

I am excited to share with you the first edition of our “District News” publication! We plan to publish twice each year with a fall and spring newsletter mailed to all district residents as part of our overall communication efforts. We hope you find it informative.

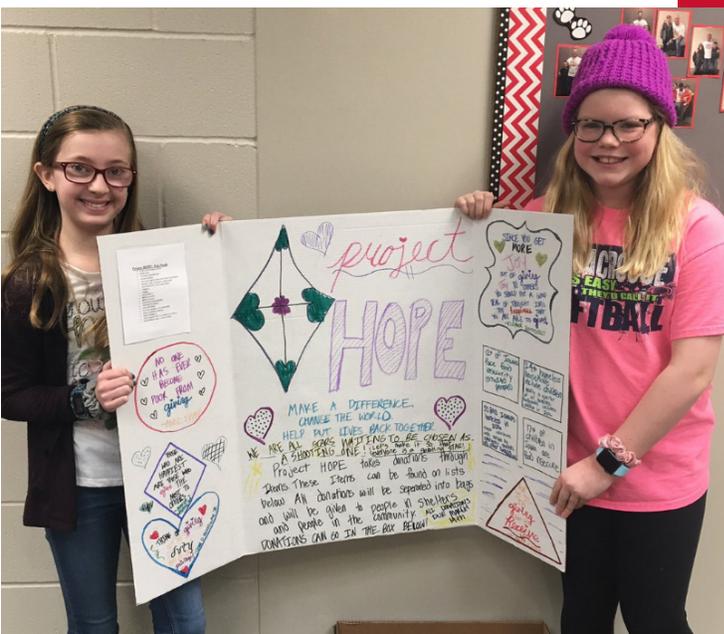
Our district theme for 2018-19 has been #WinEachDay! Back in August we started talking about working hard every day to strive toward our mission of ensuring high levels of learning for ALL students. As we near the end of the school year, I am so proud of our amazing ADM staff for embracing this challenge.

Our mission - our purpose for existing as a school district - is achievable only if we operate as a highly functional professional learning community. I hope you enjoy reading about our PLC efforts.

There is much more in this issue, including information about our growth and upcoming bond referendum for a new elementary school, our technology for learning initiative, and features on students.

It truly is a great time to be a Tiger, and I hope you all have a great spring and end to the school year!

ADM Superintendent, Greg Dufoe



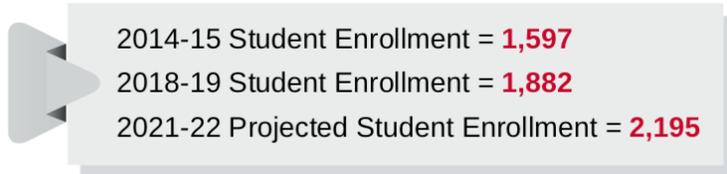
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Bond Referendum: Purpose

On April 8, 2019, the ADM Board of Directors unanimously passed a resolution ordering a special election to authorize the ADM School District to contract indebtedness and issue General Obligation Bonds in an amount not to exceed \$15,750,000 to provide funds to construct, build, furnish and equip a new elementary building and improve the site. **A special election will take place on June 25.**

ADM has experienced significant enrollment growth the past several years. Projections indicate that enrollment will continue to increase for the foreseeable future.



