



Iowa Department of Education



School Year: 2009-2010	Form: Print Summary All	Go	Exit
District: 0027		Name: Adel DeSoto Minburn Comm School District	

Division of PK-12 Education

Print Summary All 2009-2010

District allowed to certify on or after: 9/1/2010

District certification due date: 9/15/2010

Five-Year Site Visit Plan for 2009-2010 -- 2013-2014

Comprehensive School Improvement Plan

I. What do data tell us about our student-learning needs?

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

The Data We Collect

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

- Trend line and subgroup data for ITBS/ITED reading and mathematics at grades 4,8 and 11
- Trend line and subgroup data for ITBS/ITED science for grades 8 and 11
- Student achievement data from assessments other than the ITBS and ITED:
 - o Data from district developed reading benchmark assessments grades PK-5
 - o Data from district developed mathematics benchmark assessments grades PK-8
 - o Data from district developed science benchmark assessments grades 6-10
 - o End of course assessments from Iowa Testing Program for Algebra I, Geometry and Algebra II
- 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 (SDF1, SDF3, SDF4)
 - A community-wide needs assessment which includes input from community members, parents, administrators, staff and students (completed once every five years) (LC3)
 - Participation rates for required district-wide assessments
 - Aggregate and subgroup attendance data

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 and math in ITBS/ITED in grades 3-8 and 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 & 2, 3rd Grade Title I students
- COGATS for grades 3, 5 and 8
- Success rate of our Reading Recovery program
- Title I participation and dismissal rates
- Special education participation rates
- Student discipline data, including office referrals, suspensions, expulsions, and bus write-ups (SDF1, SDF3)
- Parent-Teacher conference attendance
- Recommendations from the Department of Education site visit report (2008)
- Referrals to building assistance teams (BATs)
- Instructional strategies implementation data
- District demographic data
- Basic Educational Data Survey (BEDS) data

Data Analysis

Our Process

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

Our Findings

The Adel DeSoto Minburn Reading/Language Arts, Mathematics and Science curriculum committees, along with our Instructional Leadership Team (ILT), administrative team, district advisory committee and board of education analyzed data from the ACT, ITBS and ITED, along with some data from our district benchmark assessments. Since our student population is small, we initially (5 years ago) established biennium trend lines for our ITBS/ITED data. Along with grade level trend data, we look at cohort data at grades 4-11 to give us a different view of achievement of our students and the impact of our curriculum. This cohort data also proved to be valuable in setting our annual achievement goals for reading, mathematics and science. (LRDA1, LRDA2, LRDA3, LRDA4)

The committees used a common process for looking at the data. The graphs of data they used for trend line analysis, subgroup analysis and cohort analysis were produced by Heartland AEA's HEART (Heartland Educational Assessment Resource Toolbox) database. The following findings were generated by committees in the Spring of 2010:

College Readiness (ACT data)

- The 2010 composite of 23.4 was higher than the state average at 22.2. This is the highest composite score on record going back to 1985.
- The subtest area with the highest average score in 2010 was reading with an average score of 24.0. The state average is 22.6.
- The English subtest average score was 22.4, an increase for the first time in two years. The state average was 21.8.
- The science subtest score was 22.7. The state average score was 22.3.
- 66% of our 2010 graduating class took the ACT.
- The percent of ACT-tested students ready for college-level coursework as identified by their scores on the ACT subject area tests are:
 - o College English Composition: 88%
 - o College Algebra: 65%
 - o College Biology: 39%
 - o College Social Science: 76%
 - o Students Meeting all 4: 35%

ITED/ITBS data

In reviewing our reading comprehension secondary ITBS/ITED data for the past 5 years:

- The percent of all students proficient or advanced in grades 6-12 is in the low to mid 80s.
- Non-IEP students at all grade levels 6-12 score in the high 80s to low 90s percent proficient or

advanced. Non-IEP students consistently outperform IEP students.

- In 2009 the 9th and 8th grade class showed significant improvement from 2008 with increases of 5.9% and 12.3% respectively.
- Generally, the percent proficient remains fairly steady throughout a cohort's testing history.
- The percent of 6th graders proficient has been 74.0% and 74.6% in 2009 and 2010.

In reviewing our secondary math and science ITBS/ITED data for the past 5 years, the following conclusions can be drawn:

- Overall, ADM has a higher percentage of students proficient in the areas in math and science than in reading (typically mid 80s- mid 90s% proficient).
- Non-IEP students outperform IEP students in math and science by a wide margin.
- In grade 11 math the percent proficient and above has ranged from a high of 91.6% in 2005 to a low of 82.7% in 2008. In 2010 it was 82.9%.
- In grade 10 math the percent proficient and above has ranged from a high of 86.2% in 2007 to a low of 80.0% in 2005. In 2010 it was 82.1%.
- In grade 9 math there was a decrease in the percent of students proficient in 2009 (84.7%) from the previous three years percentages of over 90% proficient and above. In 2010 90.9% of all students were proficient.
- In grades 6-12 the highest percent proficient in science in 2010 was in 9th grade (97.0%) and the lowest was in 10th grade (84.3%)
- In grades 6,8,9 and 11, there has been an increase in the percent of students proficient in science over the past 5 years

Our elementary ITBS data shows the following in reading comprehension:

- In 2010 5th grade had the highest percent of students proficient and above – 89.9%. Third grade had 78.2% proficient and above and 4th grade had 87.9% proficient and above.
- Non-IEP students outscore IEP students. Non-IEP students' scores range from 85.4% to 91.8% proficient and above in grades 3-5 in 2010 while IEP students scored 31.3% in 3rd, 60.0% in 4th, and 72.7% in 5th grade.

Our elementary ITBS data shows the following in math and science:

- Our percent of students proficient in both math and science in grades 3-5 is generally in the mid to upper 80s.
- ITBS math scores in 2010: 3rd grade – 77.3%; 4th – 82.8%; 5th 86.2%. IEP students in 3rd grade – 43.8%; 4th grade – 46.7%; 5th grade – 45.8%.
- ITBS science scores in 2010: 3rd grade – 82.2%; 4th – 91.4%; 5th – 90.8%. IEP students in 3rd grade – 68.8%; 4th grade – 86.7%; 5th grade – 81.8%.
- Non-IEP students outperform IEP students in math and science; however, the achievement gap has narrowed dramatically in 3-5 science.

District Benchmark data

In the past eight years, our reading benchmark data shows

- The percent of kindergarten students reading on or above grade level has ranged from 88% to 96%
- The percent of first grade students reading on or above grade level has ranged from 81% to 88%
- The percent of second grade students reading on or above grade level has ranged from 83% to 91%
- The percent of third grade students reading on or above grade level has ranged from 76.5% to 91%
- The percent of fourth grade students reading on or above grade level has ranged from 78% to 91%
- The percent of fifth grade students reading on or above grade level has ranged from 81% to 95%
- Grade 2 and 5 in 2010 had the highest percentage of students on or above grade level in past eight years.

