

**Adel DeSoto Minburn Board of Education
Regular Meeting – Monday, October 14, 2013
6:00 p.m. @ ADM MS Board Room**

Attendance:

Present:

Absent:

Tim Canney

Bart Banwart

Kelli Book

Rod Collins

Kim Roby

Superintendent Greg Dufoe

Secretary Nancy Gee

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

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

National Principals Month: The Board provided a light dinner for the principals and assistant principals prior to the Board meeting to honor their dedication and service to ADM.

Honoring Excellence: Cindy Baldon was nominated to receive the Honoring Excellence award by her colleagues at the Adel Middle School. Cindy is an 8th grade history teacher.

Consent Agenda: It was moved by Book, seconded by Roby to approve the items under the consent agenda as presented. Motion carried unanimously. Minutes, bills and claims, and financial reports were reviewed and accepted. Resignations were accepted from Kylee Henderson, associate, and Jennifer Peterson, food server worker. A new contract was offered to Judith Johnson, server/worker. The Board had the first reading of Board Policy 906.4 "Tobacco-Free Environment". Request for open enrollment in for Astraea Munyan, 5th grade, from West Central Valley was approved. Requests for open enrollment out for Isabella Bardwell, kindergarten, to Van Meter, and Alexis Varvel, 6th grade and Brooklyn Varvel 3rd grade, to Van Meter were accepted. A request for open enrollment in for 2014-15 from Madison Iben, 11th grade, from Perry was approved.

Welcome of Visitors/Open Forum: President Canney welcomed visitors and invited public comments during Open Forum. No one spoke.

Drive Tek Driver's Education Contract Renewal: It was moved by Collins, seconded by Book to approve the contract from Drive Tek for 2014-15. Motion carried unanimously.

Comprehensive School Improvement Plan: Superintendent presented the Comprehensive School Improvement Plan (CSIP) submitted to the Iowa Department of Education on September 15th. This plan includes visions and goals, data, monitoring measures, staff development and other major focus areas. It was moved by Roby, seconded by Banwart to approve the Comprehensive School Improvement Plan. Motion carried unanimously.

Annual Progress Report: Superintendent presented the Annual Progress Report that is required by the State of Iowa to report state-determined indicators. It was moved by Book, seconded by Banwart to approve the 2012-13 Annual Progress Report. Motion carried unanimously.

Superintendent Professional Development Goals: Superintendent presented his 2013-14 Professional Development Goals. The goals are in three areas: facilities/bond campaign, STEM programming and communication strategic planning. It was moved by Collins, seconded by Book to approve the 2013-14 Superintendent Professional Development Goals. Motion carried unanimously.

Middle School Baseball and Softball: It was moved by Banwart, seconded by Roby to reinstate the middle school level baseball and softball programs and approve four coaching positions. Motion carried unanimously.

Adel Elementary and DeSoto Intermediate Site Surveys: It was moved by Collins, seconded by Book to approve the site surveys for Adel Elementary including alternate 1 (\$8,950) and DeSoto Intermediate (\$7,000) by Bishop Engineering. The alternate includes a survey of the north part of the elementary campus including the back parking lot. Motion carried unanimously.

Administrative Reports:

Technology Update: Technology Director Adam Kurth gave an update on how technology is being used in the classrooms.

2012-13 K-5 Reading Assessment Data Report: Principal Carole Erickson gave a report on the reading assessment data for grades K-5.

Enrollment Update 2013-14: Superintendent reported on preliminary enrollment numbers. The number of students has increased by 22 students including open enrolled in and out students.

Early Retirement Program 2013-14: The Board discussed whether to offer an early retirement incentive for the end of the 2014 school year. Many factors were considered including the history and pattern of the incentive being offered. If a pattern is established, the incentive appears to be similar to a pension plan and the District would have to report it as such and it could have a significant impact on the District's financial records. The payout of the incentive is paid with Management Fund dollars. The Board decides yearly whether there is a need to incent veteran teachers to retire as this can save money in the General Fund. The consensus of the Board was to not offer the incentive for 2014.

