Exhibit 703.1

Inspire Learning.**Unlock Potential. Empower Achievement.**

Administration Report

Strategic Goal 1	Strategic Goal 2	Strategic Goal 3	Strategic Goal 4	Strategic Goal 5
Student Achievement: *All action on teaching and learning will focus on empowering achievement at the highest level for each student.*	*Learning Environments:* *All buildings and facilities will support the learning and teaching needed to unlock the potential in each student.*	*Staff Development:* *All staff will learn, perform and lead in such a manner as to inspire learning for students.*	*Community Engagement:* *The entire school community will engage the families, residents and stakeholders for the purpose of increasing opportunities for students.*	*Resources:* *All resources, real and potential, will be planned, and allocated in the spirit of providing an exciting and secure future for the students and District.*

LM
LINN·MAR
Community School District

Strategic Goal #1: Student Achievement:	*Performance Measures*
	FAST (Formative Assessment System for Teachers)
	MAP/NWEA (Measures of Academic Progress)
	Iowa Assessments/Smarter Balanced Assessments
	ACT (American College Test)
	NGSS (Next Generation Science Standards)
	Graduation rates
	Retention rates
	Summer School Success & Attendance
	Iowa School Report Card

STRATEGY: CURRICULUM

Teaching & Learning:
1. *Ensure implementation of Iowa Core is done with fidelity at all grade levels/buildings.*
2. *Prepare for anticipated 2016-17 implementation of Smarter Balanced Assessment.*
3. *Pilot summer school program will be held June 2016.*
4. *Prepare for anticipated 2016-17 implementation of Next Generation Science Standards.*
5. *Prepare for anticipated implementation of Iowa School Report Card.*

Below are highlights of the implementation efforts for the curriculum strategies listed above.

1. Implementation efforts to ensure Iowa Core is done with fidelity at all grade levels/buildings:
- ★ Data reviewed on a monthly/quarterly basis.
  - ○ Fall FAST data reviewed in October 2015.
  - ○ October 30 - Elementary Principals and Instructional Coaches met with Kelly Kretschmar and Grant Wood support to review FAST data from the fall and implement new strategies to support student growth.
  - ○ Elementary principals meet in a PLC on a monthly basis.
- ★ Provide staff training on Iowa Core implementation (spring 2016).
- ★ Review as a Teaching & Learning team the assessment scores (spring 2016).

2. Implementation efforts for anticipated 2016-17 implementation of Smarter Balanced Assessment:
  ★ Determine timeline for SBAC assessments (spring 2016).
  ★ Determine grade levels that will take SBAC (spring 2016).
  ★ Determine technology requirements for SBAC (spring 2016).
  ★ Plan for staff professional development on SBAC (summer 2016).
  ★ Review other district-required assessments and determine which assessments are necessary and which assessments can be removed.

3. Implementation efforts for pilot summer school program in June 2016:

  ★ Questions to be answered during the pilot include:
    ○ What are assessment results around state curriculum options?
    ○ What framework of instruction made the biggest impact?
    ○ What curriculum is most beneficial to the students in this program?
  ★ Summer school plan:
    ○ 2nd grade students
    ○ At-Risk students and substantially deficient (Using February FAST data).
    ○ Location: Indian Creek
    ○ Transportation: Follow district guidelines (2 mile radius or safe walkways).
    ○ Dates: June 6th thru July 1st (4 weeks for 3 hours/day; a total of 60 hours).
    ○ Time: 8:00 AM to 11:00 AM

4. Implementation efforts for anticipated 2016-17 Next Generation Science Standards (NGSS):

  ★ We hope to create a deployment plan by spring 2016.

5. Implementation efforts for Iowa School Report Card:

  ★ Background:
    ○ A new web-based tool with the goal of making certain educational data easier for the public to find and understand. This tool provides a snapshot of every Iowa public school's performance on specific measures, such as student attendance and proficiency rates. This new system is built to show how each public school is performing on certain educational measures. Schools receive a score for each measure and then the scores are combined into an overall score. Based on the overall

score, one of the following ratings is assigned to each school: exceptional, high-performing, commendable, acceptable, needs Improvement, and priority.

