

**LEWISTOWN
PUBLIC
SCHOOLS**



**2010-2011
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	Tim Majerus
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	Mike Waterman
Central Montana Education Center	Diane Oldenburg
Curriculum	Scott Dubbs
Maintenance	Paul Stengel
School Food Service	Cindy Giese
Special Education	Wayne Chilcoat
Technology	Pat Weichel
Title I	Scott Dubbs
Transportation	Steve Klippenes

**HIGHLAND PARK
ELEMENTARY
SCHOOL**

Matt Lewis



Highland Park Elementary School
Garfield Elementary School
 Lewistown, Montana
 (406)535-2555 or (406)535-2366



Jason Butcher, Superintendent
 Matthew Lewis, Principal

Rebekah Rhoades, Secretary
 Natalie Butler, Secretary

2010-2011 Highland Park Elementary Annual Report

Attendance:

Our average daily attendance for the school year was 94.70%. This on the surface looks like a good percentage but when you really look at what the represents our attendance needs to improve. This 94.7% attendance rate equates to an average of 12 students absent every day. This is actually an increase in the number of students absent from last year. We would like to see this number of students absent per day shrink which has caused us to look at our student handbook attendance policy.

Enrollment:

The following information represents our ending K-4 enrollment numbers for the given school year. While overall the K-4 enrollment has dropped slightly, Highland Park ended the school year with 236 students which is an increase of 10 students from last year.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Kindergarten	89	77 full-time	83 ½-time 15 full-time	76 ½-time 15 full-time	116 ½-time
1 st grade	78	95	95	113	106
2 nd grade	105	91	108	105	95
3 rd grade	85	106	100	99	101
4 th grade	105	101	100	97	90
Total	478	487	520	525	522
Change (+ or -)	-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 Annette Bjelland, Margee Smith, Sue Lutke, Traci Fitzgerald and Matthew Lewis involved in this process this year. We continued the use of our “Eagle Expectations” which are school wide expectations that have been used to assist manage student behavior. We asked students to “SOAR” everyday 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. We also utilized SOAR tickets to recognized students by staff members for going above and beyond our “Eagle Expectations.” SOAR tickets would be turned into the office and during our morning announcements student names would be announced and thanked for being positive influences in our school.

“Watch Us SOAR!”

Response to Intervention (Rtl):

This year Highland Park Elementary School participated in the Comprehensive System of Personnel Development (CSPD) Region III Response to Intervention Grant project. The Highland Park team consists of Bridget Sparks, Amanda Gee, Gina Armstrong, Polly Weichel, LeeAnne Weinheimer, Darcy Zanto, Ashley Jenness and Matthew Lewis. The team this year has focused on ensuring all staff members understood the importance of the process, math intervention and creating continuity at the elementary level. We have several opportunities to meet with other schools throughout the state to discuss ideas and procedures that work to improve student achievement and behavior.

In June Gina Armstrong and Polly Weichel participated in an Rtl work session that partnered our Highland Park team with the Garfield and Lewis & Clark Rtl teams to assist us in creating a K-6 focused Rtl process. In addition we were able to create a progress monitoring system for math and a K-6 standard for documentation of the Rtl process for the Lewistown Public Schools.

Student Achievement:

We used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to identify intensive, strategic and benchmark students in oral reading fluency. The chart below gives you a look at how the school year ended:

	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
	Intensive (at risk)	Intensive (at risk)	Strategic (some risk)	Strategic (some risk)	Benchmark (low risk)	Benchmark (low risk)
Kindergarten Letter Naming Fluency	11% N=4 students	6% N=3 students	17% N=6 students	27% N=13 students	72% N=26 students	67% N=33 students
Kindergarten Phoneme Segmentation	6% N=2 students	0%	6% N=2 students	6% N=3 students	89% N=32 students	94% N=46 students
Kindergarten Nonsense Word Fluency	6% N=2 students	4% N=2 students	3% N=1 students	6% N=3 students	92% N=33 students	90% N=44 students
1 st grade	10% N=9 students	1% N=1 students	10% N=9 students	18% N=13 students	80% N=72 students	81% N=58 students
2 nd grade	12% N=10 students	13% N=13 students	11% N=9 students	19% N=19 students	77% N=62 students	69% N=70 students

Benchmark goals:

- The bench mark goal for all children to have established phonemic awareness skills of 35 to 45 on Phoneme Segmentation Fluency by the end of Kindergarten.
- The benchmark goal is for all children to have established alphabetic principle skills of 50 or more on Nonsense Word Fluency by the middle of First Grade.
- The benchmark goal for first grade was established at 40 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 90 or more words per minute on oral reading fluency by the end of the school year.

“Watch Us SOAR!”

Student Activities:

There was 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.

Our first grade team utilized time at the end of the day to create a science, social studies, art and technology rotation. Each classroom teacher focused on one area and the students rotated to a different subject area throughout the week. It was very successful and rewarding for all involved. It has sparked interest in the Kinder and 2nd grade teams to put similar activities together next year.

Mrs. Kepler put on variety of music programs for all of our students this year. They were energetic and engaging for all involved.

Parental involvement:

This was another fantastic year for parental involvement. Our Parent-Teacher Support Group (PTSG) fundraising efforts (Great American and Spring Field Day) were awesome as usual. I feel the Spring Field Day was a huge success. This was a change that made some nervous but was well received and the number of student/parents that attended was fantastic. The family movie nights were also very successful in creating a more family friendly atmosphere around our school community. The PTSG also funded our end of the year field trips to the movies for our second grade students. Our PTSG also brought in the Missoula Children's Theatre this year. This allowed 60 K-8 students to participate in the production of "The Princess and the Pea." The PTSG is also donating \$200 to each classroom for supplies to begin next year. The book fair was another great success because of our parent helpers. We also had a great turn out for parent conferences with around 98% of our parents attending.

"Watch Us SOAR!"

**GARFIELD
ELEMENTARY
SCHOOL**

Matt Lewis



Highland Park Elementary School

Garfield Elementary School

Lewistown, Montana

(406)535-2555 or (406)535-2366



Jason Butcher, Superintendent
Matthew Lewis, Principal

Rebekah Rhoades, Secretary
Natalie Butler, Secretary

2010-2011 Garfield Elementary Annual Report

Attendance:

Our average daily attendance for the school year was 94.86%. This attendance on the surface looks like a good percentage but when you really look at what this represents our attendance needs to improve. The 94.86% attendance rate equates to an average of 12 students absent every day. This is actually an increase in the number of students absent from last year. We would like to see this number of students absent per day shrink which has caused us to look at our student handbook attendance policy.

Enrollment:

The following information represents our ending enrollment numbers for the given school year. As you can see we ended the school year with 226 students which is a decrease of 18 students from last year.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Kindergarten	89	77 full-time	83 ½-time 15 full-time	76 ½-time 15 full-time	116 ½-time
1 st grade	78	95	95	113	106
2 nd grade	105	91	108	105	95
3 rd grade	85	106	100	99	101
4 th grade	105	101	100	97	90
Total	478	487	520	525	522
Change (+ or -)	-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 Bruce Marsden, Andrea Payne, Jennifer Jensen, Teresa Stokken, Ashley Jenness and Matthew Lewis involved in this process this year. We continued the use of our "Eagle Expectations" which are school wide expectations used to assist in managing student behavior. We asked students to "SOAR" everyday 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.

We also utilized SOAR cards this year to recognize students for going above and beyond our "Eagle Expectations."

"Watch Us SOAR!"

Response to Intervention (Rtl):

This year Garfield Elementary School participated in the Comprehensive System of Personnel Development (CSPD) Region III Response to Intervention Grant project. The Garfield team consists of Beth Kirsch, Julie Comes, Jennifer Jensen, Sue Ashley, Maggie Hodik, Ashley Jenness and Matthew Lewis. The team this year has focused on ensuring all staff members understood the importance of the process, math intervention and creating continuity at the elementary level. We have several opportunities to meet with other schools throughout the state to discuss ideas and procedures that work to improve student achievement and behavior.

In June Maggie Hodik and I participated in an Rtl work session that partnered our Garfield team with the Highland Park and Lewis & Clark Rtl teams to assist us in creating a K-6 focused Rtl process. In addition we were able to create a progress monitoring system for math and a K-6 standard for documentation of the Rtl process for the Lewistown Public Schools.

Student Achievement:

We used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to identify intensive, strategic and benchmark students in oral reading fluency. The chart below gives you a look at how the school year ended:

	2009-2010	2010-2011	2009-2010	2010-2011	2009-2010	2010-2011
	Intensive (at risk)	Intensive (at risk)	Strategic (some risk)	Strategic (some risk)	Benchmark (low risk)	Benchmark (low risk)
Letter Naming Fluency	17% N=6students	17% n= 6 students	28% N=10 students	28% n= 10 students	56% N=20 students	56% n= 20 students
Phoneme Segmentation	6% N= 2 students	0%	11% N= 4 students	17% N= 6 students	83% N= 30 students	83% N=30 students
Nonsense Word Fluency	11% N= 4 students	6% N= 2 students	25% N= 9 students	31% N= 11 students	64% N=23%	64% N=23 students
3 rd grade	12% n=10 students	9% n= 7 students	18% n=15 students	25% n=19 students	70% n=59 students	66% n=50 students
4 th grade	15% n=13 students	23% n=23 students	13% n=11 students	22% n=22 students	72% n=64 students	54% n= 54 students

Benchmark goals:

- The benchmark goal for all children to have established phonemic awareness skills of 35 to 45 on Phoneme Segmentation Fluency by the end of Kindergarten.
- The benchmark goal is for all children to have established alphabetic principle skills of 50 or more on Nonsense Word Fluency by the middle of First Grade.
- The benchmark goal for third grade was established at 110 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 118 or more words per minute on oral reading fluency by the end of the school year.

“Watch Us SOAR!”

Students participated in the states annual criterion referenced test as part of the “No Child Left Behind” law. This assessment measures students’ mastery of the Montana State Content Standards. The following are the results for Garfield Elementary School for the 2010-2011 school year:

	Math		Reading	
	3 rd grade	4 th grade	3 rd grade	4 th grade
Advanced	20%	23%	45%	37%
Proficient	42%	42%	47%	47%
Nearing Proficient	16%	19%	5%	10%
Novice	22%	15%	3%	6%
Measurable objective (percentage of students at or above the proficient level)	68%		83%	

Student Activities:

There was 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.

With the help of our PTSG and community donations we were able to take our 4th grade students skiing this year. We had three very exciting day at Showdown, Montana. By the time we had finished all three days of skiing 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.

Mrs. Kepler put on 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 when like clockwork. It was great to see all of the kids perform.

Parental involvement:

This was another fantastic year for parental involvement. Our Parent-Teacher Support Group (PTSG) fundraising efforts (Great American and Spring Field Day) were awesome as usually. I feel the Spring Field Day was a huge success. This was a change that made some nervous but was well received and the number of student/parents that attended was fantastic. The family movie nights were also very successful in creating a more family friendly atmosphere around our school community. The PTSG also funded our end of the year field trips to the movies for our second grade students. Our PTSG also brought in the Missoula Children’s Theatre this year. This allowed 60 K-8 students to participate in the production of “The Princess and the Pea.” The PTSG is also donating \$200 to each classroom for supplies to begin next year. The book fair was another great success because of our parent helpers. We also had a great turn out for parent conferences with around 98% of our parent’s attended.

“Watch Us SOAR!”

**LEWIS & CLARK
ELEMENTARY
SCHOOL**

Tim Majerus

Lewis & Clark Elementary School

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



2010-2011 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 skill that promote their best efforts, appropriate choices, critical and creative thinking. High expectations and quality education assist in the development of focused, responsible students who strive to be productive citizens and academically successful. 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 improvement from the previous year, with students attending 95.66% of the days. This number is impressive as an average, but the data that gave us this number is concerning. There were 8 students that missed 10% or more of the school days and 14% of our students accounted for a third of the absences. When you look at the amount of material that is missed through excessive absenteeism it is hard to ignore this problem. To focus on this problem an attendance policy will be implemented for the coming school year.

Enrollment:

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

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
5 th grade	96	92	85	91	92
6 th grade	91	90	87	91	102
Total	187	182	172	182	194
Change (+ or -)	+5 students	+ 10 students	-10 students	-12 students	

Response to Intervention (Rtl):

Lewis and Clark continued their involvement in the Rtl process. The team attended two workshops during the school year and one just after the year ended. The Lewis and Clark team consists of Tim Majerus, Jackie Rickl, Mari Beth Chamberlin, Lynn Lensing, and Candi Dunn. By attending the workshops and meeting as a team the Rtl process is continuing to develop and address interventions for students who need additional or supplemental assistance.

Student Achievement:

At our end of the year assembly we recognized 29 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. This year we also recognized seven students for perfect attendance this school year.

We used the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to identify intensive, strategic and benchmark students in oral reading fluency. The chart below gives you a look at how the school year ended:

	Intensive (at risk)	Strategic (some risk)	Benchmark (low risk)
5th grade			
2008-2009	12%	18%	70%
2009-2010	11%	16%	73%
2010-2011	18.5%	17.4%	
6th grade			
2008-2009	15%	13%	72%
2009-2010	13%	15%	72%
2010-2011	12.4%	12.4%	75.2%

Benchmark goals:

- The benchmark goal for fifth grade was established at 124 or more words per minute on oral reading fluency by the end of the school year.
- The benchmark goal for sixth grade was established at 125 or more words per minute on oral reading fluency by the end of the school year.

MAP Testing was continued for all students in both 5th and 6th grade. MAP (Measure of Adequate Progress) was given three times during the year in Math, Reading, and Language Usage. The data from these tests help monitor progress of our students and is used as a predictor of possible achievement on the MontCAS tests. Teachers at Lewis and Clark continue to request the use of the test version that provides specific areas of deficiencies for each student so they can differentiate their instruction. The testing also has become an opportunity for students to challenge themselves make improvements from the fall to winter to spring tests.

The chart below shows a longitudinal look at students who are in the CRT's proficient or advanced category over the past three years for fifth grade and the past four years for sixth grade.

	2007-2008		2008-2009		2009-2010		2010-2011	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
3	65	92	71	88				
4			57	85	68	90		
5					73	89	74	89
6							78	94

Student Activities:

This year students had the opportunity to participate in a variety of extra curricular activities. Our fifth and sixth grade students had the opportunity to participate in band and choir. Fifty-eight fifth grade students and thirty-six sixth grade band students participated in band. This year the fifth and sixth grade choirs were split ~ 21 from fifth grade and 64 from sixth grade. Band students walk to the high school for their classes. Fifth graders have band and choir twice a week and sixth graders three times a week. Concerts were well attended and students did an excellent job demonstrating growth throughout the year. One thing the choir and Mr. O'Halloran need to be proud of is the trip to Montana Youth Sing in Red Lodge. When it came time to audition for soloists over half of the 170 students present stepped forward. Of this number only nine students were selected. Of these nine students three were from Lewis and Clark Elementary. Kai Krumwiede, Siri Pederson, and William Watson, who are all 6th graders, impressed the selection committee enough to be chosen.

Students also had the chance to participate in after school athletic events. Flag football, volleyball, basketball and wrestling were available to all interested students. Mr. Daniel's and the coaches did a great job this year. We would like to congratulate all of our student athletes for their accomplishments and representing our school in a great way.

Parental Involvement:

The Parent-Teacher Support Group (PTSG) and their many volunteers continued to provide impressive support in fundraising and providing snacks during MontCAS testing. Both major fundraisers had some changes. The fall fundraiser was changed to a new company (Great American) and the carnival was planned as an outdoor event at the Golden Eagle Stadium. The wet spring weather moved the event inside the Fergus Fieldhouse. The new look was welcomed and participation was excellent. Our PTSG continued to support individual classrooms and again provided funding for what may be the last trip on the Charlie Russell Chew-Choo for the fifth grade. This year the 6th graders did a day of team building activities out at the fairgrounds. The PTSG will be reorganizing for the 2011-2012 school year as a K-8 organization under a new name of PTO.

Parental involvement is the most important in the form of parent teacher conferences. This year we had nearly a 100% turnout for conferences. Parents who were unable to attend rescheduled their conferences. The book fair was another great success because of our parent helpers.

This year a Refrigerator Reminder was sent home on a monthly basis to inform parents of upcoming events. This form of communication was well received.

**LEWISTOWN
JUNIOR HIGH
SCHOOL**

Tim Majerus

**Lewistown Junior High School
Annual Report
2010-2011
Tim Majerus, Principal**

The mission statement of Lewistown Junior High School is “to create a nurturing environment where students can experience personal and academic growth.”

The staff at Lewistown Junior High School (LJHS) continued to be committed to providing a quality education for our students. This year Principal Tim Majerus was at the helm of both LJHS and Lewis and Clark Elementary. As a result several programs were implemented to assure student progress and behaviors were monitored. A team of teachers were put together to form the FOCUS Team. This group monitored students who were missing assignments and failing classes. They met weekly discussing interventions and student progress. Another implementation was the advisory groups. Each teacher that has an Accelerated Reader class met one-on-one with each of their students to help students keep on top of missing work and struggles. These implementations plus the After School Learning Center and teacher willingness to be available during lunch and after school has provided a learning environment critical to the success of our students.

