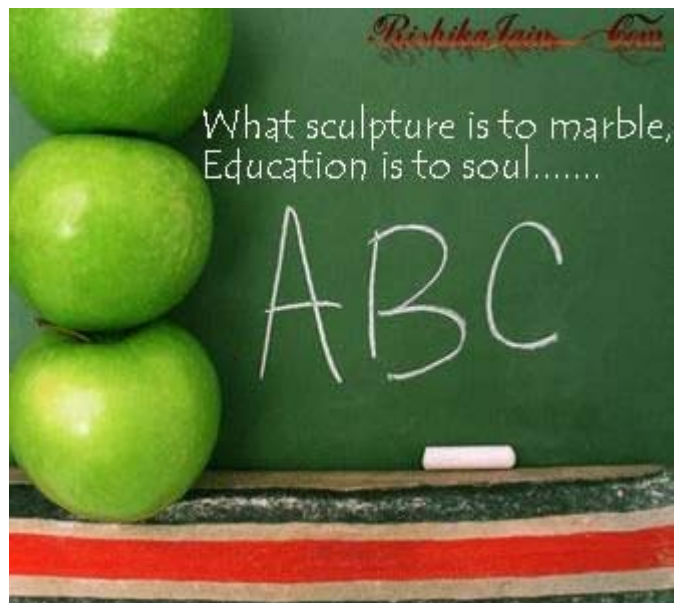


LEWISTOWN PUBLIC SCHOOLS



2018-2019 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	Steve Klippenes

**GARFIELD
ELEMENTARY
SCHOOL**

Matt Lewis



Garfield Elementary School

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Lewistown, Montana 59457

Phone: (406)535-2366 • Fax: (406)535-2367



Matthew Lewis, Principal

Lanna Schoenfelder, Secretary

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, Megan Blake, 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 team spent time creating clear pathway for the staff. This defined by tier what should be happening instructionally. The goal is to eliminate any misunderstanding of how and when students are moved from tier to tier for additional help or because of their success.

We also had our own film festival this year. We had each classroom create a 3 minute video on a designated "Teach Too" depicting our behavior expectations. These videos show our school-wide expectations in the cafeteria, the hallway, the bathroom, on the bus, on the playground, assemblies, and sportsmanship. In the end, we showed all the videos at a school wide assembly and made them available for classes to use throughout the school year.

We also began using the "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. As grade level teams we showed a lot of growth in moving towards a standards based curriculum and report card. Yes, the standards have been around forever but this is the year we really took a hard look and identified our "priority standards." These are the standards our classrooms will spend 65-85 percent of their time on, this does not mean the other will be forgotten or ignored it just helps us focus our instruction. This is also leading to a standards based report card. This kind of grading system will allow our teachers to very specifically let parent know what their child is struggling with and what they have mastered. Our kindergarten team has completed their whole report

card revision for English/Language Arts and Math this year. Our First Grade team completed the Math portion of this revision and will continue their work in English/Language Arts this upcoming year. The teams have taken a lot of time in putting this together and we should see some great things come out of this process. The next step will be to ensure we have good vertical alignment and find where our curricular gaps are to ensure a well-rounded student is coming out of the Lewistown Public Schools.

Besides the focus and communication aspect of this kind of curriculum process, it also helps us when we go to look at new curricular materials. The priority standards help identify and highlight the needs we have at each grade level allowing us to find materials that will best support our needs. This will be very beneficial in the upcoming year because we are beginning to look at English/Language Art curricular materials.

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 spring benchmark assessment unless otherwise stated:

Kindergarten Early Reading Benchmarks

	High Risk	Some Risk	Low Risk
Letter Sounds	23% - 22 students	26% - 25 students	51% - 49 students
Nonsense Word Fluency	23% - 22 students	20% - 19 students	57% - 55 students
Sight Words	21% - 20 students	33% - 32 students	46% - 44 students
Word Segmenting	13% - 12 students	15% - 14 students	72% - 70 students

First Grade Early Reading Benchmarks

	High Risk	Some Risk	Low Risk
CBM – Reading Fluency	38% - 33 students	33% - 28 students	29% - 26 students
Nonsense Word Fluency	35% - 31 students	25% - 22 students	40% - 35 students
Sight Words	38% - 34 students	32% - 28 students	33% - 26 students
Word Segmenting	9% - 8 students	15% - 16 students	73% - 64 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 72% of our student can segment a word but when it comes to letter sounds only 51% are low risk. I am also surprised our sight word fluency is so low, we had intervention groups most of the year working on sight word skills. In first grade our reading fluency needs to be addressed, this may mean more interventions like Read Naturally for our high risk students.

Kindergarten Early Math Benchmarks

	High Risk	Some Risk	Low Risk
Decomposing	14% - 13 students	13% - 12 students	73% - 69 students
Number Sequence	13% - 12 students	38% - 36 students	49% - 46 students
Numerical Identification	27% - 25 students	31% - 29 students	42% - 40 students

First Grade Early Math Benchmarks

	High Risk	Some Risk	Low Risk
Decomposing	22% - 19 students	31% - 27 students	47% - 42 students
Number Sequence	12% - 10 students	27% - 33 students	61% - 51 students
Place Value	35% - 31 students	17% - 15 students	48% - 42 students
Story Problems	15% - 13 students	42% - 37 students	43% - 38 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. This summer will bring some new changes to our building. Our Title room will be moving into a shared space with our resource room. This will allow us to set up a room for our KinderSteps program next year. Our maintenance crew is also working on creating a better space for our Speech Therapist, we will be putting up a wall and a door so the speech students do not have to walk through the resource/title room to receive services. This will also give us a nice space for some sensory activities for students. I will be touching up some of the paint in our building over the summer along with painting some of the out dated trim to help spruce up the look of Garfield. This year we also replaced our water fountain. We purchased a water fountain with a water bottle filling station. This has real been nice for all of our students and staff, encouraging everyone to drink more water.

Goal Area 3: Community/Parent Engagement

We try to encourage and welcome visitors to Garfield! We have some great kindergarten and 1st grade parents volunteer their time this year to assist with classroom activities or reading with kids. This has happened all year and is a huge help in creating a positive atmosphere for our students.

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. One of my goals this upcoming year is to use that time to visit with parents and create a parent advisory group for our school.

We have also tried to engage families and our community with quality programs. Our music programs put on by Miss Grensten have been awesome. She has done a fantastic job engaging kids and getting them to love music. I have to say one awesome thing she put together this year was a Garfield Christmas show at the high school. She magically had 210 kindergarten and 1st grade kids on the stage sing and having fun!! The feedback and attendance for this program was fantastic. 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. Fortunately for us we have some awesome teachers who make it look easy. This year our kindergarten staff began using OSMOs. This is a learning tool that allows students to interact with a virtual learning environment. Kaity Ireland wrote a grant to the Phillip 66 Corporation for two OSMOs for her classroom. They were a huge success in her classroom and as she shared her expertise and good fortune the other teachers were hooked. The remaining kindergarten class ask our PTO for two OSMOs each which they were granted at the total cost of \$1,502.80, which works out to be about \$180 a piece.

We also spent time replacing our overhead projectors this year. We replaced 6 of the 13 projectors in Garfield this year. Most of the projectors were over 10 years old and it was more cost effective to replace them instead of fixing them. The six projectors were at a cost of \$2334

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. 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. Our newest teacher, Emily Louis has been a great addition to our 1st grade team. She has a great attitude and great rapport with student, parents and other staff members.

Having the opportunity to observe and evaluate a large number of staff this year was challenging and rewarding at the same time. I was able see all of the wonderful things our teachers are doing. This year I evaluated 11 non-tenure teachers and 2 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
PARK
ELEMENTARY
SCHOOL**

Matt Ventresca



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Matthew Ventresca, Principal

Jenni Bristol, Secretary

2018-2019 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 2018-2019 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	2018-2019 HP	2017-2018 HP	2016-2017 *HP Move*	2015-2016 GF	2014-15 GF	2013-14 GF	2012-13 GF	2011-12 GF
Kindergarten	NA	NA	NA	115	97	102	93	100
2 nd Grade	103	98	91					
3 rd Grade	94	98	97	84	96	82	80	101
4 th Grade	94	99	92	97	77	77	109	82
Total	291	295	280	296	270	261	282	283
Change (+ / -)	-4	+15	N/A due to move	+26	+9	-21	-1	+4

Attendance:

Highland Park's average daily attendance for the 2018-2019 school year was 94.80%. This is a .14% decrease from last years' attendance rate at 94.94%. Even though our Attendance Rate decreased, it was a very minor amount. Especially with multiple days we had very major weather issues this winter and cancelled bus routes. We will use our Multi-Tiered Systems of Support (MTSS) team and look at our attendance data and brainstorm ways to increase it.

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

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
2018-2019	76% 69 students	12% 11 students	12% 11 students	203.3
2017-2018	78% 71 students	15% 14 students	7% 6 students	202.9
2016-2017	76% 68 students	15% 13 students	9% 8 students	202.1
2015-2016	85% 71 students	5% 4 students	10% 8 students	
2014-2015	83%	9%	9%	

	78 students	8 students	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
2018-2019	80% 70 students	11% 10 students	8% 7 students	209.8
2017-2018	69% 61 students	21% 19 students	10% 9 students	208.5
2016-2017	71% 61 students	17% 15 students	12% 10 students	209
2015-2016	86% 84 students	7% 7 students	7% 7 students	
2014-2015	82% 62 students	9% 7 students	9% 7 students	
2013-2014	70% 53 students	16% 12 students	14% 11 students	

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

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

3rd MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
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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
2018-2019	52% 47 students	32% 29 students	16% 14 students	209
2017-2018	60% 53 students	26% 23 students	15% 13 students	212.7
2016-2017	57% 50 students	25% 22 students	17% 15 students	211.8
2015-2016	76% 73 students	16% 16 students	7% 7 students	
2014-2015	68% 52 students	22% 17 students	10% 8 students	
2013-2014	59% 45 students	25% 19 students	15% 11 students	

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

Overall MAP Student Achievement Summary:

By looking at all of our student achievement data for 2018-2019 compared to other years, overall we increased our MAP reading scores. In math, 3rd grade showed some good increase as well. Math over the years recently has been lower as compared to reading. To help remedy this, we are making math our major focus over the next few years. We will continue to keep math in the morning block for 3rd and 4th grade and move 2nd grade math from the end of the day to the morning as well. We are adding an extra Title group for 2nd grade math that will have 2 adults with a max of 12 students. We will also explore the possibility of a separate 20-30 minute math intervention time. The data shows that we have seen an increase in our math scores while implementing the math in the morning schedule change.

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)

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)

2 nd Grade CBMR	Benchmark	Strategic	Intensive
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	77%	18%	5%

AIMSweb RCBM	72 students	17 students	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
2018-2019 FastBridge CBMR	72% 65 students	7% 6 students	22% 20 students
2017-2018 *New Assessment – FastBridge CBMR*	66% 60 students	9% 8 students	25% 23 students
2016-2017 AIMSweb RCBM	71.2% 62 students	16% 14 students	12.5% 11 students
2015-2016 AIMSweb RCBM	69.4% 57 students	19.4% 16 students	11% 9 students
2014-2015 AIMSweb RCBM	69% 65 students	23.3% 22 students	7.3% 7 students
2013-2014 AIMSweb RCBM	62.4% 50 students	28.8% 8 students	8.7% 7 students

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
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

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**.

2nd Grade FastBridgeAdaptive Math (aMath) & CBMmath - Automaticity

aMath is a simple and efficient procedure for assessing K-8 students' broad math abilities. The assessment is based on expert recommendations and each question is aligned with the National Common Core State Standards (2010). It is a computer-adaptive test and students respond to 30 questions on each testing occasion.

CBMmath-Automaticity evaluates a student's automaticity with basic math facts (addition, subtraction, multiplication, and division). It consists of mixed skill (i.e., General Outcome Measure or GOM) and single-skill versions for each grade level 1-3. It is timed for up to 4 minutes per test and is computer administered.

2nd Grade M-CAP/M-Comp	Benchmark		Strategic		Intensive	
	aMath	Auto.	aMath	Auto.	aMath	Auto.
2018-2019 aMath & Automaticity	77% 72 students	75% 70 students	5% 5 students	10% 9 students	18% 17 students	16% 15 students
2017-2018 *New* FastBridge aMath & Automaticity	80% 73 students	79% 71 students	8% 7 students	10% 9 students	12% 11 students	11% 10 students
2016-2017 AIMSweb MCAP & MCOMP	MCAP 75.2% 64 students	MCOMP 65.8% 56 students	MCAP 17.5% 15 students	MCOMP 30.5% 26 students	MCAP 7% 6 students	MCOMP 3.4% 3 students

2015-2016 AIMSweb MCAP & MCOMP	78% 73 students	76% 71 students	21% 20 students	21% 20 students	1% 1 student	3% 3 students
2014-2015 AIMSweb MCAP & MCOMP	81.3% 57 students	81.3% 57 students	12.8% 9 students	11.3% 8 students	5.6% 4 students	7% 5 students
2013-2014 AIMSweb MCAP & MCOMP	83% 77 students	81% 75 students	15% 14 students	18% 17 students	2% 2 students	1% 1 student

aMath is quite different to the AIMSweb MCAP from the previous years but the closest in similarity to try to compare scores. **aMath's** benchmark is **203** and MCAP was **18** by the end of 2nd grade.

Automaticity is very similar to the AIMSweb MCOMP from previous years. **Automaticity's** benchmark is **30** and MCOMP was **38** by the end of 2nd grade.

3rd Grade Adaptive Math (aMath) & CBMmath – Automaticity

3rd Grade FastBridge Math	Benchmark		Strategic		Intensive	
	aMath	Auto.	aMath	Auto.	aMath	Auto.
2018-2019 aMath & Automaticity	60% 55 students	75% 69 students	16% 15 students	8% 7 students	23% 21 students	16% 15 students
2017-2018 *New* FastBridge aMath & Automaticity	46% 41 students	67%	20% 18 students	6%	34% 30 students	28%
2016-2017 AIMSweb MCAP & MCOMP	MCAP 70% 61 students	MCOMP 71% 61 students	MCAP 24% 21 students	MCOMP 21% 18 students	MCAP 5.6% 5 students	MCOMP 8% 7 students
2015-2016 AIMSweb MCAP & MCOMP	74% 61 students	65% 54 students	19% 16 students	23% 19 students	7% 6 students	12% 10 students
2014-2015 AIMSweb MCAP & MCOMP	75% 70 students	66% 61 students	19% 18 students	29% 27 students	6% 6 students	5% 5 students
2013-2014	71.5% 58 students	80.1% 65 students	27.1% 22 students	13.5% 11 students	1.1% 1 student	6.1% 5 students

AIMSweb MCAP & MCOMP						
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aMath is quite different to the AIMSweb MCAP from the previous years but the closest in similarity to try to compare scores. **aMath's** benchmark is **212** and MCAP was **14** by the end of 3rd grade.

Automaticity is very similar to the AIMSweb MCOMP from previous years. **Automaticity's** benchmark is **30** and MCOMP was score a **53** by the end of 3rd grade.

4th Grade Adaptive Math (aMath) & CBMmath – Automaticity

4th Grade M-CAP/M-Comp	Benchmark aMath Auto.		Strategic aMath Auto.		Intensive aMath Auto.	
2018-2019 aMath & Automaticity (Winter Benchmark)	59% 52 students	71% 63 students	19% 17 students	11% 10 students	22% 19 students	18% 16 students
2017-2018 *New* aMath & Automaticity	51% 45 students	87% 61 students	10% 9 students	1% 1 student	39% 35 students	11% 8 students
2016-2017 AIMSweb MCAP & MCOMP	MCAP 53% 46 students	MCOMP 57.4% 50 students	MCAP 41% 36 students	MCOMP 28.6% 25 students	MCAP 6% 5 students	MCOMP 3.7% 12 students
2015-2016 AIMSweb MCAP & MCOMP	65.1% 60 students	61.4% 56 students	32.5% 30 students	33% 30 students	2.1% 2 students	5.4% 5 students
2014-2015 AIMSweb MCAP & MCOMP	67.4% 52 students	74% 57 students	31.1% 24 students	22% 17 students	1.2% 1 student	4% 3 students
2013-2014 AIMSweb MCAP & MCOMP	57.8% 44 students	72.3% 55 students	35.4% 27 students	22.3% 17 students	6.5% 5 students	5.2% 4 students

aMath is quite different to the AIMSweb MCAP from the previous years but the closest in similarity we have to try to compare scores. **aMath's** benchmark is **217** and MCAP was **18** by the end of 4th grade.

Automaticity is very similar to the AIMSweb MCOMP from previous years. **Automaticity's** benchmark is **30** and MCOMP was **55** by the end of 4th grade.

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
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%

A quick summary of these 3rd grade Math scores for 2018-2019 we have 59% proficient or above, 2017-18 we have 40% proficient or above in Math. For 2016-17 we had 47% proficient or above in Math. We tried taking our math portion of the test a few weeks later the 2017-18 & 2018-19 school year. So far, our results in this change are inconclusive.

3 rd Grade ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2018-2019	20%	28%	32%	19%
2017-2018	14%	38%	33%	15%
2016-2017	13%	31%	36%	19%
2015-2016	20.5%	38.6%	31.3%	9.6%
2014-2015	13%	38%	34%	15%
2012-2013 MontCAS Math	31%	62%	7%	0%

A quick summary of these 3rd grade ELA/Literacy scores for 2018-19 show 48% proficient or above, 2017-18 we have 52% proficient or above in ELA/Literacy. For 2016-17 we had 44% proficient or above in ELA/Literacy. Our scores here indicate steady levels of proficiency in our 3rd grade ELA/Literacy levels.

