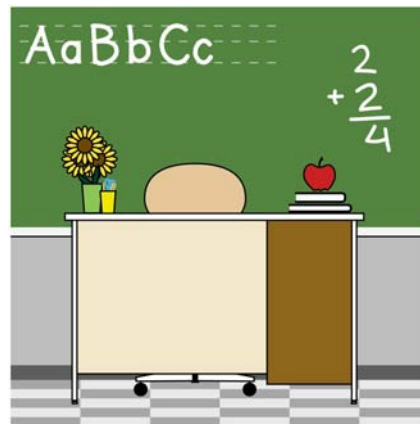


# LEWISTOWN PUBLIC SCHOOLS



2014-2015  
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**

Highland Park Elementary School	Matt Lewis
Garfield Elementary School	Matt Ventresca
Lewis & Clark Elementary School	Michelle Trafton
Lewistown Junior High School	Tim Majerus
Fergus High School	Jerry Feller
Activities – Fergus High School	Jeff Elliott
Activities – Lewistown Junior High	Tim Majerus
Assessment	Scott Dubbs
Business Office	Rebekah Rhoades
Central Montana Education Center	Diane Oldenburg
Curriculum	Scott Dubbs
Maintenance	Paul Stengel
School Food Service	Amie Friesen
Special Education	Chris Rice
Technology	Bill Klapwyk
Title I	Scott Dubbs
Transportation	Steve Klippenes

# **HIGHLAND PARK ELEMENTARY SCHOOL**

**Matt Lewis**



## Highland Park Elementary School

Lewistown, Montana

Phone: (406)535-2555\*\*Fax: (406)535-4617



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Matthew Lewis, Principal

Lanna Schoenfelder, Secretary

## Highland Park Elementary 2014-2015 Annual Report

### Attendance:

Our average daily attendance for the school year was 94.68%. This on the surface looks like a good percentage but when you really look at what the percentage represents our attendance needs to improve. This 94.68% attendance rate equates to an average of 12 students absent every day. This is a slight decline from last years' attendance rate of 96.10% or 9 students absent per day.

### Enrollment:

The following information represents our ending K-2 enrollment numbers for the given school year. The numbers show represent the last day of school enrollment. I included all kindergarten students so there was an equal comparison for each year. In addition, the dates shown depict enrollment trends from when the Lewistown Public Schools began full-time kindergarten.

	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
Kindergarten	97	102	93	100	89	77
1 <sup>st</sup> grade	90	83	103	86	78	95
2 <sup>nd</sup> grade	85	94	87	76	105	91
Total	272	279	283	262	272	263
Change (+ or -)	-7	-4	+21	-10	+9	

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## **Montana Behavior Initiative (MBI):**

There was a continued effort at Highland Park to reinvesting energy in the Montana Behavioral Initiative. At the school level we had Jean Muragin, Sue Lutke, Sarah Cloud, Bridget Sparks, Ashley Jenness and Matthew Lewis involved in this process this year. We continued the use of our “Eagle Expectations” which are school wide expectations that have been used to assist manage student behavior. Students were asked to “SOAR” every day in everything they do. Every student in the building should be able to tell you that “SOAR” stands for being Safe, Organized, Acepting, and Responsible in all areas of our school. SOAR tickets are used to recognize students for going above and beyond our “Eagle Expectations”. Weekly SOAR winners are announced during our morning announcements and we also review our school wide expectations on a weekly basis. The Kindergarten Classes had a “Secret Eagle Club” which recognized students who received 50 SOAR tickets in a semester. This also allowed those kindergarten kids to pass out SOAR tickets to other kids who were living up to our expectations.

## **Response to Intervention (RtI):**

This year Highland Park Elementary School participated in the Project Real Grant. The Highland Park team consists of Devney Welsh, Kristine Leo, Gina Armstrong, Bridget Sparks, Tara Murnion, Sarah Cloud, Ashley Jenness and Matthew Lewis. The team this year continued to focus on ensuring all staff members understood the importance of the process. We also focused on family engagement, holding four family nights throughout the school year. The team met with teachers throughout the school year to discuss student progress and interventions. This was a great opportunity for teachers to share with other teachers and give suggestions and support to one another. I applaud the team for their work in this area.

The majority of the focus was on the behavior side of the RtI process. This was a great chance for us as a school to look at our procedures for how we are dealing with behavior students. We used our behavior referral/refocus form and the Milepost program, which assists in tracking student behavior, to help track problem areas. Through this program we are able to analyze where problem behaviors are happening around the school and identify students who we need to target for behavior interventions. Through this process we also continued a “check-in/check-out” system that ensure students make a connection with an adult in the building at the beginning of the day and at the end of the day to check on progress in terms of behavior throughout the day. This process seemed to be successful in decreasing the number of office referrals for those students.

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## Student Achievement:

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

	Benchmark (Low Risk) 2014-2015	Strategic (Some Risk) 2014-2015	Intensive (At Risk) 2014-2015
Letter Naming Fluency	52% N=30 Students	24% N=14 Students	24% N=14students
Letter Sound Fluency	75.8% N=44 Students	10.2% N=6 Student	13.7% N=8 Students
Phoneme Segmentation	82.7% N=48 Students	12% N=7 Students	5.1% N=3 Student
Nonsense Word Fluency	77.5% N=48 Students	10.2% N=6 Students	12% N=7 Students
1 <sup>st</sup> Grade R-CBM	77.7% N=70 Students	13.2% N=12 Students	8.8% N=8 Students
2 <sup>nd</sup> Grade R-CBM	69.4% N=57 Students	20.6% N=17 Students	9.7% N=8 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.

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- The benchmark goal for 1<sup>st</sup> 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 2<sup>nd</sup> grade was established at 92 or more words per minute on oral reading fluency by the end of the school year.

AIMSweb **Math Benchmark** tests were used to identify intensive, strategic and benchmark students in Early Numeracy, Concepts and Application of mathematical skills and Computation. The chart below gives you a look at how the school year ended.

	Benchmark (Low Risk) 2014-2015		Strategic (Some Risk) 2014-2015		Intensive (At Risk) 2014-2015	
Kindergarten						
Oral Counting	70.6% n=41 students		20.6% n=12 students		8.5% n=5 students	
Number Identification	72.3% n=42 students		17.1% n=10 student		10.2% n=6 students	
Quantity Discrimination	82.7% n=48 students		10.2% n=6 students		6.8% n=4 student	
Missing Number	79% n=46 students		9% n=5 students		12% n=7 student	
	M-Cap	M-Comp	M-Cap	M-Comp	M-Cap	M-Comp
1 <sup>st</sup> grade		76% n=66 students		15% n=13 students		9% n=8 students
Oral Counting	74.3% n=67 students		14.3% n=13 students		11% n=10 students	
Number Identification	75.5% n=68 students		8.8% n=8 student		15.5% n=14 students	
Quantity Discrimination	84% n=76 students		8% n=7 students		8% n=7 students	
Missing Number	66% n=59 students		23% n=20 students		11% n=10 students	
	M-Cap	M-Comp	M-Cap	M-Comp	M-Cap	M-Comp
2 <sup>nd</sup> grade	81.3% n=57 students	81.3% n=57 students	12.8% n=9 students	11.3% n=8 students	5.6% n=4 student	7% n=5 student

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### 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 students to be considered at benchmark they must score an 18 by the end of 2<sup>nd</sup> 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 students to be considered at benchmark they must score a 37 by the end of 1<sup>st</sup> grade and must score a 38 by the end of 2<sup>nd</sup> grade.

### Student Activities:

There was a variety of student activities that happened throughout the year. This year Highland Park Elementary focused on creating school spirit by designating Fridays as being “Blue and Gold” days. Students and staff were encouraged to participate and raise awareness of school pride. One of the highlights of this effort was seen at the district wide homecoming assembly held at the Fergus Field House during Homecoming week. Being able to see every student in the district participating in this assembly was great. Students also attended the homecoming parade this year. Watching all of the kids on Main Street has created a great sense of community and school pride for our students.

### Music Programs

First, we must say thank you again to Mr. Poukish for making music so much fun for our kids. Mr. Poukish put on variety of music programs for all of our students this year. They were energetic and engaging for all involved. It was great to see all of the kids perform.

### Arts in our Schools

Cheryl Bannes visited our school monthly 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.

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### **Missoula Children's Theatre**

The Missoula Children's Theatre returned to Lewistown this fall with the help of our PTO. The production of "Blackbeard the Pirate" was a great success. There were 60 plus students cast in the production, which was amazing to see. The date of the production was moved to November this year to help with scheduling conflicts with end of the year programs. We are very thankful for the high school allowing us to use their facility. This continues to be a great event for kids in the Lewistown schools.

### **Fundraising Efforts**

Our PTO fundraising efforts (Great American and Spring Field Day) were awesome as usually. The Spring Field Day was a huge success. It is always great to see the families come together during this event. 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 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 from Lewis and Clark came over to read with our kids. This is always a blast to watch our older students reading with our younger students, I think everyone has a blast. We need to also thank Superintendent Jason Butcher and Mr. Scott Dubbs for coming over and cooking green eggs and ham for our kindergarten classroom again this year.

### **Field Trips**

The PTO also funded our end of the year field trips. The first grade students went to Krings Green House and went bowling again this spring. Our second grade students visited the police and fire station and also toured the movie theatre. Our kindergarten students had a couple of picnics in the park to celebrate their accomplishments this year.

### **Family Nights**

Four family nights were hosted this year. The first family night was held in October with fall/Halloween themed activities. Our next family night was held in January, which was our game night. Pizza was served to all of the families that participated. A March family night was held with an art theme and our final family night was held in May. We did popsicles in the park and had giveaways for parents who came with their students. A big "Thank You" goes to Gina Armstrong who help coordinate all of these activates for Highland Park this year.

**"Watch Us SOAR!"**

**GARFIELD  
ELEMENTARY  
SCHOOL**

**Matt Ventresca**



**Garfield Elementary School**  
415 E. Boulevard  
Lewistown, Montana 59457  
Phone: (406)535-2366\*\*Fax: (406)535-2367



Matthew Ventresca, Principal

Jenni Bristol, Secretary

## **Garfield Elementary 2014-2015 Annual Report**

### **Attendance:**

Our average daily attendance for the school year was 95.09%. This on the surface looks like a good percentage but when you really look at what the percentage represents our attendance needs to improve. This 95.05% attendance rate equates to an average of about 10 students absent every day. This is a slight drop from last years' attendance rate of 96.10%. To help increase attendance percentage, we will focus on positive attendance procedures to help cut down on truancy and absenteeism. We will use our MBI/MTSS team and look at 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.

### **Enrollment:**

The following information represents our ending grades 3 & 4 enrollment numbers for the 2014-2015 school year along with enrollment numbers for all Kindergarten students:

	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
Kindergarten	97	102	93	100	89	77
3 <sup>rd</sup> Grade	96	82	80	101	85	106
4 <sup>th</sup> Grade	77	77	109	82	105	101
Total	270	261	282	283	279	284
Change (+ or -)	+9	-21	-1	+4	-5	

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## **Montana Behavior Initiative (MBI):**

There was a continued effort at Garfield to reinvesting energy in the Montana Behavioral Initiative (MBI). At the school level we had Aaryn Bell, Beth Kirsch, Jen Jensen, Lisa Shelagowski, Ashley Jenness, and Matthew Ventresca involved in this process. This year we combined MBI with Response to Intervention (RtI) to create a Multiple Tiered System of Support (MTSS) team that could better focus on improving school wide behavior along with school wide academic achievement. This MTSS team met bi-monthly.

Garfield Elementary School will be recognized by OPI as a MBI Bronze school site at this year's MBI Conference in Bozeman. This recognition was achieved by the use of our "Eagle Expectations", which are our school wide expectations that have been used to assist in managing student behavior. Our students were asked to "SOAR" every day at school, at home, and in the community. Every student in the building should be able to tell you that "SOAR" stands for being Safe, Organized, Accepting, and Responsible in all areas of our school. Each week, our school focused on one area of our "SOAR" Eagle Expectations and described them on the announcements. SOAR tickets were also utilized to recognize students for going above and beyond our "Eagle Expectations". Every Friday, each teacher would draw two SOAR tickets from their classroom's SOAR ticket bin and these two students from each class would come to the office to pick a SOAR prize and get an extra gym class called SOAR Gym.

## **Response to Intervention (RtI):**

This year Garfield Elementary School continued in the Project Real Grant. The Garfield team consists of Sara Sullivan, Laura Gilskey, Kerry Vaughn, Jill Murphy, Susan Ashley, Julie Comes, Ashley Jenness and Matthew Ventresca. As mentioned above, this year we combined MBI with RtI to create a Multiple Tiered System of Support (MTSS) team.

The RtI team continued to focus on ensuring all staff members understood the importance of the process. The team also met with teachers quarterly to discuss student progress and interventions. This was a great opportunity for teachers to share with other teachers and give suggestions and support to one another on academic and behavior concerns. I applaud the team for their work in this area.

The Project Real Grant allowed us to meet with OPI consultants face-to-face twice and participate in six webinars this year. The majority of the focus was on the academic side of the RtI process. This was a great chance for us as a school to look at our procedures for how we identify students for each Tier and evaluate the programs we use to teach to students' needs. This lead to a revised RtI student referral form for each grade level that better describes the RtI process at Garfield and how a teacher can bring a student to an MTSS meeting to discuss academic or behavior needs. Through our continued work with OPI, Project Real, our MTSS team streamlined our RtI process and developed a set of guidelines for student placement into each specific tier for help in reading and math.

We will be continuing our fine tuning of MBI and RtI through our MTSS team next year. I will be working on an MTSS Handbook for sustainability of both our MBI & RtI programs.

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## Student Achievement:

### SBAC/Mont-CAS

Students participated in the state's annual criterion referenced test throughout the spring. This year the state continued into the 2nd year of using the computerized assessment with the Smarter Balanced Assessment Consortium. The SBAC test this year had some technological issues so our data will not be available until September of this year. This assessment measures students' mastery of the Montana Common Core State Standards. While no data was available at this time from the Smarter Balanced Assessment other assessment measures would indicate our students are still quite successful in Reading and Math which will be shown below.

The chart below shows the last two years of Reading and Math CRT assessment data that is available for Garfield Elementary:

	Math 2012-2013		Reading 2012-2013		Math 2011-2012		Reading 2011-2012	
	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade
Advanced	4%	31%	31%	40%	22%	26%	45%	43%
Proficient	55%	38%	62%	47%	54%	39%	48%	47%
Nearing Proficient	24%	16%	7%	9%	18%	21%	5%	8%
Novice	17%	15%	0%	4%	6%	14%	2%	3%

As a quick summary of these scores shows we have 93% of our 3<sup>rd</sup> grade students reading at or above a proficient level and 59% at or above a proficient level in math. Our 4<sup>th</sup> grade students have 87% at or above proficient in reading and 69% at or above the proficient level in math. When looking at our schools we see that our 4<sup>th</sup> grade students did not fare as well as they did in the prior year as 3<sup>rd</sup> grade students. While the 3% dip in reading is disappointing, the 7% drop in math is a concern but with the changeover to more standards based curriculum with the Montana Common Core I would believe those schools will rebound. Efforts in the upcoming year to improve our curriculum and instructional model will need to be a priority.

### AIMSweb

AIMSweb **Reading Benchmark** tests were used to identify intensive, strategic and benchmark students in Early Literacy concepts for Kindergarten and Oral Reading Fluency for third and fourth grades. The charts below give you a look at how Garfield faired at the end of the year Spring Benchmark for the last couple of years.

“Watch Us SOAR!”

## Kindergarten AIMSweb Early Literacy Concepts

Letter Naming Fluency	Benchmark	Strategic	Intensive
2014-2015	76% 29 students	16% 6 students	8% 3 students
2013-2014	82.8% 34 students	14.5% 6 students	2.3% 1 student

Letter Sound Fluency	Benchmark	Strategic	Intensive
2014-2015	90% 34 students	5% 2 students	5% 2 students
2013-2014	90.1% 34 students	7.2% 3 students	2.3% 1 student

Phoneme Segmentation	Benchmark	Strategic	Intensive
2014-2015	94.6% 36 students	2.5% 1 students	2.5% 1 students
2013-2014	93% 38 students	5% 2 students	2% 1 student

Nonsense Word Fluency	Benchmark	Strategic	Intensive
2014-2015	79% 30 students	16% 6 students	5% 2 students
2013-2014	80.4% 33 students	14.5% 6 students	4.8% 2 students

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#### 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.

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

3rd Grade R-CBM	Benchmark	Strategic	Intensive
2014-2015	69% 65 students	23.3% 22 students	7.3% 7 students
2013-2014	62.4% 50 students	28.8% 22 students	8.7% 7 students

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

4th Grade R-CBM	Benchmark	Strategic	Intensive
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

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Benchmark Goals:

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

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

**Kindergarten AIMSweb Early Numeracy**

Oral Counting	Benchmark	Strategic	Intensive
2014-2015	68.3% 26 students	13.1% 5 students	18.3% 7 students
2013-2014	73.1% 30 students	19.4% 8 students	7.2% 3 students

Number Identification	Benchmark	Strategic	Intensive
2014-2015	76.2% 29 students	15.7% 6 students	7.8% 3 students
2013-2014	73.1% 30 students	7.2% 3 students	19.4% 8 students

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Quantity Discrimination	Benchmark	Strategic	Intensive
2014-2015	84.1% 32 students	13.1% 5 students	2.5% 1 student
2013-2014	82.8% 34 students	12.1% 5 students	4.8% 2 students

Missing Number	Benchmark	Strategic	Intensive
2014-2015	89.4% 34 students	5.2% 2 students	5.2% 2 students
2013-2014	85.3% 35 students	7.2% 3 students	7.2% 3 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.

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### 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
<b>2014-2015</b>	75% 70 students	66% 61 students	19% 18 students	29% 27 students	6% 6 students	5% 5 students
<b>2013-2014</b>	71.5% 58 students	80.1% 65 students	27.1% 22 students	13.5% 11 students	1.1% 1 student	6.1% 5 students

### 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
<b>2014-2015</b>	67.4% 52 students	74% 57 students	31.1% 24 students	22% 17 students	1.2% 1 student	4% 3 students
<b>2013-2014</b>	57.8% 44 students	72.3% 55 students	35.4% 27 students	22.3% 17 students	6.5% 5 students	5.2% 4 students

#### Benchmark Goals

- **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 3<sup>rd</sup> grade and must score an 18 by the end of 4<sup>th</sup> 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 3<sup>rd</sup> grade and must score a 55 by the end of 4<sup>th</sup> grade.

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## NWEA MAP Testing

Measure of Adequate Progress (MAP) testing was continued for all students in both 3rd and 4th grade. MAP was given three times during the year 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
2014-2015	83% 78 students	9% 8 students	9% 8 students
2013-2014	84% 68 students	10% 8 students	6% 5 students

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

4th MAP Reading	Benchmark	Strategic	Intensive
2014-2015	82% 62 students	9% 7 students	9% 7 students
2013-2014	70% 53 students	16% 12 students	14% 11 students

#### Benchmark Goals:

- **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 3<sup>rd</sup> grade and a RIT score of 207 or higher by the end of 4<sup>th</sup> grade.

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

3rd MAP Math	Benchmark	Strategic	Intensive
2014-2015	71% 67 students	20% 19 students	9% 9 students
2013-2014	78% 63 students	21% 17 students	1% 1 student

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

4th MAP Math	Benchmark	Strategic	Intensive
2014-2015	68% 52 students	22% 17 students	10% 8 students
2013-2014	59% 45 students	25% 19 students	15% 11 students

#### Benchmark Goals:

- **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 3<sup>rd</sup> grade and a RIT score of 213 or higher by the end of 4<sup>th</sup> grade.

#### Overall Student Achievement Summary:

As you can see by all of our student achievement data, our school is overall lower in math as compared to reading. To help remedy this, we will be moving our math block for 3rd and 4th from the afternoon to the morning. This will give math more instructional minutes and students will be fresher in morning. We will see if switching the time of day for the blocks will have any effect on student achievement.

“Watch Us SOAR!”

## **STUDENT ACTIVITIES:**

There were a variety of student activities that happened throughout the year. This year Garfield Elementary focused on creating school spirit by designating Fridays as being “Blue and Gold” days. Students and staff were encouraged to participate and raise awareness of school pride. One of the highlights of this effort was seen at the district wide homecoming assembly held at the Fergus Field House. Being able to see every student in the district participating in this assembly was great. Students also attended the homecoming parade this year. Watching all of the kids on Main Street has begun, in my mind, to create a better sense of community and school pride for our students.

### **3<sup>rd</sup> and 4<sup>th</sup> Grade Ski Days**

With the help of our PTO and community donations we took our 3<sup>rd</sup> and 4<sup>th</sup> grade students skiing three times each this year. Each grade level had some very exciting days at Showdown Montana. 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. The parent support was fantastic and the folks at Showdown made our experience a great one.

### **Music Programs**

First, we must say thank you again to Nathan Poukish for making music so much fun for our kids. Mr. Poukish put on a variety of music programs for each grade level at Garfield: K, 3, & 4. The programs were energetic and engaging for all involved. He also coordinated our talent show this year which had a big variety of acts totaling about 40 acts. It was great to see all of the kids perform.

### **Arts in our Schools**

Cheryl Bannes visited our school monthly 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.

### **Missoula Children’s Theatre**

The Missoula Children’s Theatre returned to Lewistown this fall with the help of our PTO. The production of “Blackbeard the Pirate” was a great success. There were 60 plus students cast in the production, which was amazing to see. The date of the production was moved to November this year to help with scheduling conflicts with end of the year programs. We are very thankful for the high school allowing us to use their facility. This continues to be a great event for kids in the Lewistown schools.

