

Board Book: May 7, 2018Inspire Learning. **Unlock Potential. Empower Achievement.**

PATHWAYS		TECHNOLOGY		FACILITIES	
Goal #1 Inspire Learning	Goal #2 Inspire Learning	Goal #3 Unlock Potential	Goal #4 Unlock Potential	Goal #5 Empower Achievement	Goal #6 Empower Achievement
<i>Articulate</i>	<i>Support</i>	<i>Challenge</i>	<i>Success</i>	<i>Involve</i>	<i>Build</i>
<i>Implement pathway and framework for PK-14 programming to ensure all students graduate future-ready.</i>	<i>Create effective and agile organization that is individually responsible to the needs of the whole child.</i>	<i>Become an excellent learning organization through a culture of continuous improvement.</i>	<i>Maximize achievement by increasing digital literacy utilizing 21st century digital tools.</i>	<i>Enhance engagement opportunities through focused strategic partnerships.</i>	<i>Construct physical learning environments using fiscally responsible and sustainable practices.</i>

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Refer to the [Strategic Plan](#) for Year 2 Strategic Initiatives and Measures of Success.

Goal #1: Inspire Learning (Articulate)

Implement pathway and framework for PK-14 programming to ensure all students graduate future-ready.

Year 1:

Strategic Initiatives	Measures of Success
Develop a framework for students to experience and successfully pursue post-secondary career offerings.	Begin baseline tracking and reporting of % college acceptance rates (2017-18) and graduation rates (2011-2017) in order to establish reliable benchmark targets and enhance program offerings. {Improve college acceptance and college graduation rates (post-secondary student success metrics)}
Review policies to ensure the district's theory of action for teaching and learning is articulated.	By summer 2017: Administration will work with Policy Committee to review, edit, and recommend policy changes, if necessary (Instructional Consistency).
Curricular alignment to essential knowledge and skills supported by a coherent and aligned assessment system.	K-4: In 2017-18, in the area of literacy (reading, foundational, literature, and informational text and writing) we will document unwrapped standards, student "I can" statements, and identification of priority standards (on report card). Once priority standards are determined, we will begin to work on developing assessments and rubrics that ensure priority standards are being learned by students.
	Grades 5-7: In 2017-18, common assessments will be created for each unit of study in all subject areas. The creation of a middle level report card based on standards will be developed. Common assessments and the middle level report card will be used for reporting purposes in the 2017-18 school year.
	Grades 10-12: By the fall of 2017, identification of priority standards will be documented (via PowerSchool) to ensure priority standards are being learned by students.
	High School: By 2017-18 the Linn-Mar High School Program of Studies will be updated to include Innovation Center/Iowa BIG. This allows for a more aligned curriculum for core courses, AP coursework and Kirkwood offerings.
	Special Education Programming: By the end of 2017-18, using Iowa's Specially Designed Instruction Framework, a core special education group will analyze the recommended key components and critical features to operationally define specially designed instruction in our district.

No updates at this time.

Goal #2: Inspire Learning (Support)

Create effective and agile organization that is individually responsible to the needs of the whole child.

Year 1:

Strategic Initiatives	Measures of Success
Individualized and data-driven instruction.	During the 2017-18 school year, all schools will plan for individualized academic interventions (priority standards/content) for all students regardless of need based on an understanding of child development and learning theories within PLCs 100% of the time as measured by team notes. PLCs will develop and implement differentiated classroom instructional opportunities (in specified areas per grade level) for all students. Measure: The use of common formative assessments to differentiate instruction.
	Explore opportunities to better communicate pathway opportunities for students through better articulation during instruction.
Each student enters school healthy and learns about/practices healthy lifestyle.	Develop a Health Curriculum Committee to review health education guidelines and determine district needs. Final recommendations will be made by June of 2017.
	Work with Community Relations on a communications plan to engage parents prior to students entering school regarding wellness and wellbeing of children to be completed in spring 2017.
Each student learns in a physically and emotionally safe environment.	Staff, students, and family members establish and maintain school and classroom behavioral expectations, rules, and routines that teach students how to manage their behavior and help students improve problem behavior.
	Schools teach, model, and provide opportunities to practice social-emotional skills, including effective listening, conflict resolution, problem solving, personal reflection and responsibility, and ethical decision making.
	Mental Health Needs: In 2017-18, continue partnerships and continue to explore additional family/staff education opportunities as they arise.
	Throughout the 2017-18 school year, Board of Education members will serve as PBIS "School Champions" and report school successes as part of regular board meetings in order to facilitate district-wide communication and support of the program.
	In 2017-18, schools will report goals, benchmarks and outcome data regularly through the Board Book to the school board and community.
	As a district, focus on making connections with kids. Progress will be tracked via Gallup Poll and Olweus.
	ALICE Trainings: begin classroom lessons, communication on training w/ staff, families, and community, active trainings to begin spring or early fall.

