



Red Oak Community School District

904 Broad Street

Red Oak, Iowa 51566

www.redoakschooldistrict.com

Regular Board of Directors Meeting

Meeting Location: Sue Wagaman Board Room
Webster Building

Monday, September 13, 2010 – 6:00 pm

Agenda

1.0 Call to Order – Board of Directors President Charla Schmid

2.0 Roll Call – Board of Directors Secretary Shirley Maxwell

3.0 Approval of the Agenda – President Charla Schmid

4.0 Communications

4.1 Good News and Affirmations from Red Oak Schools

★ Hawkeye Ford: Kirk Josephson – President; Jo Josephson - Vice President
and The Ford Motor Company

4.2 Visitors and Presentations

4.3 Correspondence

5.0 Consent Agenda

5.1 Review and Approval of Minutes from August 30, 2010

5.2 Review and Approval of Monthly Business Reports

5.3 Personnel Considerations

5.4 Education Service Agreements

5.5 Open Enrollment Request

6.0 General Business for the Board of Directors

6.1 Old Business – none

Red Oak Community School District Board of Directors
9.13.2010

6.2 New Business

- 6.2.1 Annual Meeting and Organizational Topics: Election of Officers, Annual Appointments / Designations, Board of Directors Meeting Dates for FY 2011
- 6.2.2 Iowa Core Curriculum – Continuing Education for the Directors and Information Update – Director of Curriculum Barb Sims
- 6.2.3 Schools In Need of Assistance – Program Status, Requirements, Processes – Supt. Terry Schmidt and the Administrative Team
- 6.2.4 November Iowa Test of Basic Skills and Iowa Test of Education Development – Impact for the District Schools from the Professional Learning Communities
- 6.2.5 Targeted Curriculum Review for the 2010 – 2011 School Year – Director of Curriculum Barb Sims
- 6.2.6 Annual ACT Report – Presented by the Red Oak High School Leadership Team
- 6.2.7 Status Report: Recruitment of a Reading Specialist/Literacy Coach and Recruitment of an Agriculture Educator/FFA Sponsor for Second Semester, 2010 – 2011
- 6.2.8 Superintendent of Schools Summative Evaluation Report

7.0 Reports

- 7.1 Administrative
- 7.2 Future Conferences, Workshops, Seminars
- 7.3 Other Announcements

8.0 Next Board of Directors Meeting:

*Monday, September 27, 2010 – 6:00 pm
* *Annual Goals Review and Goals Establishment for 2010 - 2011*
Sue Wagaman Board Room
Webster Building

9.0 Adjournment

Item 4.0 Communications

4.1 Good News and Affirmations from Red Oak Schools

School administrators and department directors will share 'good news' with the directors this evening and encourage the governing body to also share positive events happening in the lives of the school community.

On Friday, September 3rd, Hawkeye Ford of Red Oak in conjunction with the Ford Motor Company conducted an event called: ***Drive One for Your School.*** Red Oak HS, under the direction of Dean of Students Angie Spangenberg with lots of volunteers and with the outstanding cooperation and enthusiasm from Hawkeye Ford, reached the goal of 300 test drives. As a result, \$6,000 was earned from the Ford Motor Company for activities programs of Red Oak CSD. This evening the Board of Directors is asked to officially commend Kirk & Jo Josephson for this activity. A Certificate of Recognition will be presented by Board President Charla Schmid.

4.2 Visitors and Presentations

Please welcome any guests that may be in attendance at tonight's meeting.

4.3 Correspondence

Any correspondence received and important to the governing body is shared.

Terry Schmidt

From: Hahn, Cindy [CHahn@fresco.com]
Sent: Wednesday, September 08, 2010 2:22 PM
To: Walsh, Ed; Metz, Kate; Mamenko, Terry; Romig, Don; Kindt, Chris; taylor@swccciowa.edu; dscarlyle@redoakiowa.com; dclark@pimidlands.org; renanderjc@aol.com; Jedd Sherman; s_smith@swccciowa.edu; Terry Schmidt; Butcher Carmen NMI CIV USSTRATCOM/J2S32
Subject: Josh Pappas

All,

Josh Pappas, who was a student in the first class of fres-co System USA, Inc. School of Printing (Graphic Technology Courses - 2009/10) has made yet another step to furthering his career aspirations by being awarded a position as a Press Assistant at Fresco in Red Oak. Upon graduation from Red Oak High School, Josh first started his journey with fres-co as a summer intern. Recently, he expressed interest in an open position, interviewed for it and was awarded the position on September 8, 2010.

The fresco Team is quite pleased to have Josh as our first team member who is a direct result of the implementation of the graphic design and printing program. This program, which was co-designed and founded by fres-co, Southwest Community College, Red Oak High School and Printing Industries of the Midlands, Inc., offers college credit courses for junior and senior high school students. These credits are then transferable to four-year universities.

Josh has announced that his next steps are to take advantage of fresco's Tuition Reimbursement program as he intends to pursue college in both graphics and computer technology. The success continues in this program at Red Oak High School and the Southwestern Community College. This year's enrollment is double the number of students and classes this fall. Fres-co continues to support this endeavor both financially and by providing real life experience to future workers about the world of printing.

This program has truly been a great success! Please join me in welcoming Josh Pappas to our Team!

Cinda Hahn
Human Resource Manager
fres-co System USA, Inc. - Red Oak

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Item 5.0 Consent Agenda

BACKGROUND INFORMATION: The following items are presented for approval in one formal motion. Should any director have a question or would like for an item to be placed on the regular discussion agenda, please notify Board Secretary Shirley Maxwell in advance of the meeting.

Enclosed are reference pages for:

5.1 Review and Approval of the Minutes from August 30, 2010.

The minutes are enclosed for your review. Unless there are suggested changes, they are submitted for approval by Board Secretary Shirley Maxwell.

5.2 Review and Approval of the Monthly Business Reports

A limited number of payment vouchers are ready for approval. There could be some last minute bills for payment placed at the table prior to the meeting. Business Manager Shirley Maxwell is available to answer any questions concerning the expenditures. More extensive end-of-the-month financials will be available from Shirley Maxwell on 9.27.2010.

5.3 Personnel Considerations – Recommendations for Employment, Acceptance of Resignation Letters

Recommendations: Enclosed are documents for the employment of a Middle School wrestling coach for the 2010-2011 season. Unless there are questions from the Directors, it is recommended that Mr. John Allison be employed as ROMS wrestling coach.

5.4 Education Service Agreement

Enclosed is a contract provided by the Green Hills Area Education Agency for the services of a School Based Interventionist assigned to Red Oak High School. Funding for the person assigned to ROHS is generated through the At-Risk Fund (\$5,950 previously approved). The Boost4Families has also awarded a grant totaling \$9,936 for additional Interventionist services meaning ROHS will have this person 2.5 days per week to assist in the drop-out prevention program. The education services agreement will allow Red Oak CSD to collect and expend the grant funds. It is recommended for your approval.

Item 5.0 – continued

5.5 Open Enrollment Request

At the board table this evening is a request to approve an open enrollment request. Due to the extenuating circumstance involved with the request, it is recommended this evening the request as presented be approved. Terry Schmidt will provide very limited comments prior to the approval of the consent agenda.

SUGGESTED BOARD ACTION: It is recommended the board of directors approve the following consent agenda items:

- Minutes from August 30, 2010
- Monthly business reports as presented
- Personnel assignments: John Allison, ROMS wrestling coach
- Education Service Agreement with the Green Hills Education Agency to provide a school based interventionist via grant funds in the amount of \$9,936 for the 2010 – 2011 school term
- Approval of an open enrollment request as presented

Red Oak Community School District

Regular Board of Directors Meeting

Meeting Location: Sue Wagaman Board Room, Webster Building, Red Oak, Iowa
Monday, August 30, 2010

This regular meeting of the Board of Directors of the Red Oak Community School District was called to order by Vice-President Lee Fellers at 6:00 p.m.

PRESENT: Directors: Lee Fellers, Warren Hayes, Paul Griffen, Terry Schmidt, Superintendent, & Shirley Maxwell, Board Secretary **Absent:** Charla Schmid & Elizabeth Dilley

APPROVAL OF AGENDA

Director Griffen moved and Director Hayes seconded to approve the agenda as presented. The motion carried unanimously.

President Schmid joined the meeting at 6:05 p.m. and will now be the chair.

CONSENT AGENDA

Director Fellers moved, seconded by Director Griffen, to approve the consent agenda as presented. The motion carried unanimously.

- Review and approval of minutes from August 9, 2010
- Review and approval of monthly business reports
- Approval of Education Service Agreements with Council Bluffs Community School District and Kaleidoscope Preschool
- Approval of personnel assignments: Kathy Walker, volunteer ROMS volleyball coach; substitute bus drivers for the 2010-11 school year: Richard Cornelison, Ronald Keast, Nadine Redd, Julieanna Schooling, Michelle Linn, Ray Deleon, Sharlee Owens, and Daniel Becker.

STREET CROSSING SAFETY

Director Fellers moved, and Director Griffen seconded to approve the shared safety street crossing program at 8th Street, Oak, and Summit, with the City of Red Oak as presented by Superintendent Schmidt. The estimated cost for the school district would be \$2,500 (personnel) plus \$150 (estimated) for equipment – total of \$2,650. ROCSD will work with Police Chief Drue Powers to provide the appropriate training for crossing guard. The motion carried unanimously.

SIDEWALK IMPROVEMENTS AT ROMS

Pete Wemhoff, Director of Maintenance & Operations gave an update on the replacement of sidewalks at the Middle School. Director Griffen moved and Director Fellers seconded to accept the bid from Echternach Construction to tear out and replace the sidewalk and curb along the south side of the middle school gym (estimate cost of \$6,768.00) and the sidewalk on the west side to the alley (\$3,232.00). The motion carried unanimously.

OPENING OF SCHOOLS REPORTS

The District Leadership Team presented "First of the Year" reports to the board.

BUSINESS MANAGER'S REPORT

Business Manager Shirley Maxwell presented the projected budget balances for the just completed fiscal year. A complete report will be given when the Certified Annual Report and audit are completed. Maxwell also presented information in regard to the Education Jobs Program. This program supports

educational and related services during the 2010-2011 school year. This will create about \$263,189 for the district. All funds must be spent by September 30, 2012.

Director Fellers moved, and Director Griffen seconded to approve journal entries that will remove the negative balance of \$1,358.66 in the accounting reports for PTO activity funds for the 2009-2010 school year. The motion carried unanimously.

HIGH SCHOOL COURSE TITLE CHANGE

Director Fellers moved and Director Hayes seconded to approve the High School class curriculum changes in the language arts program as presented by Principal Sherman. The motion carried unanimously.

ROHS VOCATIONAL AGRICULTURE PROGRAM

Principal Sherman updated the directors in regard to the vocational agriculture program's current status and staffing proposals for the 2010-2011 school year. Director Griffen moved and Director Hayes seconded to authorize Superintendent Schmidt to develop a working agreement with Dale Spencer to serve as the FFA Advisor for the Red Oak FFA Chapter. The motion carried unanimously.

Director Fellers moved and Director Griffen seconded to authorize Superintendent Schmidt to seek a licensed instructor for the agriculture education position for the second semester of the 2010-2011 school year. The motion carried unanimously.

PERSONNEL CONSIDERATIONS

The district still has ARRA Title 1 stimulus dollars that needs to be spent during the 2010-2011 school year. At the recommendation of the superintendent and school principals, a motion by Director Fellers, second by Director Hayes to recruit a reading specialist for the 2010-2011 school year to assist in meeting requirements of Schools In Need of Assistance (SINA). The motion carried unanimously.

Director Fellers moved, and Director Griffen seconded to approve the following personnel contracts for the 2010-2011 school year:

- SueAnn Crouse-Inman kindergarten instructor
- Peggy Craig-Inman special education paraprofessional
- Alissa Blair-Washington Intermediate special education paraprofessional
- Kim Euken-Inman food service cook
- Victor "Audie" Stephens-H.S. Custodian

The motion carried unanimously.

Director Fellers moved, and Director Griffen seconded to accept the resignation of Holly Sunquist from her paraprofessional position effective September 13, 2010. The motion carried unanimously.

SUPERINTENDENT PERFORMANCE REVIEW

Director Fellers moved, and Director Griffen seconded to move into closed session at the request of Superintendent Schmidt at 8:32 p.m. under section 21.5 (1)I to evaluate the professional competency of an individual whose appointment, hiring, performance or discharge is being considered when necessary to prevent needless and irreparable injury to that individual's reputation and that individual requests a closed session). The motion carried unanimously.

The board came out of closed session at 8:50 p.m.

Director Griffen moved, and Director Fellers seconded to extend the Superintendent's contract until June 30, 2012. The motion carried unanimously.

ADJOURNMENT

Director Griffen moved, and Director Fellers seconded to adjourn the meeting at 9:10 p.m. The next regular board of directors meeting will be Monday, September 13, 2010, at 6:00 p.m., in the Sue Wagaman Board Room at the Webster Building. The motion carried unanimously.

Charla Schmid, President

Shirley Maxwell, Secretary

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>
Checking	1		
Checking Account: 1	Fund: 10 OPERATING FUND		
CDW GOVERNMENT, INC.	TNW2149	1,295.00	
10 3230 2235 000 1996 739	RETURNED PRINTER		1,295.00
CDW GOVERNMENT, INC.	TQZ9346	(1,295.00)	
10 3230 2235 000 1996 739	RETURNED PRINTER		(1,295.00)
CDW GOVERNMENT, INC.	TSN7048	626.00	
10 1901 2235 000 1996 739	ACERS		626.00
	Vendor Total:		626.00
ESHIPPING	14100031JH25	236.50	
10 0010 2600 000 0000 618	SHIPPING ON SUPPLIES		236.50
	Vendor Total:		236.50
IOWA HIGH SCHOOL MUSIC ASSOC	435	100.00	
10 3230 1000 110 0000 320	REG FEE		100.00
	Vendor Total:		100.00
QWEST	09012010	132.00	
10 0020 2700 000 0000 530	TRANSMITTER LINE		132.00
	Vendor Total:		132.00
SHOUTPOINT, INC	4686	67.80	
10 0010 2236 000 0000 536	VOIP LINES		67.80
	Vendor Total:		67.80
SOCS/FES	INV000582	257.62	
10 0010 2236 000 0000 536	WEB HOSTING		257.62
	Vendor Total:		257.62
UNITED PARCEL SERVICE	000053702235	100.00	
10 3230 2410 000 0000 531	UPS CHARGES		25.00
10 2020 2410 000 0000 531	UPS CHARGES		25.00
10 1901 2410 000 0000 531	UPS CHARGES		25.00
10 1902 2410 000 0000 531	UPS CHARGES		25.00
	Vendor Total:		100.00
	Fund Total:		1,519.92
Checking Account: 1	Fund: 22 MANAGEMENT FUND		
UNITED GROUP INC.	09132010	30,189.50	
22 0010 2700 000 0000 522	2ND PYMT COMMERCIAL INSURANCE		1,898.50
22 0010 2310 000 0000 260	2ND PYMT COMMERCIAL INSURANCE		1,887.66
22 0010 2600 000 0000 524	2ND PYMT COMMERCIAL INSURANCE		1,383.50
22 0010 2600 000 0000 521	2ND PYMT COMMERCIAL INSURANCE		6,583.25
22 0010 2600 000 0000 521	2ND PYMT COMMERCIAL INSURANCE		226.25
22 0010 2600 000 0000 521	2ND PYMT COMMERCIAL INSURANCE		185.00

