



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 21<sup>st</sup> 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>

## Table of Contents

<b>Goal #1: Inspire Learning (Articulate):</b>	<b>Page 2</b>
<i>Updates on Progress:</i>	<i>Page 3</i>
<b>Goal #2: Inspire Learning (Support):</b>	<b>Page 4</b>
<i>Updates on Progress:</i>	<i>Page 5</i>
<b>Goal #3: Unlock Potential (Challenge):</b>	<b>Pages 6-8</b>
<i>Updates on Progress:</i>	<i>Page 9</i>
<b>Goal #4: Unlock Potential (Success):</b>	<b>Page 10</b>
<i>Updates on Progress:</i>	<i>Pages 11-12</i>
<b>Goal #5: Empower Achievement (Involve):</b>	<b>Page 13</b>
<i>Updates on Progress:</i>	<i>Page 14</i>
<b>Goal #6: Empower Achievement (Build):</b>	<b>Page 15</b>
<i>Updates on Progress:</i>	<i>Pages 16-17</i>
<b>Achievements and Honors:</b>	<b>Page 18</b>

**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.

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

**Updates on Goal #1: Inspire Learning (Articulate)**

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

**Updates for the Linn-Mar High School 2017-18 Student Handbook:** The following updates have been made to the 2017-18 LMHS Student Handbook:

1. All new personnel or date changes have been made from the 2016-17 LMHS Student Handbook to the 2017-18 LMHS Student Handbook.
2. (p.5) Update of building evacuation procedures now reflects the updated campus evacuation sites at the ESCO Building and Indian Creek Country Club as well as the District Reunification Site at the LM Transportation and Operations & Maintenance site.
3. (p.7) Additional wording to 'Mobile Electronic Devices' stating, "*Unless given permission by an administrator or classroom teacher for class purposes, students are NOT to be capturing audio, video or photographs on school property or at school activities.*"
4. (p.10) Additional wording to 'Time Release' addressing Blended Learning students stating, "*9th and 10th grade students taking a 'Blended' course section may be given specific passes to use the 'commons' areas during the Blended class period or block.*"
5. (p.10) Wording change from 'Upper Commons/Book Collection' to 'Upper Commons/Library'.
6. (p.11) Added the following to reflect State changes made to High School Plus, Alternative Concurrent Enrollment Community College Course Options: *Credit may be awarded by Kirkwood Community College upon successful completion of course requirements in specific courses offered concurrently between Linn-Mar CSD and Kirkwood. Currently, 39 course options may be chosen at Kirkwood as concurrent enrollment courses (see a counselor or the 2018-19 LMHS Program of Studies for a current listing of eligible courses). These course options may not replace graduation requirements. The school district will pay for related tuition and related course fees. Students must maintain the minimum High School course load. Students must meet qualifying enrollment requirements prior to enrollment in an Alternative Concurrent Enrollment course at Kirkwood Community College.*
7. (p.12) Learning Center Focus Lab is now called *Achievement Studies*.
8. (p.16) Addition to Post-Secondary Enrollment Option to reflect State changes. Now referred to as Post-Secondary *Non-Community College Course Enrollment Option*.
9. (p.23) Changes to Consequences for Unexcused Absences. Drop is now after the 4<sup>th</sup> Unexcused Absence, not the 3<sup>rd</sup>, with an additional intervention step added.
10. (p.28) Added a Code of Conduct Violation for *Sexting—the sending, resending, or possessing sexually explicit or inappropriate photos, videos, texts, emails, etc, via mobile electronic devices or other electronic means.*

**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 well-being 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.

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

**Updates on Goal #2: Inspire Learning (Support)**

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

***No updates at this time.***

**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
<p>Becoming Deliberately Developmental about our staff as we shift from "Human Resources" to "Talent Management".</p>	<p>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.</p>
	<p>Reduce employee workers compensation claims from five-year average info.</p>
	<p>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.</p>
	<p>Explore opportunities to expand mentor programs for all employee groups and leverage their talent/knowledge to improve our overall performance.</p>
	<p>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.</p>
	<p>Research comprehensive and engaging performance management plans for classified and professional staff.</p>
	<p>Foster a positive, engaging, diverse and inclusive work environment while identifying and responding to the changing needs of the Linn-Mar community.</p>
<p>Cultivate a high achieving performance culture.</p>	<p>Revise recruitment strategy and branding program by late winter (2016-17).</p>
	<p>Always promote a school culture with the belief system of all students can learn.</p>