○ The Iowa Department of Education developed this new tool in response to a 2013 legislative requirement (House File 215) known as *Attendance Center Rankings*.

○ The Iowa School Report Card is an informational tool at this time; there is no reward or consequence tied to a school's rating.

○ The Iowa School Report Card does not make adjustments for schools with high percentages of students who are eligible for free and reduced meals.

   ■ *The State is encouraging us to remind stakeholders to consider that schools have local contexts and challenges, but these circumstances do not prevent a school from improving. Our district will be encouraging staff and parents to look over the Iowa School Report Card through this lens and to focus on improvement efforts in our schools and throughout our district. We are working hard to craft a coherent message within and throughout our community. Unfortunately, the state has given us very little time to prepare (we are hearing a few weeks before this becomes public).*

○ The categories schools are graded on and how they are chosen: School ratings represent a combination of scores on up to eight educational measures. Each measure has a value from 1 to 100, which is then multiplied by the weight to create a score for each measure. (The weighting is the value each indicator contributes to the overall score.) The score for each measure is determined and then all measures are added together to create an overall score. (The overall score determines which performance rating the school is assigned.) Each measure is based on data from the 2013-14 and 2014-15 school years.

   ■ **Proficiency:** The percentage of students scoring proficient or better on reading and mathematics assessments.

   ■ **College and Career-Ready Growth**: The percentage of students making the year-to-year growth necessary to be ready for college and career training by the end of high school.

   ■ **Annual Expected Growth**: The percentage of students making a year of academic growth in a year's time on reading and mathematics assessments.

■ **Closing Achievement Gap**: A measure that reflects a statewide goal of narrowing the gap in achievement for students with disabilities, students who are eligible for free and reduced-price meals, and English Language Learners.

■ **College and Career Readiness**: The percentage of students who score at or above a level of performance on reading and mathematics assessments that predicts a higher probability of postsecondary success.

■ **Graduation Rate**: The percentage of ninth-grade students who finished high school within five years.

■ **Attendance**: The average daily attendance of students, which is the total number of days students were enrolled and present divided by the total number of possible attendance days.

■ **Staff Retention**: The percentage of teachers, school administrators, and other licensed staff members who remained employed in a school over consecutive school years.

■ ***Two other required measures, parent involvement and community activities/involvement, will be defined and included in the Iowa School Report Card at a later date.*

Strategic Goal #2: Learning Environments	Performance Measures
	Student well-being data points (Gallup)
	Safety/security evaluation
	1-3 year facilities plan
	10-year facilities plan
	Architect evaluation tool

STRATEGY: FACILITIES PLANNING & PREVENTATIVE MAINTENANCE

Short-Term:
1. *Preschool & Early Childhood.*
2. *ATLAS/Four Oaks Programming.*
3. *Create a plan for the best use of current space and the continued growth of our community.*

1-3 Years:
1. *Facilities plan for 1-3 years will be established by Administration & Board of Education.*
2. *Form a boundary committee to review current and future student growth and capacity needs.*

Long-Term:

1. *Develop 10-year facilities committee/funding structure for projects identified on 10-year facility plan.*

Below are highlights of the implementation efforts for the facilities/maintenance strategies listed above.

Short-Term - Facilities Planning & Preventative Maintenance:

1. Implementation efforts for preschool & early childhood:
   ★ Linn-Mar Board of Education will decide if Little Lions Preschool and Early Childhood Blended Program will become centralized or if district will continue to maintain neighborhood-based programming. From this decision, an implementation plan will be created (funding, building sites, timelines, etc.) to be finalized in spring 2016.
      ○ An advisory committee was established in September 2015 and conducted four meetings before presenting their recommendation to the Board on November 9th.

