

Lewistown Public Schools



2019-2020 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	Scott Dubbs
Fergus High School	Tim Majerus
Activities – Fergus High School	Jeff Friesen
Activities – Lewistown Junior High	Scott Dubbs
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 2019-2020

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, Kaity Ireland, Emily Louis, Emily Burk, Pam Roberts, Jack Baldwin, Nycole LaRowe, Leah Strouf, Audrey Boling, and myself. Miss Burk and Miss Ireland 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.

Curriculum

This year was a good year for our kindergarten and 1st grade teams. Our teams worked with the ACE consortium and really dove into learning more about standards based curriculum. We had 4 kindergarten teachers and 2 first grade teacher attend a summer work shop that gave us some great back ground on standards based curriculum. This was incredibly helpful as our English/Language Arts team meet with the ACE trainers to work on moving our district toward a K-12 standards based curriculum. This was a real learning opportunity for all teachers involved in the training. It did push some staff out of their comfort zone in terms of curriculum but provide great background and a road map for us to improve our overall instruction. As we move forward this curriculum work will really help us in selecting materials that match up to our state standards. This upcoming year we will be using this knowledge to look at new English/Language Arts materials for the district.

Interventions

This year we changed how we implemented school wide interventions. 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 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. 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 we hope over time will begin to show in our future reading scores. Overall we had 70+ student 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 inaugural 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 11 boy enrolled in the class, which was a lot of fun to watch.

Mrs. Chauvet was a great match for this classroom. Her teaching experience shined as she adjusted and created things as need throughout the school year to match the needs of the students. While much of the social/emotional data is more anecdotal in nature the growth shown by the boys was quite noticeable. Those on the move teachable moment allowed Mrs. Chauvet 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 really help the boy understand why these social interactions are so important.

Distance Learning/School Closure

This was a school year like no other!! We have learned a lot and will be prepared to provide even better instruction if another school closure is in our future. Our kindergarten and 1st grade teams distributed student work packets in two to three week chunks. Our first lesson learned is make sure we are consistent with this distribution. Teacher focused on review concepts for the most part with limited introduction of new materials. Seconded lesson learned, we need to work on developing a delivery model that would work for Kindergarten and 1st grade students. Our student are very teacher dependent for learning, our delivery model cannot be burdensome to parents as well. We will look to explore tools, such as, Screen-Cast-Omatic as a potential deliver mode. This tool allows teachers to video themselves teaching new content and model activities for students. Tying that instruction to a weekly virtual class meeting may be a possible solution. Collecting and grading work was done every two weeks which for the most part worked. Lesson number three, set clear expectations for work and grading when the first assignments go out. This will eliminate all confusion for students, parents and staff. Finally, staff, student and parent mental health. This is a huge, overwhelming topic but one that needs to be addressed and shared with everyone involved. Distance learning and the school closure took its toll on everyone. We need to be able to give people opportunities learn, grow, and have high expectations for that but we need to also give them grace when things are difficult. As we move forward our challenge is to improve upon what we know and have learned so all of this gets better for our staff, parents and especially our student!!

Fastbridge Benchmark Assessments

We used Reading and Math Benchmark assessment to identify High Risk, Some Risk and Low Risk students in Early Reading concepts and Early Math concepts. Below are a list of the benchmark assessments, all of the scores are from our winter benchmark assessment. It was unfortunate we did not have the opportunity to complete our spring benchmark assessments, we were expecting to see good growth this year.

Kindergarten Early Reading Benchmarks

	High Risk	Some Risk	Low Risk
Letter Sounds	13% - 12 students	44% - 41 students	43% - 40 students
Nonsense Word Fluency	16% - 15 students	19% - 18 students	65% - 60 students
Word Segmenting	5% - 5 students	22% - 20 students	73% - 63 students

First Grade Early Reading Benchmarks

	High Risk	Some Risk	Low Risk
CBM – Reading Fluency	11% - 10 students	35% - 32 students	54% - 49 students
Nonsense Word Fluency	10% - 9 students	41% - 37 students	49% - 45 students
Sight Words	20% - 18 students	31% - 28 students	49% - 45 students
Word Segmenting	18% - 16 students	23% - 21 students	59% - 54 students

As we look at these scores, there are a few things that stick out as opportunities. In kindergarten, it seems strange that we have 73% of our student can segment a word, which is breaking the word down by each sound but when it comes to letter sounds over half of our students struggle with this concept. In comparing last year's score to this year we are showing slight improvement in our reading fluency. All of the other scores seemed to improve slightly over last year as well but we still have a long way to go.

Kindergarten Early Math Benchmarks

	High Risk	Some Risk	Low Risk
Decomposing	3% - 3 students	10% - 9 students	89% - 81 students
Number Sequence	3% - 3 students	15% - 14 students	82% - 76 students
Numerical Identification	12% - 11 students	42% - 39 students	46% - 43 students

First Grade Early Math Benchmarks

	High Risk	Some Risk	Low Risk
Decomposing	4% - 4 students	34% - 31 students	62% - 56 students
Number Sequence	3% - 3 students	10% - 11 students	85% - 77 students
Place Value	31% - 28 students	53% - 48 students	16% - 15 students

Students must have a solid foundation in number sense as they begin to work on more complex concepts. The decomposing assessment requires students to mentally identify a missing quantity, students are not allowed to touch or manipulate the items shown to them which is very difficult at this age. Place value is another concept that needs to be addressed, which relates to having a solid number sense foundation.

Goal Area 2: Facilities

Utilizing our facility to the best of our ability is never a challenge because we use every nook and cranny we can. We have updated our sensory rooms during this school year to make them more functional and safer. We have added some extra sound proofing in the form of soft padding along the walls. During our school closure, we have had the opportunity to do a lot of painting around Garfield. Our bathrooms were painted and Mrs. Bateman was kind enough to paint some character on the walls reminding kids to wash their hand, flush toilets and throw out their trash. We also painted all of the kindergarten bathrooms, our office and several doors around the building to give it a very fresh look.

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

As always the teachers have done a great job encouraging parent to volunteer in our classrooms. On any given day you could find parents or grandparents in our classrooms helping students.

This is the third year we began our year with “meet and greets” spending the first two 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 Thursday, from 12pm to 6pm 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.

We have also tried to engage families and our community with quality 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. We also had the Missoula Children’s Theatre in Lewistown again this year. This year’s production of King Arthur’s Quest was great!! We have almost 60 kids participating and look forward to another great production next year.

We also held our annual CAT/griz food drive. This is always a great way to help our out community by gathering donations for the Community Cupboard. This year we collected 444 pounds of food!!

We also were able to work with the Fergus County DES department to get Garfield connected with the Emergency Alerting and Notification System. This is a program that assists us in getting emergency notifications out to our parents and community. This is managed by Fergus DES and does not cost a penny. It is a great tool that helps us all out.

Goal Area 4: Technology

Technology is always a challenge with kindergarten and 1st grade students. This year was a big eye opener for all of our staff regarding technology. While during the majority of the year we use our tech tool in the classroom in what we considered a normal manner, March came along and turned our technology world inside out. I do have to say our students, parents and teachers did an amazing job during our school closure. This highlighted the need for a couple of things to happen in the future. First and foremost finding a common platform for all of our schools to use in a distance learning environment, which I think has been resolved and the district will be using Google Classroom. It also highlighted our need for a common teacher/parent communication app for at least our K-4 grade students. Finally, it identified some places where staff development is definitely needed. At Garfield, we will be focusing some of our staff development time on Google Classroom and Screen-Cast, which is a tool that allows teachers to video themselves instructing so it can be shared with students.

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. In this upcoming year teachers will be paired with one another to do peer observations. 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. There has been some great teacher leaders step up this year, Emily Burk, Kaity Ireland, Sara Pearson and Amanda Bateman have really contributed to moving our school forward as a whole. Megan Hick's has also stepped up to take on a student teacher in the fall which will be a great growth opportunity for her.

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 to see all of the wonderful things our teachers are doing. This year I evaluated 6 non-tenure teachers and 4 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.

**HIGHLAND
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2019-2020 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 2019-2020 school year. It also shows a continuum of enrollment numbers for prior years of Highland Park when we switched it to 2nd-4th grade and when Garfield Elementary was Kindergarten, 3rd & 4th.

Highland Park/Garfield Elementary	2019-20 HP	2018-19 HP	2017-18 HP	2016-17 *HP Move*	2015-16 GF	2014-15 GF	2013-14 GF	2012-13 GF
Kindergarten	NA	NA	NA	NA	115	97	102	93
2 nd Grade	104	103	98	91	N/A	N/A	N/A	N/A
3 rd Grade	99	94	98	97	84	96	82	80
4 th Grade	100	94	99	92	97	77	77	109
Total	303	291	295	280	296	270	261	282
Change (+ / -)	+12	-4	+15	N/A due to move	+26	+9	-21	-1

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Attendance:

Highland Park's average daily attendance for the 2019-2020 school year was **95.56%**. This is a **.76% INCREASE** from last years' attendance rate of 94.80%. This is our highest average daily attendance in my six years here as an administrator in Lewistown.

Highland Park/Garfield Elementary	2019-20 HP	2018-19 HP	2017-18 HP	2016-17 *HP Move*	2015-16 GF
Student Count	303	291	295	280	248
Membership Days	51,226	50,515	49,972	47,433	42,591
Absent Days	2,272	2,627	2,528	2,358.51	2,227.62
Average Daily Membership (ADM)	291.06	282.19	279.18	264.99	237.94
Average Daily Attendance (ADA)	278.05	267.48	264.95	251.75	225.49
Attendance Rate (%)	95.56%	94.80%	94.94%	95.03%	94.77%
Change (+ or -)	+.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 2 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)

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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 MAP Reading 2-5 Common Core 2010 V2

3rd MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2019-2020 Winter score due to Covid-19 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

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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 MAP Reading 2-5 Common Core 2010 V2

4th MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
**2019-2020 Winter score due to Covid-19 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

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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 MAP Math 2-5 Common Core 2010 V2

3rd MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
**2019-2020 Winter score due to Covid-19 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 MAP Math 2-5 Common Core 2010 V2

4th MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
**2019-2020 Winter score due to Covid-19 Closures **	56% 55 students	31% 30 students	13% 13 students	206.5
2018-2019	52%	32%	16%	209

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	47 students	29 students	14 students	
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.

Overall MAP Student Achievement Summary:

By looking at all of our student achievement data for WINTER of 2019-2020 compared to other years in the SPRING; overall we were on the verge of showing a good increase in our spring scores for both math and reading. For next year, we are making math our major focus again. We started SuccessMaker as a computer adaptive personalized learning tool the 2nd semester. We were starting to see growth right before the Covid-19 closures. We will continue to keep math in the morning block for 3rd and 4th grade and keep math in the morning for 2nd grade as well. We are keeping an extra Title group for 2nd grade math that will have 2 adults with a max of 12 students. For reading next year, we are changing up our Rtl structure to help be proactive with a probable "Covid Slide". All Tier 1 AND Tier 2 students will receive Core instruction with their homeroom teacher. During non-reading block times in the afternoon, Tier 2 students will receive intense data driven specific phonics interventions in 15 minute time slots for 4 weeks. They will be given a pre/post test and if they pass the post test they will move on to the next needed phonics intervention.

FastBridge

FastBridge **CBMR** tests were used to 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 for the last couple of years.

2nd Grade FastBridge CBMR (Curriculum Based Measurement for Reading)

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Curriculum Based Measurement for Reading (CBMR) is an evidence-based Oral Reading Fluency assessment used to screen and monitor student progress across the primary grades (1st to 6th). It is a simple and efficient procedure. A teacher listens and evaluates student performance while they read aloud from grade level passages for 1 minute. They record any errors—words that are mispronounced, substituted, omitted, or read out of sequence that the student does not self-correct within 3 seconds.

2nd Grade FastBridge CBMR (Curriculum Based Measurement for Reading)

2nd Grade CBMR	Benchmark	Strategic	Intensive
2019-2020 FastBridge CBMR Winter	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

CBMR benchmark goal for 2nd grade is established at **106** or more words per minute on oral reading fluency by the end of the school year. AIMSweb RCBM benchmark was **92**.

3rd Grade FastBridge CBMR (Curriculum Based Measurement for Reading)

3rd Grade CBMR	Benchmark	Strategic	Intensive
2019-2020 FastBridge CBMR Winter	70%	16%	14%
2018-2019 FastBridge CBMR	72% 65 students	7% 6 students	22% 20 students

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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

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

4th Grade FastBridge CBMR (Curriculum Based Measurement for Reading)

4th Grade CBMR	Benchmark	Strategic	Intensive
2019-2020 FastBridge CBMR Winter	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

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

MT 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

3 rd Grade MATH	Advanced	Proficient	Nearing Proficient	Novice
2019-2020 **None Covid-19**	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%

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.

3 rd Grade ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2019-2020 **None Covid-19**	N/A	N/A	N/A	N/A
2018-2019	20%	28%	32%	19%
2017-2018	14%	38%	33%	15%

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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 Math	31%	62%	7%	0%

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.

4th Grade SBAC Percentages

4th Grade MATH	Advanced	Proficient	Nearing Proficient	Novice
2019-2020 **None Covid-19**	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
2019-2020 **None Covid-19**	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%

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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 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, FastBridge/AIMSweb, 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 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-19**	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

“Watch Us SOAR!”

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
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 2028 FastBridge CBMR & AIMSweb RCBM Fluency Longitudinal Data

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-19**	62%	6%	31%

Class of 2027 FastBridge CBMR & AIMSweb RCBM Fluency Longitudinal Data

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

“Watch Us SOAR!”

2018-2019 4th Grade *FAST	60% 52 students	11% 10 students	29% 25 students
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Class of 2026 FastBridge CBMR & AIMSweb RCBM Fluency Longitudinal Data

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

Class of 2025 AIMSweb RCBM Fluency Longitudinal Data

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

Class of 2028 SBAC Longitudinal Data

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

Class of 2027 SBAC Longitudinal Data

Class of 2027 (4th)	Benchmark	Strategic	Intensive		Benchmark	Strategic	Intensive
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“Watch Us SOAR!”

SBAC Longitudinal	ELA/Literacy	ELA/Literacy	ELA/Literacy		Math	Math	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, 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 mainly with Safety/Security and lack of space issues. By moving the entrance of Highland Park and moving 4th grade to Lewis & Clark school; I feel we have a good start in addressing the Safety/Security and lack of space issues. By passing the Building Reserve Levy in 16-17 and gaining funding for the next 10 years, it shows we have secured community support and some of the funding necessary to work on our comprehensive plan.

“Watch Us SOAR!”

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 2019-2020 school year we started our first year of Parent Meet & Greets for 2nd and 3rd grade before school started. 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 and 3rd grade teachers felt this was great way to start the year so we will be continuing these Parent Meet & Greets. We also held separate parent meetings for our Showdown Ski Trip, 4th Grade Science Fair, and Science Fair Family Work Nights.

3rd and 4th Grade Ski Days

With the help of our PTO and working with Showdown Ski Area, we took our 3rd and 4th grade students skiing three times each this year. Each grade level had some very exciting days at Showdown. By the time we had finished all of our days of skiing almost every student was 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. Mrs. Grensten put on a variety of music programs prior to the school closures. She had a 4th grade recorder concert and our annual all school Winter Program. The programs were energetic and engaging for all involved. The FCPA was packed with families for each grade level's program.

Highland Park Talent Show

Mrs. Grensten also coordinated our talent show this year. Even during the school closure, we offered a chance for the show to go on and had students submit videos of their talent and Mrs. Grensten put the videos together to still show that HP has talent!

Central Montana Youth Mentor Program

We had at least 20 students who had a high school mentor. They came over and had lunch with their mentees numerous times and helped 4th graders with their science fair projects.

Missoula Children's Theatre

The Missoula Children's Theatre returned to Lewistown this fall with the help of our PTO. There were 60 plus students cast in the production, which was amazing to see. This continues to be a great event for kids in the Lewistown schools.

Fundraising Efforts

Our PTO fundraising efforts (Great American) were successful again. It is always great to see the families come together during these events. HP held multiple fundraisers for students who had major medical problems or different causes. HP raised hundreds of dollars for each of these. Our elementary schools also had a competition to fundraise for the Special Olympics Polar Plunge. HP fundraised more than the other schools.

I Love to Read Month

"Watch Us SOAR!"

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. Our PTO also was involved during “I Love to Read” month. We shattered our goal of 2020 AR points and had grade level Human Soccer as a reward

Talking Zoo

Our 3rd grade classes continued their annual Talking Zoo in November. Each 3rd grade student researched an animal and learned 5 facts. For the Talking Zoo, each student dressed as their animal and then recited their 5 facts when a visitor would walk up to them in the gym. Everyone had a great time learning about each animal and our gym was packed with parents and community members.

Science Fair

Our 4th grade classes continued with their annual Science Fair, an event that happens each spring. The students’ projects were outstanding. 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. This 2019-2020 school year was the first time we took students to the State Science Fair in Great Falls. We took 10 students and they did an amazing job. We will be moving our HP Science Fair up this year to help more students have the opportunity to present at the State Science Fair in Great Falls next year!

Highland Park Picnic

Unfortunately, we were unable to do this due to the Covid-19 school closure.

Field Trips

Unfortunately, we were unable to do this due to the Covid-19 school closure.

Monthly Communication to Parents

Highland Park Refrigerator Reminder

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

“Watch Us SOAR!”



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 380 followers. Like us on Facebook at <https://www.facebook.com/highlandparkschool/> or @highlandparkschool.

"Watch Us SOAR!"

Goal Area 4: Technology

Strategic Objectives 1-5

Technology Upgrades

Over the 2019-2020 school year Highland Park received numerous technology upgrades. Technology installed new wireless routers to help connectivity throughout the school. We are also made a big budgetary commitment to go from 1 computer cart per grade level (each teacher would get computers only one day per week) to 2 computer carts per grade level (each teacher will get the computer cart two days per week). The start of the 2020-2021 school year will give students twice the amount of time accessing computers.

Technology in the Classroom

Technology Plan

In conjunction with the Technology staff, mainly Scott Baldwin, we continue with year two the Technology Plan for Lewistown Public Schools. Our main goal is to try to become a 1-to-1 ratio of students to Chromebooks within the next few years.

Classroom Parent Engagement Apps.

We have many teachers using various apps. to increase parent involvement. The two apps. used are 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 will be working with teachers to come up with only one app used for all parents K-6 to help with a common parent app. platform

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 eight tenured teacher evaluations (they get evaluated once every other year) and two non-tenured evaluations (twice a year until tenured). Nine teachers where not on the evaluation rotation this year, meaning they had to complete 3 Peer Observations throughout the year.