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

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

**Year 1:**

Strategic Initiatives	Measures of Success
<p>Strengthen leadership capability throughout Linn-Mar to promote high levels of performance and productivity and sustain excellence.</p>	<p>Make school building-level communication the major focus of the communication efforts.</p>
	<p>Provide training to district leaders to address all aspects of the employee life cycle.</p>
	<p>Begin to develop a leadership ladder (succession planning) throughout Linn-Mar in all employee groups with a focus on recruitment and retention.</p>
	<p>Identify employee skill gaps, provide opportunity for improvement/workout plan or coaching out (coach up or counsel out).</p>
	<p>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.</p>
	<p>Board Policy Committee to develop and deploy board learning plan and work to strategically align all board committee work under the <a href="#">Strategic Plan</a>.</p>

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



### Updates on Goal #3: Unlock Potential (Challenge)

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

**New Teacher Orientation:** The first half of day one of the orientation was spent with Human Resources. They reviewed pertinent policies, introduced the Communications and Community Relations Departments and how they can help in classrooms, reviewed safety, leave, licensure, lane changes and much more. Teachers were also fed well thanks to Farmer's State Bank (breakfast) and Linn-Area Credit Union (lunch). The rest of their first two days consisted of quality time with the Teaching & Learning Department, Technology Department, Teacher Leaders, Principals, Student Assistance Specialists and last but not least ALICE training.

**BRAND NEW! Associate Training/Orientation:** We were able to kick this year off with a brand new associate training that focused on communication, parent contact, confidentiality, inclusion and building student independence. The associates received this [handbook](#) that they will be able to utilize throughout the school year. Special Education teachers were given time to work with associates within their classroom to cover how communication flow will take place with their individual groups. As we hire new staff throughout the school year, we look forward to providing this training in an online, video format.

**2017/2018 Staffing:** [New Teachers](#) / [New Associates](#)

**August 18th Professional Development Day:** The following items were discussed during the August 18th Professional Development Day as a kick off to the new school year:

- Elementary: PLC work, FAST assessment preparation, PBIS planning, ALICE drills for school safety, seclusion and restraint training, and various team building activities.
- Middle School: PowerTeacher Pro training, report card updates, academic and behavior standards reviewed as part of the Standards Based Grading process, PBIS, and ALICE trainings.
- High School: The day was spent with Pete Hall from ASCD working on goal setting and teacher reflection. PowerTeacher Learning was introduced and school safety procedures were reviewed.

### **New Employee Assistance Provider:**

We are pleased to introduce a brand new Employee Assistance Program (EAP) to provide staff and families with resources to support their own positive mental health as well as work-life resources.

Linn-Mar's current EAP services are limited to in-person only appointments during business hours. As a large percentage of Linn-Mar's medical claims are due to depression and anxiety, a search for a more robust EAP service was conducted to identify EAPs offering expanded counseling resources and flexibility for anyone wanting to talk to a counselor or needing assistance with a variety of work life topics.

ERS, a national provider based in Chicago, was selected to be the EAP provider for Linn-Mar. ERS offers in-person counseling sessions through [local network providers](#), unlimited telephone counseling sessions, robust website resources including live chats, monthly webinars, and much more.

An implementation and communication plan regarding the transition to ERS has been developed, with a go-live date of September 1, 2017. Managers will be trained on the new EAP services on August 30th, and staff notifications and communications will also be sent, both to their homes as well as at the workplace. Please be assured that there will be no gap in service to anyone who is currently being counseled, as our current provider will be joining the network of local ERS providers. This should lead to a seamless transition for any Linn-Mar employee or family member currently utilizing our current provider.

**Goal #4: Unlock Potential (Success)**

*Maximize achievement by increasing digital literacy utilizing 21<sup>st</sup> 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.
	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 tool(s) 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.

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

### Updates on Goal #4: Unlock Potential (Success)

*Maximize achievement by increasing digital literacy utilizing 21<sup>st</sup> century digital tools.*

**Leading Schools Summit:** The Leading Schools Summit program offers multi-day professional conferences to provide professional learning and support to principals and central office administrators who are leading student-centered digital learning initiatives in schools.

Mark Hutcheson, High School Director of Teaching and Learning, attended the Leading Schools Summit at Lesley University in Boston from August 1<sup>st</sup> through the 3<sup>rd</sup>. GWAEA provided full funding for Mark's participation in the event.

School leaders at the Leading Schools Summit were given the opportunity to collaborate and network with other principals and central office administrators from around the country. Principals and central office administrators worked through individual problems of practice and gathered feedback and insight from colleagues. Participants spent time reflecting on leadership and learning practices and identified practical strategies for developing cultures of innovation in schools. In addition, participants visited Google, Cambridge, NuVu Studios at MIT, and WGBH Studios in Boston for examples of innovation and inspiration as part of the three-day event.

Use of the Design Thinking process was central to achieving the communicated goals of the summit. Through this process, attendees collaborated to solve problems using a proven, systematic design protocol to focus team energy.

