

Lewistown Public Schools



2020-2021 Annual Report

ANNUAL REPORT

In following Board Policy, staff members will again be required to compile a brief report on their area of responsibility for an annual school report. Reports will include an overall summary along with concerns and areas to be improved. This information will provide the Board with relevant data about the status of the District. Hopefully this will again prove to be useful and lend to an enhanced report in the future.

REPORT / ASSIGNMENT

Garfield Elementary School	Matt Lewis
Highland Park Elementary School	Matt Ventresca
Lewis & Clark Elementary School	Danny Wirtzberger
Lewistown Junior High School	Jeff Friesen
Fergus High School	Tim Majerus
Activities - Fergus High School	Paul Bartos
Assessment	Thom Peck
Business Office	Rebekah Rhoades
Curriculum	Thom Peck
Maintenance	Jason Fry
School Food Service	Amie Friesen
Special Education	Chelsey Rogers
Technology	Scott Baldwin
Title I	Thom Peck
Transportation	Rob Odermann

**GARFIELD
ELEMENTARY
SCHOOL**

Matt Lewis



Garfield Elementary School

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Matthew Lewis, Principal

Lanna Schoenfelder, Secretary

Garfield Elementary Annual Report 2020-2021

Goal Area 1: Measurable Student Achievement

Multi-Tiered Systems of Support (MTSS)

This year the Garfield MTSS team continued to work as a member of the Project Real Grant. This year the team consisted on Tace Patten, Maria Henderson, Emily Louis, Rachael Swimley, Pam Roberts, Jack Baldwin, Nycole LaRowe, Leah Strouf, Audrey Boling, and myself. Miss Patten and Miss Louis co-chaired this committee and need to be commended for their leadership. Our year was full of change with some successes and some missed opportunities.

The use of our "Tier Tracker." This is an excel spread sheet that allows us to track all student data and interventions, essentially going paperless. This information was used by all of the staff at some point during the school year. The MTSS team used this information for student placement into intervention groups along with teacher input. It was very useful in streamlining our data collection and it acted as a fidelity check for all staff members. This process also allows us to transfer student data to Highland Park very easily.

This year saw the implementation of the Dibels 8th addition Reading Assessment. At the Kindergarten and 1st grade level this assessment measures, non-sense word fluency, word segmentation, letter sound recognition, letter identification, sight words and a fluency assessment at the end of 1st grade. As we began the school year our benchmark scores were a little trouble some with a large portion of our students falling into the intensive academic category. It seemed to be a really eye opener for our staff and as I will show later in this report a challenge they accepted and made some great gains as a whole.

Curriculum

Curriculum work took a much different look this year in comparison to a typical year. Much of the curriculum work done by our teams focused on how deliver curriculum in a distance learning format. Team worked hard to focus on the core components of reading and math to ensure if the need arose a transition to distance learning could be accomplished in a seamless manner.

One key component of our reading/language arts curriculum that we identified as a vital component was the Haggerty Phonemic Awareness program. This program focuses on 8 phonemic awareness skills: Rhyming, Onset Fluency, Blending, Isolating final or medial

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phonemes, segmenting, adding phonemes, deleting phonemes, and substituting phonemes. We will continue to emphasize the importance of students practicing these phonemic awareness skills to ensure we build the foundation for fluent readers.

The special education teachers did meet to talk about new ELA curriculum this spring. The K-6 special education staff identified their needs and new materials were purchased. The K-4 special education staff choose to adopt the Souday System, which is a multi-sensory approach to reading. It uses many of the techniques use by the Orton-Gillingham program which is the gold standard for teaching students with dyslexia and reading disabilities. The 7-12 team will be meeting again in the fall to finalize their needs and purchase materials to update aging materials.

Interventions

This year we continued our skill based school wide interventions for our Kindergarten and 1st grade students. The classroom teachers, Mrs. Boling, and our paras were able to create targeted, skill specific intervention groups this year. Mrs. Boling use a comprehensive reading and math skills assessment to identify the need along with the classroom teachers' observation and classroom based assessments. This allowed us to really focus on the phonemic awareness and phonics skill students were lacking and are the foundations of reading. Along with identifying number sense skills that are needed to ensure a sold math foundation. These targeted interventions were relatively short in duration and allowed the students to stay in the classroom for the core reading instruction. It also allowed us to service far more students which over time will begin to show in our future reading and math scores. Overall we had 75 kindergarten student and 55 1st grade students receive some kind of targeted intervention, in comparison to our 10 to 12 tier 1.5 Title groups in past years.

KinderSteps

This was the 2nd year for our KinderSteps program. This program was designed to assist students who are age eligible but not quite ready for school on a social/emotional and academic level. This year we had 12 students enrolled in the class, which was a lot of fun to watch.

While much of the social/emotional data is more anecdotal in nature the growth shown by the students was quite noticeable. Those on the move teachable moment allowed Mrs. Chauvet and Miss Aly to work on social interactions, such as, sharing, peer assistance, manners, how to ask for something, how to apologize, and taking responsibility. While we take many of these things for garnet, Mrs. Chauvet and Miss Aly really help the students understand why these social interactions are so important.

Distance Learning/School Closure

As we entered this school year with a lot of unknowns and worries. From my perspective, our staff did an amazing job adapting to all of the health restricts placed on our schools at the beginning of the school year. Looking back we distance learners we served during the school year we had 5 distance learners this year. All but 2 of those students returned to the classroom at some point in time during the school year and finish as in-person learners. The protocols we had put in place help us limit the number of classroom quarantines we had to experience this year as well. Overall we only had 5 classrooms get quarantined this school year. Two of those classrooms actually only missed 2 or 3 days of school because of regularly occurring breaks during the 1st semester.

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Dibels 8th Edition Benchmark Assessments

We used Reading Benchmark Assessment to identify Intensive, Strategic and Core students in Early Reading concepts. Below are a list of the benchmark assessments.

Kindergarten Early Reading Benchmarks

	Beginning	Middle	End
Letter Naming Fluency (LNF)	Goal: 25	Goal: 37	Goal: 42
Students Tested	107	112	110
Mean (Standard Deviation)	13.9 (10.9)	33.5 (16.1)	45 (15.8)
	16% Core	38% Core	56% Core
	23% Strategic	19% Strategic	21% Strategic
	61% Intensive	43% Intensive	23% Intensive
Phoneme Segmentation (PSF)	Goal: 5	Goal: 29	Goal: 44
Students Tested	107	112	110
Mean (Standard Deviation)	8 (11.3)	30.6 (17.7)	41.4 (16)
	19% Core^	28% Core^	24% Core^
	26% Core	36% Core	25% Core
	5% Strategic	6% Strategic	24% Strategic
	50% Intensive	30% Intensive	27% Intensive
Non-Sense Word Fluency (NWF-CLS)	Goal: 9	Goal: 25	Goal: 31
Students Tested	55	112	110
Mean (Standard Deviation)	9 (17.9)	22.3 (19.3)	36.5 (21.8)
	11% Core^	15% Core^	21% Core^
	24% Core	20% Core	41% Core
	11% Strategic	31% Strategic	15% Strategic
	55% Intensive	34% Intensive	23% Intensive
Non-Sense Word Fluency (NWF-WRC)	Goal: 1	Goal: 3	Goal: 7
Students Tested	55	112	110
Mean (Standard Deviation)	1.9 (5.7)	3.5 (6.2)	8.5 (8.1)
		9% Core^	24% Core^
	33% Core	31% Core	32% Core
	67% Strategic	16% Strategic	15% Strategic
		44% Intensive	30% Intensive
Word Reading Fluency (WRF)	Goal: 1	Goal: 4	Goal: 10
Students Tested	50	112	110
Mean (Standard Deviation)	2.5 (6.9)	5.2 (8.2)	10.7 (10.7)
		15% Core^	15% Core^
	24% Core	28% Core	34% Core
	76% Strategic	28% Strategic	18% Strategic
		29% Intensive	34% Intensive
Composite	Goal: 306	Goal: 371	Goal: 420
Students Tested	104	112	110
Mean (Standard Deviation)	281.4 (37.1)	368.4 (31.4)	428.3 (34.8)
	8% Core^	16% Core^	20% Core^
	13% Core	23% Core	39% Core
	21% Strategic	29% Strategic	19% Strategic
	59% Intensive	32% Intensive	22% Intensive

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Frist Grade Early Reading Benchmarks

	Beginning	Middle	End
Letter Naming Fluency (LNF)	Goal: 25	Goal: 37	Goal: 42
Students Tested	107	112	110
Mean (Standard Deviation)	13.9 (10.9)	33.5 (16.1)	45 (15.8)
	16% Core	38% Core	56% Core
	23% Strategic	19% Strategic	21% Strategic
	61% Intensive	43% Intensive	23% Intensive
Phoneme Segmentation (PSF)	Goal: 5	Goal: 29	Goal: 44
Students Tested	107	112	110
Mean (Standard Deviation)	8 (11.3)	30.6 (17.7)	41.4 (16)
	19% Core^	28% Core^	24% Core^
	26% Core	36% Core	25% Core
	5% Strategic	6% Strategic	24% Strategic
	50% Intensive	30% Intensive	27% Intensive
Non-Sense Word Fluency (NWF-CLS)	Goal: 9	Goal: 25	Goal: 31
Students Tested	55	112	110
Mean (Standard Deviation)	9 (17.9)	22.3 (19.3)	36.5 (21.8)
	11% Core^	15% Core^	21% Core^
	24% Core	20% Core	41% Core
	11% Strategic	31% Strategic	15% Strategic
	55% Intensive	34% Intensive	23% Intensive
Non-Sense Word Fluency (NWF-WRC)	Goal: 1	Goal: 3	Goal: 7
Students Tested	55	112	110
Mean (Standard Deviation)	1.9 (5.7)	3.5 (6.2)	8.5 (8.1)
		9% Core^	24% Core^
		33% Core	31% Core
		31% Core	32% Core
		67% Strategic	16% Strategic
		44% Intensive	30% Intensive
Word Reading Fluency (WRF)	Goal: 1	Goal: 4	Goal: 10
Students Tested	50	112	110
Mean (Standard Deviation)	2.5 (6.9)	5.2 (8.2)	10.7 (10.7)
		15% Core^	15% Core^
		24% Core	28% Core
		76% Strategic	28% Strategic
		29% Intensive	34% Intensive
Composite	Goal: 306	Goal: 371	Goal: 420
Students Tested	104	112	110
Mean (Standard Deviation)	281.4 (37.1)	368.4 (31.4)	428.3 (34.8)
	8% Core^	16% Core^	20% Core^
	13% Core	23% Core	39% Core
	21% Strategic	29% Strategic	19% Strategic
	59% Intensive	32% Intensive	22% Intensive

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In reviewing our scores this year there are some very nice gains across both grade levels. As shown above the beginning of the year scores were not good at all. The staff did a great job of focusing on those core phonemic awareness reading skills to improve scores across the board. While we did see good growth, it highlighted the need to be more diligent in how we are preparing our young readers. The key component is an even more concerted effort to ensure the core phonemic awareness skills are taught with fidelity.

As mentioned before we have four teachers pilot the eSpark math and reading assessment program. This will be an additional data point for our school in the upcoming school year. The program is standards based and is age appropriate for our beginning learners. This program also correlates with the MAP program being used in 2-8th grade so we will now have an additional tool to measure our Kindergarten and 1st grade students in reading and math.

Goal Area 2: Facilities

Utilizing space at Garfield is never a problem. We have done our best to ensure students have appropriate learning spaces. Unfortunately we do have several intervention groups and resource groups happening in one classroom. At times there are 5 different instructional groups happening at one time. This equates to just about 20 students working in different skill groups at one time.

One big concern at Garfield is our leaky roof. We have a big hole in our office ceiling where ceiling tiles have fallen down because of water damage. Our maintenance crew does a great job trying to stay ahead of the problems but it seems as though we may have reached a tipping point. In addition, we have several classrooms where water is leaking down the seam of the walls.

Mr. Clark has been a great addition to our building. He has done a great job keeping the building clean and ready to go. He works amazingly well with the other staff members and has great interactions with our students. It has been very refreshing to have him in the building.

Goal Area 3: Community/Parent Engagement

Community and parent engagement has been a challenge this year. The restrictions we have in place has limited the number of people we have had in our building this year. The Garfield staff did reach out to parent through Google meets, social media and class dojo to accomplish some form of engagement.

This is the fourth year we began our year with “meet and greets” spending the first three days with parents and students talking about what the year will hold for everyone. This has proven to be a great way to get the parents in to the building at the beginning of the year. Our meetings were Wednesday, from 12pm to 6pm, Thursday and Friday from 8am to 4pm. Our staff has felt these meetings are very beneficial not only for the families but for our students as well. It is a great way to get families into the building and help make student comfortable as we begin the school year.

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We were able to invite families and our community members to the high school for our Kindergarten and 1st grade music programs. Our music programs put on by Ms. Wright were well done. She has done a good job engaging kids and getting them to enjoy music.

Goal Area 4: Technology

Technology is always a challenge with kindergarten and 1st grade students. While during the majority of the year we use our tech tool in the classroom in what we considered a normal manner, teachers did utilize some of the things they learned from last year's closure to enhance our instructional delivery. We had four staff members pilot an online assessment tool called eSpark. This program is a standards based program that measure students reading and math skills and knowledge. Students found the program engaging and it gave teacher some great data regarding mastery of standards. We will be using the program school-wide in the upcoming school year.

We were also able to add two Chrome Book carts to our school this year. It has been a very nice addition being able to get our students online and utilizing technology for our classrooms.

Goal Area 5: High Qualified Staff

This has been another great year with staff members. As a whole both the kindergarten and 1st grade teams began to really work together and move our school in a very positive direction. This year teachers were paired with one another to help improve our overall communication and learning opportunities. Our goal is to give staff members a chance to see what the other grade level is doing. Our hope is to build on each other's expertise and build more rapport within our staff. This work in an okay fashion this year and I hope we can expand on the little success we had this year, moving into next year.

One big success we had this year was with our floating PIR evenings. The Garfield staff partnered with the Lewis and Clark staff for some staff development. We focused on reading and math interventions during our evening work. This was very productive time and gave everyone a chance to see how things are done at a different grade level. Teams worked together to identify meaningful interventions and share their experience and expertise with the group. Along with some great learning we also had some fun with a cornhole tournament at the end of the night. A little friendly competition made for a great night!!

Having the opportunity to observe and evaluate a large number of staff this year was challenging and rewarding at the same time. I was able see all of the wonderful things our teachers are doing. This year I evaluated 5 non-tenure teachers and 5 tenured teachers. During our goals meeting we were able to sit down with each individual and get a sense of what they would like me to look for during my observations. This allowed for a more focused observation on the things the teacher felt they needed to work on.

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**HIGHLAND
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2020-2021 HIGHLAND PARK ELEMENTARY ANNUAL REPORT

EXCELLENCE TODAY, SUCCESS TOMORROW!!!

Enrollment:

The following table represents the ending enrollment numbers for 2nd, 3rd & 4th Grade at Highland Park for the 2020-2021 school year. It also shows a continuum of enrollment numbers for prior years of Highland Park since we moved Highland Park to 2nd-4th grade.

Highland Park Elementary	2020-21 HP	2019-20 HP	2018-19 HP	2017-18 HP	2016-17 *HP Move*
2 nd Grade	97	104	103	98	91
3 rd Grade	107	99	94	98	97
4 th Grade	93	100	94	99	92
Total	297	303	291	295	280
Change (+ / -)	-6	+12	-4	+15	N/A due to move

Attendance:

Highland Park's average daily attendance for the 2020-2021 school year was 93.98%. This is a 1.58% Decrease from last years' attendance rate of 95.56%. On the surface, this is our most significant decrease of attendance.

However, with the Covid-19 quarantines and increased attention to health/sick protocols, an attendance rate of nearly 94% is remarkable!

Highland Park/Garfield Elementary	2020-21 HP	2019-20 HP	2018-19 HP	2017-18 HP	2016-17 *HP Move*
Student Count	297	303	291	295	280
Membership Days	50630	51,226	50,515	49,972	47,433
Absent Days	3045	2,272	2,627	2,528	2,358.51
Average Daily Membership (ADM)	282.84	291.06	282.19	279.18	264.99
Average Daily Attendance (ADA)	265.77	278.05	267.48	264.95	251.75
Attendance Rate (%)	93.98%	95.56%	94.80%	94.94%	95.03%
Change (+ or -)	-1.58%	+.76%	-.14%	-.09%	+ .26%

Goal Area 1: Measurable Student Achievement

Strategic Objectives 1, 2, and 4:

Multi-Tiered Systems of Support (MTSS)

MTSS is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized academics and behavior. Highland Park chose to be a part of only 16 schools in the state that are continuing with OPI's Project REAL grant and becoming "Sustaining Schools."

At Highland Park Elementary, MTSS combines Response to Intervention (RtI) and the Montana Behavioral Initiative (MBI) to increase student success. We use an integrated, multi-tiered system of instruction, assessment and intervention designed to meet the achievement and behavioral needs of **ALL** students.

Using the most current best practices, Highland Park Elementary's MTSS team is trained to positively impact academics and behavior at three key tiers: Tier 1 (whole school); Tier 2 (individual child or group of at-risk children); and Tier 3 (children with complex needs and behaviors that severely impact the child, school and/or community functioning). The MTSS team representatives are at least two members of each grade level, all Special Education teachers, Title I teacher, School Counselor, School Psychologist, and the principal.

What is MTSS Made Of?

Response to Intervention (RtI)

RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions (Batsche, et al., 2005).

At Highland Park Elementary, we problem solve with the student's teacher and the MTSS Team to choose the proper Tier placement and develop the most effective instruction/interventions to help each student be as successful as possible.

Montana Behavioral Initiative (MBI)

MBI is a framework for establishing a learning environment that supports social, emotional, and behavioral success for all students.

At Highland Park Elementary, we believe students should be taught all the skills necessary for success academically, socially, emotionally, and behaviorally. We believe schools are places where students should learn and practice positive social behaviors. Ultimately, a caring school climate and positive relationships between students and staff are critical to student success and provide an environment where behavior and academics can flourish.

Student Achievement Data

NWEA MAP Testing

Measure of Adequate Progress (MAP) testing was continued for all students in both 3rd and 4th grade. MAP was used as a benchmark three times during the year (Fall, Winter, Spring) in Reading and Math. The data from these tests help monitor progress of our students; is used to drive instruction; and is used as a predictor of possible achievement on the state tests. The testing also has become an opportunity for students to challenge themselves to make improvements from the fall, winter, and spring benchmarks.

3rd Grade Spring MAP Reading 2-5

3rd Spring MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2020-2021	81% 79 students	14% 14 students	5% 5 students	202.3
2019-2020 Winter score used due to Closures	89% 80 Students	11% 10 students	0% 0 students	202.5
2018-2019	76% 69 students	12% 11 students	12% 11 students	203.3
2017-2018	78% 71 students	15% 14 students	7% 6 students	202.9

2016-2017	76% 68 students	15% 13 students	9% 8 students	202.1
2015-2016	85% 71 students	5% 4 students	10% 8 students	
2014-2015	83% 78 students	9% 8 students	9% 8 students	
2013-2014	84% 68 students	10% 8 students	6% 5 students	

MAP Reading 2-5 Common Core 2010 V2 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP reading they must have a RIT score of **199** or higher by the end of 3rd grade.

4th Grade Spring MAP Reading 2-5 Common Core 2010 V2

4th Spring MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2020-2021	78% 66 students	12% 10 students	11% 9 students	209.5
2019-2020 Winter score used due to Closures	70% 69 students	23% 23 students	6% 6 students	206.6
2018-2019	80% 70 students	11% 10 students	8% 7 students	209.8
2017-2018	69% 61 students	21% 19 students	10% 9 students	208.5
2016-2017	71% 61 students	17% 15 students	12% 10 students	209
2015-2016	86% 84 students	7% 7 students	7% 7 students	
2014-2015	82% 62 students	9% 7 students	9% 7 students	
2013-2014	70% 53 students	16% 12 students	14% 11 students	

MAP Reading 2-5 Common Core 2010 V2 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP reading they must have a RIT score of **206** or higher by the end of 4th grade.

3rd Grade Spring MAP Math 2-5 Common Core 2010 V2

3rd Spring MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
2020-2021	70% 69 students	22% 22 students	7% 7 students	202.4
2019-2020 Winter score used due to Closures	60% 55 students	29% 26 students	11% 10 students	198.3
2018-2019	68% 62 students	21% 19 students	11% 10 students	203.7
2017-2018	54% 49 students	30% 27 students	16% 14 students	200.4
2016-2017	53% 47 students	37% 33 students	10% 9 students	201.8
2015-2016	71% 60 students	13% 11 students	15% 13 students	
2014-2015	71% 67 students	20% 19 students	9% 9 students	
2013-2014	78% 63 students	21% 17 students	1% 1 student	

MAP Math 2-5 Common Core 2010 V2 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP Math, they must have a RIT score of **203** or higher by the end of 3rd grade.

4th Grade Spring MAP Math 2-5 Common Core 2010 V2

4th Spring MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
2020-2021	63% 53 students	26% 22 students	11% 9 students	209.2
2019-2020 Winter score used due to Closures	56% 55 students	31% 30 students	13% 13 students	206.5
2018-2019	52% 47 students	32% 29 students	16% 14 students	209
2017-2018	60% 53 students	26% 23 students	15% 13 students	212.7
2016-2017	57% 50 students	25% 22 students	17% 15 students	211.8
2015-2016	76% 73 students	16% 16 students	7% 7 students	
2014-2015	68% 52 students	22% 17 students	10% 8 students	
2013-2014	59% 45 students	25% 19 students	15% 11 students	

MAP Math 2-5 Common Core 2010 V2 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP Math, they must have a RIT score of **214** or higher by the end of 4th grade.

Reading Fluency

The 2020-2021 school year, LPS schools K-6 transitioned to the Dibels Data System. Prior to this, we used FastBridge. The Dibels system uses the **ORF (Oral Reading Fluency)** assessment that is similar to the former FastBridge CBMR (Curriculum Based Measurement for Reading) assessment where words correct in a one minute timing identify intensive, strategic and benchmark students in Oral Reading Fluency for second, third and fourth grades. The charts below give you a look at how 2nd, 3rd, and 4th fared at the end of the year Spring Benchmark with all our different reading fluency assessments over the years.

DIBELS Oral Reading Fluency (ORF) is a standardized, individually administered test of accuracy and fluency with connected text. ORF is a measure that assesses Accuracy and Fluency with Text, the ability to effortlessly translate letters to sounds and sounds to words. Student performance is measured by having students read a

passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute is the oral reading fluency score.

2nd Grade Reading Fluency - Dibels ORF (Oral Reading Fluency)

2 nd Grade Spring ORF	Benchmark	Strategic	Intensive	Mean ORF
2020-2021 *New Assessment – Dibels ORF*	59%	12%	29%	105.6
2019-2020 FastBridge CBMR Winter - Covid	49%	21%	30%	
2018-2019 FastBridge CBMR	73% 68 students	6% 6 students	20% 19 students	
2017-2018 *New Assessment – FastBridge CBMR*	64% 58 students	17% 15 students	19% 17 students	
2016-2017 AIMSweb RCBM	65.4% 55 students	28.5% 24 students	6% 5 students	
2015-2016 AIMSweb RCBM	77% 72 students	18% 17 students	5% 5 students	
2014-2015 AIMSweb RCBM	69.4% 57 students	20.6% 17 students	9.7% 8 students	
2013-2014 AIMSweb RCBM	73% 68 students	25.7% 24 students	1% 1 student	

ORF benchmark goal for 2nd grade is established at **94** words per minute on oral reading fluency by the end of the school year. FastBridge CBMR was 104. AIMSweb RCBM benchmark was **92**.