- ■ Advisory Meeting Sept 29th: History of Linn-Mar Preschool, current program structure, enrollment numbers, and wait list numbers.
- ■ Advisory Meeting Oct 13th: Iowa Quality Preschool Program Standards requirements, future growth of Marion, and experience of other districts.
- ■ Advisory Meeting Oct 20th: Created pros and cons list of center-based versus school-based programming and decided on a recommendation of center-based early childhood.
- ■ Advisory Meeting Nov 3rd: Formulated a recommendation for the Board of Education and determined the constraint variables for future planning of an Early Childhood Center. Recommendation presented to Board on Nov 9th.

2. Implementation efforts for ATLAS/Four Oaks programming:
- ★ Determine program needs for two classrooms at Four Oaks Residential Center: staffing, furniture, technology, curriculum, staff trainings, transportation.
- ★ Develop an intake process for new students.
- ★ Develop a contract between Four Oaks and Linn-Mar CSD.

3. Implementation efforts to create a plan for best use of current space and continued growth:
- ★ Plan for 2016-17 school year:
  - ○ Create a plan by Feb. 1, 2016.
  - ○ Review current room space at each elementary school.
  - ○ Review current district programs at each elementary school (Pre K, Blended, Special Education programs, etc.).
  - ○ Make adjustments that can be made to address high space concern areas (Echo Hill).
  - ○ Closely monitor the growth of class sizes during the 2015-16 school year.
  - ○ Consider use of portable classrooms.

1-3 Years - Facilities Planning & Preventative Maintenance::

1. Implementation efforts for 1-3 year facilities plan established by Administration/Board of Education.
- ★ Review current grade level structure of schools.
- ★ Consider other options for best long-term preparation (example: PK, K-4, 5-7, 8-9, and 10-12).

2. Implementation efforts for forming boundary committee to review current/future growth/capacity.

★ Form an internal/external boundary committee to review current status and plan for the future.

Long-Term - Facilities Planning & Preventative Maintenance:

1. Implementation efforts to develop 10-year facilities committee/funding structure for projects identified on 10-year facility plan.
   ★ All building administrators have been contacted regarding future capital improvement needs for 2016. Project lists from building administrators are due December 22nd.
      ○ Strategies or major capital projects (more than 3 to 4 months of work): identification of design teams, budget and timeline, design firm, and communicate with Board.
      ○ For minor capital projects (summer work) strategies include: contract with design firm and establish process for completion (closure of buildings or property).
   ★ Met with OPN to review and update the Westfield design work that was completed in 2011.
   ★ Met with Novak Design to outline the entrance remodeling project. Preliminary design work has been shared with the building administration.

STRATEGY: TECHNOLOGY PLANNING

Short-Term:
   1. *Evaluate Learning Management System (Immediate and ongoing).*
   2. *Security strategies.*

1-3 Year:
   1. *Implement Office 2016 rollout for staff and students.*
   2. *Extend fiber/high speed connection to remaining facilities.*

Below are highlights of the implementation efforts for the technology planning strategies listed above.

Short-Term - Technology Planning:

1. Implementation efforts to evaluate Learning Management System (LMS) (Immediate and ongoing):

- ★ Is it necessary?
- ★ Industry leaders (Canvas, Schoology, Moodle, etc,).
- ★ Iowa AEA Online.

2. Implementation efforts for security strategies:
- ★ District-wide security measures, protocols, and procedural consistency.
    - ○ Excelsior renovation/door access.
    - ○ High School installation of cameras/door access/intercom.
    - ○ High School renovations.
    - ○ District security protocols.

1-3 Year - Technology Planning:

1. Implementation efforts for Office 2016 rollout for staff and students:
- ★

2. Implementation efforts for extending fiber/high speed connection to remaining facilities:
- ★ Transportation.
- ★ Success Center: PPP VPN so appears on the network (no fiber/temporary non-LM location).
- ★ Four Oaks: PPP VPN so appears on the network (no fiber/temporary non-LM location).