Professional Development

Teacher Tank

This year, we continued to lessen the amount of staff meetings to one per month in order to allow for a once-a-month full staff Professional Learning Community (PLC) called "Teacher Tank." In these monthly staff PLC's, we had teachers introduce, highlight and teach topics to the rest of the staff that significantly helped their teaching/classroom. Examples of topics introduced/taught were: schooltoolstv.com, Bal-A-Vis-X, Teacher Parent Apps., Daily 5, and Flexible Seating.

Social Emotional Learning (SEL)

"Watch Us SOAR!"

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. Each teacher was required to show the daily video and have a discussion about the topic with their class. 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.

Visual Phonics

Our K-4 staff attended a full-day Visual Phonics training prior to the beginning of the 2018-2019 school year. In conjunction with this, our staff implemented phonics each day in the classroom for 2nd and 3rd grade. We saw improvement in phonics this year.

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 have been reviewing, revising and adding to our pacing guides at each grade level for ELA and Math. This is starting the ground work 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.

MTSS Training

The Highland Park staff had many opportunities to receive more training on MTSS practices through the Project REAL 2.0 grant. These opportunities included 1 face-to-face meeting, 1 district MTSS Meeting, and the opportunity to attend the MBI Conference in Bozeman over the summer.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objectives 1-4

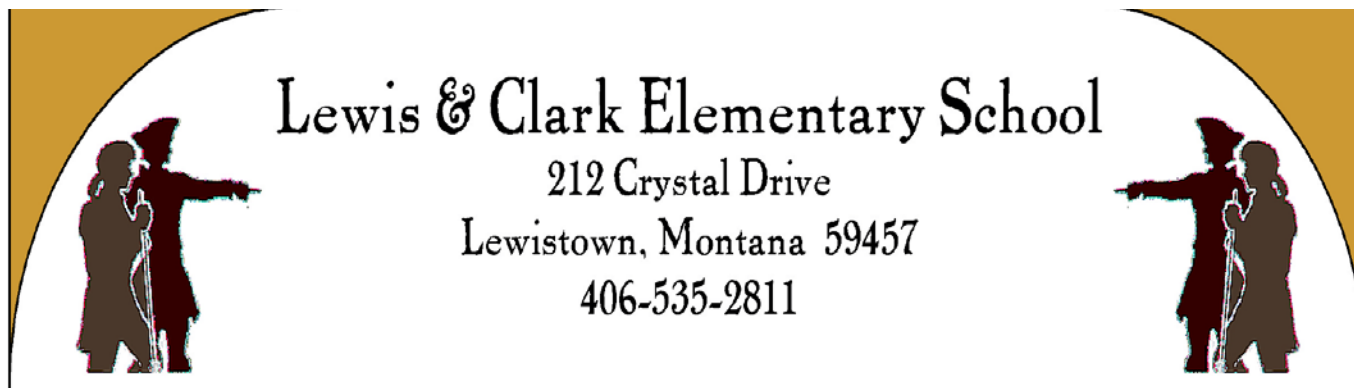
Our Administrative Team worked with our business manager, Rebekah Rhoades, most of the year on balancing our budget for the 2020-2021 school year. The budget was looking grim so we decided to run an elementary school levy and a high school levy. Both levies passed showing community support for our Lewistown Public Schools. Passing these levies, helped us balance the budget with only minimal cuts.

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

“Watch Us SOAR!”

**LEWIS & CLARK
ELEMENTARY
SCHOOL**

Danny Wirtzberger



Danny Wirtzberger, Principal
2019-2020 Annual Report

Motto: *"Achieve, Believe and 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 94.83% of the days. The attendance rate equates to an average of 9 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. In addition our MTSS (Multi –Tiered System of Support) Team has had training this year on CICO (Check In, Check Out) as an intervention for building relationships with at risk students and providing support for students needing help with attendance, academic, and behavioral concerns. 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 10 students. Next year we look forward to another large 5th grade with 98 students coming from Highland Park’s 4th grade. We had a minimal number of students moving in or out during the school year.

	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	91	90	94	105	76	81	98	84	98	96	92
6th Grade	94	85	106	79	86	96	81	94	99	91	90
Total	185	175	200	184	168	177	179	178	197	187	182
Change(+ or -)	+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. Each year our Lewis & Clark team has attended three OPI Rtl face-to-face workshops and 6 webinar sessions for MTSS (Multi-Tiered System of Support). Our MTSS OPI Facilitator was Michelle Trafton. We met with Michelle administratively and with the K-6 team twice during the school year.

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 FastBridge math probes, FastBridge 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, Accepting, and Responsible).

Many thanks to the MTSS Lewis and Clark team consisting of Cindy Gremaux, Brad Breidenbach, Lynn Lensing, Matt Gruener, Jeff Russell, Marcie Kuhlmann, 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 that is run by our Service Council. 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. In 2018-2019, 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. Sixteen students were involved each quarter and they met every other week with the principal. The 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, selling lollipops 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 5-20 students.

Many thanks to the Lewis and Clark MTSS team consisting of Cindy Gremaux, Brad Breidenbach, Lynn Lensing, Matt Gruener, Jeff Russell, Marcie Kuhlmann, Ashley Jenness, Norine McKinney, Gretchen Conrad, Jacque Sherman, and Danny Wirtzberger.

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 50 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 16 students for perfect attendance and eighteen students for outstanding attendance this school year.

FastBridge Oral Reading Fluency (CBM)

FastBridge was used to identify intensive, strategic and benchmark students in oral reading fluency. Previously, the district used AIMSweb to monitor progress. Percentages for every year before 2017-2018 are from AIMS, which is a different test. The chart below gives you a look at how our students were doing before the closure.

	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%
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%

Benchmark Goals:

- The benchmark goal for fifth grade is 163 words per minute.
- The benchmark goal for sixth grade is 171 words per minute

FastBridge Math Computation and Concepts & Applications

FastBridge 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 our our previous five years with AIMSWeb. The last chart give you a look at this year's FastBridge comparison. In the years to come you will be able to compare our progress with our new system, FastBridge:

	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%

MAP Testing

Measure of Adequate Progress (MAP) testing was continued for all students in both 5th and 6th grade. MAP was given twice this year in Reading, math, and language usage. 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 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.

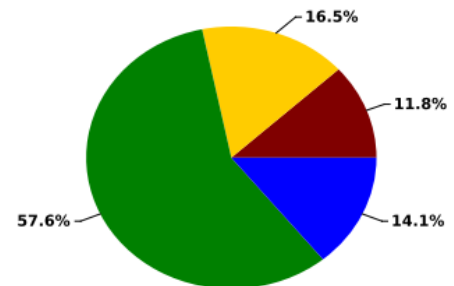
2018-2019

Mathematics

Projected to: **Montana Assessment System** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/montana-linking-study/>

Grade	Student Count	Novice		Nearing Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	85	9	10.6%	15	17.6%	49	57.6%	12	14.1%
6	85	11	12.9%	13	15.3%	49	57.6%	12	14.1%
Total	170	20	11.8%	28	16.5%	98	57.6%	24	14.1%

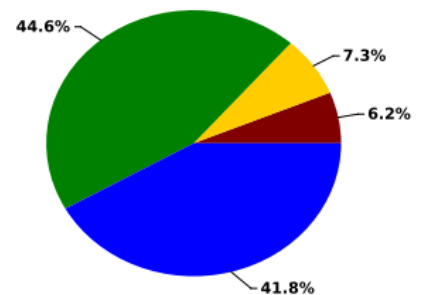


Reading

Projected to: **Montana Assessment System** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/montana-linking-study/>

Grade	Student Count	Novice		Nearing Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	88	3	3.4%	7	8.0%	39	44.3%	39	44.3%
6	89	8	9.0%	6	6.7%	40	44.9%	35	39.3%
Total	177	11	6.2%	13	7.3%	79	44.6%	74	41.8%



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. 6th grade students participated in choir three times a week at Lewis and Clark. Our one formal concert was well attended and students worked hard demonstrating growth throughout the year. Lewis & Clark welcomed Mrs. Rachael Grensten this 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. Daniels 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 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 5 to 20 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 68 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, selling lollipops for service projects, and serving as positive role models.

Geography Bee

In January we held our annual Geography Bee. There were 16 participants, two classroom winners from each class. The Bee was held at the Fergus Center for the Performing Arts and the students were asked a variety of geography questions. Our Geography Bee Champion this year also took a state test and qualified for the State Geography Bee.

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. I am happy to report that both our 5th grade student won the state championship for handwriting!

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 Mrs. Buehler 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, "I Spy...A Good Book!" 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.

Montana SHAKES!

The Shakespeare in the Parks program has visited L&C School for six years. Each year they put on a 40 minute production based on a Shakespeare play. This year it was based on love. The cast then puts on workshops in the afternoon for all students in each grade level. The students learn about Shakespeare vocabulary, acting, props, and characters. This program has been very successful in our school and it is a great introduction to Shakespeare, acting, and literature. Students also have the opportunity to be in the Missoula Children's Theater each year. Students can try out for a part, practice at the high school for a week, and put on a Saturday performance for family and community! It is a great show! We are thankful to PTO for sponsoring both of these events!

World Tour

The 6th grade students and teachers put on a "World Tour" for the tenth year in a row. The students created a presentation on a country including a flag, poster with facts, 3D model, and a brochure. This year we did our World Tour virtually which was a huge success during the school closure. Students did a fantastic job of educating others about their country and learned an immense amount about their location and all other countries represented.

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 10th Annual Talent Show this year. Students performed in several different types of acts such as singing, dance, jump rope, playing guitar, playing piano, jumping on the trampoline, song parodies, and several skits. We had a wonderful display of talent! The talent show this year was displayed virtually, which gave many different opportunities for all Lewis & Clark students.

Parental Involvement:

The K-8 Parent Teacher Organization (PTO) and their many volunteers continued to provide impressive support at Lewis and Clark this year. They provided parents to help organize our school pictures, organized and ran our fall fundraiser, volunteered during our Book Fair, and helped during our oral reading fluency testing. PTO provided treats for our Schoolwide SOAR rewards, and helped in our After School Learning Center. In addition, they funded field trips. In addition, they sponsored the Montana SHAKES (Shakespeare in the Parks Program) for 5th and 6th grade at Lewis & Clark. PTO hosted Family Movie Night at our school for students and parents.

Furthermore, through the great amount of effort and dedication to our schools, the PTO has fundraised to allow teachers to request supplies for their classroom and for their grade level. 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 and Open House the day before school starts, 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 RtI, 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**

Scott Dubbs



LEWISTOWN JUNIOR HIGH SCHOOL

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ANNUAL REPORT 2019-2020

SUBMITTED BY:
SCOTT A. DUBBS, PRINCIPAL

This school year in many respects was outstanding, but for clear reasons it finished as one of our most challenging ones. Lewistown Junior High was rolling along having an excellent year focused on finding and maintaining academic successes in and out of the classroom. We were also focused on our MTSS goals and processes and felt we set see many positives in our assessments this spring. The loss of one of our freshman at the beginning of October was a major loss to students and staff but reminded us of how important student and teacher relationships are in our work. Addressing student needs and building student and teacher relationships became a part of almost all of our work.

However, on March 12th everything changed. The declaration of a state of emergency and Executive Orders 2-2020 and 3-2020 mandating the Stay at Home Directive shifted all most all of our focus into distance learning and what that meant for home learners, for our curriculum and for our expectations.

We still kept the realities of student growth and transition in our work but we were hard pressed to address attendance, as we should have, as well, our focus to promote positive student attitudes and behaviors was very difficult long distance. In the first three quarters our morning advisory and homeroom was a positive start to the day for students and staff. That 25-minute period enabled students to get a few homework needs taken care of, but provided opportunities for addressing school climate and student performance. The multiple focuses of advisory included:

- Teacher/student conferences.
- Whole class discussions on specific school climate and personal goals topics.
- Time for students to take surveys, finish homework and connect with the student portal for assignment and grade updates.
- Grade level meetings for planning and discussion of student performance.
- Math and English intervention time for our Tier 2 and 3 student support outside of the classroom.
- Assembly time to recognize academic, activity and attendance awards.

As in the previous year, this Annual Report is organized to reflect the goals of the district as seen through the eyes of the Junior High staff.

DISTRICT GOAL AREA 1: MEASURABLE STUDENT ACHIEVEMENT

Overall achievement comes from more than just the results of criterion referenced testing. Achievement can be measured through:

- Students' ability and desire to attend school on a regular basis
- Daily classroom performance

- NWEA/MAP testing results in the Fall, Winter, and Spring
- Criterion Reference Testing through MontCAS and SBAC testing
- Behavior incidents, both positive and negative
- Intervention effectiveness

1. Daily Attendance –LJHS continues to emphasize to parents and students the importance of regular attendance. The majority of student attendance continues to be very positive; however, the number of students with chronic absenteeism continues to be a national issue. We use an approach modified from the organization Attendance Matters. Our goals for the year were to:
 - a. Provide incentives to reward and encourage good attendance
 - b. Provide tools to assist parents in getting their child to school
 - c. Provide tools to assist students in getting to school

To promote daily attendance we recognized students at the end of each quarter for the first three quarters to perfect and outstanding attendance. Obviously, 4th quarter attendances taken from virtual class video sessions or meetings was not addressed in a meaningful way with Infinite Campus. We did consider using a COVID grading task that was promoted by Campus, but chose left it out to prevent confusion when compared to our regular grading tasks and groups

We still believe efforts to positively address attendance is proven to be more productive than any plan based on punishment and missing assignments alone and our statistics are very good when it comes to attendance.

The chart below shows the excellence of our overall enrollment and attendance figures for this school year.

	Oct 1 Enrollment	Feb 1 Enrollment	May 30 Enrollment	Overall % Attendance
7th Grade	80	82	80	94.95%
8th Grade	107	105	106	95.18%
Totals	187	187	186	95.08%

	Student Attendance Percentages (by Level)				
	0% to 80%	80% to 85%	85% to 90%	90% to 95%	Above 95%
7th Grade	2.4%	1.2%	6.0%	27.7%	62.7%
8th Grade	3.6%	0.9%	6.3%	29.7%	60.4%
Totals	3.1%	1.0%	6.1%	28.6%	60.7%

2. Classroom Performance

One of the most effective tools for assessing student progress is through continuous monitoring of daily instruction. Formative assessments on a regular basis provide much data for teachers to use to monitor student progress. Likewise regular classroom assignments give students additional time to apply the learned material, and augments what teachers need to assess their instruction and adapt their lessons.

Almost all students strive to make good grades and according to a recent parent survey, most parents reward their children for having good grades but sometimes getting the work done for those grades can be difficult for middle school students. At LJHS, we stress the importance of organization and the need to complete assignments in a timely manner. Students are required to purchase an accordion folder and use a school provided planning book that fits inside the folder.

For many students the use of individual study hall periods is an important time to complete their work as well as attendance in our After School Learning Center. Teachers utilize the Missing Assignment indicator Infinite Campus helps provide student feedback on work completion. Students who have 5 or more missing assignments are targeted for extra support using their lunch period, the After School Learning Center, Saturday School sessions, as well as extra time during field days or student activity periods. These incentives, along with in staff support within the schools has helped many students make what can be a difficult transition in to a secondary school expectation of students being responsible for their own learning by getting assignments completed.

Honor Roll – Making the honor roll is a strong motivator for our students and a majority of our students are on the honor roll. McDonald's is a great partner in helping us honor our students within the school and the community as they sponsor the LJHS Honor Roll each quarter in the Lewistown NewsArgus.

This recognition rewards students for the hard work it takes to receive excellent grades. At the end of each quarter, we post the names of students who have met one of the four levels of the Lewistown Junior High School Honor Roll. Here is the data from our honor roll.

Overall Honor Roll Data

A Honor Roll	Quarter Totals			
	One	Two	Three	Four
7th Grade	12	8	7	11
8th Grade	33	25	19	24

A- Honor Roll	Quarter Totals			
	One	Two	Three	Four
7th Grade	20	16	15	22
8th Grade	22	24	26	27

B+ Honor Roll	Quarter Totals			
	One	Two	Three	Four
7th Grade	14	9	15	12
8th Grade	22	26	15	13

B Honor Roll	Quarter Totals			
	One	Two	Three	Four
7th Grade	12	9	15	5
8th Grade	20	13	12	8

Total Students Honored

	Quarter Totals			
	One	Two	Three	Four
7th Grade	58	42	52	50
8th Grade	97	88	72	72
Totals	155	130	124	122

	Quarter Percentages			
	One	Two	Three	Four
7th Grade	73.4%	51.2%	64.2%	62.5%
8th Grade	90.7%	83.8%	67.9%	67.9%
Totals	85.6%	71.0%	69.7%	68.9%

Academic Awards - At the end of the school year, LJHS recognizes students with a plaque or trophy who have maintained a grade point average of 3.667 or higher throughout the school year. The following table indicates the number of students who meet the minimum requirement of a 3.667 GPA:

First Year Recipients

7th Grade – 22 students

8th Grade – 8 students

Second Year Recipients

8th Grade – 36 students

Renaissance Program – The Renaissance Program has been used for many years at both the junior high and high school for additional support and recognition of the importance of achievement and the meeting of high academic standards. As in the past, this program recognizes students who maintain high grades, and/or make significant improvements in their grades with extra privileges and rewards from many local partners and businesses. There are three different levels of Renaissance awards.

Gold Card	Students with a 4.0 GPA or increased GPA by 1.0
Blue Card	Students with a GPA between a 3.50 and 3.99 or a GPA increase of 0.75
Silver Card	Students with a GPA between 3.49 and 3.00 or a GPA increase of 0.50

3. Student Assessment – District and State

The Lewistown Public Schools has a tradition of utilizing curriculum assessments to support individual teaching and learning in the classroom. We know that students learn better, when teachers have a clear picture of what a student knows and can do. Over the years, many of our assessments were difficult to write effectively and data to monitor classroom progress was difficult to obtain. The Northwest Evaluation Association's (NWEA) Measure of Academic Progress (MAP) fills that role today for the school district by providing a precise way for the teachers and administrators to measure an individual student's academic level and growth. This reality is even more important with our current COVID environment, but there was no ability to MAP test remotely. That will not be true next year, as the Northwest Evaluation Association has developed the ability to test students that are at home.

In a similar fashion, the state also expects schools to participate in statewide testing to monitor the progress of schools. Even though we know these tests they are far less effective in helping staff monitor individual student progress, they do have a place in supporting schools on a statewide bases. There are many statewide testing programs. Ones for English language learners, another for students with learning disabilities and the more familiar Smarter Balanced Assessment (SBAC) for all students in testing science, mathematics and English, Language Arts and Literacy.