### **Fundraising Efforts**

Our PTO fundraising efforts (Great American and the 2015 Spring Carnival) were awesome as usually. I feel the 2015 Spring Carnival was a success even though finding volunteers was difficult. It is always great to see the families come together during this event. The family movie nights were also very successful in creating a more family friendly atmosphere around our school community.

“Watch Us SOAR!”

### **I Love to Read Month**

Garfield 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 goal of 2000 AR points in order to shave off the Principal’s beard. The students shattered their goal by reading 2,480 AR points the month of February, so two students were picked to shave my beard.

### **Talking Zoo**

Our 3rd grade classes put on a talking zoo one afternoon in the gym during the fall. 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. Garfield partnered with the DNRC and two students won a prize for the best project dealing with conservation. Each student received a personalized jacket.

### **Field Trips**

The PTO also funded our end of the year field trips for 3rd and 4th grade. Two 4th grade classes went to the Buffalo Jump outside of Ulm and all 4<sup>th</sup> grade classes went to the Lewis and Clark Interpretive Center in Great Falls. Our 3rd grade students went to the fish hatchery and went bowling to celebrate the end of the year.

“Watch Us SOAR!”

**LEWIS & CLARK  
ELEMENTARY  
SCHOOL**

**Michelle Trafton**



**Michelle Trafton, Principal**

**2014-2015 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 slight decrease from the previous year, with students attending 94.90% of the days. The attendance rate equates to an average of 9 students absent every day. Due to the amount of material that is missed through absenteeism we will continue to focus on positive attendance through our attendance policy, attendance at the After School Learning Center to make up school work, and communication with students and parents on the importance of attending school each day they are healthy. In addition our MTSS (Multi –Tiered System of Support) Team has had training this year on CICO (Check In, Check Out) as an intervention for building relationships with at risk students and providing support for students needing help with attendance, academic, and behavioral concerns.



## Enrollment:

The following information represents our ending enrollment numbers for the given school years. This year we had a decrease of 2 students with a smaller 5<sup>th</sup> grade. We had a minimal number of students moving in or out during the school year.

	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
<b>5<sup>th</sup> Grade</b>	81	98	84	98	96	92
<b>6<sup>th</sup> Grade</b>	96	81	94	99	91	90
<b>Total</b>	177	179	178	197	187	182
<b>Change (+ or -)</b>	-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. 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). We also took part in SWIS (School Wide Information Systems) training in Basic SWIS and CICO SWIS. 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 two 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-weekly. Teachers have a system to use with our Request for Assistance Form and we use our Classroom Problem Solving Team Planning Form 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, SWIS 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 28% 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).

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 will be recognized as an exemplar school through the RtI process. We will be part of a recognition ceremony with Denise Juneau at the MBI Conference in June and will be recognized as an RtI Sustaining School.

Many thanks to the MTSS Lewis and Clark team consisting of Cindy Gremaux, Jackie Rickl, Nancy Barber/Cindy Rutherford, Lynn Lensing, Jeff Russell, Teresa Majerus, Jill Reed, Norine McKinney, Gretchen Conrad, and Michelle Trafton. 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 and MTSS we have learned about braiding RtI and MBI and our team has combined to work on Tier I, II, and III for academic and behavior assistance.

This year we increased our positive behaviors by implementing an innovative way to recognize students for their accomplishments. SOAR tickets were created for all staff members. Students can 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 6<sup>th</sup> grade 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 28% reduction in our office discipline referrals (ODRs) this school year!!! Our Parent Teacher Organization was very helpful with this program in supplying the ice cream treats. They also supported our SOAR and testing reward of movie with treats at the Judith Theater!

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 with Denise Juneau at the MBI Conference in June and will be recognized as an MBI Exemplar Silver 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, Nancy Barber/Cindy Rutherford, Lynn Lensing, Jeff Russell, Teresa Majerus, Jill Reed, Norine McKinney, Gretchen Conrad, and Michelle Trafton. Jacque Sherman, our school psychologist, also attends as she is able.

We plan to continue our work in MBI with Michelle Trafton, Jeff Russell, Chuck Cloud, Dylan Buehler, and Sandy Fox attending the MBI Summer Institute June 15 – 19, 2015.

## **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.

Our Schoolwide Title 1 team has included Michelle Trafton, Jackie Rickl, Tracy Conner, Cindy Gremaux, and Lynn Lensing. Lynn Franz is our parent representative.

## **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 Michelle Trafton, Nancy Hudson, Tracy Conner, Dee Ann Buehler, and Teresa Majerus. 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. As a result of the work of Matt Lewis, Michelle Trafton, and Justin Jenness on the Standard Response Protocol Emergency Reference Guide for the District, the guide was submitted and approved by the School Board for all staff. Each District building will review and train using this guide for improvement of the emergency operations throughout LPS.

## Student Achievement:

At our end of the year assembly we recognized 51 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. Nine sixth grade students were recognized for Presidential Outstanding Achievement. The purpose of this award is to recognize 6<sup>th</sup> grade students who show outstanding educational growth, improvement, and commitment. This year we also recognized eight students for perfect attendance and ten 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:

	<b>Intensive (At Risk)</b>	<b>Strategic (Some Risk)</b>	<b>Benchmark</b>
<b>5<sup>th</sup> Grade</b>			
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%
<b>6<sup>th</sup> Grade</b>			
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%

### 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**

### 5<sup>th</sup> Grade Math Computation

2012-2013	10%	15%	75%
2013-2014	9%	15%	76%
2014-2015	10%	15%	75%

### 5<sup>th</sup> Grade Math Concepts and Applications

2012-2013	10%	16%	74%
2013-2014	11%	13%	76%
2014-2015	10%	15%	75%

### 6<sup>th</sup> Grade Math Computation

2012-2013	9%	16%	75%
2013-2014	10%	13%	77%
2014-2015	10%	16%	74%

### 6<sup>th</sup> Grade Math Concepts and Applications

2012-2013	9%	16%	75%
2013-2014	9%	14%	77%
2014-2015	10%	14%	76%

### 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 sixth 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 5<sup>th</sup> and 6<sup>th</sup> 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 MontCAS.

### 2014-15

#### Mathematics

Lewis & Clark School

Grade	Student Count	Novice		Nearing Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	80	12	15.0%	17	21.3%	19	23.8%	32	40.0%
6	95	22	23.2%	11	11.6%	39	41.1%	23	24.2%
Total	175	34	19.3%	28	16.0%	58	33.0%	55	31.3%

#### Reading

Lewis & Clark School

Grade	Student Count	Novice		Nearing Proficient		Proficient		Advanced	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	79	2	2.5%	5	6.3%	42	53.2%	30	38.0%
6	95	8	8.4%	13	13.7%	44	46.3%	30	31.6%
Total	174	10	5.7%	18	10.3%	86	49.1%	60	34.3%

The following MAP report shows students in each area according to NWEA MAP National Norms.

2014-15	Math		Reading	
	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
Benchmark	54%	65%	78%	67%
Strategic	25%	12%	14%	19%
Intensive	21%	23%	8%	14%

## **Smarter Balanced Testing**

The Smarter Balanced annual state assessments as required by the Office of Public Instruction measured student progress in Reading and math. The assessments for 2013-14 were a field test and we will not receive the results of this computer assessment. It took 10 weeks of testing in the lab 5 days a week to complete this assessment for all grade levels and classrooms. We learned a lot from that experience and have now applied that to the state testing for 2014-15. This year it took us 8 weeks to test all students, using the lab 5 days a week. There were testing difficulties with a couple days of not being able to access the testing site, but other than that the testing went fairly well. 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 2015.

## **Student Activities:**

### **Band and Choir**

Our fifth and sixth grade students had the opportunity to participate in band and choir. Twenty-two 5th grade students and thirty-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 classes have band three times a week. Sixty-one 6th grade students participated in choir three times a week at Lewis and Clark. Fifth grade students all took 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. Mr. Hildebrant had a Select Choir this year for 6<sup>th</sup> grade during 2<sup>nd</sup> semester. They put on a wonderful performance during the L&C Talent Show.

### **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, organizing and writing name tags for service men and women for our Christmas for the Troops project, 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 second 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 hopes to expand this club to Garfield and the Junior High next year.

### **Geography Bee**

In January we held our annual Geography Bee. The 16 participants from various classrooms were: Grant Swan, Cialeo Smith, Carson Lewis, Noah Wentworth, Cael Nearhoof, Xander Flick Ryan Fenley, Sean Kunau, Kason Olson, Tommy Brandon, Molly Cunningham, Novia Larson, Rabeka Wittmier, Ashton Moseman, Owen Lodahl, and Kaitlin Sramek. 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 is Grant Swan. Grant 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 5<sup>th</sup> 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. Unfortunately, again this year, due to the severe cold in January and melting ice in the spring we were unable to ice fish. We will try again next year for the ice fishing. 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 animals and stories, including those from various origins (Native American, Celtic, Medieval, etc.). Students had lessons on drawing and techniques with rodents, ravens, cats, dragons, mythical animals, and knot designs. 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 from each classroom included: Zach Cooler, Truman Pierce, Caleb Greenberg, Cialeo Smith, Daniel Thackeray, Gabe Arndt, Trinity Edwards, Hanna Franz, Jaden Swan, Morgan Pierce, Kaitlin Sramek, Mollie Meredith, Kobe LaRocque, Dylan Stapleton, Abe Friesen, and Tessa Catron. Daniel Thackeray is our Lewis & Clark Spelling Bee Champion this year and went on to the Fergus County Spelling Bee along with nine other students from our L&C Spelling Bee. Truman Pierce was the Fergus County Spelling Bee winner and went on to the Montana State 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 winners included Nolan Fry, Donny Berg, Jade Darrington, Colin Gilpatrick, Payson Jensen, Christian Karhi, June LePage, Adam Ward, Rabeka Wittmier, and Carl Beardsley. In addition, the Grand Prize Runner-Up for the county was Nolan Fry! We thank Walleyes Unlimited for their support of this program.

### **Snowshoeing**

This year we continued into our second 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, “Reading is Awesome” and we had a variety of activities throughout the week to promote the love of reading. Both the 5<sup>th</sup> and 6<sup>th</sup> grade students took part in “Reading Buddies” and took busses over to Highland Park School where they read to Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> 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 2,000 Accelerated Reader points for the month of February and received a school-wide ice cream treat!

### **Spirit of Christmas**

Lewis & Clark staff and students have taken part in the “Spirit of Christmas” for a second time this school year. Supplies and goodies were gathered for 180 American service men and women and sent to Afghanistan to arrive in time for Christmas. Each soldier received a stocking with their name on it, stuffed with all kinds of things they can use/eat and ornaments made by the students. Extra boxes were sent with many more supplies for the entire troop. Albertsons, Sports Inc., Elks Club, the American Legion, Main Connection Travel, and Spring Creek Colony all gave generous donations for supplies and shipping. Many of the soldiers sent thank you cards to the school and students and were so happy to have received these items and kind thoughts from the students and staff!

### **Montana SHAKES!**

The Shakespeare in the Parks program has visited L&C School for three 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 Romeo & Juliet. 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 6<sup>th</sup> grade students and teachers put on a “World Tour” for the third 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 Garfield 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. Many visitors mentioned that they learned a lot from the students!

### **Wax Museum**

The 5<sup>th</sup> 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. Parents and community members 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 4<sup>th</sup> Annual Talent Show this year. There were 18 acts and 32 students involved, as well as a great rendition of “The Yellow Submarine” by the entire staff! 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, organize and run our fall fundraiser, volunteer 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 5<sup>th</sup> grade trip to Helena to tour the Capitol and their journey on the Charlie Russell Chew Choo. They also funded the 6<sup>th</sup> grade field trip to the Museum of the Rockies. In addition, they sponsored the Montana SHAKES (Shakespeare in the Parks Program) for 5<sup>th</sup> and 6<sup>th</sup> 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 Field Day 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, snowshoeing, Charlie Russell Chew Choo/Lewistown Museum field trip, and Museum of the Rockies field trip. The majority of 5<sup>th</sup> and 6<sup>th</sup> 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 K-6 Orientation/Open House at the beginning of the school year to introduce/update parents about several programs in our schools including Rtl, MBI/Bully Prevention, Title I, Assessment, programs, and K-6 procedures. The continual collaboration between schools has been very positive for parents, students, and staff. Parents are also informed through the Refrigerator Reminder Newsletters that outline the information and events throughout each month and through our website with calendar dates and pictures of events. Very positive feedback has been received about the reminders and requests that information continues to be sent in that fashion as it provides important information that parents are easily able to access. Others schools have begun doing this same format and parents appreciate the consistency. We have also just learned that PTO is funding TV monitors for information centers at the entry of each school. This will allow schools to have important information and reminders for all to read as they come in to the school, wait for students, or want to find out about upcoming events. PTO also felt it would be a 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  
2014-2015  
Tim Majerus, Principal**

Completing the annual report is an opportunity for staff to reflect on the strides we have made in continuing our tradition of providing the best educational opportunity for our students. The junior high years are a critical time as students make the transition from the elementary to the high school. Our staff has a goal that when students leave the Junior High they have the ability to take a greater ownership of their learning and ultimately, their successes and failures. Each year the LJHS staff celebrate our successes and identify areas in need of improvement. I believe the Junior High is staffed with personnel who have strong work ethics and a vision to continually improve.

This annual report will provide a summary of the staff, academics, and activities of Lewistown Junior High School during the 2014-15 school year. The information within this report contains some of the data we use to assess our progress and seek improvement.

This year we continued a number of successful programs and incorporated new opportunities for our students. One of our strengths is the combination of teaching staff with various years of experience. This combination has allowed a sharing of experience and new ideas.

### **New Staff**

Lewistown Junior High School welcomed a number of new members to the staff. The STAR Room, which is housed at the Junior High, has a new Paraprofessional and Behavior Specialist.

The following made up the new staff at the Junior High:

#### **Certified Staff**

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\*Sarah Henson .....7<sup>th</sup> Grade Special Education

#### **Classified Staff**

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\*Lisa Arndt .....STAR Room Behavior Specialist  
\*Nancy Cauffman .....Paraprofessional (one-on-one)  
\*Meghan Gayle .....Paraprofessional (second half of school year)  
\*Levi Marciniak .....Paraprofessional (one-on-one)  
\*Kameron Pearson .....STAR Room Paraprofessional

## **New to 2014-2015**

### **Samsung “Solve for Tomorrow” Award**

Lewistown Junior High Science Department was the 2014 State winner for the Samsung “Solve for Tomorrow” Contest. Each year schools from around the state and the nation compete in this contest. Lewistown Junior High became the State Award Winner with its students’ work on the Brewery Flats Water Quality Project and the use of GPS/GIS Technology. The school received over \$20,000 in new technology for students to use throughout the school. The award included 65 new Chromebooks(™), 5 new color printers, and 6 digital cameras. The school congratulates science teachers Stephen Paulson and Suzie Flentie.

### **Yellowstone Trip**

Lewistown Junior High School made history September 26-29, 2014, when 32 students and 8 chaperones embarked on a trip of a lifetime. During these four days students and chaperones stayed at the beautiful Lamar Valley Buffalo Ranch in Yellowstone National Park and took part in a curriculum based residential program. “Expedition: Yellowstone” teaches students about the natural and cultural history of Yellowstone National Park, investigates current issues affecting the Greater Yellowstone Ecosystem, and promotes stewardship and preservation in the park and in home communities. Emphasis is on learning through direct experience in the outdoors. Students participated with teachers and parent chaperones in hikes, field investigations, discussions, creative dramatics, and journal writing.

Teachers Steve Paulson and Noah Vallincourt have again applied to attend the Expedition Yellowstone program and will once again make history on December 4-7, 2015, when students and chaperones will embark on a four day Winter Expedition trip. Students will stay at the dormitories at the Youth Conservation Corp campus located at Mammoth Hot Springs. Yellowstone Park Rangers will lead the expedition and teach students about the Greater Yellowstone winter ecosystem. Students will engage in animal tracking, snowshoeing, and winter exploration.

## **ACADEMIC PERFORMANCE**

**Scholastic Awards** - At the end of the school year LJHS recognizes students who have maintained a GPA of 3.5 or higher throughout the school year. The following are the number of students who meet the minimum requirement of a 3.5 GPA:

### **First Year Recipients (the past 4 quarters)**

7<sup>th</sup> Grade – 22 students

8<sup>th</sup> Grade – 4 students

### **Second Year Recipients (the past 8 quarters)**

8<sup>th</sup> Grade – 18 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**

	A				A- Average				B+ Average				B Average			
Quarter	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
7th Grade	4	3	1	2	20	16	21	24	8	10	12	9	14	13	11	13
8th Grade	3	2	4	0	27	26	17	23	14	13	15	15	15	11	15	18

**Total Honor Roll per Quarter**

**Percentage Honor Roll per Quarter**

Quarter	1	2	3	4		Quarter	1	2	3	4
7th Grade	46	42	45	48		7th Grade	57%	54%	56%	60%
8th Grade	59	52	51	56		8th Grade	62%	55%	54%	59%

**Renaissance Program** – Students are rewarded in two ways:

The first is through the GPA rewards cards. Students who have achieved a 4.0 GPA or increased their GPA by 1.0 receive a Gold Card. Students with GPAs between a 3.50 and 3.99 or an increase of .75 receive a Blue Card and students with GPAs between 3.49 and 3.00 or an increase of .50 receive a Silver Card. Each card has rewards from several businesses and the privilege of a few minutes early release at the end of specified days.

The second way the Renaissance Program rewards students is by recognizing displays in character. Students who act in a manner that is Safe, Organized, Accepting, and Responsible are given a SOAR ticket. Tickets are collected each month for drawings for a variety of prizes, including Converse shoes.

**Struggling Students** – Having students struggle in classes is something we try hard to remedy through interventions and communication with students and parents. However, even though we have interventions in place, students still struggle or fail to meet the minimum requirement of passing a class. The following is a summary of the number of students with at least one grade that is either failing or near failing.



## Number of Students Each Quarter Struggling to Meet the Minimum Grade Requirement

	Students with at least one or more D's but no failing grades				Students with only one failing grade				Students with multiple failing grades			
Quarter	1	2	3	4	1	2	3	4	1	2	3	4
7th Grade	5	8	11	15	14	16	8	5	3	6	5	7
8th Grade	6	5	5	4	6	4	6	7	8	7	9	8

## ACADEMIC INTERVENTIONS

**Response to Intervention (RtI)** – This year's RtI team continued to build upon our previous progress in identifying struggling students and providing interventions.

- Team members: Candy Dunn, Krystal Ferguson, Kim Miller, and Katherine Spraggins.
- Current Classification: Moved from Exploring "B" to Implementing "B"
- Goals for the year were to continue working on implementing interventions with fidelity and assuring students were enrolled in the necessary interventions.

**After School Learning Center** – The Learning Center continues to be a valued tool for students who struggle to complete work. Students are either assigned a 30 or 60 minute session based upon failing or missing assignments. On average about 10 students per night are assigned to the ASLC. In addition to the ASLC room, a number of teachers can be found working with students in their individual classrooms.

**Common Study Time (CST)** – This is the third year of having a common study time in the schedule. During the last 27 minutes of school, students report to their homerooms. This time is used to get additional help from teachers on the days' instruction or to get a start on their homework. During the last quarter three 7<sup>th</sup> grade teachers started an incentive of taking students who had no missing work outside to play basketball during CST. Those with missing work stayed back with two of the three teachers. This incentive proved effective as a number of students who typically had missing work made sure they had everything handed in before Friday's CST.

**Reading Instruction** – Thirty minutes of each day is dedicated to having our students read. Most students are involved with the Accelerated Reader program where they set a quarterly goal and seek to reach that goal through reading literature, both fiction and nonfiction. Students who have been identified as needing additional reading instruction are placed in smaller groups for more directed instruction.

**Content Area Reinforcement (CAR)** – This program is the Junior High's version of a study hall. Students who struggle with work completion are taken out of an elective class and placed in a CAR class to provide them with additional time and some additional guidance to complete their work.

**Title Classes** – The Junior High offers leveled classes in both English and math. These Title classes provide more individualized instruction and smaller class sizes. The goal of Title classes is to address areas of academic gaps.

## **ASSESSMENT**

**SBAC** – This year the Office of Public Instruction implemented the first year of the Montana Smarter CRT testing in Math and ELA. Students were tested using two types of tests, all to be completed on the computer. The two types were categorized as performance and non-performance tests. The performance tests had students apply their knowledge in addressing a situational problem while the non-performance test were similar to the traditional tests by giving mostly multiple choice questions. Though there were a number of minor issues at the beginning of the testing, for the most part our testing went rather smoothly. However, there were some student frustrations when some questions didn't provide all the necessary information for students to answer.

The greatest drawback of the testing was scheduling students into computer labs. With traditional CRT testing all students were tested at the same time. In order to get all students tested on the computers our schedule had four testing sessions over a two day period for each of the four tests. As a result, the testing occurred over a much longer time frame.

**MontCAS** – As the State makes the transition to the Smarter Balanced test there is still the need to assess 8<sup>th</sup> grade students in Science. Students are given the Science test in grades 4, 8 and 10. The Junior High has traditionally scored well above the state average.

<b>8<sup>th</sup> Grade MontCAS Results in Science</b>	<b>Advanced &amp; Proficient</b>		<b>Nearing Proficient &amp; Novice</b>	
<b>Year</b>	<b>LJHS</b>	<b>State</b>	<b>LJHS</b>	<b>State</b>
<b>2011-12</b>	76%	67%	24%	33%
<b>2012-13</b>	77%	65%	24%	35%
<b>2013-14</b>	74%	68%	26%	32%
<b>2014-15</b>	NA	NA	NA	NA

**AIMSweb** – AIMSweb was utilized more extensively this year than in the past. Jenifer Blazicevich tested each student in the fall. From these results we were able to identify students who needed intervention programs and progress monitoring assessments on a more frequent basis.