Other Indicator data (attendance/graduation)

- According to our 2009-2010 APR data, district attendance was 95.18%.
- In the past five years, ADM's graduation rate has fluctuated from a high of 97.52% in 2005 to a low of 89.60% in 2004. According to our 2008-2009 AYP, our graduation rate was 92.4%. Our 2009-2010 AYP graduation rate was 89.9%.
- Preschool through 9th grade, we have over 90% of our parents attend fall parent/teacher

conferences

- During the 2009-10 school year, Title I Reading served 80 students in grades K-5 (in 2002-03, 69 ADM students were served). Of these, 19 (34%) were dismissed, due to reading on grade level or above. The 2002-03 dismissal rate was 42%
- During the 2009-10 school year, the success rate for our Reading Recovery program was 45%. The success rate in 2002-03 was 71.4%
- Longitudinal data: 66% of all Reading Recovery students who were served in first grade and are now in fifth grade, have maintained on-grade level reading as indicated by our district assessments (This includes all students on an IEP for reading).
- Longitudinal data: 73% of all Reading Recovery students who were served in first grade and are now in fifth grade, have maintained on-grade level reading as indicated by ITBS (This includes all students on an IEP for reading).

Our guidance committee has been tracking student data from the Iowa Youth Survey given in 2008. They have worked with an AEA assessment consultant to analyze the data. The Iowa Youth Survey included responses from ADM 6th, 8th and 11th graders. The committee's analyses found the following: (SDF2, SDF4)

- In the past 11 years, there has been a decrease in the percent of students reporting participation in violent/aggressive behaviors (22.2% in 1999 to 17.4% in 2005 to 12.5% in 2008)
- In the past three years, there has been an increase in the percent of students reporting that they have used alcohol, tobacco and/or drugs
- In the past 11 years, there has been an increase in the percent of students who perceive school to be safe (82.5% in 1999 to 85.1% in 2005 to 87.2% in 2008)
- In the past 11 years, there has been positive change in the percent of students who feel social pressure to use controlled substances (20% in 1999 to 19.7% in 2005 to 13.2% in 2008)
- In the past 11 years, there has been an increase in students reporting that they feel supported by staff (from 32.8% in 1999 to 37.9% in 2005 to 50.7% in 2008)
- In the past 11 years, there has been an increase in the percent of students who feel it is wrong to smoke, drink, use drugs or engage in fights (66.8% in 1999 to 75.1% in 2005 to 80.2% in 2008)
- There has been a significant increase in the number of students that indicate they are committed to doing well in school. In 1999 68.8%; 2008- 78.2%.
- 93.2% of students responded that they believe that hard work is important in making their lives successful.

Our guidance committee will analyze the results of the 2008-2009 Iowa Youth Survey during the 2009-2010 school year.

In February 2008, the Department of Education conducted a site visit to Adel DeSoto Minburn. The team findings from this visit included several suggested areas of improvement. These included:

- More professional development on incorporating technology in curriculum
- Review student transitions (between buildings, starting school, exiting school)
- Maintain strong elementary literacy program
- Continue expanding literacy focus at secondary level
- Explore more data sources in setting school improvement paths (ACT data, graduate surveys, subgroup data, etc.)

A community-wide needs assessment was conducted the spring of 2003 by the ADM High School marketing class. Results of this survey indicated these top issues facing the Adel DeSoto Minburn school district:

- Improve basic reading and math achievement
- Student behavior
- Drug use by students

The district intends to do a needs assessment survey in the 2010-2011 school year.

Our technology committee, along with representatives from Heartland AEA, conducted a technology audit in 2002 using the EnGAUGE model from NCREL. Their findings included:

- Improving involvement of stakeholders in creation/revisions to the technology plan
- Improving technology support at buildings to increase technology use and integration into curricular areas
- Increase time allotted to technology professional development for instructional planning

Our Conclusions

Based on the data reviewed, the district developed the following list of prioritized student needs in 2010: (LC4)

- Increase the percent of students proficient or above on the ITBS/ITED reading comprehension

subtest.

- Increase the percent of students proficient or above on the ITBS/ITED math total subtest.
- Increase the percent of students proficient or above on the ITBS/ITED science subtest.
- Increase the percent of IEP students proficient or above on the ITBS/ITED reading comprehension, math, and science tests.
- Increase the graduation rate.
- Increase technology professional development opportunities to improve technology integration in curricular areas PK-12

Comprehensive School Improvement Plan

II. What do/will we do to meet student-learning needs?

Long-Range Goals

Based on recommendations of the curriculum committees and the Adel DeSoto Minburn District Advisory Committee, the school board has adopted district goals aligned with student needs. (LC5)

Student Learning Goals

Adel DeSoto Minburn's Student Learning Goals are the general expectations for all its graduates. Students graduating from Adel DeSoto Minburn Community School District will be able to do the following: (LC6)

Adel DeSoto Minburn students will

- Acquire the knowledge base needed to use effectively strategies and skills necessary for success in adult life
- Be effective communicators
- Be complex thinkers
- Be collaborative workers
- Be self-directed learners
- Be responsible citizens

Student Achievement Goals

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

Student Achievement Goal #1: All PK-12 students will achieve at high levels in reading comprehension, prepared for success beyond high school. (LRG1, MCGF3, AR6, EIG1, FTP1)

The following indicators will measure district progress with Goal 1:

- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grades 9 through 11, including data disaggregated by subgroup.
- Percentage of students in grades PK through 5 who are reading at or above grade level as measured by district reading benchmark assessments

Student Achievement Goal #2: All PK-12 students will achieve at high levels in mathematics, prepared for success beyond high school. (LRG2, MCGF3, AR6, FTP1)

The following indicators will measure district progress with Goal 2:

- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 3 through 8 and the ITED Mathematics Test in grades 9 through 11, including data disaggregated by subgroup
- Percentage of students grades PK through 8 who score at the mastery level (80% correct and above) on district developed mathematics benchmark assessments

Student Achievement Goal#3: All PK-12 students will achieve at high levels in science, prepared for success beyond high school. (LRG3, MCGF3, AR6, FTP1)

The following indicators will measure district progress with Goal 3:

- Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 3 through 8 and the ITED Science Test in grades 9 through 11, including data disaggregated by subgroup
- Percentage of students in grades 6-10 who score at the mastery level (80% correct and above) on district developed science benchmark assessments

Student Achievement Goal#4: All ADM students will feel safe at and connected to school.

