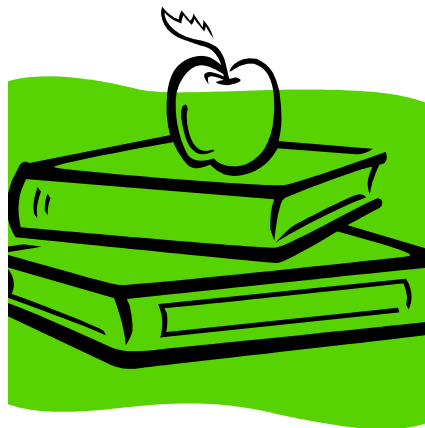


LEWISTOWN PUBLIC SCHOOLS



**2013-2014
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 Lewis
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	Pat Weichel
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



Matthew Lewis, Principal

Lanna Schoenfelder, Secretary

2013-2014 Highland Park Elementary Annual Report

Attendance:

Our average daily attendance for the school year was 95.02%. This on the surface looks like a good percentage but when you really look at what this represents our attendance needs to improve. This 95.02% attendance rate equates to an average of 9 students absent every day. This is a slight improvement from last years' attendance rate of 94.41% or 12 students absent per day.

Enrollment:

The following information represents our ending K-4 enrollment numbers for the given school year:

	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Kindergarten	102	93	100	89	77 full time	83 ½ time 15 full time	76 ½ time 15 full time
1 st grade	83	103	86	78	95	95	113
2 nd grade	94	87	76	105	91	108	105
3 rd grade	82	80	101	85	106	100	99
4 th grade	77	109	82	105	101	100	97
Total	458	472	445	478	487	520	525
Change (+ or -)	-14	+27	-33	-11	-33	-5	+3

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, Polly Weichel, 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 in managing 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, Accepting, and Responsible in all areas of our school. SOAR tickets were utilized to recognize students for going above and beyond our "Eagle Expectations". We announce weekly SOAR winners during our morning announcements ~ a big thank you goes out to Mrs. Jenness and our second grade students for reviewing our expectations and recognizing our winners for the week. Reward recesses were held to celebrate those students with exceptional behavior.

Response to Intervention (Rtl):

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. The team also 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 Project Real Grant was a very time consuming process this year. The majority of the focus was on the behavior side of the Rtl process. This was a great chance for us as a school to look at our procedures for how we are dealing with behavioral students. This led to a revised behavior referral/refocus form that better fits with the implementation of the SWIS program, which assists in tracking student behavior. 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 began a “check-in/check-out” system that ensures 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.

We continued our focus on creating a standardized reporting process with Lewis and Clark Elementary and Garfield Elementary. The three teams met several times and formulated a plan for training and implementation of this process in every classroom.

Student Achievement:

While our students do not take the state wide assessments, I include these test results because Highland Park is a feeder school to Garfield. Our AYP determination is directly affected by how the students at Garfield performed. The following are the results for Garfield Elementary School for the 2012-2013 school year:

	Math 2012-13		Reading 2012-13		Math 2011-2012		Reading 2011-2012	
	3 rd grade	4 th grade	3 rd grade	4 th grade	3 rd grade	4 th grade	3 rd grade	4 th 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%
Measurable objective (percentage of students at or above the proficient level)	90%		94%		80%		89%	

As a quick summary of these scores shows we have 93% of our 3rd grade students reading at or above a proficient level and 59% at or above a proficient level in math. Our 4th 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 4th grade students did not fare as well as they did in the prior year as 3rd 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.

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

	Benchmark (low risk) 2012-2013	Strategic (some risk) 2012-2013	Intensive (at risk) 2012-2013
Letter Naming Fluency	66% n=40 students	15% n=9 students	18.2% n=11 students
Letter Sound Fluency	82% n=49 students	15% n=9 student	3% n=2 students
Phoneme Segmentation	78.2% n=47 students	18.2% n=11 students	3.2% n=2 student
Nonsense Word Fluency	80% n=48 students	15% n=9 students	5% n=3 students
1 st grade R-CBM	71% n=59 students	21.6% n=18 students	7.1% n=6 students
2 nd grade R-CBM	73% n=68 students	25.7% n=24 students	1% n=1 students

Benchmark goals:

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

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

	Benchmark (low risk) 2012-2013		Strategic (some risk) 2012-2013		Intensive (at risk) 2012-2013	
Kindergarten						
Oral Counting	73.2% n=44 students		21.6% n=13 students		5% n=3 students	
Number Identification	81.6% n=49 students		11.6% n=7 student		6.6% n=4 students	
Quantity Discrimination	85% n=51 students		13% n=8 students		2% n=1 student	
Missing Number	87% n=52 students		8% n=5 students		5% n=3 student	
	M-Cap	M-Comp	M-Cap	M-Comp	M-Cap	M-Comp
1 st grade		71% n=59 students		26.4% n=22 students		2.3% n=2 students
Oral Counting	78.2% n=65 students		15.6% n=13 students		6% n=5 students	
Number Identification	64% n=53 students		17% n=14 student		19% n=16 students	
Quantity Discrimination	77% n=64 students		15% n=12 students		8% n=7 students	
Missing Number	75% n=62 students		17% n=14 students		8% n=7 students	
	M-Cap	M-Comp	M-Cap	M-Comp	M-Cap	M-Comp
2 nd grade	83% n=77 students	81% n=75 students	15% n=14 students	18% n=17 students	2% n=2 student	1% n=1 student

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 a 14 by the end of 3rd grade and must score an 18 by the end of 4th grade.
- **Mathematics Computation (M-COMP)** is a brief, standardized test of math operations that are part of the typical curriculum at Grades 1 through 8. In order for students to be considered at benchmark they must score a 53 by the end of 3rd grade and must score a 55 by the end of 4th grade.

Student Activities:

There were a variety of student activities that happened throughout the year. This year we focused on creating school spirit by designating Friday's 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. It was great to see every student in the district participating in this assembly. 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.

Music Programs

First, we must say thank you again to Mary Kepler for making music so much fun for our kids. Mrs. Kepler put on a variety of music programs for all of our students this year. They were energetic and engaging for all involved. She also coordinated our talent show this year which went like clockwork. 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 spring with the help of our PTO. The production of "The Secret Garden" was a great success. There were 61 students cast in the production, which was amazing to see. We moved the date 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 2014 Spring Carnival) were awesome as usual. I feel the 2014 Spring Carnival 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

We 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 kids from Lewis and Clark also 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 Mr. Butcher and Mrs. Rhoades 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 Greenhouse and went bowling again this spring; our second grade students went to Zoo Montana in Billings and also the movie theatre. Our kindergarten students had a couple of picnics in the park to celebrate their accomplishments this year.

**GARFIELD
ELEMENTARY
SCHOOL**

Matt Lewis



Garfield Elementary School

Lewistown, Montana

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



Matthew Lewis, Principal

Jenni Bristol, Secretary

2013-2014 Garfield Elementary Annual Report

Attendance:

Our average daily attendance for the school year was 96.10%. This on the surface looks like a good percentage but when you really look at what the represents our attendance needs to improve. This 96.10% attendance rate equates to an average of 8 students absent every day. This is a slight improvement from last years' attendance rate of 94.41% or 12 students absent per day.

Enrollment:

The following information represents our ending K-4 enrollment numbers for the given school year:

	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08
Kindergarten	102	93	100	89	77 full time	83 ½ time 15 full time	76 ½ time 15 full time
1 st grade	83	103	86	78	95	95	113
2 nd grade	94	87	76	105	91	108	105
3 rd grade	82	80	101	85	106	100	99
4 th grade	77	109	82	105	101	100	97
Total	458	472	445	478	487	520	525
Change (+ or -)	-14	+27	-33	-11	-33	-5	+3

Montana Behavior Initiative (MBI):

There was a continued effort at Garfield to reinvesting energy in the Montana Behavioral Initiative. At the school level we had Sara Sullivan, Laura Gilskey, Kerry Vaughn, Jill Murphy, 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 in managing student behavior. Our 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, Accepting, and Responsible in all areas of our school. SOAR tickets were utilized to recognize students for going above and beyond our "Eagle Expectations". The 4th grade students announced our weekly winners on the morning announcements for additional recognition. The 4th grades students also announced a description of those expectations in all areas of the school which really helped with consistency for all of us at the school.

Response to Intervention (Rtl):

This year Garfield Elementary School participated in the Project Real Grant. The Garfield team consists of Sara Sullivan, Laura Gilskey, Kerry Vaughn, Jill Murphy, Ashley Jenness and Matthew Lewis. The team this year continued to focus on ensuring all staff members understood the importance of the process. The team also met with teachers throughout the school year to discuss student progress and interventions. This was a great opportunity for teacher to share with other teachers and give suggestions and support to one another. I applaud the team for their work in this area.

The Project Real Grant was a very time consuming process this year. The majority of the focus was on the behavior side of the Rtl process. This was a great chance for us as a school to look at our procedures for how we are dealing with behavior students. This lead to a revised behavior referral/refocus form that better fits with the implementation of the SWIS program, which assists in tracking student behavior. 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 began 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.

We continued our focus on creating a standardized reporting process with Lewis and Clark Elementary and Highland Park Elementary. The three teams met several times and formulated a plan for training and implementation of this process in every classroom.

Student Achievement:

Students participated in the states annual criterion referenced test throughout the spring. This year the state implemented a new computerized assessment with the Smarter Balanced Assessment Consortium. This was a field test year so no data is available for us to gage the level of performance of our students. This assessment measures students’ mastery of the Montana State Content Standards. While no data is available from the Smarter Balanced Assessment other assessment measures would indicate our students are still quite successful in Reading and Math which will be show later in this report.

The chart below show the previous two years of Reading and Math CRT assessment data from Garfield Elementary:

	Math 2012-13		Reading 2012-13		Math 2011-2012		Reading 2011-2012	
	3 rd grade	4 th grade	3 rd grade	4 th grade	3 rd grade	4 th grade	3 rd grade	4 th 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%
Measurable objective (percentage of students at or above the proficient level)	90%		94%		80%		89%	

As a quick summary of these scores shows we have 93% of our 3rd grade students reading at or above a proficient level and 59% at or above a proficient level in math. Our 4th 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 4th grade students did not fare as well as they did in the prior year as 3rd 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.

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

	Benchmark (low risk) 2013-2014	Strategic (some risk) 2013-2014	Intensive (at risk) 2013-2014
Letter Naming Fluency	82.8% n=34 students	14.5% n=6 students	2.3% n=1 students
Letter Sound Fluency	90.1% n=37 students	7.2% n=3 student	2.3% n=1 student
Phoneme Segmentation	93% n=38 students	5% N=2 students	2% N=1 student
Nonsense Word Fluency	80.4% n=33 students	14.5% n=6 students	4.8% n=2 students
3 rd grade R-CBM	62.4% n=50 students	28.8% n=22 students	8.7% n=7 students
4 th grade R-CBM	64% n=48 students	25% n=19 students	11% 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.
- 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.

We used AIMSweb math benchmark tests 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) 2012-2013		Strategic (some risk) 2012-2013		Intensive (at risk) 2012-2013	
Kindergarten						
Oral Counting	73.1% n=30 students		19.4% n=8 students		7.2% n=3 students	
Number Identification	73.1% n=30 students		7.2% n=3 student		19.4% n=8 students	
Quantity Discrimination	82.8% n=34 students		12.1% n=5 students		4.8% n=2 student	
Missing Number	85.3% n=35 students		7.2% n=3 students		7.2% n=3 student	
	M-Cap	M-Comp	M-Cap	M-Comp	M-Cap	M-Comp
3 rd grade	71.5% n=58 students	80.1% n=65 students	27.1% n=22 students	13.5% n=11 students	1.1% n=1 student	6.1% n=5 students
4 th grade	57.8% n=44 students	72.3% n=55 students	35.4% n=27 students	22.3% n=17 students	6.5% n=5 student	5.2% n=4 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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- **Mathematics Computation (M-COMP)** is a brief, standardized test of math operations that are part of the typical curriculum for Grades 1 through 8. In order for a student to be considered at benchmark they must score a 53 by the end of 3rd grade and must score a 55 by the end of 4th grade.

Student Activities:

There were a variety of student activities that happened throughout the year. This year we 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. It was great to see every student in the district participating in this assembly. 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.

3rd and 4th Grade Ski Days

With the help of our PTO and community donations we had planned on taking our 3rd and 4th grade students skiing three times 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. We had fantastic parent support and the folks at Showdown made our experience a great one.

Music Programs

First, we must say thank you again to Mary Kepler for making music so much fun for our kids. Mrs. Kepler put on a variety of music programs for all of our students this year. They were energetic and engaging for all involved. She also coordinated our talent show this year which went like clockwork. It was great to see all of the kids perform.

Arts in our Schools

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Fundraising Efforts

Our PTO fundraising efforts (Great American and the 2014 Spring Carnival) were awesome as usual. I feel the 2014 Spring Carnival 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

We 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.

Field Trips

The PTO also funded our end of the year field trips to the Buffalo Jump outside of Ulm for our 4th grade students. Two 4th grade classes went to the Lewis and Clark Interpretive Center in Great Falls. Our third grade students went to the fairgrounds for Ag. Day and went bowling to celebrate the end of the year. All of the kids at Garfield also participated in the BLM Wildfire day at the fairgrounds this spring. The program was very well put together and really educated our students on the importance of fire safety when they are out in the wilderness of Central Montana.

**LEWIS & CLARK
ELEMENTARY
SCHOOL**

Michelle Trafton



Lewis & Clark Elementary School

212 Crystal Drive
Lewistown, Montana 59457
406-535-2811



Michelle Trafton, Principal

2013-2014 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 in days absent from the previous year, with student attending 95.61% of the days. The attendance rate equates to an average of 8 students absent every day. Due to the amount of material that is missed through absenteeism we will continue to focus on positive attendance through our attendance policy, attendance at the After School Learning Center to make up school work, and communication with students and parents on the importance of attending school each day they are healthy. In addition our MTSS (Multi –Tiered System of Support) Team has had training this year on CICO (Check In, Check Out) as an intervention for building relationships with at-risk students and providing support for students needing help with attendance, academic, and behavioral concerns.

Enrollment:

The following information represents our ending enrollment numbers for the given school years. This year we had an increase of 1 student. We had a minimal number of students moving in or out during the school year.

	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07
5 th grade	98	84	98	96	92	85	91	92
6 th grade	81	94	99	91	90	87	91	102
Total	179	178	197	187	182	172	182	194
Change (+ or -)	+1 student	-19 students	+10 students	+5 students	+ 10 students	-10 students	-12 students	

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. Our Lewis & Clark team attended three OPI Rtl face-to-face workshops and six 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 the school year.

Through the MTSS process we met as a team twice a month, held Student Data Meetings with all staff twice a month, and continued our Rtl student folders for students in Tiers 1.5, 2, and 3. The folders include interventions, data, graphs, and documentation. In addition, individual teachers met with our MTSS team for consultation and additional student meetings. By attending workshops and trainings, meeting as a team and staff, and working with our MTSS Facilitators the Rtl process is continuing to develop and address interventions and progress for students who need additional or supplemental assistance.

The Lewis and Clark team consists of Michelle Trafton, Cindy Gremaux, Jackie Rickl, Sarah Henson, Lynn Lensing, Jeff Russell, Teresa Majerus, Jill Reed, Norine McKinney, and Gretchen Conrad. 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 Rtl and MBI and our team has combined to work on Tier I, II, and III for academic and behavior assistance. The Lewis and Clark team consists of Michelle Trafton, Cindy Gremaux, Jackie Rickl, Sarah Henson, Lynn Lensing, Jeff Russell, Teresa Majerus, Jill Reed, Norine McKinney, and Gretchen Conrad. Jacque Sherman, our school psychologist, also attends as she is able. Each year a team from Lewis & Clark attends the MBI week-long conference and additionally this year we have had training with Project REAL through the Office of Public Instruction.

During this school year we have continued working with our SOAR Expectations of Safe, Organized, Accepting, and Responsible. Staff continually work with students on meeting those expectations and students are recognized individually with SOAR tickets when expectations are met. We also hold weekly SOAR drawings for tickets and student winners are rewarded throughout the year. In addition, we have schoolwide SOAR rewards as students filled our "EAGLES SOAR" bulletin board with tickets. When the board was full of tickets the students were then rewarded as a grade level with a fun activity and treat. Students enjoyed this very much and did strive to meet SOAR expectations. Our Parent Teacher Organization (PTO) was

very helpful with this program in supplying the ice cream treats. They also supported our SOAR and SBAC reward of a movie with treats at the Judith Theater.