**MAP Testing** – LJHS continues to utilize the MAP testing three times a year to benchmark students as an indication of how they will perform on state criteria test and to assure correct placement in both English and math. The data from the MAP testing is evaluated by the staff through the District's newly purchased Milepost database. This database allows teachers easy access to detailed information for the students in each of their classes.

8th Grade - NWEA Mathematics										
	Low		LoAvg		Average		HiAvg		Hi	
Fall	22	22%	15	15%	17	17%	26	27%	18	18%
Winter	27	28%	15	15%	20	20%	25	26%	11	11%
Spring	18	19%	15	16%	18	19%	28	30%	15	16%
8th Grade - NWEA Reading										
	Low		LoAvg		Average		HiAvg		Hi	
Fall	19	19%	15	15%	22	22%	23	23%	19	19%
Winter	17	17%	16	16%	27	28%	21	21%	17	17%
Spring	12	13%	21	22%	20	21%	18	19%	23	24%
8th Grade - NWEA Language Usage										
	Low		LoAvg		Average		HiAvg		Hi	
Fall	14	14%	22	22%	25	26%	21	21%	16	16%
Winter	13	13%	31	32%	15	15%	24	24%	15	15%
Spring	12	13%	25	27%	23	24%	18	19%	16	17%

7th Grade - NWEA Mathematics										
	Low		LoAvg		Average		HiAvg		Hi	
Fall	23	30%	9	12%	20	26%	16	21%	9	12%
Winter	20	26%	14	18%	14	18%	23	30%	6	8%
Spring	19	24%	13	16%	18	23%	22	28%	8	10%
7th Grade - NWEA Reading										
	Low		LoAvg		Average		HiAvg		Hi	
Fall	17	22%	8	10%	17	22%	20	26%	15	19%
Winter	17	22%	13	17%	8	10%	26	33%	14	18%
Spring	18	22%	13	16%	15	19%	22	27%	13	16%
7th Grade - NWEA Language Usage										
	Low		LoAvg		Average		HiAvg		Hi	
Fall	15	19%	15	19%	18	23%	20	26%	9	12%
Winter	14	18%	15	19%	14	18%	22	29%	12	16%
Spring	17	21%	12	15%	18	23%	16	20%	17	21%

## ATTENDANCE

The District policy requests “the cooperation of parents and students in developing consistent school attendance for all pupils.” It is the goal of our school to emphasize the importance of attendance. The Junior High policy, like that of the High School, focuses on maintaining at least 90% attendance.

Though the attendance rates continue to stay at an average of 94%, the number of students with habitual absences has not shown improvement. Those students with less than 90% accounted for more than a third of all absences. When class rankings are calculated into the formula, it’s evident that poor attendance has had an adverse effect on their academic performance. Getting those students to school on a more frequent basis continues to be a priority.

Attendance %	Less than 90%		90 to 94.9%		95% or Better		Average Attendance	
	2014	2015	2014	2015	2014	2015	2014	2015
7 <sup>th</sup> Grade	12	11	30	33	52	36	94.37%	94.11%
8 <sup>th</sup> Grade	10	16	36	32	55	47	94.64%	93.97%

In the 7<sup>th</sup> grade, the 11 students with less than 90% attendance accounted for 35% of all absences. In the 8<sup>th</sup> grade, the 16 students with less than 90% attendance accounted for 38% of all absences.

## **STUDENT ACTIVITIES**

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

**Builders Club:** The Builders Club is a service club that finds ways to help the school and community. This year Mrs. Blazicevich was the new advisor for Builders Club. They operate the student store to raise money to purchase items to make the school a better place for the students. This year the Builders Club purchased a new water fountain that has a water bottle filling feature. A couple of the bigger projects the club does is the Spirit of Christmas canned food drive for the Community Cupboard and a highway clean up. Furthermore, a project that was started this year was spending time with the elderly at the nursing home on a monthly basis. The Builders Club is the start-up program for Key Club at the high school. This years' officers were: Isabella Lewis-President, Collin Comes-Vice President, Stephanie Olson-Secretary, Rebecca Bawden-Treasurer, Grace Holzer and Alexis Nobiensky-Sergeant-at-Arms.

**Chess Club:** Brett Thackeray volunteered to start a new chess club during the last weeks of school. Brett implemented an online program in which students could play and learn throughout the summer. Next fall he will continue to meet with students on Fridays.

**GIS Club:** This club is a hands on activity that involves Geographic Information Systems Software and Geographic Positioning System Units. The group meets every week to learn the GIS software as Mrs. Flentie teaches them using a variety of projects. In May, the club had two big activities. The first was working with the Montana Department of Environmental Quality's Abandoned Mines program by using hand held GPS units to map an area on the Divide to show the sites of sinkholes occurring as a result of abandoned mines. For the second activity, the club travelled to Bozeman to visit the physics lab on MSU campus and participate in a Geocache.

**MathCounts:** MathCounts continues to have a strong group of students that meets twice a week under the leadership of Mrs. Spraggins. Initially, twenty-five students started the program and then the group was narrowed down to 10 students who could participate in competition as a team or individually. The group started the second week in October and finished up mid-March. The competing team members were selected in December after the school test. At the chapter competition in February, the students participated against all classes of Montana schools. After the chapter competition there is a state competition, and following that, the top four in the state advance to the National competition.

**Robotics Club:** Fergus High School Senior Carl Wright and Sophomore Jonathan Chen helped students interested in Robotics learn many skills in the programming and building of robots through the Robotics Club. Carl had written a grant to the Central Montana Foundation to help purchase the material for the club. Under the guidance of Carl Wright, Jonathan Chen and Mrs. Spraggins, about eight members regularly met two days a week after school. The club members did not attend a competition this year.

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

**Ski Club:** The Ski Club was a great success with Mr. Donaldson being the advisor. The club had a school-wide ski trip for both 7<sup>th</sup> and 8<sup>th</sup> grade students. The Ski Club continued to be a popular winter activity. By joining Ski Club for the membership fee of \$35, students have the opportunity to travel with the club on one or all of the eight scheduled trips to Showdown. The membership covers the cost of transportation. Students are still responsible for rental cost and the cost of lift tickets for each day they travel. This year 68 students took advantage of the Ski Club opportunity.

**Student Council:** This year's Student Council officers were: President-Ashley Brand, Vice President-Jacy Ayers, Treasurer-Logan McQuinn, and Secretary-Auriel Krumwiede. Mrs. Eike and Mrs. Ferguson were co-advisors for the Student Council. Each year the Student Council puts on dances and organizes the ever popular Homecoming Spirit Week. During this week the council members come up with five theme days for students to show their spirit. Each day class winners were selected for an overall winner for the day. At the end of the week a grand prize was awarded from a drawing of the daily winners. During Teacher Appreciation Week the Student Council provided a small token of their appreciation twice throughout the week. The officers of Student Council also help at the microphone, hosting the Veteran's Day celebration and the end of the year Awards Ceremony.

## **Community Involvement**

**7<sup>th</sup> grade Science:** Mr. Paulson and his students helped out in many ways. Early in the year his 7<sup>th</sup> grade students continued a project started in 1990 of sampling macro invertebrates and measuring Water Quality at Big Spring Creek in the Brewery Flats area. His classes also completed studies of plants, animals and ecological changes at the Frog Ponds. Their data will be used in many ways including drawing a map of the bottom of the ponds. From this they are able to calculate the speed at which the ponds are filling with sediment.

**FaCS Service Projects:** Mrs. Eike's 7<sup>th</sup> 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. Each student selects a children's story to recreate using flannel cut outs of the characters. They then present the stories to children throughout the school year. 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.

**Veteran's Day Assembly:** LJHS presented its 16<sup>th</sup> Veteran's Day presentation. The Journalism class interviewed Lewistown School District employees current, or past, who served in the Military. Individual Journalism students gave presentations on Dr. Ron Mattson, Mr. Ted Murray, Mr. Lee Lantzer, Mr. Sid Wilson and Mr. Chuck Cloud. Mr. Monte Boettger was the guest speaker. Lt. Governor Angela McLean made a surprise visit to the program. She was introduced to the audience by Student Council President Ashley Brand. The School District Transportation

Department once again provided bus service from the Yogo Inn. The Yogo Inn provided free coffee and dessert to Veterans and their guests following the program. American Legion Post 16 performed the Unserviceable Flag Ceremony. Attendance was excellent. LJHS feels honored to host the Veteran's Day Assembly that has become a part of the local tradition. It is our way of honoring those that have given so much to our nation and teaching our students the importance of the sacrifices they have made.

**Parent Teacher Organization (PTO):** The PTO does so many things to support our school. Each year they help sponsor the eighth grade dance, provide treats for the After School Learning Center, and fund the purchase of the student planner books. Support was provided to buy student assignment books for all students during the school year. The funding for this project comes from the annual cookie dough sales that the Junior High students participate in each year. This was our fourth year of the fundraiser and with each year the program brings in more funds from the community. Their support is very much appreciated.

### **Student Recognition**

**Scholastic Awards Ceremony:** At the end the year, those students who have done well in meeting or exceeding the standards of our school are recognized. Students were recognized for their academic successes, attendance, and the honors they received throughout the year. Mrs. Dunn presented \$150 to Logan McQuinn for his third place finish in the Montana Mining Essay. In addition, each year two students are selected for the DAR (Daughters of the American Revolution) award. These two 8<sup>th</sup> graders are selected by staff and are exemplary of positive attitudes and a willingness to put forth an extraordinary effort. This year's DAR award winners were Auriel Krumwiede and Grady Gilpatrick.

**FERGUS  
HIGH  
SCHOOL**

**Jerry Feller**



***Fergus High School – Office of the Principal***  
***1001 Casino Creek Drive, Lewistown, MT 59457***

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**FHS ANNUAL REPORT**  
**2014 – 2015**

**“Excellence Today, Success Tomorrow”**

Fergus High School was under the fifth year leadership team of Mr. Jerry Feller, Principal and Mr. Jeff Elliott, Assistant-Principal. We enjoyed many exciting times and our kids enjoyed many positive outcomes in many different areas of our school community. As a school, we continued to strive and meet the needs of our students as we continually aim for outstanding individual and group achievements. This report is a brief synopsis of the many highlights, goals or happenings of this past year along with a few facts that were compiled during the course of the year.

This report begins by listing all 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 at Fergus High School for the 2014-2015 school year was comprised of the following:

**Certified Staff**

Sandy Armstad  
Doug Braulick  
Adrienna DeCock  
Karen Durbin  
Holly Heser  
Diane Lewis  
Mike Mangold  
Karl Ortman  
Robert Rutledge  
Melanie Smith

Chad Armstrong  
Sherry Breidenbach  
Brendon DeCock  
Victor Feller  
Chris Hildebrant  
Jared Long  
Jessica Miller  
Linda Rinaldi  
Brett Shelagowski  
Jessica Vallincourt

Luke Brandon  
Meggan Cirrincione  
Loren Drivdahl  
Jeff Friesen  
Troy Hudson  
Leslie Long  
Steve Olson  
Newell Roche  
D.K. Slagel

**Office Staff**

Jim Daniels  
Wendy Pfau

Terry Lankutis  
Levi Talkington

Robin Moline  
Angela Woollett

**Professional Aides**

Steve Adams  
Jean Rogan  
Ryan Wilson

Connie Bowen  
Susan Rutledge  
Tom Wojtowski

Gayle Foster  
Betty Sanders  
Tiffany Wright

**Custodians**

Joel Bennett  
John Maddux

Gary Deffinbaugh  
Steven Rowe

Jim Lafever

**School Food**

Karen Hansen

Maria Hebert

Rosie Lafever



**New Staff Members hired for the 2014-2015 School Year:**

Adrienna DeCock – Earth Science/AP Physics  
Brendon DeCock – Pre-Algebra/Geometry  
Brett Shelagowski – Chemistry/AP Chemistry/ABC Science

**Staff Members retiring or not returning for the 2015-2016 School Year:**

Newell Roche – American History – 16 years at FHS. 36 total years of teaching.  
Ryan Wilson – Para Professional – 3 years of service.  
Tiffany Wright – Para Professional – 7 years of service.

**HIGHLIGHTS FOR THE 2014-2015 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 Mr. Luke Brandon and Mrs. Meggan Cirrincione. The Student Body President Parker Philipps and Vice-President James Derheim did an outstanding job of bringing our students and staff together.
- ☞ **CLASS PRESIDENTS** – Senior Class/Cody Boyce; Junior Class/Aubrey Godbey; Sophomore Class/Nicholas Sweeney; and Freshman Class/Andrew Coolidge.
- ☞ **GRADUATION 2015** – The 115<sup>th</sup> graduating class celebrated Commencement Exercises on May 31, 2015. Our music performances were awesome, our student speeches were outstanding, and our Commencement Address by Justin Guyer, a former teacher at Fergus High School, was truly memorable. 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 two students received the Valedictorian award: James Derheim and Peter Carl Wright. Both students finished with a 4.0 GPA, met the Honors Curriculum requirement along with four additional AP classes, and a minimum of 26 credits. Cody Boyce and Maida Walters also finished with a 4.0 GPA but were inched out through the tie breaking system in selecting the Valedictorian award.
- ☞ **FERGUS HIGH ACCREDITATION** – As a leader in the state, Fergus High School has worked to maintain high standards so as to receive accreditation with the Northwest Association of Accredited Schools, a recognition indicating a high quality of excellence. Fergus High School (Fergus County High School) has been accredited by the Northwest Association of Schools, Colleges and Universities since 1920.
- ☞ **CLUBS & ACTIVITIES** – Fergus High School has many things to be proud of when it comes to our clubs 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.
- ☞ **PRINCIPAL’S CUP** – Fergus High School again proves to be one of the top academic teams in the state of Montana. Maida Walters, Peter Carl Wright, Rebekah Russell, Heather Wiegert, Dalton Jensen and Jonathan Chen traveled across the state to Missoula on April 20th to compete with 10 of the top academic teams from around the State. All of the teams at State earned the right to be at the competition by qualifying as one of the top 3 teams in each of their respective divisions. Our divisional qualifier (named *Principal’s Cup*) took place in Centerville, MT against 38 teams in our region of all classes of schools. Fergus finished 3<sup>rd</sup> overall. All of these schools qualified and went on to attend the State Academic competition in Missoula. Students attending the qualifying meet in Centerville were: Peter Carl Wright, Maida Walters, Rebekah Russell, Scott Olson, Heather Wiegert, Dalton Jensen, Jonathan Chen, Kayla Irish, Ethan Day and Emily Eckhardt.

- ☞ **SCIENCE OLYMPIAD** – The Science Olympiad team placed 1<sup>st</sup> at State in the Science Olympiad competition and represented us well at the National level in Nebraska. Anders Pederson took 3<sup>rd</sup> over-all at the National level in the Flight competition. A place in which no Montanan has ever placed higher. Other students that competed at the State and National level were: Peter Carl Wright, Parker Philipps, Scott Olson, Rebekah Russell, Maida Walters, Amber Fairchild, Devin Blythe, Agape Setu, Hayes Majerus, Kayla Irish, Jonathan Chen, Jarrod Russell, Nicholas Sweeney and Chase Farrar.
- ☞ **MUSIC** – Under the leadership of Mr. Christopher Hildebrant and Mr. Karl Ortman our music department continues to accept the challenge of offering many opportunities to the students of FHS. For the sixth straight year Jazz Band and Choralaires were offered as zero hour classes that begin each day at 7:15 AM.
- ☞ **ATHLETICS** – 154 individual students received at least one athletic letter during the 2014-15 school year with an additional 52 students that participated in at least one sport receiving a participation award. That is 44.6% of our student body that have lettered in at least one sport with another 15.1% of all students receiving participation awards in at least one sport. In total – 59.7% of Fergus High School students were involved in at least one athletic activity (MHSA activity) throughout the school year. In addition - students that lettered had an over-all grade point average of a 3.23 for the 2014-15 school year. This statistic includes a total of 161 students – an additional 7 band and choir students, which MHSA includes with athletics, were added to the 154 athletes. Sixty-four students of the 161 lettered in two or more activities. The 52 students receiving a participation award in at least one sport had an over-all grade point average of a 3.00. The combined GPA of all students participating (athletic letters and participation awards) was a 3.18.
- ☞ **“BLUE-GOLD” LEADERSHIP BREAKFAST** - This spring’s 28th annual FHS “Blue-Gold” Leadership Breakfast continued its reputation as a showcase event. Mr. Newell Roche, American History Teacher, was our honored guest and speaker. Student Council continued the tradition of presenting many Fergus High School students with leadership awards earned throughout the school year.
- ☞ **EAGLE RENAISSANCE** – This program continues to provide students with many incentives for good behavior and academic success. On average over the past four quarters – 78% of Fergus High School students received this award. Students received the following cards by percentage: Gold Card – 6.0%; Blue Card – 31.8%; Silver Card – 20.0%; and White Card – 20.7%. Students who did not receive a card -21.5%. Qualifications for the individual cards include: Gold Card – 4.0 GPA or 1.0 GPA increase from previous quarter; Blue Card – 3.5 to 3.99 GPA or .75 GPA increase from previous quarter; Silver Card – 3.0 to 3.49 GPA or 0.5 GPA increase from previous quarter; and White Card – 2.0 to 2.99 GPA.
- ☞ **ACT TESTING SCORES** – Twelve students of the class of 2015 placed in the top 10% in ACT test scores for the nation. In order to place in the top 10% a student must receive an ACT score of 28 or above. The twelve students receiving this award included: Cody Boyce, Ivan Dengel, James Derheim, Amber Fairchild, McKayla Henson, Haley McLendon, Kaitlyn Poss, Rebekah Russell, Rylee Stewart, Maida Walters, Sydney Wier and Peter Carl Wright.
- ☞ **PERFECT ATTENDANCE** – The following students received perfect attendance: Emily Eckhardt, Dalton Jensen and Madison Rodgers. Dalton Jensen has completed his first three years of high school with perfect attendance.

### **OTHER VALUABLE FERGUS HIGH STATS:**

- 📖 **STRONG EDUCATIONAL COMMITMENT** – Seventeen of the thirty-two certified staff have attained advanced educational degrees (a Master's Degree or higher). Along with other staff members that are currently working toward attaining their Master's Degrees in the near future. The average tenure of the FHS teaching staff was 18.1 years with 12.8 years commitment to the Lewistown Public Schools.
- 📖 **ATTENDANCE & ENROLLMENT** - Student attendance is excellent with figures showing an overall attendance rate of 94.8%. If you would include school related and medically verified absences we had an attendance rate of 90.7%. Our October enrollment was 354 while the February enrollment was 345. Last year those numbers were 341 and 334 respectively. The October 2014 enrollment by class included: 98 freshmen, 89 sophomores, 85 juniors, and 82 seniors. The February 2015 enrollment by class included: 97 freshmen, 87 sophomores, 80 juniors and 81 seniors.
- 📖 **TRANSFER-IN INFORMATION** - Fergus High School had 25 students transfer-in or re-enroll during the school year (compared with 10 students in 2013-2014). Of those 25 new students: 8 transferred out at a later date (3 dropouts), 2 exchange students, and 15 still enrolled at FHS.
- 📖 **TRANSFER-OUT OR DROPOUT INFORMATION** – Fergus High School had 29 students leave school during the 2014–2015 school year: 12 students dropped out of school, 3 students signed up for homeschool, 11 students re-enrolled in a public school, and 3 students went to Job Corp or some other type of program.
- 📖 **SENIOR CLASS ATTENDANCE INFORMATION** – The senior class has had a total of 118 students enrolled at one time or another over the past four years. Of those 118 students: 70 graduated at FHS, 8 dropped out of school, 1 foreign exchange student, 5 homeschool students, 1 5<sup>th</sup> year student, 1 Job Corp, 1 Youth Challenge and 22 transfers to another high school.
- 📖 **115<sup>TH</sup> ANNIVERSARY** – Fergus High School celebrated its 115<sup>th</sup> anniversary this school year with the Class of 2015 being our 115<sup>th</sup> graduating class (29<sup>th</sup> here at the Fergus High School Fieldhouse).

### **PROFILE OF THE CLASS OF 2015:**

The Class of 2015 and its original 98 members entered Fergus High in August 2011 with many high expectations and goals. By the time their tenure was completed, another 6 students had transferred in becoming graduating class members. At graduation the class was smaller with 76 members obtaining Fergus High diplomas.

Of the original 98 class members: (Students enrolled as Freshman)

- 76 members graduated this spring with 68 members spending all four years at Fergus.

Of the 17 class members who transferred in:

- 6 members graduated at Fergus High.
- 4 members dropped out, 1 was part of the foreign exchange program, 1 homeschool and 5 transferred out to another high school.

Other Class of 2015 Information: (76 graduating students)

- Fifty members of the Class of 2015 graduated as honor roll students.
- Twenty-one members of the Class of 2015 finished our Honor's Curriculum, which requires students to successfully complete our college prep curriculum and four years of Math, Science, and English, along with 2 years of Foreign Language, and 2 advanced placement classes.