The following indicators will measure district progress with Goal 4:

- Attendance rate as measured by the average daily attendance data
- Graduation rate as calculated by the Iowa Department of Education
- Percentage of middle and high school students that receive office referrals (SDF5, SDF6, SDF7)
- Percentage of students in grades 6, 8 and 11 that indicate they have used alcohol, tobacco, or other drugs as reported by the Iowa Youth Survey (SDF5, SDF6, SDF7)
- Percentage of students in grades 6, 8, and 11 that indicate they feel supported by staff as



Comprehensive School Improvement Plan

III. How do/will we know that student learning has changed?

Overview

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

Monitoring Progress

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

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

Alignment of Assessments and District Standards

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

Student Data Used for Evaluating Programs and Services

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

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

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

Additional Data

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

- All data points included in the district's Annual Progress Report (APR)
- The percentage of students who participate in district-wide assessments



Comprehensive School Improvement Plan

IV. How will we evaluate our programs and services to ensure improved student learning?

Overview

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

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

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

Program Evaluation Timetable

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

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

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

- District Professional Development Plan (including Title II, Part A)
 - o Annually
- Title I, Part A (Parental Involvement)
 - o Annually
- Mentoring and Induction Program
 - o Every two years, beginning the 2004-05 school year
- Career and Technical Education Programs (Perkins)
 - o Every five years, beginning the 2004-05 school year
- Drug Prevention Programs (Title IV: Safe and Drug Free Schools)
 - o Every three years, beginning the 2005-06 school year
- Special Education programs and services
 - o Every three years, beginning the 2005-06 school year
- Early Intervention programs for grades PK-3
 - o Every three years, beginning the 2005-06 school year
- Reading Recovery
 - o Every three years, beginning the 2005-06 school year
- At-Risk program (including the Learning Center)
 - o Every three years, beginning the 2006-07 school year
- Use of Technology to Improve Student Achievement (Title II, Part D: E2T2)
 - o Every three years, beginning the 2006-07 school year
- Programs and services to assist English Language Learners (Title III, Part A)
 - o Every five years, beginning the 2007-08 school year
- Gifted and Talented (GATE) program
 - o Every five years, beginning the 2007-08 school year
- Character Education Programs
 - o Every five years, beginning the 2008-09 school year

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

Planning Assurances	
Verified	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.
Verified	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).
Verified	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
Verified	The LEA/agency will work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency will fulfill such agency's school improvement responsibilities.
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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
Verified	The LEA assures that teachers employed in non-public 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
Verified	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
Verified	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
Verified	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
Verified	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

Verified	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
Verified	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 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
Verified	To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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
Verified	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
Verified	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
Verified	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
Verified	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, Pub. L. No. 107-110
Verified	Mentoring and Induction: Goals for the program. Teacher Quality Program 281—IAC 83.3(2)(a)
Verified	Mentoring and Induction: Process for the selection of mentors Teacher Quality Program 281—IAC 83.3(2)(b)
Verified	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)
Verified	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. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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)

Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	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)
Verified	Mentoring and Induction: The process for dissolving mentor and teacher partnerships. Teacher Quality Program 281—IAC 83.3(2)(f)
Verified	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)
Verified	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)
Verified	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
Verified	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
Verified	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
Verified	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. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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
Verified	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. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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

Verified	The LEA has had meaningful and timely consultation in the development of its application with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals). The LEA has consulted on an ongoing basis with the aforementioned individuals and groups to obtain advice on how to coordinate their Title IV, Part A activities with other related strategies, programs, and activities being conducted in the community. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA assures that the activities or programs funded under Safe & Drug Free Schools comply with the principles of effectiveness and foster a safe and drug-free learning environment that supports academic achievement. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA has implemented a weapons-free school policy consistent with Iowa law. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The drug and violence prevention activities supported by Safe and Drug-Free Schools funds convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The application and any waiver request related to Safe and Drug-Free Schools funds will be available for public review. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA or schools to be served with Safe and Drug-Free Schools funds have a plan for keeping schools safe that includes the following: 1) school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students; 2) security procedures at school and on the way to and from school; 3) prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments; 4) a crisis management plan for responding to violent or traumatic incidents on school grounds; and a code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that – a) allows a teacher to communicate effectively with all students in the class; b) allows the students in the class to learn; c) has consequences that are fair and developmentally appropriate; d) considers the student and the circumstances of the situation; and e) is enforced accordingly. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The district will provide a description of the mechanisms used to provide effective notices to the community of an intention to submit an application for Safe and Drug-Free Schools funds. Title IV Section 4114 NCLB
Verified	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
Verified	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
Verified	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
Verified	Subpart 4 of the Educational Technology legislation incorporates into the ESEA the requirements of the Children's Internet Protection Act (CIPA). These provisions require LEAs to certify, under certain circumstances, that schools have adopted and are enforcing Internet safety policies. As a condition of participating in the Educational Technology program, LEAs must submit a CIPA certification form to the SEA. The CIPA requirements in the ESEA apply with respect to elementary or secondary schools that do not receive e-rate discounts and for which Ed Tech funds are used to purchase computers used to access the Internet, or to pay the direct costs associated with accessing the Internet. The CIPA requirements in the ESEA do not apply to schools that receive e-rate discounts. (These schools are governed by other CIPA provisions and must submit their CIPA certification to the Federal Communications Commission.) Title II, Part D, Enhancing Education Through Technology
Verified	Each Educational Technology recipient must use at least 25 percent of its funds to provide ongoing, sustained, and intensive, high-quality professional development. (This requirement applies to both formula and competitive grant funds.) The recipient must provide professional development in the integration of advanced technologies, including emerging technologies, into curricula and instruction and in using those technologies to create new learning environments. However, the professional development requirement