Adjournment:

It was moved by Collins, seconded by Roby, to adjourn. The motion carried unanimously. President Canney adjourned the meeting at 7:35 p.m.

Minutes approved as

Tim Canney, President

Dated

Nancy Gee, Secretary

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

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

TO: Board of Directors
FROM: Greg Dufoe, Superintendent
SUBJECT: Memorandum for October 14, 2013

5:00 pm Work Session FRK Facility Master Planning Update:

We will have a work session at 5:00 pm to discuss our projects, cost estimates, and work on the draft ballot question. Tom Wollan from FRK and Travis Squires from Piper Jaffray will be here to provide updates and guide the board.

I am excited for the work to come!

A basic outline for the meeting will be:

1. Re-use of old MS – variables that counter using the building as an attendance center
Cost – impact on tax rate and revenue available for other capital projects
Future borrowing capacity
Quality of educational spaces
2. User Group meetings at AE and DS – updates
3. Referendum ballot question and costing scenarios

I am also going to recommend to the board that we do not flip-flop the middle and high school campuses. There are a few major reasons why I recommend we leave the grade levels where they are and add on to the current spaces. One is the complexity of the issue and possible teacher reaction in both buildings – could have a very detrimental impact on the bond campaign. Second is we would go backwards in our science classroom spaces if the middle school was to occupy the current high school science classrooms (they are inadequate for even MS science). Third would be traffic patterns – the current set-up leads to optimum traffic patterns at this campus.

National Principals Month:

October is National Principals Month and we will honor the principals with a meal starting with the 5:00 pm work session. Our principals are a dedicated, professional, and talented group and it is fitting that we honor them at our October board meeting. All board members are encouraged to say any words to the principals when we call attention to National Principals Month.

Honoring Excellence:

Cindy Baldon, 8th grade History teacher, will be recognized at this month's board meeting for Honoring Excellence. Cindy's 8th grade team nominated her and representatives from the team will be on hand to introduce Cindy. It has been some time since we have had Honoring Excellence . . . nice to have it on the agenda.

Personnel contracts:

I recommend the following resignations/terminations:
Kylee Henderson, DS teacher associate, effective 10/18/13

"Experiencing Success Today, Achieving Dreams Tomorrow"

I recommend the following new contracts:
Judith Johnson, Server/Worker I, step 4, effective 9/3/13

First Reading of Board Policy 906.4 "Tobacco-Free Environment" (Exhibit 1):

We will review a revision to policy 906.4 Tobacco-Free Environment. This update will have our policy include look-a-likes.

Open enrollment in for 2013-14:

Astraea Munyan, 5th grade, from WCV to ADM (good cause)

Open enrollment out for 2013-14:

Isabella Bardwell, K, from ADM to VM (met timeline)
Alexis Varvel, 6th grade, from ADM to Van Meter (continuation)
Brooklyn Varvel, 3rd grade, from ADM to Van Meter (continuation)

Open enrollment in for 2014-15:

Madison Iben, 11th grade, from Perry to ADM

DRIVE TEK DRIVER'S EDUCATION CONTRACT RENEWAL (Exhibit 2)

I recommend approval of the Drive Tek contract renewal. We have used Drive Tek the past two years and have been pleased with their program and services. The contract renewal would be for the 2014-15 school year – cost, fees and collection procedures will be unchanged from our previous contract with Drive Tek.

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN (Exhibit 3)

I recommend approval of our CSIP. I worked on this document earlier this fall and submitted to the DE on September 15. It is a lengthy document, but please review/skim. I will answer any/all questions from the Board on our CSIP.

ANNUAL PROGRESS REPORT (Exhibit 4)

I recommend approval of our APR. I also completed this report and submitted to the DE on September 15.

SUPERINTENDENT PROFESSIONAL DEVELOPMENT GOALS (Exhibit 5)

I recommend approval of the three superintendent professional development goals included in your packet. I chose to focus my PD goals in three areas: facilities/bond campaign, STEM programming, and communications strategic planning.