Strategic Goal #3: Staff Development	*Performance Measures*
	Workers Compensation claim history
	Teacher Leadership
	Current/future professional development plans
	Teacher Quality course offerings/participation
	Affirmative Action Plan
	Technology survey data (BrightBytes)

STRATEGY: STAFF DEVELOPMENT

1. *Create a 3-5 year professional development plan.*
2. *Workforce strategies.*

Below are highlights of the implementation efforts for the staff development strategies listed above.

1. Implementation efforts for creating a 3-5 year professional development plan:
★ Work with Teaching & Learning Department and Teacher Leadership.
★ Current initiatives include PLC trainings at all PK-12 buildings, Science curriculum at elementary level, High Reliability Schools process at middle school (Stage 1) and high school (Stages 2 & 3), Literacy instruction, Iowa Core, use of data.
★ Establish professional development plan and schedule for 2016-17.
★ Allocate resources in an equitable manner, not necessarily an equal manner.
★ High quality professional development related to District initiatives.
★ Utilize significant professional development categorical funding carryover to provide relevant learning opportunities for teaching staff.
★ Support current SINA school and potential SINA schools with appropriate professional development and resources.
★ Provide effective performance management tools designed to increase individual and district organizational productivity - classified and professional staff (1-3 years).

★ Provide quality professional development to all staff and build connectedness to students and achievement. (Ongoing)
  ○ Classified staff: Met with LMSEAA to discuss future professional development (12/2/15)

2. Implementation efforts for workforce strategies:

★ Reduce employee worker's compensation claims (MOD rate > = 1).
  ○ Safety initiatives
  ○ Wellness initiatives
★ Compliance (ACA, FLSA, etc.).
  ○ ACA 1095 compliance
    ■ Q4 Tyler release webinar 12/10/15
    ■ Importing data from Wellmark for all ee / starting to verify data
    ■ Have applied to IRS for TCC code for reporting
  ○ FLSA
    ■ Monitoring Department of Labor's Expected Overtime Rule (likely July 2016)
      ● Reviewing non-bargaining salaries to be compliant when rule is final
★ Review job responsibilities and compensation to address job efficiency/over staffing:
  ○ Position analysis.
  ○ Job description review.
  ○ Technology for efficiency .
★ Attain and retain a workforce that reflects the diversity in the District's labor force throughout all job categories/job levels to coincide with the student population:
  ○ AA plan.
  ○ Recruiting plan.
★ Recruit and retain student support associates and substitute associates:
  ○ Recruiting plan
  ○ Retention plan
★ Utilize current resources to full potential:
  ○ Continued education with building and district staff to optimize usage of software systems.
  ○ Provide processes manual for employees to ensure continued efficient operations in the absence of a staff member.

Strategic Goal #4: Community Engagement	Performance Measures
	Volunteer data
	Communication survey data
	Dine Around session (all buildings)
	Coffee Conversations (3)
	Lunchtime Learning (3)
	PTO visits (all buildings)
	School Board visits (all buildings)
	Parent University
	Development of a strategic plan
	Timeline for development of website
	Actively participate in city/community coalitions and organizations

STRATEGY: COMMUNITY ENGAGEMENT

1. *Create a strategic plan.*
2. *Enhanced two-way communication (outgoing and incoming) with internal stakeholders.*
3. *Enhanced external outgoing communications.*
4. *Update the website as a communication tool with internal/external stakeholders.*

Below are highlights of the implementation efforts for the community engagement strategies listed above.