NWEA's Measure of Academic Progress – Winter Data

MAP assessment data is the gold standard when it comes to reliable and verifiable assessment information for Junior High students. Data from these assessments provide information to important making classroom and school decisions to keep student academic growth our top priority. Due to distance learning, there is no data for this spring, but when we look at our winter data, we see significant growth in our scores. For example, when we look at our 8th grade students in comparison to their group percentages from last spring MAP score percentages increased 6% in math and 3% in reading without the benefit of normal spring growth. It is too bad we were unable to see what their true growth would have been. Following is the group percentages of MAP assessment data from this past winter.

7th Grade

Growth: Math 6+ CCSS 2010 V2 / Common Core State Standards Mathematics: 2010									
Mean RIT									230.6
Norm Grade Level Mean RIT									228.6
Students At or Above Norm Grade Level Mean RIT									57
Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
11	14%	11	14%	20	25%	21	27%	16	20%

Growth: Reading 6+ CCSS 2010 V3 / Common Core State Standards English Language Arts/Literacy: 2010									
Mean RIT									222.1
Norm Grade Level Mean RIT									218.2
Students At or Above Norm Grade Level Mean RIT									68
Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
9	11%	14	17%	12	15%	27	33%	19	23%

Growth: Language 2-12 CCSS 2010 V2 / Common Core State Standards English Language Arts/Literacy: 2010									
Mean RIT									219.7
Norm Grade Level Mean RIT									217.6
Students At or Above Norm Grade Level Mean RIT									66
Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
6	8%	13	16%	12	15%	27	34%	21	27%

8th Grade

Growth: Math 6+ CCSS 2010 V2 / Common Core State Standards Mathematics: 2010									
Mean RIT									239.1
Norm Grade Level Mean RIT									230.9
Students At or Above Norm Grade Level Mean RIT									50
Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
8	8%	17	16%	24	23%	19	18%	36	35%

Growth: Reading 6+ CCSS 2010 V3 / Common Core State Standards English Language Arts/Literacy: 2010									
Mean RIT									225.8
Norm Grade Level Mean RIT									220.1
Students At or Above Norm Grade Level Mean RIT									53
Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
9	9%	10	10%	24	23%	28	27%	34	32%

Growth: Language 2-12 CCSS 2010 V2 / Common Core State Standards English Language Arts/Literacy: 2010									
Mean RIT									225
Norm Grade Level Mean RIT									219
Students At or Above Norm Grade Level Mean RIT									51
Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80	
count	%	count	%	count	%	count	%	count	%
7	7%	14	14%	14	14%	36	35%	32	31%

MontCAS Science

The MontCAS testing for Science was to change from the paper test used in previous years to an online assessment. This spring we were to pilot an additional Smarter Balance science assessment. However, because of the distance learning during 4th quarter, the state decided against having the students take that assessment. Next school year we will be live with our science assessment occurring as a part of the Smarter Balanced assessments. This test will be tied to the Next Generation Science Standards, much as the ELA and math are tied to the Common Core State Standards.

Smarter Balanced Assessment (SBAC) Summary Data from 2019

Rather than show data that has no results or is a year old, we will just mention that the data from 2019 did have improvements from spring data of 2018. Those improvements were the result of last year's change in assessment structure that had students' test consistently each Wednesday to minimize classroom disruptions. The goal was also to prevent test weariness, or concerns with students that either lose interest, or are not able to focus during the stress of taking multiple tests over a short time period. We believe results from maintaining our learning environment in the spring during all these assessments provide results that are more indicative of what our students know and are capable of doing. With those changes, last year's scores matched what was predicted we should expect from our students.

4. Student Behavior/School Climate

In the last few years, we placed more emphasis on recognizing students for their positive behaviors by using staff issued SOAR tickets. Some of these awards include monthly drawings for cash prizes or small rewards around the school based on student input.

Another way of recognizing good behavior was through weekly LJHS positive impact postcards. Each week during our grade level meetings, teachers selected at least three students who demonstrated positive behaviors and sent a postcard home to parents. We also utilized the A+ Award this year as we recognized both 7th and 8th grade students for their performance in Academics, Activities, and Electives.

One of the requirements of all MTSS programs is to monitor Office Discipline Referrals (ODRs). This year we again utilized a Google form to allow teachers to quickly record discipline incidents. The results were not always positive but did showed data staff can use to monitor behaviors and incidents in comparison to previous years. Our most frequent behaviors continue to be related to classroom disruption and respect issues. The unauthorized use of electronic devices is also an area of concern, but is generally monitored effectively at the classroom level.

The school climate continues to be a strength of the Junior High. Our advisory period plays an important role in creating a sense of belonging and community for the students. It was also a way students could connect to with one teacher as a "go to" person, if needed. Student email is used as a direct link to teachers, but especially to our counselor, Teresa Majerus. Mrs. Majerus also works with our Health Enhancement teachers (Mr. Armstrong and Mr. Johnson) to provide the "Power Up, Speak Out" program to all students through their classes. This valuable program helps students better understand healthy relationships and gives them a common language when addressing

boundaries. Mrs. Majerus also worked with them to obtain a grant to provide additional supports for students and staff with the Power Up, Speak Out program over the next five years.

Other impacts on school climate this year have been use of the MyVoice survey data with the student body. The school has utilized MyVoice survey's in the past, but this year the MTSS team targeted specific information from the survey concerning several aspects of student respect and their thoughts on addressing concerns with student boredom. Staff directly involved boy and girl groups from the 8th grade to discuss the findings and to break down the information with students to better understand and use the results to make changes in the school. Included in that process was a survey for LJHS students addressing topics that came from our MyVoice work. A simple change in our morning schedule this year was the result of this work and additional direction from students to staff was provided concerning a lack of electives and general student expectations.

And, while we did not have a formal training for staff this year, teachers continued to have discussions about student trauma and how to understand what students go through who have experienced childhood adversities. Last summer we made for available staff, a training on a culture of safety with trauma informed practices.

5. Academic Interventions/Curriculum

An important piece of effective intervention and curricular decision-making is the evaluation of student data using our MAP scores in coordination with a personalized learning tool called iXL.

Initially iXL was used on an intervention only basis but 2 years ago, we incorporated this personalized learning tool into all of our English, Spanish and math classes. iXL uses student data to accelerate student achievement. It is available on any online device or as an app to allow students to work to master skills anytime, anywhere. The curriculum is compatible with ours offering personalized skill recommendations based on what each student has been practicing, so they can grow from where they are.

We still use iXL for interventions, but because it is an integral part of our regular coursework, the extra time a student has to use it is more impactful. Students who had MAP scores identifying them as a Tier 2 or 3 student were required to work on iXL a minimum of one day a week during Advisory. Teachers supervised and monitored student progress and MAP scores to determine the level of student involvement with the intervention. Students were exited from the program if their MAP scores increased to a Tier 1 level.

This extra time allowed students to focus and improve phonics, reading comprehension, writing strategies proportional relationships, linear functions, and essential math skills. All with real-world narratives.

Once students make the connections with iXL and skill development, MAP scores consistently grew and confidence and skills improved. This spring we were disappointed not being able to compare MAP growth this spring because we did see significant growth this winter. We are confident with three more months of school they would have shown many successes.

Additionally, iXL provided much needed online support for our classes during our fourth quarter of distance learning.

Another support we are continuing is the student data tool Tier Tracker, which is used to house student MAP test scores. The Tier Tracker was utilized throughout the year, especially when new data was entered, to monitor student progress and make academic decisions.

Types of Incentives and Support Systems

During this school year, we continued several additional homework support systems and added strategies. Below is a list of measures we take to assist students with understanding the material and completing homework:

- a. Missing Assignments/Saturday School – Some students have demonstrated a difficult time managing their assignments and tend to let missing work mount to an unmanageable level. As mentioned earlier in this report, the Missing Assignments program has been an incentive for students to keep up with their work on a weekly basis. However, this intervention was not available for students distance learning this spring.
- b. After School Learning Center (ASLC) – Our after school program continues to provide a focused study environment for students who are unable to get work done at home.
- c. Study Hall – Our study hall continues to be an effective opportunity for students to get additional time to complete assignments and to work on organizational skills. Our study hall teachers utilized the Missing Assignments feature in Infinite Campus to help students track their assignments.
- d. Advisory – A major goal of Advisory is relationship development. Teachers are expected to connect with their students and open the door to discuss their strengths and concerns. We ask teachers to track that information and support them as they start the day.
- e. Level specific courses - In the subjects of Math and English, we utilize our assessment data to place students in different ability leveled classes. This placement process allows us to address the specific needs of students in a smaller setting. It also allows use to identify for inclusion of middle and upper Tier 2 reading and language arts students to move them back to the regular English and math classes to better prepare them for the high school.
- f. One-on-one instruction – Our teachers work hard to help students beyond the classroom. Teachers frequently and consistently spend time with students during their lunches, before school, or after school to help students who are struggling with a concept or engagement.

DISTRICT GOAL AREA 2: FACILITIES

With the District's facilities assessment review process a year ago with CTA, new priorities were made concerning maintenance and safety needs here at the Junior High. As our building nears its centennial (100th) birthday, we look to make continual minor improvements to the building itself, and as always, hope we can continue to make it more accessible and efficient for students.

As you know, a couple of summers ago, our basement flooded a couple of times. In recognizing minor changes outside the building to help prevent flooding in the future, we also focused on the need to make changes to include or incorporated this part of the grounds into the Campus. The need to improve lines of sight around the outside of the building is now a priority of the school that has the support of the Board and District. Moreover, we are tickled it is being addressed this summer as we believe the improvement of this area will create an area for students to use, rather than a place students are prevented from using.

Therefore, we believe the school climate will improve as we open up this part of our campus. Kudos to the Board and administration for helping make this needed change.

However, we have been less than successful adding cameras to improve the safety and security for students. While there are installation concerns due to the age of the building, it is in part because of that age and its design, that this change is needed. We cannot see who comes into the building much less monitor who leaves and we cannot go back and review student behaviors when away from teachers inside or outside of the building. It is not a change that needs a bond election to initiate a solution, and is imperative to address it in the near future. Smaller scale camera systems are not expensive and need to be added to the school as requested. Likewise, we need to address a failing phone system to improve communications within the building and guarantee needed communications to and from the building for student safety.

As there has been in the past, discussions of a possible move of the sixth grade to the Junior High will come up again in the future. Nevertheless, before it becomes a reality, the need to study of that change and its impact on our all students need to be a priority. How we provide services to all students needs to be addressed. Concerns include: how we would find enough classroom space for an additional grade, how the building would need to be modified to support them, and how to address and improve the limited career and technical courses we currently have in our curriculum. At best, current classroom space for science is inadequate and the gym does not support full classes and is a poor lunchroom. Much classroom space still does not have adequate egress. The safety concerns listed in the previous paragraphs also must be addressed. Without resolution to those issues over time, it would not be responsible to add additional students into the Junior High. Comparable recent changes show that addressing student needs now can have a very favorable impact. For example, having additional exterior staircases are crucial for student safety. Having an elevator for our students needing access, changes that students would at the Junior High. Likewise, improving our student drop-off areas, removing the footprint of the railroad and 9th Avenue to unify our campus would be very positive changes in the atmosphere at LJHS for our students and for the community.

It is worth noting that the new windows installed three summers ago improved on both the appearance of the building, and supported better, more efficient climate control. The addition of window shades in most classrooms (more needed) is also a big benefit to the learning environment. This spring we painted several classrooms and the book room in the basement has been cleaned and reinstituted. The new PE curtain added a couple of years ago to separate the gym from the stage has proven to be of huge benefit. Curtain protectors for our stage curtains are being built this summer to protect and add to the ability to keep and maintain them well into the future. We still need to add helmet storage in our athletic cage but the improvements in the cleaning and building of new equipment cages in the basement storage room has been a very positive improvement. Likewise, the remodeling in the basement this summer to bring back our shop space will be of huge benefit as we start to add classes that have been absent since 2000 and bring those classes and that space back into the curriculum.

DISTRICT GOAL AREA 3: COMMUNITY AND PARENTAL ENGAGEMENT

Involving students within the community and bringing the community into the school continues to be a goal for the Junior High. Below is a list of community engagement activities this past school year:

1. Community Involvement

- a. Samsung Solve for Tomorrow - Mrs. Flentie's GIS students were selected again as a Samsung Solve for Tomorrow state finalist and state winner. This year's project addressing school safety became a huge collaboration with our partners at HCR, their engineers and staff, as well as

Eastman Signs, just to name a few. Additionally, as a result of being a state finalist the previous year, Mrs. Flentie was able to purchase a 3-D printer for our students, which ultimately became a large part of the local COVID mask making solution to the pandemic this spring.

- b. Montana Science Olympiad – The 2019 LJHS Science Olympiad team became perhaps the most successful group ever to represent the school in the state competition, taking second place among the 64 teams in attendance. Much of the push behind its successes came from community members and the leadership of our special coach Dana Leininger who has dedicated much of each fall toward helping our students participate and succeed in this competition. She and her several volunteer community coaches provided not only weekly support during team practices but also spend 22 hours of help outside the regular meetings and practices.
 - c. Stream and pond monitoring - Mr. Shelagowski has taken over the project of collecting data on Spring Creek and the frog ponds. This year we dedicated two days in the fall and were to add a full day in the spring to involving students in collecting data and participating in activities in and around the frog ponds.
 - d. Builders Club - Mrs. Blazicevich and the students have participated in community activities including shoveling snow for those in need, highway clean up with the Kiwanis Club, reading to elementary students and sharing Christmas spirit with downtown businesses and area senior citizen centers, assisted living and nursing homes.
 - e. Veteran's Day – Mrs. Spraggins and many teachers put together one of our better Veteran's Day programs to recognize are Veteran's and their families. Mr. Sean Kepler, as a member of our staff was the featured speaker and students participating were outstanding. Our choir continues to shine at this event and we had many volunteers from the student body and the American Legion to make this particular event outstanding.
 - f. Donations are another area of strong support from the community. To supplement our financial situation, classroom purchases and all academic travel is supported by the Lewistown K-8 PTO. The Junior High specifically relies on our PTO Cookie Dough sales, which raises approximately \$5000-7000 each year. We also have huge benefactors that help each of our schools. Jim and Cindy Moodie fall into this category, and their donation this year was directed to improving the library media center and its environment. Last year, their donation supported our choirs by providing new choral risers across the district. Both improvements are game changers and would not have been possible without their huge hearts.
2. Parental Engagement – The list below show 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. Staff Websites - A number of staff maintain teacher websites to provide access to assignments when at home.
 - c. Social Networking – In addition to the district and school websites, LJHS continues to provide parents information about our celebrations, current events and changes through our school's Facebook page.
 - d. Website - The school posts all important parent communications as part of the school's website news. Additionally, the digital backpack on the on the website has been a great digital repository

to provide an information and easy access to every form and letter that is sent home to parents. Likewise, our website provides a webpage for every teacher and almost every other staff member. Each page includes information or links to sites that help parents connect with their students classwork and provide an important source of connection with the home.

- e. Parent Volunteers - Parent volunteers are always an important source of help to the school. Our many volunteer coaches and activity sponsors are invaluable to our mission and are greatly appreciated. Our PTO and their support provide valuable funds and support for classrooms and communication. We looked to include a parent as a part of our MTSS team, or develop a Parent Advisory Council but were not able to complete those tasks this year. I hope those goals can be a focus for next school year.

DISTRICT GOAL AREA 4: TECHNOLOGY

Over the years Lewistown Junior High School has been fortunate to supplement our student technology with Samsung awarded Chromebooks and other devices. This year is no exception as we received an additional 33 Chromebooks and science technologies from winning the Samsung Search for Tomorrow competition. With the regular technology supplied from the District, we are able to use technology in every classroom and are even able to take our online assessments school wide as we currently exceed the student to computer/device ratio of one to one. The benefit of having this level of technology was extremely beneficial during this spring's "Stay at Home" directive and our ability to "jump" into distance learning.

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

- a. Use of staff and student websites to allow easy access to shared documents, forms, and information. The schools website's digital backpack is essential to providing a repository of all needed forms, letters and general information for easy access by parents.
- b. 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.
- c. Infinite Campus- Utilizing the Missing Assignment option in the gradebook has given students, parents, and staff the ability to monitor assignments more efficiently.
- d. 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 on a live basis.
- e. Teacher websites- All teachers now have a web presence on our school website and a number of teachers also have additional classroom websites that help augment instruction by providing students easy access to needed instructional materials, assignments and important electronic resources.
- f. Google Classroom – Several instructors have been using Google Classroom since the GoogleFests LPS sponsored four and five years ago. With that information, guidance and direction, we were been able to create a completely new instructional model when the Governor closed the schools on March 12th. With only a few days of preparation, teachers were able to create and use this platform

to provide almost all of our instruction this spring. As we head into the uncertain future this next school year, we plan to utilize Google Classroom on a full time basis.

- g. 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.
- h. Google Meet and Screencast-o-matic quickly became an important part of teacher instruction this spring. 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 when “off air,” allowed teachers to share their video recordings for students unable to attend live lessons. It will influence regular instruction as we come back to school by allowing teachers to present materials to their classes when they, rather than the students, are gone from their classroom. Screencast-o-matic licensing will give all staff a software program to modify or edit recordings that were initiated with Google Meet.

DISTRICT GOAL AREA 5: HIGHLY QUALIFIED STAFF

The key to the success of any school is not only that teachers and support staff are highly qualified, but that they are individuals who truly care about the academic and emotional growth of our students. The staff at LJHS not only meets these highly qualified standards, but they continually demonstrate their dedication to helping students do their best. A high percentage of the staff have a Masters degree or higher level of education.

New staff for the 2019-2020:

- Certified Staff: Sean Kepler –our new 8th grade Social Studies teacher; Nicole Wichman – 7th grade English teacher (replacing Kim Miller); Jocelyn Krogstad – FCS teacher (replacing Mandy Eike); and Lora Poser-Brown as our Library Media Specialist (replacing Chuck Cloud) in both the Junior High and Lewis & Clark Elementary. All four of these new members of the staff were extremely effective in their first year and easily fit into the overall makeup of our excellent staff.
- Custodial Staff: Shawn Schuchard who will work at the Junior High and Lincoln Building is coming from Lewis & Clark (replacing Jim Lefever)

Staff changes for next year:

- Certified Staff: Maida Walters – 8th grade English teacher (replacing Kristina Smith) and Chase Auger – Instrumental Director for the LJHS and FHS Bands (replacing Karl Ortman).
- Paraprofessional Staff: - No new paraprofessionals are to be added as we plan for the 2020-2021 school year.
- Custodial Staff: James Phillips who will work at the Junior High and Lincoln Building is new to the District (replacing Shawn Schuchard who will be at Lewis & Clark).

Staff who were released and not replaced:

- Sean Kepler – Non-tenured 8th grade Social Studies teacher was released just prior to our successful mill levy election in May. He will be missed. In the future it is my hope that the school will be able to regain enough core staff over time to make sure that each core class has a teacher, at each grade

level, that is responsible for making sure that all students successfully address curriculum expectations.