4th Grade SBAC Percentages

4th Grade MATH	Advanced	Proficient	Nearing Proficient	Novice
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%

A quick summary of these 4th grade Math scores for 2018-19 show 22% proficient or above, 2017-18 we have 42% at or above proficient in Math. For 2016-17 we had 32% at or above proficient in Math. We tried taking our math portion of the test a few weeks later the 2018-19 & 2017-18 school years. So far, our results in this change are inconclusive.

4th Grade ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2018-2019	19%	33%	27%	21%
2017-2018	29%	27%	21%	23%
2016-2017	15%	30%	25%	30%
2015-2016	27.4%	25.3%	29.5%	17.9%
2014-2015	21%	22%	40%	17%
2012-2013 MontCAS Math	40%	47%	9%	4%

A quick summary of these 4th grade ELA/Literacy scores for 2018-19 show 52% proficient or above, 2017-18 we have 56% proficient or above in ELA/Literacy. For 2016-17 we had 45% proficient or above in ELA/Literacy. Our scores here indicate steady levels of proficiency in our 4th grade ELA/Literacy levels.

LONGITUDINAL DATA

Below is longitudinal data following the 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 2027 MAP Reading (Rdg) and Math Longitudinal Data

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

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

Class of 2026 MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2016-2017 3 rd Grade	76% 68 students	15% 13 students	9% 8 students		53% 47 students	37% 33 students	10% 9 students
2017-2018 4 th 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 MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
2015-2016 3 rd Grade	86% 71 students	5% 4 students	10% 8 students		71% 60 students	13% 11 students	15% 13 students
2016-2017 4 th Grade	71% 61 students	17% 15 students	12% 10 students		57% 50 students	25% 22 students	17% 15 students

Class of 2027 FastBridge CBMR & AIMSweb RCBM Fluency Longitudinal Data

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

Class of 2026 FastBridge CBMR & AIMSweb RCBM Fluency Longitudinal Data

Class of 2026 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 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 2027 SBAC Longitudinal Data

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

Class of 2026 SBAC Longitudinal Data

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

Class of 2025 SBAC Longitudinal Data

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

Overall Data Summary & Plan to Improve

After reviewing these various data points, the overall summary does provide some conclusions. Overall, our ELA/Reading scores mostly show slight improvements or slight decreases. These scores are staying consistent. HP always wants to get better and not just maintain, so HP will continue to work on ways to improve more in our overall ELA/Reading scores. On the hand, our math scores mainly show decreases. Due to this conclusion, HP will be creating a major focus on math over the next few years. Going into the 2019-2020 school year, we have already identified a few areas we can improve right away. We are moving our 2nd grade math block time from the last hour of the school day to the late morning. We will also be adopting a personalized learning math program that we can use for interventions and take our advanced students above and beyond.

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 moving into the future. 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.

Garfield & Highland Park Grade Level Schools Realignment

Beginning with the 2016-2017 school year we became “true” grade level schools with all Kindergarten and 1st grade at Garfield Elementary and all 2nd, 3rd, and 4th grades at Highland Park Elementary. After year three of a 2nd - 4th grade level school, Highland Park has continued to develop its positive school climate by branding the school and solidifying our culture.

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. We held our Orientation Meeting for new parents to Highland Park in mid-August. We also held separate parent meetings for our Showdown Ski Trip, 4th Grade Science Fair, and Spring Assessments.

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 for each grade level at Highland Park: 2, 3, & 4. The programs were energetic and engaging for all involved. The FCPA was packed with families for each grade level’s program.

Highland Park Winter Program

Mrs. Grensten coordinated a Winter Program for each grade level at Highland Park. We had 2 separate show times at the FCPA.

Highland Park Talent Show

Mrs. Grensten also coordinated our talent shows this year. We had a variety of acts ranging from singing, to dancing, to jump roping, and comedy. We had about 60 acts spread over 3 afternoons in the Highland Park gym and each was standing room only.

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 year’s production in November was “King Arthur.” 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 two separate fundraisers for students who had major medical problems and raised over \$1000 for the students.

I Love to Read Month

Highland Park Elementary Staff and students had a great time during February and “I Love to Read” month. Mrs. Gruener and the staff had several activities planned to get students engaged in the love of reading. Our PTO also was involved during “I Love to Read” month.

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.

Highland Park Picnic

To help increase parent involvement, Highland Park kept our end of the year Picnic, promoted it more and received a much bigger turn out. This year we did add a picnic toward the beginning of the year, September, to help increase support/involvement earlier in the year. We had a marginal turnout the year before, so we will keep it in September for the upcoming year due to the fact we had more parents join us!

Field Trips

The PTO and Indian Education for All, also funded our end of the year field trips for 2nd, 3rd and 4th grade. The 4th grade classes went to First People's Buffalo Jump outside of Ulm. Our 3rd grade students went to Zoo Montana and 2nd grade went to the Fort Benton Museum of the Upper Missouri. Each field trip had numerous parent volunteers help out.

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.



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.

Goal Area 4: Technology

Strategic Objectives 1-5

Technology Upgrades

Over the 2018-2019 school year Highland Park received numerous technology upgrades. The biggest upgrades that we completed this year are beginning to replace the classroom audio system for teachers and using iPads with an app called Pro Lo Quo.

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.

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 were 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)

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.

Priority Standards/Math Curriculum

This year the HP staff reviewed the Montana Common Core Standards and for each grade level and chose Priority Standards, which are standards that each grade level needs to teach to mastery. In conjunction with this the HP staff started to update the Math Curriculum and pacing document.

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**

This was a legislative year and although public preschool was not funded, the legislature did improve funding for K-12 education overall.

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

**LEWIS & CLARK
ELEMENTARY
SCHOOL**

Danny Wirtzberger



Danny Wirtzberger, Principal
2018-2019 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 a slight decrease from the previous year, with students attending 94.51% of the days. The attendance rate equates to an average of 9 students absent every 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.

Enrollment:

The following information represents our ending enrollment numbers for the given school years. This year we had an decrease of 15 students. Next year we look forward to another large 5th grade with 88 students coming from Highland Park's 4th grade. We had a minimal number of students moving in or out during the school year.

	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	90	94	105	76	81	98	84	98	96	92
6th Grade	85	106	79	86	96	81	94	99	91	90
Total	175	200	184	168	177	179	178	197	187	182
Change(+ or -)	-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 will allow 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, 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, Ashley Jenness, Norine McKinney, Gretchen Conrad, Jacque Sherman, and Danny Wirtzberger.

We plan to continue our work in MBI by attending the MBI Summer Institute June 17 – 20, 2019.

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, DeeAnn Buehler, 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 42 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 spring Measure of Academic Progress (MAP) test. Nine 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 two students for perfect attendance and eleven 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. Next year we will be able to see growth using our current progress monitoring system (FastBridge). The chart below gives you a look at how the school year ended:

	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%
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%

Benchmark Goals:

- The benchmark goal for fifth grade is 163, which is much higher than our previous benchmark in AIMSweb CBM which was established at 143 or more words per minute on oral reading fluency by the end of the school year.
- The benchmark goal for fifth grade is 171, which is much higher than our previous benchmark in AIMSweb CBM which was established at 161 or more words per minute on oral reading fluency by the end of the school year.

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:

	<u>Intensive (At Risk)</u>	<u>Strategic (Some Risk)</u>	<u>Benchmark</u>
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%
6th Grade Math CAP (Overall Performance)			
2017-2018	0%	11%	89%
2018-2019	21%	15%	64%

MAP Testing

Measure of Adequate Progress (MAP) testing was continued for all students in both 5th and 6th grade. MAP was given three times during the 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, winter, and spring tests.

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 spring 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 in the Smarter Balanced Test.

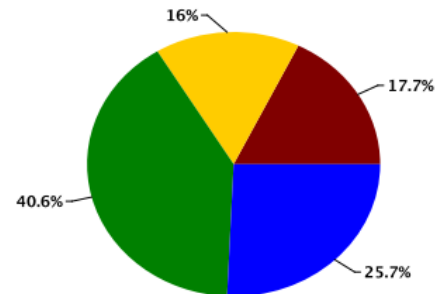
2018-2019

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	90	15	16.7%	9	10.0%	35	38.9%	31	34.4%
6	85	16	18.8%	19	22.4%	36	42.4%	14	16.5%
Total	175	31	17.7%	28	16.0%	71	40.6%	45	25.7%

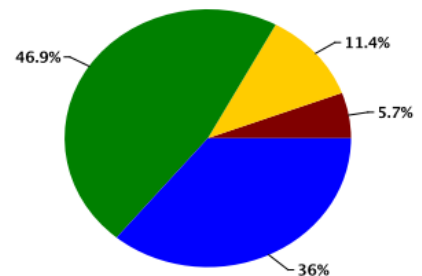


Reading

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	90	6	6.7%	7	7.8%	40	44.4%	37	41.1%
6	85	4	4.7%	13	15.3%	42	49.4%	26	30.6%
Total	175	10	5.7%	20	11.4%	82	46.9%	63	36.0%



Smarter Balanced Testing

The Smarter Balanced annual state assessments as required by the Office of Public Instruction measured student progress in Reading and math. It took each class one week of testing to complete this assessment for all grade levels and classrooms. Our school purchased 105 Chromebooks to replace eight year old laptops in 2017. Because of this, we were able to condense our testing window from six weeks to one week. Although we had a snow day to start our testing window, our students did a fantastic job with attendance during this week. We were able to learn a lot from our testing experience this year. All students were able to complete their Reading and math non-performance and performance tests.

Here are the results of the first report of the 2019 Smarter Balanced Tests.

2019 Smarter Balanced 5th Grade ELA/Literacy Results

School	Students	Score	% Proficient	% Categories
Lewis & Clark School (0420_0356)	89	2531 \pm 10	73	15 12 46 27

2019 Smarter Balanced 5th Grade Mathematics Results

School	Students	Score	% Proficient	% Categories
Lewis & Clark School (0420_0356)	89	2514 \pm 9	56	24 20 33 24

2019 Smarter Balanced 6th Grade ELA/Literacy Results

School	Students	Score	% Proficient	% Categories
Lewis & Clark School (0420_0356)	83	2549 \pm 10	60	17 23 39 22

2019 Smarter Balanced 6th Grade Mathematics Results

School	Students	Score	% Proficient	% Categories
Lewis & Clark School (0420_0356)	84	2540 \pm 10	49	23 29 23 26

Student Activities:

Band and Choir

Our fifth and sixth grade students had the opportunity to participate in band and choir. Sixth grade band students walk to the high school for three classes a week and fifth grade students have band at Lewis and Clark in twice a week. 6th grade students participated in choir three times a week at Lewis and Clark. 5th grade students were in general music and that class focused on music literacy and chorus twice a week. Concerts were well attended and students worked hard demonstrating growth throughout the year. This growth was most prevalent at the concert in May.

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 3:10-4:00. 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 and were also involved in making announcements to classrooms, helping with teacher appreciation week, touring School Board members, announcing and gathering food for the spirit of Easter, 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/participated in the State Geography Bee in Bozeman.

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 and students.

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 and 6th grade students 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 Mrs. Buehler 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, "Reading is Magical" 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. Lewis & Clark students surpassed their goal of 90 Million Words for their year total by the end of February. For their efforts, Mr. Wirtzberger was pied in the face by the top readers. Also, Mr. Butcher and Mr. Wirtzberger had to camp on the Lewis and Clark roof for a night. Lewis and Clark is very proud of our students and their love for reading!

Spirit of Easter

This year for Spirit of Easter our students and staff focused on gathering perishables for our local community cupboard. We also had a hat day for a student in need. Students and staff were able to wear their hat for a day if they donated one dollar to one of our students that had a sister with some medical issues. Our best wishes go to our student and the family as we continue to focus on support for the student.

Montana SHAKES!

The Shakespeare in the Parks program has visited L&C School for six years. Each year they spend two days and put on a 40 minute production based on a Shakespeare play. This year it was based on kindness. 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 seventh year in a row. The students created a presentation on a country including a flag, poster with facts, 3D model, and a brochure. The students displayed their project on a desk or table within the gym or classrooms. Community, families, and Highland Park students were invited to attend the tour. Students did a fantastic job of educating others about their country and learned an immense amount about their location and all other countries represented. We had many visitors and wonderful comments about the students' work!

Wax Museum

The 5th grade students and teachers put on the annual Wax Museum again this year and had a wonderful turn out of visitors and talent. Students created a report, poster, background, and costume as they depicted the deceased person in history and their historical attributes. Parents, community members, and Highland Park were invited to attend. 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 as well as an enjoyable community event.

Talent Show

Lewis & Clark Elementary held its 8th Annual Talent Show this year. There were 20 acts and 32 students involved! Students performed in several different types of acts such as singing, dance, jump rope, playing guitar, playing piano, and skits. We had a wonderful display of talent and all of our students, parents, and community in attendance seemed to thoroughly enjoy the Lewis and Clark talent!

Parental Involvement:

The K-8 Parent Teacher Organization (PTO) and their many volunteers continued to provide impressive support at Lewis and Clark this year. 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, After School Learning Center, and during Smarter Balanced testing. In addition, they funded field trips such as the 5th grade trip to Great Falls and their journey on the Charlie Russell Chew Choo. They also funded the 6th grade field trip to the Museum of the Rockies in Bozeman. 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, Charlie Russell Chew Choo/Lewistown Museum field trip, and Museum of the Rockies field trip. The majority of 5th and 6th grade parents attend the Wax Museum and World Tour as well as a number of community members.

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

LEWISTOWN JUNIOR HIGH SCHOOL

Scott Dubbs



LEWISTOWN JUNIOR HIGH SCHOOL

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LEWISTOWN JUNIOR HIGH SCHOOL ANNUAL REPORT 2018-2019

SUBMITTED BY:
SCOTT DUBBS, PRINCIPAL

This school year, Lewistown Junior High School sustained almost all of the goals and objectives staff have committed to over the last several years. Our focus on finding and maintaining academic successes, MTSS processes, student and teacher relationships lead our work with students. With the realities of student growth and transition through a student's junior high years, we work hard to help guide and promote positive student attitudes and behaviors. Two years ago the school's staff and MTSS leadership started a very positive morning advisory and homeroom allowing for students and staff to start the day in a positive way. This 25 minute period at the beginning of the school day has provided several opportunities to address school climate and student performance. The schedule of the advisory included some of the following:

- 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 intervention program for Tier 2 and 3 students.
- 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 attendance of the majority of students continues to be 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 their perfect and outstanding attendance. However, there were several additional efforts the administration and MTSS team were unable to maintain through-out the year. One of those efforts was the weekly routine of recognizing perfect attendance and the other addressing concerns with the few students with chronic attendance issues. Where needed parent meetings were held to address attendance concerns and patterns. We believe our efforts to positively address attendance has proven to be more productive than a plan based on punishment and missing assignments alone.

The chart below shows the overall attendance figures for this school year.

	Oct 1	Feb 1	May 30	Overall % Attendance
	Enrollment	Enrollment	Enrollment	
7th Grade	106	105	106	94.35%
8th Grade	79	77	71	93.46%
Totals	185	182	177	93.98%

	Student Attendance Percentages (by Level)				
	0% to 80%	80% to 85%	85% to 90%	90% to 95%	Above 95%
7th Grade	0.9%	9.0%	12.6%	35.1%	50.5%
8th Grade	8.4%	2.4%	8.4%	32.5%	48.2%
Totals	4.1%	1.5%	40.8%	34.0%	49.5%

2. Classroom Performance

One of the most effective tools for assessing student progress is through continuous monitoring of daily instruction. Classroom assignments not only gives students additional time to apply the learned material, but it also gives teachers a means of immediately assessing their instruction and adapting 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.

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 to quickly 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.

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.

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 3.67 or higher throughout the school year. The following table indicates the number of students who meet the minimum requirement of a 3.67 GPA:

First Year Recipients

7th Grade – 38 students

8th Grade – 19 students

Second Year Recipients

8th Grade – 29 students

Honor Roll – We like to recognize the 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.

A Honor Roll	Quarter Totals			
	One	Two	Three	Four
7th Grade	11	18	18	18
8th Grade	16	16	14	23

A- Honor Roll	Quarter Totals			
	One	Two	Three	Four
7th Grade	29	21	24	26
8th Grade	20	28	22	23

B+ Honor Roll	Quarter Totals			
	One	Two	Three	Four
7th Grade	13	12	13	15
8th Grade	11	10	13	6

B Honor Roll	Quarter Totals			
	One	Two	Three	Four
7th Grade	12	11	8	13
8th Grade	9	7	6	4

Total Students Honored

	Quarter Totals			
	One	Two	Three	Four
7th Grade	65	62	63	72
8th Grade	56	61	55	56
Totals	121	123	118	128

	Quarter Percentages			
	One	Two	Three	Four
7th Grade	61.3%	58.5%	60.6%	69.2%
8th Grade	74.7%	79.2%	76.4%	78.9%
Totals	66.9%	67.2%	66.3%	72.3%

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 .75
Silver Card	Students with a GPA between 3.49 and 3.00 or a GPA increase of .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.

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

NWEA's Measure of Academic Progress – Summary 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.