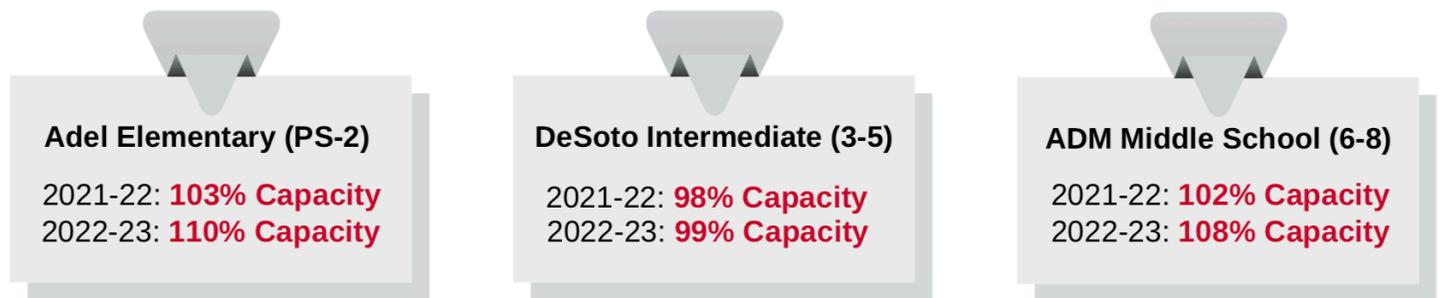
Based on projected enrollment growth, the current elementary, intermediate, and middle school buildings will be **above or near functional educational capacity** starting in the 2021-22 school year.

What About Taxes?

2020 Budget: ADM certified the fiscal year budget with **no tax rate** increase.

2021 Budget: If the bond issue passes the ADM Board of Education **does not anticipate** a tax rate increase for fiscal year 2021.

visit: www.admschools.org/bond2019 for more information.



In response to continued enrollment growth, ADM assembled a Facility Master Planning Committee to develop a plan to address the district's future facility needs. After careful consideration and study, the ADM Facility Master Planning Committee recommended the construction of a **new elementary building**. This would relieve enrollment pressures at Adel Elementary, DeSoto Intermediate, and ADM Middle School and would change the grade levels that attend each building.



We are committed to engaging **ALL** students that ensures **ALL** students

Bond Referendum: **Process**

April 2018 - The ADM Board of Education approved the start of a Facility Master Planning process to study enrollment growth and determine future facility needs for the district. A Board-approved committee **comprised of community members, teachers, administrators, city mayors, and board members** was created to study district needs and to provide recommendations.

June 2018 - A public input meeting was held at ADM High School Auditorium.

December 2018 - A public input meeting was held at ADM High School Auditorium.

January 2019 - The ADM Facility Master Planning Committee's final report was presented to the ADM Board of Education. The final report included a recommendation for the construction of a new elementary building for grades 2-4. Visit the following site to view the report:

www.admschools.org/district/facility-master-planning/

Over 9 Months The Committee:

- Evaluated current ADM facilities
- Identified capacity levels for current buildings
- Studied future enrollment projections
- Explored neighborhood and attendance center options
- Developed a draft concept for public input

February 2019 - The ADM Board of Education approved a resolution approving the petition for a special election on the issuance of \$15,750,000 general obligation school bonds.

April 2019 - The ADM Board of Education called a special election for June 25th, for the consideration of the following bond referendum:

Shall the Board of Directors of the Adel DeSoto Minburn Community School District in the Counties of Dallas and Madison, State of Iowa, be authorized to contract indebtedness and issue General Obligation Bonds in an amount not to exceed \$15,750,000 to provide funds to construct, build, furnish and equip a new elementary building and improve the site?

May 21, 2019 - A public informational meeting will be held at ADM High School Auditorium at 6:30 PM.

June 12, 2019 - A public informational meeting will be held at ADM High School Auditorium at 6:30 PM.



June 25, 2019 - A Special Election will be held to authorize the ADM School District to contract indebtedness and issue bonds to construct, build, furnish and equip a new elementary building and improve the site. A YES vote of **60% is required** for the measure to pass.

Bond Referendum: **Project**

What?

A new **650 student capacity 2nd - 4th grade elementary building** to relieve enrollment pressures at Adel Elementary, DeSoto Intermediate, and ADM Middle School. The new elementary would be built with the ability to expand in the future if needed.

When?

If approved, the bond would allow the ADM Board of Education to move forward with plans to construct a new elementary building planned to open for the **2021-22 school year**.

Where?

ADM is currently exploring options for the future site of a new elementary building. At the time of this publication (4/19/19), no land has been acquired. It is anticipated that the new building would be **constructed in the Adel area** to accommodate recent growth experienced in that area of the district.