3rd Grade Reading Fluency - Dibels ORF (Oral Reading Fluency)

3rd Grade Spring ORF	Benchmark	Strategic	Intensive	Mean ORF
2020-2021 *New Assessment – Dibels ORF*	58%	23%	18%	124

2019-2020 FastBridge CBMR Winter - Covid	70%	16%	14%	
2018-2019 FastBridge CBMR	72% 65 students	7% 6 students	22% 20 students	
2017-2018 *New Assessment – FastBridge CBMR*	66% 60 students	9% 8 students	25% 23 students	
2016-2017 AIMSweb RCBM	71.2% 62 students	16% 14 students	12.5% 11 students	
2015-2016 AIMSweb RCBM	69.4% 57 students	19.4% 16 students	11% 9 students	
2014-2015 AIMSweb RCBM	69% 65 students	23.3% 22 students	7.3% 7 students	
2013-2014 AIMSweb RCBM	62.4% 50 students	28.8% 8 students	8.7% 7 students	

ORF benchmark goal for 3rd Grade is established at **114** words per minute on oral reading fluency by the end of the school year. FastBridge CBMR was **131**. AIMSweb RCBM benchmark was **119**.

4th Grade Reading Fluency - Dibels ORF (Oral Reading Fluency)

4th Grade CBMR	Benchmark	Strategic	Intensive	Mean ORF
2020-2021 *New Assessment – Dibels ORF*	70%	12%	19%	131
2019-2020 FastBridge CBMR Winter - Covid	62%	6%	31%	
2018-2019 FastBridge CBMR	60% 52 students	11% 10 students	29% 25 students	
2017-2018 *New Assessment – FastBridge CBMR*	73% 65 students	7% 6 students	21% 19 students	
2016-2017 AIMSweb RCBM	57% 49 students	24% 21 students	19% 16 students	

2015-2016 AIMSweb RCBM	64.4% 60 students	18.2% 17 students	17.1% 16 students	
2014-2015 AIMSweb RCBM	54.1% 39 students	31.8% 23 students	13.8% 10 students	
2013-2014 AIMSweb RCBM	64% 48 students	25% 19 students	11% 8 students	

ORF benchmark goal for 4th Grade is established at **125** words per minute on oral reading fluency by the end of the school year. FastBridge CBMR was **150**. AIMSweb RCBM benchmark was **136**.

Montana Smarter Balanced Assessment (SBAC)

Students participated in the state's annual criterion referenced test throughout the spring. The state continued using the computerized assessment with the MT Smarter Balanced Assessment Consortium (SBAC). This assessment measures students' mastery of the Montana Common Core State Standards in English Language Arts (ELA)/Literacy and Math.

The 2014-15 data represents the first year of data available from the computerized Smarter Balanced Assessment (SBAC). The 2012-13 data represents the previous paper and pencil MontCAS tests.

3rd Grade SBAC Percentages

3rd Grade MATH	Advanced	Proficient	Nearing Proficient	Novice
2020-2021	16%	31%	39%	14%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	17%	42%	27%	14%
2017-2018	8%	32%	43%	17%
2016-2017	16%	31%	28%	25%
2015-2016	18.1%	37.3%	27.7%	16.9%
2014-2015	16%	41%	31%	12%
2012-2013 MontCAS Math	4%	55%	24%	17%

3rd Grade ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2020-2021	18%	27%	33%	22%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	20%	28%	32%	19%
2017-2018	14%	38%	33%	15%
2016-2017	13%	31%	36%	19%
2015-2016	20.5%	38.6%	31.3%	9.6%
2014-2015	13%	38%	34%	15%
2012-2013 MontCAS Rdg	31%	62%	7%	0%

4th Grade SBAC Percentages

4th Grade MATH	Advanced	Proficient	Nearing Proficient	Novice
2020-2021	9%	31%	38%	21%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	5%	17%	58%	20%
2017-2018	10%	32%	41%	18%
2016-2017	5%	27%	55%	14%
2015-2016	14.7%	28.4%	49.5%	7.4%
2014-2015	22%	33%	34%	11%
2012-2013 MontCAS Math	31%	38%	16%	15%

Due to the Covid-19 school closure, the state of Montana waived the SBAC state test. This year it was unfortunate as the HP staff and myself felt very confident that the interventions we added this school year were going to show a strong improvement in each students' math scores.

4th Grade ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
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2020-2021	21%	29%	29%	21%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	19%	33%	27%	21%
2017-2018	29%	27%	21%	23%
2016-2017	15%	30%	25%	30%
2015-2016	27.4%	25.3%	29.5%	17.9%
2014-2015	21%	22%	40%	17%
2012-2013 MontCAS Math	40%	47%	9%	4%

Due to the Covid-19 school closure, the state of Montana waived the SBAC state test. This year it was unfortunate as the HP staff and myself felt very confident that the interventions we added this school year were going to show a strong improvement in each students' ELA scores.

LONGITUDINAL DATA

Below is longitudinal data following the Class of 2029 (2020-2021 4th graders), Class of 2028 (2019-2020 4th graders), Class of 2027 (2018-2019 4th graders), 2026 (2017-2018 4th graders) and the Class of 2025 (2016-2017 4th graders) from MAP, Reading Fluency, and SBAC assessments that become common and taken every year beginning in 2nd or 3rd grade through their final year at Highland Park in 4th grade.

Class of 2029 MAP Reading (Rdg) and Math Longitudinal Data

Class of 2029 (4th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2019-2020 3rd Grade *Winter Covid	89% 80 Students	11% 10 students	0% 0 students		60% 55 students	29% 26 students	11% 10 students
2020-2021 4th Grade	78% 66 students	12% 10 students	11% 9 students		63% 53 students	26% 22 students	11% 9 students

Class of 2028 MAP Reading (Rdg) and Math Longitudinal Data

Class of 2028 (4th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2018-2019 3rd Grade	76% 69 students	12% 11 students	12% 11 students		68% 62 students	21% 19 students	11% 10 students
2019-2020 4th Grade **Winter Covid**	70% 69 students	23% 23 students	6% 6 students		56% 55 students	31% 30 students	13% 13 students

Class of 2027 MAP Reading (Rdg) and Math Longitudinal Data

Class of 2027 (4th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2017-2018 3rd Grade	78% 71 students	15% 14 students	7% 6 students		54% 49 students	30% 27 students	16% 14 students
2018-2019 4th Grade	80% 70 students	11% 10 students	8% 7 students		52% 47 students	32% 29 students	16% 14 students

Class of 2026 MAP Reading (Rdg) and Math Longitudinal Data

Class of 2026 (4th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2016-2017 3rd Grade	76% 68 students	15% 13 students	9% 8 students		53% 47 students	37% 33 students	10% 9 students
2017-2018 4th Grade	69% 61 students	21% 19 students	10% 9 students		60% 53 students	26% 23 students	15% 13 students

Class of 2025 MAP Reading (Rdg) and Math Longitudinal Data

Class of 2025 (4th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
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2015-2016 3rd Grade	86% 71 students	5% 4 students	10% 8 students		71% 60 students	13% 11 students	15% 13 students
2016-2017 4th Grade	71% 61 students	17% 15 students	12% 10 students		57% 50 students	25% 22 students	17% 15 students

Class of 2029 Fluency Longitudinal Data (FastBridge CBMR & Dibels ORF)

Class of 2029 (4th) FastBridge CBMR Longitudinal	Benchmark	Strategic	Intensive
2018-2019 2nd Grade *FAST	73% 68 students	6% 6 students	20% 19 students
2019-2020 3rd Grade **Winter FAST Covid**	70%	16%	14%
2020-2021 4th Grade *Dibels	70%	12%	19%

Class of 2028 Fluency Longitudinal Data (FastBridge CBMR)

Class of 2028 (4th) FastBridge CBMR Longitudinal	Benchmark	Strategic	Intensive
2017-2018 2nd Grade *FAST	64% 58 students	17% 15 students	19% 17 students
2018-2019 3rd Grade *FAST	72% 65 students	7% 6 students	22% 20 students
2019-2020 4th Grade **Winter FAST Covid**	62%	6%	31%

Class of 2027 Fluency Longitudinal Data (FastBridge CBMR & AIMSweb RCBM)

Class of 2027 (4th) FastBridge CBMR AIMSweb RCBM Longitudinal	Benchmark	Strategic	Intensive
2016-2017 2nd Grade *AIMS	65.4% 55 students	28.5% 24 students	6% 5 students
2017-2018 3rd Grade *FAST	66% 60 students	9% 8 students	25% 23 students
2018-2019 4th Grade *FAST	60% 52 students	11% 10 students	29% 25 students

Class of 2026 Fluency Longitudinal Data (FastBridge CBMR & AIMSweb RCBM)

Class of 2026 (4 th) FastBridge CBMR AIMSweb RCBM Longitudinal	Benchmark	Strategic	Intensive
2015-2016 2 nd Grade *AIMS	77% 72 students	18% 17 students	5% 5 students
2016-2017 3 rd Grade *AIMS	71.2% 62 students	16% 14 students	12.5% 11 students
2017-2018 4 th Grade *FAST	73% 65 students	7% 6 students	21% 19 students

Class of 2025 Fluency Longitudinal Data (AIMSweb RCBM)

Class of 2025 (4 th) AIMSweb RCBM Longitudinal	Benchmark AIMSweb RCBM	Strategic AIMSweb RCBM	Intensive AIMSweb RCBM
2014-2015 2 nd Grade	69.4% 57 students	20.6% 17 students	9.7% 8 students
2015-2016 3 rd Grade	69.4% 57 students	19.4% 16 students	11% 9 students
2016-2017 4 th Grade	57% 49 students	24% 21 students	19% 16 students

Class of 2029 SBAC Longitudinal Data

Class of 2029 (4 th) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
2019-2020 3 rd Grade **Covid**	N/A	N/A	N/A		N/A	N/A	N/A
2020-2021 4 th Grade	50%	29%	21%		40%	38%	21%

Class of 2028 SBAC Longitudinal Data

Class of 2028 (4 th) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
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2018-2019 3rd Grade	48%	32%	19%		59%	27%	14%
2019-2020 4th Grade **Covid**	N/A	N/A	N/A		N/A	N/A	N/A

Class of 2027 SBAC Longitudinal Data

Class of 2027 (4th) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
2017-2018 3rd Grade	52%	33%	15%		40%	43%	17%
2018-2019 4th Grade	52%	27%	21%		22%	58%	20%

Class of 2026 SBAC Longitudinal Data

Class of 2026 (4th) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
2016-2017 3rd Grade	44%	36%	19%		47%	28%	25%
2017-2018 4th Grade	56%	20%	24%		43%	41%	18%

Class of 2025 SBAC Longitudinal Data

Class of 2025 (4th) SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
2015-2016 3rd Grade	59.1%	31.3%	9.6%		55.4%	27.7%	16.9%
2016-2017 4th Grade	45%	25%	30%		32%	55%	14%

Goal Area 2: Facilities

Strategic Objectives 1-2

District Facility Plan

I have been working with our Maintenance Director, Jason Fry, our district administrative team and CTA to identify Lewistown Public Schools' and Highland Park's needs. These needs will be combined with other district facility needs to develop a comprehensive plan for our district. We have been working extensively on a School Bond to help with Safety/Security and lack of space issues. By moving the entrance of Highland Park and moving 4th grade to Lewis & Clark Elementary, we have a good start in addressing the Safety/Security and lack of space issues. Moving 4th grade to Lewis & Clark will open up four classrooms so that my Title and Special Education teachers will have their own regular sized classrooms and more flexibility if there is an enrollment increase in coming years. This Bond will be ran this November. I have also been working with Jason Fry on other facility needs that can be addressed outside of the Bond using ESSER funding and/or Building Reserve funds. We are replacing fluorescent lighting fixtures with LED, removing most of our carpet areas, replacing it with tile, and adding security cameras.

Goal Area 3: Community/Parental Engagement

Strategic Objectives 1, 2, & 4

Parent/Community Involvement at Highland Park

Parent Meetings

Highland Park held numerous parent meetings this year to help keep parents informed. This 2020-2021 school year we started the year with multiple parent and Town Hall meetings to discuss our Covid Reopening Plan at HP. We also had 4th grade join K-3 with Parent Meet and Greets so that both Garfield and Highland Park Elementary schools would be on the same K-4 schedule to start the year. Teachers scheduled times for each parent and student to come in to meet with the teacher individually prior to the 1st day of school. The 2nd, 3rd, and 4th grade teachers felt this was great way to start the year so we will be continuing these Parent Meet & Greets. We also held separate virtual parent meetings for our Showdown Ski Trip and 4th Grade Science Fair.

3rd and 4th Grade Ski Days

With the help of our PTO, district funds and working with Showdown Ski Area, we were able to take our 3rd and 4th grade students skiing even during a Covid year. We sent only two classes up to Showdown at a time (we usually do an entire grade level of four classes) and they rode separate buses. Each class only has to go once instead of three times, but at least we were still able to make it happen. By the time we had finished all of our ski days, more than half the students were going to the top of the mountain and skiing down. We had at least 10 parent volunteers for each trip and the staff at Showdown made our experience a great one.

Grade Level Music Programs

First, we must say thank you again to Mrs. Grensten for making music so much fun for our kids this challenging year. Mrs. Grensten put on a variety of music programs. Most of our programs were streamed on Facebook Live and/or Google Meet. We continued streaming them live, but we were also able to do our spring concerts live. The programs were energetic and engaging for all involved. The FCPA was packed with families for each grade level's spring program.

Highland Park Talent Show

Mrs. Grensten also coordinated our talent show this year. Even during this Covid year, we offered a chance for the show to go on. We ran our HP Talent Show during their music classes this year, instead of an afternoon for each grade level and invited only that specific classes parents to come in person or watch it through Facebook

Live. This worked well to keep the gathering size down. 4th grade was able to do their talent show at FCPA and have full attendance.

Central Montana Youth Mentor Program

Due to the Covid year, this program did not run.

Missoula Children's Theatre

Due to the Covid year, this program did not run.

Fundraising Efforts

Due to the Covid year, our PTO did not run a fundraiser this year. Our school/district did run a few fundraisers. We ran a fundraiser for our local organization of SAFE (Saving Animals from Euthanasia) by allowing students to wear hats and staff to wear jeans and/or hats and pay a dollar each day. This fundraiser netted hundreds of dollars toward SAFE to help keep animals and rehome them.

I Love to Read Month

Highland Park Elementary Staff and students had a great time during February and "I Love to Read" month. Mrs. Gruener and the staff had several activities planned to get students engaged in the love of reading. This year, each grade level had their own goal to achieve. 2nd and 4th grade met their I Love to Read Month goals. 2nd grade had a sledding party at the Elk's as a reward and 4th grade went to a movie at Judith Theater.

Talking Zoo

Our 3rd grade classes continued their annual Talking Zoo. Instead of doing it at our normal November time, we did it in the spring. Each class used Google Meet for parents to watch their child's presentation, and then afterward we toured outside the school for parents to park and see all the costumes outside. For this project, each 3rd grade student researched an animal and learned five facts. They dress as their animal and then recited their five facts when a visitor would walk up to them in the gym. Everyone had a great time learning about each animal.

Science Fair

Our 4th grade classes continued with their annual Science Fair, an event that happens each spring. The students' projects were outstanding. Due to Covid, we took the written report out of the Science Fair and just did the boards. We hosted the science fair by having only one class in the gym at a time for 40 minutes. We allowed parents to come in and view their child's project, but did not allow classes to come through the gym. Highland Park partnered with the DNRC and two students won a prize for the best project dealing with conservation. These winners received a personalized jacket.

Highland Park Picnic

We were not able to host our Fall HP Picnic, but we were able to host our end of the year picnic. We invited families to meet us at Kiwanis Park on the last day of school. We met families there at 11am for lunch and then let the students play soccer, kickball, basketball and other games. Our student body met their SOAR Ticket goal so each student got a popsicle at this end of the year celebration.

Field Trips

We were able to start doing field trips after Winter Break. We started with our annual 3rd/4th grade ski days in February and March. Then in April, our 2nd graders were able to go to Farm Safety Days at the fairgrounds. We ended the year with allowing our 2nd graders to do their annual Ft. Benton Montana History field trip.

Monthly Communication to Parents

Highland Park Refrigerator Reminder

I send home a newsletter at the beginning of each month that I refer to as our “Refrigerator Reminder.” This keeps parents up to date on current events at Highland Park. Below is an example for the month of November.



Highland Park Elementary
1312 7th Ave. North
Lewistown, MT 59457
(406) 535-2555

NOVEMBER

Refrigerator Reminders

- **Early Dismissal** – Wednesday, Nov. 2nd students will be dismissed at 1:30pm. Buses will run their regular routes. Please make pickup accommodations if you DO NOT ride the bus.
 - **Parent/Teacher Conferences** – These will be on Wednesday, Nov. 2nd from 4~7 and Thursday, Nov. 3rd from 8am~11am and 12pm~3pm. Please support your child's education by participating in this important conference. We look forward to seeing you!
 - **Highland Park Book Fair** – The Book Fair will be going on in the library during Parent /Teacher Conferences. Please stop by the library and check out the great selection.
 - **No School** – No school for students on Nov. 3rd & 4th.
 - **Missoula Children's Theater** – Auditions will be starting on Monday, Nov. 7th for the play “Aladdin” directed by Missoula Children's Theater. The performance will be on Saturday, Nov. 12th. More information should be coming with this great opportunity.
 - **Veteran's Day** – A special THANK YOU from Highland Park to all those who've served.
 - **Talking Zoo** – 3rd grade Talking Zoo is Nov. 11th from 8:45~9:45.
 - **3RD Grade Music Program Moved** – 3rd Grade's Music program scheduled for Nov. 15th has been moved to April 27 7pm @ FCPA.
 - **PTO Meeting** – On Monday, Nov. 21 at 7pm will be our November PTO Meeting. It will be held at Lewis & Clark. Please stop by if available.
 - **Thanksgiving Break** – No school on Nov. 23~Nov. 25.
-

Highland Park Elementary on Social Media

I continued updating our page for Highland Park Elementary. This page was used as reminders for upcoming events, share photos of students/staff, and updates on students returning from field trips. Currently, we have 696 followers. Follow us on Facebook at <https://www.facebook.com/highlandparkschool/> or @highlandparkschool.

Goal Area 4: Technology

Strategic Objectives 1-5

Technology Upgrades

With the help of ESSER funds from Covid-19, we were able to bring Highland Park to a one-to-one student to chromebook ratio. The access for students to have their own Chromebook for the year and for teachers to have access to a classroom set of computers at all times has helped us use personalized learning tools and has made our state/district benchmark testing much more efficient.

Technology in the Classroom

Technology Plan

In conjunction with the Technology staff, mainly Scott Baldwin, we continue with year three of the Technology Plan for Lewistown Public Schools. Our main goal of trying to become a 1-to-1 ratio of students to Chromebooks was fulfilled with help from ESSER funds.

Classroom Parent Engagement Apps.

In the past, we have many teachers using various apps. to increase parent involvement. The two apps. used most were Bloomz and ClassDojo app. These apps are used by teachers to communicate directly with parents on their child's behavior, things happening in the classroom, and able to send parents pictures of what is going on in the classroom. I have heard many great things from parents on how they like being updated on this. Our K-6 elementary team discussed this prior to this 2020-2021 school year and decided to have K-6 use a common parent engagement app. We decided on using only ClassDojo. This helped parents with multiple children in the district and/or year after year only have to monitor and keep up with one app.

Goal Area 5: Highly Qualified Staff

Strategic Objectives 1-2

Evaluation Process

Lewistown Public Schools uses the Montana Educator Performance Appraisal System (EPAS). On the EPAS rotation, I had nine tenured teacher evaluations (they are evaluated once every other year) and three non-tenured evaluations (twice a year until tenured). Ten teachers were not on the evaluation rotation this year, meaning they had to complete three Peer Observations throughout the year.

Professional Development

Social Emotional Learning (SEL)

A big part of our focus this school year was on SEL. We continued using a web-based program called schooltoostv.com. It consists of a daily one-minute video based on an SEL topic. In the past teachers were required to share this video at some point during the day. To help make sure these videos were being shown,

this year I made the videos a part of our daily morning announcements by showing using Google Meet to video broadcast our daily announcements with students and show this video to the whole school. Along with this, I continued a group called SOAR CAFÉ made up of Tier 3 behavior students. We meet daily Monday-Thursday from 8:35-8:50 to discuss SEL and start their day off right.

Standards Based Curriculum – ELA & Math

The 2019-2020 school year marked the first year that Lewistown Public Schools worked with a curriculum coop. We worked with Montana Alliance for Curriculum Enhancement (ACE) to get our teachers to focus on our Common Core Standards more in their curriculum. We reviewed and added to our pacing guides at each grade level for ELA and Math. This is starting the groundwork of moving to a standards based grading concept. The teachers involved on the ELA and/or Math team got great value out of these trainings and I can start to see the shift to standards based curriculum thinking and grading. Due to the Covid year, we did not put any focus on this for the 2020-2021 school year. We will be putting more focus on this for the upcoming year.

Google Classroom

With the complications arriving from Covid and many students who chose distance learning to start the year, many of our teachers wanted a formal training on Google Classroom to help them provide standards based content for both in class and distance learners. We partnered with our curriculum co-op, ACE, and more than half my certified staff took a professional development class on Google Classroom. Other teachers took other courses on Google Classroom offered by different companies.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objectives 1-4

Our district administrative team worked with our business manager, Rebekah Rhoades (Business Manager of the Year), most of the year on balancing our budget for the 2020-2021 school year. The ESSER money released by the federal government helped our district out by finding creative ways to not impact our taxpayers this year and meet our budgetary and facility needs. Due to a difficult Covid year and an upcoming Bond proposal, our district administrative team decided not to run a levy for the elementary or high school district. We hope this will have a positive impact when our Bond goes to be voted on in November.

This goal area is taken care of more at the district level.

**LEWIS & CLARK
ELEMENTARY
SCHOOL**

Danny Wirtzberger

LEWIS CLARK

E L E M E N T A R Y

Danny Wirtzberger, Principal 2020-2021 Annual Report

Motto: *“Achieve, Believe, Care!”*

Lewis and Clark Vision Statement:

Lewis and Clark Elementary strives to **achieve** high standards, we **believe** each student is capable of becoming a confident lifelong learner, and we **care** for our students and encourage them to be responsible, contributing, critical thinking members of their community.



Attendance:

Our average daily attendance for the school year showed an increase from the previous year, with students attending 93.71% of the days. The attendance rate equates to an average of 11 students absent a day. Due to the amount of material that is missed through absenteeism we will continue to focus on positive attendance through our attendance policy, attendance at the After School Learning Center to make up school work, and communication with students and parents on the importance of attending school each day they are healthy. Our MTSS training has taught us that rewarding students for positive behavior is most effective. This year we implemented our “10 for 20” SOAR tickets. These tickets are earned by being in school for 20 consecutive days!

Enrollment:

The following information represents our ending enrollment numbers for the given school years. This year we had an increase of 5 students. Next year we look forward to another large 5th grade with 88 students coming from Highland Park’s 4th grade. We had a minimal number of students moving in or out during the school year.

	2020-2021	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	103	91	90	94	105	76	81	98	84	98	96	92
6th Grade	87	94	85	106	79	86	96	81	94	99	91	90
Total	190	185	175	200	184	168	177	179	178	197	187	182
Change(+ or -)	+5	+10	-25	+16	+18	-9	-2	+1	-19	+10	+5	

Response to Intervention (Rtl):

Lewis and Clark continued their involvement in the Rtl process. All K-6 elementary buildings were accepted into Project REAL through OPI in 2013. In 2016 we signed on for five more years with the Project REAL 2.0 Grant through OPI. This has allowed us to stay current with MTSS and progress with our academic and behavioral goals. In previous years our Lewis & Clark team has attended three OPI Rtl face-to-face workshops and six webinar sessions for MTSS (Multi-Tiered System of Support). This year was much different and trainings were virtual. This is our last year participating in the Project REAL 2.0 grant. We still continue to utilize the MTSS process in all decision making. Our MTSS OPI Facilitator was Michelle Trafton.