1. Implementation efforts to create a strategic plan:
   ★ The plan will be developed with various stakeholders: Board members, administrators, teachers, parents, community members, business partners, and students.
   ★ The strategic plan will help identify a pathway forward for:

- ○ Student learning from preschool through high school.
- ○ Use of technology as a learning tool.
- ○ Facilities planning.
- ★ The Cabinet had a virtual meeting with *Thoughtexchange*, an organization that offers the ability to facilitate an online/digital component to a more traditional strategic planning process. As discussed over the past several months, while a traditional focus-group style input process is highly important to strategic planning, it has also been a focus of the Board to develop both broader and deeper communication with our internal/external stakeholders. We will continue to explore utilizing *Thoughtexchange* to help facilitate this process.
- ★ The *State of the District Address* is scheduled for January 25th during the Board work session. Superintendent Shepherd will deliver the address in the High School Little Theater. The presentation will be recorded in order to make it available online and to anyone who is unable to attend on the 25th. The regular session of the Board meeting will be in the High School Upper Commons just across the hall from the Little Theater.

2. Implementation efforts for enhancing two-way communication with internal stakeholders:
- ★ Engage teachers and support staff during school visits with the Board. All facilities will be visited.
- ★ Create an opportunity to engage 100% of teachers and support staff in feedback loops during Dine Around sessions to vet State of the District initiatives.
  - ○ All Dine Around sessions were scheduled and conducted. A tremendous amount of feedback was gathered at the events. Angie Morrison, JT Anderson, Shannon Bisgard, and Quintin Shepherd attended the sessions. We are now in the process of cross-checking some of what we heard and learned *(triangulating the message)*.
- ★ The Board of Education visited Bowman Woods on Friday, December 4th. While there, we heard about PBIS initiatives and technology initiatives with multiple opportunities to see our students in action.

3. Implementation efforts for enhancing external outgoing communications:
- ★ Created a communications survey (fall, 2015) to elicit feedback on need for website redevelopment, communications plan, and resource allocation plan.
- ★ Engage community and stakeholders through communication regarding district construction projects.
- ★ Educate community and stakeholders on the school funding formula and the basics of school finance to help gain understanding and support for future projects. Meet with PTO groups and various staff groups.

★ Develop communication that reviews the current/future capital projects and a summary of the work that is underway and targeted for the future. (link on website)

4. Implementation efforts for updating the website as a communication tool:
★ Update the website as a communication tool with internal/external stakeholders (spring 2016).
★ Synopsis of the website design and development process and vendor recommendation:
   ○ Background & Objectives: Current website is outdated and ineffective, as confirmed by the community through a recent survey. The scope of the resulting RFP included developing a district-wide website to be used as the communication tool for information and conveying a sense of unity across the district. School sites and teacher pages were also included as a key resource for the families we serve.
   ○ Vendor Selection Process: Seven vendors sent proposals in response to the RFP. Proposals were scored based on qualifications, experience, knowledge, project approach, and cost. The three highest scoring vendors were invited to present their proposals to a larger group of district representatives including school leadership, athletics, secretaries, and administrators. Presentations were scored by this group based on qualifications, experience, knowledge, project approach, creativity, and quality of examples. One vendor rose above the others in a unanimous way, scoring almost 20 points higher than the other two vendors.
   ○ Recommendation: The recommendation to the Board of Education is to utilize Juicebox Interactive for the website design and development project. Juicebox Interactive has relevant school experience with similar districts in Iowa, the company's body of work was unique and tailored to each school district, the company's approach to this project is thoughtful and well laid out, and there is great confidence in this vendor telling the Linn-Mar story through the website design and development. Juicebox Interactive's content management system will make updating the website easy for staff. The proposed timeline is reasonable. Juicebox Interactive's pricing works within the set budget parameters and costs are reasonable to market rates. In addition, pricing is guaranteed that if the District doesn't feel that Juicebox Interactive is delivering to expectations, they will allow the District to walk away and return monies paid. Lastly, Juicebox Interactive's references were outstanding in nature and most of their clients raved about working with the Juicebox team. Therefore, it will be requested that the Board of Education approve the recommendation made for

awarding the website design and development services project to Juicebox Interactive in the amount of $92,250.

