

(a) Students dropping the program, whether full payment students or those eligible for partial or full fee reduction, will be charged based on the number of classes and driving sessions attended at a rate of $35.00 per class hour attended and $35.00 per hour of drive time. Drive Tek will not refund any portion of the fee if the combined sum of the classroom and driving hourly rate exceed the fee as stipulated in contract. Written documentation must be submitted with the signature of both student and instructor, verifying attendance of the student.

(b) Students dismissed from the driver education program for violation of contract section 8(b) will be reimbursed in accordance to contract section 11(a)

(c) The refund policy shall not apply in the event that a student fails the driver education program. Full tuition shall be required for said student to retake the class.

13. Exclusivity

(a) The ADM Community School District will not offer any other driver education course, whether school affiliated or private company, to its students.

(b) The ADM Community school District will not rent any portion of a building to another company to offer driver education courses during the term of this agreement.

(c) The ADM community school District will not promote through its website or official publications any other driver education course or program.

14. Miscellaneous.

(a) This Agreement shall be interpreted and enforced in accordance with the laws of the State of Iowa.

(b) No amendment to this Agreement shall be valid unless made in writing and executed on behalf of the party against whom enforcement is sought. The School District Board of Directors approval is required for any amendment of this agreement.

(c) The invalidity of any restriction, condition or other provision of the Agreement or any part of the same shall not impair or affect in any way the validity or enforceability of the rest of this Agreement.

(d) The Agreement contains the entire understanding and agreement of the parties with respect to the subject matter hereof and supersedes any prior representations, understandings or agreements.

(e) Except as otherwise provided in this Agreement, every covenant, term and provision of this Agreement shall be binding upon and inure to the benefit of the parties and their respective successors and assigns.

IN WITNESS WHEREOF, this Agreement is executed by the parties hereto on the dates written below.

ADEL DESOTO MINBURN
COMMUNITY SCHOOL DISTRICT

_____
Board Pres.

Date: _____

DRIVE TEK

Rodney G. Van Wyk, President
Drive Tek
Date: 9/27/12

CUSTOMER COPY

Prepared by and return to: Jason Romey (515) 242-4070
MIDAMERICAN ENERGY ATTN: RIGHT-OF-WAY SERVICES PO BOX 657 DES MOINES, IA 50306-0657

MIDAMERICAN ENERGY COMPANY
UNDERGROUND ELECTRIC EASEMENT

Folder No. 259-12
Work Req. No. DR2302687
Project No. 21145

State of Iowa
County of Dallas
Section 32
Township 79 North
Range 27 West of the 5th P.M.

1. For and in consideration of the sum of One and no/100---Dollar ($1.00), and other valuable consideration, in hand paid by MIDAMERICAN ENERGY COMPANY, an Iowa corporation, receipt of which is hereby acknowledged, the undersigned owner(s) **ADEL-DESOTO COMMUNITY SCHOOL DISTRICT** (Grantor), its successors and assigns, does hereby grant to MIDAMERICAN ENERGY COMPANY (Grantee), its successors and assigns, a perpetual, non-exclusive easement to construct, reconstruct, operate, maintain, replace or remove underground conduits, wires and cables for the transmission and distribution of electric energy and for communication and electrical controls, including other reasonably necessary equipment incident thereto (collectively "facilities") under and on the surface of the ground, through and across certain property described below, together with the right of ingress and egress to and from the same, and all the rights and privileges incident and necessary to the enjoyment of this easement ("easement area").

DESCRIPTION OF PROPERTY CONTAINING EASEMENT AREA:

A portion of the Northeast ¼ of the Northeast ¼ and the Southeast ¼ of the Northeast ¼ of Section 32, Township 79 North, Range 27 West of the 5th P.M., Dallas County, Iowa

ELECTRIC LINE EASEMENT DESCRIPTION:

The Centerline of a 15.00 feet wide electric line easement over and across a portion of the Northeast ¼ of the Northeast ¼ and the Southeast ¼ of the Northeast ¼ of Section 32, Township 79 North, Range 27 West of the 5th P.M., Dallas County, Iowa, is described as follows:
Commencing at the Southeast Corner of Lot 7 in Rivers Edge Plat 1, an Official Plat, City of Adel, Dallas County, Iowa; thence North 89°54'54" West, along the South Line of said Lot 7 and its Westerly Extension, a distance of 296.57 feet to the West Right-Of-Way line of South Fourth Street, as it is presently established; thence North 48°30'00" West, along the West Right-Of-Way line of said Fourth Street, a distance of 288.00 feet, to the Point of Beginning; thence South 41°20'00" West, a distance of 392.62 feet; thence South 42°25'30" East, a distance of 21.40 feet; thence North 90°00'00" East, a distance of 21.29 feet; thence South 00°00'00" East, a distance of 21.77 feet, to the end of said Centerline. As depicted on the Easement Exhibit prepared by Bishop Engineering attached hereto and made a part thereof.

2. Additionally, Grantee shall have the right to remove from the easement area described above, any obstructions, including but not limited to, trees, plants, undergrowth, buildings, fences and structures that interfere with the proper operation and maintenance of said facilities and equipment.

3. Grantor agrees that it will not construct or place any permanent or temporary buildings, structures, fences, trees, plants, or other objects on the easement area described above, or make any changes in ground elevation without written permission from Grantee indicating that said construction or ground elevation changes will not result in inadequate or excessive ground cover, or otherwise interfere with the Grantee's rights to operate and maintain its facilities.

4. In consideration of such grant, Grantee agrees that it will repair or pay for any damage which may be caused to crops, fences, or other property, real or personal of the Grantor by the construction, reconstruction, maintenance, operation, replacement or removal of the facilities, (except for damage to property placed subsequent to the granting of this easement), that Grantee determines interferes with the operation and maintenance of the facilities and associated equipment. The cutting, recutting, trimming and removal of trees, branches, saplings, brush or other vegetation on or adjacent to the easement area is expected and not considered damage to the Grantor.

5. Additionally, when Grantor provides or installs duct/conduit for said facilities, this grant shall cover and include all facilities installed as a part of the easement area.

Dated this ____ day of _____, 20__

ADEL-DESOTO COMMUNITY SCHOOL DISTRICT

By:_____

Name Printed:_____

Title:_____

ACKNOWLEDGMENT

STATE OF _____)
) ss
COUNTY OF _____)

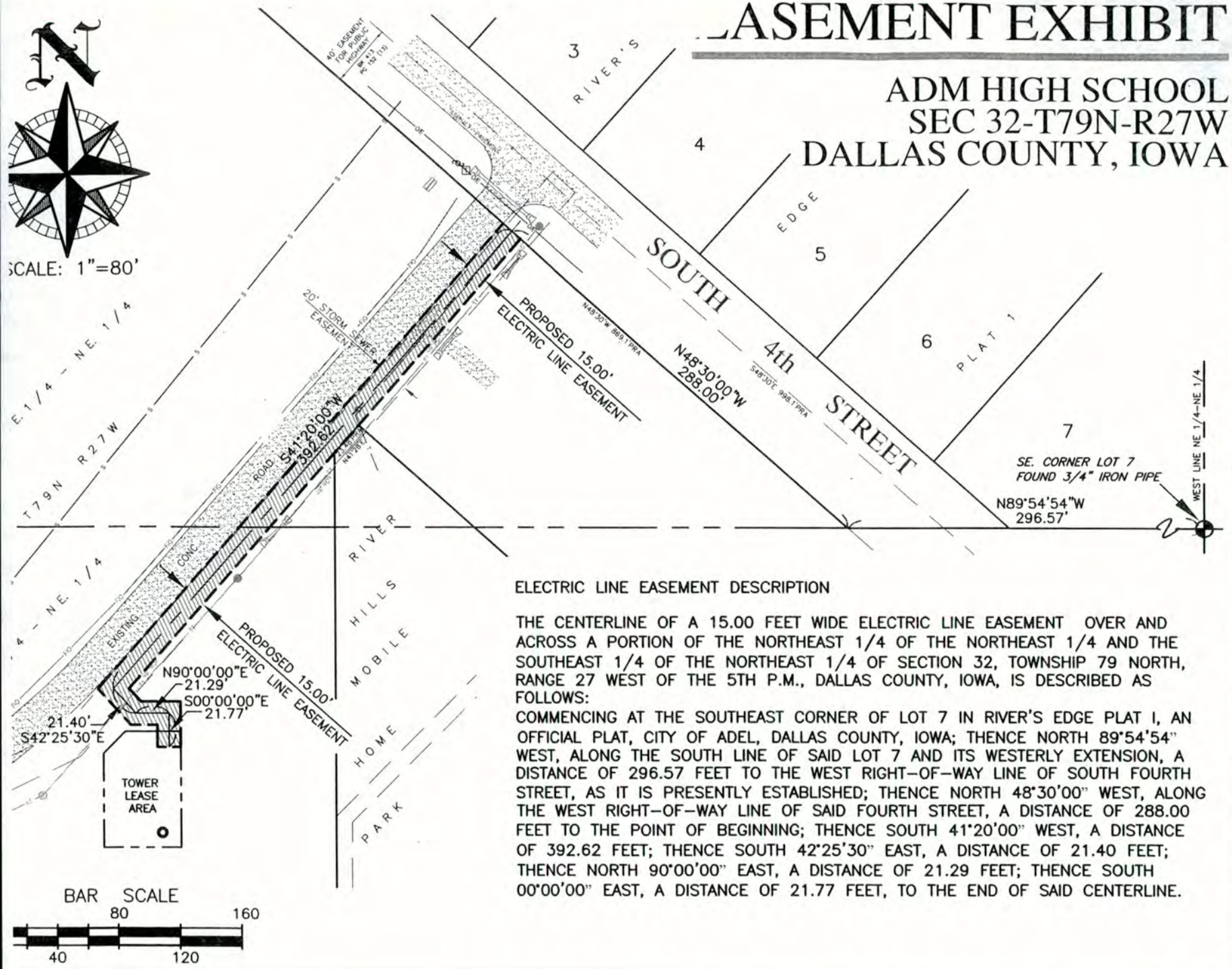
This instrument was acknowledged before me on _____, 20___, by

_____of **ADEL-DESOTO COMMUNITY SCHOOL DISTRICT**.

_____
Notary Public in and for said State

EASEMENT EXHIBIT

ADM HIGH SCHOOL
SEC 32-T79N-R27W
DALLAS COUNTY, IOWA



ELECTRIC LINE EASEMENT DESCRIPTION

THE CENTERLINE OF A 15.00 FEET WIDE ELECTRIC LINE EASEMENT OVER AND ACROSS A PORTION OF THE NORTHEAST 1/4 OF THE NORTHEAST 1/4 AND THE SOUTHEAST 1/4 OF THE NORTHEAST 1/4 OF SECTION 32, TOWNSHIP 79 NORTH, RANGE 27 WEST OF THE 5TH P.M., DALLAS COUNTY, IOWA, IS DESCRIBED AS FOLLOWS:

COMMENCING AT THE SOUTHEAST CORNER OF LOT 7 IN RIVER'S EDGE PLAT I, AN OFFICIAL PLAT, CITY OF ADEL, DALLAS COUNTY, IOWA; THENCE NORTH 89°54'54" WEST, ALONG THE SOUTH LINE OF SAID LOT 7 AND ITS WESTERLY EXTENSION, A DISTANCE OF 296.57 FEET TO THE WEST RIGHT-OF-WAY LINE OF SOUTH FOURTH STREET, AS IT IS PRESENTLY ESTABLISHED; THENCE NORTH 48°30'00" WEST, ALONG THE WEST RIGHT-OF-WAY LINE OF SAID FOURTH STREET, A DISTANCE OF 288.00 FEET TO THE POINT OF BEGINNING; THENCE SOUTH 41°20'00" WEST, A DISTANCE OF 392.62 FEET; THENCE SOUTH 42°25'30" EAST, A DISTANCE OF 21.40 FEET; THENCE NORTH 90°00'00" EAST, A DISTANCE OF 21.29 FEET; THENCE SOUTH 00°00'00" EAST, A DISTANCE OF 21.77 FEET, TO THE END OF SAID CENTERLINE.