Another program we worked on this year is CICO (Check In, Check Out). 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 also continued the Lewis and Clark Service Council. We had 16 students involved each quarter and they met every other week with the principal. They were also involved in making announcements to classrooms, helping with teacher appreciation week, touring School Board members, announcing and gathering food for the spirit of 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.

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.

We plan to continue our work in MBI with Michelle Trafton, Jeff Russell, and Sandy Fox attending the MBI Summer Institute June 16 – 20, 2014.

Title 1:

As a Schoolwide Title 1 school 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.

CSCT:

Lewis & Clark has had Comprehensive School and Community Treatment (CSCT) through Yellowstone Boys and Girls Ranch as a Community Based Service for two years. The team consists of a program therapist and a behavioral specialist. Students are referred by the Lewis & Clark MTSS (Multi-Tiered System of Support) Team and parents are contacted. Parents then have the option of meeting with the CSCT team to assess if their child qualifies for support services. CSCT offers individual therapy, group therapy, and family therapy. They also have a summer program for students and families. The main goal of the program is to work with the students to allow them to remain in their primary setting of school with CSCT support. This year we had four 6th grade students and five 5th grade students in the program.

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. In addition, Matt Lewis, Michelle Trafton, and Justin Jenness continued working on updates to the Standard Response Protocol Emergency Reference Guide for the district which is now complete. The guide will be submitted to the School Board for approval in June and printed for all staff in August. Each District building will then train on this guide for improvement of the emergency operations throughout LPS.

Student Achievement:

At our end of the year assembly we recognized 30 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. Eight sixth grade students were recognized for Presidential Outstanding Achievement. The purpose of this award is to recognize 6th grade students who show outstanding educational growth, improvement, and commitment. This year we also recognized ten students for perfect attendance and thirteen students for outstanding attendance this school year.

AIMSweb Oral Reading Fluency (CBM)

We used AIMSweb to identify intensive, strategic and benchmark students in oral reading fluency. Below are the Spring 2014 results:

	<u>Intensive (at risk)</u>	<u>Strategic (some risk)</u>	<u>Benchmark</u>
5 th Grade			
2008-2009	12%	18%	70%
2009-2010	11%	16%	73%
2010-2011	18.5%	17.4%	64.1%
2011-2012	18%	16%	67%
2012-2013	10%	15%	75%
2013-2014	9%	16%	75%
6 th Grade			
2008-2009	15%	13%	72%
2009-2010	13%	15%	72%
2010-2011	12.4%	12.4%	75.2%
2011-2012	18%	12%	70%
2012-2013	9%	15%	76%
2013-2014	10%	13%	77%

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

We used AIMSweb to identify intensive, strategic and benchmark students in math computation and concepts and applications. Below are the Spring 2014 results:

	<u>Intensive (at risk)</u>	<u>Strategic (some risk)</u>	<u>Benchmark</u>
5th Grade Math Computation			
2012-2013	10%	15%	75%
2013-2014	9%	15%	76%
5th Grade Math Concepts and Applications			
2012-2013	10%	16%	74%
2013-2014	11%	13%	76%
6th Grade Math Computation			
2012-2013	9%	16%	75%
2013-2014	10%	13%	77%
6th Grade Math Concepts and Applications			
2012-2013	9%	16%	75%
2013-2014	9%	14%	77%

Benchmark goals:

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

SBAC 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 this experience and will apply that knowledge to our testing schedule for next year.

Student Activities:

Band and Choir

Our fifth and sixth grade students had the opportunity to participate in band and choir. We had 30 fifth grade students and 28 sixth grade students 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. We had 50 sixth grade choir students and they attended 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 also had a Select Choir this year for 6th grade during 2nd semester. We had a few students participate and they put on a wonderful performance, along with all of our students, during the spring concert.

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 this 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, 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.

Geography Bee

In January we held our annual Geography Bee. The 16 participants from various classrooms were: Ryan Fenley, Daniel Thackeray, Taylin Trafton, Carson Lewis, Cialeo Smith, Emily Kolstad, Chloe Shepard, James Aldrich, Bradley Vaughn, Logan Wisenbaugh, Jane Rooney, Levi Boyles, Troy Parsons, Zarius Mitzel, Caleb Myers, and Sam Fulbright. 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 Cialeo Smith. Cialeo also took a state test and qualified to be in the State Geography Bee in Billings.

Fish, Wildlife, and Parks Program

The Fish, Wildlife, and Parks program sponsored a fishing program for all of our 5th grade students. Through our science program the students were involved with fly tying, fish jeopardy, fish dissection, fish art, and fish lure making. With each event we had several parent volunteers involved with helping students. Unfortunately, due to the severe cold in January and melting ice in the spring we were unable to ice fish this year. The plan is to schedule ice fishing for both grade levels next year so all of our students are able to have that experience. 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 of paper beading, recycled art, Bev Doolittle's paintings, wind and kinetic art, and UV vs. visible light painting with fluorescent acrylic paint. Throughout these lessons we really look forward to seeing the art techniques and skills in our students' work.

Spelling Bee

Our Lewis & Clark Spelling Bee was held at the Fergus Center for the Performing Arts in February. We had participants from each classroom including: Aaron Picco, Gage Clinton, Sam Fulbright, Emalee MacBlane, Bradley Vaughn, Logan Wisenbaugh, Truman Pierce, Troy Parsons, Zarius Mitzel, Daniel Thackeray, Grant Swan, Sean Kunau, Michael Cauffman, Caleb Greenburg, Chloe Shepard, and Michael deGuzeman. Truman Pierce 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. 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 Colin Gilpatrick, Colton Picco, James Aldrich, Treyvn Nave, Emalee MacBlane, Logan Errecart, Kendall Barta, Destiny Thomas, Sean Kunau, Darian Johnson, and Caleb Lewellen. In addition, the Grand Prize Winner for the county was Colton Picco! We thank Walleyes Unlimited for their support of this program.

Snowshoeing

This year we started snowshoeing at Lewis & Clark School. Each class had a snowshoe scavenger hunt at the Pine Meadows Golf Course where they learned how to put on the shoes, tighten the bindings, remove the shoes, walk in the shoes, and navigate with directions and landmarks. The second adventure for each class was the Snowshoe Olympics at Brewery Flats. Students participated in snow bowling, snowshoe limbo, snow bolo toss, bobsled, and snow javelin. The Turner Education Building was used through the Park and Recreation Department in Lewistown and was a great center for gathering and learning about the events as well as a rest/snack station. Big thanks to Mr. Russell for his leadership in the snowshoe adventures, to Jim Daniels and Brad McCardle for their assistance with the Turner Education Building, and to the Moodie family for their generous donation that allowed us to purchase snowshoes for these educational adventures!

I Love to Read Month

The entire month of February was dedicated to “I Love to Read” month through our school libraries and classrooms. The theme this year was, “Read for the Gold” and we had a variety of activities throughout the week to promote the love of reading and the Olympics. Fifth and sixth grade students took part in “Reading Buddies” and took busses over to Highland Park School where they read to Kindergarten, 1st and 2nd 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 treat!

World Tour

The 6th grade students and teachers put on a world tour for the second 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.

Wax Museum

The 5th grade students and teachers put on the annual Wax Museum again this year and had a wonderful turn out of visitors and talent. Students created a report, poster, background, and costume as they depicted the deceased person in history. 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

We held our 3rd Annual Talent Show this year. There were 20 acts and 45 students involved. Students performed in several different types of acts such as singing, dance, jump rope, playing guitar, playing piano, and skits. We had a wonderful display of talent and the 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. They also provide treats for our Schoolwide SOAR rewards, After School Learning Center, and during SBAC testing. In addition the PTO funded field trips such as the 5th grade trip to Helena to tour the capitol and their journey on the Charlie Russell Chew Choo. They also funded the the 6th grade field trip to the Museum of the Rockies. In addition, they sponsored the Montana SHAKES (Shakespeare in the Parks Program) for 5th and 6th grade at Lewis & Clark. PTO has also hosted Family Movie Night at our school for students and parents. In addition, the PTO Spring Field Day for all schools was held at the Fergus High Field House and 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, and Museum of the Rockies. The majority of 5th and 6th grade parents attend the Wax Museum and World Tour as well as a number of community members.

We continue to communicate with parents through our K-6 Orientation/Open House at the beginning of the school year to introduce/update parents about several programs in our schools including RtI, MBI/Bullying Prevention, Title I, assessment, programs, and K-6 procedures. The continual collaboration between schools has been very positive for parents, students, and staff. We also inform parents 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. We have received very positive feedback 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.

**LEWISTOWN
JUNIOR HIGH
SCHOOL**

Tim Majerus

**Lewistown Junior High School
Annual Report
2013-14
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. As students leave their junior high years they should be able to take a greater ownership in their learning and ultimately, their successes and failures. The LJHS staff feels this year had a number of successes that make us proud, yet we have identified 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. We strive to be students of our profession.

This annual report will provide a summary of the staff, academics, and activities of Lewistown Junior High School during the 2013-14 school year. The information within this report contains some of the data we use to assess our progress and seek improvement.

Staffing

The junior high staff welcomed three new members to the teaching staff and one to the custodial staff. The STAR Room, which is housed at the Junior High, had one new teacher and one new Paraprofessional.

The following made up the staff at the junior high:

Certified Staff

Chad Armstrong.....	Health Enhancement (0.5 FTE)
*Patty Beck	7 th Grade Special Education
Brad Breidenbach.....	7 th Grade Computer Apps/8 th Grade Social Studies
*Lee Crouse	STAR Room Teacher
Matt Donaldson.....	7 th Grade Math
Candice Dunn.....	8 th Grade English
Mandy Eike.....	FaCS
Krystal Ferguson.....	Art/Yearbook/8 th Grade Social Studies
Suzie Flentie.....	8 th Grade Science
Barb Fradley.....	Librarian (0.5 FTE)
Troy Henderson	8 th Grade Special Education
Teresa Majerus.....	Counselor (0.5 FTE)
Tim Majerus.....	Principal
Kim Miller	7 th Grade English
Lauren Ortman	Music
Steve Paulson	7 th Grade Science
Katherine Spraggins.....	8 th Grade Math
*Noah Vallincourt.....	7 th Grade Social Studies

Classified Staff

Jenifer Blazicevich.....	Paraprofessional
Trissy Durbin	STAR Room Behavior Specialist
*Denny Irwin	STAR Room Paraprofessional
Steve Kelly	Custodial
*Mike Kilby	Custodial
Jan Mane	Kitchen Staff
Vicki Rife.....	Paraprofessional
Christy Rogers	Secretary
Barb Sauby.....	Paraprofessional
Sherri Sebek.....	Kitchen Staff
Kim Wiegart.....	Paraprofessional
Denise Williams.....	Kitchen Staff

*New staff at the junior high.

ACADEMICS

ACADEMIC PERFORMANCE

Scholastic Awards - At the end of the school year we recognize 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)

7th Grade - 23 students

8th Grade - 3 students

Second Year Recipients (the past 8 quarters)

8th Grade - 22 students

Honor Roll - We like to recognize the students for the hard work it takes to receive excellent grades. At the end of each quarter we post the names of students who have met one of the four levels of our honor roll.

Number of Students on the Honor Roll Each Quarter

Quarter	A				A- Average				B+ Average				B Average			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
7 th Grade	3	1	6	5	21	20	21	25	24	17	23	18	17	24	11	19
8 th Grade	4	2	4	6	24	24	25	30	19	14	18	15	17	15	13	12

Renaissance Program - The Renaissance Program rewards students in two ways.

- The first is through the GPA rewards cards. Students who have gotten 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 3.0 or an increase of .50 receive a Silver Card. Each card has rewards from several businesses and the privilege of a few minute early release at the end of specified days.
- The second way the Renaissance Program rewards students is in recognizing them for 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

Quarter	D+				D				D-				F			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
7th Grade	4	7	4	5	2	8	7	7	3	5	10	9	3	7	15	6
8th Grade	7	12	9	15	14	15	7	11	1	7	6	8	11	20	18	17

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: Candice Dunn, Krystal Ferguson, Patty Beck, Kim Miller, and Katherine Spraggins,
- Current Classification: Exploring "B"
- With the loss of the teacher that was in charge of progress monitoring we were unable to gather data through AIMSweb.
- Areas identified as still in need of improvement: Progress monitoring (need to return to using AIMSweb), Staff Involvement (more implementation of intervention strategies) and Fidelity in implementation of interventions (administrative oversight).

After School 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.
- Allows students the opportunity to have a structured environment to complete their missing work. Barb Sauby continues to provide support to students needing that extra help.

- On average about 10 students per night are assigned ASLC. The After School Learning Center is open to all students and staff members; however it is not limited to those rooms after school. All teachers can be found working with students in their individual classrooms.

Common Study Time (CST) - This is the second year of having a common study time in the schedule. At the end of the school year teachers discussed the advantages and disadvantages of the dedicated study time. In the end we have decided to continue the program with modifications.

- Students remain in their homeroom classes unless given a CST pass from a teacher in a class where they need extra instruction.
- This 30 minutes of common time helps students to organize their homework from the day.
- Allows time for students to seek help from a teacher on concepts they may have missed during the day.
- Provides a meeting time for clubs, thus avoiding the inconvenience of lunch time meetings.

Khan Academy - This year the junior high started using this non-profit educational website as a supplement for our math curriculum. Mrs. Spraggins volunteered to manage a select group of 8th grade students to allow them this opportunity to gain individualized instruction in the area of math.

- Students selected based upon their previous MAP and CRT (MontCas) test scores.
- Met 3 days a week during Accelerated Reader time.
- Enrolled students were considered bubble kids in need of individualized practice in math to help improve their understanding and ultimately their test scores.
- Between the features of the program and the guidance of Mrs. Spraggins, students had an individualized program generated based upon their identified weaknesses. Mastery of each concept were recorded to provide an overall score and progress through their specific curriculum.
- RtI team decision to implement additional instructional time in Math.
- Mr. Vallincourt later implemented the use of Kahn Academy with his 7th grade Study Skills class.

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 non-fiction. Students who have been identified as needing additional reading instruction are placed in smaller groups, for more directed instruction. In the past we have used the Corrective Reading and Reading Mastery programs for these interventions. After much review, we felt it was more important to change over to a novel based reading program in order to help these students transition to the requirements of high school. For the first year of implementation we felt this was a good change. However, there still needs to be more done in monitoring the progress of these students and the effectiveness of the program.

Study Skills/Computer Applications - As a way of giving 7th grade students more assistance in honing their organization skills and provide additional instruction in math and English some students are enrolled in a study skills-computer application class. Students are selected for this class based on MAP scores and teacher recommendation.

Content Area Reinforcement (CAR) - This 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.

Curriculum - This year the district and Lewistown Junior High took further steps in implementing the Montana Content Standards. Both English and math teachers worked with district curriculum committees to take necessary steps in designing instruction and assessment in line with the new standards. PIR days were also dedicated to helping all staff understand and incorporate the standards into their instruction. Matt Donaldson was also a part of the Office of Public Instruction funded STREAM project. This project created a cohort of K-7 math teachers throughout the state to discuss and design best practices for teaching the Montana Content Standards.

ASSESSMENT

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 and compiled in data booklets. These booklets make the data readily available during grade level meetings, parent meetings, and RtI meetings.

AIMSweb - AIMSweb was not used this year for the lack of someone to monitor and administrate the frequent testing. It is our intention to continue AIMSweb during the 2014-15 school year.

MontCAS - As the state makes the transition to the Smarter Balanced test there is still the need to assess 8th grade students in Science. Students are given the Science test in grades 4, 8 and 10. The junior high has traditionally scored well above the state average.

8th Grade MontCAS Results in Science	Advanced & Proficient		Nearing Proficient & Novice	
	LJHS	State	LJHS	State
2011-12	76%	67%	24%	33%
2012-13	77%	65%	24%	35%
2013-14	74%	68%	26%	32%

SBAC - This year the Office of Public Instruction implemented the field test for the new CRT testing system through Smarter Balanced. This series of tests were in a much different format than traditional tests. Students were tested in math and English 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. However, some on the questions on the non-performance test required students to select words or phrases in a passage that needed to be changed or improved.

The drawback of the testing was scheduling students into computer labs. In the past we were able to test all students 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 four week period.

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. Our policy focused on maintaining at least a 90% attendance. Students exceeding this minimum are required to attend Saturday School sessions. The student attendance rate was very similar to last year’s with an average attendance rate of 93.67%. (This includes all absences from the classroom except those for school related activities).