DISTRICT GOAL AREA 6: FISCAL MANAGEMENT

A couple of years ago the enrollment at the Junior High was at the lowest it has been in the history of the school, with both classes at, or just above, 75 students throughout the school year. The 2018-2019 school year was different as the 7th grade coming in was at or above 105 students all year, and this year that class was at, or above, that enrollment level as 8th graders. With that increase in enrollment, we were a bit unprepared for the increases in class size and elective slots. This upcoming year the large Class of 2024 will head to the high school so our enrollment overall will drop about 15-20 students.

On the financial side, since budgets are mostly based on previous year student enrollments, the operating budget was, and continues to be, tight. In the last eight years, there have been a number of staffing reductions to address budget concerns. Those reductions were difficult and in some respects harmful to students and the instructional choices, they can make. The Junior High has barely met minimum staffing it needs to meet the accreditation requirements for accredited junior high status. We have been fortunate to have found a way to “borrow” staff next year to again teacher shop related course that have been gone since budget justified cuts in previous staffing. Examples such as sharing of staff will need to continue to be a need and priority for the next few years.

SUMMARY

We hope we were able to share everything of import to the Board within the confines of this report. The expectation to keep its design based on Board expectations or goals makes sense in many regards and we hope our responses are beneficial for the Board and its deliberations. However, it is not conducive to providing an overall summation of the year, chronology of events, or listings of highlights or celebrations for the school year. We did try to “fit” much of those types of detail of our work within this report above.

Aspects of our unusual home learning fourth quarter is an example where we cannot convey everything within this report format. For that reason, we are including here are a few thoughts that need to be shared about our unique quarter of instruction to students. Likewise, we will share a couple of highlights to our year.

First of all, the impact of the declaration of a state of emergency and mandating the “Stay at Home” directive will be what is remembered relating to this school year, as it should be. Many aspects of this need to be addressed in future preparations. There are some things that cannot be made up, such as the loss of our athletics and any group work such as music classes and performances were extremely impacted with the closure of schools. Students love to engage socially in the spring, enjoy their health enhancement classes and get a chance to have our field and vocational days. All was lost. Some home learning situations were untenable and students there struggled without the support schools provide. It is assumed that there will be some deterrents associated with the loss of in person instruction and any far-reaching effects will not be known for some time.

Nevertheless, there were also positives that occurred. Many students shined when they had to be responsible in a totally different learning environment. We recognized almost 50 percent of our student body as Distance Learning All Stars during the fourth quarter mid-terms and 48% of our students had an A or B in their coursework by our May 15th deadline to identify students that needed to continue working the

last two weeks. When you realize we are talking about 12-14 year-old students performing like that in a very new and different type of learning, which is impressive.

And, in almost all aspects, we are extremely proud of the LJHS staff for their hard work and excellence during these difficult times. There were many, many positive comments that came from parents about the flexibility of teachers to not only shift gears concerning their instruction but also their performance in doing so.

Second, there were tons of positives that occurred prior to the “Stay at Home” directive. Our activities had many positives occur during the school year. Our 8th grade boys and 7th grade girls teams were almost unstoppable and our other sport teams improved almost more than you could imagine. It is really a shame that our spring track and field season was cancelled.

Science activities were extremely successful, providing a huge sense of pride for the students, the school and the community. As mention above, our 2019 LJHS Science Olympiad team became perhaps the most successful group ever representing the school in state competition, when they took second place among the all Montana schools and the 64 teams competing. This year our budding scientists had 14 events to compete in with LJHS students winning two events and many more earning metals and ribbons. We believe the completion helps participants obtain skills that will help them in future course work or even in their careers. We are very fortunate to have Coach Dana Leininger work with our students.

And, for the past six or seven years LJHS and Mrs. Flentie’s GIS students were selected as a Samsung Solve for Tomorrow state finalist, most of that time winning the competition on the state level. This year’s project addressed school safety by designing a door blind to provide another level of defense for classrooms in the event of a school shooter. Their efforts earned \$15, 000 for the school and became a huge collaboration with our partners at HCR and Eastman Signs, just to name a few. Last year’s project led to the purchase a 3-D printer for our students and became a part of the COVID mask making solutions this spring.

Mrs. Spraggins and Mr. Donaldson’s math students were super successful this school year. This 8th grade class have a very large and very talented group of math students with 29 students moving into the high school sophomore level classes. Both grades had many students recognized for their prowess in the MCTM regional and state math competitions. Our MathCounts team was not able to earn another trip to the state competition but competed very well with all team members having close to the same score at regionals, as well as having success at the quiz bowl portion of the competition.

There were more highlights that we will only touch on, with many more that we are unable to include. Mr. Vallincourt was able to secure a great opportunity for our students and staff to participate in the Yellowstone Expedition and our always-popular Veteran’s Day Program was one of our better efforts. The science block schedules in the fall are always popular with the students, and this one was no exception. This group of students enjoyed homecoming and all our dances. Our music concerts were well attended and the students performed very well in almost every situation.

To conclude, as principal of Lewistown Junior High School for the past two years, I feel fortunate to have had the opportunity to work with an excellent staff who, on a daily basis and without fanfare, make positive influences on the youth of our community. Junior high students are in a unique time of their lives and staff here have the task of helping them transition from a time in their lives where they have recess every day at an elementary school, to a time where they are learning to drive to high school. The responsibility to remain connected with them is huge and the adolescent years are critical to student success. I am proud of the LJHS staff for their dedication and I have been honored to work with each and every one of them.

FERGUS HIGH SCHOOL

Tim Majerus

Fergus High School
2019-20 Annual Report
Tim Majerus, Principal
Jeff Friesen, Vice Principal

The 2019-20 school year is one for the history books and hopefully history won't be repeated this fall. Times of unforeseeable challenges can bring out our strengths along with our weaknesses. We feel the students and staff stepped up to the challenges faced with the school closure and a change in traditional instruction. This annual report is organized in a manner to reflect many of the district goals and present the data our teams evaluate to improve our instruction. Often this means looking at the positive data as well as the negative. However, much of this data was overshadowed as our focus turned to helping students be successful during the last couple months of school and the change to distance education.

This report includes the following information

- Enrollment
- Student attendance
- Academic Performance
- School Climate
- Facilities/Technology
- Highly Qualified Staff
- Fiscal Management/Responsibility
- School Closure

Enrollment

Enrollment at FHS has hopefully ended its decline. The class of 2020 had 67 graduates and next year's freshman class is projected to be 106 students. This 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	
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
352	344	349	343	337	333	306	304

Student Attendance

This year we modified the language in the handbook for attendance. Our goal is to encourage students to be in attendance for 90% of their classes. Our handbook stresses that "Regular attendance is essential for all students. Regular and punctual attendance is important in the development of an effective learning environment. There are many activities and discussions that occur in the classroom which cannot be made up. Good attendance habits are also

necessary in the development of sound character traits and for success in the working world.”

Fergus High School continues to maintain an attendance rate higher than the state average. Typically the state average for students with 95% attendance is between 44% and 47%. An attendance rate lower than 90% is considered to be chronic absenteeism. This year’s attendance report compares only the first semester attendance to the previous year’s. The comparison shows an increase of 3% of our students with chronic absenteeism.

Based on Percentage of Class Periods in Attendance						
First Semester Comparison						
	0 to 80%	81% to 85%	86% to 90%	91% to 95%	Above 95%	Enrollment
2019-20	4%	6%	13%	22%	55%	310
	10%		13%	77%		
2018-19	4%	4%	12%	24%	56%	333
	8%		12%	80%		

Academic Performance

ESSA Report Card

In evaluating academic performance there are several areas to consider. One set of data comes from the state Every Student Succeeds Act (ESSA) report. According to the Office of Public Instructions website, “The OPI publishes state, district, and school report cards every year in the ESSA report card. The ESSA report cards provide a concise and accessible way to show how Montana's schools are performing.” This statement is somewhat accurate in that it provides concise data of the junior class using their ACT scores on the first take. OPI has cut scores for the ACT that allows them to rank students in the four categories. The downside of this single assessment approach is that it doesn't provide an opportunity to show academic growth of this group of students over time.

The data below is a comparison of the scores posted in the ESSA report for what would be the graduating classes of 2019 and 2020 using the scores from the ACT test taken during their junior year. shows FHS students who scored in the proficient and advanced categories and compares them to the state average.

2017-18		Novice	Nearing Proficient	Proficient	Advanced
Math	FHS	33%	40%	18%	9%
	State	29%	30%	24%	17%
Reading	FHS	44%	26%	24%	7%
	State	26%	24%	31%	19%
Science	FHS	28%	29%	24%	19%
	State	11%	28%	42%	18%

2018-19		Novice	Nearing Proficient	Proficient	Advanced
Math	FHS	51%	20%	16%	12%
	State	29%	30%	24%	17%
Reading	FHS	39%	31%	14%	16%
	State	26%	24%	31%	19%
Science	FHS	18%	33%	30%	19%
	State	11%	27%	42%	19%

There are a few reasons for differences from one year to the next. The first is an improvement in instructional methods to address earlier data. The second is the number of students that make up the results. When a class enrollment is at 100 each student counts as a percent. When classes are smaller than 100, each student can impact the results by even more.

An important part of testing data is to analyze the performance of subcategories of students. One subcategory that we’ve been focusing on is the economically disadvantaged. The ESSA Report Card shows that Fergus High School’s students in the economically disadvantaged category score in the novice range at a higher rate than the state average.

I believe the work our staff is doing in evaluating this and other data, is making a difference in instruction and eventual performance. It's unfortunate that the school closure prevented us from collecting further data. We were confident our efforts would have shown growth.

Course Offerings

Fergus High School continues to offer an English and a Math class in which students can earn dual credit through Montana State University - Northern. Students at Fergus also continue to offer Advanced Placement courses. Enrollment in at least two AP courses is one of the requirements to graduate with honors. Students have the opportunity to take the AP test at the end of the school year to gain college credit. Due to the school closure many students took advantage of the opportunity to be refunded and chose not to take the AP exam. This was unfortunate as several teachers of Advanced Placement courses had implemented instructional tools offered through the AP Classroom. The AP Classroom provides teachers with a number of features for helping prepare students for the exam. Teachers were able to evaluate students' answers to questions from an AP question bank, individual progress checks, and access to lessons on Youtube. Unfortunately we won't have reliable data to see if these features helped improve student performance. The chart below shows last year's result and is a comparison of Fergus High School students' mean test scores to the state scores. We're pleased that the number of students with scores of 3 or better made a dramatic increase.

Advanced Placement Mean Score Comparison

		Biology	Calculus	Chemistry	English Lit & Composition	Government	Physics	Studio Art & Drawing	World History	% of Total AP Students Who tested with Scores of 3+
2014	Fergus	4.00	2.00	NA	3.00	3.17	3.67	1.00	NA	82%
	State	3.17	2.66	2.60	2.88	2.83	3.07	3.04	NA	65%
2015	Fergus	NA	1.00	NA	4.14	2.44	1.17	3.50	NA	44%
	State	2.97	2.43	2.58	2.99	2.65	2.34	3.03	NA	63%
2016	Fergus	2.80	NA	1.00	2.00	2.00	2.75	3.00	NA	41%
	State	3.04	2.41	2.70	3.00	2.77	2.66	3.12	NA	65%
2017	Fergus	2.00	1.57	2.00	2.85	1.92	1.33	4.00	NA	38%
	State	3.12	2.55	2.52	2.90	2.69	2.89	3.20	NA	63%
2018	Fergus	1.67	1.00	1.50	3.00	1.29	2.00	3.00	NA	14%
	State	3.16	2.44	2.55	2.80	2.74	2.38	3.50	NA	65%
2019	Fergus	2.67	NA	2.40	2.60	2.94	2.00	NA	3.00	60%
	State	3.08	2.52	2.68	2.87	2.82	2.70	3.27	2.86	64%

Career and College Readiness

Another feature of the ESSA Report Card is the percentage of students who are classified as Career and College Ready. Readiness is determined using the following criteria:

- Proficient in at least one of the two ACT subjects (Math or ELA), which corresponds to college ready benchmarks according to the Montana University System.
- Students are identified as career ready if they are a Career & Technical Education (CTE) concentrator.
- 67% of Fergus High School students were considered college or career ready compared to the state average of 64%.
- The report also shows that 41% of the 2019 Fergus High School graduates were enrolled in an MUS school within 3 months.

CTE Offerings

This year we made a change in the CTE departments in the shop area. Traditionally Fergus High School offered both Industrial Technology and Agricultural Education. The decision was made to unify the programs so we create better career pathways. We'll monitor the progress of this decision as the program develops.

School Climate

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. One of the new additions this year was a monthly lunch meeting between the student body leadership and the administration. Discussions focused on ways to improve the school climate. Two major things came from these meetings. The first was the student run Instagram page. This site initially was used for students to post images for the school wide Red Ribbon Week activity. This was so successful the site was used to promote dress up themes for home ball games and other school activities. The second improvement that came from these meetings was the start of the Career Talks, where individuals from our business community visit with students during the Core/Flex time.

One important piece of data that we use to measure school climate is the My Voice Survey. The teaching staff reviewed school climate data and the results of student and parent My Voice surveys during evening PIR meetings and in MTSS meetings. Below are some improvements we've seen over the last three years:

- "If I have a problem, I have a teacher with whom I can talk." Improved from 54% to 70%
- "Students have a voice in decision making at school." Improved from 35% to 47%
- "Teachers make an effort to get to know me." Improved from 47% to 59%
- "I believe I can be successful." Remained at 80%

Though most categories have shown improvement, there are a few that remain a concerning low score and will need to be addressed:

- "Students show respect for each other." Continues to be around 25% that agree.
- "Students are supportive of each other." Improved from 31% to 42%
- "School is boring." Continues to be around 52% that agree.

Through involving both students and staff in finding solutions, the climate of Fergus High School is showing promising improvements.

Core/Flex

The Core/Flex period during the morning continues to show merit in building rapport between students and teachers and in providing assistance to students who are in need of additional support. This was the third year FHS has utilized this program and our continued improvements to it's management, along with students' familiarity with the process, has made it a success.

The use of the Google discipline form has been the biggest improvement. The form is a means of providing immediate contact to administrators of a student's absence from their assigned Core. Each week between 50 and 60 students are assigned to attend a Core/Flex period to improve their grades. There continues to be a number of students who elect to attend to make up missed assignments from school travel or other absences.

Facilities

The school closure provided the unique opportunity for work to be completed in the absence of students. Jason Fry and his crew were able to get a number of projects off their list. The main project was to replace hallway lights with efficient LED lighting. This change has brightened the hallways considerably and will be a savings to our energy usage. In the library and lobby, the older blue light fixtures were removed and the lights were mounted in the ceilings. This has given both areas a more open feel.

The shop area also had the light replaced and a more efficient heating system installed. We have a long term goal of continued improvement to the shops.

We also spent time making other improvements around the school. A number of classroom doors with peeling paint were sandblasted and repainted. Allied Steel donated the cost of sandblasting the doors. The weight room got a much needed makeover with new paint that made the area much lighter. The office was another area that received improvements. Along with the new lighting, it was painted and reorganized to provide an area where students could work independently without interruption to the routine of the office.

Technology

Fergus High continues to work towards being a one-to-one school. We currently have as many Chromebooks as we do students, but haven't gone to assigning one to each student. Our current set up is to have at least two Chromebook carts per department with additional Chromebook carts available for check out in the library. We may need to change to the one-on-one approach if we return to distance learning.

School Closure

This annual report wouldn't be complete without providing some data regarding student performance during the school closure and the need for distance education. The situation we faced was difficult and uncharted. However, I feel our teachers came together to make the best of the situation. Fergus High's success came from the staff's ability to share their ideas and to immediately implement a distance learning model using recorded instruction, Google Classroom, and video conferencing. Teachers went above and beyond their typical daily routine by communicating with students throughout the day and well into the evening.

One of the challenges we faced was making sure all students had a device and connectivity. During the first week of the closure we contacted every family, signed out Chromebooks, and assisted with connectivity in their homes.

With all their efforts, distance learning wasn't the same as teaching with students in the classroom. We learned the importance of the relationships in instruction. Those who struggled the most were the ones who were difficult to communicate with on a regular basis. The chart below shows that the "A" students continued to be successful, but the grades below an "A-" shifted down.

After much discussion, we offered an opportunity for students to accept Pass/Fail or even to drop a course. Surprisingly, only a handful of students took advantage of this offer. One opportunity that made a big difference was ending new instruction for the last two weeks and allowing students to use that time to improve their grades. A number of students earned passing grades because of this opportunity. As we go into the fall, we are exploring ways of helping students make up the credit they lost second semester. Those students who show the potential will be retaking the course. Those students who have more than one course to make up, or have failed the class during the previous will be taking a credit recovery class through Montana Digital Academy.

	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
Semester 1	824	227	190	182	148	96	100	52	40	43	25	28
	42.15%	11.61%	9.72%	9.31%	7.57%	4.91%	5.12%	2.66%	2.05%	2.20%	1.28%	1.43%
Semester 2	755	176	136	199	79	84	94	52	33	38	26	167
	41.05%	9.57%	7.40%	10.82%	4.30%	4.57%	5.11%	2.83%	1.79%	2.07%	1.41%	9.08%

As a teaching staff, our awareness of the importance of building rapport with students has been heightened. We are making plans for incorporating distance learning strategies in our instruction to help students to be prepared if a closure happens again.

The school closure also had an impact on the end of the year activities for seniors. With the assistance of the Central Montana Environmental Health Department we were able to hold the typical senior events with modifications to meet the social distancing and sanitization restrictions. Instead of a senior walk, where seniors walk through each of the elementary schools, we had a parade of flatbed trailers take the seniors up main street and past each of the elementary schools. Because of the small senior class, and a large gymnasium, we were able to conduct graduation ceremonies, the baccalaureate, and awards in the gym. Guidelines allowed us to organize audience seating such that each graduate was designated a seating area for ten people. Appropriate distance was established between each group. To accommodate those individuals who were not part of a family group, or for out of state families that couldn't meet the 14 day quarantine, we conducted a live stream broadcast and provided a large outdoor screen set up in the staff parking lot. The seniors and their families appreciated that there was some normalcy to their graduation ceremonies.

Highly Qualified Staff

The staff at Fergus High School is one of our greatest assets. They continually demonstrate a compassion for their profession and a commitment to our students. A considerable amount of time is spent building positive rapport and working with students beyond the bell. This year we continued to meet as a whole staff and as departments. This approach helps build a unified approach to instruction.

At Fergus High School we strive to put the most qualified staff in the classrooms. It's important to make the school and classrooms a positive, welcoming place to learn where students are provided with the tools to succeed at learning a challenging curriculum. This year every teacher at FHS was classified as Highly Qualified.