	does not apply if the Educational Technology recipient demonstrates, to the satisfaction of its SEA, that it already provides, to all teachers in core academic subjects such professional development, which is based on a review of relevant research. Title II, Part D, Enhancing Education Through Technology
Verified	The Educational Technology application contains a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to reach challenging State academic standards. Title II, Part D, Enhancing Education Through Technology
Verified	The LEA will provide alternatives for dropouts and potential dropouts as required in Iowa Code section 280.19A.
Verified	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)
Verified	Qualified personnel deliver the at-risk allowable growth program. Programs for Returning Dropouts and Dropout Prevention Iowa Code section 257.38(7)
Verified	The LEA has a staff in-service education design for its returning dropouts and dropout prevention program. Iowa Code 257.38(3)
Verified	The LEA/agency assures that the services provided in its comprehensive plan for drug and violence prevention will be targeted to schools and students with the greatest need. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	The LEA/agency assures that ongoing consultation and input from parents on the development and administration of the drug or violence prevention program or activity was obtained. No Child Left Behind Act of 2001, Pub. L. No. 107-110
Verified	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
Verified	The LEA assures the Iowa Department of Education that the LEA conducted a needs assessment and based all relevant elements in this application upon the needs assessment as required by the various entitlement programs represented within. [Section 212,2(b)] [Section 5133(b)] [Section 1111(b)(3)]
Verified	The LEA assures that federal funds will be used to supplement, and not supplant, programs that are state or locally funded or funded by other federal programs.[Section 1706]
Verified	The LEA assures that representatives of eligible private schools within the LEA have engaged in meaningful consultation with the district in the development of this application and in determining the allocation of funds that support services to eligible private school students. The applicant agency will maintain records, which document private involvement and impact of programs at private sites. All private schools have been given an invitation to participate in programs for which they are eligible. [Section 212,2 (11)] [Section 5142] [Section 5133 (5)] [Section112,0]
Verified	The LEA assures that all stakeholders, including parents, have been consulted with, and were involved in, the planning, design, and review of this application and that those parents listed as members of the Consolidated Planning Committee have actively participated in the application development and review process. [Section 212,2(2)] [Section 3116(c)(5)]
Verified	The LEA assures that services, materials, and equipment provided to private school students will be secular, neutral, and non-ideological in nature. [Section 9501 (2)]
Verified	The LEA assures that materials and equipment provided to public and private schools will be labeled according to the funding entitlement.
Verified	The LEA assures that it will account for the need for equitable access to, and equitable participation by both public and private, in all programs for students, teachers, administrators, and other program beneficiaries. Further, the LEA will address barriers that impede equitable access and participation, including barriers related to sex, race, color, national origin, disability, and age (General Education Provisions Act, Section 427).

Verified	The LEA assures that it will disaggregate data by sex, by each major racial and ethnic group, by English proficiency status, by migrant status, by students with disabilities as compared to nondisabled students, and by economically disadvantaged students as compared to students who are not economically disadvantaged.
Verified	An Area or a local education agency (LEA) that applies for and receives E2T2 funds must provide assurance that its project contains all the content and professional development elements as laid out in the NCLB Title II part D. It must also assure that children enrolled in private schools, as well as their teachers and other educational personnel, with an opportunity to participate in the program on an equitable basis. To accomplish this, an AEA or LEA seeking E2T2 monies must engage in a timely and meaningful manner consultation with appropriate private school officials during the design and development of a E2T2 project. The consultation should address how the needs of the private school children would be identified, the services that would be offered, how and where those services would be provided, and service assessment. The consultation should also address the opportunities of private school teachers and other educational personnel to participate in professional development activities. The LEA assures that Private schools will implement activities funded by the No Child Left Behind Act of 2001 in accordance with program regulations. Each local educational agency shall maintain in the agency's records and provide to the state educational agency involved a written affirmation signed by officials of each participating private school that the consultation required by this Section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the local educational agency shall forward the documentation that such consultation has taken place to the State educational agency.
Verified	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. Mentoring and Induction Beginning Administrators Program HF 2792, 256.7 [Subsection 21] — 2007 IAC 284A, 2
Verified	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].
Verified	Certification of Compliance with NCLB Religious Expression: The District has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary or secondary schools pursuant to guidance of the Secretary of the United States Department of Education with respect to No Child Left Behind Act of 2001, Pub. L. No. 107-110, [Section 7904]
Verified	The district assures it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged 3 to 21, and shall provide for the following: <ul style="list-style-type: none"> * The provision of specially designed instruction and related activities through: <ul style="list-style-type: none"> - cooperative efforts of special education teachers and general education teachers in the general education classroom; and/or - on a limited basis by a special education teacher; and/or - consultation with a general education teacher. * The provision of accommodations and modifications to the general education environment and program, including settings and programs for eligible individuals aged 3 through 5 * The provision of specially designed instruction to eligible individuals with similar special education instructional needs organized according to the type of curriculum and instruction to be provided, and the severity of the educational needs of the eligible individuals served. IAC 281-41.408(2)"a"
Verified	The district assures that, by July 1, 2009, and every CSIP revision cycle thereafter, it will have taken the following actions concerning the District Developed Service Delivery Plan: <ul style="list-style-type: none"> * Approval by the school board of the development of a plan for organizing and providing special education services. * Development of the delivery system by a group of individuals that includes parents of eligible individuals, special education and general education teachers, administrators, and at least one AEA representative. The AEA representative will be selected by the AEA Special Education Director. * Verification by the AEA Special Education Director will verify that the delivery system is in compliance with the Iowa Administrative Rules of Special Education prior to the school board adoption. * Plan was available for public comment for 30 days prior to adoption. * Approval by the school board of the plan prior to implementation. IAC 281-41.408(2)"c"