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>	<u>Amount</u>
22 0010 1000 100 0000 260	2ND PYMT COMMERCIAL INSURANCE	12,832.73
22 0010 2310 000 0000 525	2ND PYMT COMMERCIAL INSURANCE	1,306.75
22 0010 2310 000 0000 525	2ND PYMT COMMERCIAL INSURANCE	826.25
22 0010 2600 000 0000 524	2ND PYMT COMMERCIAL INSURANCE	496.75
22 0010 2600 000 0000 260	2ND PYMT COMMERCIAL INSURANCE	773.57
22 0010 2700 000 0000 260	2ND PYMT COMMERCIAL INSURANCE	465.84
22 0010 3110 000 0000 260	2ND PYMT COMMERCIAL INSURANCE	408.04
22 0010 2221 000 0000 260	2ND PYMT COMMERCIAL INSURANCE	634.16
22 0010 2600 000 0000 523	2ND PYMT COMMERCIAL INSURANCE	281.25
Vendor Total:		30,189.50
Fund Total:		30,189.50
Checking Account Total:		31,709.42
<u>Checking</u>	3	
Checking Account: 3	Fund: 21	STUDENT ACTIVITY FUND
ABRAHAM LINCOLN SCHOOL	08292010	120.00
21 0010 1400 920 6645 320	ENTRY FEES	120.00
Vendor Total:		120.00
ACDA INC	09032010	88.00
21 3230 1400 910 6210 618	MEMBERSHIP	88.00
Vendor Total:		88.00
CLARINDA COMMUNITY SCHOOLS	08292010	70.00
21 0010 1400 920 6645 320	ENTRY FEE	70.00
CLARINDA COMMUNITY SCHOOLS	08312010	25.00
21 0010 1400 920 6815 340	ENTRY FEE	25.00
Vendor Total:		95.00
CORNING COMMUNITY SCHOOLS	08292010	75.00
21 0010 1400 920 6645 320	ENTRY FEE	75.00
Vendor Total:		75.00
DOCKER, DAVE	08302010	70.00
21 0010 1400 920 6720 320	OFFICIAL	70.00
Vendor Total:		70.00
GREENFIELD GOLF & COUNTRY CLUB	09072010	60.00
21 0010 1400 920 6660 320	ENTRY FEE	60.00
Vendor Total:		60.00
HARLAN COMMUNITY SCHOOL DIST.	09132010	100.00
21 0010 1400 920 6645 320	ENTRY FEES	100.00

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>	<u>Amount</u>
<u>Account Number</u>	<u>Description</u>		
			Vendor Total: 100.00
HEDEGAARD, TIM	09072010	90.00	
21 0010 1400 920 6815 340	OFFICIAL	90.00	
			Vendor Total: 90.00
HOLT, JASON	08302010	70.00	
21 0010 1400 920 6720 320	OFFICIAL	70.00	
			Vendor Total: 70.00
LEWIS CLEANERS	15505	285.00	
21 0010 1400 950 7447 618	UNIFORM CLEANING	142.50	
21 0010 1400 950 7454 618	UNIFORM CLEANING	142.50	
LEWIS CLEANERS	15547	350.00	
21 0010 1400 950 7447 618	UNIFORM CLEANING	175.00	
21 0010 1400 950 7454 618	UNIFORM CLEANING	175.00	
			Vendor Total: 635.00
LONG, JOHN	09032010	90.00	
21 0010 1400 920 6720 320	OFFICIAL	90.00	
			Vendor Total: 90.00
MARDI GRAS OUTLET	405742361094	27.22	
21 0010 1400 920 6815 618	BEADS	27.22	
			Vendor Total: 27.22
OMNI COLLECTIONS	P02091820001	480.55	
	7		
21 3230 1400 950 7459 618	CHEER SUPPLIES	480.55	
			Vendor Total: 480.55
REA, JERRY	09032010	90.00	
21 0010 1400 920 6720 320	OFFICIAL	90.00	
			Vendor Total: 90.00
REA, MATT	09032010	90.00	
21 0010 1400 920 6720 320	OFFICIAL	90.00	
			Vendor Total: 90.00
SHENANDOAH COMMUNITY SCHOOLS	08292010	60.00	
21 0010 1400 920 6815 340	ENTRY FEE	60.00	
			Vendor Total: 60.00
SOUTHWEST IOWA HONOR MARCHING BAND	09012010	2,220.00	
21 0010 1400 950 7472 618	2ND PYMT FIESTA BOWL	2,220.00	
			Vendor Total: 2,220.00
TOKHEIM, JAMES	09032010	90.00	
21 0010 1400 920 6720 320	OFFICIAL	90.00	
			Vendor Total: 90.00

<u>Vendor Name</u>	<u>Invoice</u>	<u>Amount</u>		
<u>Account Number</u>	<u>Description</u>		<u>Amount</u>	
WAHLERS, KEITH	09032010	90.00		
21 0010 1400 920 6720 320	OFFICIAL		90.00	
			Vendor Total:	90.00
WOODIN, TOM	09302010	70.00		
21 0010 1400 920 6720 320	OFFICIAL		70.00	
			Vendor Total:	70.00
			Fund Total:	4,710.77
Checking Account: 3	Fund: 69 ENTERPRISE FUND			
BRABEC, JOHN	09072010	50.00		
69 3230 3200 000 9002 618	FLOAT SUPPLIES		50.00	
			Vendor Total:	50.00
MOYERS, SAMI JO	09072010	50.00		
69 3230 3200 000 9002 618	FLOAT SUPPLIES		50.00	
			Vendor Total:	50.00
SWANSON, DAVID	09072010	50.00		
69 3230 3200 000 9002 618	FLOAT SUPPLIES		50.00	
			Vendor Total:	50.00
WERNER, CECELIA	09072010	50.00		
69 3230 3200 000 9002 618	FLOAT SUPPLIES		50.00	
			Vendor Total:	50.00
			Fund Total:	200.00
			Checking Account Total:	4,910.77

To: Terry Schmidt
From: Angie Spangenberg
Date: August 17, 2010

Dear Mr. Schmidt,

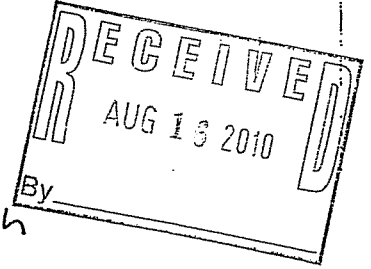
John Allison is being recommended for the position of Middle School Wrestling Coach. He is a former high school wrestler and has volunteered as a wrestling coach for us this past season. John has also been an active volunteer for the Tag-Along Booster Club. His ability to work well with others and his positive encouragement of our student athletes will be an added benefit to our staff and student athletes. Thank you for consideration of this recommendation.

Respectfully,

Angie Spangenberg, A.D.

COPY

Red Oak Community School District
Staff selection Recommendations



Date Aug. 13, 2010

Building MS Vacancy MS Wrestling Coach

The following information is needed for the Central Office. Please print

Name John Allison

Address _____

Certified:

Position on Salary Schedule and Recommended Base Amount for Contract:

Actual Years Experience	Years of Experience Granted	Initial Placement on Schedule	Education Attained & Granted	Base Amount for Contract	License	Approval Areas
					<u>On File</u>	Meets
		Class _____ Step _____		<u>7.590</u>	Pending	Filed for Temporary Permanent

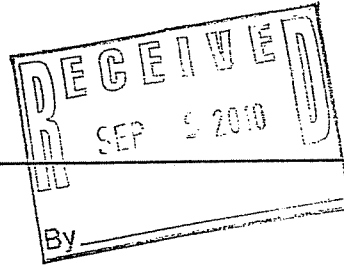
If this is a coaching contract, this season runs from Nov. to Feb.

Classified:

Actual Years Experience	Years of Experience Granted	Classification Placement Level & Year	Hours Per Day	Hourly Rate	# of Days in Contract	Starting Date

Craig Spitzer
Principal/Director Name

Please send form to Superintendent for Board Approval



COPY

Halverson Center for Education
24997 Highway 92, P.O. Box 1109
Council Bluffs, IA 51502

712.366.0503
In-State: 800.432.5804
Fax: 712.366.7772

August 26, 2010

Mr. Jedd Sherman
Red Oak CSD
904 Broad Street
Red Oak, IA 51566

Dear Mr. Sherman,

Enclosed are two signed copies of the agreement with your school district for the one and one-half days of service from Pam Russell for school based interventionist duties. Please return one copy to my attention after approval and signature by your Board.

Thank you.

Sincerely,

A handwritten signature in cursive script that reads "Emily Nelson".

Emily Nelson
Director of Finance

Enclosures

AGREEMENT

THIS AGREEMENT (this "Agreement") is entered into this 24th day of August, 2010, by and between GREEN HILLS AEA ("GHAEA"), and Red Oak Community School District (the "School District").

WITNESSETH:

WHEREAS, the School District is in need of qualified personnel to provide certain educational services on an occasional, part-time basis; and

WHEREAS, GHAEA has qualified personnel who can provide the needed services to the School District.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree as follows:

1. **Purpose.** The parties have entered into this Agreement for the purpose of setting forth the terms and conditions relating to the School District's use of GHAEA employees to provide services to the School District.

2. **Scope of Services.** The School District shall purchase such services of GHAEA employees and for such number of days as specifically identified on Exhibit A, attached hereto and incorporated herein by reference. GHAEA shall be responsible for assigning a GHAEA employee or employees to the School District. The GHAEA employee or employees shall perform the duties reasonably requested by the School District, and such services shall be performed at the School District's facility or facilities. Any GHAEA employee shall be considered an employee or agent of GHAEA, and at no time shall any GHAEA employee be considered to be an employee of the School District. GHAEA shall be responsible for complying with all local, state and federal tax laws relating to its employees, specifically including, but not limited to, the payment and reporting of all federal and state income tax withholding and social security taxes.

3. **Term.** This Agreement shall be effective for the 2010-11 school year, unless earlier terminated as provided herein.

4. **Termination.** Any party may terminate this Agreement if one of the other parties fails to comply with or otherwise perform its obligations as set forth in this Agreement (a "Default"), which Default continues uncured for a period of thirty (30) days after the party claiming a Default has given written notice to the other party describing the nature of the Default and demanding its cure. In addition, either party may terminate this Agreement at any time upon ninety (90) days' prior written notice to the other party.

5. **Payment.** The School District shall be responsible for paying the salary and benefits per diem paid by GHAEA to each employee assigned to the School District as set forth on Exhibit A. GHAEA shall invoice the School District semiannually in the months of January and June for services rendered.

6. **Indemnification.**

(a) The School District shall indemnify, defend and hold harmless GHAEA and its officers, directors, employees, agents and other representatives from and against any and all loss, claim, liability, damage, cost or expense (including, without limitation, court costs and attorneys' fees) arising in connection with the School District's performance under this Agreement, except those losses, claims, liabilities, damages, costs or expenses arising out of the willful misconduct of GHAEA, its employees, agents or other representatives.

(b) GHAEA shall indemnify, defend and hold harmless the School District and its officers, directors, employees, agents and other representatives from and against any and all loss, claim, liability, damage, cost or expense (including, without limitation, court costs and attorneys' fees) arising in connection with GHAEA's performance under this Agreement, except those losses, claims, liabilities, damages, costs or expenses arising out of the willful misconduct of the School District, its employees, agents or other representatives.

7. **Limitation of Liability.** NEITHER PARTY SHALL BE LIABLE TO THE OTHER PARTY FOR ANY INCIDENTAL, INDIRECT, SPECIAL, PUNITIVE OR CONSEQUENTIAL DAMAGES OF ANY KIND, INCLUDING, BUT NOT LIMITED TO, ANY LOSS OF USE, LOSS OF BUSINESS OR LOSS OF PROFIT.

8. **Miscellaneous.**

(a) **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the United States of America and the State of Iowa as applied to contracts entered into and performed entirely within the State by residents thereof. All disputes arising under this Agreement shall be brought in the District Court of the State of Iowa in Pottawattamie County or the United States District Court for the Southern District of Iowa, Western Division, as permitted by law. The District Court of Pottawattamie County and the United States District Court for the Southern District of Iowa, Western Division shall each have non-exclusive jurisdiction over disputes under this Agreement. The School District and GHAEA each consent to the personal jurisdiction of the above courts.

(b) **Attorneys' Fees.** In the event any proceeding or lawsuit is brought by GHAEA or the School District in connection with this Agreement, the prevailing party in such proceeding shall be entitled to receive its costs, expert witness fees and reasonable attorneys' fees, including costs and fees on appeal.

(c) Notice. Any notice or demand desired or required to be given hereunder shall be in writing and deemed given when personally delivered or three (3) days after it is deposited in the United States mail, postage prepaid, sent certified or registered and addressed as follows:

If to the School District, to:

Red Oak Community School District
904 Broad Street
Red Oak, IA 51566
Attn: Mr. Terry Schmidt

If to GHAEA, to:

Green Hills AEA
Halverson Center for Education
P.O. Box 1109
Council Bluffs, IA 51502-1109
Attn: Emily Nelson

or to such other address or person as hereafter shall be designated in writing by the applicable party.

(d) Assignment. No party shall assign its rights or obligations under this Agreement without the prior written consent of the other party, which consent shall not be unreasonably withheld.

(e) Severability. In the event that any provision of this Agreement shall be unenforceable or invalid under any applicable law or be so held by applicable court decision, such unenforceability or invalidity shall not render this Agreement unenforceable or invalid as a whole, and, in such event, such provision shall be changed and interpreted so as to best accomplish the objectives of such unenforceable or invalid provision within the limits of applicable law or applicable court decision.

(f) Waiver. No waiver by either party of any breach of this Agreement shall be a waiver of any preceding or succeeding breach. No waiver by either party of any right under this Agreement shall be construed as a waiver of any other right.

(g) Counterparts. This Agreement may be executed simultaneously in two or more counterparts, each of which will be considered an original, but all of which together will constitute one and the same instrument.

(h) Entire Agreement; Modification. This Agreement constitutes the complete and exclusive understanding and agreement of the parties and supersedes all prior understandings and agreements, whether written or oral, with respect to the subject matter hereof. The terms and conditions of any invoice, purchase order or other instrument issued by the parties in connection with this Agreement which add to or differ from the terms and conditions of this Agreement shall be of no force or effect. Any waiver, modification or amendment of any provision of this Agreement will be effective only if in writing and signed by the parties hereto.

(i) Successors and Assigns. This Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective heirs, successors, legal representatives and permitted assigns.

(j) Construction. This Agreement shall not be construed more strongly against any party regardless of who was more responsible for its preparation. Words and phrases shall be construed as in the singular or plural number, and as masculine, feminine or neuter gender, according to the context.

(k) Headings. Section headings are used for convenience only and shall not be considered a part of this Agreement or be used to interpret the meaning of any term hereof.

(l) Third Party Beneficiaries. Nothing in this Agreement, express or implied, is intended to confer upon any party other than the parties hereto (and their respective heirs, successors, legal representatives and permitted assigns) any rights, remedies, liabilities or obligations under or by reason of this Agreement.

(m) Remedies. The rights and remedies provided herein are cumulative and are not exclusive of any remedies that might be available to any party at law or in equity or otherwise.

(n) Waiver of Jury Trial. THE SCHOOL DISTRICT AND GHAEA EACH HEREBY IRREVOCABLY AND UNCONDITIONALLY WAIVE ALL RIGHTS TO TRIAL BY JURY IN ANY ACTION, PROCEEDING OR COUNTERCLAIM ARISING OUT OF OR RELATING TO THIS AGREEMENT.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date and year first set forth above.

