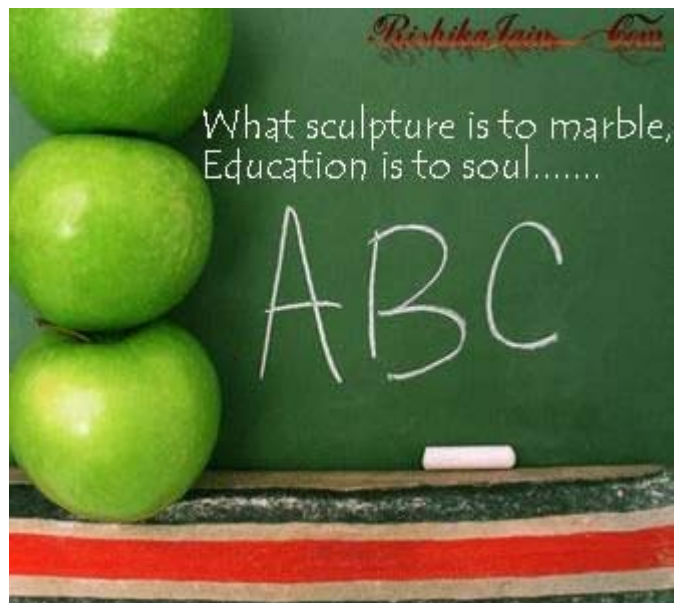


LEWISTOWN PUBLIC SCHOOLS



2017-2018 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	Tim Majerus
Fergus High School	Jeff Elliot
Activities – Fergus High School	Jeff Friesen
Activities – Lewistown Junior High	Tim Majerus
Assessment	Scott Dubbs
Business Office	Rebekah Rhoades
Central Montana Education Center	Diane Oldenburg
Curriculum	Scott Dubbs
Maintenance	Randy Barber
School Food Service	Amie Friesen
Special Education	Chris Rice
Technology	Scott Baldwin
Title I	Scott Dubbs
Transportation	Steve Klippenes

**GARFIELD
ELEMENTARY
SCHOOL**

Matt Lewis



Garfield Elementary School

415 East Boulevard Street

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, Shelby Giannini, Emily Burk, Pam Roberts, Megan Blake and myself. This was a year we were definitely retooling our team. We had a lot of new team members which lead to some great new ideas and energy. As we closed out the year the team decided to focus on revamping our SOAR rewards system. This will lead to some big changes for the upcoming year. We will be implementing new monthly rewards for students, classes and grade levels.

We looked at ways to implement simple fidelity check for classroom teachers, the team decided that this would be a way of holding everyone accountable and put some more reflection in how things are happening in the classroom.

We will also be looking at putting together a chart of all of our evidence base supports. These are support that we will be using for our tiered interventions. These supports will be listed out and used as a fluid document to help staff find the interventions they need to support student in the classroom or in small groups.

Finally we are rewriting our teach toos so they are more user friendly and easier for our classroom teachers to implement. We will be spending more time at the beginning of the year going through these with students. We will also bring back a weekly calendar of teach too's to help us all stay focused.

Curriculum

This year was a good year for our kindergarten and 1st grade teams. As a school we reflected on what and how we were teaching and we found gaps. This year the focus became much more in line with consistency in curriculum. This was difficult because we have classrooms lacking materials, which is currently being resolved. We also identified the need for more consistency in a Kindergarten through 4th grade phonics program. There was a team of teachers form Garfield and Highland Park that assisted in finding a program that could fill this gap. The team identified a program that will be implemented in kindergarten and first grade and used as an intervention for second through fourth grade students. In addition we are looking to bring in some visual phonics training for all of our Kindergarten through fourth grade staff.

"Watch Us SOAR!"

This year we had another strong focused on utilizing sensory breaks in our classrooms. This is an opportunity for students and teachers to get some kind of short movement activity or sensory need met throughout the day. We found that these activates helped student refocus and provide the appropriate stimulus to help them get back on track and ready to learn. These sensory breaks very by classroom and by student, it could mean that the whole class was doing 10 desk push-ups before they transitioned to another learning activity or a student went to a quiet corner and worked with therapy putty. Our goal was to get students to recognize what their body need to help them achieve at a higher level. These sensory break work for both academic and behavioral needs.

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. This was the first year we used these benchmark assessment. 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
Concepts of print (Fall only)	7% - 6 students	27% - 23 students	65% - 55 students
Letter Names (Fall Only)	19% - 16 students	30% - 25 students	51% - 43 students
Letter Sounds	26% - 23 students	24% - 22 students	50% - 45 students
Nonsense Word Fluency	23% - 21 students	31% - 28 students	46% - 41 students
Onset Sounds (Winter)	28% - 25 students	42% - 37 students	30% - 27 students
Sight Words	26% - 23 students	31% - 28 students	43% - 39 students
Word Segmenting	12% - 11 students	19% - 17 students	69% - 62 students

Frist Grade Early Reading Benchmarks

	High Risk	Some Risk	Low Risk
Letter Sounds (Fall only)	11% - 10 students	39% - 36 students	51% - 47 students
Nonsense Word Fluency	35% - 33 students	27% - 26 students	38% - 36 students
Sight Words	36% - 34 students	25% - 24 students	39% - 37 students
Word Segmenting	15% - 14 students	29% - 28 students	56% - 53 students

As we look at these scores, there's definitely a deficit in our students' phonics and phonemic awareness skills. This is one of the big reason we began looking for additional phonic materials to help our classroom teachers improve in this area. With the implementation of a school wide phonics and phonemic awareness program we look to see these skill improve in the coming years.

“Watch Us SOAR!”

Kindergarten Early Math Benchmarks

	High Risk	Some Risk	Low Risk
Decomposing	17% - 15 students	10% - 9 students	73% - 66 students
Match Quantity (Fall only)	6% - 5 students	10% - 8 students	84% - 70 students
Number Sequence	10% - 9 students	23% - 21 students	67% - 60 students
Numeral Identification	29% - 26 students	38% - 34 students	33% - 30 students

First Grade Early Math Benchmarks

	High Risk	Some Risk	Low Risk
Decomposing	17% - 16 students	38% - 37 students	44% - 42 students
Number Sequence (Winter)	13% - 12 students	38% - 35 students	49% - 46 students
Numeral Identification (Fall only)	17% - 16 students	29% - 27 students	54% - 51 students
Place Value	27% - 26 students	21% - 20 students	52% - 49 students
Story Problems	13% - 12 students	37% - 35 students	51% - 48 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. While some of these assessments are not given at every benchmarking period these are concepts we work on all year.

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. Our maintenance staff does a very nice job keeping our building in working order. This summer will bring some new changes to our building. Our Title room will be moving into its own space allowing for a little more space for intervention groups and our specialists. Our maintenance crew is also working on creating a better space for our Speech Therapist. We will also be doing some painting in our hallways to add a little color and spurs up the look of our school. Along with that Mr. Barber and his crew will be change out some interior lighting, changing everything over to LEDs. There will also be some add security lighting on the outside of the building.

“Watch Us SOAR!”

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 kids. We have also had America Reads Tutors in our building this year. This is a program that pairs up retired individuals in our community with students who need a little bit of help with reading. These tutors usually come in for an hour a week to spend time with our kids.

We began our year with “goal meetings” 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 will be Thursday, from 12pm to 6pm and Friday from 8am to 4pm. During this time I hope to visit with parents and create a parent advisory committee for our school. This will hopefully be a great opportunity to talk to parents about what they see as priorities and share our successes through the year.

We have two family nights this year, both were well attended. The first was really just a chance to get parents into the building and get comfortable in our classrooms with a fall themed activity. In January we had a game night where our staff put together card and dice games for families to come in and play and then take home. We also served up pizza that evening and it was a huge hit. The teachers did a great job of putting things together and helping serve our families.

We have also tried to engage families and our community with quality programs. Our music programs put on by Miss Schwaller 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 Gulliver’s Travels was great!! We have almost 60 kids participating and look forward to another great production next year.

Goal Area 4: Technology

We continue to look for ways to integrate technology in to our Kindergarten and first grade classrooms. This year we were fortunate enough to be awarded \$22,000 from the Phillips 66 Corporation. These funds will be used to purchase Chromebooks for all of our classes. Each classroom will receive 6 stations to be used a learning centers and assist staff in extending learning.

One of the really cool technology applications has taken place in our special education rooms. Thanks to the help of our Speech Therapist, Jennifer Rindal we have been able use a program called “Lamp” to help our non-verbal students communicate. This program allows students to choose picture from the app and sequence them into statements of need or wants. This has been so fun to watch, our students are now able to communicate in a much better manner and has help ease the student and teacher frustration.

“Watch Us SOAR!”

Goal Area 5: High Qualified Staff

This has been another great year with new staff members. The addition of Kaity Ireland and Leah Olson has been wonderful. These ladies have blended in with our staff and have added to our high quality staff. We also added some very high quality paraprofessionals, Dawn Perkins, Tara Olson, Chiara VanderBeek, and Emily Hodge. These ladies can do it all, they are such a huge part of what makes our school so wonderful. Unfortunately we are losing Mrs. Giannini who is moving on to pursue other opportunities around the state. Mrs. Drissell is retiring and we are in the process of hiring for that preschool special education position.

Having the opportunity to observe and evaluate a large number of staff this year was challenging and rewarding at the same time. I was able to see all of the wonderful things our teachers are doing. This year I evaluated 10 non-tenure teachers and 3 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. During this time also encourage staff members to take the time to go observe other teachers. This is a very powerful tool in improving our own instructional practices. I tell the staff that this is a chance to steal some great ideas from your fellow teachers. We will continue to find ways to make this happen with a focus on curriculum fidelity in the future.

“Watch Us SOAR!”

**HIGHLAND
PARK
ELEMENTARY
SCHOOL**

Matt Ventresca



Highland Park Elementary School

1312 7th Avenue North

Lewistown, Montana 59457

Phone: (406)535-2555 • Fax: (406)535-4617



Matthew Ventresca, Principal

Jenni Bristol, Secretary

2017-2018 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 2017-2018 school year. It also shows a continuum of enrollment numbers for prior years when Garfield Elementary was Kindergarten, 3rd & 4th.

Highland Park/Garfield Elementary	2017-2018 HP	2016-2017 *HP Move*	2015-2016 GF	2014-15 GF	2013-14 GF	2012-13 GF	2011-12 GF	2010-11 GF
Kindergarten	NA	NA	115	97	102	93	100	89
2 nd Grade	98	91						
3 rd Grade	98	97	84	96	82	80	101	85
4 th Grade	99	92	97	77	77	109	82	105
Total	295	280	296	270	261	282	283	279
Change (+ / -)	+15	N/A due to move	+26	+9	-21	-1	+4	-5

“Watch Us SOAR!”

Attendance:

Highland Park's average daily attendance for the 2017-2018 school year was 94.94%. This is a .09% decrease from last years' attendance rate at 95.03%. This 94.94% attendance rate equates to an average of about 14 students absent every day. 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	2017-18 HP	2016-17 *HP Move*	2015-16 GF
Student Count	295	280	248
Membership Days	49,972	47,433	42,591
Absent Days	2,528	2,358.51	2,227.62
Average Daily Membership (ADM)	279.18	264.99	237.94
Average Daily Attendance (ADA)	264.95	251.75	225.49
Attendance Rate (%)	94.94%	95.03%	94.77%
Change (+ or -)	-.09%	+ .26%	

Goal Area 1: Measurable Student Achievement

Strategic Objectives 1, 2, and 4:

Multi-Tiered Systems of Support (MTSS)

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

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

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

What is MTSS Made Of?

"Watch Us SOAR!"

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
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%	

“Watch Us SOAR!”

	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
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
2017-2018	54% 49 students	30% 27 students	16% 14 students	200.4

“Watch Us SOAR!”

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
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:

“Watch Us SOAR!”

By looking at all of our student achievement data, our school is overall lower in math as compared to reading. To help remedy this, we will continue to keep math in the morning block and will 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. Overall, we are improving in reading as well.

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
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)

“Watch Us SOAR!”

3rd Grade CBMR	Benchmark	Strategic	Intensive
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
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**.

“Watch Us SOAR!”

2nd Grade Adaptive 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.

2 nd Grade M-CAP/M-Comp	Benchmark aMath Auto.		Strategic aMath Auto.		Intensive aMath Auto.	
2017-2018 *New* 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

“Watch Us SOAR!”

3rd Grade M-CAP/M-Comp	Benchmark		Strategic		Intensive	
	aMath	Auto.	aMath	Auto.	aMath	Auto.
2017-2018 *New* 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		Strategic		Intensive	
	aMath	Auto.	aMath	Auto.	aMath	Auto.
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

“Watch Us SOAR!”

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. This year the state continued into the 4th year of 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 Smarter Balanced Assessment data for the 2017-18 school year **IS NOT** finalized and complete until mid to end June. This reflects our results so far with about 10 more scores not yet counted. The 2016-17 data is provided in full. The 2014-15 data represents the first year of data available from the computerized Smarter Balanced Assessment (SBAC). The 2012-13 data represents the previous paper and pencil MontCAS tests.

3rd Grade SBAC Percentages

3rd Grade MATH	Advanced	Proficient	Nearing Proficient	Novice
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 2017-18, so far, we have 40% at or above proficient in Math. For 2016-17 we had 47% at or above proficient in Math. We have 60% nearing proficient/novice for 2017-18 and 53% for 2016-17 in Math. We tried taking our math portion of the test a few weeks later this 2017-18 school year. So far our results in this change are inconclusive or show a decrease in scores.

“Watch Us SOAR!”

3rd Grade ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2017-2018	15%	36%	34%	16%
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 2017-18, so far, we have 51% at or above proficient in ELA/Literacy. For 2016-17 we had 44% at or above proficient in ELA/Literacy. We have 50% nearing proficient/novice for 2017-18 and 55% for 2016-17. Our scores here indicate an increase in our ELA/Literacy levels.

4th Grade SBAC Percentages

4th Grade MATH	Advanced	Proficient	Nearing Proficient	Novice
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 2017-18, so far, we have 42% at or above proficient in Math. For 2016-17 we had 32% at or above proficient in Math. We have 59% nearing proficient/novice for 2017-18 and 69% for 2016-17 in Math. We tried taking our math portion of the test a few weeks later this 2017-18 school year. So far our results in this change indicate our first significant increase in math scores for many years.

4th Grade ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2017-2018	29%	27%	20%	24%
2016-2017	15%	30%	25%	30%
2015-2016	27.4%	25.3%	29.5%	17.9%

“Watch Us SOAR!”

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 2017-18, so far, we have 56% at or above proficient in ELA/Literacy. For 2016-17 we had 45% at or above proficient in ELA/Literacy. We have 44% nearing proficient/novice for 2017-18 and 55% for 2016-17. Our scores here indicate an increase in our ELA/Literacy levels.

LONGITUDINAL DATA

Below is longitudinal data following the Class of 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. SBAC longitudinal data **IS NOT** shown here due to not receiving finalized and completed data until later in June.

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

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

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

Class of 2025 (4th) MAP Longitudinal	Benchmark MAP Rdg	Strategic MAP Rdg	Intensive MAP Rdg		Benchmark MAP Math	Strategic MAP Math	Intensive MAP Math
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 2026 FastBridge CBMR & AIMSweb RCBM Longitudinal Data

“Watch Us SOAR!”

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

Class of 2025 AIMSweb RCBM Longitudinal Data

Class of 2025 (4th) AIMSweb RCBM Longitudinal	Benchmark	Strategic	Intensive
	AIMSweb RCBM	AIMSweb RCBM	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 2025 AIMSweb Math Longitudinal Data

Class of 2025 (4th) AIMSweb Math Longitudinal	Benchmark		Strategic		Intensive	
	M-CAP	M-Comp	M-CAP	M-Comp	M-CAP	M-Comp
2015 2nd Grade	81.3% 57 students	81.3% 57 students	12.8% 9 students	11.3% 8 students	5.6% 4 students	7% 5 students
2016 3rd Grade	74% 61 students	65% 54 students	19% 16 students	23% 19 students	7% 6 students	12% 10 students
2017 4th Grade	53% 46 students	57.4% 50 students	41% 36 students	28.6% 25 students	6% 5 students	13.7% 12 students

Class of 2026 SBAC Longitudinal Data

“Watch Us SOAR!”

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

Class of 2025 SBAC Longitudinal Data

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

Goal Area 2: Facilities

Strategic Objectives 1-2

District Facility Plan

I have been working with our Maintenance Director, Randy Barber to identify Highland Park's needs. These needs will be combined with other district facility needs to develop a comprehensive plan for our district. 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. A major improvement we are completing summer of 2018 is painting the wallpaper in the hallways.

Garfield & Highland Park Grade Level Schools Realignment

Beginning with this 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 two of a 2nd - 4th grade level school, Highland Park has continued to develop its positive school climate

Goal Area 3: Community/Parental Engagement

Strategic Objectives 1, 2, & 4

Parent/Community Involvement at Highland Park

Parent Meetings

"Watch Us SOAR!"

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 two times each this year. Usually we take three trips each, but due to weather cancellations we only got two days each. 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 folks at Showdown made our experience a great one.

Grade Level Music Programs

First, we must say thank you again to Ms. Schwaller for making music so much fun for our kids. Ms. Schwaller 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

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

Highland Park Talent Show

Ms. Schwaller also coordinated our talent show this year. We had a variety of acts ranging from singing, to dancing, to jump roping, to comedy, and bubble making. We had about 60 acts spread over 2 afternoons in the Highland Park gym and each was standing room only.

Central Montana Youth Mentor Program

Angie Wright coordinated the youth mentoring 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 "Gulliver's Travels." This continues to be a great event for kids in the Lewistown schools.

Fundraising Efforts

Our PTO fundraising efforts (Great American and the 2018 Spring Carnival) were successful again. It is always great to see the families come together during these events. The family movie nights were also very successful in creating a more family friendly atmosphere around our school community.

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. They planned rotating activities for each grade level which integrated reading and a variety of art activities with books. The students had a choice of either shaving my beard (again), cutting off my tie, painting my face or a Human Ball Soccer game; if they met their goal of 2018 AR Points. Our students did wonderful and met their goal. As promised we played a game of Human Ball Soccer with the highest AR point earners playing me in front of the entire school.