The following is a breakdown of the number of students that fit into each of the attendance percentage categories:

Attendance %	Less than 90%	90-94.9%	95% or Better	Average
7 th Grade	12	30	52	94.37%
8 th Grade	10	36	55	94.64%
Totals	22	66	107	94.51%

Each year the goal is to reward the majority of students who are able to maintain their excellent attendance and to seek ways of working with those students, and their families, who struggle with excessive absences. Poor attendance is one of the leading factors that gives students a greater potential for dropping out of high school.

ACTIVITIES

STUDENT ACTIVITIES

At the junior high we stress the importance of school involvement. For this reason we offer a number of clubs and activities 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.

Band, Jazz Band, Choir, and Select Choir - The greatest change in the music program this year was moving our choir and band concerts to the junior high auditorium. This use of our facilities had a number of benefits, most important of which was the atmosphere of the smaller venue. Getting the band to fit on the stage was a little difficult, but having all our concerts in our school has saved class time in that we aren’t transporting students to the high school for rehearsals.

Builders Club - The Builders Club is a service club that finds ways they can 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. The Builders Club is the start-up program for Key Club at the high school. This years’ officers were: Alysah Southworth-President, Mitchell Norslien-Vice President, Sydney Knox-Secretary, Ajiah Ross-Treasurer, Greg Fulbright-Historian, and Emily Eckhardt-Sargent at Arms.

Chess Club - Started a couple years ago upon student request, each Wednesday at lunch students can meet in the FaCS kitchen to eat their lunch and play chess. The club is getting more popular each year.

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 sink holes occurring as a result of abandoned mines. Also in May the club travelled to Bozeman to visit the physics lab on MSU campus and participate in a Geocache.

Math Counts - continued to have a strong group of students and met on a weekly basis under the leadership of Mrs. Spraggins. Initially approximately, 25 kids started the program and we had about 10 kids who took the test to participate on the team. We started in 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. If we are lucky enough to make it to the state competition it is the first part of March held in Bozeman. This year was the first time in several years that we didn't have any members go to state.

Robotics Club - Fergus High School junior, Carl Wright approached us with the idea of starting a Robotics Club at the junior high with hopes of competing in the state competition in Bozeman. Carl wrote a grant to the Central Montana Foundation to help purchase the material for the club. Under the guidance of Carl Wright and Mrs. Flentie, eight members regularly met after school to prepare their robot for the competition. Unfortunately a winter storm prevented the team from travelling on the morning of the competition.

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 - had a new advisor with Mr. Donaldson. Even though we had a school wide ski trip for both 7th and 8th 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 join the club on one or all of the ten 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 72 students took advantage of the ski club opportunity.

Student Council - This year's student council officers were: President- Ethan Day, Vice President- Jace Philips, Treasurer- Jacob Miller, and Secretary- Ashley Brand. 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 5 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 during each day of 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

7th grade Science - Mr. Paulson and his students helped out in many ways. Early in the year his 7th 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.

Flannel Board Stories - The 7th grade FaCS students continued their tradition of preparing and presenting flannel board stories to the elementary schools, library, Head Start and home day care 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.

FaCS Service Project – Mrs. Eike's Fun with Fabrics class continues to create 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 – LHJS presented its 15th Veteran's Day presentation. This year's program may have been bigger and better than past presentations. Much of the focus was on student created writings and performances. This we again provided bus service from the Yogo Inn. The Yogo Inn provided free coffee and desert for all that attended. The overall attendance was excellent with hardly a seat open. LHJS feels honored to have 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. This year our guest speaker was Tom Killham.

Parent Teacher Organization (PTO) - The PTO does so many things to support our school. Each year they help sponsor the eighth grade dance, provided treats for the after school learning center, and funded the purchase of the student planner books. They provided support to buy student assignment books for all students during the school year. The funding for all this comes from the annual cookie dough sales that the junior high students participate in each year. This was our third year of the fundraiser and with each year the program brings in more funds from the community. We appreciate their support. .

Recognition of Talent

Scholastic Awards Ceremony -We like to end the year by recognizing those students who have done well in meeting or exceeding the standards of our school. Students were recognized for their academic successes, attendance, and the honors they received throughout the year. Mrs. Dunn presented \$850 in awards to Greg Fulbright, Andrew Coolidge, and Emily Plagenz for winning or placing in state level writing contests. Mrs. Ferguson awarded \$50 to Rainey Snyder for her Honorable Mention Award in the Wildfire Poster Contest. In addition, each year two students are selected for the DAR award. These two 8th 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 Emily Eckhardt and Greg Fulbright.

Talent Show - Eight acts performed during the talent show, down again from previous years. This year students enjoyed a variety of acts from stand-up comedy, poetry, singing, piano solo, and even men in tights. The talent show was followed by a 16 minute slide show put together by the Yearbook class.

Facility Improvements

Building – Last summer saw additional lockers purchased and installed to nearly complete our project of replacing the original lockers. The newer lockers have allowed more space for students to store their books and has given the hallways a more modern look. The next phase of the project is to replace the remaining lockers with storage for teachers.

Technology – The junior high has seen a large increase in the number of computers available to students. To help make this increase more affordable we have utilized N-Computing and Chromebooks. N-Computing minimizes costs by allowing multiple stations to operate off one CPU or server. We have also purchased more than 60 Chromebooks. The Chromebook is a small internet based laptop at less than half the cost.

**FERGUS
HIGH
SCHOOL**

Jerry Feller



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

FHS ANNUAL REPORT
2013 – 2014

“Excellence Today, Success Tomorrow”

Fergus High School was under the fourth 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 of the staff at FHS. The staff at Fergus High School is truly a great bunch of people to work with. They are very committed to their work and the students at FHS. I would personally like to take this opportunity to thank them all for making Fergus High School a great place to work.

The staff of Fergus High School for the 2013 - 2014 school year was comprised of the following:

Certified Staff

Sandy Armstad
Doug Braulick
Loren Drivdahl
Jeff Friesen
Holly Heser
Diane Lewis
Mike Mangold
Karl Ortman
Robert Rutledge
Jessica Sower

Chad Armstrong
Sherry Breidenbach
Karen Durbin
Gary Gebert
Chris Hildebrant
Jared Long
Jessica Miller
Linda Rinaldi
D.K. Slagel
Rhonda Stenseth

Luke Brandon
Meggan Cirrincione
Victor Feller
Justin Guyer
Troy Hudson
Leslie Long
Steve Olson
Newell Roche
Melanie Smith

Office Staff

Jim Daniels
Robin Moline

Justin Jenness
Wendy Pfau

Terry Lankutis
Angela Woollett

Professional Aides

Steve Adams
Jean Rogan
Betty Sanders

Connie Bowen
Susan Rutledge
Ryan Wilson

Gayle Foster
Meryl Rygg McKenna
Tiffany Wright

Custodians

Joel Bennett
Steven Rowe

Daniel Hensley

Jim Lafever

School Food

Karen Hansen

Rosie Lafever

Jeana Stanton

New staff members hired for the 2013-2014 school year:

Chris Hildebrant – Choral Music
Jessica Miller – Spanish
Steven Adams – Paraprofessional
Ryan Wilson – Paraprofessional
Daniel Hensley – Custodian
Jim Lafever – Custodian
Rosie Lafever – Food Server/Cashier
Jeana Stanton – Food Server/Cashier

Staff Members retiring or not returning for the 2014-2015 school year:

Gary Gebert – Science Teacher/Football Coach - 26 years.
Justin Guyer – Science Teacher/Coach – 12 years of service with the District.
Rhonda Stenseth – Math Teacher/Coach – 6 years of service with the District.
Officer Justin Jenness – School Resource Officer/Coach – 4 years of service with the District.

HIGHLIGHTS FOR THE 2013 - 2014 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. Student Body President Aiden Stansberry and Vice-President Kaitlyn Moodie did an outstanding job of bringing our students and staff together.
- ☞ **GRADUATION 2014** – The 114th graduating class celebrated Commencement Exercise on May 25th, 2014. Our music performances were awesome, our student speeches were outstanding and our Commencement Address by Justin Jenness, the current School Resource Officer of the Lewistown Schools 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 three students received the Valedictorian award in which went to Gabrielle Casini, Maclaine Day and Kaitlyn Moodie. All students finished with a 4.0 GPA, met the Honors Curriculum requirement along with additional four AP classes and a minimum of 26 credits. Sydney Smith also finished with a 4.0 GPA but was inched out through the tie breaking system in selecting the Valedictorian award.
- ☞ **FERGUS HIGH ACCREDITATION** – In November we were notified that the high school would again receive exemplary accreditation through the Northwest Association of Accredited Schools (NAAS). As a leader in the state, Fergus High School has worked to maintain high standards, with the NAAS 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. A school visitation was top priority in maintaining exemplary accreditation for the 2013 school year.
- ☞ **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.
- ☞ **PRINCIPALS’ CUP** – Fergus High School again proves to be one of the top academic teams in the state of Montana. Aidan Stansberry, Ryan McKinney, Gabrielle Casini, Jade Fairchild and Carl Wright traveled across the state to Missoula on Tuesday, March 25 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 *Principals’ Cup*) took place in Centerville, MT against 38 teams in our

region of all classes of schools. Fergus finished 3rd overall with Great Falls CMR taking 1st and Conrad finishing 2nd. All of these schools qualified and went on to attend the State Academic competition in Missoula.

- 📖 MUSIC – With the leadership of Mr. Hildebrant and Mr. Ortman our music department continues to accept the challenge of offering many opportunities to the student of FHS. For the fifth straight year Jazz Band and Choralaires were offered as a zero hour class that begins each day at 7:15 AM.
- 📖 ATHLETICS – 139 individual students received at least one athletic letter during the 2013-14 school year.
- 📖 “BLUE-GOLD” LEADERSHIP BREAKFAST - This spring’s 27th annual FHS Blue-Gold Leadership Breakfast continued its reputation as a showcase event. Mr. Gary Gebert was our honored guest and speaker. Student Council continued the tradition of presenting many Fergus High School students with many 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 – 81% of Fergus High School students received this award. Students received the following cards by percentage: Gold Card – 6.3%; Blue Card – 30.1%; Silver Card – 22.6%; and White Card – 22%. Students that did not receive a card was 18.7%.
- 📖 ACT TESTING SCORES – Fourteen students of the class of 2014 placed in the top 10% in ACT test scores for the nation. In order to place in the top 10% a student received an ACT score of 28 or above.

OTHER VALUABLE FERGUS HIGH STATS:

- 📖 STRONG EDUCATIONAL COMMITMENT – Twenty-two of the thirty-one 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 18.7 years with 12.9 years committed to the Lewistown Public Schools.
- 📖 ATTENDANCE & ENROLLMENT - Student attendance is excellent with figures showing an overall attendance rate of 94%. If you would include school related and medically verified absences we had an attendance rate of 90%. Our October enrollment was 341 while the February enrollment was 334. Last year those numbers were 362 and 352 respectively. The October, 2013 enrollment by class included: 92 freshmen, 89 sophomores, 87 juniors, and 73 seniors. The February, 2014 enrollment by class included: 90 freshmen, 88 sophomores, 83 juniors and 73 seniors.
- 📖 TRANSFER-IN INFORMATION - Fergus High School had 10 students transfer in or re-enroll during the school year (compared with 26 students in 2012-2013). Of those 10 new students: 1 transferred out at a later date. The other 9 students are still enrolled at FHS.
- 📖 TRANSFER-OUT OR DROPOUT INFORMATION – Fergus High School had 16 students leave school during the 2013–2014 school year. 2 students dropped out of school, 4 signed up for homeschool, 8 re-enrolled in a public school, 2 students went to job corp.
- 📖 SENIOR CLASS ATTENDANCE INFORMATION – The senior class has had a total of 107 students enrolled at one time or another over the past four years. Of those 107 students, 70 graduated at FHS, 9 dropped out of school, 2 foreign exchange students and 26 transfers to another high school.
- 📖 Fergus High School celebrated its 114th anniversary this school year with the Class of 2014 being our 114th graduating class (28th here at the Fergus High School Fieldhouse).

PROFILE OF THE CLASS OF 2014:

The Class of 2014 and its original 90 members entered Fergus High in August 2010, with many high expectations and goals. By the time their tenure was completed, another 11 students had transferred in becoming graduating class members. At graduation the class was smaller with 70 members obtaining Fergus High diplomas.

Of the original 90 class members: (Students enrolled as freshman)

- 70 members graduated this spring with 59 members spending all four years at Fergus.

Of the 17 class members who transferred in:

- 11 members graduated at Fergus High.
- 2 members of the 17 who transferred in, dropped out, 2 were part of the foreign exchange program and 2 transferred out to another high school.

Other Class of 2014 Information: (70 graduating students)

- Thirty-nine members of the Class of 2014 graduated as honor roll students.
- Nineteen members of the Class of 2014 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.
- Sixteen members of the Class of 2014 are National Honor Society members.
- The mean average grade point average for the Class of 2014 is 2.99.
- In order to be considered a student in the "Top 25", a member of the Class of 2014 needed to have earned an overall GPA of 3.5, while a "Top 10" student requires a 3.9 GPA.
- Of the seventy graduates in the Class of 2014, fifty-two are planning on attending a post-secondary college or trade school.
- Forty seniors are currently planning on attending a four-year college or university next fall. Thirty-one will attend in-state institutions; with seventeen attending Montana State, five the University of Montana, four to MSU – Billings, four to Carroll, and one to Montana Tech.
- Twelve seniors will attend a two-year college or trade school.
- At graduation, members of the Class of 2014 have received about \$98,000 in local scholarships, \$312,000 in first year scholarships provided by varied institutions, and a total of 1.4 million dollars 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 seven 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 Ethan Blythe in wrestling and Brock Butcher in the 400 meter dash for track.

Class of 2014 - Summary Information – Exit Survey – Given to the Seniors

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

4 year College – 32 – 53.3%
2 year College – 11 – 18.3%%
Voc/Tech School – 3 – 5%
Work Full Time – 10 – 16.7%
Work Part Time – 6 – 10%
Apprenticeship – 2 – 3.3%
Military – 8 – 13.3%

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

Yes – 26 – 43.3%
No – 34 – 56.7%

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

Yes – 28 – 46.7%
No – 32 – 53.3%

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

Yes – 34 – 56.7%
No – 26 – 43.3%

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

Yes – 53 – 88.3%
No – 7 – 11.7%

Did you ever experience significant harassment for other students?

Yes – 16 – 26.7%
No – 44 – 73.3%

Did you have a positive learning experience at FHS?

Yes – 44 – 73.3%
No – 15 – 25%

Your teachers generally held high standards and demanded quality work.

Excellent – 8 – 13.3%
Good – 22 – 36.7%
Average – 22 – 36.7%
Below Average – 4 – 6.7%
Needs Improvement – 3 – 5%
No Response – 1 – 1.7%

Class of 2014 - Summary Information – Exit Survey – Given to the Seniors (cont.)

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

Excellent – 8 – 13.3%

Good – 18 – 30%

Average – 19 – 31.7%

Below Average – 5 – 8.3%

Needs Improvement – 10 – 16.7%

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

Excellent – 11 – 18.3%

Good – 18 – 30%

Average – 22 – 36.7%

Below Average – 4 – 6.7%

Needs Improvement – 5 – 8.3%

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

Excellent – 7 – 11.7%

Good – 14 – 23.3%

Average – 24 – 40%

Below Average – 8 – 13.3%

Needs Improvement – 6 – 10%



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

2013-2014
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 2013-2014 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 2013 – 2014 school year we had a grand total of **127** individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball - 10; Football - 7; Cross Country - 11; Wrestling - 4; Volleyball - 6; Boys Basketball – 7; Cheerleading – 5; Track and Field - 33; Tennis - 25; Softball – 15; and Golf – 4.

The 2013-2014 Fergus High School **Bands** experienced a busy, successful year.

The *Symphonic Band* performed three concerts and participated at the Eastern A Band Festival in Hardin and the District Music Festival here in Lewistown. At the District Music Festival the Band members earned superior ratings on their performance and sight reading.

The *Concert Band* also performed at three concerts. At District Music Festival, the members earned a superior and an excellent rating from the adjudicators on their prepared music. On their sight reading portion they earned a superior rating.

The *Jazz Band* performed at three concerts and participated in District and State Music Festival. At both District and State Music Festivals the students earned superior ratings.

Students participated in *Pep Band* at numerous home athletic events, five volleyball divisional tournament games hosted by Fergus, and five games at the Central A Divisional Boys and Girls Basketball tournament in Belgrade.