Updates on Goal #2: Inspire Learning (Support)

Create effective and agile organization that is individually responsible to the needs of the whole child.

National School Walkout: On April 20th Linn-Mar High School students participated in the National School Walkout which coincided with the 19th anniversary of the Columbine High School shooting. Students marched from the high school to City Square Park in downtown Marion to raise awareness on school safety, gun violence, and civic responsibilities. Although the district prefers student to be in class learning, they recognized the importance of this action and applauded the students for their efforts to make their voices heard. Participation in the walkout was organized by students, voluntary, and considered an unexcused absence.

PBIS at Oak Ridge: During the April 30th Professional Development Day, the Oak Ridge staff made the decision to become a PBIS school. PBIS stands for Positive Behavior Intervention and Supports. Oak Ridge will spend the 2018-19 school year working with Grant Wood Area Education Agency (GWAEA) to learn more about PBIS and begin the implementation process. They anticipate fully implementing PBIS during the 2019-20 school year.

Safety and Security Advisory Committee: The committee met on April 26th to discuss next steps for safety and security throughout the district. High school students are a part of this committee and were able to speak to the group on improvement areas they feel are needed for the district from the students' perspective. The committee focused on the improvement areas included in the district safety audit results. The committee took the improvement areas and defined what each area meant for the district. They discussed, in small groups, a definition of each improvement area as well as possible solutions to help improve within that area. This committee meets again May 17th where they will begin prioritizing these defined areas.

Goal #3: Unlock Potential (Challenge)

Become an excellent learning organization through a culture of continuous improvement.

Year 1:

Strategic Initiatives	Measures of Success
Promote understanding of total compensation at Linn-Mar and recognize compensation as a competitive tool to drive organizational results.	Conduct a thorough job analysis for each certified and classified position over the 2017-18 school year.
Provide ongoing professional development for teaching staff that supports core instruction, interventions and curriculum implementation.	Create and implement a three-year flexible, professional development plan; thoughtfully allocating state categorical funding to support PD plan. This plan will be shared with the Board of Education in the winter of 2016-17.
	Throughout the 2016-17 school year, provide professional learning at each PDD on measuring the success of specific teaching strategies in an effort to identify and know how to utilize the most 'high impact' learning strategies. (Many resources can be used to do this including Hattie's Visible Learning and Marzano's Art and Science of Teaching).
Effective and efficient use of data.	By March 2017 we will develop a foundational understanding of Smarter Balanced Assessments with staff, students, and community and be prepared to implement Smarter Balanced for the 2017-18 school year.
	Explore dashboard (performance metrics) possibilities for % of students in AP/honors/IB; % of students who show academic growth on NWEA, FAST, Iowa Assessment; % of students who achieve IEP Goals; and other relevant "predictive gateways" for academic success.
Curriculum, instruction and assessment demonstrate high expectations for all students.	Using relevant achievement gap information, identify opportunities to increase the number of students performing at or above grade level in math and reading.
	Expand early literacy within the early childhood programs by using creative curriculum assessment information to drive instruction.
	Provide substantive support to enhance math and reading skills PreK-5.
	During the 2016-17 school year, identify all level 3 and level 4 questions used on all common formative or summative assessments within each course at the high school level.
	During the 2016-17 school year we will closely monitor and update our stakeholders as appropriate, federal and state initiatives including Smarter Balanced, ESSA, ELI and CASA.
	By the end of 2016-17, develop a K-8 standards based report card.

Goal #3: Unlock Potential (Challenge) *Continued*

Become an excellent learning organization through a culture of continuous improvement.