"Watch Us SOAR!"

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 be 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.

"Watch Us SOAR!"



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

NOVEMBER

Refrigerator Reminders

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

Highland Park Elementary on Social Media

I continued updating our page for Highland Park Elementary. This page was used as reminders for upcoming events, share photos of students/staff, and updates on students returning from field trips. Currently, we have 294 followers. Like us on Facebook at <https://www.facebook.com/highlandparkschool/>

"Watch Us SOAR!"

or @highlandparkschool. In April I learned more about Instagram and Twitter and created pages for Highland Park on both of these social media sites as well.

Goal Area 4: Technology

Strategic Objectives 1-5

Technology Upgrades

Over the 2017-2018 school year Highland Park received numerous technology upgrades. This biggest upgrade that we completed this year will be the addition of another 30 computer Chromebook cart for the 3rd grade.

Technology in the Classroom

Technology Plan

In conjunction with the Technology staff, mainly Scott Baldwin, this year we have created a 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.

FastBridge PD

The Highland Park staff had two separate trainings on how to use the FastBridge Assessment site. This includes using computers and technology learn how to set up, facilitate, complete and review data on this new assessment program.

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

Professional Development

Teacher Tank

This year, we continued to lessen the amount of staff meetings to one per month in order to allow for a once-a-month full staff Professional Learning Community (PLC) called "Teacher Tank." In these monthly staff PLC's, we had teachers introduce, highlight and teach topics to the rest of the staff that significantly helped their

"Watch Us SOAR!"

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 piloted a web-based program called schooltoostv.com. It consisted 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 created a group called SOAR CAFÉ made up of Tier 3 behavior students. We met daily first thing in the morning to discuss SEL and start their day off right.

FastBridge

As a staff we learned how to set up, facilitate, complete and review data on this new assessment program.

Trauma Training

Part of our focus this school year was on student behavior and discipline. Our second 3 hour Floating PIR was used for a Trauma Training for our K-6 staff. We also viewed the movie Paper Tigers.

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 2 different face-to-face meetings, 3 different online trainings, and the opportunity to attend the MBI Conference in Bozeman over the summer.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objectives 1-4

In light of a special legislative session this year where some funding was reduced mid-year, the administration of Lewistown Public Schools had to do some extensive research on each part of the district budget. This equated to some cuts in order to balance our budget for the upcoming school year.

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

“Watch Us SOAR!”

**LEWIS & CLARK
ELEMENTARY
SCHOOL**

Danny Wirtzberger



Danny Wirtzberger, Principal

2017-2018 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.

Creation of Vision Statement and School Motto:

During a year-long process, the Lewis and Clark Learning community reviewed our mission and vision this year. The learning community was posed with a simple question, "What is it we do at LC?" Through multiple conversations about our thoughts about what is important to us, the mission and motto above reflect Lewis and Clark as a staff and learning community!

Attendance:

Our average daily attendance for the school year showed a slight decrease from the previous year, with students attending 94.63% of the days. The attendance rate equates to an average of 10 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 increase of 18 students with a larger 5th grade. 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.

	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	94	105	76	81	98	84	98	96	92
6th Grade	106	79	86	96	81	94	99	91	90
Total	200	184	168	177	179	178	197	187	182
Change(+ or -)	+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 Sheila Lovato. We met with Sheila administratively and with the K-6 team twice during each of the last three school years.

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 & aReading, NWEA MAP Assessments in Reading, Language, and Math, Smarter Balanced Results, curricular assessments, formative assessment, Mileposts 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 25% 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). Add rise in attendance rate.

Lewis & Clark was evaluated through the Project REAL facilitators, using the ISSET (Individual Student Systems Evaluation Tool) and received a 100% score on Foundations/Tier 1 Supports (commitment, team based planning, student identification, monitoring & evaluation), Targeted/Tier 2 Supports (implementation, evaluation & monitoring), and Intensive/Individual Supports (assessment, implementation, evaluation & monitoring). In Tier III Supports Lewis and Clark was given a score of 94% which is a rise from our score of 68% in 2017, a rise of 26%. Our Tier three supports was a major goal of ours this year. For our efforts in our Tier III supports Lewis and Clark will be awarded with the highest honor for the Montana Behavior Initiative. **This summer at the MBI Institute Lewis and Clark will be awarded the Platinum Award.** As stated before, this is the highest honor awarded to schools for their efforts in Multi-Tiered Systems of Support. Due to this rating and progress in MTSS with student academic and behavior supports, Lewis & Clark School will be recognized as an exemplar school through the RtI process. We will take part of a recognition ceremony at the MBI Conference June 21st and will be recognized as an RtI Sustaining School. I am proud to say Lewis and Clark is now a Platinum status member of the Montana Behavior Initiative.

Our Intensive Care Unit (ICU) was also implemented this year. Our MTSS team recognized the need to create opportunities for students missing assignments throughout the year. If a student was falling behind in their assignments they were referred to to our MTSS team as an ICU candidate. They were able to have a working lunch with our school counselor and “Life Guard” Ashley Jenness three times a week. This “working lunch” created three more hours a week for these students to catch up on their assignments. A student behind in their assignments would come to “ICU” three times a week to receive their “Antibiotics” (complete missing assignments). If this students completed all of their missing assignments they would receive their “Vitamins” (front load their next lessons). These students went from sometimes 85% missing assignemets to 0% missing assignments. A huge success story!

Many thanks to the MTSS Lewis and Clark team consisting of Cindy Gremaux, Brad Breidenbach, Deanna Bowen, Lynn Lensing, Jeff Russell, Ashley Jenness, Norine McKinney, Gretchen Conrad, Jacque Sherman, and Danny Wirtzberger. A special thanks to our district to Michelle Trafton, our District MTSS Facilitator, and also the previous principal of Lewis and Clark. Michelle laid the foundation for success here at Lewis and Clark!

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 25% 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, 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, attending and participating in the School Board Roundtable, 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 school work and each week the center served 20-25 students.

Lewis & Clark was evaluated through the Project REAL facilitators, using the ISSET (Individual Student Systems Evaluation Tool) and received a 100% score on Foundations/Tier 1 Supports (commitment, team based planning, student identification, monitoring & evaluation), Targeted/Tier 2 Supports (implementation, evaluation & monitoring), and Intensive/Individual Supports (assessment, implementation, evaluation & monitoring). We were commended for our score and work as a team through this process and evaluation. The report stated, “Strong administrative support and involvement in the positive behavior support process, all key components for the universal level under Foundations in place at the sustainable level, appropriate professionals to support students at targeted and intensive levels, an efficient and effective meeting schedule, flexibility and commitment, and data systems in place and used to monitor student data for CICO.” Due to this rating and progress in MTSS with student positive behavior supports, Lewis & Clark School will be recognized as an exemplar school through the MBI process. We will be part of a recognition ceremony at the MBI Conference in June and will be recognized as an MBI Exemplar **Platinum** Level School. Lewis & Clark has also been asked to present their work in positive behavior supports at the MBI Best Practice EXPO.

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

We plan to continue our work in MBI with Danny Wirtzberger, Jeff Russell, Jill Reed, and Brad Breidenbach attending the MBI Summer Institute June 18 – 21, 2018.

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, Deanna Bowen, 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, Dee Ann 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 35 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 both reading and 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%
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%

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%
6th Grade Math CAP (Overall Performance)			
2017-2018	0%	11%	89%

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.

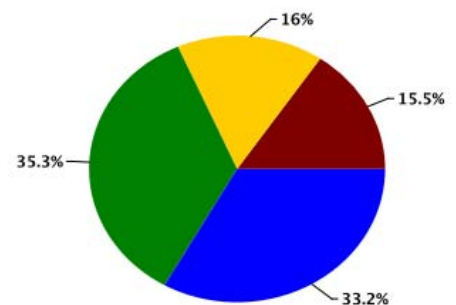
2017-2018

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	12	13.3%	10	11.1%	35	38.9%	33	36.7%
6	97	17	17.5%	20	20.6%	31	32.0%	29	29.9%
Total	187	29	15.5%	30	16.0%	66	35.3%	62	33.2%

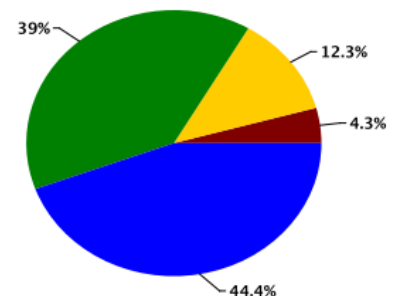


Reading

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

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

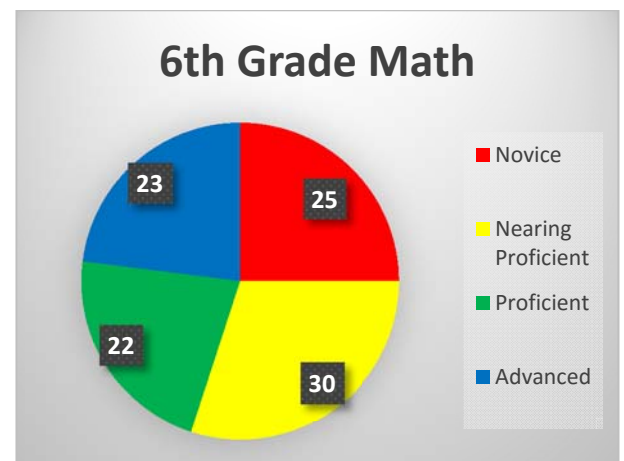
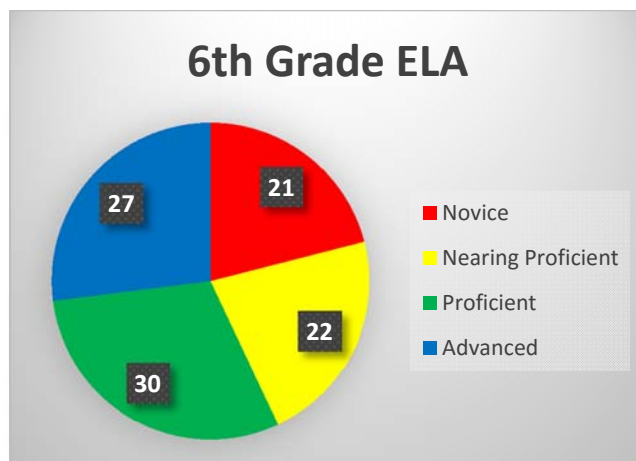
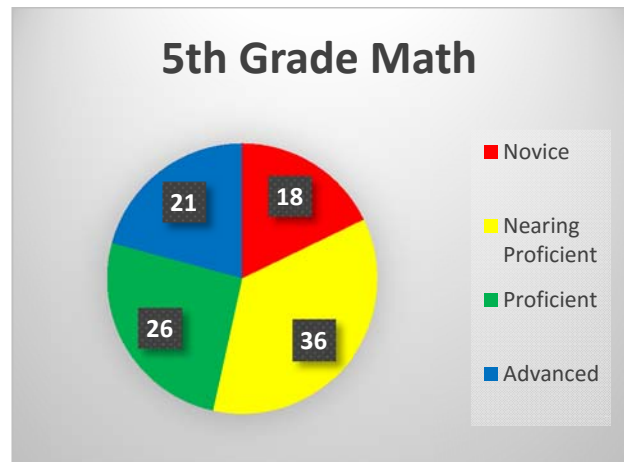
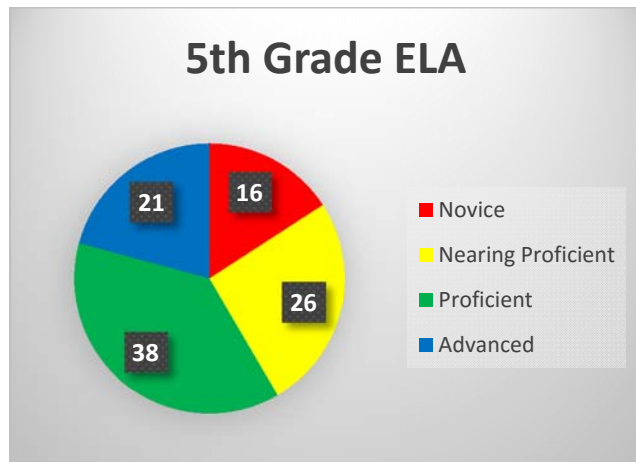
Grade	Student Count	Novice		Nearing Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	88	2	2.3%	12	13.6%	33	37.5%	41	46.6%
6	99	6	6.1%	11	11.1%	40	40.4%	42	42.4%
Total	187	8	4.3%	23	12.3%	73	39.0%	83	44.4%



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. 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

Here are the results of the first report of the 2018 Smarter Balanced Tests.



Student Activities:

Band and Choir

Our fifth and sixth grade students had the opportunity to participate in band and choir. 6th grade band students walk to the high school for their classes and fifth grade students have band at Lewis and Clark in two class groupings. Each of the 5th grade classes have band twice a week in the morning and twice a week during the school day. 6th grade students participated in choir three times a week at Lewis and Clark. Fifth grade students were in general music and that class focused on music literacy and chorus. 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 2 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. If a student wanted to be a Service Council Officer they applied in September for four spots. Our 6th grade students were able to apply for President and Secretary of State. 5th Grade students were able to apply to be the Vice President and Secretary of Union. Interested students had to get a signed petition, go through a preliminary vote, campaign and right a speech for the student body. Students also were able to participate by being classroom representatives. 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. They 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, presenting our School-Wide SOAR Reward System at the School Board Roundtable, announcing and gathering food for the spirit of Christmas, 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.

Chess Club

This year we entered our fourth year of Chess Club. Students met on Mondays and Thursdays with Mr. Russell or Mrs. Reed. Mr. Thackeray was the parent volunteer that worked with the students each week. There were from 10-20 students who met and learned the fundamentals of Chess. They also traveled to outside non-school chess events. Much progress was made by the students and their skills in chess. Mr. Thackeray continues to work on expanding chess club to other schools in the district.

Bow Club

New to Lewis and Clark this year was our Bow Club for sixth graders. Students met on Tuesdays and Thursdays with Mr. Cloud. There were from 22 students who met and learned the fundamentals of shooting a bow and competing for their personal bests shooting towards a target. Much progress was made by the students and their skills in shooting a bow towards a target. Mr. Cloud continues to work on expanding the Bow Club within Lewis and Clark.

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 Missoula.

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 February. Participants were the top two spellers in each classroom and 16 spellers took part in the bee. Our Lewis & Clark Spelling Bee Champion this year went on to the Fergus County Spelling Bee along with eight 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 National Handwriting Contest

The Zaner-Bloser National Handwriting competition was also held in February. Students wrote their best handwriting in the classroom by completing the writing prompt from Zaner-Bloser. Teachers sent in their top finalist to the national headquarters. This year, our 5th and 6th grade school champions were also the Montana State Winners!

Snowshoeing

This year we continued into our fourth 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. In addition to Snowshoe Disc Golf, students also were able to take advantage of our disc golf equipment in the spring as we had an outing at the Judith Shadows Golf Course to continue working on our skills with this activity. The weather was great and students were more proficient in their throwing and ability to reach their targets.

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, “Reach for the Gold” 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 and Garfield School where they read to K, 1st, 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 93 Million Words for their year total by the end of February. For their efforts, Mr. Wirtzberger dressed up like a hot dog and got “dressed” with all the fixings by the top readers. Also, the Lewis and Clark staff was challenged to a students vs. staff basketball game. The students prevailed, beating the staff by six points with the help from their top reader’s “power ups.” Lewis and Clark is very proud of our students and their love for reading!

Spirit of Christmas

This year for Spirit of Christmas our students and staff focused on gathering perishables for our local community cupboard. We were able to collect over 1,000 items to give away for the Christmas Spirit!

Montana SHAKES!

The Shakespeare in the Parks program has visited L&C School for five years. Each year they spend a day to put on a 40 minute production based on a Shakespeare play. This year it was based on a Twelfth Night. 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 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 fifth 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 7th Annual Talent Show this year. There were 21 acts and 34 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 Helena to tour the Capitol and their journey on the Charlie Russell Chew Choo. They also funded the 6th grade field trip to the shortest river in the world in Great Falls. 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. In addition, the PTO sponsored and organized the Spring Carnival for all schools at the Fergus High Field House. This event was well attended with students and parents enjoying a night of fun.

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.

This year saw an addition to parent involvement. Lewis and Clark started a Parent Council in 2018. We met throughout the year with minimal items on the agenda. This was an open forum for parents to voice successes and concerns. We were able to gain very valuable information because of these council meetings. For example, we now have crossing guards to cross our busy streets after school. We look to continue the Parent Council in 2018-2019 and expand the topics for our parents.

LEWISTOWN JUNIOR HIGH SCHOOL

Tim Majerus

Lewistown Junior High School
Annual Report
2017-18
Tim Majerus, Principal

Lewistown Junior High continues to use the MTSS process to review data, seek solutions, and promote positive behaviors. One of the most effective additions the MTSS team established this year has been the morning advisory. 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.
- Grade level meetings for planning and discussion of student performance.
- Math intervention program for Tier 2 and 3 students.
- Assembly time to recognize monthly A+ Award winners and quarterly attendance awards.

This Annual Report is organized to reflect the goals of the district.

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 to 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. This year we used 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 those students who had perfect attendance the prior week by having calling out their names during Advisory and giving them a small treat. This small gesture was not only established to recognize those who come on a regular basis, but to encourage those with attendance problems to strive to improve week by week. We also recognized students at the end of each quarter for their perfect and outstanding attendance.

In addressing the students with chronic absenteeism we utilized the My Attendance Success Plan created by the Attendance Matters organization. In the past we used attendance contracts that were based on punitive measures. The new approach was based on helping students instead of punishing them. To implement the success plan the principal would meet with the student and provide them with a printout of their absences and talk about the importance of regular attendance. The student would then meet with the counselor to complete the plan. The plan required the student to color in a school calendar with the days they have been in attendance in

green and the days they have missed in red. This provided a visual comparison between days present and days absent. The counselor would then work through the plan with the student that requires establishing morning routines and identifying support in and outside of the home who could help them get to school. Parents were then contacted and required to review the plan with their child. This method has proven to be much more productive than a plan based on consequences.