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	%
13	12%	23	22%	26	25%	14	13%	29	28%

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	%
13	12%	17	16%	15	14%	35	33%	25	24%

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	%
14	13%	18	17%	25	24%	23	22%	24	23%

8th Grade

Growth: Math 6+ CCSS 2010 V2 / Common Core State Standards Mathematics: 2010									
Mean RIT								239.	
Norm Grade Level Mean RIT								230.	
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	%
6	8%	9	13%	18	25%	16	22%	23	32%

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	%
4	6%	12	17%	13	18%	25	35%	18	25%

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	%
5	7%	10	14%	12	17%	27	38%	17	24%

MontCAS Science

The MontCAS test for Science were not available at press time and will be provided as soon as they are available. However, it is worth noting that this assessment is still a pencil and bubble sheet format and is not tied to current state science standards. Next school year we have been told) this test will be replaced with a new computer assisted version that is tied to the new NGSS standards.

Smarter Balanced Assessment (SBAC) – Summary Data

Last year the results of the SBAC assessment for our 8th graders in both English Language Arts (ELA) and Math were much lower than anticipated. In looking at our data from those tests it was felt that the students in that class were not providing their best effort, probably for several reasons. To help prevent that this year we attempted to keep and maintain our normal school day schedule when testing. While we were not always able to meet that goal, it did appear on the surface to keep the daily structure more consistent for students and minimize these types of classroom disruptions while providing results that are more indicative of what we expect of our students.

Grade Level	ELA/Literacy Level 1 Count	ELA/Literacy Level 1 Percentage	ELA/Literacy Level 2 Count	ELA/Literacy Level 2 Percentage	ELA/Literacy Level 3 Count	ELA/Literacy Level 3 Percentage	ELA/Literacy Level 4 Count	ELA/Literacy Level 4 Percentage	Student Percentage Proficient	ELA/Literacy Total Assessed
Montana - Grade 07	2611	23%	2839	25%	4201	37%	1703	15%	52%	11,354
LPS - Grade 07	16	16%	29	28%	42	41%	16	16%	56%	103
Montana - Grade 08	2678	25%	2892	27%	3749	35%	1393	13%	48%	10,712
LPS - Grade 08	12	17%	22	31%	30	42%	8	11%	53%	72

Grade Level	Mathematics Level 1 Count	Mathematics Level 1 Percentage	Mathematics Level 2 Count	Mathematics Level 2 Percentage	Mathematics Level 3 Count	Mathematics Level 3 Percentage	Mathematics Level 4 Count	Mathematics Level 4 Percentage	Student Percentage Proficient	Mathematics Total Assessed
Montana - Grade 07	3186	28%	3528	31%	2845	25%	1821	16%	41%	11,380
LPS - Grade 07	19	18%	31	30%	26	25%	28	27%	52%	104
Montana - Grade 08	3740	35%	3099	29%	2137	20%	1817	17%	37%	10,687
LPS - Grade 08	14	19%	22	31%	17	24%	19	26%	50%	72

4. Student Behavior/School Climate

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 three students who demonstrated positive behaviors and sent a postcard home to parents. We did not utilize the A+ Award these year, but will look at including that again for recognizing 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 utilized a Google form to allow teachers to quickly record discipline incidents. The results were not always positive but does 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 was 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 to allow a direct a link to all teachers but especially to our counselor, Teresa Majerus. Mrs. Majerus also works with our Heath 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 the 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 both grade levels 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 also general student expectations.

And, while we didn’t 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. Student trauma training will continue this summer with staff scheduled to attend a training in July 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. Last school year the English teachers from grades 7-9 met and discussed the data from last year's test results. Two changes were implemented from their meetings. The first was the need to improve impromptu writing. They created exit tickets where students were required to write 3-5 sentences on a given topic. These tickets were given to students during Advisory after the discussion of the booster topic. The exit tickets were scored on content and mechanics. This process was meant to create a common writing expectation with teachers and students. The second thing that came from the data review was the need to improve in the area of acquiring knowledge from a written source. To help students improve in this area we used the Accelerated Reader requirement of completing two non-fiction articles per quarter. Instead of meeting this requirement on their own during AR, students were assisted in taking notes and reading an article in their core classes. Each quarter, two core subjects would incorporate a non-fiction lesson.

A new intervention that was incorporated two years ago and continued this year was the use of an online math program called iXL. Students who had MAP scores identifying them as a Tier 2 or 3 student they were required to work on iXL twice a week during the morning advisory. The two math teachers supervised and monitored student progress. Students were exited from the program if their math scores increased to a Tier 1 level. Students enjoyed working with this program and MAP scores showed improvement. Due to the positive responses from students and staff we increased our licenses this year for iXL to include all students in both math and English, as well as including licenses for our Spanish classes.

Another support we are continuing is the use of 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 System

During the 2018-2019 school year we continued several proven support systems and added some strategies we learned from a site visit to a middle school in Bozeman. Below is a list of measures we take to assist students with understanding the material and completing homework:

- a. Missing Assignment/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.
- 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. This year we made a couple changes. The first is we shortened the time from an hour to a half hour, then we added an addition meeting day on Monday. The second change is that we allowed students to not attend ASLC if they brought the completed work to school first thing the following morning. This allowed students the opportunity to complete the work at home with the knowledge they would have a consequence if they didn't.

- c. Study Hall – Our study hall environment 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 – This is a proven strategy whereas teachers have an opportunity to meet with students to discuss their strengths and concerns. A Google Form was used to track information gathered from these meetings.
- e. Level specific courses - In the subjects of Math and English, we utilize assessment data to place students in different ability leveled classes. This process ability allows us to address the specific needs of students in a smaller setting. This year we included the middle and upper Tier 2 Reading and Language students in the regular English classes to help better prepare them for the high school.
- f. One-on-one instruction – Our teachers work hard to help students beyond the classroom. Teachers frequently spend time with students during their lunches, before school, or after school to help students who are struggling with a concept.

DISTRICT GOAL AREA 2: FACILITIES

With the District’s facilities assessment review process going on this spring and summer with CTA, it is expected that there will be new priorities make concerning maintenance and safety needs here at the Junior High. As our building nears its centennial (100th) birthday, we look to make minor improvements to the building itself, and as always hope we can continue to make it more accessible and efficient for students.

Last summer, flooding of the basement occurred a couple of times but it appears that some minor changes outside the building will help prevent that in the future. In addition, it is hoped that we will be able to work with the city and the District to improve and make student drop off areas safer around the building. Improving lines of sight around the outside of the building needs to be addressed this summer and it is hoped that we can address our aging phone system and add cameras to help make communications and improve safety for students in the near future.

As there has been in the past, there are discussions of a possible move of another grade to the Junior High. Study of that potential will require possible changes in how provide services to all students. Concerns would 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. Current classroom space for science is inadequate (at best), the gym does not support full classes and is awkward at best for a lunchroom, and some classroom space still do not have adequate egress.

However, on a more positive note it is worth noting that the new windows installed a couple of summers ago improved on both the appearance of the building, and support better, more efficient climate control. This past summer a positive improvement was the addition of new window shades in most classrooms and workspace in the southeast and southwest sides of the building. It is expected there will be more shades added to the remaining rooms over this school year. This summer we are painting rest rooms and the conference room is a priority, with touch up painting in the hallways and classrooms. Additionally, the new PE curtain was added last fall has proven to be a huge benefit. We also cleaned and (with maintenance support) we were able to build new equipment cages in the basement storage room.

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 engagement activities for this past school year:

1. Community Involvement
 - a. Samsung Solve for Tomorrow - For the pasts five or six years LJHS and Mrs. Flentie's GIS students were selected as the Samsung Solve for Tomorrow state finalist. This year's project had students working to make street lights more efficient and decrease light pollution. While our project didn't become the state winner we were able to work with Samsung and donations to purchase a 3-D printer for our students.
 - b. 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 then a full day in the spring to involving students in collecting data and participating in activities in and around the frog ponds.
 - c. FCS - Mrs. Eike's 7th grade FCS (Family and Consumer Science) students continued their tradition of preparing and presenting flannel board stories to the elementary schools, library, Head Start and daycare facilities. PTO parents play an instrumental role in driving students to and from their stories. Mrs. Eike's Fun with Fabrics class continues to create heart shaped pillows for surgery patients and blankets for newborn babies. These projects continue to be beneficial for both the hospital and our students.
 - 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.
2. Parental Engagement - Below are ways we strive to include parents and keep them informed:
 - a. Infinite Campus- Parents are encouraged to utilize Infinite Campus to keep track of their child's progress. Parents are encouraged to sign up for the smart phone app available for Infinite Campus.
 - b. Staff Websites - A number of staff maintain teacher websites to provide access to assignments when at home.
 - c. District Website- The digital backpack on the LJHS page of the district website is a great location to provide easy access to every form and information page that is sent home to parents.
 - d. Parent Volunteers - Parent volunteers are used to help with our flannel board stories and with PTO activities. We look to include a parent as a part of our MTSS team, or develop a Parent Advisory Council..
 - e. Facebook - LJHS continues to provide parents information about current events and changes through our Facebook page.

DISTRICT GOAL AREA 4: TECHNOLOGY

Over the last few years the Junior High has been fortunate to supplement our student technology with Samsung awarded Chromebooks and tablets. In addition to the technology supplied from the District we are able to use technology in virtually every classroom and are even able to take our online assessments schoolwide as we currently exceed the student to computer/device ratio of one to one.

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. Document sharing- Google Drive provides opportunities for students to edit each other's work and for students to electronically send assignments to their teachers.
- b. Teacher websites- A number of teachers have created classroom website or are using Google classroom to provide students access to assignments and worksheets.
- c. Use of staff and student websites to allow easy access to shared documents, forms, and information.
- d. Data collection- Google Forms has allowed us the opportunity to collect and manage data from and on students. This data is easily shared and evaluated.
- e. Infinite Campus- Utilizing the Missing Assignment option in the gradebook has given students, parents, and staff the ability to monitor assignments more efficiently.
- f. Parent Communication- This year we increased the use of Facebook as a means of getting information out to parents. We saw Facebook use by parents increase.

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 meet the standards of highly qualified, 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.

Below is a listing of the new staff for the 2018-2019:

- Certified Staff: Casey Sanders - 8th grade Resource & Social Studies, along with Katie Wirtzberger - Art
- Paraprofessional Staff: Misti Birdwell – Library & Resource; Laurie Willems – 8th grade Resource; and Cheryl Savinelli - One-on-One Resource
- Administrative Staff: Sara Peterson – Secretary; and Scott Dubbs - Principal

The following are the staff changes for next year:

- Certified Staff: Nicole Wichman – English teacher (replacing Kim Miller); Sean Kepler – additional 8th grade Social Studies teacher; 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
- Paraprofessional Staff: - A new one-on-one para professional for a 7th grade student (undetermined at this time)
- Custodial Staff: Shawn Schuchard who will work at the Junior High and Lincoln Building is coming from Lewis & Clark (replacing Jim Lefever)

DISTRICT GOAL AREA 6: FISCAL MANAGEMENT

Last school year 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 somewhat different as the 7th grade coming in was at or above 105 students all year. With that increase we were a bit unprepared for the increases in class size and elective slots. This upcoming year will also see a larger class coming in (estimated around 90) to replace an 8th grade that is leaving with 72 students. That change in enrollment will amount to approximately 40 more students next year in comparison to the 2017-2018 school year. And, with those two small classes in the high school their enrollment will be as low or lower than they have been in over 80 years.

On the financial side, since budgets are mostly based on previous year student enrollments, the operating budget was, and continue to be, tight. In the last eight years there have been a number of staffing reductions to be able to stay within our budget limitations. The Junior High was, and still is, barely meeting the minimum staffing it needs to meet the accreditation requirements for accredited junior high status. Staffing needs will continue to be a priority for the next few years.

Staff continue to be fiscally responsible and if anything, conservative with regard our limited funds. To supplement our financial situation, classroom purchases and all academic travel as supported by the Lewistown K-8 PTO. The Junior High specifically relies on our PTO Cookie Dough sales, which amounts to approximately \$5000-7000 each year. We also have an annual donation from Jim and Cindy Moodie. This money is utilized to help purchase items that improve instruction.

SUMMARY

This has been my first year at Lewistown Junior High School. I feel fortunate for the opportunity to work with an excellent staff who, on a daily basis, make positive influences on the youth of our community. Junior high students are in a unique time of their lives and we have the task of helping students transition from a time in their lives where they have recess every day at their elementary school, to a time where they are learning to drive to school. The adolescent years are critical to student success and I'm proud of the LJHS staff for their dedication, and I am honored to work with them.

FERGUS HIGH SCHOOL

Tim Majerus

Fergus High School
2018-19 Annual Report
Tim Majerus, Principal
Jeff Friesen, Vice Principal

As with any school year, this year at Fergus High School had positive improvements that we are proud of. Fergus High also had our moments that were challenging. It's often from these challenges that we grow the most. In looking back at the 2018-19 school year, the staff, students, and administration of Fergus High School were satisfied with the positive improvements in the school climate.

Much of the improvements came from the work of the MTSS and IMPACT teams and collaboration of teachers during our PIR days. It's through a team approach that an organization can most effectively identify strengths and weaknesses and find the most effective solutions. This annual report is organized in a manner to reflect many of the district goals and present the data our teams evaluated and the effectiveness of our solutions.

This report includes the following information

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

Enrollment

Enrollment at FHS continues to be at an all time low with prediction of an even lower numbers for 2019-20. However, projected enrollments show promise in the coming years.

Reported Enrollment					
2016-17		2017-18		2018-19	
Fall	Spring	Fall	Spring	Fall	Spring
352	344	349	343	337	333

Student Attendance

The first section of the FHS attendance policy reads; "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 work world."

Addressing student attendance takes a lot of time and effort. Much was learned this year on holding students accountable for their attendance and providing tools to help them keep a regular routine of attendance. We have revised

the policy for the 2019-20 school year to clarify expectations and to make the policy easier to reference.

This year three students maintained perfect attendance while another ten students were recognized for missing no more than 14 periods (equivalent to two days) in the entire year. OPI keeps track of the percentage of students that maintain 95% attendance. Fergus High School typical has approximately 10 percentage points higher than the state average.

An attendance rate lower than 90% is considered to be chronic absenteeism. We work with these students to identify strategies to improve their attendance. One strategy is to utilize the My Attendance Plan contract.

The chart below shows three years of attendance. Again, ultimate go is to help students maintain 90% attendance.

**Based on Percentage of Class Periods in Attendance
(Advisory Attendance is Included in 2018-19 Data)**

2018-19

		0 to 80%	81% to 85%	86% to 90%	91% to 95%	Above 95%	Enrollment
Sem 1	% of Students	4%	4%	12%	24%	56%	333
	% by Tier	8%		12%	80%		
Sem 2	% of Students	5%	6%	18%	33%	38%	325
	% by Tier	11%		18%	71%		

Student Behavior

One of the requirements of the MTSS program is to monitor Office Discipline Referrals (ODRs). This year we utilized a Google form to allow teachers to quickly record discipline incidents. The submitted form was programmed to be sent immediately to administrators' email and phones. This efficient method of reporting is the reason for the increase in office referrals. Now that we are able to more accurately record behaviors, the MTSS team can seek better solutions. Our most frequent behaviors continue to be related to classroom disruption and use of electronic devices.

Office Discipline Referrals

Grade	2018-19			Grade	2017-18			Grade	2016-17		
	Major	Minors	Total		Major	Minors	Total		Major	Minors	Total
9	14	28	42	9	27		27	9	61		61
10	10	26	36	10	41		41	10	18		18
11	16	33	49	11	9		9	11	21		21
12	7	13	20	12	14		14	12	14		14
Total	47	100	147	Total	91		91	Total	114		114

Academic Performance

In evaluating academic performance there are several areas to consider. The state testing information is provided in the Assessment Annual Report. This report will outline data that OPI doesn't collect. In comparing data there was an obvious correlation between students who have good attendance and who perform well in class.

Percentage of Students on the Honor Roll per Semester

9th Grade	Sem 1	Sem 2	11th Grade	Sem 1	Sem 2
A	3%	5%	A	9%	12%
A-	21%	17%	A-	26%	20%
B+	25%	19%	B+	17%	13%
B+	17%	20%	B+	10%	13%
Overall	65%	61%	Overall	62%	58%

10th Grade	2nd Qtr	4th Qtr	12th Grade	2nd Qtr	4th Qtr
A	6%	15%	A	10%	12%
A-	21%	26%	A-	27%	26%
B+	18%	11%	B+	18%	16%
B+	13%	16%	B+	7%	15%
Overall	58%	67%	Overall	62%	68%

Course Offerings

With the assistance of the Central Montana Medical Center, Fergus High offered an EMT certification class. As a result of this class eleven students become Nationally Certified. This was also the first year that we offered the HiSet Option Program. This program allows students who, at the end of the first semester of their senior year, are short of the 22 credits to graduate through an OPI approved program. This year three students were able to graduate because of the HiSet Option Program.

Fergus also offers an English and a Math class in which students can earn dual credit through Montana State University - Northern. Students at Fergus also continues to offer Advanced Placement courses and plans to add two more for next year. 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. There has been a decline in the number of students who choose to take the test. To earn credit a student needs to have a minimum score of 3 out of a possible 5. Below is a comparison of Fergus High School student mean test scores to the state scores.