The staff of the Lewistown Junior High School for the 2010-2011 school year was comprised of the following people:

Mary Kynett
Christy Rogers
Terri Daniels
Greg Lucotch
Derree Kamp
Brett Thackeray
Bethany Rogers
Jenifer Blazicevich
Steve Kelly

Michelle Trafton
Suzie Flentie
Mandy Eike
Chris Rice
Gary Knox
Doug Braulick
Steve Paulson
Kim Wiegert
Tony Brown

Teresa Majerus
Chad Armstrong
Val Snapp
Val Frisbie
Katherine Spraggins
Kim Miller
Barb Sauby
Tiffany Kolar

New to the staff were instructional aides Tony Brown and Tiffany Kolar, custodian Gary Knox, and teachers Chad Armstrong and Brett Thackeray.

Star Classroom Staff: Susan Teigen, Trissy Durbin, and Judy Kellog.

Kitchen Staff: Denise Williams, Sherri Sebek and Jan Mane.

The staff at LJHS truly are caring and giving individuals who truly understand the importance of taking elementary students in and making high school students out of them. These years are so critical in helping students understand who they are and what they are capable of achieving.

Attendance:

The student attendance rate was an average of 93.35%. (This includes all absences from the classroom except those for school related activities). This means that on average a student missed approximately 12 of the 180 days of school.

93 students had less than 10 absences.

79 students had between 10 and 20 absences.

21 students had more than 20 absences during the school year.

An average of 93.35% seems like an acceptable number, but when missed instruction is taken into consideration the number seems high. To address this issue LJHS will be implementing an attendance policy similar to the high school in all respects except for the ability for students to lose credit.

School Enrollment for the 2010-2011 School Year:

7th Grade – Enrollment was consistently between 94 and 95 students throughout the school year with very few students moving in or out of the district.

8th Grade – Enrollment was also consistent with between 92 and 93 students throughout the school year.

Response to Intervention (RtI) was continued by the English and Resource department in continuing to develop the language programs for both seventh and eighth graders. As mentioned earlier in this report, the Focus Team was instrumental in monitoring students’ progress throughout the year and in keeping students accountable for missing work and failing grades. Throughout the year the staff also evaluated testing data, identifying which students in math and reading were in need of interventions. As we approach the upcoming year there will be a much more active role of the RtI team.

Student Activities:

Educating a student is so much more than learning in a classroom. At LJHS we believe in the educational value of our clubs and activities. Clubs and activities have proven to give students a greater sense of belonging to a school. When they take an active role in representing the school or in showcasing our work to the community they gain a sense of pride that carries over into the classroom... I would like to take this opportunity to highlight all of the extra-curricular activities that take place at LJHS. Thanks to all the student activity advisors, parents, caregivers, and community members who do all the extra “stuff” that make LJHS an extra special place to learn and grow.

Choir, Select Choir, Band and Jazz Band classes worked hard and put on three concerts throughout the school year. Under the direction of Bethany Rogers the music program saw much improvement throughout the school year.

The **LJHS Ski Club** continued to be a popular winter activity for our students. Under the guidance of Mrs. Kolar 68 students hit the slopes at Showdown. The cost to join the club is \$33 which covers the cost of transportation. Students are still responsible for rental cost and the cost of lift tickets for each day they travel.

The **After School Learning Center** under the direction of Val Snapp and Barb Sauby continues to provide much support to students needing that extra help. The program continues to be held on Tuesday and Thursday night each week from 3:20 P.M. until about 4:30 P.M. with an average of about 10 students per night (occasionally it overflows into Mr. Lucotch's and Mrs. Frisbie's room). 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.

Service-Learning projects and activities have continued to be an incredibly positive mainstay of the Junior High School learning environment and continue to make our school a model for others. Service is truly an integral part of the LJHS culture. The following activities are a mere sample of the many projects in which our school was so very fortunate to participate during this school year.

Flannel Board stories were given by FACS students at the elementary schools, library, head start and home day care facilities. These are children's stories that students recreate and give to children throughout the school year. This year only a few trips were made because of the availability of someone to drive them.

FaCS Service Project – Mrs. Eike's Fun with Fabrics class designed a bag that could hang from the handles on the back of a wheelchair to carry personal items that the individual wanted to take with them. The design included both a large open area and a pocket for smaller items too. The students created the bags and delivered them to the Central Montana Skilled Nursing Center before Christmas. Now residents are able to take a book, their reading glasses, a snack or a number of other items when they go to the lobby, the dining hall, the craft room or outside the facility.

Veteran's Day Assembly enjoyed its ninth year of providing much deserved recognition to area Veterans. The LJHS Student Council and Builders Club once again organized this assembly under the guidance of Mary Kynett and Mandy Eike.

The **LJHS Acting** class, under the direction of Terri Daniels and Kim Miller, performed an outstanding play during the second semester of this school year. The acting class was offered during the fall semester this year as they presented "Sally Potter and the Censored Stone".

Running Club expanding this year to include a Fall club to allow boys to run and in preparation to compete in the local cross country meet. Teresa Majerus, along with parent volunteers, took the boys on runs in the area and one trip to the mountains. The winter running club continued to be a big success under the guidance of Suzie Flentie. This group of students meets after school on Mondays and Thursdays, between the winter and spring seasons.

The **GIS Club** involves Geographic Information Systems Software and Geographic Positioning System Units. In the past, this club under the direction of Suzie Flentie has worked with community agencies to create maps that are distributed through many area businesses and the Chamber of Commerce. This club also participates in geocaching activities to become proficient in the use of GPS units.

This year **Student Council** is being led by eighth graders Andres Pederson, President; Jessica Kindzerski, Treasurer; and seventh graders Hayes Majerus, Vice-President; and Brooke Gardner, Secretary. The student council is very involved in fund raising and providing needed assistance to all areas of the school. They continue to put on the much anticipated Halloween Dance, enjoyed by all students. Teresa Majerus and Mandy Eike shared the leadership of the council. This year's project was to purchase a carpeted mural of an eagle for the enclosed window in one West stairway.

The **LJHS Math Counts** group meets on a weekly basis under the leadership of Katherine Spraggins. This group of students gave up much of their free time during lunch to prepare themselves for competition. This year they travelled to Bozeman. Though the team didn't qualify for state competition, LJHS did have some top finishers. Carl Wright placed 8th overall and Jacob Klingeman was 11th, which was impressive for a 7th grader. Math Counts is a very successful program.

The **LJHS Builders Club** continued to be an active group under the leadership of Kim Miller and Terri Daniels. In the past this group has contributed to making our school a better place. This year they are using the proceeds from the school store to purchase new clocks in the auditorium and gym. They were also looking for a way to contribute to the community in light of the Spring flooding. This year's officers are Hailey McLendon, President; Heather Wiegert, Vice-President; McKenzie Garlinghouse, Treasurer; Cody Boyce, Secretary; and Maida Walters and Michelle Monger, Historians.

The **Little Eagle Basketball Tournament** has always been scheduled for the first weekend in December. This year as the scheduled dates approached we were lacking teams that have signed up. Due to the lack of availability of hotel rooms, because of a large convention in town, no teams from outside the area were able to attend, thus forcing us to cancel. This tournament typically brings in \$3500.

On the final day of school, the **LJHS Talent Show** enjoyed its 13th edition, much to the delight of our entire student body. With incredible student talent proudly on display, the school year concluded in a very positive fashion. Sponsored by LJHS staff members Michelle Trafton and Terri Daniels, this program has become a welcome and much-anticipated tradition.

At the end of the year awards program. Thirty-two students were honored with the first year **Scholastic Award** in which a student has to have a 3.5 grade point average or above for the past four quarters of school. Twenty-eight students received the second year award for meeting a 3.5 grade point average or above for the past eight quarters of school.

The **Parent Teacher Support Group** (PTSG) of LJHS again supported the eighth grade dance, provided treats for the after school learning center, and treats for all students throughout the school year. They purchased a variety of items for each classroom with an emphasis on areas that typically don't gain PTSG support. They provided support to buy student assignment books for all students during the school year. PTSG has restructured and will begin the school year until a new name of PTO.

LJHS... "Where Excellence and Enthusiasm Collide"

Lewistown Junior High School 2010-11

	1st period 8:13 to 9:05	2nd period 9:08 to 9:53	3rd period 9:56 to 10:41	4th period 10:46 to 11:31	5th period 11:34 to 12:20	6th period 1:06 to 1:36	7th period 1:39 to 2:25	8th period 2:28 to 3:20
Armstrong	Health/PE 8	Health/PE 7	Health/PE 7	Health/PE 8	Health/PE 8	FHS		
Braulick	Art 8	Art 8	Art 8 (YR)	Prep	Art 8 (YR)	Acc. Reading	Art 8 (YR)	Art Explorations/Yearbook
Daniels	English/Lang 8	English 8	English 8	English 8	Prep	Acc. Reading	Journalism/Acting	English 8
Eike	FACS I	Prep	FACS I	FACS I/FAC II	Basic FACS		Facs II	Funw/Fab
Flentie	Science 8	Science 8	Science 8	Science 8	Science 8	Acc. Reading	Science 8	Prep
Frisbie	Basic Eng. 7	Basic Math 1/2	Prep 1st	Study Hall 7	Study Skills 7	CR	Lang - Frisbie	Study Hall 7
	Basic Math 7	Study Skills 7/1	Study Skills 2nd	Basic Math 7			Study Hall	
	Study Skills 7	Prep. 2nd	Basic Key - 1/2			CR		
Kynett	AD/Office	Prep	Soc. St. 8	Soc. St. 8	Soc. St. 8	Acc. Reading	Soc. St. 8	Soc. St. 8
Lucotch	Soc. St. 7	Soc. St. 7	Prep	Soc. St. 7	Soc. St. 7	Acc. Reading	Soc. St. 7	Soc. St. 7
Miller	English 7	English 7	English 7	Prep	English 7	Acc. Reading	Journalism/Acting	English 7
Thackeray	Spanish	FHS						
Paulson	Prep	Science 7	Science 7	Science 7	Science 7	Acc. Reading	Science 7	Science 7
Rice	English/Lang 8	Science 8	Math Essent 8	BasicMath-SH	Study Hall 8	CR	Prep	SH/Work Exp.
Rogers	Band 7	Band 8	Percussions	Prep	Choir 8		Boys Choir	Girls Choir
Snapp	Prep	Math I 7	Math 7	Title Math 7	Math 7	Acc. Reading	Math 7	Math 7
Spraggins	Math 8	Math I 8	Math Essent 8	Algebra	Prep	Acc. Reading	<i>Math Essent 8</i>	Math 8
Teigen	STAR	STAR	STAR	STAR	STAR	STAR	Creative Movmnt	STAR
Trafton	Prep	Computer App	Basic Computers	Computer App	Computer App	Acc. Reading	Computer App	Liason/Office

Para-Professional Schedule

Brown	Basic English	HE/PE	Basic KeyBoarding	Basic Math	Basic FACS	CR	Creative Movement	Science 7
Kamp	CAR	CAR	CAR	Library	Library	Acc. Reading	Math-Spraggins	CAR
Sauby	Lang - Rice	Math - Frisbie	Assist - Rice/Frisb	Study Hall/Frisb	Study Hall/Rice	CR	Kynett - History	Study Hall/Rice
Wiegert	Frisbie	Lucotch/SS	Basic Computers	Snapp - Math	Frisbie - SH	CR	Lang - Frisbie	Paulson - Science
Blazicevich	Lang - Rice	Work Exper.	Braulick - Art	Math - Rice	Basic Facs/Eike	CR	SH - Frisbie	Work Exper.

Mrs. Fradley will be in the Library all day on Thursdays

8:10 - First Bell	8th Grade	7th Grade
8:13 - Class Begins	12:20 to 12:48 Lunch	12:20 to 12:35 Study Time
8:13 to 8:18 - Announcements	12:51 to 1:06 Study Time	12:35 to 1:03 Lunch

**FERGUS
HIGH
SCHOOL**

Jerry Feller



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

FHS ANNUAL REPORT
2010 – 2011

“Excellence Today, Success Tomorrow”

Fergus High School was under the first year leadership team of Mr. Jerry Feller, Principal and Mr. Jeff Elliott, Vice-Principal. We enjoyed many exciting times and our kids enjoyed many positive outcomes in many different areas of our school community. As a school, we continued to strive and meet the needs of our students as we continually aim for outstanding individual and group achievements. 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 my first year as Fergus High School Principal very rewarding and one that I will always remember.

The staff of Fergus High School for the 2010–2011 School Year was comprised of the following.

Sandy Armstad	Chad Armstrong	Luke Brandon
Brad Breidenbach	Sherry Breidenbach	Loren Drivdahl
Karen Durbin	Victor Feller	Jeff Friesen
Gary Gebert	Justin Guyer	Holly Hesper
Troy Hudson	Miriam Huff	Fawna Kuntzelman
Rich Kuntzelman	Diane Lewis	Leslie Long
Jared Long	Mike Mangold	Denise Nelson
Brandon O'Halloran	Steve Olson	Linda Rinaldi
Newell Roche	Kate Ruland	Bob Rutledge
Debra Slagel	Melanie Smith	Rhonda Stenseth
Brett Thackeray	Beau Wright	Jim Daniels
Connie Bowen	Mary Burns	Tiffany Hemsath
Sherry Hodges	Terry Lankutis	Robin Moline
Justin Jenness	Wendy Pfau	Jean Rogan
Susan Rutledge	Mary Helen Spoja	Shari Tindall
Betty Sanders	Angela Woolett	Ken Martin
Justin Martin	Jim Bussey	Joel Bennett
Shawn Schuchard		

New staff members hired for the 2010–2011 School Year.

Jerry Feller – Principal
Jeff Elliott – Assistant Principal
Miriam Huff – Half-Time Resource Teacher
Shawn Schuchard – Custodian

Joel Bennett – Custodian

Justin Martin – Was moved to head custodian at the time of Ken Martin's retirement.

Kitchen Staff: Karen Hansen, Debra Johnson and Dale Kurns.

HIGHLIGHTS FOR THE 2010-2011 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. Beau Wright. The Student Body President Gage Poss and Vice-President Ella Goodwyn did an outstanding job of bringing our students and staff together.
- ☰ **GRADUATION 2011** – The 111th graduating class celebrated Commencement Exercise on May 29th, 2011. Our music performances were awesome, our student speeches were outstanding and our Commencement Address by Dr. Patricia Linehan, a past Fergus High School graduate of the class of 1968 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. Salutatorian for the Class of 2011 was Rebecca Kennedy and the Valedictorian was Benjamin Foster.
- ☰ **FERGUS HIGH SCHOOL FFA TEAM WINS NATIONAL CONTEST** – “This is totally unbelievable” was the first comment from Jared Long, FFA advisor for FHS. His mechanics team was named national champion at the 83rd National FFA Convention in Indianapolis, Indiana. In the 81-year history this is only the second time a national title was given to a Montana school. Not only did the Fergus team win the national title, team member Robbie Jackson also won the individual title in this event. Other team members consisted of Austin Butcher with a 5th place finish, Justin Hartman – 7th place and Tyler Moline placed 35th in the nation.
- ☰ **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. Next school year, a school visitation is top priority in maintaining exemplary accreditation. This has been listed as a top goal for the 2011–2012 School Year.
- ☰ **CLUBS & ACTIVITIES** – Fergus High School has many things to be proud of when it comes to our club and non-athletic groups. Our staff has helped create many strong vocational, academic, artistic and athletic groups and it continues to grow. Mr. Brett Thackeray started up a Spanish Club this year to add to the many opportunities we already have for the students at FHS. Our traditional groups such as F-Club, Student Council, Weight Club, Ski-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.
- ☰ **FERGUS HIGH SCIENCE TEAMS** – Fergus High science teacher Justin Guyer and FHS science students kept up their outstanding work in science competitions during the 2010-2011 School Year. The Fergus High School team won second in their respective state competition this past fall and have taken first or second each of the last seven years, winning three times.
- ☰ **MUSIC** – With the leadership of Mr. O'Halloran and Mr. Kuntzelman our music department continues to accept the challenge of offering many opportunities to the students of FHS. For the second straight year we offer Jazz Band and Choralaires as a zero hour class that begins each day at 7:15 A.M. Also, for the first time in recent history Fergus High School's music

program sent two students to the All-Northwest Music Ensemble held in Bellevue, Washington. (Sarah Rice and Nathan Kennedy)

- ☰ ACT Awards – The Office of Public Instruction annually recognizes students with top ten percent scores on the ACT in the areas of English, Mathematics, Reading and/or Science Reasoning. Students recognized this spring from FHS included Ethan Bent, Garrett Butler, Makenzie Guyer, Karissa Jensen, Rebecca Kennedy, Zane Kline, Greg Koch, Connor Malone, Amanda Monger, Kendra Smith, Julia Spika and Jordan Vinger.
- ☰ “BLUE-GOLD” LEADERSHIP BREAKFAST - This spring’s 24th annual FHS Blue-Gold Leadership Breakfast continued its reputation as a showcase event. Mr. Jim Peterson, Montana State Senator was our honored guest and speaker. Student Council Advisor Mr. Beau Wright, Student Body President MGage Poss, Vice-President Ella Goodwyn, and the rest of the Student Council did an excellent job maintaining this tremendous tradition.
- ☰ OTHER POSITIVES – Athletic accomplishments continue to bless many of our young athletes such as Brooklyn Rodger’s third straight state championship in cross country, Conner Malone defended his title in wrestling for the second straight year along with McCalle Feller two time state champion in the high jump. Bo Descheemaeker also was state champ in the 110 meter hurdles. Beth Wright attended the Hugh O’Brian Youth Leadership Conference in Missoula this spring and was asked to represent the State of Montana at the world youth leadership camp this summer in Chicago. Team successes include another state championship for volleyball that gives them a total of three in the last four years. The girls cross-country team moved up a spot from last year’s third place finish to second this year at the state cross-country meet.