The chart below shows a slight improvement in students with chronic absenteeism for the Class of 2022.

Class of 2023							
Based on Percentage of Class Periods in Attendance							
		0 to 80%	81% to 85%	86% to 90%	91% to 95%	Above 95%	Enrollment
2017-18	Sem 1	0%	1%	10%	31%	58%	81
		1%		10%	89%		100%
7th Grade	Sem 2	0%	1%	17%	32%	49%	77
		1%		17%	82%		100%

Class of 2022							
Based on Percentage of Class Periods in Attendance							
		0 to 80%	81% to 85%	86% to 90%	91% to 95%	Above 95%	Enrollment
2016-17	Sem 1	3%	3%	9%	35%	51%	77
		5%		9%	86%		100%
7th Grade	Sem 2	5%	5%	18%	27%	44%	77
		10%		18%	71%		100%

		0 to 80%	81% to 85%	86% to 90%	91% to 95%	Above 95%	Enrollment
2017-18	Sem 1	1%	1%	14%	30%	54%	74
		3%		14%	84%		100%
8th Grade	Sem 2	3%	4%	23%	36%	34%	73
		7%		23%	70%		100%

2. Classroom Performance

Though the district uses MAP testing to monitor progress in English, Reading, and Math, 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. 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 study hall periods is an important time to complete their work as well as attendance in After School Learning Center. For the last couple years teachers have utilized the Missing Assignment indicator in their Infinite Campus grade book. Students who have 5 or more missing assignments are required to stay for an extra two hours on Friday or come in Saturday morning. This incentive, along with in school support, has made the missing assignments process an effective tool. After one quarter of following the 5 missing assignments rule, we had to hold only a few Saturday School sessions for the remainder of the year.

Many students still strive to make good grades, and according to a parent survey, most parents reward their children for having good grades. Making the honor roll is a strong motivator for students. McDonald's continues to sponsor the posting of our Quarterly Honor Roll in the newspaper.

At the end of the school year LJHS recognizes students who have maintained a GPA of 3.67 or higher throughout the school year. The following are the number of students who meet the minimum requirement of a 3.67 GPA:

First Year Recipients

7th Grade – 14 students

8th Grade – 7 students

Second Year Recipients

8th Grade – 28 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 our honor roll.

Number of Students by Honor Roll Category

Quarter	A				A- Average				B+ Average				B Average			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
7th Grade	8	8	10	11	23	19	22	21	19	15	15	13	6	12	11	11
8th Grade	4	4	5	4	19	16	15	26	16	18	28	17	18	15	9	10

Number of Students on the Honor Roll per Quarter

Quarter	1	2	3	4
7th Grade	56	54	58	56
8th Grade	57	53	57	57

Percentage of Students on the Honor Roll per Quarter

Quarter	1	2	3	4
7th Grade	72%	69%	74%	72%
8th Grade	75%	70%	76%	76%

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

Gold Card achieved a 4.0 GPA or increased GPA by 1.0

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

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

3. **Benchmark and Criteria Reference Testing**

The results of this year's testing provided us with mixed results. The **NWEA (MAP)** testing continues to be our benchmarking tool for student progress. The results from the Fall, Winter, and Spring tests showed our students were making adequate progress throughout the school year and projected similar results for the Criterion Reference Tests (CRT) in the Spring.

7th Grade NWEA (MAP)

	Math	Reading	Lang Usage
High	28%	14%	33%
HiAvg	23%	39%	20%
Avg	19%	21%	23%
LoAvg	14%	14%	15%
Low	15%	12%	9%

8th Grade NWEA (MAP)

	Math	Reading	Lang Usage
High	17%	17%	11%
HiAvg	25%	28%	40%
Avg	17%	31%	27%
LoAvg	16%	17%	11%
Low	10%	7%	10%

MontCAS –

The MontCAS test for Science was given to the 8th graders in March. Though the state scores were not available for comparison, this year's 8th graders scored equal to last year's state average. The MontCAS test is still given in a hard copy format where students use test booklets and bubble answer sheets. Students are given the Science test in grades 4, 8 and 10. One thing to keep in mind with all test percentages is that with enrollments of under 100 students, percentages can rise and fall with a change in performance of only a handful of students.

8th Grade MontCAS Results in Science

Year	Advanced & Proficient		Nearing Proficient & Novice	
	LJHS	State	LJHS	State
2011-12	76%	67%	24%	33%
2012-13	77%	65%	24%	35%
2013-14	74%	68%	26%	32%
2014-15	58%	62%	42%	38%
2015-16	65%	65%	35%	35%
2016-17	70%	66%	30%	33%
2017-18	67%	NA	33%	NA

SBAC (Montana Smarter)

The results of the SBAC testing for the 7th graders in both English Language Arts (ELA) and Math were within the expected range when compared to the MAP testing results. However, the 8th grade scores were lower than anticipated from their benchmark MAP results and in comparison to their science results. Teachers and administration have already begun looking at individual scores and will be analyzing the data in relation to curriculum delivery in August. There are two factors that will be given close review: The first is the academic preparedness of the students. Is our curriculum covering the necessary material students will be tested on and are they successfully acquiring the material? The second factor is whether appropriate time and emphasis are being placed on preparing students in taking the computerized tests and understanding the importance of the data collected from the results.

7th Grade ELA					7th Grade Math				
	2014-15	2015-16	2016-17	2017-18		2014-15	2015-16	2016-17	2017-18
Advanced	10%	18%	12%	13%	Advanced	13%	18%	12%	27%
Proficient	37%	49%	58%	45%	Proficient	20%	49%	26%	27%
Nearing	18%	21%	22%	28%	Nearing	27%	21%	32%	25%
Novice	35%	12%	8%	14%	Novice	40%	12%	30%	22%

8th Grade ELA					8th Grade Math				
	2014-15	2015-16	2016-17	2017-18		2014-15	2015-16	2016-17	2017-18
Advanced	10%	17%	15%	9%	Advanced	10%	17%	25%	15%
Proficient	45%	40%	37%	31%	Proficient	45%	40%	19%	12%
Nearing	26%	19%	34%	42%	Nearing	26%	19%	25%	32%
Novice	19%	24%	14%	18%	Novice	19%	24%	31%	41%

4. Student Behavior/School Climate

This year we placed more emphasis on recognizing students for their positive behaviors. For the last couple years we have issued SOAR tickets using Google forms. After seeing a decline in awarding tickets, and a decline in the importance to students, we decided to make a change and reward students in a meaningful way. After speaking to students we found the privilege of going to lunch early was a big reward. As a result, we started giving E2L (Early to Lunch) tickets to reward students for their positive behavior. Another way of recognizing good behavior was through weekly 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. At the end of each month the grade level teachers selected three students to be awarded the A+ Award. This award recognized both 7th and 8th grade students for their performance in Academics, Activities, and Electives. The awards were given out at a monthly assembly during Advisory.

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 results showed that incidents were down in comparison to previous years. Our most frequent behaviors continue to be related to classroom disruption and use of electronic devices.

The school climate continues to be a strength of the Junior High School. The Advisory played 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. A student website was created to help students stay connected to events of the school and provided a link to an electronic bullying/harassment form that was automatically sent to the principal and counselor when submitted. The website also had a link to an electronic Thank You note that students could send to teachers.

Counselor, Teresa Majerus continued teach the Power Up, Speak Out program to all students through the PE classes. This program helps students to better understand healthy relationships and gives them a common language when addressing boundaries.

One of the biggest impacts on school climate this year has been the training teachers had to become a Trauma Informed School. These trainings provided insight in what students go through who have experienced childhood adversities. Our understanding provided a means of approaching the students in a way to help them, yet maintain the expectation of being academically and behaviorally successful.

5. Academic Interventions/Curriculum

An important piece of effective intervention and curricular decisions is the evaluation of student data. This fall the English teachers from grades 7-9 met and discussed the data from last year's test results. There were two things that 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 this year was the use of an online math program called IXL. Students who's MAP scores identified 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.

The student data tool we created and called the Tier Tracker was used to house student test scores. The Tier Tracker was utilized throughout the year, especially when new data was entered, to monitor student progress and make academic decisions.

Another piece of information that both the MTSS team and the whole staff evaluated was the results of the My Voice Survey. This survey was given to all students and, this year, to the parents. The survey results helped us make improvements in school climate and acknowledging positive behaviors.

Selected Responses from the My Voice Survey given in January 2018

Student				Parent			
I have a teacher who is a positive role model for me.	86%	I feel comfortable asking questions in class.	49%	I feel welcome in my child's school.	95%	My child enjoys being at school.	85%
Teachers care if I am absent from school.	71%	Students have a voice in decision making at school.	56%	Teachers let me know what my child does well in school.	59%	School inspires my child to learn	73%
School is a welcoming and friendly place.	63%	Teachers believe in me and expect me to be successful.	78%	I am proud of my child's school.	84%	Parent evenings/meetings are worth attending.	71%
I think bullying is a problem at my school.	47%	Students respect each other.	30%	Teachers care if my child is absent from school.	85%	I know the goals my child's school is working on this year.	51%
I learn new things that are interesting to me at school.	75%	Students respect teachers.	53%	Teachers at my child's school make it exciting to learn	67%	Teachers believe in my child and expect him/her to be	86%

Types of Incentives and Support System

During the 2017-18 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 additional 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

Lewistown Junior High is nearing its 100th birthday. Improvements continue to be made to the building to make it more accessible and efficient. The new windows that were installed last summer made a big difference in both the appearance of the building and the climate control. This summer window shades will be installed on the south and east sides of the building.

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. Below is a list of engagement activities for the school year:

1. Community Involvement

- a. Samsung Solve for Tomorrow- For the third time in four years Mrs. Flentie's GIS students were selected as the Samsung Solve for Tomorrow state winners. This year's project had students working with community emergency service coordinators to create an emergency reporting app. This app received state recognition and students were invited to present at the Montana Association of Geographic Information Professionals' Conference. This organization granted LJHS a \$1000 grant for their work on developing the app.

- 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. FaCS- Mrs. Eike's 7th grade FaCS (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, and reading to elementary students.

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 have also included a parent as a part of our MTSS team.
- 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 built the student/computer ratio to the point that we are nearing a one to one ratio. As a staff we don't feel the need to assign each student a Chromebook, but instead, would like better access to classroom sets when needed. The most important aspect of technology is not how many computers you have, but how technology is implemented into instruction and management of our school environment.

Below are some of the areas technology is utilized at LJHS:

- a. 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 certified staff have obtained a Masters level of education.

Below are the new staff for the 2017-18:

- Certified Staff- Kristina Smith, 7th grade English
- Para-Professional Staff- Lorna Kolar, One-on-one para

The 2018-19 school year will see a big change in staffing. The following are the staff changes for next year:

- New principal; transfer to FHS
- New secretary; transfer to Central Office
- Two new teachers; one transfer to FHS, one employment in another district.
- New librarian; employment in another district
- Four new para-professional; one transfer to FHS with student, one transfer to Infinite Campus specialist, two resignations.

District Goal Area 6: Fiscal Management/Responsibility

The enrollment at the junior high was at the lowest it has been in the history of the school. Both classes were at or just above 75 students throughout the school year. Since budgets are mostly based on student enrollment, the operating budget has decreased. 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 is meeting the minimum staffing it needs to meet the accreditation requirements for junior high status.

To supplement classroom purchases and to be able to include academic travel, the junior high relies on our PTO Cookie Dough sales, which amounts to approximately \$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.

The staff at Junior High Staff continues to be fiscally responsible. This year we came in below our allotted budget to allow funds to be rolled into next year's budget.

Summary

This has been my eighth, and final, year at Lewistown Junior High School. I feel fortunate for the opportunity to have had a positive influence on the youth of our community. Junior high students are in a unique time of their lives. We have been given 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 at the high school. The adolescent years are critical to student success and I'm proud of the LJHS staff for their dedication, and am honored to have worked with them. Tim Majerus, Principal.

LEWISTOWN JUNIOR HIGH

"Where Excellence and Enthusiasm Collide."

FERGUS HIGH SCHOOL

Jeff Elliott



Fergus High School – Office of the Principal
201 Casino Creek Drive, Lewistown, MT 59457

FHS ANNUAL REPORT
2017 – 2018

“Excellence Today, Success Tomorrow”

Fergus High School was under the second year leadership team of Mr. Jeff Elliott, Principal and Mr. Jeff Friesen, Vice-Principal. We enjoyed many exciting times and our kids enjoyed many positive outcomes in many different areas of our school community. As a school, we continued to strive and meet the needs of our students as we continually aim for outstanding individual and group achievements. We also did several student and staff surveys to get their feelings on what we can improve upon at Fergus High School. This report is a brief synopsis of the many highlights, goals or happenings of this past year along with a few facts that were compiled during the course of the year.

This report begins by listing all of the staff at FHS. The staff at Fergus High School is truly a great bunch of people to work with. They are very committed to their work and the students at FHS. I would personally like to take this opportunity to thank them all for making Fergus High School a great place to work. The staff of Fergus High School for the 2017 - 2018 school year was comprised of the following.

Certified Staff

Sydney Stivers
Doug Braulick
Adrienna DeCock
Karen Durbin
Holly Hesar
Troy Hudson
Leslie Long
Steve Olson
Melanie Smith

Chad Armstrong
Sherry Breidenbach
Brendon DeCock
Victor Feller
Chris Hildenbrandt
Diane Lewis
Mike Mangold
Karl Ortman
Jessica Vallincourt
Brittany Summerhays

Luke Brandon
Meggan-Cirrincione
Tim Tarplee
Sue Nefzger
Tim Nefzger
Jared Long
Jessica-Miller
Linda Rinaldi
Teresa Majerus

Office Staff

Jim Daniels
Levi Talkington

Kim Wiegert
Wendy Pfau

Robin Moline
Jennifer Denton

Professional Aides

Jason O'Neal
Betty Sanders

Connie Bowen
Lora Poser-Brown

Gayle Foster
Betty Sanders

Custodians

Tom Blackadar

Mike Wyman

Abigail Stickel

Lunch Ladies

Yvette Hersel Jan Mane

New staff members hired for the 2018- 2019 school year.

Cassie Miller- Special Education

Chelsey Lund- Special Education Teacher

Staff Members retiring or not returning for the 2017 – 2018 school year.

Chris Hildebrant- Choir teacher- 4 years with Lewistown Public Schools.

Tim Tarplee- 1 year as the Industrial Arts teacher.

Linda Rinaldi- Special Education Teacher- 25 years with Lewistown Public Schools.








Brittany Summerhays-Special Education Teacher- 2 years with Lewistown Public Schools

Lora Poser Brown- Paraprofessional 4 years with Lewistown Public Schools.




All of these people will be missed and difficult to replace.

HIGHLIGHTS FOR THE 2017 - 2018 SCHOOL YEAR:

- ☞ **STUDENT LEADERSHIP** – The leadership from our student body leaders was outstanding throughout the school year and continued that tradition under the leadership of Mrs. Jessica Miller and Mrs. Sydney Stivers. The Student Body President Alysah Southworth and Vice-President Bridger Grover did an outstanding job of bringing our students and staff together.
- ☞ **Fergus Student Body Officers for 2017 – 2018 school year** were as follows: President – Alysah Southworth, Vice President – Bridger Grover , Secretary – Paige Meyers and Treasurer- Greg Fulbright.
- ☞ **GRADUATION 2018** – The 118th graduating class celebrated Commencement Exercise on May 27th, 2017. Our music performances were awesome, our student speeches were outstanding and our Commencement Address by Mr. Mike Milburn, a former Chief of Staff for the Attorney General. Retired Air Force Pilot and former Fergus Alumni. This was, again, the first-class community celebration it is expected to be. The traditions of our ceremony include the “showcasing” of graduates by the faculty members and the wearing of gowns by the graduates, teachers, administration and school board. This year Valedictorian awards went to Ethan Day and Alysah Southworth. We had 81 graduates this year with 51 of those attaining a grade point average over a 3.0. 29 of our graduates completed the Honors Curriculum at Fergus High School and 18 represented our Claws Chapter of National Honor Society.
- ☞ **CLUBS & ACTIVITIES** – Fergus High School has many things to be proud of when it comes to our club and non-athletic groups. Our staff has helped create many strong vocational, academic, artistic and athletic groups. Our traditional groups such as F-Club, Student Council, Weight Club, Ski-Club, Spanish Club, Mentoring, Band, Choir, HOW Club, Key Club, National Honor Society were all very successful along with our vocational clubs such as FCCLA, BPA, and FFA.
- ☞ **WE THE PEOPLE** ~ Fergus High School also competed in the WE THE PEOPLE competition and took 3rd in the State. Members of the team were Katerina Heiser, Nathan Kindzeski, Andrew Lalum, Kristen Durbin, Logan McQuinn, Hunter Schell, and Jada Hartman.