Advanced Placement Mean Score Comparison

		Biology	Calculus	Chemistry	English Lit & Composition	Government	Physics	Studio Art Drawing	% 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	82
	State	3.17	2.66	2.60	2.88	2.83	3.07	3.04	65
2015	Fergus	NA	1.00	NA	4.14	2.44	1.17	3.50	44
	State	2.97	2.43	2.58	2.99	2.65	2.34	3.03	63
2016	Fergus	2.80	NA	1.00	2.00	2.00	2.75	3.00	41
	State	3.04	2.41	2.70	3.00	2.77	2.66	3.12	65
2017	Fergus	2.00	1.57	2.00	2.85	1.92	1.33	4.00	38
	State	3.12	2.55	2.52	2.90	2.69	2.89	3.20	63
2018	Fergus	1.67	1.00	1.50	3.00	1.29	2.00	3.00	14
	State	3.16	2.44	2.55	2.80	2.74	2.38	3.50	65

School Climate

One of the school-wide goals for the 2018-19 school year was to provide a positive school climate. In order for this to work both staff and students must share the responsibility. Student Leadership and voice came in a number of forms. On February 13th the student council held a day long retreat on the second floor of Central Feed Grill. Prior to the retreat the student council surveyed students regarding school climate. The council members spent the day reviewing the survey results and identified the positive and negative things at Fergus High School and then sought solutions.

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 is a list of programs and improvements made to help improve school climate.

- Advisory time dedicated to collecting student concerns and solutions
- Student website to provided the following:
 - Announcements and calendar information
 - Bullying reporting form that was immediately sent to counselor and administration upon submitting.
 - A link to request to meet with a counselor
 - A way of nominating a fellow student for their act of kindness
 - Links to Counselor and Library information
 - Displayed the Student of the Month selections
- A student group who met regularly to discuss solutions to help prevent bullying
- Pay It Forward postcards sent home by teachers
- Open Mic performances in the library during lunch (each was well attended)
- A coffee shop in the library

Through involving both students and staff in finding solutions, the climate of Fergus High School saw a marked improvement from first to second semester.

Core/Flex

This was Fergus High's second year of utilizing the Core/Flex is a 24 minute period that occurs after the second period each week. Each Monday students spend this time in their advisor as a time to monitor grades and discuss school-wide topics. This is an opportunity to build rapport with at least one teacher and a group of students. The remainder of the week students are either in their Core time or Flex. Any student failing a class is assigned to attend that Core subject. This is also a time for students not failing to make up missed assignments or get additional help. Students allowed the Flex time are allowed to go to the library, gym, and lobby as a reward. One of the biggest issues of last year's Core/Flex was holding students accountable for attending their assigned Core time. The use of the Google discipline form allowed teachers to immediately contact administrators on their phones of a student's absence. Below is a chart of the average number of students assigned to Core time each week.

Average # of Students Assigned to Core Each Week			
Qt 1	Qt 2	Qt 3	Qt 4
42	58	69	60

Facilities

This year three major improvements were made to the Fergus High gymnasium to make it a better venue to host events. The quality of our graduation ceremony was an example of the impact of these improvements. The first improvement was a new sound system that produces clear sound throughout the entire gymnasium. The new lights are not only more efficient, but provide an even light on the court with softer lighting in the stands. The third improvement of ceiling fans gave the graduation crowd a more comfortable climate on hot days and with large crowds.

Technology

Fergus High continues to utilize technology throughout the curriculum. Access to a computer or device is vital to a reliable system. Improvements in wireless access points was made to allow Chromebooks to have a more consistent and quick connections. This Spring we ordered another 40 Chromebooks and two carts to allow better classroom access to computers.

Highly Qualified Staff

One of the most important to student success is the quality of the teaching staff. 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 we spent our collaborative time with staff discussing ways to improve our rapport with students while raising the level of achievement. This has been, and will continue to be a goal at FHS.

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. It's during these times that fiscal responsibility is vital. As we approach the 2019-20 school year the high school is finding creative solutions to balance our budget.

Summary

With being my first year at Fergus High School I'm proud of our students for taking ownership of their education and of our staff for their creativity and desire to have a positive workplace where they can have a positive impact on students. It's for these reasons that I look forward to the beginning of a new year and the opportunity to build upon the programs we've created. My goal is to continue to facilitate a positive and challenging learning environment where 100% of the students are proud of their school.

Tim Majerus, Principal-

ACTIVITIES



**FERGUS HIGH
SCHOOL**

Jeff Friesen

Fergus High School
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2018-2019 Year End Activities 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.

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

Some of the many HIGHLIGHTS for the 2018-2019 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 2018-2019 school year we had a grand total of **129** individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball- 10; Football- 12; Cross Country-13 ; Wrestling- 6; Volleyball-13; Boys Basketball– 7; Cheerleading– 5; Track and Field- 27; Tennis- 14; Softball– 13; and Golf – 9.

The Fergus High **Band** performed at three concerts and the District 8 Music Festival here in Lewistown. At the District Music Festival the band earned “Superior” and “Excellent” ratings for prepared music and “Superior” ratings in sight reading.

In November the following students performed at our District 8 Honor Band: Jacy Ayers (clarinet), Kendall Barta (trumpet), Keeley Bibler (clarinet), Levi Boyles (clarinet), Ashley Brand (clarinet), MonteRay Fogle (trumpet), Lily Koch (flute), Ben Kolar (trombone), Sean Kunau (tenor sax), Troy Lewellen (trumpet), Dominic Ray (euphonium), Amanda Sweeney (alto sax), Megan Sweeney (trumpet), Daniel Thackeray (oboe), Abigail Wentworth (clarinet), and Jo Zapata-Brown (clarinet). They performed a concert after a day of rehearsals in Geraldine.

This year we also brought in a guest composer, Dr. Christopher Gable, for our concert in May. He is an instructor at the University of North Dakota in Grand Forks. We performed his piece, Floweround, and he was able to introduce it to the audience during the concert. The next day he did a presentation for the high school and the junior high classes on composing and why he does what he does.

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 School **Choral** Department has concluded another very successful year. Both choirs grew tremendously as musicians. It was truly inspiring to watch them succeed. The senior choir members turned into strong leaders and we could not have been so successful without their help.

The Symphonic choir had many new members, most of whom have not participated in choir since 7th or 8th grade. We started learning three-part music at the beginning of the year, and by the end the Symphonic Choir was able to sing in four parts. This choir received an 'Excellent' rating at District Music Festival.

The Concert Choir, made up of mostly Freshmen, was quite impressive this year. We started right away learning how to sing in four parts. Their skill level didn't stop improving all year. The concert choir was able to perform several pieces of music that would be out of reach for most Freshmen choirs around the state. The concert choir was awarded a 'Superior' rating at District Music Festival.

Three FHS choir members qualified for State Music Festival. Jade Kremer and Emma Krings earned 'Superior' ratings. James Aldrich received an 'Excellent' rating.

The 2018 Fergus High School **Golf** team ended the season with 8 girls and 16 boys. The first practice was Thursday, August, 9th and the State tournament ended on Saturday, September 29th. We attended 14 tournaments in all: 3 were JV only, 1 was JV and Varsity, 10 were Varsity only which included the Divisional and State tournaments. The girls' team won the Central A Divisional Tournament held at Prairie Farms Golf Course in Havre, Montana, with four girls earning All-Conference Honors (Allison Denton 2nd, Jacy Ayers 7th, Josie Friesen 9th, and Morgan Davis 10th). They placed 9th at State (with 912) which was held in Hamilton, Montana. Jacy Ayers placed 39th with 100/117, Allison Denton T46th with 122/101, Josie Friesen 53rd with 122/108, Jessie Bolton 60th with 118/124 and Morgan Davis 62nd with 118/134. These five girls plus Izzy Mecklenburg, who attended divisional and state as our alternate, earned school Letter honors for playing this year.

The boys' team placed 1st also at the Central A Divisional Tournament with three boys earning All-Conference Honors (Caleb Myers 1st, Ben Kolar 6th, and Jake Henderson 9th). The team placed 9th in Hamilton with a 732. Caleb Myers placed T17 with 162, Ben Kolar T43 with 181, Jake Henderson T45 with 182, Truman Pierce 64th with 207, and Alec Manseau shot 107 on the first day before becoming ill. Alternate Trace Martin shot a 110 on the second day for the team. All six boys lettered.

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

The 2018-2019 **Speech/Drama/Debate** season was a wild one for the team. While massively successful, the team had to learn to deal with some loss. At the beginning of the season we lost one of our members to a car accident. She was sorely missed this year. Our team was smaller this year as well. With over a third of our students graduating last year we've been trying hard to recruit new members. We had 15 competitors in 16 events this year. Sophomore June LePage took 1st place in Impromptu speaking at State which is a first for this coaching staff. This has brought us to the attention of the National Speech and Drama Association and future national qualifications.

The team continues to perform brilliantly. As a team, we placed 8th at State this year in Class A. That's rather amazing for a team of our size. We continue to be small but fierce and have high hopes for the coming seasons.

Our home meet was a wild success as well this year. Despite horrible weather and competing activities in Lewistown, we were able to hold a successful meet. Fergus has also become a testing ground for new events and rules for the Montana Forensic Education Association as we are happy to use our home meet to test ideas for the future. This year we tested the Class AA event Duo Interpretation. It was an exciting event for our interpreters Jo Zapata-Brown and Jessie Bolton to participate in.

Both coaches are planning to return in the fall for the 2019-2020 season. Head Coach Lee Stahl has taken on the responsibilities of Secretary for the MFEA, which isn't as glamorous as President or Vice President of MFEA but is still fun. Assistant Coach Paula Drissell is expanding her knowledge of speech and drama and becoming a fantastic Drama Coach.

The new season starts on Tuesday October 1st, 2019 and we're already excited. Fergus's home meet will be December 21st, 2019, and we're already looking for volunteers. It's going to be an exciting year for us all.

The 2018-2019 Fergus High **Student Council** wrapped up another great year. As usual, members started the year with planning homecoming events, such as hallway decorating, spirit week, coronation, pep assembly, 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.

Student Council members also planned the winter spirit week activities and MORP dance. The senior leaders worked hard to ensure that it was an enjoyable evening for all. Many said that this year's winter dance was our best yet!

Student Council members also held a leadership retreat that focused on defining and developing leadership skills and making plans to improve our school climate. Students came away from the retreat empowered to make their voices heard and better meet the needs of our students and school community.

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.

Student Council continued to prioritize fundraising and being responsible for its accounts. Members counted the pop machine income each week and also maintained and monitored the supply and contents of the machine.

The Fergus Student Council worked hard this year to foster a positive school climate. We are fortunate to be graduating a senior class comprised of strong leaders. We are confident in the underclassmen as they assume more leadership responsibilities, and we expect more great things to come!

The 2018 Golden Eagle **Football** team had its ups and downs once again this year. Our goal at the beginning of the year was to be Eastern A Champions. The nine game schedule in the Eastern A proved once again to be very physical and we needed to be prepared every week for a physical game. We came out of the gates with a loss to Laurel by a score of 38 to 12. We then came home for the next two weeks and beat Havre (48-6) and Park (38-0). The Park game started a string of 4 consecutive shutouts by our defense to get us back into the chase of winning the Eastern A. We then traveled to Miles City and won 8-0 in a defensive battle. After the Miles City game we had the luxury of returning home for two games and won them both-Sidney (20-0) and Hardin (53-0). After the Hardin game we went on the road to play Belgrade. The winner would end up no worse than 3rd in the East. After being down 20-14 in the second quarter we went on to win 43-20. The win also put us in a position to win the East if we could win at Billings Central. We had a great start to the game being up 18-7 with 4 minutes to go in the first half. It all went downhill from there losing 49-18. We finished up the regular season honoring 12 seniors on senior night playing Glendive and winning 55-27 to end the regular season with a 7-2 record and a third place finish in the East. The first round of the playoffs we had to play Sidney again and won 21-0 recording our 5th shutout in 10 games. The quarter finals of the playoffs saw us head to Columbia Falls, the defending state champions and Northwestern A Champions. We lost 23-22. We scored to make it 23-22 and made the choice to go for 2 and did not make it. We played like champions all year long. For the second year in a row we could have been Central A Champions. We placed numerous players on the All-Conference team.

Offensive Team

1st Team: Mathew Weeden (Center), Mitchel Norslien (QB), Mason Harrison (OL), Jacob Clinton (TE/Slot), Wesley Jameson (RB), Tanner Trafton (WR).

2nd Team: Caleb Russell (OL), Grady Gilpatrick (OL), Carson Weeden (TE/Slot)

Honorable Mention: Brady Walker (OL)

Mitchell Norslien was the Offensive Player of the Year.

Defensive Team:

1st Team: Mason Harrison (DL), Jayce Philipps (DE), Wesley Jameson (ILB), Grady Gilpatrick (OLB), Jacob Clinton (FS), Hunter Larson (C),

2nd Team: Caleb Russell (DE), Tanner Trafton (C)

Wesley Jameson was the Defensive Player of the Year.

Vic Feller was the Coach of the Year.

All-State: Mitchell Norslien (QB), Tanner Trafton (WR), Wesley Jameson (ILB), Mason Harrison (DL), Jacob Clinton (FS), Grady Gilpatrick (OLB)

The 2018-2019 Fergus **Girls Basketball** season was the second season under Head Coach Nycole LaRowe. Coach LaRowe was assisted by Danny Wirtzberger, Jim Daniels, and Tara Olson. Managers Kaitlyn Sramek and Maddie Plante worked extremely hard and were assets to the program. The Golden Eagles finished 4-17 on the season, dropping at least seven games by eight points or less. The Divisional Tournament panned out to be the team's best performance of the season, beating Glendive's Lady Red Devils by 20 points. The Lady Red Devils had beaten the Golden Eagles by 19 points in the regular season and had knocked the Golden Eagles out of the divisional tournament the previous two years. The girls basketball program was lead by lone senior Anna Zimmer. Anna was selected for Second Team All-Conference honors and ranked in the top five for conference season average points, rebounds, and steals per game. Juniors Macy Mangold, Libbey Jenness, Stephanie Olson, and Kayla Nelson were all major contributors as well. Mangold was selected for All-Conference Honorable Mention. Riley Anderson, Kacee Gordon, Emily Kolstad, Aspen Montgomery, Taylin Trafton, and Kylie Zimmer gained valuable time and experience. The Golden Eagles potentially return four starters with Kacee Gordon, Libbey Jenness, Macy Mangold, and Kayla Nelson. Ten experienced varsity players will potentially return for the 2019-2020 season. Seventeen total athletes were part of the Golden Eagles Girls Basketball Program.

The 2018 Fergus Eagle girls' and boys' **Cross Country** teams were coached by head coach Suzie Flentie and assistant coach Michael Kelsey. Banner Hecht was the volunteer assistant coach. This was the eleventh year for boys' cross country since it was reinstated as a sport at FHS. We had our first ever Super Divisional meet this year competing with all 10 teams in the eastern and central divisions. The boys finished 2nd and the girls were 5th. At state, the boys finished 4th and the girls were 12th out of the 22 teams. It was the 8th time the boys have placed in the top 5 at State. We had 21 boys and 16 girls involved in the program this year. Sam Fulbright broke his own school record which was previously 16:35 for the 5K course. This year he ran 16:11.7

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. At the divisional meet, the boys finished 2nd led by Sam Fulbright who finished 1st for the boys in every meet throughout the season. Sam finished 2nd and Chance Miller was 9th so they were our only medal winners and All Conference runners. Ryker Melton finished 14th, Logan Wisenbaugh 19th and Bradley Vaughn 20th to round out our top 5 who set the team score. The girls finished 5th led by senior Ashley Brand who was the 1st finisher for the girls at every meet throughout the season. Ashley finished 18th followed by freshman Evelyn Miller, sophomore Aspen Montgomery, freshman Cora Pavlovick and junior Ellie Kuhlmann.

The boys went on to finish 4th at state missing 3rd by only 5 points and 2nd by only 8 points. Sam Fulbright led the team placing 2nd overall, just 10 seconds behind the winner who broke the state

record. Sam was our only All-State runner placing in the top 15, but Ryker Melton was close finishing 16th. Chance Miller finished 23rd, Bradley Vaughn 31st and Logan Wisenbaugh 43rd. The girls finished in 12th led by Ashley Brand who finished 48th followed by two freshmen, Evelyn Miller and Cora Pavlovick. Aspen Montgomery and Ellie Kuhlmann rounded out our team score.

The 2018-19 Fergus **Boys Basketball** season was the fourth season under head Coach Scott Sparks. Sparks was assisted by Derek Lear, Orin Johnson & Jimmy Graham. The Golden Eagles finished 14-7 and were the regular season Central A Champions. The divisional tournament didn't turn out well for the Eagles dropping an opening round game to Miles City. The boys rebounded to knock off Belgrade before being eliminated by Laurel at the combined Eastern/Central A Divisional tournament in Billings. Four of the team's losses were to the State Champion and State runner-up and two more losses were at the hands of teams playing in the state tournament. The Golden Eagles were led by nine seniors including Jaden Graham and Tanner Trafton who were both selected All-Conference and All-State. Wes Jameson & Jacob Clinton were regulars in the starting line-up and both received All-Conference recognition with Jameson on the 2nd team and Clinton Honorable Mention. Jayce Philipps, Mitchell Norslien, Caleb Russell, Nate Kindzerski, and Logan McQuinn, were the other seniors that all contributed throughout the season. Collin Comes, Carson Weeden, Gage Clinton, and Grayden Sanders were four juniors on the team. Weeden missed the entire season with a torn ACL. Freshman Bryce Graham also saw varsity time during the season. Sophomores Jalen Robinson and Seth Norslien were chosen as alternates for the tournament team. Luke Derheim, Chelsea Jensen, and Sam Talkington were the team managers. A total of 26 kids participated in the program.