The following students participated at both District and State Music Festivals in *Solos and Ensembles*:

Hayden Brewer -- Jazz Band
Sam Butcher -- Jazz Band
Cameron Carter -- Jazz Band
Jonathan Chen -- Jazz Band, Piano Solo
Maclaine Day -- Percussion Ensemble
Aubrey Godbey -- Jazz Band, Sax Quartet
Ashley Hayes -- Piano Solo, Brass Quartet
Thomas Helm -- Percussion Ensemble
Celia Honeycutt -- Percussion Ensemble
Alex Irish -- Jazz Band, Sax Quartet
Kayla Irish -- Woodwind Duet
Dalton Jensen -- Jazz Band
Joe Jensen -- Jazz Band, Sax Quartet
Madelyn Kirsch -- Woodwind Duet
Seth Kremer -- Jazz Band
Josie Maddux -- Clarinet Solo
Michelle Monger -- Jazz Band
Kody Neill -- Jazz Band, Percussion Ensemble
Carson Patten -- Percussion Ensemble
Kyle Patten -- Jazz Band, Brass Quartet
Anders Pederson -- Jazz Band, Brass Quartet
Siri Pederson -- Jazz Band
Jakob Plagenz -- Percussion Ensemble
Shaun Reczek -- Percussion Ensemble
Sydney Smith -- Jazz Band, sax quartet
Aidan Stansberry -- Percussion Ensemble
Nick Sweeney -- Jazz Band
Cole Swenson -- Jazz Band, Percussion Ensemble
Heather Wiegert -- Brass Quartet
Peter Wright -- Jazz Band

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 new Choral Music Instructor, Chris Hildebrant, experienced a year filled with growth. After graduating a large class last year, the choirs took on a new look and feel. There are many young singers who show a great deal of potential and are starting to show it as well.

The *Concert Choir* held fast at 35 strong throughout the year. They consistently grew as musicians and as a group interacting with each other as the year continued. They have developed the skills to perform a variety of musical styles. The group had a very good showing at the District Music Festival as well.

Symphonic Choir was a smaller group this year, and, as a result, grew a great deal in their listening abilities and their cooperative musicianship. This group was also younger, with many more sophomores and juniors and only two graduating seniors. The independent musicianship in this ensemble is quite strong, and led to this group being able to perform some very interesting music, in styles and genres that few choirs of this age group do.

The *Choralaires*, like many of the choral ensembles this year, were also a young group. A group of four freshmen had the opportunity to not only learn from the upperclassmen, but to jumpstart their musical growth. The music performed by and focused on this year was more classic jazz and older pop music than in the preceding few years, which has greatly affected the way that these students listened to each other and the vocal skills that were primary to these students.

All in all, the growth of these students and the direction of the Choral Department shows the promise that makes the upcoming school year so exciting already!

Speech and Drama's 2013-2014 season was filled with excitement. The Speech and Drama Team had two new first year coaches: Head Coach Amanda Gee and Assistant Coach Kristine Leo. The awesome small team consisted of senior Jade Fairchild; juniors Peter Wright and Shaun Reczek; sophomores Hayden Brewer-Ziolkowski, Michele Bridgeford, Heather Wiegert, and Agape Setu; and freshman Camryn Vaughn. This year was the first year that the team competed in a Class AA meet. It was a fantastic learning experience for everyone. Huge improvements were seen on the performances because of that experience. The team traveled to four meets: Belgrade, Billings Central, Bozeman and Huntley. The Divisional competition was hosted by Fergus High School, with Havre, Browning and Belgrade attending. The entire FHS Speech and Drama team placed well. In Speech, Peter Wright placed 1st in HOI, 3rd in Impromptu, Shaun Reczek placed 2nd in HOI, Agape Setu placed 1st in SOI and Camryn Vaughn placed 2nd in Expository. In Drama, Heather Wiegert placed 3rd in Serious Solo and 3rd in Humorous Duo, and Hayden Brewer-Ziolkowski and Michele Bridgeford placed 2nd in Humorous Duo. At the state tournament in Hamilton, Heather Wiegert took 7th in Serious Solo. It was a fantastic season!

The 2013-2014 Fergus High School **Cheerleaders**, which included eight Varsity cheerleaders, two Varsity stuntmen, and one Mascot, had a great season. Megan Blake, who was a volunteer Cheer Coach for years, was hired as the new Head Cheerleading Coach with Assistant Coach Taylre Sweeney.

Tryouts were held in August and the team was off and running. The team attended a camp put on by UCA and hosted by Belgrade, where they learned a dance, several cheers, and some new stunting techniques. Throughout the season the cheerleaders stayed extremely busy practicing two to three times each week (August through March) and cheering at all home football, volleyball, wrestling, and girls and boys basketball games, as well as assisting at the home cross country meet. They also cheered on our teams at playoffs and divisional and state tournaments.

The team did some fundraising throughout the year, selling Soft Lips Chapstick and Golden Eagles activity calendars. In February, approximately 80 elementary-school students participated in Junior Cheer Camp, where they learned a dance and several cheers, and some of the older students learned basic stunting techniques. Four Lewistown Junior High cheerleaders assisted in Junior Cheer Camp and stunted with the high school team at the basketball game on Cheer Camp night.

On March 22, Fergus hosted CheerFest 2014, a state-wide cheerleading, dance, and mascot competition. Five teams consisting of 63 individuals ranging in age from elementary to high school participated in the competition; the teams hailed from Fergus, Moore-Judith Gap (Tri-City Titans), Roundup, Glasgow, and Great Falls Central Catholic. The Fergus team, which included eight performing cheerleaders, our mascot, and two injured cheerleaders, took home the first-place trophy for the “High School – Class A Division”. Kyle Patten won 3rd place in Mascot with his performance of “Safety Dance”, and the Fergus stunt group took 3rd place.

At the annual recognition night, Head Coach Megan Blake and Assistant Coach Taylre Sweeney presented the following awards:

Most Valuable Cheerleader – Ashley Wickens
Outstanding Cheerleaders – McKayla Henson and Amber Fairchild
Most Improved Cheerleader – Taylor Woods

Other awards presented that evening were:

Most Dedicated Stuntman – Brandon Lane
Most Improved Stuntman – Noah Aamold
Most Likely to “Shake His Tail Feathers” – Kyle Patten

All of the athletes received a Varsity letter, and several students received Academic All-State honors for successfully completing their season and earning a 3.5 or higher GPA during third quarter.

Our seniors are considering pursuing cheer at the college level, with Kyle Patten already having been selected as a member of the Montana State University spirit squad. He will pursue a degree in Agriculture Education and Agriculture Relations. Tiffany Berberet has been accepted to the University of Great Falls and may consider cheering for the Argos, and Brandon Lane is contemplating attending Montana Tech and is thinking about speaking with the spirit coach there about being a stuntman for the Orediggers. Fergus cheer alums Kara Mantooth (class of 2013) and Cameran Adkins (class of 2013) were selected as members of the University of Montana and Montana State University cheer teams, respectively.

The 2013-2014 school year proved to be a successful one for the Fergus High School **Student Council**. Excitement 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 out for spirit days, nomination and coronation of the homecoming royalty, participated in the homecoming parade, provided a BBQ lunch for the student body, and finally, danced the night away at the homecoming dance.

2014 brought the return of the MORP dance. This year's dance was held at the Lewistown Civic Center, due to conflicts with the Divisional Wrestling Tournament being held at Fergus. Senior Mikaela Olson was the DJ for the dance which was a great success.

End of the year activities included the 27th annual Blue Gold Breakfast where retiring Biology teacher and football coach, Gary Gebert, gave an illuminating speech on Leadership. Students also participated in nominating and awarding the 2014 Teacher of the Year to Mr. Justin Guyer.

Finally the year was closed out with elections for the 2014-2015 school year. By the look of things FHS Student Council appears to be headed to another successful year!

Student Body President
Student Body Vice-President
Student Body Secretary
Student Body Treasurer

Parker Philipps
James Derheim
Anders Pederson
Rebekah Russell

Senior Class:

President
Vice-President
Secretary/Treasurer
Representatives

Cody Boyce
Jessica Kindzerski
Michelle Monger
Lexie Anderson
Kaitlyn Poss

Junior Class:

President	Aubrey Godbey
Vice-President	Jace Davis
Secretary/Treasurer	Heather Wiegert
Representatives	Kodi Myhre
	*

Sophomore Class:

President	Nicholas Sweeney
Vice-President	Sam Butcher
Secretary/Treasurer	Camryn Vaughn
Representatives	Jonathan Chen
	Taylor Woods

Representatives At-Large:

Annie Adkins,
Kayla Irish
Mikayla Comes

The 2013 Fergus Eagles Girls/Boys **Cross Country** teams were coached by Head Coach Suzie Flentie and Assistant Coach Melanie Smith. Michael Kelsey was a volunteer assistant this year. This was the sixth year for Boys Cross Country since it was reinstated as a sport at FHS. The program has been gradually increasing and this year, for the first time, we had more boys than girls on the team. There were 17 boys and 14 girls with 2 managers.

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. The girls took 4th at Divisionals, but there were only 19 points separating 1st and 4th place and the girls were just 3 points out of 3rd. The boys took 2nd losing first place to Browning by only 3 points. At the State meet, the boys placed 9th. The top 9 teams were all very close and then there was an 80 point gap between 9th and 10th. The girls placed 16th, but we were missing our 2nd place runner due to the FFA trip. Had she been there, the girls would also have placed about 9th. This was one of our lowest placing years, but the competition was stiff and the team members felt good about their performance in terms of individual improvements and their growth as a team.

Senior Dalainy Tedesco was the divisional champion. Kaitlyn Poss was 9th, Kaitlyn Lodahl 13th, Jessica Mittal 23rd, and Aubrey Godbey 24th. For the boys, senior Ryan McKinney was 4th, Kale Kelsey 6th, Dylan Sipe 8th, Hayes Majerus 10th and Aidan Stansberry 15th.

At the State meet, we had two All-State medalists with Dalainy taking 4th overall for the girls and Ryan taking 14th for the boys. Seniors Ryan McKinney, Kale Kelsey & Aidan Stansberry all finished in our top 5. We will be losing 3 senior girls and 5 senior boys, but only 4 of those 8 finished in the top 5 for our team at State.

The Fergus Varsity **Football** team, under the direction of Head Coach Gary Gebert, First Assistant Vic Feller, and Defensive Coordinator Rick Wright finished the 2013 football season 2-7, and finished third in the very competitive Central “A” Conference. The Golden Eagles made the playoffs and traveled to Laurel for the first round. Coach Gebert believed that the emphasis on weights, plyos in the spring, and summer camps allowed the Eagles to compete in every game this season except two.

The sub-varsity football teams under the direction of assistant coaches Steve Paulson and Troy Hudson and volunteer coaches Tony Brown and Ryan Wilson competed very well this season. They ended the season 6-3.

The 2013 Fergus High School **Golf** season had twenty-seven participants, six girls and twenty-one boys. The first practice was Thursday, August 15th and we had a total of nine Varsity meets and six JV meets.

The boy’s team finished the regular season in 1st place at the Divisional Tournament in Havre (Prairie Meadows) and 5th place at State (Polson). Four boys finished in the top 15 which qualified them for All-Conference honors. The four boys that finished in the top 15 were: senior Preston Kynett, senior Kyle Myhre, junior Zach Hould and sophomore Tyrell Walter. Sophomore Trip Crouse participated as a varsity member at the Divisional and State golf tournaments. At the State golf tournament Tyrell Walter finished 17th overall, Kyle Myhre and Trip Crouse finished tied for 26th overall, Preston Kynett finished in a tie for 43rd place, and Zach Hould finished in a tie for 57th place. Jace Davis also lettered as a member of the Fergus Boys Varsity golf team.

The girl’s team finished in 3rd place as a team at Divisional golf. This varsity team consisted of seniors Sydney Smith and Marlee Thomas, sophomore Dani Birdwell and freshmen Kayla Irish and Madison Lewis. Marlee Thomas and Sydney Smith received All-Conference honors and went through to State as individuals for finishing in the top 15 at Divisionals. Marlee Thomas finished in 21st place and Sydney Smith finished 38th overall at the State golf tournament.

The 2014 season will be returning three letter winners for the boys golf team and three letter winners for the girls. The future looks bright for the boys and they should finish strong next year with four boys on the team having varsity experience. The girls golf team will return three letter winners with Dani Birdwell, Kayla Irish and Madison Lewis.

Second year Head Coach was Jeff Friesen (2 years as Asst. Coach) and second year Assistant Coach was Brett Thackeray.

The **Volleyball** program under the direction of Head Coach Tara Taylor had another successful year. The varsity finished the season with a 23-9 record, placed 1st at the Central A Divisional Tournament, and finished 2nd at the State A Tournament. Earning 1st Team All-Conference and All-State honors were seniors Mikaela Olson and Paige Zibell. Other 1st Team All-Conference members were junior Michelle Monger and senior Teal Danell. Second Team All-Conference honors went to senior Maddie Comes and sophomore Jaree Mane. Junior Sydney Wier earned Honorable Mention All-Conference honors.

Our sub-varsity volleyball teams both had outstanding seasons as well. Our freshman team, under the direction of first year Coach Jean Muragin, finished the season 14-4. The JV team, under Coach Ashley Jenness, finished the year 13-8. Our team continues to strive for excellence in the classroom as well and 6 of our 12 letter winners earned Academic All-State honors.

The 2013-2014 Fergus **Boys Basketball** team featured several returning lettermen, including four seniors that led this year's team. Dylan Stenseth and Logan Wilcox were not only captains, but also were voted to 2nd Team All-Conference for the Central A. Jakob Plagenz and Kale Kelsey were the other two seniors providing leadership and continuity to the rest of the team. James Derheim, Morgan Ray, and Jessey Perry, all juniors, saw plenty of action this season, starting the majority of the games. James was also selected as All-Conference Honorable Mention by the Central A coaches. Tre' Bradley, Lane Smith, and Brock Butcher also contributed key minutes for the Golden Eagles this season. This year's Golden Eagle Team competed and battled in every game and ended the year with a 6-12 record. The Eagles won the first game of the Central A Tournament on a 3-point basket by James Derheim as the buzzer sounded. We lost to Belgrade, 47-46 the next night. In the loser-out game Saturday morning, we lost to Browning by 17, finishing the 2013-2014 season. Head Coach this season was Jeff Elliott and assistants were Justin Guyer and Sam Helmer.

The 2013-2014 Fergus **Girls Basketball** season proved to be very successful. Coaches for this season included: Head Coach Deena Wier, First Assistant coach Justin Jenness, and Assistant Coach Jill Murphy. The Varsity team ended with a 5-3 record in Conference play with a major highlight being a huge win over an undefeated Havre team at home on our senior night. Injuries plagued the team during the divisional tournament but the team fought hard, not giving up until the buzzer rang. This was how the team played all year, even on nights when the ball just wouldn't fall through the hoop. The girls continued to improve and fight through any adversity that was handed to them. The Junior Varsity finished with a record of 5-11 and the C-Squad also finished 5-11.

The 2013-2014 **Wrestling** team was coached by Chad Armstrong (6th year head coach) along with Vic Feller, and Mark Malone (assistant coaches). It was a season of ups and downs, but when it counted most the wrestlers were able to peek at the right time and have a good State tournament. At the beginning of the season the team went to the CMR tournament and had one Eagle place 3rd. The next tournament was the Cut Bank tournament where they placed in the top ten as a team. Five wrestlers placed in the top six along with two champions. The next tournament was the Rocky Mountain Classic tournament where one wrestler placed 3rd. The Class A duals were next and we did have a good weekend. We were 3-4 during the duals. At the divisional tourney Fergus placed third and had two champions, two second places, three third places, and one fourth place finisher. Eight wrestlers qualified for State. At the State Tournament the wrestlers placed 13th and had two Eagles place in the top six. We had a 3rd place finisher and a

State Champion, Ethan Blythe. Many wrestlers at State won one or more matches for the Golden Eagles. The overall performance of this year's team was filled with ups and downs, but they wrestled hard and they performed when it counted the most, which will give them more to build on. The wrestlers now have confidence that the Golden Eagles can perform with the best teams in the state of Montana.

The 2013-2014 **Tennis** team, under the direction of Head Coach Diane Lewis, Assistant Coach Justin Guyer, and Volunteer Coaches Matthew Gruener and Andrew Bruno, was led by an overall slightly inexperienced team consisting of 6 seniors, 13 juniors, 17 sophomores, and 13 freshmen. The Divisional team included three seniors, nine juniors, five sophomores and five freshmen-including the alternates. Forty-seven players finished the tennis season this year. We are encouraged by the talented returning players as well as the thirty athletic freshmen and sophomores we were privileged to work with this year. Highlighting the year was the play of two players that advanced from Divisional competition to State. They were: Zach Hould and Bryson Behl- taking 3rd at Divisionals. We experienced a successful Central Class A Divisional Tennis Tournament for our placers and those that gained experience playing at Divisional tourney for the first time. Livingston hosted the Divisional Tournament at Bozeman.

