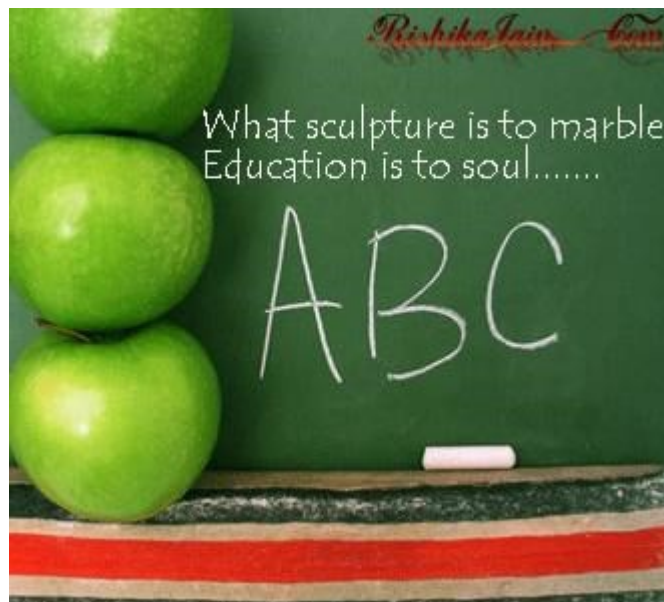


LEWISTOWN PUBLIC SCHOOLS



**2016-2017
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	Bill Klapwyk
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 Gina Armstrong, Jean Muragin, Bridget Sparks, Amanda Gee, Chateau Christensen, Krista Arntzen, Audrey Boling, Emma Guyer, Pam Roberts, Megan Blake and myself. We attended off site trainings and had online trainings throughout this year. These professional development days allowed our team to work together focusing on creating a handbook for our staff, focus on behavior constancy and academic interventions. One thing we focused on this year was the need consistency and reinforced the importance of how we as a staff address behavior issues in our school. This lead to some great conversations about consistency and the need to share our behavior data with staff throughout the school year. We also realized that we needed a better way to train our staff on our MTSS process. This lead to the idea of creating a handbook that would describe what we are doing, which would be consistent with the other elementary schools in the district. We utilized our kid graph meetings to discuss student academic and behavior needs and interventions. This allowed the team to share with every staff member quarterly ideas and interventions that can be used in the classroom.

Curriculum

This year was a great year for our kindergarten and 1st grade teams. We finally had everyone all in one building and began to put together curriculum strategies that would work for the team. They were able to collaborate on a more consistent basis and focus on instructional strategies that will lead to fidelity to our standards. There was discussion about how to use our materials and revamping of our pacing guides after working with our math curriculum for the year.

This year we also 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.

This year we also used a program called the “Zones of Regulation.” I had the opportunity to teach lessons that dealt with self-regulation and emotional control to all Kindergarten and first grade students. The program focuses on self-awareness and how our behavior and actions affect others around us. Throughout the school year I was able to find book and role play activities that allowed the kids to understand their own emotions and how to express them appropriately.

AIMSweb Benchmark Assessments

We used AIMSweb reading benchmark tests to identify intensive, strategic and benchmark students in Early Literacy concepts in Kindergarten and Oral Reading Fluency in first grade. The chart below gives you a look at how the school year ended.

	Benchmark (low risk) 2016-2017	Strategic (some risk) 2016-2017	Intensive (at risk) 2016-2017
Letter Naming Fluency	53.2% n= 56 students	21.8% n= 23 students	24.7% n=26 students
Letter Sound Fluency	61% n=64 students	26.6% n=28 student	12.3% n=13 students
Phoneme Segmentation	92% n=97 students	5% n=5 students	3% n=3 student
Nonsense Word Fluency	64.7% n=68 students	21.8% n=23 students	13.2% n=14 students
1 st grade R-CBM	66% n=65 students	22% n=22 students	12% n=12 students

Benchmark goals:

- For **Letter Naming**, the student must identify as many upper and lower-case letter names as possible in 1 minute. The benchmark goal for all children to have established letter recognition skills of 46 on Letter Naming Fluency by the end of Kindergarten.
- For **Letter Sound**, the student must identify as many lower-case letter sounds as possible in 1 minute. The benchmark goal for all children to have established letter sound recognition skills of 33 on Letter Sound Fluency by the end of Kindergarten.
- For **Phonemic Segmentation**, the student says the sounds in words that you (teacher, examiner) present orally. The words are three-letter (CVC) or two-letter (VC) words. The benchmark goal for all children to have established phonemic awareness skills of 41 on Phoneme Segmentation Fluency by the end of Kindergarten.
- The **Nonsense Word** measure requires the student to say each sound (or the whole words) in nonreal words for 1 minute. The benchmark goal is for all children to have established alphabetic principle skills of 33 or more on Nonsense Word Fluency by the middle of First Grade.
- **Reading Curriculum-Based Measurement (R-CBM)** is a brief, individually administered, standardized test of oral reading for grades 1 (winter) through 12. For universal screening (benchmark testing), use the designated set of probes (1, 2, and 3) for the student's grade. Use the same set of probes for each screening period (fall, winter, and spring). Have the student read the passage aloud for 1 minute. Record any errors—words that are mispronounced, substituted, omitted, or read out of sequence, that the student does not self-correct within 3 seconds.
- The benchmark goal for 1st grade was established at 53 or more words per minute on oral reading fluency by the end of the school year.
- The benchmark goal for 2nd grade was established at 92 or more words per minute on oral reading fluency by the end of the school year.

We used AIMSweb math benchmark tests to identify intensive, strategic and benchmark students in Early Numeracy, Concepts and Computation. The chart below gives you a look at how the school year ended.

	Benchmark (low risk) 2016-2017		Strategic (some risk) 2016-2017		Intensive (at risk) 2016-2017	
Kindergarten						
Oral Counting	41.8% n= 44 students		35.1% n= 37 students		22.8% n= 24 students	
Number Identification	59% n= 62 students		19% n= 21 student		21.8% n= 23 students	
Quantity Discrimination	64.7% n= 68 students		25.5% n= 27 students		9.4% n= 410 student	
Missing Number	61% n= 64 students		21.8% n= 23 students		17% n= 18 student	
	M-Cap	M-Comp	M-Cap	M-Comp	M-Cap	M-Comp
1 st grade		77% n= 75 students		14% n= 14 students		9% n= 9 students
Oral Counting	84% n= 83 students		10% n=10 students		6% n= 6 students	
Number Identification	61% n= 60 students		20% n= 20 student		19% n= 19 students	
Quantity Discrimination	77% n= 76 students		13% n= 13 students		10% n= 10 students	
Missing Number	70% n= 69 students		18% n=18 students		12% n= 12 students	

Benchmark goals:

- The **Oral Counting** measure requires students to orally count starting from 1 as high as they can in one minute. The benchmark for oral counting for kindergarten is 70 by the end of the school year.
- The **Number Identification** measure requires students to orally identify numbers. Kindergarten students identify numbers between 1 and 10. The benchmark for number identification for kindergarten is 55 by the end of the school year.
- The **Quantity Discrimination** measure requires students to orally identify the bigger number from a pair of numbers. Kindergarten students identify bigger numbers from pairs of numbers between 1 and 10. The benchmark for quantity discrimination for kindergarten is 25 by the end of the school year.
- The **Missing Number** measure requires students to orally identify the missing number from a string of three numbers. Kindergarten students identify missing numbers from a string of numbers between 1 and 10. The benchmark for missing number measure for kindergarten is 13 by the end of the school year.
- **Mathematics Concepts and Applications (M–CAP)** is a brief, standardized test of elements of the typical math curriculum at grades 2 through 8. In order for student to be considered at benchmark they must score a 18 by the end of 2nd grade
- **Mathematics Computation (M–COMP)** is a brief, standardized test of math operations that are part of the typical curriculum at Grades 1 through 8. In order for student to be considered at benchmark they must score a 37 by the end of 1st grade and must score a 38 by the end of 2nd grade.

Something to keep in mind when looking at these assessment scores, these are all timed tests. They measure how much a student can do in one minute. While fluency is a good indicator of success, we also use classroom based assessments to demonstrate success towards our standards.

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 year we did turn one small learning area into a sensory room. We have a cradle swing, which allows kids to get that sensation of swinging but also in a tiny comforting way. We have a small trampoline that kids jump on and a variety of other sensory items that are used throughout the day. This year we also moved our music classed into the library. Mrs. Gruener was gracious enough to allow Miss Schwaller to us library space when no classes were in there. This has been great for our music classes and has allowed Miss Schwaller to have one central location instead of traveling around the building from class to class.

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. We surveyed our parent to find out what we could do better and make this time more meaningful for them. We learned a lot from doing this, such as adjusting times we meet with parents, sending things home before the meetings, and having a more focused meeting on the student. We will be making adjustments for the upcoming school year and look forward to see parents again in the fall.

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 Aladdin was great!! We have almost 60 kids participating and look forward to another great production next year.

Goal Area 4: Technology

This year the school district held their second annual “Google Fest” which was extremely helpful to me in learning more about technology. Many staff members saw the content of the workshop very worthwhile and were able to utilize those skills learned throughout the remainder of the year. . Our first grade staff continued with their walk to computer time which is taught by Mrs. Giannini. This allows kids to explore different educational apps on our iPads. This year we had five teachers begin to use iPevo interactive white boards in their classrooms. The \$169 spend on these tools compared to the \$3000 for a SMART Board we got a lot out of this interactive tool for the money. Students were able to interactively work on math and language arts curriculum materials, which really engaged them in their learning.

Goal Area 5: High Qualified Staff

This has been another great year with new staff members. The addition of Emily Burk, Shelby Giannini, Tace Patten, and Pam Roberts has been wonderful. These ladies have blended in with our staff and has added to our high quality staff. Unfortunately we are losing Miss Christensen and Miss Guyer, and Mrs. Arntzen who are moving on to pursue other opportunities around the state.

Having the opportunity to observe and evaluate a large number of staff this year was challenging and rewarding at the same time. I was able see all of the wonderful things our teachers are doing. This year I evaluated 8 non-tenure teachers and 2 tenured teachers. During our goals meeting we were able to sit down with each individual and get a sense of what they would like me to look for during my observations. This allowed for a more focused observation on the things the teacher felt they needed to work on.

HIGHLAND PARK ELEMENTARY SCHOOL

Matt Ventresca



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

2016-2017 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 2016-2017 school year. It also shows a continuum of enrollment numbers for prior years when Garfield Elementary was Kindergarten, 3rd & 4th.

Highland Park/Garfield Elementary	2016-2017 HP Move	2015-2016 GF	2014-15 GF	2013-14 GF	2012-13 GF	2011-12 GF	2010-11 GF	2009-10 GF
Kindergarten		115	97	102	93	100	89	77
2 nd Grade	91							
3 rd Grade	97	84	96	82	80	101	85	106
4 th Grade	92	97	77	77	109	82	105	101
Total	280	296	270	261	282	283	279	284
Change (+ / -)	N/A due to move	+26	+9	-21	-1	+4	-5	

Attendance:

Highland Park's average daily attendance for the 2016-2017 school year was 95.03%. This is an **INCREASE** from last years' attendance rate at Garfield of 94.77%. This 95.03% attendance rate equates to an average of about 13 students absent every day. Even though our Attendance Rate increased due to more of a focus on attendance, we will continue to focus on positive attendance procedures to help cut down on truancy and absenteeism. We will use our Multi-Tiered Systems of Support (MTSS) team and look at our attendance data and brainstorm ways to increase it. The K-8 administration team is refining our attendance policy to come up with specific set guidelines of when to call home, send an attendance letter home, do a family attendance goal sheet, and send a certified letter home.

Highland Park/Garfield Elementary	2016-17 *HP Move*	2015-16 GF
Student Count	280	248
Membership Days	47,433	42,591
Absent Days	2,358.51	2,227.62
Average Daily Membership (ADM)	264.99	237.94
Average Daily Attendance (ADA)	251.75	225.49
Attendance Rate (%)	95.03%	94.77%
Change (+ or -)	+ .26%	

Goal Area 1: Measurable Student Achievement

Strategic Objectives 1, 2, and 4:

Multi-Tiered Systems of Support (MTSS)

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

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

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

What is MTSS Made Of?

Response to Intervention (RtI)

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
2016-2017	76% 68 students	15% 13 students	9% 8 students	202.5
2015-2016	85% 71 students	5% 4 students	10% 8 students	
2014-2015	83% 78 students	9% 8 students	9% 8 students	

2013-2014	84% 68 students	10% 8 students	6% 5 students	
------------------	--------------------	-------------------	------------------	--

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

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

4th MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
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
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
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:

The data shows that this year's 3rd and 4th graders have underperformed this year in both math and reading. This may be partly due to the move from Garfield to Highland Park. With the move we had to combine 3rd and 4th grade Title (Tier 2) classes due to staffing and rooms/room size. We were only able to allow about six students in grades three and four into our Title class. In the past we were able to allow about twelve for each grade. This created a scenario where about half as many students were able to receive Title (Tier 2) instruction in grades three and four. To remedy this, we are having our 2nd grade Special Education teacher take a section of 4th grade Title (Tier 2) classes. This will allow us to go back to our previous model of being able to serve about twelve students in each grade level.

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.

AIMSweb

AIMSweb **Reading Benchmark** 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 AIMSweb Reading Curriculum-Based Measurement (R-CBM)

Reading Curriculum-Based Measurement (R–CBM) is a brief, individually administered, standardized test of oral reading for grades 1 (winter) through 12. For universal screening (benchmark testing), use the designated set of probes (1, 2, and 3) for the student's grade. Use the same set of probes for each screening period (fall, winter, and spring). Have the student read the passage aloud for 1 minute. 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 AIMSweb Reading Curriculum-Based Measurement (R-CBM)

2 nd Grade R-CBM	Benchmark	Strategic	Intensive
2016-2017	65.4% 55 students	28.5% 24 students	6% 5 students
2015-2016	77% 72 students	18% 17 students	5% 5 students
2014-2015	69.4% 57 students	20.6% 17 students	9.7% 8 students
2013-2014	73% 68 students	25.7% 24 students	1% 1 student

R-CBM benchmark goal for third grade was established at **92** or more words per minute on oral reading fluency by the end of the school year.

3rd Grade AIMSweb Reading Curriculum-Based Measurement (R-CBM)

3rd Grade R-CBM	Benchmark	Strategic	Intensive
2016-2017	71.2% 62 students	16% 14 students	12.5% 11 students
2015-2016	69.4% 57 students	19.4% 16 students	11% 9 students
2014-2015	69%	23.3%	7.3%

	65 students	22 students	7 students
2013-2014	62.4% 50 students	28.8% 8 students	8.7% 7 students

R-CBM benchmark goal for third grade was established at **119** or more words per minute on oral reading fluency by the end of the school year.

4th Grade AIMSweb Reading Curriculum-Based Measurement (R-CBM)

4th Grade R-CBM	Benchmark	Strategic	Intensive
2016-2017	57% 49 students	24% 21 students	19% 16 students
2015-2016	64.4% 60 students	18.2% 17 students	17.1% 16 students
2014-2015	54.1% 39 students	31.8% 23 students	13.8% 10 students
2013-2014	64% 48 students	25% 19 students	11% 8 students

R-CBM benchmark goal for fourth grade was established at **136** or more words per minute on oral reading fluency by the end of the school year.

2nd Grade AIMSweb Math Concepts and Applications (M-CAP) and Math Computation (M-Comp)

AIMSweb **Math Benchmark** tests were used to identify intensive, strategic and benchmark students in Concepts and Application of Mathematical Skills and Computation for second, third and fourth grade. The charts below give you a look at how Highland Park faired at the end of the year Spring Benchmark for the past couple of years.

2 nd Grade M-CAP/M-Comp	Benchmark		Strategic		Intensive	
	M-CAP	M-Comp	M-CAP	M-Comp	M-CAP	M-Comp
2016-2017	75.2% 64 students	65.8% 56 students	17.5% 15 students	30.5% 26 students	7% 6 students	3.4% 3 students
2015-2016	78% 73 students	76% 71 students	21% 20 students	21% 20 students	1% 1 student	3% 3 students

2014-2015	81.3% 57 students	81.3% 57 students	12.8% 9 students	11.3% 8 students	5.6% 4 students	7% 5 students
2013-2014	83% 77 students	81% 75 students	15% 14 students	18% 17 students	2% 2 students	1% 1 student

Mathematics Concepts and Applications (M–CAP) is a brief, standardized test of elements of the typical math curriculum for grades 2 through 8. In order for a student to be considered at benchmark they must score an **18** by the end of 2nd grade.

Mathematics Computation (M–COMP) is a brief, standardized test of math operations that are part of the typical curriculum for Grades 1 through 8. In order for a student to be considered at benchmark they must score a **38** by the end of 2nd grade.

3rd Grade AIMSweb Math Concepts and Applications (M-CAP) and Math Computation (M-Comp)

3rd Grade M-CAP/M-Comp	Benchmark		Strategic		Intensive	
	M-CAP	M-Comp	M-CAP	M-Comp	M-CAP	M-Comp
2016-2017	70% 61 students	71% 61 students	24% 21 students	21% 18 students	5.6% 5 students	8% 7 students
2015-2016	74% 61 students	65% 54 students	19% 16 students	23% 19 students	7% 6 students	12% 10 students
2014-2015	75% 70 students	66% 61 students	19% 18 students	29% 27 students	6% 6 students	5% 5 students
2013-2014	71.5% 58 students	80.1% 65 students	27.1% 22 students	13.5% 11 students	1.1% 1 student	6.1% 5 students

Mathematics Concepts and Applications (M–CAP) is a brief, standardized test of elements of the typical math curriculum for grades 2 through 8. In order for a student to be considered at benchmark they must score a **14** by the end of 3rd grade.

Mathematics Computation (M–COMP) is a brief, standardized test of math operations that are part of the typical curriculum for Grades 1 through 8. In order for a student to be considered at benchmark they must score a **53** by the end of 3rd grade.

4th Grade AIMSweb Math Concepts and Applications (M-CAP) and Math Computation (M-Comp)

4th Grade M-CAP/M-Comp	Benchmark		Strategic		Intensive	
	M-CAP	M-Comp	M-CAP	M-Comp	M-CAP	M-Comp

2016-2017	53% 46 students	57.4% 50 students	41% 36 students	28.6% 25 students	6% 5 students	13.7% 12 students
2015-2016	65.1% 60 students	61.4% 56 students	32.5% 30 students	33% 30 students	2.1% 2 students	5.4% 5 students
2014-2015	67.4% 52 students	74% 57 students	31.1% 24 students	22% 17 students	1.2% 1 student	4% 3 students
2013-2014	57.8% 44 students	72.3% 55 students	35.4% 27 students	22.3% 17 students	6.5% 5 students	5.2% 4 students

Mathematics Concepts and Applications (M–CAP) is a brief, standardized test of elements of the typical math curriculum for grades 2 through 8. In order for a student to be considered at benchmark they must score an **18** by the end of 4th grade.

Mathematics Computation (M–COMP) is a brief, standardized test of math operations that are part of the typical curriculum for Grades 1 through 8. In order for a student to be considered at benchmark they must score a **55** by the end of 4th grade.

MT Smarter Balanced Assessment

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 2016-17 school year **IS NOT** finalized and complete until mid to end June. This reflects our results so far with about 10-20 more scores not yet counted. The 2015-16 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 paper and pencil MontCAS tests.

