

Board Book: November 6, 2017

Inspire 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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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.

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 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.

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
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 .

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.*

Elementary Reporting Periods: The elementary schools reporting period is currently on a trimester format, while the middle schools and high school are on a quarter schedule. The district is considering altering the elementary format to align with the secondary schools. If this change does take place, elementary schools would offer parent-teacher conferences at the conclusion of the 1st and 3rd quarters and would send home report cards at the end of the 2nd and 4th quarters. We are currently in the process of gathering feedback on this potential change. If you have any thoughts, questions, or concerns about this proposal please contact either [Shannon Bisgard](#), [Kelly Kretschmar](#), or any elementary principal.

Linn-Mar PLC: On October 26-27, Linn-Mar hosted a Professional Learning Community (PLC) training for the entire Linn-Mar teaching staff. For years, Linn-Mar has sent teams of teachers and administrators to PLC trainings across the midwest which has been very beneficial for our schools to help us grow as professionals and as a district. Unfortunately, this process did not allow for all Linn-Mar teachers to receive training and it was also very expensive, so the decision was made to bring the PLC team to Linn-Mar so all of our teachers could benefit. Five nationally recognized presenters were brought in to train our staff on the PLC format, instructional practices, assessments, school culture, grading and more. Over 600 Linn-Mar staff and Grant Wood AEA staff were able to learn and work together as a team over the course of these two days. The value of these two days will be felt for years as teams take what they have learned and put it into action in our classrooms. If you would like to learn more about the PLC experience, please check out the Twitter hashtag (#LMPLC17) that was set up for this event.

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 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.

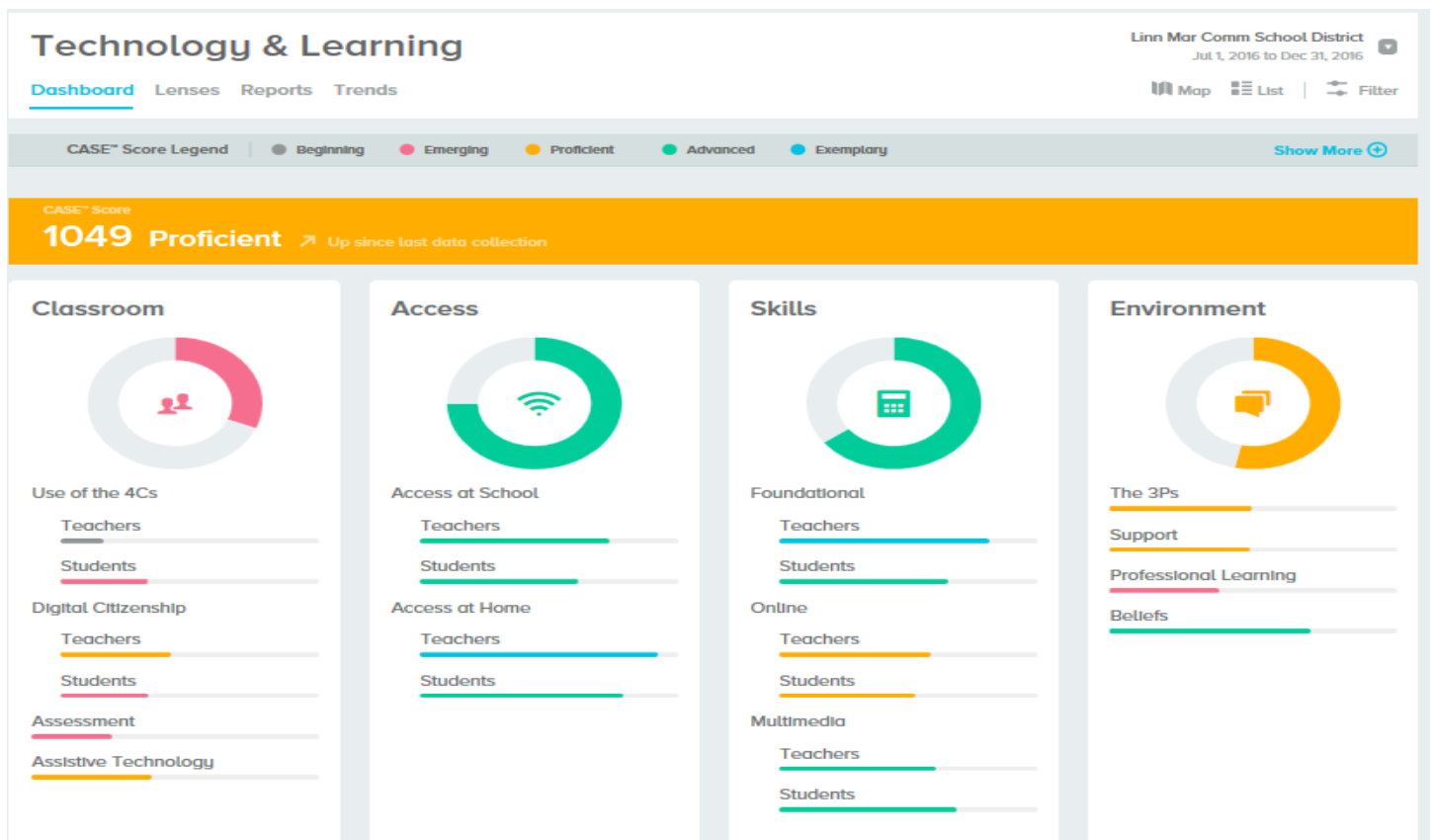
Refer to the [Strategic Plan](#) for Year 2 Strategic Initiatives and Measures of Success.