Bishop Engineering
"Planning Your Successful Development"
3501 104th Street
Des Moines, Iowa 50322-3825
Phone: (515)276-0467 Fax: (515)276-0217
Civil Engineering & Land Surveying Established 1959

ADM HIGH SCHOOL
ADEL, IOWA

EASEMENT EXHIBIT

REFERENCE NUMBER:

DRAWN BY: JRR

PROJECT NUMBER: 080431

Print Export To Word (.doc)

0027 0000-Adel DeSoto Minburn Comm School District

CSIP-Assurances

1.	All programs included in consolidation efforts will be administered in accordance with all applicable statutes, regulations, program plans and applications. No Child Left Behind Act of 2001, Pub. L. No. 107-110	(•) Yes ( ) No
2.	The LEA/agency will make reports, maintain and afford access to records as the SEA, Secretary or federal officials may require.	(•) Yes ( ) No
3.	The school district/agency is in compliance with federal and state legislation which requires nondiscrimination on the basis of race, national origin, color, gender, religion, creed and disability including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992 and Chapters 216.9 and 19B.11 of the Iowa Code. The district/agency utilizes multicultural, gender-fair approaches to its entire educational program as required in Chapter 256.11 of the Iowa Code.	(•) Yes ( ) No
4.	The LEA/agency will allocate Title I funds to eligible attendance areas on the basis of the total number of children from low-income families in each area or schools in accordance with Section 1113.	(•) Yes ( ) No
5.	The LEA shall provide students enrolled in a school identified under Section 1116(c) the option to transfer to another public school with the LEA, including a public school charter that has not been identified under Section 1116 (c).	(•) Yes ( ) No
6.	The local education agency (LEA) informs eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources. No Child Left Behind Act of 2001, Pub. L. No. 107-110	(•) Yes ( ) No
7.	The LEA/agency will provide technical assistance and support to school wide programs. No Child Left Behind Act of 2001, Pub. L. No. 107-110	(•) Yes ( ) No
8.	The LEA/agency will work in consultation with schools as the schools develop the schools' plans pursuant to school wide programs and assist schools as the schools implement such plans or undertake activities pursuant to target assistance schools so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.	(•) Yes ( ) No
9.	The LEA/agency will fulfill such agency's school improvement responsibilities.	(•) Yes ( ) No
10.	The LEA/agency will provide services to eligible children attending private elementary schools and secondary schools and provide timely and meaningful consultation with private school officials regarding Title I, Title II, and Title IV Part A services. No Child Left Behind Act of 2001, Pub. L. No. 107-110	(•) Yes ( ) No
11.	The LEA/agency will take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110	(•) Yes ( ) No
12.	The LEA/agency, if choosing to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. Head Start Act, 42 USC 9831	(•) Yes ( ) No
13.	The LEA/agency will use funds under this subpart to increase the level of state, local, and other non-federal funds that would be made available for programs and activities, and in no case supplant such state, local, and other non-federal funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110	(•) Yes ( ) No
14.	The LEA/agency will work in consultation with schools as the schools develop and implement their plans or activities related to Title I parent involvement and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110	(•) Yes ( ) No
15.	The LEA/agency will comply with Title I requirements regarding the qualifications of teachers and paraprofessionals and professional development. No Child Left Behind Act of 2001, Pub. L. No. 107-110	(•) Yes ( ) No

16. The LEA/agency will inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and inform waivers under the Education Flexibility Partnership Act of 1999. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

17. The LEA/agency will coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

18. The LEA/agency will ensure that low income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

19. The LEA/agency will use the results of the students academic assessments and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under these parts to determine whether all the schools are making the progress necessary to ensure that all students will meet the locally determined level of achievement on the district academic assessments within 12, years from the end of the 2001-2002 school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

20. The LEA/agency will ensure that the results from the academic assessments will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

21. The LEA/agency will assist each school served by the agency and assisted under these parts in developing or identifying examples of high quality, effective curricula. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

22. The LEA assures that teachers employed in nonpublic schools within the public school boundaries shall be provided equitable opportunity for participation in the benefits of the project. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

23. The control and administration of funds received for programs shall be a public entity, including property acquired with the funds. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

24. Funds received under this part will be used only for programs and projects, including the acquisition of equipment, in accordance with section 1306. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

25. Funds received under this part will be used only to coordinate such programs and projects with similar programs and projects within the State and in other States, as well as with other Federal programs that can benefit migratory children and their families. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

26. Such programs and projects will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 112,0A, and part I. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

27. In the planning and operation of programs and projects at both the State and local agency operating level, there is consultation with parent advisory councils for programs of 1 school year in duration, and that such programs are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1118, unless extraordinary circumstances make such provisions impractical; and in a format and language understandable to the parents. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

28. In the planning and carrying out such programs and projects, there has been and will be, adequate provision for addressing the unmet education needs of preschool migratory children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

29. Migrant Education programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, school, and local educational agencies under Title. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No

30. To the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping — (•) Yes ( ) No

such children and families gain access to, other education, health, nutrition, and social services. No Child Left Behind Act of 2001, Pub. L. No. 107-110

31. To the extent feasible, such programs and projects will provide for professional development programs, including mentoring, for teachers and other program personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110 (◉ Yes ○ No)
32. To the extent feasible, such programs and projects will provide for family literacy programs. (◉ Yes ○ No)
33. To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs. (◉ Yes ○ No)
34. To the extent feasible, such programs and projects will provide for programs to facilitate the transition of secondary school students to post-secondary education or employment. (◉ Yes ○ No)
35. The State will assist the Secretary in determining the number of migratory children in the State. No Child Left Behind Act of 2001, Pub. L. No. 107-110 (◉ Yes ○ No)
36. Each LEA/agency that is included in the eligible entity is complying with section 3302 prior to, and throughout, each school year. No Child Left Behind Act of 2001, Pub. L. No. 107-110 (◉ Yes ○ No)
37. The eligible entity annually will assess the English proficiency of all children with limited English proficiency participating in programs funded under this part. No Child Left Behind Act of 2001, Pub. L. No. 107-110 (◉ Yes ○ No)
38. The eligible entity has based its proposed plan on scientifically based research on teaching limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 (◉ Yes ○ No)
39. The eligible entity will ensure that the programs will enable children to speak, read, write, and comprehend the English language and meet challenging district academic content and student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110 (◉ Yes ○ No)
40. The eligible entity is not in violation of any State law, including State constitutional law, regarding the education of limited English proficient children, consistent with sections 3126 and 3127. No Child Left Behind Act of 2001, Pub. L. No. 107-110 (◉ Yes ○ No)
41. A needs assessment has been conducted and is available for review that a) Involved teachers in its development b) Considered the means teachers require to learn content knowledge and teaching skills that will provide students the opportunity to meet challenging academic achievement standards, c) Considered the means principals require to learn the instructional leadership skills that will provide students the opportunity to meet challenging academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110 (◉ Yes ○ No)
42. Activities have been identified and a description is available for review that - Denotes the involvement of teachers, principals, paraprofessionals, other relevant school personnel and parents collaboration in planning; Aligns professional development activities with curricula and programs that link with academic content standards, academic achievement standards, and assessments the results of which correlate with ITBS/ITED; Demonstrates the selection was based on review of scientifically based research and why the activities are expected to improve student achievement; Explains how a substantial, measurable, and positive impact will be made on student academic achievement and, where applicable, will reduce the achievement gap that separates low-income and minority students from others. No Child Left Behind Act of 2001, Pub. L. No. 107-110 (◉ Yes ○ No)
43. A description will be made available to teachers and principals explaining how the professional development activities will ensure the needs of teachers and principals will be met; will provide training to enable teachers to teach and address the needs of students with different learning styles, improve student behavior in the classroom, involve parents in their child's education and/or understand the use of data and assessments to improve classroom practice and student learning; will be part of the district's effort to ensure highly qualified staff. No Child Left Behind Act of 2001, Pub. L. No. 107-110 (◉ Yes ○ No)
44. Resources have been targeted on schools that have the lowest proportion of highly qualified teachers; have the largest class size; or, are identified for school improvement under the provisions of Title I, Part A. No Child Left Behind Act of 2001. (◉ Yes ○ No)
45. Mentoring and Induction: Goals for the program. Teacher Quality Program 281-IAC 83.3(2)(a) (◉ Yes ○ No)

46. Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281-IAC 83.3(2)(b) (•) Yes ( ) No

47. Mentoring and Induction: A mentor training process that addresses mentor needs and reflects a clear understanding of the role of the mentor. Teacher Quality Program 281-IAC 83.3(2)(c)(2) (•) Yes ( ) No

48. That, in the expenditures for professional development the requirements of private school children and teacher participation have been adhered to. The specific stipulations in No Child Left Behind include equitable services and benefits that are, in the aggregate, no less than the services and benefits provided through the same funding sources in 2001- 2002; private school official consultation during the design and development of services; written justification by public school officials when private school officials disagree with the professional development design. (•) Yes ( ) No

49. Mentoring and Induction: A mentor training process that results in the mentor's understanding of the personal and professional needs of new teachers. Teacher Quality Program 281-IAC 83.3(2)(c)(3) (•) Yes ( ) No

50. Mentoring and Induction: A mentor training process that provides the mentor with an understanding of the district expectations for beginning teacher competencies based on the Iowa teaching standards. Teacher Quality Program 281-IAC 83.3(2)(c)(4) (•) Yes ( ) No

51. Mentoring and Induction: A mentor training process that facilitates the mentor's ability to provide guidance and support to new teachers. Teacher Quality Program 281-IAC 83.3(2)(c)(5) (•) Yes ( ) No

52. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and for beginning teachers that includes released time for mentors and beginning teachers to plan. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(1) (•) Yes ( ) No

53. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers that provide demonstration of classroom practices. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(2) (•) Yes ( ) No

54. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to observe teaching. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(3) (•) Yes ( ) No

55. Mentoring and Induction: A supportive organizational structure for beginning teachers which includes activities that provide access and opportunities for interaction for mentor and beginning teachers to provide feedback. Teacher Quality Program 281-IAC 83.3(2)(d)(1)(4) (•) Yes ( ) No

56. Mentoring and Induction: A supportive organizational structure for beginning teachers which shall include a selection process of who will be in the mentoring/beginning teacher partnership. Teacher Quality Program 281-IAC 83.3(2)(d)(2) (•) Yes ( ) No

57. Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281-IAC 83.3(2)(f) (•) Yes ( ) No

58. Mentoring and Induction: A plan that reflects the needs of the beginning teacher employed by the district. Teacher Quality Program 281-IAC 83.3(2)(g) (•) Yes ( ) No

59. Mentoring and Induction: The school district has a process for how information about the district's Beginning Teacher Induction and Mentoring program will be provided to interested stakeholders. Teacher Quality Program 281-IAC 83.3(e)(3) (•) Yes ( ) No

60. The LEA/agency and the delinquent facility ensure that funded educational programs are coordinated with the student's home school. No Child Left Behind Act of 2001, Pub. L. No. 107-110 (•) Yes ( ) No

61. The funded delinquent facility will notify the LEA of the youth served is identified as in appropriate need of special education services while in the facility. No Child Left Behind Act of 2001, Pub. L. No. 107-110 (•) Yes ( ) No

62. The LEA/agency and delinquent facility, where feasible, will provide transition assistance to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling. No Child Left Behind Act of 2001, Pub. L. No. 107-110 (•) Yes ( ) No

63. The delinquent facility will work to ensure that teachers and other qualified staff are trained to work with children with disabilities and other students with special needs, taking into consideration the unique needs of such children and students. ◉ Yes ○ No

64. The LEA/agency and the delinquent facility will work to ensure that educational programs provided are related to assisting students that meet high educational standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ◉ Yes ○ No

65. Parents will be involved, where feasible, in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities. ◉ Yes ○ No

66. Coordinate services and programs with other services and programs provided to delinquent youth (e.g., WIA & LEA activities under the Juvenile Justice and Delinquency Prevention Act of 1974; local businesses). No Child Left Behind Act of 2001, Pub. L. No. 107-110 ◉ Yes ○ No

67. The LEA provides staff development to achieve greater access to and participation in the core subjects, especially in mathematics and science, by students from historically underrepresented groups. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ◉ Yes ○ No

68. Funds generated by a school district under Iowa Code 257.46 shall be utilized exclusively for a school district's gifted and talented program. Iowa Code section 257.46 ◉ Yes ○ No

69. Any unused funds of the gifted and talented program at the end of the budget year will be carried over to the subsequent budget year to the gifted and talented program. Iowa Code section 257.46 ◉ Yes ○ No

70. The program will contribute to meet the National Education Goals. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ◉ Yes ○ No

71. The LEA/agency will employ teachers proficient in English, including written and oral communication skills. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ◉ Yes ○ No