MIDDLE SCHOOL BASEBALL AND SOFTBALL

I recommend board approval of reinstating the middle school softball and baseball programs and the addition of four coaches (2 baseball, 2 softball) for this program. We cut these programs as part of our cost saving measures four years ago. With our improved financial conditions and with the strong support of our varsity head coaches, I feel strongly we need to bring these programs back. Both of our coaches will support these programs and provide leadership and direction, not only providing opportunities for middle school students but also additional time to build their high school programs. Doug is currently building schedules for the summer of 2014. Estimated general fund expenses will run less than \$20,000.

ADEL ELEMENTARY AND DESOTO INTERMEDIATE SITE SURVEYS (Exhibit 6)

I recommend approval of the site surveys for Adel Elementary and DeSoto Intermediate by Bishop Engineering, including all alternates. Bishop was enlisted by FRK to submit the proposals for the design work started at AE and DS. FRK is confident Bishop's costs are very competitive and typically lower than other firms. I do recommend that we include the alternates – for AE it will provide a survey of the north part of the campus, including the back parking lot. Both proposals include an alternate to include private locates – Bishop would sub this work out and would provide us with information about underground lines/wires that are not located by One-Call (they locate lines only in right of way and leading up to the building). The benefit to this service is avoiding cost overruns if something is broken during construction.

Administrative Reports/Discussion items:

Technology Department Update

Adam will be on hand to provide the board with an update from his department. Following a series of classroom walkthroughs, I am amazed by the amount of technology being used every day in all of our buildings by students and teachers. It is becoming a seamless part of what we do all the time.

2012-13 K-5 Reading Assessment Data Report

Carole will provide the board with her annual K-5 Reading Assessment Data Report.

Enrollment Update 2013-14 (Exhibit 7)

Enclosed in your packet is our enrollment chart for 2013-14. Debbie is still working on certified enrollment so these numbers could change slightly, but it gives us an idea of our enrollment numbers. We are up 22 students this year. Our open enrollment "in" number is up 16 students (200), while our OE "out" is up 20 (98). Still very healthy open enrollment numbers.

Early Retirement Program 2013-14 (Exhibit 8)

Included in your packet are materials pertaining to our Early Retirement Program. Our typical program has had the age set at 55 or older with a minimum of 10 years of continuous full time service. We have also included an updated list of ADM personnel who would qualify under these provisions.

We would estimate somewhere between 5-8 employees taking the incentive this year, if offered, and our management fund is in good position to meet those payout obligations. The impact to our general fund would be positive. I am also working on getting input from Drew Bracken regarding our offering history and any considerations we need to be aware of.

We will want to have an idea of the Board's thoughts on this – if we are going to offer the program we would want to bring it for board approval in November to allow employees a chance to do their research prior to the January deadline.

Important dates:

- October 18 End of 1st Quarter – 45 days
- October 21 No School – workday
- October 22 1:00 Dismissal – P/T Conferences
- October 24 1:00 Dismissal – P/T Conferences
- November 6 1:00 Dismissal – PD Meetings



Adel DeSoto Minburn

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

Greg Dufoe, Superintendent

Nancy Gee, Business Manager

SUMMARY OF OCTOBER 14, 2013, BOARD OF DIRECTORS REGULAR MEETING

PERSONNEL CONTRACTS

I recommend the following resignations/terminations:

Kylee Henderson, DS teacher associate, effective 10/18/13

***Jennifer Peterson, HS FSWI, effective 10/18/13**

I recommend the following new contracts:

Judith Johnson, Server/Worker I, step 4, effective 9/3/13

OPEN ENROLLMENT

Open enrollment in for 2013-14:

Astraea Munyan, 5th grade, from WCV to ADM (good cause)

Open enrollment out for 2013-14:

Isabella Bardwell, K, from ADM to VM (met timeline)

Alexis Varvel, 6th grade, from ADM to Van Meter (continuation)

Brooklyn Varvel, 3rd grade, from ADM to Van Meter (continuation)