Year 1:

Strategic Initiatives	Measures of Success
Becoming Deliberately Developmental about our staff as we shift from "Human Resources" to "Talent Management".	Research well-being and insurance models/best practices and explore community partnerships (Ex. Blue Zones) to improve Linn-Mar and community health and well-being, reduce health care claim costs from five-year historical averages, and enhance productivity.
	Reduce employee workers compensation claims from five-year average info.
	By spring 2017, develop integrated marketing and communications programs that position Linn-Mar as the district of choice for world class teaching, learning and student achievement. Develop and begin to execute and assess integrated strategic marketing and communications programs, both internal and external, to strengthen, promote and protect Linn-Mar's brand identity, relevance, accomplishments and excellence.
	Explore opportunities to expand mentor programs for all employee groups and leverage their talent/knowledge to improve our overall performance.
	Work to create and maintain a predictable, respectful, compliant, labor relations environment, alignment and consistency with the overall employee relations strategy based on proactive and open communications.
	Research comprehensive and engaging performance management plans for classified and professional staff.
	Foster a positive, engaging, diverse and inclusive work environment while identifying and responding to the changing needs of the Linn-Mar community.
Cultivate a high achieving performance culture.	Revise recruitment strategy and branding program by late winter (2016-17).
	Always promote a school culture with the belief system of all students can learn.

Goal #3: Unlock Potential (Challenge) *Continued*

Become an excellent learning organization through a culture of continuous improvement.

Year 1:

Strategic Initiatives	Measures of Success
Strengthen leadership capability throughout Linn-Mar to promote high levels of performance and productivity and sustain excellence.	Make school building-level communication the major focus of the communication efforts.
	Provide training to district leaders to address all aspects of the employee life cycle.
	Begin to develop a leadership ladder (succession planning) throughout Linn-Mar in all employee groups with a focus on recruitment and retention.
	Identify employee skill gaps, provide opportunity for improvement/workout plan or coaching out (coach up or counsel out).
	School Board, district leaders, and building administrators continually seek to improve knowledge of upcoming trends in education and research on school improvement by having memberships to professional organizations, attending relevant conferences, and networking with other administrative professionals.
	Board Policy Committee to develop and deploy board learning plan and work to strategically align all board committee work under the Strategic Plan .

Updates on Goal #3: Unlock Potential (Challenge)*Become an excellent learning organization through a culture of continuous improvement.*

Reading Recovery Change: Starting in the 2018-19 school year, the district will discontinue the use of Reading Recovery in the elementary schools, while maintaining its entire reading support staff, 18.5 full-time employees (FTE). The reading support staff is an important asset to our district in providing students with additional support in the area of reading. Linn-Mar has supported the training and implementation of Reading Recovery in its elementary buildings for many years. Over the course of this same time, the number of students in each of our buildings has grown and the number of district reading teachers (FTE) has decreased slightly. At the start of the 2011 school year, the 7 elementary buildings had 3,092 students enrolled in school and the district had 19.0 FTE in reading teacher support. At the beginning of the 2017 school year, the same 7 elementary buildings had 3,501 students enrolled in school, but the district had 18.5 FTE in reading teacher support. We have seen an increase of about 400 students across our district from 2011 to 2017, with a decline in reading teacher support of 0.5 FTE.

In 2014, the state of Iowa signed into law, *Iowa Code 279.68-Early Literacy Implementation (ELI)*. The legislators' purpose behind Early Literacy Implementation was to ensure all students were proficient readers by the end of third grade. This high expectation, as well as the Department of Education's review of our district's FAST screening data, has caused us to re-evaluate our core instruction and our diagnostic and intervention system in the area of reading. This included looking at the number of students our reading teachers are providing services to over the course of their day.

Reading Recovery is an intense reading program which requires one-on-one instruction for 30 minutes and does not allow for flexibility in adding additional students to each session. This means, each Reading Recovery teacher provides services to four students over the course of two hours per day. This one-on-one, intense instruction lasts an average of 20 weeks per student. Each of our Reading Recovery teachers could, potentially, support an average of 20 to 24 additional students over the same two hours without the implementation of Reading Recovery. Six out of seven of the elementary buildings currently have two Reading Recovery teachers, this could mean 40 to 48 more students would receive additional reading support outside of the general education classroom, per building.

The district acknowledges most students grow greatly in the area of reading with this type of intense instruction and it realizes many of our Reading Recovery students are dismissed from the program. This type of intense instruction cannot be duplicated in the general education classroom even with the support of an extra intervention time. This makes it very difficult for students to maintain the same type of growth once dismissed from the Reading Recovery program. The district has looked at assessment data on students who have received Reading Recovery support. The data would indicate many of these students do not meet benchmark/proficiency targets in the areas of reading fluency or comprehension on our district's screener, second assessment, and the state-mandated assessment. The data shows we lose an average of 25% of our Reading Recovery students whose families have moved from the district.