We have put into place Tier I, II, and III supports for Reading, Math, and Behavior and have scheduled Student Data Meetings twice a month as well as MTSS Leadership meetings bi-monthly. Teachers have a system to use with our Request for Assistance Form and we use our Classroom Problem Solving Team Planning and TIPS Forms to determine need and intervention strategies. We have now made this form more readily available for our teachers by making the form digital. This survey is completed by the classroom teacher and sent on to the MTSS leadership team. In addition, individual teachers met with our MTSS team for consultation and additional student meetings. Programs are built into our Tiers for Reading, Math, and Behavior and decisions are based on data from our SuccessMaker math probes, Dibels Reading CBM, NWEA MAP Assessments in Reading, Language, and Math, Smarter Balanced Results, curricular assessments, formative assessment, Google Forms behavioral data, and Check In Check Out. Due to the systems we have in place, students are able to receive the assistance they need quickly and we have seen significant growth over time with our data in academics and behavior. As an example with behavior, we have seen a decline in our Major office discipline referrals (ODRs) this year as compared with last year as a result of meeting student needs in an efficient manner and implementing CICO and more positive rewards for outstanding behavior as students strive to SOAR (be Safe, Organized, Acepting, and Responsible).

Many thanks to the MTSS Lewis and Clark team consisting of Cindy Gremaux, Brad Breidenbach, Carrie Bartos, Matt Gruener, Jeff Russell, Julie Reesor, Ashley Jenness, Norine McKinney, Gretchen Conrad, Jacque Sherman, and Danny Wirtzberger. A special thanks to Michelle Trafton, our District MTSS Facilitator.

Montana Behavior Initiative (MBI):

We continue to build upon the Montana Behavior Initiative at Lewis and Clark School. Through Project REAL 2.0 and MTSS we have learned about braiding RtI and MBI and our team has combined to work on Tier I, II, and III for academic and behavior assistance.

This year we are sustaining our positive behaviors by continuing to implement an innovative way to recognize students for their accomplishments, SOAR tickets are created for all staff members. Students earn SOAR tickets from staff members for being Safe, Organized, Accepting, and Responsible. Students collect their earned SOAR tickets and take them to the SOAR Store. They can purchase coupons or items. Some of the favorites are lunch with a staff member, fishing at the frog ponds, ice skating, music concerts on Fridays, extra PE time, and sitting with a friend for lunch. The SOAR tickets are then collected in our EAGLES SOAR bucket. When the bucket is full, we have an all school SOAR reward with an ice cream treat, extra recess, or a music concert on Fridays. In addition, we have a SOAR drawing twice a month and students can win different awards, such as captains of our varsity sports teams. This has been a great success and students have really been able to see the rewards of their positive behavior. Due to our efforts with the SOAR ticket system and Check In Check Out we have seen a reduction in our major office discipline referrals (ODRs) this school year. Our Parent Teacher Organization was very helpful with this program in supplying the rewards. They also supported our MAPS and SBAC testing by supplying testing materials for our students.

Lewis & Clark Staff continued work with CICO (Check In, Check Out) this school year. This is an intervention for building relationships with at risk students and providing support for students needing help with behavioral and/or academic, as well as attendance concerns. We experienced success as noted above with a reduction in office discipline referrals as a result of Tier 2 supports with students using the CICO positive behavior supports. Lewis and Clark also experimented with an alternate support for Tier II students called Check and Connect (CaC). Check and Connect is not quite as intense as the Check In Check Out system. With the CaC system, students have more of an advisor at the beginning and the end of the day. This allows us to front load the expectations and review progress at the end of the day.

We also continued the Lewis and Clark Service Council. These students were involved in making announcements to classrooms, greeting and touring School Board members around Lewis and Clark School, setting up school assemblies, helping with teacher appreciation week, working for the good of others, assisting around the school, fundraisers for service projects, and serving as positive role models. To create more consistency within the Service Council we implemented "Service Council Officers." Students wanting an office elected position had to get a signed petition, campaign, and create a speech for the student body. All Lewis and Clark students got a chance to vote for the elected officers. This was a major success for our school and created leadership opportunities for our students.

The After School Learning Center was held every Monday, Tuesday, and Thursday after school with students attending each session to complete work. Students were able to voluntarily attend the center or could be assigned by a teacher or parent. We recognized a need for students to receive assistance with their schoolwork and each week the center served 45-75 students.

Many thanks to the MTSS Lewis and Clark team consisting of Cindy Gremaux, Brad Breidenbach, Carrie Bartos, Matt Gruener, Jeff Russell, Julie Reesor, Ashley Jenness, Norine McKinney, Gretchen Conrad, Jacque Sherman, and Danny Wirtzberger. A special thanks to Michelle Trafton, our District MTSS Facilitator.

Title 1:

As a Schoolwide Title 1 District we devised and continue to update our Schoolwide Title 1 Plan to develop goals and objectives to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on the state's academic achievement standards.

To address those needs we continue to review the progress of our school and students, participate in a comprehensive needs assessment and focus efforts to increase parental involvement. Consistent with the purpose stated above, all parents in a Schoolwide program school are encouraged to participate in parent involvement activities. We have many areas where parents volunteer and get involved in programs in our school. Those programs are outlined below.

Our Schoolwide Title 1 team has included Danny Wirtzberger, Brad Breidenbach, Tracy Conner, Cindy Gremaux and Lynn Lensing.

School Safety:

Throughout the school year we work on school safety in a continual effort to ensure the safety of our students, staff, and school. This year we met quarterly as a Lewis and Clark Safety Team to review safety procedures, create emergency operations for our school, and schedule drills and training. Our Lewis and Clark Safety Team included Danny Wirtzberger, Nancy Hudson, Tracy Conner, Derek Lear, and Ashley Jenness. We then met as a staff to update our Lewis and Clark Emergency Operations Manual. We have conducted drills throughout the year including fire drills, an earthquake drill, a tornado drill and lockdowns.

Student Achievement:

At our end of the year assembly, we recognized 32 sixth grade students with Presidential Awards for Academic Excellence. This award is given to students who have earned a cumulative GPA of 3.5 and above during their fourth, fifth and sixth grade years and are proficient in reading or math on the winter Measure of Academic Progress (MAP) test. Eight sixth grade students were recognized for Presidential Outstanding Achievement. The purpose of this award is to recognize 6th grade students who show outstanding educational growth, improvement, and commitment. This year we also recognized five students for perfect attendance and twelve students for outstanding attendance this school year.

Dibels Oral Reading Fluency (CBM)

Dibels was used to identify intensive, strategic and benchmark students in oral reading fluency. Previously, the district used AIMSweb and FastBridge to monitor progress. Percentages for every year before 2017-2018 are from AIMS, which is a different test. In 2018-2020 we used FastBridge for progress monitoring.

	Intensive (At Risk)	Strategic (Some Risk)	Benchmark
5th Grade			
2008-2009	12%	18%	70%
2009-2010	11%	16%	73%
2010-2011	18.5%	17.4%	64.1%
2011-2012	18%	16%	67%
2012-2013	10%	15%	75%
2013-2014	9%	16%	75%
2014-2015	8%	16%	76%
2015-2016	11%	19%	70%
2016-2017	11%	21%	68%
2017-2018	23%	19%	58%
2018-2019	21%	11%	67%
2019-2020 (Winter)	15%	16%	68%
2020-2021	25%	11%	64%
6th Grade			
2008-2009	15%	13%	72%
2009-2010	13%	15%	72%
2010-2011	12.4%	12.4%	75.2%
2011-2012	18%	12%	70%
2012-2013	9%	15%	76%
2013-2014	10%	13%	77%
2014-2015	10%	16%	74%
2015-2016	10%	22%	68%
2016-2017	11%	18%	71%
2017-2018	32%	12%	56%
2018-2019	24%	16%	60%
2019-2020 (Winter)	15%	12%	72%
2020-2021	26%	16%	59%

SuccessMaker Math Computation and Concepts & Applications

SuccessMaker is used to identify intensive, strategic and benchmark students in math computation and concepts and applications. The chart below gives you a look at how the school years were in 2012-2017 with AIMSWeb. In 2017-2020 our data was pulled from FastBridge. This year we started using SuccessMaker (SM). SM not only allows our team to see assessment data for our students, it also serves as an intervention program for our students. This intervention is created individually for each student. Lewis & Clark utilizes this intervention three times a week for each student. The last chart gives the reader a look at this year's SuccessMaker data.

		Intensive (At Risk)	Strategic (Some Risk)	Benchmark
5th Grade Math Computation				
	2012-2013	10%	15%	75%
	2013-2014	9%	15%	76%
	2014-2015	10%	15%	75%
	2015-2016	3%	16%	81%
	2016-2017	9%	20%	72%
5th Grade Math Concepts and Applications				
	2012-2013	10%	16%	74%
	2013-2014	11%	13%	76%
	2014-2015	10%	15%	75%
	2015-2016	5%	36%	59%
	2016-2017	9%	38%	53%
6th Grade Math Computation				
	2012-2013	9%	16%	75%
	2013-2014	10%	13%	77%
	2014-2015	10%	16%	74%
	2015-2016	6%	30%	64%
	2016-2017	9%	14%	78%
6th Grade Math Concepts and Applications				
	2012-2013	9%	16%	75%
	2013-2014	9%	14%	77%
	2014-2015	10%	14%	76%
	2015-2016	19%	19%	62%
	2016-2017	15%	8%	77%
5th Grade Math CAP (Overall Performance)				
	2017-2018	5%	10%	85%
	2018-2019	22%	4%	74%
	2019-2020 (Winter)	21%	12%	66%
6th Grade Math CAP (Overall Performance)				
	2017-2018	0%	11%	89%
	2018-2019	21%	15%	64%
	2019-2020 (Winter)	22%	2%	76%
5th Grade Math:				
	Current Grade Level Average:		5.54	
	Gain in 2020-2021:		0.77	
6th Grade Math:				
	Current Grade Level Average:		5.98	
	Gain in 2020-2021:		0.57	

MAP Testing

Measure of Adequate Progress (MAP) testing was continued for all students in both 5th and 6th grade. MAP was given three times this year in Reading, math, and language usage. The data from these tests help monitor progress of our students. It is also used to drive instruction and is used as a predictor of possible achievement on the state tests. The testing also has become an opportunity for students to challenge themselves to make improvements from the fall and winter.

This report shows students' projected performance on the state assessments based on the NWEA alignment/linking studies. It shows aggregated projected proficiency data from fall or winter testing so you can determine how a group of students is projected to perform on a separate state test. Performance categories are defined by the state and are specific to each state (MAP Report Reference). The Montana state test used for this linking study is the Smarter Balanced Test.

2020-2021

5th Grade

Mathematics



Grade Report

Grade 5

Term: Spring 2020-2021
District: Lewistown Public Schools
School: Lewis & Clark School

Norms Reference Data: 2020 Norms
Weeks of Instruction: 32 (Spring 2021)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	98
Mean RIT	222.1
Standard Deviation	17.7
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	218.7
Students At or Above Norm Grade Level Mean RIT	57

Overall Performance		Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp. Err)	Std Dev
		count	%	count	%	count	%	count	%	count	%		
Math: Math K-12		15	15%	16	16%	16	16%	21	21%	30	31%	220-222-224	17.7



Grade Report

Grade 5

Term: Spring 2020-2021
District: Lewistown Public Schools
School: Lewis & Clark School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 32 (Spring 2021)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 CCSS 2010 V3 / Common Core State Standards English Language Arts/Literacy: 2010

Summary	
Total Students With Valid Growth Test Scores	88
Mean RIT	215.7
Standard Deviation	12.5
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	211
Students At or Above Norm Grade Level Mean RIT	88

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Growth: Reading 2-5 CCSS 2010 V3 / Common Core State Standards English Language Arts/Literacy: 2010	7	7%	20	20%	17	17%	26	27%	28	28%	214-216-217	12.5
Goal Area												
Literary Text: Key Ideas and Details	6	6%	18	18%	21	21%	28	28%	25	28%	215-217-218	15.1
Literary Text: Language, Craft, and Structure	8	8%	17	17%	26	27%	26	27%	21	21%	215-216-217	14.8
Informational Text: Language, Craft, and Structure	13	13%	10	10%	25	28%	22	22%	28	28%	214-216-217	18
Vocabulary: Acquisition and Use	10	10%	19	19%	20	20%	25	28%	24	24%	213-214-218	13.7
Informational Text: Key Ideas and Details	10	10%	10	10%	27	28%	30	31%	21	21%	215-217-218	14.4

6th Grade

Math



Grade Report

Grade 6

Term: Spring 2020-2021
District: Lewistown Public Schools
School: Lewis & Clark School

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 32 (Spring 2021)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Students With Valid Growth Test Scores	85
Mean RIT	224
Standard Deviation	15.9
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	222.9
Students At or Above Norm Grade Level Mean RIT	53

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	15	18%	11	13%	16	19%	29	34%	14	16%	222-224-226	15.9

Reading



Grade Report

Grade 6

Term: Spring 2020-2021
District: Lewistown Public Schools
School: Lewis & Clark School

Norms Reference Data: 2020 Norms
Weeks of Instruction: 32 (Spring 2021)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 6+ CCSS 2010 V3 / Common Core State Standards English Language Arts/Literacy: 2010

Summary	
Total Students With Valid Growth Test Scores	66
Mean RIT	219.1
Standard Deviation	11.9
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	215.4
Students At or Above Norm Grade Level Mean RIT	56

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT (+/- Samp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Overall Performance Growth: Reading 6+ CCSS 2010 V3 / Common Core State Standards English Language Arts/Literacy: 2010	6	7%	16	10%	23	27%	27	31%	14	16%	218-219-220	11.9
Goal Area												
Literary Text: Key Ideas and Details	7	8%	21	24%	21	24%	23	27%	14	16%	217-218-220	12.7
Literary Text: Language, Craft, and Structure	4	5%	18	21%	19	22%	23	27%	22	26%	218-220-222	13.4
Informational Text: Language, Craft, and Structure	6	9%	15	17%	21	24%	23	27%	18	22%	218-220-221	15.4
Vocabulary: Acquisition and Use	6	7%	16	10%	21	24%	20	23%	23	27%	219-221-222	14.8
Informational Text: Key Ideas and Details	6	10%	20	23%	22	26%	21	24%	14	16%	218-217-219	14

Smarter Balanced Testing

The Smarter Balanced annual state assessments as required by the Office of Public Instruction measured student progress in Reading and Math. It took each class one week of testing to complete this assessment for all grade levels and classrooms.

Here are the results of the first report of the 2021 Smarter Balanced Tests.


2021 Smarter Balanced 5th Grade ELA/Literacy Results

School	Total													
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient										
Lewis & Clark School	100	2529 ± 9	<div><div><div></div><div></div><div></div><div></div></div><table><tr><th>Percent</th><td>19%</td><td>19%</td><td>31%</td><td>31%</td></tr><tr><th>Count</th><td>19</td><td>19</td><td>31</td><td>31</td></tr></table></div>	Percent	19%	19%	31%	31%	Count	19	19	31	31	62%
Percent	19%	19%	31%	31%										
Count	19	19	31	31										

2021 Smarter Balanced 5th Grade Mathematics Results

Student	Student ID	Total											
		Scale Score	Performance										
School		2519 ± 9	<div><div></div><div></div><div></div><div></div></div> <table><tr><td>Percent</td><td>24%</td><td>26%</td><td>21%</td><td>29%</td></tr><tr><td>Count</td><td>24</td><td>26</td><td>21</td><td>29</td></tr></table>	Percent	24%	26%	21%	29%	Count	24	26	21	29
Percent	24%	26%	21%	29%									
Count	24	26	21	29									

2019 Smarter Balanced 6th Grade ELA/Literacy Results

School	Total													
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient										
Lewis & Clark School	86	2543 ± 8	 <table><thead><tr><th>Percent</th><th>Count</th></tr></thead><tbody><tr><td>16%</td><td>9</td></tr><tr><td>38%</td><td>31</td></tr><tr><td>40%</td><td>34</td></tr><tr><td>14%</td><td>12</td></tr></tbody></table>	Percent	Count	16%	9	38%	31	40%	34	14%	12	53%
Percent	Count													
16%	9													
38%	31													
40%	34													
14%	12													

2019 Smarter Balanced 6th Grade Mathematics Results

Student	Student ID	Total											
		Scale Score	Performance										
School		2536 ± 10	<div><div></div><div></div><div></div><div></div></div> <table><tr><td>Percent</td><td>26%</td><td>23%</td><td>31%</td><td>20%</td></tr><tr><td>Count</td><td>22</td><td>20</td><td>27</td><td>17</td></tr></table>	Percent	26%	23%	31%	20%	Count	22	20	27	17
Percent	26%	23%	31%	20%									
Count	22	20	27	17									

Student Activities:

Band and Choir

Our fifth and sixth grade students had the opportunity to participate in band and choir. Sixth and fifth grade students have band or choir at Lewis and Clark twice a week for 40 minutes. Our one formal concert was well attended and students worked hard demonstrating growth throughout the year. Lewis & Clark welcomed Mrs. Rachael Grensten last year to help guide our music program. In the short time she has been here, we have seen tremendous growth for our students. There have been multiple informal concerts here at Lewis and Clark and she has completely revamped our choir (or general music) program by incorporating musical instruments, such as, ukuleles and keyboards.

Athletics

Students also had the chance to participate in after school athletic events. Little Eagle volleyball, basketball and wrestling were available to interested students. Students were also able to take advantage of community sponsored athletics with soccer, football, jump rope, baseball, and softball. Mr. Lear and the coaches did a great job again this year. We would like to congratulate all of our student athletes for their accomplishment and representing our school in a great way.

After School Learning Center

This year we held the After School Learning Center on Monday, Tuesday, and Thursday from 3:20-4:00. Students could volunteer to attend, be assigned by a teacher, or be assigned by a parent. Students received assistance with their work and were given an after school snack and drink from our Parent Teacher Organization. The center was well attended with 12 to 25 students each session. We saw an improvement in attitude, work ethic, and grades in many of our students. There were also quite a few students who volunteered to attend as they like to get their work finished at school so they would not get behind in their classes. They also like receiving help with their work. In addition, individual teachers also had students working in their classrooms many days after school.

Service Council

We had multiple students involved in Service Council over the four quarters this year. Students wrote a speech on why they wanted to be involved in Service Council and presented that speech to their class. The class then voted on their representative and two students per classroom participated each quarter of school. The service council met every other week with the principal. Some of the activities they were involved with were: making announcements to classrooms, helping with teacher appreciation week, touring School Board members, working on projects to benefit students in need, working for the good of others, assisting around the school, fundraising for service projects, and serving as positive role models.

Fish, Wildlife, and Parks Program

The Fish, Wildlife, and Parks program sponsored a fishing program for all of our 5th grade students. Through our science program the students were involved with fly tying, fish jeopardy, fish dissection, fish art, and fish lure making. With each event we had several parent volunteers involved with helping students. Students also had the great opportunity to go ice fishing with their classmates and FWP personnel. The holes were drilled, poles and bait were provided by FWP. Many parent volunteers are involved in every aspect of the fishing unit with the 5th grade. We are very thankful to the Fish, Wildlife, and Parks for their contribution to our school.

Spelling Bee

Our Lewis & Clark Spelling Bee was held at the Fergus Center for the Performing Arts in January. Participants were the top two spellers in each classroom. Sixteen spellers took part in the bee. Our Lewis & Clark Spelling Bee Champion this year went on to the Fergus County Spelling Bee along with nine other students from our L&C Spelling Bee. The spellers did a fantastic job up on the big stage spelling some very complex words!

Zaner-Bloser Handwriting Contest

The Zaner-Bloser handwriting contest was held in December. Students get to show off their cursive handwriting. One student's writing sample from each grade level was chosen to compete at the state and national level.

Snowshoeing

This year we continued into our sixth year of snowshoeing at Lewis & Clark School. Each class had PE with Mr. Lear where they learned how to put on the shoes, tighten the bindings, remove the shoes, and walk in the shoes. They then went through a Snow Disc Golf Course at the Pine Meadows Golf Course and had to navigate with directions and landmarks to get through the course with their team and disc. Big thanks to Mr. Russell and Mr. Cloud for their leadership in the snowshoe adventures.

I Love to Read Month

The entire month of February was dedicated to "I Love to Read" month through our school libraries and classrooms. The theme this year was, "Explore Your World: Read!" and we had a variety of activities throughout the month to promote the love of reading. Both the 5th and 6th grade students took part in "Reading Buddies" and took busses over to Highland Park School where they read to 2nd, 3rd, and 4th grade students. The students in both schools really enjoyed this and got exposure to all kinds of new books.

Wax Museum

The 5th grade students and teachers put on the annual Wax Museum again this year and had a wonderful turn out of talent. Students created a report, poster, background, and costume as they depicted the deceased person in history and their historical attributes. All stakeholders were encouraged to watch our virtual World Tour. The students took great pride in their work and received overwhelming accolades about the effort they had put into this project! It was a wonderful presentation of their work and talent!

Talent Show

Lewis & Clark Elementary held its 11th Annual Talent Show this year. There were 15 acts and 38 students involved! Students performed in several different types of acts such as singing, dance, jump rope, playing guitar, playing piano, and skits. We had a wonderful display of talent and all of our students, parents, and community in attendance seemed to thoroughly enjoy the Lewis and Clark talent!

Parental Involvement:

The K-8 Parent Teacher Organization (PTO) and their many volunteers continued to provide impressive support at Lewis and Clark this year. PTO provided treats for our Schoolwide SOAR rewards, and helped in our After School Learning Center.

PTO is also very involved in our Teacher Appreciation Week with bringing treats and special gifts for all staff. Our staff truly appreciates the kindness and dedication of PTO volunteers that contribute their time, energy, and care to our students, staff, and schools. We are very fortunate to have PTO involved with our schools; they contribute so much to our continued success.

Parents have also been involved in our school throughout the year with the Parent/Student Orientation (Virtually) and Open House the day before school starts (Virtually), Parent/Teacher Conferences, volunteering during school events such as fish dissection, lure making, fly tying, cow eye dissection, ice fishing, snowshoeing.

We continue to communicate with parents through our Orientation/Open House at the beginning of the school year to introduce/update parents about several programs in our schools including Rtl, MBI/Bully Prevention, Title I, Assessment, programs, and K-6 procedures. The continual collaboration between schools has been very positive for parents, students, and staff. Parents are also informed through the Refrigerator Reminder Newsletters that outline the information and events throughout each month and through our website with calendar dates and pictures of events. Very positive feedback has been received about the reminders and requests that information continues to be sent in that fashion as it provides important information that parents are easily able to access. Others schools have begun doing this same format and parents appreciate the consistency. PTO also funded TV monitors for information centers at the entry of each school. This allows schools to view important information, reminders, and photos of events throughout the year. This is also great way for parents and community to see all of the things PTO does to support the schools as PTO information will be presented on this system as well.

LEWISTOWN JUNIOR HIGH SCHOOL

Jeff Friesen

Lewistown Junior High School

Annual Report

2020-21

Jeff Friesen, Principal



This was another interesting year in education! The pandemic provided a number of challenges that forced educators in Lewistown and across the nation to rethink how we do our jobs. Some of these changes will, no doubt, have long-lasting or even permanent impacts on education. This school year students were forced to take far greater ownership of their education than ever before. All students were issued a chromebook and attended school virtually during quarantines, sicknesses and/or school shutdowns. From October 26, 2020 - November 13, 2020 the junior high was entirely shut down due to a COVID-19 surge in the community and all classes were delivered virtually. From November 16, 2020 - January 29, 2021 we went to a 50/50 model and half of the junior high students came to school on "A" days and the other half on "B" days. On January 29, teachers took a day to prepare for a return to 100% capacity. LJHS remained at full capacity (with a handful of student quarantines) for the duration of the school year. The LJHS staff feels this year had a number of successes that make us proud and yet we continue to identify areas in need of improvement. I believe the junior high is staffed with personnel who have strong work ethics and a vision to continually improve. This annual report will provide a summary of the staff, academics, and activities of Lewistown Junior High School during the 2020-21 school year. The information within this report contains some of the data we use to assess our progress and seek improvement.

100 Year Anniversary!

This year was the 100th anniversary of the LJHS building. To celebrate, we had a big day on Friday, April 30th. We invited former LJHS teachers to a BBQ, had a fun day for students and created a Facebook page to share memories from the past. Christy Rogers (former LJHS secretary) and Joanne Ward (former FACS teacher) were both extremely instrumental in organizing, decorating and celebrating the LJHS centennial. It was a great day for all involved. On Friday, May 14th we opened the building for pre-scheduled tours. A former social studies teacher who taught in the 1960s took a tour and noted that he taught in the same classroom as the current 7th grade teacher. The difference being that we now have 170 students in the building and in the 1960s the building had up to 406 students!! As a final act of celebration, we will have a float in the 4th of July parade.