Open enrollment in for 2014-15:

Madison Iben, 11th grade, from Perry to ADM

TOBACCO/NICOTINE-FREE ENVIRONMENT

School district premises, including school vehicles, shall be off limits for all forms of tobacco or nicotine use, **including the use of look-a-likes where the original would include tobacco or nicotine**. This requirement extends to employees, students, and visitors. This policy applies at all times, including school-sponsored and non-school-sponsored events. Persons failing to abide by this request shall be required to ~~refrain from~~ **extinguish their smoking material, dispose of** ~~or using~~ tobacco, **nicotine, or other** products or leave the school district premises immediately. It shall be the responsibility of the administration, law enforcement, or personnel assigned to a supervisory role, to enforce this policy.

Approved 7/1/93

Reviewed 11/11/13

Revised 11/11/13

ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT BOARD OF DIRECTORS

**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

**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
Madison Community
Wood 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 6, 2013

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

Dear Lee:

Drive Tek has provided driver education for the students of the Adel Desoto Minburn Community School district for the past two years. Drive Tek desires to continue its valued relationship with the ADM Community School District. The Drive Tek driver education contract with the school district ends May 31, 2014. Drive Tek is pleased to provide a new proposal for driver education.

Drive Tek is celebrating eighteen 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, 2014 and expiring on May 31 2015.

2. Program Options

Drive Tek agrees to provide:

- ☒ Driver Education Vehicle(s)
- ☒ Vehicle Maintenance/Fuel
- ☒ Automobile Liability Insurance
- ☒ Student textbooks
- ☒ Teachers and compensation

The School district agrees to provide:

- ☐ Driver Education Vehicle(s)
- ☐ Vehicle Maintenance/Fuel
- ☐ Automobile Liability Insurance
- ☐ Student Textbooks
- ☐ 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) In exchange for services provided hereunder, Drive Tek will charge a base fee of \$340.00 per student.
- (b) Drive Tek agrees to collect all fees from students unless the student is eligible for a partial or full waiver of the student fee, in which case the school district shall pay Drive Tek for such students' full or partial fees in a timely manner.
- (c) 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.
- (d) Drive Tek will charge a \$35.00 fee for missed drives. 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) 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

11. 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.

12. 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.

13. 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.

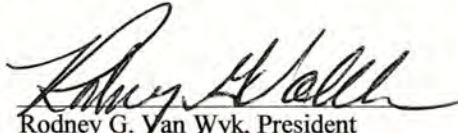
IN WITNESS WHEREOF, this Agreement is executed by the parties hereto on the dates written below.

ADEL DESOTO MINBURN
COMMUNITY SCHOOL DISTRICT

DRIVE TEK

Board Pres.

Date: _____


Rodney G. Van Wyk, President
Drive Tek
Date: 9/9/2013

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, 2014 and expiring on May 31 2015.

2. Program Options

Drive Tek agrees to provide:

- ☒ Driver Education Vehicle(s)
- ☒ Vehicle Maintenance/Fuel
- ☒ Automobile Liability Insurance
- ☒ Student textbooks
- ☒ Teachers and compensation

The School district agrees to provide:

- ☐ Driver Education Vehicle(s)
- ☐ Vehicle Maintenance/Fuel
- ☐ Automobile Liability Insurance
- ☐ Student Textbooks
- ☐ 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 eye 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) In exchange for services provided hereunder, Drive Tek will charge a base fee of \$340.00 per student.
- (b) Drive Tek agrees to collect all fees from students unless the student is eligible for a partial or full waiver of the student fee, in which case the school district shall pay Drive Tek for such students' full or partial fees in a timely manner.
- (c) 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.
- (d) Drive Tek will charge a \$35.00 fee for missed drives. 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) 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

11. 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.

12. 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.

13. 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.

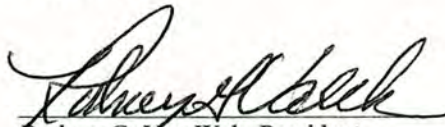
IN WITNESS WHEREOF, this Agreement is executed by the parties hereto on the dates written below.