Fiscal Management/Responsibility

Since most school funding is based on enrollment, our decrease in student numbers has posed several financial challenges. Fergus High School has been successful in keeping class sizes low, and this will continue to be our priority through times of decreased funding. The downside of keeping numbers low is that it does keep the per pupil cost higher. We have made a number of staffing changes for the 2020-21 school year to help lower our per pupil cost and maintain a balanced budget.

Summary

The 2019-20 school presented a number of unique challenges. I was extremely proud of the staff and students for the ability to adapt to the changes. The greatest feature of our staff is their ability to continually assess their performance and strive to improve where necessary. We are fortunate to have a staff committed to our students and community.

Tim Majerus, Fergus High School Principal

ACTIVITIES



**FERGUS HIGH
SCHOOL**

Jeff Friesen

Fergus High School
Activities
1001 Casino Creek Drive
Lewistown, Montana 59457
(406) – 535 – 2321

2019-2020 Year End Report

This past year of “Golden Eagle 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.

This year was significantly different in that all Spring sports were cancelled due to COVID-19. We would like to note that this was an unfortunate way to end the year for activities - especially for our Class of 2020 seniors. Many of these students participated in other sports during the school year but there is no way to replace a season’s worth of memories. We wish all the best to those senior students that are going on to participate and compete at the next level.

Special thanks go out to everybody involved, especially Jim Daniels and Wendy Pfau. This is their last year together as a “team” in the athletics department. Mr. Daniels is retiring as the Athletic Director after 20+ years in the position and 37 years in the Lewistown School District! 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 2019-2020 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 2019-2020 school year we had a grand total of **74** individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball-12 ; Football- 10; Cross Country-15 ; Wrestling-5 ; Volleyball-12; Boys Basketball– 8; Cheerleading– 4; Track and Field- 00; Tennis- 00; Softball– 00; and Golf – 8.

The Fergus High **Band** performed two concerts here in Lewistown. The District 8 Music Festival scheduled at FHS was cancelled because of COVID-19.

The Pep Band performed a Ready Player One medley at Homecoming and also performed at numerous football, volleyball, girls basketball and boys basketball games. Let’s not forget all of the fall and winter sendoffs at which the band also entertains!

Overall, it has been an interesting, but fun year. Let's give the Screaming Eagle Band another round of applause.

The Fergus High **Choir** program offered three classes this year – Choralaires, Concert Choir, and Symphonic Choir. Throughout the year there were around sixty students involved in the choir program. All classes made huge strides in their music reading ability and started performing more difficult music. We were unable to participate in the District 8 Music Festival due to school closure but eight students had already started to prepare solos or ensembles to enter into the festival. We look forward to a strong group of freshmen students next year and will continue to build the choral program at Fergus High School.

The 2019 Fergus High School **Golf** team ended the season with 6 girls and 10 boys. The first practice was Thursday August, 15th and the State tournament ended on Friday October, 4th. We attended 13 tournaments in all: 3 were JV only, 2 were JV and Varsity combined, and 10 were Varsity only which included the Divisional and State tournaments.

The girls' team placed 4th at the Divisional Tournament in Sidney, Montana, with two girls earning All-Conference Honors (Allison Denton 13th, Jacy Ayers 14th). They placed 8th at State (with 922) which was held in Laurel, Montana. All five girls playing at Divisional and State will earn their Letters.

The boys' team placed 5th at the Divisional Tournament in Sidney, Montana, with two boys earning All-Conference Honors (Caleb Myers 3rd, Jake Henderson 9th). The team did not qualify for State so only Caleb and Jake were able to play. Caleb shared the lead for part of the second day but finished 2 strokes back to tie for 4th. Jake came back on day two to finish 18th overall. Four boys lettered.

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

The 2019-2020 Fergus **Speech, Drama, and Debate Team** experienced a season with a magnificent range of accomplishments for both the team and coach. Our season ended with some simply spectacular efforts by the team at State Championships as well as at the National Qualifiers where we participated for the first time. The effort and achievement demonstrated by our team was beyond any and all of Coach Lee Stahl's expectations and he couldn't be prouder or more awestruck by the successes.

Several firsts occurred for the team and the coach under his leadership. We had our first 1st Place drama finisher at State. Jasper Fairchild, a freshman, finished 1st in Pantomime. Another freshman, Gracie Howell, shook up the Lincoln Douglass debate competition by beating both divisional champions and a state champion during the season.

Beyond the stunningly good freshmen students, team veterans also did an amazing job this year. Our state placing was up three steps from last year. The team overall placed 5th in Speech and Debate and 8th in Drama. This is incredible as our Coach's goal of beating Laurel was almost recognized, but slipped away by only a few points.

In Debate, our Public Forum team of Sean Kunau and Jane Rooney represented the Eastern Division and Fergus with supreme professionalism and were absolutely spectacular, earning 6th place overall. Gracie Howells in Public Forum took 7th place overall.

The Speech team did an absolutely stupendous job. Nearly all of our competitors made it to semifinals (top 16 speakers in their events) with four going on to finals. June LePage took 2nd in Impromptu Speaking and 5th in Extemporaneous Speaking. Marla Villaruel placed 5th in

Memorized Public Address, a fantastic finish for her junior year. Jo Zapata-Brown placed 7th in Humorous Interpretation-where the competition was fierce. Catherine de Guzman placed 7th in Dramatic Interpretation, which is known for being heavily populated.

Along with Jasper Fairchild, the other drama teams represented Fergus well. Brandon Chavis, Katie Gaines, Tommy Brandon and William Holt Brown did a phenomenal job with their piece from Shakespeare's A Midsummer Night's Dream. With the Speech and Debate team placing 5th at State, up three places from last year, and the Drama team placing 8th, which is up four places from last year, our Coach is feeling excited and confident!

Coach Stahl received the Drama Coach of the Year for Class A schools. This is his second time receiving this award. He is also the MFEA secretary and represents Fergus at the Spring coaches conference on a number of committees including Rules, Short Prep and Memorized.

The new season starts on Thursday, October 1st, 2020 and we are excited!

Fall elections were a major success with more students running for office than ever before. The students' passion for improving our school is inspiring. In the end, almost every student who ran for office chose to represent their class. This made for a particularly robust student council.

The 2019-2020 Fergus High **Student Council** began the year with planning homecoming events, such as hallway decorating, spirit week, coronation, pep assembly, all-school barbeque, parade, and finally Saturday's formal dance. As usual, the pep assembly was student-run and was successful in bringing school spirit to Lewistown K-12 students, staff, and community members. The 2nd annual joint FFA/Student Council barbeque was particularly successful in bringing students together to celebrate a fun and spirit-filled week. We estimate that over 200 students and staff enjoyed this year's barbeque!

Student council members also planned the winter spirit week activities and MORP dance. The student leaders worked hard to ensure that it was an enjoyable evening for all by providing prizes, glow sticks, and best-dressed awards.

Along with Mr. Majerus and Mr. Friesen, student council members and advisors were again planning a leadership retreat for the spring, but plans were canceled due to the COVID virus. Despite this, up until the closure, student council members were working hard to improve the school climate at FHS. Throughout the year, officers left positive affirmations on lockers, hosted fun challenges on social media, and delivered the daily announcements over the school loudspeaker.

The Blue/Gold leadership awards ceremony was again held in conjunction with the regular senior academics awards night. Several student council members were recognized for their leadership in student council and other club, sports, and activities at FHS.

The Fergus Student Council worked hard again this year to foster a positive school climate and represent the interests of their fellow students. We expect more great things to come in the 2020-2021 school year!

2019 Golden Eagle **Football** started practice on August 16th with 42 players. Once again we knew the challenges that we were going to face. A new quarterback for the first time in three years and the loss of many seniors due to graduation. We started the season very strong with a 55-0 win over Park High. After a loss to Billings Central in Billings (17-7) we beat Sidney (12-0), Glendive (23-19) needing to score in the last minute of the game on a touchdown pass to Carson Weeden. We then won our third straight game with a 50-20 score over Hardin. We

could not find the win column after the Hardin game, losing four straight games. We lost to Laurel (32-6), Miles City (55-8) and Havre (30-8). We finished fourth in the Eastern A. In the playoffs we lost a hard fought battle in Havre (14-13). Havre scored with 29 seconds to go.

All-Conference Players:

2nd Team Defensive Lineman - Brady Walker

1st Team Inside Linebacker - Duane Otto

2nd Team Inside Linebacker - Landon Farrar

HM Inside Linebacker - Kendal Barta

2nd Team Safety - Collin Comes

HM Safety - Seth Norslien

2nd Team Running Back - Keaton Potter

2nd Team Offensive Lineman - Colin Gilpatrick

2nd Team Offensive Lineman - Dylan Morris

HM Offensive Lineman - Brady Walker

2nd Team Tight End - Grayden Sanders

1st Team Wide Receiver - Carson Weeden

All-State

Inside Linebacker - Duane Otto

Duane was also selected as an Alternate to the East/West Shrine game.

The 2019-2020 Fergus **Girls Basketball** season was the third season under Head Coach Nycole LaRowe. Coach LaRowe was assisted by Ashley Jenness and Mikaela Olson. Both assistant coaches were huge assets to the program and provided valuable knowledge and dedication to every student-athlete. Managers Pia Fuchs and Maddie Plante worked extremely hard and were dedicated to the program and their managerial duties. The Golden Eagles finished 4-16 on the season and earned a win at the Divisional Tournament. The girls' basketball program was led by seniors Libbey Jenness, Macy Mangold and Stephanie Olson. Juniors Riley Anderson, Emily Kolstad, Aspen Montgomery, Taylin Trafton, and Kylie Zimmer were all major contributors as well. Freshmen Rylee Armstrong, Elsie Crouse, Aniya Ross, and Brooke Weinheimer gained valuable time and experience on the varsity squad. The Junior Varsity team went 9-11 on the season, dropping at least three games by three points or less. They were primarily led by freshmen and competed well at the JV level. The Golden Eagles potentially return two starters and nine experienced varsity players for the 2020-2021 season. Sixteen total athletes were part of the Golden Eagles Girls Basketball Program.

The 2019 Fergus Eagle girls' and boys' **Cross Country** teams were coached by Head Coach Suzie Flentie and Assistant Coach Emmy Bentley. This was the twelfth year for boys' cross country since it was reinstated as a sport at FHS. In our second annual Super Divisional meet with all 10 teams from the eastern and central divisions, the boys finished 1st and the girls

finished 3rd. The boys brought home the 3rd place State trophy and the girls finished 7th at State. Sam Fulbright was the Divisional and State Champion. At Divisionals, Jalen Robinson and Ryker Melton also placed in the top 10 - finishing 4th and 5th. Zoe Delaney was the only girl in the top 10 finishing in 10th place, breaking her own school record with a time of 20:13.14. Sam broke his school record earlier in the year at the Great Falls meet with a time of 15:51.0. At the state meet on that same course with cold snowy conditions he was the State Champion finishing in 16:20 and setting a new state record. 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. Our top seven runners for the boys at State were Sam in 1st overall followed by Jalen Robinson in 13th. Sam and Jalen received All State honors for placing in the top 15. Ryker Melton, Logan Wisenbaugh, and Bradley Vaughn completed our team score as our top 5 finishers in 20th, 25th and 39th. Chance Miller and Michael de Guzman finished in 48th and 71st. Our top seven runners for the girls at State were Zoe Delaney in 26th, Cora Pavlovick in 54th, June LePage in 67th, Catherine de Guzman in 70th and Eve Miller in 76th. Our 6th and 7th runners Aspen Montgomery and Winnie Phansombun finished close behind in 79th and 80th.

The 2019-20 Fergus **Boys Basketball** season was the fifth season under Head Coach Scott Sparks. Sparks was assisted by Jim Daniels & Matt Plagenz. The youthful Golden Eagles finished 8-13 and tied for the #2 seed out of the newly formed Northeast A, and just missed advancing to the state tournament falling to Park High Saturday morning by 8 points at the Super Divisional tournament in Billings. Their first game at Divisionals was a first round loss to eventual runner-up Billings Central, and was followed by a one point win over top seeded Miles City. The Golden Eagles were in nearly every game all season long, fighting to the very end in dropping several close games. Only one varsity player returned from last season, and the Golden Eagles relied on a youthful roster consisting of 1 freshman, 5 sophomores, 5 juniors, and 3 seniors. The Golden Eagles were led by seniors Carson Weeden, Gage Clinton, and Grayden Sanders. Sanders was chosen 1st Team All-Conference and All-State. Freshman Royce Robinson moved into the starting line-up midseason and was chosen to the All- Conference 2nd Team. Juniors Jalen Robinson, Isaiah Marquart, Colin Gilpatrick, Gabe Arndt, and Trace Martin all contributed off the bench throughout the season, with Robinson and Marquart starting at various times. A talented crop of sophomores saw extensive time throughout the year, led by Bryce Graham, Luke Clinton, and Nolan Fry who all started games for the Golden Eagles. Lane Melton and Christian Karhi also contributed at times off the bench. Chelsea Jensen, Sam Talkington, Clayton Elmore, and Trajan Sparks were the team managers and Luke Derheim helped with film. A total of 23 kids participated in the program. The JV team finished 17-3 while the freshman team finished 12-6.

The **Volleyball** program under the direction of Head Coach Adrienna DeCock saw an increase in participation this season compared to last year; 24 players this season compared to 21 last season. Projected numbers for the program are looking good. There were 24 8th graders out this past season. The program had 11 incoming freshmen and is only graduating 5 seniors. The Golden Eagles are still adjusting to new leadership in the program, as this was DeCock's 2nd season as Head Coach, as well as a new conference (Havre, Sidney, Glendive, Miles City and Fergus). The Golden Eagles also saw a new face in the coaching staff as Paige Nash joined the program. Highlights of the season include taking Billings Central, Class A defending State Champs, to a competitive four sets. Unfortunately, the varsity went 1-2 at the Divisional Tournament and did not make the State Tournament for only the 3rd time in roughly 19 years (give or take). The varsity finished 5-15 (2-6 in conference play) on the season.

Earning 1st Team All-conference and All-State honors was senior Macy Mangold. Second Team All-Conference honors went to junior Kylie Zimmer. Honorable Mention All-Conference honors went to junior Taylin Trafton. Not only is there an expectation for excellence on the court, but also in the classroom, and 13 out of 14 letter winners earned Academic All-State honors this season - maintaining a 3.5 GPA or higher throughout the season. All five seniors will be greatly missed next season.

Our sub-varsity teams both had great seasons. C-squad, under Coach Paige Nash, finished the season 12-5 (8-0 in conference) and JV, under Coach Ashley Jenness, finished 7-9 (5-3 in conference). 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 2019-2020 **Wrestling** team was coached by Brendon DeCock and assisted by Mike Mager. Robert Wallace was a volunteer assistant. We had a decent season but ultimately did not meet the Coach's expectations of being a top 3 team at the State Tournament.

We had a very good year and the athletes came a long way from where they started. We ended the season with 10 wrestlers, qualified 9 for State, and placed 7 out of the 9 we took to State.

We had one senior - Duane Otto. Duane took 3rd at Divisionals and 4th at State.

We had four juniors - Keaton Potter, Cooper Birdwell, Colton Picco, and Landon Farrar. Keaton took 4th at Divisionals and 5th at State. Cooper took 1st at Divisionals and 1st at State, making him Fergus High's only second 3X state champion. He will be going for his fourth state title next year. Colton qualified for State by placing 8th at Divisionals in a very tough bracket. As an 8 seed he beat the one seed from the west in the first round. He wound up losing in the blood round, so he was one win shy of placing at state. Landon took 3rd at Divisionals and 3rd at State. He will be looking to place next year to make him a four time state placer, in which Fergus has only had 7 in its history.

We had four sophomores - Dylan Morris, Kason Olson, Ashton Grover and Cody Fry. Dylan took 3rd at Divisionals and 5th at State. Kason took 3rd at Divisionals and 6th at State. Ashton took 7th at Divisionals. He did not place at state, but did win a match. Cody did not qualify for state.

We had two freshmen go out this year - Damen McCord and Coltin Loberg. Coltin was coming along nicely this year before he hurt his knee and is having surgery. Damen had one of the best freshman seasons in Fergus history and has a ton of upside. He placed 4th at Divisionals and 3rd at State.

Overall, we wrestled well all year long and continued to get better each week. We had several other students start the season with us, but for one reason or another they did not finish. We are very proud of this group - 9 state qualifiers, 7 placers, and 6th as a team, only 11 points out of third at State.

The 2019-20 Fergus High School **Cheer Team**, featuring ten Varsity Cheerleaders, two Varsity Stuntmen, and one Mascot, had an outstanding season!

The Cheer Team was coached by Jennifer Pfau (Head Cheer) and Lisa Pierce (Assistant Coach). The team started their season in July with six members attending a two-day camp in Great Falls. After tryouts in August, another two-day private camp was held in Lewistown with some members from the Junior High also attending. Throughout the year the Cheer Team stayed extremely busy practicing 2-3 times each week, as well as cheering at all home football, volleyball, XC, and girls' and boys' basketball games. They also cheered on our teams for football playoffs and the divisional volleyball and basketball tournaments. In January, 77

elementary school kids participated in Junior Cheer Camp. Another highlight of the year included a road trip to attend a MSU Football game!

Five days before our annual state-wide competition, the Governor closed schools due COVID-19, which means that our annual CheerFest competition could not be held. Instead, we hosted a Virtual cheerleading, dance, and mascot competition! Ten teams participated in the competition (about half of what originally planned to come in person) and the Fergus team took home the following awards: 1st Place in the Mascot Division - Zarius McGowan; 2nd Place in the Dance Duo Division - Morgan Pierce & Ireland Larson; Tumble-Off Champion – Trevor Sturgill; 1st Place Class A Cheer Team – Fergus; All-Around High Point Winner – Fergus! This is only the second time that our program has won the coveted All-Around High Point trophy, which means our cheer team scored the highest for their team performance out of all the Classes participating. We also won the most trophies of any participating school.

The annual awards banquet is planned for the summer, once we are allowed to safely congregate again, where the following awards/plagues will be presented to the Varsity squad:

Most Valuable Cheerleader – Dalice Church

Outstanding Cheerleader – Zoe Seaford

Most Improved Cheerleader – Hailey McCaffree

Other honors for senior cheer team members include Zarius McGowan receiving a scholarship to be the Mascot at Rocky Mountain College.