Samsung Solve for Tomorrow Award

Lewistown Junior High science department was (again) the 2020 State winner for the Samsung Solve for Tomorrow Contest. Each year schools from around the state and the nation compete in this contest. Lewistown Junior High became the state award winner with its students' work on "Pyramid of Priorities" about how students could/should allocate their time. The visual was presented as a pyramid printed on a 3D printer that put the most important things at the base (ie - sleep, religion, etc.) and the less critical things at the peak. (ie - video games, etc.) As a prize, the school will receive \$15,000 in new technology for students to use throughout the school. LJHS will receive a number of new electronics including Chromebooks, digital cameras, a drone and updated monitors for students.

Yellowstone Trip

Lewistown Junior High School was scheduled to take an Expedition Yellowstone trip this year from May 3rd - May 7th but the trip was cancelled due to the pandemic.

Veteran's Day Assembly – Due to the pandemic, the Veteran's Day Assembly was completely virtual this year. Mr. Seth Walters was the guest speaker. He did an excellent job of narrating a PowerPoint presentation about his duties and responsibilities while overseas. During Advisory, students continued the tradition of mailing postcards thanking the veteran's in our community for their service. LJHS feels honored to have the Veteran's Day Assembly that has become a part of the local tradition. It is our way of honoring those that have given so much to our nation and teaching our students the importance of the sacrifices they have made.

ACTIVITIES

STUDENT ACTIVITIES

At the junior high we stress the importance of school involvement. For this reason we offer a number of clubs and activities to help students get involved beyond the classroom. Clubs and activities have proven to give students a greater sense of belonging to a school. This sense of belonging helps students with better attendance and ultimately, better grades.

Builders Club-The Builders Club is a service club that finds ways to help the school and community. Mrs. Blazicevich was the advisor for Builders Club. They operate the student store to raise money to purchase items to make the school a better place for the students.

Rubix Cube Club- This was a new club started this year. Several students met and decided to meet on a regular basis to talk about all things rubix cube. They met on Monday's after school in Mrs. Spraggins classroom.

GIS Club - This club is a hands on activity that involves Geographic Information Systems Software and Geographic Positioning System Units. The group meets to learn the GIS software as Mrs. Flentie teaches them using a variety of projects.

MathCounts - The MathCounts program continues to have a strong group of students. At the State competition in February, the students participated virtually against all classes of Montana schools. Tyson Dubbs made it to the State competition!

Running Club- The winter running club continued to be a big success under the guidance of Mrs. Flentie. This group of students meets after school on Mondays and Thursdays, between the winter and spring sports' seasons.

Ski Club- The ski club was a great success with Mrs. Poser-Brown being the advisor. By joining ski club for a membership fee of \$35, students have the opportunity to join the club on one or all of the eight scheduled trips to Showdown. The membership covers the cost of transportation. Students are still responsible for rental cost and the cost of lift tickets for each day they travel.

Student Council- This year's student council officers were: President- Jack Poore, Vice President-Sydney Wichman, Treasurer- Ava Robinson, and Secretary- Katelynn Ackerman. Ms. Walters was the advisor for student council. Each year the student council puts on dances, organizes spirit days and, of course, organizes Homecoming activities.

Parent Teacher Organization (PTO)- The PTO does so many things to support our school(s). Each year in the past they have helped sponsor the eighth grade dance, provided treats for the after school learning center, and funded the purchase of the student planner books. This year they provided money for student SOAR incentives. We appreciate their support.

Recognition of Talent

Scholastic Awards Ceremony-We like to end the year by recognizing those students who have done well in meeting or exceeding the standards of our school. Students were recognized for their academic successes, attendance, and the honors they received throughout the year. As a capstone, each year two students are selected for the DAR award. These two 8th graders are selected by staff and are exemplary of positive attitudes and a willingness to put forth an extraordinary effort. This year's DAR award winners were Regan Comes and Tyson Dubbs.

Talent Show/Lip Sync Contest - Three acts performed during the talent show and students and teachers got rowdy during a lip sync contest. The talent show was followed by a slideshow put together by the Yearbook class.

Staffing

The junior staff welcomed a couple of new members to the teaching staff. The following made up the staff at the junior high:

Certified Staff

Chad Armstrong.....	Health Enhancement/8 th Grade Social Studies
Sarah Elliott.....	7 th Grade Special Education
Lee Crouse.....	STAR Room Teacher
Matt Donaldson.....	7 th Grade Math
*Maida Walters.....	8 th Grade English
Jocelyn Krogstad.....	Family and Consumer Science
Katie Wirtzberger.....	Art/Yearbook
Suzie Flentie.....	8 th Grade Science
Lora Poser-Brown.....	Librarian (0.5 FTE)
Casey Sanders.....	8 th Grade Special Education
Teresa Majerus.....	Counselor (0.5 FTE)
Jeff Friesen.....	Principal
Nicole Wichman.....	7 th Grade English
Brett Shelagowski.....	7 th Grade Science
Lauren Ortman.....	Choral (0.5 FTE)
*Chase Auger.....	Band (0.5 FTE)
Katherine Spraggins.....	8 th Grade Math
Noah Vallincourt.....	7 th Grade Social Studies

Classified Staff

Sara Peterson.....	Secretary
Jenifer Blazicevich.....	Paraprofessional
Misti Birdwell.....	Paraprofessional
Laurie Willems.....	Paraprofessional
Angela Peck.....	Paraprofessional
Cheryl Savinelli.....	Paraprofessional (one-on-one)
Tasha Lahr.....	STAR Room Paraprofessional
Cynthia Battrick.....	STAR Room Paraprofessional
Steve Kelly	Custodial
James Wright.....	Custodial
Beth Davis.....	Kitchen Staff
Sherri Sebek.....	Kitchen Staff
Mandi Kingsford.....	Kitchen Staff

*New staff at the junior high.

MTSS

The Junior High continues our commitment to the MTSS (Multi-Tiered Systems of Support) process. This process has helped us identify and show measurable progress of system strengths and weaknesses at LJHS each year. In addition, MTSS is our primary process for putting into place academic and behavioral interventions and supports for Tier I, II & III students. The MTSS team this year included Matt Donaldson, Noah Vallincourt, Sarah Elliott, Nicole Wichman, Chad Armstrong and Teresa Majerus.

District Goal Area 1: Measurable Student Achievement

The most important task in measuring student achievement is to routinely assess a variety of data. Though academic performance is the ultimate measure of success, there are a number of smaller data resources that help contribute to a positive learning environment.

Data from:

1. Daily attendance,
2. Classroom performance,
3. Benchmark and criterion referenced testing, and
4. Student management and school climate.
5. Curriculum and intervention effectiveness.

1. Daily Attendance - LJHS continues to promote daily attendance as one of the key factors to success in every student's education. The pandemic created a tough situation for attendance. In most situations, students wanted to be back in school physically but were not able to due to quarantine, school shutdowns, etc. Despite the barriers, our students persevered and managed to keep learning to the extent that we did not see a major drop in test scores and, in fact, saw a surprising gain for most students from Fall to Spring this year. We did not count students absent for days in which they were quarantined and attended school virtually.

With a new Principal, priorities were focused on dealing with ongoing pandemic issues. However, we continue to strive for measurable progress in hopes of improving student daily attendance. The goals that we will continue to work on are:

- a. Provide incentives to reward and encourage good attendance
- b. Provide tools to assist parents in getting their child to school
- c. Create procedures in dealing with chronic absenteeism

Our goal for the 2021-22 school year will continue to be to use grade level team meetings to proactively identify attendance problems and communicate with parents on a regular basis

regarding absences. Involving parents in the process, and providing them with support, has proven to be the most effective approach in addressing chronic absenteeism.

Our attendance rates were as follows:

	Enrollment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
7th grade	87	93.53%	95.18%	91.95%	91.84%
8th grade	77	94.17%	95.97%	93.47%	91.58%

2. Classroom performance- With each school year teachers face a new class of students with their unique knowledge and learning abilities. This continuous variety is why teachers assess progress on an ongoing basis. At LJHS we stress that homework, projects, quizzes, and tests are all a means of having students practice new knowledge and assess their progress. Grades are a means of measuring progress and motivating students to excel. Making the honor roll is a strong motivator for students. McDonald's continues to sponsor the posting of our Quarterly Honor Roll in the newspaper. At the end of the school year LJHS recognizes students who have maintained a GPA of 3.67 or higher throughout the school year. The following are the number of students who meet the minimum requirement of a 3.67 GPA:

	First Year Recipients	Second Year Recipients
7th Grade	23	--
8th Grade	6	22

Renaissance Program – We continue to utilize the Renaissance Program to recognize students who maintain high academic standards or make significant improvement with early release privileges and rewards from several businesses.

Gold Card achieved a 4.0 GPA or increased GPA by 1.0

Blue Card achieved a GPA between a 3.50 and 3.99 or an increase of .75

Silver Card achieved a GPA between 3.49 and 3.00 or an increase of .50 receive

3. Benchmark and criteria reference testing- NWEA MAP testing continues to be our benchmarking tool for student progress. NWEA provides schools with a number of report options to desegregate the data on individual students and student groups and helps determine their potential on the state SBAC tests. Below is a chart that provides a set of data regarding

projected growth. The NWEA MAP test is assessed up to three times a year to monitor student growth. Our task as educators is to seek the most effective means of helping each student progress with the targeted growth.

Grade 8

Growth: Math 6+ CC SS 2010 V2/Common Core State Standards Mathematics: 2010

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Math: Math K-12	10	13%	4	5%	26	34%	19	25%	17	22%

Summary	
Total Students With Valid Growth Test Scores	76
Mean RIT	233.8
Standard Deviation	16.1
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	230.3
Students At or Above Norm Grade Level Mean RIT	46

Growth: Reading 6+ CC SS 2010 V3/Common Core State Standards English Language Arts/Literacy: 2010

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	6	8%	15	20%	12	16%	29	39%	13	17%

Summary	
Total Students With Valid Growth Test Scores	75
Mean RIT	225
Standard Deviation	13.8
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	221.7
Students At or Above Norm Grade Level Mean RIT	50

Growth: Language 2-12 CC SS 2010 V2/Common Core Standards English Language Arts/Literacy: 2010

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Language Arts: Language Usage	6	8%	8	11%	16	21%	20	26%	26	34%

Summary	
Total Students With Valid Growth Test Scores	76
Mean RIT	224.7
Standard Deviation	14.3
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	218.7
Students At or Above Norm Grade Level Mean RIT	55

Grade 7

Growth: Math 6+ CC SS 2010 V2/Common Core State Standards Mathematics: 2010

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Math: Math K-12	10	12%	14	16%	20	23%	30	35%	12	14%

Summary	
Total Students With Valid Growth Test Scores	86
Mean RIT	229
Standard Deviation	14
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	226.7
Students At or Above Norm Grade Level Mean RIT	53

Growth: Reading 6+ CC SS 2010 V3/Common Core State Standards English Language Arts/Literacy: 2010

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Language Arts: Reading	7	8%	14	16%	23	26%	23	26%	20	23%

Summary	
Total Students With Valid Growth Test Scores	87
Mean RIT	221.9
Standard Deviation	11.6
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	218.4
Students At or Above Norm Grade Level Mean RIT	59

Growth: Language 2-12 CC SS 2010 V2/Common Core Standards English Language Arts/Literacy: 2010

	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
	count	%	count	%	count	%	count	%	count	%
Overall Performance										
Language Arts: Language Usage	5	6%	12	14%	17	20%	30	35%	22	26%

Summary	
Total Students With Valid Growth Test Scores	86
Mean RIT	222.2
Standard Deviation	11.4
District Grade Level Mean RIT	*
Students At or Above District Grade Level Mean RIT	*
Norm Grade Level Mean RIT	216.5
Students At or Above Norm Grade Level Mean RIT	63

SBAC – Montana Smarter tests were administered in ELA and Math for all LJHS students. In addition, 8th grade students only took the Science test. Tests were not given last year due to the pandemic and this year the test results have not been made available as of the printing of this report.

4. Student Management/School Climate - A positive school climate is based on management of negative behaviors and recognition of positive behaviors. During the 2020-21 school year the MTSS team continued to make an effort to listen to our students through the MyVoice Survey and by active listening sessions with random Student Feedback groups. Areas that students felt needed improvement include:

Short Term goals -

- Facilities - new sinks in girls bathrooms
- Keep dress code in handbook current and associated disciplinary issues consistent
- Provide an ongoing suggestion/solution/feedback collection system
- Student Council host more Spirit days
- Resume recognition/awards ceremonies to celebrate student success

Long Term goals -

- Facilities - improve locker rooms
- Make SOAR rewards more consistent and balanced
- Formulate new clubs in the school
- Rethink what to do with Accelerated Reader

Positive/Negative Behavior Interventions - One of the primary goals of MTSS is to make student success a focus. A review of the MyVoice survey showed our school climate remains strong and continues to improve. There are a number of ways that we interact with and recognize students on a regular basis. For recognition, students were awarded with SOAR certificates and with the Renaissance program. And, each week teachers met by grade level to select 3 students who demonstrated positive/SOAR behaviors. For each of these students, a teacher would send a postcard home recognizing these behaviors. Advisory provides a place each day for students to connect with teachers. We also have provided several electronic outlets on the student website for students to have a “voice” if there is a need for more anonymity. This includes a counselor referral form, a bully reporting form and a form for school improvement ideas. A component of our Health/PE classes is the Power Up/Speak Out program. This is a very proactive approach by our counseling department and the PE department towards developing and maintaining healthy relationships among students.

With that said, there is still a requirement by MTSS to monitor Office Discipline Referrals (ODRs). Here is a breakdown by grade of documented referrals by the office and referrals submitted via our discipline-referral form by teachers.

	Major Office referrals	Minor Office referrals	Total Teacher-document referrals
7th grade	10	12	57
8th grade	3	7	31

5. Academic Interventions/Curriculum - An important piece of effective intervention and curricular decisions is the evaluation of student data. Our intervention system continues to be within the regular scheduled classes with IXL and monitoring MAP test scores to measure student progress.

Additional interventions include:

- a. After School Learning Center (ASLC) - ASLC was offered both during lunch and after school Monday thru Thursday. ASLC serves anywhere between 5 to 15 students each session. Students that needed additional help or had 5 or more missing assignments were assigned to ASLC by classroom teachers. Data was reviewed to see which students this program was being effective with and which ones needed additional assistance.
- b. Study Hall – Our study hall environment is an opportunity for students to get additional time to complete assignments and to work on organizational skills. A Tier 2

study hall was added in the second semester for 7th graders that were chronically behind with assignments.

e. Advisory – This is a proven strategy where teachers have a daily opportunity to meet with students to monitor student progress.

f. Level specific courses - In the subjects of Math and English, we utilize assessment data to place students in one of four different ability leveled classes (five different levels for 8th grade math). This process ability allows us to address the specific needs of students in a smaller setting.

g. Title Classes- The junior high offers leveled classes in both English and math. These Title classes provide more individualized instruction and smaller class sizes. The goal of Title classes is to address areas of academic gaps.

h. One-on-one instruction – Our teachers work hard to help students beyond the classroom. Teachers frequently spend time with students during their lunches, before school, or after school to help students who are struggling with learning concepts.

Curriculum Offerings-

a. Pandemic impact - to increase student to teacher contact time each week, we temporarily went back to a semester-based schedule from the A/B schedule the prior year. This turned out to be a more consistent approach when we had to go to a 50/50 model with students as well as during the whole school shutdown. The schedule will return to the “normal” A/B schedule after the pandemic crisis has passed.

b. New Course Offerings-

1. Agriscience & Technology Class: A class offered to both 7th & 8th graders to provide an added elective and an opportunity to experience a more hands-on approach to education. 48 students took the class this year.

District Goal Area 2: Facilities

Lewistown Junior High had its 100th birthday and this building has character. Improvements continue to be made to the building to make it more accessible and efficient. On a daily basis, we strive to keep the building in top condition and appearance to create a positive learning environment. Bathroom faucets were updated, the shop area was renovated for the Agriscience and Technology class and cameras have been added around the building for safety and security. Upcoming goals include updated locker rooms, possible library area modifications and a complete update of all lockers. The status of the bond levy in November 2021 will ultimately determine the “big ticket items” of our building for the next few years.

District Goal Area 3: Community and Parental Engagement

Working in and with the community helps create real life learning experiences, builds connections, and promotes a positive image of our school. Another important part of engagement is involving parents in their child's education.

1. Community Involvement- Education cannot be confined to the inside of a building. At LJHS we see the importance of stepping out of the traditional setting and becoming involved in the community.

2. Parental Engagement- Below are ways we strive to include parents and keep them informed:

- A. Infinite Campus- Parents are encouraged to utilize Infinite Campus to keep track of their child's progress. Parents are encouraged to sign up for the smart phone app available for Infinite Campus.

- B. Google Classroom- All staff maintain Google class sites to provide access to assignments when at home.

- C. District Website- The digital backpack on the LJHS page of the district website is a great location to provide easy access to every form and information page that is sent home to parents.

- D. Facebook- LJHS continues to provide parents information about current events and changes through our Facebook page.

District Goal Area 4: Technology

The pandemic pushed technology to the forefront of our educational mission this year. This year students were issued chromebooks on a one-to-one basis. This was crucial in delivering education into the homes of students. With few exceptions, students were able to find ways to access the internet and complete assignments while not physically in the junior high building.

The most important aspect of technology is not how many computers you have, but how technology is implemented into instruction and management of our school environment. Below are some of the areas technology is utilized at LJHS:

- a. Data collection with Google Forms has allowed us the opportunity to collect and manage data from, and on, student achievement. This data is easily shared and evaluated.

- b. Infinite Campus- Utilizing the Missing Assignment option in the gradebook has given students, parents, and staff the ability to monitor assignments more efficiently. This is also a primary means for us to deliver messages to parents.

- c. Facebook and Remind - Parent Communication improved with the use of Facebook as a means of getting information out to parents. Facebook use by parents is vital to communicating almost everything and Remind is a texting tool that has been very helpful to students and parents alike in reminding them of upcoming events and updates.

- d. Google Classroom - Teachers have all created a site for each of their classes. This was a crucial tool when dealing with an uncertain future during the school year. Google Classroom will continue to be used in the future on a full time basis.
- e. Document sharing with Google Drive provides opportunities for students to edit their work and collaborate with a group on work. In conjunction with Google Classroom, also students can also electronically turn in assignments to their teachers.
- f. Google Meet is an important part of teacher instruction. Google Meet is an easy to use video conferencing and recording tool used day in and day out by staff to share needed instruction to our students. It allowed teachers to maintain connections with students and allowed teachers to share their video recordings for students unable to attend live lessons.

District Goal Area 5: Highly Qualified Staff

One of the strengths of the junior high is our teaching and support staff. Not only do they all meet the standards of highly qualified, they are dedicated to helping students do their best. A high percentage of the certified staff have obtained a Master's level of education. This year we had one full-time certified teacher and two part-time certified teachers join LJHS.

Below are the staff changes at LJHS:

1. Certified Staff: Chase Auger - Band, Jondie Rianda - Ag & Tech, Maida Walters - English 8/Spanish
2. Retiring Staff: Suzie Flentie, 41 years teaching in the district.

District Goal Area 6: Fiscal Management/Responsibility

At LJHS we strive to base our spending on curricular and student needs. Over the last decade the junior high has seen a number of reductions to meet budget requirements. The staff at Junior High Staff continues to be fiscally responsible. This year we were able to supplement our normal budget with ESSER (Elementary and Secondary School Education Relief) funds from the government. These funds greatly helped us accommodate our distance learning needs and gave us the ability to increase our school counselor to full-time to help with Social-Emotional Learning needs. The bond levy vote during the 2021-22 school year will further determine our financial priorities in the upcoming months and years.

FERGUS HIGH SCHOOL

Tim Majerus

Fergus High School
2020-21 Annual Report
Tim Majerus, Principal
Paul Bartos, Assistant Principal/Athletic Director

Each school year student performance data is utilized to assess our instructional practices and identify successes and areas for improvement. When the COVID pandemic impacted the nation in March of 2020 the staff at Fergus High School had to adjust our instructional methods and means of measuring success.

In addition to addressing the established goals of the Lewistown Public Schools' board, the 2020-21 FHS Annual Report will be a documentation of a school year that took place during a pandemic.

This report includes the following information

- Timeline of Instructional Delivery Format During COVID
- Enrollment
- Academic Performance
- Instruction
- School Climate - Student Council
- Technology
- Parent Engagement
- Successes and what we learned from teaching during a pandemic

Timeline of Instructional Delivery Format

Throughout the summer of 2020 a District COVID team met to establish a four phase Return to School Plan. The group worked closely with the Central Montana Health District to interpret and apply CDC guidelines to assure student and staff safety. The four phases ranged from full closure of a building to full capacity without restrictions depending on Governor mandates and local health risks.

Fergus High School, along with the rest of the district, began school in phase #2 which was full capacity with restrictions in place. These restrictions included the mandate of face coverings, handwashing and sanitizing work areas. Social distancing of six feet or more was encouraged, but not possible in many classrooms.

The district allowed families to petition to participate in full distance learning for the school year. At the beginning of the school year twelve students chose to participate in full remote learning. Five of those students returned to school during the second semester. Twelve additional students choose to enroll in homeschooling.

Fergus High School students were first impacted with quarantines related to outside contact beginning in October. During the week of October 19, FHS had some positive cases within the school that resulted in the quarantine of approximately 25 students and staff. This resulted in the building going to **full remote learning between October 26th and November 13.**

In the time between October 19th and the end of November, 81 students and staff had been placed in quarantine. Even though the number of cases within the school population and Fergus County continuing to have a significant impact, the decision was made to switch to a

blended learning model of phase #1 (A/B Schedule) starting November 16th in which 50% capacity would be maintained to allow for greater distancing.

The student population was divided in half and assigned to either an A group or B group. Enrollment in each was established to create homogenous groups in and out of school. Students participating in an activity or sport were placed in the same group. The blended learning model provided the ability to create social distancing, the one safety practice that was lacking in our initial phase that was resulting in large quarantine numbers.

Students were assigned chromebooks to take home and were required to attend classes virtually on the days they were assigned to remote learning or were placed in a two week quarantine. Group A met on Mondays and Wednesday while Group B met on Tuesdays and Thursdays. Students who were struggling or required more individualized services were required to attend everyday. Group A had 137 students, Group B had 142 students, and 38 students were attending everyday. Fridays were established as Flex days where full remote instruction took place on an abbreviated schedule in the morning and assistance made available in the afternoons.

Throughout the use of the A/B schedule staff met to discuss concerns and solutions. The biggest concerns were the lack of student participation during their remote-learning days and inconsistency of assignment completion. The option of bringing in students everyday, and requiring attendance on Flex Fridays, decreased these problems significantly. Another solution was to hire a Parent Liaison to contact parents when their child was absent or showed a significant decline in grades. The liaison averaged 10 to 15 contacts a day.

Teachers found the A/B schedule better than fully remote instruction, but not an ideal method of teaching. Teachers reported:

- With four different modes of delivery (full distance, half remote, half in-person, and some everyday), keeping accurate attendance and grades was difficult.
- Difficult to engage online students in class discussions when they have distractions at home
- Teachers were falling behind their typical curriculum pacing
- Showed an increase in the number of students failing over full time in-person instruction, but far less than the number of students who were failing during full time online instruction.
- Difficulties in staying connected and consistent ability in contacting students

On January 29 classes weren't held at Fergus High School in preparation for a **return to full capacity on Monday, February 1**. For the remainder of the school year Fergus High School remained at full capacity and only 35 students were placed in quarantine by the Central Montana Health District.

Enrollment

Enrollment at FHS showed an increase with a small senior class of 2020 being replaced with a freshman class of over 100 students. A more stable trend will continue over the next three years as smaller senior classes will be replaced with slightly larger freshman classes. An important factor that needs constant attention is our graduation rate. Fergus High School maintains a rate of 90% of our students graduating in four years. This is compared to the state average of 87%.