- Eighteen members of the Class of 2015 are National Honor Society members.
- The mean average grade point average for the Class of 2015 is 3.13.
- In order to be considered a student in the “Top 25”, a member of the Class of 2015 needed to have earned an overall GPA of 3.56, while a “Top 10” student requires a 3.93 GPA.
- Of the seventy-six graduates in the Class of 2015, fifty are planning on attending a post-secondary college or trade school.
- Thirty-nine are currently planning on attending a four-year college or university next fall. Thirty-four will attend in-state institutions: 14 – Montana State University; 4 – University of Montana; 3 – MSU–Billings; 4 – Rocky Mountain College, 2 – MSU–Northern; 2 – UM–Western; and 5 – Montana Tech.
- Eleven seniors will attend a two-year college or trade school.
- At graduation, members of the Class of 2015 had received about \$88,000 in local scholarships, \$180,000 in first year scholarships provided by varied institutions, and a total of \$682,000 of scholarship money will be awarded over the next four years.
- Over the past four years, our seniors (athletes and students) have been participants in activities programs that have earned six state trophies, two of which were state championships. They also have brought home five divisional trophies as divisional champions.
- Individual State Champs were awarded this year to Peter Carl Wright in Speech and Drama, Humorous Solo.
- Students at Fergus High School continue to have high involvement in all the extra-curricular activities offered throughout the school. The following students placed 1st at their State Competition: Skills USA – Nick Sweeney/Prepared Speech; FFA – Cody Boyce/Exemplary Speaking; FFA – Cody Uecker/Job Interview; FFA – Anders Pederson, Devin Blythe, Hayden Collins and Tanner Crawford/Ag Mechanics; FCCLA – Jaree Mane and Sydney Wier/Illustrated Talk; FCCLA – Kylee Yaeger and Taylor Dahl/Life Event Planning; Science Olympiad – Parker Philipps and Scott Olson/It’s about Time.

#### **SENIOR EXIT SURVEY – CLASS OF 2015 – SUMMARY INFORMATION**

What area(s) do you plan to pursue immediately after high school?

4-year College	38	52.8%
2-year College	16	22.2%
Vo/Tech School	5	6.9%
Work Full Time	18	25.0%
Work Part Time	8	11.1%
Apprenticeship	0	0.0%
Military	2	2.8%

Was the school helpful in the selection of a path to follow after graduation?

Yes	41	56.9%
No	31	43.1%

Did school make learning exciting and encourage you to continue your education?

Yes	45	62.5%
No	27	37.5%

**SENIOR EXIT SURVEY – CLASS OF 2015 – SUMMARY INFORMATION (CONT.)**

Were enough electives classes offered for you to explore different career opportunities?

Yes	42	58.3%
No	30	41.7%

Do you think you will be able to find a job that can support you?

Yes	65	90.3%
No	7	9.7%

Did you ever experience significant harassment from other students?

Yes	14	19.4%
No	58	80.6%

Did you have a positive learning experience at FHS?

Yes	59	81.9%
No	13	18.1%

Your teachers generally held high standards and demanded quality work.

Excellent	14	19.4%
Good	33	45.8%
Average	20	27.8%
Below Average	4	5.6%
Needs Improvement	1	1.4%

You feel FHS provided a safe and drug-free environment.

Excellent	15	20.8%
Good	23	31.9%
Average	16	22.2%
Below Average	9	12.5%
Needs Improvement	9	12.5%

You feel prepared for the transition to college or the workplace.

Excellent	17	23.6%
Good	19	26.4%
Average	22	30.6%
Below Average	8	11.1%
Needs Improvement	6	8.3%

FHS provided you a strong foundation in the use of technology.

Excellent	15	20.8%
Good	26	36.1%
Average	18	25.0%
Below Average	11	15.3%
Needs Improvement	1	1.4%



## 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 Elliott**

## **FERGUS HIGH SCHOOL ACTIVITIES**

1001 Casino Creek Drive  
Lewistown, Montana 59457  
(406) – 535 – 2321

2014-2015  
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 2014-2015 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 2014-2015 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 – 6; Football – 9; Cross Country – 9; Wrestling – 5; Volleyball – 9; Boys Basketball – 4; Cheerleading – 5; Track and Field - 33; Tennis – 25; Softball – 15; and Golf – 11.

The Fergus High **Bands** performed three concerts, participated at the Eastern A Band Festival in Glendive, and the District Music Festival here in Lewistown. At the District Music Festival the band earned superior ratings on their performance and in sight reading. Their sight reading score was one point away from perfect. We are very proud of our students.



The *Jazz Band* performed at three concerts and participated in District and State Music Festival. At District Music Festival they earned a superior rating and at State Music Festival they earned an excellent rating.

Students participated in *Pep Band* at numerous home events and at the Central A Divisional Boys and Girls Basketball tournament in Great Falls. It was really a fun and exciting year for the pep band.

The following students participated at both District and State Festivals with the jazz band, percussion ensemble, and both piano solos also performing at State Music Festival:

Hayden Brewer – Jazz Band  
Cooper Bruchez – Jazz Band, Percussion Ensemble  
Cameron Carter – Jazz Band  
Jonathan Chen – Jazz Band, Piano Solo  
Aubrey Godbey – Jazz Band  
Michelle Monger – Jazz Band  
Kody Neill – Jazz Band, Percussion Ensemble  
Anders Pederson – Jazz Band  
Siri Pederson – Jazz Band  
Nick Sweeney – Jazz Band  
Peter Wright – Jazz Band, Percussion Ensemble  
Dalton Jensen – Jazz Band  
Ethan Day – Percussion Ensemble  
Ryan Fisk – Percussion Ensemble  
Thomas Helm – Percussion Ensemble  
Celia Honeycutt – Percussion Ensemble  
Emily Plagenz – Percussion Ensemble  
Sam Renville – Percussion Ensemble  
Shaun Reczek – Percussion Ensemble  
Ashley Hayes – Piano Solo  
Madelyn Kirsch – Flute Solo

Mr. Karl Ortman, Instrumental Music Instructor, would like to thank everyone for another amazing year at Fergus High School.

The Fergus High School **Choral** Department, under the direction of Mr. Chris Hildebrant, has concluded a quite successful 2014-2015 School Year. The program is highlighted by a large group of young individuals. These musicians show a remarkable potential for future growth.

The *Concert Choir*, an ensemble made up of mostly freshmen, was thirty members strong this year. This group grew substantially from the beginning of the school year. Their first concert consisted of two and three part music and by the end of the year the students were able to perform four part music and some pieces with five or six parts at times. The singers were also pushed to learn more difficult music when joining the older *Symphonic Choir* for some concerts. Nearly half of this ensemble is returning to the choral department next year, even after fulfilling their Fine Arts requirement.

The *Symphonic Choir*, comprised of sophomores through seniors, was an ensemble much in flux this year. The group had as many as fifteen members and as few as eight. This was largely due to students transferring between schools. While it was difficult to find music that fit the voices in this group, they were able to perform some difficult and quite varied music. They worked on small group music in addition to some larger pieces with the combined choirs. Members of *Symphonic Choir* also participated in the District Honor Choir in November at Moore Public Schools. In addition, they also took part in the Eastern A Choir Festival in March at Hardin Public Schools.

The choirs performed as a single ensemble at the District Music Festival this April. They did quite well and improved on the performances by the ensembles last year at festival.

*Choralaires*, a select vocal ensemble, was a women's choir this year. This ensemble was also the victim of flexing size due to transferred enrollments. At its largest, it was a nine member group, and at its smallest, it was a five member group. They were able to perform some quite difficult music and pushed themselves musically. The *Choralaires* qualified for the State Music Festival with their Superior performance at the District Music Festival. This group was also quite young, featuring all freshmen and sophomores by the end of the school year. There is tremendous potential in these young women.

The Fergus High School **Speech and Drama** team for the 2014-2015 season was filled with excitement and awards. Head Coach Kristine Leo and Assistant Coach Nathan Poukish had a great season that ended on a high. The team consisted of two seniors, Peter Wright and Shaun Reczek, junior Heather Wiegert, sophomore Camryn Vaughn and freshmen Kathryn Swanson, Kloey Johnston, Katerina Heiser, Caitlin Krause, Lauryn Greenberg, Garrett Fowler and Andrew Coolidge. The team captains were Heather Wiegert and Peter Wright. The Speech students were Peter, Shaun, and Camryn. The Drama students were Kloey, Kathryn, Caitlin, Lauryn, Garrett and Andrew. Our one debater was Katerina. The team went to six Class A meets and one AA meet (Bozeman). The Class A meets were Havre, Hardin, Billings Central, Fergus, and Huntley Project. At every meet, students placed within the top 8. Divisional was in Browning and Peter, Heather, Shaun, Camryn, Kloey, Katerina, Caitlin and Lauryn all placed within the top 6 and moved on to the State Competition which was held in Columbia Falls. At the State Competition Heather Wiegert took second place in Serious Solo and Peter Wright took sixth place in Impromptu and first place in Humorous Oral Interpretation! It was a very emotional season, with ups and downs, but ended in the best way—with a State Champion!

The 2014-2015 Fergus High School Golden Eagle **Cheerleaders** cheered for the football, volleyball, wrestling and boys' and girls' basketball games. The spirit squad also cheered for a football playoff game, volleyball divisional and state games, basketball divisional games and girls' state basketball games, and provided assistance at the Fergus Cross Country Invitational meet.

The three-year letter winners were varsity *Cheerleaders*: McKayla Henson and Ashley Wickens; two-year letter winners were Shelby Choate, Amber Fairchild, Jessica Kelley, and Taylor Woods; one-year letter winner was Amy Charbonneau. Taylor Woods received the Coaches Award and Ashley Wickens received the Most Valuable Cheerleader Award.

Fergus High Golden Eagle *Cheerleaders* hosted the 2015 Cheerfest under the organizational leadership of Jennifer Pfau. The Golden Eagle Cheerleaders won 1<sup>st</sup> Place in the Class A/AA Cheer Team competition and the Fergus Stunt Group-Blue Team made up of Taylor Woods, Ashley Wickens, Greg Fulbright, Shelby Choate, and Kristen Durbin won 2<sup>nd</sup> Place in the Stunt competition. Cheerleaders who participated in the Cheerfest competition were Amy Charbonneau, Shelby Choate, Kayla Crum, Kristen Durbin, Amber Fairchild, Greg Fulbright, McKayla Henson, Marissa James, Jessica Kelley, Ashley Wickens, Kaemyn Wittmier, and Taylor Woods.

The Head Coach for Cheer this year was Taylre Sweeney, assisted by Kelcy Petersen.

The 2014-2015 school year proved to be a successful one for the Fergus High School **Student Council**. Events started with a bang in the fall with STUCO consumed with planning, organizing, and putting together the Homecoming activities. This year's homecoming week proved to be one of the most successful ever as students dressed up for spirit days, nominated and coronated the homecoming royalty, participated in the homecoming parade, and finally danced the night away at the homecoming dance.

2015 brought the return of the MORP dance. This year's dance was held in the high school cafeteria, and was once again a black light dance that was very well attended. Fergus High Alum Keelan Phillips was the DJ for the dance this year with excellent entertainment.

End of the year activities included the 29<sup>th</sup> Annual Blue Gold Breakfast where retiring History Teacher Newell Roche gave an excellent speech on Leadership. Students also participated in nominating and awarding the 2015 Teacher of the Year to Mrs. Jessica Vallincourt.

Finally, the year closed with elections for the 2015-2016 school year. By the looks of upcoming officers and participants, FHS Student Council appears to be headed for another successful year! Students elected for 2015-2016 are:

Student Body President	Jace Davis
Student Body VB	Aubrey Godbey
Student Body Secretary	Whitney Weeden
Student Body Treasurer	Kayla Irish

Senior Class:

President	Kodi Myhre
Vice-President	Dylan Sipe
Secretary Treasurer	Heather Wiegert
Representatives	Taylor Dahl
	Curtis Sibbett

Junior Class:

President	Mikayla Comes
Vice-President	Siri Pederson
Secretary/Treasurer	Cassi Bawden
Representatives	Sam Butcher
	Jonathan Chen

Sophomore Class:

President	Emily Eckhardt
Vice-President	Paige Myers
Secretary Treasurer	Caleb Birdwell
Representatives at Large	Madison Lewis
	Nick Sweeney
	Justin Stoican

The 2014 Fergus Eagle Girls/Boys **Cross Country** teams were coached by Head Coach Suzie Flentie and Assistant Coach Melanie Smith. Michael Kelsey was a volunteer assistant for the second year. This was the seventh year for Boys Cross Country since it was reinstated as a sport at FHS. The program increased in numbers again this year: nineteen boys and seventeen girls plus two girl managers made our teams.

Individual team positions changed often and several JV runners earned the opportunity to run in the seven varsity positions at some point during the season. Both teams took 2<sup>nd</sup> in Belgrade at the Divisional competition. The girls were 7 points behind Belgrade and 20 points ahead of 3<sup>rd</sup> place Havre. The boys were 21 points behind Belgrade and 35 points ahead of 3<sup>rd</sup> place Browning. The girls placing in the top 10 at Divisionals were: Kaitlyn Poss, Madison Rodgers, and Maida Walters in 3<sup>rd</sup>, 6<sup>th</sup>, and 10<sup>th</sup>. Freshman Katerina Heiser was 11<sup>th</sup> and sophomore Courtney Brand was 15<sup>th</sup>. The boys in the top 10 were Ty Parsons, Noah Majerus, and Hayes Majerus in 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup>. Dylan Sipe and Danyon Rice were 11<sup>th</sup> and 17<sup>th</sup>.

The girls went on to place 7<sup>th</sup> at State, just one point behind Belgrade and the boys took 5<sup>th</sup> at State. Kaitlyn Poss was our only All-State runner, finishing 6<sup>th</sup> overall in a career best time of 19:50. Madison, Maida, Courtney, and Katerina completed our top 5, all with personal best times. Kaitlyn Lodahl and Emily Plagenz were our 6<sup>th</sup> and 7<sup>th</sup> runners.

Freshman Noah Majerus led the boys at State, missing All-State by only four spots and running a personal best of 16:55. Ty, Dylan, Hayes, and Austin completed our top 5 with a tight pack time of 17:17, 17:22, 17:29 and 17:30. Danyon Rice and Kai Krumweide were our 6<sup>th</sup> and 7<sup>th</sup> runners. With no seniors in the mix, these boys have a great shot at a State trophy next year.

The Fergus Varsity **Football** team, under the direction of first year Head Coach Vic Feller, First Assistant Troy Hudson, Assistant Coaches Steve Olson, Derek Lear, Orin Johnson, and Volunteer Coaches Dean Ashley and Ryan Wilson, finished the 2014 season 6-3 record. The season started with a home loss to Columbia Falls before going on a three game winning streak against Eastern A teams Glendive, Hardin, and Sidney. Fergus conference play began with a loss to Belgrade after being down 28 points and coming back with a loss by only 7 points. The Golden Eagles again went on a three game winning streak by beating a very good Havre team, followed with a win against both Park and Browning. A loss to Laurel in the first round playoff games ended our season.

This year we totaled 56 players out for football, with only 11 seniors. We filled 22 positions on the All-Conference team and 4 positions on the All-State team.

The Sub-Varsity Teams ended their season with a 9-2 record.

The 2014 Fergus High School **Golf** team ended the season with 10 girls and 13 boys (Parker Errecart moving to manager for the final 3 weeks). The first golf practice was Thursday, August 14 and the State tournament ended on Saturday, October 4. The team attended 12 tournaments in all: 2 were JV only, 5 were JV and Varsity, 3 were Varsity only, and the Divisional and State tournaments.

The Boys Golf Team won the Central A Divisional Tournament held at Cottonwood Hills in Bozeman and placed 6th at State which was held in Hamilton. All five of our players finished in the top 15 at the Divisional tournament (1st Tyrell Walter, 2nd Zach Hould, 9th Jace Davis, 13th Bryson Behl, and 15th Parker Philipps) qualifying them as All-Conference. Peter Wright was sidelined due to a muscle spasm in his back and Parker Philipps took his spot at the Divisional and State Tournaments. Only Tyrell Walter earned All-State honors by placing in the top 15 at State (Tyrell Walter T12, Parker Philipps T31, Zach Hould T40, Jace Davis T48, and Bryson Behl T58). These six boys earned letter honors for playing this year. The boys won 4 regular season tournaments, placed 2nd twice and 4th once. They lost the match-play tournament to Park.

The Girls Golf Team placed 3rd at the Central A Divisional Tournament with four girls earning All-Conference Honors (3rd Kinsey Irvin, 8th Karlie Southworth, 14th Madison Lewis, and 15th Abby Gremaux). Kayla Irish was forced to withdraw due to illness. The four girls that placed in Bozeman went on to compete in Hamilton as individuals (not as a team) and finished: Kinsey Irvin 17th, Karlie Southworth T41, Abby Gremaux 46th, and Madison Lewis 47th. Through the regular season the girls won 2 tournaments, took 2nd three times and 3rd once. They lost to Park in the match-play tournament. Those five girls plus Melissa Nelson earned Letter Awards.

In 2015 the Girls Golf Team should compete well. Even though we lose 4 of our top 6 boys, we will retain our top player, Tyrell Walter, and we have a few strong players coming up from our JV ranks. Coaching was done by Brett Thackeray (third year on the team, first year as Head Coach) and Keithon Walter (first year Assistant Coach).

The **Volleyball** program, under the direction of Head Coach Tara Taylor, experienced another successful year. The varsity finished the season with a 19-9 record, placed second at the Central “A” Divisional Tournament, and finished 5<sup>th</sup> at the State “A” Tournament. Earning 1<sup>st</sup> Team All-Conference and All-State honors was senior Michelle Monger. Another 1<sup>st</sup> Team All-Conference honoree was junior Jaree Mane. Second Team All-Conference honors went to seniors Lexie Anderson and Sydney Wier. Senior Nicole Karhi earned Honorable Mention All-Conference honors.

Our sub-varsity teams both had outstanding seasons as well. Our frosh team, under the direction of second year Coach Jean Muragin, finished the season 16-4. The JV team, under Coach Ashley Jenness, finished the year 14-5.

Our team continues to strive for excellence in the classroom as well as 9 of our 13 letter winners earned Academic All-State honors.

The Fergus High School **Girls Basketball** program had a great 2014-2015 season. The C Squad, coached by Jill Murphy, was undefeated with a record of 16-0. The JV, coached by Dylan Buehler, was 3-16. The Varsity ended with a record of 8-15. The girls battled through a tough regular season losing senior standout Nicole Karhi to an ankle injury within three weeks of games, a couple tough overtime games, and a buzzer beater. At Divisional competition, the girls took 2<sup>nd</sup>, losing to Havre in the championship game and then beating Park in a challenge game. Fergus headed to State in Hamilton which was the first appearance in ten years for the program. The first matchup was against Billings Central. We were dealt a hard blow losing Tara Olson to an ankle injury in the 2<sup>nd</sup> quarter. It was a close game going back and forth but we lost by two points. We then faced Columbia Falls in a loser out game and unfortunately ended our season. Jaree Mane was selected as 1<sup>st</sup> Team All-Conference, Tara Olson was 2<sup>nd</sup> Team and Lexie Anderson was Honorable Mention. We lost five seniors and have five returning players who will lead the team as incoming seniors.

The 2014-15 Fergus **Boys Basketball** team featured several returning lettermen including four seniors that led this year's team. Morgan Ray, James Derheim, Lane Smith and Jessey Perry were leaders both on and off the court for this year's Golden Eagles. Morgan was selected to the Central A All Conference 1<sup>st</sup> team for his efforts this year. James was, again, selected to the Central A 2<sup>nd</sup> team. Jessey Perry and Lane Smith both were starters all year as well. Hunter Errecart, a junior, started all games this year as well and was voted Honorable Mention All-Conference. Jace Davis, also a junior, started every game for the Eagles, except the last one because of his injury. McKye McCarthy really stepped up late in the season and led the team in scoring and assists in several games and was a vital part of the team down the stretch. Eric Knox, a sophomore, also was a major contributor this season, scoring a season high 23 against Belgrade. This year's Golden Eagles battled and fought to a 7-11 record. The Eagles won the first game at the Central A Tournament, beating Park by 2 points. The team then faced Central A Champion, Belgrade, in the semi finals and lost by 7 points. The Eagles then faced Park in the consolation game Saturday afternoon and lost on a 25 ft. 3-point shot in overtime. It was a difficult end to a great season. Head Coach this season was Jeff Elliott and the assistants were Derek Lear and Orin Johnson.

The 2014-2015 **Wrestling** team was coached by Chad Armstrong (eighth year Head Coach) along with Brendon DeCock (first year assistant coach). This year was a season of ups and downs, but when it counted most the wrestlers were able to peak at the right time and had great Divisional and State Tournaments. At the beginning of the season the wrestlers went to the CMR Tournament and placed 20<sup>th</sup> and had two 4<sup>th</sup> place finishers. The next tournament was the Cut Bank Tournament where we placed 8<sup>th</sup> and had four wrestlers place in the top six. The third tourney was the Rocky Mountain Classic Tournament where the team struggled and placed toward the bottom with only two wrestlers placing. The Class A Duals were next and the team had a solid weekend. The wrestlers stayed on the consolation side finishing in 11<sup>th</sup> place. At the Class A Divisional Tournament Fergus finished in 2<sup>nd</sup> place qualifying ten wrestlers for State: 4 - 2<sup>nd</sup> place; 2 - 3<sup>rd</sup> place; and 4 - 4<sup>th</sup> place finishers. At the All Class State Tournament the Fergus Eagle Wrestling Team placed 8<sup>th</sup> with four wrestlers placing in the top six – two wrestlers finished in 2<sup>nd</sup> place and two finished in 5<sup>th</sup> place. Many wrestlers at State won one or more matches for the Golden Eagles.

Even though the overall performance of this year's team was filled with ups and downs, they wrestled hard and performed when it counted the most. Those performances and successes will give them more to build on in the coming years and give them the confidence that the Fergus Golden Eagles Wrestling Team can compete with the best teams in the State of Montana.