GREEN HILLS AEA

By: Randy C Brown
Name: Randy C. Brown
Title: Board President 8/24/10

_____ SCHOOL DISTRICT

By: _____
Name: _____
Title: _____

EXHIBIT A

SCOPE OF SERVICES

Services shall be provided by GHAEA for a total of 54 days as noted below.

Pam Russell - 54 days \$9,936

1 ½ days per week for 36 weeks.

Item 6.2.1 Annual Meeting and Organizational Topics: Election of Officers,
Annual Appointments / Designations,
Board of Directors Meeting Dates for FY 2011

BACKGROUND INFORMATION: With the change in Iowa elections code, there are no board member seats to be selected this fall in an election. And, with no election, there is no need for an “organizational meeting”. However the Code does spell out that an “annual meeting” that includes the election of officers should take place. From IASB, this guidance is given:

Annual Meeting and Law Changes - Q and A

Q. When the election law changed in 2008, one of the unforeseen effects was the lack of a board’s organizational meeting this fall due to no election in 2010. Should officers be elected for one- or two-year terms?

A. The 2010 Legislature eliminated the confusion by amending Iowa law so that officers are now elected annually. In odd-numbered years, this election will continue to be held at the board’s organizational meeting. In even-numbered years, it’s recommended that the election be held at the board’s annual meeting since they are still required to be held. Since most boards have been holding their annual meeting on the same night as the organizational meeting, this shouldn’t be a significant change for boards. Boards will still need to hold an annual meeting after August 31. The law has no end date for even-numbered years as it doesn’t need to be conducted by the outgoing board. Boards will need to determine whether it’s more appropriate to hold it in September or October, but should hold it around the same time as in odd-numbered years to provide consistency

A. Election of Officers

Board Secretary Shirley Maxwell will conduct the election of officers. Nominations for President and Vice-President will be considered. Officers will serve for the next twelve months.

B. Organizational Items

Given here are some suggested persons for the various appointments.

- Multi-Cultural/Gender Fair Compliance Officer and Equity Officer
Suggested: Appoint Supt. Terry Schmidt for FY 11
- District Homeless Liaison Officer
Suggested: Appoint Supt. Terry Schmidt for FY 11
- District Truancy Officers
Suggested: Appoint all building principals and the dean of students as truancy officers for the 2010 - 2011 school year.

Item 6.2.1 – continued

- Level I and Level II Investigators
Suggested: Appoint Red Oak Assistant Police Chief Steve Cleland as the Level I Investigator and Red Oak Police Chief Drue Powers as the Level II Investigator.
- District Asbestos Coordinator
Suggested: Appoint Maintenance Director Pete Wemhoff as the district's asbestos coordinator.
- Board Secretary
Suggested: Appoint Business Manager Shirley Maxwell as the Board Secretary.
- Financial Depositories
Suggested: Approve the following financial institutions as depositories and deposit maximum amounts for FY 11:

Bank Iowa	1805 N. Broadway, Red Oak	\$5,000,000
*Houghton State Bank	116 Coolbaugh St, Red Oak	\$10,000,000
Great Western Bank	2100 Commerce Dr, Red Oak	\$5,000,000
U.S. Bank	323 Reed St, Red Oak	\$5,000,000

** Houghton State Bank continues as the district primary financial institution*

- Official School District Newspaper
Suggested: Name the Red Oak Express as the district's official newspaper for FY 11
- Board of Directors and Red Oak Community School District Legal Counsel
Suggested: Appoint the Swanson Law Firm of Red Oak and Rick Engel of Des Moines as legal counsel for FY 11.
- Board of Directors Meeting Dates for FY 2011

The following list of meeting dates corresponds similarly to the recent completed fiscal year. All meetings would begin at 6 pm unless otherwise noted.

September 14 Regular meeting – Annual Meeting / Election of Officers
September 27 Annual Goal Setting Work Session

October 11 Regular meeting
October 25 Regular meeting

Item 6.2.1 – continued

November 8 Regular meeting
November 22 (if needed)

December 13 Regular meeting (???? this may not work due to fine arts programs
– should discuss)

January 10 Regular meeting
January 24 Regular meeting

February 14 Regular meeting (????? this may not work for all Directors –
should discuss)

February 28 Regular meeting

March 14 Regular meeting
March 28 (if needed) (spring break is 3.21 to 3.25)

April 11 Regular meeting and School Budget Hearing
April 25 Regular meeting

May 9 Regular meeting (????? this may not work for all Directors due to
fine arts programming)

May 23 (if needed)

June 13 Regular meeting
June 27 Regular meeting

July 11 Regular meeting
July 25 (if needed)

August 8 Regular meeting
August 22 Regular meeting

SUGGESTED BOARD ACTION: It is recommended the Directors approve the organizational items for FY 11 if acceptable as presented.

Item 6.2.2 Iowa Core Curriculum – Continuing Education for the Directors and Information Update – Director of Curriculum Barb Sims

BACKGROUND INFORMATION: Curriculum Director Barbara Sims has gained the momentum in managing the Iowa Core Curriculum Team initiatives. As this effort continues (and will be continuing for many months ahead), it is critically important that the Directors continue their awareness and increase their knowledge level.

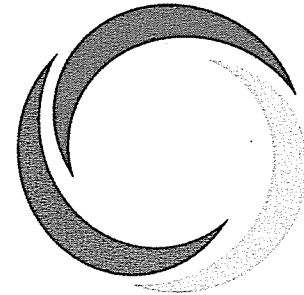
This evening Barb will present an Iowa Core Curriculum update via her PowerPoint. The Directors are encouraged to ask as many questions as needed, seek clarifications, and request additional (or different) information for future meetings.

Special Note:

As the Board knows well, it is best to make curricular change and adjustments in more of a structured manner. The district's leadership team will soon discuss an expanded and more formal role for the Iowa Core Curriculum Team. It could involve all school programming changes, curriculum content changes, and instructional best practices to receive the 'oversight' and 'approval' before coming to the Board of Directors. More information will be forthcoming as the leadership team studies the expanded role concept.

SUGGESTED BOARD ACTION: (no formal action anticipated)

Iowa **CORE**
Curriculum



Red Oak Community Schools
Iowa Core Progress

Presentation to the Board of Education
September 13, 2010

Leadership

- ▶ ICC (Iowa Core Curriculum) Team attend training during 2008-09 and 2009-10
- ▶ Professional Development to connect staff to ICC
- ▶ Professional Development activities planned for 2010-11 (weekly early outs)
- ▶ Will update and continue to update SIAC (School Improvement Advisory Committee) (Quarterly meetings set – first one is Sept. 20 at 6:30)
- ▶ Joint committee meetings with ICC and TQC (Teacher Quality Committee) (monthly on the first Wed.)



Leadership cont.

- ▶ Finish alignment of the ICC (Iowa Core Curriculum) into our essential learning outcomes in all subject areas (summer 2010 and Aug. 2010)
- ▶ Will share and continue to share update with the Board of Directors (Sept. 13 first one in 2010-11)
- ▶ ICC Team will request the Board of Directors to include ICC within annual board goals



Community

- ▶ ICC (Iowa Core Curriculum) team attend AEA (Area Education Agency) training in 2008-2010
- ▶ District team attend a RTI (Response To Intervention) conference to better understand RTI as it relates to academic and behavior supports (RTI Conference – a team went to Des Moines to hear Pat Quinn, “the RTI guy”)
- ▶ ICC discuss and implement district/building learning supports system or program
- ▶ Staff meet summer 2010 to work on curriculum and supports
- ▶ Staff will continue PLC (Professional Learning Community) teams as we investigate learning and behavior supports (revisit within buildings our behavior supports)



Schools

- ▶ Student data gathered through PLC (Professional Learning Community) teams for 2009-10
- ▶ Administrators will be trained in mini-observations summer 2010
- ▶ District staff will complete a base-line survey on Characteristics of Effective Instruction to be used to target areas of improvement and professional development
- ▶ Additional staff will attend the PLC summer institute



Content Instruction-Assessment Alignment

- ▶ District made a decision to join the MISIC (Mid-Iowa School Improvement Consortium)
- ▶ Staff was introduced to the MISIC standards and essential skills, alignment with Iowa Core was the goal (2009-10)
- ▶ District will complete MISIC-ICC curriculum alignment (Teachers will finish this by 9-9-10)
- ▶ Waiting for ICC Network to provide the next steps in the ICC alignment process (Sept. 28 is the next AEA meeting)
- ▶ ICC Team will help staff with the connection of Characteristics of Effective Instruction and ICC (Lynn Erickson – trainer in concept based instruction - is coming to provide a workshop with all teachers in February 2011)



Content Instruction Assessment – Professional Development

- ▶ Staff will take a survey provided by the AEA – it was done Sept. 1, as part of our audit process
- ▶ ICC Team will follow the Iowa Professional Development Model to...
 - Set goals, set content, design training, within PLC teams – implement and collaborate, collect data (mini-observations, CEI (Characteristics of Effective Instruction) rubrics, PLC team data)
- ▶ Monthly TQ/ICC team meetings
- ▶ Teacher academy leadership training with teacher leaders – lead by Geri Parscale 2010-11
- ▶ CEI Training through the AEA (waiting for this announcement)



Content Instruction Assessment - Instruction

- ▶ Professional development to update staff with the plan for the year and CEI (Done in Aug.)
- ▶ Curriculum alignment needs to be completed (accomplished just this week)
- ▶ Waiting for the DE/AEA to provide training in CEI
- ▶ Book study for both primary and secondary teachers in literacy strategies to use in their PLC groups, to improve instruction and achievement (staff have books in hands as of Sept. 1)
- ▶ February workshop with an expert in concept-based teaching using the Iowa Core –Dr. Lynn Erickson will be here for this (Feb. 21, 2011)



What needs to happen next?

- ▶ SIAC needs to be updated on Sept. 20.
- ▶ Barb needs to finish putting together all work on MISIC curriculum, and get it published to the school web site.
- ▶ Work needs to be done with a reading expert/consultant to improve reading instruction and materials.
- ▶ Literacy (communication) group (K-12) need to meet throughout this year and plan for curriculum improvements.
- ▶ Building PLC time needs to be focused on improved instruction using the characteristics of effective instruction – which are addressed in both books the district purchased as a reference for staff.
- ▶ Teacher academy to focus on the change model and leadership from within the organization.



November Testing

Washington Intermediate Preparation Plans

- ▶ Have identified all students who fell below the 41st percentile in reading and math, and are implementing strategies from 504 plans and I-Plans.
-

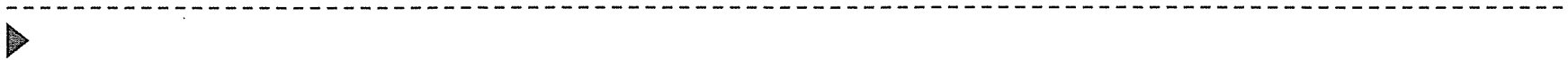
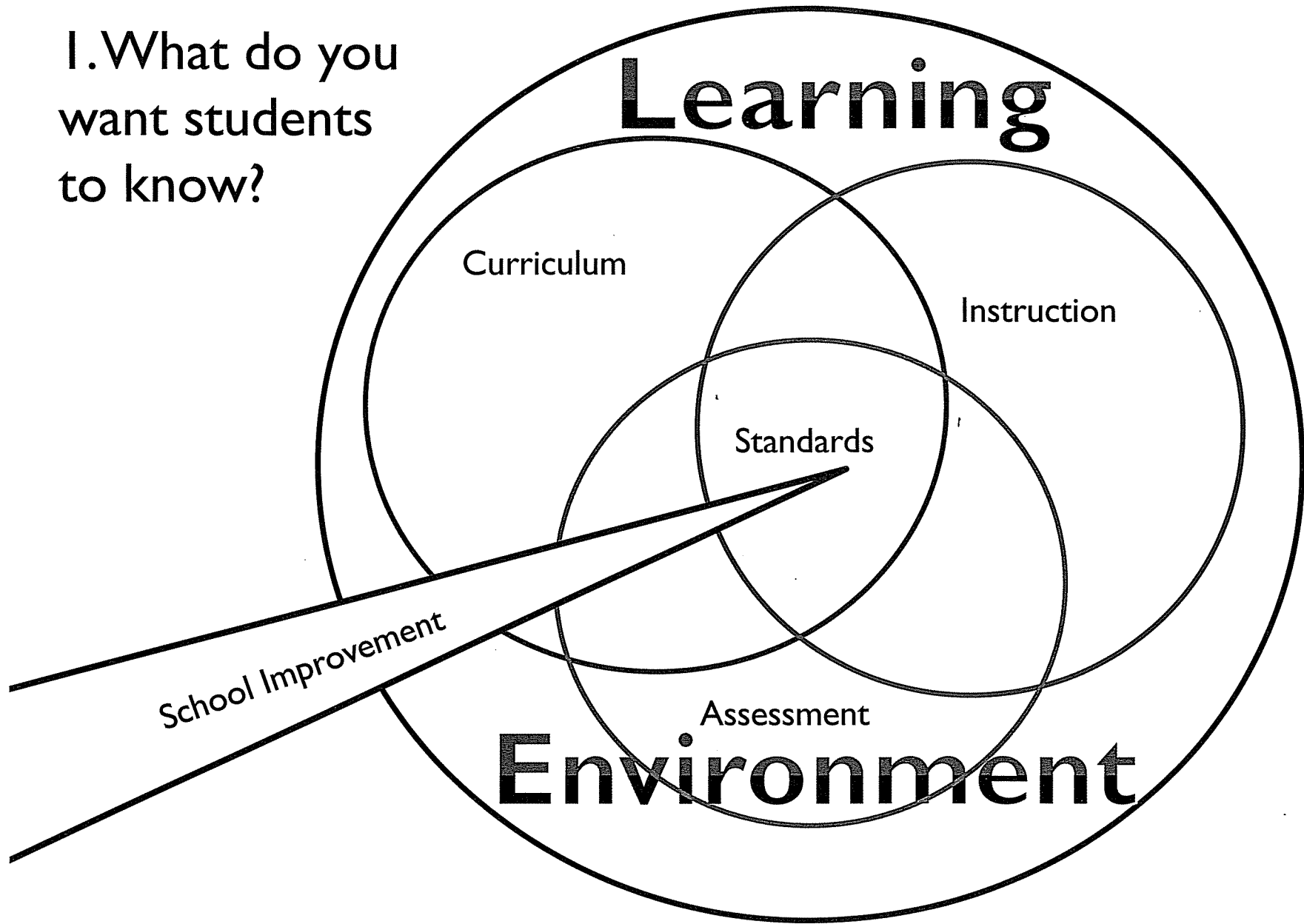
- ▶ Have compared the spring Gates, fall Gates, and spring ITBS scores of all students to determine accuracy and consistency of grade equivalence in reading – both vocabulary and comprehension. Also checked fluency scores from spring testing.
 - ▶ Parents of students who qualify for Title I reading services have been contacted, and students are either pulled from other classes during the day or are coming in before school or staying after school to get more instruction in reading strategies – specifically comprehension based on testing data.
 - ▶ 5th grade teachers have implemented an intervention time during the school day for about 20 minutes to work on reading and math skills with students who were identified as needing more instruction in either reading and/or math based on formative data. 4th grade teachers are working on reading interventions at least 3 times per week during the school day also.
-