A strong group of returning underclassmen appears poised to provide excellent leadership next season. Head Coach Diane Lewis and her assistants look forward to hosting teams during the season next year. We also look forward to talented participants for the 2014-2015 tennis season.

The 2014 **Track** season was a very successful one. Both teams took 2nd at the Divisional meet behind Belgrade. The boys team ended up tied for 5th at State with 36 points. The girls team ended up 10th with 12 points. Scoring for the boys at State was Brock Butcher who took first in the 400 with a time of 50.04, 3rd in the 200 at 22.42, 3rd in the long jump at 20'8", and 4th in the 100 at 11.30. Collin Hartford took 3rd in the javelin with a throw of 173'5". The boys 1600 relay made up of Ethan Blythe, Haiden Collins, Ryan McKinney and Brock Butcher took 4th with a time of 3:30.01. Scoring for the girls were Nicole Karhi who took 4th in the 100 hurdles with a time of 16.01 and 4th in the long jump at 16'4.75". Dalainy Tedesco took 5th in the 3200 at 12:13.19. The girls 400 relay team made up of Nicole Karhi, Whitney Weeden, Mikaela Olson and Jaree Mane took 5th with a time of 50.46. I look forward to next year with both our boys and girls teams. If we stay healthy I believe both teams have a great chance to place high at State.

2014 was another solid year for Fergus **Fastpitch Softball**. The 2014 softball season was a success although the ending wasn't what we'd hoped for. The team lacked experience due to the loss of seniors and other reasons. Six girls had to be replaced off of last year's team and this group of girls played hard throughout. The team finished 10-10 overall and 5-3 in the conference. Fergus finished the regular season as the second seed going into Divisionals. We weren't the most athletic team, but we played hard and beat teams that were more athletic than us. Our inexperience and lack of depth showed at Divisionals as we lost a girl due to injury and we couldn't find anything that would work out. Seven players were selected for All-Conference honors and two players were All-State recipients, seniors Maddie Comes and Cassi Miller. Maddie Comes also finished the

season with the fourth highest batting average in Class A. Coaches for this year's team included: Head Coach Mike Mangold, Assistant Coach Justin Jenness, and Volunteer Coach Kirsten Miller.

At the **elementary level**, in grades five and six, programs were run in volleyball, basketball, and wrestling. There was no 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 has still been challenging for the time period we need them. It is still highly recommended, if we are ever able to afford the stipend for the coaches again, to do so as soon as possible. Elementary participant numbers were: Volleyball-43, Girls Basketball-45, Wrestling-15, Boys Basketball-55.

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, motivated, and very enjoyable to work with. 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



**LEWISTOWN JUNIOR
HIGH SCHOOL**

Tim Majerus

2013-2014 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 lead 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 up-date some old and outdated equipment. This spring we ordered enough football helmets to replace half of our aging helmets. The Booster Club was instrumental in helping us fund this much needed upgrade. In the winter the 8th grade volleyball team had gotten new uniforms and the 7th grade got their old ones. In the past the 7th graders were using old basketball uniforms. The basketball uniforms didn't fit well and were not designed for volleyball. In the future we will look at ways to upgrade our track uniforms and to replace the other half of our football helmets.

Boys Football – Brad Breidenbach continued as our head football coach with assistant coaches Troy Henderson, Matt Woody, and Nolan Porter. The total participants was down slightly with a total of 49 players participating: 22 seventh graders and 27 eighth graders. One of the highlights of this year was that both the 7th and 8th grade teams went undefeated for the season.

Cross Country – Mary Kepler coached her final season of cross country. Mary has brought to the sport an enthusiasm that had her athletes loving to run. This year was the inaugural season for JH boys cross country. With the help of volunteer coach Teresa Majerus the cross country team had 20 participants: 10 boys and 10 girls.

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

Boys Basketball – Brad Breidenbach provided the leadership in the boys basketball program and was assisted by two new assistant coaches: Matt Donaldson and Chuck Cloud. There was a jump in numbers this year with a total of 39 boys participating: 22 seventh graders and 17 eighth graders.

Girls Volleyball – Tara Taylor once again provided a successful volleyball program for the junior high by leading both the 7th and 8th grade teams to first and second place finishes in the end of the season tournament. Tara was assisted by Kris Gapay and new assistant, Jean Muragin. A total of 37 girls participated: 19 seventh graders and 18 eighth graders.

Track and Field – Mary Kepler continued as the Head Track Coach, assisted by Brad Breidenbach and Teresa Majerus. A total of 74 students participated: 31 seventh graders and 43 eighth graders. Even though track still has a large number of participants, there continues to be competition from activities outside of school such as club volleyball and soccer.

Cheerleading – The junior high cheer program got a boost this year as former high school cheer coach, Jennifer Pfau stepped in as our coach. She brought to the program a strong sense of pride and commitment. Because of the conflict with other sports the numbers dropped off prior to the Cheerfest, so for the third year in a row, we chose not to compete in the March cheer competition held at FHS. A total of 16 girls and 1 boy participated this year.

Wrestling – Head Coach Chad Armstrong, assisted by Mark Malone. 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 and senior high schools did a fantastic job of running this tournament. Our program continues to include 6th graders. A total of 11 junior high boys participated. All from the 8th grade.

Though we had some change over in a few assistant coaching positions, all of our head coaches had remained the same. This consistency in the program is a key component in maintaining a quality program and continuing to coordinate with the high school programs. 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.

ASSESSMENT

Scott Dubbs

Lewistown Public Schools
2013-2014 Assessment Annual Report



Submitted by:
Scott Dubbs, Curriculum Director

This has been an interesting year concerning assessments in the Lewistown Public Schools. I was pretty sure happenings in this realm would be completely different from the last few years but I really didn't expect the changes to take so much time and effort on the part of students and staff. Last year, I mentioned that assessment will continue to become a bigger part of the world we live in; and that is an understatement.

Having said that I probably need to start with a disclaimer. There are many positive reasons for schools and teachers to use assessment data to help drive school improvement and student learning. We need to analyze and make decisions for our students that will help insure we provide them with strong academics. We just hope there is more of a move by all the competing factions outside of the schools to bring about some assessment balance. This year was hectic at best and our goal is to disrupt teaching and learning less while having teachers improve their understanding of how these assessments can help improve overall student success.

Spring Annual Assessments (Smarter Balanced, MontCAS & ACT)

Early in September we learned that Superintendent Denise Juneau applied for and received an assessment waiver from the Dept. of Education with the goal of having the entire state take the Smarter Balanced (SBAC) Field Test. This was opposed to taking MontCAS Assessments as we have in the past. The waiver was written to avoid double-testing of Montana students this spring and allow schools to transition to the new online statewide assessment of English/Language Arts (ELA) and Math that will begin in 2015. Without this waiver, Montana students would have been tested on our previous standards; as well as, many students also participating in the Field Test, which is aligned to our new standards.

Students in grades 4, 8, and 10 continued to take the Science CRT though MontCAS as they had in the past and special needs students needing to take the CRT-Alternate Assessment did so much as they have in the past. Likewise, this spring our juniors took the ACT+ Writing assessment.

Here is a brief summary of the new changes that took place with our state assessments this spring:

- Students in grades 3-8 and grade 11 took the SBAC Field Test in Math and ELA, with the exception of qualifying students with disabilities, who will take the CRT Alternate assessment. The SBAC assessment is an online computer aided test, much as our MAP have been.
- Unlike previous years when we were able to test an entire school over two or three days, our school's testing sessions were required to be provided in smaller bits and pieces. As a result the District's testing window for the spring assessments ran from early-March to the end of school in 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.
- Two of the tests students took were 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.
- The goal of the Field Test is really an opportunity to “test the test” and improve the assessment for future years. Information from this test will be used to evaluate the software, ensure the quality of questions and evaluate the effectiveness of the test administration and training materials. The results will also be used to help Montana and its partner states decide how scores will be determined in future assessments.

It retrospect, the Smarter Balanced assessments did prove to be as rigorous as expected. They required students to use online tools, problem solving skills, application and interpretation of facts. And they clearly emphasized higher order thinking skills. But on a less than positive note, because the Field Test was really a test of the test, our schools will not have individual scores to send home to parents and will not have results to use for school improvement. MontCAS Science results are listed at the end of this report and ACT scores will be included when available.

Measures of Academic Progress (MAP)

About five years ago we decided to be proactive and address the need to have predictive measures of student growth. So, our District partnered with the Northwest Evaluation Association (NWEA) to provide the MAP tests that we give three times per year. The results from MAP tests are valuable in helping each teacher and each school project individual student success by benchmarking our student three times a year. Initially the student scores from MAP tests directly correlated to student scores on the statewide MontCAS tests to help teachers predict whether or not students’ scores are improving.

Today we use NWEA’s new online version of the test which is tied to our new content standards and the Common Core. Scores this year relate to these new expectations will help staff with classroom and curriculum decisions and also support placement decisions at all levels. The conversion to an online version allows us to have more control of the testing process and over our data giving us easier to obtain and more timely results which is important when looking to predict student 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 couple of years we also started using Pearson’s AIMSweb Assessment system to support our classroom teachers and RtI teams 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 measure overall performance of key foundational skills by grade level and are very accurate predicts 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 changing the level of success required to achieve Adequate Yearly Progress (AYP), our final AYP determinations will not appear to 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 is summaries of the Lewistown Public Schools CRT results. These results are reported by grade level and will be tied to our Annual Yearly Progress (AYP) determinations.

As we look to next year, changes on the horizon include our future participation with other Montana schools in the Smarter Balanced Assessment Consortium (SBAC) and their partners to provide the new statewide spring assessment in the school year 2014-15. This new assessment will be tied to the new Montana Content Standards and are expected to measure student learning in multiple ways. Again it will use technology and is expected that results will be far more immediate than our previous results.

Formative assessment will become more than an educational buzzword and will be a boon to supporting 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 but the real value in assessments is in affecting achievement in the classroom and formative assessments designed to support instruction need to be embedded in our teaching and learning processes.

As mentioned above another transition that we still need work on is improved use of the assessment data we do have. We have learned over the years that the hurdle many times just relates to obtaining of the data itself. To support this need, we are partnering with Silverback Learning (using our designated state database funding) to use their Mileposts software this next school year. Mileposts will manage our data to provide the quick and easy ways needed to create our needed personalized learning plans, manage RtI interventions and monitor individual student achievement and improve classroom instruction. Expect to hear more about Mileposts as we get closer to next school year.

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
4th	Science	72%	53	27%	20	73	2022
8th	Science	74%	72	26%	25	97	2018
10th	Science	43%	35	57%	47	82	2016

State of Montana

Grade	Subject	Advanced/ Proficient	# of students	Nearing Proficient /Novice	# of students	Total Students	Class of
4th	Science	68%	7,332	32%	3513	10845	2022
8th	Science	68%	6,940	32%	3403	10343	2018
10th	Science	47%	4,689	54%	5463	10152	2016

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

2014 Spring Reading - Curriculum Based Measurement (R-CBM)

Description	First Grade		Second Grade		Third Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average >= 0.0	6	7.20%	0	0.00%	2	2.50%
Below Average >= 10 th %ile	5	6.00%	16	17.20%	11	13.80%
Average >= 25 th %ile	53	63.90%	51	54.80%	34	42.50%
Above Average >= 75 th %ile	11	13.30%	17	18.30%	18	22.50%
Well Above Average >= 90 th %ile	8	9.60%	9	9.70%	15	18.80%

Description	Fourth Grade		Fifth Grade		Sixth Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average ≥ 0.0	2	2.70%	9	9.00%	6	7.60%
Below Average $\geq 10^{\text{th}}$ %ile	11	14.70%	10	10.00%	10	12.70%
Average $\geq 25^{\text{th}}$ %ile	49	65.30%	54	54.00%	36	45.60%
Above Average $\geq 75^{\text{th}}$ %ile	7	9.30%	17	17.00%	16	20.30%
Well Above Average $\geq 90^{\text{th}}$ %ile	6	8.00%	10	10.00%	11	13.90%

2014 Spring Mathematics Concepts and Applications (M-CAP)

Description	First Grade		Second Grade		Third Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average ≥ 0.0	0	0.00%	2	2.20%	0	0.00%
Below Average $\geq 10^{\text{th}}$ %ile	0	0.00%	4	4.30%	5	6.20%
Average $\geq 25^{\text{th}}$ %ile	0	0.00%	51	54.80%	44	54.30%
Above Average $\geq 75^{\text{th}}$ %ile	0	0.00%	17	18.30%	20	24.70%
Well Above Average $\geq 90^{\text{th}}$ %ile	0	0.00%	19	20.40%	12	14.80%
Description	Fourth Grade		Fifth Grade		Sixth Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average ≥ 0.0	5	6.60%	5	5.10%	9	11.80%
Below Average $\geq 10^{\text{th}}$ %ile	6	7.90%	14	14.10%	7	9.20%
Average $\geq 25^{\text{th}}$ %ile	41	53.90%	23	23.20%	46	60.50%
Above Average $\geq 75^{\text{th}}$ %ile	13	17.10%	35	35.40%	10	13.20%
Well Above Average $\geq 90^{\text{th}}$ %ile	11	14.50%	22	22.20%	4	5.30%

2014 Spring Mathematics Computation (M-Comp)

Description	First Grade		Second Grade		Third Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average ≥ 0.0	1	1.30%	1	1.10%	0	0.00%
Below Average $\geq 10^{\text{th}}$ %ile	3	3.90%	5	5.40%	9	11.10%
Average $\geq 25^{\text{th}}$ %ile	51	67.10%	49	52.70%	43	53.10%
Above Average $\geq 75^{\text{th}}$ %ile	12	15.80%	18	19.40%	17	21.00%
Well Above Average $\geq 90^{\text{th}}$ %ile	9	11.80%	20	21.50%	12	14.80%
Description	Fourth Grade		Fifth Grade		Sixth Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average ≥ 0.0	1	1.30%	4	4.10%	5	6.60%
Below Average $\geq 10^{\text{th}}$ %ile	7	9.20%	13	13.30%	13	17.10%
Average $\geq 25^{\text{th}}$ %ile	42	55.30%	44	44.90%	38	50.00%
Above Average $\geq 75^{\text{th}}$ %ile	12	15.80%	24	24.50%	14	18.40%
Well Above Average $\geq 90^{\text{th}}$ %ile	14	18.40%	13	13.30%	6	7.90%

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 2013-2014	3	81	204.2	203.9	204.6	204.3
Winter 2013-2014	3	82	198.7	199.5	199.2	197.4
Fall 2013-2014	3	79	194.7	195.8	194.2	194.1
Spring 2013-2014	4	76	207.5	207.8	207.8	206.7
Winter 2013-2014	4	73	204.6	205.3	204.6	204
Fall 2013-2014	4	70	201.7	202.2	201.8	201.1
Spring 2013-2014	5	99	212.5	212	213	212.2
Winter 2013-2014	5	101	210.2	210	210.8	210
Fall 2013-2014	5	99	207.9	208.3	208	207.4

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 2013-2014	6	80	215.9	216	215.1	216.7
Winter 2013-2014	6	78	214.5	214.4	214.1	215
Fall 2013-2014	6	83	213	213.8	213.3	212.3
Spring 2013-2014	7	96	217.8	218	217.6	217.7
Winter 2013-2014	7	94	216.1	215.3	216.7	216.4
Fall 2013-2014	7	90	216.4	217	215.5	216.5
Spring 2013-2014	8	102	225.8	224.8	225.1	227.4
Winter 2013-2014	8	103	223.7	223.4	222.8	224.9

Fall 2013-2014	8	102	224.9	224.6	224.4	225.6
Fall 2013-2014	9	78	226.1	225	225.6	228.1
Winter 2013-2014	9	79	231	Survey Only		
Fall 2013-2014	10	83	225.3	225	223.5	227.2
Winter 2013-2014	10	78	226.1	Survey Only		

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
Winter 2013-2014	5	87	214	213.4	214.4	214.1
Fall 2013-2014	5	82	210.3	210.1	210.5	210.4
Spring 2013-2014	6	78	215.7	215.6	215.8	215.7
Winter 2013-2014	6	65	216.4	216.5	216.4	216.2
Fall 2013-2014	6	74	214.2	214.3	214	214.7
Spring 2013-2014	7	96	217.4	218	216.4	217.6
Winter 2013-2014	7	94	216.4	217.4	215.2	216.5
Fall 2013-2014	7	90	215.1	215.7	215	214.9
Spring 2013-2014	8	102	224.3	226.3	222.4	224.1
Winter 2013-2014	8	103	222	222.8	220	223.2
Fall 2013-2014	8	101	222.2	223.4	220.1	223.2
Spring 2013-2014	9	12	226.4	228.9	224.2	225.8
Winter 2013-2014	9	74	226.8	Survey Only		
Fall 2013-2014	9	79	225.8	227.6	223.4	226.6
Winter 2013-2014	10	79	224.2	Survey Only		
Fall 2013-2014	10	83	224.8	226.8	223.3	224.5

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 and Complex Number Systems	Geometry	Statistics and Probability
Spring 2013-2014	6	79	222.3	219.5	222.5	223.5	224
Winter 2013-2014	6	77	221	221.3	219.3	221.2	222.2
Fall 2013-2014	6	82	216.7	214.7	216.6	216.3	218.9
Spring 2013-2014	7	96	229.9	227.5	228.2	232.7	231.1
Winter 2013-2014	7	94	225.1	221.1	225.1	226.4	227.3
Fall 2013-2014	7	89	223.5	219.7	223	224.1	227.1
Spring 2013-2014	8	102	237.6	236.9	234.2	240.3	239
Winter 2013-2014	8	102	234	232.7	232.3	236	235.1
Fall 2013-2014	8	101	233	230.9	232.3	234.6	234.1
Fall 2013-2014	9	86	240.1	239	239.6	239.1	243
Winter 2013-2014	9	77	242.7	Survey Only			
Fall 2013-2014	10	84	238	237.8	235.6	238.6	239.9
Winter 2013-2014	10	80	242.4	Survey Only			

BUSINESS OFFICE

Rebekah Rhoades

BUSINESS OFFICE 2013-2014 ANNUAL REPORT

**Rebekah Rhoades
Business Manager/District Clerk**

The 2013-2014 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 FY13
- Approval of a New Bus Barn Building and Land
- Implementation of Student Activity Online Fee Payment
- Cross-Trained Business Manager to do Payroll if Needed
- Implementation of Various Time/Supply Saving Processes within the Business Office

Goals for the Future:

Next year, I hope 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. This past year, the Business Manager spent time learning how to do Payroll in the absence of the Payroll Clerk. Next year, we will continue to look at other cross-training opportunities.