72. Assurances - The LEA/agency will integrate the bilingual program with the overall educational program. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ◉ Yes ○ No

73. The LEA/agency has an advisory council with the majority of members being parents and representatives of the children and youth served in the program. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ◉ Yes ○ No

74. The LEA will be in compliance with the federal regulation regarding lobbying and debarment. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ◉ Yes ○ No

75. The LEA will provide a drug-free workplace environment. No Child Left Behind Act of 2001, Pub. L. No. 107-110 ◉ Yes ○ No

76. To the extent possible, the School Improvement Advisory Committee membership includes persons from diverse racial/ethnic backgrounds, a balance of men and women, and persons with disabilities. 281 - IAC 12.2 (256) ◉ Yes ○ No

77. Subpart 4 of the Educational Technology legislation incorporates into the ESEA the requirements of the children's Internet Protection Act (CIPA). These provisions require LEAs to certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. As a condition of participating in the Educational Technology program, LEAs must submit a CIPA certification form to the SEA. The CIPA requirements in the ESEA apply with respect to elementary or secondary schools that do not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. The CIPA requirements in the ESEA do not apply to schools that receive e-rate discounts. (These schools are governed by other CIPA provisions and must submit their CIPA certification to the Federal Communications Commission.) Title II, Part D, Enhancing Education Through Technology ◉ Yes ○ No

78. Each Educational Technology recipient must use at least 25 percent of its funds to provide ongoing, sustained, and intensive, high-quality professional development. (This requirement applies to both formula and competitive grant funds.) The recipient must provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments. However, the professional development requirement does not apply if the Educational Technology recipient demonstrates, to the satisfaction of its SEA, that it already provides, to all teachers in core academic subjects such ◉ Yes ○ No

professional development, which is based on a review of relevant research. Title II, Part D, Enhancing Education Through Technology

79. The Educational Technology application contains a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards. Title II, Part D, Enhancing Education Through Technology — (•) Yes ( ) No
80. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A. — (•) Yes ( ) No
81. The LEA has a staff utilization plan for at-risk allowable growth. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(4) — (•) Yes ( ) No
82. Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7) — (•) Yes ( ) No
83. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3) — (•) Yes ( ) No
84. The LEA/agency has consulted with teachers, researchers, school administrators, and parents, and if appropriate, with education-related community groups and nonprofit organizations and institutions of higher education, in developing Title III programs and activities. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No
85. The LEA/agency has developed programs and activities for limited English proficient students and immigrant children and youth. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No
86. The LEA/agency offers high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No
87. The LEA/agency will hold elementary and secondary buildings receiving Title III funds accountable for A) meeting annual measurable achievement objectives for limited English proficient students, B) making adequate yearly progress for limited English proficient students, and C) annually measuring the English proficiency of limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No
88. The LEA/agency will promote parental and community participation in programs for limited English proficient students. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No
89. The LEA/agency will use Title III funds to meet all annual measurable achievement objectives for limited English proficient children. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No
90. The LEA/agency assures that language instruction educational programs carried out under Title III will ensure that limited English proficient children being served by the programs develop English proficiency. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No
91. If Title V funds are expended for any of the areas designated as appropriate for use, the LEA/agency assures that the funds are used to enhance student achievement. No Child Left Behind Act of 2001, Pub. L. No. 107-110 — (•) Yes ( ) No
92. No smoking is permitted within any indoor facility owned, leased, or contracted for and utilized by the LEA for provisions of routine or regular kindergarten, elementary, or secondary education or library services to children. — (•) Yes ( ) No
93. As a condition of receiving funds under this Act, local education agency assures that no policy of the local education agency prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a). NCLB Section 9524 — (•) Yes ( ) No
94. Mentoring and Induction, Beginning Administrators: The district assures that it has a beginning administrator mentoring and induction plan that describes the following components: support system for the beginning administrator, program organizational and collaborative structures, budget, including a narrative that describes the sustainability of the program and program evaluation. — (•) Yes ( ) No

95. Anti-harassment and anti-bullying: The school/school district assures that it has an anti-harassment and anti-bullying policy in board policy and is integrated into the comprehensive school improvement plan under SF 61, 256.7 [subsection 21] and shall report data collected under SF 61, 256.7 [subsection 6]. (•) Yes ( ) No

CSIP

Vision, Mission, Goals

1. What are the district's measureable, long-range goals to address improvement in reading?

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

The following indicators will measure district progress with Goal 1:

- Percentage of students who score at the proficient level or above in grades 3-11 on the Iowa Assessments reading test, 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 2013 compared to the percent proficient in 2012.
- ACT PLAN (10^{th} grade) reading subtest data.
- ACT reading subtest data, including college readiness benchmark data.

2. What are the district's measureable, long-range goals to address improvement in mathematics?

All PK-12 students will achieve at high levels in math, prepared for success beyond high school.

The following indicators will measure district progress with Goal 2:

- Percentage of students who score at the proficient level or above in grades 3-11 on the Iowa Assessment math test, 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 (10^{th} grade) mathematics subtest data.
- ACT mathematics subtest data, including college readiness benchmark data.

3. What are the district's measureable, long-range goals to address improvement in science?

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

The following indicators will measure district progress with Goal 3:

- Percentage of students who score at the proficient level or above in grades 3-11 on the Iowa Assessment science test, 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 (10^{th} grade) science subtest data.
- ACT science subtest data, including college readiness benchmark data.

4. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

○ Yes ◉ No

5. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in reading?

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.

6. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in mathematics?

The primary actions ADM has in place to address the improvement of curricular and instructional practices in mathematics include:

1. A comprehensive mathematics curriculum review took place in 2011-12 for grades PK-12 which included alignment to the Iowa Core, development of aligned assessments, new resources in grades 6-12, and computation instruction in grades PK-5.

2. A detailed item analysis of the 2012 Iowa Assessments will take place in Fall of 2012 to identify ADM weaknesses and strengths, and then to build an instructional plan to address those gaps.

3. Mathematics professional learning communities will focus on math data and new curriculum implementation in 2012-13.

4. Math labs have been implemented this year at the high school level in Algebra I and Geometry. These labs provide an additional period every day for students to get pre-teaching and support for their math classes with their peers. This approach keeps students on the same timeline for completion of Algebra I and Geometry, thus providing more students with the opportunity to complete Algebra II, a Common Core recommendation.

7. What actions does the district have in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in science?

The actions ADM has in place to address the improvement of curricular and instructional practices for obtainment of annual and long-range goals in science include:

1. A complete PK-12 science curriculum revision was completed in 2011-12 which included full alignment to the Iowa Core science standards, new summative science assessments, new resources in grades PK-12, and course sequence changes in grades 6-12. These changes demonstrate a deep commitment to science education at ADM.

2. New STEM-related courses at the secondary level include Project Lead The Way (high school courses) and Gateway to Technology at the middle school.

3. Biomedical Project Lead The Way is under consideration for 2012-13 to continue our focus on STEM programming at ADM.

4. A complete item analysis of the 2012 Iowa Assessment science test will be done this fall. Data gathered from this review will inform science PLCs at all levels regarding areas of instructional focus necessary due to student performance.

5. Increase use of technology in the science classrooms.

8. Does the district use additional allowable growth for provisions for at-risk students 2012-2013?

◉ Yes ○ No

1. What are the educational program goals for at-risk students?

ADM's at-risk program seeks to identify students who are at risk of not graduating from high school. The various components of the program are designed to identify and support these at-risk students, kindergarten through twelfth grade, in academic, career, and affective areas.

Program goals include:

To provide valid and systematic procedures for identifying at-risk students.

To provide differentiated programming and supports to meet the needs of at-risk students, including dropout and returning dropouts.

To provide certified personnel to administer the program.

To establish and monitor a budget to support the program needs.

To provide quality professional development for all staff.

To review goals on an annual basis.

2. What are the educational program activities for at-risk students?

Student Success Skills small group work with identified at-risk students in reading skill building and goal setting.

Strategic Reading is a course designed for students who demonstrate significant reading comprehension achievement issues.

DMACC Youth Consortium for returning dropouts and potential dropouts for correspondence course work that transfers to ADM for diploma.

Credit Recovery for students who are overage and undercredited, have significant attendance issues, and require credits for graduation.

Reading Recovery is a program that provides intensive one on one reading instruction for 1st grade students who are not progressing in reading.

Social Work Support Services provides direct services to students and families who have no connection to school and are experiencing attendance, tardy, and emotional/social issues.

Metro West is a program designed to provide an alternative to dropping out of school with special attention to the student's individual social and academic needs.

Tutoring at the middle school provides intensive academic assistance to at-risk students.

9. What diagnostic assessment tools does your district use in each of grades K, 1, 2, 3 to assist teachers in measuring reading accuracy and fluency skills, including but not limited to phonemic awareness, oral reading ability, and comprehension skills?

The following assessments are used in K, 1, 2, and 3 at ADM to assist teachers in measuring reading accuracy and fluency skills:

1. Concepts About Print - K
2. Phonemic Awareness Assessment - K
3. Letter and Sound Identification - K
4. Benchmark Book Assessment - K, 1, 2, and 3
5. Dolch Words - 1, 2
6. Dictation Task - 1
7. Gates-McGinitie - 1, 2

10. What activities are in place for K-3 students to achieve a higher level of success in the basic skills?

The following activities are in place for K-3 students to achieve a higher level of success in the basic skills:

1. Guided Reading Groups
2. Tutoring
3. Reading Recovery Program
4. Title I Reading Services
5. Use of technology
6. Summer tutoring with ADM teacher

11. Is the district accepting Early Intervention funding to be spent on class size reduction?

◉ Yes ○ No

1. What are the district's goals related to class size reduction?

ADM's goals related to class size reduction are based on using all available funds to reduce class sizes in the elementary, specifically at the K-3 level.

Collaborative Relationships

12. What are the district's activities and cooperative arrangements with other service agencies/groups and strategies for parental involvement to meet the needs of at-risk students?

ADM believes strongly in building strong, positive relationships between families and the school. This strong

involvement benefits students in multiple ways, including improved academic achievement. The strength of positive relationships with families holds across all economic, racial/ethnic, and educational backgrounds, and for students of all ages.

Strategies include:

Creating a welcoming environment for families.

Frequent face-to-face and phone conversations with parents.

Frequent communication about academic progress.

Use of guidance and social work staff to connect with parents of at-risk students.

13. Describe the district's major education needs and how the district has sought input from the local community at least once every five years about these needs.

In 2009-10 ADM developed a new mission, vision and goals for the district using a large, community-based committee that was representative of all three of the cities that comprise ADM. This work has been the foundation and focus for our efforts from that point forward. The mission, vision and goals are as follows:

ADM Shared Vision

"Experiencing Success Today, Achieving Dreams Tomorrow"

ADM Shared Mission

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.

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

14. Describe the district's student learning goals and how the district has sought input from the local community at least once every five years about these goals.

The ADM School Board annually approves learning goals for the district. These goals flow directly from our Mission, Vision, and Goals established in 2010 through a comprehensive committee that worked for several months. Our School Improvement Advisory Committee provides recommendations to the Board for our annual student learning goals in the area of math, reading and science.

ADM's CSIP Student Achievement Goals (long range) describe the district's targets over time and are aligned with board approved goals. These longe range goals provide a focus for the district's actions and decisions, meet locally determined student needs and address state and federal accountability. ADM's CSIP goals are:

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

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

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

4. All students will feel safe and connected to school.

Those goals in 2012-13 include:

1. Increase the percent of students proficient or above on the Iowa Assessment reading test. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 (83.9%) to the percent proficient or above in 2013.

2. Increase the percent of students proficient or above on the Iowa Assessment math test. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 (86.8%) to the percent proficient or above in 2013.

3. Increase the percent of students proficient or above on the Iowa Assessment science test. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 (90.7%) to the percent proficient or above in 2013.

Learning Environment

15. What are the district's goals that support the incorporation of multicultural and gender fair curriculum into the educational program?

ADM High School has a district goal of increasing the number of female students taking Project Lead The Way pre-engineering courses. ADM is in the second year of offering PLTW and there has been a number of strategies employed to encourage females to take these courses. We also have implemented Gateway To Technology, the PLTW middle school program, with one aim to get more females interested in STEM courses.

Through our textbook adoption process, we evaluate the resources on multi-cultural and gender fair quality. All resources purchased for math and science were from reputable companies that write textbooks that are multi-cultural and gender fair.