Targeted Curriculum Review Communication

2010-2011

I. What do you want students to know?



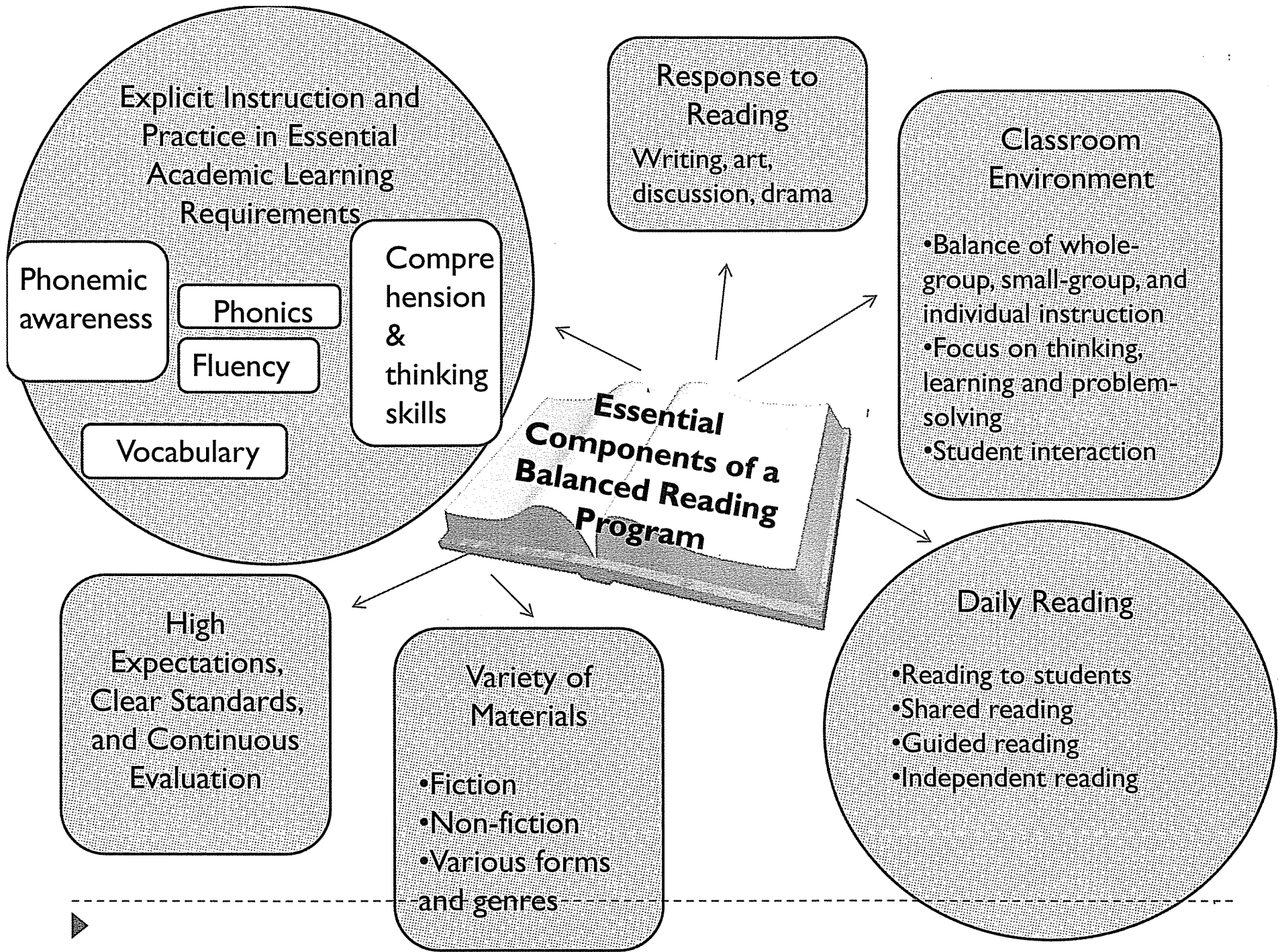
Subject	YEAR 1 Research/ Design	YEAR 2 Write/ Selection	YEAR 3 Implement	YEAR 4 Evaluate	YEAR 5 Adjust/ Revise	YEAR 6 Monitor/ Maintain	YEAR 7 Monitor/ Maintain
Science, Health, Physical Education,	2011-12	2012-13	2006-07	2007-08	2008-09	2009-10	2010-11
Fine Arts	2012-13	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Social Studies	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Student Services (SPED, ELO, ELL, Guidance, At-Risk)	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2006-07
Math	2008-09	2009-10	2010-11	2011-12	2012-13	2006-07	2007-08
Communications Language Arts	2009-10	2010-11	2011-12	2012-13	2006-07	2007-08	2008-09
Vocational, Media, Technology	2010-11	2011-12	2012-13	2006-07	2007-08	2008-09	2009-10



Communication (Reading and Language Arts)

- ▶ Monthly meetings district wide.
- ▶ Plan forward with student-specific data
- ▶ Plan backward with skill-specific data
- ▶ Explore best practice
- ▶ Get acquainted with the essential nine
- ▶ Plan our work – work our plan





Item 6.2.3 Schools In Need of Assistance – Program Status, Requirements,
Processes – Supt. Terry Schmidt and the Administrative Team

BACKGROUND INFORMATION: With two of the district's schools not meeting for proficiency targets, there has now been applied a designation called "School in Need of Assistance" or from here on, referred to as SINA. Even though the district's leadership team has known about this for quite some time and has shared detailed information with the Director (and the public), the time has arrived for the district to follow all steps in the SINA process. Red Oak Schools do not have to go about this alone as the State Department has a very good process (with resources included) to assist schools in the development of improvement plans.

The designated SINA chairwoman for Red Oak Schools is Mrs. Harva Paul, school psychologist with the Green Hills AEA. She is familiar with many of the district's staff. Harva has met with the Red Oak leadership team outlining in clear detail all of the requirements from the SINA process. Even though it is quite a task to get through, it only validates the work of the district's leadership team in their summer work and strategies put into place for the current school term.

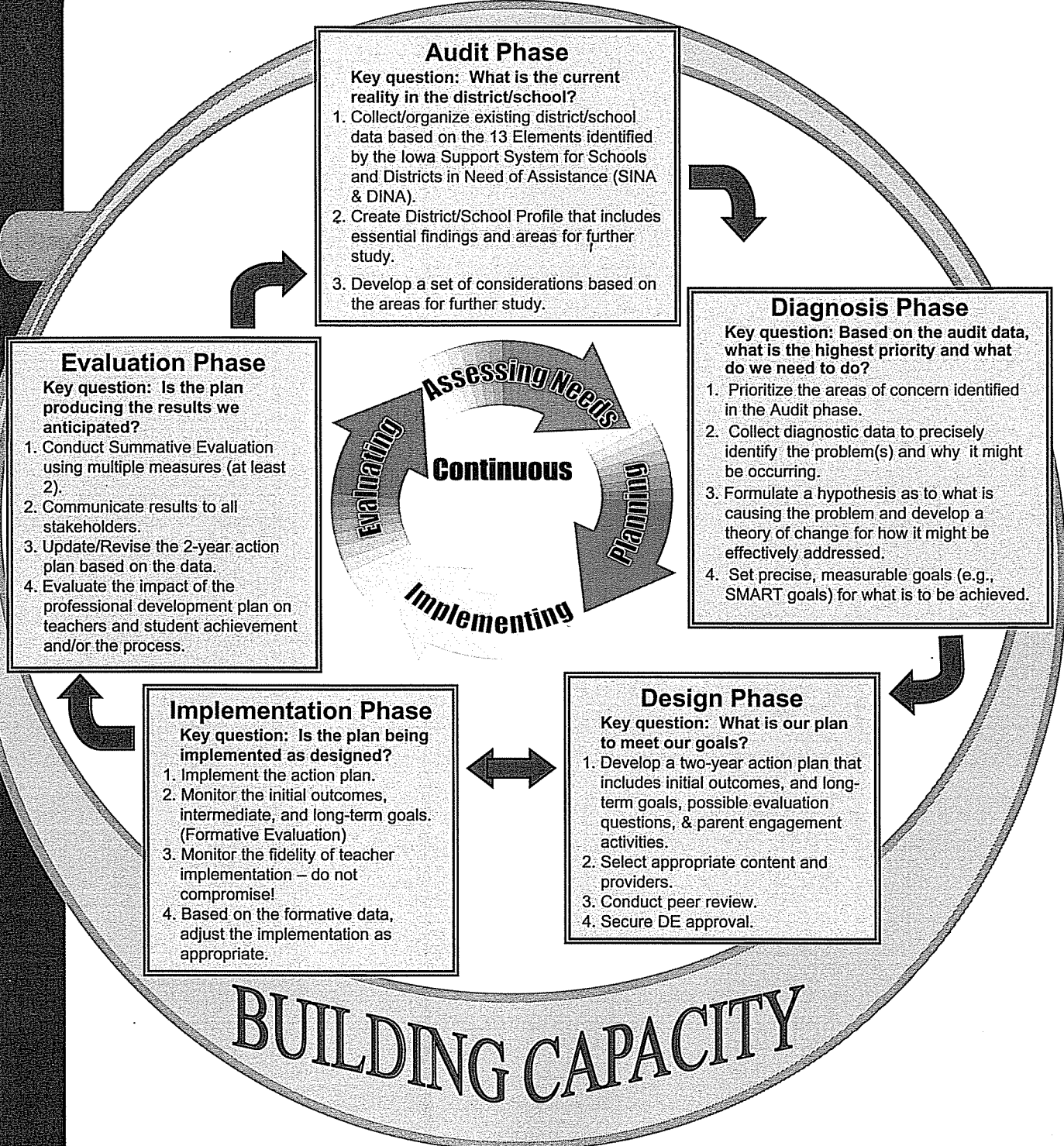
The SINA process begins today (9.13.2010) with the Audit Team consisting for four external auditors and two internal (Barb Sims and Gayle Allensworth). This team will spend three days analyzing everything about Red Oak's instructional program, past history, student and teacher data, and completing interviews with teachers and administrators.

Enclosed with these study materials are four (4) documents that give an overview of the SINA process. Terry will simply highlight this process and take any questions from the Directors.

The SINA process does come with some financial resources to assist the school district with resource work, substitute teachers, professional development, etc. It is expected approximately \$20,000 will be provided by the State of Iowa to Red Oak Schools to assist with the schools' improvement plans over the next two years. This money can be spent on in-house resource work, substitute teacher wages and professional development activities.

SUGGESTED BOARD ACTION: No official action needed by the Directors this evening but a good understanding of the process requirements is requested.

Iowa Support System for Schools and Districts in Need of Assistance



Audit Phase

Key question: What is the current reality in the district/school?

1. Collect/organize existing district/school data based on the 13 Elements identified by the Iowa Support System for Schools and Districts in Need of Assistance (SINA & DINA).
2. Create District/School Profile that includes essential findings and areas for further study.
3. Develop a set of considerations based on the areas for further study.

Diagnosis Phase

Key question: Based on the audit data, what is the highest priority and what do we need to do?

1. Prioritize the areas of concern identified in the Audit phase.
2. Collect diagnostic data to precisely identify the problem(s) and why it might be occurring.
3. Formulate a hypothesis as to what is causing the problem and develop a theory of change for how it might be effectively addressed.
4. Set precise, measurable goals (e.g., SMART goals) for what is to be achieved.

Evaluation Phase

Key question: Is the plan producing the results we anticipated?

1. Conduct Summative Evaluation using multiple measures (at least 2).
2. Communicate results to all stakeholders.
3. Update/Revise the 2-year action plan based on the data.
4. Evaluate the impact of the professional development plan on teachers and student achievement and/or the process.

Continuous

Implementing

Evaluating

Assessing Needs

Planning

Implementation Phase

Key question: Is the plan being implemented as designed?

1. Implement the action plan.
2. Monitor the initial outcomes, intermediate, and long-term goals. (Formative Evaluation)
3. Monitor the fidelity of teacher implementation – do not compromise!
4. Based on the formative data, adjust the implementation as appropriate.

Design Phase

Key question: What is our plan to meet our goals?

1. Develop a two-year action plan that includes initial outcomes, and long-term goals, possible evaluation questions, & parent engagement activities.
2. Select appropriate content and providers.
3. Conduct peer review.
4. Secure DE approval.

BUILDING CAPACITY

The “Official” SINA & DINA Timetable

Timetable	Phase	Key Participants	Purpose
90 Days after Official Notification of School/District in Need of Assistance	Audit	<ul style="list-style-type: none"> • LEA Team • Audit Team 	<ol style="list-style-type: none"> 1. Collect existing data 2. Create audit profile 3. Determine area(s) for further study
	Diagnosis	<ul style="list-style-type: none"> • LEA Team • Support Team • Audit Lead 	<ol style="list-style-type: none"> 1. Complete gap analysis 2. Determine root causes 3. Identify possible solutions 4. Set goal(s)
	Design	<ul style="list-style-type: none"> • LEA Team • Support Team • Content Provider(s) 	<ol style="list-style-type: none"> 1. Develop 2-year action plan with 1-year budget (for buildings only) 2. Select providers 3. Complete peer review 4. Communicate plan
November to June	Implementation	<ul style="list-style-type: none"> • LEA Team • Support Team • Content Provider(s) 	<ol style="list-style-type: none"> 1. Assure delivery of actions 2. Monitor implementation and assess progress
	Assessment	<ul style="list-style-type: none"> • LEA Team • Support Team • Content Provider • Audit Lead* <p>* May want to include for updating of building/district profile</p>	<ol style="list-style-type: none"> 1. Evaluate program 2. Update two-year plan based on data and develop one-year budget (for buildings only)

Audit Phase: Documents for Review

The first step in developing an action plan for improving student achievement must focus on accurately determining what the current reality is and identifying any areas for further study for your school and/or district. Once these areas for further study are identified, they can be prioritized and investigated more thoroughly through the diagnostic process (Diagnosis Phase) in order to develop an action plan (Design Phase) with a high probability of success in improving student achievement.

Therefore, the first action is to gather a set of documents that together will provide insight as to the current reality of a school/district. Below is a list of documents, organized around three main domains, which should be gathered in order to facilitate the work of the leadership team in your school/district and the School/District in Need of Assistance Team (SINA/DINA Team) assigned to your school/district. *You may find that there are other documents that might be of value, such as the DE Team Findings report from an accreditation visit or an NCA Accreditation report. This list is not meant to be exhaustive.*

ACADEMIC DOMAIN

- District standards and benchmarks documents for mathematics, reading, and/or science.
- Any documents, such as a scope and sequence or a curriculum map, that show what is taught at each grade level, how often it is taught, and the degree to which it is taught. (Note: if one is not available, creating one might be part of the action plan.)
- Evidence documenting the degree to which teachers are teaching to the standards and benchmarks (evidence might include samples of lesson plans from teachers, evidence gathered by the administration during “walk-throughs,” perceptual data from teachers, etc.).
- Documents that reflect supplemental support of the core curriculum (e.g., documents from Reading Recovery, Title I, ELL work, IDM, GAT).
- Evidence to document alignment between assessments and curricula (e.g., assessment mapping, assessment matrix, Iowa Technical Adequacy Project (ITAP) report and tables).
- The district-wide assessment plan.
- ITBS/ITED data for at least the past 3 years, including a breakdown of all subgroups; where available, collect any trend data across years and by subgroup and/or cohort; get copies of the reports they do receive.
- Assessment data from other district-wide assessments (e.g., ICAM, NWEA – MIALT, CBM, technology literacy assessment data) also broken down into all subgroups (e.g., SES, ethnicity, ELL, Special Education).
- A copy of the IMS IEP results summary (Note: this report should have data indicating the numbers and kinds of IEP goals, whether students are making progress, staying the same, or falling further behind, how independent students are becoming).