Why?

ADM has experienced significant enrollment growth the past several years. Based on projected enrollment growth, the current elementary, intermediate, and middle school buildings will be **above or near functional educational capacity by the 2021-22** school year.

How?

If passed, the 2019 bond referendum would authorize the ADM Board of Education to contract indebtedness and issue General Obligation Bonds in an amount not to exceed \$15,750,000 to provide funds to construct, build, furnish and equip a **new elementary building** and improve the site. These funds combined with additional statewide sales tax revenue would be used to finance the approximate \$18,000,000 total cost of the project.

Do you have questions about the
June 25th Bond Referendum?



Visit: www.admschools.org/bond2019



Call Superintendent Greg Dufoe: 515-993-4283 ext. 7050

ADM is often referred to as a “PLC” District and ADM Middle School has even earned the honor of being named a Model “PLC” School. PLC stands for Professional Learning Community, but what does it mean to be a PLC?

“A Professional Learning Community is a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. PLC’s operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators.”

- DuFour, 2006

The PLC process asks ADM teachers to commit to answering the following four questions in order to ensure that all students learn at high levels:

Question 1: What do we want our students to know and be able to do?

ADM educators work collaboratively to identify the content standards that must be taught and that are essential for the success of our students. At ADM, the essential content standards are called “Power Standards.” Power standards are the “promises” that we make to our students about what they will learn. ADM Professional Learning Communities (PLCs) use collective inquiry to determine power standards for each content area. A list of ADM’s power standards for each content area can be found at the following link on our website:

<http://www.admschools.org/district/departments/curriculum-and-instruction/>

Example: A 7th grade Science Power Standard: “Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.”



Question 2: How will we know if each student has learned each Power Standard?

While it is important to identify the most critical standards that must be taught, it is equally important to know how we will determine if a student has learned each Power Standard. ADM Professional Learning Communities collaborate in the creation, scoring, and analysis of assessments that measure each power standard. Assessments are administered consistently in different classrooms and teachers collaboratively analyze assessment results. Collaborative teams work to identify which teaching practices were most effective, which students demonstrated proficiency on each power standard, and which students need additional or different instruction.

Example: The 1st grade team recently developed new assessments over math power standards related to addition. The team collaboratively developed the questions on the assessments, how the assessments would be scored, and when the assessments would be given to students.

Question 3: How will we respond when a student has not learned a Power Standard?

When students have been provided instruction related to a power standard but have not demonstrated proficiency, it is our responsibility to respond with additional or different instruction. ADM Professional Learning Communities (PLCs) collaborate to develop interventions and additional instruction to ensure all students meet the standard. Collaborative teams develop lessons, teach students from different classrooms, and do whatever it takes to meet our mission of ALL students learning at high levels.

Example: The 6th grade English Language Arts Teachers recently completed a poetry unit, administered an assessment to all students, identified the specific students needing additional instruction, and collaboratively determined the specific instruction they would provide to each student that had not yet demonstrated mastery over specific power standards related to poetry.

Question 4: How will we respond when a student has demonstrated proficiency?

When students have demonstrated proficiency related to a power standard, it is our responsibility to provide enrichment opportunities to take their learning to the next level. ADM Professional Learning Communities (PLCs) collaborate to develop enrichment learning opportunities or additional instruction for students ready to go beyond traditional grade level content. Collaborative teams develop lessons, form enrichment groups, and look for opportunities to challenge students in new and exciting ways.

Example: Some ADM High School students learned how to complete a car inspection as an enrichment to content typically taught in the career and technical education program.