OTHER VALUABLE FERGUS HIGH STATS:

- ☰ STRONG EDUCATIONAL COMMITMENT - 16 of 32 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 17.12 years with 11.5 years commitment to the Lewistown Schools.
- ☰ ATTENDANCE & ENROLLMENT - Student attendance is excellent with figures showing an overall attendance rate of 94.51%. Our October enrollment was 377 while the February enrollment was 373. Last year those numbers were 402 and 395 respectively. The October, 2010 enrollment by class included: 79 freshmen, 97 sophomores, 100 juniors, and 97 seniors.
- ☰ ACTIVITY PARTICIPATION - 56% of our students participated in athletics, 38% in music, while 67% participated in clubs and other activities. 49% of the female population participated in athletics compared to 58% of the male population. An area of improvement would be to try and get the 25% of the students that do not participate in any school activities, involved in some area or another.
- ☰ TRANSFER AND DROPOUT INFORMATION - Fergus High School had 33 students transfer in or re-enroll during the school year (compared with 37 students in 2009-2010). Of those 33 new students: 4 transferred out later while 6 dropped out-of-school, none were expelled and 1 student enrolled in home school. We also had 18 existing FHS students transfer to another school, 1 student transferred to home school and no students were expelled during the year. In terms of dropout totals: we had 1 freshman, 5 sophomores, 2 juniors, and 5 seniors who chose to leave school without enrolling in another school (including the 6 listed above that transferred to Fergus during the school year).

PROFILE OF THE CLASS OF 2011:

The Class of 2011 and its original 113 members entered Fergus High in August 2007, with many high expectations and goals. By the time their tenure was completed, another 9 students had transferred in becoming graduating class members. At graduation the class was smaller with 95 members obtaining Fergus High diplomas.

Of the original 113 class members: (These numbers only include students that were enrolled at the beginning of each school year. Students that moved in and out during a current year are not in the numbers listed below.)

- 86 members graduated this spring with 85 members spending all four years at Fergus. One member of this class was an original class member who spent part of their high school years at another school before transferring back to FHS.
- 24 members of the original 113 did not graduate locally. 8 members dropped out of school locally with 2 later receiving a GED. 12 of the members transferred from FHS to another school. In addition, the Class of 2011 also had 3 members transfer to home schools and 1 original student who will be, or should be, a fifth-year student next fall.

Of the 14 class members who transferred in:

- 10 members graduated at Fergus High.
- 4 members of the 14, who transferred in, did not graduate locally. 1 of the transfer members dropped out of school locally and 3 transfer members later transferred out.

Other Class of 2011 Information:

- Fifty-five (55) members of the Class of 2011 graduated as honor roll students.
- Twenty-five (25) members of the Class of 2011 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.
- Twenty (20) members of the Class of 2011 are National Honor Society members.
- The mean average grade point average for the Class of 2011 is 3.010 and the median average GPA is 3.132.
- In order to be considered a student in the "Top 30," a member of the Class of 2011 needed to have earned an overall GPA of 3.533, while a "Top 10" student requires a 3.889 GPA.
- Of the ninety-five (95) graduates in the Class of 2011, seventy-five (65) are planning on attending a post-secondary college or trade school.
- Fifty-two (52) seniors are currently planning on attending a four-year college or university next fall. Forty (40) will attend in-state institutions; with sixteen (16) going to Montana State University in Bozeman and three (3) going to the University of Montana. Twelve (12) more seniors plan on attending four-year out-of-state colleges or universities.
- Of the twelve (12) seniors who will attend a two-year college or trade school, six (6) will be attending a school in-state while six (6) will be attending one out-of-state.
- At graduation time, forty-eight (48) graduates of the Class of 2011 have received scholarships, accounting for almost 50% of our graduating class.
- At graduation, members of the Class of 2011 have received over \$326,000 in scholarships for their first year of college. In addition, these seniors had earned the opportunity to

receive an additional \$717,000 for their sophomore, junior, and senior years in college. That brings the grand total for this class to almost \$1,044,000 in future scholarship moneys. When you then include military college funds our scholarship totals grow over \$1,000,000.

- Over the past four years, our seniors (athletes and students) have been participants in activities programs that have earned eighteen (18) state trophies, four (4) of which were state championships. Seven (7) state trophies and eleven (11) divisional trophies and we cannot forget – ONE (1) NATIONAL TROPHY!!!!

Class of 2011 - Summary Information – Exit Survey

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

4 year College – 52 – 58.4%
2 year College – 13 – 14.6%
Voc/Tech School – 7 – 7.9%
Work Full Time – 18 – 20.2%
Work Part Time – 11 – 12.4%
Apprenticeship – 1 – 1.1%
Military – 6 – 6.7%
Other – 5 – 5.6%
No Response – 1 – 1.1%

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

Yes – 62 – 69.7%
No – 27 – 30.3%

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

Yes – 60 - 67.4%
No – 29 – 32.6%

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

Yes – 59 – 66.3 %
No – 30 – 33.7%

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

Yes – 76 – 85.4%
No – 13 – 14.6%

Did you ever experience significant harassment from other students?

Yes – 20 – 22.5%
No – 69 – 77.5%

Did you have a positive learning experience at FHS?

Yes – 79 – 88.8%
No – 9 – 10.1%
No Response – 1 – 1.1%

Your teachers generally held high standards and demanded quality work.

Excellent – 14 – 15.7%
Good – 45 – 50.6%
Average – 24 – 27.0%
Below Average – 2 – 2.2%
Needs Improvement – 3 – 3.4%
No Response – 1 – 1.1%

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

Excellent – 20 – 22.5%
Good – 41 – 46.1%
Average – 21 – 23.6%
Below Average – 4 – 4.5%
Needs Improvement – 2 – 2.2%
No Response – 1 – 1.1%

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

Excellent – 24 – 27%
Good – 43 – 48.3%
Average – 15 – 16.9%
Below Average – 4 – 4.5%
Needs Improvement – 2 – 2.2%
No Response – 1 – 1.1%

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

Excellent – 27 – 30.3%
Good – 38 – 42.7%
Average – 15 – 16.9%
Below Average – 7 – 7.9%
Needs Improvement – 1 – 1.1%
No Response – 1 – 1.1%

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

2010-2011 Activities
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 2010-2011 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 2010–2011 School Year we had a grand total of 109 individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball - 9; Football - 15; Cross Country - 11; Wrestling - 6; Volleyball - 11; Boys Basketball – 8; Cheerleading – 3; Track and Field - 20; Tennis - 11; Softball – 11; and Golf – 4.

The Fergus High School **Band** Department, under the direction of Rich Kuntzelman, had a musically rewarding year filled with performances of a wide variety of sizes and styles.

10-11 Symphonic Band – The Symphonic Band performed three home concerts, earned a second place finish at the Anaheim Magic Music Days band competition, and performed on our home stage for District 8 music festival where they scored a superior rating.

10-11 Concert Band – The Concert Band performed for three home concerts and performed on our home stage for District 8 music festival where they scored an excellent rating.

10-11 Jazz Band – Lewistown continues to be the host site for the Montana Jazz Festival. Students from Montana audition for the opportunity to spend two intense days of rehearsal and put on a high-energy concert for the community of Lewistown. This year five Fergus students (Shannon McKinney, Kelly McReynolds, Vianney Duschenne, Jacob Godbey, and Karstin Neill) were selected for the honor.

10-11 Athletic Bands – Students were expected to memorize their music and march a choreographed show to an appreciative home crowd at two football games. The pep band performed for 13 volleyball and basketball games as well as 8 tournament games at the regional basketball tournament in Great Falls.

2010 All State Band – The Fergus Bands had three students participate in all-state ensembles in October in Bozeman. Those three students were Sarah Rice, Shannon McKinney, and Nathan Kennedy.

2011 All Northwest Band - The Fergus Bands had two students participate in all-northwest ensembles in February in Bellevue, Washington. Those two students were Sarah Rice and Nathan Kennedy.

Solo Honors – Fergus High School had a significant number of students qualify as instrumentalists at the State Solo and Ensemble Festival:

Kelly McReynolds – Piano Solo
Karissa Jensen – Piano Solo
Sarah Rice – Harp Solo
Molly Daniels – Clarinet Solo
Kim Berberet and Elizabeth Wright – Bass Clarinet Duet
Jacob Godbey and Karstin Neill – Percussion Duet
FHS Jazz Band
FHS Saxophone Choir
Freshmen Saxophone Trio
FHS Brass Quintet

The Fergus High School **Choral** Department, under the direction of Brandon O’Halloran, was filled with enjoyment and success. We have many rising stars and look forward to next year. Many great seniors will graduate this year.

Concert Choir, Symphonic Choir, and the Women’s Ensemble did exceptionally well at District Music Festival especially on the Sight Reading component. The Choral department had several entries at the District Festival and sent several students on to the State Music Festival. All of our groups received excellent and superior ratings at State.

Choralaires developed improvisational techniques, played for local schools on a tour, and earned a credit for class for the second year in a row. Senior Rebecca Kennedy received the National School Choral Award.

A base of knowledge and musicianship was developed in the **Concert Choir** and we look forward to rebuilding the choral department with the incoming freshman class. The third year of the **Women's Ensemble** proved better than expected and they were requested to perform at several community functions throughout the year. Many students received letters for their contributions to choir and many more will in the future.

All of our concerts were successful in their own way and we received very positive feedback on our last concert. We are working on creating a “pop” type choir for next year and looking at doing “Grease” as our musical next year!

The 2010-2011 **Speech, Drama, and Debate** season was a successful learning experience for all involved, including the first-time head coach, Terri Daniels, and first-time assistant coach, Miriam Huff. Twenty-eight students attended the initial informational meetings. A separate meeting was held for freshmen and first-timers. Of those 28 students who attended the informational meeting, 22 turned in paperwork and attended a first practice/planning meeting to look for material to perform. In the first weeks of the season, we lost team members because of conflicts with work (two) and conflicts with cheerleading practice (one). Later in the season, we lost three more members to wrestling, basketball, and an exchange program. All of those students competed in more than one meet. This year's Speech participants competed in Impromptu Speaking, Serious Oral Interpretation, Humorous Oral Interpretation and Lincoln-Douglas Debate. In the Drama category, students competed in Humorous Solo Acting, Serious Solo Acting, Classical Duo Acting, Pantomime, and Humorous Duo Acting events.

The **Fergus Speech, Drama, & Debate Team** attended meets in Belgrade, Shepherd, Roundup, Hardin, Simms, Billings, Malta, Divisionals at Fergus, and State at Laurel. Due to bad road conditions, we did not attend a scheduled meet in Conrad. The Class A Divisional meet was hosted by Fergus, and last year's head coach, Janet Mann, served as the chair person of the meet. Many volunteers from the community helped out by serving as judges for this event.

Fergus finished first in Drama and fourth in Speech. Fourteen students qualified for State by placing at the Divisional meet; one of those students competed in two events. Students who placed in Speech at the Divisional meet were Mike Montgomery, 4th in Humorous Interpretation of Literature; and Jade Fairchild, 5th in Humorous Interpretation of Literature. Those who placed in Drama events included Molly Daniels, 1st in Humorous Solo Acting; Dillon Westhoff, 3rd in Humorous Solo Acting; Sarah Kohler, 4th in Humorous Solo Acting; Kaitlyn Kindzerski, 1st in Serious Solo Acting; Rebecca Kennedy & Nathan Kennedy, 1st in Classical Duo Acting; Elizabeth Finn, 1st in Pantomime; Emily Olson & Sarah Knab, 1st in Humorous Duo Acting; Jonathan Skipper

& Nathan Kennedy, 2nd in Humorous Duo Acting; Karstin Neill & Jacob Godbey, 3rd in Humorous Duo Acting.

At the State Meet in Laurel, several members of the **Drama Team** placed in their events. They were Molly Daniels, 3rd in Humorous Solo Acting; Rebecca & Nathan Kennedy, 7th in Classical Duo Acting; Emily Olson & Sarah Knab, 3rd in Humorous Duo Acting; Jonathan Skipper & Nathan Kennedy, 8th in Humorous Duo Acting; and Elizabeth Finn, 8th in Pantomime.

The 2010-2011 Fergus High School **Cheerleaders**, which included seven Varsity Cheerleaders, one Mascot, and nine JV Cheerleaders, had another outstanding season!

To get the year started, the FHS squad hosted a private cheer camp for junior high and high school cheerleaders during the first week of summer practice. Throughout the season, the cheerleaders stayed extremely busy practicing 2-3 times each week (August through March), as well as cheering at all home football, volleyball, wrestling, girls' and boys' basketball games, and helping at the home cross country meet. They also cheered on our teams at the divisional and state tournaments.

On top of their cheer duties, the team spent their summer raising over \$1,100 for the 2010 Central Montana Relay for Life, where they were honored as the "Top Youth Fundraising Team"! Also over the summer, the cheerleaders hosted a week long cheer & gymnastics camp at the Boys & Girls Club. In February, the cheerleaders hosted 90 elementary school participants at Junior Cheer Camp!

On March 26, Fergus hosted CheerFest 2011, a state-wide cheerleading, dance, and mascot competition! Six teams consisting of individuals ranging in age from 5 to 18 years old participated in the competition and the Fergus team, which included all sixteen of our cheerleaders, took home the 1st place trophy for the "High School - Class A Division". Individual winners at CheerFest 2011 included: Kyle Patten (1st Place – HS Mascot), Kara Mantooth (1st Place – HS Dance Solo), Kara Mantooth (1st Place – HS Jump-Off), and our cheerleaders took 1st and 2nd place in the HS Stunt Group category!

At the annual awards banquet, Head Coach Jennifer Pfau and Assistant Coach Amanda Kase presented the following awards/plaques to the Varsity squad:

Most Valuable Cheerleader – Chealsie Shirk
Outstanding Cheerleader – Kara Mantooth
Most Improved Cheerleader – Jeanna Mane

Other award certificates presented at the banquet included:

Outstanding JV Cheerleader – Maclaine Day
Most Improved JV Cheerleader – Dalainy Tedesco

The 2010-2011 School Year proved to be a successful one for the Fergus High school **Student Council**. Events started with a bang in the fall as STUCO was 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, nominated and coronated 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.

2011 brought the return of the MORP dance. Students opted to shake things up this year and hire a professional DJ from Great Falls in an attempt to increase student attendance at the MORP dance. Success was evident with a dramatic increase in the number of student dancers. Students also helped plan and implement the spirit dress-out days associated with winter spirit week.

End of the year activities included the 25th annual Blue Gold Breakfast where speaker Senate President Jim Peterson gave an illuminating speech on Leadership. Students also participated in nominating and awarding the 2011 teacher of the year, Mr. Beau Wright. Finally the year was closed with elections for the 2011-2012 School Year. By the looks of things FHS Student Council appears to be headed to another successful year!

Student Body President	McCalle	Feller
Student Body VP	Kiera	Bulluck
Student Body Secretary	Lissa	Quinlan
Student Body Treasurer	Taylor	Miller
Senior Class President	Kyle	Hould
Senior Class VP	Lexi	Hair
Senior Class Tres-Sec	Sydney	Stivers
Senior Class Rep 1	Sheyenne	Scheeler
Senior Class Rep 2	Erin	Jensen
Junior Class President	Jarrett	Guyer
Junior Class VP	Kaitlyn	Kindzerski
Junior Class Tres-Sec	Elizabeth	Finn
Junior Class Rep 1	Andy	Butcher
Junior Class Rep 2	Hannah	Thomas
Soph Class President	Joseph	Jensen
Soph Class VP	Maddie	Comes
Soph Class Tres-Sec	Marlee	Thomas
Soph Class Rep 1	Kaitlyn	Moodie
Soph Class Rep 2	Kyle	Myhre

The Fergus Varsity **Football** team, under the direction of Head Coach Gary Gebert and First Assistant Vic Feller and Defensive Coordinator Rick Wright, finished the 2010 season 2-6 and finished fourth in the very competitive Central “A” Conference. The Golden Eagles started out 0-4 on the season because of several key injuries to key players on both sides of the ball. They gave the conference champions, the Butte Central Maroons, all they wanted before falling 14-28 in the last game of the season. The Eagles had wins over Browning on the road 38-8 and Park at home 35-14. 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 one. This emphasis will be stressed again this year.

The sub varsity teams struggled this year because of low numbers out in the sophomore and freshman classes. The junior varsity team, under the direction of Troy Hudson and Steve Paulson, finished the season 1-2. The Froshmore team finished the season 3-4 under the direction of Steve Foy and Matt Tedesco. Coach Gebert looks for this to turn around with very good numbers out for football at the Junior High last season.

The 2010-2011 Fergus Golden Eagle **Girls Basketball** season was headed by first year Coach Gary Cecrle and assisted by JV Coach Vanessa Moen and “C” Squad Coach Jolene Fuzesy with high expectations and enthusiasm. The Varsity girls improved from the past seasons and finished 4th in the Conference with a 5-5 record and a 6-12 overall record. The team went into the tournament seeded 4th and came out with a 2-2 record and finished 4th with wins over Livingston and Havre and a loss to Butte Central in the semi-final game and Browning in the consolation game. Junior McCalle Feller was selected to 1st Team All-Conference and junior Amanda Stenseth was selected to 2nd Team All-Conference...well deserved and congratulations!!!