- Special Education District Profile.
- Practices Inventory summary data.
- Correlations between the teacher evaluations and the standards and benchmarks.
- Additional Data: _____

QUALITY EDUCATOR

- Professional development plans, and/or evaluations of those plans, for the school and/or district for the past two or three years.
- The district evaluation system for veteran teachers.
- A simple table summarizing the teaching experience and certification or endorsements of all teachers in the school and/or district (Note: these data might be obtained from the BEDS report).
- District Comprehensive School Improvement Plan (CSIP).
- District Annual Progress Report (APR) and/or the District Adequate Yearly Progress report (AYP) (possibly obtain from the DE website); where available, collect any trend data across years and by subgroup and/or cohort.
- Examples of communications between/among the district/building administration and staff (e.g., informational notices, announcements, staff meeting agendas, minutes from administrative team meetings).
- Any type of climate survey data.
- Implementation data from professional development initiatives (e.g., Reading Excellence or Reading First schools might have this, as well as other programs or initiatives, including Every Student Counts).
- Data indicating the amount of instructional time spent in reading and/or mathematics and whether that time is uninterrupted. This can be by day, week, month, etc.
- Comments from AEA (and/or other) consultants that provide professional development for the district/building.
- Additional Data: _____

DISTRICT/SCHOOL SYSTEM

- A summary of the demographic data for the school and/or district, including mobility rate.
- Community Profile data available from the Iowa PIRC (Parent Information Resource Center) web site: <http://www.iowaparents.org>.
- Report from the most recent accreditation visit by the Iowa Department of Education.

- Any evidence of how assessment data are shared with district leadership teams, staff, parents, community, and/or school board.
- Any evidence of parent/community involvement in the school and/or district (e.g., parents serving on some type of building/district advisory council like a School/District Improvement Advisory Committee [SIAC, DIAC], newsletters, open houses, after-school events, Parent Nights).
- Any evidence indicating the percent of school and/or district budget that is allocated to improving student achievement (e.g., this includes dollars for professional development).
- Copies of goals set or approved by the school board that focus on improving student achievement.
- Iowa Youth Survey report.
- District/Building Technology Plan.
- District/Building Communication Plan.
- Board policies for professional development, evaluation, curriculum, etc.
- Board minutes reflecting discussions on accountability for student achievement
- Additional Data: _____

Potential Resources for the District/Building Profile Sorted by Possible Location in the District/Building

CENTRAL OFFICE

- District standards and benchmarks documents for mathematics, reading, and/or science.
- Evidence to document alignment between assessments and curricula (e.g., assessment mapping, assessment matrix, Iowa Technical Adequacy Project (ITAP) report and tables).
- The district-wide assessment plan.
- ITBS/ITED data for the past 3 years, including a breakdown of all subgroups; get copies of the reports they do receive.
- A copy of the IMS IEP results summary (e.g., this report should have data indicating the numbers and kinds of IEP goals, whether students are making progress, staying the same, or falling further behind, how independent students are becoming).
- Special Education District Profile.
- The district evaluation system for veteran teachers.
- A simple table summarizing the teaching experience and certification or endorsements of all teachers in the school and/or district (Note: these data might be obtained from the BEDS report).
- District Comprehensive School Improvement Plan (CSIP).
- District Adequate Yearly Progress (AYP) report (possibly obtain from the DE website).
- Report from the most recent accreditation visit by the Iowa Department of Education.
- Examples of communications between/among the district/building administration and staff (e.g., informational notices, announcements, staff meeting agendas, minutes from administrative team meetings).
- Any type of climate survey data.
- A summary of the demographic data for the school and/or district, including mobility rate.
- Any evidence of how assessment data are shared with district leadership teams, staff, parents, community, and/or school board.
- Any evidence of parent/community involvement in the school and/or district (e.g., newsletters, open houses, after-school events, Parent Nights).
- Any evidence indicating the percent of school and/or district budget that is allocated to improving student achievement (Note: this includes dollars for professional development).
- Copies of goals set or approved by the school board that focus on improving student achievement.

- Iowa Youth Survey report.
- District/Building Technology Plan.
- District/Building Communication Plan.
- Board policies for professional development, evaluation, curriculum, etc.
- Board minutes reflecting accountability for student achievement.
- Additional Data: _____

BUILDING ADMINISTRATOR'S OFFICE

- District standards and benchmarks documents for mathematics, reading, and/or science.
- Evidence documenting the degree to which teachers are teaching to the standards and benchmarks. (Note: evidence might include samples of lesson plans from teachers, evidence gathered by the administration during "walk-throughs," perceptual data from teachers, etc.)
- Documents that reflect supplemental support of the Core Curriculum (e.g., documents from Reading Recovery, Title I, ELL, GAT work).
- Evidence to document alignment between assessments and curricula (e.g., assessment mapping, assessment matrix, Iowa Technical Adequacy Project (ITAP) report and tables).
- ITBS/ITED data for the past 3 years, including a breakdown of all subgroups; get copies of the reports they do receive.
- Assessment data from other district-wide assessments (e.g., ICAM, NWEA – MIALT, CBM, technology literacy assessment data) also broken down into all subgroups (e.g., SES, ethnicity, ELL, Special Education).
- A copy of the IMS IEP results summary (Note: this report should have data indicating the numbers and kinds of IEP goals, whether students are making progress, staying the same, or falling further behind, how independent students are becoming, etc.).
- Special Education District Profile.
- Professional development plans, and/or evaluations of those plans, for the school and/or district for the past two or three years.
- A simple table summarizing the teaching experience and certification or endorsements of all teachers in the school and/or district (Note: these data might be obtained from the BEDS report).
- Examples of communications between the district/building administration and staff (e.g., informational notices, announcements, staff meeting agendas, minutes from administrative team meetings).
- Any type of climate survey data.

- Implementation data from professional development initiatives (e.g., Reading Excellence or Reading First schools might have these, as well as other programs or initiatives, including Every Student Counts).
- Data indicating the amount of instructional time spent in reading and/or mathematics and whether that time is uninterrupted. Data should reflect both the district expectations as well as the actual time spent as reported by teachers.
- A summary of the demographic data for the school and/or district, including mobility rate.
- Any evidence of parent/community involvement in the school and/or district (e.g., newsletters, open houses, after-school events, Parent Nights).
- Iowa Youth Survey report.
- Comments from AEA (and/or other) consultants that provide professional development for the district/building.
- Additional Data: _____

CURRICULUM COORDINATOR'S OFFICE

- District standards and benchmarks documents for mathematics, reading, and/or science.
- Any documents, such as a scope and sequence or a curriculum map, that show what is taught at each grade level, how often it is taught, and the degree to which it is taught. (Note: if one is not available, creating one might be part of the action plan.)
- Assessment data from other district-wide assessments (e.g., ICAM, NWEA – MIALT, CBM, technology literacy assessment data) also broken down into all subgroups (e.g., SES, ethnicity, ELL, Special Education, GAT).
- Professional development plans, and/or evaluations of those plans, for the school and/or district for the past two or three years.
- District Comprehensive School Improvement Plan (CSIP).
- District Adequate Yearly Progress (AYP) report (possibly obtain from the DE website).
- Any type of climate survey data.
- Implementation data from professional development initiatives (e.g., Reading Excellence or Reading First schools might have these, as well as other programs or initiatives, including Every Student Counts).
- Data indicating the amount of instructional time spent in reading and/or mathematics and whether that time is uninterrupted. Data should reflect both the district expectations as well as the actual time spent as reported by teachers.
- District/Building Technology Plan.
- Comments from AEA (and/or other) consultants that provide professional development for the district/building.

Additional Data: _____

AEA SPECIAL EDUCATION COORDINATOR

- A copy of the IMS IEP results summary (Note: this report should have data indicating the numbers and kinds of IEP goals, whether students are making progress, staying the same, or falling further behind, how independent students are becoming, etc.).
- Special Education District Profile.
- Additional Data: _____

CONTENT AREA COACHES OR LEAD TEACHERS

- Implementation data from professional development initiatives (e.g., Reading Excellence or Reading First schools might have these, as well as other programs or initiatives, including Every Student Counts).
- Data indicating the amount of instructional time spent in reading and/or mathematics and whether that time is uninterrupted.
- Additional Data: _____

TECHNOLOGY COORDINATOR

- District/Building Technology Plan.
- Additional Data: _____

OTHER

- Community Profile at the web site of Iowa Parent information Resource Center at <http://www.iowaparents.org>.
- Additional Data: _____

Potential Resources for the District/Building Profile – The “Short List”

Document	Collected	Date Received
1. Districts Standards and Benchmarks		
2. Scope and Sequence/Curriculum Maps		
3. Evidence documenting the degree to which teachers are teaching to the standards and benchmarks (lesson plans, walk-through data)		
4. Documents that reflect supplemental support (Reading Recovery, Title I, ELL, IDM, GAT)		
5. Evidence to document alignment of assessment and curricula (e.g., assessment matrix/mapping, ITAP)		
6. District-wide assessment plan		
7. ITBS/ITED data for at least the past 3 years, including breakdown of all subgroups		
8. IMS IEP results summary (Note: This report should have data indicating the numbers and kinds of IEP goals; whether students are making progress, staying the same, or falling further behind; how independent students are becoming, etc.)		
9. Key Performance Indicator Summary (KPI Report)		
10. Practices Inventory		
11. Correlations between teacher evaluations and standards and benchmarks		
12. District Professional Development Plans (past 2-3 yrs)		
13. Simple table summarizing the teaching experience and certification or endorsements of all teachers in the school/district		
14. District CSIP		
15. District AYP and APR		
16. Examples of communication between/among district/building administrators/staff meeting/announcements		
17. Any type of climate survey data		
18. Implementation data from professional development initiatives (i.e., Reading First) Reading First Schools might have this, Every Students Counts		
19. Data indicating the amount of instructional time spent in reading/math and whether that time was uninterrupted. This can be by day, week, month, etc.		
20. Summary of the demographic data for school and/or district, including mobility rate		
21. Community Profile data available from the Iowa PIRC (Parent Information Resource Center) www.iowaparents.org		
22. Report from the most recent accreditation visit by the Iowa DE		
23. Any evidence of how assessment data is shared with district leadership teams, staff, parents, community, and/or school board		
24. Any evidence of parent/community involvement in the school and/or district (Building Advisory Council w/ parents, School Improvement Advisory Committee [SIAC] newsletters, open houses, after-school programs, Parents Night)		

25.	Any evidence indicating the percent of school and/or district budget that is allocated to improving student achievement (PD\$)		
26.	Copies of goals set or approved by the school board that focus on improving student achievement		
27.	Iowa Youth Survey report		
28.	District/Building Technology Plan		
29.	District/Building Communication Plan		
30.	Special Ed District Profile		
31.	District Evaluation System		
32.	DE Site Visit Report		
33.	Internal Communications		
34.	Assessment Data for other district-wide assessment (ICAMS, NWEA, CBMs)		
36.	Comments from AEA (and/or other) consultants that provide professional development for the district/building.		
37.	Special Education District Profile		
38.	Board policies for evaluation, curriculum, professional development, etc.		

Audit Phase

Questions for Developing the District/Building Profile

ACADEMIC DOMAIN

Key Question: To what degree are these areas aligned?

Standards (What should be taught?)

1. Are there K – 12 standards in the identified area (i.e., mathematics, reading, or both)?
2. Are the standards process standards, content standards, combination of the two, or other?
3. Are the standards and grade-level expectations (benchmarks) aligned K-12?
4. Do the standards and grade-level expectations (benchmarks) capture what is considered to be most important for that content area (e.g., the 5 essential components of a comprehensive reading program, the 5 strands of mathematical proficiency)?
5. How well do the standards and grade-level expectations (benchmarks) align with the Core Standards found in the Iowa Test of Basic Skills (ITBS) and the Iowa Test of Educational Development (ITED) as identified by the Iowa Testing Service (ITS)?
6. How well do standards and grade-level expectations (benchmarks) define what is expected to be mastered at each grade level?
7. What evidence is there that teachers, students, school board members, parents, and community (e.g., SIAC) are aware of the standards and benchmarks?

Evidence: Collect a copy of the district/building's standards and grade-level expectations (benchmarks); scope and sequence charts, meeting minutes, etc.

Curriculum Materials (What is used in teaching?)

1. What kinds of curricular materials are used in teaching the standards and benchmarks?
2. What evidence is there that the curricular materials align with the standards and grade-level expectations (benchmarks)?

Evidence: Collect a copy of the curriculum maps, collaboration plans, mastery assessment results, notes on curriculum selection process, anecdotal data, survey data, lesson plans, walk-through data, etc.

Instruction (How is the curriculum taught?)

1. What evidence is there that diverse instructional strategies and methods are used to teach the standards and grade-level expectations (benchmarks)?
2. What evidence is there that teachers use inclusive practices for addressing diverse learners (e.g., ELL, Special Education, 504, Talented and Gifted, Title I)?
3. What evidence is there that educators are aware of the scientifically-based research supporting their instructional strategies and methods?
4. What appears to be driving instruction (e.g., standards and benchmarks, time, textbook sequence, mastery of objectives, formative data)?

Evidence: Collect a copy of the instructional maps of what teachers are teaching, sample of lesson plans from teachers, survey data, etc.

Assessment (How well are the standards and benchmarks being learned?)

1. Is there a district-wide assessment plan?
2. What formative and summative assessments does the district/building give for tracking student achievement data?
3. What evidence is there that the assessments at the district, building, and classroom level are aligned with the standards and grade-level expectations (benchmarks)?
4. What evidence is there that teachers use assessments (e.g., screening, diagnostic, formative, summative) to identify individual student learning needs and to differentiate instruction?
5. How and when are assessment data reported/analyzed at the teacher level?

Evidence: Collect a copy of the district-wide assessment plan; examples of formative (e.g., chapter tests, CBMs) and summative (e.g., ITBS/ITED, district-wide tests) assessments; assessment results; ITAP documentation; etc.

QUALITY EDUCATOR

Key Question: How do administrator and teacher attitudes and skills contribute to improving student achievement?

Professional Development

1. What are some of the initiatives for building-level professional development for the past two or three years? (e.g. Every Child Reads, Reading First, Every Child Counts, other district and/or building initiatives)
2. What is the building-level professional development plan for this school year?
3. Who develops the building-level professional development plan (e.g., the plan is developed by the Curriculum Director or administrative team, school leadership team)?
4. What data were used to develop the building-level professional development plan?
5. What evidence is there that the building-level professional development plan aligns with prioritized student learning needs as identified in the CSIP?
6. What evidence is there that the building-level professional development plan aligns with the Iowa Professional Development Model (IPDM) and the four operating principles?
7. What evidence is there that teachers are implementing with fidelity what they are learning in professional development?
8. What formative assessment data are teachers collecting to assess the impact of their professional development on student learning?

Evidence: Collect a copy of the district and/or building staff development plans for the past 2 or 3 years; professional development calendar for the past 2 or 3 years; meeting times, collaboration times, coaching schedules, etc.

Leadership/Supervision

1. What is the role of the principal in professional development (e.g., plan, participate, monitor, model, evaluate, structured walk-throughs)?
2. What evidence is there that the teacher evaluation system is aligned with improving student achievement?
3. What is the leadership team(s) in the building/district (e.g., grade-level teams, curriculum teams, core leadership team)? Who is on the team(s) and how are team members selected (e.g., election, volunteer, “asked,” appointed)? What is the purpose and function of the leadership team(s)? Does the rest of the building/district listen to them?
4. What evidence is there that this/these group(s) is/are meeting their purpose?
5. What evidence is there that teachers/staff/administrators are involved in data-driven decision making (e.g., DDL)?
6. What is the licensure and teaching experience for all of the teachers in the building?
7. What evidence is there that individual professional development plans are aligned with the building-level plan to improve student learning?