ADEL DESOTO MINBURN
COMMUNITY SCHOOL DISTRICT

DRIVE TEK

Board Pres.

Date: _____


Rodney G. Van Wyk, President
Drive Tek
Date: 9/9/2013

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. The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A. ☒ Yes ☐ No
78. 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
79. Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7) ☒ Yes ☐ No
80. The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3) ☒ Yes ☐ No
81. 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
82. 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

83. 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
84. 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
85. 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
86. 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
87. 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
88. 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
89. 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
90. 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
91. 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
92. 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
93. The district uses the TELPA to screen and identify English Language Learners within the first 30 days of a student being enrolled in the district. ☒ Yes ☐ No
94. The district/school has adopted the high school graduation requirements for all students to include a minimum satisfactory completion of four years of English and language arts, three years of mathematics, three years of science, and three years of social studies. ☒ Yes ☐ No

CSIP

Vision, Mission, Goals

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

☐ Yes ☒ No

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

☒ Yes ☐ No

1. What are the district's class size goals for each grade K through 3?

K- 17-18

1-3 - 18-19

3. 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 teachers

4. 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

5. 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 2014 compared to the percent proficient in 2013.

- ACT PLAN (10th grade) reading subtest data.
- ACT reading subtest data, including college readiness benchmark data.

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 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 might 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.

2012-13

Book study at DeSoto: Teaching For Deep Comprehension

Response to Intervention: Tiered Intervention PD

Implemented Assessment Walls

Book Study with Model Classroom Teachers: Teaching for Deep Comprehension & CHOICE Words

Backward Design Model with Second Grade to develop Reader's Workshop mini lessons

Provided PD to second grade in Reader's Workshop model. Provided coaching & peer observations to forward implementation

Professional Learning Communities turned their attention to Tier 1 & 2 Interventions after receiving PD on possible interventions that work

Three teachers were provided PD on Comprehensive Intervention Model through Heartland AEA to support Partnerships for Comprehensive Literacy through University of Northern Iowa

One Comprehensive Literacy Model coach received training throughout 12-13, is now a certified Literacy Model Coach

We are designated as a Partnership for Literacy Model District

Provided Professional Development to the Preschool-5th grade Special Education teachers on how to best

meet the needs of their struggling readers and writers.

Provided Professional Development to 3-5 teachers in Intermediate Balanced Literacy

Provided Professional Development to PK-2 teachers in Balanced Literacy

One new teacher received Reading Recovery training.

Provided PD to PK-5 teachers in developing summative rubrics for Written Language

Provided ongoing PD to PK-5 teachers in written language.

Provided 6 professional articles on literacy instruction to PK-2 staff to discuss implications for instruction

Teacher Librarian provided book talks to both buildings 4 times throughout the school year (total of 8 times)

Reading Curriculum Camp: Pathways to the Common Core

7. 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 2014 compared to the percent proficient in 2013.
- ACT PLAN (10th grade) mathematics subtest data.
- ACT mathematics subtest data, including college readiness benchmark data.

8. 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.

9. 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.

10. 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 underway in 2013-14 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.

Collaborative Relationships

11. 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

12. Describe the district's student learning goals (general statements of expectations for all graduates) 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 long 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

13. 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 that reflect 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

Curriculum and Instruction

14. By law, local standards are to be identical to the Iowa Core Standards in literacy. What steps is the district/school taking to ensure that the standards are being implemented in literacy?

A multi-year professional development effort in written language culminated in 2012-13 with the K-12 launch

of a new writing instruction framework that identifies "units of study" at each grade level in our district. There is now a coherent approach to teaching writing K-12, and we feel this approach is cutting edge and the best in Iowa. The Iowa Core writing standards were utilized in great depth in creating the units of study at each grade level and the assessment rubrics center on these standards.