3rd Grade SBAC Percentages

3 rd Grade Percentages		Advanced	Proficient	Nearing Proficient	Novice
2016-17 3rd Grade	Math SBAC	14.9%	32.2%	28.7%	24.1%
2016-17 3rd Grade	ELA/Literacy SBAC	13.5%	32.4%	35.1%	18.9%
2015-16 3rd Grade	Math SBAC	18.1%	37.3%	27.7%	16.9%
2015-16 3rd Grade	ELA/Literacy SBAC	20.5%	38.6%	31.3%	9.6%
2014-15 3rd Grade	Math SBAC	16%	41%	31%	12%

2014-15 3rd Grade	ELA/Literacy SBAC	13%	38%	34%	15%
2012-13 3rd Grade	Math MontCAS	4%	55%	24%	17%
2012-13 3rd Grade	Reading MontCAS	31%	62%	7%	0%

A quick summary of these 3rd grade scores show for 2016-17, so far, we have 45.9% at or above proficient in English Language Arts (ELA)/Literacy and 47.1% at or above a proficient level in Math. For 2015-16 we had 59.7% at or above proficient level in English Language Arts (ELA)/Literacy and 55.4% at or above a proficient level in Math. For 2014-15 we had 51% of our 3rd grade performing at or above a proficient level in English Language Arts (ELA)/Literacy and 57% at or above a proficient level in Math.

4th Grade SBAC Percentages

4th Grade Percentages		Advanced	Proficient	Nearing Proficient	Novice
2016-17 4th Grade	Math SBAC	2%	28.6%	60.3%	7.9%
2016-17 4th Grade	ELA/Literacy SBAC	12.1%	33.3%	27.3%	27.3%
2015-16 4th Grade	Math SBAC	14.7%	28.4%	49.5%	7.4%
2015-16 4th Grade	ELA/Literacy SBAC	27.4%	25.3%	29.5%	17.9%
2014-15 4th Grade	Math SBAC	22%	33%	34%	11%
2014-15 4th Grade	ELA/Literacy SBAC	21%	22%	40%	17%
2012-13 4th Grade	Math MontCAS	31%	38%	16%	15%
2012-13 4th Grade	Reading MontCAS	40%	47%	9%	4%

A quick summary of these 4th grade scores show for 2016-17, so far, we have 45.4% at or above proficient in English Language Arts (ELA)/Literacy and 30.6% at or above a proficient level in Math. For 2015-16 we had 52.7% at or above proficient level in English Language Arts (ELA)/Literacy and 43.1% at or above a proficient level in math. For 2014-15 we had 43% of our 3rd grade performing at or above a proficient level in English Language Arts (ELA)/Literacy and 55% at or above a proficient level in math.

LONGITUDINAL DATA

Below is longitudinal data following the Class of 2025 (2016-2017 4th graders) from MAP and AIMSweb assessments that become common and taken every year beginning in 2nd or 3rd grade through their final year at Highland Park. SBAC longitudinal data **IS NOT** shown here due to not receiving finalized and completed data until later in June.

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

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

Class of 2025 AIMSweb RCBM Longitudinal Data

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

Class of 2025 AIMSweb Math Longitudinal Data

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

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 and gaining funding for the next 10 years, it shows we have secured community support and some of the funding necessary to work on our comprehensive plan.

Garfield & Highland Park Grade Level Schools Realignment

Beginning with 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. The move went ahead of schedule over the past summer. The maintenance and technology departments worked very hard to get things going for the start of school. Even though we were not without our minor bumps in the road, the realignment went well and our Highland Park team came together well to create a family.

Goal Area 3: Community/Parental Engagement

Strategic Objectives 1, 2, & 4

Parent/Community Involvement at Highland Park

Parent Meetings

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

3rd and 4th Grade Ski Days

With the help of our PTO and working with Showdown Ski Area, we took our 3rd and 4th grade students skiing three times each this year. Each grade level had some very exciting days at Showdown. By the time we had finished all of our days of skiing almost every student was going to the top of the mountain and skiing down. We had at least 10 parent volunteers for each trip and the 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.

Arts in our Schools

Cheryl Bannes visited our school monthly again this year as our “Artist-in-Residence”. Students had a wonderful experience working with a variety of mediums and techniques. This program was funded partially through our PTO and a grant through the Montana Arts Council. We look forward to having Cheryl back next year.

Central Montana Youth Mentor Program

Cheryl Bannes also 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 “Aladdin” This continues to be a great event for kids in the Lewistown schools.

Fundraising Efforts

Our PTO fundraising efforts (Great American and the 2017 Spring Carnival) were successful again. I feel the 2017 Spring Carnival was even more of a success earlier in the spring than the year prior even though finding volunteers was difficult. 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, or painting my face or having me kiss a pig if they met their goal of 2500 AR Point. Our students did wonderful and met their goal and as promised I kissed a pig at our final ceremonies for “I Love to Read” month.

Talking Zoo

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

Science Fair

Our 4th grade classes continued with their annual Science Fair, an event that happens each spring. The students’ projects were outstanding. Highland Park partnered with the DNRC and two students won a prize for the best project dealing with conservation. These winners received a personalized jacket.

Highland Park Picnic

To help increase parent involvement, Highland Park kept our end of the year Picnic, promoted it more and received a much bigger turn out. This year we did add a picnic toward the beginning of the year, September, to help increase support/involvement earlier in the year. We had a marginal turnout the year before, so we will 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 the Pictograph Caves outside of Lewistown. Each field trip had numerous parent volunteers help out.

Monthly Communication to Parents

Highland Park Refrigerator Reminder

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



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

NOVEMBER

Refrigerator Reminders

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

Highland Park Elementary Facebook Page

I rebranded a Facebook page for Highland Park Elementary at the beginning of the year. 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 184 followers. Like us on Facebook at <https://www.facebook.com/highlandparkschool/> or @highlandparkschool.

Goal Area 4: Technology

Strategic Objectives 1-5

Technology Upgrades

Over the 2016-2017 school year Highland Park received numerous technology upgrades. These upgrades include a new set of touch screen Laptops with a cart for 2nd grade, new set of Chromebooks with a cart for the library (available for teacher checkout), and wireless internet upgrades including new wireless routers. I also promoted and will have nine teachers buying and using iPevo Interactive Whiteboard Systems.

Technology in the Classroom

Technology Plan

In conjunction with the Technology staff, mainly Bill Klapwyk, 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.

GoogleFest

The Lewistown Public Schools hosted the Central Montana GoogleFest this January. All staff was required to attend the full day professional development. I saw instant results. The very next day teachers were using some of the technology innovations they learned like Kahoot!, GoNoodle, and Google Cardboard.

enVision Math PD

The Highland Park staff had 2 floating PIR days this school year. As a staff we decided on learning more about our new math series enVision Math for part of our first PIR. More specifically we looked at the Pearson online component.

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). This year, the program was tweaked by the administration team to make it fit our Lewistown goals and make it easier for staff and administration to complete the process. On the EPAS rotation I had five tenured teacher evaluations (they get evaluated once every other year) and seven non-tenured evaluations (twice a year until tenured). Seven teachers were not on the evaluation rotation this year, meaning they had to complete 3 Peer Observations throughout the year.

Professional Development

Teacher Tank

This year, I decided to lessen the amount of staff meetings to one per month in order to allow for a once-a-month full staff Professional Learning Community (PLC) called “Teacher Tank.” In these monthly staff PLC’s, we had teachers introduce, highlight and teach topics to the rest of the staff that significantly helped their teaching/classroom. Examples of topics introduced/taught were: S’Cool Moves, Zones of Regulation, Teacher Parent Apps., Daily 5, and Flexible Seating.

Executive Function Disorder & Sensory Help

Part of our focus this school year was on student behavior and discipline. Our first 3 hour Floating PIR was used partly to develop an understanding of Executive Function Disorder and help with Sensory needs. We used two of the three hours on this.

enVision Math

As a staff we decided on learning more about our new math series enVision Math for part of our first PIR. More specifically we looked at the Pearson online component.

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.

Step Up to Writing

With our own staff, I led a refresher course on Step Up to Writing in October during a staff meeting. Here I showed the staff more specifically how the writing process of Step Up to Writing is designed.

GoogleFest

The Lewistown Public Schools hosted the Central Montana GoogleFest this January. All staff was required to attend the full day professional development. I saw instant results. The very next day teachers were using some of the technology innovations they learned like Kahoot!, GoNoodle, and Google Cardboard.

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 Legislative year where some funding was reduced, 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.

LEWIS & CLARK ELEMENTARY SCHOOL

Danny Wirtzberger



Danny Wirtzberger, Principal

2016-2017 Annual Report

Mission Statement: *"We are here to Achieve, Believe and Care."*

Lewis and Clark Vision Statement:

Students attend Lewis and Clark to become life long learners equipped with skills that promote their best efforts, appropriate choices, and critical and creative thinking. High expectations and quality education assist in the development of focused, responsible students who strive for academic success and work to be productive citizens. Pride in our efforts to educate all of our students along with positive parental involvement helps create a caring school environment.

Attendance:

Our average daily attendance for the school year showed a great increase from the previous year, with students rising 2.5% attending 97.11% of the days. The attendance rate equates to an average of 5.3 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.

	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	105	76	81	98	84	98	96	92
6th Grade	79	86	96	81	94	99	91	90
Total	184	168	177	179	178	197	187	182
Change(+ or -)	+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. This year 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 Facilitators were Sheila Lovato and Julie Pribyl and we met with them 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. 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 AIMSweb math probes, AIMSweb Reading CBM & MAZE, NWEA MAP Assessments in Reading, Language, and Math, 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 20% decline in our 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). 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 academic and behavior supports, Lewis & Clark School was recognized as an exemplar school through the Rtl process in 2016. We were part of a recognition ceremony at the MBI Conference last June and were recognized as an Rtl Sustaining School. Lewis and Clark was a gold status member of the Montana Behavior Initiative in 2016.

Many thanks to the MTSS Lewis and Clark team consisting of Cindy Gremaux, Jackie Rickl, Deanna Bowen, Lynn Lensing, Jeff Russell, Ashley Jenness, Norine McKinney, and Danny Wirtzberger. Jacque Sherman, our school psychologist, also attends as she is able.

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 Rtl 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, extra PE time, and sitting with a friend for lunch. The SOAR tickets are then stapled on our EAGLES SOAR board at the front of the school. When the board is full we have an all school SOAR reward with an ice cream treat and extra recess. In addition, we have a SOAR drawing twice a month and students can win blue and gold EAGLE gear. 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 20% reduction in our office discipline referrals (ODRs) this school year!!! We have also seen an increase of our school attendance by 2.5%. 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.

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.

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 40-50 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 Gold 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, Jackie Rickl, Deanna Bowen, Lynn Lensing, Jeff Russell, Ashley Jenness, Norine McKinney, and Danny Wirtzberger. Jacque Sherman, our school psychologist, also attends as she is able.

We plan to continue our work in MBI with Danny Wirtzberger, Jeff Russell, and Angela Archuleta attending the MBI Summer Institute June 19 – 23, 2017.

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, Jackie Rickl, 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 40 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 either reading or math on the spring Measure of Academic Progress (MAP) test. Six 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 four students for perfect attendance and 42 students for outstanding attendance this school year.

AIMSweb Oral Reading Fluency (CBM)

AIMSweb was used to identify intensive, strategic and benchmark students in oral reading fluency. 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%

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%

Benchmark Goals:

- The benchmark goal for fifth grade AIMSweb CBM was established at 143 or more words per minute on oral reading fluency by the end of the school year.
- The benchmark goal for sixth grade AIMSweb CBM was established at 161 or more words per minute on oral reading fluency by the end of the school year.

AIMSweb Math Computation and Concepts & Applications

AIMSweb 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 year ended:

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%

Benchmark Goals:

- The benchmark goal for fifth grade AIMSweb Math Computation was established at a score of 30 by the end of the school year.
- The benchmark goal for fifth grade AIMSweb Math Concepts and Applications was established at a score of 13 by the end of the school year.
- The benchmark goal for sixth grade AIMSweb Math Computation was established at a score of 31 by the end of the school year.
- The benchmark goal for fifth grade AIMSweb Math Concepts and Applications was established at a score of 17 by the end of the school year.

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.

2016-2017 Mathematics

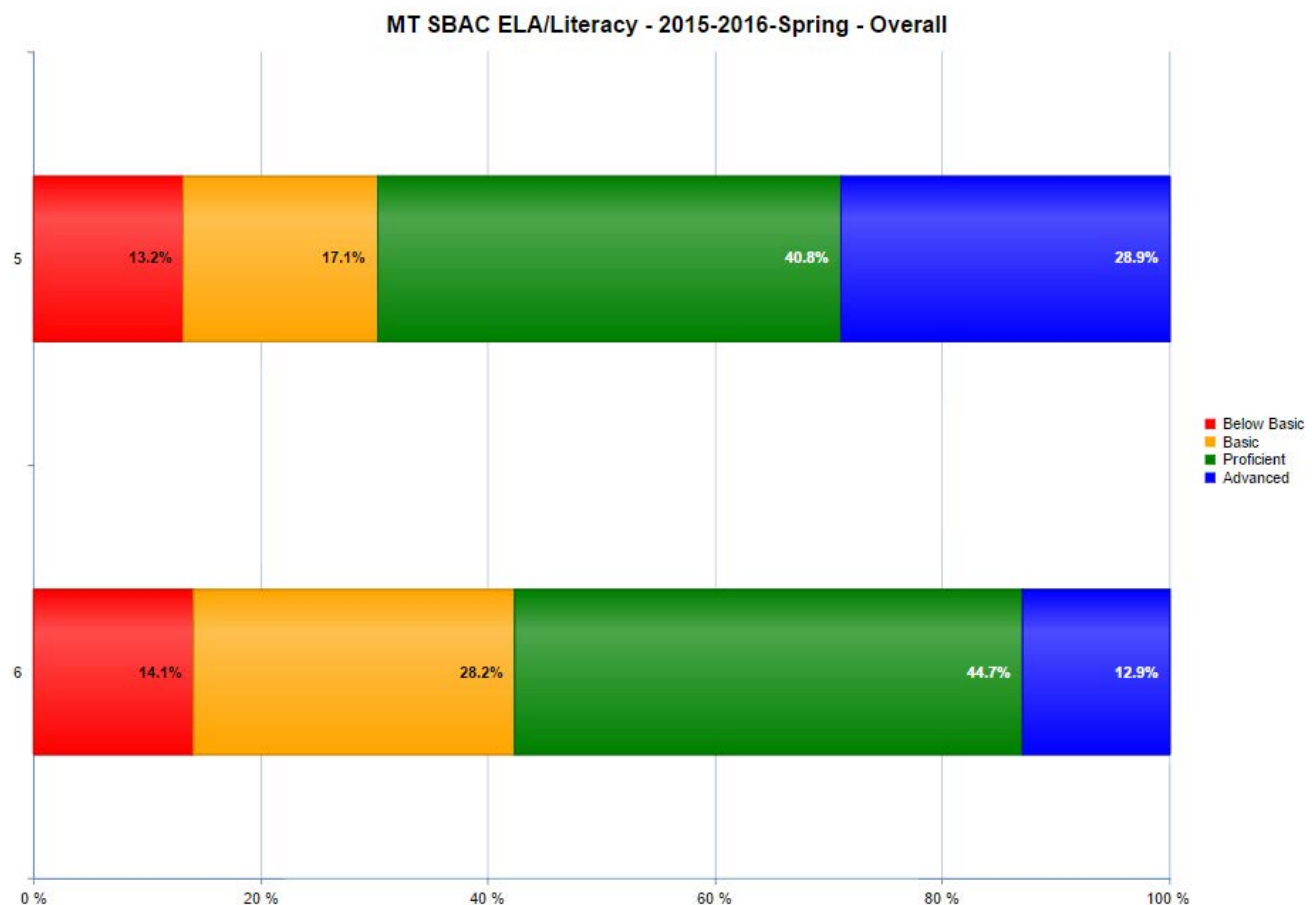
Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	100	20	20.0%	41	41.0%	21	21.0%	18	18.0%
6	73	16	21.9%	20	27.4%	20	27.4%	17	23.3%
Total	173	36	20.8%	61	35.3%	41	23.7%	35	20.2%

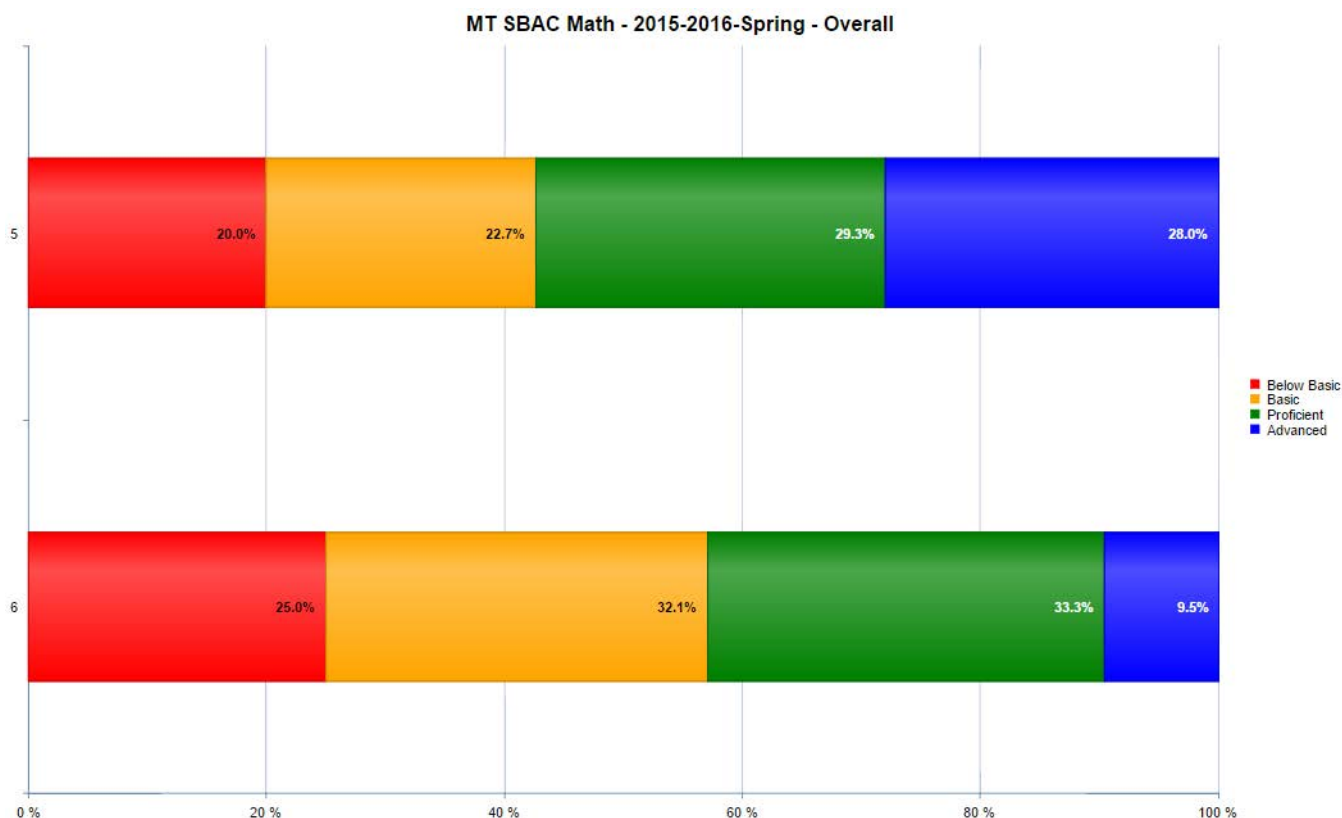
Reading

Grade	Student Count	Level 1		Level 2		Level 3		Level 4	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	100	15	15.0%	26	26.0%	31	31.0%	28	28.0%
6	73	9	12.3%	21	28.8%	30	41.1%	13	17.8%
Total	173	24	13.9%	47	27.2%	61	35.3%	41	23.7%

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. 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. We will be better next time. Next year we will test both grades on the same week and we will also stay away from our Spring Music Concert. All students were able to complete their Reading and math non-performance and performance tasks. We will get the results from OPI in the fall of 2017. Here are the results of the first report of the 2016 Smarter Balanced Tests.