Updates on Goal #4: Unlock Potential (Success)

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

BrightBytes Survey Window: November 6-17, 2018

This is the third year that we have collected this data. It is used to inform administrators, the Teaching & Learning and Technology departments, and the Technology Integration Coaches (TICs) on our use of the four C's (Collaboration, Communication, Creativity, and Critical Thinking) and CASE framework. Below is an overview of 2016 data:



CASE Template for District Stakeholders: The district will be partnering with BrightBytes, an educational research and analytics organization, to learn more about our use of technology for student learning. Our goal is to gather metrics on technology access, skills, and the district's technology environment in order to understand the connection between technology use and student achievement. This will be done through a comprehensive framework called CASE that looks at the **C**lassroom factors, **A**ccess to technology, teacher and student **S**kills, and **E**nvironmental factors. To gain these insights we must provide BrightBytes with a complete picture of technology use at school and at home within our district. We will be asking students, teachers, and parents/guardians to participate in the project and to provide input.

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.

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.

Property Tax Rollback: The Iowa Department of Revenue released the following annual property tax rollback percentages for fiscal year 2019:

Rollback Percentages		
Applicable When Planning for Budget Year:	Was in FY 2018	Will be in FY 2019
Commercial/Industrial/Railroads	90.0000%	90.0000%
Residential	56.9391%	55.6209%
Agriculture Property	47.4996%	54.4480%
Utilities	100.0000%	100.0000%
Multi-Residentail	82.5000%	78.7500%
Source: Iowa Department of Revenue		