One of the many highlights of the season was a 1 point win in Malta which broke their 34 game winning streaks. Other highlights were two conference wins over Havre and Livingston each and a conference win over Belgrade.

The non-conference schedule played by the Eagles was as tough as any team’s in the state. Class B teams Fairfield and Malta played in the 2011 Class B State tournament and Class A teams Billings Central and Laurel played in the 2011 Class A State tournament. The Eagles competed well against them all. Tough competition like this will only make the Fergus Eagles basketball team stronger in the future.

The Varsity team members were: Seniors-Brook Rodgers, Makenzie Guyer, Ella Goodwyn, Sierra Fox, Kirsten Miller, and Amanda Monger; Juniors-Amanda Stenseth, McCalle Feller, Kelsey Phillips, Allie Adams, and Lissa Quinlan; Sophomore-Alyssa Yaeger.

The Junior Varsity team members were: Senior-Amanda Monger; Juniors-Lissa Quinlan, Kiera Bulluck, and Lexi Hair; Sophomores-Nadja Robertson, Beth Wright, Josie Walters,

Alyssa Yaeger, Carlie Ward, and Mary Birdwell; Freshmen-Mikaela Olson, Maddie Comes, and Paige Zibell.

The “C” Squad members were: Sophomores-Mary Birdwell, Brandi Gordon, and Gabby Moore; Freshmen-Mikaela Olson, Cassi Miller, Maddie Comes, Ali Gremaux, and Paige Zibell.

The coaches wish the Seniors good luck in their future endeavors and a big thank you to each and every young lady that played basketball!

The 2010 Fergus Eagle girls’ and boys’ **Cross Country** teams were coached by Head Coach Suzie Flentie, Assistant Coach Pat Descheemaeker, and Volunteer Coach Kala Flentie. This was the third year for boys’ cross country since it was discontinued in 1983.

The **Girls’ Cross Country** team consisted of seven varsity runners and nine JV runners. Individual team positions changed often and 11 girls earned the opportunity to run in the seven varsity positions at some point during the season. The girls were the Divisional champions and placed 2nd at the State meet. Senior Brook Rodgers was the three time Divisional and State Champion and has accepted a scholarship to run at Division I Montana State University. Brook also set the girls’ cross country record this year running 18:29. Brook is one of a very elite group of girls in Montana to be three time State Champions. At the Divisional meet, our girls took the top four spots and placed all seven runners in the top 20. At the State meet, we placed our top four girls in the top 20. Sophomore Esperanza Battrick finished 2nd at Divisionals and 19th at State. Freshman Dalainy Tedesco finished 3rd at Divisional and 20th at State. Junior Ingrid Stansberry finished 4th at Divisionals and 16th at State. Seniors Makayla Scott and Emily Burnham were also very instrumental in our success throughout the season. Makayla was our 7th runner at Divisionals finishing 20th and Emily was our 5th runner at State finishing 32nd. Sophomores McKenzie Fradley and Josie Walters also had great seasons finishing 14th and 19th at Divisionals and 35th and 86th at State. At State, our first five finishers gave us a score of 88 points. Whitefish won with 80 points and Polson was third with 100 points. All of the girls ran very well and we look forward to another successful year in 2011 since we are only losing two seniors from our top seven.

The **Boys’ Cross Country** team consisted of seven varsity runners and five JV runners with 10 of the boys earning the opportunity to run in the seven varsity positions over the course of the season. Our boys had a good third season finishing 3rd at Divisionals and eleventh at State. Freshman Teran Alaers finished in 2nd place at the Divisional meet close behind the Divisional champion from Livingston and received All State honors placing 8th at the State meet. Senior Gage Poss also had a great season placing 11th at Divisionals and 21st at State. Sophomore Hans Pederson was our 3rd finisher in both races with 17th at Divisionals and 84th at State. Freshmen Aidan Stansberry and Ryan McKinney showed great improvement throughout the season and placed 4th and 5th for the team at State. They will be shining stars for us next year. Sophomore Trei Bulluck also had a great year placing 4th for the team at Divisionals. Both Trevor Gilskey and

Greg Koch made positive contributions to the team in their first year of participation in cross country and they will be missed next year. We are losing only one senior from our top five and we look forward to another successful year in 2011 with a strong young team.

The 2010-2011 Fergus **Boys Basketball** team featured three returning starters, senior Jordan Vinger, senior Greg Koch, and junior Travis Gilskey, as well as three valuable bench players, senior Bo Descheemaeker, senior Shayne Durbin, and senior Keelan Phillips from the 2009-2010 team. Jordan was our only returning All-Conference selection as he was selected to the 2nd team in 2009-2010. These boys in addition to junior Kyle Parry made up the majority of our minutes during the 2010-2011 season. Other varsity team members were juniors Carson Feller and Jordan Snapp, sophomores Andy Butcher and Jake Williams, and freshman Dylan Stenseth. This team competed extremely well and had a chance to win near the end of the majority of their games. Our final record was 8-14. We finished with a conference record of 5-5 and 2-2 at the divisional tournament where we finished in 4th place. Some highlights of the year include going undefeated at home in conference play, winning our first road game of the season at Billings Central, and beating Belgrade to open the Divisional tournament on their home court. Travis Gilskey was selected as a 2nd team All-Conference player. Shayne Durbin and Keelan Phillips were both selected as Honorable Mention All-Conference players. Head coach this season was Jimmy Graham and assistants were Spencer Walsh and Kyle Trafton with Tye Phillips serving as a volunteer coach.

The **Volleyball** program, under the direction of Head Coach Tara Taylor, had another successful year. The varsity finished the season with an impressive 22-6 record going 9-1 in conference play. The Golden Eagles placed first at the Central “A” Divisional Tournament and finished first at the State “A” Tournament. Earning 1st Team All-Conference and All-State honors was senior Dayna Jensen. Second Team All-Conference honors went to juniors McCalle Feller and Allie Adams. Senior Abby Gordon earned Honorable Mention All-Conference honors.

Our sub-varsity teams both had outstanding seasons as well. Our freshman team, under the direction of Coach Josie Krause, finished the season 16-4. The JV team, under 2nd year Coach Deena Ross, finished the year 17-2.

Our team continues to strive for excellence in the classroom as well and 11 of our 13 letter winners earned Academic All-State honors.

The 2010-2011 **Wrestling** team was coached by Chad Armstrong (fifth year head Coach) along with Vic Feller, and Mark Malone (assistant coaches). It was another 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 we went to the CMR tournament and placed 11th and had four kids place in the top six. The next tournament

was the Cut Bank tournament where we placed 5th and had 4 kids place in the top six along with one champion. The next tournament was the Rocky Mountain Classic tournament where we placed in the top ten as a team and placed 4 kids with one champion. The Class A duals were next and we did have a good weekend. The team stayed on the championship side and ended with 5th place. Fergus has never finished that high at the Class A Duals. At the Divisional tourney we placed third and had 4 champions, 3 second placers, 1 third placer and 4 fourth place finishers. Twelve wrestlers ended up qualifying for State. At State we placed 11th wrestlers with four kids placing in the top six. Two wrestlers took fifth, one took third place, and we had one State Champion. Many of the wrestlers at state won one or more matches for the Golden Eagles. The overall performance of this year's team was not where Coach Armstrong wanted to be at the end of the season, but the team wrestled hard and performed when it counted the most, which will give them more to build on and the confidence that the Golden Eagles can perform with the best teams out there in the state of Montana.

The 2010-2011 **Tennis** team, under the direction of head coach Diane Lewis, and assistant coaches Justin Martin and Sam Helmer, was led by an overall novice team consisting of 6 seniors, 8 juniors, 19 sophomores, and 14 freshmen including two foreign exchange students. The Divisional team included 4 seniors, 4 juniors, 11 sophomores and 2 freshmen including the alternate. Forty-eight players finished the tennis season this year. The coaches are encouraged by the talented returning players as well as the 33 athletic freshmen and sophomores we were privileged to work with this year. Highlighting the year was the play of four players that advanced from Divisionals to State. They were: Ethan Bent placing 1st in Boys Singles, Dylan Kelly placing 3rd in Boys Singles, Ellen Harmon placing 2nd in Girls Singles and Kristen Parker placing 3rd in Girls Singles. Jeanna Mane and the Girls Doubles team of Amanda Monger and Shantel Nielsen missed a state berth by only one match. Once again a very successful Central Class "A" Divisional Tennis Tournament for our placers and those that gained experience playing at Divisionals. Lewistown did host the Divisional Tournament but had to "put it on the road" to Bozeman's MSU Indoor Courts because of the weather. We once again put on a great Divisionals at the hands of Jim Daniels, Wendy Pfau and our tennis manager Kelsey Potter.

Our teams as a whole did a nice job at the State Tournament. Ethan Bent tied for 7th place in Boys Singles. We did experience rain Thursday and were forced to complete some of the tournament on the indoor courts at the Meadow Lark Country Club Courts in Great Falls. The rest of the tournament was on the CMR Courts in extremely windy conditions.

The strong group of juniors and seniors returning appears poised to provide excellent leadership next season. Head Coach Diane Lewis along with the assistant coaches look forward to hosting teams during the season next year. We also look forward again to talented participants for the 2011-2012 tennis season.

The 2010-2011 Fergus Golden Eagle **Golf** team had 29 participants: 6 girls and 23 boys. The boy's team was one shot shy of tying for 3rd place at Divisionals and thus did not qualify for State as a team. Fergus did have three boys place in the top 15 as individuals which competed at State. Placing at Divisionals were Sophomore Jesse Kynett 5th, Seniors Austin Butcher 9th and Matt O'Dell 14th. On the girls side Fergus placed 2nd as a team at Divisionals which took us to the State tournament in Laurel. Members of the qualifying girls team were Freshman-Marlee Thomas, Kiara Blume, Emily Valdez, Sidney Smith and Sophomore-Rayann Brown. There will be three returning letter winners on the boy's side and all five girls will be returning for the 2011 golf season in the fall. Head Coach is Mary Kynett and Assistant Coach is Jeff Friesen.

The Fergus Golden Eagle **Track** season for the 2011 season was one of the worst for weather than any other Head Coach Olson can remember. The throwers (javelin and discus) hardly had the opportunity to practice for the last half of the season because of the flooding and infrequently practiced the first half because of the cold and snow. Shayne Durbin set the school discus record with a throw of 164'8.5" at the Divisional meet. Another school record set this season was McCalle Feller in the high jump with a jump of 5'6".

The **Boys' Track** team ended up tying for seventh at State. Bo Descheemaeker was the State Champion in the 110 meter high hurdles. Shayne Durbin took second in both the discus and shot put. Our **Girls' Track** team ended up eighth at State. McCalle Feller won the high jump and took second in the javelin. Kiera Bulluck took second in the 300 hurdles, and fifth in the 100 meter hurdles. Dayna Jensen took sixth in the javelin.

Both the girls and boys took second at the Divisional meet in Butte. Bo Descheemaeker paved the way with 48 individual points, winning hurdles, long jump and triple jump. His lone second came in the javelin. Shayne Durbin took first in both the shot and discus. Other individual placers were: Ryan McKinney- fifth in the 1600 meter, Teran Alaers- fifth in the 3200 meter, Carson Feller- fifth in the javelin, and Jimmy Malone sixth in the pole vault. The girl placers were Kiera Bulluck-won both hurdles and placed second in the 200 meter, fourth in the long jump and tied for fourth in the high jump; McCalle Feller won the high jump and javelin, placed second in the triple jump and fourth in the 400 meter. Espe Battrick won the 3200 meter, placed fifth in the 1600 meter and was sixth in the 800 meter. Jada Scheffelman took second in the 300 hurdles and third in the 100 hurdles. Sydney Stivers took third in the pole vault. Dana Jensen took fourth in the javelin. Taylor Jensen took fifth in the 100 hurdles. Dalainy Tedesco took third in the 3200 meter. Gabby Moore took fourth in the discus and sixth in the shot put.

Assistants this season were Vic Feller (throws), Gary Cecrle (hurdles and sprints), Suzy Flentie (distance), and Steve Foy (volunteer pole vault coach). The track teams ended the season with 52 athletes. We expect good performance out of the girls team next year. The boys team has a lot of potential and will have to step up for us in order to keep our trophy streak alive at Divisionals.

The second varsity season for Fergus **Fastpitch** was another successful one. The team finished with their first winning record at 9-8 and including jamborees were 12-8-1. The season was shorted five games as weather cancelled a tournament. Again we finished 3rd in the conference, but 2nd was within our reach. At the State tournament, we lost two tight 3-2 games against Libby and Anaconda. The girls showed a lot of resiliency as their bats cooled off but they found other methods to allow them the chance to win each game. However, we went down in the bottom of the 7th inning each game. Allie Adams was awarded All-State and First Team All Conference honors. Abby Gordon, Amanda Stenseth, Maddie Comes, Kirsten Miller, Lissa Quinlan, Nadja Robertson, and Ella Goodwyn were also chosen All-Conference. The team was coached by Mike Mangold, Justin Jenness, and Mike Davis.

At the **elementary level**, in grades five and six, programs were run in volleyball, basketball, and wrestling. We did not have a track program again this year due to time constraints. Once again due to budget restraints volunteer coaches were used and the length of the programs was six to seven weeks. Wrestling combines with the Junior High to help increase participation. It is still hard to recruit coaches for the time period we need them. It is still highly recommended, if we are ever able to afford the stipend for the coaches again, to do so as soon as possible. Elementary participant numbers were: Volleyball-38, Girls Basketball-36, Wrestling-20, and Boys Basketball-42.

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

I feel the activities programs at Fergus have a lot to offer all the young students attending 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 dropout 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 activities programs seems to be strong. The staff is highly professional, motivated, and very enjoyable to work with. We, in the Lewistown Public Schools and Fergus High, look forward to good things to come.

Respectfully submitted,

Jeff Elliott
Assistant Principal/Activities Director

ACTIVITIES



**LEWISTOWN JUNIOR
HIGH SCHOOL**

Tim Majerus

Annual Report Lewistown Junior High School Activities 2010-2011

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 Mary Kynett. They provided the LJHS with the needed leadership in organizing and scheduling our extracurricular activities. Their work was evident in the success of our events.

The athletic department tried to up-date some old and outdated equipment and uniforms. Using the student activity funds the 8th grade volleyball team was given new uniforms. Keeping safety in mind we also purchased and refurbished new football helmets.

Boys Football – Brad Breidenbach continued to provide leadership as our head football coach with assistant coaches Tony Brown, and Paul Buckentin. A total of 48 players participated.

Girls Cross Country – Mary Kepler continued to provide leadership for an enthusiastic group of runners. A total of 15 girls participated.

Girls Basketball – Sherry Breidenbach continued to provide the leadership as the head girls coach. She was assisted by Kar Conner and Jolene Fuzesy. A total of 28 girls participated.

Boys Basketball – Brad Breidenbach provided the leadership in the boys' basketball program and was assisted by Kyle Trafton and Justin Jenness. A total of 29 boys participated.

Girls Volleyball – Lead by Tara Taylor and assisted by Ashley Jenness and Patti Petersen. A total of 39 girls participated.

Track and Field – Mary Kepler continued as the Head Track Coach, assisted by Brad Breidenbach and Teresa Majerus. A total of 56 students participated.

Cheerleading – Continued to be supported by large numbers under the guidance of Kate Ruland. A total of 16 girls and 1 boy participated.

Wrestling – Head Coach Chad Armstrong, assisted by Mark Malone. A total of 18 boys participated.

Participation continued to be strong with some sports gaining significant numbers while others either stayed the same or decreased only a few. For the most part our coaching staff remained the same and our head coach leadership will continue into the next school year. This consistency is critical in gaining quality programs. Coaching is definitely something one does for the love of the sport and selfless caring for helping our youth. I would personally like to thank each individual for taking time out of their busy schedule and working with the students at LJHS.

**Lewistown Junior High School
2010-2011 Activities**

Girls	7th	8th	Total
Basketball	16	12	28
Volleyball	18	21	39
XC	3	12	15
Cheerleading	5	11	16
Track	13	15	28
		Total	126

Boys	7th	8th	Total
Basketball	15	14	29
Wrestling	13	5	18
Football	25	23	48
Cheerleading	1	0	1
Track	18	10	28
		Total	124

Clubs	7th	8th	Total
Math Counts	10	19	29
Student Council	8	12	20
Builders Club	30	24	54
Jazz Band	10	9	19
Select Choir	9	15	24
Ski Club	32	34	66
Yearbook	0	14	14
Running Club	10	12	22
GIS Club	0	12	12
		Total	260

ASSESSMENT

Scott Dubbs

Lewistown Public Schools
2010-2011 Assessment Annual Report



Submitted by:
Scott Dubbs, Curriculum Director

Assessments are obviously in a state of transition. This change or this transition is not just occurring within the Lewistown schools, but within all Montana schools. Much of the transition is a result of the perceived value that comes from Montana's Criterion-Referenced Test (CRT) (MontCAS) results and related expectations as they tie to No Child Left Behind (NCLB). I believe as we continue to use these high stakes tests we will see even more need to change how we do business within our walls. The start of those changes will be in improving teacher understanding of how these assessments can help improve overall student classroom success.