Evidence: Collect a copy of the teacher evaluation system, list of district/building leadership teams and team members, construct a simple chart of teaching licensure and experience, etc.

Internal Communication

1. How are discussions/decisions communicated with the staff (e.g., minutes from the leadership team meetings, communications from the superintendent/principal, school board)?
2. How is staff input communicated to the building leaders and leadership teams?

Evidence: Collect a copy of the CSIP and APR; look at examples of communications like e-mails, memos, daily announcements, staff newsletters, etc.

Climate and Culture

1. What is the climate and culture in the building?
2. How does the culture reflect attitudes toward improving student achievement?
3. How does the student disciplinary referral data reflect the climate and culture at the building?
4. What is the attitude of the administration and staff toward change?

Evidence: Collect any culture survey data if available (e.g., Iowa Youth Survey), collect any evidence of the impact of culture and climate on student achievement (e.g., good for teachers but poor for students, good for students’ self-esteem but poor for learning); student disciplinary referral data.

DISTRICT/SCHOOL SYSTEM

Key Question: How does our organizational system contribute to the success of all students?

External Environment

1. What are the demographics of the building (e.g., SES, ethnic groups, special education, ELL, and open enrollment)?
2. What is the attitude (e.g., empowered, powerless) of the administration and staff to the demographic data?
3. What evidence is there that curriculum and instruction are matched to the building demographic data?

Evidence: Collect copies of the CSIP, APR, BEDS Report, survey data if available, observations, etc.

Stakeholders

1. How are parents and the community involved in the building (e.g., School Improvement Advisory Committee, parent advisory group, partner in education, PTA, volunteers)?
2. What evidence is there that parent and community involvement is aligned with school improvement goals?
3. What evidence is there that parents and students are knowledgeable of grade-level expectations (e.g., benchmarks, expectations for behavior, effort)?
4. What evidence is there that stakeholders are involved in data-driven decision making (e.g., advisory committees, established purpose, communication plans)?
5. How does the building communicate with the community, including diverse populations?

Evidence: Collect any evidence of parental/community involvement (e.g., newsletters, open houses, after-school events).

Resource Allocation

1. How are resources such as money, time and people allocated to improving student achievement?
2. What other resources and supplemental services are used to support and focus mathematics and/or reading instruction?
3. What AEA resources does the building use to support mathematics and/or reading?

Evidence: Collect anecdotal data through conversations with administrators and teachers; evidence of changing schedules to increase instructional time; increasing the number of teachers in a classroom (e.g., co-teaching), etc.

Media/Technology

1. How do students use media/technology to support their learning?
2. How do teachers use media/technology to support their instructional practices, including student information systems (e.g., Centerpoint, Heart, Infinite Campus)?

Evidence: Technology standards applicable to reading and/or mathematics; assessment data based on these standards; newsletters to the community, teacher graphs and charts, student work, communication with parents about student learning, etc.

Accountability

1. In recent years what policies and procedures have changed to address student achievement issues?
2. What is the expectation of the administration and teachers regarding student achievement (e.g., are expectations high, applied to all students)?
3. What evidence is there that the administration and teachers are committed to implementing the key components of comprehensive school improvement to improve student learning?

Evidence: Collect CSIP, APR, IEP Results, and Board goals

Item 6.2.4 November Iowa Test of Basic Skills and Iowa Tests of Education
Development – Impact for the District Schools from the
Professional Learning Communities

BACKGROUND INFORMATION: High stakes testing occurs much earlier this year for all Red Oak learners. As the staff has learned, it is the belief of the Leadership Team that Red Oak students have the very best chance of success when teachers have appropriate and timely data to identify the needs of students - and then address those needs via differentiated teaching and skills driven lessons.

This evening each building administrator is ready to articulate those activities that have occurred or will be occurring in the days ahead to give Red Oak students good preparation for the November testing.

The methodology involved with Professional Learning Communities can ensure the professional staff has the very best chance for success. Each building administrator present this evening will articulate how professionals working together are preparing Red Oak students.

Please allow each building leader to address ‘targeted learning’ in these first four weeks of school.

SUGGESTED BOARD ACTION: (no formal action anticipated)

9.13.10

Red Oak Middle School

November ITBS Testing Preparations



Simple Measures:

1) Student Knowledge of Testing:

- Students understand what a percentile ranking is
- Students set goals based on their '09 percentile ranking and personal knowledge of effort the previous year.
- This will be done by Mr. Perrien and Mrs. Zarkos during student Tiger Times

2) Targeting of non-proficient students:

- Teachers have already compiled a list of students who were labeled as "non-proficient" by the ITBS percentile ranking
- Focusing more time instructing students in class and before/after school.

3) Locating "under-achieving" students:

- Students staff truly believe should be proficient and may not have tried their best will receive individualized goal setting with Mrs. Zarkos and Mr. Perrien.

Systematic Measures:

1) Students will not have the option of "NOT" doing their work:

- Planner initializing system.
 - Staff member will initial when assignment is complete. All staff will be aware of current student homework status.
 - Students who are "at-risk" (*defined by a number of things) will:
 - a) Leave school daily with required school work materials.
 - b) Students with skill and homework deficiencies will be stay for supplemental instruction after school in subject area(s) of concern.
 - c) If needed, in addition to after school time, students will be provided with supplemental instruction in study skills and Tiger Time.

2) Supplemental instruction will focus on SKILLS not just HOMEWORK:

- This will occur:
 - After school
 - Before school
 - Tiger Time
 - Study Skills
 - ****Board support for 30 min. teacher pay & 3:50 transporting of students

3) ITBS Realignment (November vs. April) *Positive Change made by Mrs. Sims☺

- Allows us to use current student data for current school year vs. previous year data.

- Will tell us deficiencies in WHAT and WHEN we are teaching, not HOW we are teaching (helps with back loading of curriculum) *The HOW aspect should occur through properly implemented PLC's
- UNKNOWN??? Data could be skewed this year in a positive or negative way??? Hard to tell at this point.

4) Better Parental Communication

- With all testing occurring in Fall at the same time, the community and parents will be more aware.
 - Educate parents on importance of testing through various media avenues on:
 - a) Nutrition
 - b) Sleep
 - c) Attendance
 - d) Impact & Importance

5) High Expectations for ALL students

- Tiger Expectations – Board is already familiar with this.

6.2.4 November Iowa Test of Basic Skills and Iowa Test of Educational Development

On September 8, 2010, during PLC time, Language Arts, Math, and Special Education PLC's met to discuss how they could improve the ITED scores for the November testing session. During the shortened Labor Day week, the Special Education PLC met and formulated an action plan. By the next PLC early out, Language Arts and Math PLC's should also have an action plan regarding ITED scores. Please peruse the Special Education PLC Action Plan and let me know if you should have any questions regarding its content. Your input is welcome!

SMART Goal for Professional Learning Communities

Action Plan for: Curriculum PLC

Goal Name: Proficiency in Reading Comprehension and Math Total - Increase # of 2010-2011 Juniors with IEPs

The goal will be measured by ITED GAINS IN Reading Comprehension and Math Total – number of students with IEPs in each decile range and also number of students with IEPs scoring in the proficient range.

Our PLC team believes that this goal is attainable through action steps listed below. The following will occur as a result of the goal: more students will be proficient in reading and math or show growth to meet Iowa Growth model in reading and math This should happen by 5/27/2011

PLC Goal:	Action Steps:	Timeline:	Delegated to:	Evidence of Progress:	PLC Facilitator
Proficiency in Reading Comprehension and Math Total - Increase # of 2010-2011 Juniors with IEPs	1. Determine the number of juniors with IEPs who are non-proficient in both reading comprehension and math total subtests of ITEDs	9/17/2010	Curt Grim , Steve Sullivan, Gayle Allensworth and Sharon Allison	Document including names of students, percentile ranks and list of who each student is currently rostered to.	Gayle Allensworth
	2. Examine the three year trend data of each Junior with an IEP who scored non-proficient in the areas of reading comprehension and math total on the 2009-2010 ITEDS	9/24/2010	PLC will be to find text. Curt Grim , Steve Sullivan, Gayle Allensworth and Sharon Allison	Document including names of students, percentile ranks and list of who each student is currently rostered to, with additional three year trend data for each student on each subtest.	
	3. Determine which students on the list from action steps 1 and 2 are scoring low due to ability vs. motivation.	9/24/2010	Same as #1	Data profile sheet for each student listed in action steps 1 and 2 , meetings to share data with each student, teacher recommendation at completion	

				of meeting (i.e. placement during testing, what splinter skills may need to be taught in seminar sessions, etc)	
	4. Determine what type of instruction each student from action steps 1 and 2 is getting in the areas of math and reading.	10/1/2010	Curt Grim , Steve Sullivan, Gayle Allensworth and Sharon Allison	Review of courses taken, review of grades received, review of IEP goals, review of goal progress through progress monitoring.	
	5. Determine the most effective setting that students from action steps 1 and 2 need for completion of this year's ITED testing.	10/15/2010	Curt Grim , Steve Sullivan, Gayle Allensworth and Sharon Allison	Testing schedule with designated special education staff to address each student's need during testing.	

Item 6.2.5 Targeted Curriculum Review for the 2010 – 2011 School Year
– Director of Curriculum Barb Sims

BACKGROUND INFORMATION: The Red Oak Community School District does have a schedule for curriculum review and textbook/resources review in place. This evening Director of Curriculum Barb Sims will review the rotation schedule and describe how this year's targeted area aligns with all current school improvement work that is underway.

Part of Barb's presentation can be found on her attached PowerPoint program. Please allow her a few minutes to give you an overview of the process. Attached, too, is the document that shows the curriculum review / resource review cycle.

SUGGESTED BOARD ACTION: (no formal action anticipated)

Red Oak Community School District Curriculum Review Cycle & Outcomes

Year One: Research & Design

Expected Outcome:

- * To understand the strengths and weaknesses of the curriculum area under study.
- * To research, share and understand the latest research of the curriculum area under study.
- * To map curriculum content at each grade level.

Information on the learning area would be collected and reviewed. Assessment data would be studied to determine district strengths and weaknesses by reviewing student performance. Current research resources and specialists in the curricular area would be consulted, identified, and/or discussed. Staff would be given training and/or support to work on curriculum maps for the given grade level(s) or curricular courses.

Year Two: Write & Selection

Expected Outcomes:

- * To apply the research and study of current curriculum developments and trends; revisit (revise, if needed) the belief statements for the subject area.
- * To write or revise program goals and identify specific grade level outcomes/essential learnings
- * To recommend appropriate tools and materials and technology for adoption/purchase.
- * To identify and develop necessary staff training to implement revised curriculum in the classroom.

The curriculum team would be responsible for updating, editing and revising district standards, benchmarks and indicators. Completed curriculum maps would be used and cross referenced in this process. The update and selection process is considered interactive with committee members sharing information regularly with colleagues throughout the school community.

Year Three: Implementation

Expected Outcome:

- * To successfully incorporate the updated outcomes/materials into daily teaching and classroom practice.

The implementation year is the time during which the updated outcomes and materials are used in the classrooms. It should begin with professional development for staff to learn how to implement and assess the specific outcomes and how to use the materials.

Year Four: Evaluation

Expected Outcome:

- * To collect and review assessment data in order to evaluate the effectiveness of the curriculum system.
- * To write and design common assessments to analyze student progress beyond outside assessments already given.

The evaluation year's purpose is to develop an action plan that defines what needs to be done to improve student achievement in the academic area. Staff will design grade or course level assessments to evaluate the effectiveness of the curriculum across the grade level. Data will be collected on those assessments. Curriculum maps will be evaluated to help assess the effectiveness of the methods and materials implemented and to provide standards alignment.

Year Five: Adjust & Revise

Expected Outcome:

- * To adjust instruction as indicated by analysis of data from evaluation year.

Curriculum maps will be adjusted to help assess the effectiveness of the methods and materials implemented and to provide standards alignment. The constant revisions within the teacher and grade level curriculum maps will aid in the revision and writing of curriculum. Data collection on district created assessments will continue.

Year Six & Seven : Monitor & Maintain

Expected Outcome:

- * To continue data collection and monitoring of student achievement.

Staff will need to meet to monitor student outcomes, maintain curriculum alignment with district standards, benchmarks, and skills, and measure the impact of curriculum materials. It will be important to collect staff feedback and continue to provide professional development as needed. Curriculum maps would continue to be modified, edited and shared.

Red Oak Community School District Curriculum Review Cycle & Outcomes

The cycle then repeats on the 8th year as the curriculum is assessed and studied again for updating.

Red Oak Community School District Curriculum Review Cycle & Outcomes

Subject	YEAR 1 Research/ Design	YEAR 2 Write/ Selection	YEAR 3 Implement	YEAR 4 Evaluate	YEAR 5 Adjust/ Revise	YEAR 6 Monitor/ Maintain	YEAR 7 Monitor/ Maintain
Science, Health, Physical Education,	2011-12	2012-13	2006-07	2007-08	2008-09	2009-10	2010-11
Fine Arts	2012-13	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Social Studies	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Student Services (SPED, ELO, ELL, Guidance, At-Risk)	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2006-07
Math	2008-09	2009-10	2010-11	2011-12	2012-13	2006-07	2007-08
Communications Language Arts	2009-10	2010-11	2011-12	2012-13	2006-07	2007-08	2008-09
Vocational, Media, Technology	2010-11	2011-12	2012-13	2006-07	2007-08	2008-09	2009-10

Item 6.2.6 Annual ACT Report

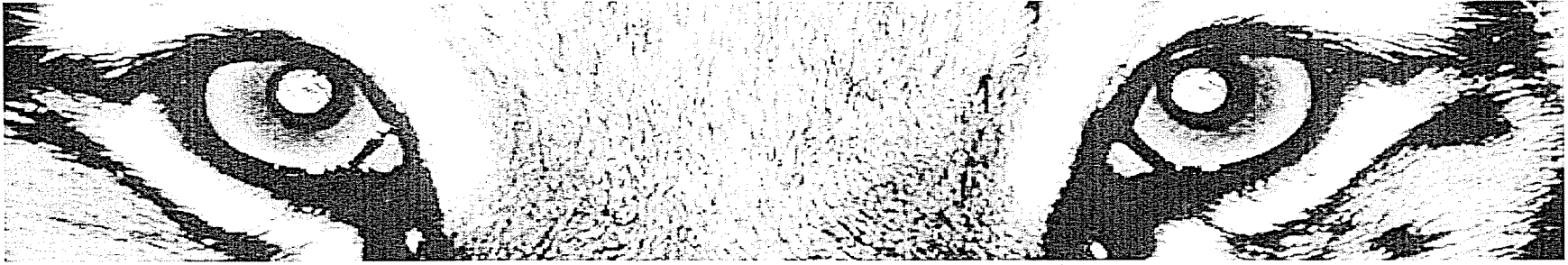
– Presented by the Red Oak High School Leadership Team

BACKGROUND INFORMATION: Enclosed with these study materials is the annual report of the ACT college testing program for Red Oak High School. The report certainly shows areas of concern but at the same time reflects a growing interest in Red Oak students pursuing post-secondary learning.

This evening Principal Jedd Sherman and a small number of faculty are present to address the results of 2009; offer a limited amount of interpretation; suggest areas of change that could improve scores in future years; and to answer questions from the Board.