The 2014-2015 Fergus Golden Eagle **Tennis** team, under the direction of Head Coach Diane Lewis, Assistant Coach Andrew Bruno, and Volunteer Coaches Wendy Jensen and Allyson Bent, was led by overall slightly inexperienced players consisting of 9 seniors, 10 juniors, 8 sophomores, and 15 freshmen. The Divisional team consisted of 5 seniors, 7 juniors, 5 sophomores and 5 freshmen including the alternates. Forty-two players finished the tennis season this year. The coaches are encouraged by the talented returning players as well as the 23 athletic freshmen and sophomores we were privileged to work with this year. Highlighting the year was the 2<sup>nd</sup> place finish at the Divisional Tournament by the Fergus Girls Team. Also highlighting the year was the play of five team members that placed at the Central Class A Divisional Tournament to advance to State: Trip Crouse and McKye McCarthy taking 4<sup>th</sup> place in Boys Doubles, Ciara Backer and Beth Olson taking 3<sup>rd</sup> place in Girls Doubles, and Danyon Rice taking 4<sup>th</sup> place in Boys Singles. Several of our other players were one match out from going to State as underclassmen. The coaches and players look forward to taking advantage of the lessons learned from these close matches. The Central Class A Tennis Divisionals ended up being a very successful tournament for our placers. Many team members gained valuable experience playing at Divisionals for the first time. Livingston hosted the Divisional Tournament at Bozeman.

A strong group of underclassmen, who will be returning, appear poised to provide excellent leadership next season. Head Coach Diane Lewis and her assistants look forward to talented participants and to hosting teams during the 2015-2016 tennis season.

Helping with the **Track** program this year was Head Coach Steve Olson - jumps and relays, Assistant Coaches Vic Feller - throws, Gary Ceele - sprints and hurdles, Suzy Flentie - distance running, and Volunteer Coach Bruce Reid - pole vault.

The 2015 track season was successful. A couple new school records were set by Brock Butcher in the 400 meter set at the Top Ten meet in Laurel in a time of 49.48 and then at the State meet in Laurel, Jaree Mane set the record in the 200 with a time of 25.82.

The girls finished in 3<sup>rd</sup> place behind Park and Belgrade at the Divisional meet. Then at State the girls tied for 6<sup>th</sup> place at State with 30 points. Jaree Mane led the girls with 50 points at the Divisional meet, winning the 100, 200, 400, long jump and triple jump, with her first time jumping. Then at State she had all 30 points, placing 2<sup>nd</sup> in the 100, 200, 400, 4<sup>th</sup> in the triple jump, and 5<sup>th</sup> in the long jump.

The boys finished the season in 2<sup>nd</sup> place at the Divisional meet behind Belgrade, and tied for 7<sup>th</sup> place at State with 26 points. Brock led the way at Divisionals with wins in the 100, 200, 400 & long jump. He was also on the long relay team that took 2<sup>nd</sup> place. At State Brock placed 3<sup>rd</sup> in the 400 and long jump, 5<sup>th</sup> in the 200, and 6<sup>th</sup> in the 100. He was also on the short relay team that took 3<sup>rd</sup> place. Other members on the short relay team were Haiden Collins, James Derheim and Dalton Farra. Haiden Collins placed 5<sup>th</sup> in the 300 hurdles. Tyson Bristol placed 5<sup>th</sup> in the discus and Collin Hartford placed 6<sup>th</sup> in the javelin.



Overall Coach Olson was satisfied with the track season this year, but is still looking forward to the day the Boys Golden Eagle Track Team can win their first State Track trophy in school history. Fergus has some talented athletes coming up so hopefully they can get the job done.

The 2015 **Softball** team ended the season with a 9-12 record and a 4th place finish at Divisionals. Coached by Mike Mangold, Brett Shelagowski, and Kirsten Miller, this team had many ups and downs throughout the year. This season may not have been a rebuilding year, but it did sow the seeds for the next three or four years. With just three seniors the team was very young and relied heavily on sophomores and freshmen throughout the year. The team did pick up 3 wins against State participants and had one 1st Team, three 2nd Team, and two Honorable Mention players on the All-Conference teams.

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. Recruiting coaches is difficult for the time period they are needed. 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-33, Girls Basketball-31, Wrestling-14, and Boys Basketball-35.

I feel the activity programs at Fergus have a lot to offer all the young students attending Lewistown Public Schools. Activity programs provide valuable lessons on many practical situations such as teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs we provide the opportunity for students to learn self-discipline, build self-confidence, and develop skills to handle competitive situations. Students in activities tend to achieve higher grades than those who do not participate in activities, have a lower drop out rate, and have better school attendance and fewer discipline problems. Students will seek to find educational opportunities available to them as a result of their participation.

Fergus High School provides many activities that support the academic mission of our school. Programs are not a diversion, but rather an extension of a good educational program. The confidence in almost all Fergus activity programs seems to be strong. The staff is highly professional and motivated, and working with them is very enjoyable. We, at the Lewistown Public Schools and Fergus High, look forward for good things to come.

Respectfully submitted,

Jeff Elliott  
Assistant Principal/Activities Director

**ACTIVITIES**

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**LEWISTOWN JUNIOR  
HIGH SCHOOL**

**Tim Majerus**

## **2014-2015 Annual Report Lewistown Junior High School Activities**

The following is a listing of the activities offered at LJHS and the names of the coaches for each sport. The participation numbers are included within each program area description as well as listed in a separate table that is included at the end of the report.

The athletic programs were led by Co-Athletic Directors Jim Daniels and Troy Henderson. Jim and Troy provided the LJHS with the needed leadership in organizing and scheduling our extracurricular activities and keeping our equipment inventory in order.

The athletic department continues to update old and outdated equipment. This spring more equipment was ordered to continue the process of replacing our aging helmets and shoulder pads. The Booster Club has been instrumental in helping us fund these much needed upgrades. Also updated were the jerseys for track. Quick dry t-shirts were purchased with “Eagles Track” on the front. In order to keep costs down we offered students the opportunity to purchase the t-shirts for themselves. Those not wanting to purchase a t-shirt were issued t-shirts purchased by the school. To distinguish between those purchased by the school and students we had “JH” printed on the tails of the school owned t-shirts. Each year more of these tops will be purchased until we own a full set.

**Boys Football:** Troy Henderson continued as our Head Football Coach with Assistant Coaches Brad Breidenbach, Matt Donaldson, and Nolan Porter. The total number of participants was down slightly with a total of 39 players participating – 16 seventh graders and 23 eighth graders.

**Cross Country:** Jessica Vallincourt completed her first season as Head Coach for Cross Country along with the help of Volunteer Coach Noah Vallincourt. Jessica has brought to the sport an enthusiasm that had her athletes loving to run. The Cross Country team had 17 participants – 10 boys and 7 girls.

**Girls Basketball:** Sherry Breidenbach continued to provide the leadership as the Head Girls Basketball Coach. She was assisted by Lee Crouse and Kar Connor. A total of 34 girls participated – 18 seventh graders and 16 eighth graders.

**Boys Basketball:** Head Coach Brad Breidenbach provided the leadership for the Boys Basketball program along with Assistant Coaches, Matt Donaldson and Chuck Cloud. This year saw a total of 33 boys participating – 19 seventh graders and 14 eighth graders.

**Girls Volleyball:** Head Coach Tara Taylor once again provided a successful volleyball program for the Junior High by leading both teams to winning seasons. Tara was assisted by Kris Gapay and Jean Muragin. A total of 40 girls participated – 22 seventh graders and 18 eighth graders.

**Track and Field:** Noah Vallincourt completed his first year as the Head Track Coach, assisted by Jessica Vallincourt and Teresa Majerus. A total of 58 students participated – 24 from the 7<sup>th</sup> grade and 34 from the 8<sup>th</sup> grade. Even though track still has a large number of participants, there continues to be competition for numbers from activities outside of school such as Club Volleyball, Soccer, and Baseball.

**Cheerleading:** The Junior High Cheer Program got a boost this year as High School Assistant Cheer Coach Kelcy Petersen stepped in as our Cheer Coach. She brought to the program a fresh look. However, sharing a coach with the high school caused scheduling conflicts. For the fourth year in a row we were unable to compete in the Cheerfest. A total of 11 girls participated this year.

**Wrestling:** Head Coach Chad Armstrong, assisted by Brendon DeCock. This year the LJHS invitational was classified as a State Championship event. This title brought in a record number of participants. The wrestling parents from the Junior High and Senior High Schools did a fantastic job of running this tournament. Our program continues to include 6<sup>th</sup> graders. A total of seven junior high boys participated – all from the 7<sup>th</sup> grade.

LJHS strives to provide an Activities Program that promotes participation while maintaining a high level of competitiveness. When Junior High sports were first started this was the first time most athletes were exposed to competitive sports. With an increase in travel teams and youth programs we still try to keep the spirit of our programs being an introduction to competition, but understand the need to also introduce athletes to the work ethic of competitive sports.

Coaching at the Junior High School level is a job driven by the love of the sport and the desire to help your athletes develop their skills and a love of the sport. I have the highest praise for our coaching staff and their commitment to the students at LJHS.

7th Grade Boys' Participation				
	Number of Students		Percent of Student Body	
	2013-14	2014-15	2013-14	2014-15
Football	22	16	50%	33%
Cross Country	3	10	7%	21%
Basketball	22	19	50%	40%
Wrestling	0	7	0%	15%
Track	14	13	32%	27%
Cheerleading	0	0	0%	0%

7th Grade Girls' Participation				
	Number of Students		Percent of Student Body	
	2013-14	2014-15	2013-14	2014-15
Basketball	18	15	35%	43%
Cross Country	4	3	8%	9%
Volleyball	19	22	37%	63%
Track	17	10	33%	29%
Cheerleading	6	7	12%	20%

8th Grade Boys' Participation				
	Number of Students		Percent of Student Body	
	2013-14	2014-15	2013-14	2014-15
Football	27	23	52%	52%
Cross Country	7	3	13%	7%
Basketball	17	20	33%	45%
Wrestling	11	0	21%	0%
Track	18	18	35%	41%
Cheerleading	2	0	4%	0%

8th Grade Girls' Participation				
	Number of Students		Percent of Student Body	
	2013-14	2014-15	2013-14	2014-15
Basketball	16	14	32%	28%
Cross Country	6	6	12%	12%
Volleyball	18	18	36%	36%
Track	25	14	50%	28%
Cheerleading	9	0	18%	0%

Student Body Enrollment		
	2013-14	2014-15
7th Boys	44	48
7th Girls	52	35
8th Boys	52	44
8th Girls	50	50

# **ASSESSMENT**

**Scott Dubbs**

*Lewistown Public Schools*  
**2014-2015 Assessment Annual Report**



Submitted by:  
Scott Dubbs, Curriculum Director

Last year was an interesting year for assessments in the Lewistown Public Schools but the 2014-2015 year was also vexing. With federal mandates being put on hold again, we are forced to look at school improvement through a different lens. Like the 2013-2014 school year, this year our staff was required to exhibit patience and a trust that issues outside of their control will be resolved. Last year, I mentioned that assessment will continue to become a bigger part of the world we live in; and that is a bigger understatement this year.

However, as with many barriers in life, there are also opportunities and we had those this year. Discussions were more focused, assessment data was used more and I believe schools and student learning improved as a result. Part of the positives include improved staff understanding of assessment objectives and management but another factor for several schools is the use of Mileposts which is a database tool that was funded by changes in funding on the state-level. Staff is still learning how to utilize a tool like Mileposts but it has helped us analyze our data and is starting to help staff monitor and manage student behavioral and academic progress. Likewise, allowing staff to have the data needed to make decisions for our students that will help insure we provide each with strong academic programs.

We still have many concerns about the state's overall balance concerning assessment expectations and programs, but fully admit that those issues are outside of our control. Our concerns and frustrations were shared with decision-makers and, other than being very patient, it appears there is little else we as a district can do. But this report is focusing on the assessment components that we do control. This year we focused on being more efficient in how we test while being very mindful of its impact on our classroom teaching and learning. Data from assessments is helping each school maximize what we learn from assessments.

### **Spring Annual Assessments (Smarter Balanced, MontCAS & 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 annual decision-making. Due to the inability of state assessments to provide much data about our overall school improvement as well as student achievement we have concentrated our efforts on using high quality data from our other assessment programs.

Our ACT testing results are the lone source of consistent testing 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 seventy-five percent of our students took the exam, the past three years all juniors were expected to take the ACT+ Writing assessment in the spring. Therefore our results are a good measurement of the college and career ready status of our juniors each year.

The big assessment news this spring was tied to problems in administering the Smarter Balanced (SBAC), or Montana Smarter as OPI refers to it. As a result we will be delayed in using their results to make much of an impact on our individual student or school wide data decision-making as we move into school this fall. Even though promised by the end of June, student results still have not been released but OPI has promised there will be results to give parents this fall and schools will have data to start the school year. It is expected that once SBAC data is released, that we will be able to focus our efforts on evaluating the good, as well as the not so good outcomes from our reports.

Also tied to the Montana Smarter frustrations this spring, Superintendent Denise Juneau applied for a second year of an assessment waiver from the Dept. of Education. Since this year's SBAC will not reflect the efforts of all Montana students, it is hoped the Department will grant the exception and not be utilized in Adequate Yearly Progress determinations by the state this summer.

Students in grades 4, 8, and 10 continued to take the Science CRT through MontCAS as they had in the past. However, results for the Science CRT are not as positive for our older students as we would have hoped so will be reviewed and addressed by staff as a part of their work this fall.

Special needs students took a new alternate exam for the SBAC Assessment this spring and like the SBAC there results were not available prior to this report. A common theme however was a universal feeling that the test (the NCSC Assessment) was much more difficult for our students than the old CRT Alternate, and student results will not be very positive.

Here is a brief summary of our overall activities related to the state assessments this spring:

- Students in grades 3-8 and grade 11 took the Montana Smarter (SBAC) Assessments in Math and ELA this spring. As mentioned earlier, the exceptions were qualifying students with disabilities, who took the NCSC Alternate assessment prior to May. The assessments are at least somewhat adaptive, are taken online via a computer aided test in a computer lab or on a laptop or Chromebook in the classrooms.
- Like last year when we took the SBAC Field Test, schools are no longer able to schedule tests for an entire school over two or three days. Each of our school's testing sessions were scheduled within the confines of their school's activities and the District's need to preserve Internet bandwidth. As a result, the District's testing window for the spring SBAC assessments ran from late-March to the first part of May.
- SBAC assessments were administered over multiple days and generally over a number of weeks. The tests were scheduled to allow for approximately four hours of testing time in each ELA and Math. It must be noted that this year's SBAC administration did not occur as it should have and many time students or entire classrooms had to test at a later time due to problems in the overall product. Also frustrating staff was the lack of opportunity to make sure the assessment worked as planned.
- Two of the tests students took are performance-based. One in Math and another in ELA. Students were expected to provide an open-ended response to a complex, larger and more global problem.
- It retrospect, the Smarter Balanced assessments were still as rigorous as they had been in the field test or the pilot. They required students to use online tools, problem solving skills, application and interpretation of facts. And they clearly emphasized higher order thinking skills.



## **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 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 for Adequate Yearly Progress.

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

## **AIMSweb Assessments**

These past four years we also started 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.

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 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.

## **In Summary**

In my opinion, it is fair to state that our student results are very positive. In most comparisons with last year's scores we have either improved from last year's results or maintained, with a few exceptions. With OPI's waiver request related to our Adequate Yearly Progress (AYP), the final AYP determinations will not reflect the positive results our students achieve. But our students compare well with schools in the state and our grade level results are still higher than state averages in most situations.

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 much improved administration of the SBAC assessment as well as the 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 new Montana Content Standards and the work our schools have taken to improve its instruction District-wide. It is also hoped that because of the technology each of the assessments use that results will be far more immediate and usable than they have been in the past.

The support we receive in the formative assessments associated with AIMSweb and MAP should become more important in supporting our teachers and students in the classroom. As we are finding out from participation in RtI, 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 software this next school year. 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.

## SUMMATIVE ASSESSMENT RESULTS

### MontCAS 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
<b>4<sup>th</sup></b>	Science	86%	64	14%	10	74	<b>2023</b>
<b>8<sup>th</sup></b>	Science	58%	53	42%	38	91	<b>2019</b>
<b>10<sup>th</sup></b>	Science	42%	35	58%	49	84	<b>2017</b>

#### State of Montana

Grade	Subject	Advanced/ Proficient	# of students	Nearing Proficient /Novice	# of students	Total Students	Class of
<b>4<sup>th</sup></b>	Science	69%	7,449	31%	3365	10814	<b>2023</b>
<b>8<sup>th</sup></b>	Science	62%	6,512	38%	3986	10498	<b>2019</b>
<b>10<sup>th</sup></b>	Science	45%	4,578	55%	5602	10180	<b>2017</b>

## 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

### 2015 Spring Reading - Curriculum Based Measurement (R-CBM)

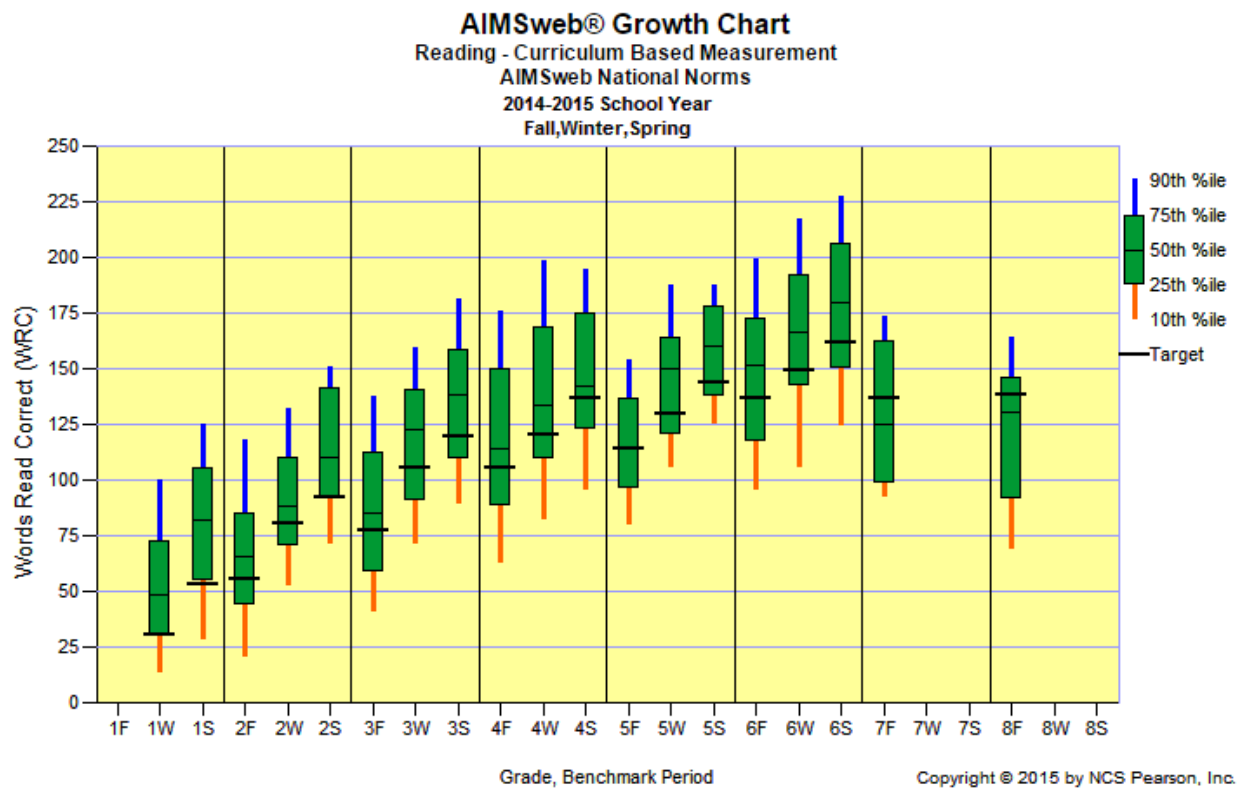
Description	First Grade		Second Grade		Third Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average $\geq 0.0$	9	10%	8	9%	9	10%
Below Average $\geq 10^{\text{th}}$ %ile	13	14%	11	13%	13	7%
Average $\geq 25^{\text{th}}$ %ile	46	51%	42	51%	48	57%
Above Average $\geq 75^{\text{th}}$ %ile	12	13%	11	13%	14	15%
Well Above Average $\geq 90^{\text{th}}$ %ile	10	11%	10	12%	10	10%
Description	Fourth Grade		Fifth Grade		Sixth Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average $\geq 0.0$	7	9%	7	8%	9	9%
Below Average $\geq 10^{\text{th}}$ %ile	10	13%	12	15%	15	15%
Average $\geq 25^{\text{th}}$ %ile	37	51%	39	50%	46	48%
Above Average $\geq 75^{\text{th}}$ %ile	10	13%	12	15%	14	14%
Well Above Average $\geq 90^{\text{th}}$ %ile	8	11%	2	10%	10	10%