Verified	<p>The District Developed Service Delivery Plan will be described in writing and will include the following components by July 1, 2009, and every CSIP revision cycle thereafter:</p> <ul style="list-style-type: none">* A description of how services will be organized and provided to eligible individuals, consistent with the requirements of the Iowa Administrative Rules of Special Education and the provisions described in 41.408(2)"a"* A description of how the caseloads of special education teachers will be determined and regularly monitored to ensure that the IEPs of eligible individuals are able to be fully implemented.* A description of the procedures a special education teacher can use to resolve caseload concerns. The procedures will provide timelines for the resolution of a concern and identify the person to whom a teacher reports a concern. The procedures will also identify the person or persons who are responsible for reviewing a concern and making a decision, including any corrective actions.* A description of the process that will be used to evaluate the system's effectiveness.* A description of how the delivery system will meet the targets identified in the state's performance plan.* A description of how the delivery system will address needs identified by the state in any determination made under the Iowa Administrative Rules of Special Education. <p>IAC 281-41.408(2)"b"</p>
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Other Requirements	
Verified	<p>Content standards for reading for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)</p> <p>1. Uses the general skills and strategies of the reading process. 2. Reads, interprets and responds to a variety of literary and informational texts.</p>
Verified	<p>Content standards for mathematics for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)</p> <p>1. Use appropriate computational procedures. 2. Understand and apply concepts of numbers and operations. 3. Understand and apply concepts of measurement. 4. Understand and apply concepts of geometry. 5. Understand and apply concepts of probability, statistics, data analysis and graphing. 6. Understand and apply concepts of patterns, relationships and functions of algebra. 7. Solve problems, reason and communicate.</p>
Verified	<p>Content standards for science for all grade levels of students who attend the school/school district. Accountability for Student Achievement 281—IAC 12.8(1)(c)(2)</p> <p>1. Understands life sciences using science process skills and current technology 2. Understands physical sciences using science process skills and current technology 3. Understands earth sciences using science process skills and technology 4. Understands health related topics using science process skills and current technology</p>
Verified	<p>At-Risk Allowable Growth: Activities and cooperative arrangements with other service agencies and service groups and strategies for parental involvement to meet the needs of at-risk students. Iowa Code subsection 257.38(11)</p> <p>ADM has a sharing agreement with the Adel Police Department for a School Resource Officer. He is stationed at the high school, but serves all buildings within the district. Some of his duties include: working with students who are at risk of becoming involved in the juvenile court system; conducting the DARE program in the upper elementary grades; serving as a classroom resource for issues dealing with law and law enforcement; assisting administration in addressing discipline issues when appropriate; supporting efforts to combat truancy; supporting efforts to diminish bullying and harassment at school; working with students and their families to solve problems outside the school that impact a student's performance. ADM cooperates with the Dallas County Juvenile Court to provide a Juvenile Court Liaison who is in the district 5 days a week. The Liaison provides services to students who are already in the Juvenile Court system by monitoring probation requirements, meeting with students and parents to explain legal requirements, and coordinating joint efforts between the school and court. ADM has an at-risk program coordinated by our liaison officer. We use the Plato learning system to facilitate individual goals for achievement. Building Assistance Teams are available to students at ADM. These may be initiated by parents, students, classroom teachers, counselors, or administration; and serve as a first step in assisting At-Risk students. Te BAT attempts to identify the problems students are having that inhibit their academic performance, and develops a plan for improvement.</p>
Verified	<p>Technology: A description of how the applicant will encourage the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology, including distance learning technologies, particularly for those areas that would not otherwise have access to such courses and curricula due to geographical isolation or insufficient resources. Title II, Part D, Section 2414(b)(8)</p> <p>ADM continues to participate in the Heartland E2T2 project (this is our fourth year of participate in grades 6-12). During the 2008-09 school year, the technology staff, in conjunction with AEA technology consultants, will provide multiple inservice sessions on digital citizenship, Web 2.0 tools and ways to integrate technology into curriculum and instruction. All staff members have access to Heartland's HEART database and use that resource to make data-driven decisions about curriculum, instruction and assessment to help the district make its annual achievement goals. We have expanded our student data management system (JMC) so all staff members have access to this student information and parents are also able to access information about students' grade.</p>
Verified	<p>Technology: A description of the supporting resources (such as services, software, other electronically delivered learning materials, and print resources) that will be acquired to ensure successful and effective uses of technology. Title II, Part D, Section 2414(b)(12)</p> <p>The middle school has incorporated Accelerated Reader to support less than proficient readers. All district computers are running on OSX and the majority of staff have new laptops to allow more flexibility in their work. We have updated firewalls and security; updated servers; and, when possible, moved data</p>

	<p>to web-based services rather than store them on our servers (webpages, curriculum mapper, HEART). We have begun a cycle of purchasing LCD projectors for classrooms and have, through our E2T2 connections, investigated SMART board technology. The ADM district takes advantage of the Heartland website and resources to learn about and purchase different software. The ADM technology committee is revising a technology plan to long-term plan for supporting teachers' work in integrating technology and will develop a new technology purchasing cycle. Technology teachers will continue to pursue grant funding to acquire technology and training for staff in technology integration.</p>
Verified	<p>Technology: A description of how the applicant will ensure the effective use of technology to promote parental involvement and increase communication with parents, including a description of how parents will be informed of the technology being applied in their child's education so that the parents are able to reinforce at home the instruction their child receives at school. Title II, Part D, Section 2414(b)(9)</p> <p>Staff uses our email system effectively to communicate with families about education programs and other school activities. The middle school and high school staff uses the website SchoolNotes to post daily assignments for parents and students to access. We have upgraded our website look and navigation. Buildings post daily announcements on the website. We also are using the Iowa School Alerts system to notify parents via text message or email about any emergencies or changes in plans.</p>
Verified	<p>Technology: A description of how programs will be developed, where applicable, in collaboration with adult literacy service providers, to maximize the use of technology. Title II, Part D, Section 2414(b)(10)</p> <p>As a part of our work with E2T2 through AEA 11, we continue to explore collaborations with adult literacy providers. ADM technology teachers currently collaborate with teachers to maximize their use of technology.</p>

District Information	
Authorized Agency	<p>Adel DeSoto Minburn Comm School District 801 Nile Kinnick Dr S Adel, Iowa 50003 AEA: AEA 11 Heartland (district filed under aea control code 9211)</p>
CSIP Coordinator	<p>Name: Greg Dufoe Title: Superintendent Telephone: 515 - 993 - 4283 Extension: FAX: 515 - 993 - 4866 Email: gdufoe@adel.k12.ia.us</p>
Year Site Visit Scheduled	2008
Certified Dates	<p>District: 9/24/2010 7:29:28 AM Readers: Readers not yet certified. State: State not yet certified.</p>

Annual Comprehensive School Improvement Plan (CSIP)
Current Date and Time: 9/24/2010 7:29:56 AM
(REFRESHING WEB PAGE UPDATES DATE AND TIME)

ADM Professional Development Schedule

2010-11

Class/ Topic	ADM Participants	Date and Time	Location	Provide by	Instructors	Cost and Funding Source <small>(including subs, registration, materials and travel)</small>	District/Building Goal Connection
Teaching Writing and Learning in the eAge	Ann Heitz, Jen Kunde, Jennifer Peters, Kenzie Smith, Jackie Seidl, Danielle Farrell, Molly Longman	8/2-6		Iowa Writing Project		\$200; IC Funds	
Initial IEP Training	New Special Education Teachers Abbie Lang Jenny Jones	9/14, 9/15, 10/26	AEA	AEA	TBA	Building TQ for Subs	
PD Kick-Off	All Teachers	8/11 All Day	ADM	ADM	Greg Dufoe, Admin Team, Selected Teachers	General Fund	
IEP Training	Veteran Special Education Teachers	8/16 10:00-12:30	ADM Board Room	AEA	Bess Wood	General Fund	
Data Driven Focus for PLCs	All Teachers	9/1 Early Dismissal	ADM	ADM	PLCs	General Fund	