Fergus High Enrollment

2016-17		2017-18		2018-19		2019-20		2020-21	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
352	344	349	343	337	333	306	304	330	330

Academic Performance

One of the biggest questions of school closures last spring and the inconsistencies of the 2020-21 school year has been learning loss. In October, when Fergus High School went to remote learning we had just started the Fall MAP testing and we were preparing to give the ACT. The ACT was postponed until Spring but we weren't able to collect the Fall MAP data. Without assessment data available, teachers relied more heavily on formative and summative assessments within their instruction. There was also an increase in the feedback with project based learning outcomes. These assessments are an important part of evaluating the effectiveness of instruction, planning future lessons and remediating as necessary. Assessment also helps to create an atmosphere of accountability, which is essential for learning.

As is the case with class enrollments of one hundred students or lower, each student counts as one or slightly more than one percentage point when assessing data. For this reason we rely more on trends than changes seen from one year to the next. The data below shows an increase in the percentage of Tier 1 students from previous years. Whether this is a trend or the dynamics of the freshman class will be seen with the collection of additional data.

With a limited availability of data from OPI's Every Student Succeeds Act (ESSA) reports two pieces of data will be displayed in the report; the Reading scores submitted in our MTSS Replication Data and ACT performances.

Spring Reading Comprehension Scores				
Year	Grade	Tier 1	Tier 2	Tier 3
2021	9	72%	19%	8%
	10	54%	10%	6%
2020	No Spring Data Collected			
2019	9	55%	11%	10%
	10	68%	13%	8%
2018	9	69%	13%	9%
	10	56%	10%	9%
2017	9	63%	11%	10%
	10	67%	11%	11%

Average ACT Scores Taken Their Junior Year										
Graduating Class of	English		Mathematics		Reading		Science		Composite	
	Fergus	State	Fergus	State	Fergus	State	Fergus	State	Fergus	State
2016	18.0	18.5	20.1	20.0	20.3	20.3	20.0	20.2	19.7	19.9
2017	19.3	18.6	20.3	20.0	21.8	20.7	21.2	20.2	20.7	20.0
2018	18.3	18.3	20.5	19.8	20.7	20.3	20.8	19.8	20.2	19.7
2019	16.6	18.3	18.8	19.6	19.3	20.3	18.6	19.6	18.4	19.6
2020	16.6	18.3	18.6	19.6	19.1	20.1	19.2	19.8	18.5	19.6
2021	17.8		19.8		19.7		20.0		19.5	19.9

Instruction

The pandemic forced educators to take a serious look at traditional means of instructional delivery, assessments, and pacing of curriculum guidelines. The biggest hurdle to face was the inconsistency and uncertainty of whether teachers will have all, some, or none of the students present on a daily basis. A teacher commented that “I always knew I went into teaching to be able to work with students. Having to go through either distance learning or the A/B schedule, I realized just how much I missed seeing my students' faces and chatting with them about stuff other than school work.” Fortunately, we began the year in full capacity and teachers put an increased emphasis on building positive rapport with students early in the year in the case we had to go to fully remote learning.

Throughout the school year the increased demand on teachers to deliver instruction to students in multiple settings began to take its toll. To maintain integrity of their courses required additional time in planning, teaching, and grading assignments. The amount of time teachers were spending communicating with students individually instead of as a whole class was dramatically increased. In January, we utilized an evening PIR with Bella Bikowsky regarding the social/emotional well being of not only students, but staff as well.

Looking towards next year, one of the main focuses this Spring has been to ensure students are placed in the appropriate class at the beginning of the year. Department level staff spent time during a Spring PIR day evaluating student data and making placement recommendations. This is the first year that this much time and effort has been spent on correct placement.

During the 2020-21 school year Dawson Community College joined together with Providence University to begin offering courses at the educational center. Throughout the year we met with DCC representatives to discuss dual credit options to replace a number of Advanced Placement courses. These discussions are resulting in an increased number of courses that will be offered at the accelerated level and thus providing students with better opportunities to earn college credit at reduced costs. The 2021-22 school year will be the beginning of these offerings. The requirements to graduate with honors has also been revised to meet

This was the third year that FHS offered the HiSET Option Program to seniors who, because of life circumstances, would come up short on credits for graduation. This year three students participated in the program and were able to successfully complete the requirements. In fact, each of their scores on the HiSET exams were higher than previous years'. We've learned the primary factor in students being successful with the HiSET Option Program is in allowing only those who are committed to following the program and completing the extra work it requires.

Another success of the 2020-21 school year was the creation of a Structured Learning Environment for students whose focus and behavior interfere with their learning and the learning of others. Students were assigned to the SLE room for specific classes or, in some cases, the whole day. The goal was to provide academic success and behavioral support. The grades of the students assigned to SLE showed dramatic improvement and office referrals declined sharply, even during classes that they struggled in earlier in the year. The SLE room was staffed by a full-time para and a teacher for portions of the day. The SLE room will continue into the 2021-22 school year.

During the month of June we offered students the opportunity to earn credit in at least one course they failed. Students were required to attend in person Mondays through Thursdays and successfully complete the course using Montana Digital Academy (MTDA). Several students took advantage of this opportunity.

School Climate

The sense of belonging at school is an important factor in a positive learning environment and a desire to attend school on a daily basis. One of our school-wide goals continues to be to provide a positive school climate. Part of achieving this goal is to involve students in the decision making process. Throughout the school year the administration met with student council members to discuss ideas and Advisory teachers held discussions with all students during their Advisory period. In April the student council held an Eagle Pride Workshop to evaluate the information gathered in the My Voice Surveys, topics of discussion with all students during scheduled Advisory periods, and from their meetings with administration. With data from students, staff, and administration the student council members came to the following conclusions regarding the components that help create a positive school environment at FHS, ideas for making improvements, and as student leaders, the legacy they leave for future students.

What Students Like:

- IMPACT team is welcoming to the new freshman class
- Teachers did a good job making sure students were keeping up with work by checking grades and missing assignments. Advisory time has been a positive addition.
- The opportunity for students to recognize their peers through the Kindness Awards and Recognition Assemblies
- Staff is approachable (responding to emails/ giving constructive feedback and getting to know the students. Google Classroom was a good tool for communication, even with fully in-person instruction.
- Teachers were more flexible with projects and timelines
- Use of Google Classroom for assignments, weekly agendas, etc (organized)
- Teachers seemed to increase instruction more towards real world material

Areas of improvement:

- Improve Communication (consistent posting through Google Classroom- agendas, assignments, etc.)
- 50/50 respect between students and staff (acknowledge each other's efforts)
- Education on mental health issues with students
- The need to revive clubs next year to help with student involvement

What came from COVID:

- Google Classroom and Google Meets were helpful even when in full capacity. Would like to see Google Classroom continue. It was a central area that housed assignments, necessary materials to study, and in some cases, a means of handing in assignments.
- A greater appreciation for in-person learning. But the online learning and A/B schedule will be helpful in preparing students for the college environment.
- Flex Fridays were helpful for students who struggled and encouraged students to stay current with their assignment completion.
- A greater diversity in the format of assignments and due dates.

2020-21 FHS Legacy:

- The creation of student-run Recognition Assemblies. Conducted once every quarter to recognize the successes of students in the classroom, school activities, and non-school activities. These assemblies were well received and increased a sense of belonging and school pride.
- Creating a structure of continuing the student council Eagle Pride Workshop
- Promoting continuation of Flex Fridays
- Implementation of Student Council Bylaws

Technology

Fergus High School has been striving to be able to provide each student with a Chromebook to take from class to class and have at home. The pandemic forced us to meet that goal immediately. However, we quickly learned this practice has its drawbacks. Students would often come to class with uncharged Chromebooks or having left their Chromebooks at home. The staff has agreed that the best practice is to have Chromebooks available in each classroom with spare Chromebooks being made available at a central location to be checked out for the evening.

Parental Engagement

With limitations on in-person meetings we had to rely on contacting parents through email or by phone and make that contact much earlier in the process. Contact was encouraged as soon as students started missing assignments rather than waiting until mid-term or the quarter.

Our open house was conducted virtually this year where each teacher submitted a short video explaining their classroom expectations and routines just like they would with an in-person open house. These videos were placed on a website and students and parents were invited to view the videos of their teachers. Parents then completed a form at the end to verify they had completed the open house visitation. We received positive feedback from this format because it allowed parents the opportunity to attend at their convenience. Teachers, on the other hand, missed the opportunity to meet parents face to face. Building some form of rapport with parents is important in communications through the remainder of the year.

Throughout the year, teachers communicated with parents in a variety of ways:

- Sent parents invitations to view Google classroom. Not join the video classroom, but to have access to timelines and instructional materials. This practice increased the transparency of our curriculum.
- Met with parents via Zoom meetings
- Increased emphasis on the parent portal in Infinite Campus
- Increase the frequency of phone calls and emails to parents for both positive and disciplinary actions.
- Continued use of Pay-it-Forward Postcards sent to parents in praise of their child's positive performance or actions.

Successes and what we learned in delivering instruction during COVID

It was said a number of times throughout the year that we must learn from teaching in a pandemic and applying successful strategies to our instruction when we return to a full capacity. Below are comments from an end of the year survey completed by teachers.

- We don't want to ever do this again. We learned how to use Google Classroom and will utilize it to supplement our instruction in the future.
- I didn't realize how much I relied on reading students' faces during instruction on whether students were understanding. Virtual learning takes that component away from teaching.
- We learned that some classes just need to be in person. Converting to an online situation is really hard in a CTE classroom, but is definitely do-able!
- We had to become more effective at communication during the time of fully remote and hybrid models of instruction. Accountability is difficult when you're not seeing students everyday.
- Motivated students showed they can still do well with a more remote structure. The skills that students will need for future jobs are changing very quickly, and our instruction needs to be responsive to this new environment.
- Emphasis on social emotional support for staff and students needs to continue to be improved. Staff will do much better at meeting these big goals when given ample time to do things well.
- We learned we can be more adaptable. It was good that teachers were forced to get on board with Google Classroom. But, this isn't the answer, students need to be in school and learning face to face.
- I think I ultimately became a better teacher because of COVID. It made me think critically about my lessons and delivery. For example, our face-to-face time with students was obviously limited this year, so I really wanted to make sure that the time I did have with students was maximized and spent on lessons that lead to student achievement. I dug up readings from grad school on the most effective instructional strategies, and ditched some lessons and strategies I had been doing in favor of others, that hopefully led to greater student achievement.

Summary

As the graduation ceremony concluded and the school year came to an end, I feel it's fair to call the year a success. From students and parents, to teachers and administrators, we have gained a greater appreciation for, and understanding of, quality education and the importance of building positive rapport through daily face-to-face engagement. Without a group effort from the board, community, students, parents, staff, and administration, we wouldn't have been able to accomplish providing a quality education under such unpredictable circumstances. These are the benefits of living in a small community.

Tim Majerus, Fergus High School Principal

ACTIVITIES



**FERGUS HIGH
SCHOOL**

Paul Bartos

Fergus High School
Activities
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2020-2021
Year End Report

This past year of “Golden Eagles Activities” was again a very successful and exciting one with many exceptional individual and team performances and accomplishments. As we have mentioned before, we feel our activities are providing the educational experiences needed to develop strong individual citizens through this “other half of education.” Again, as in the past years, the many outstanding efforts within the activity program brought our student body together and generally enhanced the overall attitude and educational atmosphere of the school and community.

Special thanks go out to everybody involved, especially Paul Bartos and Wendy Pfau. From pre-season to post-season, we had the support, the guidance, and the organization from our Athletic Director and his office secretary for our schedules, travel time, home events, and divisional and state trips on through our awards nights. Thank you for your time in supporting the students of Fergus High.

Some of the many HIGHLIGHTS for the 2020-2021 school year include:

The Academic All State Awards sponsored by the Montana Coaches Association (MCA) reinforce the importance of academics to our student athletes. To qualify for an award, an individual must earn a varsity letter in athletics and maintain a 3.5 grade point average during the respective quarter of participation. For the 2020-2021 school year we had a grand total of of **108** individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball-6 ; Football- 13; Cross Country-19 ; Wrestling-9 ; Volleyball-11; Boys Basketball– 4 Cheerleading– 5; Track and Field- 21; Tennis- 5; Softball– 9; and Golf – 6.

The Fergus High **Bands** enjoyed an active, busy, and very successful year. The bands participated in the homecoming parade and marched with the junior high band, following up with a “2000’s Pop” themed half-time show at the Homecoming football game. The Screamin’ Eagle Pep Band was able to perform at 6 total volleyball and football events in the fall.

In lieu of a formal December Concert due to the Covid-19 pandemic, students of the Fergus High Bands recorded a holiday concert video in small ensembles to send out to family and friends for the holidays. While a bit different, it was a unique and rewarding experience.

The Screamin' Eagles Pep Band performed at a total of 8 girls and boys basketball games, and travelled with the teams to the divisional basketball tournaments in Billings, where the band performed at 5 games in 3 days to cheer on the boys as they won the Consolation bracket.

Wrapping up the year, the Fergus High Bands performed 2 concerts in the spring, and participated virtually in District Music Festival. Both bands played the senior selection at Graduation and ended the ceremony with our school song! The concert bands also started a fun new tradition in performing a "recruitment and retention" concert for the 4th, 5th, and 6th grade kids."

The FHS Symphonic **Choir** (18 members) and the FHS Concert Choir (30 members) performed two full concerts and one song at the FHS graduation ceremony. At the beginning of the year, students focused mostly on learning music theory- reading notes and rhythms and using that knowledge to perform their parts. Due to the pandemic, there was no music festival, but 2 freshmen students learned and performed solos for Mrs. Rachael Grensten. These students were adjudicated by Mrs. Grensten just as if they had participated in festival.

The 2020 Fergus High School **Golf** team ended the season with 7 girls and 16 boys. The first practice was Thursday, August 11th and the State tournament ended on Friday, October 2nd. We attended 10 tournaments in all: 1 was JV only, 1 was JV and Varsity combined, and 8 were Varsity only which included the Divisional and State tournaments in Billings and Butte, respectively.

The girls' team placed 5th at the Divisional Tournament in Billings, Montana, with no All-Conference Honors. Four of the five qualified as individuals to play in the state tournament. They placed 10th at State (with 1009) which was held in Butte. All five girls that played in the divisional tournament earned their Letters.

The boys' team placed 5th at the Divisional Tournament in Butte, with one boy earning All-Conference Honors (Jake Henderson 4th). All five boys qualified as individuals to play in the state tournament. None of the boys earned All-State recognition. All five boys lettered.

Coaching was done by Brett Thackeray (ninth year with the team, seventh year as head coach) and Keithon Walter (seventh year as assistant coach).

The 2020-2021 **Speech/Drama/Debate** season was a wonderfully challenging success. The pandemic's impact was felt by the team at the very start of the season. We missed a month of competition while our adaptation for the inability to compete in person was dealt with. During this time, the team recruited several new freshmen. Our team consisted of:

Freshmen: Julia Kunau, Mitchell LePage and Alexandra Naber

Sophomores: Catherine DeGuzman, Aurora Duncan, Jasper Fairchild, and Gracie Howells

Juniors: Tommy Brandon

Seniors: James Aldrich, Sean Kunau, June LePage and Marla Villaruel

Team Captains: June LePage (Speech and Drama) and Sean Kunau (Debate)

Team Lieutenant: Tommy Brandon

Once the season officially kicked off, we were in a virtual environment. This brought with it many new and annoying problems, but the students rallied under the virtual tournament style with great enthusiasm and focus. They found as much silver lining as they could to our circumstances and tried to remain optimistic about the season. The biggest one was the comment that, "...at least we don't have to get up at 3 in the morning to get ready."

Despite the virtual nature of our tournaments, the team still did a fantastic job competing. Our senior debaters in Public Forum June LePage and Sean Kunau spent the entire season vying for the top spots. Also in debate, Gracie Howells continued to put pressure on the upper tiers of Lincoln Douglas debate. And in a stunningly epic turn of events, Julia Kunau, who started as a Pantomime, changed to Lincoln Douglas debate, where she placed 4th at State. Our Speech team did an outstanding job as well. Throughout the season James Aldrich in Extemporaneous Speaking, Thomas Brandon in Dramatic Interp, Catherine DeGuzman in Impromptu, Aurora Duncan in Dramatic Interp, Michel LePage in Impromptu and Original Oratory, Alexandra Naber in Informative Speaking and Marla Villaruel in Impromptu worked ridiculously hard and put pressure on the competition. As a team overall, we finished 5th overall at State, which is an outstanding accomplishment for 11 competitors. Our Drama team, consisted solely of Jasper Fairchild in Pantomime. She remained the undefeated champion once again this year. Her first-place finish in Pantomime was a gargantuan accomplishment in a virtual environment, especially in an event that relies heavily on expressions and body language.

Our team will miss the four year senior team members: James Aldrich, Sean Kunau, June LePage, and Marla Villaruel.

The team is looking forward to a return to the normal in person season next fall and will be led by Thomas Brandon as Team Captain. His Lieutenant will be Catherine DeGuzman. They will assist head coach Lee Stahl in running practices and helping everyone remember how it works to look your competition and judges in the eye. The position of Assistant Coach remains open, but the team hopes to find a likely candidate in the fall.

The new Speech/Drama/Debate season starts on October 1st, 2021. Fergus will resume its hosting of a home meet on December 18th, 2021. We are already excited for this post pandemic season.

The **Student Council** had a very successful year, beginning immediately in the fall with the officer elections and the start of activities for the 2020-21 school year.

The Student Council remained very active in the fall with homecoming activities, including hallway decorating, spirit week dress up days, float decorating, coronation, the pep assembly, parade, fall activity/sporting events, and the formal dance!

Meetings continued through the year as Student Council members worked on many recognitions for staff as well as developing a Fergus Eagle Recognition Assembly for each month as students returned to school full time. Recognition categories included: Students of the Month, Club Recognition, Sports Recognition, Advisory Attendance, Student Voice, Student Awards & Achievements, Staff Recognition, Students/Staff in the News, and the Kindness Drawing.

Winter Spirit Week was a success with the dress up days and send off assemblies for sports teams going to Divisonals and State.

The junior class officers, along with their junior class, junior staff advisors, and prom coordinator put an immense amount of time, planning, and work into their junior/senior prom

through Butter Braid fundraising for the decorations and supplies. They also worked for a full day to decorate the gymnasium for prom as well as preparation for the grand march, coronation, and COVID protocols. The sophomore officers served at the prom and several sophomore officers and students cleaned up the day after prom. The prom consisted of the coronation, grand march, prom dance, and after prom party (put on by the junior parents). The entire week of prom was a success with high attendance and a lot of fun!

This year, the Student Council also put a great amount of time and work into the Fergus High School Student Council Bylaws to create a framework for Student Council processes, procedures, and plans moving forward. The groundwork for the bylaws is set, and next year the Student Council will review, finalize, and vote on the bylaws.

Student Council wrapped up their year with an Eagle Pride Workshop to gather input from students to present to administration. They presented Student Voice survey results from each Advisory class (including categories of Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, Confidence to Take Action), COVID year ideas that students enjoyed with ideas to carry forward, Core/Flex-Advisory ideas for next year, Student Council Bylaws, a Senior Parking Proposal, and their 2021 Student Council Legacy. The senior Student Council officers also presented this to the teaching staff at the end of the year PIR to bring awareness to these student ideas for consideration and/or action in the coming year(s).

Student Council students and several other students will be involved in the end-of-year Fergus High School Awards Ceremony, including Blue & Gold Awards and leadership awards for our members who have dedicated their time and efforts this year in Student Council and their thoughtful service to the student body.

The 2020-21 Student Council worked through in-person learning and the A/B schedule this year while continuing to work towards meeting their goals during this COVID year. They found some things that worked very well throughout this time and plan to continue some of these ideas, such as more student involvement in homecoming hallway decorating by including individual locker decorating and themes for each class, acknowledging and spreading kindness through the use of the kindness awards & drawings, recognizing students and staff for all kinds of in-school and out-of-school accomplishments, allowing students to join meetings via Google Meet as needed to increase participation, including each class (freshman-senior) in a variety of ways for student events, and focusing each spring on the improvements that have been made throughout the year as well as areas in need of improvement to carry forward to future years. It was a very successful and innovative year, and we can't say enough about the accomplishments of our Student Council officers and their service to our school, student body, and staff!

What can we say about the 2020 **Football** season? With the Covid-19 all around us, we started the year with 43 players and ended the year with the same number. The season practice started on Friday, August 14th. We began the year with two players in quarantine, not able to practice for 14 days. Our first game against Dawson (which was scheduled for August 28th) was cancelled due to Covid-19. Our opening game then changed to September 4th against Hardin. This game also cancelled due to Covid-19. Activities Director, Paul Bartos, found us a game against the Class B Big Fork team. It was hard fought and we found a way to win 22-14 in overtime. We were able to play our next games against Miles City, Havre, Billings Central, and Laurel, going 1-3. The next game against Sidney was cancelled, however, we were able to make

it up 10 days later on a Tuesday night. We lost to Sidney making our record 2-4. Our record would most likely have been 4-4 had we played Hardin and Glendive. Our Conference had three of the four teams in the semifinals and two in the finals. The season was tumultuous due to Covid-19.

The 2020-2021 Fergus **Girls Basketball** season was the fourth season under Head Coach Nycole LaRowe. Coach LaRowe was assisted by Ashley Jenness and Dani Philips. Managers Maddie Plante and BrookLynn Behl worked extremely hard and were major assets to the program. The Golden Eagles finished 3-13 on the season, dropping multiple games by 10 points or less. The Divisional Tournament panned out to be the team's best defensive performance of the season, holding both teams to 40 points or less. The girls' basketball program was led by seniors Taylin Trafton, Riley Anderson, and Aspen Montgomery. All three seniors were incredible role models and leaders to the younger athletes. Sophomore forward Aniya Ross was selected for All-Conference Honorable Mention honors and ranked third in the conference for average points, rebounds, and fourth in free throw percentage. Juniors Helaina Fowler and Liberty Prowse brought quality experience and effort to the team. Adding them to the roster greatly impacted the effectiveness of our practices and game plans. Sophomores Rylee Armstrong, Elsie Crouse, and Brooke Weinheimer were all major contributors as well. Armstrong ranked sixth in steals and eighth in assists for our conference. Weinheimer ranked tenth in scoring and ninth in steals for our conference. Crouse was our offensive general and did a great job in the point guard position as a sophomore. Eighteen total athletes were a part of the Golden Eagles Girls Basketball Program.

The 2020 Fergus Eagle girls' and boys' **Cross Country** teams were coached by Head Coach Suzie Flentie and Assistant Coach Emmy Kepler. This was the thirteenth year for boys' cross country since it was reinstated as a sport at FHS and we had 19 girls and 14 boys on the team. In our 4th annual Super Divisional meet with all 10 teams from the eastern and central divisions, the boys finished 2nd and the girls finished 5th. The boys placed 6th at State and the girls finished 12th. Ben Archer and Jalen Robinson were in the top 10 at divisionals placing 2nd and 9th overall in 17:36 and 17:59. Brooke Ruckman and Ellie Fulbright were our top female finishers placing 23rd and 24th at divisionals. Ben Archer was our only All-State runner placing in the top 15th at State. He finished 7th overall in 16:51, just 8 seconds short of his best time set earlier in the year. Jalen Robinson was 23rd, Michael de Guzman 46th, Wyatt Elam 48th and Dalton Haugen 53rd. 6th and 7th finishers were Ben Gertge and Cael Nearhoof. For the girls, Brooke Ruckman finished 51st, Alex Naber 61st, June LePage 65th, Ellie Kuhlmann 73rd and Ellie Fulbright 75th. Cora Pavlovick and Eve Miller were our 6th and 7th finishers. Individual team positions changed often and several JV runners earned the opportunity to run in the seven varsity positions at some point during the season.

Four runners completed a four year Cross Country high school career: Michael de Guzman, Ellie Kuhlmann, Sean Kunau, and Aspen Montgomery.