-  **MODEL UNITED NATIONS** – Fergus High School also took part in Model United Nations. An educational academic activity in which students learn about diplomacy, international relations and the United Nations. They do this by representing different countries along with students from around the state. This years' team members were Kristen Durbin, Jada Hartman, Katerina Heiser, Nathan Kindzerski, Andrew Lalum, Logan McQuinn, and Hunter Schell.
-  **MUSIC** – With the leadership of Mr. Hildenbrandt and Mr. Ortman our music department continues to accept the challenge of offering many opportunities to the student of FHS. For the seventh straight year we offered Jazz Band and Choralaires as a zero hour class that begins each day at 7:15 AM. Our choir program will go in a new direction as Mrs. Ortman will be our new Choral Director.
-  **ATHLETICS** – 126 individual students received at least one athletic letter during the 2017-2018 school year with an additional 64 students that have participated in at least one sport as a participant. That is a total of 190 Fergus High School Students out of a total of 352. Of the total 192 participants, 63 participated in two activities with an additional 12 students participating in three.
-  **“BLUE-GOLD” LEADERSHIP AWARDS** - This spring's 30th annual FHS Blue-Gold Leadership Awards was held in conjunction with FHS Academic awards. Student Council continued the tradition of presenting many Fergus High School students with many leadership awards earned throughout the school year.
-  **ACT Testing Scores** – The class of 2018 had a total of 83 Junior's take the ACT test. Compared to the State of Montana we scored close to the average for Montana Schools. Our composite 18.6 compared to the state average of 20.3.
-  **ATTENDANCE & ENROLLMENT** - Student attendance is excellent with figures showing an overall attendance rate of 93.3 %. If you would include school related and medically verified absences we had an attendance rate of 90.0%. Our October enrollment was 358 while the February enrollment was 340.
-  Fergus High School celebrated its 118th anniversary this school year with the Class of 2018 being our 118th graduating class. (32nd here at the Fergus High School Fieldhouse)

CHANGES AT FERGUS HIGH SCHOOL

-  2017-2018 brought about several changes at Fergus High School. One lunch was established and it went over with very positive feel. We also established our IMPACT Team, which is a group of upper classmen that mentor freshmen on the ins and outs of Fergus High School. We created this based on data we gathered from MY-Voice surveys in which 62% of our students felt that we lacked respect among students. So we wanted to try and establish relationships between upper and lower classmen and we think we accomplished this.
-  **CORE/FLEX** – We also started a program called CORE/FLEX during the school day at Fergus High School. It was a 24 minute period that was used for students who were struggling in a particular class, to receive help from their teacher. Any student failing a class had to attend that CORE subject. We also used Mondays for Advisory period. A chance for staff and students to build a relationship and let the student know that an adult in the school is keeping an eye on them.
-  **MTSS** – Fergus High School has become an MTSS school which has enabled Lewistown Public Schools to become a MTSS district. MTSS stands for Multi- Tiered Systems of Support. It allows us to use data to evaluate what students need support both academically and behaviorally. We have a MTSS team that analyzes our data from test scores, surveys and teacher information to provide the best support for all students at Fergus High School.



EXCELLENCE TODAY, SUCCESS TOMORROW



FERGUS HIGH MISSION

The mission of Fergus High School is to challenge and prepare students to become enthusiastic lifelong learners, problem solvers and contributing members of society. Our students will be empowered to make a living, make a life, and make a difference.

FERGUS HIGH VISION STATEMENT

The staff at Fergus High School, along with parents and community members, recognizes their critical role in providing educational opportunities for all students. They are dedicated to establishing and maintaining a safe environment which fosters a positive attitude and a commitment to excellence. As a result, all students at Fergus will be challenged to develop their social, personal, and academic talents to the fullest extent possible. Particular emphasis will be placed on those skills which are necessary in order to become a happy, productive and contributing citizen of the 21st century.

FERGUS HIGH SCHOOL BELIEF STATEMENTS

1. **SAFE SCHOOLS** – All students and staff will contribute to a safe, drug/alcohol free learning environment.
2. **CRITICAL AND CREATIVE THINKING** – All students will develop critical and creative thinking skills.
3. **POSITIVE SELF IMAGE** – All students will be valued and respected as individuals.
4. **SCHOOL TO CAREER** – All students will develop needed academic, technical and life skills for the transition from school to work.
5. **RESPONSIBILITY** – All students will take responsibility for their behavior and their learning.
6. **SOCIAL SKILLS** – All students will develop social skills and appropriate behavior that assist in becoming responsible citizens.
7. **STUDENT SUCCESS** – All students will learn, achieve and succeed throughout their lifetime.
8. **STAKEHOLDERS** – All members of the school community will be included in the decision-making process.
9. **PARTICIPATION** – All students will actively participate in academics and the global community can develop honesty, integrity, and respect for themselves and others.

ACTIVITIES



**FERGUS HIGH
SCHOOL**

Jeff Friesen

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

2017-2018 Year End Report

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

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 2017-2018 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 2017-2018 school year we had a grand total of **145** individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball- 10; Football- 16; Cross Country- 14; Wrestling- 13; Volleyball-13; Boys Basketball– 8; Cheerleading– 7; Track and Field- 23; Tennis- 17; Softball– 14; and Golf – 10.

The Fergus High **Band**, led by Mr. Karl Ortman, performed three concerts and the District Music Festival was held here in Lewistown. At the District Music Festival the Band earned superior ratings on their performance and in sight reading. Their sight reading score was one point away from perfect for the fourth year in a row. The Jazz Band performed at three concerts and participated in District and State Music Festival. They earned a superior rating at District and an excellent rating at State Music Festival. Students participated at numerous home events and traveled to the State boys’ basketball tournament. We had lots of compliments everywhere we went about how the band sounded and better yet, behaved. It was really a fun and exciting year for the pep band.

The following students participated at both District and State Music Festival with the jazz band, percussion ensemble, and various solos. Students with a *performed a solo or small ensemble at State Music Festival.

Cooper Bruchez, jazz band and percussion ensemble*

Ethan Day, piano solo and percussion ensemble

Natalie Day, percussion ensemble

Ryan Fisk, percussion ensemble*

Monteray Fogle, jazz band*

Kacee Gordon, percussion ensemble

Noah Kirsch, jazz band*

Ben Kolar, jazz band*

Sean Kunau, jazz band and piano solo*

Caleb Lewellen, jazz band*

Troy Lewellen, jazz band

Dishanna Miller, jazz band*

Jacob Miller, jazz band*

Walker Miller, jazz band*

Sam Renville, percussion ensemble*

Amanda Sweeney, jazz band*

Megan Sweeney, jazz band*

Daniel Thackeray, jazz band and oboe solo*

Bradley Vaughn, percussion ensemble*

Noah Wentworth, percussion ensemble

The Fergus High School **Choral** Department has concluded a successful 2017-2018 school year. It was remarkable to see the growth in these groups over the last few years. The senior class especially has put in a lot of hard work during their high school tenure.

The Concert Choir, made up of mostly freshmen, fluctuated in number from fifteen to thirty students throughout the year. Their first concert consisted of 2 part music, where they were able to perform 3 part pieces by the end of the year.

The Symphonic Choir, FHS's upperclassmen group, held between 24 and 28 students for the majority of the school year. Symphonic Choir performed some significant music throughout the year, including standards of the choral repertoire as well as newer pieces with difficult harmonies. This included a great deal of acapella music, where they were not accompanied by a piano or other instrument.

Both the symphonic and concert choirs participated in the District 8 Music Festival, hosted at FHS in April. This year marked the highest rated performance that Symphonic Choir has received during the past 5 years. Kristen Durbin, Jade Kremer, Jane Rooney, Alyssa Tombarge and Sophie Watson all qualified for and participated at State Music Festival. The choral department was led by Mr. Christ Hildebrant.

The 2017 Fergus High School **Golf** team ended the season with 9 girls and 15 boys. The first practice was Thursday August, 10th and the State tournament ended on Saturday, September 30th. We attended 13 tournaments in all: 3 were JV only, 2 were JV and Varsity, 8 were Varsity

only which included the Divisional and State tournaments. The girls' team won the Central A Divisional Tournament held at Livingston Country Club in Livingston and placed 2nd at state which was held in Sidney. Five of our girls finished in the top 10 at the Divisional tournament (1st Kinsey Irvin, 3rd Val Kolstad, 4th Abby Gremaux, 8th Annie Franz, and 10th Allison Denton) qualifying them as All-Conference. Emily Kolstad travelled along to state as an alternate but didn't play. Three girls earned All-State honors by placing in the top 15 at State (Kinsey Irvin 3rd, Abby Gremaux 12th, and Val Kolstad 14th with Annie Franz placing 27th and Allison Denton 51st). These five girls earned school Letter honors for playing this year.

The boys' team placed 3rd at the Central A Divisional Tournament with two boys earning All-Conference Honors (3rd Caleb Myers, 7th Ben Kolar) and two more qualifying for the state tournament (12th Zack Jensen, and 15th Alec Manseau). The four went on to compete in Sidney as individuals and a team. Boys that earned Letter Awards included Zack Jensen, Ben Kolar, Dawson Southworth, Caleb Myers, Alec Manseau, Jake Henderson, Trace Martin, and Truman Pierce. Coaching was done by Brett Thackeray (sixth year with the team, fourth year as head coach) and Keithon Walter (fourth year as assistant coach).

The 2017-18 season for FHS **Speech and Drama** was a massive success. Our team size grew from 17 to 23 students. This gave our team the numbers to challenge the bigger A schools during the season. Our team really shines in the Speech side of the program. Our newest freshmen participants were very enthusiastic and took to the competition with gusto. Returning students put in some absolutely brilliant effort. We had our highest placing at state with a 4th Place in Informative Speaking.

The team has undergone some pretty major changes from last year. Most notably the change in how practice is run. Due to the increase in student participation, practice became challenging for the coaches to handle by themselves. The team captain suggested that she and her assistants be allowed to run practice. This was attempted with great success. The responsibility for the team's standings fell more onto the students than the coaches and the success of our team during the season was very much noticeable, especially by our competition. Team shirts were also introduced this year. The team made their own shirts, with their team nicknames on the back. This really shone during award ceremonies as the shirts made Fergus students stand apart from the rest but together with each other.

This year marked the introduction of a new assistant coach to the team. Paula Drissell took the position of assistant coach with great enthusiasm. She did an amazing job. The team really took to her very easily and she is a marvelous person to work with. The only changes to note for Head Coach Lee Stahl was the winning of the Drama Coach of the Year at the Coaches Conference in March.

The 2018-2019 season starts again in October. We're already looking for new faces to join the team. Our seniors will be missed, but the new freshmen will add a pool of potential stars to our team and we're excited to see where the season takes us.

The 2017-2018 Fergus High **Student Council** members served their students through another great school year. As usual, members started the year busily coordinating homecoming events: spirit week, hallway decorating, royalty coronation, pep assembly, parade, and finally Saturday's formal dance. Many around the school said that this was our best homecoming yet!

Student council continued with their focus on fundraising and money management this year. The student body treasurer plus one other member took responsibility for depositing the money from the pop machine sales each week.

Members also organized winter spirit week and pep assembly, which concluded with the MORP black light dance, and a small food drive as part of the dance admission fee.

Student council members also worked closely with the administration, teachers, and class advisers this year to give the student body a voice and to make Fergus even better for students and staff. One committee worked to promote a positive school atmosphere by a simple kindness campaign in which students wrote positive messages to one another which were then displayed in restrooms and on lockers.

As student council concluded the year, the Blue/Gold leadership awards ceremony was again held in conjunction with the regular senior academic awards night. Like last year, this went smoothly. At the end of the school year, the student body elections were held, and current juniors ran for office and gave brief campaign speeches to the student body. These newly-elected officers met at the end of the school year to set priorities for the coming 2018-2019 school year. These include more activities for building school spirit and community and focusing on student to student relations. Class elections will be held in the fall.

The 2017 Golden Eagle **Football** team had its ups and downs. Moving to the Eastern A this year and having a nine game conference schedule was very physical and demanding. Every game mattered as it was a conference game. We started the season slow playing Laurel in the opener and losing. After Laurel we went on to beat Park and Havre on the road. The Golden Eagles went 5-5 in the Eastern A finishing 5th behind Conference Champions Sidney, Billings Central, Laurel and Miles City. The first round of the playoffs we were beaten by a very good Miles City team. If we could have stayed in the Central A one more year we would have been conference champions as we defeated Belgrade to go 3-0 in the Central A. Our All-Conference team was selected just out of the Central A. First team All-Conference on offense were Guard Mason Harrison and Matt Weeden; Tackle: Jayce Philipps; Tight End: Tanner Trafton; Punter: Matt Welsh; Quarterback: Mitch Norslien; Running Back: Wes Jameson; and Full Back: Wyatt Blythe; 2nd Team Center: Grady Gilpatrick; Wide Receiver: Bridger Grover; 1st Team on Defense were Defensive lineman: Mason Harrison; Inside Linebacker: Wyatt Blythe; Free Safety: Jake Clinton; Cornerback: Cody Henderson; Defensive End: Landon Henderson; Outside Linebacker: Matt Welsh; Strong Safety: Wes Jameson; 2nd Team Defensive Lineman: Matt Weeden and Elijah Greenberg; Cornerback: Noah Agostinelli; Return Specialist: Bridger Grover. Vic Feller was the Central A Conference Coach of the Year. Wyatt Blythe was the Defensive Player of the Year and Wes Jameson was the Offensive Player of the Year. Players named All-State: Wyatt Blythe ILB, Wes Jameson RB, Mason Harrison OL, Matt Welsh OLB, Jake Clinton FS.

The 2017-2018 Fergus **Girls Basketball** season was the first season with Nycole LaRowe at the helm. LaRowe was assisted by Danny Wirtzberger, Jim Daniels, and Tara Olson. Ellie Kuhlman, Trinity Edwards, and Marissa Ray were exceptional team managers. The Golden Eagle Girls Basketball team finished the regular season with a 9-9 record. Three mid-season games resulted in heart-breaking one point losses. Among those losses were Miles City and Belgrade (State Tournament qualifying team). Although the season did not end on the note the

program was hoping, the girls battled hard all season while having to learn completely new philosophies, styles of play, and expectations. The Golden Eagle Girls Basketball team was led by five seniors: Kaitlyn Anderson, Gracia Butcher, Hanna Hayes, Valarie Kolstad, and Haydn Potter. Junior and lone returning starter, Anna Zimmer, was selected for First Team All-Conference and Hanna Hayes was selected for Second Team All-Conference. The Golden Eagles will be looking for four new girls to step into starting positions for the upcoming 2018-2019 season. Macy Mangold and Kayla Nelson added strong minutes for the Varsity squad and will be crucial players in the future. Libbey Jenness and Stephanie Olson also saw playing time during Varsity contests and have potential and opportunity to move into larger roles. The JV squad finished with a 7-11 record and the Freshmen finished with an impressive 16-2 record.

Our 2017 **Cross Country** team consisted of 19 girls and 22 boys. We had 10 seniors this year. Our varsity boys and girls both won the Divisional Championship. The boys won with 36 points, 12 points ahead of Havre with 48, Belgrade with 68 and Park with 72. The girls won with 30 points, 15 points ahead of Belgrade with 45, Havre with 59 and Park. Both JV teams won the JV competitions as well. The boys were led by Noah Majerus, Sam Fulbright and Ryker Melton taking 1st, 2nd and 3rd overall. Our top 5 were in the top 14. The girls were led by Emily Smith, Sydney Kelsey and Trinity Edwards placing 4th, 5th & 6th. Our top 5 were in the top 11.

Our boys went on to place 4th at State and the girls were 9th at State. The boys were led by Noah Majerus and Sam Fulbright who both received All-State medals for placing in the top 15. Noah finished 5th with a personal best time of 16:51 and Sam was 6th in 16:59. They were followed by Ryker Melton, Logan Wisenbaugh, Alex Wickens, Scott Sciuchetti and Chance Miller. Earlier in the year, Sam set a new school record of 16:35.3 for the 5K distance. This was the first year for the 5K distance rather than 3 miles. Trinity Edwards led the girls finishing in 21:53.5, setting a new school record for the 5K race. She was followed by Emily Smith, Lissy Southworth, Sydney Kelsey, Ashley Brand, Courtney Brand and Ivy Southworth. The coaches are Suzie Flentie-Head Coach and Michael Kelsey-Assistant Coach.

The 2017-18 Fergus **Boys Basketball** season was the third season under Head Coach Scott Sparks. Sparks was assisted by Derek Lear, Orin Johnson, and Jimmy Graham. The Golden Eagles finished 19-6 advancing to the state tournament for the first time since 2002. Along the way the Golden Eagle captured the Central Conference Championship and picked up a third place trophy at the combined Super Divisional Tournament in Billings, knocking off Billings Central in the consolation game. At the state tournament Fergus advanced to the semi-finals after defeating Frenchtown in the first round. However, eventual State Champion Hardin defeated the Eagles and in a closely fought loser out game Saturday morning the Eagles lost to a one loss Hamilton team that was ranked #1 most of the season. During the season the Eagles tied the school record for wins in a season and lead all of Class "A" in points allowed, putting the top defensive team in the state out on the court each night. Fergus also finished with a perfect 8-0 record at home. The Golden Eagles were led by three seniors: Andrew Lalum, Cody Henderson, and Landon Henderson. Lalum suffered a torn ACL at the end of January and the Eagles had to adjust to the loss of their three year starting point guard. Juniors Jaden Graham and Tanner Trafton 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 and Mitchell Norslien

were key players off the bench, and Caleb Russell, Nate Kindzerski, Logan McQuinn, were other juniors that contributed throughout the season. Collin Comes, Carson Weeden, Gage Clinton, and Grayden Sanders were four talented sophomores that rounded out the team. Thirteen of the top 16 team members will return for the next season. Luke Derheim, Hunter Schell, and Jada Hartmen were the team managers and 13 other underclassmen participated in the program. The JV team finished 15-5 while the freshman team finished 6-12.

The **Volleyball** program under the direction of Head Coach Tara Taylor had another successful year. The varsity finished the season with a 17-12 record, placed 3rd at the Central “A”/Eastern “A” Super Divisional Tournament, and finished 6th at the State “A” Tournament. Earning 1st Team All-Conference and All-State honors were senior Bailey Collins and junior Anna Zimmer. Second Team All-Conference honors went to seniors Jade Phelps and Andrea Russell, and junior Becca Bawden.

Our sub-varsity teams both had successful seasons as well. Our freshman team, under the direction of Coach Jean Irish, finished the season 8-11. The JV team, under Coach Ashley Jenness, finished the year 7-11.

Our team continues to strive for excellence in the classroom as well and 13 of our 14 letter winners earned Academic All-State honors.

We had one of the best **Wrestling** years in school history. We placed 3rd in the Eastern Super Division and also 3rd at the State Tournament. The top three teams at state were the top three teams out of the eastern division. No teams out of the west placed at state. We were only 2.5 points out of second place. We ended the year with 19 wrestlers and 3 managers. We were able to take 17 of those wrestlers to Divisional Tournament and we qualified 15 of them for state. Of the 15 we took to state, we placed 9 wrestlers-the most state placers in school history. The last and only time Fergus placed at State was when the Eagles took 3rd back in 1975.