The Design Thinking process was noted to consist of the following non-linear stages:

- Understand: designers explore topics through research and develop familiarity with the subject matter.
- Observe: this phase consists of designers taking note of their environment, which includes physical surroundings and human interactions; designers gather more information about people's actions and possible motivation through discussion.
- Point of view: designers consider alternate points of view to better understand the problem and to inform their ideas in the next phase.
- Ideate: this phase consists of designers brainstorming ideas without criticism or inhibition. The focus is on generating lots of ideas with an emphasis on creativity and enjoying the process.
- Prototype: in this phase designers create quick prototypes to investigate ideas generated during the ideation phase.
- Test: designers test their ideas in a repetitive fashion and determine which aspects of the design are effective and which could be improved.

Through the Leading Schools Summit, Design Thinking was taught and practiced as a tested and confirmed method of creative action.

Thank you to Grant Wood Area Education Association for providing this opportunity to a member of the Linn-Mar Community School District.

**Technology Summer Highlights:**

- **Equipment Refresh - 1335 Devices refreshed since June 1.**
  - 199 Devices for HS Staff (Student devices refresh in 2018)
  - 66 Devices for HS SSS Students
  - 580 Devices for EX Staff and Students
  - 327 Device for Indian Creek Staff and Students
  - 30 Devices for Oakridge PLTW classes
  - 30 Devices for EH 4th grade
  - 46 Devices for WF
  - 57 Devices for LRC refresh (To be completed this Fall)
- **Managed Printing to EX & OR**
  - This will provide reports for how much printing and the cost to building administration
- **Implemented PowerSchool Learning (LMS) for High School pilot this year**
  - Assessments has been turned on, training to come in the next couple of weeks. The Analytics (dashboard) module will come online late October.
- **Access Cards for all HS Staff**
- **Imported all assets into SolarWinds inventory system**
- **Distributed first Technology Services Department newsletter**
- **Upgraded all network wiring at Indian Creek elementary from CAT3 to CAT6a**
  - See table for speed comparisons

	CAT3	CAT5	CAT5e	CAT6	CAT6a
Maximum Data Rate (1 Twisted Pair)	10 Mbps	100 Mbps	1000 Mbps	10 Gbps	10 Gbps
Maximum Frequency	16 Mhz	100 Mhz	350 Mhz	250 Mhz	750 Mhz
Typical Distance	100 m	100 m	100 m	100 m	100 m
Maximum Distance at Maximum Data Transfer Rate			50 m	55 m	

- **Extended network fiber to Indian Creek portable**
  - To support computers, phones, projectors, etc...
- **Implemented Clever for LM apps -**
  - this is a credential "pass through" for more a single sign on function in the classroom
- **Facilitated VOIP analog network for ATM connectivity at the HS**
- **Started build out of mobile device management infrastructure**
- **Implemented Guide K12 (Geovisual analytics for schools)**
- **Provided network access for concessions credit card use at HS Stadium**
- **Install large screen display at OR cafeteria**
- **Added network cables to HS rooms where network had been demolished by construction**
- **Upgraded to HDMI connections for some projectors at various locations (HS, WF, EX)**

**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.

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

**Updates on Goal #5: Empower Achievement (Involve)**

*Enhance engagement opportunities through focused strategic partnerships.*

***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.

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

**Updates on Goal #6: Empower Achievement (Build)**

*Construct physical learning environments using fiscally responsible and sustainable practices.*

**Summer Construction Updates:**

- **LRC Sprinkler Project:** Based on two prior, unsuccessful bid attempts, the district chose to break the project scope down into phases. First priority will be install sprinklers on the third floor by December 15th so that high school students will be able to occupy these classrooms at the beginning of second semester. Two competitive quotes were received by the district for this first phase, of which Iowa Fire Protection (Hiawatha, IA) had the lowest quote at \$53,580. Other associated work, such as ceilings and plumbing, will be subcontracted out by the district. Total cost of the first phase is estimated to be below \$100,000. Phase two of this project will be to install fire suppression on the bottom floor of the LRC (Compass area) during the summer of 2018. The district will go through the competitive quote process again in the winter/spring to determine the contractor for phase two.
- **High School Renovation Phase II:** Over the summer new flooring, lighting, ceiling, and paint were installed in the library/media center. Insulation was added in the weight room and wrestling room to improve the sound barrier between the bottom floor and the classrooms above. New concrete was poured on the north drive. Minor punch list items remain to be completed by Larson Construction. Total costs incurred on High School Phase II through August 1st are \$26,098,595, with an estimated \$250,000 of outstanding expenditures. Total budget on this project was projected to be \$26,230,263.
- **High School Aux Gym:** Subfloor was leveled and new wood floor was installed and completed at the end of July. Total cost of the project was \$67,026.
- **Westfield Classroom Addition:** Scope of project consists of approximately 8,000 square feet including the addition of five classrooms, one computer lab, resource rooms, and restrooms. Furniture has been installed in the new space. Minor punch list items remain to be completed by Larson Construction. Total construction costs incurred through August 1st are \$2,132,094, with an estimated \$55,000 of outstanding expenditures. Original construction contract amount was \$2,176,000.
- **Westfield Parking Lot:** Work on the parking lot has been ongoing since the beginning of June. The project is substantially complete as of August 18th. Scope of work includes the construction of approximately 140 parking stalls (old lot had approximately 100) and widening of vehicle lanes to allow for more efficient circulation. Various sidewalks were also added as part of this project to ensure safer and easier pedestrian traffic. A gate will be installed at the south entrance of the lot that connects with Kensington Drive to discourage unwanted pass-through traffic. Minor punch list items remain to be completed by Rathje Construction. Total expected construction costs for this project are \$725,000.
- **Novak Parking Lot Addition:** District grounds and maintenance staff completed the addition of 15 parking stalls on the southwest side of the building. Approximate material cost was \$16,000.
- **Indian Creek Modular Classroom:** Located in the parking lot just outside the main office of Indian Creek, the two classroom unit now has electricity, internet, ramps/steps at each exit, and is furnished. Security measures include cameras, access controls, concrete barriers, and connection to the main building fire alarm system. The district has a three-year lease agreement for this unit with a monthly cost of \$1,608.