Strategic Goal #5: Resources	Performance Measures
	Prepare and operate a general fund budget that maintains a minimum of 7% solvency ratio and a minimum 7% unspent balance ratio at the end of the year
	Prepare an annual general fund budget that includes a contingency reserve of 0.2% of budgeted expenditures
	Develop a funding model and allocation of resources that supports the District strategic priorities
	Comprehensive Annual Financial Report
	Monthly financial reporting package

STRATEGY: RESOURCES

1. Internal cost control (investments).
2. Planning for the future (resource investment).
3. Build deeper partnerships (community).

Below are highlights of the implementation efforts for the resource strategies listed above.

1. Implementation efforts for internal cost control (investments):
   ★ Conduct negotiations and settle in a way that is fair, responsible, and able to be maintained.
   ★ Assessing current staffing levels, course offerings, assessments, and other costs to determine District priorities and effectiveness on student learning.
   ★ Technology/Operational Strategies: upgrade current webfilter, increase number of connections, upgrade firewall, upgrade phone system, implement district plan for managed print services.
   ★ Allocate resources, make efficient use of funding streams, and provide budget guidance to support student achievement, desired learning environments, and other District goals.

2. Implementation efforts for planning for the future (resource investment):
   ★ Prepare 5-year budget forecast based on realistic scenarios and assumptions.
   ★ Effectively communicate financial projections to Board, staff, and other stakeholders.
   ★ Establish procedures for when staff request additional FTE.

★ Maximize At-Risk/Drop-Out funding authority by allocating current staff/programs to categorical funding stream.

3. Implementation efforts for building deeper partnerships (economy):
   ★ Contract with third party/utilize City and County partnerships to assist with enrollment projections.
   ★ Exploring partnership/sharing opportunities with other Area Education Associations, City, etc.

STUDENT ACHIEVEMENT

Congratulations to the following students and coaches on their athletic recognitions/honors:

- **CHEERLEADING**
  - **MVC All-Academic:** AJ Geers and Manny Jeffery
  - **2015 Co-Ed Cheer Team – 3rd Place:** Lauren Albert, Crystal Barajas-Peterson, Melanie Bogert,
    Ashton Bries, Payton Dietsch, Ally Edwards, Ellie Evans, AJ Geers, Lucy Griggs (Alternate), Ellis
    Hartzler, Shea Hartzler, Manny Jeffery, Gabi Martin, Katie McInroy, Kayla Nibaur, Sydney
    Peifer, Emma Rogers, Alexa Roudabush, Shannon Shorter (Alternate), Natalie Thompson,
    Audrey Uridil, Emma Westfall, and Sarah Wright (Alternate).

- **CROSS COUNTRY - BOYS**
  - **2015 Class 4A – 6th Place:** Grant Chlystun, Johnny Clymer, Dalton Gosch, Colin Johnston,
    Carter Lorenz, Michael Mather, Ryan Murphy, and Brycen Snell.
  - **All-State Recognition:** Michael Mather and Ryan Murphy
  - **MVC All-Academic:** Thomas Doyle and Kyle Gansen
  - **MVC 1st Team All-Conference:** Dalton Gosch, Michael Mather, and Ryan Murphy
  - **MVC Honorable Mention:** Grant Chlystun, Johnny Clymer, and Colin Johnston
  - **All-Metro 1st Team:** Michael Mather and Ryan Murphy
  - **All-Metro 2nd Team:** Johnny Clymer and Dalton Gosch
  - **All-Metro Honorable Mention:** Grant Chlystun and Colin Johnson

- **CROSS COUNTRY – GIRLS**
  - **2015 Class 4A State – 12th Place:** Rachel Bohnenkamp, Amber Decker, Morgan Garcia, Maddy
    Genskow, Maddie Mann, Deanna Newhouse, and Abby Van Rheenen
  - **MVC All-Academic:** Amber Decker and Abby Gries
  - **MVC 1st Team All-Conference:** Morgan Garcia and Maddie Mann
  - **MVC 2nd Team All-Conference:** Amber Decker
  - **MVC Honorable Mention:** Deanna Newhouse and Abby Van Rheenen