The other obvious transition with assessments will be related to obtaining and understanding other forms of measure within our schools. Some of these measures come from data from other assessments and some measures will need to come from other aspects of our school community. Those other assessments should also include the importance of quality formative assessments within each classroom. We must also expend more focus on how we determine success that occurs within the classroom. Likewise, we need to help staff understand more about classroom standards and how to determine if our students have met them.

The Northwest Evaluation Association (NWEA) has partnered with the Lewistown schools for a couple of years. They provide the MAP tests that we give three times per year. The results from MAP tests are valuable in helping schools track student success and the students' scores from MAP tests directly correlate to student scores on the MontCAS to help predict whether or not students are improving in their scores over time. They also help place students appropriately in our classrooms at all levels.

Other assessments the schools work with include the National Assessment of Educational Progress (NAEP) and at the high school level there are the college entrance exams ACT and SAT which have been given for years. The results from these tests have been looked at for years but need to be given more focus.

Additional goals for me this year were tied to learning more about assessments overall, and also working with the technology staff to include more and more assessment information into Infinite Campus. The techies also provided additional server space to share administrative support for our staff that helped monitor and supervise our MontCAS testing. That helps us make sure we meet state expectations when providing assessments in each of our schools.

As we look to next year, MontCAS Assessments and their testing procedures will remain a large focus for our schools. In addition to learning from their results much effort is taken by staff during February and March in providing security and in maintaining their integrity in them. But it is also important to remember that the results they provide are still only one snapshot of student achievement and progress in our schools.

The following information in this report is tabled summaries of the Lewistown Public Schools CRT results. These results are reported by grade level and are tied to our Annual Yearly Progress (AYP) determinations.

It is important to note that 83% of our students must be proficient in reading and 68% of our students must be proficient in math. These benchmark proficiency levels must be met by all grade levels. In addition to all students meeting those benchmark levels, all of the subgroups within our schools must also meet those same performance levels. A subgroup is defined as any group of students that falls within the same demographics that consists of 30 or more students within the school. The tables provided show the major groups or subgroups in our schools.

The table below represents the test results for **all students** given the assessment during this year's CRT:

Grade	Subject	Advanced/ Proficient	# of students	Nearing Proficient /Novice	# of students	Total Students	Class of
3rd	Math	62%	47	38%	29	76	2020
	Reading	92%	70	8%	6	76	
4th	Math	65%	65	34%	34	99	2019
	Reading	84%	82	16%	16	98	
	Science	67%	66	33%	33	99	
5th	Math	74%	68	26%	24	92	2018
	Reading	89%	81	11%	10	91	
6th	Math	78%	67	22%	19	86	2017
	Reading	94%	81	6%	5	86	
7th	Math	82%	73	18%	16	89	2016
	Reading	92%	82	7%	7	89	
8th	Math	72%	63	27%	24	87	2015
	Reading	90%	79	11%	9	88	
	Science	67%	59	33%	29	88	
10th	Math	58%	54	43%	40	94	2013
	Reading	79%	74	21%	20	94	
	Science	42%	39	58%	55	94	

AMO goals for AYP determination are 83%* for reading and 68%* for math.

* AMO's were to increase to 92% and 84% but D. Juneau appealed to remain.

The table below represents the test results for our subgroup of **special education students** given the assessment during this year's CRT:

Grade	Subject	Advanced/ Proficient	# of students	Nearing Proficient /Novice	# of students	Total Students	Class of
3rd	Math	-	-	-	-	7	2020
	Reading	-	-	-	-	7	
4th	Math	27%	6	73%	16	22	2019
	Reading	43%	9	58%	12	21	
	Science	41%	9	59%	13	22	
5th	Math	9%	1	91%	10	11	2018
	Reading	20%	2	80%	8	10	
6th	Math	-	-	-	-	7	2017
	Reading	-	-	-	-	7	
7th	Math	30%	3	70%	7	10	2016
	Reading	40%	4	60%	6	10	
8th	Math	8%	1	92%	11	12	2015
	Reading	46%	6	54%	7	13	
	Science	23%	3	77%	10	13	
10th	Math	8%	1	92%	12	13	2013
	Reading	31%	4	69%	9	13	
	Science	0%	0	100%	13	13	

The table below represents the test results for our subgroup of **economically disadvantaged students** given the assessment during this year's CRT:

Grade	Subject	Advanced/ Proficient	# of students	Nearing Proficient /Novice	# of students	Total Students	Class of
3rd	Math	57%	22	43%	17	39	2020
	Reading	92%	36	8%	3	39	
4th	Math	55%	27	44%	22	49	2019
	Reading	73%	35	27%	13	48	
	Science	53%	26	47%	23	49	
5th	Math	60%	28	40%	19	47	2018
	Reading	83%	38	18%	8	46	
6th	Math	70%	29	30%	12	41	2017
	Reading	90%	37	9%	4	41	
7th	Math	68%	20	43%	12	29	2016
	Reading	90%	26	10%	3	29	
8th	Math	59%	20	42%	14	34	2015
	Reading	80%	28	20%	7	35	
	Science	46%	16	54%	19	35	
10th	Math	42%	14	57%	19	33	2013
	Reading	62%	20	37%	12	33	
	Science	27%	9	72%	24	33	

* It is important to note that the students who fall into this subgroup have already been identified as learning differently from the general student population. All of these students have Individualized Education Plans to assist them in making educational gains throughout the school year. We as educators already know that it is not realistic to expect the same type of performance on this type of assessment.

**BUSINESS
OFFICE**

Mike Waterman

MEMO

TO: Lewistown Board of Trustees

FROM: Mike Waterman, Business Manager

DATE: June 1, 2011

SUBJECT: ANNUAL REPORT

“Change” remained the primary theme for the Business Office this year. Perhaps the biggest change was the loss of one FTE in the business office. Last June, the Business Office Secretary retired from the District. Due to our ongoing budget issues and ongoing procedural improvements, we were able to eliminate that position.

Fortunately, the transition period was quite short and I believe our operation improved as the result of it. With this reduction, we have reduced the Business Office staff from 4 FTE to 2.5 FTE (38%) since 2007. These FTE reductions save taxpayers about \$66,000 per year. In that same time period, our audits have improved dramatically. These improvements obviously testify to the dedication, initiative, and professionalism of the Central Office staff.

Despite our leaner staffing model, the Business Office made several noteworthy improvements during 2010-2011. Many of these accomplishments are continuations from last year, as we forged ahead with several long-term projects. This year’s significant accomplishments include:

- Completed transitioning all classified employees to electronic time reporting.
- Completed implementing credit card purchasing procedures.
- Implemented a new Student Activity accounting system and procedures at Lewistown Junior High and Fergus High School.

We initiated each of these procedural changes with one goal in mind: to streamline our operations. While we did encounter some bumps in the road, I do believe each of these programs helped us toward that goal.

In last year’s annual report, I mentioned low morale in the Business Office. I believe we actually made improvements in this area this year. At least some of the improvement can be attributed to the reduction in office staff. Although the transition may have been stressful, it seems the leaner operation brought the remaining employees together as we all worked to mitigate the impacts of the change. It also alleviated some of the staff’s fear for their jobs.

Although we will always look for ways to improve our operation, I’m not aware of any large procedural changes looming on the horizon. As a result, our staff can settle into more of a routine which should further improve morale.

Goals for the Future:

Next year, I don't foresee lots of new changes. Rather, we will evaluate the new procedures to make sure they truly are working as we continue to look for ways to improve our operation. Our goal is to become more efficient while maintaining our current high level of accuracy.

My primary goals for the upcoming year include:

- Help get our principals and department supervisors comfortable with their budgets. In the past, budget monitoring has largely fallen on my position. 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.
- Cross train business office employees. As with all businesses, we need to make sure our positions aren't reliant on any one person. This goal is a long-term one, but we do need to start the process.
- Eliminate unneeded "junk". Over the years, the District has accumulated lots of *stuff* in storage units and district buildings. Much of this *stuff* will never be used again. As a result, we need to go through it to separate the usable items from the junk, liquidate what we can, and basically clean up our District. While this task is not necessarily limited to the Business Office, our department will take a leadership role in it.

Review of Board Objectives

When developing the Strategic Plan, the Board adopted several goals related to Fiscal Management and Responsibility. Some of these goals are complete; some are part of an ongoing process. 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 are aware of the need to streamline our operation. Many of the initial improvements have been made, and our focus at this point is to continually evaluate their effectiveness while looking for other ways to improve. This work is never done: we must always be on the lookout for other ways to streamline our processes.

OBJECTIVE 2

Objective: Seek ways, prior to January 1, 2010, to better involve staff in budget development.

Status: Ongoing. In the past, we utilized a zero-based budget process which required every employee to indicate their needs. This process had both benefits and drawbacks. The obvious benefit is that the

employees have a say in how the District's money is spent; the disadvantage of this system is that it took a *lot* of time.

This year, we modified that approach somewhat. In the current model, principals and supervisors evaluated their budgets and made changes and accommodations where necessary. This system seemed to work better than the zero-based version: it reduced some of the work, but still allowed us to craft a budget around employees' needs. I envision future systems to work more in this fashion.

I also see a need to get more information out to staff and the Board. As we approached this year's levy election, it became very apparent that much confusion exists regarding our budget. Next year, I plan to address that issue with more focused email communications and perhaps more budget overview meetings.

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 (2011).

Status: The conclusion of the 2011 legislature provides a good opportunity to evaluate our success in this area. Frankly, I don't believe we succeeded in this goal. As a result, we need to consider our position on this topic in advance of the 2013 session.

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: Ongoing. The District already 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.

OBJECTIVE 6

Objective: Need to have budget talks with projections early in the fall with an idea for retirement incentives, etc. by November 2009.

Status: Accomplished. The Board reviewed initial budget figures in November 2009. Early budget development remains a priority of the District.

OBJECTIVE 7

Objective: Have budget projections and potential cuts presented to the public before the School Election held in May of 2010.

Status: Accomplished.

As you can see, we have a lot on our plate in the Business Office. However, we have strong, competent employees, and I look forward to working through these challenges with them in the coming year. Please contact me with questions.

Mike Waterman
Business Manager/District Clerk

**CENTRAL
MONTANA
EDUCATION
CENTER**

Diane Oldenburg

CENTRAL MONTANA EDUCATION CENTER, 2010-2011

DIANE OLDENBURG, DIRECTOR

The Central Montana Education Center continues to serve area citizens with varied and diverse offerings from each of five departments, which resulted in 2,899 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 2010-2011 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.

Classes were held in conjunction with the American Heart Association, the Alberta Bair Theatre in Billings, District 6 HRDC, MSU-Fergus County Extension Service, Lewistown Master Gardeners, Kring's Greenhouse, CMR Wildlife Refuge, and the Pine Meadows Golf Course.

DRIVER EDUCATION

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

Two sessions of Driver Education was offered during June and July of 2010, along with our new offerings of sessions during Semester 1 and 2 at Fergus High School. The in-school sessions took place during seventh period of the school day. Students had to be fully enrolled at Fergus High School in order to participate in the in-school sessions, and received a quarter of a credit for successful completion of the course. We provided all students with a complete schedule of classroom dates and all behind-the-wheel appointments so their families could plan ahead. The students received this schedule several months prior to their Driver Education session start date. The School District Nurse gave all students a vision screening, prior to any behind-the-wheel experience.

The District continues to offer installment plans to parents who are unable to pay the \$280 fee in one payment. Approximately four to six families exercise the time payment option each session.

The amount of state reimbursement is still minimal and will contribute about \$75 per student for the 2010-2011 program year. 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 rising fuel and insurance costs.

ADULT BASIC EDUCATION (ABE) / GED PROGRAM

This program serves individuals who are in need of their GED 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, GED preparation, computer literacy, workplace skills, citizenship training, commercial and Montana drivers license assistance, and more to eligible adults, sixteen years of age or older, who are not enrolled in a traditional school setting. Students are able to work at their own pace and may start the program at anytime. Instruction is free of charge to participants.

ABE also serves the Nexus Treatment Center with our program and provided their 80 incarcerated men with educational assessments as part of their intake process. Sixteen of the men we served were successful in earning their GED diplomas. These men were given a full cap and gown graduation and the entire facility celebrated their accomplishment.

I serve as the Chief GED Examiner for the six county area and our program successfully assisted thirty-eight people to receive their GED diploma this year. The District collaborated with local service organizations to provide GED Exam scholarships (\$55 each) for students in need of that monetary assistance.

The District employs three part-time instructors who prepare students individually with one-on-one instruction in their area of need. The two instructors at the Lewistown Adult Learning Center and the instructor at the Roundup Adult Learning Center offer classes three days per week from August through June. Recruitment of the general population, as well as a strong referral system between area human service agencies, provides a steady stream of clients.

My office is responsible for adult basic education, GED preparation, and job skills training 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.

Throughout the year, the ABLE staff and I attended several ABLE Program training sessions and meetings, the GED Examiner training workshop, the Montana Association of Adult and Community Education Conference, and we held bi-monthly in-service staff trainings.

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA (EOCM)

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, 190 courses were offered locally. Course work needed to complete general education core requirements, an Associate of Arts degree, an associate or bachelor's degree in Nursing, an associate or bachelor's degree in Business, as well as Masters level courses and continuing education for teachers was provided by MSU-Northern. Financial aid was available to assist qualified students.

Sixteen Registered Nurses graduated this May, for a total of 192 since 1998. The Pinning Ceremony for the graduating nurses was held in Lewistown. That 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.

Three students graduated with an Associate of Science Degree in Business Technology this spring. They all attended the cap and gown ceremony on campus.

Nineteen different types of professional training seminars and workshops were offered throughout the year with 759 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.

THE CONSTRUCTION ACADEMY

Seventeen juniors and seniors from three different area high schools enrolled and participated in the Construction Academy, and were job-ready in carpentry skills upon completion. The students completed a 1,400 square foot modular home with three bedrooms and two bathrooms.

The students also completed several other projects, including framing and pouring a concrete sidewalk at CMEC, finishing last year's modular home after it was delivered, repairing hail damage on two houses and replacing a hail-damaged roof, covering the foundation of the first home built by students, developing plans and material lists for two major projects, roofing the warming shed and bench shelter for the new ice rink, building sheds, mailbox stands, and sawhorses for Edgewood Building Supply, completing brochure racks and a kiosk for the CM Russell Wildlife Refuge, as well as constructing 42 lockers for the Nursing students at the Central Montana Education Center/ MSU-Northern Lewistown. All in all, it was a tremendously successful year for the instructor and the students!

**CENTRAL MONTANA EDUCATION CENTER (CMEC)
2010-2011**

ADULT EDUCATION

FALL 2010		WINTER 2011		SPRING 2011	
Classes Offered	27	Classes Offered	30	Classes Offered	33
Classes Held	24	Classes Held	25	Classes Held	29
Enrollment	419	Enrollment	334	Enrollment	347

TOTAL ADULT EDUCATION PARTICIPANTS: 1100

CONSTRUCTION ACADEMY PARTICIPANTS: 17

DRIVER EDUCATION

SUMMER 2010		FALL SEMESTER		SPRING SEMESTER	
Sessions	2	Sessions	1	Sessions	1
Enrollment	51	Enrollment	15	Enrollment	21

TOTAL DRIVER EDUCATION PARTICIPANTS: 87

ADULT BASIC EDUCATION/GED

ABE/GED:

Class Enrollment	112	(50—Lewistown, 35—Nexus, 27—Roundup)
Assessment Only	31	
Total GED Exams Given	85	
Math Placement	16	
English Placement	6	

TOTAL ABE/GED PARTICIPANTS: 250

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA

SUMMER SESSION 2010		FALL SEMESTER 2010		SPRING SEMESTER 2011	
Classes Offered	57	Classes Offered	70	Classes Offered	63
Classes Held	27	Classes Held	41	Classes Held	36
Enrollment	119	Enrollment	271	Enrollment	275

TOTAL ENROLLMENT, COLLEGE: 665

Number of classes offered: 190

Number of classes held: 104

COMP	2	CHEM/BIOL	4	PSYC	3	HUM	2
EDUC	12	ENGL	3	ART	2	LIT	3
NURS	35	HIST	2	WRIT	3	ECON	2
BUS	10	MATH	3	SPEECH	2	GPHY	1
SOC	2	EDPY	1	TSS	2	CSCI	1
NAS	3	MUS	2	ACCT	1		
CMSV	2	STAT	1				

SEMINARS & WORKSHOPS: 759

OTHER COLLEGE EXAMS PROCTORED : 21

TOTAL PARTICIPANTS SERVED BY CMEC FOR 2010-2011: 2899

CURRICULUM

Scott Dubbs

Lewistown Public Schools
2010-2011 Curriculum Annual Report



Submitted by:
Scott Dubbs, Curriculum Director

This school year proved to be a very ambitious one for curriculum development in the Lewistown Schools. While working on the social studies curriculum standards were a priority, there were actually no less than three curriculum leadership teams that met to discuss and review their curricular area during much of the school year. As you will see below, much was accomplished during the year with more left to work on for the upcoming year.

However, before I share the highlights of our work I would like to express my appreciation for the Board's ongoing support and desire for continued review and development of our curriculum standards. The priority given funding of our social studies adoption within the school budgeting process for this year was not only vital to that team's curricular adoption but also provided much needed resources for instruction within the classroom.

Also of note was the support and help of our District technology department for the creation of "Curriculum" folders on a server to enable access to and sharing of the many documents reviewed and used by members of each committee. Many of those documents were readings that we would have been unable to print out individually, so our folders really were a huge benefit for our teams. Additionally, the use of our new Google Docs site enabled our social studies leadership team in particular to add, delete and modify their standards in a fashion that was organized, clean and efficient. As a result, the team was able to quickly modify their standards this spring and present their work to the Board in May.