We had six seniors, five placed at State. Four out of the six scored a 26 or higher on the ACT. Chase received the Presidential Scholarship and is going to MT Tech. Alex is going on to swim in college at Lindenwood University in Indiana. Caleb is going on to wrestle Division 1 at Campbell University in NC. Brady is heading to Bozeman to rodeo. Tanner is planning on attending Bozeman after just missing out on getting into the Air Force Academy. Wyatt has plans to head to Alaska to pursue an internship as an electrician.

Besides the six seniors, we had one lone junior, Grady Gilpatrick, three sophomores-Dylan Gatz, Duane Otto, and Treyvn Nave, and a dedicated group of nine freshmen.

Many school records were broken this year and several of our seniors moved onto lists for career records.

We placed high at all tournaments that we attended and took 2nd at Class A Duals. FHS wrestling is no longer flying under the radar and is being noticed statewide. Head Coach Brendon DeCock and Assistant Coach Mike Kelsey are our wrestling coaches.

The 2017-2018 **Tennis** team, under the direction of Head Coach Diane Lewis, Seth Maly- 1st Assistant Coach and Volunteer coaches Wendy Jensen and Jed Myers, was led by an overall slightly inexperienced team consisting of 7 seniors, 5 juniors, 6 sophomores, and 12 freshmen. The Divisional team included 7 seniors, 4 juniors, 5 sophomores and 4 freshmen-

including the alternate. Thirty players finished the tennis season this year. We are encouraged by the talented returning players as well as the 23 athletic freshmen, sophomores and juniors they were privileged to work with this year. Weather did unfortunately play a negative roll in this year's season. We lost two matches and shovelled courts for the first four weeks of the season to even begin to play. Highlighting the year was the play of two players that advanced from Divisionals to State. Chase Farrar and Westten Church took 3rd place in Boys Doubles. 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.

Belgrade at the Bozeman facilities successfully hosted the Divisional Tournament and Polson using the Polson and Ronan 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. We also look forward again to talented participants for the 2018-2019 tennis season.

Coaching **Track** this year was Vic Feller with the throws and pole vault, Gary Ceele with the hurdles and sprints, Susie Flentie with the distance, and Mike Hamling was a volunteer assistant helping the throwers. Head Coach Steve Olson coached the jumps and relays.

We had a good year this year after a frustrating start to the track season with the weather. The boys took 4th at the Divisional meet in Glendive with 61 points. The girls were 5th with 62 points. At State the girls were 4th with 44 points. Marissa James won the high jump and also won the 100 hurdles. Anna Zimmer won the shot put and took 2nd in the discus. Kylie Zimmer took 5th in the discus and 6th in the shot put. Ashley Brand took 5th in the triple jump and 6th in the 100 hurdles. The boys finished 9th at State with 26 points. Noah Majerus was 2nd in the 1600 and 3rd in the 3200. Tanner Trafton was 2nd in the 800. Sam Fulbright was 5th in the 3200 and 6th in the 1600. Carson Weeden took 6th in the pole vault.

We had three school records that were broken this year. Anna Zimmer broke her own shot put record with a throw of 43' 1.25". She also broke the discus record with a throw of 131' 5". Noah Majerus broke the 1600 meter record with a time of 4:28.25.

Overall we had a successful year. Coach Olson is looking forward to next year and hopes we can improve on our finishes at State. He truly appreciates all the assistants and the hard work they do for this program.

The 2018 version of Fergus Golden Eagle **Softball** was a trying one as we were dealing with season ending injuries before the season started. We were consistently working girls into new positions which made for a series of learning curves throughout the year. After the roller coaster ride, the team finished with a 15-10 record, 3rd Place at Divisionals, and another top 6 finish at the State Tournament going 2-2 and bowing out just before the trophy game. Of the 10 losses, 8 were to the top 4 teams at State and two AA programs. There were two All-State selections in Gracia Butcher and Macy Mangold. Including those two, Val Kolstad also made 1st Team All-Conference. Second Team All-Conference selections were Kinsey Irvin and

Hanna Hayes. Honorable Mention was Bailey Castillo. The JV team finished with a 9-3 record. The team was coached by Mike Mangold and assisted by Kirsten Miller.

At the **elementary level**, in grades five and six, programs were run in volleyball, basketball, and wrestling. We did not have a track program again this year due to time constraints. Once again 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 still highly recommended, if we are ever able to afford the stipend for the coaches again, to do so as soon as possible. Elementary participant numbers were: Volleyball-34, Girls Basketball-36, Wrestling-10, Boys' Basketball-38.

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 for good things to come.

Respectfully submitted,
Jeff Friesen
Assistant Principal/Activities Director

ACTIVITIES

**LEWISTOWN JUNIOR
HIGH SCHOOL**

Tim Majerus

**Lewistown Junior High School
Athletics Annual Report
2017-18**

LJHS athletics completed its first year as a part of a new league in the Billings area. The league was comprised of Laurel, St. Francis (Billings Central), Lockwood, and Harlem. 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. For boys' basketball, the home meet was cancelled due to weather.

Co-Athletic Directors Jim Daniels and Chelsey Lund continue to organize and operate athletic programs. Jim's role focuses mainly on scheduling and staffing while Chelsey's role is inventory of supplies and uniforms and organizing home sporting events.

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 sports' test a testing session in the first weeks of school to assess remaining students.

The biggest change our programs will be facing for the coming year will be 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 is recognized through a winter and spring sports' recognition assembly. Enrollment at the Junior High was at a record low, as a result, participation was lower in numbers, but similar in percentage of students. Below is a participation summary for each sport:

Football

Season: August 21 to September 28

Troy Henderson - Head Coach (fourth year)

Matt Donaldson - First Assistant Coach – 7th grade coach

Dylan Buehler - Assistant Coach

Cole Eades - Assistant Coach

Participation:

7th grade – 20 athletes, 44% of boys

8th grade – 17 athletes, 45% of boys

Cross Country

Season: August 21 to September 23

Jessica Vallincourt – Head Coach (third year)

Participation:

7th grade boys – 4 athletes, 9%

7th grade girls – 7 athletes, 19%

8th grade boys – 0 athletes

8th grade girls – 2 athletes, 5%

Girls Volleyball

Season: August 21 to October 7

Gina Armstrong – Head Coach (first year)

Emily Burk – First Assistant

Shelby Giannini- Assistant

Participation:

7th grade – 12 athletes, 32%

8th grade – 12 athletes, 32%

Girls' Basketball –

Season: October 16 to December 9

Lee Crouse – Head Coach (first year)

Sherry Breidenbach – First Assistant

Melanie Smith- Assistant

Participation:

7th grade – 12 athletes, 32%

8th grade – 13 athletes, 34%

Boys' Basketball

Season: January 3 to February 10

Matt Donaldson – Head Coach (second year)

Kyle Trafton – First Assistant

Banner Hecht- Assistant

Participation:

7th grade – 20 athletes, 44%

8th grade – 12 athletes, 34%

Wrestling –

Season: February 12 to March 20

Robert Wallace – Head Coach (first year)

Mitch Ritchey - Assistant

Participation:

7th grade – 5 athletes, 11%

8th grade – 5 athletes, 13%

Track and Field

Season: March 26 to May 5

Michael Kelsey – Head Coach (first year)

Emmylyn Bentley – First Assistant

Mariah Patterson- Assistant

Participation:

7th grade boys – 11 athletes, 24%

7th grade girls – 18 athletes, 49%

8th grade boys – 3 athletes, 13%

8th grade girls – 10 athletes, 26%

School Records:

Ashton Grover – 8th grade boys' 100 meters with a time of 11.62

Aniya Ross- 7th grade girls' long jump with a jump of 13'11.25"

Cheerleading

Season: September 5 to March 18 – Final event was the Cheerfest at Fergus High School

Rachel Goodwin– Head Coach (first year)

Participation:

7th grade – 8 athletes, 22%

8th grade – 7 athletes, 18%

Equipment Purchase

- Football uniforms- Twelve additional uniforms were purchased with an anticipated increase of athletes for the 2018 season.
- Wrestling warmups are currently being purchased for the upcoming season.

Revenue by sport - after cost of officials

- Football \$302
- Volleyball..... (\$320)
- Girls' Basketball (\$211)
- Boys' Basketball gate \$0 (event cancelled)
- State Middle School Wrestling tournament \$ 5474

The wrestling tournament continues to attract a large number of participants. The reputation of our tournament is due to commitment of the volunteer workers from the Lewistown wrestling community.

ASSESSMENT

Scott Dubbs

Lewistown Public Schools
2017-2018 Assessment Annual Report



Submitted by:
Scott Dubbs, Curriculum Director

Assessment within our schools continue to evolve for this school year. Much of this year's change in the assessment world was the difficult change from using AIMSweb for our progress monitoring and K-6 benchmarking to using FAST Assessments. Some of our evolution is also improvements in how we utilize our data, while changing state and federal expectations and/or tests make our world a bit more frustrating. The goal of the Lewistown Public Schools has not changed as we make every effort to utilize the data that comes from each assessment to support our students, communicate with parents and improve instruction within our classrooms.

This annual report will speak a bit to the administrative aspects of our assessment programs but is really about sharing some of our assessment driven data. Federal and/or state mandates will continue to determine some of what our assessment picture looks and feels like, but our focus with testing will be achievement in our schools.

We continue to have concerns about outside control of the balance concerning assessment expectations and programs. Many times forced by issues completely outside of what we can regulate. Our concerns and frustrations are shared state and federal decision-makers in the hopes that overall testing time and concerns are minimized. Like last year, this report is focusing on the assessment results as they come to us.

I believe staff do a better job of incorporating the utilization of data from assessment in daily discussions concerning student growth. The change to FAST from AIMSweb has been challenging, but I believe we will benefit in the long run. Finances dictate several changes in assessment for next school year, particularly the dropping Silverback's Mileposts. For the past six years Milepost's has helped maintain our student assessment data, as well as help us manage and analyze our student behavioral data and progress but not next school year. Finding ways to maintain that data will be a major concern heading into the 2018-2019 school year.

Spring Annual Assessments (Smarter Balanced Math & ELA-Lit., CRT-Science & ACT)

Over the course of a school year, assessments help each school start the school year with appropriate placements, and help our student transitions and benchmark achievement levels. As the year goes on, we build up toward a spring of summative tests that will provide a bulk of the data we need for decision-making.

State assessment data is important but until it can provide more long term data about student growth and achievement, we will focus much of this report on the high quality data coming from our other assessment programs.

On the positive front we have access to local reports from Smarter Balanced Assessments (SBAC) for both ELA-Literacy and Mathematics, which are included in the following pages for grades 3-8. On the downside there is much concern about the new benchmarks and proficiencies that have been integrated into the SBAC scores. A couple of obvious needs include how we prepare students to manage the technology in the SBAC but a bigger need is determining how to prepare our students for

the depth of knowledge required in some questions. As we start the new school year we will look more closely into the scores and how we can improve them.

Science continues to use a paper test and is only given to students' grades 4, 8, and 10. The state continues to utilize the Science CRT from Measured Progress as they have in the past, but I believe it is that it is somewhat questionable, especially considering it has no tie to current science standards.

Our special needs students take an alternate exam to the SBAC Assessment. Because these results are not public they won't be reflected in this report but the assessment is expected to be helpful to parents and teachers as we move forward.

Our ACT test (ACT+ Writing Assessment) for the high school is the only consistent test that has long-term data on our students. Fergus High has kept ACT achievement records and interest inventory data that dates back several decades. While that data focuses on student achievement at the high school level, it does not necessarily provide a reflection of student successes to the standards or when students graduate and head into other pursuits. Unlike years past, when about sixty to eighty percent of our students took the exam, all juniors are required to take the ACT+ Writing assessment in the spring. A downside of the ACT tests is that student results are not available until September, so we include the previous school year results in this annual report.

Northwest Evaluation - Measures of Academic Progress (MAP)

Several years ago our District proactively chose to utilize MAP assessments to help address the need to have measures of student achievement that allowed for, and monitored, individual student growth. The MAP test as selected has been provided by the Northwest Evaluation Association (NWEA). It was given to students during our MAP windows that are scheduled in the fall, winter and spring. Results from MAP tests are valuable in helping teachers improve instruction by almost immediate benchmarking student achievement and monitoring their progress in grades 3-10. Each school can look at overall student progress and is expected to project individual student scores on the statewide assessment in the spring. An added benefit to MAP assessments, is that we have testing results that give us much more data than any mandated by the state.

Scores now relate well to these new standards helping staff with curriculum decisions and support student year-end placement decisions at all levels. This version of MAP testing allows us to have more control of the testing process giving us easier to obtain and more timely results which is important when preparing students for college and career readiness. Additionally, an added bonus of our work with MAP is their reporting which allows their assessment scores to be shared throughout the school year with students and more importantly, with their parents.

There is much to appreciate with MAP testing but the downside is the amount of time lost in our classes to administer the tests. We continual look for solutions that give us the data we need and might help us retake lost class time.

Summative information from MAP scores are listed at the end of this report.

FAST Assessments

FAST is new to our teachers and MTSS teams. FAST is used to support our classroom teachers in the elementary in their quest to more closely benchmark individual student progress and monitor individual student growth as a part of our MTSS work. FAST is primarily an outcome and curriculum-based measurement (CBM) with measures are used for universal screening and progress monitoring. These brief assessments (or probes) measure overall performance of key foundational skills by grade level and are accurate predictors of reading and math achievement and growth. The assessments we use measure student learning in oral reading, early literacy, reading in the content area, spelling, written expression, early numeracy, math concepts and math computation.

The program's overall scores are not as valuable on a school-wide basis as our other assessments, but the goal is to measure individual student growth and needs. RtI schools such as ours obtain a big benefit in using this data to the multiple systems of support (MTSS) associated with Response to Intervention (RtI) and the ability to provide a far more progressive monitoring system for students in Tier 2 and Tier 3.

As we move forward we are planning to improve staff use of FAST data to inform classroom instruction. Expect to hear more as we work to address this need in the fall.

In Summary

In my opinion, it is fair to state that our student results are positive. The lack of long term data from FAST will improve over time but for this year was not helpful. At least in comparison to the AIMSweb data we collected in the past. In most comparisons with last year's scores we have either improved from last year's results or maintained, with a few exceptions. The information in the following tables summarizes student achievement by our students in the Lewistown Public Schools. These results are reported by grade level and are directly tied to each school's and each District's Comprehensive School Improvement Plan and Title I Schoolwide Plan.

As we look to next year, we are hopeful that changes on the horizon will include improved SBAC results as a result of the upcoming use of its data to help inform staff and parents concerning individual and group student achievement in our schools. This assessment is tied to our Montana Content Standards so when results are more meaningful our schools will be better able to improve teaching and learning.

The support we receive in the formative assessments associated MAP are important in supporting our teachers and students in the classroom. As we are finding out from participation in multi-tiered programs like RtI and MTSS, our measures of student progress from data obtained using school-wide measures and individual progress monitoring is extremely important.

As mentioned above, another transition that we continue to address is the improved use of the assessment data we have access to. However, due to the loss of our partnership with Silverback Learning to use their Mileposts online software, we will need to keep track of this data in other ways.

DISTRICT ASSESSMENT RESULTS

MontCAS CRT Science Proficiencies

The table below represents the test results for our students in grades 4, 8 and 10 who were given the CRT Science Assessment this past March, in comparison with results from all Montana Schools

Lewistown Public Schools

Grade	Subject	Advanced/ Proficient	# of students	Nearing Proficient /Novice	# of students	Total Students	Class of
4th	Science	79%	72	21%	19	91	2027
8th	Science	67%	51	33%	25	75	2023
10th	Science	45%	33	55%	40	73	2021

State of Montana

Grade	Subject	Advanced/ Proficient	# of students	Nearing Proficient /Novice	# of students	Total Students	Class of
4th	Science	69%	TBA	31%	TBA	TBA	2027
8th	Science	67%	TBA	33%	TBA	TBA	2023
10th	Science	45%	TBA	55%	TBA	TBA	2021

Fergus High ACT Assessment Data

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26

Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	District	State	District	State	District	State	District	State	District	State	District	State
2012-2013	74	8,931	64	58	42	38	53	49	41	26	30	20
2013-2014	75	8,828	60	54	40	39	37	40	32	34	20	21
2014-2015	68	8,898	49	53	40	37	37	37	37	30	22	19
2015-2016	73	9,300	55	53	36	36	49	43	34	32	25	21
2016-2017	79	9,381	48	49	38	34	41	39	34	31	22	19

Five Year Trends—Average ACT Scores

Year	Students Tested		Average ACT Scores									
			English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2012-2013	74	8,931	20.0	19.0	21.2	20.4	21.5	20.7	21.5	20.0	21.2	20.1
2013-2014	75	8,828	19.2	18.5	20.4	20.2	20.8	20.5	20.9	20.1	20.5	20.0
2014-2015	68	8,898	18.0	18.5	20.1	20.0	20.3	20.3	20.0	20.2	19.7	19.9
2015-2016	73	9,300	19.3	18.6	20.3	20.0	21.8	20.7	21.2	20.2	20.7	20.0
2016-2017	79	9,381	18.3	18.3	20.5	19.8	20.7	20.3	20.8	19.8	20.2	19.7

Five Year Trends—Average ACT Scores Statewide

Year	Average ACT Scores - Montana					
	Students Tested	English	Mathematics	Reading	Science	Composite
2012-2013	8,931	19.0	20.4	20.7	20.0	20.1
2013-2014	8,828	18.5	20.2	20.5	20.1	20.0
2014-2015	8,898	18.5	20.0	20.3	20.2	19.9
2015-2016	9,300	18.6	20.0	20.7	20.2	20.0
2016-2017	9,381	18.3	19.8	20.3	19.8	19.7

Montana Smarter 2017-2018 - ELA/Literacy Results

Lewistown Grade Level	Lewistown Public School Results						Class of
	ELA/Literacy Level 1 Percentage	ELA/Literacy Level 2 Percentage	ELA/Literacy Level 3 Percentage	ELA/Literacy Level 4 Percentage	Student Percentage Proficient	ELA/Literacy Total Assessed	
3rd	15%	33%	38%	14%	52%	92	2027
4th	23%	21%	27%	29%	56%	91	2026
5th	16%	26%	38%	21%	59%	90	2025
6th	21%	22%	30%	27%	57%	100	2024
7th	15%	28%	44%	13%	57%	79	2023
8th	18%	42%	31%	9%	41%	74	2022