Student Activities:

Band and Choir

Our fifth and sixth grade students had the opportunity to participate in band and choir. Forty 5th grade students and twenty six 6th grade students participated in band this year. Sixth 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. Sixty 6th grade students participated in choir three times a week at Lewis and Clark. Thirty-six 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 64 students involved in Service Council over the four quarters this year. Students wrote a speech on why they wanted to be involved in Service Council and presented that speech to their class. The class then voted on their representative and two students per classroom participated each quarter of school. 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 third year of Chess Club. Students met on Tuesdays and Thursdays with Mr. Russell, Mr. Cloud, 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.

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 Billings.

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.

Art in the Schools

We have been very fortunate to have the Art in the Schools program at our school. This started in October and is sponsored by our Parent Teacher Organization. Cheryl Bannes has come to our classrooms once a month teaching students various art techniques centering around dimensions and art, including those from various topics (Google Earth, 2-Dimensional, 3-Dimensional, etc.). Students had lessons on drawing and techniques with different drawing utensils, water color, and paint. Throughout these lessons we really look forward to seeing the art techniques and skills in our students' work.

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!

Outdoor Essay

The Outdoor Essay competition was also held in February. Students wrote an essay in their Reading/Language classes at Lewis & Clark about an outdoor event. There were topics ranging from great fishing/hunting trips to skiing and snowshoeing. Those essays were submitted to Walleyes Unlimited and several winners from Lewistown and surrounding areas were chosen. Lewis & Clark had 1 winner who were published in the News Argus! We thank Walleyes Unlimited for their support of this program.

Snowshoeing

This year we continued into our third 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, "Moose Be Reading" and we had a variety of activities throughout the month to promote the love of reading. Both the 5th and 6th grade students took part in "Reading Buddies" and took busses over to Highland Park School where they read to 2nd, 3rd, and 4th grade students. The students in both schools really enjoyed this and got exposure to all kinds of new books. Lewis & Clark students surpassed their goal of 90 Million Words for their year total by the end of February. For their efforts, Mr. Wirtzberger was pied in the face by the top readers. Also, Mr. Butcher and Mr. Wirtzberger had to camp on the Lewis and Clark roof for a night. Lewis and Clark is very proud of our students and their love for reading!

Spirit of Christmas

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

Montana SHAKES!

The Shakespeare in the Parks program has visited L&C School for five years. Each year they spend two days and put on a 40 minute production based on a Shakespeare play. This year it was based on a Midsummer's Night Dream. 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 6th Annual Talent Show this year. There were 17 acts and 46 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 RtI, MBI/Bully Prevention, Title I, Assessment, programs, and K-6 procedures. The continual collaboration between schools has been very positive for parents, students, and staff. Parents are also informed through the Refrigerator Reminder Newsletters that outline the information and events throughout each month and through our website with calendar dates and pictures of events. Very positive feedback has been received about the reminders and requests that information continues to be sent in that fashion as it provides important information that parents are easily able to access. Others schools have begun doing this same format and parents appreciate the consistency. PTO also funded TV monitors for information centers at the entry of each school. This allows schools to view important information, reminders, and photos of events throughout the year. This is also great way for parents and community to see all of the things PTO does to support the schools as PTO information will be presented on this system as well.

LEWISTOWN JUNIOR HIGH SCHOOL

Tim Majerus

**Lewistown Junior High School
Annual Report
2016-17
Tim Majerus, Principal**

At Lewistown Junior High we continue to live by the motto of “Where Excellence and Enthusiasm Collide.” We take pride in the idea that we are given two years to prepare elementary students for high school. During the 2016-17 school year the staff at LJHS dedicated time to reviewing data and evaluating our processes in educating our students. From this time we identified a number of areas we have been effective and, most importantly, areas in which we can improve. In the words of Benjamin Franklin, “Without continual growth and progress, such words as improvement, achievement, and success have no meaning.”

District Goal Area 1: Measurable Student Achievement

The most important task in measuring student achievement is to routinely assess a variety of data. Though academic performance is ultimate measure of success, there are a number of smaller data resources that help contribute to a positive learning environment. Data from; **1. Daily attendance**, **2. Classroom performance**, **3. Benchmark and criterion reference testing**, and **4. Negative and positive behavior incidents** are utilized to make building level decisions regarding student management and school climate. **5. Curriculum and intervention** effectiveness.

- 1. Daily Attendance**- This year the MTSS team created an attendance incentive in hopes of improving student daily attendance. The goals established last Fall wereto:
 - a. Provide incentives throughout the school year to reward and encourage good attendance
 - b. Provide tools to assist parents in getting their child to school
 - c. Create procedures in dealing with chronic absenteeism
 - d. Plan activities for OPI’s Attendance Matters month next September

In evaluating the data the first year of our incentive did NOT have a significant impact on attendance. The 8th grade showed an improvement during the first semester, but then dropped off during the second semester. The 7th grade also showed a significant increase in absenteeism during the second semester. Though the winter months typically have a higher rate of illnesses, it still is a concern we must address. One positive impact of the incentive was the number of students with perfect attendance. Last year we had two students who missed no school. This year we had 8 students with perfect attendance. Our incentive seems to appeal to the students with excellent attendance, but is still ineffective with addressing chronic absenteeism.

Our goal for the 2017-18 school year is to use grade level team meetings to communicate with parents on a more regular basis regarding absences. Involving parents in the process, and providing them with support, has proven to be the most effective approach in addressing chronic absenteeism.

Class of 2022

		Percentage of Students in each Attendance Category					Enrollment
		0 to 80%	81% to 85%	86% to 90%	91% to 95%	Above 95%	
2016-17	Sem 1	4%	3%	9%	34%	51%	77
7th Grade	Sem 2	5%	5%	18%	27%	44%	77

Class of 2021

		Percentage of Students in each Attendance Category					Enrollment
		0 to 80%	81% to 85%	86% to 90%	91% to 95%	Above 95%	
2015-16	Sem 1	5%	4%	9%	28%	54%	103
7th Grade	Sem 2	2%	3%	14%	38%	43%	95

		Percentage of Students in each Attendance Category					Enrollment
		0 to 80%	81% to 85%	86% to 90%	91% to 95%	Above 95%	
2016-17	Sem 1	2%	1%	10%	32%	55%	93
8th Grade	Sem 2	5%	2%	17%	33%	42%	93

- 2. Classroom performance**- With each school year teachers face a new class of students with their unique knowledge and learning abilities. This continuous variety is why teachers assess progress on an ongoing basis. At LJHS we stress that homework, projects, quizzes, and tests are all a means of having

students practice new knowledge and assess their progress. Grades are a means of measuring progress and motivating students to excel. Making the honor roll is a strong motivator for students. McDonald's continues to sponsor the posting of our Quarterly Honor Roll in the newspaper.

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

First Year Recipients
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 on the Honor Roll Each Quarter

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	2	3	4	5	21	8	13	13	17	14	12	17	11	17	17	10
8th Grade	9	10	8	12	34	22	27	30	8	20	21	17	14	14	12	9

Percentage of Students on the Honor Roll per Quarter

Quarter	1	2	3	4
7th Grade	51	42	46	45
8th Grade	65	66	68	68

Percentage of Students on the Honor Roll per Quarter

Quarter	1	2	3	4
7th Grade	66%	55%	60%	58%
8th Grade	70%	71%	73%	73%

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 .50receive

- Benchmark and criteria reference testing-** NWEA MAP testing continues to be our benchmarking tool for student progress. NWEA provides schools with a number of report options to desegregate the data on individual students and student groups and helps determine their potential on the state SBAC tests. Below is a chart that provides a set of data regarding projected growth. The NWEA MAP test is assessed three times a year to monitor student growth. Our task as educators is to seek the most effective means of helping each student progress with the targeted growth.

NWEA (MAP Testing) - Student Growth Summary

		Mean RIT Score Fall	Mean RIT Score Spring	Observed Growth	Projected Growth	%Met Projected Growth
7th Grade	Math	221.8	227.2	5.4	6.3	52
	Reading	216.4	219.5	3.1	3.8	55
	Language	216.1	219.1	3	3.7	53
8th Grade	Math	232.5	238.1	5.6	5.3	55
	Reading	221.5	225.4	3.9	2.8	62
	Language	220.3	224.7	4.4	3	65

MontCAS – As the State makes the transition to the Smarter Balanced test there is still the need to assess 8th grade students in Science. Students are given the Science test in grades 4, 8 and 10. The data below shows a return to performance above the state average. Again, with enrollments of under 100 students, percentages can rise and fall with the performance of 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%

SBAC – This was the third year of administrating the Montana Smarter tests in ELA and Math. The assessment division of Montana OPI has provided a number of tools to help prepare for the SBAC test. This year LJHS used Montana Smarter Interim tests to familiarize students with the testing process and to give teachers and idea of how their students will perform. Our goal is to utilize these Interim tests earlier in the school year to help identify areas of strengths and weaknesses. Test results as of June 6, 2017.

7th Grade ELA						
	2014-15		2015-16		2016-17	
	LJHS	MT	LJHS	MT	LJHS	MT
Advanced	10	9	18	NA	12	NA
Proficient	37	35	49	NA	58	NA
Nearing	18	29	21	NA	22	NA
Novice	35	27	12	NA	8	NA

7th Grade Math						
	2014-15		2015-16		2016-17	
	LJHS	MT	LJHS	MT	LJHS	MT
Advanced	13	13	18	NA	12	NA
Proficient	20	25	49	NA	26	NA
Nearing	27	35	21	NA	32	NA
Novice	40	28	12	NA	30	NA

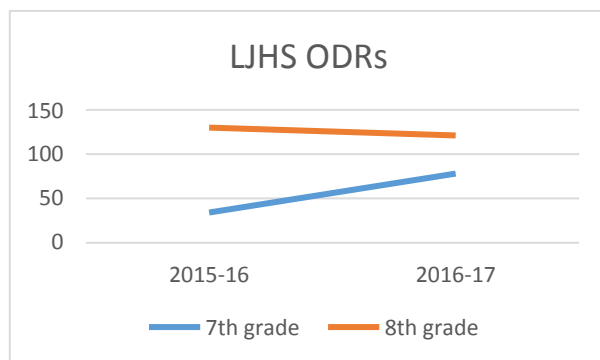
8th Grade ELA						
	2014-15		2015-16		2016-17	
	LJHS	MT	LJHS	MT	LJHS	MT
Advanced	10	8	17	NA	15	NA
Proficient	45	34	40	NA	37	NA
Nearing	26	30	19	NA	34	NA
Novice	19	28	24	NA	14	NA

8th Grade Math						
	2014-15		2015-16		2016-17	
	LJHS	MT	LJHS	MT	LJHS	MT
Advanced	10	8	17	NA	25	NA
Proficient	45	34	40	NA	19	NA
Nearing	26	30	19	NA	25	NA
Novice	19	28	24	NA	31	NA

State Comparison Scores will be available in July

4. **Negative and Positive Behaviors**- A positive school climate is based on management of negative behaviors and recognition of positive behaviors. During the 2016-17 school year we made improvements in each of these areas.

Negative Behavior Incidents- One of the requirements of the MTSS program is to monitor Office Discipline Referrals (ODRs). In comparing office referral data for the school years of 2015-16 and 2016-17 it may appear that our MTSS process is having a negative impact on school-wide behaviors. The data shows that the Class of 2021 went from 34 ODRs their 7th grade year to 121 during their 8th grade year.



2015-16 Data

7th grade = 34

8th grade = 130

2016-17 Data

7th grade = 78

8th grade = 121

In reviewing our data we have concluded the increase in ODRs is not a negative result, but a positive outcome of the improvements we have made through the MTSS process. The following are what we believe to be the reasons for the increase in ODRs

- Establishing a clear set of guidelines for staff to determine which behaviors are to be documented has led to more reports
- Sharing behavior data with staff has helped emphasize the value in recording behaviors.
- Creating a Google form for recording ODRs has given teachers a much easier system of reporting ODRs. This form created a point system for behavior incidents that has helped us monitor students in the MTSS behavior pathways.

Positive Behavior Initiative- One of the biggest improvements we have made through the MTSS process is in the area of recognizing students for their positive behavior. For years we have utilized SOAR tickets to stress our expectations for being Safe, Organized, Accepting, and Responsible. This year we went electronic with the issuing our SOAR tickets. This process has been well received by parents and students. The E-ticket system works in the following way:

- Teacher recognizes student for positive behavior by completing a Google Form on their phone or computer. This process takes less than a minute.
- When the ticket has been submitted the information goes into a GoogleSheet.
- A SOAR certificate is automatically created by Google and emailed to both student and parent within seconds of the teacher submitting the ticket.
- Parents often reply to the email, thanking us for letting them know about their child's positive behavior.
- We analyze the data to see who is receiving SOAR tickets, for what reasons, and by which teachers. This information is discussed in staff meetings.
- Each month names are drawn from the list for prizes.
- Student names are posted on a bulletin board outside the office.

- Academic Interventions/Curriculum-** An important piece of effective intervention and curricular decisions is the evaluation of student data. This year we made improvements in data collection and evaluation. Our intervention system continues to be within the regular scheduled classes. During the 2017-19 school year this will change with the addition of a period in the morning for advisory and instructional advisory interventions.

Types of Data- The use of Google Forms and Infinite Campus reports have helped us utilize **data** in the following areas:

- After School Learning Center (ASLC) attendance-A Google Form was used to record ASLC attendance. We used this data to monitor frequency students were being assigned. We looked for different interventions for those students being assigned to ASLC on a more frequent basis.
- Advisory interview data- Collection of data from Advisory meetings with students provided us with information you can only gather through one-on-one rapport with students. This information allowed staff to implement

- c. Early Warning data- Mr. Vallincourt used a Google Sheet enter data from attendance, missing assignments, and grades that provided us with indicators of which students were at risk of failing. This data was compared to the Advisory data and discussed in grade level meetings.
- d. Attendance data-Each Friday Mr. Vallincourt recorded the attendance from that week and sent staff a list of students who had perfect attendance.
- e. Missing Assignments- This year teachers were asked to utilize the Missing Assignments feature in Infinite Campus. Missing assignment information was used to help students stay informed about what assignments needed to be completed.
- f. Tier Tracker- Though most of our assessment data is kept in Milepost, we have found it cumbersome to view all the data in one location. A Google Sheets was created that provided all NWEA assessment data and behavior points in one easy to use document. Teams could review the latest data and record/review ongoing interventions.
- g. My Voice Survey- Involvement in MTSS provides our school with a number of grant funded resources. One such resource is the ability to survey students on a number of school related topics. We surveyed our students in December, evaluated the data, made changes, and then had students take the survey again in May. Having two surveys allowed us to see if we had effectively addressed earlier concerns. Some areas we improved, while others surprisingly showed little change.

Types of Interventions- Our MTSS team has been evaluating our intervention process and how it aligns with the MTSS model. Along with attending the MTSS workshops, our team visited Chief Joseph Middle School in Bozeman. Our schedule for the 2017-18 will reflect intervention ideas we brought home from that visit. 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. At the beginning of second semester we started a program whereas students with 5 or missing assignment were required to attend Saturday School. Reports were run on Thursday morning and students were contacted by the principal. If on Friday, they still had 5 or more missing assignments, parents were contacted regarding Saturday School. This program was more successful than expected as students were scrambling to get their work turned in on time. Over time, more students were becoming more responsible in completing their work by the due date instead of waiting until it was marked as Missing.
- b. After School Learning Center (ASLC) - We continue to offer ASLC every Tuesday and Thursday. ASLC serves anywhere between 10 to 25 students each session. Data was reviewed to see which students this program was being effective with and which ones needed additional assistance.
- c. Common Study Time (CST) - This year we only had CST one day a week as we found it to be losing its effectiveness at the end of each day.
- d. 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.
- e. 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.
- f. Level specific courses - In the subjects of Math and English, we utilize assessment data to place students in one of four different ability leveled classes (five different levels for 8th grade math). This process ability allows us to address the specific needs of students in a smaller setting.

Percent of Students Enrolled at Each Tier

	Tier 1	Tier 2	Tier 3
7th Grade English	68%	26%	5%
7th Grade Math	68%	25%	7%
8th Grade English	72%	22%	6%
8th Grade Math*	73%	23%	8%
*Algebra	25%		

- g. 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.

Curriculum Offerings-

- a. Rotating schedule- This was the second year of the rotating schedule. This year we dedicated the first two days of the week to “A” days and the last two days of the week to “B” day classes and rotated Wednesdays. This gave teachers and students more continuity in their schedules.
- b. New Course Offerings- This year we added only one new class.
 1. Human and Environment Interactions: A class offered to 8th graders to provide an opportunity to experience a more hands-on approach to science. Thirty students were enrolled.

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. As this report is being written the window replacement project has begun. This project will improve the energy efficiency and the overall appearance of the building. On a daily basis, we strive to keep the building in top condition and appearance to create a positive learning environment.

District Goal Area 3: Community and Parental Engagement

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

1. **Community Involvement**- Education cannot be confined to the inside of a building. At LJHS we see the importance of stepping out of the traditional setting and becoming involved in the community. Below is a list of educational opportunities that have taken our students into the community:
 - a. Samsung Solve for Tomorrow- For the third year in a row Mrs. Flentie’s GIS students have applied for the Samsung Solve for Tomorrow award. This is the first year she wasn’t the state winner. The greater prize is our students’ participation in identifying community issues and to working with community members to seek solutions.
 - b. Stream and pond Monitoring- Mr. Shelagowski has taken over the project of collecting data on Spring Creek and the frog ponds. These projects provide valuable information on the conditions of these waters.
 - c. Yellowstone Trip- Mr. Vallincourt completed his third trip to Yellowstone Park students for a multi-day educational trip in Yellowstone Park. Mr Vallincourt works with the Park Service and local agencies to plan and fund this project. From this point, Mr. Vallincourt will have this trip occur on an every other year basis.
 - d. 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.
 - e. Builders Club- For the second year Mrs. Blazicevich has organized opportunities for the club members to work with local nursing homes and with the Kiwanis to help clean a designated area of the local highway.
 - f. Manufacturing Day- This was the first year LJHS participated in Manufacturing Days in October. These field trips to Spika Manufacturing, MOVE Bumpers, High Heat, and HCR exposed to the different careers available in manufacturing.
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.
 - F. Refrigerator Reminders- Each month parents are sent a list of events. A collection of the Refrigerator Reminders is saved to the digital backpack just in case students fail to take them home.

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. Electronic assessment of students- Whether it's assessing students through MAP testing or by one of many survey methods teachers can use, technology allows teachers to collect immediate feedback with no time spent grading papers.
- 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- We have found that many parents prefer email as a means of communicating with their child's teachers. The Google calendars, digital backpack on the district website and Facebook allow parents to access information much easier.
- g. Research and presentation- Part of teaching students about technology is teaching them how to assess the reliability of internet resources. Classroom teachers with the help of Mrs. Archuleta, have worked with students on gathering information and presenting it through projects or writing assignments.
- h. This summer the LJHS MTSS Team will be displaying how we utilize Google Drive technology at the MBI Summer Institute.