- **Implementing the Substitute Tracking Module in TimeClock Plus:** This is a piece that exists within our current time clock software and has the ability to allow substitutes to clock-in for their time worked. This would save time for both our secretaries and payroll clerk and allow the District to better track hours for the new Affordable Care Act provisions.
- **Improve Credit Card Purchasing process:** In order to have more accurate real-time budget reporting, the process for credit card purchases must change. Currently, credit cards are done through a paper process that does not allow purchases to show in the accounting software until the credit card is paid. Next year, we plan to use purchase requisitions in the accounting software to reduce the amount of paper and allow reports to accurately show budgets.
- **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.

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. 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:

- Implementing the substitute tracking module of our time clock system
- 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
- Improve Credit Card Purchasing Process to Make Reporting More Accurate

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 (2015).

Status: The 2015 session is right around the corner. 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 functions 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 year and a half 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 2013-2014

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 2,510 total enrollments during this program year. Please note the attached statistical reports for specific enrollment figures.

ADULT EDUCATION

A comprehensive program of 90 educational, social, recreational and cultural opportunities for adults was offered during the 2013-2014 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 Alberta Bair Theatre in Billings, MSU-Fergus County Extension Service, Krings Greenhouse, CMR Wildlife Refuge, and Pine Meadows Golf Course.

Enrollment was down somewhat due to unforeseen circumstances, including the government sequestration in the fall that caused cancellation of one of our popular Elk Viewing Bus Trips, and one cancellation in the spring of a large bus trip to the Alberta Bair Theatre due to performer illness.

DRIVER EDUCATION

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

We offered two sessions of Driver Education during June 2013, along with our offerings of sessions during Semesters 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. We provided all summer students 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 gave all students a vision screening, prior to any behind-the-wheel experience.

We continue 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 and could 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 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.

CMEC also serves the Nexus Treatment Center and their 85 incarcerated men with this program. Eight of the men we served were successful in earning their HSE diplomas. We did full cap and gown graduations with them and the entire facility celebrated their accomplishment. In the seven years that Nexus has been in Lewistown, we have helped 89 men get their High School Equivalency Diplomas through our ABE Program.

I serve as the Chief GED Examiner for the six county area and our program successfully assisted twenty-three 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 1st and there is a general lack of recognition of the new exam name causing lower testing numbers in the entire State.

We employ 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.

My office is responsible for adult basic education in Fergus, Wheatland, Petroleum, Judith Basin, Golden Valley and Musselshell Counties. The outlying counties are served as needs arise. 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 must 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 three in-service staff trainings.

THE CONSTRUCTION ACADEMY

Seven juniors and seniors from Fergus High School enrolled and participated in the Construction Academy, and were job-ready in carpentry skills upon completion. Students constructed a 1,776 square foot home with three bedrooms and 2 bathrooms. The home was a custom design and was pre-sold to its owner last summer. This was the first house we built on-site because of its proximity to Fergus High School and it provided a different experience for everyone versus building a modular home on the lot.

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

The home for next year is in process of being planned, finalized and a down payment has been put into place. It will be a modular home built on our lot at the Central MT Education Center. This will secure the program into academic program year 2016-2017.

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. Kameron Moline, an excellent CA senior, presented to the LJHS Career Fair and to the Central Montana Administrators Association this year to encourage enrollment in this program in the future.

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA (EOCM) / MSUN-LEWISTOWN

A wide variety of college courses were taught by adjunct faculty at the Central Montana Education Center along with offerings delivered from campus on-line. In all, 280 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 Master's level courses and continuing education for teachers were provided by MSU-Northern. Financial aid was available to assist qualified students.

Fourteen Registered Nurses graduated this May, for a total of 248 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. 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.

EOCM additionally offered many different types of educational opportunities, trainings, seminars and workshops throughout the year with 592 total enrollments.

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.

CENTRAL MONTANA EDUCATION CENTER - 2013-2014

ADULT EDUCATION

FALL 2013		WINTER 2014		SPRING 2014	
Classes Offered	34	Classes Offered	28	Classes Offered	28
Classes Held	28	Classes Held	26	Classes Held	25
Enrollment	350	Enrollment	387	Enrollment	244
TOTAL ADULT EDUCATION PARTICIPANTS: 981					
CONSTRUCTION ACADEMY PARTICIPANTS: 7					

DRIVER EDUCATION

SUMMER 2013	SEMESTER 1 2013	SEMESTER 2 2014
2 Sections	1 Section	1 Section
Enrollment: 27	Enrollment: 20	Enrollment: 14
TOTAL DRIVER EDUCATION PARTICIPANTS: 61		

ADULT BASIC EDUCATION/GED PROGRAM

ABE/GED/HSE Class Enrollment	101	Lewistown 51; Nexus 22; Roundup 28
Total GED/HSE Exams Given	47	Lewistown 18; Nexus 24; Roundup 5
Total GED/HSE Exams Passed	23	Lewistown 12; Nexus 8; Roundup 3
Compass Tests	25	
MUS Writing Assessments	10	
TOTAL ABE/GED/HSE PARTICIPANTS: 206		

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA/ MSUN- LEWISTOWN

SUMMER SESSION 2013		FALL SEMESTER 2013		SPRING SEMESTER 2014	
Classes Offered	82	Classes Offered	98	Classes Offered	100
Classes Held	21	Classes Held	37	Classes Held	41
Enrollment	39	Enrollment	309	Enrollment	244
NUMBER OF CLASSES OFFERED: 280			NUMBER OF CLASSES HELD: 99		
TOTAL ENROLLMENT - COLLEGE: 621					

SEMINARS & WORKSHOPS: 592 (see attached)

OTHER COLLEGE EXAMS PROCTORED: 42

TOTAL PARTICIPANTS SERVED BY CMEC - 2013-2014: 2,510

CMEC SEMINARS & WORKSHOPS 2013-2014

NO	DATE	EVENT	PRESENTER	AFFILIATION	NO	BILLED	TO MSUN
1	7/10/2013	ENERGY CONFERENCE	VARIOUS	MSU CENT. AG RESEARCH	0	\$240	\$240
2	9/10/13	AGENT TRAINING	RICK	MT HEALTH CO-OP	7	\$50	\$50
3	10/23/13	AUTISM TRAINING		CMLRCC	28	\$50	\$50
4	11/7/13	APPS FOR EVERYDAY LIFE	RUSSELL EPPERSON	LPS	15	NC	
5	11/14-15/14	MANDT TRAINING	DALE KIMMET	CMLRCC	58	\$100	\$100
6	2/25-26/14	MSHA TRAINING	BILL SCHWARTZKOPF	FERGUS COUNTY	41	\$200	\$200
7	3/5-6/14	MANDT SYSTEM TRAINING	DALE KIMMET	CMLRCC	22	\$150	\$150
8	3/7/14	JUDITH BASIN NITROGEN PROJECT	VARIOUS	MSU BOZEMAN	13	\$120	\$120
9	3/11/14	ECONOMIC OUTLOOK	VARIOUS	UNIVERSITY OF MONTANA	60	\$140	\$140
10	3/13/14	LJHS CAREER FAIR		LPS	110	NC	
11	4/1/14	FHS CAREER FAIR	VARIOUS	FERGUS HIGH SCHOOL	111	NC	
12	4/2/14	NURSING RECRUITER		BENEFIS OF GREAT FALLS	18	NC	
13	4/10/14	NURSING RECRUITER		WELCO	18	NC	
14	SEPT-JUN	GED/HISET TESTING	DIANE OLDENBURG	LPS	18	NC	
15	SEPT-JUN	ABE CENTER USAGE	BOB FEIST	LPS	73	NC	
		TOTAL			592	\$1,050	\$1,050

CURRICULUM

Scott Dubbs

Lewistown Public Schools
2013-2014 Curriculum Annual Report



Submitted by:
Scott Dubbs, Curriculum Director

This school year was a continuation of last year's work in curriculum for the Lewistown Schools. Implementation of units aligned to the new state content standards occurred during the year with most of the work being done in grade level or department teams. All available time, including all professional instruction related days (PIR) also were used to work on curriculum and maintain the implementation efforts.

Before I get too detailed however, I would like to express my appreciation for the Board's patience and ongoing support for our continued development of units and classroom assessments. The priority given funding for materials and the flexibility to allow teachers time to make decisions how best to utilize funding is also appreciated and vital in providing much needed resources for instruction for these disciplines within the classroom.

Thanks must also be given for the support and help of our District Technology Department. Their ongoing work in helping store achievement data and enabling access to and sharing of the many documents reviewed and used by teachers throughout the District was very valuable. Many of those documents would have been unable or unreasonable to print out individually, so our folders have been a huge benefit for our teams. Likewise, the District Google Docs site enabled each of our teams to add, delete and modify their curriculum document and standards in a fashion that was organized, clean and efficient. As a result of these documents being electronic and sharable each team is able to update and document their work. Additionally, we continued our work toward providing all of our curriculum documents in a format that would allow easy access to curriculum work and standards by grade-level or subject on the District website.

The emphasis this year was tied to addressing implementation and continued alignment of our instruction to the state content standards, in particular to continue to develop units and assessments needed as the year progressed. Secondary staff in subject matters outside of the Common Core were asked to address its Literacy expectations within their subject matter. In particular, they were asked to develop close reading activities with either primary source materials or with difficult readings from within their discipline.

In addition, our staff worked very hard in anticipation of and the preparations for this spring's online SBAC Field Test; and ultimately for the challenge of developing student's confidence so they can be successful next year in the upcoming Smarter Balanced assessments for Math and English/Language Arts. Part of the challenge is addressing the need to prepare students to take the assessment online but more was addressing the technology skills students would need to use on them. The bigger challenge is insuring students have the depth of knowledge needed to complete the new performance tasks required of all students.

Besides the focus on Math, ELA and Literacy, we also had some work on our carry-over teams that started their work two years ago. Last June, the Board of Trustees approved the new curriculum expectations put together by the Library Media/Information Literacy team. That work was not only aligned to their state standards but also functioned in supporting other curricular areas. The team also strove to maintain the library's position as the core of each school and to strengthen and improve the connection between each school's library and classroom instruction. Recommendations for the District also included appropriate use of Accelerated Reader within elementary and junior high classrooms.

Other leadership teams represented work in Fine Arts (music, drama and art), Health Enhancement, and Career and Technical Education (CTE), as time allowed. The plan is for each of the remaining projects to be in position to present in the following months to the Board of Trustees.

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 a couple of times over the school year. In addition to the guidance they provided each other and their grade level teams as they worked with their pacing guides they worked on the fly to finish unit plans and assessments intended to support implementation of the standards. Team members included: Trustee Phil Koterba, Aaryn Bell, Meggan Cirrincione, Julie Comes, Paula Drissell, Scott Dubbs, Candice Dunn, Sandy Fox, Holly Heser, Amanda Jenni, Juanita Kajkowski, Beth Kirsch, Lynn Lensing, Matt Lewis, Leslie Long, Susan Lutke, Kim Miller, Kandis Nielsen, Margee Smith, Melanie Smith, Jessica Sower, LeeAnne Weinheimer and Darcy Zanto.

Mathematics Curriculum Team - The mathematics leadership team also met sparingly during the school year to allow their focus to continue on unit planning and assessments to support implementation of the standards. There was much effort this spring as both elementary and secondary teachers grappled with possible purchase of curricular materials to support their work. As we entered the summer decisions were made to purchase new materials for our junior high and high school courses but work continues this fall on how materials fit into the elementary curriculum. Team members included: Trustee Barb Thomas, Julie Comes, Matt Donaldson, Scott Dubbs, Jerry Feller, Victor Feller, Traci Fitzgerald, Amanda Gee, Bridget Sparks, Sarah Cloud, Cindy Gremaux, Nancy Hudson, Troy Hudson, Bruce Marsden, Jean Muragin, Tara Murnion, Andrea Payne, Jerry Plovanic, Jacalyn Rickl, Linda Rinaldi, Bridget Sparks, Katherine Spraggins, Rhonda Stenseth and Sara Sullivan.

In addition to our team work the District also joined in as a participating District in the STREAM (Standards-Based Teaching Renewing Educators Across Montana) grant, which is intended to support the mathematics professional development needs of participating math teachers from grade five through high school. Matt Donaldson, LJHS Math Teacher and our STREAM Coach Leslie Pehl worked to provide training to support fractions, ratios, and percents as well as the mathematical practices. Activities such as "Peeling a Standard" and "Standards in Practice" were provided as was support for common assessments and peer observations.

Fine Arts Curriculum Team – This leadership team didn't meet on a combined basis during the last school year. The music side had almost all new members at the start of the year so were allowed to work collaboratively within their department to connect to the curriculum work previously completed. With a fourth new music staff member coming on board this next school year the team will need to come together to complete its proposals. The visual arts participants spent many hours during the 2011-2012 school year and were close to completing the adoption portion of their curricular work. Team members included: Visual Arts - Doug Braulick (co-leader), Margee Smith, Amanda Gee, Andrea Payne, Jill Reed, and Krystal Ferguson; Music - Mary Kepler, Karl Ortman, Lauren Ortman and Chris Hildebrandt. The Fine Arts Board member is Barb Thomas.

Health Enhancement Curriculum Team - The leadership team did not meet on a regular basis during last school year but was asked to check and complete their work. Team members included: Trustee Barb Thomas, DeeAnn Buehler (leader), Annette Bjelland, Chad Armstrong, Steve Olson, Mike Mangold, Sherry Breidenbach and administrator Jerry Feller.

In support of secondary Health Enhancement curriculum, three members of the team participated in a Media Literacy grant from OPI. Steve Olson, Chad Armstrong and Scott Dubbs participated in the grant which included obtaining student response devices (referred to as “clickers”) for their classrooms and accompanying professional development in Media Literacy.

Career & Technical Education Curriculum Team - The Career and Technical Education (CTE) leadership team also met several times both school years but because of their large number of courses and populous student activities, it has been difficult to take enough time out of their classes to have all their work done. However, they have been active in getting their specific CET work done together and are almost ready to share their information with the Board. Their individual courses have very specific information and work to be completed includes proofing their course information and finishing recommendations and content area visions. Team members included: Trustee Jim Irish, Miranda Eike, Brad Breidenbach, Karen Durbin, Diane Lewis, Loren Drivdahl, Jared Long and administrator Jeff Elliott.