- o **All-Metro 1ˢᵗ Team:** Morgan Garcia and Maddie Mann
  - o **All-Metro 2ⁿᵈ Team:** Amber Decker, Deanna Newhouse, and Abby Van Rheenen
  - o **All-Metro Honorable Mention:** Rachel Bohnenkamp and Maddy Genskow
- ● **FOOTBALL**
  - o **Class 4A – State Playoff Qualifiers**
  - o **All-State Recognition:** Dallas McFarland 3ʳᵈ Team INA
  - o **All-District 1ˢᵗ Team:** Samuel Bries, Daniel Gorsich, Logan Hagmeier, Dallas McFarland, and Reese Phillips
  - o **All-District 2ⁿᵈ Team:** Josh Gassmann, Shea Hartzler, Zach Luehring, and Jace Myers
  - o **All-District Honorable Mention:** Brennan McGaffee, Josh Strauss, Mark Trautman, and Cevon
    Walton
  - o **Academic All-District:** Derek Randklev and Mark Trautman
  - o **All-Metro 1ˢᵗ Team:** Logan Hagmeier, Dallas McFarland, and Reese Phillips
  - o **All-Metro 2ⁿᵈ Team:** Samuel Bries, Daniel Gorsich, and Jace Myers
  - o **All-Metro Honorable Mention:** Josh Gassmann, Shea Hartzler, Zach Luehring, Brennan McGaffee, and Cevon Walton

- ● **GOLF - BOYS**
  - o **2015 State Qualifiers – 5ᵗʰ Place:** Jordan Bohannon, Brent Larson, Jack Recker, Jake Sevcik, Max Thrune, and Andrew Wood
  - o **All-State Recognition:** Max Thrune 2ⁿᵈ Team
  - o **State All-Tournament Team:** Max Thrune 2ⁿᵈ Team
  - o **MVC All-Academic:** Jordan Bohannon and Jake Sevcik
  - o **MVC 1ˢᵗ Team All-Conference:** Brent Larson, Jake Sevcik, and Max Thrune
  - o **MVC 2ⁿᵈ Team All-Conference:** Jack Recker
  - o **All-Metro 1ˢᵗ Team:** Jake Sevcik and Max Thrune
  - o **All-Metro Honorable Mention:** Brent Larson and Jack Recker

- ● **VOLLEYBALL**
  - o **All-State Recognition:** Amanda Ollinger 2ⁿᵈ Team
  - o **Academic All-State:** Nicole Glanz
  - o **MVC All-Academic:** Nicole Glanz and Amanda Ollinger
  - o **MVC 1ˢᵗ Team All-Conference:** Ellie Anderson and Amanda Ollinger
  - o **MVC 2ⁿᵈ Team All-Conference:** Emilee McGowan and Carly Spies

- o **MVC Honorable Mention:** Megan Renner and Ariana Rolle
- o **All-Metro 1ˢᵗ Team:** Ellie Anderson and Amanda Ollinger
- o **All-Metro 2ⁿᵈ Team:** Emilee McGowan
- o **All-Metro Honorable Mention:** Megan Renner and Carly Spies
- ● **SWIMMING**
  - o **2015 State Qualifiers:** Paige Broghammer, Brooklyn Corey, and Katie Culver
  - o **MVC All-Academic:** Elizabeth Cavanah and Madison Kriege
  - o **MVC 2ⁿᵈ Team All-Conference:** Paige Broghammer and Katie Culver
  - o **All-Metro 2ⁿᵈ Team:** Paige Broghammer and Brooklyn Corey
  - o **All-Metro Honorable Mention:** Grace Ahlers, Emma Behrens, Serena Brizard, Katie Culver, Hannah Gardner, and Caitlyn Nuehring

Congratulations the following students for signing National College Letters of Intent:
- ● Jordan Bohannon – University of Iowa – Basketball
- ● Amber Decker – University of Iowa – Track & Field
- ● AJ Geers – University of Pennsylvania – Wrestling
- ● Stephanie Jenks – University of California Berkley – Track & Field
- ● Amanda Ollinger – University of Iowa – Basketball
- ● Jared Printy – Western Michigan University – Basketball