The Fergus High 2020 **Track & Field** season was cancelled due to COVID-19. Helping Head Coach Steve Olson coach the Fergus High Track & Field team this season would have been Vic Feller with the throws and pole vault and Mike Hamling and Nycole LaRowe as volunteer assistants that also help with the throwing events. Gary Cecrle would coach the hurdles and sprints along with helping on the short relay team. Suzie Flentie would coach the distance and assist with the 4 X 400 relay. Coach Olson coaches the jumps as well as the relay teams. The track team would have consisted of 8 seniors, 18 juniors, 14 sophomores, and 13 freshmen. We feel this track season presented an opportunity for several school records to be broken, but look forward to the 2021 season. Coach Olson has great assistants and can't thank them enough for all their hard work and dedication to the FHS track program.

The 2020 **Tennis** team, under the direction of Head Coach Diane Lewis, 1st Asst.Coach Matthew Gruener and Volunteer Coaches Bryan Gatz, Tricia Gatz and Mark Gruener, was cancelled because of COVID-19. The tennis team would have consisted of 15 boys and 8 girls, with seven of the athletes being experienced returning seniors. They would have provided excellent leadership for our up and coming underclassmen.

Fergus High was scheduled to host the Tennis Divisional Tournament for the North East Division this spring. We are waiting for MHSAA to decide if we will host the Divisional Tourney next season. We look forward to talented participants for the 2021 tennis season.

The 2020 Fergus Golden Eagle **Softball** season was cancelled due to COVID-19. We had a 19 softball player roster lined up, with four seniors (Jacy Ayers, Ashley Jenness, Shelby Long, and Macy Mangold), eight juniors, and seven freshmen. Coach Mangold felt this was our year to finish at the top as we had 11 returning and experienced players – all seniors and juniors. Our coaches included Kirsten Miller as Assistant Coach and Jeremy Long and Steve Morgan as Volunteer Coaches.

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-28, Girls Basketball-24, Wrestling-12, Boys Basketball-22.

The **Lewistown Junior High School** Annual Report is presented separately and attached hereto.

The activities programs offered by the Lewistown School District have a lot to offer all of our young students. 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, self-confidence and skills needed 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 our educational mission. The confidence in our coaches and our programs is strong. We have high expectations for both our staff and our students and we appreciate the support we are shown each year by the community. We, at School District No. One and Fergus High, look to the future with confidence and excitement!

Respectfully submitted,

Jeff Friesen
Assistant Principal/Activities Director

ACTIVITIES

**LEWISTOWN JUNIOR
HIGH SCHOOL**

Scott Dubbs



LEWISTOWN JUNIOR HIGH SCHOOL

914 West Main Street, Lewistown, MT 59457 – (406) 535-5419 – www.lewistown.k12.mt.us

ANNUAL ACTIVITIES REPORT 2019-2020

SUBMITTED BY:
SCOTT DUBBS, PRINCIPAL

Lewistown Junior High athletics completed its third year as a part of a junior high school league based around the Billings area. The league is comprised of Laurel, Lockwood, and Hardin but also includes games those schools may include in competition. The change three years ago provided an opportunity for our teams to play schools similar in enrollment. Our schedule requires volleyball, football, and basketball teams to travel three times to Billings and have only one home game here in Lewistown. At times, those competitions include Billings area Class B schools, but also included Sheridan and/or Gillette, Wyoming. In addition to those league competitions, we played home and away games with St. Francis (Billings Central) in almost all sports.

Co-Athletic Directors Jim Daniels and Matt Donaldson continue to organize and operate athletic programs. Jim's role focuses mainly on scheduling and staffing while Matt's role is one of organizing and supporting our home sporting events, awards and inventory of supplies and uniforms. In addition, we are indebted to our many coaches throughout the year, both head and assistant, paid and volunteer. All provided excellent guidance for our programs and we can only hope we maintain them on staff in the future.

The Junior High continues to require athletes to complete the ImPACT concussion baseline test prior to participating in practice. It has worked well to have Laurie Ray from CMMC will be conduct the test a week before the first practices. This change assured that every athlete takes the test and understands the importance of setting an accurate baseline that can be referenced by doctors in the case of a possible concussion. Next fall we will follow up the fall sport's test a testing session in the first weeks of school to assess remaining students.

Two years ago our school moved wrestling to the fall instead of the winter. This move was made to align with a number of similar schools and the previous season gave our athletes only a couple weeks before we hosted the state middle school tournament. The fall season will also resolve the conflict with local club wrestling seasons.

Participants in each sport are recognized through a winter and spring sport's recognition assemblies. Enrollment at the Junior High was better than the past, which resulted in excellent participation numbers, especially at the 8th grade level.

On a positive note, our activities were very successful. Several teams were undefeated, several teams won their league championships and there were numerous individual champions in their various events. Of note is the successes of the 7th grade girls and the 8th grade boys who were both champions in their fall and winter sports. Below is a participation summary for each sport:

Football

Season: August 17 to October 12

Troy Henderson - Head Coach (sixth year)

Dylan Buehler - First Assistant Coach – 7th grade coach

Caleb Uhler- Assistant Coach – 8th grade

Mike Mangold - Assistant Coach – 7th grade

Matt Donaldson – Volunteer Coach

Participation:

7th grade – 15 athletes, 41% of boys

8th grade – 24 athletes, 44% of boys

Cross Country

Season: August 19 to October 5

Nicole Wichman – Head Coach (first year)

Misti Birdwell – Volunteer Coach

Participation:

7th grade boys – 6 athletes, 16%

7th grade girls – 5 athletes, 12%

8th grade boys – 1 athletes, 2%

8th grade girls – 3 athletes, 6%

Girls Volleyball

Season: August 17 to October 12

Emily Burk – Head Coach (first year)

Gina Armstrong – First Assistant

Mikala Olson- Assistant

Participation:

7th grade – 17 athletes, 40%

8th grade – 22 athletes, 42%

Girl's Basketball

Season: October 14 to December 7

Lee Crouse – Head Coach (third year)

Sherry Breidenbach – First Assistant

Nicole Wichman- Assistant

Steve Foran – Volunteer Assistant

Participation:

7th grade – 15 athletes, 35%

8th grade – 15 athletes, 28%

Boy's Basketball

Season: January 2 to February 10

Matt Donaldson – Head Coach (third year)

Kyle Trafton – First Assistant

Banner Hecht- Assistant

Scott Dubbs – Volunteer Assistant

Participation:

7th grade – 11 athletes, 30%

8th grade – 16 athletes, 29%

Wrestling

Season: October 14 to December 7

Tim Nefsgger – Head Coach (second year)

Brendon DeCock - Assistant

Participation:

7th grade – 0 athletes, 0%

8th grade – 9 athletes, 16%

Track and Field

Season: March 23 to May 9

Emmylyn Bentley – Head Coach (second year)

Mariah Patterson – First Assistant

Julianna Parker – Assistant

Sean Kepler – Volunteer Assistant

Participation – practice voluntary on at home basis, season cancelled ultimately by the pandemic:

Cheerleading

Season: September 4 to March

Rayna Phelps – Head Coach (first year)

Participation:

7th grade – 5 girls, 16%

8th grade – 9 girls, 17%

– 2 boys, 4%

Equipment Purchases – Cheerleading uniforms and cheerleading mats (with help from the Eagle Boosters) were both purchased, as well as Football practice pants for the 2019-2020 seasons. After the season, Volleyball uniforms were purchased for next school year.

ASSESSMENT

Thom Peck

I have always felt that with our quality staff and with the caliber of our students and their families, I have always felt that our State mandated SBAC, CRT and ACT test scores should be higher than the actual results. The 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. 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. 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. Finally, we are eliminating FastBridge assessment in 2020-21 even though it provided very good data on our Oral Reading levels – Benchmark, Strategic and Intensive students. Instead, we will go to Dibels which gives us the same data but at a cost savings of about \$4500. Further, this meets OPI requirements on testing kids for Dyslexia which is now an identified Disability that qualifies students for Special Education Services.

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 we use MAP (Measured Adequate Progress) testing, to progress monitor students. Typically, we progress monitor students in the Fall, Winter and Spring. Unfortunately, this year we were not able to MAP test in the Spring due to the COVID-19 School Closure. This was really disheartening because we felt our kids were really progressing well and a little bit ahead of our expectations, as indicated by each school's MAP test scores. Math will be a major focus for Highland Park 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. We feel this will be very necessary especially with an anticipated "COVID-19 slide".

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 beginning next year, 2020-21, we will partner with Dawson Community College because it is free for our students.

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. We were actually disappointed that we were not able to test Grades 3-8 on the CRT and SBAC assessment in the Spring of 2020 because we were making significant improvements. The Fall assessments in 2020 will be very critical because they will give us some insight on how much learning was lost due to the COVID-19 School Closures in the 4th quarter.

BUSINESS OFFICE

Rebekah Rhoades



BUSINESS OFFICE 2019-2020 ANNUAL REPORT



**Rebekah Rhoades
Business Manager/District Clerk**

The 2019-2020 school year was one to remember. We faced many challenges with both the budget and the school closure, but saw success in both. 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
- Completing the Process of Acquiring the Central Montana Education Center Building from Montana State University – Northern
- Adapting to new Leave requirements under the CARES Act

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.

Last year we completed a major overhaul to several of our district-wide account codes and will be reporting under these codes on the Trustee Financial Summary for the first time this August.

- **Use of TalentEd to Streamline Payroll Processes:** TalentEd, our new online hiring platform, is up and running this year. Although there are several things still to learn in the software, there will be efficiencies built in 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 School Closure 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. Last summer, the secretaries attended the MASBO Conference to learn more about student activities. We were finding free in both accounts 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 will be moving to iVisions, a web based version of our software, at the end of the 2020-21 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 and the need for this has been highlighted immensely when we hired our new payroll clerk.
- **Monitor and implement changes in the Affordable Care Act (ACA) or other Federal Healthcare Program (ongoing):** The ACA has many new 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.
- **Monitor and implement changes required under the Families First Coronavirus**

Response Act, CARES Act and other Federal requirements due to the Coronavirus: The Coronavirus pandemic has created a multitude of changes for schools. We now have an Emergency Sick Leave and Emergency Family Leave that we are required by the Federal Government to offer and pay until December 31, 2020. In a separate Act, the State of Montana was also given funding to be used to respond to the pandemic. The District will need to determine how to allocate these funds over the next 2 years.

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
- Educate all staff on the purchasing process
- 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

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 (2021).

Status: The 2019 Legislative Session was quite successful. Many of the payments taken away during the 2017 session were restored and more flexibility was given to Districts. With the increased flexibility, there will be more decisions that will need to be made at the local level affecting property taxes. As a District, we have many organizations lobbying on our behalf, but need to consider what level of involvement the Board wishes to have in the next legislative process. 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. The Coronavirus pandemic may have a very negative impact on the next Legislative session. State Revenues are likely to decrease and make decisions of Legislatures even more difficult. I anticipate a great deal of challenges in this upcoming session.

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.

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. We have cut staffing in the Central Office over the years and are feeling the burden of more work. With each Legislative Session and more 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 2019-20 school year was the second year that Principals and I shared Curriculum duties. A big time thanks to the Principals for taking on these extra curriculum duties, especially Mr. Lewis (English Language Arts) and Mr. Ventresca (Math). This was a big year for curriculum as we introduced Standards Based Curriculum, Grading and Reporting to both Math and English Language Arts, K-12. This was a huge endeavor and we will continue this process in the 2020-21 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.

This year, curriculum focused on two HUGE areas – English Language Arts and Math. Our move to Standards Based Curriculum actually began last spring when we asked teachers to narrow the Montana Standards in their particular content area down to “Priority Standards” or “Power Standards”. We felt as a team that this exercise would narrow teacher’s focus on those standards that were truly the most important and would better drive our instruction. This was fairly easy for Math but very difficult for English Language Arts. In the summer of 2019, I attended a 2 day workshop in Billings provided by a curriculum consortium, Alliance for Curriculum Enhancement (ACE). We had just joined the ACE and the workshop outlined the process to address our interest in moving to a Standards Based Curriculum. 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. However, the staff did not disappoint and we had built up tremendous 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. ACE will provide 11 of our teachers training this summer is Google Classroom Suite that will utilize Google Docs, Google Meet, Google Hangout, other video platforms i.e. Screencastomatic, YouTube, and Zoom to video events to students. This seems to be the best common platform to deliver off-site instruction and is most compatible with Infinite Campus and communicating with parents. The relevance of this training from ACE is right on as evident by ACE having to offer numerous classes because the first couple filled up quickly.

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 initial year. We will also continue with our Self-Contained Life Skills Special Ed program at Garfield and now at Highland Park Elementary. 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 area. 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) but will be prepared for delivering instruction on a schedule that meets Phase 2 or Phase 1 restrictions. It will be a very busy summer and fall for curriculum and instruction. We learned a lot during the school closure and we know this will carry into our plans for the school year 2020-21. The biggest guiding principle we learned through the school closure, is face-to-face, direct instruction is by far the BEST delivery system.

MAINTENANCE

Jason Fry

Facilities & Maintenance Annual Report

Fiscal Year 2019-2020

Fiscal Year 2019-2020 saw many changes. We again had a large turnover in custodial staff this year but now have a solid crew. One of our Maintenance techs was out for some time of the year with a back surgery which did not aid in getting PMs caught up. The District spent a large portion of the year with Bond Levy discussions. We ended the fiscal year with Covid-19 which put bond discussion on hold and forced us to ramp up our disinfecting procedures. We had purchased disinfectant foggers for the district due to influenza which enabled us to keep up with the disinfecting demands.

Completed Maintenance projects 2019/2020:

- High School LED conversions at Lobby, Library, Shop, Loading Dock and Main Hallways
- Bus Barn LED conversion
- Preventative Maintenance Program
- Add fill to grade school playgrounds
- Purchased plow truck from Bus Barn
- Remove lilac bushes on walking trail at JHS
- Convert library into classroom at HP

Early summer started with the maintenance department discovering a leak in the football field sprinkler main in the practice field. The leak was dug up and fixed, a drain was added to the end of the main to prevent future freeze ups. The pump house piping was also reconfigured for the sprinkler line to ease winterization going forward. Two semi loads of wood chips were delivered late July and dispersed between three playgrounds at Highland Park and one at Lewis and Clark. We utilized a rented skid steer and the districts tractor to disperse the chips on the playgrounds.

Fall of 2019 the district purchased Asset Essentials a preventative maintenance program. This program not only helps get the preventative maintenance on track but has a great platform for reactive maintenance work orders. With a link provided on our district staff website, employees can submit a work request and get emailed updates on the progress of their request. With an employee on light duty, all equipment was added to the program over the winter and schedules were set up for all preventative maintenance for the equipment. With a large amount of reactive maintenance requests we are still having trouble keeping up.

With the purchase of a plow truck from the Bus Barn we did all our own plowing this year. We can now save a considerable amount on contracted plowing and have a 1 ton truck to use during summer maintenance. The pickup is a great addition to our aging fleet.

Once plowing slowed down in late winter, LED upgrades continued in the hallways of FHS. With Covid-19 closures we were able to replace all lighting in the shop areas, loading dock, library and lobby at FHS. We also upgraded the lighting at the Bus Barn with high bay LED fixtures in the bay areas and new drop in fixtures in the office area.

Removal of lilac bushes along walking trail at the JHS was done at the end of the fiscal year to make the campus safer. This has opened up the campus nicely and created a great space to be utilized along 9th Ave. In early June we took delivery of a 14' x 66' office space portable that will be used as the Highland Park library. We removed book shelves from the library at Highland Park to use in the new portable library. We had to fix the flooring that was under the shelves and paint the wall where the shelves were located. Our custodians waxed the floors in the portable and we installed the shelves.

Completed Contract Projects 2019/2020:

- Sidewalks at Lewis and Clark
- Announcer booth at FHS football field
- Shop area remodel at JHS
- Delivery and set up of Manufactured unit at Highland Park
- New heat added to FHS shop

We started the fiscal year with MT Paving doing sidewalk work at Lewis and Clark. They reconfigured the south east corner with new ADA guidelines, north-east corner with storm drain and a section of sidewalk at the bus zone. With the help of Birdwell Builders we shored up the announcer booth on the visitor side of the football field instead of tearing it down. Shoring up the current booth spared us the cost of building new. Central Electric put in the electrical hook ups for the portable library at Highland Park. Power was run out of an electrical box in the boiler room and run along the building to the portable. Birdwell Builders installed the skirting and the ADA ramp. Working with Birdwell Builders, we set up the basement area of the Junior High for a flex classroom that will primarily be used as a shop/ag classroom. This included removal of a wall that was placed in the old shop area to divide the room for storage, replace a wall that was removed from a storage room and adding doors. Universal Heating and Cooling installed Reznor UDAS sealed combustion heaters in the three shop areas at FHS. With the removal of the old lighting and radiant heating system the shop has a much larger feel.

2020/2021 Goals

- Get asphalt back on rotation for crack repair/seal coats
- Continue LED upgrades if Northwestern Energy rebates continue
- Stay up to date on COVID requirements and keeping appropriate supplies in stock for all buildings
- Assisting Facility Solutions Management & Consulting to develop a core competencies course for Facility Directors. This course will be used state wide and eventually nationwide for up and coming directors to gain the core knowledge required for their position.

SCHOOL FOOD SERVICE

Amie Friesen

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



ANNUAL REPORT 2019-2020

The beginning of the year for School Food Service went smoothly. For the first $\frac{3}{4}$ of the year, we were able to provide delicious, scratch meals to our students. Working as we do within all six of the district buildings, communication and cooperation are an ongoing challenge but essential to 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. 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.

The last 3 months of the 2019-2020 school year presented challenges not seen in the past. Similar to all institutions, LPS faced new challenges in every facet of the District in regards to school closures elicited by the Coronavirus Pandemic. In the midst of the crisis, 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 include for both regular year participation and school closure participation.