Montana Grade Level	Montana Overall Results						Class of
	ELA/Literacy Level 1 Percentage	ELA/Literacy Level 2 Percentage	ELA/Literacy Level 3 Percentage	ELA/Literacy Level 4 Percentage	Student Percentage Proficient	ELA/Literacy Total Assessed	
3rd	25%	26%	25%	24%	49%	11,343	2027
4th	30%	21%	25%	24%	49%	11,753	2026
5th	26%	21%	32%	20%	53%	11,475	2025
6th	23%	26%	34%	17%	51%	11,469	2024
7th	24%	25%	38%	14%	51%	10,861	2023
8th	25%	26%	37%	12%	59%	10,771	2022

Montana Smarter 2017-2018 - Mathematics Results

Lewistown Grade Level	Lewistown Public School Results						Class of
	Mathematics Level 1 Percentage	Mathematics Level 2 Percentage	Mathematics Level 3 Percentage	Mathematics Level 4 Percentage	Student Percentage Proficient	Mathematics Total Assessed	
3rd	17%	43%	32%	8%	39%	92	2027
4th	18%	41%	32%	10%	42%	91	2026
5th	18%	36%	26%	21%	47%	90	2025
6th	25%	30%	22%	23%	45%	100	2024
7th	22%	25%	27%	27%	53%	79	2023
8th	41%	32%	12%	15%	27%	74	2022

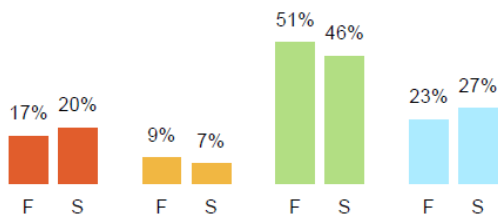
Montana Grade Level	Montana Overall Results						Class of
	Mathematics Level 1 Percentage	Mathematics Level 2 Percentage	Mathematics Level 3 Percentage	Mathematics Level 4 Percentage	Student Percentage Proficient	Mathematics Total Assessed	
3rd	25%	26%	32%	17%	49%	11,319	2027
4th	22%	34%	28%	8%	39%	11,760	2026
5th	30%	30%	20%	19%	40%	11,474	2025
6th	28%	33%	24%	15%	39%	11,472	2024
7th	29%	33%	23%	15%	39%	10,813	2023
8th	36%	26%	20%	17%	37%	10,741	2022

FAST Assessments – Group Data

FAST 2018 Spring - Curriculum Based Measurement Reading

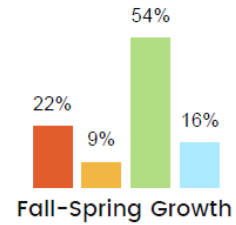
Scores Of All Students In Group

By Normative Categories: ?



Growth Of All Students In Group

By Normative Categories: ?



School Name	End of year Median		Predicted %ile	Goal %ile	Benchmark %ile
	Fall Median %ile	Spring Median %ile			
Garfield School	-	-	-	-	-
Highland Park School	56	61	59	70	40
Lewis & Clark School	50	42	-	-	-
Lewistown 7-8	-	-	-	-	-
Average	53.00	51.50	59.00	70.00	40.00
Median	53.00	51.50	59.00	70.00	40.00
Standard Deviation	4.24	13.44	0.00	0.00	0.00
Min	50.00	42.00	59.00	70.00	40.00
Max	56.00	61.00	59.00	70.00	40.00

0-19.99 %ile

20-29.99 %ile

30-84.99 %ile

85 %ile and Above

n/a student assessed outside the screening window

Northwest Evaluation Association – Measures of Academic Progress Results (MAP)

MAP: Reading 2-5 Common Core 2010

Common Core English Language Arts/Literacy 2010				Goal Performance		
Term	Grade	Student Count	Mean RIT	Literature	Informational Text	Foundational Skills and Vocabulary
Spring 2017-2018	3	91	202.9	205.7	201.7	203.5
Winter 2017-2018	3	86	196.3	198.7	196.4	194.9
Fall 2017-2018	3	88	190.5	192.1	190.7	190.7
Spring 2017-2018	4	89	208.5	208.0	208.2	208.4
Winter 2017-2018	4	90	206.4	206.3	204.9	208.5
Fall 2017-2018	4	92	202.1	202.3	201.3	202.3
Spring 2017-2018	5	88	215.3	215.0	214.3	216.1
Winter 2017-2018	5	86	211.2	211.1	212.1	211.8
Fall 2017-2018	5	89	208.8	208.4	208.8	210.2

MAP: Reading 6+ Common Core 2010

Common Core English Language Arts K-12: 2010				Goal Performance		
Term	Grade	Student Count	Mean RIT	Literature	Informational Text	Foundational Skills and Vocabulary
Spring 2017-2018	6	99	219.8	220.4	219.5	220.2
Winter 2017-2018	6	95	217.8	218.1	217.0	218.4
Fall 2017-2018	6	99	214.8	214.0	214.2	216.4
Spring 2017-2018	7	77	220.5	220.2	218.8	219.4
Winter 2017-2018	7	78	220.0	220.7	220.1	218.2
Fall 2017-2018	7	78	218.1	217.6	219.6	216.9
Spring 2017-2018	8	75	223.2	222.9	222.6	222.9
Winter 2017-2018	8	76	221.6	220.7	222.6	220.4
Fall 2017-2018	8	77	220.3	220.0	219.7	218.9
Spring 2017-2018	9	90	226.8	226.0	226.8	227.0
Fall 2017-2018	9	92	224.5	223.5	225.2	222.3
Spring 2017-2018	10	74	226.4	225.0	226.5	224.9
Fall 2017-2018	10	80	226.4	225.2	226.2	225.3

MAP: Math 2-5 Common Core 2010 V2

Common Core Mathematics				Goal Performance			
Term	Grade	Student Count	Mean RIT	Operations and Algebraic Thinking	Number and Operations	Measurement and Data	Geometry
Spring 2017-2018	3	91	202.9	205.7	201.7	203.5	199.9
Winter 2017-2018	3	86	196.3	198.7	196.4	194.9	195.3
Fall 2017-2018	3	88	190.5	192.1	190.7	190.7	188.7
Spring 2017-2018	4	89	208.5	208.0	208.2	208.4	207.3
Winter 2017-2018	4	90	206.4	206.3	204.9	208.5	207.3
Fall 2017-2018	4	92	202.1	202.3	201.3	202.3	202.1
Spring 2017-2018	5	88	215.3	215.0	214.3	216.1	214.6
Winter 2017-2018	5	86	211.2	211.1	212.1	211.8	209.2
Fall 2017-2018	5	89	208.8	208.4	208.8	210.2	207.7

MAP: Math 6+ Common Core 2010 V2

Common Core Mathematics				Goal Performance			
Term	Grade	Student Count	Mean RIT	Operations and Algebraic Thinking	The Real & Complex Number Systems	Geometry	Statistics and Probability
Spring 2017-2018	6	97	225.1	223.3	227.7	225.4	224.0
Winter 2017-2018	6	96	220.8	221.5	222.6	220.1	219.3
Fall 2017-2018	6	100	218.8	219.5	219.8	218.4	217.7
Spring 2017-2018	7	78	233.3	231.4	235.2	235.0	231.5
Winter 2017-2018	7	78	230.1	230.0	232.5	229.5	228.4
Fall 2017-2018	7	78	227.3	228.6	230.0	225.5	225.6
Spring 2017-2018	8	75	232.7	233.9	232.6	233.2	230.9
Winter 2017-2018	8	76	230.8	231.6	231.0	231.3	229.2
Fall 2017-2018	8	77	228.2	228.7	228.3	227.3	228.5
Spring 2017-2018	9	83	239.9	240.4	239.3	242.1	237.6
Fall 2017-2018	9	92	237.7	239.7	236.8	238.3	236.0
Spring 2017-2018	10	74	236.7	238.9	234.5	238.1	234.8
Fall 2017-2018	10	79	235.4	235.6	232.7	238.5	235.1

MAP: Language Usage 2-12 2010

Common Core English Language Arts / Literacy

Goal Performance

				Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit for Grammar, Usage	Language: Understand, Edit Mechanics
Term	Grade	Student Count	Mean RIT			
Spring 2017-2018	5	16	200.9	200.1	201.9	200.6
Winter 2017-2018	5	86	211.7	210.9	212.5	211.6
Fall 2017-2018	5	89	207.4	207.2	208.0	207.1
Spring 2017-2018	6	10	195.6	197.2	194.1	196.0
Winter 2017-2018	6	96	215.3	216.5	216.1	213.5
Fall 2017-2018	6	99	213.7	214.8	214.1	212.4
Spring 2017-2018	7	74	221.6	222.5	220.4	221.8
Winter 2017-2018	7	78	219.7	219.2	220.0	219.8
Fall 2017-2018	7	78	218.1	216.9	218.7	218.6
Spring 2017-2018	8	70	222.0	221.9	222.0	222.2
Winter 2017-2018	8	77	221.3	221.4	220.8	221.7
Fall 2017-2018	8	76	218.8	219.7	218.2	218.4

BUSINESS OFFICE

Rebekah Rhoades



BUSINESS OFFICE 2017-2018 ANNUAL REPORT



**Rebekah Rhoades
Business Manager/District Clerk**

The 2017-2018 school year proved to be a year of change, challenges, and successes. We are extremely fortunate to have a knowledgeable and dedicated staff in the Lincoln Building Business Office, but have had some turnover in the position of Superintendent, Superintendent Secretary, and both the JHS and FHS Secretary positions. New staff creates 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
- Health Insurance Bids and Acceptance
- Earning MCSBO Certification
- Assisting HS in Purchasing & Receiving Due to Budget Constraints

Goals for the Future:

Next year, I hope to take advantage of the staff turnover in the District and use that as an opportunity to train using best practices. 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:

- **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:** Up until this year, the High School has received an audit finding in the Student Activities books for two consecutive years. 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.
- **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.
- **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
- Utilize the new reporting available in the upgraded Time Clock Software
- Educate all staff on the purchasing 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 (2019).

Status: The 2017 session came and went, with Legislature making many decisions shifting the financial burden of education to the local taxpayers. As a District, we have many organizations lobbying on our behalf. This is the time 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.

OBJECTIVE 5

Not a function of the Business Office.

The Business Office is a busy place that requires connecting with all staff of the School District. We strive each year 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 with them in the coming year.

**CENTRAL
MONTANA
EDUCATION
CENTER**

Diane Oldenburg

CENTRAL MT EDUCATION CENTER ANNUAL REPORT 2017-2018

Diane Oldenburg, Director

The Central Montana Education Center (CMEC) continues to serve area citizens with varied and diverse offerings from each of five departments, which resulted in 1,247 total enrollments during this program year. Please note the attached statistical reports for specific enrollment figures.

COMMUNITY EDUCATION

A comprehensive program of seventy-one educational, social, recreational and cultural opportunities for adults was offered during the 2017-2018 term. Advertising efforts included distributing 8,000 adult education flyers to area households three times per year, as well as advertising in the Lewistown News-Argus and coverage on KXLO-KLCM Radio. We also produced a weekly column for the Lewistown News-Argus wherein we provided information about upcoming classes and the various services offered at CMEC.

Classes were held in conjunction with the American Heart Association, the Central MT Medical Center, the Alberta Bair Theatre and the Moss Mansion in Billings, MSU-Fergus County Extension Service, Well Being, CMR Wildlife Refuge, the Fergus County Weed District and the Pine Meadows Golf Course.

DRIVER EDUCATION

Our Driver Education program provides quality instruction and excellent hands-on training while teaching important lifetime skills to our students.

One session of Driver Education was offered during June 2017, along with our offerings of sessions during Semester 1 and 2 at Fergus High School. The in-school sessions took place during seventh period of the school day. Students had to be fully enrolled at Fergus High School in order to participate in the in-school sessions, and received a half of a credit for successful completion of the course. All summer students were provided with a complete schedule of classroom dates and all behind-the-wheel appointments so their families could plan ahead. They received this schedule approximately one month prior to their Driver Education session start date. The School Nurse gave all students a vision screening, prior to any behind-the-wheel experience.

The School District continues to offer installment plans to parents who are unable to pay the \$280 fee in one payment. The newer method of payment utilizing the Parent/Student Portal has been extremely effective as parents have been able to use credit or debit cards to pay the fee online.

The amount of state reimbursement for a program year is unknown until our students have already been served each year. The reimbursement from the State varies and is approximately \$65 to \$100 per student. It will be necessary to continually look at ways to keep the program affordable and viable. Other variables that continue to affect the program budget are decreasing enrollment numbers, along with higher fuel and insurance costs.

THE TESTING CENTER AND THE HIGH SCHOOL EQUIVALENCY DIPLOMA PROGRAM

I serve as the HiSET Chief Examiner for a six county area, including the Nexus Treatment Center. Our program successfully assisted six people from this area to obtain their HSE diploma this year. I also tested at the Nexus Treatment Center and eight of their family members were able to earn their High School Equivalency Diplomas this year. These men had a full cap and gown graduation and the entire facility celebrated their accomplishment. In the eleven years that Nexus has been in Lewistown, 135 men have obtained their High School Equivalency Diplomas through our testing program.

We also assisted individuals who needed pre-college placement exams proctored, as well as working with the US Postal Service for applicant testing.

THE CONSTRUCTION ACADEMY

This program met during Semester 2 only as we hired Mr. Kenton Cripps to begin teaching on January 22, 2018. Six juniors and seniors from Fergus High School enrolled and participated in the Construction Academy, and were job-ready in carpentry skills upon completion. Students were able to build a custom-designed ‘tiny house’ and completed the 216 square foot home that will sleep five people and has full kitchen capabilities with a gas range, combination refrigerator/freezer, kitchen sink, stand up shower and toilet, plus a heating system and storage.

The students also completed other projects including a ‘Firehouse’ playhouse for the Central MT Head Start, complete with a slide and a fire pole. All in all, it was a tremendously successful semester for our new instructor and the students!

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA (EOCM) / MSU-N – LEWISTOWN

A variety of college courses were taught by adjunct faculty at the Central Montana Education Center along with offerings delivered from campus online. In all, 185 courses were offered locally; 43 of those classes had area participants. Fergus High School had 52 seniors earn Dual Credit from MSUN by taking College Algebra and College Writing while enrolled at FHS this year. Course work to complete general education core requirements, an Associate of Arts degree, an Associate or Bachelor’s degree in Nursing, an Associate or Bachelor’s degree in Business, as well as Masters level courses and continuing education for teachers were provided by MSU-Northern. Financial aid was available to assist qualified students.

Eight Phlebotomy students from Lewistown graduated this May after starting the program in the fall semester. The nursing program was cut to ten students by MSU-Northern and they had to attend clinicals in Havre during the year. Their course work was provided via the polycom system one day each week.

Additionally, seventeen different types of educational opportunities, trainings, seminars and workshops were offered throughout the year with 347 total enrollments. Fifteen exams were proctored for a variety of reasons including students taking classes from other universities, the US Postal Service candidates, as well as offering testing for college placement in math and writing courses.

In my role as EOCM director, I also worked with various local service organizations to offer scholarship opportunities for our students.

The EOCM Board made an effort to work with the MSU System and the Montana Commissioner of Higher Education Office, beginning in September 2017, to request a change in our partner university from MSU-Northern. MSU-Northern has been offering fewer courses and opportunities over the last three years here and when they required our local Nursing students to travel to Havre all year long for skills and clinicals, it became abundantly clear that our relationship was no longer beneficial to our community or students. We did not receive any real response from the MSU System, nor OCHE, but in late March were contacted by the University of Providence and started a relationship with them to bring a Nursing program and much more into Lewistown. After much examination into this situation, EOCM and Lewistown Public Schools has formally ended our interagency agreement with MSUN effective June 30, 2018 and will pursue further developments with the University of Providence for the benefit of all of Central Montana's citizens.

CENTRAL MONTANA EDUCATION CENTER 2017-2018

COMMUNITY EDUCATION

FALL 2017		WINTER 2018		SPRING 2018	
Classes Offered	28	Classes Offered	29	Classes Offered	14
Classes Held	21	Classes Held	16	Classes Held	13
Enrollment	222	Enrollment	125	Enrollment	112
TOTAL COMMUNITY EDUCATION PARTICIPANTS: 459					
CONSTRUCTION ACADEMY PARTICIPANTS: 6					

DRIVER EDUCATION

SUMMER 2017	SEMESTER 1 – 2017	SEMESTER 2 - 2018
1 Section	1 Section	1 Section
Enrollment: 26	Enrollment: 21	Enrollment: 21
TOTAL DRIVER EDUCATION PARTICIPANTS: 68		

TESTING & TUTORING CENTER / HSE PROGRAM

Total HiSET Exams Given	37	
Total HSE Diplomas Awarded	14	
Compass/ Accuplacer Tests	11	
MUS Writing Assessments	4	
TOTAL T & T / HSE PARTICIPANTS: 66		

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MT / MSUN-LEWISTOWN

SUMMER SESSION 2017		FALL SEMESTER 2017		SPRING SEMESTER 2018	
Classes Offered	0	Classes Offered	90	Classes Offered	95
Classes Held	0	Classes Held	22	Classes Held	21
Course Enrollments	0	Course Enrollments	128	Course Enrollments	121
NUMBER OF CLASSES OFFERED: 185			NUMBER OF CLASSES HELD: 43		
DUAL CREDIT COLLEGE ALGEBRA AT FERGUS HS: 52					
TOTAL COURSE ENROLLMENTS – COLLEGE: 301					
17 SEMINARS & WORKSHOPS ENROLLMENT: 347					

TOTAL PARTICIPANTS SERVED BY CMEC IN 2017-2018 = 1,247

CURRICULUM

Scott Dubbs

Lewistown Public Schools
2017-2018 Curriculum Annual Report



Submitted by:
Scott Dubbs, Curriculum Director

Thank you to the School Board and administration for staff availability and funding for curricular work as a priority within the District. Resources and teacher materials take time to find and funding priorities are difficult to provide in tight fiscal times. This support does not go unnoticed by our curriculum teams and the staff overall. Likewise, our teams work hard to limit time out of class and they only use funds if needed for implementation of their content standards.