The **Volleyball** program under the direction of Head Coach Adrienna DeCock went through a transitioning season. Not only were the Golden Eagles adjusting to a new head coach, but we also experienced low numbers with only 21 girls coming out for volleyball this fall. Given the hardships of the season the varsity still finished 10-15 overall and 2-4 in conference. Some highlights from the season include beating Great Falls CMR in 5 sets and placing 3rd at the Blocktober Tournament at Butte Central. Unfortunately, the varsity went 0-2 at the divisional tournament and did not make the state tournament for only the 2nd time in roughly 18 years (give or take).

Earning 1st Team All-Conference and All-State Honors was senior Anna Zimmer; Second Team All-Conference Honors went to senior Becca Bawden. Seniors will be greatly missed next season. 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.

Our sub-varsity teams both had great seasons. C-squad, under Coach Jean Irish, finished the season 6-3 and JV, under Coach Ashley Jenness, finished 7-4. We are looking forward to next season, picking up where we left off, and continuing work towards our goal of returning to the State Class A Volleyball Tournament in November.

The 2018-2019 **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 expectations of being a top 3 team at the state tournament. It was an up and down season with a young team. We had no seniors so we will return everybody. We qualified 9 kids for the

state tournament and placed 3. Cooper Birdwell finished his second undefeated year in high school. He now has two state titles under his belt going into his junior year. Duane Otto took third at 160 pounds and Landon Farrar took fourth at 182. As a team we ended up in 9th place. We also had the highest GPA of all class A wrestling teams in the state. I am looking forward to next year with everyone coming back and seeing how leadership develops with a few kids on the team.

The 2018-19 Fergus High School **Cheer Team**, which included eleven Varsity Cheerleaders and one Mascot, had an outstanding season!

Jennifer Pfau returned as Head Cheer Coach mid-season and was assisted by Lisa Pierce, Volunteer Coach, for the last three weeks of the year. To get the program started and learn new skills, Pfau arranged for the team to host a private cheer camp in November, taught by former FHS cheerleader and former UM cheerleader and UM Assistant Coach Kara (Mantooth) Hochhalter. Throughout the winter months, the cheerleaders stayed extremely busy practicing 2-3 times each week, as well as cheering at all home girls' and boys' basketball games. They also cheered on our teams at the divisional basketball tournament. In February, 60 elementary school kids participated in Junior Cheer Camp. Mr. Majerus, Principal, helped chaperone a "field trip" for the cheer team to attend the Cat/Griz basketball game in Bozeman to watch former teammates who now cheer and coach at MSU.

On March 15, Fergus hosted CheerFest 2019, a state-wide cheerleading, dance, and mascot competition! Nineteen teams consisting of 234 individuals in junior high and high school participated in the competition and the Fergus team took home the 3rd place trophy for the "High School - Class A Small Division", Zarius McGowan was awarded in the 1st Place "Mascot Division", and our stunt group won 3rd Place in the "Class A/AA All-Girl Division".

At the annual awards banquet, Head Coach Jennifer Pfau and Volunteer Coach Lisa Pierce presented the following awards/plagues to the Varsity squad:

Most Valuable Cheerleader – Brenna Behl

Outstanding Cheerleader – Megan Honeycutt

Most Improved Cheerleader – Izzy Mecklenburg

Other honors for senior cheerleader Megan Honeycutt included being selected to cheer at the Montana East-West Shrine Game.

Helping coach the Fergus High **Track & Field** team this season were Vic Feller with the throws and pole vault and Mike Hamling and Nycole LaRowe were volunteer assistants that also helped with the throwing events. Gary Ceehle coached the hurdles and sprints along with helping on the short relay team. Suzie Flentie coached the distance and assisted with the 4X400 relay. Coach Olson coached the jumps as well as the relay teams.

We had a very good year, with both our boys and girls placing 3rd at the divisional meet with 58 and 69 points respectively. Our girls ended up 4th at state with 38 points and the boys took 5th with 34.5 points. Anna Zimmer was a repeat champion in the shot put with a throw of 41' 1.75".

She also took 4th in the discus with a throw of 120' 9.5". Kylie Zimmer took 2nd in both the shot (40' .25") and discus (130' 9.5"). Ashley Brand took 2nd in the 100 hurdles (16.19). For the

boys, Sam Fulbright took 2nd in the 3200 (9:55.80), and 3rd in the 1600 (4:36.04). Tanner Trafton took 3rd in the 800 (1:57.91). Mason Harrison took 3rd in the shot put (54'3") and 6th in the discus (139' 1"). Jaden Graham tied for 3rd in the high jump (6'4"). Grady Gilpatrick took 5th in the 110 high hurdles (16.04). Carson Weeden tied for 6th in the pole vault with a vault of 13'.

We had three school records broken this year. Kylie Zimmer broke both of her sisters records with a throw of 43'7" in the shot put and 138'6" in the discus. The other record broken this year was Carson Weeden in the pole vault with a vault of 14'. We had a lot of P. R's during state which is awesome to see. We can't wait for next year to see if we can improve. This year's seniors are going to be tough to replace, as always. Coach Olson has great assistants and can't thank them enough for all their hard work and dedication to the FHS track program.

The 2018-2019 **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 led by an overall slightly inexperienced team consisting of 7 seniors, 6 juniors, 11 sophomores, and 3 freshmen. The Divisional team included 6 seniors, 3 juniors, 9 sophomores and 2 freshmen including the alternate. Twenty-seven players finished the tennis season this year. We are encouraged by the talented returning players as well as the 20 athletic freshmen, sophomores and juniors we were privileged to work with this year. Weather did unfortunately play a negative roll in this year's season. We lost two matches and did a lot of shoveling courts for the first three weeks of the season to even begin to play. Highlighting the year was the play of four players that advanced from Divisional to State. They were: Nate Kindzerski and Logan McQuinn who took 3rd place in Boys Doubles, Jayce Philipps taking 4th in Boys Singles and Tessa Gatz taking 4th in Girls Singles. Several of our other players were one match out from going to State as well. We look forward to taking advantage from the lessons learned in these close matches. We experienced a very successful Central Class "A" Divisional Tennis Tournament for our placers and those that gained experience playing at Divisionals for the first time. Lewistown, with the hard work from Jim Daniels and Wendy Pfau, successfully hosted the Divisional Tournament and Whitefish using the Kalispell courts hosted the State A Tournament. A strong group of underclassmen returning appears poised to provide excellent leadership next season. Head Coach Diane Lewis and assistants look forward to hosting teams during the season next year. Our division will look different as we will now be a part of the North East Division. We also look forward again to talented participants for the 2019-2020 tennis season.

The 2019 version of Fergus Golden Eagle **Softball** was a success as we were working with a very young team. It was exciting to see the girls evolve throughout the year. We had a lot of highs and mixed in a few lows, which helped to build our mentality. After the roller coaster ride, the team finished with a 14-11 record, 2nd Place at Divisionals, and a chance to flaunt our stuff at the state tournament where we went 1-2. At the State tournament we were dealing with some injuries that the girls battled through. There were two All-State selections in Jr. Macy Mangold and So. Jessica Morgan. Including those two, Second Team All-Conference was So. Kacee Gordon. Honorable Mention was So. Hailey Welsh. The JV team finished with a 5-6

record. The team was coached by Mike Mangold and assisted by Kirsten Miller and Volunteer Assistants Steve Morgan, and Jeremy Long.

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At the **elementary** level, in grades five and six, programs were run in volleyball, basketball, 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. 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-36, Girls Basketball-28, Wrestling-15, Boys Basketball-32.

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

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

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

Respectfully submitted,
Jeff Friesen
Assistant Principal/Activities Director

ACTIVITIES

**LEWISTOWN JUNIOR
HIGH SCHOOL**

Scott Dubbs

LEWISTOWN JUNIOR HIGH SCHOOL ANNUAL ACTIVITIES REPORT 2018-2019

SUBMITTED BY:
SCOTT DUBBS, PRINCIPAL

Lewistown Junior High athletics completed its second year as a part of a new league in the Billings area. The league was comprised of Laurel, Lockwood, and Hardin. In addition to those three schools we played one on one home or games with St. Francis (Billings Central). The change provided an opportunity to play schools similar in enrollment. Our schedule required volleyball, football, and both basketball teams to travel three times to Billings and have only one trip to Lewistown.

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.

The biggest change in our program was the moving wrestling to the fall instead of the end of February. This move was made to align with a number of similar schools. 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 last year, which resulted in excellent participation numbers, even 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. Below is a participation summary for each sport:

Football

Season: August 20 to October 9

Troy Henderson - Head Coach (fifth year)

Matt Donaldson - First Assistant Coach – 7th grade coach

Dylan Buehler - Assistant Coach

Mike Mangold - Assistant Coach – 8th grade coach

Participation:

7th grade – 22 athletes, 41% of boys

8th grade – 18 athletes, 45% of boys

Cross Country

Season: August 20 to September 22

Emmylyn Bentley – Head Coach (first year)

Participation:

7th grade boys – 5 athletes, 9%

7th grade girls – 4 athletes, 8%

8th grade boys – 3 athletes, 8%

8th grade girls – 2 athletes, 5%

Girls Volleyball

Season: August 20 to October 6

Gina Armstrong – Head Coach (second year)

Emily Burk – First Assistant

Nicolette Casale- Assistant

Participation:

7th grade – 23 athletes, 41%

8th grade – 14 athletes, 28%

Girl's Basketball

Season: October 15 to December 8

Lee Crouse – Head Coach (second year)

Sherry Breidenbach – First Assistant

Melanie Smith- Assistant

Participation:

7th grade – 13 athletes, 25%

8th grade – 13 athletes, 35%

Boy's Basketball

Season: January 3 to February 9

Matt Donaldson – Head Coach (second year)

Kyle Trafton – First Assistant

Banner Hecht- Assistant

Participation:

7th grade – 16 athletes, 30%

8th grade – 16 athletes, 40%

Wrestling

Season: October 15 to December 1

Tim Nefsgger – Head Coach (first year)

Brendon DeCock - Assistant

Participation:

7th grade – 6 athletes, 11%

8th grade – 4 athletes, 10%

Track and Field

Season: March 25 to May 11

Emmylyn Bentley – Head Coach (first year)

Mariah Patterson – First Assistant

Julianna Parker – Assistant

Participation:

7th grade boys – 16 athletes, 30%

7th grade girls – 24 athletes, 38%

8th grade boys – 15 athletes, 47%

8th grade girls – 11 athletes, 30%

Cheerleading

Season: September 4 to October 18 – Season was abbreviated with loss of coach

Rachel Goodwin– Head Coach (second year)

Participation:

7th grade – 9 athletes, 16%

8th grade – 5 athletes, 14%

Equipment Purchases - Girl's basketball uniforms and wrestling warmups were purchased for the 2018-2019 seasons.

ASSESSMENT

Thom Peck

Lewistown Public Schools 2018-19 Assessment Annual Report

Submitted by:
Thom Peck, Superintendent

This has been a huge topic of discussion among the Leadership Team. The discussion has centered around 1) Are we getting enough data from our assessment? 2) Is the data we are getting from our assessments driving instruction to improve achievement? 3) Is there better assessment out there that would give us data to improve achievement? We will establish an Assessment Committee that will be represented by at least one teacher from each grade level and two Board Members – CJ Bailey and Jennifer Thompson. The Purpose of the Committee is to evaluate these questions and look at different assessments i.e. iStation and Success Maker, that may be better options and more fiscally responsible to the District. It is very important that we involve teachers in the process and they are comfortable with any new assessments, if we go that route.

Garfield 2018-19 Test Results

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 spring benchmark assessment unless otherwise stated:

Kindergarten Early Reading Benchmarks

	High Risk	Some Risk	Low Risk
Letter Sounds	23% - 22 students	26% - 25 students	51% - 49 students
Nonsense Word Fluency	23% - 22 students	20% - 19 students	57% - 55 students
Sight Words	21% - 20 students	33% - 32 students	46% - 44 students
Word Segmenting	13% - 12 students	15% - 14 students	72% - 70 students

First Grade Early Reading Benchmarks

	High Risk	Some Risk	Low Risk
CBM – Reading Fluency	38% - 33 students	33% - 28 students	29% - 26 students
Nonsense Word Fluency	35% - 31 students 23%	25% - 22 students 31%	40% - 35 students 46%
Sight Words	38% - 34 students 26%	32% - 28 students 31%	33% - 26 students 43%
Word Segmenting	9% - 8 students 12%	15% - 16 students 19%	73% - 64 students 69%

As we look at these scores, there are a few things that stick out as opportunities. In kindergarten, it seems strange that we have 72% of our student can segment a word but when it comes to letter sounds only 51% are low risk. I am also surprised our sight word fluency is so low, we had intervention groups most of the year working on sight word skills. In first grade our reading fluency needs to be addressed, this may mean more interventions like Read Naturally for out high risk students.

Kindergarten Early Math Benchmarks

	High Risk	Some Risk	Low Risk
Decomposing	14% - 13 students	13% - 12 students	73% - 69 students
Number Sequence	13% - 12 students	38% - 36 students	49% - 46 students
Numeral Identification	27% - 25 students	31% - 29 students	42% - 40 students

First Grade Early Math Benchmarks

	High Risk	Some Risk	Low Risk
Decomposing	22% - 19 students 17%	31% - 27 students 10%	47% - 42 students 73%
Number Sequence	12% - 10 students 10%	27% - 33 students 23%	61% - 51 students 67%
Place Value	35% - 31 students	17% - 15 students	48% - 42 students
Story Problems	15% - 13 students	42% - 37 students	43% - 38 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.

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
2018-2019	76% 69 students	12% 11 students	12% 11 students	203.3
2017-2018	78% 71 students	15% 14 students	7% 6 students	202.9
2016-2017	76% 68 students	15% 13 students	9% 8 students	202.1
2015-2016	85% 71 students	5% 4 students	10% 8 students	
2014-2015	83% 78 students	9% 8 students	9% 8 students	
2013-2014	84% 68 students	10% 8 students	6% 5 students	

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

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

4th MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2018-2019	80% 70 students	11% 10 students	8% 7 students	209.8

2017-2018	69% 61 students	21% 19 students	10% 9 students	208.5
2016-2017	71% 61 students	17% 15 students	12% 10 students	209
2015-2016	86% 84 students	7% 7 students	7% 7 students	
2014-2015	82% 62 students	9% 7 students	9% 7 students	
2013-2014	70% 53 students	16% 12 students	14% 11 students	

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

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

3rd MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
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
2018-2019	52% 47 students	32% 29 students	16% 14 students	209
2017-2018	60% 53 students	26% 23 students	15% 13 students	212.7
2016-2017	57% 50 students	25% 22 students	17% 15 students	211.8
2015-2016	76% 73 students	16% 16 students	7% 7 students	
2014-2015	68% 52 students	22% 17 students	10% 8 students	
2013-2014	59% 45 students	25% 19 students	15% 11 students	

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

Overall MAP Student Achievement Summary:

By looking at all of our student achievement data for 2018-2019 compared to other years, overall we increased our MAP reading scores. In math, 3rd grade showed some good increase as well. Math over the years recently has been lower as compared to reading. To help remedy this, we are making math our major focus over the next few years. We will continue to keep math in the morning block for 3rd and 4th grade and move 2nd grade math from the end of the day to the morning

as well. We are adding an extra Title group for 2nd grade math that will have 2 adults with a max of 12 students. We will also explore the possibility of a separate 20-30 minute math intervention time. The data shows that we have seen an increase in our math scores while implementing the math in the morning schedule change.

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)
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)

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

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
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

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**.

2nd Grade FastBridgeAdaptive Math (aMath) & CBMmath - Automaticity

aMath is a simple and efficient procedure for assessing K-8 students' broad math abilities. The assessment is based on expert recommendations and each question is aligned with the National Common Core State Standards (2010). It is a computer-adaptive test and students respond to 30 questions on each testing occasion. **CBMmath-Automaticity** evaluates a student's automaticity with basic math facts (addition, subtraction, multiplication, and division). It consists of mixed skill (i.e., General Outcome Measure or GOM) and single-skill versions for each grade level 1-3. It is timed for up to 4 minutes per test and is computer administered.

2nd Grade M-CAP/M-Comp	Benchmark		Strategic		Intensive	
	aMath	Auto.	aMath	Auto.	aMath	Auto.
2018-2019 aMath & Automaticity	77% 72 students	75% 70 students	5% 5 students	10% 9 students	18% 17 students	16% 15 students
2017-2018 *New* FastBridge aMath & Automaticity	80% 73 students	79% 71 students	8% 7 students	10% 9 students	12% 11 students	11% 10 students
2016-2017 AIMSweb MCAP & MCOMP	MCAP 75.2% 64 students	MCOMP 65.8% 56 students	MCAP 17.5% 15 students	MCOMP 30.5% 26 students	MCAP 7% 6 students	MCOMP 3.4% 3 students
2015-2016 AIMSweb MCAP & MCOMP	78% 73 students	76% 71 students	21% 20 students	21% 20 students	1% 1 student	3% 3 students
2014-2015	81.3% 57 students	81.3% 57 students	12.8% 9 students	11.3% 8 students	5.6% 4 students	7% 5 students

AIMSweb MCAP & MCOMP						
2013-2014 AIMSweb MCAP & MCOMP	83% 77 students	81% 75 students	15% 14 students	18% 17 students	2% 2 students	1% 1 student

aMath is quite different to the AIMSweb MCAP from the previous years but the closest in similarity to try to compare scores. **aMath's** benchmark is **203** and MCAP was **18** by the end of 2nd grade.