Technology for Learning

Following a year of professional development and study, ADM launched the Technology for Learning initiative in the fall of 2018. With this initiative came increased access to technology and opportunities for new learning in all classrooms. The following chart details the ratio of devices to students and the type of devices provided for students as part of the Technology For Learning initiative:

School Building	Device to Student Ratio	Device Type	Use of Device
Adel Elementary	1:2	iPads & Chromebooks	School
DeSoto Intermediate	1:1	Chromebook Laptops	School
ADM Middle School	1:1	Chromebook Laptops	School & Home
ADM High School	1:1	Chromebook Laptops	School & Home

Many districts have implemented technology initiatives in the past, but what is the purpose and focus of technology-rich classrooms and ADM's Technology for Learning Initiative?



Technology-rich classrooms provide opportunities for our students and staff to communicate, collaborate, think critically, and create in ways that have not been possible in the past.



Technology-rich classrooms provide opportunities for our students and staff to be active digital citizens and to develop a positive identity in the digital world.



Technology-rich classrooms provide opportunities for our students and staff to take educational risks in ways that have not been possible in the past. This can be leveraged to promote a culture that supports a growth mindset.



Technology-rich classrooms provide opportunities for our students and staff to contribute to the larger global community, while communicating and collaborating with peers and experts beyond the walls of the classroom.



Technology-rich classrooms provide opportunities for our students and staff to innovate in ways that have not been possible in the past. Innovation is the creation of something new through invention or iteration.



Technology for Learning: **Students**

What are **STUDENTS** saying about the impact on teaching and learning?

Adel Elementary Student Quotes

- *"It feels good [to have iPads in the classroom] because we get to play [educational] games, read books, research, and do activities. We can share our work with our parents on SeeSaw, and I like that they get to see all that we do in first grade and how fun it is."*
- *"The iPads help us learn because they have math equations and [educational] games. I also like to read books on Epic because they read to you or you can read to yourself, and you can pick the types of books that you like best. My favorite books to read on the iPad are silly stories."*

DeSoto Intermediate Student Quotes

- *"Now that we have our own Chromebooks in the classroom, we can use Google Classroom as a place to store assignments and do our work."*
- *"Last year we got the Chromebook carts for such a short time by signing up. Now we don't have to wait on other classrooms. We can be more creative and use Chromebooks for different things than before. Last year we didn't have a chance to do work on the Chromebooks that lasted more than one day because we didn't know when we would have a turn with the cart again."*
- *"I feel more safe with the Chromebooks this year. Since this is my own computer, I am the only one on it and it doesn't have other students logged onto the same computer."*
- *"I get to use the Chromebooks longer and get more work done. I don't feel rushed to get the computer back."*

ADM Middle School & High School Student Quotes

- *"It has made me learn faster, and made me a stronger thinker by looking into things more thoroughly and thoughtfully."*
- *"I like that it allows me to get connected outside of school to classwork, plus it makes catching up on classwork easier and more accessible. It helps my critical thinking when I can now do more with it."*
- *"I like having the Chromebooks this year because for me personally, I like learning online and having something to keep track of my assignments instead of filling folder after folder up with paper assignments."*
- *"The teachers like using our Chromebooks because they can post something on google classroom and everyone in our period can see what the teacher posted and what we're supposed to get done in class or outside of school. The Chromebooks help a lot in school with learning purposes and helping kids have access to Google if they don't understand something."*
- *"This year getting our own personal Chromebooks has allowed me as a student to work more independently and at my own pace. It has helped me become more organized because I don't have to deal with the same amount of papers that I had to worry about last year. Getting Chromebooks has been a completely positive experience for me."*
- *"I use it to complete daily classwork and I like how it is easily accessible to students and it allows people to access online work outside of class."*
- *"Technology has influenced my learning by letting me use my resources that I have in front of me to watch videos about math or history to do my homework."*

Data Spotlight

Adel Elementary

84%

Teachers report asking students to use iPads at least weekly for coursework

DeSoto Intermediate

93%

Students report using Chromebooks at least weekly for coursework

ADM Middle School

96%

Students report using Chromebooks daily for coursework

ADM High School

96%

Students report using Chromebooks daily for coursework



Technology for Learning: **Teachers**

What are **TEACHERS** saying about the impact on teaching and learning?