**Transportation Summer Updates:**

- We had a successful ESY and summer athletics transportation operation.
- Remodeling the layout of our shop began in June and is nearly complete. This provides us with an additional bus bay, for a total of four.
- We screened, hired, and trained six new bus drivers and two new attendants.
- Much of our safety restraint equipment expired this year. We have been able to replace much of that. (booster seats, car seats, and safeguard seats)
- Four new buses have been prepped for service. We detailed and prepared the remaining fleet for the new school year and for our state bus inspection, which took place on August 11th.
- All bus routes were reviewed and appropriate adjustments made. The WF/EH boundary change was an area of significant adjustment, as was preparation for upcoming road closures.
- Summer back-to-school training was held on August 16th for 78 staff members.
- 59 buses (12 propane) and 12 vans in the fleet
- 47 vehicles rolling out the morning of day 1, all running two or more separate routes

**Nutrition Services Summer Updates:**

- No significant changes in menu structure or content for 2017-18
- District received a grant for a breakfast cart at Excelsior to be placed near the bus drop off lane so students are able to have a breakfast if needed. The cart is in the process of being manufactured and will be installed when available.
- We have 76 employees (kitchen staff, drivers, and administrative) serving 10 locations.

**Preliminary Enrollment Date:** *Please note these numbers will go up/down as PowerSchool is updated with unexpected students moving into the district and/or unexpected students moving out of the district. Official enrollment count day is not until October 1, 2017.*

<b>Building Name</b>	<b>Total Enrollment</b>
Bowman Woods Elementary	461
Echo Hill Elementary	555
Indian Creek Elementary	567
Linn Grove Elementary	476
Novak Elementary	459
Westfield Elementary	543
Wilkins Elementary	439
Excelsior Middle School	958
Oak Ridge Middle School	769
High School	2,196
Compass Alternative High School Program	71
Home School Program	24
Early Childhood/Preschool	267
<b>Grand Total</b>	<b>7,785</b>

## **Achievements and Honors**

**Traveling Challenge Cup:** Congratulations to Linn-Mar High School for their 3rd place finish in the Bank Iowa Travelling Challenge Cup. According to Athletic Director David Brown, "The Challenge Cup represents all student fine arts and athletics, so it's a real gauge of how well our programs perform." All member high schools of the Iowa High School Athletic Association, Iowa High School Music Association, Iowa Girls High School Athletic Union and the Iowa High School Speech Association compete in the combined, statewide, year-long competition. Each year's winner receives a Crystal Challenge Cup from Bank Iowa and a \$2,000 stipend to be used towards enhancing the academic learning components available in school systems.

**Boys Golf:** The Linn-Mar Boys Golf team won its second straight Mississippi Valley Conference Super Meet team title shooting 301 at Ellis Golf Course. The team total was six strokes better than last year's winning score and seven ahead of runner-up, Cedar Rapids Xavier.

**Volunteers Recognized:** Governor Kim Reynolds will be recognizing three Linn-Mar Volunteers during a reception at The Hotel at Kirkwood on August 30th (11:30 AM to 1:30 PM). Congratulations and thank you to the following LM volunteers for their service to the district:

- Jenny Hemmes, Indian Creek Volunteer: Individual Service Award Recipient
- Nicole Glau, Westfield Volunteer: 5-Year Service Award Recipient
- Nicole Stoddard, Novak, Excelsior, and High School Volunteer: 10-Year Service Award Recipient