In Summary – Due to the continued work aligning to and developing unit plans and assessments to support the state standards, this year was a challenging one for curricula. While there is still materials work to do I believe there will be many positives coming in their recommendations and when completed their work should be more helpful to them in guiding their work and be more valuable in the coming years.

MAINTENANCE

Paul Stengel

Maintenance Program Summary
2013 – 2014
Paul Stengel, Maintenance Supervisor

The Lewistown Public Schools Maintenance Department has had another productive year. We have continued our preventive maintenance program. (The software for this program is no longer compatible with our windows software. An alternate needs to be found and funded.) 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, relocated several projectors, replaced failed hot water heater at Lincoln, working repairs to the practice field area at Fergus High School, excavating, cleaning out and re-plumbing drain line under men's restroom at Fergus High School, and replacing hot water circulating pump at Fergus High School.

Custodial operations have continued with a decrease of ½ FTE at the Junior High School (to mixed reviews). A new floor stripping procedure was initiated at FHS (with new equipment). This resulted in some time savings and we intend to purchase additional equipment to expand to more buildings. We experienced two retirements and one termination, and moved several staff into different positions, resulting in 2 new staff at FHS.

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

Flooring Replacement at Several Buildings	\$15,239
Miscellaneous Painting	\$2,500
Repair Concrete Stairs at Lincoln	\$4,665
Replace PA System at Garfield	\$2,500
Replaced Heat Pump #7 at FHS	\$29,000
Replaced Gym Light Fixtures at JHS	\$9,900
Installed Fire Escape at JHS	\$66,404
Replaced Drive Wheels on One Set of Bleachers at FHS	\$10,000
Seal Coated Asphalt at FHS and Highland Park	\$15,000

Goals For The Remainder Of The Year Include:

- Remodel Playground Space at L&C
- Boiler Repairs at Highland Park and FHS
- Replace One Room of Flooring at Garfield
- Install Additional Handicapped Ramp At Garfield
- Replace Countertops in two Rooms at Garfield
- Replace Urinal Flushers at L&C
- Replace Toilet Stalls in Girl's Locker Room at FHS
- Replace Concrete Stairs and Sidewalk 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 2013-2014

The 2013-2014 School Year brought some big changes to School Food Service. Cindy Giese retired after 15 years of directing the Food Service Program. There were also several changes in the menu reflecting the new regulations mandated by OPI. It took a while for us to settle back into a routine, but the year was filled with success and positive learning experiences.

PARTICIPATION

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

Meals

- Student participation decreased by 3,850 meals. This decrease was attributed, in part, to the fact that the student enrollment was down by an average of 13 students from the previous year. In addition, fewer students qualified for the Free and Reduced Meal Program. This is evidence of our recovering economy. In an effort to provide opportunity for more students to participate in the Lunch Program, I am suggesting there be no price increase for meals in the 2014-2015 School Year. We want to make a balanced and healthy school meal as accessible as possible to our paying students as well as our free and reduced students.
- We believe that the program is essential in Lewistown Public Schools as a contributor to the academic success and nutritional well being of our students.
- Our opinion about the decrease in participation stems from the negative publicity provided by the media regarding the change in federal regulations for the meal program as far as portion sizing and the maximums for certain food items. The School Food Service staff worked extremely hard to educate students and staff on these changes and had some success with our younger students. We also believe that our families are seeing the value in school meals but those on the borderline of eligibility for assistance are finding it difficult to afford the cost.
- 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.
- The “Recess Before Lunch” program used in a limited version at Highland Park continues to be a worthwhile venture for students. We are hoping to expand that concept into the older grade levels as time and scheduling allow. This concept is successful in many districts across Montana and the data shows that students eat more of their meal and throw less in the garbage therefore making them more able to concentrate on classroom activities because they are not hungry during the afternoon time.
- The number of daily earned lunches provided to adults was 3,148 amounting to \$12,216.30 of support to the district. School Food Service greatly appreciates the staff supervision of students during the lunch period at each school; however, this has an effect on our year- end balance.
- School Food Service worked closely with the Mentor Program from Fergus High to promote peer interaction between elementary students and their high school mentors. Groups of between 10 and 12 high school students visited the elementary buildings about once a month. These students were provided an “earned” lunch amounting to hundreds of dollars of support to the program. The experience of having a mentor was certainly a success for our elementary students.

Ala Carte

- Statistics show that our ala carte choices have proven successful with an increased amount of income and profit from the sales at both breakfast and lunch at both of the secondary schools.
- Our ala carte choices at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line.
- Ala Carte showed an average profit of \$99.68 per day for the 2013-14 School Year. New government standards may limit some of the items we offer on the Ala Carte line next year.

CATERING

- The value in dollars from this facet of our operation amounted to approximately \$5,706.30. However, 43.7% of this amount (\$2,496.30) 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.
- 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 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 and use local professionals as situations arise. This year we purchased a new microwave for the High School, shelving for the Central Kitchen's cleaning supplies, printers for Central Kitchen and the High School.
- 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. However, this year our negative balance total at year end was the highest it has ever been. Further work and more stringent protocols are needed to make families aware of their financial responsibilities within the district.

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 levels, serving style and budgeting for the increases. It is possible that next year Ala Carte will have the same nutrition requirements as the main meal line. As always, the lunch program will see some changes over the next two years. Finally, there are policies coming for all food entities within the school district including vending, concessions, fundraisers and classroom activities.

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

SAFETY

- As an ongoing effort to comply with our HACCP policy which is a mandated food safety plan, we will again try to get all of our staff trained. Most often this occurs during non-school hours so this shows commitment to the health and safety of our students and staff by Food Service employees and should be commended.
- Two of our staff members will be completing the 8-hour ServSafe class as required within their work agreements this summer. This is an intense food safety program facilitated by the National Restaurant Association. It will be offered at the Montana School Nutrition Association Summer Conference. Other employees will be attending a 4-hour refresher course this winter presented in Lewistown. This training 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 three resignations at the end of the school year. These positions will be advertised and hired this summer. 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!*

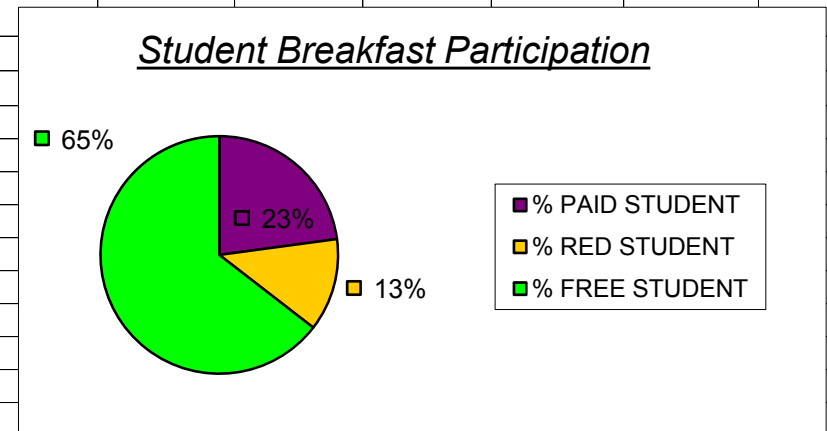
SCHOOL FOOD SERVICE

BREAKFAST PARTICIPATION DATA
2013-2014

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	850	0	0	0	0	2848	653	4351	0	25	25	4376	27
October	924	0	0	2	2	2550	575	4051	0	29	29	4080	21
November	713	0	0	0	0	2053	401	3167	0	21	21	3188	16
December	657	0	0	0	0	1805	322	2784	0	19	19	2803	15
January	820	0	0	0	0	2239	440	3499	4	11	15	3514	19
February	836	0	0	0	0	2295	416	3547	7	16	23	3570	19
March	897	0	0	0	0	2606	480	3983	7	11	18	4001	21
April	953	0	0	0	0	2508	461	3922	5	10	15	3937	20
May/June	909	0	0	0	0	2493	465	3867	5	7	12	3879	21
TOTALS	7559	0	0	2	2	21397	4213	33171	28	149	177	33348	179

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1194	161	13%	20%	15%	65%
October	1218	193	16%	23%	14%	63%
November	1177	198	17%	23%	13%	65%
December	1173	186	16%	24%	12%	65%
January	1179	184	16%	23%	13%	64%
February	1178	187	16%	24%	12%	65%
March	1182	190	16%	23%	12%	65%
April	1178	196	17%	24%	12%	64%
May/June	1165	184	16%	24%	12%	64%
AVERAGES	1183	186	16%	23%	13%	65%



Participation at individual schools:	Highland Park	16%
	Garfield	20%
	Lewis & Clark	24%
	Junior High	15%
	Fergus High	11%

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

SCHOOL FOOD SERVICE

LUNCH PARTICIPATION DATA

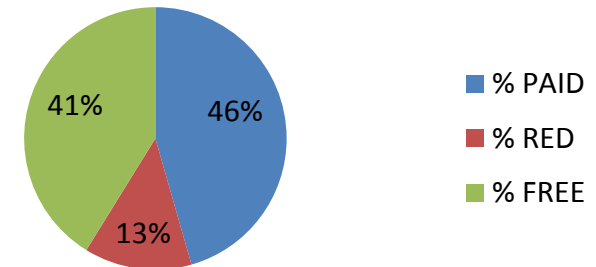
2013-2014

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	8083	24	24	20	68	7088	2619	17858	513	438	951	18809	27
October	6567	41	12	17	70	5628	1903	14168	346	371	717	14885	21
November	5040	31	6	14	51	4443	1369	10903	373	222	595	11498	16
December	4767	37	1	14	52	4191	1297	10307	258	254	512	10819	15
January	5691	39	15	27	81	5206	1571	12549	304	345	649	13198	19
February	5610	34	10	22	66	5164	1631	12471	309	323	632	13103	19
March	6344	36	5	31	72	5878	1868	14162	338	350	688	14850	21
April	5999	36	0	17	53	5631	1797	13480	348	379	727	14207	20
May/June	5804	23	12	0	35	5602	1762	13203	324	354	678	13881	21
TOTALS	53905	301	85	162	548	48831	15817	119101	3113	3036	6149	125250	179

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1194	661	55%	45%	15%	40%
October	1218	675	55%	47%	14%	40%
November	1177	681	58%	47%	13%	41%
December	1173	687	59%	47%	13%	41%
January	1179	660	56%	46%	13%	42%
February	1178	656	56%	45%	13%	42%
March	1182	674	57%	45%	13%	42%
April	1178	674	57%	45%	13%	42%
May/June	1165	629	54%	44%	13%	42%
AVERAGES	1183	667	56%	46%	13%	41%

Student Lunch Participation



Participation at individual schools:	Highland Park	77%
	Garfield	75%
	Lewis & Clark	77%
	Junior High	76%
	Fergus High	29%

*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
2013 – 2014**

CHRIS RICE, SPECIAL EDUCATION DIRECTOR

The Lewistown School District 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, Grades K-12, reported on the annual December 1 Child Count. You will notice that the number of children served in the elementary and high school districts has remained fairly constant in the last four years.

Number of Students Receiving Special Education Services

Year	Lewistown Elementary	Fergus High School	Total
2004-05	150	58	208
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

These numbers reflect identified children directly served and case managed by Special Education teachers 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 District.

Response to Intervention (RtI) programs continue to be implemented at varying levels within component buildings. Special Education staff team with general educators to identify and serve children in need of intervention to reach grade-level norms. The early and intense intervention has likely lead 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 formats. In the year ahead, we will continue to examine and build our RtI 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 District participated in local trainings including the following: Special Education Experienced Teacher Training; Autism Spectrum Disorder in the Schools; Mandt System Training; Risk Assessment; A Closer Look at Special Education Law and RtI/MTSS; Instructional Strategies Paraprofessional Academy; Introduction to Special Education Paraprofessional Academy; and Behavior Management Paraprofessional Academy. The Central Montana Learning Resource Center Cooperative (CMLRCC) will continue its work with the Lewistown District to provide staff development opportunities relative to local needs.

In Support of Children with Autism, CMLRCC service providers to the Lewistown District focused this year on the development of support models for children with autism and those providing services to them. Parents, grandparents, and caregivers of children with autism participated in a support group facilitated by CMLRCC. Educators had access to new resources and expanded models of in-school supports.

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.

Risk Assessment was another process addressed by a team within the district. This group studied research and best practices related to the assessment of student situations involving threats and the subsequent development of support plans to address student safety. The team received training on this issue and put together a standard set of procedures for the district which was implemented, reviewed, and revised this year. Training was provided to personnel potentially involved in risk assessments and the development of plans for safety and success. This fall, additional training will be held for those implementing the risk assessment process and for those to be initially involved.

The Special Education Preschool, previously housed at Highland Park Elementary, was relocated to the Head Start building this year, enabling an additional second grade classroom for the school. The move provided greater opportunities for students with disabilities to be integrated in Head Start's preschool settings.

Montana Common Core Standards will bring exciting teaching opportunities and new challenges to all educators. Special educators will be exploring how the Common Core Standards affect their program design and instruction and how this is reflected in Individual Education Plans (IEP). Lots more learning on the horizon!

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

Pat Weichel

Technology 2013-2014 Annual Report

- ✚ Patrick Weichel, Technology Director
- ✚ Lynne Wise-Klippenes, Technology Integration Specialist
- ✚ Terry Lankutis, Technology Support Specialist
- ✚ Todd Lark, Technology Support Specialist
- ✚ John Jensen, Technology Support Specialist



June 10, 2014

District Web Site – PATRICK WEICHEL

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 continue to make use of an open source content management system (CMS), Joomla, for the main pages of the district web site. FHS Journalism class continues creating a lot of content for FHS. Joomla makes it very easy to keep the site content current and dynamic. During the 2013-2014 School Year the site was upgraded to a newer more secure version of Joomla.

Site Statistics for June 2013 through end of May 2014:

Page Title ?	Pageviews ?	Unique Pageviews ?	Avg. Time on Page ?
	35,764 % of Total: 100.00% (35,764)	28,139 % of Total: 100.00% (28,139)	00:02:09 Site Avg: 00:02:09 (0.00%)
1. Lewistown Schools Homepage	9,253 (25.87%)	7,432 (26.41%)	00:04:28
2. Lewistown Public Schools, Fergus County Montana	6,506 (18.19%)	5,007 (17.79%)	00:03:14
3. Welcome to Lewistown Schools Public WiFi	2,303 (6.44%)	2,198 (7.81%)	00:03:35
4. School Board Agendas - Lewistown Public School Documents	1,668 (4.66%)	1,472 (5.23%)	00:02:58
5. Lewistown Public School Documents	844 (2.36%)	601 (2.14%)	00:00:38
6. Employment Information - Lewistown Public School Documents	719 (2.01%)	523 (1.86%)	00:02:21
7. School Food Service - Lewistown Public School Documents	642 (1.80%)	570 (2.03%)	00:02:39
8. Lewistown Junior High - Lewistown Public School Documents	587 (1.64%)	427 (1.52%)	00:01:41
9. Staff Forms - Lewistown Public School Documents	478 (1.34%)	349 (1.24%)	00:02:18
10. Garfield Elementary - Lewistown Public School Documents	436 (1.22%)	313 (1.11%)	00:02:45

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 2013-14 School Year, the total of \$101,203 was up from \$83,000 during 2012-13. In 2013-14 the online payment system was expanded to include payment of fees. Of the approximately \$26,500 collected in fees at Fergus, \$4,600 was collected online. As offices become more aware of the ability to assess for things and the ease of tracking payment, this use could increase.

0420 Lewistown K-8 & Fergus High District Generated on 06/02/2014 07:34:48 AM Page 1 of 1	Portal Usage Summary Report Start Date:8/1/2013 End Date:06/02/2014 School Year:2014
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All Schools

Grade	Students	Student Accounts		Student Logins	Average Weekly	Parent Accounts	Students Having Parent With Account		Parent Logins	Average Weekly
All	1233	1195	96.92%	47334	1083	454	726	58.88%	17532	402
KF	111	98	88.29%	0	0	54	54	48.65%	1236	29
PK	20	15	75.00%	0	0	4	3	15.00%	134	4
01	94	87	92.55%	0	0	51	46	48.94%	1170	27
02	99	96	96.97%	0	0	48	46	46.46%	1803	42
03	87	85	97.70%	0	0	51	53	60.92%	2456	57
04	79	76	96.20%	2	1	38	37	46.84%	1160	27
05	104	103	99.04%	615	15	64	61	58.65%	1957	45
06	88	87	98.86%	853	20	50	47	53.41%	3072	71
07	99	99	100.00%	10784	247	66	60	60.61%	5289	121
08	106	106	100.00%	4378	101	75	69	65.09%	3715	85
09	94	93	98.94%	7747	178	65	62	65.96%	4328	100
10	90	90	100.00%	8377	192	77	67	74.44%	3628	83
11	88	87	98.86%	7151	164	64	62	70.45%	1797	42
12	74	73	98.65%	7427	170	62	59	79.73%	2334	54

E-Rate Funding: The District again participated in the Federal Universal Services Fund or “E-rate”. The District received a benefit of \$46,448 in discounts on the Internet connection, long distance, cellular, and local telephone services for the 2013-2014 school year. For the third time in our history, and second year in a row, our District was randomly selected for an audit by the FCC. The audit process requires a large amount of information gathering including sorting through many months of past bills and providing documentation of proof of payment, bid process for vendor selection, and our accreditation. At the time of this report the audit case remains open since April 2014 while we wait for the FCC’s Schools and Libraries Division to respond.