### 2015 Spring Mathematics Concepts and Applications (M-CAP)

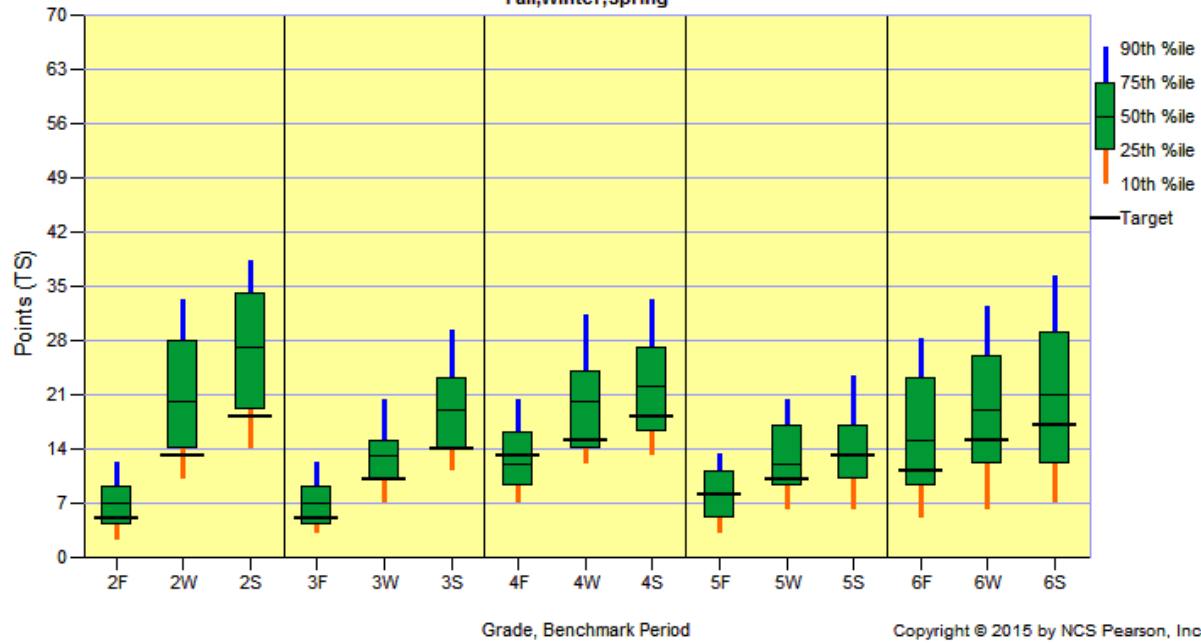
Description	First Grade		Second Grade		Third Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average $\geq 0.0$	0	0%	7	10%	9	9%
Below Average $\geq 10^{\text{th}}$ %ile	0	0%	9	12%	15	15%
Average $\geq 25^{\text{th}}$ %ile	0	0%	37	52%	47	50%
Above Average $\geq 75^{\text{th}}$ %ile	0	0%	9	12%	14	14%
Well Above Average $\geq 90^{\text{th}}$ %ile	0	0%	8	11%	9	9%
Description	Fourth Grade		Fifth Grade		Sixth Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average $\geq 0.0$	7	9%	8	10%	9	9%
Below Average $\geq 10^{\text{th}}$ %ile	10	12%	12	15%	13	13%
Average $\geq 25^{\text{th}}$ %ile	41	53%	38	47%	46	49%
Above Average $\geq 75^{\text{th}}$ %ile	11	14%	14	17%	16	17%
Well Above Average $\geq 90^{\text{th}}$ %ile	8	10%	8	10%	9	9%

## 2015 Spring Mathematics Computation (M-Comp)

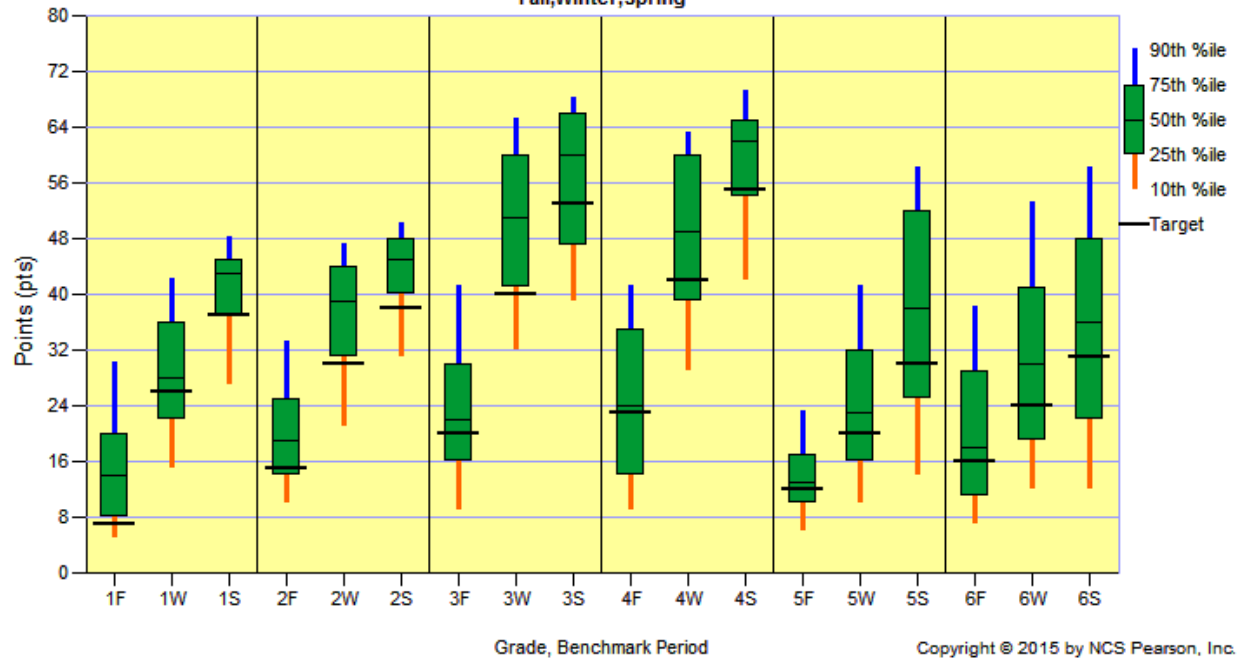
Description	First Grade		Second Grade		Third Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average $\geq 0.0$	8	9%	7	10%	9	9%
Below Average $\geq 10^{\text{th}}$ %ile	13	14%	8	11%	14	15%
Average $\geq 25^{\text{th}}$ %ile	40	45%	39	55%	43	46%
Above Average $\geq 75^{\text{th}}$ %ile	17	19%	3	4%	12	12%
Well Above Average $\geq 90^{\text{th}}$ %ile	9	10%	13	18%	15	16%
Description	Fourth Grade		Fifth Grade		Sixth Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average $\geq 0.0$	8	10%	8	10%	9	9%
Below Average $\geq 10^{\text{th}}$ %ile	10	12%	12	15%	14	15%
Average $\geq 25^{\text{th}}$ %ile	36	46%	40	50%	46	49%
Above Average $\geq 75^{\text{th}}$ %ile	15	19%	11	13%	13	13%
Well Above Average $\geq 90^{\text{th}}$ %ile	8	10%	9	11%	11	11%



**AIMSweb® Growth Chart**  
 Mathematics Concepts and Applications  
 AIMSweb National Norms  
 2014-2015 School Year  
 Fall, Winter, Spring



**AIMSweb® Growth Chart**  
 Math Computation  
 AIMSweb National Norms  
 2014-2015 School Year  
 Fall, Winter, Spring



## 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 2014-2015	3	94	203.6	204.2	204.1	202.4
Winter 2014-2015	3	90	199.6	200.5	199.5	198.8
Fall 2014-2015	3	92	195.3	196.0	195.0	194.8
Spring 2014-2015	4	76	211.4	212.0	211.5	210.7
Winter 2014-2015	4	78	207.8	208.0	208.4	207.3
Fall 2014-2015	4	75	205.2	205.5	204.8	205.3
Spring 2014-2015	5	79	215.7	216.1	214.9	216.0
Winter 2014-2015	5	78	210.8	211.5	210.2	210.5
Fall 2014-2015	5	79	205.6	205.2	205.5	206.0

### 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 2014-2015	6	95	217.1	216.7	217.1	217.3
Winter 2014-2015	6	95	217.5	217.8	216.9	217.7
Fall 2014-2015	6	98	212.1	212.4	211.5	212.3
Spring 2014-2015	7	81	218.4	217.1	218.9	219.4
Winter 2014-2015	7	78	217.5	217.6	215.8	219.3
Fall 2014-2015	7	77	215.9	215.2	215.4	216.9
Spring 2014-2015	8	94	223.6	222.3	223.4	225.4
Winter 2014-2015	8	97	221.3	220.6	220.1	223.0
Fall 2014-2015	8	98	219.1	218.4	218.7	220.3
Spring 2014-2015	9	97	228.5	227.5	227.8	230.6
Fall 2014-2015	9	90	226.4	225.2	225.4	228.5
Spring 2014-2015	10	83	230.4	229.3	229.2	232.8
Fall 2014-2015	10	81	227.8	227.3	226.1	230.0

## 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	The Real & Complex Number Systems	Geometry	Statistics and Probability
Spring 2014-2015	3	95	203.1	203.1	200.4	204.5	204.4
Winter 2014-2015	3	92	198.3	200.3	197.3	197.3	198.3
Fall 2014-2015	3	93	192.9	191.1	190.9	194.9	194.6
Spring 2014-2015	4	77	215.8	216.8	216.2	215.1	215.2
Winter 2014-2015	4	70	210.9	213.9	208.8	210.8	210.1
Fall 2014-2015	4	74	205.6	204.6	204.7	206.6	206.3
Spring 2014-2015	5	80	220.2	220.2	222.3	219.8	217.9
Winter 2014-2015	5	78	213.8	214.5	215.4	213.7	212.0
Fall 2014-2015	5	79	208.8	208.6	210.0	208.0	208.7

## 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 2014-2015	6	95	224.6	223.1	225.9	225.4	224.0
Winter 2014-2015	6	95	221.6	222.6	222.4	221.4	220.3
Fall 2014-2015	6	98	216.5	213.6	218.2	217.4	216.7
Spring 2014-2015	7	80	227.1	224.5	225.4	230.2	228.1
Winter 2014-2015	7	77	225.1	223.4	224.9	226.2	225.9
Fall 2014-2015	7	77	221.8	219.8	221.5	222.9	223.2
Spring 2014-2015	8	94	234.0	233.7	232.2	235.7	234.1
Winter 2014-2015	8	97	228.1	227.5	226.2	229.4	229.5
Fall 2014-2015	8	98	228.7	227.9	227.8	229.5	229.6
Spring 2014-2015	9	97	238.9	238.6	234.8	243.5	238.4
Fall 2014-2015	9	91	235.5	235.5	232.4	237.8	236.2
Spring 2014-2015	10	83	242.9	242.1	242.6	245.0	242.1
Fall 2014-2015	10	75	239.8	239.7	237.3	240.3	242.1

# 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 2014-2015	6	95	216.8	218.5	216.6	215.4
Winter 2014-2015	6	87	217.3	217.6	217.5	216.8
Fall 2014-2015	6	82	216.0	216.6	215.6	215.8
Spring 2014-2015	7	80	217.6	217.8	217.1	217.7
Winter 2014-2015	7	77	216.8	216.5	217.1	216.5
Fall 2014-2015	7	77	214.5	214.4	213.9	215.0
Spring 2014-2015	8	94	220.7	221.9	219.2	221.0
Winter 2014-2015	8	97	219.0	220.0	218.2	218.9
Fall 2014-2015	8	98	217.3	217.0	216.8	218.0
Spring 2014-2015	9	97	224.1	225.2	222.1	225.2
Fall 2014-2015	9	92	224.6	225.9	222.7	225.2
Spring 2014-2015	10	81	227.4	228.3	226.8	227.1
Fall 2014-2015	10	79	225.6	225.7	224.8	226.1



# **BUSINESS OFFICE**

**Rebekah Rhoades**

## **BUSINESS OFFICE 2014-2015 ANNUAL REPORT**

**Rebekah Rhoades  
Business Manager/District Clerk**

The 2014-2015 school year proved to be a time of great learning. We are extremely fortunate to have a knowledgeable and dedicated staff in the Lincoln Building Business Office.

Highlights of the year included:

- Receiving a Finding-Free Audit for FY14
- Construction Plans for the New Bus Barn Building
- Passage of the Elementary General Fund Levy
- Implementation of Substitutes using the Time Clock and Reevaluation of Pay
- Implementation of Time Clock Software to Track Hours for the Affordable Care Act
- Credit Card Purchasing Process changed to use Purchase Orders and create Accurate, Real-Time Budget Reporting
- Including Employee Reimbursements in Paychecks rather than separate Claim Checks

### **Goals for the Future:**

Next year, I hope to continue to streamline some of the cumbersome 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:

- **Budget Training:** 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:** 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 replace manual processes used in the past.
- **Cross-Train Business Office Employees:** As with all businesses, we need to make sure our positions are not reliant on any one person. Next year, we will continue to look at cross-training opportunities.

- **Improve New Staff Orientation:** I will be working closely with the Superintendent Secretary and Payroll Clerk to provide an organized and informational new employee orientation. This will include breaking the new staff into two separate groups, classified and certified, for paperwork completion and training throughout the day. It is my goal to also introduce basic computer training for classified staff, something that is not offered at this time.
- **Develop a Standardized Process for Maintenance Projects:** Next year, all maintenance projects will be identified in the Fall and decisions on prioritization of projects will be made in December at Administrative Council. This will allow the Maintenance Director ample time to get pricing estimates, line up contractors, and complete projects throughout the summer months.
- **Meet all Expectations Outlined in the Affordable Care Act (ACA):** The ACA has many new rules and reporting requirements that our District will be required to follow. It is my goal to have an educational session for the Board early in the year regarding these requirements. I also plan 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. The focus at this point is to continually evaluate the effectiveness of new processes implemented and continually look for other ways to improve.

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

## **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. It seems as though most principals and supervisors are not entirely familiar with their budgets.

I believe we can still improve our budget development process. In the future, I plan to set up more frequent budget meetings with Principals and Supervisors in order to increase their comfort in reading and understanding their budgets and expenditures. Reports were built for easier use.

Current objectives in this area include:

- Budget Training for Principals and Supervisors
- Budget Report Training for Secretaries

## **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 (2017).

Status: The 2017 session will be here before we know it. The Board must determine the level of involvement it wishes to have in the legislative process. If Trustees do desire a “strong and influential presence” as the stated objective indicates, I would encourage you to identify stakeholders, open communication channels, and establish 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.

**OBJECTIVE 5** under Fiscal Management and Responsibility is not a function of the Business Office.

As you can see, there is a great deal going on in the Business Office. Being in this position for the past two and a half years has given me the opportunity to work with the staff to determine how best to prioritize the needs of the District. 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 2014-2015**

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 2,159 total enrollments during this program year. Please note the attached statistical reports for specific enrollment figures.

## **ADULT EDUCATION**

A comprehensive program of 78 educational, social, recreational and cultural opportunities for adults was offered during the 2014-2015 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. A new addition to our efforts was a weekly column in 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, CMR Wildlife Refuge, the Fergus County Weed District, and the Pine Meadows Golf Course.

CMEC is in the planning process to use social media for advertising and to make our registration available online. We are also in process of developing some programs that will result in livable wage jobs for participants.

## **DRIVER EDUCATION**

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

Two sessions of Driver Education were offered during June 2015, 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 quarter 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 Fergus County Nurse's Office or 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. A new method of payment utilizing the Parent/Student Portal was extremely effective as parents were able to use credit or debit cards to pay 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.

### **ADULT BASIC EDUCATION / 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, HSE exam preparation, computer literacy, workplace skills, citizenship training, commercial and Montana driver's license assistance, and more. We serve eligible adults, sixteen 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.

The instructors also serve the Nexus Treatment Center and their 85 incarcerated men with this program. Twelve of the men served were successful in earning their HSE diplomas. These men had a full cap and gown graduation and the entire facility celebrated their accomplishment. In the eight years that Nexus has been in Lewistown, 100 men have obtained their High School Equivalency Diplomas through our ABE Program.

I serve as the Chief GED Examiner for a six county area and our program successfully assisted fourteen people from this area to obtain their HSE diploma this year. These numbers were lower than in the past due to the change by Montana and other states to offer the HiSET exam in place of the now "for profit" GED exam that went to computerized testing for upwards of \$150 in exam cost. The transition was made on January 1, 2015, and there is a general lack of recognition of the new exam name causing lower testing numbers in the entire State.

The District employs two part-time instructors who prepare students individually with one-to-one instruction in their area of need. The instructor at the Lewistown Adult Learning Center offers classes three days per week and the instructor at the Roundup Adult Learning Center offers classes two days per week from mid-August through mid-June.

The Roundup Center will be closing in mid-June and our office will now concentrate our efforts more specifically on the Central Montana area and Nexus Treatment Center due to a new Federal mandate that will take effect in 2016. The program will hopefully continue to be available through the renewal of our state and federal grant from the Office of Public Instruction. This grant has to be applied for annually.

Throughout the year, the ABE staff and I attended many mandatory training sessions and meetings with the Office of Public Instruction, as well as the HSE Examiner training workshop, and we held five in-service staff trainings.

## **THE CONSTRUCTION ACADEMY**

Seven juniors and seniors from Fergus High School and eight students from Roundup High School enrolled and participated in the Construction Academy, and were job-ready in carpentry skills upon completion. Students completed a 1,400 square foot home with three bedrooms and 2 bathrooms. Just over one hundred people from the area attended the Open House in May to see the student's craftsmanship.

The students also completed several other projects including building sheds for Bloedorn Building Supply and a custom outbuilding for a private entity. All in all, it was a tremendously successful year for the instructor and the students!

The Construction Academy is working on ways to expand the enrollment of this program by presenting information and videos of the students' work at LJHS and FHS events, and examining ways to serve adults 16 years of age or older, who are not enrolled in a traditional school setting, in the Construction Academy via the Adult Education Program.

## **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, 296 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.

Eleven Registered Nurses graduated this May, for a total of 259 graduates since 1998. The Pinning Ceremony for the graduating nurses was held in Lewistown. Many of our graduates also attended the cap and gown ceremony on campus in Havre. The Nursing program continues to be popular and draws students from around the area, state, and nation. Many of our Nursing students received generous scholarships from various entities this spring to assist them with their education expenses.

Additionally, many different types of educational opportunities, trainings, seminars and workshops throughout the year were offered with 521 total enrollments. Eighty-four exams from other universities throughout the United States were proctored, 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 Montana University System throughout the year. We are in discussion about expanding program offerings here and utilizing the facility for more training with the use of I-TV connectivity.



# CENTRAL MONTANA EDUCATION CENTER - 2014-2015

## ADULT EDUCATION

FALL 2014		WINTER 2015		SPRING 2015	
Classes Offered	22	Classes Offered	29	Classes Offered	27
Classes Held	18	Classes Held	23	Classes Held	24
Enrollment	255	Enrollment	302	Enrollment	223
<b>TOTAL ADULT EDUCATION PARTICIPANTS: 780</b>					
<b>CONSTRUCTION ACADEMY PARTICIPANTS: 15 (7-FHS / 8-Roundup)</b>					

## DRIVER EDUCATION

SUMMER 2014	SEMESTER 1 - 2014	SEMESTER 2 - 2015
2 Sections	1 Section	1 Section
Enrollment: 42	Enrollment: 21	Enrollment: 21
<b>TOTAL DRIVER EDUCATION PARTICIPANTS: 84 (Plus 1 Adult Learner)</b>		

## ADULT BASIC EDUCATION/HiSET PROGRAM

ABE/HSE Class Enrollment	98	Lewistown 62; Nexus 15; Roundup 21
Total HSE Exams Given	30	Lewistown 10; Nexus 16; Roundup 4
Total HSE Exams Passed	21	Lewistown 7; Nexus 12; Roundup 2
Compass Tests	19	
MUS Writing Assessments	11	
<b>TOTAL ABE/HSE PARTICIPANTS: 179</b>		

## EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA / MSU-N - LEWISTOWN

SUMMER SESSION 2014		FALL SEMESTER 2014		SPRING SEMESTER 2015	
Classes Offered	94	Classes Offered	100	Classes Offered	102
Classes Held	15	Classes Held	30	Classes Held	37
Enrollment	49	Enrollment	228	Enrollment	218
NUMBER OF CLASSES OFFERED: 296			NUMBER OF CLASSES HELD: 82		
TOTAL ENROLLMENT – COLLEGE: 495					

**SEMINARS & WORKSHOPS: 521**

**OTHER COLLEGE EXAMS PROCTORED: 84**

**TOTAL PARTICIPANTS SERVED BY CMEC - 2014-2015: 2,159**

# **CURRICULUM**

**Scott Dubbs**

*Lewistown Public Schools*  
**2014-2015 Curriculum Annual Report**



Submitted by:  
Scott Dubbs, Curriculum Director

This school year's curriculum work focused on the continuation of last year's work in curriculum for the Lewistown Schools. Thank you to the School Board and administration for making sure the needed 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.

Implementation, integration and assessment of aligned units to the new state content standards continued in earnest during the school year with most of the leadership being managed by our Math and Communication Arts Curriculum Leadership Teams. But unlike many curricular efforts, much work in these areas has been done outside of the leadership teams and occur many times outside of regular school time. Having time to best utilize funding and the needed flexibility to include grade level and department teams in decision-making, is greatly appreciated.

As the year progressed, efforts continued in development of units and assessments for math and English Language Arts curriculum but the emphasis for this year moved to reviewing resources and selection of materials to support teaching of these curriculum areas within each school and each classroom.

Secondary staff in subject matters outside of the Common Core, were again asked to focus Literacy expectations within their subject matter. In particular, they were asked to put together "Close Reading" activities with either primary source materials or with difficult readings from within their discipline.

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.

***Communication Arts Curriculum Team*** - The Communication Arts Leadership Team met many times over the school year. In addition to the guidance they provided their peers as a leader in supporting implementation of the standards. Early in the school year the handwriting subcommittee reviewed and discussed research concerning the need for handwriting/cursive writing or providing additional keyboarding time for students. The subcommittee recommendation to leadership team was to re-new support for continuing handwriting instruction with materials from kindergarten through grades four, and to purchase upgraded Zaner Bloser teaching materials. The leadership team supported the recommendation and new materials have been ordered this spring for use at the start of school next fall.