District Goal Area 5: Highly Qualified Staff

One of the strengths of the junior high is our teaching and support staff. Not only do they all meet the standards of highly qualified, they are dedicated to helping students do their best. A high percentage of the certified staff have obtained a Masters level of education. This year we had one new certified teacher join the district, one transfer from the high school and we had two new para-professionals join the staff.

Below are the staff changes at LJHS:

1. **Certified Staff-** Brett Shelagowski, 7th Grade Science and Angela Archuleta, Library
2. **New Para-Professional Staff-** Jennifer Tolzien and Zabrea Fiscus
3. **Retiring Staff-** Candice Dunn, 40 years in teaching and 25 in the district.

District Goal Area 6: Fiscal Management/Responsibility

At LJHS we strive to base our spending on curricular and student needs. Over the last decade the junior high has seen a number of reductions to meet budget requirements. For the 2016-17 school year we saw no reductions in staff.

Each year we raise approximately \$7000 in our PTO Cookie Dough sales. This money is utilized to help purchase items that improve instruction. We have been conservative in spending the PTO money as our income changes from year to year.

The staff at Junior High Staff continues to be fiscally responsible. This year we were well below our allotted budget. With a decrease in next year's budget, our unencumbered balance is being rolled over into next year's budget.

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
2016 – 2017

“Excellence Today, Success Tomorrow”

Fergus High School was under the first year leadership team of Mr. Jeff Elliott, Principal and Mr. Jeff Friesen, Vice-Principal. We enjoyed exciting times and our kids enjoyed many positive outcomes in 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 highlights, goals and 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 2016 - 2017 school year was comprised of the following.

Certified Staff

Sandy Armstad
Doug Braulick
Adrienna DeCock
Karen Durbin
Holly Heser
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

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

Office Staff

Jim Daniels
Levi Talkington

Terry Lankutis
Wendy Pfau

Robin Moline
Angela Woollett

Professional Aides

Steve Adams
Carissa Robinson
Betty Sanders

Connie Bowen
Susan Rutledge

Gayle Foster
Betty Sanders

Custodians

Tom Blackadar

Gary Deffinbaugh

Jenna Wise

Lunch Ladies
Yvette Hersel Jan Mane

New staff members hired for the 2016 - 2017 school year.
Sydney Stivers –World History History

Staff Members retiring or not returning for the 2017 – 2018 school year.
Sandy Armstad- History Teacher-34 years with Lewistown public schools
Loren Drivdahl- Industrial Arts Teacher- 14 years with Lewistown Public Schools
Susan Rutledge- Paraprofessional- 25 years with Lewistown Public Schools

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

HIGHLIGHTS FOR THE 2016 ~ 2017 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. Meggan Cirrincione. The Student Body President Nick Sweeney and Vice-President Cassidy Bawden did an outstanding job of bringing our students and staff together.
- ☞ **Class Presidents for the 2016 – 2017 school year** were as follows: Senior Class – Siri Pederson, Junior Class – Alysah Southworth, Sophomore Class – Ashley Brand and Freshman Class – Sam Fulbright.
- ☞ **GRADUATION 2016** – The 117th graduating class celebrated Commencement Exercise on May 28th, 2017. Our music performances were awesome, our student speeches were outstanding and our Commencement Address by Mrs Sandy Armstad, a retiring teacher that served 34 years at Fergus High School. . 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 Jonathan Chen and Kayla Irish.
- ☞ **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, FFA and Skills/USA.
- ☞ **PRINCIPALS CUP** – Fergus High School again proves to be one of the top academic teams in the state of Montana. We place 4th at State in all classes. The members of the State placing team were Kayla Irish, Jonathan Chen, Camryn Vaughn, Ethan Day and Alysah Southworth. Other members of the team that didn’t qualify for State were Megan Sweeney, Caleb Russell, Sam Fulbright, Emalee Macblane and Haiden Collins.
- ☞ **ACADEMIC WORLD QUEST**- Fergus High School also competed in the Academic World Quest Competition this year. Members of that team were Jonathan Chen, Jaden Flugge, Katerina Heiser, Kayla Irish, Jessica Kelley, Kale Kynett, Andrew Lalum, Hunter Schell, Nicholas Sweeney, Alexia Ungles, Camryn Vaughn and Taylor Woods.

- ☞ **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 Jaden Flugge, Andrew Lalum, Abigail Gatz, Hunter Schell, Katerina Heiser, Nicholas Sweeney, Kayla Irish, Alexia Ungles, Jessica Kelley, Camryn Vaughn, Kale Kynett, and Taylor Woods.
- ☞ **WE THE PEOPLE**- We the People competition was started for our young people to learn about the constitution and as well as learn about bills and how they become laws at the national level. This years' team members were Shaylyn Barnes, Siri Pederson, Carley Carpenter, Jozee Plouffe, Jonathan Chen, Ryley Ritchey, Candis Gray, Madison Rodgers, Kayla Irish, Jarrod Russell, Jessica Kelley, Nicholas Sweeney, Madelyn Kirsch, Alexia Ungles, Ade Lensing, Camryn Vaughn, Madison Lewis, Scott Weeden, Kailey Metcalf, and Taylor Woods.
- ☞ **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.
- ☞ **ATHLETICS** – 129 individual students received at least one athletic letter during the 2016-2017 school year with an additional 63 students that have participated in at least one sport as a participant. That is a total of 192 Fergus High School Students out of a total of 338. Of the total 192 participants, 67 participated in two activities with an additional 14 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 2017 had a total of 74 Junior's take the ACT test. Compared to the State of Montana we scored close to the average for Montana Schools. Our composite 19.9 compared to the state average of 19.8. We had 3 students score at least a 32.
- ☞ **ATTENDANCE & ENROLLMENT** - Student attendance is excellent with figures showing an overall attendance rate of 94.3 %. If you would include school related and medically verified absences we had an attendance rate of 90.0%. Our October enrollment was 348 while the February enrollment was 345.
- ☞ Fergus High School celebrated its 117th anniversary this school year with the Class of 2017 being our 117th graduating class. (31st here at the Fergus High School Fieldhouse)

CHANGES AT FERGUS HIGH SCHOOL

- ☞ **2017** will bring about several changes at Fergus High School. First, the implementation of one lunch. Because of results from student surveys, we've decided to go to a one lunch day. This will provide several opportunities for our students to interact and “feel” a part of FHS. We also will be using this time to have clubs meet, so as not to take class time. One of our main goals, this upcoming year, is for all students to get along. We are really going to work on this goal during lunch as well as during the school day.
- ☞ **CORE/FLEX** – Fergus High School will also be implementing Core/Flex into the school day. This is a program that will allow students who are failing a particular class to receive help during a specific time of the day. It also allows those students who miss school, for whatever reason, a chance to meet with their teachers to get the required make up work. We also will be continuing something we

started last year, Advisory, where a staff member meets with a small group of students to do grade-checks, help with school problems, and give students someone they can always go to if they have a problem or concern.

- ☞ 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.
- ☞ IMPACT TEAM ~ Fergus High School will also be implementing the IMPACT TEAM to the 2017-2018 school year. This is a student led group that will welcome our incoming freshmen and provide support to the freshmen throughout the year. We will have approximately 10 freshmen groups which will have at least two upper class leaders that will help freshmen acclimate to high school life. It will also provide someone those freshmen can talk to if they need help or have a question. We feel we really have a strong upper class group of students and we want to utilize them in this way.



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

2016-2017
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 2016-2017 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 2016-2017 school year we had a grand total of **131** individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball- 10; Football- 20; Cross Country- 17; Wrestling- 9; Volleyball-10; Boys Basketball– 6; Cheerleading– 5; Track and Field- 24; Tennis- 12; Softball– 9; and Golf – 9.

The Fergus High Band performed three concerts and the District Music Festival hosted in Lewistown. At the District Music Festival, we had twenty entrants for District Music Festival with ten going on to State Music Festival. The band earned superior ratings on its performance in sight reading. The band performed beautifully on the sight reading portion.

The Jazz Band performed at three concerts and participated in the District Music Festival. Students participated in numerous home events and at the Divisional girls’ basketball tournament. It was really a fun and exciting year for the pep band.

The Fergus High School **Choral** Department has concluded a successful 2016-2017 school year. On a personal note, it was remarkable to see the growth in these groups over the last few years and Mr. Hildebrandt is especially happy for the group of seniors, the first class that he has seen through all four years of high school.

The Concert Choir, the ensemble made up of mostly freshmen, fluctuated in number from ten to fifteen 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. There are some incredibly strong voices in this group that could help form a stable core for the choirs in years to come.

The Symphonic Choir, FHS's upperclassmen group, grew slightly in number from last year, with 29 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. Our choir also hosted the Eastern A Choir Festival this year, which brought 250 students from 6 other schools together for two days of music making.

Choralaires also saw growth in number and quality this year. Their membership went from 5-6 the last few years, to 10-12 students. The group also transitioned from a women's ensemble to a mixed ensemble including men. They also displayed tremendous musical growth this year.

Each choir participated in the District 8 Music Festival, hosted at FHS in April. In addition to the high quality performances of the two choirs at District Festival, eight students performed solos or duets at the festival. Kristen Durbin, Jade Kremer and Katelynn Watson all qualified for State Music Festival. In addition, Kristen Durbin received a Superior Rating at the State Festival, an incredibly high mark to meet.

The 2016 Fergus High School **Golf** team ended the season with 8 girls and 7 boys. The first practice was Thursday August 11th and the State tournament ended on Saturday, October 1st. We attended 12 tournaments in all: 3 were JV only, 4 were JV/Varsity, 5 were Varsity only- which included the Divisional and State tournaments.

The girls' team won the Central A Divisional Tournament held at East Glacier Golf Course in East Glacier and placed 3rd at state which was held in Hamilton. Four of our players finished in the top 15 at the divisional tournament (1st/Kinsey Irvin, 2nd/Abby Gremaux, 10th/Val Kolstad, 11th/Madison Lewis) qualifying them as All-Conference. Annie Franz travelled along to state to round out our team. Two girls earned All-State honors by placing in the top 15 at State (2nd/Kinsey Irvin, 10th/Abby Gremaux, 26th/Madison Lewis, 41st/Val Kolstad, and 46th/Annie Franz). These five girls earned school Letter Honors for playing this year.

The boys' team placed 4th at the Central A Divisional Tournament with one boy earning All-Conference honors (4th/Caleb Myers). Caleb went on to compete in Hamilton as an individual and finished T22. Boys that earned Letter Honors include Caleb Myers, Troy Parsons, Ben Kolar, Dawson Southworth, and Zack Jensen.

In 2017, both boys and girls should compete well with all but one girl returning. We hope for some strong players coming up from Junior High and our JV ranks as well.

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

The 2016-2017 Fergus High School Golden Eagle **Cheerleaders** cheered for the football, volleyball, wrestling and boys' and girls' basketball games. The spirit squad also cheered for volleyball divisional and state games, basketball divisional games. The cheerleaders hosted Jr. Cheer Camp with 92 K-7th graders. The letter winners were varsity cheerleaders: Dalice Church, Westten Church, Kristen Durbin, Greg Fulbright, Jena Gallagher, Megan Honeycutt, Marissa James, Jade Kremer, Jessica Kelley, Kaemyn Wittmier and Taylor Woods. Other awards given were Most Improved- Megan Honeycutt, Awesome Attitude- Greg Fulbright, Outstanding Leader- Kristen Durbin, Most Coachable- Taylor Woods and Most Valuable Cheerleader- Jessica Kelley. Fergus High Golden Eagle Cheerleaders hosted the 2017 Cheerfest under the organizational leadership of Jennifer Pfau. The cheerleaders placed 3rd in Class A/AA. Members of the 1st place stunt group and basket toss group were Westten Church, Kristen Durbin, Greg Fulbright, Jessica Kelley and Taylor Woods. The Head Coach for Cheer this year was Taylre Sweeney, assisted by Alex Lamb.

The 2016-2017 Fergus High **Student Council** wrapped up another great year. As usual, members started the year busily coordinating homecoming events, from spirit week, coronation, pep assembly, and parade, to Saturday's formal dance and food drive. The pep assembly was student-run and was successful in bringing more inclusive school spirit for K-12 students.

A big priority for student council this year was to fundraise. Members worked concessions multiple times and held their very own "Tape Mr. Friesen to the Wall" fundraiser during winter spirit week, which proved to be a fun new venture. Winter spirit week ended with the MORP black-light dance, and another small food drive as part of the dance admission fee.

Student council members also worked closely with the administration, teachers, and 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 compiling many inspirational and encouraging quotes which were then printed and displayed in all the public restrooms. Other meetings were dedicated to looking at results of the student voice survey in order to prioritize and help set goals for our school for next year.

As student council ended the year, the Blue/Gold leadership awards ceremony was revamped and held in conjunction with the regular senior academics awards night. The student body elections also continued to be refined, and a more public election was held, allowing students to run for office and give brief campaign speeches to the student body.

The Fergus Student Council worked hard this year to organize and improve the efficiency of the student body's elected officials. We expect more great things to come!

The 2016 **Football** season had its ups and downs. Going into the season we had very high expectations of winning the conference. It started with a disappointing loss to Miles City. We then got on track and won the next three games beating an excellent Sidney team that won the Eastern A. After winning three straight we lost to Belgrade and then came back and beat Havre to take second in the Central A with a 6-2 record overall and a 3-1 Conference record. We then had a very disappointing loss to Laurel in the first round of the playoffs. We had three 1st Team and three 2nd Team All-Conference selections on offense and four 1st Team and four 2nd Team All-Conference selections on defense. We had 3 players make All-State and Sam Butcher made

the Shrine game with Cole Ayers being an Alternate. Our Head Coach was Vic Feller, with Assistant Coaches Troy Hudson, Steve Olson, Derek Lear, Orin Johnson, and Volunteer Coach Kyle Dubbs.

The Fergus Golden Eagle **Girls' Basketball** program finished their 2016-17 season with 7 wins and 11 losses at the varsity level. JV and frosh teams were competitive throughout the season. Our head coach resigned before the divisional tournament, but a new head coach has been hired and we are looking ahead to the future. We are currently still looking for two assistants for the program, but open gym, camps, and summer tournaments are being covered.

Our 2016 **Cross Country** team consisted of 25 girls and 21 boys. We had 18 seniors this year but only 6 of them were with us for all four years. Our varsity boys won the Divisional Championship with 30 points followed by Belgrade with 43. Our Varsity girls took 4th place. Our JV girls were 2nd and JV boys were 4th. Our boys went on to place third at state and the girls were 9th at state beating two of the teams who beat them at divisionals. The boys were led by Noah Majerus and Sam Fulbright who both received All-State medals for placing in the top 15. Noah finished 6th with a personal best time of 16:07 and Sam was 14th with a personal best of 16:19. That was the fastest time posted by a freshman in class A. Seniors Drake Henson and Kai Krumwiede finished 3rd and 4th for us in 22nd and 24th overall with PR times of 16:38 and 16:43. Freshman Ryker Melton rounded out our team score coming in 36th with a PR time of 17:04 which was the 3rd fastest time posted by a freshman in class A. Senior Danyon Rice had a great race finishing close behind Ryker with a PR of 17:16 in 41st place and freshman Logan Wisenbaugh finished 59th with a PR of 17:47. The girls were led by sophomore Ashley Brand running a PR of 21:00 finishing 41st. Freshman Sydney Kelsey moved up to 2nd place on our team in her first varsity race of the season running 21:16 and finishing 49th. Senior Kaitlyn Lodahl finished 53rd in 21:24 and freshman Emily Smith finished 60th in 21:39. Senior Madison Rodgers rounded out our team score finishing 69th in 21:54. Ivy Southworth ran a PR of 22:51 finishing 93rd and Courtney Brand was our 7th runner. Suzie Flentie is Head Coach, Melanie Smith Assistant Coach, and Michael Kelsey and Banner Hecht serve as volunteer coaches.

The 2016-17 Fergus **Boys Basketball** season was the second season under head Coach Scott Sparks. Sparks was assisted by Derek Lear, Orin Johnson, Jimmy Graham, and Kyle Trafton. The Golden Eagles finished 12-9, achieving their first winning season in nearly 10 years. The Golden Eagles finished in third place during the regular season and faced Hardin in the first game of the divisional tournament. Lewistown defeated Hardin and after losing to Belgrade in the semi-finals dropped an overtime heart breaker to Billings Central in a game to go to the state tournament. The Golden Eagles were led by All-Stater Jaden Graham and 2nd Team All-Conference performer Tanner Trafton. The talented sophomores led the team in nearly every offensive category. Seniors Eric Knox and Cole Ayers provided leadership all season long,

while fellow senior Kale Kynett battled injuries throughout the season and was unable to regularly contribute. Juniors Andrew Lalum and Noah Agostinelli were huge contributors, while Landon Henderson and Cody Henderson provided a needed spark of the bench. Jacob Clinton and Wes Jameson were two sophomores that saw regular playing time as well. The Golden Eagles will return 8 lettermen next season and will have several more sophomores knocking at the door for playing time. Luke Derheim and Dani Gapay were the team managers and 18 other underclassmen participated in the program. The JV team finished 14-5 while the freshman team finished 9-10.

The **Volleyball** program under the direction of Head Coach Tara Taylor had another successful year. The varsity finished the season with a 15-13 record, placed third at the Central “A”/Eastern “A” Super Divisional Tournament, and finished 7th at the State “A” Tournament. Earning 1st Team All-Conference honors was junior Bailey Collins. Second Team All-Conference honors went to sophomore Anna Zimmer.

Our sub-varsity teams both had successful seasons as well. Our freshman team, under the direction of Coach Jean Irish, finished the season 12-10. The JV team, under Coach Ashley Jenness, finished the year 10-9.

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

The 2016-2017 **Wrestling** team was coached by Brendon DeCock and Mike Mager. We had a great year overall placing 5 wrestlers at the state tournament. The Coaches had high expectations coming into the year, but plagued by injuries, they didn’t feel those expectations were met. We have a great group of athletes and got a pleasant surprise of four freshman we were not expecting to come out. Our numbers continue to rise and our room is getting fuller every year. We took seven to the state tournament and placed five. Our five placers were Alex Wickens, Caleb Birdwell, Wyatt Blythe, Tanner Mannin and Brady Boyce. Duane Otto and Chase Farrar were the other two that we took but came up short. Once the season came to an end, we had three of our wrestlers undergo surgery. Caleb had elbow surgery, Bridger had an ACL repaired and Chase had a meniscus repair. Needless to say we were beat up and that didn’t do us any favors when state rolled around. The future continues to look bright for Fergus wrestling and we are excited as we have a very talented incoming freshman class that also brings in numbers. We should have 10-12 freshman wrestlers next year making our high school team total anywhere from 23-27 kids. We are looking forward to the future and the continuing improvement this program is making.

The 2016-2017 **Tennis** team, under the direction of Head Coach Diane Lewis, Andrew Bruno 1st Assistant Coach and Volunteer Coaches Wendy Jensen and Stephen Gruener, was led by an overall slightly inexperienced team consisting of 6 seniors, 8 juniors, 6 sophomores, and 9 freshmen. The Divisional team included 5 seniors, 7 juniors, 5 sophomores and 4 freshmen including the alternate. Thirty-one players finished the tennis season this year. We are encouraged by the talented returning players as well as the 16 athletic freshmen, sophomores and juniors we were privileged to work with this year. Highlighting the year was the Fergus Girls

Divisional Team taking 2nd. Also highlighting the year was the play of seven players that advanced from Divisionals to State. They were: Tanner Mannin and Nate Kindzerski taking 4th place in Boys Doubles, Abby Gatz and Alexia Arndt taking 4th place in Girls Doubles, Danyon Rice taking 3rd place in Boys Singles, Lissy Southworth taking 3rd in Girls Singles, and Taylor Woods taking 1st place in Girls Singles at Divisionals. Several of our other players were one match out from going to State as underclassmen. 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 Whitefish at the Kalispell’s Flathead Community College 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 2017-2018 tennis season.