ADM Professional Development Schedule

2010-11

Class/ Topic	ADM Participants	Date and Time	Location	Provide by	Instructors	Cost and Funding Source (including subs, registration, materials and travel)	District/Building Goal Connection
PK-5 Written Language	Jennifer Peters, Krysten Rourk, Amy Pottebaum, Amy Reis, Nikki Krumwiede, Amanda Parker, Laura Brimm, Cheryl Saunders, Erin Boston, Sarah Hufford,	9/8, 10/6, 11/3, 12/2, 2/9, 4/6 All Day	ADM	ADM	Carole Erickson	Building TQ or Iowa Core	
Science CAB 1 Entry Level	Jon Markus Starla Pottorff	9/9, 10/20, 12/2, 1/13, 2/11, 3/10, 5/10 8:30-4:00			Peggy Christensen, Rob Kleinow, Craig Edmondson	Building TQ	
Refining Units of Instruction	PK-5 Teachers	9/15 Early Dismissal	ADM	ADM	Carole Erickson, Jodi Banse	General Fund	
Essential Learnings, Formative Assessments, IC Alignment	6-12 Teachers	9/15 Early Dismissal	ADM	ADM	Carole Schlapkohl, Lee Griebel	General Fund	

ADM Professional Development Schedule

2010-11

Class/ Topic	ADM Participants	Date and Time	Location	Provide by	Instructors	Cost and Funding Source <small>(including subs, registration, materials and travel)</small>	District/Building Goal Connection
Counselor Academy	Kim Timmerman, Aaron Mager, Deborah Plasencia	9/21, 12/2, 2/9, 4/8 8:30-4:30		Heartland AEA	Susan Schirmer	Building TQ	
6-12 Language Arts	Kim Timmerman, Danielle Farrell, Molly Longman, Jacque Seidl, Della Weems, Jen Kunde, Stacey LaFollette, Pam Peters, McKenzie Smith, Steve Stanley, Angie Gilliland, Gloria Whisner, Ann Heitz, Sheri Storm, Haley Thiele	9/22, 10/27, 11/17, 1/19, 2/16, 3/23, 4/27 All Day	ADM	ADM	Carole Erickson	Building TQ or Iowa Core	

ADM Professional Development Schedule

2010-11

Class/ Topic	ADM Participants	Date and Time	Location	Provide by	Instructors	Cost and Funding Source <small>(including subs, registration, materials and travel)</small>	District/Building Goal Connection
Science CAB 3	Carol Barnett Angie Schmitz Anita Vasto Sarah Bosen	9/23, 10/8, 12/15, 4/26 8:30-4:00			Peggy Christensen, Rob Kleinow, Craig Edmondson	Building tQ	
Refining Units of Instruction	PK-5 Teachers	9/27 All Day	ADM	ADM	Carole Erickson, Jodi Banse	General Fund	
Essential Learnings, Formative Assessments, IC Alignment	6-12 Teachers	9/27 All Day	ADM	ADM	Carole Schlapkohl, Lee Griebel	General Fund	
Science CAB 2 Elementary	Margaret Crane	9/28, 10/8, 12/7, 2/16, 4/19 8:30-4:00			Peggy Christensen, Rob Kleinow, Craig Edmondson	Building TQ	
PE/Health	Mike Whisner, MaryBeth Scott, Mitch Krumweide, Jenna Watson	11/18, 1/25, 3/29 Half Day	ADM	ADM	Greg Dufoe	Building TQ or Iowa Core	

ADM Professional Development Schedule

2010-11

Class/ Topic	ADM Participants	Date and Time	Location	Provide by	Instructors	Cost and Funding Source <small>(including subs, registration, materials and travel)</small>	District/Building Goal Connection
Science CAB 2 Secondary	Bob Hall	9/30, 10/8, 12/9, 2/17, 4/21 8:30-4:00			Peggy Christensen, Rob Kleinow, Craig Edmondson	Building TQ	
Every Child Counts	Rhonda Hopewell, Katy Herbold, Christal Tilley, Megan Fuller, Jessica Nichols	9/30, 11/9, 2/3, 4/14, 5/19 8:30-3:30			Corrine Breitsprecker, Denise Carlson, Julie	Building TQ	
Iowa Core Leadership Training Year 2	Kim Wolf, Stephanie Guter, Jen Kunde, Ann Heitz, Charity Miller, Administrative Team	10/7, 2/1, 4/15 8:00-3:30		AEA		Iowa Core	
Gifted and Talented Academy Year 2	Amanda Parker, Hazel Purtell	10/12, 12/14, 2/22, 4/19 8:00-4:30			Mary Schmidt	Building TQ	
Refining Units of Instruction	PK-5 Teachers	10/13 All Day	ADM	ADM	Carole Erickson, Jodi Banse	General Fund	

ADM Professional Development Schedule

2010-11

Class/ Topic	ADM Participants	Date and Time	Location	Provide by	Instructors	Cost and Funding Source <small>(including subs, registration, materials and travel)</small>	District/Building Goal Connection
Essential Learnings, Formative Assessments, IC Alignment	6-12 Teachers	10/13 All Day	ADM	ADM	Carole Schlapkohl, Lee Griebel	General Fund	
Special Education PD	All Special Education Teachers	10/14, 11/11, 1/6, 2/10 12:00-4:00	ADM	ADM	Carole Erickson	Building TQ	
World Language	Jodi Baier, Lori Rezek, Dejaka Bachman	11/4, 12/6, 2/7 All Day	ADM	ADM	Greg Dufoe	Teacher Quality Fund	
Refining Units of Instruction	PK-5 Teachers	11/10 Early Dismissal	ADM	ADM	Carole Erickson, Jodi Banse	General Fund	
Essential Learnings, Formative Assessments, IC Alignment	6-12 Teachers	11/10 Early Dismissal	ADM	ADM	Carole Schlapkohl, Lee Griebel	General Fund	
Refining Units of Instruction	PK-8 Teachers	12/8 Early Dismissal	ADM	ADM	Carole Erickson, Jodi Banse, Carole Schlapkohl	General Fund	

ADM Professional Development Schedule
2010-11

Class/Topic	ADM Participants	Date and Time	Location	Provide by	Instructors	Cost and Funding Source (including subs, registration, materials and travel)	District/Building Goal Connection
ITED Preparation	9-12 Teachers	12/8 Early Dismissal	ADM	ADM	Lee Griebel	General Fund	
Refining Units of Instruction	PK-5 Teachers	1/17 All Day	ADM	ADM	Carole Erickson, Jodi Banse	General Fund	
Essential Learnings, Formative Assessments, IC Alignment	6-12 Teachers	1/17 All Day	ADM	ADM	Carole Schlapkohl, Lee Griebel	General Fund	
Refining Units of Instruction	PK-5 Teachers	2/2 Early Dismissal	ADM	ADM	Carole Erickson, Jodi Banse	General Fund	
Essential Learnings, Formative Assessments, IC Alignment	6-12 Teachers	2/2 Early Dismissal	ADM	ADM	Carole Schlapkohl, Lee Griebel	General Fund	
ITBS Preparation	3-8 Teachers	2/23 Early Dismissal	ADM	ADM	Jodi Banse, Carole Schlapkohl	General Fund	