Meals

- This year it was necessary for School Food to attain funding for meal distribution through both the School Nutrition Program, and the Summer Food Service Program. At the beginning of the school year, food was distributed and funded in traditional ways. For the last 2.5 months of the year, School Food had to use funds acquired through the Summer Food Service Program to feed not only students, but all children in our community between the ages of 1 and 18. This demanded alternate delivery models and production, changes in lunch counts, and different meal pattern requirements. Lunch counts were notably skewed in the process.
- The traditional lunch count seen at the beginning of the year increased in comparison to last year by an average of 28 meals per day. This is a substantial number when multiplied throughout a school year. We were very pleased with our lunch service numbers. We attribute the lunch participation increase to the effort we put into revamping our menu and adding new items. The District's average daily student enrollment was down by 22 students from the previous year. Despite this, School Food was happy to see such an increase in the lunch participation.
- Breakfast decreased by an average of 12 students per day. In the 2018-2019 school year, a concerted effort was made to promote breakfast. I believe that year's high numbers reflected our efforts. We will try to bring numbers back up next year with new items and revisiting our efforts to advertise breakfast. As noted earlier, the average daily student enrollment was down by 22 students from the previous year. I am certain enrollment affected our breakfast attendance.
- Overall, it is difficult to predict or analyze which factors contribute to participation numbers in a given year. School Foods continues to provide healthy and varied meal choices, working towards a positive outcome!
- 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 meal prices for the 2020-2021 school year. In deference to rising unemployment and closure of businesses, we propose to help the families in our community by maintaining meal prices while continuing to provide delicious and nutritious meals.
- The Food Service protocols concerning student allergies and the accommodations that we provide continue to be a daily concern for us. Communication with families is essential so student safety. With a growing awareness of food intolerances, last year School Foods provided up to 16 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 2652 amounting to \$10608.00 of support to the district. Earned breakfast was also provided for teachers assisting special needs student. A total of 67 earned breakfast were provided amounting to \$134.00. School Food Service greatly appreciates the staff supervision of students during meal periods at each school.
- The number of daily earned lunches provided to student was 452. 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.
- School Food Service worked closely with the Mentor Program from Fergus High to promote peer interaction between elementary students and their high school mentors. Groups of between 10 and 12 high school students visited the elementary buildings on several occasions. Meals were adjusted and on the ready for all students. School Foods is happy to support this program as the benefits to younger students is readily seen.
- Due to constant changes in regulations requiring larger portions and additional fruits and vegetable, School Foods has been experiencing a regular negative balance. This is not something unique to our program, but rather shared throughout almost every school in Montana. Costs of food continue to rise along with insurance for employees. As School Food looked at ways to attain a positive financial outcome, we applied for a \$10,000 relief grant from Montana's No Kid Hungry Program. We anticipate a decision will be made regarding the grant by the end of June. We will continue to creatively work to hopefully reach a positive balance at the end of next school year.
- The negative student balance at the end of this year was acceptable thanks to the efforts of our staff and secretaries at the various buildings. LPS District has a policy of turning families over to collections who owe in excess of \$50.00 and show no effort to pay on their lunch accounts. Unfortunately, this policy had to be implemented in several cases this year.

School Closure

- School Food successfully faced all of the challenges presented by the school closure resulting from the Coronavirus Pandemic. Schools closed due to a government mandate beginning on March 16th and lasting through the end of the school year.
- Due to the fact that students were no longer in school, funding for meals could not be drawn through the School Nutrition Program that had provided for us in the past. School Food successfully completed an application to receive funding through OPI's Summer Food Service Program. In a positive turn of events, it was found that the reimbursement rates for the SFSP were greater than the reimbursement rates for the SNP. Reimbursements for lunch were \$0.75 greater at \$4.15 per meal and breakfast was \$0.18 greater at \$2.38 per meal.
- School Food was informed of the school closure on Sunday May 15th, by Wednesday May 18th, we had attained full funding for meals, attained appropriate waivers for meal delivery, created a delivery system for meals, and revamped production processes to allow us to begin delivering meals on the 18th. All in all, we consider that a tremendous success.

- SFSP allows funding to provide meals for all children in a community between the ages of 1 and 18. We began by providing lunches to children at 3 sites in town....Garfield Elementary, Lewistown Junior High School, and Fergus High. This continued through the month of March. As new information was provided, we decided to provide breakfast as well as lunch and add 4 bus routes to our delivery. This system allowed for us to provide adequate nutrition for an entire day for the kids in our community. We were also pleased to offer meaningful employment for not only LPS's Food Service Department, but also our Transportation Department.
- Meal counts fluctuated throughout the pandemic due to publicity, interest, weather, and a wide variety of issues. Please refer to the enclosed charts and tables for more information.
- Meals were served sack lunch style. Parents or children came to our sites to pick up meals. All employees wore masks and gloves. Social distancing was practiced whenever possible.
- Because the meals were served as sack lunches, we were able to repurpose the items in a lunch or simply serve a recycled lunch the next day. During this process, food waste was kept to a bare minimum. In regular production during the school year, there is a level of waste that can't be avoided due to the nature of meals. The result was a drop in production costs during the school closure. We estimated the cost of a meal including breakfast and lunch to be \$4.00. Reimbursement rates for breakfast and lunch combined were \$6.53 resulting in a profit of \$2.53 per meal. School Food usually runs in the red. For School Food, the financial benefit during the closure can't be denied.
- We are anticipating even more changes for the coming school year. Upon opening, we may see requirements for packaged food inside of schools as opposed to buffet style meals. 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 \$11090.80 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.
- Our a la carte choices at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line.
- 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 amounted to approximately \$5,830. However, 11% of this amount (\$641) was the total value of food/services provided for in-district events such as cookies for conferences, meals for committee meetings, principal requests, etc. Our School Food department was not reimbursed for these expenses.
- 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.
- School Foods was also pleased to provide items for our wrestling program. We assisted in catering 3 separate wrestling events this year.

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. Next year, School Food plans to look into replacing small kitchenware items in all of the schools. Many of our staff members are 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, 2 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.
- 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.
- 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 is retiring, and the County is considering leaving her position vacant. School Foods will need to look at other avenues for fulfilling these requirements. Future education may come at a considerable expense to the District.
- 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.

- Due to the school closure, Lewistown Public Schools provided online training for employees through a program titled Safe Schools. This training was to be tracked and paid on an hourly basis. Each department was able to choose which courses they would like to make available to their staff. School Food offered 17 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.

PERSONNEL

- This year we are left with three 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 2020-2021 school year. Advertisements for positions are being reviewed to, hopefully, find ways to market School Food as an employer. 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

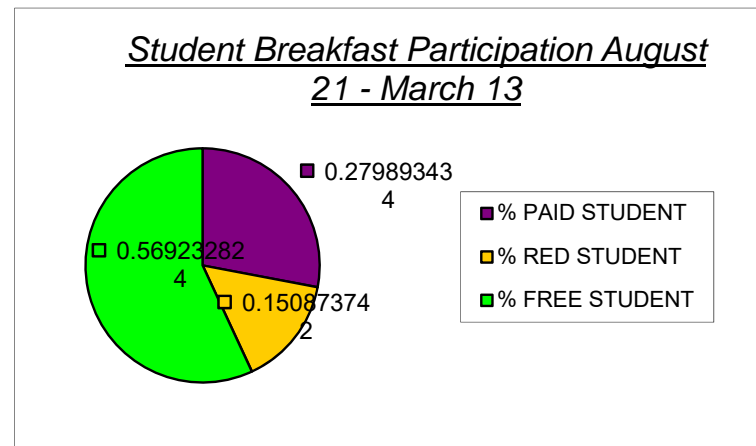
BREAKFAST PARTICIPATION DATA

2019-2020

SITE: District Summary

MONTH	STUDENT								ADULT			TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	1459	1	0	5	6	3276	760	5501	13	11	24	5525	28
October	1314	0	0	2	2	2811	808	4935	8	6	14	4949	21
November	1126	0	1	1	2	2125	605	3858	11	8	19	3877	16
December	1060	1	0	0	1	1991	608	3660	10	10	20	3680	15
January	1440	0	0	0	0	2811	699	4950	11	13	24	4974	21
February	1308	0	0	0	0	2583	673	4564	9	15	24	4588	19
March	622	0	0	0	0	1366	330	2318	5	3	8	2326	10
April	0	0	0	0	0	0	0	0	0	0	0	0	0
May/June	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	8329	2	1	8	11	16963	4483	29786	67	66	133	29919	130

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1163	196	17%	27%	14%	60%
October	1161	235	20%	27%	16%	57%
November	1162	241	21%	29%	16%	55%
December	1160	244	21%	29%	17%	54%
January	1161	236	20%	29%	14%	57%
February	1157	240	21%	29%	15%	57%
March	1162	232	20%	27%	14%	59%
April	0					
May/June	0					
AVERAGE	903	232	20%	28%	15%	57%



Participation at individual schools:	Highland Park	13%
	Garfield	18%
	Lewis & Clark	24%
	Junior High	12%
	Fergus High	10%

*This graph reflects the percentage categories for only those students participating in the breakfast program-- not the percentages of the total student enrollment.

SCHOOL FOOD SERVICE

LUNCH PARTICIPATION DATA

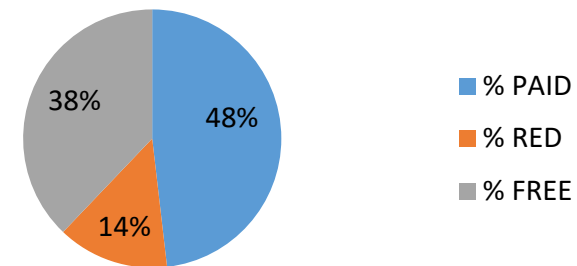
2019-2020

SITE: District Summary

MONTH	STUDENT								ADULT			TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	7128	53	1	22	76	6477	2237	15918	503	561	1064	16982	28
October	6029	35	15	18	68	4860	1821	12778	391	456	847	13625	21
November	4825	28	16	13	57	3642	1379	9903	446	312	758	10661	16
December	4694	25	15	16	56	3380	1350	9480	315	304	619	10099	15
January	6388	46	11	22	79	4873	1735	13075	427	436	863	13938	21
February	5428	56	2	19	77	4332	1606	11443	372	422	794	12237	19
March	2900	22	1	16	39	2262	803	6004	198	214	412	6416	10
April	0	0	0	0	0	0	0	0	0	0	0	0	0
May/June	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTALS	37392	265	61	126	452	29826	10931	78601	2652	2705	5357	83958	130

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1163	569	49%	45%	14%	41%
October	1161	608	52%	47%	14%	38%
November	1162	619	53%	49%	14%	37%
December	1160	632	54%	50%	14%	36%
January	1161	623	54%	49%	13%	37%
February	1157	602	52%	48%	14%	38%
March	1162	600	52%	49%	13%	38%
April						
May/June						
AVERAGE	1161	608	52%	48%	14%	38%

Student Lunch Participation August 21 - March 13



Participation at individual schools:	Highland Park	68%
	Garfield	74%
	Lewis & Clark	72%
	Junior High	73%
	Fergus High	28%

*This graph reflects the percentage categories for only those students participating in the lunch program-- not the percentages of the total student enrollment.

SCHOOL FOOD SERVICE

Summer Food Service Participation Data

March 2020

Day	GF	JH	FH	Bus Route	Sum	Rate	Reimbursement
3/18/2020	80	32	47	0	159	4.1525	660.2475
3/19/2020	90	47	31	0	168	4.1525	697.62
3/23/2020	95	43	39	0	177	4.1525	734.9925
3/24/2020	96	46	44	0	186	4.1525	772.365
3/25/2020	107	38	49	0	194	4.1525	805.585
3/26/2020	106	61	33	0	200	4.1525	830.5
3/27/2020	95	61	56	0	212	4.1525	880.33
3/30/2020	115	53	48	0	216	4.1525	896.94
3/31/2020	121	51	37	0	209	4.1525	867.8725
TOTAL	905	432	384	0	1721	4.1525	\$7,146.45
AVERAGE DAILY PARTICIPATION					195.25		

April 2020

Day	GF	JH	FH	Bus Route	Sum	Rate	Reimbursement
4/1/2020	87	33	25		145	6.5275	946.4875
4/2/2020	79	59	38	92	268	6.5275	1749.37
4/3/2020	100	41	46	83	270	6.5275	1762.425
4/6/2020	118	73	19	70	280	6.5275	1827.7
4/7/2020	118	68	60	78	324	6.5275	2114.91
4/8/2020	115	57	39	72	283	6.5275	1847.2825
4/9/2020	128	74	42	76	320	6.5275	2088.8
4/15/2020	113	44	39	62	258	6.5275	1684.095
4/16/2020	118	41	45	72	276	6.5275	1801.59
4/17/2020	98	55	60	68	281	6.5275	1834.2275
4/20/2020	105	54	44	78	281	6.5275	1834.2275
4/21/2020	103	60	54	70	287	6.5275	1873.3925
4/22/2020	86	67	51	68	272	6.5275	1775.48
4/23/2020	108	36	60	71	275	6.5275	1795.0625
4/24/2020	79	43	62	70	254	6.5275	1657.985
4/27/2020	101	39	49	71	260	6.5275	1697.15
4/28/2020	95	62	58	66	281	6.5275	1834.2275
4/29/2020	96	61	59	68	284	6.5275	1853.81
4/30/2020	101	53	39	69	262	6.5275	1710.205
TOTAL	1948	1020	889	1304	5161	6.5275	\$33,688.43
AVERAGE DAILY PARTICIPATION					279.6471		

May 2020

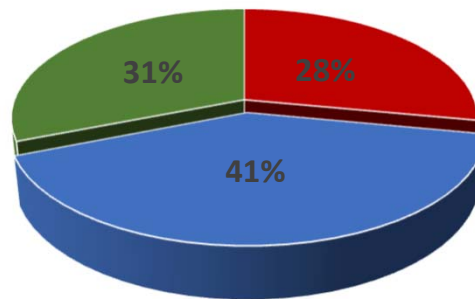
Day	GF	JH	FH	Bus Route	Sum	Rate	Reimbursement
5/1/2020	85	30	54	63	232	6.5275	1514.38
5/4/2020	116	39	44	75	274	6.5275	1788.535
5/5/2020	83	46	39	66	234	6.5275	1527.435
5/6/2020	85	44	43	75	247	6.5275	1612.2925
5/7/2020	68	33	24	60	185	6.5275	1207.5875
5/8/2020	78	61	41	72	252	6.5275	1644.93
4/11/2020	75	27	45	60	207	6.5275	1351.1925
4/12/2020	75	25	39	69	208	6.5275	1357.72
4/13/2020	76	50	43	62	231	6.5275	1507.8525
4/14/2020	83	41	19	67	210	6.5275	1370.775
4/15/2020	68	26	36	61	191	6.5275	1246.7525
4/18/2020	51	28	61	52	192	6.5275	1253.28
4/19/2020	67	20	49	51	187	6.5275	1220.6425
4/20/2020	44	27	40	62	173	6.5275	1129.2575
4/21/2020	53	32	40	60	185	6.5275	1207.5875
TOTAL	1107	529	617	955	3208	6.5275	\$20,940.22
AVERAGE DAILY PARTICIPATION					212.5714		

Each Months Contribution to Participation During School Closure

■ March

■ April

■ May



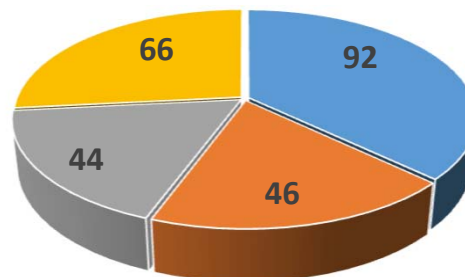
Average Daily Meal Delivery Per Route

■ Garfield

■ Junior High

■ High School

■ Bus Route



SPECIAL EDUCATION

Chelsey Rogers

**ANNUAL REPORT
SPECIAL EDUCATION SERVICES IN LEWISTOWN
2019-2020**

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 decrease in numbers for the 2019-20 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

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 2019-2020 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 be a part 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, and service to students with intensive emotional and behavioral needs. Occupational therapists 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 staff were able to hone their ADOS 2 training skills and implement the program with many other students, which demonstrated success. In addition to the ADOS program, staff attended a training in a new program called STAR (Strategies for Teaching based on Autism Research). This program is being implement at Garfield and Highland Park, and will continue to be fully integrated in the curriculum the 2020-21 school year. The STAR program, based at Lewistown Junior High, continued under the auspices of the CMLRCC to serve students, Grades K-8, from Lewistown and surrounding communities, in need of a highly structured program focusing on social/emotional/behavioral supports.

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 used 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 intensive team planning efforts involving district staff and CMLRCC specialists, who 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. During these meetings three Positive Post Cards were sent out to parents to share their child's progress towards their goals. The CMLRCC team will continue to share newest information on an annual basis. The following school year we are hoping to provide learning opportunities for parents and school staff regarding dyslexia and the new Senate Bill 140. In addition, the CMLRCC Director will continue to update their website as a tool for staff and anyone else who wants to learn more about the Co-

op. The website will also be used for important announcements and be a place for Covid-19 updates.

Goal Area 4: Technology

Strategic Objective – Collaborating beyond the Classroom: CMLRCC, for the fourth year, facilitated use of a telepresence robot borrowed from MonTECH 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 first grade special education and general education teachers at Garfield.

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 two times because of the amount of attendees. 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.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objective – Montana Legislature: Chelsey Rogers, Director, was appointed the 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. The district's participation in the Central Montana Learning Resource Center Cooperative plays a key role in the development and ongoing support of the STAR Program.

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

TECHNOLOGY

Scott Baldwin

Technology 2019-2020 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 1, 2020

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.

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.

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

We have been working with SchoolPointe over the last year to implement an application used on cell phones to allow for a more seamless use of the website on cell phones. 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. Kim Wiegert has done a wonderful job of keeping this tool running over the last year. The transition has been smooth to date and with Kim's tech background has been a great asset for the Technology Department.

ConnectWise Automate, formerly Lab Tech: We renewed our contract with ConnectWise. We will 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 out the following:
https://www.securly.com/?utm_source=google&utm_medium=cpc&utm_campaign=brd&utm_term=securlycom&gclid=Cj0KCQjwirz3BRD_ARIsAImf7LNG80iL7P5PDgswME6aDd5TNCLXLyljvGZI-B6fUURxJG-Scbm0cUoaAp7NEALw_wcB

Technology Levy: This year was the largest expenditure of funding in association with E-Rate category 2 funding (\$108,982 for equipment and labor). 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 Points 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 back bone 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 had a good year for the 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.

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 new in the CMTC schools.

Integration - We have started working on and have completed most of what needs to be done regarding the standardization of our Active directory and G-Suite structures. This will allow us to update automatically two places by updating in one. Ex. We enter a new user in Active Directory and the system creates the new user G-Suite automatically. This is going to be more useful as the systems that we employ all talk to either Active Directory or G-Suite. Like our Securly filtering, we use G-Suite to authenticate users and track things like where they have been on the internet and search history. Without a high level of integration with all systems, we would be bogged down managing individual systems. This will be an ongoing goal and will strive to maintain a very high level of integration.

E-rate - We will not be doing e-rate this year as we have done most of what we can do with the funds available. With the re-cabling of the schools and the purchase of the necessary hardware, we are close or at zero funds available. It is my understanding that the e-rate program will be refunded next year with a new pot of “monies” so we will take a look when the guidelines come out for the new refunded program.

New Employee Schedule – After changing the schedule to a fully rotating schedule for the techs, this has worked very well for the CMTC. It allows each technician to gain experience in each school. We have quizzed our participating schools and all seemed pleased at this point how the schedule is working.

Summer 2020 - We will be provisioning Chromebooks the schools have purchased to provide distance learning for the students. As internet needs have increased, so has the bandwidth needed for the schools. To that end, we will be upgrading over the course of the next few months the edge devices aka Firewalls. The reason for this is the need for better hardware to allow for a faster connection to the internet.