Automaticity is very similar to the AIMSweb MCOMP from previous years. **Automaticity's** benchmark is **30** and MCOMP was **38** by the end of 2nd grade.

3rd Grade Adaptive Math (aMath) & CBMmath – Automaticity

3rd Grade FastBridge Math	Benchmark aMath Auto.		Strategic aMath Auto.		Intensive aMath Auto.	
2018-2019 aMath & Automaticity	60% 55 students	75% 69 students	16% 15 students	8% 7 students	23% 21 students	16% 15 students
2017-2018 *New* FastBridge aMath & Automaticity	46% 41 students	67%	20% 18 students	6%	34% 30 students	28%
2016-2017 AIMSweb MCAP & MCOMP	MCAP 70% 61 students	MCOMP 71% 61 students	MCAP 24% 21 students	MCOMP 21% 18 students	MCAP 5.6% 5 students	MCOMP 8% 7 students
2015-2016 AIMSweb MCAP & MCOMP	74% 61 students	65% 54 students	19% 16 students	23% 19 students	7% 6 students	12% 10 students
2014-2015 AIMSweb MCAP & MCOMP	75% 70 students	66% 61 students	19% 18 students	29% 27 students	6% 6 students	5% 5 students
2013-2014 AIMSweb MCAP & MCOMP	71.5% 58 students	80.1% 65 students	27.1% 22 students	13.5% 11 students	1.1% 1 student	6.1% 5 students

aMath is quite different to the AIMSweb MCAP from the previous years but the closest in similarity to try to compare scores. **aMath's** benchmark is **212** and MCAP was **14** by the end of 3rd grade.

Automaticity is very similar to the AIMSweb MCOMP from previous years. **Automaticity's** benchmark is **30** and MCOMP was score a **53** by the end of 3rd grade.

4th Grade Adaptive Math (aMath) & CBMmath – Automaticity

4th Grade M-CAP/M-Comp	Benchmark aMath Auto.		Strategic aMath Auto.		Intensive aMath Auto.	
2018-2019 aMath & Automaticity (Winter Benchmark)	59% 52 students	71% 63 students	19% 17 students	11% 10 students	22% 19 students	18% 16 students
2017-2018 *New* aMath & Automaticity	51% 45 students	87% 61 students	10% 9 students	1% 1 student	39% 35 students	11% 8 students
2016-2017 AIMSweb MCAP & MCOMP	MCAP 53% 46 students	MCOMP 57.4% 50 students	MCAP 41% 36 students	MCOMP 28.6% 25 students	MCAP 6% 5 students	MCOMP 3.7% 12 students
2015-2016 AIMSweb MCAP & MCOMP	65.1% 60 students	61.4% 56 students	32.5% 30 students	33% 30 students	2.1% 2 students	5.4% 5 students
2014-2015 AIMSweb MCAP & MCOMP	67.4% 52 students	74% 57 students	31.1% 24 students	22% 17 students	1.2% 1 student	4% 3 students
2013-2014 AIMSweb MCAP & MCOMP	57.8% 44 students	72.3% 55 students	35.4% 27 students	22.3% 17 students	6.5% 5 students	5.2% 4 students

aMath is quite different to the AIMSweb MCAP from the previous years but the closest in similarity we have to try to compare scores. **aMath's** benchmark is **217** and MCAP was **18** by the end of 4th grade.

Automaticity is very similar to the AIMSweb MCOMP from previous years. **Automaticity's** benchmark is **30** and MCOMP was **55** by the end of 4th grade.

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
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%

A quick summary of these 3rd grade Math scores for 2018-2019 we have 59% proficient or above, 2017-18 we have 40% proficient or above in Math. For 2016-17 we had 47% proficient or above in Math. We tried taking our math portion of the test a few weeks later the 2017-18 & 2018-19 school year. So far, our results in this change are inconclusive.

3 rd Grade ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2018-2019	20%	28%	32%	19%
2017-2018	14%	38%	33%	15%
2016-2017	13%	31%	36%	19%

2015-2016	20.5%	38.6%	31.3%	9.6%
2014-2015	13%	38%	34%	15%
2012-2013 MontCAS Math	31%	62%	7%	0%

A quick summary of these 3rd grade ELA/Literacy scores for 2018-19 show 48% proficient or above, 2017-18 we have 52% proficient or above in ELA/Literacy. For 2016-17 we had 44% proficient or above in ELA/Literacy. Our scores here indicate steady levels of proficiency in our 3rd grade ELA/Literacy levels.

4th Grade SBAC Percentages

4th Grade MATH	Advanced	Proficient	Nearing Proficient	Novice
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%

A quick summary of these 4th grade Math scores for 2018-19 show 22% proficient or above, 2017-18 we have 42% at or above proficient in Math. For 2016-17 we had 32% at or above proficient in Math. We tried taking our math portion of the test a few weeks later the 2018-19 & 2017-18 school years. So far, our results in this change are inconclusive.

4th Grade ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2018-2019	19%	33%	27%	21%
2017-2018	29%	27%	21%	23%
2016-2017	15%	30%	25%	30%
2015-2016	27.4%	25.3%	29.5%	17.9%
2014-2015	21%	22%	40%	17%

2012-2013 MontCAS Math	40%	47%	9%	4%

A quick summary of these 4th grade ELA/Literacy scores for 2018-19 show 52% proficient or above, 2017-18 we have 56% proficient or above in ELA/Literacy. For 2016-17 we had 45% proficient or above in ELA/Literacy. Our scores here indicate steady levels of proficiency in our 4th grade ELA/Literacy levels.

LONGITUDINAL DATA

Below is longitudinal data following the 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 2027 MAP Reading (Rdg) and Math Longitudinal Data

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

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

Class of 2026 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
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Class of 2025 MAP Reading (Rdg) and Math Longitudinal Data

Class of 2025 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 2027 FastBridge CBMR & AIMSweb RCBM Fluency Longitudinal Data

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

Class of 2026 FastBridge CBMR & AIMSweb RCBM Fluency Longitudinal Data

Class of 2026 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 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 2027 SBAC Longitudinal Data

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

Class of 2026 SBAC Longitudinal Data

Class of 2026 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 SBAC Longitudinal	Benchmark ELA/Literacy	Strategic ELA/Literacy	Intensive ELA/Literacy		Benchmark Math	Strategic Math	Intensive Math
2015-2016 3 rd Grade	59.1%	31.3%	9.6%		55.4%	27.7%	16.9%
2016-2017 4 th Grade	45%	25%	30%		32%	55%	14%

Overall Data Summary & Plan to Improve

After reviewing these various data points, the overall summary does provide some conclusions. Overall, our ELA/Reading scores mostly show slight improvements or slight decreases. These scores are staying consistent. HP always wants to get better and not just maintain, so HP will continue to work on ways to improve more in our overall ELA/Reading scores. On the hand, our math scores mainly show decreases. Due to this conclusion, HP will be creating a major focus on math over the next few years. Going into the 2019-2020 school year, we have already identified a few areas we can improve right away. We are moving our 2nd grade math block time from the last hour of the school day to the late morning. We will also be adopting a personalized learning math program that we can use for interventions and take our advanced students above and beyond.

Lewis & Clark Assessment:

At our end of the year assembly, we recognized 42 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 spring Measure of Academic Progress (MAP) test. Nine 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 two students for perfect attendance and eleven 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. Next year we will be able to see growth using our current progress monitoring system (FastBridge). The chart below gives you a look at how the school year ended:

	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%

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%

Benchmark Goals:

- The benchmark goal for fifth grade is 163, which is much higher than our previous benchmark in AIMSweb CBM which was established at 143 or more words per minute on oral reading fluency by the end of the school year.
- The benchmark goal for fifth grade is 171, which is much higher than our previous benchmark in AIMSweb CBM which was established at 161 or more words per minute on oral reading fluency by the end of the school year.

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%

6th Grade Math CAP (Overall Performance)

2017-2018	0%	11%	89%
2018-2019	21%	15%	64%

MAP Testing

Measure of Adequate Progress (MAP) testing was continued for all students in both 5th and 6th grade. MAP was given three times during the 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, winter, and spring tests.

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 spring 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 in the Smarter Balanced Test.

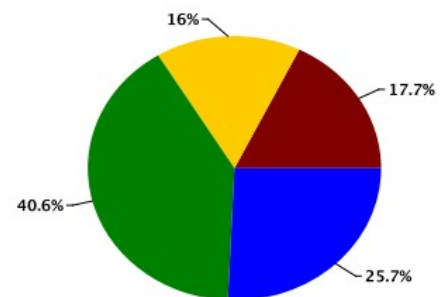
2018-2019

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	90	15	16.7%	9	10.0%	35	38.9%	31	34.4%
6	85	16	18.8%	19	22.4%	36	42.4%	14	16.5%
Total	175	31	17.7%	28	16.0%	71	40.6%	45	25.7%

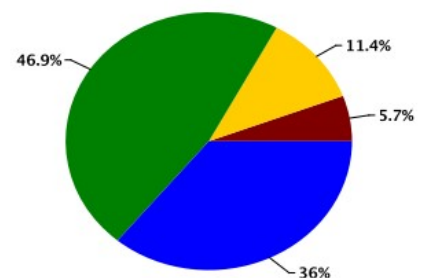


Reading

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	90	6	6.7%	7	7.8%	40	44.4%	37	41.1%
6	85	4	4.7%	13	15.3%	42	49.4%	26	30.6%
Total	175	10	5.7%	20	11.4%	82	46.9%	63	36.0%



Smarter Balanced Testing

The Smarter Balanced annual state assessments as required by the Office of Public Instruction measured student progress in Reading and math. It took each class one week of testing to complete

this assessment for all grade levels and classrooms. Our school purchased 105 Chromebooks to replace eight year old laptops in 2017. Because of this, we were able to condense our testing window from six weeks to one week. Although we had a snow day to start our testing window, our students did a fantastic job with attendance during this week. We were able to learn a lot from our testing experience this year. All students were able to complete their Reading and math non-performance and performance tests.

Here are the results of the first report of the 2019 Smarter Balanced Tests.

2019 Smarter Balanced 5th Grade ELA/Literacy Results

School	Students	Score	% Proficient	% Categories
Lewis & Clark School (0420_0356)	89	2531 \pm 10	73	

2019 Smarter Balanced 5th Grade Mathematics Results

School	Students	Score	% Proficient	% Categories
Lewis & Clark School (0420_0356)	89	2514 \pm 9	56	

2019 Smarter Balanced 6th Grade ELA/Literacy Results

School	Students	Score	% Proficient	% Categories
Lewis & Clark School (0420_0356)	83	2549 \pm 10	60	

2019 Smarter Balanced 6th Grade Mathematics Results

School	Students	Score	% Proficient	% Categories
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Lewistown Junior High Assessment:

Student Performance in Each Achievement Level

How did my district perform overall in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 7

Year: 2018-2019

Name: Lewistown Public Schools

Legend: Achievement Levels
■ %Level 1 ■ %Level 2 ■ %Level 3 ■ %Level 4

Performance on the Smarter Summative ELA/Literacy Grade 7 Test: Lewistown Public Schools, 2018-2019

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Lewistown Public Schools (0420)	103	2565±8	56	
Lewistown 7-8 (0420_1410)	103	2565±8	56	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 6/20/2019 9:57:41 AM MDT

Montana Help Desk

1.888.792.2741

Student Performance in Each Achievement Level

How did my district perform overall in ELA/Literacy?

Test: Smarter Summative ELA/Literacy Grade 8

Year: 2018-2019

Name: Lewistown Public Schools

Legend: Achievement Levels
■ %Level 1 ■ %Level 2 ■ %Level 3 ■ %Level 4

Performance on the Smarter Summative ELA/Literacy Grade 8 Test: Lewistown Public Schools, 2018-2019

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Lewistown Public Schools (0420)	72	2572±10	53	
Lewistown 7-8 (0420_1410)	72	2572±10	53	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 6/20/2019 9:58:08 AM MDT

Montana Help Desk

1.888.792.2741

montanahelpdesk@measuredprogress.org

Student Performance in Each Achievement Level

How did my district perform overall in Mathematics?

Test: Smarter Summative Mathematics Grade 7

Year: 2018-2019

Name: Lewistown Public Schools

Legend: Achievement Levels
 %Level 1 %Level 2 %Level 3 %Level 4

Performance on the Smarter Summative Mathematics Grade 7 Test: Lewistown Public Schools, 2018-2019

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Lewistown Public Schools (0420)	104	2563±9	52	
Lewistown 7-8 (0420_1410)	104	2563±9	52	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 6/20/2019 10:33:23 AM MDT

Montana Help Desk

1.888.792.2741

montanahelpdesk@measuredprogress.org

Student Performance in Each Achievement Level

How did my district perform overall in Mathematics?

Test: Smarter Summative Mathematics Grade 8

Year: 2018-2019

Name: Lewistown Public Schools

Legend: Achievement Levels
 %Level 1 %Level 2 %Level 3 %Level 4

Performance on the Smarter Summative Mathematics Grade 8 Test: Lewistown Public Schools, 2018-2019

Name	Number of Students	Average Scale Score	Percent Proficient	Percentage in Each Achievement Level
Lewistown Public Schools (0420)	72	2592±13	50	
Lewistown 7-8 (0420_1410)	72	2592±13	50	

Based on data from the Smarter Summative, 2018-2019 administration.

Report Generated: 6/20/2019 10:05:24 AM MDT

Montana Help Desk

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montanahelpdesk@measuredprogress.org

Fergus High School Assessment:

ACT Results are pending until August

Overall Conclusion:

Overall our test scores have stagnated or even in some cases, decreased. I realize this is a broad stroke generalization but we are making adjustments not only in our tool for assessments but in our strategies and practices. We all feel our kids should be performing better and all our goals for 2019-20 are geared toward two major improvements: 1) Improving Instruction and 2) Improving Student Achievement.

BUSINESS OFFICE

Rebekah Rhoades



BUSINESS OFFICE 2018-2019 ANNUAL REPORT



**Rebekah Rhoades
Business Manager/District Clerk**

The 2018-2019 school year proved to continue the theme of changes, challenges, and successes. We are extremely fortunate to have a knowledgeable and dedicated staff in the Lincoln Building Business Office. Gaining new staff as we did in 2017-18 created an opportunity to reevaluate processes to discover better ways of doing things, but also emphasizes the importance of training in the very complex environment of School Finance.

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
- Assisting HS in Purchasing & Receiving Due to Budget Constraints and Changes in Staffing
- Starting the Process of Acquiring the Central Montana Education Center Building from Montana State University – Northern
- Obtaining a New Facility Assessment for the Purposes of Long Term Maintenance Planning
- Assisting in the Implementation of TalentEd (online hiring platform)

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 will be required to report all expenses by school building code. This will mean a major overhaul to several of our district-wide account codes.
- **Use of TalentEd to Streamline Payroll Processes:** TalentEd, our new online hiring platform, will be up and running for the 2019-20 School Year. As a result, there are 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.
- **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. With new staff at both locations, this training will be even more essential and this year will include training provided at the MASBO Summer Conference.
- **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. 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.
- **Use of Accounting Software to Streamline Processes (ongoing):** The 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. I have also learned that our version of accounting software will become obsolete and we will be required to move to a web based version in the near future.
- **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.
- **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 and implement processes to ensure that the District is meeting all of the always-changing ACA regulations.

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.).

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.

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, more limitedly, the Construction Academy. We will continue to aggressively seek out opportunities to share resources whenever possible.

OBJECTIVE 5

Not a function of the Business Office.

The Business Office is increasingly feeling the burden of the complex world of school finance. 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. We have dependable, hard-working, competent employees and 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

Lewistown Public Schools

2018-2019 Curriculum Annual Report

Submitted by: Thom Peck, Superintendent

This year was the first year in which the Principals and I shared Curriculum duties. Thanks to the Principals for taking on some curricular duties, allowing staff to meet on Curriculum issues, and limiting out of class time to work on Curriculum. Another huge thank you to the music staff, art staff and counseling staff for all their efforts to evaluate and update our curriculum in these areas.

I have always felt that the best method to approach Curriculum work is one that doesn't just sit on the shelf but rather it is a constant resource for staff, it is fluid and always changing and it is based not necessarily on a scope and sequence but more on what kids should be able to do at a certain time and measured by student outcomes, as in, "the student will demonstrate or be able to do" type statements. In addition, this year we tried to narrow our curriculum to the most crucial or essential standards or what we called, "Priority Standards." We feel by doing this it helps to bring more depth to the Standards and allows the teacher to focus more on fewer standards but in a more in depth way. This approach to Curriculum fits well with our movement toward Standards Based Grading in the Elementary Schools.

This school year's curriculum activities centered on Music, Counseling and Art Curriculum. We still need to look at Health Enhancement, World Languages, Career and Technology Education (CTE) and Library Media Arts. This was probably the best year to share curriculum duties due to these areas being non-core academic areas and with excellent staff in all of these areas. It was an especially relevant year for counseling with our evacuation at FHS, social media and cell phone use challenges, suicide ideation that seems to be reaching our youngest students and bullying issues affecting all schools across the nation. Art was probably the easiest with Doug Braulik and Katie Wirtzberger serving as the Visual Arts Experts. All three Music Teachers – Rachael Grensten, Lauren Ortman and Karl Ortman were instrumental in the Music Curriculum changes.

The following summaries are brief descriptions of each team's work and include a listing of the individual members of the curriculum leadership teams.