The following is a brief outline of the work of our curriculum leadership teams:

Social Studies Curriculum - The social studies leadership team worked long and hard during the 2010-2011 school year to come together and complete the review and adoption portion of their curricular work. Team members included teachers: Beau Wright and Sandy Fox as co-leaders, Aaryn Bell, Brad Breidenbach, Darcy Zanto, Germaine Stivers, Greg Lucotch, Jennifer Jensen, Kyle Carlisle, Mary Kynett, Newell Roche, Patricia Giedd, Sandy Armstad, Teresa Stokken, principal Tim Majerus and Board member Jennifer Granot.

The team was originally scheduled to start their process a couple of years ago but they were moved back a couple of times in our process as adoption funding was lost in the budgeting process. However the social studies team did have a preliminary meeting with Mr. Moffatt last spring and were given tasks to have ready for this school year. We started our work in October with a bit of reorganization then a discussion of our timeline and selection of new team leaders. Structure and process were discussed, as were our use of our new social studies curriculum folder, team communications, and the development of team goals.

The leadership team met formally as a full committee each month to review our assigned readings, discuss our tasks and come to a consensus on different aspects of our work. As the Office of

Public Instruction (OPI) content standards had not changed for social studies, team discussions focused on national standards leading to in depth conversations about what our curriculum standards were, and how our standards fit within those national guidelines. In addition, the discussions led to a look at how our curriculum topics fit vertically and geographically by grade level for each of our students. The team was then able to compare and contrast our standards with the work of several other Montana schools.

In January our focus shifted to individual classroom essentials and an overall social studies needs list was initiated to document the resources needed for each classroom or grade level. That process also included textbook reviews and adoption materials. Later in the spring, a visitation team traveled to the Bozeman Schools to look at their team's work and several grade level meetings were held to finalize our adoption recommendations. We also refocused team efforts on updating our curriculum standards which led to developing a working set of documents that team members and other teachers could use and modify over time.

On a personal note, I would like to mention that this leadership team did a great job of looking outside of the box to improve their standards and classroom social studies instruction. During adoption several grade levels selected new textbook sets (as they had in the past) and others focused on providing their resource needs to help meet benchmarked goals. In the junior high and high school priority was given to online texts and resources as they developed new social studies computer mini-labs within their classrooms.

Next for the social studies leadership team will be a year of implementation, along with a review of their essential learnings, assessment development and needed professional development.

Technology Curriculum – Like social studies, the technology leadership team started some of their work last year with the goal of addressing OPI technology assessment expectations. The team met monthly and members included team leader Michelle Trafton and teachers: Sandy Fox, Barb Fradley, Jeff Friesen, Brad Breidenbach; Germaine Stivers, Pat Giedd, Beth Kirsch, Lynn Lensing, Suzy Flentie, Devney Welsh, Bruce Marsden and Diane Lewis. Additional members included myself and District's technology department members Pat Weichel, Lynne Klippense and Terry Lankutis.

In addition to the curriculum review and adoption process, the technology curriculum leadership team is a bit different than most curriculum teams, in that its work also includes technology support across the curriculum. As a result, the team has an additional set of priorities and tasks to address. These other tasks include supporting the schools' overall technology plan and improving how teachers use technology tools within each curricular area, and technology use within the school district itself.

As a part of this additional expectation, the team helps provide professional development for District staff. Early on this year, one of the team's responsibilities was the development of our January PIR on Technology. The team selected our topics and also arranged for our main presenters (Montana's Teacher of the Year Paul Anderson from Bozeman and Great Falls technology leader Katie Kotynski). They also provided many additional instructors and numerous sectionals for what became a highly successful PIR training on January 17th.

Tied to that in-service, the leadership team this spring supported additional follow-up staff trainings on how to use Flip video cameras and iPevo document cameras for instruction. During that process, they opened a door with our teaching staff to discuss what is, and isn't, working technology-wise in classrooms within the district. The team also surveyed their buildings to understand barriers encountered using digital content in the classroom. The leadership team also provided input and support for the technology department's move to Google Mail, Google Calendars and Google Docs.

From a more traditional curricular perspective the team had focused discussions on how to best provide our Keyboarding instruction. The recommendation to the District is that we should maintain our Keyboarding instructor and to tying it to another position within each elementary building. Additional options for Keyboarding instruction were shared with several options left to be decided. The leadership team also came to a consensus that as a District we should participate in Simple Assessment's Student Proficiency in Technology exam with our students in grades 5, 6 and 7 this spring. Data from that assessment is to be used to help the team determine which curricular benchmarks should be priorities when the Technology Curriculum Standards are revised next school year.

Preliminary comparisons of our curriculum standards with other schools were discussed and will continue into next fall. Like the social studies leadership team there are very few resources and direction for this curricular area from the Office of Public Instruction. As a result, the team used readings provided which may provide some direction in determining curricular changes. Likewise comparing our standards to the International Society for Technology Education standards and student performance indicators will be of benefit. The team's goal of meeting one last time to focus on grade level curriculum standard updating during the last week of April or in May was not realized, so will be initiated once school gets started in the fall.

Science Curriculum – The science curriculum leadership team has been working for several years to complete their work. Their review process started three years ago but has run into several road blocks as they attempted to incorporate changes that were forthcoming from the Office of Public Instruction. The team had previously completed their materials adoption and were near completion of their curriculum standards. Team members included teachers: Justin Guyer (leader); Laura Gilskey; Gina Armstrong; Polly Weichel; Charley Karinen; Carolyn Shields; Jill Reed; Jeff Russell; Steve Paulson; Suzy Flentie; Mike Mangold; Linda Rinaldi; and Gary Gebert; along with myself and Board member Mary Schelle.

The primary goal for the leadership team this year was to match our curriculum standards with those proposed by OPI for science. During the last school year OPI representatives Katie Burke and Kris Goyins helped the team complete the Surveys of Intended Curriculum to help align our science standards with the state's Essential Learning Expectations. It was originally hoped that the team's task would be completed early in the year as most of the revisions appeared to be ready. However, in attempting to make their standards more useful for staff the team chose to incorporate a new format and template in use by the Bozeman Schools. That template more readily reflects the direction our team is taking in their standards, alignment and inquiry goals. However the change proved to be more difficult and time consuming than originally planned. As a result, the leadership team worked several long and arduous days to incorporate much of their work into this new standards template.

The team's goal was to have their documents ready for Board approval in the spring, but I was not able to bring everything together before the end of the school year. Therefore that goal was not achieved. It is hoped that the compilation work can be completed this summer and brought forward to the team for their final approval in September. Recommendations from the committee would come to the Board of Trustees following that process.

Additional Work – Each of our District's Curriculum Teams met this past fall to help plan their work for the future. Our Kindergarten team met quarterly during the past year under the direction and support of their principal, Matt Lewis. One goal of their meetings was to connect and coordinate instruction across all kindergarten classrooms to meet district curricular and instructional goals. Central to that goal was the development of a local mapping tool to help them work with OPI's new Full-Time Kindergarten Curriculum Standards and Guidelines.

In addition to the work mentioned in the previous sections, next year will be another daunting one for curriculum in the Lewistown Schools. We will have many teams working to review, upgrade and adopt their curriculum standards. Leadership teams to be directly involved in this process include ones that work with the many Vocational Curriculum standards, Fine Arts Curriculum standards, Health Enhancement & Life Performance standards, and Library Media standards.

MAINTENANCE

Paul Stengel

◇ Maintenance Program Summary – 2010-2011

The Lewistown Public Schools Maintenance Department has had another productive year. The department has continued our preventive maintenance program. Several minor improvement projects were completed by the maintenance staff. These included remodeling work in the Fergus High School, moving furniture, grounds work, plumbing repairs, minor roof repairs at all buildings, working new HVAC systems problems, and replacement of old ballasts in several locations.

Custodial operations have continued without any changes in scope or procedures. The Maintenance department experienced two retirements (Ken Martin – Head Custodian at FHS and Clyde Retterer – Custodian at Garfield Elementary) plus several staff shortages at the high school.

Contracted services continue to be used for numerous repair and maintenance activities, and for major improvement projects.

Highlights this year have included:

Flooring replacement @ several buildings	\$11,928
Misc. Painting	\$3,000
New HVAC Systems @ 3 elementary buildings	\$1,900,000
Resealed & re-painted track	\$17,280
Replaced Hypalon section of roof @ FHS	\$32,150
Replaced front entryway @ FHS	\$45,693
Up-graded boiler controls @ Lincoln	\$2,900
New master clock @ FHS	\$14,280

Goals for the remainder of the year include:

Painting & flooring @ several buildings
Repair asphalt @ FHS
Pave Remainder of Teacher's lot @ FHS
Install 11 new reheat coils in basement of FHS
Install new elevator @ LJHS
Replace roof on Lincoln

Future goals include:

Maintain/Increase budget for maintenance and operations
Continue to push for planning process for District
Continue yearly improvements at all school sites
Continue Playspace improvements
Increase energy usage reduction projects

**SCHOOL
FOOD
SERVICE**

Cindy Giese

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



ANNUAL REPORT 2010-2011

The 2010-2011 school year was filled with change for School Food Service, as well as the district, and a general increase in meal participation. The two changes that impacted us the most were the change to the Infinite Campus program for handling our participation, meal accounts and the processing of the free and reduced meal applications and the loss of the Business Office secretary where our record keeping and state reporting occurred. Our committed staff, contracted and substitute, faced these challenges with determination and a positive attitude and made it the best possible situation for staff and students. Working as we do within all six of the district buildings, communication and cooperation are an ongoing challenge but essential to the success of Food Service and we try very hard to accomplish our goal of feeding children and promoting good nutrition while adapting to each building's diverse and varied needs and timeframe. Thanks to the administration and staff of these buildings along with Maintenance, Transportation, and Central Office for their assistance and cooperation to School Food Service and its role within the district.

PARTICIPATION

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

Breakfast

- Student participation increased by 1048 meals. We attribute this increase, in part, to the fact that the state of the national economy reached Montana and our local families are finding assistance through the district meal program. Eighty percent of our breakfast participants are from families that qualify for the free and reduced meal program. Lewistown Public Schools qualifies for the Severe Need Reimbursement level for breakfast due to the level of free and reduced participation in our lunch program from past years at each of our schools except Lewis & Clark. This is an under used source of income for our program so we are continually working toward an increase in participation.
- We will be working with all schools' administration and teaching staff to educate students and parents on the value of breakfast and the fact that it is available at school each day. Team Nutrition out of MSU-Bozeman will include us in a pilot program to increase advertising about the breakfast program.
- 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 goal for the coming school year is to gain more daily participation and establish more cooperation within the buildings.

Lunch

- Student participation was up by 641 student lunches while the percentage of student participation remained at 63%. This occurred with an average drop in enrollment of 9 students. While participation remained relatively stable in all buildings an increase in the

number of free and reduced students participating in the school meal program rose by 3% to an overall district number of 50%.

- An observation about the increase in participation and the number of free and reduced students correlates with our economic times. We believe that our families are seeing the value in school meals by the quality and nutritional value that is gained in meals at school and the corresponding price that is paid and the assistance that it provides.
- The Food Service protocols initiated last year 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.
- Paid adult lunches went down by 233 over the previous year. Earned adult lunches, however, rose by 151 meals; we believe this increase was due to offering our two principals that were responsible for two buildings an earned meal to assist their travel.
- 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.
- The grab 'n go lunches provided at the Junior High and Fergus High have proved to be a successful option for those students who have other events scheduled during the lunch time or want a lighter fare than the hot lunch line offers. These same choices are offered to elementary teachers upon request and have proved a very favorable option for them.
- The number of daily earned lunches provided to adults was 3094 amounting to \$11,138.40 of support to the district. School Food Service greatly appreciates the staff supervision of students during the lunch period at each school.
- School Food Service again 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 once a month and were provided an "earned" lunch so they could spend the lunch time with these younger students. It proved a very successful venture and will be continued next year.

Ala Carte

- Statistics show that our ala carte choices have proven successful with an increase in total 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. As in our regular lines, we look toward providing more fresh and/or homemade products through the use of fruits, vegetables, whole grains, and low fat foods with more fiber and less sugar content. Our goal is to provide great food in all of our cafeterias so as to feed more kids at school.

CATERING

- The value in dollars from this facet of our operation amounted to approximately \$16,600. Part of this amount (\$1341.00) was the total value of food/services provided for in-district events such as cookies for conferences, meals for committee meetings, principal requests, etc. that School Food was not reimbursed for directly.
- We served various divisions of the school district at staff meetings, special events, student functions, and fundraisers. We also assisted student activities and classroom teachers by ordering and/or furnishing food and supplies for their events.

EQUIPMENT

The care, upkeep and replacement of equipment are an ongoing challenge in our daily routine. With the assistance of our maintenance department we are generally able to keep abreast of the minor repairs to equipment that we need to operate. Our additional walk-in freezer has greatly improved our daily operation as well as enable us to order/buy and store frozen commodities and products more efficiently. This one purchase has made it a much safer work environment for our staff and lessened the amount of work time in the freezer environment for meal preparation.

We did replace our hot transport carts this year and this has proved safer for our food, the driver that transports them and our staff that uses and cleans them. We still need to invest in more commercial equipment as some of the current “home kitchen” pieces are not able to handle the safety regulations and demand of increased participation. At the Central Kitchen we have pieces that we cannot find replacement parts for and that do not meet current safety regulations. As with all other aspects in our district, the lack of funding is making it near to impossible to upgrade our equipment and facility to make it more efficient and safer for everyone.

To insure that some of our equipment is maintained on a professional level (hopefully for longevity and efficiency) and to lessen the demand on the school district’s maintenance staff, we have begun using other vendors to handle some of these duties. These include Universal Heating and Cooling, Gary Brink, Inc., and Ecolab. We anticipate that these changes will be cost effective for our operation over the long term.

The move to Infinite Campus for our accounting and application processing has proved to be successful. 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. We still have things to learn about this huge program but we feel confident that we have the hard parts under our belt and can work this year toward establishing several routine protocols. We also are making use of the online payment feature and the automatic messaging system to further alert parents to the status of their student’s meal account balances. This has helped in reducing the number of negative balances and NSF checks.

EDUCATION

- Regular opportunities for reaching students and parents come in the form of the monthly menus, K-8 newsletters, posters, and classroom visits. The district website has provided yet another means of promoting our program. For the coming year, we will further reduce the amount of paper by publishing information to parents via the website instead of providing it on paper.
- School Food Service will continue to promote the message that nutrition is closely linked to student performance and behavior. The preventive method of teaching and modeling good nutrition habits could be far more effective in improving performance and behavior than dealing with poor results in both areas.
- Our new federal mandates from the Healthy, Hunger-Free Child Nutrition Act will provide us with more and different challenges as far as portions, required foods, nutrition levels, serving style and budgeting for the increases.

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

SAFETY

- As an ongoing effort to comply with our HACCP policy which is a mandated food safety plan, we will again try to get all of our staff trained in a four-hour class held during the October break. We are unable to do any kind of mass training during regular school hours as we have people at work from 4:30 a.m. until 3:30 p.m. so our staff “gives up” some break time for training. This shows commitment to the health and safety of our students and staff by Food Service employees and should be commended.
- Our newest employees are required to attend the 8-hour ServSafe class as stated in their work agreements during the first half of the school year. With the budget cuts that had to be made this might not occur.
- 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 two sanitation inspections (as required by the HACCP policy) at each of our six kitchens without any “findings”. The comment from our local sanitarian was that school kitchens are the best in town and he was highly complimentary of our efforts.

PERSONNEL

- Two of our staff changes occurred at Garfield this year. The long term sub position employed mainly to help students out in the cafeteria and manage extra serving duties was filled by three people this year. The changes occurred because of health concerns. One of our servers left due to maternity leave and a new person was hired in January. Highland Park experienced one changeover in the cafeteria position for a different reason and we then extended the contract of one of our regular employees to include the work at Highland Park.
- We had a resignation from an afternoon kitchen aide at the Central Kitchen in October and that position was filled with substitutes until the new person hired at Garfield consented to work at the Central Kitchen also.
- Our loyal and committed staff does an excellent job of training new people so as to make our operation function at a top level of efficiency.
- We have three openings for fall and will be seeking applications in July.

Facing declining enrollment, increasing food costs, depreciating equipment, and new challenges with new regulation 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.