Helping Head Coach Steve Olson (jumps and relays) this **Track** season was Vic Feller (pole vault and throws), Gary Cecrle (sprints and hurdles), Suzy Flentie (Distance), and Mike Hamling and Banner Hecht as volunteer assistants. Both the boys and girls scored 54 points at the divisional meet, placing both teams in fifth place. At state the boys ended up scoring 34 points which was good enough for seventh place. The girls scored 18 points placing them in 13th. We had three new school records this season. Anna Zimmer threw the shot put 40’ ¼” which placed her 2nd at state. Drake Henson ran a 1:56.68 in the 800 placing him 3rd. And the final school record was in the boy’s 1600 meter relay which ran a 3:27.62 placing them 3rd. The relay team consisted of Tanner Trafton, Drake Henson, Noah Majerus and Haiden Collins. Other state placers were Haiden Collins winning both the 110 and 300 hurdles. Marissa James placing 3rd in the high jump and 4th in the 100 hurdles. Overall I thought we had a successful track season. Hopefully one of these years we can have more than just one or two good kids that place at state. We need three, four or five that can place in a couple events so we can place in the top three teams, especially the boys who have never placed in the top three at state.

The 2017 Golden Eagle **Softball** team had another successful season. Varsity finished with a 15-11 record, 2nd Place at Divisionals, and a Top 6 finish at the State Tournament going 2-2. The season started out slow as there were a lot of miscues early on, but the ship was righted as the season progressed. Of the 11 losses on the season, 8 came at the hands of the top 4 teams at the State Tournament. We had two All-State selections in Carley Carpenter and Val Kolstad. Including those two, Gracia Butcher made 1st Team All-Conference. Second Team All-Conference selections were Dani Gapay and Kinsey Irvin. The JV team finished with an 11-5 overall 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-38, Girls Basketball-35, Wrestling-16, and Boys' Basketball-40.

The activities programs at Fergus are an invaluable part of our education for students attending School District No. One. Activities provide valuable lessons on many practical situations such as teamwork, sportsmanship, winning and losing, and hard work. In addition, students learn self-discipline, build self-confidence, and develop skills to handle competitive situations. Those students that participate in activities tend to achieve higher grades, have a lower drop out rate, and have better school attendance and fewer discipline problems than those who do not participate in activities.

Fergus High School provides many activities that support the academic mission of our school. Extracurricular activities are an extremely important part of the education we provide here at FHS. Our students continue to show success both in the classroom and when representing our school in activities. We have confidence in our activities because of the professional, motivated, and very enjoyable staff we have running our programs. We, at Fergus High, look forward to the good things to come in the future.

Respectfully,

Jeff Friesen
Assistant Principal/Activities Director

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

ACTIVITIES

**LEWISTOWN JUNIOR
HIGH SCHOOL**

Tim Majerus

Lewistown Junior High School Athletics Annual Report 2016-17

The LJHS athletic programs continue to be successful not only with the win/loss records, but with providing a positive experience for our students. Our programs are led by Co-Athletic Directors Jim Daniels and Chelsey Lund. Jim's role focuses mainly on scheduling and staffing while Chelsey's role is inventory of supplies and uniforms and organizing home sporting events.

One of the biggest challenges our programs face is an inconsistency in coaching staff. Of the twenty coaches we employed for the different sports, half our staff was new to junior high athletics. Fortunately each sport has had one or two coaches from the previous year to provide some carry over.

The athletic department continues to update old and outdated equipment. We follow a rotation of repairing helmets each year to assure the safety of our football players. Another precaution is having our athletes complete imPact concussion test to establish a base line. Each participant is required to take the test prior to participating in sports. For the upcoming school year Laurie Ray from CMMC will be conducting the test a week before the first practices. This change is to assure that every athlete takes the test and understands the importance of setting an accurate baseline.

The biggest change our programs will be facing for the coming year will be a league change. Historically the junior high has been participating with schools to the north. When we learned that league was disbanding, we searched for other leagues to join. Our final decision was to join a league in the Billings area. The league is comprised of Laurel, St. Francis (Billings Central), Lockwood, and Harlem. This change also comes with a change in seasons which will align a little closer to the high school seasons. We are looking forward to this change and the level of competition we will face.

Equipment Purchase-

- Boys Basketball uniforms purchased from Universal Athletics. These uniforms are reversible. When combined with the older reversible uniforms we have enough uniforms for both teams. The reversible style is necessary when playing a variety of teams in the jamboree format.
- Football uniforms were purchased through at the end of the school year for next season.

Boys Football – Troy Henderson continued as our head football coach with assistant coaches, Matt Donaldson, Dylan Buehler, and Cole Eades. The total number of participants dropped slightly as we have a small 7th grade class. The total for the season was 36 athletes; 16 seventh graders and 20 eighth graders.

Cross Country – Jessica Vallincourt finished her third year as our cross country coach. Jessica brings an enthusiasm that draws in athletes and creates a love of running. With the help of volunteer coach Noah Vallincourt the cross country team had 19 participants, 11 boys and 8 girls.

Girls Basketball – Lee Crouse became the new head girls' coach this year while Sherry Breidenbach continued to share her basketball knowledge with both 7th and 8th grade as a floater coach. Jill Murphy was the 7th grade coach. With 13 eighth grade girls out this year, we were able to take two teams to each jamboree. These teams were changed each weekend to give the grade coach. With 13 eighth grade girls out this year, we were able to take two teams to each jamboree. These teams were changed each weekend to give the med into just one team with 11 players. The 8th grade team lost a close game in the final tournament to bring home the second place plaque.

Boys Basketball – Matt Donaldson took over the boys' basketball program during the 2016-17 school year. Kyle Trafton was the first assistant and coached the 8th grade boys. Banner Hecht was the other assistant coach and acted as a floating coach and helped at both practices. Our basketball season begins only a couple weeks after the football season and is completed before Christmas break. This year our numbers were significantly lower with only 25 boys participating, compared to 37 last year. Our 25 athletes included 13 seventh graders and 12 eighth graders.

Girls Volleyball –For years the junior high have been fortunate to have the high school coaching staff coach our athletes. With the change of seasons this was the last year FHS Head Coach Tara Taylor was able to lead our program. I believe much of Coach Taylor's success at the high school has come from her work at the junior high level. This year Tara was assisted by Jean Muragin and Kate Cristaldi. A total of 34 girls participated; 14 seventh graders and 20 eighth graders. Since our numbers were low in the 7th grade, we gave 8th grade girls who were going to be cut to participate on the 7th grade team.

Track and Field – Head track coach Noah Vallincourt was assisted by Michael Kelsey and Kamron Edwards.. A total of 65 students participated in our track program this year (23 from the 7th grade and 42 from the 8th grade). Trinity Edwards broke school records in the 800 and 1600. Landon Farrar tied the record in the 100 meters, Seth Norlsien set a mark in our new event of turbo javelin, and Kylie Zimmer set new marks in the shot put and discus. The goal of our program isn't the setting of school records but of providing a positive experience in an activity that can be carried on through an athlete's entire life. The competitive component of track helps motivate students and provides a fun experience the challenges

Cheerleading – The junior high cheer program continued to struggle with inconsistencies of having the same coach for two consecutive years. This year we again were in search of someone to lead our program. High school cheer coach Taylre Sweeney stepped forward and was able to coach for a portion of the school year. Even with an inconsistency of coaching we had a slight increase in cheerleading participants. A total of 9 girls and 2 boys participated in cheerleading this year.

Wrestling – Head Coach Brendan DeCock stepped down just prior to the start of the season and Francisco Rueda became the new head coach. Francisco brought with him experience he gained as a wrestler for the University of Great Falls. Francisco demonstrated an ability to connect with his athletes in a way that they worked hard and enjoyed the sport. Francisc was assisted by second year assistant coach Mitch Ritchey. One of the biggest event of the season is the LJHS invitational which is now classified as a state championship event. This title continues to bring in a record number of participants. What makes this tournament a success is the volunteer work of the Lewistown wrestling community. Wrestling is a sport that brings more parental and community support than any other. The success of this tournament is attributed to this support. We had four 7th grade wrestlers and twelve 8th graders. Our wrestling program continues to include 6th graders.

ASSESSMENT

Scott Dubbs

Lewistown Public Schools
2016-2017 Assessment Annual Report



Submitted by:
Scott Dubbs, Curriculum Director

Assessment within our schools continue to progress over time. While much of that progression comes from how we utilize our data but changing state and federal expectations and/or tests make our world a bit more frustrating. The goal of the Lewistown Public Schools is constant however 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, as many of those issues are outside of what we can regulate. Our concerns and frustrations continue to be made with 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.

Each year staff does a better job of incorporating the utilization of data from assessment in daily discussions concerning student growth. We are benefiting from tools within some of our assessments but our student database, Mileposts is invaluable in managing and analyzing our student behavioral and academic progress.

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

Over the course of each year assessments help us start the school year with appropriate placements, 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 do have access to local reports from Montana's statewide test, the 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. Little is known about how they were created and even less has been communicated to us concerning their use on this year's test. What we do know is that the evaluation of scores, particularly on the English Language Arts assessments are much more severe than anything we have seen in the past, or even could have expected. As we start the new year we will look more closely into the scores and how we can improve them.

Science continues to be tested with a paper test in students grades 4, 8, and 10 as we continue to utilize the state's Science CRT as we have in the past.

Special needs students now take an alternate exam to the SBAC Assessment in the spring and while the name has changed (now the MSAA Alternate) the assessment appears to be comparable to the previous test. 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 testing results in the high school are the lone source of consistent testing long-term data at the high school. Fergus High School has 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 provide an accurate reflection of student successes when students graduate and head into other pursuits. However, unlike years past when about sixty to eighty percent of our students took the exam, the past five years all juniors were expected to take the ACT+ Writing assessment in the spring as it is mandated by the state. Currently the state receives a grant to fund the ACT in the spring for our juniors. That grant will be over in the next year or two and it is unlikely OPI will continue that specific test, due to its high cost. Another downside of the ACT tests is that student results are not available until the start of school. What we have included in this report come from the previous school year. Regardless, these results are a good measurement of our junior's college and career ready status each year.

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.

The past four years we have used NWEA's online Common Core version of the test. 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 continually look for solutions that give us the data we need and might help us retake lost classtime.

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

AIMSweb Assessments

These past six years we have been using Pearson's AIMSweb Assessment system to support our classroom teachers and RtI teams 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. AIMSweb is an outcome and curriculum-based measurement (CBM). Their 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 framework has provided staff valuable student data to support their classroom goals. The overall scores may not seem as valuable on a school-wide basis as our other assessments, but again 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 AIMSweb is an assessment system we are planning to move away from in the fall, as it too takes teacher time to grade, maintain and use. Next year we hope to utilize FastBridge assessments for the same purposes, but without the requirement for teachers to grade or to score in the system. Expect to hear more on this change in the fall.

In Summary

In my opinion, it is fair to state that our student results are positive. 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 with AIMSweb and 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. To continue to support this need, we will continue our partnership with Silverback Learning (using our designated state database funding) to use their Mileposts online software. Mileposts provides a quick and easy way needed to create our needed personalized learning plans, manage RtI interventions and monitor individual student behavior and achievement for the ultimate goal of improving classroom instruction.

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	83%	71	17%	15	86	2025
8th	Science	70%	63	30%	27	90	2021
10th	Science	39%	34	61%	53	87	2019

State of Montana

Grade	Subject	Advanced/ Proficient	# of students	Nearing Proficient /Novice	# of students	Total Students	Class of
4th	Science	71%	8155	28%	3276	11431	2025
8th	Science	66%	7075	33%	3539	10614	2021
10th	Science	46%	4,615	55%	5494	10109	2019

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
2011-2012	0	2,626	.	51	.	37	.	45	.	22	.	17
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

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
2011-2012	0	2,626		18.2		20.1		20.1		19.6		19.6
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

Five Year Trends—Average ACT Scores Statewide

Year	Students Tested	Average ACT Scores - Montana				
		English	Mathematics	Reading	Science	Composite
2011-2012	2,626	18.2	20.1	20.1	19.6	19.6
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

Montana Smarter 2016-2017 - ELA/Literacy

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	19%	36%	31%	14%	44%	88	2026
4th	30%	25%	30%	15%	45%	87	2025
5th	14%	27%	36%	22%	59%	99	2024
6th	5%	33%	42%	19%	62%	73	2023
7th	8%	22%	8%	22%	70%	70	2022
8th	14%	34%	37%	15%	52%	93	2021

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	28%	25%	25%	22%	47%	11,730	2026
4th	31%	23%	25%	22%	47%	11,413	2025
5th	28%	21%	31%	20%	51%	11,503	2024
6th	23%	29%	34%	15%	49%	10,881	2023
7th	24%	24%	38%	14%	53%	10,888	2022
8th	24%	28%	36%	12%	48%	10,602	2021

Montana Smarter 2016-2017 - 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	25%	28%	31%	16%	44%	89	2026
4th	14%	55%	27%	5%	47%	88	2025
5th	21%	31%	23%	24%	47%	99	2024
6th	14%	26%	30%	30%	30%	99	2023
7th	30%	32%	26%	12%	12%	77	2022
8th	31%	25%	19%	25%	25%	93	2021

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%	27%	31%	16%	47%	11,742	2026
4th	21%	34%	29%	16%	44%	11,425	2025
5th	30%	30%	21%	19%	40%	11,480	2024
6th	29%	33%	22%	15%	38%	10,836	2023
7th	28%	32%	24%	16%	40%	10,863	2022
8th	35%	30%	21%	15%	36%	10,588	2021

AIMSweb Class Distributions by Scores and Percentile

Students scoring over the target scores have a high probability of being proficient on the high stakes test. Assessment percentiles (10, 25, 75, 90) are calculated at the AIMSWeb level.

Comparison: AIMSweb National Norms

Reporting Method: Norm Referenced Values - Norm Referenced

AIMSweb 2017 Spring Reading - Curriculum Based Measurement (R-CBM)

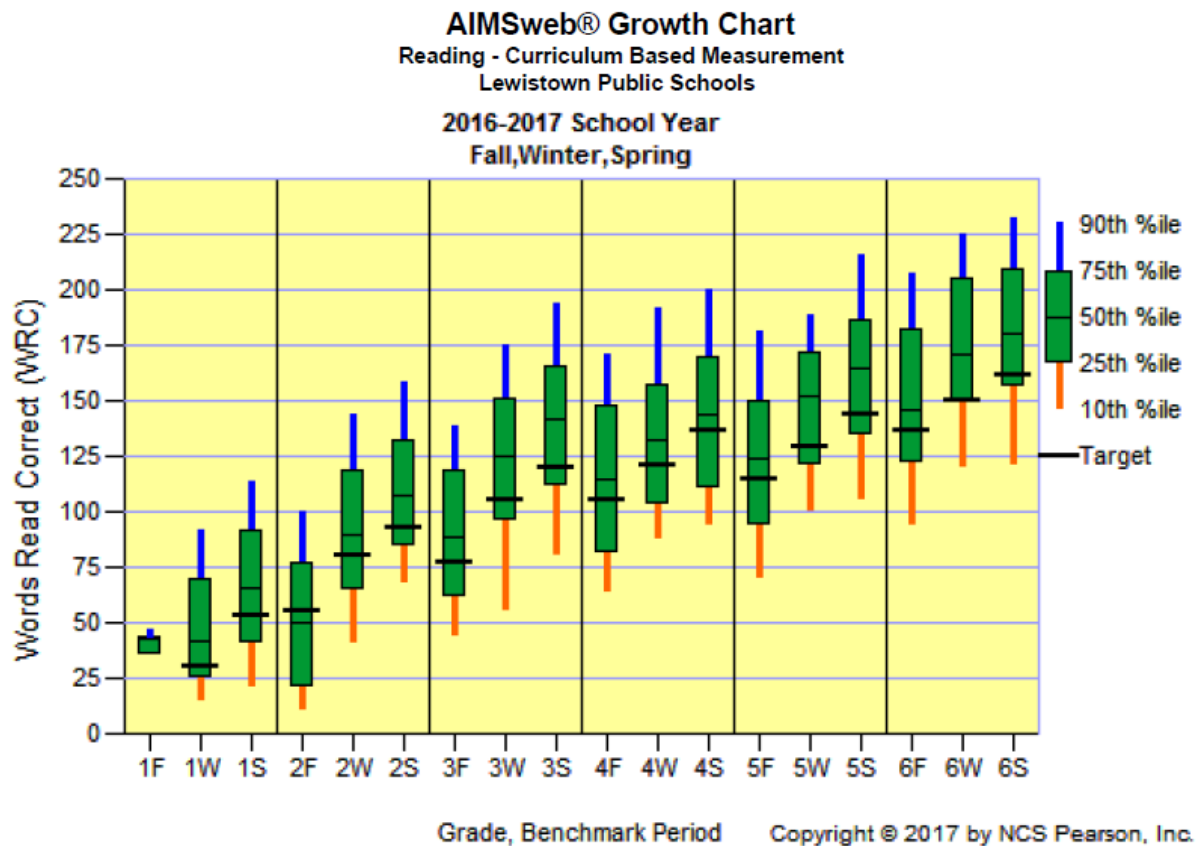
Description	First Grade		Second Grade		Third Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average ≥ 0.0	9	9%	7	8%	8	9%
Below Average $\geq 10^{\text{th}}$ %ile	15	15%	14	16%	13	14%
Average $\geq 25^{\text{th}}$ %ile	50	50%	42	50%	44	50%
Above Average $\geq 75^{\text{th}}$ %ile	14	14%	12	14%	14	14%
Well Above Average $\geq 90^{\text{th}}$ %ile	11	11%	9	10%	10	10%
Description	Fourth Grade		Fifth Grade		Sixth Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average ≥ 0.0	8	9%	9	9%	7	9%
Below Average $\geq 10^{\text{th}}$ %ile	13	15%	15	15%	11	15%
Average $\geq 25^{\text{th}}$ %ile	44	51%	51	51%	36	49%
Above Average $\geq 75^{\text{th}}$ %ile	12	13%	14	14%	11	15%
Well Above Average $\geq 90^{\text{th}}$ %ile	9	10%	11	11%	8	10%

AIMSweb 2017 Spring Mathematics Concepts and Applications (M-CAP)

Description	First Grade		Second Grade		Third Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average ≥ 0.0	0	0%	6	7%	3	3%
Below Average $\geq 10^{\text{th}}$ %ile	0	0%	5	6%	8	9%
Average $\geq 25^{\text{th}}$ %ile	0	0%	44	52%	51	59%
Above Average $\geq 75^{\text{th}}$ %ile	0	0%	18	51%	17	20%
Well Above Average $\geq 90^{\text{th}}$ %ile	0	0%	12	14%	8	9%
Description	Fourth Grade		Fifth Grade		Sixth Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average ≥ 0.0	5	6%	3	3%	5	7%
Below Average $\geq 10^{\text{th}}$ %ile	15	17%	6	6%	6	8%
Average $\geq 25^{\text{th}}$ %ile	45	52%	53	54%	39	53%
Above Average $\geq 75^{\text{th}}$ %ile	19	22%	20	20%	17	23%
Well Above Average $\geq 90^{\text{th}}$ %ile	3	3%	16	16%	6	8%