Music Curriculum –

We started our Curriculum discussions with looking at our Priority Standards from the Montana Model Curriculum Guide for Performing Arts. The Montana Standards are based on four Artistic Processes – Creating, Performing, Responding and Connecting. Within each of these Processes are Anchor Standards for grades K-12 (6th-8th and 9th-12th are combined). We wanted to narrow our focus to those Standards were most important to improving our Music Curriculum. The

Committee believes that we are probably weakest in the Creating Standard but are strongest in the Performance and Rhythm. We were able to narrow our Standards and re-wrote the Standards into “Students can do...” statements. Rachael Grensten will report on these changes in the September Board Meeting.

Team members for the Music Curriculum included: Rachel Grensten, Lauren Ortman, Karl Ortman and Thom Peck

Counseling Curriculum – This was a big year for Counseling due to our bullying issues, evacuation at FHS, expulsion hearing, close examination of our Cell Phone Policy, and many interventions instituted at the FHS. Counseling with the help of Matt Lewis has revitalized our Crisis Response Team and has started to re-write our actions steps for classroom teachers, our entire Crisis Response/ Emergency Handbook, and has incorporated Emergency Services and Law Enforcement. We are endorsing ALICE Training as part of the Action Steps and Handbook and LPS will have a “Train the Trainer” ALICE training on October 17-18. LPS continues to endorse the program, “Power Up, Speak Out!” to help students cope with bullying issues in their schools or to students personally. Teresa Majerus has applied for and received a grant from “Power Up, Speak Out” that will amp up our efforts on bullying, especially at the Junior High. At FHS, we are adjusting our cell phone policy to be a little more strict, we have added a student website that gives students more of a voice in making improvement at FHS, confidentially reporting bullying incidents and complimenting kids and staff. The new website has been very active and students seem much more open in voicing their concerns. Further, FHS has provided more activities for kids to be together and highlight our talents, including Open Mic Wednesdays during Lunch. We have had students, staff members and even community members perform at Lunch and the attendance has been phenomenal. Lastly, Karen Durbin has developed a group of kids called the “Think Tank” that looks at ways to improve FHS. Both the Open Mic and Think Tank will continue into the 2019-20 school year and has proven to be great improvements. One of the concerning developments we have noticed at the Elementary Level, is young students with suicidal ideation thoughts. We have tweaked how we work with these students, families, and how we document these concerns. Nycole LaRowe and Ashley Jenness have been very instrumental and in conferring with other school districts, we believe our procedures are a leading example across the State.

Team members for the Counseling Leadership Team included: Nycole LaRowe, Ashley Jenness, Teresa Majerus, Karen Durbin, Thom Peck, and associate members Zach Routzahan, Matt Lewis and Ben Phillips.

Art Curriculum – The District only has two Certified Art Teachers, Doug Braulick and Katie Wirtzberger. Our elementary teachers incorporate art activities into their core subjects with many projects. Mr. Braulick and Mrs. Wirtzberger feel the Montana Model Curriculum and Standards for Visual Arts is excellent but there is definitely an unawareness or disconnect between the Standards and the Elementary Grades. The District will provide the Standards to the Elementary Schools and we hope to begin the process of connecting the Standards to already existing art activities at the lower grades.

In Summary – In addition to the work indicated above by our teams, each year buildings and grade level teams evaluate curriculum especially as it relates to our assessment and progress monitoring. There is extra effort made to include new teachers to the District on the relationship between our Curriculum and Assessment. Based on our assessments, we use our curriculum to drive our instruction and improve achievement. The District is looking at eliminating part of our assessments to increase instructional time in the classroom.

The District has also joined the ACE Curriculum Coop that will provide professional development, especially in Standards Based Grading, but also Curriculum and other assessments that may be more relevant to LPS. One of the best things about belonging to a coop is working with other schools and how they address their Curriculum, Assessment and Professional Development challenges. We do not have to re-invent the wheel and many of these Districts have faced the same challenges. The District believes that these changes will get the Curriculum off the shelf, provide more instructional time in the classroom, and lead to higher student achievement.

The 2019-2020 school year focus will be on our English Language Arts Curriculum which will be huge. We will also set up an Assessment Committee that will involve at least one teacher from each grade level. We feel Teacher input is crucial to evaluating our Assessment program and their feedback will be primary to any changes. In addition, we will evaluate our more specialized content standards that we missed this past year including Health Enhancement, Career and Technical Education and World Languages.

MAINTENANCE

Jason Fry

Facilities & Maintenance Annual Report

Fiscal Year 2018-2019

I came to the district on August 13th, 2018. I was fortunate to have Randy Barber show me the ropes for a few weeks before his retirement. There were many changes to the Maintenance Department this fiscal year. Due to the changes, our maintenance techs were stuck covering shifts and are behind on our preventative maintenance, in turn some summer projects will be placed on hold. The primary focus for the 2019 summer will be revamping our Preventative Maintenance Program.

Completed Maintenance projects 2018/2019:

- The new windows at the Junior High on the south facing side of the building were fitted with custom blinds.
- Removal of old chair lift at Junior High
- LED retrofits for grade school gyms, through-out Garfield and Junior High Auditorium
- New floor sink at Junior High
- New room added at Garfield

Custom blinds were ordered and installed at the Junior High by maintenance staff. During the 2018/2019 school year more blinds were added on the west side windows because of afternoon sun interfering with classroom activities. The old chair lift was removed and a new floor sink was installed for the custodians at the Junior High during the summer of 2018. LED bulbs were placed in Highland Park and Garfield gyms. Garfield's hallways, classroom fixtures and the Junior High auditorium had their bulbs replaced with LEDs during the school year. Summer of 2019's first project was adding a hallway entrance and walling off a new room for speech therapy at Garfield Elementary.

Completed Contract projects 2018/2019:

- New bleacher drives on lower bleachers and bleacher maintenance through-out
- High School LED conversion at cafeteria, exterior lighting and gymnasium
- High School gymnasium Sound System
- High School Gymnasium Ceiling Fans
- Exterior LED upgrades to grade schools
- LED upgrade to Junior High gym

The summer of 2018 and the 2018/2019 school year saw multiple upgrades to Fergus High School the bulk of those upgrades being to the gymnasium. New bleacher drives were purchased from and installed by Montana School Equipment and the electrical was completed

by Advanced Electric for this project. Montana School Equipment also performed maintenance on all the bleachers in the gymnasium. Over the summer the cafeteria and all exterior lighting at FHS was upgraded to LED by Central Electric. Through the Christmas break Advanced Electric upgraded the FHS/ Junior High gymnasiums with new LED lighting. During the 2018/2019 school year a new sound system was installed in the FHS gymnasium. The sound system was purchased from and installed by Smart Home Systems and the electrical work was done by Central Electric. Smart Home Systems put a lot of time and effort into design and installation of the system. The new system is user friendly with built in securities so the product will stand the test of time. We also purchased large ceiling fans for the gymnasium. These were purchased from and installed by Big Ass Fans. Having the manufacturer do the install gave us a 15 year warranty on the fans. The fans can cool the gym up to 10 degrees Fahrenheit in the summer months and will save us up to 30% on our heating costs in the gym during the winter months. The large fan at center court also qualified for a rebate from Northwestern Energy because it is operated by a Variable Frequency Drive. During the winter months Advanced Electric also added much needed LED wall packs to the outsides of the grade schools. This has helped with vandalism at the schools.

In the fall of 2018 we joined FSMC's F.A.S.T. group (Facility Administrators Solutions Team). This is set up with 9 different regions in Montana. I get to meet face to face quarterly with other Facility Directors in my region. During these meetings there is an educational presentation followed by open dialog between the Directors. This gives us a great avenue to deal with maintenance issues we may be facing in alternative ways. We were fortunate enough to host their annual conference at FHS this year. By hosting we were able to send all of our maintenance staff to a day of trainings for free. This also opened the door to vendors and contractors we might have not met before. The conference on 6/25/19 was a great success and FSMC would like for us to host this again next year. They seem to be growing at a rapid pace and would like to start involving tech departments and bring in more vendors. With careful planning I feel this could be extremely beneficial for the school and Lewistown as a whole in the future.

2019 brought the need for a new Facilities Condition Inventory Report. Through multiple interviews the board decided on CTA group to produce the report. The inventory is broken down into four priorities: Infrastructure, high, code and future investigation. This report will be good for prioritizing infrastructure needs. Being new to the district this is extremely beneficial in deciding what direction to head on projects.

Snow removal was again costly this year. At the end of the 2018/2019 school year we were able to purchase the Bus Barn's plow truck. This will give us two plow trucks and eliminate the need for contracted snow removal at the High School.

2019/2020 Goals

- Streamline the Preventative Maintenance Program and go mobile with upgraded software through Dude Solutions
- Tear down old announcers booth on the football field and replace with safe structure for visiting teams
- Continue to upgrade lighting and pumps utilizing North Western Energy's Rebate Program
- Utilize the Facilities Condition Inventory Report to plan out infrastructure upgrades
- Add floor sink at Garfield for custodian
- Add fill to all grade school playgrounds to meet fall requirements
- Fix sidewalks district wide

SCHOOL FOOD SERVICE

Amie Friesen

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



ANNUAL REPORT 2018-2019

School Food Service had a relatively smooth year settling into different situations in each building. As always, this includes staff changes both within and without of our department. We focus our efforts on feeding the students and try to maintain a consistent level of quality and variety in the nutrition we present to our district. 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.

PARTICIPATION

Please refer to the enclosed statistics within this report for actual numbers.

Meals

- Student lunch participation decreased by 3838 meals, but breakfast increased by 1224. We attribute the lunch decrease, in part, to the fact that we had one less day of serving due to a snow day. Additionally, this year we also had a field day at the JH which SFS catered rather than charging lunch accounts. The average daily student enrollment was down by 5 students from the previous year.
- We were pleased with the increase in breakfast participation. At the end of last year we sent home promotional flyers for breakfast with all the students. Food Service Staff continued with the good press by encouraging students to eat breakfast at school each day. 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 lunch 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.
- We are proposing an increase of \$.05 in lunch prices for all grades, \$.10 for elementary breakfast, and \$.20 for adult breakfast in the 2019-2020 school year. This will help to cover an increase in the cost of food, and continue to help with fees associated with our online payment system.
- 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 14 custom made meals for students on any given day.
- We are proud to continue to use locally grown beef in our schools. School Foods is aware of the need for community support within our District. In an effort to give back to the community, and, additionally provide superior products, we purchase locally sourced beef.
- The number of daily earned lunches provided to adults was 4052 amounting to \$16208.00 of support to the district. School Food Service greatly appreciates the staff supervision of students during the lunch period at each school; however, this is a substantial increase over last year and has an effect on our year-end balance. A total of 619 additional free meals were served this year as compared to last. Next year we will be reviewing who is receiving free lunches to make sure benefits are only extended to those who are eligible.

- The number of daily earned lunches provided to student was 582. This is a total of 15 fewer free meals than last year. We are happy to treat our lunch room helpers to a free meal. The kids show a sense of ownership in the lunch program when they participate on the service level.
- 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. 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 opted to not fill a service spot at Garfield. The Garfield teaching staff has agreed to step in and help with a few, small duties to make this a viable option. We hope to find our balance in the positive at the end of next school year.
- The negative student balance at the end of this year was substantially less than last year thanks to the efforts of our staff and secretaries at the various buildings. We also had an extremely generous donation from the Police Department to be applied to the accounts of families in need.

A La Carte

- Statistics show that our ala carte choices have proven successful with a profit of \$18,137.49 between both secondary schools.
- 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 will be going through a transition next year. We are now required to maintain the same nutritional standards in the a la carte line as are implemented in the main lunch line. We anticipate a drop in profit for the following school year. 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 this facet of our operation amounted to approximately \$7246.90. However, 15% of this amount (\$1085.00) was the total value of food/services provided for in-district events such as cookies for conferences, meals for committee meetings, principal requests, etc. that School Food was not reimburse.
- This year, School Foods attempted 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 participate in the District wide Kindness Project by choosing a day to deliver a “Kindness Cookie” to each student. We felt our time and finances were well spent on showing the students that all of us in the LPS community need to find a way to participate in spreading kindness to others.

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 purchase 2 new food processors for special needs students, and various other small ticket items. These purchases were much needed and have brought our safety level up considerably as well as the efficiency of operations.

- Infinite Campus remains as our accounting and application processing. Last year we upgraded all of the School Food Service POS terminals. We experience minimal complications thanks to our capable Tech Department.
- 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. School Foods considered sponsoring all employees to go to the annual MTSNA Summer Conference. Fees, transportation, and wages made this endeavor cost prohibitive. In lieu of this, arrangement were made with the Fergus County Extension Agency to provide 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.
- As a result of employee training and education, School Food Service, again, received sanitation inspections (as required by the HACCP policy) at our kitchens without any "findings". The comment from our local sanitarian was that school kitchens are the best in town and he was highly complimentary of our efforts.

PERSONNEL

- We had three resignations and one retirement this school year. We are working hard to replace these positions by the beginning of next school year.

- Our loyal and committed staff does an excellent job of training new people so as to make our operation function at a top level of efficiency.

Facing challenges with new regulations 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

2018-2019

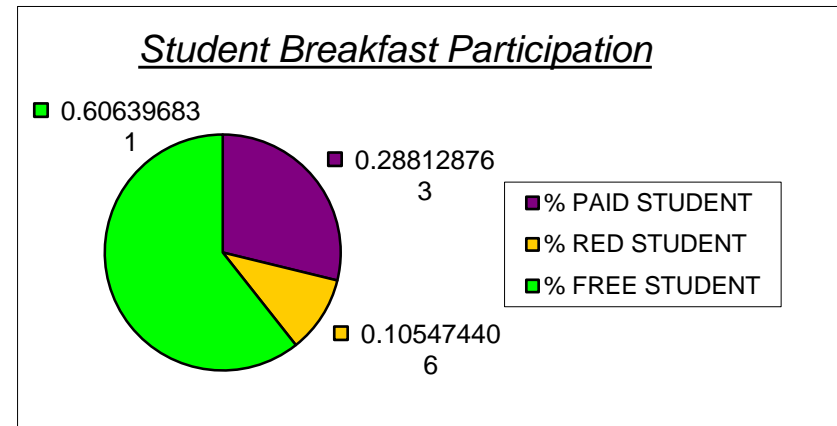
SITE: District Summary

MONTH	STUDENT								ADULT			TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	1415	0	0	0	0	3611	625	5651	2	10	12	5663	26
October	1499	0	0	0	0	3250	599	5348	19	14	33	5381	21
November	1253	0	0	0	0	2512	414	4179	17	7	24	4203	17
December	1136	0	0	0	0	2260	380	3776	14	11	25	3801	15
January	1409	0	0	0	0	3007	499	4915	19	12	31	4946	20
February	1365	0	0	0	0	2730	502	4597	17	15	32	4629	19
March	1490	0	0	0	0	2852	535	4877	19	11	30	4907	20
April	1367	0	0	0	0	2807	470	4644	17	5	22	4666	19
May/June	1514	0	0	0	0	3353	573	5440	20	10	30	5470	22
TOTALS	12448	0	0	0	0	26382	4597	43427	144	95	239	43666	179

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1202	217	18%	25%	11%	64%
October	1195	255	21%	28%	11%	61%
November	1186	246	21%	30%	10%	60%
December	1186	252	21%	30%	10%	60%
January	1183	246	21%	29%	10%	61%
February	1182	242	20%	30%	11%	59%
March	1172	244	21%	31%	11%	58%
April	1171	244	21%	29%	10%	60%
May/June	1168	247	21%	28%	11%	62%
AVERAGES	1183	244	21%	29%	11%	61%

Participation at individual schools:

Garfield	20%
Highland Park	25%
Lewis & Clark	25%
Junior High	16%
Fergus High	18%



*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

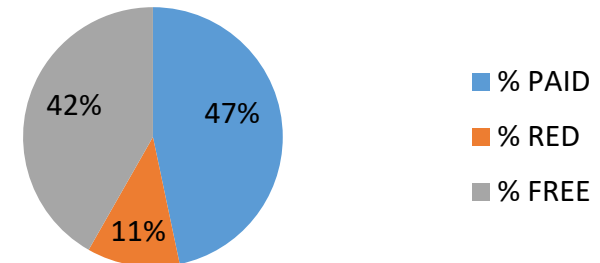
2018-2019

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	6203	45	16	19	80	6677	1892	14852	464	586	1050	15902	26
October	6002	43	15	18	76	5309	1441	12828	364	454	818	13646	21
November	4966	51	9	18	78	4299	1196	10539	464	410	874	11413	17
December	4568	46	3	15	64	3743	1104	9479	275	340	615	10094	15
January	5920	41	12	25	78	4935	1379	12312	402	441	843	13155	20
February	5383	36	22	13	71	4704	1279	11437	367	452	819	12256	19
March	5258	32	21	11	64	5182	1312	11816	394	465	859	12675	20
April	5240	42	20	4	66	4568	1214	11088	376	428	804	11892	19
May/June	4061	16	14	0	30	3667	1000	8758	279	446	725	9483	22
TOTALS	47601	352	132	123	607	43084	11817	103109	3385	4022	7407	110516	179

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1202	571	48%	42%	13%	45%
October	1195	611	51%	47%	11%	42%
November	1186	620	52%	48%	11%	41%
December	1186	632	53%	49%	12%	40%
January	1183	616	52%	48%	11%	40%
February	1182	602	51%	47%	11%	41%
March	1172	591	50%	45%	11%	44%
April	1171	584	50%	48%	11%	41%
May/June	1168	398	34%	47%	12%	42%
AVERAGES	1183	580	49%	47%	12%	42%

Student Lunch Participation



Participation at individual schools:

Garfield	52%
Highland Park	57%
Lewis & Clark	62%
Junior High	63%
Fergus High	26%

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

SPECIAL EDUCATION

Chelsey Rogers

**ANNUAL REPORT
SPECIAL EDUCATION SERVICES IN LEWISTOWN
2018-2019**

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 eight years. These numbers reflect identified children directly served and case managed by Special Education teachers and/or related service providers. You will notice a general trend in increasing numbers.