Congratulations to the following students and directors for their musical recognitions/honors:

52ⁿᵈ Annual Northeast Iowa Bandmasters Association Honor Band Festival:
- ● Kevin Makinster, 5ᵗʰ Grade Band Director
- ● Steve King, Excelsior Middle School Band Director
- ● Brett Dupree, Oak Ridge Middle School Band Director
- ● Stephanie Nuss, Oak Ridge Middle School Director
- ● Shawn Sandersfeld, Excelsior Middle School Director

- ● **Oak Ridge Middle School Students:** Sean Carroll (Trombone), Aleah Dupree (French Horn), Jamison Feldman (Flute), Kalliopi Katsiris (Flute), Isaac Langley (Trombone), Jaslyn Riherd (Clarinet), Ashley Schmidt (French Horn), and Justin Yem (Alto Sax)

● **Excelsior Middle School Students**: Zavier Alexander (Tuba), Isabella Ayala (Flute), Emmie Buse (Trumpet), Nancy Herschberger (Bassoon), Anna Kelly (Trumpet), Patricia Reddington (Clarinet), Cael Sleezer (Baritone), Bailey Sowers (Percussion), Kristie Varner (Trumpet), and Sam Vezina (Tenor Sax)

● **High School Students:** Sierra Christensen (Percussion), Noah Christopher (Bassoon), Ashton Cornell (Bass Clarinet), Alexa Gormley (Percussion), Jaeden Hansen (French Horn), John Herschberger (French Horn), Andreas Katsiris (Trumpet), Amy Kenneson (Trombone), Kara Kirchner (Piccolo), Haley Kleymann (Flute), Ben Lepsch (Trumpet), Cody Lorenz (Trumpet), Erica Ly (Clarinet), Justin Merkel (Trombone), Camille Metrot (Clarinet), Jake Varner (Tuba), and Nathan Wylie (Trumpet)

2015 Iowa All-State Music Festival:

● **All-State Band:** Michael England (Trombone), Alexa Gormley (Percussion-Alternate), Allison Green (Trumpet-Alternate), Jaeden Hansen (French Horn-Alternate), John Herschberger (French Horn-Alternate), Morgan Jensen (Clarinet), Sam Kelly (Clarinet), Alice Kirsch (French Horn), Tracy Lansing (Percussion), Kirsten Loynachan (Bassoon), Jess Myers (Clarinet-Alternate), Nathan Nowzari (Tenor Sax), Kyle Tupper (Tuba-Alternate), Kathryn Waddell (Bassoon), and Joshua Yem (Oboe)

● **All-State Orchestra:** Annmarie Abodeely (Viola-Alternate), Bradley Affolter (Viola), Grace Ahlers (Bass), Caleb Almasi (Bass), Selena Aschbrenner (Viola), Nathan Bellows (Viola-Alternate), Caleb Fruhling (Cello), Jenny Ha (Violin), James Hecht (Bass), Julia Hecht (Viola), Jiyeon In (Violin), Bryce Jones (Viola), Jacob Lam (Cello), Alan Liang (Violin), Daniel Low (Cello), Susan Madasu (Violin), Deanna Newhouse (Viola), Joel Peterson (Violin), Savannah Scott (Bass), Jordan Turner (Viola), Sydney Walther (Violin), Noah Wick (Bass), and Kathy Zhou (Violin)

● **All-State Chorus:** Niharika Annira (Alto), Connor DeJong (Bass), Ryan Frank (Bass), Emma Gostonczik (Alto), Melaena Holm (Soprano), Nick House (Tenor), Colton Ironside (Bass), Claire Kopesky (Soprano), Anna Moore (Soprano), Daniel O'Hara (Bass), Shannon Shorter (Alto), Bryce Spencer (Bass), and Isaiah Zach (Tenor)