The 2020-21 Fergus **Boys Basketball** season was the sixth season under Head Coach Scott Sparks. Sparks was assisted by Jim Daniels & Matt Plagenz. The Golden Eagles battled through injuries and COVID protocols to finish 12-8 and tied for the #2 seed in the Northeast A.

The regular season was highlighted by a road win at Billings Central, and a 4th place ranking in the state polls at one point. After a tough first round loss to eventual state champion Billings Central at Divisionals, the Eagles battled back knocking off Park, Dawson, and Hardin to bring home the third-place trophy from the Eastern A Super Divisional. The third-place finish earned them a spot at the state tournament in Great Falls. The Eagles opened the state tournament up with a close loss to Polson and were eliminated in a one-point loss to Butte Central. The Golden Eagles were led by seniors Jalen Robinson, Isaiah Marquart, and Colin Gilpatrick. Robinson was an Honorable Mention All-Conference selection. A strong junior class saw extensive time throughout the year lead by 2nd Team All-Conference guard Bryce Graham and Honorable Mention All-Conference post Luke Clinton. Nolan Fry, Lane Melton, Christian Karhi, and Chance Fields also contributed off the bench. Sophomore Royce Robinson battled injuries but was chosen to the All-State and All-Conference 1st Team finishing number two in the state in scoring. Another sophomore, Gage Norslien, played significant minutes the second half of the season. Matt Golik and Avery Crouse were promising sophomores that also saw minutes off the bench. Freshman Fischer Brown played a significant role, especially when the injury bug went through the team mid-season. Chelsea Jensen, Sam Talkington, and Jake Smith were the team managers and Luke Derheim helped with film. A total of 28 athletes participated in the program. The JV team finished 11-4 while the freshman team went undefeated with a 17-0 record winning all their games by double figures.

The **Volleyball** program under the direction of Head Coach Adrienna DeCock saw another increase in turnout this season - 34 girls tried out for the high school Squad; 24 players made it through tryouts for the C-squad, JV, and Varsity. Projected numbers for the program are looking good with Jr. High participation staying steady. The program will be graduating eight seniors. The Golden Eagles also saw a new face in the coaching staff as Sydney Stivers joined the program as the C-squad coach.

As if coaching isn't challenging already, bring on a pandemic. With all of the COVID-19 restrictions this season, all players did a great job of leading by example for their community. One of the COVID restrictions included no tournament play, so it made for a slow start. The varsity was able to find their footing and really come together by mid-season. Unfortunately, the season was called short and the Varsity was unable to advance to the postseason tournaments. Varsity ended with a season record of 4-8 and a conference record of 3-3.

Earning 1st Team All-Conference and All-State honors was senior Kylie Zimmer; Second Team All-Conference honors went to senior Taylin Trafton and sophomore Brooke Weinheimer; Honorable Mention All-Conference honors went to senior Hailey Welsh. Not only is there an expectation for excellence on the court, but also in the classroom, and each player earning a Varsity Letter this season earned Academic All-State honors-maintaining a 3.5 GPA or higher

throughout the season. All eight seniors (7 players and 1 manager) will be greatly missed next season.

Our sub-varsity teams both had great seasons. C-squad, under Coach Sidney Stivers, finished the season 7-7 and JV, under Coach Paige Nash, finished 11-4. There only conference losses being to Billings Central and season losses to Tri-Cities Varsity. We are looking forward to next season to pick up where we left off and continue working towards our goal of returning to the State Class A Volleyball Tournament in November.

The 2020-2021 **Wrestling** team was coached by Brendon DeCock and assisted by Mike Mager. Robert Wallace was a volunteer assistant. We had a team that was diverse in ability and experience, ranging from kids that have never wrestled a match before to Cooper Birdwell, a 4-time State Champion. We were able to fill out all the weight classes, which for us is a rarity. Because of COVID, we were not allowed to have tournaments, which forced us to run duals and mixers. This ended up being a blessing because we were able to host more home duals than ever before. We had a very successful dual season, only losing 3 times, twice to Sidney, and once to Glasgow, who we beat earlier in the season. We finished the season with divisionals and state, where we ended up taking 3rd at both. We had 9 state placers.

We had 6 seniors.

- Keaton Potter - 2nd divisional and 2nd state
- Colton Picco - 4th divisional and 4th state
- Landon Farrar - 2nd divisional and 1st state
- Cael Nearhoof - DNP divisional and DNP state
- Wyatt Mager - 2nd divisional and 5th state
- Cooper Birdwell - 1st divisional and 1st state - undefeated 4X state champ 178-0

We had 3 juniors

- Dylan Morris - 3rd divisional and 3rd state
- Kason Olson - 2nd divisional and 4th state
- Ashton Grover - 8th divisional and DNP state

We had 2 sophomores

- Jett Boyce - 7th divisional and DNP state
- Damen McCord - 3rd divisional and 3rd state

We had 6 freshman

- Christain Wolfe - DNP divisional and DNP state
- Jake Simac - 6th divisional and DNP state
- Koleton Cripps - 8th divisional and DNP state
- Caden Ferdinand - DNP divisional and DNP state
- Wyatt Elam - 3rd divisional and 6th state
- Carson Nelson - DNP divisional and DNP state

Overall we wrestled well all year long and continued to get better each week. We qualified 13 for state and placed 9. We are losing a good group of seniors but we are happy with how our freshman came along. They were a green group of boys but continued to get better and I am excited for next year.

The 2020-21 Fergus High School **Cheer Team**, featuring seven Varsity Cheerleaders and one Mascot, had a shortened season due to COVID-19.

The Cheer Team was coached by Jennifer Pfau (Head Cheer) and Lisa Pierce (Assistant Coach). The team started their season in August and finished in October. They cheered for 3 home football games and performed at the Homecoming Pep Assembly.

All Cheer Team members received a Varsity Letter for their efforts.

The 2021 Fergus **Track and Field** team experienced some great performances. Kylie Zimmer set two new school records throwing the shot 44' 1.5" and the discus 145' 6". The girls took second in the Eastern A Super-Division track meet. Rylee Armstrong had four gold medals winning the 100 hurdles, 300 hurdles, long jump, and the 4 X 100 relay. The only gold she didn't have was a second in the triple jump. Kylie Zimmer set two divisional records when she won both the shot put (43' 3.5") and discus (141' 8") and took 4th in the javelin. June LePage took second in the 100 hurdles and 4th in the 300 hurdles as well as being on the gold medal 4 X 100 relay and 6th place 4 X 400 relay. Aniya Ross was 4th in the shot and tied for 5th in the high jump. Winnie Phansombun took 3rd in the 800 and was on the 6th place 4 X 400 relay. Elsie Crouse took 6th in the 100 and was on the winning 4 X 100 relay. Aspen Montgomery was on the first place 4 X 100 and the 6th place 4 X 400 relay. Koryanne Lisle was on the 6th place 4 X 400 relay.

The boys took 4th in the Eastern A Super-Division meet. Jett Boyce was our only champion winning the 300 hurdles. Isaiah Marquart took 3rd in the triple jump, 4th in the javelin and 5th in the long jump. Kyler Fleming took 2nd in the high jump and 4th in the long jump. Christian Karhi took 3rd in the shot and 6th in the discus. Ashton Grover took 4th in the 400 and Sean Zimmer took 4th in the discus.

At state the girls scored 23 points and the boys 10. Kylie Zimmer was the only state champion in the shot put throwing 43' 8.5". Rylee Armstrong took 3rd in the long jump at 16' 8.75" and 4th in the 100 hurdles with a time of 16.66. June LePage took 6th in the 100 hurdles with a time of 16.87. Our 4 X 100 relay took 5th and that team consisted of June LePage, Elsie Crouse, Aspen Montgomery and Rylee Armstrong. The two placers for the boys at state were Isaiah Marquart who took 3rd in the long jump at 20' 7.75" and Ashton Grover 4th in the 400 at 51.88 seconds.

Coaches this season were Steve Olson (jumps and relays), Vic Feller (throws and pole vault), Gary Ceerle (sprints and hurdles), Suzie Flentie (distance), and Mike Hamling and Orin Johnson (volunteer assistants). This was Coach Flentie's last year coaching. She will be missed, but she has a lot on her plate that will keep her busy (especially with the grandkids). Good luck to her and hope we can have a more successful 2022. Never satisfied!

After a year with no **Tennis** competition caused by the COVID-19 pandemic, the 2020-2021 Fergus High School tennis team returned to the courts on March 14, 2021, under the direction of first-year Coach Matt Gruener. Gruener, a three time All-State player and former State Class A doubles champion (2007), brought five years of experience as an assistant coach for the Fergus Golden Eagles tennis program. He was assisted by first year Assistant Coach Tessa Gatz and volunteer Mark Gruener.

The effect of the pandemic was manifest in a reduced number of experienced players as just six seniors, three juniors and one sophomore came out for the team. However, this lack of experience was offset by an enthusiastic freshman class numbering twelve. Twenty-two players earned varsity letters during the 2021 season. They should be commended for their hard work and dedication. Although just one player, senior Kayla Arndt, qualified for the 2021 Class A State tournament, several other players came within one match of competing in the state tournament and 12 players won at least one match at the divisional tournament.

After playing 13 invitational tournaments, the season culminated when Fergus High School hosted the inaugural Northeast Divisional Tournament on May 18-19, 2021. Once again, a strong spring storm forced the tournament director to change the dates of play. This change resulted in some logistics and administrative challenges, but with the assistance of Wendy Pfau and Diane Lewis, Fergus High School met those challenges and set a standard of excellence for future divisional tournament directors to emulate. Coaches and students alike were pleased with the season and look forward to the upcoming season in 2021-2022.

At the **elementary** level, in grades five and six, programs were run in volleyball, basketball, and wrestling. We have not had a track program for several years. Due to budget restraints volunteer coaches were used and the length of the programs was six to seven weeks. Wrestling combines with the Junior High to help increase participation. Volleyball season was shortened due to COVID 19 VIRUS. It is still hard to recruit coaches for the time period we need them. It is highly recommended, if we are ever able to afford the stipend for the coaches again, to do so. Elementary participant numbers were: Volleyball-40, Girls Basketball-22, Wrestling-7, Boys Basketball-40, Flag Football-0, Football-40 (run by Boys/Girls Club).

I feel the activities programs at Fergus have a lot to offer all the young students attending School District No. One. Activity programs provide valuable lessons on many practical situations such as teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs we provide the opportunity for students to learn self-discipline, build self-confidence, and develop skills to handle competitive situations. Students in activities tend to achieve higher grades than those who do not participate in activities, have a lower drop-out rate, and have better school attendance and fewer discipline problems. Students will seek to find educational opportunities available to them as a result of their participation.

Fergus High School provides many activities that support the academic mission of our school. Programs are not a diversion, but rather an extension of a good educational mission. The confidence in almost all Fergus activities programs seems to be strong. The staff is highly professional, motivated, and very enjoyable to work with. We, at School District No. One and Fergus High, look to the future with confidence and excitement!

Respectfully submitted,

Paul Bartos
Vice Principal/Activities Director

ASSESSMENT

Thom Peck

I have always felt that with our quality staff and with the caliber of our students and their families, our State mandated SBAC, CRT and ACT test scores should be higher than the actual results. During 2019-20 School Year for Assessment involved a few major changes. First, all three elementary schools changed their schedule to put Math and Reading at more prime times during the day in an effort to raise test scores. Garfield also incorporated the Sonday System, which uses a multi-sensory approach and we targeted those students who struggle – our Tier 3 or Special Ed students. In addition, Lewis and Clark Elementary added about 15 minutes onto their day for math, reading, and grade level collaboration time. You might think that 15 minutes wouldn't really make a difference but by all indications it made a HUGE difference, despite the school closure and various classrooms being quarantined during the 2020-21 school year. In addition, Highland Park and Lewis & Clark Elementary used a different computer adapted assessment, SuccessMaker, to progress monitor their students. This assessment was selected by teachers as the most relevant for our students and it provides the most useful data. SuccessMaker was implemented 2nd Semester and this was beginning to show significant improvement before the COVID-19 School Closure occurred. However, in 2020-21 those efforts from the previous year helped lead to significant test score increases. Finally, we are incorporating MAP testing all the way down to 2nd Grade beginning next school year and used Dibels Testing K-6.

LPS is a strong advocate of MTSS, Multi-Tiered Systems of Support, which is an organized data driven system of support, strategies, and interventions for both academics and behavior. There are only 16 School Districts in the whole state that have a K-12 MTSS program funded by OPI's Project Real. This funding ended this year but LPS will continue this valuable process to track the progress of our students. In grades 3-10, next year it will include Grade 2, we use MAP (Measured Adequate Progress) testing, to progress monitor students. Typically, we progress monitor students in the Fall, Winter and Spring. Math will continue to be a focus for Highland Park and Lewis and Clark Elementary next year and both Garfield and Highland Park will use data-driven specific interventions, especially for our Tier 2 and Tier 3 students. Garfield especially, has seen great improvement with this approach. As you can see from the Dibels Testing report at Garfield, they started out slow but really showed tremendous improvement by the spring assessments. Both Highland Park and Lewis & Clark showed very good gains in ELA and Lewis and Clark showed tremendous gains in Math. It appears that our changes in schedule and different assessment tools has helped lead us to solid improvement in our test scores.

At the high school level, we are required to test 10th Grade students in the spring in Science with the Criterion Reference Test, (CRT). OPI decided to move the CRT to the 11th Grade in Spring of 2020 but due to the COVID-19, we were not able to test this spring. Fergus High also tests Sophomores on the Pre-ACT, Juniors on the ASVAB and the ACT. Plus, Fergus High offers nine Advanced Placement classes (AP World History, AP Spanish, AP Studio Art, AP English, AP Calculus, AP Biology, AP Chemistry, AP Physics and AP Government) and two Dual Credit classes, College Writing and College Algebra. In the past, we have partnered with MSU-Northern for our Dual Credit classes but this past year, 2020-21, we partnered with Dawson Community College because it is free

for our students. Further, we added six more Dual Credit classes through DCC and FHS Teachers will provide that instruction. Those additional six classes include: Welding, Spanish, College Algebra, Biology, Chemistry, and Physics. This year's Senior Class showed significant improvement in our ACT Test Scores.

Overall, our test scores are not as high as we would like at any level – please refer to each school's longitudinal data on all of our assessments – but we feel we have made changes in our progress monitoring assessments, fluency assessments, school schedules that have increased time at the elementary level in reading and math, and even bigger emphasis on our MTSS with steps toward a Standards Based Curriculum, Grading and Reporting shift. These changes were started before the school closures and during the 2021-22 school year will be amped up again. Based on our Spring Assessments, it looks like we are on the right track.

BUSINESS OFFICE

Rebekah Rhoades



BUSINESS OFFICE 2020-2021 ANNUAL REPORT



**Rebekah Rhoades
Business Manager/District Clerk**

The 2020-2021 school year was another one for the history books. We faced many challenges with the pandemic and all that came with it. We are extremely fortunate to have a knowledgeable and dedicated staff in the Lincoln Building Business Office. We have gained new staff in the past year and this has created an opportunity to reevaluate processes to discover better ways of doing things, but also emphasized the many complexities of School Finance and the challenge in training.

Main Business Office Functions:

- Payroll
- Purchasing & Payables
- Instructional Media Center (IMC)
- Budgeting
- Grants
- General Accounting (District and Student Activities)
- Insurance (Health and Liability)

Highlights of the year included:

- Finding-Free Audit Report
- Adapting to Changes in Staffing and Processes
- Adapting to new Leave requirements under the CARES Act
- Navigating CRF, ESSER I, ESSER II and ESSER III Federal Funding due to the Coronavirus Pandemic

Goals for the Future:

It is always my goal to continue to streamline processes in the District and this will be a continued process. As a department, we will evaluate our procedures as we continue to look for ways to improve our operation. Our ongoing goal is to become more efficient while maintaining our current high level of accuracy.

My primary goals for the upcoming year include:

- **ESSA Coding Compliance:** As part of the new ESSA Federal requirements, schools with more than one physical location are required to report all expenses by school building code. Two years ago we completed a major overhaul to several of our district-wide account codes

and reported under these codes on the Trustee Financial Summary for the first time this August. This is an ongoing project, as the rules for reporting are continually changing.

- **Use of TalentEd to Streamline Payroll Processes:** TalentEd, our new online hiring platform was put in place in 2019-2020. The software is not yet being used to its fullest, but will create efficiencies that will assist better communication and processes for payroll.
- **Secretary Training:** We will continue to hold training sessions for the Secretaries every-other-month on various topics (Visions, Microsoft Office, Infinite Campus, Google, etc). In the past, training has been very limited for the secretaries and these monthly opportunities to learn will create more efficiency and, hopefully, increase job satisfaction. Due to the pandemic we did not complete as many trainings as we intended, but will pick back up with these in the Fall.
- **Student Activities Financial Management:** It is my goal to ensure that training and education take place to be sure that we remain finding-free in both the Junior High and High School Student Activities accounts. We were finding free in both accounts again this year and I hope to have the secretaries attend more training in the future as it becomes available.
- **Use of Accounting Software to Streamline Processes (ongoing):** Our accounting software contains a wealth of information that needs to be used to improve current processes. Exporting data for contracts, years of service, OPI reporting, etc. will continue to replace manual processes used in the past. The Business Office staff has taken several trainings to improve our use of the software. We intended to move to iVisions, a web based version of our software, at the end of the 2020-21 school year but did not have time due to the pandemic. I hope that we will be able to get this in place at the end of the 2021-22 school year. We are currently in the process of moving to being hosted off-site, which is essential for the security of our data.
- **Budget Training (ongoing):** A few years ago, the District chose to move to site-based management. In order to keep in line with this type of management, the Business Office has edited some of the account codes and written easy-to-read reports for the principals and department supervisors in order for them to easily keep track of their budgets. Moving to iVisions mentioned above will help with this process as well. While I will certainly continue to monitor all of the budgets, I think a working knowledge of the budget is a key component in effectively managing a building or department. It is my intent in all Leadership Meetings to convey our budget to the best of my ability and to remain as transparent as possible.
- **Cross-Train Business Office Employees (ongoing):** As with all businesses, we need to make sure our positions are not reliant on any one person. Each Business Office employee is creating a list of duties that will be used to determine a cross-training plan for those duties that cannot be neglected. This is a continual work in progress. We recently added hours to a current employee to assist with payroll functions, which will provide additional cross training in that area.
- **Monitor and implement changes in the Affordable Care Act (ACA) or other Federal Healthcare Program (ongoing):** The ACA has many rules and reporting requirements that our District is required to follow. I plan to continue to attend various training seminars as offered and implement processes to ensure that the District is meeting all of the always-changing ACA regulations.
- **Address the need for Human Resource Staffing:** The overlap between the Business

Office and Human Resources duties has grown. Eliminating the Curriculum Director and CMEC Director positions, in addition to making the Superintendent Secretary part-time registrar, has increased the workload on the Business Office immensely. We recently added a few hours to a current employee to assist with payroll functions, but it likely will not be enough going forward.

- **Bond:** The Board is planning to run a Bond Election in November 2021 to improve facilities districtwide. As the District Election Administrator, there will be a great deal of responsibility in communicating with the County Election Administrator and working with the Bond Attorney. If the Bond is passed, I will need to be diligent in learning more about bond financing and purchasing.
- **ESSER Funding:** The District has been given ESSER I, ESSER II and ESSER III funds from the Federal Government as a result of the Coronavirus Pandemic. The funds will need to be spent over the next two years, so much time will be spent identifying needs, prioritizing and ensuring that we are spending the funds as set forth in the Law.

Review of Board Objectives

When developing the Strategic Plan, the Board adopted several goals related to Fiscal Management and Responsibility. Following, you will find a list of the current goals along with an explanation of their status.

OBJECTIVE 1

Objective: Review all financial processes; streamline and consolidate these processes where possible; find ways to improve efficiencies and accountability in our financial processes while reducing, if possible, staff frustration with them.

Status: All staff members need to be taught to look for ways to streamline our operations. Many improvements have been made in the past few years, including implementing a district-wide printer maintenance contract and implementation of substitute use of the time clock. We have also begun to use our Accounting software to generate the following years' contracts, a process that used to be updated manually. The focus at this point is to continually evaluate the effectiveness of new processes implemented and continually look for other ways to improve. Since we have "decentralized" our purchasing, it is important to take time to educate all staff on purchasing processes to eliminate "hidden" expenses related to purchasing (shipping, personnel, etc.). Educating staff is the area that we in the Business Office need to focus on more than we have in the past due to so many options in online purchasing.

Current objectives in this area include:

- Training for Advisors and Coaches regarding Fundraising/Purchasing
- Use of Accounting Software to Streamline Processes
- Cross-Train Business Office Employees
- Checking in all packages at Central Office, saving time and paperwork

- Limit the amount of credit card use (more expensive to process)

OBJECTIVE 2

Objective: Seek ways to better involve staff in budget development.

Status: Ongoing. In our current budget development model, principals and supervisors are to evaluate their budgets and make changes and accommodations where necessary. With many new principals and directors in the District, it is important to familiarize them with their budgets and reporting within the accounting software.

Yearly, and more often if necessary, I meet with Principals and Supervisors in order to increase their comfort in reading and understanding their budgets and expenditures. Reports were built for easier pulling of data. This is an area of continual improvement.

Current objectives in this area include:

- Continued Budget Training for Principals and Directors
- Continued Budget Report Training for Secretaries
- Educational Sessions to the Administrative Team regarding the different Funds and how they may be used
- Attend Staff Meetings, as requested, to share budget information
- The new Athletic Director has requested to utilize the software for budgeting athletics. We will be meeting over the next year to put this in place.

OBJECTIVE 3

Objective: Carefully assess specific ways in which we can involve community, staff and the Board in better maintaining a strong and influential presence in the next Montana Legislature (2023).

Status: The 2021 Legislative Session was quite successful when many, including myself, thought it would be a difficult one. Over the past several sessions, there has been increased flexibility given to Districts. As a result, there will be more decisions that will need to be made at the local level affecting property taxes. We will need to continue to be transparent and conscientious when setting the budget each year. As a District we have many organizations lobbying on our behalf, but the Board should continue to consider its involvement in the next legislative session. If Trustees do desire a “strong and influential presence” as the stated objective indicates, it is my recommendation to begin identifying stakeholders, opening communication channels, and establishing relationships in the very near future.

OBJECTIVE 4

Objective: The Lewistown Schools leadership team works with outlying communities to determine what cooperative efforts can be made to make the best use of limited resources.

Status: The District currently cooperates with neighboring districts for technology services and hopes in the future to be able to bring back the Construction Academy. We will continue to aggressively seek out opportunities to share resources whenever possible. Acquiring the Central Montana Education Center Building and implementing Agreements with the University of Providence, Dawson Community College, Job Service and the Central Montana Workforce Coordinator is another way that the School District is providing opportunity in our community. We have also hired a HiSet Examiner and provide those services to the community and Nexus using the Adult Education Fund.

OBJECTIVE 5

Not a function of the Business Office.

The Business Office is increasingly feeling the burden of the complex world of school finance. In addition to that, many Human Resource duties are falling on us. With cuts made in the District, Legislative decisions and Federal mandates, there is increasingly more being put on our plates with the same number of staff. Each year, we strive to improve communication, streamline processes, integrate new technology, and become better than we were the year before, but it is becoming very challenging to do so. In the near future, I believe the Board will need to consider another .5 fte for Central Office/Business Office. We have dependable, hard-working, competent employees and I am thankful for all of the sacrifices they make. I look forward to working through these goals and challenges with them in the coming year. I could not ask for a better team!

Curriculum

Thom Peck

The 2020-21 school year was the third year that Principals and I shared Curriculum duties. COVID did set our time-line back but I feel we learned some things that we will incorporate into the 2021-22 school year that will focus on student learning and will take a Whole Child approach. A big time thanks to the Principals for taking on these extra curriculum duties, especially Mr. Lewis (English Language Arts) and Mr. Ventresca (Math). We will focus on these curriculum areas through professional development opportunities that incorporate Standards Based training with Alliance for Curriculum Enhancement (ACE). This was a huge endeavor and we will continue this process in the 2021-22 school year and most likely, into the 2024-25 school year. I would also like to thank all of the teachers that gave up valuable classroom time to attend the trainings and for embracing this huge paradigm shift.