ADM also presents a variety of cultural events designed to increase the understanding of different cultures, including:

International Club at the High School attends local cultural events, coordinated Youth Culture Day and samples international cuisine.

Native American Celebration - ADM Middle School

Through our unit on "ME", we address how our differences make us special. We expose our students to a variety of multicultural readings. We read the book "Shades of People" and discuss our own unique characteristics. Adel Elementary

Throughout our MY COMMUNITY unit we address different jobs, through many read alouds and shared readings, and show that no matter who you are, you can be what you want to be: boy, girl, young, old. Adel Elementary

We have several books that we read during our units of study during writing and integrated unit that are inclusive to both genders. The authors that we study are of both genders as well. We have an integrated unit focused around "cultures" that we study in December. Some of our big books look at different cultures and how they relate to our culture. Adel Elementary

At DeSoto Intermediate:

In the past 3 years, we've conducted a book week centered around global perspectives with a Read Around the World theme.

Gender fair- DeSoto Intermediate is a member of the Jacobson Institute of Character Development- implementation of Conflict Managers (equal balance of genders)

3-5 Biography units (and the related Wax Museum in grade 5) incorporate the study and contributions of persons with disabilities, both men and women, and persons from diverse racial and ethnic groups.

Science has focused career bios from men and women in relationship to this content.

Social Studies units include the historical leaders of both genders.

Physical Education has units the reflects interest of persons with disabilities including tumbling, cup stacking, badmitten, bowling, tetherball, four square and ultimate frisbee.

Art and Music study the works of people from varying genders and diverse racial and ethnic groups

16. Is the district accepting Title II, Part D funds in 2012-2013?

○ Yes ◉ No

17. Does your district offer any online courses?

○ Yes ◉ No

Curriculum and Instruction

18. Please list the district's content standards for science for all grade levels of students who attend the school/school district.

ADM has fully implemented the Iowa Core science standards in grades PK-12.

19. Please list the district's content standards for reading for all grade levels that the district serves.

ADM has fully implemented the Iowa Core reading standards in grades PK-12.

20. Please list the district's content standards for mathematics for all grade levels that the district serves.

ADM has fully implemented the Iowa Core mathematics standards in grades PK-12.

Professional Development

21. How does the district ensure that professional development activities are aligned with the its long-range student learning goals?

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.

22. Describe the district's sustained professional development related to the integration and effective use of technology for teachers, principals, administrators, and school media library personnel.

Use of Technology

Through a voter-approved PPEL, ADM has dramatically improved both technology infrastructure and the technology available for staff and students. All ADM classrooms are now equipped with a data projector, document camera, and mimeo device (SMART board). We also dramatically increased the availability of mobile devices for our students, including I-pads, laptops, and chromebooks. Our director of technology hosted a three-day training for our building technology cadres this June to train them on these components. These building cadres then designed the professional development for their staffs based on specific building needs. The professional development was designed to instruct our teachers, principals, administrators and school library personnel in use of a specific device, and then allow for time for practice within professional learning communities. All of the work is intended to have a positive influence on student achievement.

23. What research-based staff development practices does the district have in place?

ADM has the following major research-based staff development practices in place for the 2012-13 school year:

1. Professional Learning Communities

ADM is in the fourth year of implementing professional learning communities. In 2012-13 all teachers are a part of a PLC, either on a grade leve or a content area department. We have structured our school calendar for PLC groups to meet routinely and focus on the "big ideas" of PLCs (what is it we want students to learn; how will we know if they've learned; what will do we with students who already know it; and what will we do with students who are not learning).

In the 2012-13 school year, we have an aggressive professional development plan to deepen our understanding of PLCs and improve the implementation/effectiveness of PLCs. We have contracted with Solution Tree to have four days of on-site professional development. One day will be with district principals and superintendent, two days will be with building principals and teacher-leaders from each building, and the superintendent, and one day will be with the entire ADM staff.

Much of our district/building professional development calendar is devote to PLCs meeting to work on

implementation of our new curriculum in written language, math and science. PLCs are the best avenue to allow teachers to focus on standards, new resources, and assessments in the first year of curriculum implementation.

2. Written Language Instruction

2012-13 is the "full implementation" year for a complete re-design of written language instruction in grades PK-12. In grades PK-5, the professional development started in 2009-10 with a teacher leadership team lead by Carole Erickson, principal and PK-12 reading strategist for the district. The PK-5 leadership team worked for two years on their own learning and also developing the "units of study". in 2011-12, the professional development was brought to the entire PK-5 staff. The 6-12 English Language Arts staff begin learning in 2010-11, continued last year, and is also implementing this year.

Writing instruction at all grade levels will follow a similar framework for study, including the following components:

- Gathering Text
- Setting the Stage
- Immersion
- Close Study
- Writing Under the Influence

In June of 2012, ADM hosted Penny Kittle and Katie Wood Ray, two nationally renowned experts in writing instruction in the US for two days of on-site professional development.

3. Use of Technology

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4. Partnership for Comprehensive Literacy

In 2012-13 ADM starts work in the Partnership for Comprehensive Literacy through the University of Northern Iowa. ADM was selected in a competitive application process to join in this partership. PCL is a model of school transformation that focuses on improved literacy learning for all children. Developed under the leadership of Dr. Linda Dorn, who directs the Center for Literacy at the University of Arkansas, PCL has become one fo the most successful models of school reform in the nation.

UNI's Jacobson Center for Comprehensive Literacy has joined with the University of Arkansas-Little Rock and four other universities in the nation in becoming a PCL university training center.

The PCL emphasized several key points:

- Continuous development of teacher expertise through ongoing intensive professional development.
- Continuous collaboration between teachers, and between teachers and administrators.
- A systems approach that integrates assessment, teaching, and learning across all grades and units within a school.
- A powerful Response to Intervention approach called the Comprehensive Intervention Model (CIM).
- Literacy coaching as a key leadership position to guide, facilitate, monitor, and improve the school change process.

The 10 features of PCL include:

1. Framework for Literacy

2. Coaching and Mentoring

3. Model Classrooms

4. High Standards

5. Comprehensive Assessment System

6. System-wide Interventions

7. Collaborative Learning Teams

8. Well-designed Literacy Plan

9. Technology for Learning

10. Advocacy and Spotlighting

5. Curriculum Revision Process

In 2011-12 ADM revised math and science curricula for grades PK-12. This process is intended to NOT be viewed as something separate from professional development. The focus on standards is highly critical work necessary for improved student achievement. Our curriculum work also focuses on assessment as summative district benchmarks are written to align with and match the rigor of the new standards (Iowa Core).

24. What staff development does the school have in place that aligns with district goals?

ADM has the following major research-based staff development practices in place for the 2012-13 school year that are specifically aligned with district goals:

1. Professional Learning Communities

ADM is in the fourth year of implementing professional learning communities. In 2012-13 all teachers are a part of a PLC, either on a grade leve or a content area department. We have structured our school calendar for PLC groups to meet routinely and focus on the "big ideas" of PLCs (what is it we want students to learn; how will we know if they've learned; what will do we with students who already know it; and what will we do with students who are not learning).

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10. Advocacy and Spotlighting

5. Curriculum Revision Process

In 2011-12 ADM revised math and science curricula for grades PK-12. This process is intended to NOT be viewed as something separate from professional development. The focus on standards is highly critical work necessary for improved student achievement. Our curriculum work also focuses on assessment as summative district benchmarks are written to align with and match the rigor of the new standards (Iowa Core).

25. Describe how the district uses data analysis (goals, student achievement data and other data) to guide professional development. Include specific activities, resources and timelines.

Effective data analysis is at the heart of ADM's school improvement and professional development efforts. The established ADM cycle of data analysies is as follows:

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.

Our data analysis has guided are focus/goal areas. Our professional development in the area of reading, writing, alignment with the Iowa Core (curriculum revision), professional learning communities, and technology integration are all a result of data demonstrating the need for this work.

26. Describe the district's plan for professional development, specifically focusing on curriculum, instruction, and assessment that targets student achievement.

ADM's targeted professional development for our SINA school - DeSoto Intermediate - is currently under development and will be commpleted by November 1, 2012. The initial focus is to deeply analyze the item analysis data from the Iowa Assessment reading test in grades 3-5 with special focus on the sub-group of special education.

The same approach is also being used at our middle school in the area of mathematics. While not a SINA school, ADM Middle School is analyzing data in the same manner as DeSoto Intermediate to target the area of special education.

27. How do the district's professional development learning opportunities align with the Iowa Teaching Standards?

The content of ADM's professional development aligns closely with the Iowa Teaching Standards. Specifically, ADM's current professional development addresses the following teaching standards and criteria:

Standard #1 Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals (criteria 1a, 1b, 1c, 1d, 1f)

Standard #2 Demonstrates competence in content knowledge appropriate to the teaching position. (criteria 2a, 2d)

Standard #3 Demonstrates competence in planning and preparing for instruction. (criteria 3a, 3b)

Standard #4 Uses strategies to deliver instruction that meet the multiple needs of students. (criteria 4a, 4b, 4c)

Standard #5 Uses a variety of methods to monitor student learning. (criteria 5a, 5c)

Standard #7 Engages in professional growth. (criteria 7a, 7b, 7c, 7d)

28. Describe how professional development contains all the elements of effective professional development for student achievement (theory, demonstration, practice, observation, reflection, collaboration, mentoring, and peer coaching). Include specific activities, resources, and timelines.

ADM's most successful demonstration of alignment with the Iowa Professional Development Model is the long-standing and on-going work in the area of reading at the PK-5 level, specifically in the area of guided reading. Carole Erickson, Adel Elementary Principal and PK-12 Reading Strategist. Over 15 years of intentional professional development that continously includes theory, demonstration, practice, observation, reflection, collaboration, mentoring and peer coaching has resulted in a reading framework that attracts districts from all over cental Iowa and beyond to visit Adel Elementary.

This same attention to the Iowa PD Model was taken by Carole as she developed a multi-year plan to address written language instruction district-wide at ADM. This work is now in its fourth year. The length of the professional development effort is a testimony to the level of commitment to going deep in the learning for teachers, providing them all the necessary support to implement with high fidelity, and creating a system of accountability that results in improved student achievement. The PD effort included a leadership team of teachers that studied theory (multiple books and videos) and then committed to developing the units of study and practicing those units in advance of the rest of the teachers. This team continues to be the group Carole relies on to provide support and opportunities for observation for teachers as they learn and experiment. Extensive documentation on the timeline, leadership team work sessions, all teacher PD meetings, completed units of study, agendas/artifacts from the two days of learning spent with Katie Wood Ray and Penny Kittle is all available for review upon request.

ADM's technology professional development plan also incorporates many of the elements of the Iowa PD Model. The core elements are demonstration of technology by a trained team at each building, then teaches are afforded time in their PLC groups to collaborate on effective uses for their content area/grade level. Practice time is given as well to our PLC groups.

Our focus on professional learning communities is also heavy on Iowa PD Model components, especially collaboration and reflection. PLC teams meet regularly to discuss standards, units, assessments, and instructional strategies. This leads to demonstrations of strategies and peers visiting other teachers' rooms to view.

29. How does the district ensure that professional development includes all K-12 teachers responsible for instruction?

The ADM District ensures that professional development includes all K-12 teachers responsible for instruction in the following ways:

1. All ADM teachers are required to complete annually an individual professional develoopment plan that is aligned with building and district goals.

2. All ADM teachers are part of a professional learning community team. These teams have regularly scheduled time to meet built into our school calendar. These PLCs are focused on implementation of new curricula, assessment data, embedding technology into instruction, and other instructional strategies.

3. Technology is a major strand of professional development in 2012-13 and all teachers are engaged in this new learning.

4. All buildings have additional professional development efforts specific to building needs. This includes book studies, faculty meeting discussions, and off-site professional development opportunities identified as quality opportunities.

30. Who are the district's approved professional development providers?

ADM relies on the expertise of our staff (administrators and teacher leaders) to provide the bulk of our professional development. This includes professional development in the area of technology, written language, professional learning communities, and curriculum revision.

In 2011-12, ADM brought two nationally known experts in writing instruction for two days of on-site professional developmeent. Katie Wood Ray presented to the PK-5 staff and Penny Kittle presented to the 6-12 English/Language Arts teachers. Both are from Heineman.

AEA 11 also provides support in the area of technology, ELL, special education, and other improvement areas like math and science (CAB, Every Student Counts, E2T2).