As a part of our current implementation efforts, meetings this spring among the leadership teams' K-3 members and 5-8 members focused on the need to improve consistency in instruction and student achievement in student writing. They recommended the purchase of "Step Up to Writing" teacher materials from Voyager Sopris for all K-8 teachers to the leadership team which was later

approved, as was a recommendation to bring in training for “Step Up to Writing”. That training is scheduled to occur before the start of school (August 19<sup>th</sup>). Related to that effort the District was able to also partner with a statewide provider to host two more days of professional learning on student writing. This training, “Writing is the Rosetta Stone” will be provided by Dr. Tammy Elser on August 20-21, 2015, at the Central Montana Education Center.

Additionally the team has been modifying our expectations for teachers concerning student writing portfolios and how they are utilized. Plans for the leadership team next fall include reviewing samples for needed reading materials.

Team members included: Trustee Phil Koterba, Aaryn Bell, Meggan Cirrincione, Julie Comes, Paula Drissell, Scott Dubbs, Candice Dunn, Sandy Fox, Holly Hesel, Amanda Jenni, Krista Lee, Beth Kirsch, Lynn Lensing, Matt Lewis, Leslie Long, Susan Lutke, Kim Miller, Jennifer Jensen, Margee Smith, Melanie Smith, Jessica Sower, LeeAnne Weinheimer and Darcy Zanto.

***Mathematics Curriculum Team*** - The secondary members of the Math Leadership Team agreed last school year to continue use of their existing textbook series, but considering the poor condition of their textbooks they purchased the newest version of those materials for students and teachers. These new materials were made available during the summer. Staff participated in an implementation training from the publisher on updated changes to the materials and their tie to the state’s Math Content Standards.

The elementary members of the Math Leadership Team continued the review process that had been started previous year and in the fall. They met, requested publisher presentations and discussed the needs they had within their building, before determining the direction they wanted to take. After that process the team’s initial decision was to take a closer look at Pearson’s enVisions Math by talking to their colleagues that use them across the state, as well as organize a team visit to a school that uses the enVisions materials. Ultimately this led to a visit to the Huntley Project Schools to see how their teachers used enVisions Math to impact classroom instruction and student learning. The visitation team included Kathy Irwin, Lisa Shelagowski, Cindy Gremaux, Nancy Hudson, Matt Ventresca and Scott Dubbs. Upon their return they reported back to the whole leadership team and decided to purchase materials from Pearson to support our curriculum. Those materials were received over Christmas and shared with staff later in January. Teachers were encouraged to start integrating the new materials into their lessons this spring prior to focusing on them to start the 2015-2016 school year.

Having math materials for the District from one publisher has been positive. The transition from elementary math to secondary math is expected to be smoother and having both programs utilizing comparable online components is beneficial to the teachers, the students and even in supporting instruction. Additional purchases will be made this summer to address unexpected changes in student enrollments and supplementary teacher resources for Resource teachers. Professional development is set to be scheduled for K-6 teachers in early September.

Math Leadership Team members included: Trustee Barb Thomas, Julie Comes, Matt Donaldson, Scott Dubbs, Jerry Feller, Victor Feller, Amanda Gee, Bridget Sparks, Sarah Cloud, Cindy Gremaux, Nancy Hudson, Troy Hudson, Bruce Marsden, Jean Muragin, Tara Murnion, Lisa Shelagowski, Jerry Plovanic, Jacalyn Rickl, Linda Rinaldi, Bridget Sparks, Katherine Spraggins, Brendon DeCock, Sara Sullivan, and Matt Ventresca.

*Next Steps* – The Science Curriculum Leadership Team will start the review and revision process of our District’s curriculum in Science. Included in that effort will be an effort to understand and determine direction concerning a possible alignment to the Next Generation Science Standards, which are being reviewed for a possible future inclusion in the Montana Content Standards.

In addition, to the continuation of work by the Communication Arts team, a major focus will be completing the curricular documents for Fine Arts (music, drama and art), Health Enhancement, and Career and Technical Education (CTE) as these did not get presented to the Board last school year. That work has been very slow in getting done but needs to be complete with recommendations before coming to the Board. While these curriculum efforts need final approval, supporting materials were either not needed from curriculum funding or were utilized in previous budget years.

*In Summary* – This year was again a challenging one for work on our curriculum. In part because of the continued work in developing and modifying unit plans and assessments to support the state standards but also because of the changes associated with new materials. While there are still materials and curriculum work to finish in Communication Arts, the many positives of the added changes in how we meet the needs of our students and staff working together for instruction will prove to be very valuable to our schools in the coming years.

I would be remiss to not mention the impact of the new statewide assessments during the past two 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 last spring’s SBAC Field Test; we have known there are many new challenges to students and the technology skills they would need to take and succeed with the online assessments. But the bigger challenge may be in balancing our assessment efforts. We must find the balance needed to be confident assessments are not dominating our contact time with students and is providing useful data. In making sure we teach in a way that students learn the information, but more importantly, how they use that information. And finally, addressing the depth of knowledge required in applying that knowledge to solve problems and communicate with the new assessments.

# **MAINTENANCE**

**Paul Stengel**

**Maintenance Department  
2014–2015 Annual Report  
Paul Stengel, Maintenance Director**

The Lewistown Public Schools Maintenance Department has had another productive year and have continued our preventive maintenance program. (We are currently in the process of changing from an old CMP software to the web based School Dude system.) Several minor improvement projects were completed by the maintenance staff. These included moving furniture, grounds work, plumbing repairs, minor roof repairs at all buildings, replaced some Formica at Garfield Elementary, relocated several projectors, installed cabinetry & plumbing in new teacher's lounge at Lewistown Junior High School, replaced urinal flusher at Lewis & Clark Elementary, replaced toilet partitions in women's locker room at Fergus High School, and working repairs to the practice field area at Fergus High School.

Custodial operations have continued with little change. The retirement of one custodian resulted in a new hire at FHS. A larger than usual amount of custodial absences occurred this year. With few or no subs on our list this resulted in the maintenance staff working as custodians quite often.

Contracted services continue to be used for repair and maintenance activities, and for major improvement projects. Highlights this year have included:

Misc. Painting	\$2,500
Seal Coated Asphalt at FHS	\$9,095
Remodel Playground Space at LC	\$140,000
Boiler Repairs at HP and FHS	\$11, 000
Replace One Room of Flooring at GA	\$3,200

**Goals For The Remainder Of The Year Include:**

- Install Additional Handicapped Ramp at Garfield
- Replace Concrete Stairs & Sidewalk at Lincoln
- Replace Bad Sidewalk at FHS
- Repair Concrete Wall at Track at FHS
- Misc. Painting
- Seal Coat Asphalt at FHS
- Add/Repair Sidewalk/Driveway at LJHS
- Change Plumbing of New Boiler at FHS
- Replace/Add A/C at Lincoln

**Future Goals Include:**

- Increase Budget for Maintenance and Operations
- Continue to Push for Planning Process for District
- Continue Yearly Improvements at all School Sites
- Continue Play-Space Improvements
- Increase Energy Usage Reduction Projects
- Retire



# **SCHOOL FOOD SERVICE**

**Amie Friesen**

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



## **ANNUAL REPORT 2014-2015**

School Food Service had a relatively smooth year settling into increased technological changes and new and different situations in each building. We focus our efforts on feeding the students and try to maintain a consistent level of quality and variety in the nutrition we present to our district. Working as we do within all six of the district buildings, communication and cooperation are an ongoing challenge but essential to the success of Food Service and we try very hard to accomplish our goal of feeding children and promoting good nutrition while adapting to each building's diverse and varied needs and timeframe. Thanks to the administration and staff of these buildings along with Maintenance, Transportation, and Central Office for their assistance and cooperation to School Food Service and its role within the district.

### **PARTICIPATION**

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

#### **Meals**

- Student participation decreased by 6887 meals. This decrease is attributed, in part, to the fact that we had one less day of serving due to a snow day. The average daily student enrollment was down by 6 students from the previous year. In addition, fewer students qualified for the Free and Reduced Meal Program. Our totals show that a greater percent of our participants are full pay students than there was last year or the year before. We attribute this increase of full pay participation, in part, to the recovering economy.
- Our program is essential in the Lewistown Public Schools as a contributor to the academic success and nutritional well-being of our students. In an effort to recapture participation in the grade schools, SFS is planning on promoting school meal participation through story time. This will include reading books to the younger students that discuss what should compose a healthy meal.
- SFS is proposing an increase of \$.05 in lunch prices for students in the 2015-16 school year. This will help to cover an increase in the cost of food. In addition, we estimate the increase in meal prices will cover the fees that the District is currently absorbing for the use of an online payment system.
- The Food Service protocols concerning student allergies and the accommodations that we provide continue to be a daily concern for us. Communication with families is essential so student safety and the availability of healthy food can happen.

- We are pleased to announce the “Recess before Lunch” program will be fully implemented at Highland Park and Garfield. The hope is to expand that concept into Lewis and Clark as time and scheduling allows. This concept is successful in many districts across Montana. Data shows that students eat more of their meal and throw less in the garbage when they have recess before lunch. Students demonstrate an increase in their ability to concentrate on classroom activities when they are not hungry during the afternoon.
- The number of daily earned lunches provided to adults was 3,433 amounting to \$13,388.70 of support to the District. School Food Service greatly appreciates the staff supervision of students during the lunch period at each school; however, this is a substantial increase over last year and has an effect on our year-end balance. A total of 320 additional free meals were served this year as compared to last. Next year we will be reviewing who is receiving free lunches to make sure benefits are only extended to those who are eligible.
- The number of daily earned lunches provided to students was 597. This is a total of 49 more free meals than last year. Free meals for students will also be reviewed next year.
- School Food Service worked closely with the Mentor Program from Fergus High to promote peer interaction between elementary students and their high school mentors. Groups of between 10 and 12 high school students visited the elementary buildings on several occasions. School Foods is happy to support this program as the benefits to younger students is readily seen.
- Due to constant changes in regulations requiring larger portions and additional fruits and vegetables, School Foods has been experiencing a regular negative balance. This is not something unique to our program, but rather shared throughout almost every school in Montana. Costs of food continue to rise along with insurance for employees. As the budget was reviewed it was determined that additional assistance will be required from the General Fund to achieve a balanced budget.

### **A La Carte**

- Statistics show that our ala carte choices have proven successful with a profit of \$16,312.74 between both LJHS and FHS.
- Our a la carte choices at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line.
- In an effort to meet new government requirements, our a la carte menu will be going through a transition next year. SFS is now required to maintain the same nutritional standards in the a la carte line as are implemented in the main lunch line. A drop in profit is anticipated for the following school year. We are working hard to find snacks within these guidelines that the students will find as appealing as the previous menu items.

### **CATERING**

- The value in dollars from this facet of our operation amounted to approximately \$6,472.13. However, 37% of this amount (\$2,407.75) 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.

- This year, School Foods attempted to only charge the cost for materials for any catering events paid for out of Student Activity accounts or other District accounts. In the past catering fees were applied to these entities.
- Various divisions of the school district were served at staff meetings, special events, student functions, and fundraisers. Student activities and classroom teachers were also assisted by SFS ordering and/or furnishing food and supplies for their events.

## **EQUIPMENT**

- The care, upkeep and replacement of equipment are ongoing challenges 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. Local professionals are used as situations arise.
- During this school year, SFS was able to purchase a new milk cooler for the Junior High, replacement parts for all of the hot carts in our program, new cabinets for the Central Kitchen, and various other small ticket items. These purchases were much needed and have brought our safety level up considerably as well as the efficiency of operations.
- Central Kitchen applied for a grant to purchase an ice maker for catering and cooling of transported foods. The grant was denied due to the fact that we received funds from this same grant last time it was offered. We will apply again next year for these additional funds.
- This year the School Food Budget was reviewed closely on a monthly basis. A plan will be implemented to set aside emergency funds in the amount of \$5,000 per year to help defray the cost of a new dishwasher. The current one is very old and constantly needing extensive maintenance.
- Infinite Campus remains as our accounting and application processing. The integration of information for students and parents of our district has facilitated access to meal accounts, streamlined the application processing, and made the reporting of reimbursement claims easier. The online payment feature and the automatic messaging system to further alert parents to the status of their student's meal account balances assists families in keeping their meal accounts current. The negative student balance at the end of this year was substantially less than last year thanks to the efforts of our staff and secretaries at the various buildings.

## **EDUCATION**

- Regular opportunities for reaching students and parents come in the form of the monthly menus, K-8 newsletters, posters, radio, community television and our District website. Our Technology Department is always improving the opportunities for families to keep in touch with their students' activities via the electronic media.
- School Food Service will continue to promote the message that nutrition is closely linked to student performance and behavior. The preventive method of teaching and modeling good nutrition habits could be far more effective in improving performance and behavior than dealing with poor results in both areas.

- The new federal mandates from the Healthy, Hunger-Free Child Nutrition Act continue to provide us with more and different challenges as far as portions, required foods, nutrition, serving style and budgeting for the increases. The regulations were slightly relaxed mid-year after much public comment, but we chose to proceed with caution. The A La Carte program will see the most changes over the next two years. There are further policies coming for all food entities within the School District including vending, concessions, fundraisers and classroom activities. School Foods will continue to strive to meet all of these requirements as economically as possible.

Through creative promotion and marketing of our program and its benefits, we hope, with the help of our classroom educators, that students can build healthy lifetime habits for good nutrition and physical activity. Food can be fun!

### **SAFETY**

- This year the Office of Public Instruction issued a new mandate requiring all Food Service employees receive 8 hours of training per year. In the past, employees simply had to keep their 4-hour Serve Safe Certification up to date. School Foods considered sponsoring all employees to go to the annual MTSNA Summer Conference. Fees, transportation, and wages made this endeavor cost prohibitive. In lieu of this, arrangements have been made with the Fergus County Extension Agency to provide two 4-hour courses per year for our program free of charge. These events will most likely occur during non-school hours. The commitment our staff shows to the health and safety of our program by participating in these after hour classes should be commended.
- Ten of our staff members completed the 4-hour Serve Safe class as required within their work agreements during this school year. This is an intense food safety program facilitated by the National Restaurant Association and taught by our local extension agent and sanitation office. It is most helpful in maintaining our high level of excellence in feeding our kids.
- 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 our kitchens without any “findings”. The comment from our local sanitarian was that school kitchens are the best in town and he was highly complimentary of our efforts.

### **PERSONNEL**

- We had two resignations during the school year. The high school opening was filled by a substitute through year end. These two opening will be filled in August to start the 2015-2016 school year.
- Our loyal and committed staff does an excellent job of training new people so as to make our operation function at a top level of efficiency.

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

Amie Friesen, Director

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

# SCHOOL FOOD SERVICE

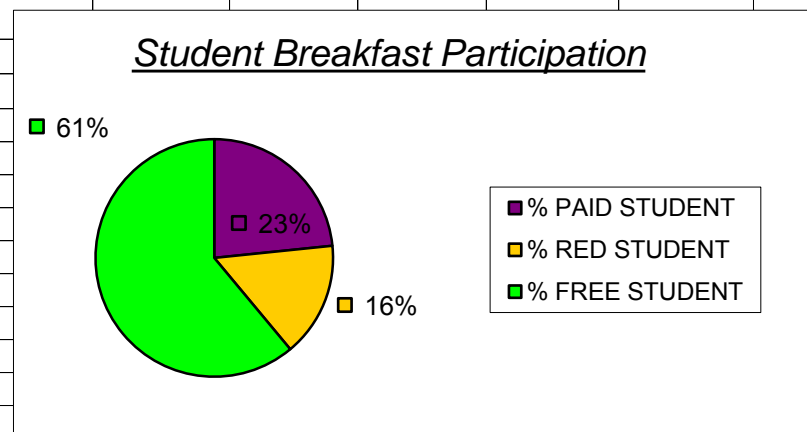
## BREAKFAST PARTICIPATION DATA

2014-2015

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	677	0	0	0	0	2490	485	3652	0	8	8	3660	24
October	958	0	0	0	0	2126	573	3657	0	15	15	3672	21
November	658	0	0	0	0	1763	499	2920	0	7	7	2927	15
December	631	0	0	0	0	1462	435	2528	0	6	6	2534	15
January	678	0	0	0	0	1748	470	2896	0	3	3	2899	19
February	739	0	0	0	0	1964	481	3184	0	14	14	3198	19
March	895	0	0	0	0	2264	596	3755	0	6	6	3761	22
April	906	0	0	0	0	2243	566	3715	0	6	6	3721	20
May/June	1003	0	0	1	1	2682	629	4315	0	8	8	4323	24
TOTALS	7145	0	0	1	1	18742	4734	30622	0	73	73	30695	179

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1191	152	13%	19%	13%	68%
October	1224	174	14%	26%	16%	58%
November	1177	195	17%	23%	17%	60%
December	1168	169	14%	25%	17%	58%
January	1170	152	13%	23%	16%	60%
February	1165	168	14%	23%	15%	62%
March	1167	171	15%	24%	16%	60%
April	1166	186	16%	24%	15%	60%
May/June	1164	180	15%	23%	15%	62%
AVERAGES	1177	172	15%	23%	16%	61%



Participation at individual schools:	Highland Park	12%
	Garfield	22%
	Lewis & Clark	19%
	Junior High	13%
	Fergus High	13%

\*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

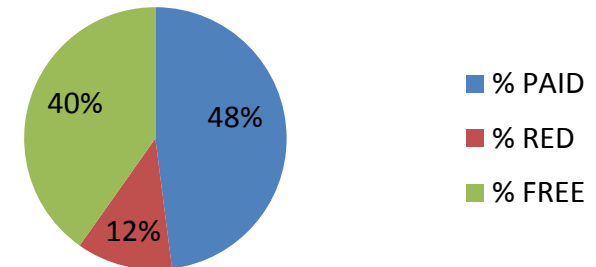
2014-2015

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	6785	36	12	33	81	6516	1825	15207	415	535	950	16157	24
October	6433	56	6	34	96	5343	1567	13439	420	471	891	14330	21
November	4709	34	1	20	55	3864	1069	9697	289	359	648	10345	15
December	4773	46	1	10	57	3915	1170	9915	406	305	711	10626	15
January	5600	22	11	15	48	4623	1330	11601	345	474	819	12420	19
February	5816	39	10	29	78	4782	1423	12099	361	480	841	12940	19
March	6604	76	0	12	88	5482	1644	13818	392	573	965	14783	22
April	6124	32	7	24	63	5068	1553	12808	360	516	876	13684	20
May/June	7028	14	17	0	31	5868	1801	14728	445	558	1003	15731	24
TOTALS	53872	355	65	177	597	45461	13382	113312	3433	4271	7704	121016	179

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1191	634	53%	45%	12%	43%
October	1224	640	52%	48%	12%	40%
November	1177	646	55%	49%	11%	40%
December	1168	661	57%	49%	12%	40%
January	1170	611	52%	48%	12%	40%
February	1165	637	55%	48%	12%	40%
March	1167	628	54%	48%	12%	40%
April	1166	640	55%	48%	12%	40%
May/June	1164	614	53%	48%	12%	40%
AVERAGES	1177	635	54%	48%	12%	40%

Student Lunch Participation



Participation at individual schools:	Highland Park	60%
	Garfield	67%
	Lewis & Clark	65%
	Junior High	69%
	Fergus High	27%

\*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  
2014-2015**

**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. You will notice that the total number of children served has remained fairly constant in the last six years and that there is a recent growth trend at the elementary level.

**NUMBER OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES**

<b>Year</b>	<b>Lewistown Elementary</b>	<b>Fergus High School</b>	<b>Total</b>
2005-06	169	60	229
2006-07	166	59	225
2007-08	149	58	207
2008-09	141	54	195
2009-10	117	58	175
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

These numbers reflect identified children directly served and case managed by Special Education teachers and/or related service providers. To an extent, Lewistown's Special Education programs merge with general education to provide services to non-identified children in need, and, conversely, students with disabilities are also served in general education. Hence, many of the following topics, relative to Special Education, actually touch the entire educational arena in the Lewistown Public Schools.

**Response to Intervention (RtI) / Multi-Tiered Systems of Support (MTSS)** programs continue to be implemented at varying levels within component buildings. Special Education staff team up with general educators to identify and serve children in need of intervention to reach grade-level norms. The early and intense intervention has likely led to reduced numbers of students identified as having a disability and requiring Special Education services. It has,

although, raised issues for Special Education teachers who sometimes struggle with the challenge of meeting the individual needs of children with disabilities while also providing services to non-identified children in RtI/MTSS formats. In the year ahead, we will continue to examine and build our RtI/MTSS services so as to have the greatest impact on all students.

**Staff Development Opportunities** have been offered in Lewistown this year to support the needs of educators serving children with disabilities. Representatives of the Lewistown Public Schools participated in local trainings including the following: Case Manager Training on Special Education Procedures and Current Legal Issues; Supporting Children with High Medical Needs; Mandt System Training; Working with Children with Autism Spectrum Disorder; Using Art to Enhance the Education of Children with Autism Spectrum Disorder; Dyslexia, Dysgraphia, and Dyscalculia; and Introduction to Special Education Paraprofessional Academy. The Central Montana Learning Resource Center Cooperative (CMLRCC) will continue its work with the Lewistown Public Schools to provide staff development opportunities relative to local needs.

**In Support of Children with Autism**, CMLRCC service providers to the Lewistown Public Schools focused this year on providing training for individuals who work with children with Autism Spectrum Disorder. The CMLRCC Autism Team trained all Lewistown bus drivers and all educators from Highland Park and Garfield on techniques for working with children with Autism Spectrum Disorder.

**Section 504** provides a broader definition of disability, outside that addressed in IDEA, and, for identified children, focuses on the provision of accommodations necessary to access the general curriculum. Administrators within the District implemented a Section 504 referral, evaluation, identification, and service plan process for the District.