Cindy Giese, Director

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

SCHOOL FOOD SERVICE

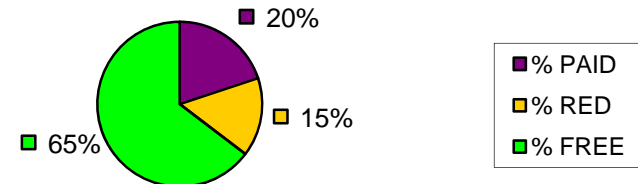
BREAKFAST PARTICIPATION DATA
2010-2011

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	720	0	0	0	0	2342	572	3634	0	21	21	3655	26	
October	679	0	0	0	0	1990	579	3248	0	23	23	3271	19	
November	556	0	0	0	0	1681	485	2722	0	16	16	2738	17	
December	488	0	0	0	0	1441	382	2311	0	22	22	2333	15	
January	566	0	0	0	0	1878	441	2885	0	26	26	2911	20	
February	565	0	0	0	0	1903	474	2942	0	30	30	2972	19	
March	751	0	0	0	0	2453	495	3699	0	30	30	3729	23	
April	566	0	0	0	0	2000	382	2948	0	17	17	2965	18	
May/June	670	0	0	0	0	2446	486	3602	0	29	29	3631	23	
TOTALS	5561	0	0	0	0	18134	4296	27991	0	214	214	28205	180	

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1181	140	12%	20%	16%	64%
October	1174	171	15%	21%	18%	61%
November	1179	160	14%	20%	18%	62%
December	1186	154	13%	21%	17%	62%
January	1186	144	12%	20%	15%	65%
February	1185	155	13%	19%	16%	65%
March	1185	161	14%	20%	13%	66%
April	1183	164	14%	19%	13%	68%
May/June	1182	157	13%	19%	13%	68%
AVERAGES	1182	156	13%	20%	15%	65%

Student Breakfast Participation



Participation at individual schools:	School	Percentage
	Highland Park	15%
	Garfield	16%
	Lewis & Clark	25%
	Junior High	13%
	Fergus High	5%

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

SCHOOL FOOD SERVICE

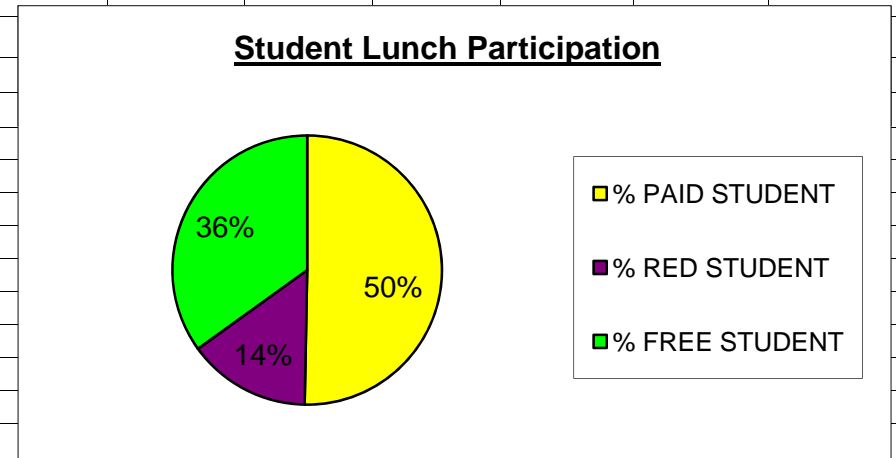
LUNCH PARTICIPATION DATA

2010-2011

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	9711	49	13	31	93	6748	2853	19405	400	516	916	20321	26
October	7029	38	15	20	73	4992	1932	14026	312	350	662	14688	19
November	6628	30	7	19	56	4430	1771	12885	285	402	687	13572	17
December	5726	25	8	26	59	4019	1607	11411	400	321	721	12132	15
January	7387	53	17	13	83	5562	2014	15046	333	477	810	15856	20
February	6852	33	20	23	76	5234	1923	14085	310	516	826	14911	19
March	8229	61	10	28	99	6344	2293	16965	389	521	910	17875	23
April	6596	25	6	40	71	4952	1830	13449	307	483	790	14239	18
May/June	8002	50	8	0	58	6066	2268	16394	358	522	880	17274	23
TOTALS	66160	364	104	200	668	48347	18491	133666	3094	4108	7202	140868	180

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1190	746	63%	50%	15%	35%
October	1174	738	63%	50%	14%	36%
November	1179	758	64%	52%	14%	35%
December	1186	761	64%	50%	14%	35%
January	1186	752	63%	49%	13%	37%
February	1185	741	63%	49%	14%	37%
March	1185	738	62%	49%	14%	38%
April	1183	747	63%	49%	14%	37%
May/June	1182	713	60%	49%	14%	37%
AVERAGES	1183	744	63%	50%	14%	36%



Participation at individual schools:	School	Percentage
	Highland Park	80%
	Garfield	76%
	Lewis & Clark	80%
	Junior High	80%
	Fergus High	28%

*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**

Wayne Chilcoat

**ANNUAL REPORT
SPECIAL EDUCATION SERVICES IN LEWISTOWN
WAYNE CHILCOAT, SPECIAL EDUCATION DIRECTOR
2010-2011**

Number of Students Receiving Special Education Services			
Year	Lewistown Elementary	Fergus High School	Total
2001-02	157	26	183
2002-03	155	46	201
2003-04	160	50	210
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
Averages	148	52	200

As reported last year, the number of special education students has dropped, but the number of students who are currently being served within the RTI (Response to Intervention) has not. Though RTI has been a factor in the reduction of identified special education students, there are some RTI students who will eventually have to be served in special education. One answer the school district will have to determine is: how long is a student served in the RTI process before they are referred for special education? RTI is meant to be a regular education process, yet in many districts the special education staff end up serving the majority of the RTI students as well as the special education students. This is brought on due to declining enrollment, diminishing budgets, and increasing demands, that necessitate the sharing of resources, using special education, Title 1, and classroom teachers, along with paraprofessionals, to build effective programs for all students.

Special and regular education are not separate parts of the educational system, they are both vital to Lewistown Public Schools efforts to truly improve instruction for all students. As most of the administrative team of Lewistown Public Schools now has one year at their respective schools, they have begun the process of bringing to focus both the special and regular education programs to best serve all the students of the Lewistown Public Schools. As enrollments decline, regular and special education are competing, more and more for available funds.

The School District is currently using their remaining American Recovery and Reinvestment Act (ARRA) monies to add an elevator to the Junior High. ARRA funds are part of additional funding provided to school districts via the Federal Government. They were provided, over the past two years, to help districts with the cost of delivering special education including: IEP services, supplies, equipment, professional development, and construction or alteration of facilities.

Special Education has continued to change with the times. Much of the teaching techniques once common to special education are now being used in regular education classrooms. Though funding of both regular and special education are often separate, what occurs educationally within their classrooms is for the good of all students.

TECHNOLOGY

Pat Weichel

Technology 2010-2011 Annual Report
 Patrick Weichel, Technology Specialist
 Lynne Wise, Technology Integration Specialist
 Terry Lankutis, Technology Support
 Todd Lark, Technology Support
 June 15, 2011



District Web Site: 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 on-line 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. During the course of the year we reorganized the site so that FHS has a separate Joomla database and theme. The split has helped with organization and simplification for end users. FHS Journalism students took up creating a lot of content for FHS. Joomla makes it very easy to keep the site content current and dynamic.

Site Statistics

Most Popular Articles	Created	Hits
Campus Portal	2008-02-26 06:40:17	29715
Lewistown Public Schools - Board	2007-11-19 04:02:43	8436
Lincoln Administration	2008-03-31 02:07:28	5585
Staff Resources	2009-12-17 13:28:17	5347
Lewis and Clark	2008-03-20 06:52:13	4023
Fergus High Homepage	2008-09-19 02:09:02	3726
Highland Park Elementary	2007-10-31 03:31:17	3712
Garfield Elementary	2007-11-26 06:54:23	3543
K-8 Libraries	2008-03-20 06:52:43	3273
2010-2011 School Calendar Available	2009-01-29 05:12:47	2908

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. Integrating Campus Food Service and Campus Messenger took place during summer 2010 for launch at the beginning of the 2010-11 school year. Campus Food Service replaced the CSA Meal Program as the lunch line system at all schools. Parents now have access to student meal consumption information as well as account balances via the parent portal. We also implemented online credit card / check card payment of lunch accounts and other school fees. During the spring months when on-line payments had really taken off, it was collecting approximately \$2000 / month towards lunch accounts. Campus Messenger allows the district to “mass dial” parents (and students who have their own phone listed in the system). It is used daily for low lunch balance and attendance calls, and is also used for emergency notifications, bus route changes, and general district announcements.

Staff, parent and student access is available from any internet connected computer.

0420 Lewistown K-8 & Fergus High District Generated on 06/24/2011 09:04:06 AM Page 1 of 1	Portal Usage Summary Report Start Date: 8/1/2010 End Date: 06/24/2011 School Year: 2011
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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	1272	1267 99.61%	32600	696	423	667 52.44%	8842	189		
Care	3	3 100.00%	0	0	0	0 0.00%	0	0		
KF	89	87 97.75%	0	0	33	33 37.08%	912	20		
PK	16	15 93.75%	0	0	4	5 31.25%	5	1		
01	79	79 100.00%	0	0	23	23 29.11%	457	10		
02	105	105 100.00%	99	3	33	35 33.33%	388	9		
03	85	85 100.00%	65	2	31	31 36.47%	760	17		
04	105	105 100.00%	106	3	49	51 48.57%	1533	33		
05	97	97 100.00%	104	3	55	54 55.67%	1356	29		
06	95	95 100.00%	131	3	54	51 53.68%	1231	27		
07	95	95 100.00%	12792	273	65	61 64.21%	2200	47		
08	101	101 100.00%	2774	60	66	62 61.39%	1353	29		
09	125	125 100.00%	4723	101	86	86 68.80%	2398	52		
10	108	107 99.07%	4450	95	65	63 58.33%	2208	48		
11	112	112 100.00%	4478	96	86	78 69.64%	1087	24		
12	106	105 99.06%	4761	102	67	67 63.21%	1290	28		

E-rate funding: The district again participated in the Federal Universal Services Fund or “E-rate.” The district received a benefit of \$34,651.29 in discounts on the Internet connection, long distance, and local telephone services for the 2010-2011 school year.

Email / Google Apps: Faced with the prospect of needing to replace our Microsoft Exchange email server, we choose to switch the districts 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, the system has run smoothly. The greatest increase in functional use for the district has been the wide-spread adoption of web-enabled calendars. While we could have done many of the same things with the old system, use of electronic calendars have 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 7-12 have accounts for use with Google Docs, which do not currently include the email services.

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 Bus Barn are to be added during the summer of 2011. The highest traffic areas: Lincoln, FHS, and LJHS will be upgraded from 10 mbs circuits to 100 mbs circuits during summer 2011. The new fiber connections have proven to be far more reliable and of greater capacity than the aging wireless backbone.

Content Filtering: As required by the FCC for participation in E-rate, our district complies with CIPA, the Children’s Internet Protection Act. We continue to use Open Source (i.e. free) web content filtering software, Smoothwall with Dansguardian, to ensure Federal compliance and protect our networks. Content filtering is one of the most contentious issues that we face as a department. The current solution works very well, but is not as flexible as other commercial products. However, the savings to the district are substantial. Comparable commercial filtering products have been reviewed. Costs are typically over \$5000 annually.

The current solution includes the ability for staff to request that a blocked web site be opened, and we provide a solution for staff to bypass the filtering to access any site.

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	4
Highland Park	4
Lewis and Clark	4
Junior High	26
Fergus High	45

Junior High also received a new laptop lab of 22 machines. Levy funds currently sustain replacement of laptop labs annually at the four K-8 buildings in turn.

Virtualization: 2010-11 saw our department take on server virtualization as a primary means of upgrading hardware for our servers. Using virtualization our servers become hardware independent, so that upgrading the underlying hardware is much simpler. Another benefit is the ability to run more than one server on the same hardware, which leads to some energy savings.

Computer Labs: In addition to the laptop labs, all three elementary schools have fixed computer labs. With the replacement of the laptop lab at the Junior High, the original laptop lab was re-configured and used to replace the computer lab at Highland Park. The benefit is that the laptops coming into the lab are more capable machines than the desktops they replace and they can be kept plugged into AC power eliminating the need to replace expensive batteries.

2010-2011 Trouble Tickets responded to in Lewistown Public Schools: 999

2010-2011 Annual Report of Technology Integration and Training Activities – Lynne Wise-Klippenes

Technology integration and support was intertwined into both teacher and classroom instruction and learning as it has been done previously. PIR days, staff meeting times and after school grade-level meetings as well as individual time was spent training staff and then assisting them in the application of the learning. A continued combination of direct instruction to the students via project-based learning in the classroom and direct instruction of the staff in using technology tools and software was done throughout the year. Title II, Part D dollars were redirected this year thus no assessment was required for teachers or students by the state of Montana. Software changes and new staff required some retraining on grade-level software. This year MAPS Assessment continued to be given across the district which required downloading of testing materials three times during the school year and uploading of student data to NWEA so it could be downloaded for assessments. There seemed to be more issues with students corrupting their testing file which required downloading student data again. This increased the total testing time as teachers had to contact technology to redo the student folders which cleared the current assessment and then they had to begin the testing of those students again. Thus the addition of MAPS Assessment time continues to reduce instructional time and teachers thus struggled with completing technology integration projects that had been established. This was especially true at the 4th grade level where much assessment occurs and the requirements make time constraints difficult. Technology projects are being completed at all grade levels integrated into the core curriculum, but evaluation of missing and weak areas are being examined. Photo story was used this year for the first time with all 6th graders through the library curriculum by having the students create a book trailer. An attempt was made to complete this same project using a Web 2.0 tool, but the numbers needing to upload content became such an issue that the students had to be redirected to using Photo Story. This year Mrs. Fradley and I also worked together to introduce the 5th graders to all the features in Gagle. Gagle now offers a cloud experience with online applications available and social networking possibilities. The next step will be to obtain the cooperation of the 6th grade teachers in using this tool in effective ways in the classroom. In order to emphasize cyber safety, all 8th graders took a look at the issues revolving around social networking sites like “Facebook.” They participated in a project via 8th grade English in which they used the web site www.myfakewall.com to construct a social networking site about a character from the literature book “The Outsiders”. The goal was to offer training in using a social networking site within the confines of the curriculum.

The following project work was completed by students and placed into the student technology portfolios by teachers or students in grades 1-6.

- 1st—letters of the alphabet in *Kid Pix*
- 2nd—habitat pictures and descriptions in *Kid Pix*
- 3rd—poetry document using *Microsoft Word* or Poetry slide-*Microsoft PowerPoint*
- 4th—document using *Microsoft Word*
- 5th—Document-Wax museum document, bibliography and title page with picture inserts and picture of them in costume- using *Microsoft Word* and online bibliography program
 - Keyboarding slideshow using *Microsoft PowerPoint*-was not completed because of no keyboarding instructor being hired this year.
- 6th—Famous Person Biography, bibliography, and title page-*Microsoft Word*
 - News slideshow using *Microsoft PowerPoint*
 - Book trailer using *Photo Story* to create short video

Teacher Training K-12: The training this year was directed at K-12. An entire PIR day was done in January with the technology department personnel completing many of the workshops for staff. Outside folk from other districts also acted as keynote speakers to get teachers excited about the possibilities of what could be accomplished in the classroom. From this PIR day some after school volunteer training times did occur. There were occasional individual trainings on site-based software such as Infinite Campus, Google Apps, Aplus, Think Central, or Kid Pix for interested and new staff members. Individual training and/or small group training is often the case with software used in a grade-level for a specific purpose. There will always be staff needing some refreshing of software that requires attention and support. Following is a breakdown of time spent this academic year.

Google Documents and G-mail became the location and provider for our district in January. The changes required software synching and training of all e-mail users in all buildings. Users had more storage space, document space and calendar possibilities than the exchange server offered. The ability to share documents in Google Docs became a way to do business even with the students. Hence all junior high students had gmail accounts created so they could use Google Documents which also required I spend time training students at LJHS.

Lexia Reading Program required a new version as we stepped up to Windows 7, installed and used this year at Garfield. Teachers responded well to the quick training in the fall with Julie Comes and Kathy Irwin acting as the in building management people.

Windows 7 was the new operating system for our new computers being deployed to teachers and students. We had two laptop labs with this operating system for the first time; one at Fergus and one at LJH. Some training resulted from these labs being put into place for student use.

Infinite Campus Training included both formal in-service training and informal training where the teachers went through the campus basics in searching for information, running reports and setting up and using their grade book and lesson planner. This is a focus at the beginning of the year with returning teachers setting up their grade book and lesson planner. Rolling over lesson planners with teachers for this new academic year started before school ever began in August. Review and further training continued with small group and individuals requesting assistance throughout the year, but increased in volume and need at the ending and beginning of quarters and the end of the year. Secretaries, administrators and other employees also were trained in Infinite Campus to meet their existing needs. New staff always require assistance as we start-up, begin and end quarters and semesters and complete the year. Unfortunately there are tasks that occur only once a year that seems to require retraining every year with all staff and updates bring changes to the software. Resource teachers at Garfield were new this year and wanted to use the campus grade book. Much dialogue had to occur to set-up these courses so the grade book was workable at the beginning of the year.

Time Clock Software also required a little assistance throughout the year for staff. Also additional installation was done throughout the year on specific student machines that aides found convenient for routine logging in and out of the time clock. There were some occasional issues with this software for which classified staff required assistance.

Social Studies Curriculum and Technology Curriculum met this year. The social studies curriculum team required some assistance in the technology hardware and software pieces of the curriculum. The 5th grade was working on a testing data base to correlate with the new curriculum as well. Thus there was training in Exam View and in using the CPS and the software associated with such hardware. The technology curriculum met monthly to examine possibilities for curriculum changes as well and I was part of this team. The work will continue throughout the next school year to get this curriculum aligned.

State Technology Grant Participation was requested from Region III by our school district when Denton determined the need to withdraw as an original grant participant. Hence Sandy Fox in 5th grade and Terri Daniels in 8th grade were both trained to be mentors to other classroom teachers in technology. They went through training themselves and then selected a mentee to work with within their own building. Extra work was taken on by these instructors to assist in the development of technology in their buildings. Each teacher received some technology hardware to be used as they participated. I acted as a coordinator between the Region III personnel and our instructors, meeting with both regarding purchases and classroom activities and discussion of ideas.