ADM is also contracting with Solution Tree, a leading provider in the US of professional development for Professional Learning Communities for the 2012-13 school year. Solution Tree, founded by Rick DuFour will provide four days of on-site professional development uniquely crafted to address ADM's current level of implementation of PLCs.

Monitoring and Accountability

31. Describe how the district administers district-wide assessments and analyzes results of these assessments for all students (IEP, ELL, FRL, etc.) in reading and mathematics.

ADM administers district-wide assessments, including the Iowa Assessments to all students according to the required test administration guidelines, and follows testing accommodations per student IEPs. The ADM Assessment Handbook provides guidelines for testing procedures and best-practice guidelines.

Data from these assessments is disaggregrated and analyzed in all of the NCLB sub-groups in reading and mathematics.

32. Describe how the district collects and analyzes data over time to determine the accomplishment of the district's goals.

Adel DeSoto Minburn CSD collects the following required data:

- 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:
  - Data from district developed reading benchmark assessments grades K-5
  - Data from district developed mathematics benchmark assessments grades PK-8
  - Data from district developed science benchmark assessments grades 6-10
  - End of course assessments from Iowa Testing Program for Algebra I, Geometry, Algebra II, Physical Science, Biology, and Chemistry
- Graduation rate
- Grade 7-12 dropout percentages (aggregate and subgroup)
- Percentage of students planning to pursue postsecondary education
- Percentage of graduates completing the core curriculum (4 years of English, 3 years each of mathematics, science and social studies)
- 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
- A community-wide needs assessment which includes input from community members, parents, administrators, staff and students (completed once every five years)
- Participation rates for required district-wide assessments
- Aggregate and subgroup attendance data
- Senior Exit Survey

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
- 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.

Goal Attainment for 2011-12

Our major student achievement goals are driven from our long-range CSIP goals in reading, math and science. These goals are made into SMART goals (specific, measurable, attainable, results-oriented, and time-bound) through our goal setting process each spring. Our APR goals are:

1. Increase the percentage of students proficient or above on the Iowa Assessment reading subtest. To measure this goal, we will compare the percent of students proficients or above in grades 3-11 in 2011 (85.8%) to the percent of students proficient in 2012 (83.9%). We did not meet this goal.

2. Increase the percentage of students proficient or above on the Iowa Assessment math subtest. To measure this goal, we will compare the percent of students proficients or above in grades 3-11 in 2011 (87.6%) to the percent of students proficient in 2012 (86.8%). We did not meet this goal.

3. Increase the percentage of students proficient or above on the Iowa Assessment science subtest. To measure this goal, we will compare the percent of students proficients or above in grades 3-11 in 2011 (91.5%) to the percent of students proficient in 2012 (90.7%). We did not meet this goal.

Our process to set these goals follows a well-developed cycle. The Iowa Assessment data is analyzed by the administrative team initially for strengths, weaknesses and areas to focus on. Then, the data is analyzed by our district Instructional Leadership Team and the School Improvement Advisory Committee. Both of these committees provide feedback and recommendations for district student achievement goals, especially focused in the NCLB areas of reading, math, and science.

We are in our fourth year of having very aggressive APR/District achievement goals in reading, math, and science. This is due to our position that we are going to attempt to improve the percent of students proficient at all tested grade levels and spans. We compare the achievement of all tested students in grades 3-11 to the year before. We realize this is not a true cohort due to a new set of third grade students. However, the benefits have been that our goals are aligned from the board table to the classroom because all schools in the district set their achievement goals based on the district goals. The specific goal targets are set at each bulding at a level to ensure that we are pursuing improvement.

The data review begins again in the fall as the administrative team analyzes the "system item analysis" reports for reading, math and science at all test grade levels. Detailed plans for addressing domains and item descriptions below a 75% correct (in our system) are outlined. The building principals then work with their grade level/content area PLCs to also do a detailed review of the item analysis data from Iowa Tests.

Our constant review of critical data has led ADM to set goals in these additional areas (not exhaustive):

Graduation Rate

Increase STEM opportunities for students by implementing Biomedical PLTW

Increase use of technology used in instruction based on a pre and post survey

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

33. Describe the district's long-range needs assessment analysis for state indicators.

The ADM 2012 Iowa Assessment results in grades 3-11 in the tested areas of reading, math and science demonstrate a dip in performance at the intermediate and middle school levels, and an increase in percent proficient at the high school level (9-11). We have hesitated to make longitudinal comparisons to previous years' ITBS and ITED data due to the uncertaintly of the accuracy with a new normed version of the assessment.

We have been very cognizant of the rising proficiency AMOs to meet NCLB. Even with the delay of one year in the targets, we stand to miss AYP at all levels in a variety of subgroups if NLCB is not altered.

Complete data line graphs and other data sets for the 2012 Iowa Assessment results are on file at the ADM Superintendent's Office.

34. Describe the district's long-range needs assessment analysis for locally determined indicators.

ADM also tracks our attendance data on a frequent basis and yearly reports our attendance figures for each attendance center. Attendance polices have been adjusted in recent years to assist in increasing our attendance percentage, especially at the high school level. Our 2011-12 attendance data is reported elsewhere in the CSIP.

35. Describe the district's long-range needs assessment analysis for locally established student learning goals.

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36. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2011-2012.

Assessment	Other
ACT Assessment (ACT product)	
Benchmarks (a.k.a. Benchmark Books; Benchmark Reading; Curriculum Benchmark Tasks)	

37. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2011-2012.

Assessment	Other
ACT Assessment (ACT product)	
District Developed Tests; District Wide Assessments	

38. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2011-2012.

Assessment	Other
ACT Assessment (ACT product)	
District Developed Tests; District Wide Assessments	

39. Does the district accept Title III funds 2012-2013?

◉ Yes ○ No

1. Describe the professional development that is provided to improve curriculum, instruction, and assessment for Limited English Proficient children.

Our ELL teacher is currently deep into her coure of study in college as she nears completion of her ELL licensure program. Thus, she is actively learning a great deal about serving ELL students at this time.

We actively make ELL professional development offerings available to our ELL staff. During the 2012-13 school year, we will offer the following AEA sponsored professional development trainings to our teacher.

We have also previously has AEA ELL specialists come to ADM to work with district staff on assessment and instructional strategies for ELL students.

ESL Advisory/Networking Meetings
All Heartland AEA11 districts are invited to send a representative(s) to quarterly meetings. Participants identify professional development needs and provide input on Title III support for the school year. They also find out firsthand about mini grant opportunities for implementation in their districts.
Dates: September 5, 2012
December 4, 2012
February 5, 2013
May 7, 2013
Time: 4:00pm-5:00pm
Location: Heartland AEA11, Johnston Office Room 13B
Hope you can join us at our next meeting on December 4.

Implementing a Quality ESL Program: A day Seminar for Administrator and Teacher Teams ✳
Date: September 26, 2012
Time: 8:30am- 3:30 pm
Location: Heartland AEA11, Johnston Office Rms. 13A/B
Registration Number: ES0068-9211-13-01
Districts are encouraged to bring a team to this meeting. It is important that administrators as well as teachers are aware of policy, Title III requirements, demographics of our area and how these affect our

ELLs. Title III will provide sub reimbursement for the day and an opportunity to order 1 book per participant for district use.

Multi-tiered Systems of Cultural and Linguistic Support for ELLs
With Cristina Sanchez-Lopez
Date: October 12-13, 2012
Time: 8:00am- 4:30 pm
Location: Zion Lutheran Church
4300 Beaver Avenue
Des Moines
Activity#: ES006999991301
Title III will provide sub reimbursement to districts for Friday's session and a $150 stipend to participants for Saturday. Books will be provided.

Mid-TESOL (Regional Conference for Administrators and Teachers)
Dates: October 19-20, 2012
Location: Iowa State University
More information to come, watch the ESL Listserv (please click here to subscribe)
For more information about MidTESOL and to register, go to: http://www.midtesol.org/midtesol/
Title III will provide a $100 stipend to participants. To receive this stipend you must find Stephaney Jones-Vo or Pat Latham on Saturday to get a stipend claim form. This claim form must be returned to Stephaney or Pat before you leave that day. NO stipends will be paid to anyone who does not complete and return the form before the end of the conference on Saturday.

Iowa Culture and Language Conference
Dates: November 12-14, 2012
Location: Coralville Marriott Hotel and Conference Center, Coralville, IA
More information to come, watch the ESL Listserv (please click here to subscribe)
Title III will support teachers and administrators by providing district reimbursement for registration, substitute teacher pay, and a travel stipend of $100. Participants must attend the entire session they are registered for. If you are registered for the preconference, you must stay the entire day. If you are registered for the conference, you must attend the two entire days. Participants may register for both the preconference and conference, or just the preconference or just the conference.
To register go to: http://www.nwaea.k12.ia.us/en/programs_and_services/iowa_culture__language_conference/

The Pearson SIOP for Teachers Virtual Institute
Title III will reimburse the registration fee and provide the text, *Making Content Comprehensible for English Language Learners*, for participation in the Pearson Virtual SIOP Training for Teachers. A $200 stipend will also be awarded to participants who complete the requirements of the institute and receive the certificate of completion. Teachers are encouraged to form study groups around this training and submit an electronic course proposal for license renewal or Drake credit. Please contact Pat Latham at platham@aea11.k12.ia.us with any questions.
Date: October 15-November 5, 2012 or November 13-December 11, 2012
Location: Online Learning
To register for the Virtual Institute http://siop.pearson.com/events-training/siop-training-for-teachers-virtual-institute.html

Engaging ELLs in the Middle School Math Core
With Judy Kinley & LaVon Goodrich
Dates: February 2 & 16, 2013
More information to come.

Title III will provide the text and a $200 stipend to participants.

2. How does the district annually assess the English proficiency of limited English proficient students?

ESL students are to take the I-ELDA (the Iowa English Language Development Assessment) annually to determine English proficiency and growth.

3. How does the district ensure that its English language instruction educational program assists LEP students to develop English proficiency?

ADM works to ensure that our English language instructional program assists LEP students to develop English proficiency by monitoring growth and progress of our ELL identified students. Not only do we measure progress on the I-ELDA, but also in our regular English Language Arts curriculum.

Our program utilizes a blend of pullout and collaboration methods for our ELL students. Our teacher is licensed this year under an "administrative decision" and will complete coursework in the prescribed time.

40. Is the district accepting Perkins funds in 2012-2013?

◉ Yes ○ No

1. How does the district independently evaluate and continuously improve the performance of all of its career and technical education programs?

ADM High School utilizes several different formats to evaluate and improve the performance of our CTE programs.

First we begin with a rigorous teacher evaluation system that focuses on student achievement. Through data analysis of student scores on formative and summative assessments by out teacher, our evaluation system continues to focus teacher efforts on improvement of strategies, programming needs and student connections to CTE careers beyond high school.

The ADM CTE Advisory Committee meets at least once a year to review programming, assessments, technical skill attainment and industry standards. Our committee is made up of CTE teachers, administration. counseling and a group of community members from industry. Through these meetings we have been able to identify areas of improvement, highlight strengths in our programming, and continue to discuss and provide opportunities to connect our high school programming with student opportunities in the Career and Technical Fields through guest speakers, field trip opportunities and education on fields of need.

Our PLTW Partnership Team has been very successful in the development of our PLTW Engineering program. The committee consists of student representatives, teachers, counselor, administration along with a host of individuals from private industry and our local community college. Through their participation, we have been able to begin a very strong program at ADM with continued focus on improvement, connections to industry, skill attainment and student participation in the program.

2. Describe the comprehensive professional development that is provided for career and technical teachers, academic teachers, guidance staff, and administrative personnel?

Professional development at ADM is a fundamental tenant to quality teaching. Our professional development plan consists of a focused effort at the district level, building level, grade level, content area and individual teacher, counselor or administrator. As a district we provide a focus and structure for PD in the other levels. Through quality professional development provided by the district we review progress toward district goals, provided data that supports our current practices and also makes the case for needed change at all levels.

Our Career and Technical Education teachers also have attended several regional content specific professional development that have been designed and executed through Des Moines Area Community College. This professional development allows our teachers to interact with teachers from other districts in their content areas, as well as individuals from the community college. Our teachers have found valuable information from these trainings that they have implemented within the classroom. In our PLTW classroom, our instructor has went for a two week training during the summer along with attending district and regional trainings for PLTW.