Please allow the necessary time for this presentation.

SUGGESTED BOARD ACTION: (no official action anticipated)



Red Oak High School

ACT Analysis and Proposals

September 13, 2010

Agenda for Presentation

- Student Course Preparation
 - Science
 - Math
 - Social Studies
 - English
- ACT Online Preparation Course
- Change in Curricular Requirements
- Change in Instruction

Science

Student Preparation in Science	2008				
Natural Science Course Pattern	N	Percent	LEA ACT	State ACT	CVA
Gen Sci, Bio, Chem, & Physics	25	45	22.2	22.3	3.7
Gen Sci, Bio, Chem	16	29	20.8		2.3
Less than 3 yrs Nat Sci	8	15	18.5		
Other combo of 3 yrs of Nat Sci	3	5	21.0		2.5
Info not reported by student	3	5	21.3		

Science

Student Preparation in Science	2009				
Natural Science Course Pattern	N	Percent	LEA ACT	State ACT	CVA
Gen Sci, Bio, Chem, & Physics	14	33	24.8	22.4	7.4
Gen Sci, Bio, Chem	19	44	21.5		4.1
Less than 3 yrs Nat Sci	9	21	17.4		
Other combo of 3 yrs of Nat Sci	1	2	13		-4.4
Info not reported by student					

Science

Student Preparation in Science	2010				
Natural Science Course Pattern	N	Percent	LEA ACT	State ACT	CVA
Gen Sci, Bio, Chem, & Physics	27	47	22.6	22.3	5.6
Gen Sci, Bio, Chem	17	30	19.8		2.8
Less than 3 yrs Nat Sci	10	18	17.0		
Other combo of 3 yrs of Nat Sci	3	5	21.7		4.7
Info not reported by student					

Math

Student Preparation in Math	2008				
	N	Percent	LEA ACT	State ACT	CVA
Combo of 4 or more years of Math	19	35	22.2	22.0	4.2
Alg 1, Alg2, Geom, Trig, & Other Adv Math	11	20	21.7		3.7
Alg 1, Alg2, & Geom	7	13	18.9		0.9
Alg 1, Alg2, Geom, & Trig	6	11	18.2		0.2
Less than 3 years of Math	5	9	18.0		
Alg 1, Alg 2, Geom, & other Adv Math	3	5	18.0		0.0
Info not reported by student	3	5	20.7		
Alg 1, Alg 2, Geom, Trig, & Calc	1	2	19.0		1.0
Other Combo of 3 or 3.5 years of Math					

Math

Student Preparation in Math	2009				
	N	Percent	LEA ACT	State ACT	CVA
Combo of 4 or more years of Math	13	30	24.5	21.9	9.2
Alg 1, Alg2, Geom, Trig, & Other Adv Math	14	33	20.9		5.6
Alg 1, Alg2, & Geom	6	14	16.8		1.5
Alg 1, Alg2, Geom, & Trig	2	5	21.0		5.7
Less than 3 years of Math	7	16	15.3		
Alg 1, Alg 2, Geom, & other Adv Math	1	2	22.0		6.7
Info not reported by student					
Alg 1, Alg 2, Geom, Trig, & Calc					
Other Combo of 3 or 3.5 years of Math					

Math

Student Preparation in Math	2010				
	N	Percent	LEA ACT	State ACT	CVA
Combo of 4 or more years of Math	23	40	22.1	21.8	6.1
Alg 1, Alg2, Geom, Trig, & Other Adv Math	12	21	21.3		5.3
Alg 1, Alg2, & Geom	7	12	16.6		0.6
Alg 1, Alg2, Geom, & Trig	8	14	18.4		2.4
Less than 3 years of Math	2	4	16.0		
Alg 1, Alg 2, Geom, & other Adv Math	1	2	16.0		0.0
Info not reported by student	1	2	13.0		
Alg 1, Alg 2, Geom, Trig, & Calc	1	2	16.0		0.0
Other Combo of 3 or 3.5 years of Math	2	4	16.0		0.0

Social Studies

Student Preparation in Social Science	2008				
	N	Percent	LEA ACT	State ACT	CVA
Other combo of 4 or more years Social Science	38	69	21.4		0.4
Other combo of 3 or 3.5 years of Social Science	9	16	22.0	22.9	1.0
Less than 3 years of Social Science	5	9	21.0		
Info not reported by student	3	5	20.0		

Social Studies

Student Preparation in Social Science	2009				
Social Science Course Pattern	N	Percent	LEA ACT	State ACT	CVA
Other combo of 4 or more years Social Science	30	70	23.5	22.9	-9.5
Other combo of 3 or 3.5 years of Social Science	12	28	20.1		-12.9
Less than 3 years of Social Science	1	2	33.0		
Info not reported by student					

Social Studies

Student Preparation in Social Science	2010				
Social Science Course Pattern	N	Percent	LEA ACT	State ACT	CVA
Other combo of 4 or more years Social Science	47	82	22.0	22.6	3
Other combo of 3 or 3.5 years of Social Science	9	16	20.6		1.6
Less than 3 years of Social Science	1	2	19.0		
Info not reported by student					

English

Student Preparation in English	2008				
	N	Percent	LEA ACT	State ACT	CVA
Eng 9, Eng 10, Eng 11, Eng 12	33	60	19.5		-1.5
Eng 9, Eng 10, Eng 11, Eng 12, and other English	18	33	21.5	21.9	0.5
Info not reported by student	3	5	20.0		
Less than 4 years of English	1	2	21.0		

English

Student Preparation in English	2009				
	N	Percent	LEA ACT	State ACT	CVA
Eng 9, Eng 10, Eng 11, Eng 12	27	63	20.3		4.3
Eng 9, Eng 10, Eng 11, Eng 12, and other English	15	35	21.3	21.9	5.3
Info not reported by student					
Less than 4 years of English	1	2	16.0		

English

Student Preparation in English	2010				
	N	Percent	LEA ACT	State ACT	CVA
Eng 9, Eng 10, Eng 11, Eng 12	18	32	18.7		2
Eng 9, Eng 10, Eng 11, Eng 12, and other English	36	63	21.9	21.8	5.2
Info not reported by student					
Less than 4 years of English	3	5	16.7		

ACT Online Preparation Course

- <http://www.actonlineprep.com/>

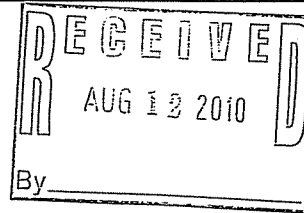
Discussion Items

- Iowa Core Curriculum
- ACT Based Curriculum
- Change in Instruction



College Readiness Letter for
RED OAK CMTY SCHOOL DISTRICT

SUPERINTENDENT
 RED OAK CMTY SCHOOL DISTRICT
 *904 BROAD ST
 RED OAK, IA 51566



July 22, 2010
 Code: 167594



011062110

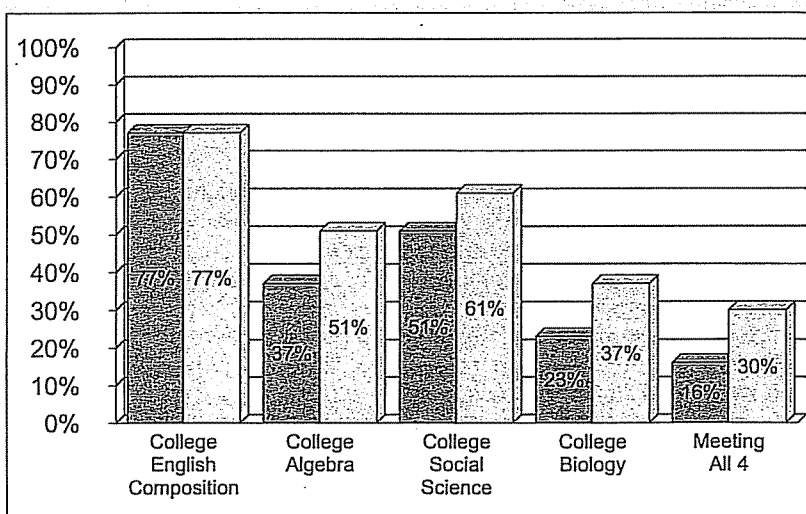
This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. From this table you can determine:

- Changes in the number and percentage of participants
- Score changes in subject areas and the ACT composite
- How your graduates compare with state averages

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2006	58	22,233	20.1	21.6	21.2	21.8	21.3	22.5	21.7	22.1	21.2	22.1
2007	46	23,016	19.0	21.6	19.8	21.9	20.9	22.6	20.3	22.3	20.0	22.3
2008	55	22,950	20.2	21.9	20.5	22.0	21.4	22.9	21.2	22.3	21.0	22.4
2009	43	22,377	20.5	21.9	20.6	21.9	22.8	22.9	21.5	22.4	21.5	22.4
2010	57	22,943	20.6	21.8	19.9	21.8	21.7	22.6	20.7	22.3	20.9	22.2

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses:

- * English Composition: 18 on ACT English Test
- * Algebra: 22 on ACT Mathematics Test
- * Social Science: 21 on ACT Reading Test
- * Biology: 24 on ACT Science Test

Your District
 State

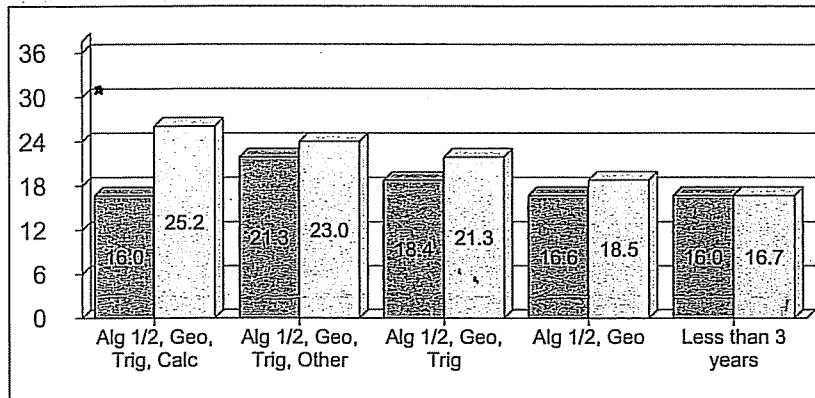
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A High School College Readiness Letter has been sent to the Principal of each high school with at least one ACT-tested graduate.

College Readiness Letter for RED OAK CMty SCHOOL DISTRICT

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

Figure 2. Average ACT Mathematics Scores by Course Sequence

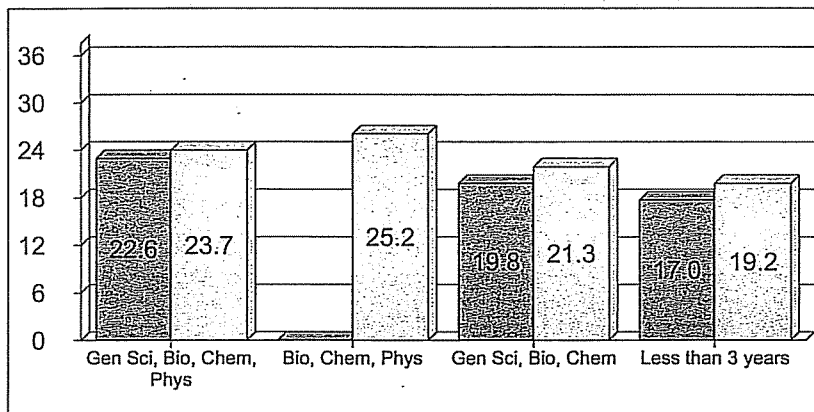


Value Added by Mathematics Courses

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

■ Your District
□ State

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

■ Your District
□ State

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

1. **Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT's College Readiness Standards and the ACT as a common language to define readiness.
2. **Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
3. **Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
4. **Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
5. **Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact your ACT Regional Director at 847-634-2560 or email midwest.region@act.org.

Item 6.2.7 Status Report: Recruitment of a Reading Specialist/Literacy Coach and
Recruitment of an Agriculture Educator/FFA Sponsor for
Second Semester, 2010 – 2011

BACKGROUND INFORMATION: Advertising and recruitment is underway for a second semester agriculture educator and for a reading specialist/literacy coach. A progress report will be provided to the Directors this evening following the second (last) weekend of advertising.

SUGGESTED BOARD ACTION: (no official action anticipated)

Item 6.2.8 Superintendent of Schools Summative Evaluation Report

BACKGROUND INFORMATION: The Directors have completed several hours of work concerning the three year summative performance review for Terry.

This evening Terry will share with the Directors his professional development plan that addresses the Directors' report.

SUGGESTED BOARD ACTION: (no official action planned)

Item 7.0 Reports

Each board meeting may have one or more reports from district staff; announcements of future meetings; or general announcements from organizations. Seldom will the information require formal board of director action. If formal action is needed on any item, a recommendation will be provided.

7.1 Administrative Reports

As meeting summaries become available from the schools and other areas of the school districts, each will be shared. This could include but not be limited to Parent-Teacher Organizations, the community's Y.E.S. Organization, other parent support groups, etc.

At publication time, the most recent Teacher Quality Committee meeting agenda notes are ready for your review. These are enclosed.

There could be other reports made available either within the electronic packet or distributed at the table this evening.

7.2 Future Conferences, Workshops, Seminars

Enclosed is a brochure: IASB Convention 2010 – Our Children. Our Future. This activity takes place on Wednesday, 11.17 and Thursday, 11.18. Soon, Directors will need to confirm attendance at this year's convention. Lodging has been secured. Registrations have not been sent. The Directors do need to appoint a voting delegate.

ABLE 1: Orienting Your Board to a New Year of Challenges

Need to maximize the effectiveness of your board/superintendent team in a climate of declining resources? This difficult challenge facing Iowa school leaders is addressed in an energizing, interactive session designed for board/superintendent teams to attend and master together. Get strategies and tools to help your team unite around the district's mission, priorities and needs. Receive powerful communication techniques to utilize when conveying to the community, staff and legislators, the devastating impact revenue losses have or will have on your school district. Learn what you must do to maximize your resources.

This workshop will address two critical questions:

How will your board conduct itself under stress; how can the board avoid fragmentation and unproductive disputes?

Avoiding the devastating costs of conflicted leadership means:

- Gaining clarity on roles and responsibilities.
- Using tools to come together around district mission.
- Establishing clear principles of workable behavior.
- Evaluating the board's work, as well as the superintendent's.
- Distinguishing between the board's needed role and micromanagement.

Item 7.2 – continued

How can the board meet the challenge of a staff and public who question district budget cuts and/or fiscal stability?

Communicating confidence in the district's financial stability, while still conveying the critical impact of declining resources requires:

- Clarifying the impact of cuts on students and student learning.
- Learning how boards can communicate effectively with their community, staff and legislators regarding the loss of resources.
- Understanding the key factors of fiscal stability.

The ABLE workshop will be conducted in Red Oak on Thursday, 9.30 from 6:30 pm to 9 pm. A light dinner is served 30 minutes prior to the start of the workshop.

7.3 Other Announcements

Special activities for the Red Oak Board of Directors on the calendar:

Monday, September 27 – annual work session to review/assess goals from last year and a general discussion of goals wanted/desired for the next twelve months. A light meal will be available between 5 pm and 5:45 pm. The work session will be convened at 6 pm.

Monday, October 25 – this is tentatively planned as the annual Fiscal Policy Review Workshop. Clarksville Superintendent and ISFLC Instructor Bob Longmuir has been invited to lead this work session. An update will be provided this evening.