The district acknowledges Reading Recovery has great strategies to influence student learning and provides wonderful professional development to staff members who teach Reading Recovery. Early Literacy Implementation has compelled us to re-evaluate how we structure our classroom literacy time, our reading teachers' time, and the intervention used to impact student reading. As we continue to grow as a district, we have more students that need additional support in the area of reading. While maintaining all of our reading staff, one way to help us accomplish this goal is to discontinue Reading Recovery at the elementary level so we can provide reading support to more students.

Updates on Goal #3: Unlock Potential (Challenge) - *Continued*

Become an excellent learning organization through a culture of continuous improvement.

Certified Staff Professional Development: The April 30th Professional Development Day was a busy day that was packed with a lot of learning for Linn-Mar teachers. The highlights of the day at each level are listed below:

- Elementary: Building meetings were held in the morning. In the afternoon each grade level and department met across the district to continue their work with proficiency scales, standards based grading, and common and formative assessments in English/Language Arts.
- Middle School: Teachers spent the morning meeting in grade level teams. Eighth grade teachers from both Excelsior and Oak Ridge then met with high school staff in the afternoon to work on vertical curriculum alignment.
- High School: Staff participated in a rotation of small group learning opportunities. The three rotations included priority standards and proficiency scales, Professional Learning Communities (PLCs), and digital engagement. In the afternoon, select staff met with eighth grade teachers from Oak Ridge and Excelsior to work on vertical curriculum alignment.

Goal #4: Unlock Potential (Success)

Maximize achievement by increasing digital literacy utilizing 21st century digital tools.

Year 1:

Strategic Initiatives	Measures of Success
Digital Content	Explore and clarify LM working definitions related to digital learning (blended learning, digital content, etc.) to establish a shared vision.
	Identify specific areas to provide district, building, and instructional support for technology integration and implementation.
	Review, update and curate our PreK-12 digital curriculum to ensure it is rigorous and relevant.
	Identify and develop an online course option, aimed primarily at LMHS 11th and 12th grade students, in each department area that may or may not be a required course.
Digital Citizenship	During 2016-17 explore PreK-12 Digital Citizenship Curriculum (i.e. CommonSense Media).
	2016-17 TICs provide professional development on digital citizenship.
Digital Equity	Review technology equity procedures to inform future policy decisions.
	Establish a uniform, digital checkout process for students who do not have Wi-Fi or computer outside of school.
	Using assessment information, implement the appropriate assistive technology tools for students with special needs in the general education classroom.
	By increasing understanding of assistive technology, promote a culture of individualizing learning needs.
Digital Pedagogy	Begin a process to ensure all faculty have the qualifications and training necessary to deliver courses in a variety of modes; specifically regarding online instruction.
	Create a faculty mentor program or peer review system as a way to improve online/hybrid courses.
	Explore potential resources and processes for future curriculum.
	Utilize Technology Instructional Coaches (TICs) to provide coaching support for teachers integrating technology into their instruction.
Digital Communication	Use annual staff/student/parent/community survey data to determine effective use of school website for consistent district and building level communication.
	Explore possibilities for better alignment and integration of systems used by parents (i.e. PowerSchool, TouchBase and Total Access).
	Promote current electronic communication services for staff to access relevant information regarding resources.

Updates on Goal #4: Unlock Potential (Success)*Maximize achievement by increasing digital literacy utilizing 21st century digital tools.*

Linn-Mar Robotics to Host Robo Fair May 19th: Linn-Mar Robotics is gearing up to host Robo Fair! The event will take place in the south commons of Linn-Mar High School on Saturday, May 19th from 10:00 AM to 4:00 PM. The fair will spotlight a variety of events throughout the day which include robot racing, programming booth, and robot creation and design for competition.

The event is open is open to the public. Students from the age of 7-18 who are interested in STEM (Science, Technology, Engineering and Mathematics) or FIRST (For Inspiration and Recognition of Science and Technology) won't want to miss this first-time event!

[Learn more about Robo Fair by visiting the Linn-Mar Robotics website.](#)

Goal #5: Empower Achievement (Involve)

Enhance engagement opportunities through focused strategic partnerships.