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

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 2015-2020 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 in the beginning stages of being implemented in some schools, but will be fully integrated in the curriculum the 2019-20 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.

Strategic Objective – Differentiated Instruction: CMLRCC staff continue to collaborate with special and general educators to support the individual needs of students with disabilities. Highland Park and Garfield Elementary were the schools we focused on the most due to the needs of students. 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. Due to the high needs of students in the district, there was a study group made up of administrators, some related services providers, and special education teachers. During their time together they explored different types of services design for students.

Goal Area 3: Community/Parent Engagement

Strategic Objective – Parents/Social Media: CMLRCC service providers hosted a one night training opportunity for parents, and staff that focused on autism. The training was well attended by parents and community members. The CMLRCC team will continue to share newest information on an annual basis. In addition, the CMLRCC director is creating a website as a tool for parents, staff, and anyone else who wants to learn more about the Co-op. The website will also be used for important announcements.

Goal Area 4: Technology

Strategic Objective – Collaborating beyond the Classroom: CMLRCC, for the third 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 kindergarten 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. Trainings for Head Start supporting sensory needs, visual motor planning, and hand-writing. Garfield staff received support of sensory needs of students, and implementation of Zones of Regulation. 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: As last year's CMLRCC Director, Chris Rice, continued an active role with the Montana Council of Administrators of Special Education (MCASE) focusing on the Legislative 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 2018-2019 Annual Report

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

June 1, 2019



Lewistown School District – Scott Baldwin

This year has been very busy for myself and the technology department. With the promoting of John Jensen to the Regional Technology Coordinator position last year we have made several positive changes to the Co-Op. The participating schools seem to be happy with the changes and we have been able to renew Co-Op contracts for the next year. The technology department with John's guidance have been able to standardize several technology components throughout the Co-Op. This has also helped make sure that the Co-Op schools are having their needs met.

One of the key components in our technology plan is updating our network and we are making strides to accomplish this with category 2 E-Rate funding. This year we purchased 15 Cisco Access Points to update several older APs and too help with signal density in schools moving to 1:1 devices. Included in last years E-Rate was a Cisco wireless access point controller which will be used to control the added APs and to be used for failover incase of hardware failure. We have integrated several new Cisco switches this year moving from 10/100 Megabits/second to the current standard of 1000 Megabits/second we hope with next years E-Rate to have the entire school district updated to 1000 Megabits/second. We are also planning to move from 100 Megabits//second building connectivity to 500 Megabits/second with a new contract from or provider Mid-Rivers, with this update we will be able to up connectivity to 10 Gigabytes/second if needed in the future.

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 she 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. Since the switch-over in January 2010, the system has run smoothly. The greatest increase in functional use for the District has been the widespread adoption of web-enabled calendars. While we could have done many of the same things with the old system, use of electronic calendars has skyrocketed. The calendars integrate easily with the District website and allow for easy sharing of information with the public. The Google docs component that also comes with the package has also been a benefit. Several District forms, such as travel requests have been migrated to Google docs, and a number of teachers are now using Google docs with their students. Students from grades 5-12 have accounts for use with Google Apps. Chromebooks are being implemented throughout the district and are providing cost effective and easy to manage hardware for student access to the service.

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.

Technology Levy: Some of this years tech levy was set aside to help with Cat 2 Erate equipment and MIBS request. If this is approved it will be the largest purchase and one of the largest projects to date for the Lewistown School District. It will include replacing all of the older and slower switches as well as wiring in 15 new APs to help with our 1:1 device initiative.

Staff Training: We continue to take advantage of the wonderful opportunity provided to the technology department offered through Skillsets online. Skillsets has 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 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 and staff.

E-rate - We are finishing the last of the E-rate Category 2 projects for our rural schools this year as the funding has been exhausted. This has been a good program and has allowed us to update the internal wiring of most of our schools along with our wireless network infrastructure. We will continue to use E-rate Category 1 for funding the internet connection for all the schools.

New Employee Schedule – We have taken and adjusted the work schedule for our techs that travel between Lewistown and the outlying schools. Since travel eats up a significant part of the day for the two techs that travel, we are having them work 4 – 10 hour days for the work week. One will work Monday thru Thursday and the other will work Tuesday through Friday. The tech that is working in Lewistown, works the standard 5 – 8 hour days for the work week. We do this for 4 weeks and then rotate. We have received positive comments from the member schools as well as the employees with this new schedule.

Virtual Private Network - As of the end of December, we now have all of our CMTC family connected to Lewistown. This has been a godsend for us as we now have direct access to devices for configuration and monitoring. This has also provided additional benefits that allow us to complete more of the computer setup and configuration in Lewistown. This makes it easier for us so we can reduce the amount of time it takes to deploy computers in our rural schools.

One of the nicest features of the VPN will be the ability to start consolidating services and devices. We will implement this year our first “cloud” controller for the networking equipment. Currently, we have eleven individual controllers. So we will consolidate them down to one and have it housed here in Lewistown.

Stats - Our technology cooperative has grown. We currently serve 15 separate school districts plus Head Start. We have a total of 27 different locations. The area we cover is approximately 90 miles East to West and 95 miles North to South.

Following are counts of devices and users that we support through CMTC:

AD-Users -----	2935
AD-Computers -----	1490
Labtech -----	1144
Chromebooks -----	1638
iPads -----	585
Servers -----	57
N-Computing-Clients -----	222
N-Computing-Servers -----	14

Summer 2019 - We are in the thick of our summer work schedule. The big push this summer will be the upgrade/replacement of all Windows 7 computers. This is because Microsoft will be stopping support for this version in January. The other major project will be to ensure that all schools have a central print server installed. This will streamline our printer administration, both in printing and deployment.

Adventures in Technology - Tahan Wichman

In Geyser, we converted the school from Office365 to Google Schools to match the rest of the schools in Central Montana. Geyser also received 32 laptops from Airforce, they have been imaged and utilized by staff and students.

In Roy, We upgraded the all the teachers and student computers with towers from Airforce. Also straightened out students shared folders on server. John and I pulled a lot of old, defunct network cable.

In Harlowton, I fix permissions for staff and students, on network servers for their shared drives. Also continue to fix Office365. I started decommissioned old servers.

In Grass Range, we deployed air force towers to the entire Computer lab and Business lab. Assisted in setting up a lab for the math room. Reimaged the 5th/6th grade cart to windows 10. Moved and setup the best of the Business lab computers to the FACS lab. Took the old RAM out of the remaining pc's and used it to upgrade the Business lap computers.

At CM Headstart, we finished upgrading computers from Windows 7 and Windows 8 to Windows 10. Upgraded

some switches and access points to Ubiquity.

In Lewistown, ConnectWise Automate update required us to have an ssl certificate to handle it automated tasks. I setup a free certificate with Let's Encrypt for the ConnectWise server and also set it up to auto request new certificates when it was needed. Worked with Bytespeed to created a gold image, so when they send us a new computer it will mostly be already setup with software and settings this will make it easier to deploy new computers. Created some new scripts to assist in making some more tasks easier. Have been pushing to remove all Windows 7 and Windows 8 from the network and replacing them with Windows 10. This includes but not limited to FHS Fieldhouse Scoreboard Marquee Sign Laptop and Scantron Laptop. Also meet to start the process of getting a Pixelot Cameras for FHS Fieldhouse and Football Field. I started to decommission six Windows 2003 Servers. I fixed a Group Policy syncing problem.

In Winifred, rebuild their pfSense. Worked with Kristin to get some CNC Equipment working with computers on the network. Setup a fog server and showed Kristin how to use it.

In Stanford, rebuild their pfSense after a sustained power outage to get them back on the internet. Decommissioned a Windows 2003 server.

In Moore and Hobson, upgraded a number of pc's to Windows 10 and decommissioned a Windows 2003 Server in Moore.

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

Highlights from the Region - Zabrea Fiscus

I am no longer the newest tech in the department. I started in November 2017 with little experience and have surprised myself with how far I have come. I am enjoying my job in technology and I am so thankful for the opportunity to learn on the job and work with great people in the Lewistown Public School district.

My knowledge as the "Apple Queen" has grown, learning everything from device management to volume purchase programs. We are looking to expand 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.

I have learned so much in the 19 months I have been here, and love working in this department. Everyday is a new learning experience and challenge. I also have recently went to a rotation schedule, meaning I spend 2 weeks in Lewistown and the next 4 weeks traveling to all schools in the county including colonies. I am new to this area, so it has been neat to learn the area I live in. Each school has its own different setups and challenges. Meeting new people in all the schools has been great too.

Working in Lewistown keeps you very busy. Most days I am running to all the different schools fixing printer problems, or helping teachers with individual problems they may be having. Very rarely am I at my desk all day. I love that I get to be busy and active all day long. Another thing I love to do is tear laptops apart and replace parts, or rebuild computers. Nothing better then taking an old computer and making it new again.

I am still working on courses offered through Skillsets. These are tools and classes to help you understand the technical world of computers and programs. I have also been working directly under John and Scott learning all the different programs we use as a department such as Labtech, Sophos, Meraki, Infinite Campus, Google Admin Console, PFSense, Fog, Powershell, RDP, and so many more that I didn't even know existed. This year I am hoping to learn more networking and server training. Those are my goals for the next year.

TITLE I

Thom Peck

Lewistown Public Schools

2018-2019 Title I Annual Report

Submitted by:

Thom Peck, Superintendent

LPS is a School-Wide Title I School District, which means all of our schools are considered a Title I school. This is determined by our Free/Reduced Lunch numbers. Each of our school programs have been Schoolwide since 2010. The benefits of being Schoolwide are many, but the most obvious comes down to how we fund and manage our program locally. Schools that participate as a Schoolwide Title I program commit to providing an educational program for all students not just students that are at risk of failing or meeting academic standards or who may qualify for Free/Reduced meals. A School-Wide Title I designation is much more seamless in how services are provided, how students are worked with, and how funding is allocated across the school or district.

Purpose of Schoolwide Programs - The purpose of a Schoolwide Title I school or district is to implement comprehensive improvement strategies throughout the entire school or district as a way of improving academic outcomes for every student. It serves all students regardless of eligibility and assists in all core subjects.

Each of our five schools, and the District itself, are considered Title I Schoolwide schools. The major aspects of the required components of a schoolwide program that staff must focus on include:

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

A required priority of Title I schools is that of improved parent communications and parent involvement. Included are the use of communications to parents on the status of their child (and school, but also should provide options parents can use inside or outside of our district to meet the individual academic needs of their children. Additional information related to our Title I status and program are now found in student handbooks and on our website for parents to access. All schools now begin school with parent meetings in conjunction with a building level Open Houses at the start of the school year or in the case of K-3 grade parents, individual parent meetings at the beginning of the school year. Procedures insuring that students K-12 and their parents, receive a copy of and have

the opportunity to sign our Title I Compact. The Compact is a mutual agreement between the student, the teacher, and the parent to fulfill their roles in insuring student learning.

Recent Changes – Instead of the No Child Left Behind (NCLB) mandate, all schools are now mandated under the new program, Every Student Succeeds Act (ESSA). Recently, the Board received our first ESSA Report Card.

The biggest change in ESSA was the immediate elimination of Average Yearly Progress (AYP) determinations, and Supplemental Educational Services (SES). Federally, statewide assessments will still be required for grades 3-8 (Smarter Balance) and once in high school (ACT). Accountability measures are now based on the ESSA Report Cards and emphasize improvement and providing attainable goals. In addition, while the penalties from AYP are gone, the reporting requirements appear to be beefed up.

The Office of Public Instruction will continue to use its Continuous School Improvement Plan (CSIP) for school reporting. The CSIP will provide information by school, for almost every aspect within the expectations laid forward by the Department of Education or OPI. Included is how we hire certified and classified staff, communicate with and improve parent involvement, and as mentioned above, promote parent focused meetings at schools. Another focus for the District tied to Title I is our use of each assessment. Bringing consistent access to data on benchmarked assessments we support classroom teachers and building level RtI or MTSS Interventions. LPS is one of only 13 School Districts across the State that is a K-12 MTSS program. At the elementary schools, we utilize the progress monitoring capabilities within these programs to assess students frequently in interventions for our Tier 2 or Tier 3 students. Secondary staff working with students struggling in school or at risk of dropping out prior to graduation promote the Graduation Matters program, Odyssey Credit Recovery online program, and now this past year Fergus High School has instituted the HiSET Options program endorsed by OPI. The junior high devoted time and effort to enhance their current RtI/MTSS efforts, continuing the transition from Lewis and Clark Elementary.

This year all five elementary and secondary schools were also official members of Project REAL, an MTSS project. As a part of the grant work, they have engaged in several excellent professional learning opportunities during the 2018-19 school year. The grant itself is designed to coordinate Response to Intervention (RtI) and Montana Behavior Initiative (MBI) building level programs within each school. While these trainings were primarily geared to helping buildings develop and sustain strong multitiered system of supports (MTSS), they must also provide other strategies to help staff bring all students into acceptable proficiency levels. Those strategies are listed by school in their Schoolwide Title I Plans via their Comprehensive School Improvement Plans (CSIP). We have contracted with Kent Stuker in the past to help the District analyze our test results and develop our CSIP. Kent has since retired and turned over his consulting to John Sullivan. John is very credible and we will continue our consulting relationship with John. Lastly, we need to do a better job providing more Professional Development Opportunities to our teachers to enhance our Title I program. It is the hope of the District by joining the ACE Curriculum Coop we will be able to provide more professional development and more interactions with other Coop teachers and effective Title I strategies/programs.

TRANSPORTATION

Steve Klippenes

Annual School Report
Transportation Department 2018-2019

June 4, 2019

During the 2018-2019 school year we traveled **94,757** miles in yellow buses and **57,749** miles in our activity buses. This is a total of **152,506** student transport miles.

We provided transportation for a total of **184** out-of-town activity trips during 2018-2019. 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 **248** vehicle/bus requests. These requests included in-town bus activity trips as well as request for use of school district vehicles for a variety of out-of-town travel requests. They were generated from the LPS Staff Intranet and utilizing this on-line request system has proven effective and minimized errors.

We are on schedule to purchase one new yellow route bus this upcoming school year.

The Transportation Department continues to be responsible for the maintenance on thirteen yellow buses and five MCI activity buses, two Drivers Education vehicles, eight Maintenance vehicles, the Hot Lunch Van, one Transportation pickup and snowplow, two tech department vehicles and five fleet vehicles. We continued doing the Maintenance on the Council of Aging buses and ten CMLRCC vehicles.

Steve Klippenes has announced his retirement from 34 years as the Transportation Director and Rob Odermann has been hired as his replacement. Rob's position as the Assistant Transportation Director has been posted and will be filled by the 17th or 18th of June with both Rob and his replacement starting on July 1.

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

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.**

We had a safe and successful year, last year in the Transportation Department and look forward to the 2019-2020 school year.

Respectfully,

Steve Klippenes,
Transportation Director

ANNUAL SCHOOL REPORT							
TRANSPORTATION DEPARTMENT							
2017-2018							
BUS NUMBER	YEAR	MODEL	STARTING MILEAGE	ENDING MILEAGE	TOTAL	ROUTE ASSIGNMENT	
1	2006	International RE	81,999	87,668	5,669	Spare	
2	2009	International RE	138,088	143,126	5,038	6	
3	2006	International RE	180,921	186,586	5,665	Spare	
4	2015	International Conv	52,857	61,811	8,954	7	
5	2017	International IC RE	19,721	31,475	11,754	4	
6	2013	International IC RE	93,676	106,595	12,919	1	
7	2016	International IC RE	16,174	25,490	9,316	5	
8	2006	International RE	117,374	117,374	0	Spare	
9	2014	International RE	41,203	49,291	8,088	8	
10	2005	International RE	113,585	113,592	7	Spare-Traded	
10	2019	International RE	0	7,720	7,720	2	
11	2012	International RE	54,015	63,695	9,680	3	
12	2009	International RE	137,580	146,153	8,573	Spare	
13	2010	International RE	77,118	78,492	1,374	11	
		YELLOW BUS TOTAL			94,757		
Eagle 1	2008	MCI J4500	386,552	403,524	16,972	403,524	
New Eagle 2	2014	MCI J4500	139,186	152,130	12,944	152,130	
Eagle 3	1999	MCI 102DL3	162,994	173,074	10,080	884,310	
Eagle 4	1996	MCI 102D3	21,978	37,964	15,986	1,208,653	
Eagle 5	1982	MCI MC-9	7,751	9,518	1,767	1,184,278	
		ACTIVITY BUS TOTAL			57,749		
		TOTAL STUDENT TRANSPORT MILES			152,506		
		SHOP TRUCK					
	2008	Chevrolet 1 Ton	155207	158033	2826		
	2008	GMC 2500 HD	184404	184549	145		
		HOT LUNCH VAN					
	2001	Isuzu	120483	123579	3096		