**STAR Day Treatment Program**, in collaboration with the Yellowstone Boys and Girls Ranch (YBGR), provided educational and mental health therapeutic services to children with high emotional and behavioral needs. This program served students from the YBGR Community Home and several in-district determined by their Individual Educational Plan (IEP) Team to be in need of such services. The program is housed at Lewistown Junior High and serves up to eight students, potentially Grades K-8. It is a collaborative effort between the Lewistown Public Schools, CMLRCC, and YBGR.

**Child Find** is a yearly process to screen children ages birth to five and to link those with potential disabilities to early intervention support systems. The Lewistown Public Schools works with the CMLRCC, Head Start, and STEP in this process. This year, we focused on stronger promotion of the program in an effort to build participation and were very successful in that effort. We screened 54 children and were able to provide follow-up services to 12 in need! The positive impacts of early intervention are well researched.

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 2014-2015 Annual Report

- ✚ Bill Klapwyk, Technology Director
- ✚ Austin Carter, Technology Support Specialist
- ✚ John Jensen, Technology Support Specialist
- ✚ Terry Lankutis, Technology Support Specialist
- ✚ Lynne Wise-Klippenes, Technology Support Specialist



June 10, 2015

### District Web Site – BILL KLAPWYK

The District's web server 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 are migrating the District website to a hosted location through SchoolPointe and anticipate a much more reliable site with easy editing for the school information to be displayed. The site will be 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. Approximately 40% of all lunch account deposits were made online during the course of the 2014-15 School Year, the total of \$112,867.97 was up from \$102,000 during 2013-14.

0420 Lewistown K-8 & Fergus High District					Portal Usage Summary Report				
Generated on 05/26/2015 10:27:23 AM Page 1 of 1					Start Date:08/01/2014 End Date:05/26/2015 School Year:2015				

All Schools									
Grade	Students	Student Accounts		Student Logins	Average Weekly	Parent Accounts	Students Having Parent With Account		Average Weekly
All	1259	1207	95.87%	42950	1006	487	773	61.40%	430
KF	103	98	95.15%	32	1	57	55	53.40%	20
PK	23	3	13.04%	0	0	6	7	30.43%	1
01	100	97	97.00%	0	0	57	56	56.00%	31
02	92	86	93.48%	0	0	62	55	59.78%	40
03	103	98	95.15%	0	0	57	56	54.37%	41
04	83	77	92.77%	0	0	52	52	62.65%	60
05	85	85	100.00%	273	7	45	44	51.76%	27
06	101	101	100.00%	735	18	66	61	60.40%	49
07	90	90	100.00%	6705	157	55	51	56.67%	119
08	103	103	100.00%	5533	130	73	68	66.02%	131
09	107	102	95.33%	6057	142	86	75	70.09%	128
10	92	91	98.91%	8751	205	69	64	69.57%	88
11	90	89	98.89%	7854	184	75	64	71.11%	72
12	88	88	100.00%	7013	165	67	65	73.86%	35

**E-Rate Funding:** The District again participated in the Federal Universal Services Fund or “E-Rate”. The District received a benefit of \$44,915.44 in discounts on the Internet connection, long distance, cellular, and local telephone services for the 2014-15 school year.

**Lab Tech:** We have implemented a new software called *Lab Tech* that is a network management software. With this software we have been able to push out updates and software that has saved our techs valuable time and energy. This software also does automation for problem resolution in certain areas that also saves valuable time. The monitoring piece alerts the IT staff to issues that may be a problem before it becomes a problem allowing us to be more proactive in our management as well. With this software we will no longer need to hire the summer help we have hired in the past.

**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 100 Mbps over the summer. We are experiencing some unique issues with trying to set up load balancing that comes from Mid-Rivers and how they have set up our 100 Mbps lines and are currently working on a solution. At this point we are utilizing the Triangle 100 Mbps line and are seeing traffic spike at about 60 Mbps during the most heavily used times with testing periods for MAPS and SBAC.

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 led 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. The summer of 2015 for the 2015-16 School Year, the District will be switching our Filtering over to a new Firewall that handles content filtering as well. This allows us to filter inline thus making it more difficult for students to bypass the filter with Proxies.

**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 hardware that is easier to maintain and to use. The buildings received the following new computers:

Garfield	30
Highland Park	5
Lewis and Clark	2
Junior High	1
Fergus High	7

### **Technology Support and Training Activities – LYNNE WISE-KLIPPENES**

Change was the theme for 2014-15 in the Technology Department since modifications occurred in personnel, hardware, software and school travel. Great fluidity was required by all as often people were completing tasks previously done by someone else. Travel was essential for all technology staff in August and September as the department worked shorthanded for a period of time due to resignations.

**Laptop Labs** in the Lewistown buildings also experienced change in the wireless configuration because of necessary upgrades. Access Point failure in some building locations forced this change sooner than planned. User challenges occurred with movement of wireless devices around the building as old access points with differently named VLANS ran in tandem with the new access points being installed. In some situations the strength of the new access points attached equipment from too great a distance to run it effectively. This was a bit confusing to users when devices would flip between wireless networks. The goal is to complete the VLAN upgrades in the buildings, started during the 2014-15 school year, by August of the 2015-16 school year. This should resolve the frustrations experienced by users this year. The District still has three old XP labs of 27 machines at Highland Park, Garfield, and Lewis and Clark. The Garfield lab was purchased with kindergarten start-up monies with no planned upgrading. This lab was moved from the third grade cart to the library. This will hopefully provide the 3<sup>rd</sup> grade teachers and students with newer equipment that works consistently. The principal and librarian will use this lab to do keyboarding and library skills instruction to students. At this point in time all of these labs are having more difficulty running internet content since the machines cannot be upgraded. So the 2<sup>nd</sup> grade teachers and principal met with technology to discuss future technology use and purchases regarding the replacement of their lab next year. The chrome browser has also given us issues creating more problems for these old labs.

**Chromebooks and iPads** are the portable devices found throughout the Lewistown district. The apps on these require some individual and small group training as new items are available. The Junior High School Science departments participated in a Samsung science national grant and as the state winners were awarded more Chromebooks for use in the JH building. These Chromebooks have just arrived at LJHS and will be ready for deployment at the beginning of the 2015-16 school year.

**Staff training** varies because of building hardware and software. Training topics included SBAC, MAPS, Infinite Campus, Lab Troubleshooting, Basic Operating System functions, Google Apps, AplusLS, Google Earth, IPAD apps, Chromebook operation and apps and N-Computing basics. Also Windows 8.1 and Office 2013 require training to new users. New and returning staff received training opportunities as small groups and as individuals.

Infinite Campus gradebook was not java based district-wide and staff seemed to struggle less this year than they had in previous years. All technology personnel engage in training activities throughout the year in an attempt to meet the needs of staff members. The Silverback data base was added to the online websites used by staff this year as well.

**Electronic Assessments** continued with formative and summative data being used by teachers across the district to monitor student academic growth including MAPS, Aimsweb and SBAC. The SBAC and MAPS assessments require the use of a browser that must be upgraded yearly typically. Smarter Balance testing had issues this year with a slow roll-out of the browser and use issues of the website during testing. None of the issues were problems with hardware, software or staff training.

**Document Cameras and MOBI** devices for interacting with projector and whiteboard content increased across the district with new users receiving installation, setup and training. Hovercams are the latest brand being installed.

**Kahn Academy, Think Central, Spelling City and Sumdog** websites are used throughout the K-6 district by classroom teachers and students to assist in reading and math instruction and practice. **FITNESSGRAM** which is the health and PE software used by K-6 teachers to record content relating to student physical development is also becoming dated. As the Health and PE department staff is changing they are determining whether they think the use of the program is valuable. **AplusLS** is still used by some, but the age of the program is creating more issues with newer operating systems, equipment and users.

### **Highlights from the Region - AUSTIN CARTER**

Starting a new job always comes with challenges and this has been no exception. But it has also been an extremely rewarding experience. I have learned so much and met so many wonderful people over the course of the last several months. Fortunately I am finally beginning to feel comfortable with the chaos that never seems to leave a dull moment and has made the months fly by.

After getting to know my schools, their staff and my coworkers I believe I have started carving a niche for myself that didn't seem to have been previously filled. I took charge of the iPads in many schools and have been busy getting them setup in a mobile management system called Meraki. Harlowton is a prime example of this. On my first visit to the elementary school I found out that none of the 100 iPads owned by Harlowton were being used due to frustrations with getting them setup and managed. Which is why I am proud to say that after some work all of the iPads are currently being utilized daily by the elementary students at Hillcrest. I will be taking this knowledge with me to the other schools in similar situations.

I also noticed that many of the schools websites had fallen into disrepair. Since I have found this out I have made it a goal to get them updated. Which has turned into one of my biggest projects. I am currently nearing completion of Stanford's and Winifred's sites. Stanford will be launching any day now while Winifred will follow suit soon after. This has been a long but fun process. The remainder of the schools will be upgraded throughout the summer as time permits.

Unfortunately I have found that sticking tech in classrooms and leaving it up to the teacher to figure out the best way to utilize it is not a very good approach. Teachers never seem to have enough time in the day to teach the kids let alone find ways to integrate technology into their class. This is why I have made an effort to sit down with teachers one on one and bring their technology to life. One example of this is with an application called Air Server which allows the iPad to wirelessly mirror their displays onto the classroom projector. This essentially turns them from an independent device into something that the whole class can collaborate on together. This has been extremely fun to watch.

I have always loved technology but I think everyone can see that it doesn't always have a positive effect in the classroom. As cool as it is it can be it can also be a major source of distraction. This is something I have heard over and over again from many teachers and superintendents. So recently I have been looking for a way to alleviate these



concerns. Currently I am testing out classroom monitoring software in Harlowton that looks promising and if adopted will give teachers a way to create a distraction free environment. I am still in the early stages of getting this setup but am making it a goal to get done over the summer.

### **Technology on the Road - JOHN JENSEN**

It has been a whirlwind of a year for the technology staff. Changes in technology and changes in staff has created a year that has had many challenges.

The year for me was spent by working on the “server” and behind the scenes aspect of the IT world. The Technology Staff have had major projects this year in the implementation of new servers in many of the schools last summer and then the implementation of said servers during the school year. The failure of two old servers created some down time, and in one case, a complete redo of the network domain. Moving forward this summer we will finish installing new servers in the remaining schools and move forward with the decommissioning of the older servers as Microsoft is no longer supporting the older version of software.

Austin and I are working together this summer in each of the county schools. This is allowing for great training opportunity for Austin. It is also providing the opportunity for both of us to become more familiar with all of the county schools. Ultimately, I believe providing overall better service to our schools.

This summer is also being dedicated to the network infrastructure in each of our schools. We are connecting some of the schools together using what is known as a VPN (Virtual Private Network). This allows the schools network to communicate with other sites in their organization/district efficiently and securely over the internet. This requires the implementation of new routers/firewall equipment at these sites and also requires, in some cases, the need to move their entire internal network to a different IP address subnet.

The Technology Department is continuing the push to phase out all XP based systems this year in our county schools. This is necessary since Microsoft stopped supporting the operating system a year and a half ago. Since there is no support for XP, it becomes a security risk and liability to have these systems on the networks. These systems are being replaced where possible with thin clients to save money and maintenance costs for the schools. A **thin client** (sometimes also called a **lean, zero** or **slim client**) is a computer or computer program that depends heavily on another computer (its *server*) to fulfill its computational roles. Continuing to work on standardization of hardware and software in all of our schools will allow us to serve our schools in the most efficient possible way.

# **TITLE I**

**Scott Dubbs**

*Lewistown Public Schools*  
**2014-2015 Title I Annual Report**



Submitted by:  
Scott Dubbs, Curriculum Director

The Lewistown Public Schools has worked with support of the Federal Government as a Title I School pretty much 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 back during previous years.

In today's world we work with a Title I program as a schoolwide district and have been a schoolwide district program 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 targeted Title I programs required student participation in replacement courses, had many additional requirements and were difficult to monitor. 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.

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 schools and the districts themselves in the Lewistown Public Schools umbrella, are 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 of the MontCAS and other assessments to improve the achievement of individual students and 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.

Associated with this supplemental federal funding and support, all Title I schools must meet additional requirements as a result of Adequate Yearly Progress (AYP) through the Department of Education and the "No Child Left Behind" Act (NCLB). One such requirement is for schools designated as being schools "in improvement" must allocate 10% of all Title I funds to be used for professional development. Those professional development programs must also be tied directly to the improvement and reform strategies existing within the District.

A required priority of Title I schools is that of improving parent involvement. Included is a requirement to send letters home indicating our AYP status and what options parents have inside and outside of our district to meet the individual academic needs of their student(s). Title I schools in improvement must provide notice to parents concerning possible Supplemental Educational Services (SES) eligibility. Additionally, statements related to our Title I status and program information are in our student handbooks and website for parents to access all related information. All schools began parent meetings in conjunction with a building level Open House at the start of the school year and have procedures insuring that students K-12 and their parents sign our Title I Compact. The Compact is a mutual agreement between the student, the teacher, and the parent to fulfill their role in insuring student learning.

**Recent Changes** – The most recent change as it relates to Title I is a change in program reporting for the Office of Public Instruction. Almost all of the reporting today is through the Annual Progress Report within the state’s Continuous School Improvement Plan (CSIP). The report itself includes providing information by school for almost every aspect of this federal program within the expectations laid forward by the Department of Education. From how we verify and hire highly qualified certified and classified staff, communicate with and improve parent involvement, and as mentioned above, promote parent focused meetings at schools. Individuals interested in reviewing our Title I Schoolwide documents can find them on the school website.

Another focus for the District tied to Title I is in our use of assessments. By bringing consistent access to data on benchmarked assessments we support classroom teachers and building level RtI implementation. Part of this work is better utilization of reports within our browser based assessments allowing speedier, easier and more accurate data of the student achievement that will ultimately follow students as they move from grade to grade.

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 is working with students struggling in school or at risk of dropping out prior to graduation. Efforts at the high school coincide with their Graduation Matters program and junior high devoted time and effort to enhance their RtI efforts. All schools use data to improve overall instruction and provide multi-tiered interventions for students.

**Professional Development** – As mentioned above assessment and curriculum are the primary focus of our staff development. This emphasis has been in place for a couple of years but is starting to shift from standards themselves, toward improving classroom instruction. Improving teacher skills support efforts in providing students 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.

Our three elementary schools are active participants in Project REAL grants. As a part of the grant work they have engaged in several excellent professional learning opportunities during the 2014-15 school year. The grant itself is designed to coordinate Response to Intervention (RtI) and Montana Behavior Initiative (MBI) building level programs within the schools. While those trainings were primarily geared to helping buildings develop and sustain strong multi-tiered supports, they also provide other strategies to help staff bring all students into acceptable proficiency levels. Those strategies are listed in our Schoolwide Title I Plans and 5-Year Comprehensive School Improvement Plans (CSIP).

Additionally this particular school year, many elementary staff members participated in several out-of-town learning opportunities related to educating Autistic youth. From awareness of the many aspects of students in the autistic spectrum, to specific approaches to improve the education for our students, staff devoted many extra hours to activities and professional activities to address needs within our classrooms. In addition, we took advantage of Central Montana Learning Resource Cooperative staff this spring to work with building staff to learn more about overall autism education strategies and practices.

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

- July 29-30, 2014 – SAM Administrators Summer Institute was attended by several administrators in Helena. The first day was focused on Michael Fullan's Motion Leadership where he shared many insights into change and school improvement. Day two was the Instructional Leadership Summit keynoted by Jamie Vollmer who led administrators into a discussion of his "Great Conversation".
- January 8-9, 2015 - The 2015 MontCAS Eastern Assessment and Data Conference, held in Billings, focused on changes in assessment administration. Included were sessions tied to the Common Core, NCSC Alternative Assessment and on needed procedures for administration of the statewide spring assessments. This year's keynote addresses were from Rob Watson, Superintendent for Bozeman Public Schools, and Joseph Martineau of the National Center for the Improvement of Educational Assessment. The focus was on assessments and to share what was expected for schools to be successful with this spring's administrations. This year the conference was attended by our assessment leadership team, several administrators and teacher leaders within our schools.
- April 22-23, 2015 – The 2015 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. Joanne Billingsley keynoting the conference with a session entitled "Making Content Sticky - What to Do When Students Don't Get It or Can't Remember It".
- June 15-19, 2015 – The 20<sup>th</sup> Annual "Montana Behavior Initiative" (MBI) was held in Bozeman with 13 LPS staff members in attendance. Many of the trainings were directly related to our RtI or Project REAL efforts or were directed at improving classroom instruction and school climate efforts. This year's conference also included training to support the new academic standards in math and English, language arts and literacy. Keynote speakers of note were Dr. Kent McIntosh of the University of Oregon, Jim Grant of Staff Development for Educators and Steve Leinwand, all of whom provided multiple sessions of outstanding information.

The MBI Conference itself brings together many teachers across the state (over 1200 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. 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 presented by State Superintendent Denise Juneau held on Wednesday, June 17, the efforts of schools in their work to successfully implement and sustain MBI at their sites were recognized. Both Lewis & Clark (Silver Award winner) and Garfield (Bronze Award winner) schools were recognized for their long term efforts in working with MBI (and also RtI).

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

- Sending out required letters in September and January to Garfield and Highland Park Elementary parents explaining Supplemental Educational Services available from the state providers, as mentioned above. The letters are a requirement of Garfield Elementary School's AYP status of needing improvement and actions mandated as a result of No Child Left Behind.
- Continued use of Odysseyware coursework in the high school with some additional training to support efforts with new staff. 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 Infinite Campus. 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 three years ago 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 CRT scores, teachers and administrators have a tool at their disposal that supports their efforts to monitor and follow the progress of their students. Additionally, two 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.
- Three years ago we also started to integrate AIMSweb assessments kindergarten through 8<sup>th</sup> grade to benchmark each of our students. These benchmarks continued throughout the year and are useful for supporting students in each building, as well as providing staff an easy to use tool to monitor student progress. At Highland Park specifically, AIMSweb is our sole source of academic assessment data that supports our instruction, as well as transitions into 3<sup>rd</sup> grade at Garfield.
- Last spring we initiated an effort to take the next step in providing an "easy to use" data system for student and curricular data. This effort was mandated by SB 175 during the 2013 legislative session. Its goal was to increase the use of data to drive increased student achievement by enhancing the current data systems so that educator's data can collaboratively improve opportunities for children. As a result of this mandate, all teachers and many aides have access to the Mileposts assessment data and working documents. PIR sessions to start school and address needs in January were direct supports coming from Title I professional development funding.

# **TRANSPORTATION**

**Steve Klippenes**

**Transportation Department**  
**Annual Report**  
**2014-2015**  
**Steve Klippenes, Transportation Director**

During the 2014-2015 school year we traveled accident free 117,131 miles in yellow buses and 69,150 miles in our activity buses. The annual mileage chart is included on the next page.

One new yellow route bus will be acquired this school year for route #5, trading in the 2005 International.

The Transportation Department continues to be responsible for the maintenance on fourteen 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. Maintenance is also continuing to be done on the Council on Aging buses and ten CMLRCC vehicles.

The 2015-16 School Year will see a change in Route #1 and Route #9. As a result of decreased ridership on both routes and considering fiscal responsibility, we will be combining these two routes at the onset of the new school year in August. There has been one Transportation Contract issued as a result of this change in routes.

Our buses continue to transport the District's pre-school students to the Head Start building and the addition of the dedicated bus and route worked very well this past school year. There were comparatively low ridership numbers, however, the varied class time hours and the anticipation of increased numbers this upcoming year supports continuation of the route as established in the 2014-15 School Year.

The voters approved the acquisition of eight acres and existing buildings to house the new Bus Barn and Transportation Department's offices and shop. The anticipated completion date for the additions/remodeling will be in the fall of 2015. At that time we can complete our "move" and be operating out of our new facility. The current Bus Barn Building located at the Airport was sold to the Airport Board who was the high bidder with a bid of \$250,500.

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".

This last year was a very good year for the Transportation Department and we look forward to the 2015-2016 School Year being equally successful.



<div>MILEAGE REPORT</div> <div>TRANSPORTATION DEPARTMENT</div> <div>2014-2015</div>						
BUS NUMBER	YEAR	MODEL	STARTING MILEAGE	ENDING MILEAGE	TOTAL	ROUTE ASSIGNMENT
1	2006	International RE	78,584	78,698	114	Spare
2	2009	International RE	102,655	112,977	10,322	6
3	2006	International RE	157,293	165,346	8,053	10
4	2015	International Conv	9,717	24,899	15,182	9
5	2007	International IC RE	127,714	128,607	893	Spare
6	2013	International IC RE	31,178	50,871	19,693	1
7	2005	International Conv	98,844	99,475	631	Spare
8	2006	International RE	77,632	92,826	15,194	4
9	2014	International RE	11,017	19,169	8,152	8
10	2005	International RE	98,837	107,941	9,104	5
11	2012	International RE	22,663	29,777	7,114	3
12	2009	International RE	82,270	98,445	16,175	2
13	2010	International RE	53,529	60,032	6,503	7
14	2007	International Conv	104,503	104,504	1	Spare
		<b>YELLOW BUS TOTAL</b>			<b>117,131</b>	
						<b>TOTAL ACCUMULATED COACH MILES</b>
Eagle 1	2008	MCI J4500	311,712	326,653	14,941	326,653
Eagle 2	1997	MCI 102DL3	298,416	316,045	17,629	894,845
Eagle 3	1999	MCI 102DL3	99,328	117,955	18,627	741,779
Eagle 4	1996	MCI 102D3	270,331	285,928	15,597	833,307
Eagle 5	1982	MCI MC-9	-	2,356	2,356	2,825,272
		<b>ACTIVITY BUS TOTAL</b>			<b>69,150</b>	
SHOP TRUCK	2008	Chevrolet 1 Ton	139831	144322	<b>4491</b>	