Jenny Sloma - Adel Elementary Teacher

"The Technology For Learning Initiative has impacted my kindergarten students through their ability to communicate and share learning with their parents using applications like Seesaw. Seesaw has allowed my students to independently voice what they are learning, and this has proven to allow them to better hold onto new skills."

"During a recent animal research project I had some readers who were ready to extend their learning beyond their reading group. Because we didn't have a lot of books at their reading level on the animal of their choosing, we turned to the iPads and an app called Epic! Books. This app allowed students to explore texts about the animal that they were interested in researching. Additionally, they could be more independent as readers, researchers, and writers! If students came to an unknown vocabulary word, they could utilize the technological tools to access the text on their own and take notes."

"My kindergarten students love the increased access to iPads in the classroom. I give them specified purposes throughout the day; however they also enjoy being able to use it during center time freely in a purposeful manner. Whenever I introduce a new way of integrating technology, they get so excited."

Courtney Stephenson - DeSoto Intermediate Teacher

"Students have been more engaged and able to showcase their learning in so many different ways. As a teacher, I'm better able to provide students with experiences they may not have otherwise had. Many science standards involve a performance expectation. It can be very challenging to have 23 students perform a task equipped with the necessary components and rigor and for the teacher to assess students individually all within the same class period. With the technology we now have available, students are able to use their devices to not only capture their projects in multiple ways, but also explain the work, using the recording feature of a tool called SeeSaw. Student recordings are sent immediately to the teacher and parents to share their learning!"

"Many students can feel anxious or nervous to share projects in front of the class or just even verbally with the teacher. Using technology to assist with communication allows students the ability to record their thinking and even re-record if they aren't fully satisfied with their product. Students have learned how to organize and write out talking points prior to recording digital presentations and have really been much more thoughtful with the final products that they create. They are really taking ownership in what they create and it shows in their final projects! The Technology for Learning Initiative has been very positive. Aside from the obvious increased engagement, students are able to express themselves in so many more ways, in all subject areas. It has really allowed all levels of learners to shine."

Hallie Edgerly - ADM Middle School Teacher

"Access is the keyword! Our students have been able to more efficiently access information from what we as teachers share with them, from outside sources, and from each other as peers. We as teachers no longer have to worry about whether we can get the carts of devices for a day or if those devices will be reliable enough for the lesson. Instead, we are able to focus on students' learning, rather than unreliable devices."

"As a part of the middle school's approach to standards-based learning, we implement relearning as a form of intervention to ensure all students are learning at high levels. Our integration of technology has allowed the relearning process to become more interactive in terms of what types of further resources we are able to offer (e.g. video links of instruction or description as a different way to explain a concept). Each day is an opportunity to strike a balance of appropriate use of technology in the classroom. Students have shown flexibility, respect for new routines, and continued improvement of self-monitoring of their own use of the devices."

Cody Smith - ADM High School & Middle School Teacher

"Google Classroom, Slides, and Drive have made organization incredibly simple in our class. Now, rather than students losing papers and forgetting things in their lockers, students have access to all of their work every day. Slides are pushed out through Google Classroom, which provides me access to easily be able to keep up with student progress."

"The Technology for Learning initiative has allowed our course be "self-paced" within a unit. Some students are able to work at a quicker pace, allowing them to extend their learning in new and unique ways. Our recent Universe and Stars unit had some really interesting extension opportunities that kids were able to experience."

"Toward the beginning of the year, students were called upon to solve one of the world's problems. This required them to analyze multiple sets of data, think critically about how humans have impacted the Earth, create a unique solution to the man-made problem, and communicate their findings and ideas (4Cs). Students were given freedom to explore a variety of digital communication tools and used the one that was most appealing to them to communicate their ideas. Still this year, students will get to test out the 5th C, curiosity, by creating a plan to get to another planet, colonize it, and communicate back to Earth. Students will be applying ideas that we have learned about electromagnetic radiation and how objects move through space to imagine the future of the human race."