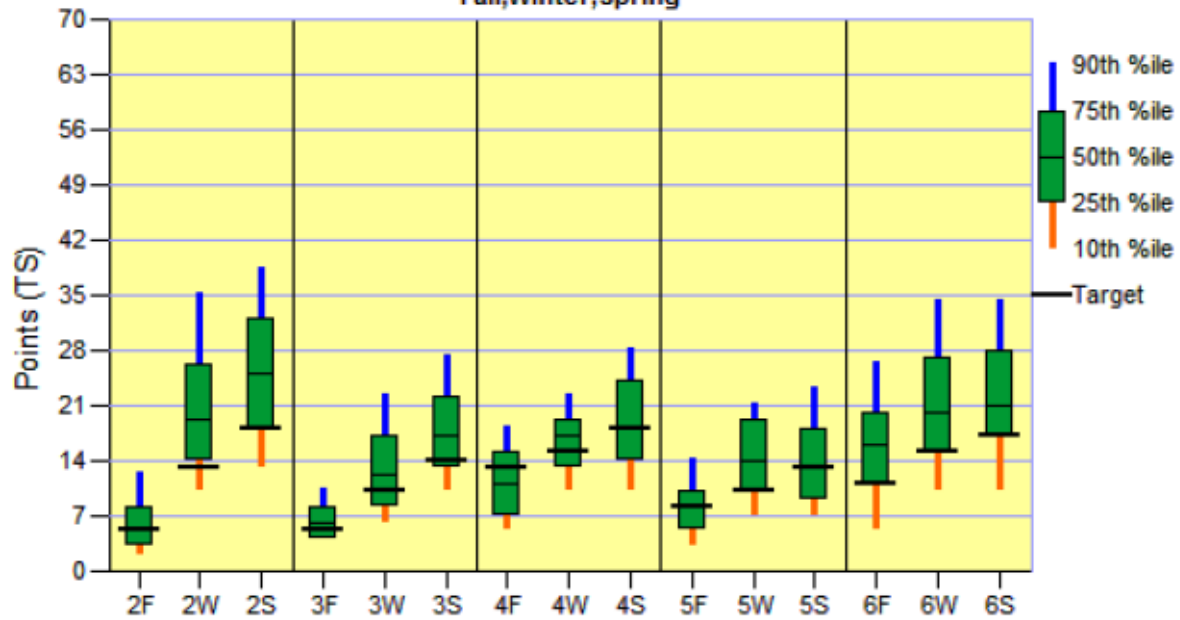
AIMSweb 2017 Spring Math Computation (M-Comp)

Description	First Grade		Second Grade		Third Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average ≥ 0.0	4	4%	1	1%	6	7%
Below Average $\geq 10^{\text{th}}$ %ile	6	6%	9	11%	4	5%
Average $\geq 25^{\text{th}}$ %ile	54	55%	51	60%	50	58%
Above Average $\geq 75^{\text{th}}$ %ile	19	20%	11	13%	19	22%
Well Above Average $\geq 90^{\text{th}}$ %ile	15	15%	13	15%	7	8%
Description	Fourth Grade		Fifth Grade		Sixth Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average ≥ 0.0	9	10%	6	6%	4	6%
Below Average $\geq 10^{\text{th}}$ %ile	13	15%	10	10%	4	6%
Average $\geq 25^{\text{th}}$ %ile	54	62%	48	49%	28	38%
Above Average $\geq 75^{\text{th}}$ %ile	6	7%	19	19%	25	34%
Well Above Average $\geq 90^{\text{th}}$ %ile	5	6%	15	15%	12	16%



AIMSweb® Growth Chart
Mathematics Concepts and Applications
Lewistown Public Schools

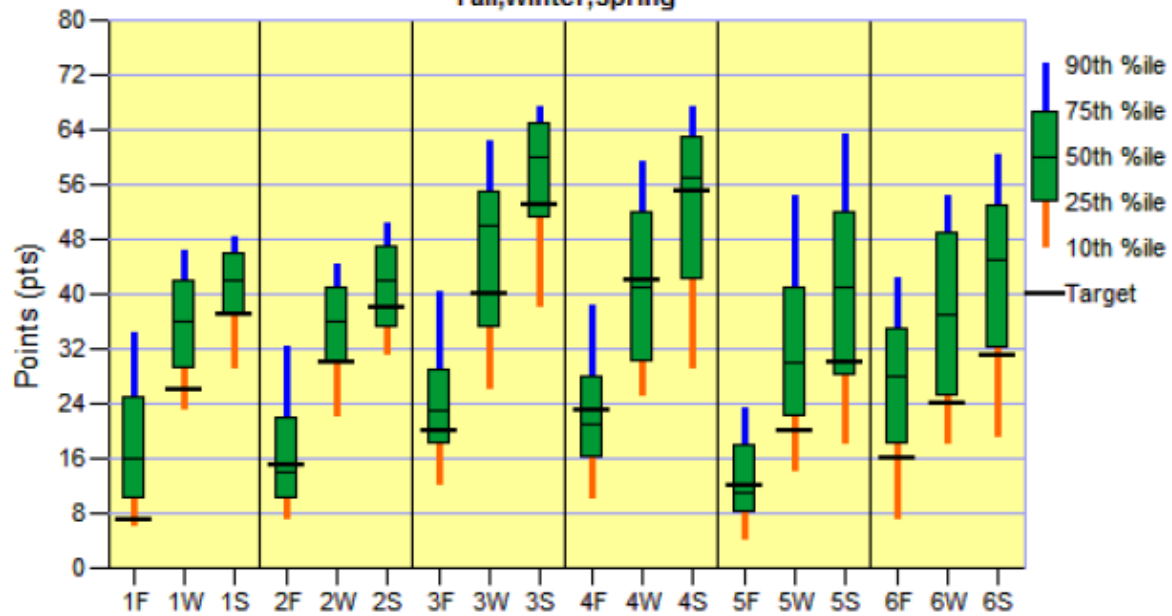
2016-2017 School Year
Fall, Winter, Spring



Grade, Benchmark Period Copyright © 2017 by NCS Pearson, Inc.

AIMSweb® Growth Chart
Math Computation
Lewistown Public Schools

2016-2017 School Year
Fall, Winter, Spring



Grade, Benchmark Period Copyright © 2017 by NCS Pearson, Inc.

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

MAP: Reading 2-5 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 2016-2017	3	89	202.5	201.9	202.9	202.8
Winter 2016-2017	3	90	198.0	198.5	198.2	197.1
Fall 2016-2017	3	87	193.2	193.6	192.6	193.3
Spring 2016-2017	4	86	209.1	210.0	207.8	209.3
Winter 2016-2017	4	87	207.1	208.1	207.0	206.3
Fall 2016-2017	4	87	202.2	203.3	202.2	201.2
Spring 2016-2017	5	99	216.0	215.5	216.0	216.4
Winter 2016-2017	5	98	213.4	213.9	213.4	212.7
Fall 2016-2017	5	101	210.2	211.0	209.8	209.9

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 2016-2017	6	73	220.2	219.9	218.9	221.7
Winter 2016-2017	6	72	216.9	216.9	215.7	218.2
Fall 2016-2017	6	74	214.7	215.1	213.4	215.6
Spring 2016-2017	7	77	219.5	218.4	219.4	220.7
Winter 2016-2017	7	76	218.7	218.7	217.3	220.1
Fall 2016-2017	7	79	216.3	215.8	215.4	217.5
Spring 2016-2017	8	93	225.4	225.0	225.4	225.9
Winter 2016-2017	8	93	223.6	223.8	222.6	224.4
Fall 2016-2017	8	92	220.9	220.9	219.6	221.9
Spring 2016-2017	9	83	226.5	224.7	224.9	230.0
Fall 2016-2017	9	85	220.4	220.0	219.0	222.4
Spring 2016-2017	10	88	226.0	225.4	225.0	227.2
Fall 2016-2017	10	91	221.7	220.6	219.4	225.3

MAP: Math 2-5 Common Core 2010 V2

Common Core Mathematics K-12: 2010				Goal Performance			
Term	Grade	Student Count	Mean RIT	Operations and Algebraic Thinking	Number and Operations	Measurement and Data	Geometry
Spring 2016-2017	3	89	201.8	203.7	200.6	201.8	200.9
Winter 2016-2017	3	89	196.8	198.0	194.9	198.0	196.4
Fall 2016-2017	3	89	190.0	188.7	188.2	190.9	192.0
Spring 2016-2017	4	87	211.8	211.8	212.6	209.6	213.4
Winter 2016-2017	4	87	210.1	210.1	205.4	206.1	205.4
Fall 2016-2017	4	87	200.6	200.6	200.4	202.7	200.7
Spring 2016-2017	5	100	223.6	222.7	225.6	222.6	223.2
Winter 2016-2017	5	98	217.2	216.3	215.8	218.1	218.3
Fall 2016-2017	5	100	212.6	211.3	211.3	213.6	213.9

MAP: Math 6+ Common Core 2010 V2

Common Core Mathematics K-12: 2010				Goal Performance			
Term	Grade	Student Count	Mean RIT	Operations and Algebraic Thinking	The Real & Complex Number Systems	Geometry	Statistics and Probability
Spring 2016-2017	6	73	228.1	226.5	231.3	228.6	226.0
Winter 2016-2017	6	71	222.7	223.8	225.2	221.6	220.0
Fall 2016-2017	6	74	219.7	219.8	221.9	219.9	217.4
Spring 2016-2017	7	77	227.1	225.0	226.8	228.9	228.0
Winter 2016-2017	7	76	224.9	225.4	227.1	223.6	223.6
Fall 2016-2017	7	79	221.8	222.4	224.2	221.4	219.5
Spring 2016-2017	8	94	237.6	239.5	235.9	239.4	236.3
Winter 2016-2017	8	93	235.1	236.3	234.4	234.6	235.2
Fall 2016-2017	8	92	231.7	230.7	232.2	233.0	230.9
Spring 2016-2017	9	83	235.0	235.0	233.4	236.6	234.9
Fall 2016-2017	9	85	229.7	230.5	228.6	231.3	228.3
Spring 2016-2017	10	87	236.5	236.9	234.3	239.0	235.6
Fall 2016-2017	10	91	233.8	235.0	232.2	235.2	232.3

MAP: Language 2-12 Common Core 2010

Common Core English Language Arts K-12: 2010

Goal Performance

Term	Grade	Student Count	Mean RIT	Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit for Grammar, Usage	Language: Understand, Edit Mechanics
Spring 2016-2017	5	19	215.3	216.4	214.0	215.9
Winter 2016-2017	5	93	211.8	211.8	213.1	210.5
Fall 2016-2017	5	89	210.6	211.8	211.1	209.1
Spring 2016-2017	6	64	220.3	218.8	220.6	221.6
Winter 2016-2017	6	73	216.8	216.4	216.5	217.3
Fall 2016-2017	6	67	214.8	214.3	214.9	215.0
Spring 2016-2017	7	77	219.1	218.9	218.6	219.7
Winter 2016-2017	7	76	216.7	217.6	216.7	215.8
Fall 2016-2017	7	79	215.9	216.8	215.7	215.5
Spring 2016-2017	8	93	224.6	226.0	223.7	224.1
Winter 2016-2017	8	94	221.7	223.4	219.9	221.7
Fall 2016-2017	8	92	220.1	221.3	218.7	220.2
Spring 2016-2017	9	83	222.1	222.4	220.5	223.4
Fall 2016-2017	9	85	220.0	219.7	219.6	221.0
Spring 2016-2017	10	89	223.8	225.4	222.2	223.6
Fall 2016-2017	10	90	221.8	222.3	220.3	222.5

BUSINESS OFFICE

Rebekah Rhoades



BUSINESS OFFICE 2016-2017 ANNUAL REPORT



**Rebekah Rhoades
Business Manager/District Clerk**

The 2016-2017 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.

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:

- Passage of the Elementary General Fund Levy
- Time Clock Plus Software Upgraded Successfully
- Leave of Absence Process Improvement
- Successful Audit Report

Goals for the Future:

Next year, I hope to continue to streamline processes in the District. 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:

- **Obtain MASBO Certification:** MASBO offers a certification program for Business Office Officials. The certification requires the following: 1) attend and complete 120 hours of curriculum of coursework related to the position of district clerk/business manager, 2) within a 3 year period achieve at least a 70% on 3 tests designed to show proficiency in the subject areas of testing, and 3) complete 120 hours of additional coursework. I have already completed the hours required and passed the first test.
- **Secretary Training:** Next year, we will be holding 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:** The past two years, the High School has received an audit finding in the Student Activities books. It is my goal to meet with both the Principal's Secretary and Activities Secretary more regularly to ensure that training and education take place to ensure that we do not get another finding.
- **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. This year, I coordinated an educational session for the Insurance Committee in the Fall regarding these requirements and potential changes. 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:

- Use of Accounting Software to Streamline Processes
- Develop a Standardized Process for Maintenance Projects
- 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 continually 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

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 this year, 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 the Construction Academy. We will continue to aggressively seek out opportunities to share resources. The continuation of the Construction Academy this year will depend upon the District being able to successfully hire a replacement for the Instructor who retired this year.

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 MONTANA EDUCATION CENTER ANNUAL REPORT 2016-2017

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 1,608 total enrollments during this program year. Please note the attached statistical reports for specific enrollment figures.

COMMUNITY EDUCATION

A comprehensive program of seventy-three educational, social, recreational and cultural opportunities for adults was offered during the 2016-2017 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 in Billings, MSU-Fergus County Extension Service, Kring's Greenhouse, Well Being, L-Fit, 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 2016, 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 AND TUTORING CENTER **AND THE HIGH SCHOOL** **EQUIVALENCY DIPLOMA PROGRAM**

This program serves individuals who are in need of their High School Equivalency (HSE) Diploma, or who need skills to obtain or retain a job, or those who need assistance to enter post-secondary training or college. Instruction is provided to brush up on basic academic skills, HiSet exam preparation, computer literacy, workplace skills, citizenship training, commercial and Montana driver's license assistance, and more. We serve eligible adults, seventeen years of age or older, who are not enrolled in a traditional school setting. Students work at their own pace and may start anytime. Instruction is free of charge to participants.

I serve as the HiSET Chief Examiner for a six county area, including the Nexus Treatment Center. Our program successfully assisted twelve people from this area to obtain their HSE diploma this year. I also tested at the Nexus Treatment Center and ten 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 ten years that Nexus has been in Lewistown, 127 men have obtained their High School Equivalency Diplomas through our testing program.

The District employed one part-time instructor who prepared students individually with one-to-one instruction in their area of need. The Testing and Tutoring Center was open three days per week from mid-August through mid-May.

THE CONSTRUCTION ACADEMY

Ten juniors and seniors from Fergus High School, along with four students from Hobson 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 modular home this year and completed the 1,680 square foot home with three bedrooms and 2 bathrooms commissioned by a local family.

The students also completed several other projects including building sheds for Bloedorn Building Supply and a playhouse for the Central MT Head Start. All in all, it was a tremendously successful year for the instructor and the students!

We were fortunate to have a buyer for the 2014-2015 Construction Academy home that has been sitting on the backlot for some time now. It was especially helpful for the budget this year to recoup the expense of this house and to additionally have the sale of the custom-built home.

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

A wide variety of college courses were taught by adjunct and full-time faculty at the Central Montana Education Center along with offerings delivered from campus on-line. In all, 274 courses were offered locally. 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.

Nine Registered Nurses graduated this May, for a total of 277 graduates since our local program began in 1998. The Pinning Ceremony for the graduating nurses was held in Lewistown. Several of our graduates also attended the cap and gown graduation ceremony on campus in Havre. The Nursing program continues to be popular and draws students from around the area, state, and nation.

The ASN Nursing program underwent a complete change in curriculum delivery, going to a five semester program instead of six semesters. Due to that major change, MSUN will be selecting a new group of ten students to enter Level I nursing this year. There will be no Level II class in 2017-2018.

Additionally, twenty-two different types of educational opportunities, trainings, seminars and workshops were offered throughout the year with 478 total enrollments. Sixty exams were proctored for a variety of reasons including students taking classes from other universities throughout the United States, 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. Additionally, I met with various representatives of MSU-Northern and the Office of the Commissioner of Higher Education throughout the year. We are in discussion about expanding program offerings here and utilizing the facility for more training with the use of polycom connectivity.

CENTRAL MONTANA EDUCATION CENTER 2016-2017

COMMUNITY EDUCATION

FALL 2016		WINTER 2017		SPRING 2017	
Classes Offered	24	Classes Offered	24	Classes Offered	25
Classes Held	16	Classes Held	15	Classes Held	17
Enrollment	179	Enrollment	185	Enrollment	193
TOTAL COMMUNITY EDUCATION PARTICIPANTS: 557					
CONSTRUCTION ACADEMY PARTICIPANTS: 14					

DRIVER EDUCATION

SUMMER 2016	SEMESTER 1 - 2016	SEMESTER 2 - 2017
1 Section	1 Section	1 Section
Enrollment: 26	Enrollment: 21	Enrollment: 24
TOTAL DRIVER EDUCATION PARTICIPANTS: 71		

TESTING & TUTORING CENTER / HSE PROGRAM

T & T / HSE Class Enrollment	61	Lewistown 53; Nexus 8
Total HiSET Exams Given	49	Lewistown 25; Nexus 24
Total HSE Diplomas Awarded	22	Lewistown 12; Nexus 10 (4 pending)
Compass/ Accuplacer Tests	21	
MUS Writing Assessments	8	
TOTAL T & T / HSE PARTICIPANTS: 161		

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MT / MSUN-LEWISTOWN

SUMMER SESSION 2016		FALL SEMESTER 2016		SPRING SEMESTER 2017	
Classes Offered	86	Classes Offered	90	Classes Offered	98
Classes Held	8	Classes Held	24	Classes Held	28
Enrollment	25	Enrollment	121	Enrollment	133
NUMBER OF CLASSES OFFERED: 274			NUMBER OF CLASSES HELD: 60		
DUAL CREDIT COLLEGE ALGEBRA AT FERGUS HS: 17					
TOTAL ENROLLMENT – COLLEGE: 279					
SEMINARS & WORKSHOPS: 478					
OTHER COLLEGE EXAMS PROCTORED: 31					

TOTAL PARTICIPANTS SERVED BY CMEC IN 2016-2017 = 1,608

CURRICULUM

Scott Dubbs

Lewistown Public Schools
2016-2017 Curriculum Annual Report

Submitted by:
Scott Dubbs, Curriculum Director



Thank you to the School Board and administration for making sure staff time and funding for curricular work is a priority within the District. Resources and teacher materials take time to find and fund and that priority can be a very difficult stance to maintain in tight fiscal times. It does not go unnoticed by our curriculum leadership teams and the staff overall.

This school year's curriculum work focused on review and implementation of the new Montana Science Standards. In addition most grade levels determined what materials and supplies would be needed to support implementation next fall. Implementation, integration and assessment of the new standards will be a priority for this next school year. Like many curricular efforts, much of the work in these implementation efforts will occur with our grade level or department level staff. As with other curricular areas outside of ELA, science teachers also need to focus on literacy expectations within science reading, as a part of the non-fiction literacy students need to know how to read.

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

Science Curriculum – Science Content Standards Review and adoption process was initiated last spring but really began in earnest in September with the Science Leadership team participating in a 3D Science Teaching presentation from the Montana Partnership with Regions for Excellence in STEM (MPRES). Sandee Vossler and Linda Auch from schools in Billings came to Lewistown and presented to the Science Curriculum Leadership Team on September 16, 2016. The goal was to formally introduce our team new “Framework for K-12 Science Education” and the new Montana Science Content Standards. The framework speaks to content but really addresses the need for science to be taught using the 3-D (3-Dimensional) concepts to prepare our students. The dimensions are: 1) science & engineering practices; 2) cross-cutting concepts; and disciplinary core ideas.