For the upcoming 2021-22 school year, curriculum will continue to focus on two HUGE areas – English Language Arts and Math plus Health Enhancement and Business Education. Our move to Standards Based Curriculum actually began in the spring of 2019 when we asked teachers to narrow the Montana Standards in their particular content area down to “Priority Standards” or “Power Standards”. The main thing I learned was that this process is way more complicated than I anticipated and would require a tremendous amount of hard work and buy-in from our staff. I really feel that we need to take some things off of our teachers’ plate rather than adding to it. Our staff did not disappoint and we feel we can re-gain that momentum before the COVID-19 School Closures. The school closure probably put us back another year and it will be difficult to regain that momentum.

Due to the school closure, a more pressing curriculum dilemma occurred – how do we provide the best virtual online learning strategies and platform that engages learners and doesn’t diminish our expectations of quality work from students. We used our own teachers to be the experts as we incorporated Google Classroom Suite that utilized Google Docs, Google Meet, Google Hangout, other video platforms i.e. Screencastomatic, YouTube, and Zoom to video events to students. Our younger students also used a platform called Dojo that helped keep kids connected to their teacher and classmates. This seems to be the best common platform to deliver off-site instruction and is most compatible with Infinite Campus and communicating with parents. We got better at virtual learning but we also realized that nothing is better than in-person instruction and the social-emotional aspect of learning took a heightened level of importance. We will continue with our KinderSteps program next year. There will be 11-12 students in the program and we feel this has been very beneficial to students. Families have spoken very highly of the program. In addition, we will have a Pre-K program for 3-4 year olds target those identified Special Needs students and take some of the stress of Head Start program and area daycare programs. We will also continue with our Self-Contained Life Skills Special Ed program at Garfield and now at Highland Park Elementary and this will transition to Lewis and Clark the following year. This program is designed for our high risk Special Education students, especially those identified as Emotional or Behaviorally Disturbed. We feel the Program meets these students’ needs and also, helps the regular education teacher by narrowing the spectrum of needs of their students. This allows for more Differentiated and personalized instruction. We will also continue the EMT National Certification Class offered to Seniors at FHS by Central Montana Medical Center.

This program has provided a hands-on, relevant, Career Readiness class that has benefited students, as well as, CMMC. Finally, we hope to offer more relevant, hands-on, Career Readiness courses offered through our Central Montana Education Center and Dawson Community College. Hopefully, MSU-Great Falls Vocational College will also come on board later. We believe both of these providers can offer not only FHS students but the entire area, job readiness skills, Certification in Skills and even Associate Degrees in many areas. We are working very closely with the Montana Department of Labor and American Jobs for America's Youth (AJAY) to set up job apprenticeships or internships with area employers.

We plan to re-open school in August in Phase 3 (100% capacity with face-to-face instruction) with every effort being made to maintain three feet distancing, masks will be optional and we will only consider distance learning in a case-by-case basis. We will continue our sanitizing protocols and some aspects of the cohort model at all three of our Elementary Schools.

MAINTENANCE

Jason Fry

Facilities & Maintenance Annual Report

Fiscal Year 2020-2021

Fiscal Year 2020-2021 started with extra cleaning/disinfecting protocols due to COVID 19. The Maintenance staff stepped up to the plate handling pandemic protocols. We were able to stay ahead of shortages and secure all of our cleaning/paper supplies throughout the year. The District resumed bond discussions virtually with Cushing Terrell and decided to run the bond in November 2021. Meeting with the head Architect and Mechanical Engineer of the project we were able to cut out certain ticket items to meet the dollar amount the bond needed to be. These ticket items are projects that the district can tackle with the use of ESSER funding and building reserves. With COVID-19 a pause was placed on Facility Solutions Management & Consulting (FSMC) on the core competencies course for Facility Directors. During this pause FSMC was contacted by the Department of Labor and Industry and they wanted to get involved in the process. This course will be used state wide for up and coming directors to gain the core knowledge required for their position. Being a member of FSMC I will be going through the course with other Facility Directors around the state and I will become a certified Facility Director Journeyman for the state of Montana.

Completed Maintenance Projects 2020/2021:

- Added Door for new classroom at HP
- Junior High Shop classroom conversion
- Lincoln LED conversion hallways and main office
- Junior High LED conversion all areas
- Highland Park LED conversion hallways
- New Bell System at Lewis and Clark

We started the new fiscal year with installing an exit door in the old library that was converted into a classroom. This was a requirement from the Lewistown Fire Marshal. After Birdwell Builders completed their work on the Junior High Shop class remodel, district maintenance staff sanded and scraped the glue that held down carpet previously in the room. Once this was completed we painted the walls in the new shop classroom and finished the floor.

Throughout the winter maintenance staff worked on converting light fixtures to LED. The hallways and main office area at the Lincoln were converted first. Next we focused on the hallways at the Junior High. Once the hallways were complete we started to chip away at some classrooms.

In the spring the bell system for Lewis and Clark quit working. After some investigation it was determined that we had a dead short on the indoor bells and the main control unit was ruined.

We purchased a new control unit and new bells for the school. New wiring was pulled and the new bells were installed in the hallways.

In early June the maintenance staff finished installing the new LED fixtures in the Junior High classrooms. The Junior High has been completely converted to LED lighting. We wrapped up the fiscal year by replacing all the hallway and office lighting at Highland Park Elementary to LED fixtures.

Completed Contract Projects 2020/2021

- Parking lot reseal at FHS
- Classroom/Hospitality Floor
- Ionizers
- Trees around Lincoln
- Camera systems at all grade schools

At the start of the fiscal year we had Red Clay Construction reseal the Teachers parking lot and the Gold Card student parking lot. Maintenance staff repainted the parking lines upon completion. Smarts Abbey Carpet removed the carpet from the health classroom in the FHS gymnasium and replaced it with VCT tile. We wanted to make this change because this classroom is utilized as our hospitality room during hosted tournaments. With COVID-19 on the forefront we started to look into our air quality. We decided to use Needle Point Bipolar Ionization units installed inside our HVAC systems through-out the district. This technology introduces positive and negative ions to reduce particulates, odors and pathogens in the air. The Ionizers were purchased through and installed by ATS Inland North West. This is the same company that we contract with to run our building automation system. In the spring we had the dead trees around the Lincoln building cut down through the City of Lewistown's tree program. This saved the district a considerable amount of money to have them removed. At the end of the school year we used Central Lock and Security to install camera systems in all of our elementary buildings. We now have cameras in all of our school buildings.

2021/2022 Goals

- Start LED upgrades in classrooms through-out the district
- Support the district with the proposed bond levee
- Look for more training opportunities for maintenance staff
- Continue to work with FSMC's to become a Facility Director Journeyman

SCHOOL FOOD SERVICE

Amie Friesen

School Food Service
Lewistown Public Schools
215 7th Avenue South
Lewistown, MT 59457
(406) 535-5261



ANNUAL REPORT 2020-2021

The 2020-2021 School Year for School Food Service was filled with adjustments and late notice changes, but all went well! For the entire year, with the exception of JH/FH school closures and Flex Fridays, we were able to provide traditional school meals to our students. On some virtual days, we had to offer students sack lunches. Working as we do within all six of the district buildings, lots of communication and team work was essential for the success of Food Service. We try very hard to accomplish our goal of feeding children and promoting good nutrition while adapting to each building's diverse and varied needs and timeframe. Coronavirus presented new and interesting challenges on this front. A big "Thanks" to the administration and staff of these buildings along with Maintenance, Transportation, and Central Office for their assistance and cooperation to School Food Service and its role within the district.

Participation was impacted by school closures, Flex Fridays, universal free meals, and other various scheduling issues. In the midst of this, School Food made it our goal to continue focusing on feeding children and maintaining a consistent level of quality and variety in the nutrition we presented to our community. We worked with both Government and local authorities to attain funding and resources during this time.

PARTICIPATION

Please refer to the enclosed statistics within this report for actual numbers. Charts are included for both regular year participation and universal free meal participation.

Meals

- This year it was necessary for School Food to attain funding for meal distribution through the Summer Food Service Program. The SFSP sponsored free meals for all students for the entire year. At the beginning of the school year, all schools were open for full attendance, with varied modifications in scheduling and lunch location. Administration worked hard to comply with all health authorities to honor social distancing mandates. We were able to do this, and continue to serve scratch meals from our kitchen. A variety of service models were introduced including Breakfast After the Bell, and Grab-n-Go breakfasts. Some students were served lunch in their classrooms. From Oct 26 through Nov 13th, LJHS and FHS were fully remote. After this, LJHS and FHS were on an A/B schedule from Nov 16th through Jan 29th. During this time, School Food packed hot meals for the Secondary School students who requested them. Predictably, meal counts dropped dramatically. School closures and altered schedules combined with a fully funded program notably skewed Food Service numbers.
- The traditional lunch count seen for the year increased in comparison to last year by an average of 38 meals per day. This is a substantial number when multiplied throughout a school year. We served a total of 113294 lunches and were very pleased with our lunch numbers. We attribute the lunch participation increase to the funding the District received to sponsor free meals. The District's average daily student enrollment was down by 13 students from the previous year. Despite this, School Food was happy to see such an increase in the lunch participation.
- Breakfast experienced an explosive increase due to Breakfast after the Bell and full meal funding. Our meals increased by an average of 102 students per day. We served a total of 59372 breakfasts. This number is even more remarkable when it is noted that statistics include school closures and A/B schedules. The Breakfast after the Bell format was so successful that the Schools who participated this year due to spacing necessity, are choosing to continue the program next year.

- We believe our program is essential in Lewistown Public Schools as a contributor to the academic success and nutritional well-being of our students. In an effort to recapture breakfast participation, we plan to add several new menu items next year. Studies show that students like cycle menus, as it allows them to look forward to their favorite meals, but we also want to provide variety.
- School Food proposes that there be no increase in student meal prices for the 2020-2021 school year as it is a moot point when considering full Government funding. In deference to current economic hardships, we propose to leave adult meal prices the same.
- The Food Service protocols concerning student allergies and the accommodations that we provide continue to be a daily concern for us. Allergy considerations were extremely difficult to manage District wide with all the varied schedules and locations. Communication with families is essential so student safety. With a growing awareness of food intolerances, last year School Foods provided up to 14 custom made meals for students on any given day.
- We are proud to continue to use locally grown beef in our schools. School Foods is aware of the need for community support within our District. In an effort to give back to the community, and, additionally provide superior products, we purchase locally sourced beef.
- The number of daily earned lunches provided to adults during the regular school year was 5673, amounting to \$22,692.00 of support to the district. This number is over twice as much as last year. Schools required more staffing during meals due to the change in lunch room models. Earned breakfast was also provided for teachers assisting special needs student. A total of 6 earned breakfast were provided amounting to \$12.00. School Food Service greatly appreciates the staff supervision of students during meal periods at each school.
- There were no earned lunches provided for students this year as all meals were fully funded. In a regular year, we are happy to treat our lunch room helpers to a free meal. The kids show a sense of ownership in the lunch program when they participate on the service level.
- Due to constant changes in regulations requiring larger portions and additional fruits and vegetable, School Foods has been experiencing an increase in funds spent on supplies. Despite this, School Foods ended this year with no need for a transfer from the General Fund to acquire a positive balance. This is something that has not happened for, at least, the past 10 years. The cost of food continues to rise along with insurance for employees. In recognition of this, the Summer Food Service Program offered increased reimbursement rates. The additional assistance was greatly needed! We will continue to creatively work to hopefully reach a positive balance at the end of next school year.

School Closure

- School Food successfully faced all of the challenges presented by school closures resulting from the Coronavirus Pandemic. As stated earlier, schools closed at varying intervals due to close contact issues and contact tracing. It is hard to effectively trace all of the closures, as some of them were decided on with no warning. Additionally, some schools were open with only certain classrooms participating remotely. All of these varied circumstances have made a true student count next to impossible.
- The same meals served in school were offered to students out of school whenever possible. On Flex Fridays, students were offered sack lunches. Parents or children came to our sites to pick up meals. All employees wore masks and gloves. Social distancing was practiced whenever possible.
- We are anticipating the beginnings of a “return to normal” for the coming school year. Upon opening, we will try to be prepared for any unanticipated events, but many situations require last minute planning. School Food has been very flexible in this regard. Next year, production costs and labor may rise considerably. School Foods will continue to do it’s best to engage in forward thinking, while providing safety and nutrition to all of our students.

A La Carte

- Statistics show that our a la carte choices have proven successful with a profit of \$10465.76 between both secondary schools. Although our profits were substantially less than in the past, we still consider our a la carte program to have been successful in light of school closures and A/B schedules.

- Our a la carte choices at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line.
- The new federal mandates from the Healthy, Hunger-Free Child Nutrition Act continue to provide us with more and different challenges as far as portions, required foods, nutrition, serving style and budgeting for the increases. The regulations were slightly relaxed mid-year after much public comment but we chose to proceed with caution. The A La Carte program has seen the most changes over the last two years. There are further policies coming for all food entities within the school district including vending, concessions, fundraisers and classroom activities. School Foods will continue to strive to meet all of these requirements as economically as possible.
- In an effort to meet new government requirements, our a la carte menu has gone through several transitions in the last 2 years. We are now required to maintain the same nutritional standards in the a la carte line that are implemented in the main lunch line. We anticipate a drop in profit for subsequent school years due to predicted changes. We are working hard to find snacks within these guidelines that the students will find as appealing as the previous menu items.

CATERING

- The value in dollars from the catering facet of our operation this year was nominal and amounted to \$1800.00. Many events chose to forego food items due to the pandemic. It is impossible to say how this change will affect the future of catering for School Food, but we will continue to be ready to offer our services whenever requested.
- This year, School Foods continued to only charge the cost for materials for any catering events paid for out of student activity accounts or other district accounts. In the past catering fees were applied to these entities.
- We served various divisions of the school district at staff meetings, special events, student functions, and fundraisers. We also assisted student activities and classroom teachers by ordering and/or furnishing food and supplies for their events.

EQUIPMENT

- The care, upkeep and replacement of equipment are an ongoing challenge in our daily routine. With the assistance of our maintenance department we are generally able to keep abreast of the minor repairs to equipment that we need to operate and use local professionals as situations arise. During this school year, were able to keep our equipment costs to a minimum by only purchasing replacement parts for our hot carts and other various small ticket items. These purchases were much needed and raised the efficiency level of operations. This year, we replaced many small kitchenware items in all of the schools. In the past, our staff members were working with defective items or simply lacking needed implements.
- Infinite Campus remains as our accounting and application processing program. 2 years ago we upgraded all of the School Food Service POS terminals. This year, 1 of the terminals were replaced under warranty. Considering the replacements, we feel the warranty we purchased for our POS machines to be money well spent.
- Infinite Campus provides the integration of information that our families and staff need to access meal accounts, streamline application processing, and make reporting reimbursement claims easier. The online payment feature, and the automatic messaging system, assists families in keeping their meal accounts current.

EDUCATION

- Regular opportunities for reaching students and parents come in the form of the monthly menus, K-8 newsletters, posters, radio, community television and our district website. Our technology department is always improving the opportunities for families to keep in touch with their students' activities via the electronic media.

- School Food Service will continue to promote the message that nutrition is closely linked to student performance and behavior. The preventive method of teaching and modeling good nutrition habits could be far more effective in improving performance and behavior than dealing with poor results in both areas.
- Through creative promotion and marketing of our program and its benefits, we hope, with the help of our classroom educators, that students can build healthy lifetime habits for good nutrition and physical activity. Food can be fun!

SAFETY

- This year, all Food Service employees completed the continuing education hours required of them by OPI. Employees with a contract of 19 hours or less per week, must complete 4 hours of continuing education. Staff members with a contract of 20 hours or more per week must complete 6 hours of continuing education. In the past these hours were provided by the Fergus County Extension Agency. Denise Seilstad presented one 4 hour course and one 2 hour course for our program, free of charge. These events occurred after shift hours for many of our employees. The commitment our staff showed to the health and safety of our program by participating in these after hour classes should be commended. Unfortunately, Mrs. Seilstad has retired, and the County has left her position vacant. School Food has begun to use SafeSchools to fill these requirements. We are doing this in an effort to defer considerable expense to the District that would be incurred by traveling to conferences or hiring educators.
- This training was tracked and paid on an hourly basis. Each employee was able to choose which courses they would like to take. School Food offered many hours of courses in a variety of subject areas including work place safety, injury prevention, staff relations and communication, terrorism threat assessment, active shooter training, stress management, and pandemic awareness.
- The level of employee participation showed the Safe Schools training to be a success for our employees both financially and educationally.
- As a result of employee training and education, School Food Service, again, received sanitation inspections (as required by the HACCP policy) at our kitchens without any “findings”. The comment from our local sanitarian was that school kitchens are the best in town and he was highly complimentary of our efforts.

PERSONNEL

- This year we are left with five open positions to be filled for next year. We are working hard to replace these positions over the summer break. The intent is to have a full staff to begin the 2021-2022 school year. Advertisements for positions are being reviewed to, hopefully, find ways to market School Food as an employer. At the end of this year, a flyer was sent home with all students advertising District employment opportunities. We have an excellent community in our staff and are fortunate to be provided with benefits and fair wages.
- Our loyal and committed staff does an excellent job of training new people. The result is that our operation functions at a top level of efficiency.

Facing challenges with new regulations, pandemics, and whatever is put in front of us, our goal at School Food Service remains the same. We will always do our best to feed the students of Lewistown Public Schools. With the assistance of the Board, staff, and students, we will work to enable our students to be the best that they can be.

Amie Friesen, Director

*“We serve education everyday.”
We think food because kids can’t think without it!*

SCHOOL FOOD SERVICE

BREAKFAST PARTICIPATION DATA

2020-2021

SITE: Garfield Elementary

MONTH	STUDENT						ADULT			TOTAL	# DAYS
	PAID	FREE	REDUCED	SNP	SUM	SFSP	TOTAL	EARNED	PAID	SUBTOT	ST+AD
Aug/Sept	136	414	103	653	0	653	0	0	0	653	25
October	0	0	0	0	688	688	0	4	4	692	20
November	0	0	0	0	533	533	0	8	8	541	17
December	0	0	0	0	654	654	0	1	1	655	17
January	0	0	0	0	837	837	0	5	5	842	19
February	0	0	0	0	808	808	0	3	3	811	19
March	0	0	0	0	992	992	0	3	3	995	23
April	0	0	0	0	930	930	0	0	0	930	20
May/June	0	0	0	0	910	910	0	0	0	910	19
TOTALS	136	414	103	653	6352	7005	0	24	24	7029	179

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.
Aug/Sept	202	26	13%
October	198	34	17%
November	198	31	16%
December	199	38	19%
January	201	44	22%
February	203	43	21%
March	207	43	21%
April	212	47	22%
May/June	212	48	23%
AVERAGES	204	39	19%

SCHOOL FOOD SERVICE

LUNCH PARTICIPATION DATA

2020-2021

SITE: Garfield Elementary

MONTH	STUDENT						ADULT			TOTAL	# DAYS
	PAID	FREE	REDUCED	SNP	SUM	SFSP	TOTAL	EARNED	PAID	SUBTOT	ST+AD
Aug/Sept	948	899	244	2091	0	2091	141	85	226	2317	25
October	0	0	0	0	1964	1964	108	58	166	2130	20
November	0	0	0	0	1809	1809	130	32	162	1971	17
December	0	0	0	0	2101	2101	110	51	161	2262	17
January	0	0	0	0	2415	2415	150	68	218	2633	19
February	0	0	0	0	2442	2442	150	66	216	2658	19
March	0	0	0	0	3023	3023	193	72	265	3288	23
April	0	0	0	0	2718	2718	156	67	223	2941	20
May/June	0	0	0	0	2481	2481	131	42	173	2654	19
TOTALS	948	899	244	2091	18953	21044	1269	541	1810	22854	179

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.
Aug/Sept	202	84	41%
October	198	98	50%
November	198	106	54%
December	199	124	62%
January	201	127	63%
February	203	129	63%
March	207	131	63%
April	212	136	64%
May/June	212	131	62%
AVERAGES	204	118	58%

SPECIAL EDUCATION

Chelsey Rogers

**ANNUAL REPORT
SPECIAL EDUCATION SERVICES IN LEWISTOWN
2020-2021**

CHELSEY ROGERS, SPECIAL EDUCATION DIRECTOR

The Lewistown Public Schools continues its provision of services to children with disabilities, identified and served in compliance with IDEA, in the least restrictive environment, with age-appropriate peers and in home school settings to the greatest extent possible. The District strives to develop its programs and services to meet individual needs of students, empowering all educators in their support of children with special needs.

The following chart indicates the number of students with disabilities served in Special Education programs, Preschool through Grade 12, reported on the annual October Child Count, across the last nine years. These numbers reflect identified children directly served and case managed by Special Education teachers and/or related service providers. You will notice a slight increase in numbers for the 2020-21 school year.

NUMBER OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Year	Lewistown Elementary	Fergus High School	Total
2011-12	116	52	168
2012-13	115	48	163
2013-14	124	45	169
2014-15	125	46	171
2015-16	132	52	184
2016-17	127	48	175
2017-18	132	49	181
2018-19	133	54	187
2019-20	117	49	166
2020-21	123	46	169

Many issues relative to Special Education and services to students with exceptional needs touch the entire educational arena in the Lewistown Public Schools. Selected topics which interline with the District's 2020-2021 Goals and Strategic Objectives include the following:

Goal Area 1: Measurable Student Achievement

Strategic Objective – Multi-Tiered Systems of Support (MTSS): CMLRCC staff continue to provide support of MTSS teams throughout the Lewistown School District. This is to ensure interventions programs are in place to provide students the ability to achieve academic goals.

Strategic Objective – Intervention Programs: CMLRCC services providers were key supports in areas related to collaborative occupational therapy services, evaluation and intervention planning for students with autism, speech and language services, and service to students with intensive emotional and behavioral needs. Occupational therapists and Speech Pathologists paired with district special education teachers to design collaborative IEP goals and interventions supported both during therapy sessions and throughout the week in classrooms, resulting in a higher level of intervention for students. CMLRCC continue to share their knowledge on Autism and are able to conduct the ADOS 2 screener which demonstrates success. In addition to the ADOS program, staff provide insight on implementing the STAR (Strategies for Teaching based on Autism Research) curriculum. This curriculum is being implement at Garfield and Highland Park, and will continue to be fully integrated in the curriculum the 2021-22 school year.

Strategic Objective – Graduation: Fergus High School collaborated with Vocational Rehabilitation and Blind Services to access Pre-ETS (Pre-Employment Transition Services) funding in support of vocational training for students with disabilities and, early in the fall, found this funding source to be available. Students were signed up to receive these services and funding was consistent throughout the school year. The high school continued its efforts to provide creative and flexible program design to meet individual student needs, and provided students real-life job opportunities and experiences in the Lewistown community. A job readiness curriculum was purchased and implemented with great success in order to prepare and provide students with real-life job opportunities during the school year.

Strategic Objective – Differentiated Instruction: CMLRCC staff continue to collaborate with special and general educators to support the individual needs of students with disabilities. This year brought many challenges and provoked a new mind-set in the way services are delivered. District staff and CMLRCC specialists, worked together to design, deliver, evaluate, and re-design service models for students with very high and unique disability-related needs.

Goal Area 2: Facilities

Strategic Objective – Planning: Space continues to be a critical issue as the district works to address the varying needs of students with disabilities. This includes both classroom space and space in which specialists may serve individuals and small groups.

Goal Area 3: Community/Parent Engagement

Strategic Objective – Parents/Social Media: CMLRCC service providers met with Case Managers and Administration to discuss student progress and student need. The CMLRCC team will continue to share newest information on an annual basis. Staff continue to share knowledge regarding dyslexia and how to stay compliant with SB 140. In addition, the CMLRCC Director will continue to update CMLRCC websites as a tool for staff and the public who want to learn more about the Co-op.