ADM Professional Development Schedule

2010-11

Class/ Topic	ADM Participants	Date and Time	Location	Provide by	Instructors	Cost and Funding Source <small>(including subs, registration, materials and travel)</small>	District/Building Goal Connection
Essential Learnings, Formative Assessments, IC Alignment	PK-2 and 9-12 Teachers	2/23 Early Dismissal	ADM	ADM	PLCs	General Fund	
Refining Units of Instruction	PK-5 Teachers	4/11 All Day	ADM	ADM	Carole Erickson, Jodi Banse	District TQ	
Essential Learnings, Formative Assessments, IC Alignment	6-12 Teachers	4/11 All Day	ADM	ADM	Carole Schlapkohl, Lee Griebel	District TQ	
Refining Units of Instruction	PK-5 Teachers	4/20 Early Dismissal	ADM	ADM	Carole Erickson, Jodi Banse	General Fund	
Essential Learnings, Formative Assessments, IC Alignment	6-12 Teachers	4/20 Early Dismissal	ADM	ADM	Carole Schlapkohl, Lee Griebel	General Fund	
Data Day	PK-12 Teachers	5/11 Early Dismissal	ADM	ADM	Admin. Team	General Fund	

ADM Professional Development Schedule

2010-11

Class/ Topic	ADM Participants	Date and Time	Location	Provide by	Instructors	Cost and Funding Source <small>(including subs, registration, materials and travel)</small>	District/Building Goal Connection
PLC Institute	Administrators and ILT Reps from each building	June 9-11	St. Louis	Solution Tree	DuFours	Teachers - Iowa Core	
AP Follow-up							

Adel DeSoto Minburn
2010-2011 Professional Development Plan:
 August 26, 2010

Guiding Questions:

1. *What do we want students to learn? (Iowa Core Curriculum)*
2. *How will we know they've learned it? (Assessment: formative & summative)*
3. *What will we do if they don't learn it? (Instructional Strategies & Intervention)*
4. *What will we do if they already know it? (Instructional Strategies & Differentiation)*

Group	2010-2011
ICC Leadership Team	<p>Continue work on ICC Implementation Plan.</p> <p>Using the quadrants as a guide, work through the ICC to develop a deeper understanding of the:</p> <ul style="list-style-type: none"> <input type="checkbox"/> instructional strategies that support the ICC. <input type="checkbox"/> formative assessments <input type="checkbox"/> essential learnings <p>Format possibilities: AEA meetings District meetings Educate board on our work throughout the school year.</p>
Group	2010-2011
ADM Teaching Staff	<p>August-May Work through the ICC to continue to develop a deeper understanding of the essential skills & concepts in order to:</p> <ol style="list-style-type: none"> 1. Develop essential learning's for each grade level/course <ul style="list-style-type: none"> teachers at PK-2 will develop for their integrated units teachers at 3-5 will develop for their science & social studies units teachers at 6-12 will develop for their second course or refine their only course 2. Develop formative assessments for each unit taught <ul style="list-style-type: none"> teachers at PK-2 will develop for their integrated units teachers at 3-5 will develop for their science & social studies units teachers at 6-12 will develop for their second course or refine their only course <p>August 11: (all day) 7:45 Breakfast 8:30-9:30 in auditorium: Welcome back by Mr. Dufoe 9:30-11:30 Preschool-12th grade PD Kick-Off Mr. Dufoe, , along with the administrative team, (consider having teachers present a grade span) will present/celebrate where each grade span accomplished in the 09-10 school year.</p> <p>Mr. Dufoe will follow the celebration of accomplishments with charting the course (setting expectations) for the 2010-2011 school year. (See above)</p> <p>2010-11 PLC Focus Session 1 - DVD Further, Mr. Dufoe, along with the administrative team, will help the staff distinguish the differences between Professional Development and PLC work.</p> <p>1:00-3:30 (ice cream to follow or at break) Presentations on PLC'S: Mr. Dufoe & staff</p> <p>September 1st : (PLC early dismissal) PK-5 Working in their PLC's, teams will work on their instructional units 6-12 Working in their PLC's, teams will : Develop team norms Understand feedback form Set building achievement SMART goals</p>

<p>District ILT:</p> <p>9/16 - 5:30-7:30 pm</p> <p>Review Norms Data Focus Instructional Plan/Assessments Prepare for 9/27</p>	<p>Introduce PLC SMART Goals.</p> <p><i>After this early dismissal, principals will commit to providing time for PLC's to meet before the next PD time (September 15th) to continue their work.</i></p> <p>September 15th (Professional Development early dismissal) PK-5 Working in their grade level teams will: Teachers will begin working through each unit of instruction to: Develop a timeline of instruction for the school year Develop sequence of instruction for new units of instruction Identify materials to support new units of instruction</p> <p>6-12 Working in their subject area teams will: Written expectations will be shared with 6-12 & pk-5 specials teachers Teachers teaching more than one class, will begin the work of planning essential learning's and formative assessments. Teachers that teach one class are done with their essential learning's & formative assessments, will go back through their work from last year and begin to cross check to ensure that the 21st Century Skills are included, as well as, begin working on designing instructional sequences that reflect the quadrants.</p> <p><i>After this early dismissal, principals will commit to providing time for PLC's to meet before the next PD time (September 27th) to continue their work on the action steps.</i></p>
<p>PLC Session 2</p> <p>8:00-10:30 (6-12)</p> <p>1:00-3:30 (PK-5)</p>	<p>September 27th: (Professional Development: all day) 7:45-11:30 PK-5 Working in their grade level teams will: Teachers will begin working through each unit of instruction to: Develop a timeline of instruction for the school year Develop sequence of instruction for new units of instruction Identify materials to support new units of instruction</p> <p>6-12 Working in their subject area teams will: Written expectations will be shared with 6-12 & pk-5 specials teachers Teachers teaching more than one class, will begin the work of planning essential learning's and formative assessments. Teachers that teach one class are done with their essential learning's & formative assessments, will go back through their work from last year and begin to cross check to ensure that the 21st Century Skills are included, as well as, begin working on designing instructional sequences that reflect the quadrants.</p>
<p>District ILT 11/9 5:30-7:30 pm</p> <p>Review building PLC work done after 9/27 and prepare for 1/17</p>	<p>1:00-3:00 Each PLC will share their: learning plan assessments assessment results</p> <p><i>After this professional development, principals will commit to providing time for PLC's to meet before the next PD time (November 10th) to continue their work on the action steps.</i></p> <p>October 11 - Building PLC Reports to Board of Education</p> <p>October 13 (Professional Development early dismissal) PK-5 Working in their grade level teams will: Teachers will begin working through each unit of instruction to: Develop a timeline of instruction for the school year Develop sequence of instruction for new units of instruction Identify materials to support new units of instruction</p> <p>6-12 Working in their subject area teams will:</p>

Written expectations will be shared with 6-12 & pk-5 specials teachers
Teachers teaching more than one class, will begin the work of planning essential learning's and formative assessments.
Teachers that teach one class are done with their essential learning's & formative assessments, will go back through their work from last year and begin to cross check to ensure that the 21st Century Skills are included, as well as, begin working on designing instructional sequences that reflect the quadrants.