After that initial training, the leadership team met regularly until later in the winter, reviewing and addressing what the new standards meant for each grade-level and secondary course we offer. Grade level groups and departments reviewed materials needed to address the new standards and 3-D instruction and have made recommendations for purchase this summer. Most of the purchases are for needed new or replacement equipment and supplies but there are a few specific instances where textbook materials were needed due to the changes in the standards and/or current materials being outdated or in poor condition.

Additional needs will be addressed in the fall by the Science Leadership Team. For example, they will meet to further address how standards will be met and what additional support and professional development will be needed. In addition, Science CRT results need to be reviewed to determine curriculum or instructional shortfalls.

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

Social Studies Curriculum – This curricular area was intended to initiate its work in the 2016-2017 school year but like several of the previous teams did not meet as scheduled due to concerns in state adoptions. Their work will start immediately in the fall as they will be reviewing standards and materials over the course of next year. It was hoped that by waiting the team could be in a better position to address potential new social studies standards but with Montana holding back in the review of national standards it appears that there will not be specific recommendations from the Board of Public Ed. for some time which would impact the work of the team. As a result the team will be looking deeply into standards at the national level next fall.

Additionally, the Social Studies Leadership Team will need to evaluate instructional needs and look at possible new teaching materials tied to national standards, rather than using the Montana Standards that are now approaching 20 years old.

Communication Arts Curriculum – This curricular area did not meet per se during the year but there was some legacy work that occurred after last school year and there is always continual work on the part of staff to progress in implementation. There were additional purchases in the elementary to provide some new reading materials to each of our classrooms on an equitable basis and others to support student reading for the new standards in Garfield classrooms.

Mathematics Curriculum Team – Like ELA, the Math Curriculum team did not have scheduled work but did have some material needs addressed and some minor work primarily focused on the utilization of the digital support for students provided for Pearson's Math enVisions product. That product is a part of the curricular materials that the K-6 classrooms are using. In addition, paper materials were ordered to support the larger class-sizes at Garfield and Highland Park.

In Summary – In addition to the work indicated above by our teams, a major focus in the curriculum area will be developing acceptable access to the information in the standards and how they will be addressed. There remains some grade level and department level work within the buildings in creating unit plans and assessments to support the state standards in these areas and also because of the changes associated with our purchase on new materials.

I would be remiss to not mention the impact of the new statewide assessments during the last couple of years. Our 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 new statewide assessments. Since the advent of the more rigorous online assessments associated with Smarter Balanced; we know there are many new challenges for students. Understanding the technology needed to complete tasks is one, but the depth of knowledge needed by students in the application of knowledge is a new challenge previously heard of in previous tests.

Another notable challenge is in trying to balance our assessment efforts. The work required with testing and using the data from it, erodes quality class time. Our staff must find a balance between the changes brought on with this new "work" outside of class time (for assessments) and the time needed to collaborate to develop the rigorous, curricular units needed to prepare our students.

MAINTENANCE

Randy Barber

FACILITIES & MAINTENANCE ANNUAL REPORT - 2017

The start of summer 2016 was dedicated to the transfer of furnishings & materials between Garfield School and Highland Park as a result of the realignment of grades within the two schools. We hired temporary summer help for 6 weeks which allowed us to complete the move by the first week of July and to have those two buildings completely ready for teachers by the third week of July. Our temporary summer helpers were teachers Emma Guyer and Orin Johnson, secretary Lana Schoenfelder, and Lindsey Rickl from the Central Kitchen staff. These 4 individuals were great help for the 2 custodians in those buildings, Jim Bussey and John Maddux.

We also completed all required upgrades and corrections of violations found at the High School as the result of a compliance inspection by the Montana Department of Labor. To our credit, we had already implemented some recording and training procedures that they request. The areas with the most violations were the Shop and Ag Departments of the High School. The majority of the compliance in those areas fell under the direction of the two teachers. My staff assisted as needed. We now have an annual self inspection plan to hopefully address some of these issues in the future.

Projects that were completed over the summer of 2016 and throughout the year were the following:

1. High School boiler project was completed with the installation of two high efficiency condensing boilers and the isolation of the heat pump loop. Work was done by David Brown of Davidco and various subcontractors. Tom Scott of Design 3 Engineering provided the oversight for the project. Later in the year we also had Mr. Brown remove the one condensing aluminum boiler that was already in place. It was replaced with a condensing boiler to match other two. That gives us the ability to now use the correct boiler chemicals for the boilers and the piping system as well.

2. A new handicap ramp and handrails were installed at Garfield by Quigley Masonry. Central Lock & Key installed an ADA compliant opener on the entrance doors to Garfield as well.

3. The sidewalk was replaced at the teachers entrance to the High School by East Plains Construction and Besel Construction.

4. The overgrown and dying shrubbery was removed next to the Teachers entrance at the High School by our staff. D & D Construction then installed drain tile and gravel in that same area to hopefully eliminate water seeping into the lower level of classrooms.

5. The teacher's parking lot at the High School was resealed and striped by Z Enterprises.

6. Montana Boiler Services retubed the 2nd boiler at Highland Park and added a sparge reheat tube to the return water tank. Top blowdown vents were also added to both boilers. These two boilers continue to present maintenance/repair issues. To date we have spent over \$60,000 on repairs and new tubes since their install 10 years ago.

7. We had compressor failures in two large heat pumps at the High School. Universal Heating & Cooling rebuilt both with new compressors at over \$7,000 each.

8. The hallways and two classrooms at Lewis & Clark were painted by Mossey Painting.

9. Snowy Mountain Lock & Door did a security camera upgrade at the High School. This included new dvr's for recording purposes, replacement of faulty cameras, and the addition of two new cameras in new areas.

10. Spika Welding built new aluminum handrails and steps for the upper south bleachers at the High School. Our staff installed the steps, but the rails were sent back as they were not built to specs. We are anticipating return of those by this fall. Installation will follow.

11. New carpet was installed in ½ of the library at the Junior High and in the library at Highland Park.

12. Culligan installed a new water softener at the Lincoln building. This was done in conjunction with the dishwasher installation in the Central Kitchen.

13. Advanced Electric installed a new electrical service at Lincoln for the new dishwasher.

14. ATS did a technology/programming upgrade to our monitoring system for all heating and cooling. Our old system was no longer supported and failing. The new system allows us login access from any computer in the District. By the end of the 2017 summer, the Maintenance Staff will be accessing the system from tablets.

15. Northern Industrial Hygiene conducted a mold/mildew survey of the High School in advance of the anticipated roof repair there. They also conducted a lead paint survey of the Junior High in advance of the window replacement there.

16. Universal Heating & Cooling installed a unit heater in an attic space in the new Bus Barn. With the addition of a sprinkler system, this area required a heat source.

The Maintenance Department installed new countertops, faucets, and plumbing in the Art Room at the Junior High. Most of their summer was focused on the Garfield/Highland Park move and the changes it created. Items such as white board installs and repositioning of projectors required significant labor hours. We estimated that between boxes, desks, and other furnishing we moved 18 tons of material between the two buildings. Maintenance also replumbed the piping for the new Lincoln softener and completed all annual boiler maintenance throughout the District. Time was found to complete several minor repair and upgrade projects, including building a new "pony" wall on an upper level storage area at the bus barn.

Maintenance purchased one new 20" floor machine for Garfield School and one cordless back pack vacuum for the High School. The bigger expense was repairs and upkeep of existing equipment and vehicles primarily because of the age and hours of use on our equipment and vehicles.

The snowplowing of the High School parking lot was contracted out to PlowPros. The rest of the District was done by custodians and the maintenance crew. Because of a lack of snow removal equipment and manpower, it was determined to be the only way to get all areas in the District done before School started each day. For the most part, this plan has worked well and provided cleaner, safer access to our buildings.

In January of 2017 we went to bid on the window replacement at the Junior High. This was done in conjunction with A&E Architecture of Billings. Birdwell Builders was the low bidder and awarded the contract. Windows will be supplied and installed by his primary subcontractor, Frontline Glass. Work on this project started on June 5th and should be completed before the start of school in August. A&E will provide the oversight on this project to its completion. Our local Building Inspector is requiring fire shutters on 4 windows on the back of the Junior High. Not being part of the original specs, this will be done thru a Change Order and additional cost of between \$20,000 and \$40,000.

The First Phase of the High School roof repair/remodel project was finally awarded to Empire Roofing of Billings after going to bid twice and with some negotiations. Subcontractors will include Diamond Construction of Billings, Advanced Electric of Lewistown, and Bozeman Plumbing of Lewistown. This project also has a start date of June 5th and a completion date of no later than August 11th, 2017. Durward Sobeck of Open Space Architecture will provide oversight on this project. This phase will include reframing of valleys over the front entrance and teachers entrance. Installation of new roofing, roof drains, and new gutters is included in these areas. New sidewalk will be installed after gutters are rerouted. A new roof access from the mezzanine area will also be installed, as well as some ventilation ductwork relocation.

Other summer projects to be completed by Contractors are as follows:

1. Aluminum boiler removed from High School will be moved to Lewis & Clark and installed as the primary boiler there. The existing boiler will then be used for a back up unit. Davidco will be the contractor and Design3 did all the mechanical drawings for this project. Because of the efficiency rating of this boiler, we are anticipating a heating cost reduction.
2. Birdwell Builders is installing new windows in the IT Department and the Billing/Receiving offices in the Lincoln building. Windows being installed will match the rest of the building as well as the brick work around them. Quigley Masonry will do the brick work.
3. Harvest Solar of Bozeman will be installing a 19.3 kw solar array on the Lewis & Clark building. This will be a 75 panel array and will include the inverters for tying into the electrical grid, as well as supported technology that will allow the District to monitor the system for educational purposes. This project is possible through a \$60,000 grant from Northwest Energy. Our share of the cost is \$12,000 with a projected pay back of 3-5 years. Northwest estimates our net return on electricity generated by the array will be in excess of \$2,500 a year.
4. Weir Furniture will carpet the music room and 2nd ½ of the library at the Junior High, and a resource room at Garfield.
5. High Performance Floors will be refinishing our High School gym floor and auditorium stage with a new product called Sport Coat. They will also do the gym at Garfield. High Performance Floors and Heartland Paper are doing a regional seminar at Highland Park with the same product, and we are getting that floor done for free.

Other projects to be completed by the Maintenance Staff include:

1. Tree removal by High School cooling tower
2. Slide installation at Lewis & Clark and relocation of GaGa pit there
3. Remodel of a High School classroom
4. New toilet partition in boys bathroom at Highland Park
5. Installation of new chemical injection and monitoring system for High School cooling tower.
6. Minor remodel in Central Kitchen office.
7. Purge boiler systems at High School and Lewis & Clark, add new chemical and balance.
8. Numerous small repair projects
9. Annual boiler service and inspection in all schools.

New personnel were added to the Maintenance/Custodial Staff throughout the year. Jenna Wise was hired to fill the vacancy at the High School. Joel Bennett resigned in the Spring as High School Head Custodian. Tom Blackadar was interviewed and accepted the position as Head Custodian. With budget restraints in mind, at that point we determined the now open fourth position at the High School could be reduced to a 30 hour position. We advertised it as such and hired Lee Peterson to fill that position. Due to an on the job injury, Jim Bussey is unable to work for an indefinite period of time. To cover that opening, we moved Lee Peterson to Garfield until the outcome of Mr. Bussey's injury is determined. We hired Laurie Fowler as summer help to fill the opening at the High School created by that move. There is also the potential that Mr. Bussey is considering retirement.

Caleb Uhler will be our assistant groundskeeper for the summer. And Mike Kilby will be a summer custodian to help prep and clean the Junior High.

Dan Hensley of our Maintenance Department has signed a 40 hour contract, but has requested to work a 32 hr/week shift through the school year and 40 hrs. In the summer. Rebekah Rhoades and I have accepted his request on a trial basis for the coming year.

We continue to have monthly Maintenance meetings for training purposes. We have had opportunities to create in house seminars for the same purpose as well as opportunities for additional CEU's for the staff. Our next seminar will be June 14th at Highland Park with Heartland Paper and High Performance Floors. We are also attempting to acquire a date for the 10 hour Osha training mandated by the State.

Jim Bussey and Jim LaFever obtained their Low Pressure Boiler Operator Licences this year. We will be sending Tom Blackadar to boiler school this fall or winter. An upcoming Seminar in Billings on June 22nd & 23rd will provide me with an opportunity to stay abreast of Osha regulation changes, technology upgrades available, equipment purchasing programs available, and other topics related to Maintenance and Facilities.

Goals for the coming year include the following:

1. Completion of setup and startup of our School Dude maintenance tracking system before the start of school in August. This system includes work order creation, maintenance calendars & schedules, cost tracking and inventory, and “trouble ticket” creation capabilities for all staff.
2. Continued training and educational opportunities for my staff
3. Continued improvement in relationship between Maintenance/Custodial Staff and the rest of the District Staff.
4. Continued determination of cost reducing measures and implementing the same.
5. Continued development of standard acceptable expectations for all Maintenance Staff in all buildings as far as cleanliness, response time, & time management.

The Infrastructure Priorities for 2017 include the following:

1. Upgrade or replace bleachers in High School gym
2. Replace sliding front doors in High School with more energy efficient doors
3. Remodel High School locker rooms and showers
4. Highland Park boiler replacement
5. High School Performing Arts Center lighting and sound upgrade
6. Upgrade & add Junior High HVAC system to our ATS system
7. Security upgrades at all schools including “fob systems” for all outside entrances
8. Garfield and Lewis & Clark roof replacement
9. Lincoln boiler replacement
10. Redesign and rebuild roof area over High School serving area by cafeteria

This report prepared and submitted by Randy Barber, Maintenance Director

SCHOOL FOOD SERVICE

Amie Friesen



ANNUAL REPORT 2016-2017

School Foods was kept very busy this year serving our students healthy nutritious meals. As we focused our efforts on feeding the students, we also tried to incorporate 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 1074 meals. We were very pleased to see an increase in this number regardless of the drop in District enrollment.
- Seventy-nine percent of our breakfast participants are from families that qualify for the free and reduced meal program. I would like to see an increase in the percentage of full pay students next year.
- 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 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 1758 meals. Despite the negative number, we consider this a huge success. The District enrollment was down by 40 students this year. Because of this, our actual numbers show an increase of participation per capita. We attribute this increase, in part, to our new and varied menu items along with the positive lunch room atmosphere we have worked to create this year.
- Fifty-five percent of our lunch participant are from families that qualify for the free and reduced meal program. We are very pleased to see forty-five percentage of our participants are from full pay families. This shows that students choose to eat in our cafeteria because of the quality meals we offer. Participation is not just a default when a student qualifies for free meals.
- An observation about the increase in participation and the number of free and reduced students correlates with our economic times. We believe that our families are seeing the value in school meals, and despite the fact that a family may be full pay or reduced, they are choosing to participate in our program. 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 has been implemented 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 3584 amounting to \$13977.60 of support to the district. School Food Service greatly appreciates the staff supervision of students during the lunch period 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 choices at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line.
- This year we faced the challenge of making all of our A la Carte choices "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. Despite our best efforts, we saw a \$1388.57 drop in revenues for A La Carte. When reviewing this number it is also important to take into account the decrease in enrollment. We will continue to try to find items to increase profits in this area.

CATERING

- The value in dollars from this facet of our operation amounted to approximately \$7345.97. However, 14% of this amount (\$1024.50) 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. At the beginning of the school year, we purchased a new dishwasher. The last dishwasher was a "used" model purchased in the 1970s. It was becoming impossible to find replacement parts for the old dishwasher, and if the motor had burned out during the school year, replacing it would have been disastrous. We began installing the new dishwasher mid-summer and finally had it up and running after 2 full months. Installing such a large and complex piece of equipment requires ongoing trouble shooting, time, and calibration. We are dealing with issues as they arise, and it appears that things will be stable in the near future. The new dishwasher is much more energy efficient, and eco-friendly than the last.
- With the help of the Technology and Business departments, we were able to offer our free and reduced lunch applications online this year. We had a total of 32 families successfully submit their applications

online. Our hope is that as people begin to become more aware of this process, we will see increased participation. At the beginning of the year, we publicized this option with our paper free and reduced apps. We will do so again at the beginning of next year.

- There was a \$.05 increase in the cost of lunch this year. We implemented the increase to help off-set the cost of our online payment system. The increase did not seem to affect participation, and we consider the change a success. Next year we will be leaving prices the same.

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

- We had new faces at Highland Park, Garfield, the Junior High, and Fergus High this year.
- Our loyal and committed staff does an excellent job of training new people so as to make our operation function at a top level of efficiency.
- We have one opening for fall and will be seeking applications in 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!*

SCHOOL FOOD SERVICE

BREAKFAST PARTICIPATION DATA

2016-2017

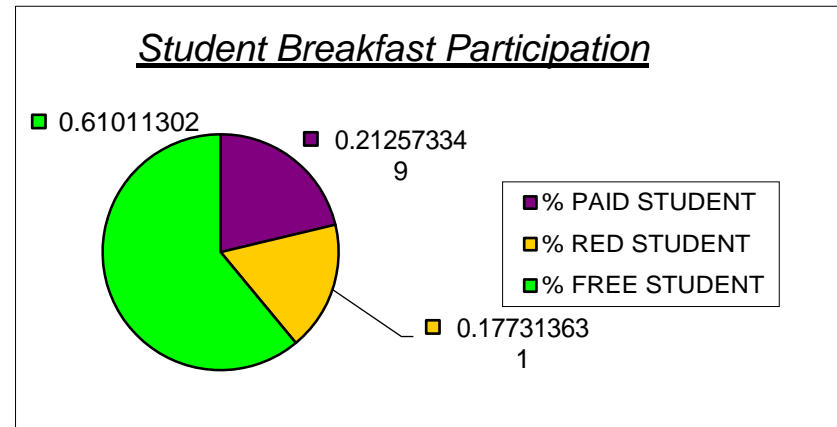
SITE: District Summary

MONTH	STUDENT								ADULT			TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	755	0	1	0	1	2906	745	4407	0	10	10	4417	26
October	834	0	0	0	0	2400	697	3931	0	20	20	3951	19
November	822	0	0	0	0	2167	648	3637	0	18	18	3655	17
December	654	2	0	0	2	1798	563	3017	0	8	8	3025	15
January	879	0	1	1	2	2390	739	4010	0	4	4	4014	20
February	837	1	1	0	2	2495	746	4080	0	12	12	4092	19
March	1208	1	1	0	2	3196	973	5379	0	16	16	5395	23
April	937	0	1	0	1	2584	738	4260	0	0	0	4260	18
May/June	1056	0	1	0	1	3022	789	4868	0	4	4	4872	22
TOTALS	7982	4	6	1	11	22958	6638	37589	0	92	92	37681	179

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1246	170	14%	17%	17%	66%
October	1247	207	17%	21%	18%	61%
November	1199	214	18%	23%	18%	60%
December	1188	201	17%	22%	19%	60%
January	1190	201	17%	22%	18%	60%
February	1193	215	18%	21%	18%	61%
March	1193	234	20%	22%	18%	59%
April	1192	237	20%	22%	17%	61%
May/June	1185	221	19%	22%	16%	62%
AVERAGES	1204	211	18%	21%	18%	61%

Participation at individual schools:

Highland Park	16%
Garfield	20%
Lewis & Clark	24%
Junior High	15%
Fergus High	11%



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

SCHOOL FOOD SERVICE

LUNCH PARTICIPATION DATA

2016-2017

SITE: District Summary

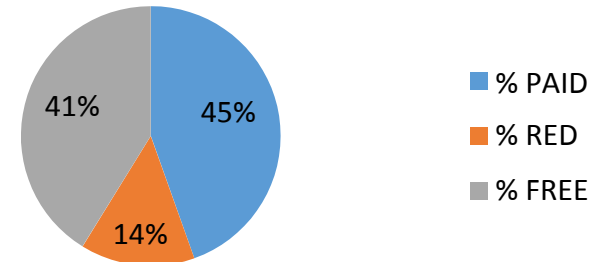
MONTH	STUDENT								ADULT			TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	6769	40	7	9	56	7052	2194	16071	533	508	1041	17112	26
October	5734	56	13	20	89	5157	1802	12782	363	401	764	13546	19
November	5008	54	4	12	70	4477	1600	11155	328	358	686	11841	17
December	4406	93	13	20	126	3963	1515	10010	405	321	726	10736	15
January	5668	39	13	12	64	5088	1916	12736	395	449	844	13580	20
February	5429	38	7	18	63	5112	1731	12335	360	394	754	13089	19
March	6783	49	11	29	89	6194	2092	15158	421	487	908	16066	23
April	5140	22	3	12	37	4786	1585	11548	347	368	715	12263	18
May/June	5835	17	7	0	24	5575	1844	13278	422	451	873	14151	22
TOTALS	50772	408	78	132	618	47404	16279	115073	3574	3737	7311	122384	179

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1246	618	50%	42%	14%	44%
October	1247	673	54%	45%	14%	41%
November	1199	656	55%	45%	14%	40%
December	1188	667	56%	45%	15%	40%
January	1190	637	54%	45%	15%	40%
February	1193	649	54%	44%	14%	42%
March	1193	659	55%	45%	14%	41%
April	1192	642	54%	45%	14%	42%
May/June	1185	604	51%	44%	14%	42%
AVERAGES	1204	645	54%	45%	14%	41%

Participation at individual schools:

Highland Park	68%
Garfield	74%
Lewis & Clark	72%
Junior High	73%
Fergus High	28%

Student Lunch Participation



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

SPECIAL EDUCATION

Chris Rice

**ANNUAL REPORT
SPECIAL EDUCATION SERVICES IN LEWISTOWN
2016-2017**

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, with a slight decrease this past year.