Over the past two years we have aligned at the building levels our work in literacy with the Iowa Core literacy standards. During the 2013-14 school year we are engaged in the district-wide curriculum revision process for reading (and speaking and listening). Our teacher-group will take their understandings of the Iowa Core to an even deeper level. We are reading "Pathways to the Common Core" by Lucy Calkins as our base text, as well as other related readings from ACT like "Reading Between the Lines".

Our intention is to have a K-12 scope and sequence, curriculum pacing guides, Power Standards identified, resources selected, and assessments designed - all directly aligned to the Iowa Core standards.

15. By law, local standards are to be identical to the Iowa Core Standards in mathematics. What steps is the district/school taking to ensure that the standards are being implemented in mathematics?

In 2011-12 math was completely aligned to the Iowa Core standards. This work resulted in an articulated scope and sequence, Power Standards identified, assessments created, curriculum pacing guides developed, and resources adopted in grades 6-12 to support the core standards. 2012-13 was our implementation year. For more information please see our math curriculum revision summary document available at www.adm.k12.ia.us

16. By law, local standards are to be identical to the Iowa Core Standards in science. What steps is the district/school taking to ensure that the standards are being implemented in science?

In 2011-12 science was completely aligned to the Iowa Core standards. This work resulted in an articulated scope and sequence, Power Standards identified, assessments created, curriculum pacing guides developed, and resources adopted in grades K-12 to support the core standards. 2012-13 was our implementation year. For more information please see our science curriculum revision summary document available at www.adm.k12.ia.us

17. By law, local standards are to be identical to the Iowa Core Standards in social studies. What steps is the district/school taking to ensure that the standards are being implemented in social studies?

All social studies teachers in grades K-12 have reviewed the Iowa Core and aligned their instruction to match. A complete curriculum revision process for social studies is set to commence in 2014-15.

18. By law, local standards are to be identical to the Iowa Core Standards in 21st century skills. What steps is the district/school taking to ensure that the standards are being implemented in 21st century skills?

All of our curriculum revision work includes attention given to the 21st Century skills. For example, our PE department heavily examined the health standards. Our technology curriculum review included focus on the technology 21st century skills. More work is anticipated in this area.

Learning Environment

19. Does your district offer any online courses?

☒ Yes ☐ No

1. Please provide a description of your online curriculum.

Our on-line curriculum at this time is through our post-secondary offerings through local colleges and community colleges. We also offer students on-line Advanced Placement course options for courses not offered at ADM.

Professional Development

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

Over the past five 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.

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

ADM had the following major research-based staff development practices in place for the 2012-13 school year and extends into the 2013-14 school year:

1. Professional Learning Communities

ADM is in the fifth year of implementing professional learning communities. In 2013-14 all teachers are a part of a PLC, either on a grade level 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 we do with students who already know it; and what will we do with students who are not learning).

In the 2012-13 school year, we had an aggressive professional development plan to deepen our understanding of PLCs and improve the implementation/effectiveness of PLCs. We 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 devoted 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 was 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 began learning in 2010-11, continued last year, and also implemented in 2012-13.

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

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 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.

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 partnership. 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 of 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).

22. 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 level 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 we do 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 devoted 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

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 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.

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 partnership. 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 of 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).

23. Describe the district's (CSIP and DINA)/building's (SINA) plan for professional development, specifically focusing on curriculum, instruction, and assessment that targets student achievement. When a district is selected answer at the district level, when a building is selected answer at the building level.

ADM's targeted professional development for our SINA school - DeSoto Intermediate - Delay Status - is currently under development and will be completed by November 1, 2013. 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 major effort this year in the area of reading is the complete K-12 curriculum revision cycle. At grades 3-5, this will sharpen the focus on the standards, assessments, and reading resources for our students.

DeSoto is also designated a Year 1 SINA school in math. Our major focus will be to identify a math resource

that is aligned to the Iowa Core math standards.

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.

24. 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)

25. Describe how the district uses data analysis (goals, student achievement data, and other data) to guide professional development, including professional development supporting the implementation of the Iowa Core. 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 analysis 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 how professional development, including professional development supportive of the implementation of the Iowa Core, 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 continuously includes theory, demonstration, practice, observation, reflection, collaboration, mentoring and peer coaching has resulted in a reading framework that attracts districts from all over central 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 teachers 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.