Counselors and administration are fully engaged in attendance at the above listed professional development opportunities along with specific PD focused on leadership within the CTE field.

41. Does the district accept Title I funds 2012-2013?

◉ Yes ○ No

1. How does the district conduct an annual review of the effectiveness of parental involvement in Title I programs?

As we monitor our students both informally with running records and formally with district assessments, decisions are made to the type of instruction students need during their time with the Title I teacher. We also solicit input from parents during our twice a year conferences. Both Title I teachers meet with the parents and discuss their child's growth, as well as make instructional plans for them for the future. The three Title I teachers and I meet frequently to discuss instructional strategies and changes that need to be made to the program. Additionally, classroom teachers are asked about the service their students are receiving. Finally, we ask for input during our Title I Parent Meeting. During this meeting parents are encouraged to ask questions and discuss our Title I program during small groups and share out in the large group their comments and concerns. From this meeting, we review the program and make changes when needed.

42. Does the district accept Title II, Part A funds 2012-2013?

◉ Yes ○ No

1. Describe how the activities funded through Title II, Part A will have a substantial, measurable, and positive impact on student academic achievement.

Our use of Title II, Part A funds has a substantial, measurable, and positive impact on student academic achievement by allowing class sizes in 2nd grade at ADM to be reduced by over three students per section. Without these funds the average class size in 2nd grade would have been over 21. With these funds, average class size in 2nd grade was 18.

In 2011-12 our 2nd grade class had 93% of students at or above grade level on the benchmark book assessment. This compares to 83% for this same group of students as first graders in 2010-11.

43. How does the district evaluate its Beginning Teacher Induction and Mentoring program?

Beginning teachers are surveyed at the start and end of the year while in the Program, and mentors are surveyed at the end of each year. This data is used to make modifications in the program to better meet the needs of the teachers involved. The Mentoring and Induction course is taught by Jim DePue and is required for first year mentors, and is open to all mentors who want a refresher. The course is a blended online/face-to-face course using Mentoring Matters as the primary text.

44. How does the district evaluate the effectiveness of its district career development plan by analyzing teacher data about the implementation of instructional strategies?

Implementation of instructional strategies as a major focus of the formal teacher evaluation system, and informal walk-throughs. Teachers are provided specific feedback on implementation of instructional strategies and given support through on-going Professional Development, coaching and PLC groups. Teachers are surveyed on the effectiveness of Professional Development; Individual Professional Development Plans are connected to building and district goals pertaining to increased student performance through the implementation of effective instructional strategies. These are reviewed twice year by the teacher and building administrator, and are part of the formal teacher evaluation system.

45. How does the district evaluate the effectiveness of its career development plan by analyzing student achievement data?

Results from standardized tests, district assessments and classroom assessments are used by PLC groups to evaluate the teacher effectiveness. All teachers take part in PLCs and use this information to develop Individual Professional Development Plans connected to building and district goals. Teachers take part in examining item analysis of the Iowa Assessments and use the data in planning instruction and revising curriculum. Additional data from ACT, PLAN, NAEP and other sources are used at the appropriate grade levels. Participation in PLCs and the IPDP are part of the formal teacher evaluation system.

46. How does the district evaluate the effectiveness of its career development plan by analyzing formative and summative data?

Formative data from sources such as pre-tests, running records, classroom assessments, and student surveys are used with formative assessments such as benchmark readings, semester exams, and standardized tests to allow teachers to evaluate the effective of instruction. This information is for self-evaluation on the part of the teacher, data analysis in PLCs, and as part of the formal teacher evaluation system.

47. How does the district monitor goal attainment for individualized education programs (IEPs)?

The district reviews the state indicator report that is issued annually. In addition, each building reviews current data based on the 4 point decision making process on goal attainment.

48. What evidence-based activities does the district have in place designed to improve individual student performance resulting from the provision of special education?

Progress monitoring for students with IEPs is done weekly or biweekly. This data is reviewed by the teacher in an ongoing basis and by the building level PLC group as needed. Collaboration among the general education teachers, special education teacher, and assigned associates occur on a regular basis. Reading, math, writing, behavior, and social skill instruction is based on research based materials and practice.

49. How does the district evaluate its at-risk program?

ADM evaluates our at-risk program through data measures such as graduation rate and dropout rate. We also strongly scrutinize our strategies through the DOP-MAG application process that requires data measures on every program or strategy we employ to serve our at-risk population.

50. How does the district evaluate its gifted and talented program?

The district evaluates its gifted and talented program in an ongoing manner. The GATE committee is composed of teachers and administrators from all grade spans and includes community members and a board of education representative. Gifted and Talented educators collaborate with outside districts, the GATE Academy and other trainings to evaluate aspects of our programming. Gifted and Talented documents and communications are shared with these outside resources, which includes the TAG coordinator from the AEA.

The GATE program is evaluated on strengths and areas in need of improvement. The analysis of data provides guidance to effectiveness of the programming. GATE committee members give input and feedback on program modifications. Ongoing, weekly teacher and grade level team collaboration provides teacher feedback on the effectiveness of ADM's GATE programming.

GATE staff members have professional development plans that involve the development of a more extensive program evaluation system, which include student, parent and other stakeholder feedback. GATE personnel is utilizing recent professional development opportunities to guide their improvements to programming evaluation tools

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0027 0000-Adel DeSoto Minburn Comm School District

APR-Assurances

1. The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment — Yes No
2. The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents. — Yes No
3. The district has incorporated Core Content Reading Standards and Benchmarks corresponding to the Iowa Tests into their standards sets. — Yes No
4. The district has incorporated Core Content Math Standards and Benchmarks corresponding to the Iowa Tests into their standards sets. — Yes No
5. The district has incorporated Core Content Science Standards and Benchmarks corresponding to the Iowa Tests into their standards sets. — Yes No
6. Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students. — Yes No
7. All student achievement for each subgroup has been reported unless there are fewer than 10 students in a subgroup at a grade level. If the school had fewer than 10 students in a subgroup for reporting purposes, it still coded test forms (i.e., ITBS/ITED) appropriately for each individual student within the subgroup to ensure that statewide subgroup data are accurate. — Yes No

APR

Vision, Mission, Goals

1. What are the district's measureable, long-range goals to address improvement in reading?

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

The following indicators will measure district progress with Goal 1:

- Percentage of students who score at the proficient level or above in grades 3-11 on the Iowa Assessments reading test, 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 2013 compared to the percent proficient in 2012.
- ACT PLAN (10th grade) reading subtest data.
- ACT reading subtest data, including college readiness benchmark data.

2. Please provide the district's annual reading goals for 2011-2012.

Increase the percent of students proficient or above on the Iowa Assessments reading test. 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.

3. Were the district's annual reading goals met in 2011-2012?

○ Yes ◉ No

1. Since the district did not meet its annual reading goals, please provide the plan to meet future goals.

ADM's plans to meet our future reading goals include the following:

1. ADM will participate in the Partnership for Comprehensive Literacy through the University of Northern Iowa. Carole Erickson, principal at Adel Elementary, was selected as the coach for this program and will undergo intense training at UNI. The program has two main strands. The first strand is the Comprehensive Literacy Model (CLM). Carole will coach this strand as it addresses preferred practice in literacy instruction within the general education classroom. The second strand is the Comprehensive Intervention Model (CIM). Sue Hayes, AEA Reading Recovery Lead Teacher, will the ADM team of teachers in this strand and it focuses on an intervention system for students who are not successful in the general education setting.

2. ADM administrators and teachers will analyze the 2012 reading item analysis reports for the Iowa Assessment reading test. This analysis will show what reading skill areas need additional instructional focus. The actual items on the tests will be reviewed in order to build understanding of the level of rigor and types of reading skills being addressed on the tests. ADM professional learning communities at each grade level will utilize this data to create instructional plans.

3. A new written language curriculum is being implemented in 2012-13 after a three-year study on an instructional framework that emphasizes the strong relationship between reading and writing. This framework, built on the expertise of Katie Wood Ray and Penny Kittle, ensures that students study "mentor texts" and experience "close study" of the types of writing they are trying to emulate.

4. A complete review of the ADM reading curriculum will commence in the summer of 2012 through 2013.

5. Increased use of technology in the classroom

4. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2011-2012.

Our 2012 reading goal was to increase the percent of students proficient or above on the Iowa Assessment reading test. To measure this goal, we compared the percent of students proficient in grades 3-11 in 2011 (85.8%) to the percent proficient in 2012 (83.9%). This was a decrease of 1.9%.

5. Please provide the district's annual reading goals for next school year.

Increase the percent of students proficient or above on the Iowa Assessment reading test. To measure this goal we will compare the percent of students proficient in 2012 (83.9%) to the percent proficient or above in 2013.

6. What are the district's measureable, long-range goals to address improvement in mathematics?

All PK-12 students will achieve at high levels in math, prepared for success beyond high school.

The following indicators will measure district progress with Goal 2:

- Percentage of students who score at the proficient level or above in grades 3-11 on the Iowa Assessment math test, 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.

7. Please provide the district's annual mathematics goals for 2011-2012.

Increase the percent of students proficient or above on the Iowa Assessment Math test. 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.

8. Were the district's annual mathematics goals met in 2011-2012?

○ Yes ◉ No

1. Since the district did not meet its annual mathematics goals, please provide the plan to meet future goals.

The primary actions ADM has in place to meet future goals includes:

1. A comprehensive mathematics curriculum review took place in 2011-12 for grades PK-12 which included alignment to the Iowa Core, development of aligned assessments, new resources in grades 6-12, and computation instruction in grades PK-5.

2. A detailed item analysis of the 2012 Iowa Assessments will take place in Fall of 2012 to identify ADM weaknesses and strengths, and then to build an instructional plan to address those gaps.

3. Mathematics professional learning communities will focus on math data and new curriculum implementation in 2012-13.

4. Math labs have been implemented this year at the high school level in Algebra I and Geometry. These labs provide an additional period every day for students to get pre-teaching and support for their math classes with their peers. This approach keeps students on the same timeline for completion of Algebra I and Geometry, thus providing more students with the opportunity to complete Algebra II, a Common Core recommendation.

5. Increased use of technology in math classrooms.

9. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2011-2012.

Our math goal was to increase the percent of students proficient or above on the Iowa Assessment math test. To measure this goal we compare the percent of students proficent or above in grades 3-11 in 2011 (87.6%) to the percent proficient in 2012 (86.8%). This was a decrease of .8%.

10. Please provide the district's annual mathematics goals for next school year.

Increase the percent of students proficient or above on the Iowa Assessment math test. To measure this goal, we will compare the percent of students proficient or above in grades 3-11 in 2012 (86.8%) to the percent proficient or above in 2013.

11. What are the district's measureable, long-range goals to address improvement in science?

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

The following indicators will measure district progress with Goal 3:

- Percentage of students who score at the proficient level or above in grades 3-11 on the Iowa Assessment science test, 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.

12. Please provide the district's annual science goals for 2011-2012.

Increase the percent of students proficient or above on the Iowa Assessment 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.

13. Were the district's annual science goals met in 2011-2012?

○ Yes ◉ No

1. Since the district did not meet its annual science goals, please provide the plan to meet future goals.

The actions ADM has in place to address the improvement of curricular and instructional practices for obtainment of annual goals in science include:

1. A complete PK-12 science curriculum revision was completed in 2011-12 which included full alignment to the Iowa Core science standards, new summative science assessments, new resources in grades PK-12, and course sequence changes in grades 6-12. These changes demonstrate a deep commitment to science education at ADM.

2. New STEM-related courses at the secondary level include Project Lead The Way (high school courses) and Gateway to Technology at the middle school.

3. Biomedical Project Lead The Way is under consideration for 2012-13 to continue our focus on STEM programming at ADM.

4. A complete item analysis of the 2012 Iowa Assessment science test will be done this fall. Data gathered from this review will inform science PLCs at all levels regarding areas of instructional focus necessary due to student performance.

5. Increase use of technology in the science classrooms.

14. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2011-2012.

Our science goal was to increase the percent of students proficient or above on the Iowa Assessment science test. To measure this goal we compare the percent of students proficent or above in grades 3-11 in 2011 (91.5%) to the percent proficient in 2012 (90.7%). This was a decrease of .8%.

15. Please provide the district's annual science goals for next school year.

Increase the percent of students proficient or above on the Iowa Assessment science test. To measure this goal we will compare the percent of students proficient or above in grades 3-11 in 2012 (90.7%) to the percent proficient or above in 2013.

16. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

○ Yes ◉ No

17. Is the district accepting Early Intervention funding to be spent on class size reduction?

◉ Yes ○ No

1. Please report on the progress of those goals for 2011-2012.

Class size reduction funds allowed our kindergarten class size to be 18. Without those funds, the kindergarten class size would have been 21.

Third grade class size in 2011-12 was 21 due to use of class size reduction funds. Without those funds, third grade class size would have been 26.

Learning Environment

18. Please describe the district's locally defined indicators.

ADM's locally defined student learning indicator is student attendance. There is a direct connection between attendance and student learning; therefore, much focus is placed on ensuring high attendance rates at all of the district attendance centers.

19. Explain the progress the district has made on these indicators.

Student Attendance Rates Over Two Years

School	2010-11	2011-12
Adel Elementary	96.25%	97.29%
DeSoto Int.	95.85%	96.65%
Middle School	95.80%	95.73%
High School	93.57%	93.49%
District	95.18%	

20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2011-2012:

☑ Classroom teacher interventions	☑ Coach interventions
☑ Study hall/study table	☑ Tutors
☑ Parent involvement	☑ Classroom interventions
☑ Problem solving team	☑ Before/after school help
☑ Counseling services	☑ At-risk program
☑ Progress reports	☐ Other

Monitoring and Accountability

21. The School Improvement Advisory Committee (SIAC) has reviewed progress and made recommendations to the board concerning annual improvement goals.

◉ Yes ○ No

1. Date(s) SIAC recommendations were presented:

June 19, 2012

22. All information required for this APR has been or will be reported to the local community.

◉ Yes ○ No

1. Date(s) the required APR content was or will be reported to the community.

Link on ADM website as soon as ready at DE

23. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2011-2012?

◉ Yes ○ No

24. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2011-2012.

Assessment	Other
ACT Assessment (ACT product)	
Benchmarks (a.k.a. Benchmark Books; Benchmark Reading; Curriculum Benchmark Tasks)	

25. Please explain how the students do on this/these reading assessment(s).

Students in grades kindergarten through 5th grade particpate in benchmark reading assessments. End of the year benchmarking is reported here. The number reflects the percentage of students at each grade level whose benchmark score was at grade level or above.

K: 93%

1: 93%

2: 91%

3: 83%

4: 78%

5: 74%

ACT PLAN

The ACT PLAN is given to all 10th grade students at ADM. The 2011-12 mean on the ACT PLAN reading subtest was 19.0 compared to the national mean of 16.7.

26. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2011-2012.

Assessment	Other
ACT Assessment (ACT product)	
District Developed Tests; District Wide Assessments	

27. Please explain how the students do on this/these math assessment(s).

A district created benchmark assessment given in 8th grade measures student mastery of key concepts and skills cumulative to this point. The numbers reported reflect the percentage of students at "mastery" of on this assessment. Mastery is defined as a score of 80% or higher on the assessment.

8th Grade Mathematics Assessment

Basic (0-69% correct): 1%

Proficient (70-79% correct) 6%

Mastery (880-100% correct) 93%

ACT PLAN

The ACT PLAN is given to all 10th grade students at ADM High School. The 2011-12 mean on the mathematics subtest was 19.5 compared to the national mean of 17.6

28. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2011-2012.

Assessment	Other
ACT Assessment (ACT product)	
District Developed Tests; District Wide Assessments	

29. Please explain how the students do on this/these science assessment(s).

A district created benchmark assessment given in 8th grade measures student mastery of key concepts and skills in science. The numbers reported reflect the percentage of students at "mastery" on this assessment. Mastery is defined as a score of 80% or higher on the assessment.

8th grade science assesssment:

Basic (0-69%) 0%

Proficient (70-79%) 4%

Mastery (80-100%) 96%

ACT PLAN

The ACT PLAN test is given to all ADM 10th grade students. The mean for the science subtest for ADM students was 20.0 compared to the national mean of 17.8.

30. Which assessment does the district use as a measure for post-secondary success?

Prefilled ACT data is supplied by ACT International, B.V. and reported at the district level by the Iowa Department of Education.

ADM uses the ACT as a measure for post-secondary success.

31. What is the cut score for post-secondary success on the assessment the district uses? This cut score must be 20 if the district uses ACT.

20

32. Total number of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

82

33. Total number of 9-12 grade students in the district who took the test:

106

34. Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

77.36

35. Total number of seniors in the district who intend to pursue post-secondary education/training:

108

36. Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating:

87.10

37. Total number of seniors in the district who completed a core program:

124

38. Total number of seniors in the district who have graduated:

124

39. Percent of seniors in the district who completed a core program upon graduating:

100

40. Total number of 7-12 grade students in the district who are dropouts in 2010-2011:

1

41. Total number of 7-12 grade students in the district in 2010-2011:

673

42. Percent of 7-12 grade students in the district who are dropouts in 2010-2011:

0.15

43. Total number of 7-12 grade female students in the district who are dropouts in 2010-2011:

0

44. Total number of 7-12 grade female students in the district in 2010-2011:

319

45. Percent of 7-12 grade female students in the district who are dropouts in 2010-2011:

0.00

46. Total number of 7-12 grade male students in the district who are dropouts in 2010-2011:

1

47. Total number of 7-12 grade male students in the district in 2010-2011:

354

48. Percent of 7-12 grade male students in the district who are dropouts in 2010-2011:

0.28

49. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

1

50. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2010-2011:

642

51. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

0.16

52. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

0

53. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2010-2011:

2

54. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2010-2011:

0.00

55. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:

0

56. Total number of 7-12 grade Hispanic students in the district in 2010-2011:

15

57. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2010-2011:

0.00

58. Total number of 7-12 grade Asian students in the district who are dropouts in 2010-2011:

0

59. Total number of 7-12 grade Asian students in the district in 2010-2011:

8

60. Percent of 7-12 grade Asian students in the district who are dropouts in 2010-2011:

0.00

61. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:

0

62. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2010-2011:

0

63. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2010-2011:

0.00

64. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:

0

65. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2010-2011:

2

66. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2010-2011:

0.00

67. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011:

0

68. Total number of 7-12 grade Multi-racial students in the district in 2010-2011:

4

69. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2010-2011:

0.00

70. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2010-2011:

0

71. Total number of 7-12 grade students with an IEP in the district in 2010-2011:

87

72. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2010-2011:

0.00

73. Total number of 7-12 grade English language learner students in the district who are dropouts in 2010-2011:

0

74. Total number of 7-12 grade English language learner students in the district in 2010-2011:

0

75. Percent of 7-12 grade English language learner students in the district who are dropouts in 2010-2011:

0.00

Instructional Support Program Levy
Resolution of Participation

Director _____ introduced and caused to be read the Resolution hereinafter set out and moved its adoption; seconded by Director _____; after due consideration thereof by the Board, the President put the question upon the adoption of said Resolution and, the roll being called, the following Directors voted:

Aye: _____

Nay: _____

Whereupon the President declared said Resolution duly adopted as follows:

RESOLUTION

WHEREAS, following a public hearing, the Board deems it necessary and desirable to provide additional funding for the Adel DeSoto Minburn Community School District pursuant to the Instructional Support Program; and

WHEREAS, pursuant to a duly published notice, the Board held a public hearing on the question of participation in the Instructional Support Program; and

WHEREAS, the Board wishes to take action to adopt a Resolution to Participate in the Instructional Support Program;

NOW, THEREFORE, be it resolved by the Board:

Section 1: That the Board adopts the following for the Instructional Support Program:

> ***"The Board of Directors of the Adel DeSoto Minburn Community School District in the Counties of Dallas and Madison, State of Iowa, for a period of five years, will levy annually, as determined by the Board, an instructional support property tax in an amount (after taking into consideration instructional support state aid) not to exceed ten percent of the total of regular program district cost for the budget year, and monies received under section 257.14 as a***

Iowa Superintendent Finance and Leadership Consortium 2002-03, updated by Iowa Department of Management September, 2011

budget adjustment in the budget year, to be levied upon the taxable property within the school district, commencing with the levy for collection in the fiscal year ending June 30, 2015, through fiscal year ending June 30, 2019, to be used for any general fund purpose."

Section 2: That all resolutions or orders or parts thereof in conflict herewith be and the same are hereby repealed to the extent of such conflict.

Passed and approved _____.

_____
Board President

Attest:

_____
Board Secretary

Iowa Individual Administrator P ssional Development Plan

to be developed collaboratively between administrator and supervisor

Name: Greg Dufoe **School:** Adel DeSoto Minburn **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.

Accreditation Site Review scheduled for February 2013. This review, conducted once every five years, provides information on meeting state requirements as well as a quality check for our programs.

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

1. Plan for Department of Education Site Review with no major non-compliance issues. (Short Term Goal 2012-13)

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**
Develop detailed plan for Site Visit Preparation and delegate responsibility to appropriate staff members.	3	A detailed plan will ensure that we are prepared for a high-quality Site Visit	October 1 – timeline developed		
Develop the District Overview Presentation and coordinate the interview teams.	3	Completed Presentation Interview Teams Selected Interview teams prepared and ready for site visit	Dec 2012 Nov 1 2012 January 25, 2013		

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**
Attend all Site Visit information meetings hosted by the AEA or DE.	3	These meetings will allow me to have a complete understanding of the site review process and thus plan accordingly	June 2012 – Feb 2013		

*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)

XSupervisor/Board:

☐XPeer:

☐AEA/Regional:

☐Other:

Administrator Signature/Date _____

Supervisor Signature/Date_____

Iowa Individual Administrator P ɛssional Development Plan

to be developed collaboratively between administrator and supervisor

Name: Greg Dufoe **School:** Adel DeSoto Minburn **District:** **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.

Enrollment growth and the potential for continued growth (as anticipated) creates the need for a long-term facility plan to prepare ADM for the next 5-10 years and beyond.

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

Short-Range Goal #11 – Conduct facility study to create long-range facility plan
Long-Range Goal #5 – Ensure the financial stability of the district

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**
Work directly with FRK and Associates to prepare detailed data and facility options for consideration	3	Facility option recommendations presented to school board by March 2013.	Aug 2012 - May 2013		
Engage Board and administrative team in development of facility improvements and options to address enrollment growth	3	Coordinate and facilitate meetings with FRK with admin team and board.	Aug 2012 - May 2013		
Engage community members in facility planning process. Communicate data and findings and gather input on recommendations	3	Full community understanding of facility options and rationale for recommendations.	Aug 2012 - May 2013		

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**

*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)

XSupervisor/Board:
☐XPeer:
☐AEA/Regional:
☐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.)

Superintendent leadership must provide accurate fiscal data to allow for quality and sustainable programs. With all the competing demands for the educational dollar it is imperative that I develop deep understanding of Iowa and AMD finance and to develop projections that allow us to make the best decisions possible.

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 connection	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.

Memo

DLR Group
Architecture Engineering Planning Interiors

6200 Aurora Avenue
Suite 210W
Des Moines, IA 50322-2863
tel 515/276-8097
fax 515/252-0514
desmoines@dlrgroup.com
www.dlrgroup.com

Date: September 17, 2012

To: Greg Dufoe, Superintendent
Adel-DeSoto-Minburn Community School District

From: Jim Huse
Kristina Warnemunde

Subject: Adel-DeSoto-Minburn Middle School Science/Technology Lab Renovation 11-12112-10

Message: The following proposal has been reviewed by DLR Group inc. Board approval is recommended.

Combined Construction – Turnkey Construction

Cost for labor and material to add a fire damper in the return air pass through from the Storage Room to Room 387 per the request of the fire marshall.

Pricing per Turnkey Construction correspondence COR #4 dated September 7, 2012. Reviewed by DLR Group on September 17, 2012.

TOTAL ADJUSTMENT TO THE CONTRACT: ADD: $630.00

Date of Acceptance_____

Signature_____

Sign and return to the DLR Group inc.

33376 Timber Hills Drive
Adel, Iowa 50003

September 7, 2012

Jim Huse
DLR Group
6200 Aurora Avenue, Suite 210W
Des Moines, IA 50322

The following is the cost for adding a fire damper in the return air pass through from the storage room to room 387 per the request of the fire marshall.