This school year's curriculum work started with members of the Science Curriculum Team finishing their work locating and purchasing materials supporting classroom instruction and designed for student success with the new Montana Science Standards.

The second major focus for curriculum within the District was the work of the Social Studies Curriculum Team. The majority of their work was to review the Montana Content Standards and compare standards from the many associated professional groups tied to the many parts served in this diverse curriculum area.

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

Science Curriculum –As mentioned above, this team's work started with completion of material selection and then purchasing to support our classroom instruction to help students achieve the goals of the new Montana Science Standards. The team did not meet as a large group because the major focus was implementation, along with some integration of the new standards as a priority this school year. Overall most of the purchasing occurred last summer and what was purchased were needed new, or replacement, equipment and supplies. There was no overall changes in our textbook series, only the purchase of a few new books or replacement of materials that were outdated or in poor condition. Much of the work in this implementation effort occurred with our grade level or department level staff, if not with each individual teacher. As with other curricular areas outside of English Language Arts, science teachers are expected to address literacy expectations within science reading, as a part of the non-fiction literacy standards students are expected to achieve.

One goal the team was unable to address was how we could provide them with additional support and professional development for their efforts. Other priorities within the District prevented any specific recommendations from being developed. In addition, Science CRT results need to be reviewed at the building level to determine potential curriculum or instructional shortfalls.

Team members for the Science Leadership Team included: Trustee Jennifer Thompson, Gina Armstrong, Adrienna DeCock, Scott Dubbs, Suzie Flentie, Laura Gilskey, Mike Mangold, Brett Shelagowski, Jill Reed, Linda Rinaldi, Jeff Russell, Tim Nefsgier, Sara Sullivan, Kerry Vaughn and LeeAnn Weinheimer.

Social Studies Curriculum – This curricular area was postponed the previous year because of needed building level work for English Language Arts, as well as waiting for direction from OPI to start the formal review process for new Social Studies standards. The teams work started immediately after the new year, meeting several times to review existing standards/materials to develop direction to drive our curriculum for the next 5-7 years. Even then, OPI itself was of little help to the team as their content standards were developed in 2000. The team mulled ideas from several professional organizations associated with major areas within social studies. The College, Career, and Civic Life (C3) Framework was discussed at length by the team, as was work from groups such as the National Council of the Social Studies (National Social Studies Standards), iCivics and the National Center for History in the Schools (National Standards for History) which helped provide direction for the team. Even standards from several states were looked at briefly, as well as the Common Core Standards and work from the National Geographic Society and National Council for Geographic Education were available for the team.

Ultimately, the team decided to only modify our existing curriculum and address the specific needs of our teachers. Much of that support was to address improved use of technology to provide new electronic resources to students in social studies and other classes. Additionally, use of materials to support the integration of social studies with other curriculum areas to support important topics and help meet literacy requirements of the Common Core.

Team members for the Social Studies Leadership Team included: Trustee Kris Birdwell, Tace Patten, Bridget Sparks, Derek Lear, Sara McKinney, Polly Weichel, Sandy Fox, Noah Vallincourt, Krystal Ferguson, Luke Brandon, Troy Henderson, Sydney Stivers, Tim Majerus and Scott Dubbs.

In Summary – In addition to the work indicated above by our teams, an ongoing focus of curriculum in all areas will be developing acceptable access to support for standards in all content areas and how they will be addressed to improve instruction. As always, there remains grade level and department level work, and professional development, within the buildings to create useful unit plans and assessments to support the student achievement when compared to the state standards.

I would be remiss if I did not mention the impact of the state or district assessments during the last couple of years. Recently, staff has put in significant time into anticipating changes that are needed in instruction, or included in curriculum, to address expectations of the rigor and relevance of the statewide assessments. Additionally, assessment has become an important support for each schools MTSS efforts. More work is also needed to prepare students for the more rigorous (deeper) expectations with Smarter Balanced. Understanding the technology needed to complete tasks is one challenge, but the depth of knowledge needed by students in the application of knowledge is a more difficult challenge than previously needed in prior summative tests.

The 2018-2019 school year focus will be in our more specialized content standards in Health Enhancement, Career & Technical Education, Arts Education, World Languages, Technology, and Library/Media. Also, the elementary administrators are hoping to focus efforts this upcoming school year on prioritizing standards, so it is expected to be a very busy year for curriculum.

MAINTENANCE

Randy Barber

FACILITIES & MAINTENANCE ANNUAL REPORT

FISCAL YEAR 2017 - 2018

The start of the Fiscal Year saw lots of activity by contractors as the roof repairs at the High School and the window replacement @ the Junior High were both well under way. Two large areas on the High School roof were redesigned and rebuilt to provide better drainage and remove existing leak problems. Roof drains were added to remove excess runoff and melt, as well as new gutters, a roof hatch for access, and new front entry sidewalks. An additional smaller contract was issued to Empire to address problems on the roof ridge and two other isolated areas w/leaks after the major project was complete. Winter came early and delayed completion of the punch list on the main project and completion of the additional roof project. Both of those were completed in the Spring of 2018. To date leaks in these areas have been eliminated. We experienced some leakage in other areas of the roof thru the winter due to ice damming & water pooling. Some the apparent problems can be addressed by the Maint. Staff this summer & fall. Between the drain tile installed last year, and the additional guttering this year, we have eliminated the water problem we have had in the computer labs on the lower level of the High School.

The Junior High window retrofit was completed over the summer. Birdwell Builders and his sub-contractors did an excellent job. The only delays and issues arose over the fire shutters the local building inspector required. A&E Architects provided almost zero oversight for this portion of the project, which caused considerable delays and confusion for the contractors. These shutters were only completed after Rebekah Rhoades & I placed considerable pressure on A&E to get this portion of the project completed. Considering other issues we had with A&E on the Bus Barn, I would not recommend hiring them for future projects.

Other Contractor projects completed in 2017 include:

1. Completion of install of new boiler @ Lewis & Clark by Davidco. This smaller & more efficient boiler handled Lewis & Clark's heating needs easily this past winter & should lower operating costs.
2. The new windows were installed in the IT & Billing/Receiving offices @ Lincoln by Birdwell Builders and brick work done by Quigley Masonry. This completes the retrofit of all new windows @ Lincoln.
3. Harvest Solar installed the Solar system on the roof @ Lewis & Clark in the fall, and it is functional. To date, they and our IT Dept have not been able to get together to complete the tie-in to our IT system for monitoring purposes. Hopefully soon.
4. Weir Furniture carpeted the Jr. High music rm, the other half of the library, and a partial rm at Garfield. To date, the music rm has flooded twice during

cloudbursts this June. I have concerns on the impact this will have on the carpet and the adhesive holding it. It appears the culprit is a handicapped access ramp the city cut into the walking trail last year by the Junior High. It appears to be funneling runoff from the street onto the property at a higher rate than our existing storm drains can handle. We will work with the city to correct this problem.

5. High Performance Flooring refinished the High School gym & stage with a new product called Sport Coat. It has held up well and worked well for our athletes. In December they burnished the floor, which brings it back to almost its original state. We have contracted with High Performance to do the floors again this year.
6. Snowy Mountain Lock & Door installed new front doors at the High School over the Christmas Break. These new doors have had a significant impact on controlling heat loss and comfort for occupants in the lobby area and beyond. The sliders they replaced were grossly inefficient & high maintenance.
7. Sound Ideas did a retrofit on the H.S. gym PA system to improve the sound quality. It appeared to work well for graduation. They also provided a proposal for a complete replacement of the PA system (\$45,000 approx.) No decision has been made by the Board to proceed with this proposal.
8. Mossey Painting redid the High School foyer by the Teacher's entrance and office and all stairwells, along with additional painting in two Elementaries.

Upcoming projects for the remainder of the 2018 summer include:

1. Roof repair and replacement over service entrance @ Highland Park by Bradford Roofing.
2. H.S. School, Garfield, & Highland Park gym floors by High Performance Flooring
3. AC work @ Garfield by Universal Heating & Cooling
4. Replacement of 5 security cameras @ High School by Snow Mountain Lock & Door
5. New drives on lower bleachers @ High School & additional maintenance to all bleacher sections by Montana School Equipment
6. Install of new electrical for bleacher drives by Advanced Electric
7. Football field sprinkler redesign & install by SAS sprinklers (this is needed because of the asphalt installed behind end zones last summer by volunteers)
8. LED lighting in H.S. cafeteria and all H.S. exterior by Central Electric
9. Conversion to LED of all exterior lighting @ other Schools by Advanced Electric.

(These LED conversions will create approx. \$7,000 savings in utility costs/ yr.
Plus \$10,000 - \$12,000 in NW Energy rebates to fund future LED conversions)

The Maintenance Staff completed a remodel of Amie's office in the Central Kitchen and a remodel of the Payroll office in Lincoln. They removed a small overhead door at the bus barn, framed in the opening and added a new walk-thru door in its place. A new ice machine was installed in the Central Kitchen, as well as a new grease trap. A new storage area for the drama props was built in the back corner of the stage as Maint. prepares to vacate the existing supply lock up in the gym and move to the loading dock area as originally designed. The supply area in the gym will be turned over to the Athletic Dept. We will also be moving the Lead Custodians office out of the Boiler Rm to the new location over the 2018 summer. Other routine summer maintenance was completed on all heat & cooling systems, as well as in many classrooms & offices in 2017.

Maintenance was able to purchase a new carpet extractor and a new floor auto-scrubber for the High School. These purchases complete an upgrade of all auto-scrubbers in the District. The additional carpet extractor helps eliminate down time & eases competition for the ones we already have. These newer machines are all highly more versatile and efficient and greatly increase our efficiency in maintaining the buildings.

Snow removal and sanding were extremely costly this year due to the severity of the winter and the amount of snowfall. We were over budget +/- \$15,000 for the winter season. In the month of December we were forced to plow almost as many times as we did the entire year before. Ice was a huge factor and required multiple sandings each week on sidewalks, driveways, and parking lots. Snow piles at the High School had to be removed with Front End loaders so we could continue to plow. This had a huge impact on the overall budget for Maintenance, and stopped action on most non-essential repairs or upgrades for the remainder of the fiscal year to protect and preserve remaining funds.

Summer 2018 projects for Maint. Include:

1. Install all new blinds for windows on south side of Jr. High
2. Remove old chair lift from stairwell @ Jr. High
3. LED retrofits of lighting in Highland Park & Garfield gyms, and stage lighting @ Jr. High., and exterior soffit lighting @ Lewis & Clark
4. New janitorial floor sinks @ Jr. High & Garfield
5. Floor tile repair & reinstall @ High School
6. Playground chain link project @ Garfield
7. Annual boiler maintenance/State inspections
8. Numerous smaller remodel and repair projects thru-out the District

We had Dept. of Labor inspections at the Jr. High & Lewis & Clark Elementary and had very few minor "infractions" to deal with. They were pleased with our record keeping and general safety programs.

With tons of help from Rebekah Rhoades and input from our Principals, we were able to establish a 15 year infrastructure plan for the School District, with priorities for the next several years. This hopefully will provide the District a functional tool for project planning, budgeting, and prioritizing.

On June 11, 2018 we hosted a regional training seminar to cover those topics mandated by the Mt. Dept of Labor. About 7 other schools and 40 people attended as well as all of our maintenance & custodial staff. The training was presented by Certified School Risk Managers from MSGIA (Annette Satterly & Harry Cheff)

Lots of changes and shifts in the Maintenance Staff this past year. Mostly within the custodial staff. Jim Bussey officially retired and Lee Petersen moved from the High School to Garfield temporarily. We advertised & interviewed for the position, and John Maddux was selected and moved from Highland Park to Garfield. Gary Deffinbaugh accepted the Highland position and transferred from the High School. Lee Petersen returned to his 30 hr position at the High School.

As the year progressed, Lee Petersen and Jenna Wise both resigned from the High School custodial staff. They were replaced by Tom Ramey and Mike Wyman. The 30 hr position at the High School was moved back to a 40 hr position at the end of the school year as it was not working well and creating scheduling challenges. Abigail Stickel had been hired earlier in the fall to fill a position that had been vacant most of the summer of 2017. Finding & retaining qualified employees has become increasingly more challenging. We were fortunate to acquire a reliable sub, Jack Rogers, who has been a valuable addition, and will work the summer as our asst. Groundskeeper. Laurie Fowler will be our summer painter and fill in where needed w/custodial. Tom Blackadar attended Boiler Licensing School and will be testing for his operator's license on June 19th, 2018.

We've started the summer short two employees. One, Jim LaFever, for an indefinite period time due to an injury. The other, John Maddux, who will return to work around the 18th of June. He had a family medical emergency that required his absence for the first 3 weeks. These staffing shortages have created some challenges that require re-assigning staff to different buildings so the summer deep cleaning can be completed on schedule. Also some minor planned maintenance projects may need to be postponed.

We are putting all custodians under the direct supervision of the Principals in their corresponding schools with the start of the new school in 2018. After discussion with all Principals, the Business Manager, and the Superintendent, it made logical sense to proceed with this change to streamline the chain of command and eliminate an unnecessary middle man. Maintenance will continue to provide supplies, training, and support to the custodians as needed.

We continue to streamline and minimize needed supplies and suppliers in an effort to control costs and inventory and expenses. For example, Kone will supply all of our elevator inspection and service requirements in all buildings, instead of the existing three vendors. This should result in an annual savings of +/- \$1800. We are combining our Fire Alarm service & monitoring vendors in all buildings to one company, Fire Suppression Services, starting July 1st, 2018. This should also provide additional savings.

My whole focus as your Maintenance Director has been to make this department more efficient with regards to time management and costs of operations, and hopefully help implement a long term plan for the overall infrastructure. With multiple regrets and a wish I could have accomplished more, it will be somewhat difficult to retire on August 31 of 2018. But it is time to transition to the next phase of my life.

This report prepared by Randy Barber, District Maintenance Administrator

SCHOOL FOOD SERVICE

Amie Friesen



ANNUAL REPORT 2017-2018

School Foods was kept very busy this year serving our students healthy nutritious meals. As always, we focused our efforts on feeding the students, and to implementing some changes in the menu to make lunch feel new and exciting. Working as we do within all six of the district buildings, we are constantly challenged to meet the different nutritional needs for each age group and individual student. A need for accommodation of multiple allergies and other medical conditions is on the rise. Our staff has proven to be conscientious and capable in all situations presented. Additional issues are addressed with the help of the administration and staff of our school buildings along with Maintenance, Transportation, and the Central Office. We are very thankful for the role all departments play in our success!

PARTICIPATION

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

Breakfast

- Student participation increased by 4,812 meals. We were very pleased to see an increase in this number in conjunction with no change in enrollment.
- Last year we had a goal of seeing an increase of full pay students participating in breakfast. Last year 21% of breakfasts were served to full pay students. This year 27% of our students were full pay. This increase shows significant growth in the program since reduced price and free students participate in breakfast as a default many times. Increasing the number of full pay students is key because they are the students responding to School Food marketing and choosing to eat at school despite paying a higher price.
- We worked with all schools' administration and teaching staff to educate students and parents on the value of breakfast and the fact that it is available at school each day. We also ran a breakfast awareness campaign. Families were reminded that LPS offers breakfast and when. We also talked about the components and importance of breakfast.
- As a side benefit, breakfast has a larger profit margin than lunch for K-6 and 7-12. The reimbursements for the state are greater when taking into account the reduced production costs of breakfast compared to lunch. This was one of the reason we decided to put extra efforts toward promoting breakfast this year.
- We believe that the breakfast program is essential in Lewistown Public Schools as a contributor to the academic success and nutritional well being of our students.

Lunch

- Student participation decreased by 4,663 meals. The District enrollment was stable at 1184 on May 31st of both years. This decrease was disappointing and School Foods plans to attempt to bring the numbers back up next year. As always, efforts will be placed into advertising and a varied menu.
- Fifty-six percent of our lunch participants are from families that qualify for the free and reduced meal program compared to fifty-five percent the year before. This information leads me to believe that School Foods needs to place efforts into recruiting customers from full pay families.
- An observation about the increase in participation and the number of free and reduced students correlates with our economic times. We would like to create an atmosphere where families see the value in school meals. Perhaps increased education regarding nutrition would affect an even greater rate of participation and prove beneficial to all our families.

- The Food Service protocols in place concerning student allergies and the accommodations continue to be a daily concern for us. Communication with families is essential for student safety and to guarantee the availability of healthy food.
- The Recess before Lunch Program is in place at Highland Park. We believe this continues to be a worthwhile venture for students. School Foods will continue to encourage the administration at the elementary buildings to incorporate this program if possible. Students show an increase in appetite and improved behavior in conjunction with recess before lunch
- The grab 'n go lunches provided at the Junior High and Fergus High have proved to be a successful option for those students who have other events scheduled during the lunch time or want a lighter fare than the hot lunch line offers. These same choices are offered to elementary teachers upon request and have proved a very favorable option for them. Each year, we try to add a new grab 'n go salad and sandwich to replace items that aren't faring well.
- The number of daily earned lunches provided to adults was 3562 amounting to \$13891.80. Additionally, there were 139 earned adult breakfasts amounting to \$250.20 for a grand total of \$14142.00 in support to the district. School Food Service greatly appreciates the staff supervision of students during meal times at each school.
- 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 about once a month. These students were provided an "earned" lunch which we donated in support to the program.

A La Carte

- Statistics show that our ala carte choices have proven successful with a stable amount of profit from the sales at both breakfast and lunch at both of the secondary schools.
- Our ala carte items at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line.
- This year we continued to assure that all of our A la Carte choices were "Smart Snack" compliant. This means that all of our items had to meet the same nutritional standards as hot lunch. In the past, School Foods offered fantastic home baked goods and various meal sides. This year, all of these snacks were subject to rigorous whole wheat, nutritional, and caloric guidelines. Our staff was very creative in making delicious foods that met these standards. We also added a %100 fruit juice slushy to our HS A La Carte line. It was extremely popular. This year we saw a \$1326.26 increase in revenues for A La Carte. The success of our A La Carte line may account for some of the drop in hot lunch participation. Finding a balance between increasing A La Carte sales and depleting hot lunch counts is extremely difficult. We try to keep in mind that our main goal is to provide students with the nutrition to complete a successful school day whether the food comes from A La Carte or hot lunch.