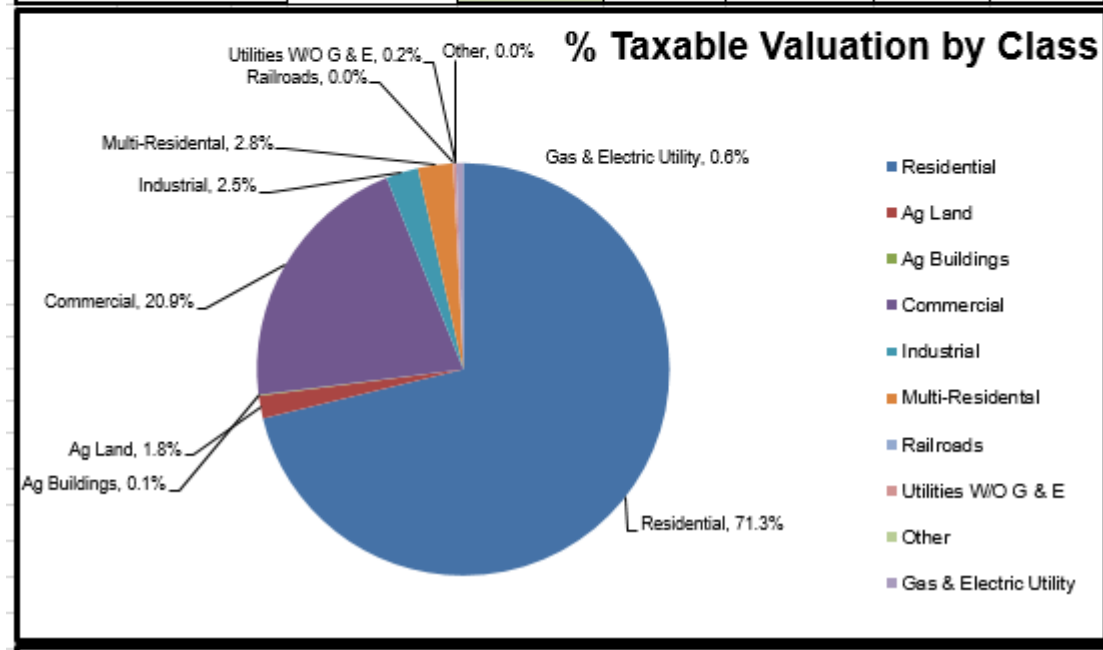
The rollback is the percentage of a property's value that is subject to property tax. For example, a residential property with an assessed value of \$200,000 is not taxed on this full amount. Rather, the tax calculation would be on the value of \$111,242; or approximately 56% of the assessed valuation for fiscal year 2019.

Without any adjustments, inflation generally causes property market values to increase, thereby increasing property taxes. To cushion the impact of inflation, Iowa Code allows for a reduction of property tax valuations according to certain assessment limitations.

In 2013, the Iowa Legislature passed significant property tax reform measures that: 1) reduced the commercial/industrial rollback from 100% to now 95% and 2) created a new multi-residential property classification whereby the property rollback went from 100% to 78.75% for fiscal year 2019. The multi-residential rollback is expected to continue to decrease steadily until it is equal to the residential rollback. Due to the reduction of the commercial and multi-residential rollbacks, the district's tax base growth slowed over the last five years averaging 3% growth compared to the previous five years which averaged 5.3% growth.

Linn-Mar's breakdown by property class and comparison with state averages is as follows:

Linn-Mar			Taxable Valuation By Class			
3715		School District #				
Classification	Non-TIF	Your District	State Max	State Median	State Avg.	State Min.
Residential	1,403,615,964	71.3%	85.6%	41.9%	52.5%	11.5%
Ag Land	34,982,399	1.8%	70.8%	36.8%	19.1%	0.0%
Ag Buildings	1,513,091	0.1%	8.5%	1.6%	1.0%	0.0%
Commercial	412,218,430	20.9%	50.9%	7.0%	15.6%	1.5%
Industrial	49,909,015	2.5%	28.4%	2.0%	3.7%	0.0%
Multi-Residential	54,321,168	2.8%	7.2%	0.9%	2.3%	0.0%
Railroads	0	0.0%	12.0%	0.8%	1.2%	0.0%
Utilities W/O G & E	4,624,019	0.2%	30.3%	1.5%	1.7%	0.2%
Other	0	0.0%	0.4%	0.0%	0.0%	0.0%
Gas & Electric Utility	10,885,399	0.6%	24.8%	2.2%	3.1%	0.3%



Achievements and Honors:

America Reads: The Linn-Mar Community School District would like to thank the hundreds of volunteers who took part in America Reads Day! This year more than 378 readers took part in more than 685 reading sessions at our 7 elementary schools! High school students, parents, grandparents, city officials, local radio and television celebrities, professional athletes, and district representatives took time out of their day to share a story with elementary students. America Reads, now in its 21st year, is a national challenge to improve literacy among elementary-age children. Locally it is a two-day joint event with Marion Independent, Cedar Rapids Community School District, College Community School District, and Xavier Catholic. A special thank you for the efforts of the eleven America Reads event coordinators, without them the day would not have been such a great success!



Spectrum Named GSA of the Year: Linn-Mar Spectrum, the high school's Gay-Straight Alliance, was recently named GSA of the year by the Iowa Safe Schools at their spirit awards in Des Moines. During its 17 years in existence at Linn-Mar, Spectrum has promoted student awareness of the LGBT community and related issues. Congratulations, again, to Spectrum!