Mechanical materials	$ 210.00
Mechanical labor	$ 390.00
Overhead and Profit	$ 30.00
Total	**$ 630.00**

Steve Telford
Turnkey Construction, Inc.
info@turnkeyconstructioniowa.com

Figure 2.1 Dynamic-Learning Beliefs and Fixed-Performance Beliefs

Belief System Frames	
Dynamic-Learning Frame	**Fixed-Performance Frame**
The more you learn, the smarter you get. You can change your mind, your smartness, and who you become.	People have fixed traits, such as smartness, intelligence, and personality, that they cannot change.
Learning takes time and effort, so trying hard is valued.	Learning happens quickly for smart people, so trying hard is not valued; if you have to try hard, you probably aren't smart.
The most important information is *how* someone did (or could do) something, because that's what we can learn from.	The most important information is whether one is successful. It shows who is smart and more valuable. *How* one succeeds is irrelevant. (Cheating and lying can be justifiable routes to success.)
The goal is to learn as much as you can.	The goal is to look as smart as you can.
Frequent success without trying hard indicates choosing activities that are too easy to learn from.	Frequent success without trying is an indicator of one's (fixed) ability and value.
Problems/challenges/errors are to be expected if a person is taking on challenge—which is valued (even experts/authors make mistakes).	Problems/challenges/errors are indicators of one's intellectual ability.
Challenging and novel activities are engaging.	Challenging and novel activities are risky/stressful.
Collaboration is important and success requires it, along with interest and efforts to comprehend. Seeking help is sensible after exhausting one's own resources.	Competition is important and success requires ability and a competitive focus. Seeking help is evidence of one's intellectual inadequacy.
Greater competence means being able to take on new challenges and greater opportunity to help others.	Greater competence means being smarter and therefore better (and more valuable) than others, and potentially having power over others.

DE Site Visit Timeline

September 28	Friday Meetings begin with Greg, Debbie and Jim - Will Continue Throughout Site Visit Preparation
October	Identify and Collect Documents for Desk Audit - Uploaded to Google Docs
October 22	Work Day used for Document Collection
October 31	Document Collection for Desk Audit Complete - Uploaded to Google Docs
November 1	Interview Teams Selected and Notified
November 12	Board Action Identified during Document Review Process
December 14	Document Collection Completed for On-Site Review - Uploaded to Google Docs
	District Overview Presentation Substantially Completed
January	Interview Teams Meet to Prepare For Interviews
January 25	Mock Site Visit - Misty Christensen; Heartland AEA
February 12, 13 and 14	DE Site Visit

2012-13
OFFICIAL ENROLLMENT

GRADE	RESIDENT	O.E. IN	CPI Dual Enrolled	SP. ED. IN	TOTAL
ECSE	6	0.0	0.0	0	6.0
Prekindergarten	20	4.0	0.0		24.0
Kdg.	122	12.0	0.0		134.0
1	107	20.0	0.1		127.1
2	105	11.0	0.0		116.0
3	91	11.0	0.1		102.1
4	93	17.0	0.2		110.2
5	104	13.0	0.1		117.1
6	106	12.1	0.0		118.1
7	116	14.0	0.3		130.3
8	105	9.0	0.1		114.1
9	104	9.0	0.3		113.3
10	113	19.1	0.0		132.1
11	94	18.0	0.0		112.0
12	84	15.0	0.2	2	101.2
STRIVE DMACC	2				2.0
YOUTH AT RISK	1			0	1.0
Sub -Total	1,373	184.2	1.4	2	1560.6
Up or down from 2011-12	**36**	**4.2**		**1**	**39**
TUITION OUT	8				
Up or down from 2011-12	**0**				
OE OUT (82)	78.8				
Up or down from 2011-12	**-12.2**				
DUAL ENROLLMENT (15)	1.5	0			1.5
GRAND TOTAL	1,461.3	184.2		2.0	1,562.1
		Includes			
		13 Sp Ed			
Up or down from 2011-12	**26.0**	**3.9**		**1.0**	**38.7**
CPI (37)	34	3		0	37.0

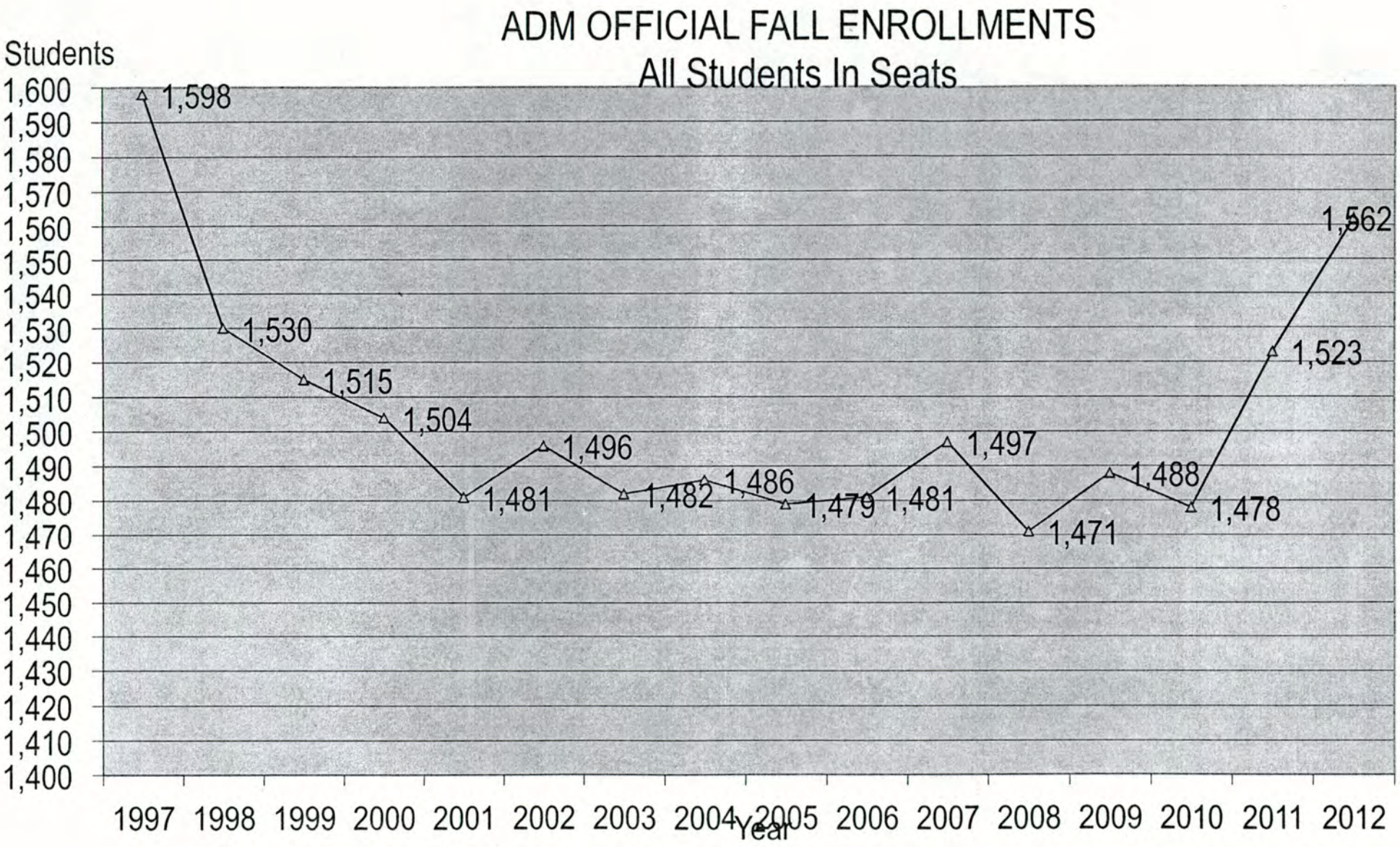
10/3/12

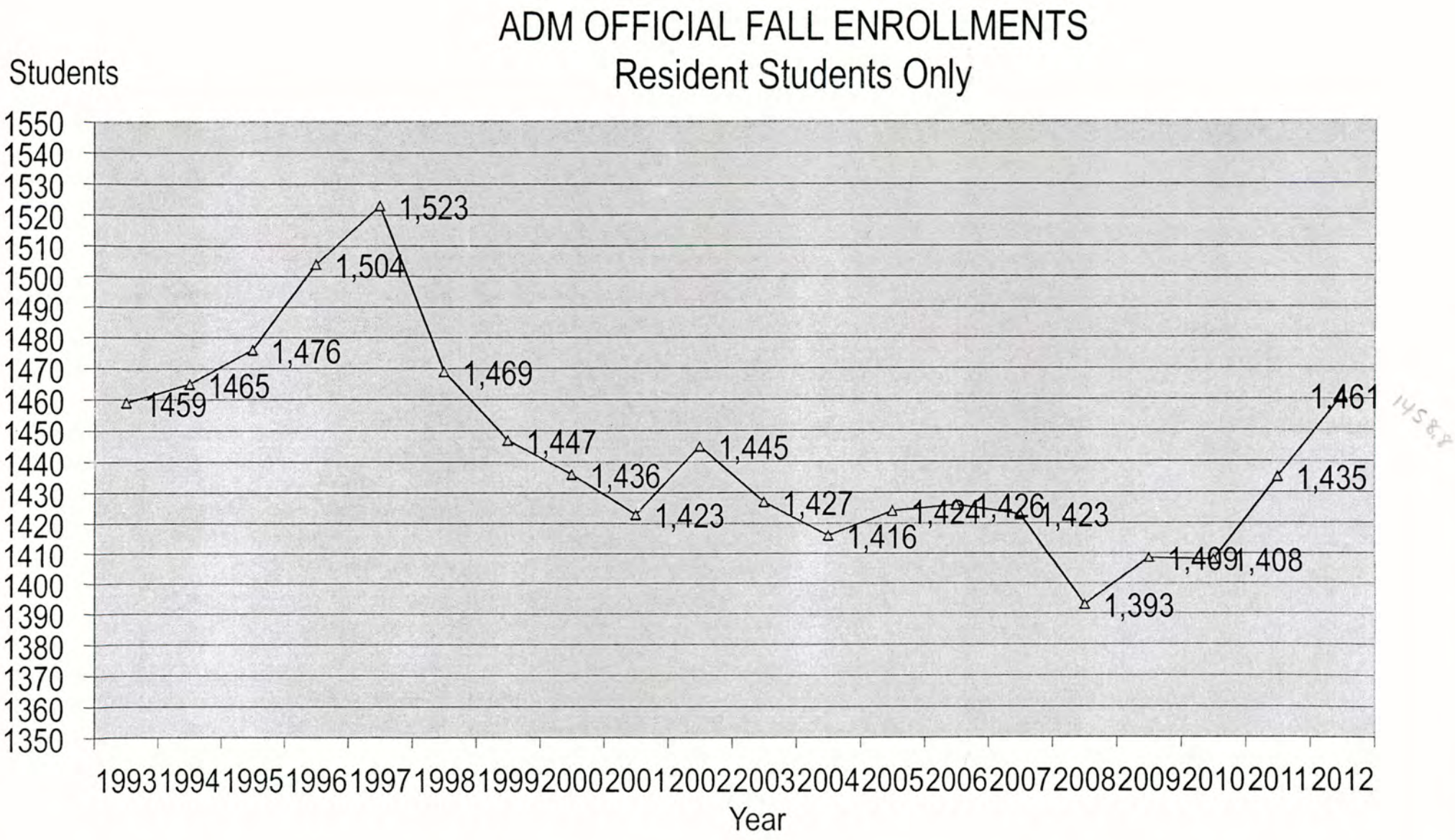
Budget Enrollment 20

+3.9

+1.0

30.9


ADM OFFICIAL FALL ENROLLMENTS
All Students In Seats
Students
1,600
1,590
1,580
1,570
1,560
1,550
1,540
1,530
1,520
1,510
1,500
1,490
1,480
1,470
1,460
1,450
1,440
1,430
1,420
1,410
1,400
1,598
1,530
1,515
1,504
1,481
1,496
1,482
1,486
1,479
1,481
1,497
1,471
1,488
1,478
1,523
1,562
1997 1998 1999 2000 2001 2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012
Year


ADM OFFICIAL FALL ENROLLMENTS
Resident Students Only
Students
1550
1540
1530
1520
1510
1500
1490
1480
1470
1460
1450
1440
1430
1420
1410
1400
1390
1380
1370
1360
1350
1459
1465
1,476
1,504
1,523
1,469
1,447
1,436
1,423
1,445
1,427
1,416
1,424
1,426
1,423
1,393
1,409
1,408
1,435
1,461
1993
1994
1995
1996
1997
1998
1999
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
Year