27. 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 development 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 2013-14 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.

28. 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 development. 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.

29. 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 2012 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.

Our director of technology is working collaboratively with the respective building technology cadres to support the on-going learning needs in the area of technology that are specific to each building.

Monitoring and Accountability

30. 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.

31. 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.

32. 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.

33. How does the district evaluate its dropout prevention programs for returning and potential dropouts?

We annually analyze our data for returning and potential dropouts, including dropout rate, graduation rate, credits earned/on track to graduate, attendance data, and discipline referrals.

34. 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.

35. All districts are required to upload a current 2012-2013 ELL Plan (Word or pdf file). Districts may also choose to use the new Lau (ELL) Plan template to update a 2012-2013 ELL plan as an additional upload.

36. Will the district receive services under Title III in (current_school_year), either as a direct subgrantee or though an AEA consortium?

☐ Yes ☒ No

37. 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 proficient 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 proficient 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 proficient 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 building 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

38. Describe the district's long-range needs assessment analysis for all state indicators (reading, math, science, dropouts, seniors intending to pursue post-secondary education, indicators of post-secondary success, graduates completing core program). Analysis means examining the data/information to answer questions about how well students are learning, determining priorities, and focusing instruction.

The ADM 2013 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). Two years of data for the new Iowa Assessments allow us to make better trend line comparisons now and moving forward. Our subgroup performance in special education is the achievement gap that is most striking at ADM.

We have been very cognizant of the rising proficiency AMOs to meet NCLB.

Complete data line graphs and other data sets for the 2013 Iowa Assessment results are on file at the ADM Superintendent's Office.

Our graduation rate and dropout rate continue to improve.

ADM ACT trend line is extremely positive, with an ACT composite of 23.9. Our students are significantly outscoring students in the state of Iowa and nationally. More of our students also show a higher level of college readiness when looking at the indicators for post-secondary success and the ACT readiness benchmarks in all tested areas.

39. 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 policies have been adjusted in recent years to assist in increasing our attendance percentage, especially at the high school level. Our 2012-13 attendance data is reported elsewhere in the CSIP.

40. Describe the district's long-range needs assessment analysis for locally established student learning 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 proficient 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 proficient 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 proficient 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 building 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

41. 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 2012-2013.

Assessment	Other
Local Reading Assessments	

42. 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 2012-2013.

Assessment	Other
PLAN (ACT product)	

43. 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 2012-2013.

Assessment	Other
PLAN (ACT product)	

44. 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 disaggregated and analyzed in all of the NCLB sub-groups in reading and

mathematics.

45. Does the district accept Title II, Part A funds 2013-2014?

☒ 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 first grade to be reduced by adding an additional section. Class sizes were reduced by approximately 20%.

In 2012-13 our first grade class had 86% of students on or above grade level on the benchmark book assessment.

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

Our beginning teacher induction and mentoring program is a collaboration with the AEA. The instructors gather formal feedback throughout the course work. District principals meet regularly with beginning teachers to monitor progress and support the teachers.

ADM plans to begin gathering and analyzing teacher retention data for our beginning teachers. Local observations and anecdotal data seem to indicate that ADM has a high retention rate. We will establish a baseline with the beginning teacher class of 2013-14.

47. 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.

48. 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.

49. 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.

50. Is the district accepting Perkins funds in 2013-2014?

☒ Yes ☐ No

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

At ADM we evaluate course offerings and student enrollment statistics in all of our career and technical education programs. Our programs are reviewed and improved through our CTE committee, including community representatives and teachers.

We have also implemented a comprehensive series of courses from Project Lead the Way in our CTE program area. These pre-engineering courses are taught through our industrial technology department.

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

All ADM district staff are members of a professional learning community, including career and technical teachers, academic teachers, guidance and administrative staff. Our CTE teachers are a PLC group together and through their work together they identify the areas of greatest need and develop SMART goals and an action plan to address.