Email / Google Apps: Faced with the prospect of needing to replace our Microsoft Exchange email server, we chose to switch the District’s email service over to Google Apps for Education. The service is free of charges, and includes larger per user storage quotas, greater mobile support, increased remote / web access functionality, and no need to maintain on-premises hardware. 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 3-12 have accounts for use with Google Apps. Chromebooks at Fergus High 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 will be increased from a 15 mbps business internet connection to a 100 mbps over the summer of 2014. The circuits are currently configured to share the user load.

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.

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

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

Content Filtering: As required by the FCC for participation in E-rate, our District complies with CIPA, the Children’s Internet Protection Act. At the start of the 2012-13 school year we switched from an Open Source (i.e. free) web content filtering software, Smoothwall with Dansguardian, to a commercial filtering product that is available as a part of our current antivirus product. This new solution works very well, and is quite flexible for reporting and applying different filtering rules at different times of the day and to different populations.

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	3
Highland Park	5
Lewis and Clark	3
Junior High	3
Fergus High	20

Lewistown Junior High and Fergus High also received new Chromebooks labs of 52 machines each.

Technology Integration and Training Activities – LYNNE WISE-KLIPPENES

Additional devices purchased are increasing the departmental workload. Each additional device purchased requires set-up time, some training time and ultimately repair and updating time for the Technology Department. As the numbers of end user devices increase, it seems like a significant amount of time is spent on setting up, repairing and maintaining equipment. An increasing amount of time also seems to go towards daily problem-solving of software and hardware issues. This has definitely affected the time left for training purposes for all staff members.

Chromebooks and iPads are the portable devices found in the Lewistown District as well as the other school districts supported by the Technology Department. The apps on these require some individual and small group training as new items are available. They are quite appropriate for early elementary students in size and capability. Fifteen Chromebooks were purchased for the kindergarten classrooms in spring of 2014 in preparation for use during the 2014-15 academic year. This will be the first Chromebooks used in Highland Park.

Staff training varies because of building hardware and software. Training topics included SBAC, MAPS, Infinite Campus, Network Troubleshooting, Basic Operating System functions, Google Apps, AplusLS, Lexia, Google Earth, iPad apps and Chromebook operation and apps, and N-Computing basics. New and returning staff received training opportunities as small groups and as individuals in all areas as needed. Infinite Campus allowed teachers the flexibility of using a beta gradebook built on software other than Java. Many teachers appreciated this version and the different features it offered. All technology staff engage in training activities.

Windows 8, 8.1 and Office 2013 deployment on new machines required basic training. Windows 8.1 has added back the start button to the desktop and some existing 8 users wanted to upgrade to 8.1. In both operating systems locating programs is different enough that staff repeatedly are reminded of using the search feature.

Electronic Assessments continued with formative and summative data being used by teachers across the district to monitor student academic growth. Smarter Balance or SBAC electronic statewide-testing replaced the previous CRT paper tests for the subjects of Math and Reading. The computer testing required training teachers and principals to set-up and close sessions and add in students. Teachers had to familiarize students with the SBAC tools and format. They received training on this and in turn trained the students. MAPS is structured in the same manner and familiarity with MAPS testing offered teachers some basis for understanding SBAC. The technology and training pieces went well for SBAC. MAPS testing was conducted fall, winter and spring. The spring testing seemed to be the most problematic with the MAPS website and accessing it. The technology issues experienced seemed to be created by slower internet speeds on the main pipelines. Accelerated Reader, Star Testing and AIMSweb are also used as assessments. Currently the process of setting up the Silverback Database has just begun with initial data upload trainings. By the middle of June all preliminary setup should be completed and administrators trained. The intent is to have this ready to roll out for the 2014-2015 School Year.

Joomla Web Page Management System-continues to offer teachers and secretaries the ability to add content themselves creating a need for staff being refreshed and new staff being trained.

MOBI TRAINING continued informally with individual staff developing classroom skills and needing further support to integrate their MOBI use into daily tasks. The IPEVO is also being used by many teachers at the elementary level.

KAHN ACADEMY, THINK CENTRAL, APLUS and LEXIA programs are used throughout the K-6 district by classroom teachers and students to assist in Reading and Math instruction and practice. All of these but AplusLS are web based programs. Aplus is aging and is starting to have problems running consistently which is affecting the use of teachers with the students.

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 - instructors have had some difficulties. As the Health and PE department staff is changing this year evaluations regarding this are being determined as the data entry is a bit time consuming.

META (Montana Education Technologists Association) met this year on a regional and state schedule. All of the departmental members of our Lewistown Technology Support Staff organized, attended and contributed to the advancement of this organization. The peer support and information sharing opportunities have been invaluable for the entire staff.

Highlights from the Region - TODD LARK

The technology team engaged in yet another intense and rewarding year supporting the Lewistown Public Schools Technology Cooperative. All of our supported schools significantly improved their hardware situations, updating and virtualizing servers and purchasing new CPUs and other educational hardware such as iPads (tablet computers), IPEVOS and Hovercams (document cameras), scanners, and even commercial printers (to create their own annuals). Many of our supported schools were also able to upgrade fundamental educational software, such as Infinite Campus, Quicken and Microsoft Office 2013. This was bolstered by further implementation and training of open source software, such as GIMP (a photo editing program), Blender (an open source computer animation program) further integration with Google Apps, especially in one to one environments, Audacity (a sound editing program), ALICE (a JavaScript programming environment), iScribe and Inkscape (open source publishing programs). These pieces of software gave students and teachers a new palette of tools to create an appealing learning environment to push technological skills and techniques to an unprecedented level. We also continued development and training on all websites this year which further opened the doors of modernity to teachers, students, and their communities. As with our own district, each school's website provides valuable resources for their community. The buy-in and subsequent support of the schools remains phenomenal. We utilized Joomla as we do in our district for these projects.

With almost fourteen thousand miles of travel, daily remote sessions, and constant phone contact, the staff of the Lewistown Technology Department capably handled every concern, from network crashes to hardware repair. We offered over 60 tech-infused trainings for PIR days for 2013-2014 and have already scheduled 15 for the upcoming school year (with more to come) as our cooperative schools continue to strive in the technological world. We have also been approached about doing trainings elsewhere in the state. We are constantly given accolades for the speed of our response, the care and concern of our staff, and the thoroughness of our performance. In fact, we are a cutting edge model for smaller schools that do not have a budget for an in-house Technology Department yet benefit from this cooperative experience to reach and maximize their technological potential.

Chromebooks - TERRY LANKUTIS

FHS Math Department continues to use 30 Chromebooks with Khan Academy. FHS purchased Chromebooks for the library instead of purchasing laptops that were due to be replaced. This allowed them to purchase twice as many. These Chromebooks have been heavily used by the English Department and have successfully been used for SBAC and for MAP testing.

The Junior High purchased Chromebooks and have them available for rotating use in the classrooms. Lewis and Clark will implement Chromebooks next year in addition to their roaming laptops and stationary lab.

As teachers become more versed in the use of Google Docs, the Chromebook implementation will surely increase. We have had very little issues with the Chromebooks. They seem to be very cost effective.

Technology Changes and Improvements - JOHN JENSEN

As being the new kid on the block so to speak, it has been a whirlwind of a year. Each of the schools that I help support have implemented new technology, from new servers, Chromebooks, virtual appliances, firewalls, along with substantial upgrades to internet connections.

With the advent of online testing, we are in full swing to provide the best possible experience for both our students and teachers. Overall we had great success this year with the new Smarter Balance testing. When you consider this was the first time, we all feel it went very well.

We have been working on a project that will automate certain administrative tasks. As an example, we have a lab of 25 computers that require a Java update. Rather than putting “hands on” each of the 25 computers, this project allows us to push the necessary software out to each of the computers simultaneously. In the long run this will help us immensely by allowing us to do the same work in a shorter amount of time.

TITLE I

Scott Dubbs

Lewistown Public Schools
2013-2014 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 for the past two school years. 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 funding and 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 those 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. The major aspects of the required components of a schoolwide program that staff focused on this year included:

- 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 Annual 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.

In addition, Title I schools are required to have a much higher level of communication about our progress in meeting AYP and therefore must provide a notice to fund SES support. A required goal of all 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). All these parent communication components are mentioned in the Self-Monitoring and Findings section found below.

Recent Changes - Two years ago we participated in the Office of Public Instruction's Title I Self-Monitoring Tool and as a result have modified several processes and activities within the schools to comply with the expectations of a federally funded Schoolwide Title I program. Included in those modifications were the verification and hiring of highly qualified classified staff in all academic related positions, improved parent involvement, and maintenance and review of individual Schoolwide Plans at each building. Additionally, we included new statements relating to our Title I status and program in our student handbooks, maintained a website on all required information and initiated parent meetings in conjunction with each building level Open House at the start of the school year, and initiated procedures to insure that all 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.

Another area of focus for the District is in bringing consistency into benchmarking assessments that could help support classroom teachers and building level RtI implementations. This effort is geared into providing additional and consistent assessment data to be used in benchmarking students in the fall, winter and spring through the use of MAP and AIMSweb assessments. Part of this effort was to utilize the excellent reports and browser based assessments to allow easier and more accurate data on student achievement that will follow students as they move from grade to grade. AIMSweb also is an excellent progress monitoring system to assess students frequently in interventions for our tier 2 or tier 3 students.

Our secondary staff also is working with students struggling in school or students at risk of dropping out prior to graduation. At the high school many of these efforts coincided with their Graduation Matters efforts while the junior high devoted time and effort to enhancing their RtI efforts and the use of data to improve instruction as they work on sustainable practices in their work to provide multi-tier interventions for students.

Professional Development – As mentioned in the assessment and curriculum reports our primary focus of professional development was tied to working with assessing our Montana Content Standards. This focus is starting to shift from standards toward improving classroom instruction. Improving teacher skills support efforts in providing students the skills needed to be college and career ready upon competition. Addressing student engagement is another need connected to this effort as successful classrooms are engaging classrooms.

Our three elementary schools are now active participants in Project REAL. As a part of that work they have provided several professional learning opportunities during the 2013-14 school year. The effort is designed to coordinate Response to Intervention (RtI) and Montana Behavior Initiative (MBI) building level programs within these schools. While those trainings were primarily geared to help buildings develop strong multi-tiered supports, they also provided other strategies to help staff bring all students into acceptable proficiency levels. Those strategies are listed in our Schoolwide Title I Plans and in each District's 5-Year Comprehensive School Improvement Plans (CSIP).

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

- January 15-17, 2014 - The 2014 OPI State Assessment & Data Conference, held in Helena, focused on upcoming assessment changes tied to the Common Core, improving instruction, and an update on needed procedures for administration of the statewide spring assessments. This year's keynote addresses were from Dacia Hopfensperger, Director of State Services for Smarter Balanced, and "Teachers of the Year" Paul Anderson (2011) and Anna Baldwin (2013). The focus was on the new assessments associated with the Common Core and share what was expected for schools to be successful with this spring's SBAC Field Test. Additionally, the conference provides other quality classroom and academic supports or training for teachers. This year the conference was attended by our assessment leadership team, several administrators and teacher leaders within our schools.
- June 16-21, 2014 - The "Montana Behavior Initiative" was held in Bozeman with 11 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. The MBI Conference itself brings together many staff members across the state (over 1000 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.

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

- Sending out required letters in September and January to Garfield 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 each elementary school worked over the past couple of years to provide data and modify schoolwide student placement structures. The leaders, along with support from Mr. Weichel 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 our Algebra II class 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, we will be moving 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.

- Last year we started to integrate AIMSweb assessments kindergarten through 8th 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.
- This 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 last 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, this upcoming fall we are providing access to the Mileposts software package bringing assessment data and working documents to the desktop of our instructional staff. Administrators have already received a day of training on the program and three hours of our initial teacher orientation before school will include training on the use of the software.

TRANSPORTATION

Steve Klippenes

Transportation Department
Annual Report
2013-2014
Steve Klippenes, Transportation Director

During the 2013-2014 School Year we traveled accident free 123,449 miles in yellow buses and 61,612 miles in our activity buses.

One new yellow route bus was acquired this school year for route #9, trading in the 2003 Blue Bird All-American. One yellow route bus is scheduled to be replaced in the 2014-2015 School Year.

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. We continued doing the Maintenance on the Council of Aging buses and ten CMLRCC vehicles.

The bus routes did not change for the 2013-2014 School Year and ran as they have in the recent past few years. Due to changes in ridership, we will be putting Route #2 back to a complete morning and afternoon route, thus eliminating Route #10 for the 2014-2015 School Year. Originally Route #10 was part of the afternoon portion of Route #2 and had to be split off to shorten the length of bus ride. This will no longer be necessary.

As planned, we did transport the school district's Pre-school students to the Head Start building for the entire school year. This change created a very tight schedule for the bus that was assigned. Based on the Pre-school program's scheduling requirements, we will be adding a dedicated route for the pre-school students beginning the 2014-2015 School Year. We are confident that this will facilitate a safer route in terms of time restrictions and at the same time accommodate the program's scheduling needs.

A desire of our department is to establish measurable goals to determine through data analysis, if we are delivering a high quality student transportation program that supports the instructional mission of Lewistown Public Schools. This will include the areas of safety, reliability and efficiency and will be a data driven opinion that can be included in each annual report in the future. During the 2014-2015 School Year we will establish a pertinent data gathering system to facilitate this project.

Our group of drivers continues to focus on the mission statement of the Transportation Department, which is, being dedicated to the safe transportation of students in a responsible and professional manner.

We continue to work with International to become a warranty shop so we can do our own warranty work and be reimbursed by International for doing the work. This would also allow our mechanics to do warranty work for surrounding schools, on a time available basis, and be paid by International for doing this warranty work as well.

We had a very good year, last year in the Transportation Department and look forward to the 2014-2015 School Year being equally successful.

ANNUAL SCHOOL REPORT							
TRANSPORTATION DEPARTMENT							
2013-2014							
BUS	YEAR	MODEL	STARTING	ENDING	TOTAL	ROUTE	
NUMBER			MILEAGE	MILEAGE		ASSIGNMENT	
1	2006	International RE	78,336	78,584	248	Spare	
2	2009	International RE	92,349	102,655	10,306	6	
3	2006	International RE	150,169	157,293	7,124	10	
Old 4	2003	Blue Bird All American	120,940	121,131	191	gone	
New 4	2015	International Conv	1,736	9,717	7,981	9	
5	2007	International IC RE	120,680	127,714	7,034	Spare	
6	2013	International IC RE	12,622	31,178	18,556	1	
7	2005	International Conv	98,539	98,844	305	Spare	
8	2006	International RE	68,693	77,632	8,939	4	
9	2014	International RE	2,030	11,017	8,987	8	
10	2005	International RE	89,159	98,837	9,678	5	
11	2012	International RE	14,086	22,663	8,577	3	
12	2009	International RE	69,020	82,270	13,250	2	
13	2010	International RE	40,021	53,529	13,508	7	
14	2007	International Conv	95,738	104,503	8,765	Spare	
		YELLOW BUS TOTAL			123,449		
						TOTAL	
						ACCUMULATED	
						COACH MILES	
Eagle 1	2008	MCI J4500	300,414	311,712	11,298	311,712	
Eagle 2	1997	MCI 102DL3	282,195	298,416	16,221	877,216	
Eagle 3	1999	MCI 102DL3	83,914	99,328	15,414	723,152	
Eagle 4	1996	MCI 102D3	253,212	270,331	17,119	817,710	
Eagle 5	1982	MCI MC-9	75,291	76,851	1,560	2,822,916	
		ACTIVITY BUS TOTAL			61,612		
		SHOP TRUCK					
	2008	Cheverolet 1 Ton	135279	139831	4552		
		TOTAL			4552		