CATERING

- The value in dollars from this facet of our operation amounted to approximately \$6412.06. However, 12% of this amount (\$797.00) 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 reimbursed for directly.
- We served various divisions of the school district at staff meetings, special events, student functions, and fundraisers. We also assisted student activities and classroom teachers by ordering and/or furnishing food and supplies for their events.

EQUIPMENT

- The care, upkeep and replacement of equipment is 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. There is still need to invest in more commercial equipment as some of the current "home kitchen" pieces are not able to handle the safety regulations and demand of increased participation. Last school year we

purchased a new dishwasher. We have currently worked through all of the complications we encountered at the beginning of the process and it is working well.

- At the beginning of the year, School Foods began to see a trend in money being spent on repairs for our coolers at the grade schools. By the end of the year we had spent \$3394.83 in repairs to coolers in the schools. This number is clearly far too high, but we were trying to avoid purchasing entirely new units. In March the compressor went out of the cooler at Highland Park. In April the compressor went out of the coolers at Garfield and Lewis and Clark. New air compressors for these units would have cost roughly 80% of what buying new coolers would cost. We decided to purchase new coolers this year at a total cost of \$8,150. This is a cost we anticipate will not be a factor in next year's budget as well as the reduction of repair costs. All units were 15 plus years old.
- We have applied for grants to purchase an ice machine for Central Kitchen for several years now. The problem we keep running in to is that in order to qualify for most grants, Free and Reduced must be at 60% or more. Our school does not meet that criteria. Because of this, we decided to purchase the ice machine out right for \$2885. This is money well spent considering the use the machine will have in catering, transport of foods, and the hot lunch program.
- With the help of the Technology Department, we were able to install all new POS machines, new pin pads, and new cash registers. The old machines will not be compatible with available software used by Infinite Campus beginning in 2019. The switch over was not an option, but a necessity if LPS intends to continue using Infinite Campus.
- There will be \$.10 increase in the cost of adult hot lunch next year. We implemented the increase to help off-set the increased cost of foods and equipment. We don't believe this change will affect adult participation. The new price is an even \$4.00 which is a great value for a well balanced lunch.

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.
- 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.
- Our new federal mandates from the Healthy, Hunger-Free Child Nutrition Act will provide us with more and different challenges as far as portions, required foods, nutrition levels, serving style and budgeting for the increases.

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

- As an ongoing effort to comply with our HACCP policy, we met all of our continuing education requirements. These requirements were newly mandated 2 years ago and have proven to be a challenge. School Foods works with the County Extension Agency to offer most of these credits. Most often the classes are held during non-school hours. This shows commitment to the health and safety of our students and staff by Food Service employees and should be commended.
- Employees have attended adult education classes throughout the year and are willing to share their information at staff meetings. This is a means for them to acquire Continuing Education Credit as well as improving themselves and our operation.
- As a result of employee training and education, School Food Service, again, received sanitation inspections (as required by the HACCP policy) at each of our six 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

- Next year we will have new employees at Highland Park, Garfield, Fergus High, and the Central Kitchen. School Foods is an amazing place to work, but employees had to resign due to health issues, retirement, or search for full time work.
- 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.
- We will be seeking applications in June and July.

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 every day.”
We think food because kids can’t think without it!*

SPECIAL EDUCATION

Chris Rice

**ANNUAL REPORT
SPECIAL EDUCATION SERVICES IN LEWISTOWN
2017-2018**

CHRIS RICE, 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 seven 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

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): Programs continue to be implemented at varying levels within component buildings. Special Education staff team with general educators to identify and serve all children in need of intervention to reach grade-level norms.

Strategic Objective – Intervention Programs: CMLRCC staff 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 trained in administration of the Autism Diagnostic Observation Schedule-2 (ADOS-2), considered the gold standard for assessment of autism, and conducted evaluations in the district, resulting in a better understanding of individual needs of students with autism and subsequent program development to match those needs. 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 had previously 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 cut, then later re-instated at a much lower level. The high school continued its efforts to provide creative and flexible program design to meet individual student needs, albeit this has become much more challenging with funding cutbacks.

Strategic Objective – Differentiated Instruction: CMLRCC staff continue to collaborate with special and general educators to support the individual needs of students with disabilities. This year brought intensive team planning efforts involving district staff and CMLRCC specialists, who worked together to design, deliver, evaluate, and re-design service models for students with very high and unique disability-related needs. Garfield and Highland Park Schools, in particular, were sites for this very intensive teamwork.

Goal Area 2: Facilities

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

Goal Area 3: Community/Parent Engagement

Strategic Objective – Parents/Social Media: CMLRCC service providers to the Lewistown Public Schools facilitated a quarterly support group for parents of children with autism and hosted weekly trainings throughout April, during Autism Awareness Month. Social media was utilized as an informational and support tool.

Goal Area 4: Technology

Strategic Objective – Collaborating beyond the Classroom: CMLRCC, for the second 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 the Central Montana Head Start and the district's preschool special education program based there. Next year, the telepresence learning will be done in conjunction with the kindergarten program at Garfield.

Strategic Objective – Staff Development: CMLRCC speech therapists and occupational therapists, along with district special education teachers, utilize technology teaching tools and support student use of 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 for individuals supporting students with challenging behavioral needs; trainings on supporting the needs of students with autism with topics such as using visual supports and schedules, sensory supports, social communication, anxiety and social behavior, and alternative and augmentative communication systems; training for all high school and junior high staff on supporting students impacted by trauma; training for all district special education teachers on special education processes, current issues in the field, and legal updates; and training on Mental Health First Aid.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objective – Montana Legislature: As CMLRCC Director, I continued an ancillary role with the Montana Council of Administrators of Special Education (MCASE) to support organizational efforts to heighten Legislative awareness of special education funding needs.

Strategic Objective – Cooperative Efforts: Lewistown School District continues to work with outlying communities 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 and its key role in the development and ongoing support of the STAR Program are primary examples.

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 2017-2018 Annual Report

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



June 1, 2018

Lewistown School District – Scott Baldwin

This year has been very busy for myself and the technology department. With Bill Klapwyk's unexpected resignation, I found myself taking over the Technology Director's role for the Lewistown School District. I have been working on restructuring the technology department to better utilize staff and how they are used in the local schools as well as the Co-Op. This restructuring was accomplished by promoting John Jensen to the Regional Technology Coordinator position. This move has helped make sure that the Co-Op schools are having their needs met and with management of the techs assigned to work in them.

One of our first goals was to bring in an outside vendor to evaluate our technology infrastructure. This report is helping us to effectively use our funding to build an up to date and robust infrastructure. With this report in hand we have started to make changes in our network. These changes will ultimately allow us to move toward several of our schools desires to be one-on-one device capable. With recommendations made in the report we are in the planning stages of updating our LAN network from 10/100 Megabits/second to the current standard of 1000 Megabits/second. We are also planning an upgrade to our "backbone" for server to server communication of 10 Gbps .

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 in contact with SchoolPointe over the last year. We are working on bringing our website up to ADA compliance, with the goal of having 100% compliance in the next year. 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. With Terry Lankutis' retirement we have been working with Campus support and the new Lewistown IC support tech, Kim Wiegert. The transition has been smooth to date and with Kim's tech background should continue to be uneventful. 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.

In May of this school year we updated all Point of Sale machines in the district. The old machines were still running

Windows XP and Infinite Campus was going to stop support for those machines in the next few months. The new machines are running well and we have not seen any major problems to date.

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.

Email / Google Apps: We are still utilizing Google Apps for Education with what seems to be 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: The majority of these funds were used this year to purchase two new Nexsan ISCSI SANs(Internet Small Computer System Interface and Storage Area Network). These devices were needed to help with the VMWare backups on our local area network or LAN. Over the last couple of years we have had inconsistent backups which lead to the loss of a server and all the files associated with it. Since the installation of these new devices we have had consistent and functional backups. We have even used one of the backups to restore some corrupted files on one of our primary domain controllers.

Staff Training: This year we continue to take advantage of the wonderful opportunity provided to the technology department offered through Skillsoft online. Skillsoft 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

As with Scott, this is my first year into this newly created position. We had a bit of a rough start with some of our outlying schools, but have resolved those issues and look for a good working relationship into the future.

Our technology cooperative has grown. We currently serve 14 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.

We have implemented a new schedule that is more conducive to our work day. The new schedule takes into consideration our drive time for the rural schools by having the those techs to work 4-10 hour days. The schedule is also a rotating schedule. Each of our technical support staff rotate through each school, including Lewistown every two weeks. The idea is to ensure that each school receives the best service as each individual tech will see different issues and have different areas of expertise.

We are ramping up for our summer work schedule. Since seven of our schools were rewired last summer using the E-rate program, we will be updating network configurations and providing better web filtering services for compliance with the Child Internet Protection Act. We will be tackling pulling old cable in the schools, upgrading select computers to Windows 10, re-organizing network subnets, and renaming the domain networks. This will provide a more uniform experience for the teachers, staff and students. This will also march us closer to making management of the schools easier.

Highlights from the Region - Logan Smith

Rotation Schedule - I spent the majority of 2017 in the outlying schools, so the new rotation schedule has been a reprieve, and a relished learning experience, as I get to know the “ins and outs” of more local schools. I attended Lewistown Public Schools my entire K-12 experience, so it’s been a lot of fun walking through the same halls I did then. I had always remembered Lewis and Clark being bigger than it seems to be now...

Windows Versions - We have spent a good amount of time this year going through and updating Windows on all the computers in our schools. Windows XP stopped receiving security upgrades in 2014, and we have few holdouts on those old devices. Windows 7’s final updates have been scheduled for 2020, so we are getting a head start on that project as well, making sure to update all of those devices to Windows 10.

Website Development - One of the new duties I’ve recently started to tackle is the www.lewistown.k12.mt.us website. We have a good website here in Lewistown, but there are always improvements to make, regulations to comply with, and updates to start. Through Skillsets Online and other training resources I have been really ramping up my website creation and maintenance knowledge, and expect to enjoy the time I get to spend working with the LPS School’s website.

Summer Support - Yellowstone E-waste & Recycling, a company based out of the Billings area, is again providing free e-waste pickup, so, though they came through last year, we are again giving them the old devices that have been cycled out of our schools. We’ve also found more old devices in the few closets and back rooms that I didn’t know existed last summer. Now that our office is fully staffed I will spend this summer working as part of a team as we go out to the co-op schools on our rotation schedule. We can tackle much bigger projects, like the aforementioned networking/WiFi updates (see John’s notes on that), and the removal of old, outdated infrastructure.

Skillsets Online - The training provided by Skillsets online has been a benefit beyond words. Being able to access relevant classes online anytime has allowed me to improve my knowledge and skills faster than I could have expected. There is no comparison to quality online education while working a full-time job, and I am deeply appreciative.

Adventures in Technology - Tahan Wichman

We added Geyser to the Regional Co-Op Schools. I have started the process of improving Geyser’s network and technology infrastructure. This consisted of replacing an Intel NUC that was running as VM Host for two Windows Servers and one Windows Workstation with a New Dell 1U Server. I also changed all the consumer grade routers to operate in bridge mode to clean up some of the networking. To make Geyser more like the other schools I installed a pfSense box. Turned on their Lightspeed Bottle Rocket Web filter and we are learning how to operate it. I have also begun the process of cleaning up their Active Directory Structure. Just recently I have built another VM Host running Windows Server 2016 and FOG Server.

In Roy, I started to deploy Google native printing to the Chromebooks.

In Winifred, changed all permissions for the student and staff folders as they were exclusive and were not able to be transferred from the old server to the new server. Installed Veyon in their business lab for monitoring the student activities and instruction.

In Harlowton, I was able to configure a cache server to reduce the network traffic from the iPad at the elementary. I also built two VM Host at Harlowton High School, one with a Windows 2012 R2 VM and one with a Window 2016 VM. I also built a FOG Server to help with the deployment of Windows 10.

In Grass Range, I started to deploy Google native printing to the Chromebooks along with deploying printers with Group Policies to all Windows computers. John and I also fixed a problem with Windows 10 retaining the Wifi passphrase. Assisted Grass Range with upgrading all of their Ubiquity access points with pro versions.

At CM Headstart, I have been writing an automated script to upload their fiscal data to Google Drive to create an off-site backup.

In Lewistown, created a number of images on the FOG Server to deploy Windows 10. Installed Veyon in Diane Lewis' room so she can monitor and instruct her students. I have also assisted Scott in fixing issues that have arisen both in VM's VCenter and Unitrends backups. I have also been writing scripts in ConnectWise Automate to assist in making tasks easier.

I have also completed 3 tiers of training in continuing education with SkillSets Online.

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

Highlights from the Region - Zabrea Fiscus

I am the newest tech to the department. I started in November with little experience and have surprised myself with how far I have come. I am so thankful for the opportunity to learn on the job and work with great people in the Lewistown Public School district.

I have taken the role as the "Apple Queen", 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 7 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 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 have been 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.

Again, thank you for letting me be a part of this awesome school district.

TITLE I

Scott Dubbs

Lewistown Public Schools
2017-2018 Title I Annual Report



Submitted by:
Scott Dubbs, Curriculum Director

The Lewistown Public Schools has worked with the support of the U.S. Department of Education since the inception of the Elementary and Secondary Education Act back in the 1960's. There have been many changes in how we were expected to meet its mandates over the years and the program itself was changed dramatically from Title I to Chapter I, and again back to Title I over the years.

In today's world we work with Title I as a Schoolwide District. 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. Our schools in the past (and many others today) utilized a program model that would provide funding to target services for children who are failing, or most at risk of failing, to meet state academic standards in need, by providing a supplemental program for those that qualify. Generally, all Targeted Title I programs required student participation in replacement courses, which have many additional requirements and are difficult to monitor. Funding mandates with that type of program are a nightmare. However, schools that participate as a Schoolwide Title I program commit to providing an educational program for all students that is 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. 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 – Things move slowly at the federal level. In December of 2015, Congress passed the first change in the Elementary and Secondary Education Act (ESEA) since 2001. This new law, the Every Student Succeeds Act (ESSA) reauthorized the 1965 ESEA Act with several changes still not online.

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 just now being finalized by the state, rather than AYP's national focus. In addition, while the penalties from AYP are gone, the reporting requirements appear to be beefed up for this and future years.

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 the 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. However, those plans were not a focus for OPI last school year. We are still expected to complete annual reviews (old) of our Title I Schoolwide plans, as well as publish them for parents and community members on the school website.

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. 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 are now also participating as an MTSS school. Efforts at the high school coincide with their Graduation Matters program, while the junior high devoted time and effort to enhance their current RtI/MTSS efforts.

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 2017-18 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 multi-tiered 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).

Professional Development – Assessment, curriculum and instruction are the primary focuses of our staff development. This emphasis has been in place for a several years but shifted from the standards themselves, toward improving classroom instruction. Improving teacher skills supports our efforts in providing students with the skills needed to be college and career ready, upon completion. Addressing student engagement is another need connected to this effort, as successful classrooms are engaging classrooms.

Other efforts related to our Title I status this past year included:

- Continued use of Odysseyware coursework in the high school. Odysseyware is most comparable to online coursework but is managed by high school staff to insure students that participate are working to our level of expectation in core and replacement courses.
- Continued work through each schools MTSS efforts occur with referral and placement of students in the K-8 for math and reading. The Title teacher leaders in our elementary schools have worked several years on data to address student placement structures. This work support and allow staff to provide various interventions where appropriate.
- A continued commitment to MAP assessments grade three through tenth grade for reading and grade three through Algebra II students for math. We started MAP assessments in 2009 and have a progressive wealth of testing data on all these students since that point in time. Considering the direct correlation with student MAP results and SBAC scores, teachers and administrators have a tool at their disposal that supports their efforts to monitor and follow the progress of their students. Additionally, several years ago we moved our MAP assessments from the old state standards into supporting our efforts in the new state standards for both reading and math so that we may better support the new expectations of the Common Core.
- On a similar topic, this past fall we moved from AIMSweb to FAST Assessments to provide staff with assessment probes from kindergarten through 6th grade to benchmark students three times a year. We will also use FAST to progress monitor those Tier 2 or 3 students that need extra monitoring and support. At the K-2 grade levels specifically, AIMSweb and now FAST, is been our sole source of academic assessment data that supports instruction and student placement. Of note, FAST has an added benefit of online assessing for each probe, which is beneficial. However, change in major programs like this is difficult in the best of settings and this one will take several years before we feel we completely understand its data.
- With the loss of state support for student data systems, we moved away from Silverback Learning's Mileposts databank. It had several benefits for staff and had been our student database for many years, but this summer due to budget cuts, we had to move away from using it to house our student assessment and discipline data. While it will take some time for each school to adjust, the administrative team is confident we can manage going into the future.

TRANSPORTATION

Steve Klippenes

Annual School Report
Transportation Department 2017-2018

June 5, 2018

During the 2017-2018 school year we traveled **89,972** miles in yellow buses and **66,095** miles in our activity buses. This is a total of **156,067** student transport miles.

We provided transportation for a total of **218** out-of-town activity trips during 2017-2018. 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 **245** 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.

The Transportation Department continues to be responsible for the maintenance on thirteen yellow buses and five MCI activity buses, two Drivers Education vehicles, seven 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.

In April this year we purchased a 2014 56 passenger MCI J-series bus which replaces Eagle 2. It is a very nice bus and has seatbelts in each seat.

With our purchase of the replacement bus for Route #4 in November of 2016, and each subsequent replacement bus, we will be integrating seatbelts into the bus fleet.

Kathleen Schaeffer has retired as of the end of June and Rob Odermann has been hired to fill that position.

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 2018-2019 school year.

Respectfully,

Steve Klippenes,
Transportation Director