Year 1:

Strategic Initiatives	Measures of Success
Internal Partnerships	Investigate and research district administration practices and processes to enable principals to focus more on instructional leadership.
	Promote opportunities for district employees to volunteer in classrooms.
	Explore and clarify the purpose and structure of district leadership meetings to align with Strategic Plan.
External Partnerships	Create conditions to provide transparent, accurate and accessible information through dashboards.
	Broaden opportunities for local businesses and historically underutilized businesses to work with the district.
	Explore opportunities for the city and local districts to share costs for shared services.
	Develop/nurture relationships and work with community partners and media to define, promote, expand and market signature programs.
	Begin to establish a network of information ambassadors.
	Enhance established partnerships with the business community, as well as nationwide, to broaden recruitment, wellness, volunteer and diversity initiatives.
	Promote external partners to join district committees and district staff participate in outside committee groups.

No updates at this time.

Goal #6: Empower Achievement (Build)

Construct physical learning environments using fiscally responsible and sustainable practices.

Year 1:

Strategic Initiatives	Measures of Success
Facilities Restructure	During the 2016-17 school year the Board of Education, with feedback from community patrons, will approve a long-term facility structure plan that benefits all Linn-Mar students.
	Determine what the most appropriate and cutting edge learning environments look like at each of the grade level configurations and prioritize goals for the physical components for each of the environments.
	Establish a communication campaign to foster support and approval of district restructure needs.
	Develop a funding plan to support 10-year restructure plan, including the outline of a possible bond campaign strategy.
	Engage architects, engineers, demographers and other applicable services to assist in the planning and implementation of the facility restructure plan.
	Identify an off-site facility for Linn-Mar extension of Iowa BIG.
	Occupy Westfield Elementary addition.
Facilities Preservation	Address priority needs to improve district facilities by actively maintaining 10-year facilities and preventative maintenance plan, including identifying energy-saving opportunities.
	Develop a funding plan to support 10-year preventative maintenance schedule.
	Complete walkthroughs with principals, Crisis Committee members, and Operations & Maintenance to determine building needs in reference to safety and security.
Operational Resource Allocation	Work to optimize resources (buildings, personnel, programs, etc.) to ensure they are utilized efficiently and effectively.
	Explore procedures to effectively evaluate programs from a financial aspect to ensure resources are being utilized to full potential.
	Continually review categorical funding streams to ensure resources are being properly spent and that all expenditures are properly allocated.

No updates at this time.

Achievements and Honors

Coe College Honor Bands: On April 14-15, Coe College hosted honor bands comprised of elementary through high school students from more than 40 schools around the state. Congratulations to the following Linn-Mar students and their directors for being chosen to participate in this event!

Elementary Honor Band Participants:

Fifth Grade Directors: Kevin Makinster and Amy Sams

Sixth Grade Directors: Stephanie Nuss and Steve King

- Fifth Grade Students: Evie Phillipp and Ryal Hanson (flute), Madeline Turner, Mariselle Jones, and Jonas Jaritz (clarinet), Micah Langley (tenor sax), Tomina Gerst (cornet), Molly Newton and Adam Kmetz (French horn), Owen Hanson (trombone), Makenna Grimm (baritone), Thanh Beech (tuba), and Caden Beckmann (percussion)
- Sixth Grade Students: Lucie Scott (flute), Alyssa Niemeyer (clarinet), Graedyn Morrissey (bassoon), Addison Gates and Kinsey Widdel (alto sax), Aiden Klaren (tenor sax), Owen Hilbert (trumpet), Lucas Rabe, Dylan Ascher, and Emmarie Dart (trombone), Gabe Gates and Ethan Crawford (tuba), and Jayden Schumacher and Zachary Kendrick (percussion)

Middle School Honor Band Participants:

Middle School Directors: Stephanie Nuss, Steve King, Shawn Sandersfeld, and Brett Dupree

- Anna Kautz, Hanna Langley, and Aadarsh Kumar (flute), Madison Marcus, Maddie Nuss, Samantha Solis, and Evan Shanley (clarinet), Shrey Kapoor (baritone sax), Nikhil Reuben (trumpet) Moosa Hamad and Vivian Shanley (French Horn), Brendan Brooks (trombone), Ryan Getz (tuba), and Arjun Palaniappan (percussion)

High School Honor Band Participants:

High School Directors: Aaron Nuss, Dan Terrell, and Jennifer Tiede

- Mikayla Langhurst (flute), Sam Kelly and Madison Kuhlman (clarinet), Katie Greiner (alto sax), Anna Kelly (trumpet), John Herschberger, Wade Schaeffer, and Ashley Schmidt (French horn), Isaac Langley (bass trombone), Nancy Herschberger (bassoon), and Jake Varner (tuba)



Indian Creek Elementary Principal Named: Congratulations to Kelly Kretschmar, current Director of Elementary Teaching & Learning, for being named Indian Creek Principal. She has worked for the district for 19 years as an educator, instructional strategist, and in her current role. Mrs. Kretschmar will assume her new role on July 1st and shared, "I'm very excited to be named principal at Indian Creek...a place I called home for 15 years. As the new administrator, my goal is to positively contribute to the incredible experiences already happening within the Indian Creek community."