Volleyball: Our girls swept Waukee in three games to advance to the state volleyball tournament. Our fifth-ranked Lions will face fourth-ranked Cedar Rapids Jefferson in the Class 5A state quarterfinal. The match is Tuesday, November 7th at 2:00 PM at the US Cellular Center.



Swimming: Congratulations to the Girls' Swimming and Diving team for qualifying for state! The team competes November 3rd-4th at the YMCA/YWCA in Marshalltown.

- Diving: Blair Pladsen and Megan Norris
- 200 Medley Relay: Vivian Shepherd, Shannon Kelley, Emma Behrens, and Ella Wagner
- 200 Individual Medley: Ella Wagner
- 50 Freestyle: Katie Dennis
- 100 Butterfly: Emma Behrens
- 500 Freestyle: Shannon Kelley
- 200 Freestyle Relay: Katie Dennis, Serena Brizard, Emma Behrens, and Ella Wagner
- 400 Freestyle Relay: Ella Wagner, Shannon Kelley, Serena Brizard, and Katie Dennis



Cross Country: The LM Cross Country teams placed 7th in class 4A at the state meet in Fort Dodge. For the girls, Lilly Geelan came in 10th and Micah Poellet came in 12th. For the boys, Colin Johnston came in 14th. Congratulations on a fantastic season!

All-State Music Festival: The high school music department had a total of 85 students audition for an opportunity to perform at the 2017 Iowa All-State Music Festival. Of those students, 50 were accepted to either the Iowa All-State band, orchestra, or choir. There were 13 students accepted to All-State Band with 5 alternates, 25 string players accepted to the All-State Orchestra, and 12 accepted to All-State Chorus, with 2 alternates.

The concert is Saturday, November 18th at the Hilton Coliseum in Ames. Tickets are available through Ticketmaster. The concert will be recorded for re-broadcast on Iowa Public Television and will be shown on Channel 12 during Thanksgiving weekend.

All-State Band Participants:

- 4th Year: Kirsten Loynachan (bassoon)
- 3rd Year: Sam Kelly (clarinet)
- 2nd Year:
 - Roxanna Barbulescu (clarinet)
 - Jaeden Hansen, John Herschberger, and Ashley Schmidt (horn)
 - Anna Kelly (trumpet)
- 1st Year:
 - Adam Bergen (euphonium)
 - Aleah Dupree (horn)
 - Nancy Herschberger (bassoon)
 - Amy Kenneson (trombone)
 - Isaac Langley (bass trombone)
 - Justin Yem (alto saxophone)
- Alternates:
 - 1st Alternate: Matt Helberg (trumpet)
 - 1st Alternate: Garrett Powell (baritone saxophone)
 - 2nd Alternate: Sierra Christensen (percussion)
 - 2nd Alternate: Katie Greiner (alto saxophone)
 - 2nd Alternate: Nathan Wylie (trumpet)

All-State Chorus Participants:

- 3rd Year:
 - Emma Gostonczik (alto)
 - Daniel O'Hara and Bryce Spencer (bass)
- 2nd Year:
 - Katie Andreasen and Megan Callahan (soprano)
 - Ian Crumley and Michael Kuchera (bass)
- 1st Year:
 - Josie Brendes (alto)
 - Casey Cerveney, Alex Hohbein, and Casey Walker (tenor)
 - Anusha Gopalam (soprano)
- Alternates:
 - 1st Alternate: Mackenzie Jensen (alto)
 - 2nd Alternate: Kirsten Lancaster (soprano)

All-State Orchestra

- 4th Year: Kathy Zhou (violin)
- 3rd Year:
 - Grace Ahlers, Caleb Almasi, and James Hecht (bass)
 - Daniel Low (cello)
 - Joel Peterson and Sydney Walther (violin)
- 2nd Year: Gloria Chang, Marissa Good, and Sophie Hagen (violin)
- 1st Year:
 - Sophia Abodeely, Braeden Green, Akash Gururaja, Elizabeth Low, and Sam Phillips (violin)
 - Katie Bellows, Laura Evans, Ashley Kendrick, Allie Schumacher, Allison Zelle, and Savannah Zhou (viola)
 - Ben Hinz, Mary Hodgman, Morgan Lu, and Jessica Wang (cello)