IPEVO cameras and FlipVideo Cameras were purchased by the curriculum director and building principals so teachers had document cameras and Flip Video Cameras available for use after the PIR training. This purchase brought further small group and individual training and assistance as issues arose regarding these additional devices.

MOBI Training was completed in grade-level groups with ideas and web pages that might work for the grade level receiving the training. Most teachers were comfortable with their MOBI's by the end of the school year.

Microsoft Office requires continual training of features found in Word, Publisher, Excel and Power Point at all levels. As features change, are redesigned or staff members grow to be comfortable with using a program in greater detail then training occurs. This is typically small groups and related to student assignments and communication needs.

Networking Information Training is also part of necessary work with staff so they understand completing back-ups, student and staff file sharing, transfer and storage, standardized desktops and dealing with failing hardware.

IPad and iPods as well as other hand held portable devices have created much discussion in our department. As these devices are student-owned and yet offer educational uses, much conversation regarding management and use has ensued. At this point where this will lead is yet to be determined, but for this year the Public Networks were established at Fergus, LJH, and Lincoln to allow some use of these items. This has alleviated many calls and e-mail requests by subs, students and visitors in the building who need internet access for their personal devices.

Regional Technology: Responding to a need for quality consistent technical support for school districts in surrounding communities, Lewistown Public Schools began to offer technical support on a contract basis during 2005-2006. Schools supported include: Judith Gap, Grass Range, Roy, Winifred, Ayers, Deerfield, Spring Creek, and King Colonies. In 2008-09 Stanford and Hobson Schools joined our network. Increases in this service area and the formalization of support contracts led to the hiring of Terry Lankutis and Todd Lark as additional support staff for the technology department in the spring of 2008. Each school enjoys the benefit of regular visits at least every other week, as well as pro-active network monitoring, bench work and phone support from our office here in Lewistown.

Regional Highlights - 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 (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 2010. This was bolstered by the implementation and training of open source software, such as GIMP (a photo editing program), many Google Apps, Audacity (a sound editing program), and ALICE (a java script programming program) that 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 were also able to develop another two new websites this year which opened the doors of modernity to teachers, students, and their communities. The community buy-in and subsequent support of the schools has been phenomenal. We utilized Joomla as we do in our district for these projects. The next project is to get everyone on the Google Apps cloud as we have found so much success in our district. We have already successfully implemented this in Stanford.

With almost eleven 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 11 tech-infused trainings for PIR days for 2010-2011 and have already scheduled 6 for the upcoming school year (with more to come) as our cooperative schools continue to strive in the technological world. 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.

TITLE I

Scott Dubbs

Lewistown Public Schools
2010-2011 Title I Annual Report



Submitted by:
Scott Dubbs, Curriculum Director

As most readers know, the Lewistown Public Schools are a Title I Schoolwide District for the first time this year. The benefits of a Schoolwide District are many but truly come down to our District committing to providing of an education program that is seamless in how funding is allocated, and how students are worked with across the school. The lion's share of the work to qualify for a Schoolwide District occurred a couple of years ago, when this program was in the capable hands of Sharon Redfern.

The purpose of a Schoolwide Title I District is to implement comprehensive improvement strategies throughout an entire school 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.

Professional development through No Child Left Behind (NCLB) requirements with Title I funding was tied directly to our reform strategies existing within the District. Our primary focus we were engaged in over the year was tied to becoming stronger Response to Intervention (RTI) schools in our three elementary buildings and also in the Junior High. The trainings were primarily geared to helping staff restructure their work to help provide interventions with Tier II and even Tier III students in the areas of mathematics and reading. Other similar efforts included work with our DIBELS and Corrective Math programs within individual buildings.

A second focus of our Title I professional development was in the area of improving classroom instruction. Those efforts included providing various trainings on developing new teacher skills for the classroom or additional supports to make the classroom more engaging or connected for students.

A list of District-wide trainings included:

- "Motivating Hard to Reach Uninterested and Disruptive Students," put on by Allen Mendler in Billings. We sent a dozen staff members across the District to attend this nationally recognized workshop. The training focused on helping staff connect with students and guide student learning.

- “Montana Behavior Initiative” in Bozeman. LPS allowed a dozen staff members across the District to attend summer trainings for a week in June. Much of the trainings were directly related to our RTI efforts or were directed at improving classroom instruction and school climate efforts. MBI brings together many trainings by grade level or position. They are centered around the multi-tiered approach used by RTI and MBI both and encourage schools to develop strong teams to lead those efforts. Interventions for positive behavioral systems and academics are also provided.
- “Spring-time in the Rockies” at Canyon Ferry in April. Six staff members attended this technology related training to help provide leadership level trainings to improve the technology restructuring efforts already in progress at Lewis & Clark and the Junior High.
- “State 2011 Title I Conference” in Helena. Three staff members attended this leadership conference which focused on the many aspects of Title I services provided at the school level.
- “Why They Do What They Do” was held in Lewistown by Intermountain. Intermountain was formerly called Intermountain Children’s Home and this training on how understanding brain development can lead to greater empathy for children. It was attended by three staff members.
- “State 2011 Assessment Conference” was also sponsored by the Office of Public Instruction and Measured Progress. It was held in Billings in January, and was focused on administration of MontCAS Assessments and the potential uses of the results. The conference was attended by five of our six staff assessment leaders.
- “LPS Technology PIR” in January was a District-wide professional development option for all District staff. Montana Teacher of the Year Candidate and National TOY Finalist Paul Anderson and Technology Specialist Katie Kotynski did a great job leading staff in this wonderful training that also included many sectionals provided by District staff.

Other efforts related to our Title I status included:

- Sending out the first letter in September to elementary parents explaining Supplemental Educational Services available from the state. The letter was a requirement of the Elementary District’s AYP status and actions mandated as a result of NCLB.
- Continued use of Odysseyware coursework in the high school. Odysseyware is most comparable to online coursework but is managed by high school staff to insure students that participate are working to our level of expectation in core and replacement courses.
- Extensive work on referral and placement of students in the elementary for math and reading. The Title teacher leaders in grades three through six worked long and hard to update a new school wide ranking system. Working with Mr. Weichel and myself using assessment information uploaded into Infinite Campus they were able to develop an easier to use electronic ranking of students by ability that would help insure student course placements and various other interventions were appropriate.

On a personal note, when it came to directing our Title I program this year there were many times when I came away impressed with the work of our instructional staff. My hope next year is to continue to become more aware of the many regulations and expectations we must make as a District and be more knowledgeable of our many multi-tiered interventions. Additionally, NCLB will continue to be in the back of our minds as our Title I efforts will be more and more directed by the corrective measures as a result of NCLB and our Elementary District’s AYP status.

TRANSPORTATION

Steve Klippenes

2010-2011 Annual Report

Transportation Department

Steve Klippenes, Director

June 20, 2011

During the 2010-2011 School Year staff/students traveled **134,966** miles in yellow buses and **60,596** miles in our activity buses.

The district acquired one new route bus this school year.

The Transportation Department continues to be responsible for the maintenance on fourteen yellow buses and five MCI activity buses, five Drivers Education vehicles, five Maintenance vehicles, the Hot Lunch Delivery Van, one Transportation Pickup and snowplow.

Our mechanics continued doing the maintenance on the Council on Aging buses and the CMLRCC vehicles.

The School to Work students are continuing to be transported this year in the Suburban instead of buses. This has proven to reduce the cost of transporting in yellow buses and there have been far less complaints from the public regarding buses “running around town all day”.

During this school year we have focused on enhanced safety of our students riding the school buses. This has been facilitated by increasing relevant information about the students to share with the bus drivers. Through a pro-active combined effort of the CMLRCC staff, the Technology staff and the Transportation staff we have been able to accomplish this goal.

Each bus now has a ridership list specific to the route which includes pertinent health and/or behavior information that may affect the safety of the student in the course of the bus ride. This information includes things like allergies, asthma, special needs and other relevant medical conditions. Understanding that information of this nature is confidential; we have developed a system of protecting the information as well as completed a training review on confidentiality requirements for the school bus drivers as employees of the School District.

The second phase of this project will be to include the “in-town” students that ride the school buses.

Lewistown Transportation Department organized and hosted the 5th Annual School Bus Driver Symposium in October of 2010. We were successful in providing a full ten hours of training for approximately twenty surrounding school districts which accounted for approximately one hundred and ten school bus drivers.

Assessing our Activity Trip Pay Policy continues to be an ongoing process. Generally speaking, the adjustments that have been made to date are proving to be equitable and have drastically reduced overtime pay. There were fewer complaints from the activity trip drivers this year in regards to the pay policy and the coaches are continuing to make good adjustments in complying with policy in regards to

'off duty' time as well as students not returning to the bus until departure time. The system is not yet perfected, however continues to improve. The driver rotation board is proving to be effective in regards to spreading the available trips out, as fairly as possible, amongst the eligible drivers.

Our department will 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 for 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.

The Transportation Department had a good year and with a larger than usual number of substitute drivers, handling the extra activity trips was much easier.

**2010-2011 ANNUAL REPORT
TRANSPORTATION DEPARTMENT**

BUS NUMBER	YEAR	MODEL	STARTING MILEAGE	ENDING MILEAGE	TOTAL
1	2006	International RE	60,612	67,126	6,514
2	2009	International RE	54,344	69,676	15,332
3	2006	International RE	101,343	118,569	17,226
4	2003	Bluebird All-Amer	114,883	117,815	2,932
5	2007	International IC RE	69,789	86,614	16,106
6	1999	Bluebird TC-2000	165,790	166,034	2,089
7	2005	International Conv	72,117	83,204	11,087
8	2006	International RE	48,175	55,754	7,579
9	2001	Bluebird Chev	142,804	156,353	13,549
10	2005	International RE	61,445	69,183	7,738
11	2002	Bluebird TC-2000	128,250	131,008	2,758
12	2009	International RE	32,420	43,563	11,143
13	2010	International RE	7,798	14,718	6,920
14	2007	International Conv	57,569	70,155	13,993
		TOTAL			134,966
Eagle 1	1974	MCI MC-8	315,608	318,671	3,063
Eagle 2	1997	MCI 102DL3	236,655	250,512	13,857
Eagle 3	1999	MCI 102DL3	34,084	52,648	18,564
Eagle 4	1996	MCI 102D3	194,417	215,907	21,490
Eagle 5	1982	MCI MC-9	67,295	70,917	3,622
		TOTAL			60,596
		SHOP TRUCKS			
	1978	Chevrolet 3/4 Ton	236,280	237,292	1,012
	1994	Chevrolet 3/4 Ton	111,963	115,765	3,802
		TOTAL			4,814

THE BOARD OF TRUSTEES OF LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

2010-2015 GOALS AND STRATEGIC OBJECTIVES

Lewistown Public Schools, as entrusted by the Lewistown Community, provides children with an accountable, high quality, rigorous education in a safe, nurturing environment; developing the full potential of each child and preparing them for lifelong success in their personal lives and careers, wherever they may be in the world.

Goal Area 1: Measurable Student Achievement

Statement of Intended Outcome, 2010-2015: *Lewistown Public Schools has developed an outstanding educational program that ensures that every student achieves the highest academic performance possible and has multiple opportunities to actively participate in both co-curricular and extra-curricular activities offered by our District. We use a multitude of measures to gauge student performance based on district-created progress goals. We adequately prepare students for their career/job choices and life choices. Our staff is highly supporting and enthusiastic about our differentiated approach to instruction.*

Strategic Objectives:

1. Response to Intervention (RTI) is embraced and consistently implemented by staff in every building in the district and is used to monitor and improve student achievement.
2. The District is consistent in each building in developing and implementing both curricula as well as intervention programs to insure student achievement and success.
3. The District has evaluated the high school graduation requirements and its processes for allowing deviation from the requirements for both college bound and vocation bound students.
4. The District is consistent at all levels in developing and implementing differentiated instruction techniques.

Goal Area 2: Facilities

Statement of Intended Outcome, 2010-2015: *Lewistown Public Schools has developed a state-of-the-art facilities program that meets the needs of our students and staff on a long-term basis. We have prioritized our facility needs and have a plan in place for resources necessary to achieve our facilities program. Our facilities program is fully supported by our community. In planning for our facilities, we have adequately addressed the issue of technology and incorporated that in to our facilities plan.*

Strategic Objectives:

1. Develop a comprehensive plan to address the District's building and facilities needs to insure our physical plant can effectively and efficiently address the needs of our students, staff and community for the next 20 years.
2. Secure community support and funding necessary to implement the comprehensive facilities plan.
3. Use gifting and fund-raising via the Central Montana Foundation to assure long-term funding for critical needs in our buildings and grounds.

Goal Area 3: Community / Parental Engagement

Statement of Intended Outcome, 2010-2015: *Lewistown Public Schools has created an environment of collaboration and transparency with families of students and with our community as a whole. Families of students are actively involved in their children's education. The community is highly engaged in helping provide the best education possible for our children. As a result of our community's and family's commitment to public education, we have established a collaborative approach to solving public education issues that includes our local legislators.*

Strategic Objectives:

1. Develop, implement and maintain a consistent, district-wide effort to involve parents and interested community members in our schools.
2. Implement an accepted and used communication system so that information can be shared quickly and effectively with parents and interested community members and to allow easy and effective communication from parents and interested community members with the Board, administration and district staff.
3. Implement a program whereby those parents and community members interested and willing to advocate for public schools with the legislature and state agencies are empowered to do so.

Goal Area 4: Technology

Statement of Intended Outcome, 2010-2015: *Lewistown Public Schools has developed a technology plan that incorporates regular upgrades of both hardware and software and training of staff on existing and new programs. We have successfully incorporated technology into our facilities and all aspects of our educational program in a methodical and effective manner that prepares our students for the real world. We have systems in place to ensure the safety of our students and compliance with District standards.*

Strategic Objectives:

1. Keep technology infrastructure current and sound (routers, switchers, servers, internet service and work stations). Continue to prevent problems and keep technology accessible (security, filtering, preventative updates).
2. Have implemented steps to leverage social networking and other technology to support better teaching and learning by expanding student-to-student and student-to-faculty connections for collaborating beyond the classroom.
3. Provide staff development to ensure that technology standards are implemented in classrooms district wide.
4. Develop and implement efforts to develop a consistent approach/philosophy by our staff to the use of technology in the classroom as an effective and proven learning tool.
5. Determine how the district should help educate parents about the ways their children use technology (in and out of school, for good and bad reasons).

Goal Area 5: Highly Qualified Staff

Statement of Intended Outcome, 2010-2015: *Lewistown Public Schools has developed a recruitment and retention program to ensure that the District hires and retains high quality, effective personnel. Our teachers and other staff have been provided professional development opportunities that directly correlate to the high academic standards set by the District. Our teachers and other staff have embraced the use of technology into all aspects of our educational programs. The staff shares the vision of the Board in providing differentiated educational programs in order to meet the needs of our students and in achieving the District's high academic standards.*

Strategic Objectives:

1. Implement a consistent, rigorous and fair assessment and evaluation process for staff that is understood and supported by administrators and staff.
2. Professional development is tailored to meet the needs of teachers, administrators, and staff. They are part of the planning and assessment of these opportunities.

Goal Area 6: Fiscal Management/Responsibility

Statement of Intended Outcome, 2010-2015: *Lewistown Public Schools has secured adequate, sustainable funding from the State and has developed a process to prioritize the financial resources that we have according to the educational goals set by the District. We have secured funding sources that are not earmarked for specific causes and have the discretion to determine where funds are needed in order to achieve our high standards and our goals. Through our community engagement initiative, our community understands our budgeting process, they support our schools and they understand our needs and the strategic direction of our District.*

Strategic Objectives:

1. 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.
2. Seek ways to better involve staff in budget development.
3. 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 (2011).
4. 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.
5. Conclude, prior to August 15, 2011, a review of the Strategic Plan's 1-5 year goals and objectives and insure they still represent appropriate and realistic milestones on our way to our 20-year vision.

School District #1 Mission Statement:

Excellence Today, Success Tomorrow

Core Values of the Lewistown Public Schools:

1. **High Standards:** Lewistown Public Schools upholds high standards and expectations for the Board, staff and students of the District. We strive to provide challenging curriculum taught by innovative leaders in the field of education, utilizing research-based curriculum and implementing best practices.
2. **Student-Centered:** The motivation for everything we do is based upon what is right and best for the children of our community. We ensure the development, well-being and education of students through a variety of academic and extracurricular activities. We assist students in overcoming challenges and help them celebrate their successes, all as part of a plan to maximize the potential of each student.
3. **Effective and Efficient Practices:** Lewistown Public Schools is committed to effective and efficient stewardship of our resources.
4. **Accountability:** Lewistown Public Schools is accountable for all that we do from fiscal management to the performance of students, staff, administration and the Board.
5. **Community Support:** Lewistown Public Schools understands that community support is vital, earned and continually renewed through consistent dedication to quality service. We believe the key to success is found through mutual engagement of the community and the schools, effective interaction between parents, students, staff, administrators, trustees and all elements of the Lewistown Community. We value the trust the community has invested in our public schools and we strive to earn and maintain that trust.
6. **Communication:** Lewistown Public Schools values effective and open communication with parents, students, staff, trustees and the community.