School Closures - 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.

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 expanded our wireless network with some additional access points. We also replaced all our switches and routers in the schools with Layer 3 stacked switches. Due to the loss of redundancy because one server went down at the high school we replaced both servers to reacquire the redundancy. The data network was upgraded giving us about ten times the bandwidth. We replaced some racks both in Junior High and Lewis & Clark along with removing some unused antiquated equipment.

In all co-op schools we standardized all Cisco switch configurations. We reorganized active directory structure for both users, devices and group and then mirrored that to Google Cloud Identity. This will help us move towards syncing the users and group from active directory and Google Cloud Identity. This will help us manage users from one interface then from multiple interfaces. In Geyser, we upgraded the network cabling in the school building, along with installing new access points to boost the wireless coverage. In Roy, we upgraded most of the teacher desktops and laptops to Solid State Drive from Hard Disk Drive along with 8 GB's of RAM. In Harlowton, we started the process of moving all the servers to the high school. We also have been trying to set up private, alt, and public networks at all the schools in Harlowton and its colonies. Worked at getting a Pixelot Camera installed. In Grass Range, we set up some new laptops. Configured backups for clerk and secretary. Setup VPN for the clerk so they could work from home. At CM Headstart, we cleaned up users both in active directory and Google Cloud Identity. Also, we added logging to fiscal and timeclock backups. In Winifred, installed a new server. In Stanford, installed copiers on teacher computers. In Moore and Hobson, we dealt with some networking issues.

Looking forward to a busy summer, another school year and building more relationships.

Highlights from the Region - Zabrea Fiscus

I am still referred to as the "Apple Queen". I have spent a lot of time working with our new software for the Apple devices and implementing it in all the schools. It is definitely a learning experience. We are expanding our device management in a way that is more convenient for everyone. This will allow us to keep track of devices, upload apps from our desk and update devices without having to track each device down. This is exciting for me!!

I have continued to learn so much. John and Scott are such great teachers and we have great learning material online that helps with all aspects of the technology world. I love working in this department. Everyday is a new learning experience and challenge. We are still on a rotation schedule, meaning I spend 4 weeks in Lewistown and the next 8 weeks traveling to all schools in the county including colonies. Each school has its own different setups and challenges.

I spent a good amount of time upgrading computers from Win 7 to Win 10. I went through all the schools and removed the Win 7 computers and upgraded them. Most schools and computers are now running Windows 10. We have a few Win 8.1 to update, but I am working on that this year. We are always trying to stay up to date on the latest technology. All of the schools got updated access points. Some got new servers and racks. There is always something to be updated or upgraded.

The last several months have been a little out of the ordinary. Not traveling to schools and being on site has its pro's and con's. We have been able to tackle most hurdles that have come our way remotely or with the help of the student or teacher. It's amazing to me how we can all adapt when we have to. Parents, teachers, and students have been so patient and helpful while we tried to figure out the best way to do distance learning. Our new software for Chromebooks was so helpful in keeping the children safe from online garbage. We will continue to keep the children safe and always be watching for newer and better ways of managing the technology.

Thank you for letting me be a part of this awesome school district.

Highlights from the Region - Joshua Day

The 2019-2020 school year has certainly been an odyssey. As this was my first year here, I was unsure what to expect upon entering this position. Even excluding obvious current events, I realized how much the technology landscape has changed in schools since I was a student. The sheer amount of devices in classrooms in both local and rural schools was completely unexpected to me, I had no idea such integration had been happening over the years. It has been impressive to see how well these devices have been utilized across various applications, allowing for new methods of teaching and learning. This has also offered major opportunities for growth and learning on my part, both from experience gained, knowledge shared from my peers, supervisors, and online training.

In travelling amongst the rural schools we provide service to, we have continued to both update and upgrade school network infrastructures and devices. In both Moore and Hobson, John Jensen and I installed new servers in their server rooms. This involved removing the old server rack structures, placing the new structure, installing the new servers, and rewiring patch panels and switches. These were major upgrades for these schools that will have an enormous impact on teaching and learning possibilities both on and off site. In Moore, Stanford, and Roy, we replaced outdated access points with newer models. While doing so, we were able to increase our knowledge of both AP placement and Wi-Fi theory in general, this learning continues and is invaluable. Many other schools were just going along as usual, with the normal random technology challenges. These vary day to day and site to site, from printers, to small domain errors, to just resetting a password that was forgotten. Overall though, it has allowed me to become very familiar with the management tools that are used in these situations such as GSuite, active directory, GCDS, windows server management, etc.

The times I was in Lewistown this year were often quite busy and provided just as many diverse situations as the rural schools. We have replaced hard drives in network attached storage, updated software in the background, and replaced a couple of servers at Fergus High. We had a particular case at the junior high where we learned just how far an AP will offer Wi-Fi through an old concrete wall, by the way, it's not very far. We were able to move the access point to a new area that now provides better coverage to two rooms. I have been able to learn about all of the background management tools that are used in Lewistown as well, one of the major ones being machine virtualization. This technology is used in most of the schools serviced by the co-op, but none more so than Lewistown. Configuring and maintaining these systems has been a fascinating experience, and I am eager to continue building upon this knowledge.

The department has been very supportive and provides a very positive environment to work in. I am both fortunate and grateful to be offered information on demand, as mentioned previously from both peers and supervisors. I plan on continuing to work on both my CCNA (Cisco Certified Network Associate) and CEH (Certified Ethical Hacker) certifications. With these tools, I will be able to provide the schools with more focus on general network theory as well as network security. I have appreciated and enjoyed being a part of this team, and look forward to next year's adversities and achievements for all of us.

TITLE I

Thom Peck



Continuous School Improvement Program District Plan

Lewistown Elem (LE0258)

Plan Status: District Plan submitted

Submission Date: 10/23/2019

Gap Analysis

Have you completed the gap analysis?
A gap analysis is the first step in the continuous improvement cycle. It involves using data from the Comprehensive Needs Assessment and state or local assessments to determine groups of students that are significantly below the achievement levels of the state or national average. Schools may opt to use the OPI Comprehensive Needs Assessment tool, unless they are in Targeted Support status. Targeted Support schools are required to use the OPI Comprehensive Needs Assessment tool.

Yes

Math Goals

Using the results of the gap analysis, based upon three years of trend data, determine your district's goals for Math.

The elementary districts goal for math in the 2019-20 school year is to increase the percentage of students scoring proficient in grades 3-8 by 5% from 48% in 2018-19 to 53% on the Smarter Balance Statewide Assessment (SBAC) in the spring of 2020. (3-year trend is 45% proficient in district), (state goal is 48.3%). District met goal in 2019.

Sub-Group Goal 1 – Increase the percentage of proficient special education students by 7% in math from 13% in 2018-19 to 20% on the SBAC in the Spring of 2020.

Sub-Group Goal 2 – Increase the percentage of proficient economically disadvantaged students in grades 3-8 by 5% in math on the SBAC in the Spring of 2020.



Continuous School Improvement Program District Plan

Math Goals

Describe how the district is using data to determine professional development needs to improve instruction for all students, including students with disabilities.

The district utilizes data to determine professional development needs for improving instruction for all students (including students with disabilities) through a comprehensive analysis of the many sources of data in the district. The district utilizes SBAC, ACT, CRT, and MAP assessments to gather academic data. The district gathers school climate data through surveys (My Voice), personal interactions, and other local sources. The district analyzes academic and climate data through the MBI team to determine areas of the highest priority need in the district and schools for student instruction. Based on the data analysis, the district determines the highest priority needs for academic and school climate improvement. The district then determines the most appropriate professional development that will facilitate the improvement of the highest academic and school climate needs.

Describe the district's strategies for assessing student progress for meeting all Montana content standards.

The district has in place strategies for assessing student progress toward meeting all Montana content standards. These strategies include a variety of assessments to monitor all students in the district by measuring growth and achievement on the standards. These assessments assist staff in developing targeted instructional strategies. These assessments include the SBAC, ACT, CRT, MAP, samples of student work (including writing), student portfolios, observations, paper/pencil tests, and various other measures designed for specific content areas. Using the SBAC assessment as an example of monitoring student progress on the standards, students in the district scored the lowest on the concepts and procedures targets and the highest in communicating reasoning for the math standards in 2019. In addition, the district has added software programs which continually monitor student progress related to the standards and assist teachers in modifying instruction to meet student needs.



Continuous School Improvement Program District Plan

Math Goals

Describe the district's integration of Indian Education for All into all areas of the Math curriculum.

The district is continuing the integration of Indian Education for All into all areas of the math curriculum. The district accomplishes the integration of IEFA by utilizing presentations to students and staff, student projects, Native American culture and history incorporating math concepts, and using IEFA resources from the OPI website and office. The IEFA lessons and materials utilized throughout the curriculum use a model that presents themes related to culture, history, and the diversity of Indian people. The IEFA Essential Understandings are addressed and incorporated into each theme in the curriculum. The main objective of the integration of IEFA into the curriculum is to infuse an appreciation for Native American cultures, history, and diversity throughout the school and district.

ELA Goals

Using the results of the gap analysis, based upon three years of trend data, determine your district's goals for English Language Arts.

Elementary District Goals

The districts overall goal for ELA in the 2019-20 school year is to increase the percentage of students in grades 3-8 scoring proficient by 5% from 57% in 2018-19 to 62% on the Smarter Balance Statewide Assessment (SBAC) in the Spring of 2020. (3-year trend is 56% proficient in district), (state goal is 56.3%).

Sub-Group Goal 1 – Increase the percentage of proficient special education students in grades 3-8 by 6% in ELA from 29% in 2018-19 to 35% in 2019-20 on the SBAC in the Spring of 2020.

Sub-Group Goal 2 – Increase the percentage of proficient of economically disadvantaged students in grades 3-8 by 5% in ELA on the SBAC in the Spring of 2020.



Continuous School Improvement Program District Plan

ELA Goals

Describe how the district is using data to determine professional development needs to improve instruction for all students, including students with disabilities.

The district utilizes data to determine professional development needs for improving instruction for all students (including students with disabilities) through a comprehensive analysis of the many sources of data in the district. The district utilizes SBAC, ACT, CRT, and MAP assessments to gather academic data. The district gathers school climate data through surveys (including My Voice), personal interactions, and other local sources. The district analyzes academic and climate data to determine areas of the highest priority need in the district and schools for student instruction. Based on the data analysis, the district determines the highest priority needs for academic and school climate improvement. The district then determines the most appropriate professional development that will facilitate the improvement of the highest academic and school climate needs.

Describe the district's strategies for assessing student progress for meeting all Montana content standards.

The district has in place strategies for assessing student progress toward meeting all Montana content standards. These strategies include a variety of assessments to monitor all students in the district by measuring growth and achievement on the standards. In addition, these assessments assist staff in developing targeted instructional strategies. These assessments include the SBAC, MAP, ACT, CRT, samples of student work (including writing), student portfolios, observations, paper/pencil tests, and various other measures designed for specific content areas. Using the SBAC assessment as an example of monitoring student progress on the standards, students in the district scored the lowest on the reading targets and the highest in listening for the ELA standards in 2019. In addition, the district has added software programs which continually monitor student progress related to the standards and assist teachers in modifying instruction to meet student needs.



Continuous School Improvement Program District Plan

ELA Goals

Describe the district's integration of Indian Education for All into all areas of the English Language Arts curriculum.

The district is continuing the integration of Indian Education for All into all areas of the ELA curriculum. The district accomplishes the integration of IEFA by utilizing presentations to students and staff, student projects, Native American culture and history incorporating ELA concepts, and using IEFA resources from the OPI website and office. The IEFA lessons and materials utilized throughout the curriculum use a model that presents themes related to culture, history, and the diversity of Indian people. The IEFA Essential Understandings are addressed and incorporated into each theme in the curriculum. The main objective of the integration of IEFA into the curriculum is to infuse an appreciation for Native American cultures, history, and diversity throughout the school and district.

Homeless

Explain the district process for identifying homeless students, providing them with supports and services, and connecting them to community organizations. Please be specific about your plan to remove barriers to enrollment, increase academic success, and ensure access to college and career opportunities. Private, accredited schools may put 'n/a' in the box.

The district has a liaison (Tim Majerus) for homeless children who follows the information and rules in the McKinney Homeless Assistance Act when identifying and providing supports and services for homeless students. The district liaison works with the superintendent to review and revise as necessary rules or procedures that may be barriers to enrollment of homeless children such as transportation, immunization, residence, birth certificates, school records, and other documentation. In addition, the district liaison works with homeless students to make sure they have the necessary materials needed for school and access to all district programs which assist students in improving academic success along with ensuring access to college and career opportunities. The district liaison connects homeless students with community organizations providing support and assistance for students.



Continuous School Improvement Program District Plan

Homeless

Describe the professional development obtained by the homeless liaison. Liaisons in districts that do not receive McKinney-Vento grant funds are required to complete a minimum of 3 hours of professional development. Liaisons in districts that do receive McKinney-Vento grant funds are required to complete 7 hours of professional development. Private, accredited schools may put 'n/a' in the box.

The district liaison has completed the necessary 3 hours of professional development to satisfy the McKinney-Vento requirements through workshops at Trauma Informed Schools Conferences (4 hours). The completed professional development covered the topics of determining eligibility of homeless students, services and rights, financial aid for students identified as homeless, and overall support for youth.

Foster Care

Do you have children attending school in your district who are in an "out-of-home" placement under the supervision of Child and Family Services or Juvenile Justice?

Yes

Coordination is necessary to ensure that children in out-of-home placements have the option to remain in their school of origin when in their best interest, are immediately enrolled in a new school, and have transportation to school. Explain the district process for coordinating with social workers, group homes, and foster care families.

The district process for coordinating support and services for out-of-home placement students is to set up an initial meeting with personnel from the Department of Child and Family Services, group home leaders, foster care families, law enforcement personal, health department, and school personnel to determine placement along with the necessary services and supports needed for the student to experience success in the school setting. Additional periodic meetings will occur at regular intervals or when necessary to review and revise services and supports for the student depending on progress at school.

District Submit

District Plan Status

District Plan submitted



Continuous School Improvement Program District Plan

Curriculum Alignment

Curriculum Area	Last Review Year	Next Review Year
Arts	2019	2024
Career and Technical Education	2019	2024
English Language Arts	2016	2021
Health Enhancement	2017	2022
Library Media	2015	2022
Mathematics	2016	2021
Science	2017	2022
Social Studies	2018	2023
Technology	2018	2023
Workplace Competencies	2019	2024
World Languages	2018	2023

TRANSPORTATION

Rob Odermann

Annual School Report
Transportation Department 2019-2020

June 1, 2020

During the 2019-2020 school year we traveled **66,904** miles in yellow buses and **49,740** miles in our activity buses. This is a total of **116,644** student transport miles. These numbers are obviously less than last year because of the school shutdown due to the Covid-19 pandemic.

We provided transportation for a total of **147** out-of-town activity trips during 2019-2020. These trips included sports activities, various club activities, community education trips, Special Olympics competitions and a variety of other field trips from all grade levels.

This past year, the Transportation Department processed a combined **251** 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 two new yellow route buses this upcoming school year, one being a special education lift equipped bus. We were able to purchase a newer and more dependable lunch delivery van and we also found a great deal on another 2014 white MCI J4500 Motorcoach activity bus to replace Eagle five that had 1,185,061 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, six maintenance vehicles, the 2 hot lunch vans, one transportation pickup and snowplow, three tech department vehicles and two fleet vehicles. We continued doing the maintenance on the Council on Aging buses and ten CMLRCC vehicles.

Rob Odermann started in the role of Transportation Director on July 1, 2019 and Cindy Noel began her role as the Assistant Transportation Director on July 1 as well.

We hired three new drivers this year and have had two drivers leave the transportation department.

We also lost one of our transportation family in December as Debbie Walker passed away. Our head mechanic, Gary Distad, continues to recover from his surgery as he gains ground in his battle with pancreatic cancer and he looks forward to coming back to work possibly in July.

In spite of an unfortunate activity bus accident due to icy conditions and two minor yellow bus fender benders, also due to icy conditions, 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 canceled this summer because of the Covid-19 epidemic but our drivers continue to do online courses to maintain the required number of hours of training required for the year.

We had a safe and successful year in the Transportation Department and look forward to the 2020-2021 school year whatever that may look like in these uncertain times.

Respectfully,

Rob Odermann,
Transportation Director

**ANNUAL SCHOOL REPORT
TRANSPORTATION DEPARTMENT
2019-2020**

BUS NUMBER	YEAR	MODEL	STARTING MILEAGE	ENDING MILEAGE	TOTAL	ROUTE ASSIGNMENT		
1	2006	International IC RE	87,668	88,695	1,027	Spare		
2	2009	International IC RE	143,126	149,091	5,965	Spare		
3	2006	International IC RE	186,586	190,184	3,598	Spare		
4	2015	International Conv	61,811	70,198	8,387	7		
5	2017	International IC RE	31,475	40,624	9,149	4		
6	2013	International IC RE	106,595	110,355	3,760	1		
7	2016	International IC RE	25,490	30,858	5,368	5		
8	2020	International IC RE	1,922	5,221	3,299	6		
8	2006	International IC RE	117,374	117,506	132	Spare-Traded		
9	2014	International IC RE	49,291	54,150	4,859	8		
10	2019	International IC RE	7,720	18,326	10,606	2		
11	2012	International IC RE	63,695	70,682	6,987	3		
12	2009	International IC RE	146,153	149,172	3,019	Spare		
13	2010	International IC RE	78,492	79,240	748	11		
		YELLOW BUS TOTAL			66,904			
						PREV. TOTAL ACCUMULATED COACH MILES	OVERALL ACCUMULATED COACH MILES	
Eagle 1	2008	MCI J4500	403,524	418,318	14,794	403,524	418,318	
Eagle 2	2014	MCI J4500	152,130	166,927	14,797	152,130	166,927	
Eagle 3	1999	MCI 102DL3	173,074	179,420	6,346	884,310	890,656	
Eagle 4	1996	MCI 102D3	37,964	47,365	9,401	1,208,653	1,218,054	
Eagle 5	1982	MCI MC-9	9,518	10,301	783	1,184,278	1,185,061	
New Eagle 5	2014	MCI J4500	213,581	217,200	3,619	213,581	217,200	
		ACTIVITY BUS TOTAL			49,740	4,046,476	4,096,216	
		TOTAL STUDENT TRANSPORT MILES			116,644			
		SHOP TRUCK						
	2008	GMC 2500 HD	184549	188204	3655			
		HOT LUNCH VAN						
	2001	Isuzu	123579	125654	2075			
	2011	Isuzu	25405	28754	3349			