Isabelle Karwal and Carley Jensen know that kids can change the world for the better, and that's exactly what they decided to do. Karwal was riding in the car with her mom when she noticed a homeless man outside in the cold. This sparked a note of empathy inside her, and with the help of her parents, her church, Assistant Principal Amy Hemphill and Karwal's friend, Jensen, Project Hope was born.

"There are people out there who need a little extra help, and I wanted to do something about it," said Karwal.

Project Hope is a service project intended to collect donations for distribution at local homeless shelters. Karwal and Jensen have been busy promoting the project through announcements, handmade posters and lists of items that can be donated.

"When Isabelle approached me about Project Hope, I was immediately impressed with her ambition and empathetic heart," said Hemphill. "She presented me with research outlining the local problem of homelessness and the lack of resources for those in need. I knew DeSoto Intermediate would do anything it could to support this young leader's vision."

In Iowa, there are approximately 2,700 people considered chronically homeless according to the 2018 annual report from the U.S. Department of Housing and Urban Development. Items such as medicine, clothing, bus tokens, diapers and personal hygiene products are just a few of the many items that can make an impact in local shelters.



"Every time someone donates I know it will make someone else happy," said Jensen. Karwal and Jensen were grateful for the positive and generous responses from their friends, families, teachers and community. "It's amazing to see so many new donations everyday," said Jensen.

Project Hope accepted donations from Valentine's Day through March 14 and delivered the donations they collected to two local shelters. Both Karwal and Jensen said they hope to continue their involvement with service projects and volunteering in the future. "Isabelle and Carley have not only made an impact on the lives of Iowans in need, but they have also inspired their peers at DeSoto Intermediate to become advocates for others," said Hemphill. "Project Hope will have long lasting effects on the way our students view themselves as change makers in this work."

If you would like to help the same cause as Project Hope, visit Central Iowa Shelter and Services for more information on how to volunteer and donate. Volunteers can help serve meals, manage the clothing closet and food pantry, help at the front desk and more. Monetary and item donations are also greatly appreciated.

Learn more: <https://centraliowashelter.org/how-to-help/>

Other Iowa shelters are always looking for volunteers and donations. If you would like to donate to another shelter, you can check HUD.gov for information on how to find shelters in your area. Learn more: <https://www.hud.gov/states/iowa/homeless>

During the month of February, ADM middle school and high school students participated in a fundraiser for Beat Cancer Today. Beat Cancer Today is an organization with a mission to create awareness of childhood cancers and to provide financial support for childhood cancer research, scholarships, and for patient and family support programs. One of the founding members of Beat Cancer Today is ADM alumni Aaron Horn, who graduated from ADM in 1998. Aaron's son Eli was diagnosed with cancer in June of 2007 and passed away in 2012.

To raise funds, ADM middle and high school students engaged in a Penny War, collecting \$5,554.44 for Beat Cancer Today. An additional \$1,295.56 of private donations were sent directly to Beat Cancer Today for the ADM Penny War and \$650.00 in T-shirts sales helped add to the total. In all, the ADM Schools raised \$7,500.00 for Beat Cancer Today!



K-3 Iowa Students That Met the Spring Reading Benchmark on the Statewide FAST Reading Assessment



70.5%

K-3 ADM Students That Met the Spring Reading Benchmark on the Statewide FAST Reading Assessment



84.8%

Did You Know?

Iowa's Average ACT Composite Score Ranks **#2** in the Nation



21.8

ADM's 2018 Graduating Class ACT Composite Score



24.4

111 out of 126 seniors took the ACT in 2018

Iowa's Graduation Rate Remains **#1** in the Nation!



91.4%

ADM's Graduation Rate



97.62%

Adel DeSoto Minburn Community Schools
215 North 11th Street
Adel, IA 50003



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YOU'RE INVITED

Bond Referendum Public Informational Meetings (the same information will be shared at each meeting)

- **May 21, 2019** - ADM High School Auditorium at 6:30 PM.
- **June 12, 2019** - ADM High School Auditorium at 6:30 PM.



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