Athlete, Team, and Coach of the Week:

- Congrats to Luke VanDonslear, 10th grade tennis player, for being named KCRG's Athlete of the Week!
- Congrats to Girls Soccer for being named the KGYM's Team of the Week!
- Congrats to Tennis Coach Chris Wundram for being named KGAN's Ed Thomas Coach of the Week!

Orchestras News: Congrats to the LM orchestras for an outstanding showing at the Cedar Rapids Jefferson Invitational! The Middle School Chamber Orchestra, comprised of students from Excelsior and Oak Ridge Middle Schools, was named grand champion in the middle school division. The high school orchestras did great as well! The Philharmonic Orchestra placed fourth, Concert Orchestra placed third, Symphony Orchestra placed second, and Grand Sinfonia was named grand champion in the high school division.

PBIS Recognitions: The Iowa Department of Education has recognized Excelsior Middle School and Linn Grove Elementary, among 110 schools statewide, for their work in implementing Positive Behavioral Interventions and Supports (PBIS).

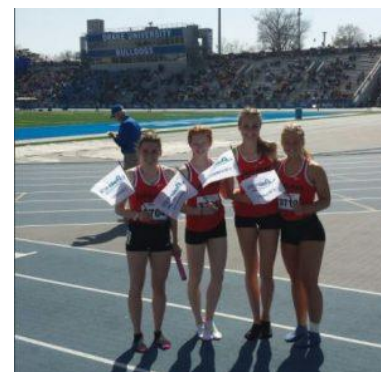
PBIS is a multi-tiered system of support for behavior and provides the framework for teachers to provide and monitor prevention and intervention practices. PBIS has been shown to reduce major disciplinary infractions, reduce out-of-school suspensions, improve prosocial behaviors, academic achievement, and school climate.

Excelsior and Linn Grove achieved Banner Level recognition. Banner level schools are sustaining universal systems and practices. Students are accessing interventions such as check-in/check-out and 50% are responding positively to the support.



LEGO League Honor: The Oak Ridge LEGO Blasters were selected by the Iowa Environmental Council to receive the 2018 Youth Innovation Award for their water-saving Ecomode design. The team will be recognized at the Pro H2O event on June 14th beginning at 6:30 PM at The River Center (340 SW 3rd, Des Moines). Pro H2O is an annual event hosted by the Iowa Environmental Council to raise community awareness and celebrate a shared vision for clean water and healthy land in Iowa. Congratulations to the Oak Ridge LEGO Blasters!

Drake Relays: The Linn-Mar girls shattered two records at the Drake Relays in Des Moines in a strong showing for our girls track team. Chana Northrup (sophomore), Olivia Hubler (senior), Jill Bennett (junior), and Payton Wensel (senior) set an all-time state record with an impressive time of 1:44.07 in the sprint medley. Payton Wensel also set a new Drake Relays mark with a time of 1:00:25 in the 400-meter hurdles; the second-best time in Iowa history. Payton was also voted as the most outstanding girls' high school performer at the event. In the high jump, Skyler Presler (sophomore) took home third place clearing a height of 5'4". Congratulations to our girls on their amazing performance at the Drake Relays!



Girls Soccer Community Outreach: Congratulations to the girls soccer team for joining with Kennedy to raise \$3,000 for cancer research. This is the ninth year the teams worked together for a great cause!

2017-18 LIONS Awards and Volunteer Recognition Recipients:



LIONS Award Recipients:

Living Legend: Marilee McConnell, Indian Creek Principal
Optimizer: Sean Smith, Student Support Services
Newcomer: Bobby Kelley, Aquatic Center Manager
Service: Sandy Schneekloth, 5th Grade Teacher
Lions Pride: Tom Daubs, School Resource Officer



Volunteer Recognition Recipients:

Making a Difference: Angela & Shawn Burke
Unsung Hero: Judy Frantz
Above & Beyond: Beth Morrissey and Karen Daubs

The recipients were recognized during the annual LIONS Awards and Volunteer Recognition open house on May 2nd. Congratulations to all the recipients!