After this early dismissal, principals will commit to providing time for PLC's to meet before the next PD time (September 27th) to continue their work on the action steps.

November 10th: (Professional Development: early dismissal)

Same as September 15th early dismissal.

After this professional development, principals will commit to providing time for PLC's to meet before the next PD time (December 8th) to continue their work on the action steps.

December 8th: (Professional Development: early dismissal for Preschool-8th Grade PLC early dismissal for 9-12)

PK-8 Working in their grade level teams will:

Teachers will begin working through each unit of instruction to:

Develop a timeline of instruction for the school year

Develop sequence of instruction for new units of instruction

Identify materials to support new units of instruction

Preparing for ITEDS:

9-12 Working in their PLC's, teams will use the ITBS/ITEDS data to::

Draft focus statements from the data (item analysis)

From their focus statements, teams will

celebrate areas of strength

problem solve the areas of weakness

develop a plan to address the areas of weakness including common assessments

this plan will delineate action steps that may include resources and PD

After this professional development, principals will commit to providing time for PLC's to meet before the next PD time (January 17th) to continue their work on the action steps.

January 17: (Professional Development: all day)

7:45-11:30

PK-5 Working in their grade level teams will:

Teachers will begin working through each unit of instruction to:

Develop a timeline of instruction for the school year

Develop sequence of instruction for new units of instruction

Identify materials to support new units of instruction

6-12 Working in their subject area teams will:

Written expectations will be shared with 6-12 & pk-5 specials teachers

Teachers teaching more than one class, will begin the work of planning essential learning's and formative assessments.

Teachers that teach one class are done with their essential learning's & formative assessments, will go back through their work from last year and begin to cross check to ensure that the 21st Century Skills are included, as well as, begin working on designing instructional sequences that reflect the quadrants.

1:00-3:00

Each PLC will share their:

learning plan

assessments

assessment results

After this professional development, principals will commit to providing time for PLC's to meet before the next PD time (February 2nd) to continue their work on the action steps.

PLC Session 3

8:00-10:30 (6-12)

1:00-3:30 (PK-5)

February 2nd: (Professional Development: early dismissal)

Same as September 15th early dismissal.

After this professional development, principals will commit to providing time for PLC's to meet before the next PD time (February 23rd) to continue their work on the action steps.

February 23rd: (PLC early dismissal for 3rd-8th grade

Professional Development: early dismissal for preschool-2 & 9-12)

3-8 Preparing for ITBS:

Working in their PLC's, teams will use the ITBS data to:

Draft focus statements from the data (item analysis)

From their focus statements, teams will

celebrate areas of strength

problem solve the areas of weakness

develop a plan to address the areas of weakness including common assessments

this plan will delineate action steps that may include resources and PD

preschool-2nd and 9-12 Working in their subject area teams will:

Written expectations will be shared with 6-12 & pk-5 specials teachers

Teachers teaching more than one class, will begin the work of planning essential learning's and formative assessments.

Teachers that teach one class are done with their essential learning's & formative assessments, will go back through their work from last year and begin to cross check to ensure that the 21st Century Skills are included, as well as, begin working on designing instructional sequences that reflect the quadrants.

After this professional development, principals will commit to providing time for PLC's to meet before the next PD time (April 11th) to continue their work on the action steps.

April 11th: (Professional Development: all day)

7:45-11:30

PK-5 Working in their grade level teams will:

Teachers will begin working through each unit of instruction to:

Develop a timeline of instruction for the school year

Develop sequence of instruction for new units of instruction

Identify materials to support new units of instruction

6-12 Working in their subject area teams will:

Written expectations will be shared with 6-12 & pk-5 specials teachers

Teachers teaching more than one class, will begin the work of planning essential learning's and formative assessments.

Teachers that teach one class are done with their essential learning's & formative assessments, will go back through their work from last year and begin to cross check to ensure that the 21st Century Skills are included, as well as, begin working on designing instructional sequences that reflect the quadrants.

1:00-3:00

Each PLC will share their learning plan (essential learning's and formative assessment) that they completed in the morning.

After this professional development, principals will commit to providing time for PLC's to meet before the next PD time (April 20th) to continue their work on the action steps.

April 11 - Building PLC Reports to the Board

April 20th: (Professional Development: early dismissal)

Same as September 15th early dismissal

After this professional development, principals will commit to providing time for PLC's to meet

District ILT
3/22 5:30-7:30 pm

Review Session 3
and related
building work
Prepare for Session
4

PLC Session 4

8:00-10:30 (6-12)
1:00-3:30 (PK-5)

Celebrations

before the next PD time (May 11th) to continue their work on the action steps.
May 9 - Building PLC Report to Board of Education
May 11th: (PLC: early dismissal)
Data Day

From: myori@adel.k12.ia.us
Subject: **Fw: Diamond Lights**
Date: September 29, 2010 8:35:21 AM CDT
To: "G" <dgee@adel.k12.ia.us>
Reply-To: myori@adel.k12.ia.us
1 Attachment, 10.6 KB Save

Sent from my U.S. Cellular BlackBerry® smartphone

From: <dan@hinchcompany.com>
Date: Wed, 29 Sep 2010 06:21:13 -0700
To: Matt Yori<myori@adel.k12.ia.us>
Cc: Danny<danhinch@hinchcompany.com>
Subject: Diamond Lights

Install new panel with breakers per pole

Install new PVC conduit with all copper conductors sized for a maximum of 3% voltage drop from the beginning to the end
Install a means of disconnect on each pole
Install a lightning rod on the top of each pole and run the ground wire down the pole to a ground rod
Wiring in EMT conduit to the top of the pole
All conduits to be plowed, some backhoe work and some small trenches will have to be made. We will fill them in and compact them, grass seed or sod is not included
Total for the above 14,545.00
Project must be awarded before October 15th to get on the schedule and completed before ground freeze.



Dan Hinch <dan@hinchcompany.com>

President

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