NUMBER OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Year	Lewistown Elementary	Fergus High School	Total
2010-11	114	52	166
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

Many issues relative to Special Education and services to students with exceptional needs actually 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: The STAR program, based at Lewistown Junior High, continued in its second year as a former YBGR (Yellowstone Boys and Girls Ranch) collaborative day treatment program redesigned 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 continued to collaborate with Vocational Rehabilitation and Blind Services to access Pre-ETS (Pre-Employment Transition Services) funding in support of vocational training for students with disabilities. The high school continued its efforts to provide creative and flexible program design to meet individual student needs.

Strategic Objective – Differentiated Instruction: CMLRCC staff continue to collaborate with special and general educators to support the individual needs of students with disabilities.

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.

Goal Area 3: Community/Parent Engagement

Strategic Objective – Parents/Social Media: CMLRCC service providers to the Lewistown Public Schools facilitated a monthly 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. The CMLRCC also sought parent participation and school partnership in trainings on the impact of trauma on development and on building trauma sensitive schools.

Goal Area 4: Technology

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; trainings related to supporting students

impacted by trauma; a training and work session on risk assessment; and a training for paraprofessionals during Lewistown's January PIR Day, focusing on strategies in support of students with disabilities.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objective – Montana Legislature: As CMLRCC Director, I maintained active involvement at the State level in support of funding proposals on special education inflationary increases and special education cooperative funding restructure. I represented the Montana Council of Special Education Administrators (MCASE) several times in presentations on these topics to the School Funding Interim Commission. I also played a very active role with MCASE and the School Administrators of Montana (SAM) prior to and during the 2017 Legislative Session, serving roles as Region III MCASE Director, Region III MCASE Representative to the SAM Delegate Assembly, and MCASE Representative to the SAM Delegate Assembly Steering Committee. Our efforts were fruitful in terms of gaining an inflationary increase for special education funding across this biennium and in heightening Legislative awareness of the need to restructure special education cooperative funding.

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

Bill Klapwyk

Technology 2016-2017 Annual Report

- Bill Klapwyk, Technology Director
- Scott Baldwin, Technology Support Specialist
- Logan Smith, Technology Support Specialist
- John Jensen, Technology Support Specialist

June 14, 2017



District Web Site – Bill Klapwyk

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 migrated the district website to a hosted location through Schoolpointe which has proven to be a much more reliable site with easy editing for the school information to be displayed. The site is easily navigated by the community and will continue to be a valuable source of information and communication tool.

Infinite Campus software continues to be used as the District Student Information System. The system is completely web-enabled. 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.

Labtech: We continue to utilize Labtech and with it's implementation we have greatly reduced the number of support tickets created and have seen better stability within our network.

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 web site 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.

Network Backbone: "Mission critical" systems such as food service point of sale, the accounting system, MAPS testing and Infinite Campus continue to require reliable wide area network (WAN) service between the buildings.

In the fall of 2009 our primary WAN connections for Fergus High, Garfield, Junior High and Lincoln were changed

from District owned wireless network equipment to leased fiber optic connections. Highland Park was added to the network during the summer of 2010, while Lewis and Clark and the Bus Barn were added during the summer of 2011. The highest traffic areas: Lincoln, FHS, and LJHS are now upgraded from 10 mbs circuits to 100 mbs circuits. The new fiber connections have proven to be far more reliable and of greater capacity than the aging wireless backbone. Mid-Rivers is aware that we will require a new circuit for our Bus Barn when it relocates in the near future.

Internet service was upgraded during the 2013-14 school year. Our failover circuit from Triangle Telephone was increased from a 50 mbps DSL to a 100 mbps DSL connection. Our Mid-Rivers connection was increased from a 15 mbps business internet connection to a 1 Gbps over the summer.

During 2011-12 we also completed providing complete coverage of all buildings with “Public Wi-Fi”. In addition to being a convenience for parents and other non-student guests in our buildings, we have also started to encourage students to “Bring Your Own Device” (BYOD). The public Wi-Fi is separated from our production network so that non-district devices are unable to communicate directly with district ones, to protect our equipment. Further, the Public Wi-Fi is completely filtered for content, just as the District network is, as described below. In the 2014-15 School year we started to implement a centrally managed wireless solution that is proving to be more reliable and stable than the stand alone wireless Access Points. By the end of summer 2015 Fergus High, Junior High and Garfield schools will be completely migrated over to the new central wireless solution.

BYOD has a number of advantages. Students bringing their own devices, in conjunction with teachers adapting technology use to accommodate any platform, has the benefit of students taking their learning home. In addition, it lessens some the use on District computers, and increases the access to technology for those students who don’t own their own device.

During 2014 a third Wi-Fi network was introduced to handle traffic from the influx of Chromebooks. This lead to the replacement and upgrade of some of the Wi-Fi hardware. We now host an open Hardware address authenticated network: “LPS-Private”, the public accessible “LPS-Public”, and an encrypted network “LPSAlt” used by Chromebooks (and iPads if needed).

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: These funds were used to purchase new computers for use in classrooms and labs in all buildings. This funding is critical to maintaining a level of computer and Chromebook hardware that is easier to maintain and to use.

The buildings received the following new computers:

Garfield	2
Highland Park	5
Lewis and Clark	4
Junior High	1
Fergus High	14

These are the Chromebooks purchased for these buildings:

Fergus High:	3
Lewis and Clark:	105
Highland Park:	0
Garfield:	0
Junior High:	0

Technology Support and Training Activities – Scott Baldwin

It has been a very busy year working for the Lewistown public school system. With the moving of classrooms between Garfield and Highland Park taking up a large part of my summer projects. When Austin Carter left his position earlier this year, I found myself again on the road working in the outlying school districts while we searched for a replacement. Upon hiring two new techs I was again busy trying to help familiarize them with equipment and software used in our department. In the midst of this we also started setting up new computer labs and Chromebooks for Lewis and Clark as well as Highland Park. As these devices were added we had to decommission several older Windows XP machines creating a very large surplus of outdated hardware.

Network Storage Last year we upgraded two of our storage machines with new DROBO storage units, this year we added 6 Solid State Drives to those machines helping increase speed and read write times on the network. We also had two of our SAN storage drives start to fail causing some tense times trying to find the necessary hardware. Ordering drives for these older pieces of equipment was a bit of a challenge as drives for these machines are getting harder to find and install.

Server Upgrades Unfortunately our server at Garfield failed earlier this year and we were required to order and replace the host server. With our new storage devices working we had a good backup of the failed server and with Bill's help we were able to set up and relocate the new server to our rack mount in the attic at Garfield. Moving it from the boiler room to the attic rack mount will help localize the network gear and remove it from an overly hot environment, helping to prolong the expected life of the equipment.

Staff Training This year I continued to take advantage of the wonderful opportunity provided to the technology department and took several more technology related classes offered through Skillsoft online. Skillsoft has helped me to build my knowledge base and greatly improve what I 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. I personally have taken advantage of the training to further my knowledge of VMware virtualized machines, Windows server applications, and network security classes, all of which we use in the district.

Highlights from the Region - Logan Smith

Labtech - Labtech has automated much of the busy work that was previously done manually and gave us the tools that we needed to better support staff and students. We have now launched it at Judith Gap, Harlowton, Stanford, and Roy. Many features of the software are truly amazing and I will be encouraging our other outlying schools that haven't already signed up for this service to do so, as it will streamline the service they receive and give us the opportunity to do more in-depth service to their machines without spending time on the road.

Website Development - Because of the amount of time that it took this department to assist the schools in maintaining their websites, and the amount of schools that needed more assistance than we had the experience or time to provide, we have suggested that those schools purchase yearly plans to host, maintain, and provide support for their websites. This will result in professionally made websites that fill the necessary requirements while also providing those schools with individual and expert assistance whenever necessary. Winifred has already launched their website using this option. I have been working with Hobson, Judith Gap, and Stanford by recommending services that fit their budgets and needs, and will continue attempting to provide assistance for their websites, as well as the sites for Roy and Grass Range, until those schools have their services chosen, purchased, and new websites launched.

E-rate Cabling - In the next year all of our outlying schools will hopefully be undertaking a major recabling project thanks to the E-rate program. I will be working with the contractors who are installing the cable, following up after their projects are done by troubleshooting the resulting “new” network and relocating any computers that require relocation because of the work.

Summer Support - A company based out of the Billings area is providing free e-waste pickup, so I am scheduling those pickups while also digging through basements and back closets for the outdated technology that the schools will be getting rid of. This is a responsible way to recycle the technology that the schools have used up, and it will be good to have the space at our schools for the next round of technology that will undoubtedly be replaced in the upcoming years. During the I am also going around to the different schools and completing the regular summer updates and maintenance.

Technology on the Road - JOHN JENSEN

It is hard to believe that another year has passed by as it is time for the annual report.

For the record, I would like to thank the board and staff of Lewistown Public Schools for their understanding and flexibility as I fight a recent diagnosis of cancer.

In regards to our regional schools, we continue to upgrade server infrastructure to implement the newer technology offerings available today. We also must continue to remove older server software as this has now been discontinued by Microsoft.

We are expanding networks, adding “Guest” networks to schools that request the service. We are upgrading firewalls as needed and will be revamping the “filtering” process for regional schools as well.

We have implemented the installation of Uninterruptible Power Supplies (UPS) within select server rooms at our regional schools. This has become necessary as problems with power cause server hardware to shut down. The change in power can cause hardware failure, rendering the school network down. Since the implementation of this, we have seen a zero down time for those schools.

I am also pleased to say that the implementation of a VPN for one of our schools has been a success. We have had very little downtime as compared to previous years and have just finished expanding network domain services to the satellite locations. I am hopeful that we will institute another VPN this summer in Harlowton that will tie in their

colony schools to provide enhanced filtering and security for the students and staff.

Looking forward to another busy summer and school year.

John

TITLE I

Scott Dubbs

Lewistown Public Schools
2016-2017 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 – 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 coming starting July 1, 2017.

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). And, accountability measures are now being developed on a statewide basis, rather than on a national level.

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. We are still expected to complete annual reviews 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 2016-17 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.

A list of additional professional development trainings utilized with staff this year included:

- July 25-27, 2016 – SAM Administrators Summer Institute and MTASCD Summit was attended by several administrators in Helena. The first day was the MTASCD Summit and the focused on Tom Unwin's Leading Learning Organizations presentation, where he shared many insights into the demands of today's administrators and all the mandates required of

schools. Day Two was keynoted by Bill Daggett from the International Center for Leadership in Education. His work for the day was excellent on Transformational Leadership and creating future focused schools. Bill is one of the top educational researchers in the country and his thoughts on the changing world and the need for education to respond were excellent. Day Three was devoted to Leadership for the Whole Child with Mike McKay. Several breakout sessions were also excellent.

- March 15, 2017 – The three elementary schools allocated one of their 3 hour floating PIR sessions for certified staff was a “Trauma and Our Schools” in-service was arranged by Chris Rice of the CMLRCC and hosted at the Central Montana Education Center. The training itself was provided by the ChildWise Institute’s Executive Director Todd Garrison. Information related to the ACE’s Study on stress in students, in particular the symptoms of chronic stress and how a student’s brain is impacted was shared and will be reinforced this upcoming school year. In addition teachers watched the movie “Paper Tigers” and discussed the impact of student trauma on school culture and student achievement. This specific floating PIR will be scheduled next school year for the secondary schools.
- February 1-2, 2017 - The 2017 OPI’s Eastern Assessment and Data Conference, held in Billings, focused on the changes in their many assessment administrations but also included other excellent sessions tied to the use of assessment data for instruction. But the real focus was on the procedures and policies for their assessments and what was expected for schools to be successful with this spring’s statewide administrations. This year’s keynote address was an update from our new State Superintendent, Elsie Arntsen. She shared how the office is relooking at their programs and how best to support them. This year’s conference was attended by our assessment leadership team, several administrators and teacher leaders within our schools.
- January 16, 2017 – The Central Montana GoogleFest here at Fergus High focused 175 local and area teachers to integrate Google Tools into classrooms and schools. This was our second such effort hosted by Lewistown Public Schools and facilitated by Beyond the Chalk, an educational technology consulting company. Included were 28 different sessions of learning opportunities for educators, provided by seven different Google Certified Educators, and/or leading technology experts from across the state. Triangle Communications, Inc. was again a sponsor and supported our network infrastructure for the event. Like last year’s GoogleFest, the event was very well received by our staff. Funding for the training primarily comes from our Title I funding, and with the loss of federal funding next school year, it appears funding may not be available to support a 3rd GoogleFest.
- April 18-19, 2017 – The 2017 OPI State Title I Conference was held in Helena. This leadership conference focused on the many aspects of Title I services provided at the school level. The workshop sessions helped support our Schoolwide efforts, potential Common Core connections and parent involvement efforts. Linda Karges-Bone provided a great keynote the conference with a insider perspective on poverty and education entitled “Rich Brain, Poor Brain: Bridging Social and Synaptic Gaps in Schools”.
- June 19-23, 2017 – The “Montana Behavior Initiative” (MBI) was held in Bozeman with 20 LPS staff members in attendance. MBI is an annual conference of educators that has its roots in Lewistown and has been going on since the mid 1990’s. Many of the trainings are directly related to our RtI or MTSS efforts, or directed at improving classroom instruction and school climate efforts. The Monday keynote was provided by George Sugai (Climate Change:

Doubling Down with Prevention) and there were many other excellent presenters like Kevin Honeycutt, Monte Selby, Lori Newcomer and Marla Dewhirst, all of whom provided multiple sessions of outstanding information.

The MBI Conference itself brings together many teachers across the state (over 1,200 this year) to take advantage of the opportunities provided by numerous presenters from across the nation. The sessions are primarily centered on the multi-tiered approach used by both RtI and MBI. However, there are many other sectionals on topics such as early childhood development, student mental health, curriculum and instruction, law enforcement and administration. Participating schools are encouraged to develop strong teams to lead efforts at improving schools and addressing positive behavioral systems and academics. Focused trainings are available at varying grade levels and position. Many sessions also addressed student voice and family engagement in schools.

During the MBI Exemplar Awards held at MBI this June, the MBI Exemplar School Awards highlighted efforts of schools in their work to successfully implement and sustain MBI at the school level. Highland Park (a Silver Award winner) was recognized for their schoolwide efforts in working with MTSS (MBI and RtI).

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 on referral and placement of students in the elementary for math and reading. The Title teacher leaders in our elementary schools have worked several years on data to address student placement structures. The leaders, along with support from the Technology Staff and myself, now allow each grade level easy access to individual student assessment information previously uploaded into our Mileposts and other student databases. The resulting placement spreadsheets enable staff to develop class rosters for next school year that are appropriate by ability. This work will help support and provide various other 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.
- In 2012 we also integrated AIMSweb assessment probes from kindergarten through 8th grade to benchmark each of our students three times a year. At the K-2 grade levels specifically, AIMSweb has been our sole source of academic assessment data that supports instruction and student placement. However, with the age of that software system and the need to transition to a newer product, this spring we decided to move to FastBridge for assessing our benchmarks online throughout the year, as well as monitor Tiers 2 and 3 student progress. With the benefit of online assessing for each probe and the fact that the developers at FastBridge also developed AIMSweb, we feel it should be a relatively smooth transition. Expect more information about FAST and FastBridge when the school year starts.

TRANSPORTATION

Steve Klippenes

Annual School Report
Transportation Department 2016-2017

June 9, 2017

During the 2016-2017 school year we traveled accident free, **92,362** miles in yellow buses and **64,284** miles in our activity buses.

We provided transportation for a total of **208** out-of-town activity trips during 2016-2017. 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.

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

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

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 2017-2018 school year.

Respectfully,

Steve Klippenes,
Transportation Director

ANNUAL SCHOOL REPORT		
TRANSPORTATION DEPARTMENT		
2016-2017		

BUS NUMBER	YEAR	MODEL	STARTING MILEAGE	ENDING MILEAGE	TOTAL	ROUTE ASSIGNMENT
1	2006	International RE	79,604	81,016	1,412	Spare
2	2009	International RE	123,261	129,078	5,817	6
3	2006	International RE	171,089	175,954	4,865	Spare
4	2015	International Conv	35,791	44,514	8,723	7
5	2017	International IC RE	1,529	8,121	6,592	4
6	2013	International IC RE	66,690	81,914	15,224	1
7	2016	International IC RE	3,841	9,774	5,933	5
8	2006	International RE	107,031	114,637	7,606	Spare
9	2014	International RE	27,517	35,804	8,287	8
10	2005	International RE	110,439	111,943	1,504	Spare
11	2012	International RE	35,937	43,995	8,058	3
12	2009	International RE	111,720	124,817	13,097	2
13	2010	International RE	67,528	72,772	5,244	11
		YELLOW BUS TOTAL			92,362	
Eagle 1	2008	MCI J4500	349,055	365,477	16,422	365,477
Eagle 2	1997	MCI 102DL3	329,839	345,759	15,920	711,236
Eagle 3	1999	MCI 102DL3	134,877	150,554	15,677	861,790
Eagle 4	1996	MCI 102D3	298,301	308,909	10,608	1,174,760
		Eagle 4-new hubometer	-	4,061	4,061	
Eagle 5	1982	MCI MC-9	3,525	5,121	1,596	1,179,881
		ACTIVITY BUS TOTAL			64,284	
		SHOP TRUCK				
	2008	Chevrolet 1 Ton	148356	152104	3748	
		HOT LUNCH VAN				
	2001	Isuzu	112494	116444	3950	