Goal Area 4: Technology

Strategic Objective – Collaborating beyond the Classroom: CMLRCC, for the fifth year, facilitated use of a telepresence robot purchased by Lewistown School District to support the learning of a child with severe disabilities who must receive homebound instruction. The instruction was done in collaboration with Garfield Elementary School and the district's first grade special education program and general education teacher. Next year, the telepresence learning will be done in conjunction with the second grade special education and general education teachers at Highland Park.

Strategic Objective – Staff Development: CMLRCC related service providers use a wide range of teaching tools and support students and staff in assistive technology devices, transferring their skills and knowledge to others in support of children in the district.

Goal Area 5: Highly Qualified Staff

Strategic Objective – Professional Development: In response to district needs, professional development activities were designed to support teaching, paraprofessional, and administrative staff. MANDT training was offered one time virtually and the in-person training was canceled due to Covid-19. Next school year MANDT will be offered twice during the school year to accommodate all personnel. This training provides skills for individuals supporting students with challenging behavioral needs. In addition, all Case Manager were trained in the Special Education process and current legal issues and pre-monitoring training for our audit that will take place during the 2021-22 school year.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objective – Montana Legislature: Chelsey Rogers, Director, continues to fill the role of Region III MCASE representative. During this role I will facilitate monthly meetings, attend MCASE board meetings, and become more active in the legislative sessions focusing on the awareness of special education funding needs.

Strategic Objective – Cooperative Efforts: Lewistown School District continues to work with outlying rural areas to make the best use of limited resources for supporting special education programs and the needs of educators serving those programs.

If I can help with any further information regarding Lewistown's Special Education programs, feel free to call me at the CMLRCC, 535-9012 ext. 1122.

TECHNOLOGY

Scott Baldwin

Technology 2020-2021 Annual Report

- Scott Baldwin, Technology Director
- John Jensen, Regional Technology Coordinator
- Tahan Wichman, Technology Support Specialist
- Zabrea Fiscus, Technology Support Specialist
- Joshua Day, Technology Support Specialist



June 24, 2021

Lewistown School District – Scott Baldwin

This year has been very busy for myself and the technology department. Due to the recent COVID-19 pandemic the Lewistown Technology Department has had to make some drastic changes in how we provide technology to our students. This included preparing Chromebooks for deployment to students during the last minute school closing. Over the last year we have purchased, set up, and distributed over 740 new Chromebooks as well as removing and deprovisioning over 150 outdated ones.

The Tech department with ESSER funding has also been replacing staff and student laptops and desktops to help facilitate distance learning and updating devices for the potential of future distance learning if the need should arise. This includes 50 new laptops and 25 desktop computers. As you can see the Tech department like many other school departments has been very busy this year.

To help with the One to One device count we brought in High Point Networks to perform a WiFi network evaluation this year, this is an over 300 page report that is helping us beef up our wireless infrastructure. With the suggestions made we are adding 20 new Access Points throughout the school district. If all goes as planned we should have them up and running by the beginning of the school year.

Tahan Wichman has decided to move on to new opportunities at the end of his contract. He has been a valued employee and will be missed. We posted his position and had 5 applications for this position. We interviewed 3 potential replacements and have offered the opportunity to Curtis Sibbett who accepted it. I hope to have him background checked and working the first part of July. We had another very promising candidate and with ESSER funding were able to hire Ben Richards as a temporary full time employee to help with the added workload that COVID-19 has created.

META: We have been blessed with being part of META (Montana Educational Technologists Association) with over 170 members state wide. We have been able to use this network of Techs to look for ideas and products needed to switch from traditional brick and mortar classrooms to online education during the school closures. Over the past year John Jensen and I have been co-coordinators for the Central Montana region and with these positions have been able to shape and provide guidance in how the organization works with other schools in implementing technology for students in the state.

Mitel Phone System: The Tech department with help from High Point Networks has updated and installed a new Mitel VOIP (Voice over internet Protocol) phone system. The Tech department is now tasked with the upkeep and maintenance of this system including all phones, specialized phone switches and a dedicated phone server providing the phone messaging system and background operations. This system allows direct dialing to all other extensions throughout the Lewistown school district and has been a much needed addition to the school district.

Website: The District's web site continues to be a source of district-wide information including:

- Academic, Activity, and Lunch Calendars
- General Academic Information And News
- School Board Meeting Agendas
- Detailed Course Syllabi
- A Variety of Resources Dealing With Technology
- Student Created Web Projects
- Administrative Features, Including Online Forms For Requesting The Use Of School Vehicles

Kristen Rutten, our IMC Tech worked with SchoolPointe over the last year to update the website and to add a community page for CMLRCC. School Point continues to help us with keeping our website ADA compliant. The site is still easily navigated by the community and will continue to be a valuable source of information and communication tool.

Infinite Campus: The software continues to be used as the District Student Information System. The system is completely web-based, and the site is secured through the use of an ID and PIN number. Students have individual accounts; parents may request an account that allows them to view information on all of their children from one login. Staff, parent, and student access is available from any internet connected computer. In addition to student records information, parents are able to pay for School Food fees online. With the addition of distance learning to the school environment and the added use of Google Classroom we were asked this year to look at software able to integrate Google Classroom with Infinite Campus. With Kim Wiegerts hard work this feature has been added and is now widely used in the district allowing teachers to post grades directly from Google to Infinite Campus.

ConnectWise Automate: We renewed our contract with ConnectWise again this year. We continue to utilize ConnectWise to update and track devices, and also as a ticketing system for all things technology in local schools and many of the Co-Op schools as well. This suite of software allows the Tech department to access and work with computers remotely saving time and money in travel as well as a ticketing system giving users another avenue to ask for technical assistance.

Email / Google Apps: We are still utilizing Google Apps for Education with what seems to be a great success. Google has become a very important aspect to our distance learning during the Covid-19 school closure. Many of the teachers have used the Google classroom app to continue teaching students through distance learning. G-Mail is being used for communications as well as assignment turn in and the Google Meets app has been used very frequently for real time video conferencing and allowing students and teachers the ability to have face to face interactions. The Google calendars app integrates easily with the District website and allows for easy sharing of information with the public and helping students check on assignment due dates. The Google docs component has been very beneficial in allowing teachers to collect assignments without the need to turn in the traditional paper homework. Students from grades 5-12 have accounts for use with Google apps and we are working on including grades 2-4 in case we are required to use some form of distance learning moving forward. Chromebooks are continuing to be a very important implementation throughout the district for distance learning and are providing cost effective and easy to manage hardware for student access to learning.

Content Filtering: As required by the FCC for participation in E-rate, our District complies with CIPA, the Children's Internet Protection Act. We continue to filter and are implementing a more stringent SSL filter to further the efforts of protecting our students from harmful internet content. We have had to add an offsite filtering system to our content filter software suite. With Chromebooks being assigned on a one on one basis during the school closure we have signed a contract with Securly to provide filtering of content for students using devices outside of our school network. As well as providing content filtering, Securly provides live Self Harm and Bullying monitoring sending email to administrators as well as 24 hour a day live monitoring. For more information please check the following:

https://www.securly.com/?utm_source=google&utm_medium=cpc&utm_campaign=brd&utm_term=securlycom&gclid=Cj0KCQJwirz3BRD_ARIsAImf7LNG80iL7P5PDgswME6aDd5TNCLXLY1jvGZI-B6fUURxJG-Schm0cUoA

Technology Levy: This year was the largest expenditure of funding in association with E-Rate category 2 funding. The school district purchased 15 Cisco 9200L 48 port POE layer 3 switches and 25 Cisco 2802 wireless access points. We have added 2 more APs to Garfield, Highland Park, and Lewis & Clark, also 9 at the Junior High and 8 at Fergus Highschool. The remaining APs were used to replace older APs nearing their end of life cycle. We also contracted with High Point Network to help us with the installation and configuration of the switches and wiring for the new AP installation. We were able to get this all accomplished with no student impact over the Christmas break. This new technology now allows us to have a one Gig backbone in the entire school district and should provide us with the head room to expand the network as needed for years to come.

Staff Training: We continue to take advantage of the wonderful opportunity provided to the technology department offered through Skillsets online. Skillsets have helped us to build our knowledge base and greatly improve what we can contribute to the school system. These classes are all technology oriented and include many that are directly related to the hardware and software used throughout the school district.

Regional Technology Coordinator - John Jensen

We continue to have great success with our Central Montana Technology Coop (CMTC). We continue to standardize and streamline as much as possible to help with workflow and reduce the administration time for our schools, staff and techs.

Covid-19 - As everyone is aware, the Covid-19 gave us some challenges. We are looking forward to being out of distance learning. We continue to move forward to work on technology infrastructure. We anticipate that with the increase in the number of devices, we will have some challenges in this area.

Servers - We have made a concerted effort to remove the old servers that are not supported by either hardware or software vendors. At present we should have only Windows Server 2012 R2 and newer in the CMTC schools. We will be upgrading/installing Windows Server 2019 shortly as the 2012 R2 servers will be out of support on January 10, 2023.

Integration - We have completed the re-organization of our Active Directory hierarchy along with the organization of our Google console organization. This has made it extremely easy to apply policies with our different devices and users. We will work on getting each of the schools to work so our computers will automatically sync with Google with the coming school year.

E-rate - The program has been refunded for another 5 years so we will work with each of the schools to assess their needs. One of the larger projects will be at Winifred over the next 24 mos with the construction of their new school. Harlowton has a cabling project for this summer so looking forward to having that completed.

The real challenge for us is going to be this. Although the e-rate program has been refunded, USAC has not adjusted what you can purchase with these monies. Most of the schools have maxed out what they actually need, so

our challenge will be to insure what is needed for the future.

Summer 2021 - We have made a concerted effort to migrate and upgrade the school firewalls. We have moved most of them to the virtual infrastructure for two reasons. First, it reduces the number of devices that we need to manage and maintain for the schools. Secondly, it saves money. We can take advantage of the new hardware that is existing to support the higher speeds needed by our schools for their internet connections.

We are in the process of upgrading our version of Windows to a different track. Our current version has been causing problems with being able to control the devices and users via group policy. This new version will allow us to better centrally manage our environment.

Filtering for Premise - One thing that we needed to address with COVID-19 forcing the schools to close and putting us into a distance learning situation is filtering. Most of the schools were configured for filtering while the students and devices were at school. So with the students working from home, we needed a web solution that would allow us to filter them off-campus. We actually were in the process of deploying a solution called Securly, so the pandemic just moved up our timeline considerably. We did have some hiccups along the way, but overall the implementation went smoothly.

We will now be working on using Securly for the filtering of all our devices. Chromebooks were the primary focus though the pandemic. Our current premise filtering solution will be sunseting in 2023, so we will be working to move our premise filtering to Securly.

Adventures in Technology - Tahan Wichman

We have truly experienced some adventures this year in the Technology Department with a Stay-at-home order from the Governor's Office. This was experienced greatly as we had to prepare teachers and students to do teaching and learning from home.

In Lewistown, we have been working at greatly expanding the number of Chromebooks to bring us closer to 1-on-1. Another major change has been to the phone systems. We replaced several different phone systems with a Mitel phone system that will allow us to communicate with other school buildings without having an external phone line. We have been continuing to expand our wireless network to give better coverage throughout the school district.

In all co-op schools, we standardized all our router configurations and also virtualized them. At Geyser, most of the teachers received new laptops. We also move over to using the virtualized router in Geyser. At Harlowton, we worked on a conference tv system. At Grass Range, we set up some new laptops. For Central Montana Headstart we wired a quad-wide trailer building that is being used in Harlowton. At Hobson, we moved over to using the virtualized router. At Judith Gap, we moved over to the virtualized router. At Stanford, we have been working on print queue issues on the network copiers. We also moved over to using the virtualized router. At Winifred, as they are getting a school upgrade, we had to work at getting the network and phones out to the temporary classrooms. At Moore, we have been continuing to deal with some networking issues.

Thanks for another great year!

Highlights from the Region - Zabrea Fiscus

The last year has been different for all of us. With schools shutting down, and most people going remotely, we became very busy. We never once missed a day and continued to travel. There were challenges for everyone. How to set up a google classroom. How to teach remotely. How to set up kids Chromebooks to be used at home safely. In the beginning it was confusing and hard on everyone, but as time went on it got easier. People are good at adapting to things quickly. Coming into the school year this fall, things went a lot more smoothly.

I spend the majority of my time in the regional schools. Head Start is opening a new location in Harlotown. We have wired the building and are in the process of finishing up that project. There were plenty of new devices purchased this year as everyone strived to have 1-1 devices and laptops for teachers to do remote learning if needed. Most of the work we do is very routine and more like maintenance. Winifred is getting a new school so we will be doing a lot of work for them in the future. Lewistown got a new phone system which was challenging at first, but now is a huge improvement from what we had in place. It is nice to check one thing off of our list of upgrades. Soon we will be upgrading servers and adding more access points for more wifi coverage. With the influx in devices we will need more wifi capabilities.

Starting this next school year I hope things to be somewhat back to normal. We are getting ready to hire 1-2 new people in the technology department which will be a huge help. Looking forward to the future of technology and what new things we will experience in the year to come. I am honored to work for such a great school district and great people.

Highlights from the Region - Joshua Day

The 2020-2021 school year has provided opportunities for career growth for everyone. As blended or distance learning environments became more prevalent, so did the need for more varied technology support. Our usual duties in the schools continued as they always have, but with an increased demand on providing remote support. Many of the schools we provided service to rapidly expanded their inventory of devices and we were able to assist in both the deployment and management of these devices. This was especially true in a number of the rural and co-op schools that previously may have had some devices, but not a device for each student. As the year continued and many schools reopened, we also began to see the areas of our network infrastructure that would need to be updated and expanded. Adding massive amounts of network traffic in some schools had pushed some of the wireless networks to their maximum capacity, others that were utilizing wired connections simply didn't have enough outlets or cable to effectively access the network. Having these issues brought to light has allowed us to plan better infrastructure in future locations, as well as expand and enhance current locations. We have installed cable for access in new buildings in both Harlowton and Deerfield Colony in the last year, and new switches in both Geyser and Harlowton. We have removed a large amount of physical equipment from schools and have replaced that equipment with virtual machines, allowing for more space and better overall performance. Perhaps the largest project in Lewistown this year was the installation of a completely new phone system. The new system replaced all of the phones in the school district and created a more user friendly, secure, and manageable environment. I also finished my CEU steps this year, and plan on continuing to use the skillsets program to further develop skills. I am looking forward to another year of working with the people in both Lewistown and the outlying rural schools.

TITLE I

Thom Peck

Lewistown Public Schools is a Schoolwide Title I District based on our Free/Reduced Lunch Numbers. 42% of all our students are on Free/Reduced, therefore, we qualify for Schoolwide Title I funding. LPS has been Schoolwide since 2010. This is a big deal because it provides additional funding because it is based on our entire enrollment and not just targeted students. The purpose of Title I is to provide funding for children who have poor grades, struggling to meet State Academic Standards, especially in Reading and Math. Title I provides funding for extra help or supplemental services, supplies and professional development opportunities for teachers to better reach these students. Therefore, as a Schoolwide Title I program, LPS is committed to providing an educational program for ALL students and funding is allocated across the whole school or district.

The major aspects of the required components of a schoolwide program that staff must focus on include:

- Schoolwide reform strategies based on scientific research that strengthen the core academic program, increase the amount and quality of learning, time and include strategies to address the needs of low achieving students.
- High quality, on-going professional development based on scientifically-based research for staff.
- Measures to include teachers in the decisions regarding the use of data from various state-wide assessments and other locally determined assessments to improve the achievement of individual students within the overall instructional program.
- Efforts to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided with effective assistance.

A required priority of Title I schools is improved parent communications and parent involvement. There are specific forms and meeting requirements, including options parents may use inside or outside the District, to meet the needs of their children. Additional information may also be found in the student handbooks, on our website, and in the hanging school calendars provided by First Bank of Montana and Allied Steel. Every school begins the school year with a parent meeting in conjunction Open Houses or Parent Orientation meetings. Procedures ensuring all students, K-12 and their parents, receive a copy to sign our Title I Compact. The Compact is a mutual agreement between the student, teacher and parent to fulfill their roles in insuring learning.

Recent Changes – To my knowledge, LPS went through a Title I, Title II and Title IX Audit as part of the Every Student Succeeds Act (ESSA) that was enacted in 2015 and again in 2020. ESSA requires much more documentation and reporting requirements rather than Adequate Yearly Progress, (AYP) scores. The penalties for limited AYP have been eliminated but ESSA emphasizes each school/district improvement plans and progress. The audit was very extensive and thorough, involving evaluating 58 different areas in these three Title programs. We had four areas that required corrective action that we needed to provide more parent communication (two different actions), Homeless Student identification, and a specific form that outlines our Test Accessibility Plan. We have made these corrective actions and will be implemented next year.

The Office of Public Instruction continues to use its Continuous School Improvement Plan (CSIP) for school reporting. The CSIP is very thorough and provides information for the Elementary District and the High School District, as well as, information on each school within the District. I have attached the Elementary and High School District CSIP for your review.

Professional Development – This is a big focus for any Title I program and we have stressed Standards Based Curriculum, Grading and Reporting across all areas this year and will continue for next 3 years. In addition, we are now an ALICE Organization Certified that trains staff on crisis situations and intruder strategies. Assessment and Instruction, especially with the drastic changes that COVID-19 created with distance learning/instruction, remain a huge focus for our Professional Development plans. We have had to work very hard with our teachers on best practices for virtual instruction. We learned that a common platform to use for communicating with students and parents is critical. Therefore, we have chosen Google Classroom Suite for the common platform. When it comes to teaching through videos and interacting with students – Screencastomatic will be the common platform. Professional Development is an ongoing process that strives to improve instruction in a constant curve.

Some other efforts that relate to our Title I program are:

- Credit Recovery – Beginning next year, Fergus High School will use Montana Digital Academy instead of Odyssey coursework for our Credit Recovery. This will provide a cost savings about \$8000 since Odyssey is free. Plus, we were having very little success with Odyssey and we feel Montana Digital Academy will provide better success.
- For the first year in LPS History, we offered a Summer Program that first targeted those Tier 3 or Tier 2 students that showed some learning loss during the school year. It was a parent decision to enroll their children in the Summer Program which ran from June 7th and ran for four weeks until July 1st, Monday through Wednesday from 8:30 a.m. – 11:30 a.m. and Thursdays were for local educational field trips. We eventually expanded the Summer Program to any student. We had 25 students at Garfield, 35 students at Highland Park and 12 students at Lewis & Clark. We did conduct Pre- and Post-Testing and I hope to have results for the July Board Meeting. The purpose of the Summer Program is to better prepare these students for the Fall of 2021-22 school year.
- We will continue our MTSS efforts and this is a program that staff, students and parents are very familiar with. The program is something that the educational community in Lewistown strongly believes in and has built a high level of trust. Finally, by continuing the MTSS program it is much easier to track students and to measure their progress.
- We will also continue our MAP assessments for now grades 2-10 for reading and grades 2 - Algebra II for math. We found that there is a strong correlation between our MAP scores and SBAC scores. In addition, MAP scores provide a great tool for progress monitoring or if we get a home school or transfer student, MAP gives us a good picture where that student measures up to their grade level. We will also continue Dibels testing in grades K-6 for Reading fluency and SuccessMaker Assessment for Grades 2-6 to progress monitor our students.

- LPS now is the sole “Leasee” of the Central Montana Education Center. Instead of just MSU-Northern occupying the building we now have the University of Providence, Job Service, the Work Force Coordinator, and beginning in the fall of 2021, Dawson Community College will also have space to deliver online courses and regular classes at the Education Center. This will provide more opportunities for Career Readiness Skills, Certification type programs and eventually, Apprenticeship and Internship Opportunities young adults in Central Montana, as well as, FHS Juniors and Seniors. Through Dawson Community College we have also added six more Dual Credit Classes to add to our 9 AP Classes. This coming fall we will also utilize two Grants the we received from OPI – Montana Opportunities Act and a Transformational Learning Grant to increase our School to Work Programs that we hope will lead to Apprenticeship or Internship Programs for our Junior and Senior students.

TRANSPORTATION

Rob Odermann

Annual School Report
Transportation Department 2020-2021

June 2, 2021

During the 2020-2021 school year we traveled **85,876** miles in yellow buses and **39,083** miles in our activity buses. This is a total of **124,959** student transport miles. These numbers are obviously less than an average year because of the reduced activities trips due to the Covid-19 pandemic.

We provided transportation for a total of **129** out-of-town activity trips during 2020-2021. These trips included sports activities, various club activities, and a variety of other field trips from all grade levels.

This past year, the Transportation Department processed a combined **86** vehicle/bus requests. These requests included in-town bus activity trips as well as request for use of school district vehicles for a variety of out-of-town travel requests. They were generated from the LPS Staff Intranet and utilizing this on-line request system has proven effective and minimized errors.

We are on schedule to purchase one new 84 passenger yellow route bus this upcoming school year. We are also on schedule to purchase another MCI activity coach and will be getting rid of Eagle 3 which is 22 years old and has 890,656 miles on it.

The Transportation Department continues to be responsible for the maintenance on thirteen yellow buses and five MCI activity buses, two driver education vehicles, seven maintenance vehicles, the 2 hot lunch vans, one transportation pickup and snowplow, three tech department vehicles and three fleet vehicles. We continued doing contracted maintenance on the Council on Aging buses and ten CMLRCC vehicles.

We hired five new drivers this year and have had four drivers leave the transportation department, two of which retired.

Our head mechanic, Gary Distad, retired this year as well and continues to battle with pancreatic cancer. We hired Brady Fiscus as his replacement and he has proven to be a very valuable hire.

Our group of drivers continues to focus on the mission statement of the transportation department, which is, **being dedicated to the safe transportation of students in a responsible and professional manner.**

The annual MAPT bus convention has been scheduled for June 23-25th where we will continue to receive more training. We already have a combined total of 630 training hours for our department which shows the dedication of our drivers to becoming safer and better bus drivers.

We had a safe and successful year in the Transportation Department and look forward to the 2021-2022 school year whatever that may look like in these uncertain times.

Respectfully,



Rob Odemann,
Transportation Director

ANNUAL SCHOOL REPORT TRANSPORTATION DEPARTMENT 2020-2021							
BUS NUMBER	YEAR	MODEL	STARTING MILEAGE	ENDING MILEAGE	TOTAL	ROUTE ASSIGNMENT	
1	2006	International IC RE	88,695	88,714	19	Spare-Traded	
1	2021	International IC RE	1,949	5,146	3,197	3	
2	2009	International IC RE	149,091	150,159	1,068	Spare	
3	2006	International IC RE	190,184	191,347	1,163	Spare-Traded	
3	2021	International IC RE	1,796	7,486	5,690	1	
4	2015	International Conv	70,198	80,807	10,609	7	
5	2017	International IC RE	40,624	52,989	12,365	4	
6	2013	International IC RE	110,355	118,595	8,240	Spare	
7	2016	International IC RE	30,858	37,729	6,871	5	
8	2020	International IC RE	5,221	14,589	9,368	6	
9	2014	International IC RE	54,150	59,722	5,572	8	
10	2019	International IC RE	18,326	31,943	13,617	2	
11	2012	International IC RE	70,682	74,354	3,672	11	
12	2009	International IC RE	149,172	150,159	987	Spare	
13	2010	International IC RE	79,240	82,678	3,438	Spare	
YELLOW BUS TOTAL					85,876		
						PREV. TOTAL ACCUMULATED COACH MILES	OVERALL ACCUMULATED COACH MILES
Eagle 1	2008	MCI J4500	418318	424475	6,157	403,524	424,475
Eagle 2	2014	MCI J4500	166927	183604	16,677	152,130	183,604
Eagle 3	1999	MCI 102DL3	179420	182265	2,845	884,310	887,155
Eagle 4	1996	MCI 102D3	47365	49958	2,593	1,208,653	1,211,246
New Eagle 5	2014	MCI J4500	217200	228011	10,811	213,581	228,011
ACTIVITY BUS TOTAL					39,083	2,862,198	2,901,281
TOTAL STUDENT TRANSPORT MILES					124,959		
SHOP TRUCK							
	2008	GMC 2500 HD	188204	191986	3782		
HOT LUNCH VAN							
	2001	Isuzu	125654	125808	154		
	2011	Isuzu	28754	32253	3499		