8.31.2010

To: Teacher Quality Committee

Curt Adams - Deb Blomstedt - John Gambs - Nate Perrien
Sonia Kunze - Buck Laughlin - Terry Schmidt - Jedd Sherman -
Barb Sims - Kim Walford -

cc: Monica Crouch, Special Education
Bob Deter, Technology

From: Terry Schmidt

Subject: Meeting Agenda for Wednesday, 9.01.2010

Time: 4 pm to 5 pm

Place: Webster Central Office
Sue Wagaman Board Room

To Bring: E Agenda or Other

To Send: nothing today

<<<<<<<<< AGENDA >>>>>>>>>

1.0 Non-action Items - none

2.0 Items from the Past for Consideration - none

3.0 New Items for Discussion

3.1 Meeting Dates for the 2010 - 2011 School Year-these were emailed out, if you need these dates, let me know and I'll send them to you.

3.2 Professional Learning Communities at Work Institute - Quick Review

- Do we know anyone who hasn't gone yet?
- First week in August seems to be very motivating for people. They seem excited and ready to begin the school year!
- Mike Mattos had incredible outbreak sessions.

3.3 Teacher Mentoring Program - Update from Deb Blomstedt

- Friday Sept. 3rd, new teacher & mentors all day workshop.
- Tuesday Sept. 7th morning new mentors (Deb Graber, Sue Chelsvig, Tim Marsden, Sonia Kunze) afternoon all mentors join new ones.
- Wednesday Sept. 8th afternoon 2nd year mentors/mentees only.
- Deb would like input from administrators for any changes wanted-is there anything she needs to cover during these meetings?
 - She attended Training for Excellence, to be a trainer for mentors. Research based practiced, etc., to get new teachers' "feet wet" and also provides professional support (advancing career, etc.)

- There are AEA programs available, so if we didn't do it in-house, we'd still have to make dates available for training.
- RO now has its own mentoring material (Mentoring Matters).
 - Feedback from administrators
 - New teachers aren't sure what the 8 standards of teaching are?
 - Are portfolios still required by state? They are required by the district, you still have to show evidence. New teachers HAVE to create one, administrators sign off on this.

3.4 Iowa Core Curriculum - Transition in Leadership, Challenges, Goals - Barb Sims

- Where are we? Progressing according to plan. ☺ Some things have been changed in the plan but they were for the better. ICC does not have to be implemented just yet, but we are doing it as a district. It's a WE school district. It's tedious work but it's all appreciated. Eventually we'll have it all on the website so it's easily accessed. We'd like to have it in nice, simple terms also! We'll get there! Right now we're organizing it, and we are on schedule with our plans.
- Next steps include
 - Sorting the written curriculum (Barb)
 - Teacher Academy (Lynn Erickson working with all staff Concept Based Curriculum)
 - Literacy is on review cycle (communications) and it needs work
 - Do National Standards blend in with ICC? (Buck) We have adopted another concept that can be folded into ICC (Terry).

3.5 Wednesday Early Release Plans and Direction

- The last total group meeting was today.
- One early release in September followed by several in a row. September has 4-day weeks, Parent/Teacher conferences, and there is no early release on 4-day weeks.
- The changes we have made to our school calendar (weekly PLC time) will NOT be seen this year on ITBS/ITEDs.

3.6 Utilization and Sharing of the Knowledge Wealth

- TQC is a powerful group. The ICC team is powerful. Building leadership is powerful. We will continue to grow. A "teaching academy" will be created to go through three two-day work sessions to empower teams/people at the building level, to have ownership of our work and success and coaching of each other and create a WE concept within our buildings.
- Solution Tree charges \$75,000 and we can't afford it. There is another option with more details to come ☺

3.7 Red Oak PLC Teaching Academy - Five W's and the H

- Who-every administrator, teachers, AEA staff
- Where-here in Red Oak at Central Office
- When-first one is Sept. 16th and 17th Geri Parscale is leading it
- What-see item 3.6
- Why-see item 3.6
- How-time is important, but teachers need to be out of the classrooms (regrettably)

3.8 Red Oak Schools in Need of Assistance - Clarifications as Needed

- No clarification needed ☺

3.9 Staffing for Instructional Improvement - update from Terry

- We did not want 30 5th graders in each classroom, so we added another 5th grade teacher (Katie Schmid).
- We did not want 27+ Kindergarteners in each classroom, so we added another Kindergarten teacher (Sue Ann Crouse).
- 1/3 of our kids (who wanted to do so) were able to attend Stanton for Vo-Ag. We have a chance to recruit a teacher for ROCSD for 2nd semester. We do NOT want the program to disappear! Updates to come.

3.10 Agenda Planning - Input from the TQC

- We will have a list of teachers who have not attended a PLC as of yet. It is possible to send teachers during the school year, if needed.

4.0 Items Added to the Agenda

4.1 Sonia Kunze appreciates the chocolate ☺ and Happy Birthday Deb!

4.2 Go drive a Ford on Friday for \$6000 for ROCSD

5.0 Next Teacher Quality Committee Meeting Date & Time

Wednesday, 10.6.2010, 4 pm to 5 pm
Sue Wagaman Board Room
Webster Building

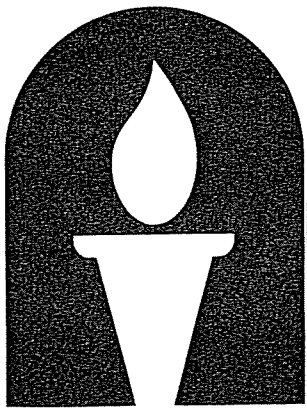
6.0 Adjournment

Y.E.S. Mentoring

Update – September 8, 2010:

The YES Mentoring Board of Directors interviewed three people on September 7, and will be selecting their next director soon. They are coming off of a break from the summer, and will meet as soon as they have a new director hired. The program is alive and well, and they are always looking for more mentors.

Barbara Sims



IASB Convention 2010

65th Annual Convention | November 17-18



Our Children. Our Future.

IASB

Powerful Keynote Addresses

31 Educational Sessions

Dynamic and Inspirational Learning

Vital Information and Practical Dialogue

Key Networking Opportunities

18 Meet-the-Expert Presenters

Trends and Issues Exploration Time

Showcase of Student Art and Entertainment

Expanded and Enhanced Food Offerings

Vibrant, Better-Than-Ever Exhibit Hall

Schedule of Events

Pre-Convention Activities
Wednesday, November 17

Convention
Thursday, November 18

Hy-Vee Hall/Iowa Events Center
730 Third Street
Downtown Des Moines



Be your best on the board.



IASB

Iowa Association of
School Boards

www.ia-sb.org

Pre-Convention Activities | Wednesday, November 17

School Finance Boot Camp 9-11:30 a.m.

In response to member requests, this year two levels of School Finance Boot Camp are offered! Select the best choice for you.

School Finance 101 – Basic

This session provides an introduction and overview of basic school finance concepts and terminology. It introduces budgeting and funding components board members need to know, including the basics of the Iowa school foundation formula. Understand how schools are funded and spending is equalized, where the money comes from and where it can be spent. Facilitator: Dr. Craig Hansel, Chief Financial Officer and Board Secretary, Ankeny Community School District.

Continental breakfast and buffet lunch included.

Cost: Members - \$85; Non-members - \$128

School Finance 201 – Intermediate

This session reviews and expands your knowledge of the school finance formula's key components for effectively monitoring your school district's financial position. Meet the challenges your district may face when you can integrate critical elements and measures. Get a firm grasp on authorized budgets, unspent balances, and trends using real-world data. Facilitator: Galen Howsare, Vice President of Administration and Finance, Hawkeye Community College.

Continental breakfast and buffet lunch included.

Cost: Members - \$85; Non-members - \$128

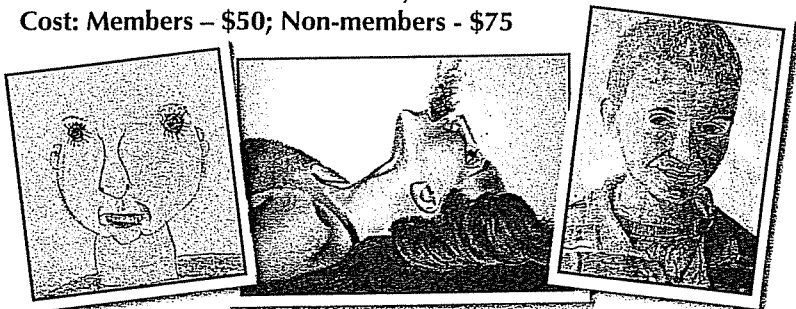
Orienting Your Board to New Challenges 9-11:30 a.m.

An all new ABLÉ workshop!

Want to maximize the effectiveness of your board/superintendent team in a climate of declining resources? This difficult challenge facing Iowa school leaders is addressed in an energizing, interactive session designed for board/superintendent teams to attend and master together. Get strategies and tools to help your team unite around the district's mission, priorities and needs. Receive powerful communication techniques to utilize with your community, staff and legislators when sharing the devastating impact of revenue losses. Facilitator: Mary Jane Vens, IASB Director of Board Development.

Includes continental breakfast only.

Cost: Members – \$50; Non-members - \$75



Student Artwork courtesy of Kryston Hanson (left) of Newton, Kylie Gava (center) of Grinnell-Hewburg, and Matthew Griffith (right) of Fairfield.

Early Bird Workshop 1-4:00 p.m.

Igniting 21st Century Learning: The Board's Role

Featured Facilitator: Dr. Tony Wagner

What does 21st century learning look like in the classroom? How can and should a board/superintendent team ensure that students graduate prepared for success in today's global economy? Renowned expert Dr. Tony Wagner will facilitate an interactive case-study style session. He'll highlight how three school districts are working to prepare students for career, college and citizenship responsibilities. Wagner is the author of *The Global Achievement Gap: Why Even Our Best Schools Don't Teach The New Survival Skills Our Children Need – and What We Can Do About It*. Whole board/superintendent teams are encouraged to attend together.

Includes buffet lunch served from 11:30 a.m. - 1:00 pm

Cost: Members - \$85; Non-members - \$128

IASB Delegate Assembly 1 p.m. until adjournment

Make your voice heard! The Delegate Assembly will discuss education issues and set the 2011 Legislative Action Priorities Beliefs and Resolutions. Nominations for seats on the IASB Board of Directors will be generated at caucuses during the Wednesday afternoon break. Registration and additional information related to Delegate Assembly was mailed in mid-August.

Cost: Delegates attend free; \$25 buffet lunch cost for all others

Convention Facts

LOCATION: Hy-Vee Hall, 730 Third Street in downtown Des Moines. All IASB activities are under one roof in the modern event space at Hy-Vee Hall, which is part of the Iowa Events Center Complex. The Iowa Events Center was voted "Best Place for a Business Conference" (2010 Best of Des Moines/Business Record).

CONVENTION COST: Members: \$150 per person; Non-members \$225 per person; cost includes continental breakfast and other refreshments served throughout the day, Thursday programs, exhibit hall admission and a delicious, sit-down lunch. **Please note:** No-shows and cancellations received after Tuesday, November 9, will be charged a \$50 cancellation fee. **For members' spouses and guests:** registration is complimentary and pre-registration is not necessary; a sit-down lunch is available for \$25 on Thursday.

LODGING: IASB has reserved blocks of rooms for Nov. 16-18 at area hotels. Rooms must be reserved by Friday, October 15. More details are available on the IASB website at www.ia-sb.org.

TO REGISTER: Register for any or all events at www.ia-sb.org/convention or by calling Sean Gibson at IASB, 1-800-795-4272, ext. 226.

This brochure is sent to all board members, superintendents/administrators, board secretaries and business managers.

Convention Highlights | Thursday, November 18

First General Session 8:45-9:45 a.m.

Featured Speaker: Tony Wagner, "Overcoming the Global Achievement Gap"

Schools must boldly reinvent themselves now to graduate students for excellence in the 21st century. So says provocative featured speaker Tony Wagner, Co-Director of the Change Leadership Group at the Harvard Graduate School of Education. Wagner's convincing evidence urges policymakers to assume key roles in providing "net generation" graduates with the *Seven Survival Skills*. These skills assure readiness for college, career and citizenship in the 21st century.

Second General Session & Sit-Down Lunch 12-1:00 p.m.

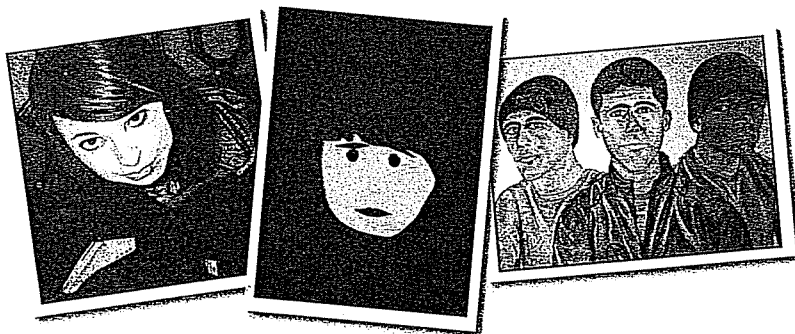
Featured Speakers: Iowa Governor Chet Culver (invited) and the Director of the Iowa Department of Education

Enjoy delicious dining with colleagues and the inspiring musical performance of student from the Columbus Community Schools. Plus, the state's top education officials will convey key trends and future policy directions for education in Iowa.

Third General Session 4-5:00 p.m.

Featured Speaker: David Zach, "Forming the Future"

Nationally recognized futurist David Zach says, "It is important to remember the future isn't what it used to be." Faced with an uncertain financial landscape and the challenge of improving student learning, Iowa school board members form that future with every decision made at the board table. Zach's entertaining and informed look at the long- and short-term impact of trends reveals what the future may demand of our graduates.



Student Artwork courtesy of Elizabeth Lindgren (left) of Jefferson-Scranton, Caleb Rothler (center) of Riceville, and Leif Jeppson of Mount Vernon.

Exhibit Hall

Enjoy extended time in the Exhibit Hall, visiting vendors and enjoying refreshments throughout the day. Exhibits will be displayed from 7:30 a.m. — 4:00 p.m. on Thursday.

Registration and Exhibits - Open at 7:30 a.m.
Continental breakfast in Exhibit Hall - Open until 8:45 a.m.

Education Sessions

You spoke; we listened. Choose from double the number of educational sessions previously offered! The 45-minute breakout address timely concerns impacting school and area education agency board members. Here is a just a sampling of session offerings:

- Informal Q & A with Tony Wagner
- 21st Century Learning – Strategic Planning & Implementation
- Highly Effective Teaching: What Does It Look Like & What Does It Take?
- Superintendents as Instructional Leaders: How Networks Can Help
- State Budget Outlook
- Aligning Expenditures While Focusing on Student Learning
- The Common Core State Standards & the Iowa Core
- Student Learning & Teacher Performance
- Technology as a Tool to Improve Student Learning
- Cultivating Advocacy
- Looming Labor Issues
- Open Meetings & Public Records
- Social Networking
- School Reorganization
- and more TBA!

Meet the Experts

A new feature to expand learning offerings

Maximize learning and engage in a series of informal roundtable discussions with experts on a host of topics. Take away practical tip to put to work locally. Some of the topics our experts will explore:

- Assessment in the 21st Century
- 1:1 Laptop Computer Initiative
- Improving Middle School Literacy
- Improving Graduation Rates
- Board/Superintendent Team: Thinking Outside the Box to Improve Learning
- Alternative High School Initiatives
- Developing Leadership in Young Students
- Research Findings: Why So Few Women Superintendents?
- and more!