



**LEWISTOWN
PUBLIC
SCHOOLS
2008-2009
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	Sharon Redfern
Garfield Elementary School	John Moffatt
Lewis & Clark Elementary School	Matt Lewis
Lewistown Junior High School	Jerry Feller
Fergus High School	Scott Dubbs
Activities – Fergus High School	Tim Majerus
Activities – Lewistown Junior High	Jerry Feller
Assessment	Matt Lewis
Business Office	Mike Waterman
Central Montana Education Center	Diane Oldenburg
Curriculum	John Moffatt
Maintenance	Paul Stengel
School Food Service	Cindy Giese
Special Education	Dale Lambert
Technology	Pat Weichel
Transportation	Steve Klippenes

**HIGHLAND PARK
ELEMENTARY
SCHOOL**

Sharon Redfern

Highland Park Elementary
Annual Report
2008-2009
Sharon Redfern, Principal

Highland Park's vision and mission are reflected in the following school improvement goals. Our programs have been limited by a lack of adequate instructional space. Last year, the district embarked upon a journey to resolve physical plant/space issues in several buildings, and this has continued in 2008-09. Our hope is that this resolution will positively impact our programs, providing the necessary space for the district's youngest learners.

Highland Park 2008-09 Goals:

Goal #1: Promote and maintain a safe and nurturing learning environment.

Objective: Educate parents, teachers, and students on bullying issues.

Measurement: Reduced number of students who have office referrals, playground infractions, or counseling referrals for bullying or other inappropriate behaviors.

Goal #2: Promote and maintain a clean, safe and nurturing learning environment.

Objective: Prioritize a list of building improvements.

Measurement: Completion of projects which have been identified, prioritized, and presented to district maintenance personnel.

Goal #3: All students will demonstrate achievement in Math and Communication Arts.

Objective: Measure student growth in Communication Arts and Math.

Measurement: Adequate student progress will be measured through the use of frequent progress monitoring, Dibels testing scores, and Essential Learning assessments. Many instructional strategies and interventions have been utilized through the *Response to Intervention* process.

Following are highlights from this school year:

Highland Park's *Open House* was held the night before school began this year rather than after the start of school. We found that children were more relaxed on the first day of school because they had visited school the night before with their parents.

Much of our year was focused on implementing the Response to Intervention (RtI) model at Highland Park. Volunteering to lead Highland Park's RtI team were Gina Armstrong, Tara Murnion, and Rachel Stansberry. In addition, a core group of five additional staff members made up the Staff Assistance Team, offering insight and advice for other teachers in the RtI process. The process was greatly enhanced as Highland Park was awarded an Office of Public Instruction grant, providing advanced training for the core team. This knowledge was then disseminated among all of Highland Park's staff members and RtI procedures were implemented.

Throughout the year, specific interventions were utilized so that each child could experience success in literacy and mathematics. A referral to the Problem-Solving Team generated a school-wide system that allowed the student to be placed in an appropriate intervention group. Using monitor progress data, each student was observed to be sure that adequate progress was being made. If the student made good progress, this targeted instruction was continued; if not, the intervention was changed. Though time-consuming, the process worked very well and our students benefitted.

Professional development at the district level included opportunities to learn more about RtI as explained by Wayne Callender, and the value of *AimsWeb* tracking software for progress monitoring. Continuing information will need to be provided for Highland Park and all district-level staff.

The following data/interventions were in place at Highland Park for all students, with more targeted interventions implemented as needed:

Dibels testing, which is conducted three times each year by the Title I staff at Highland Park. This helped to identify students who were not making expected progress and/or had not yet achieved "benchmark" status.

Specific intervention groups, taught primarily by Resource and Title I staff, were formed based upon the needs of the learner.

Visual Phonics, providing a visual sign for letter/sounds.

Read Well, providing differentiated instruction for not only the readers who need to strengthen their skills, but also for the advanced reader who moves into enrichment reading options.

A+LS, a technology-based, skill-focused program. The District formed a committee that would help to review new software and replace this aging program. The committee chose to purchase the new version of A+LS. An advantage of the updated version is that it is appropriate for pre-K, Kindergarten, and First Grade students.

Title I, offers the first step as an additional intervention, providing targeted small group instruction in Reading and/or Mathematics.

Specific intervention groups, formed in response to student needs. These groups were taught primarily by the Title I and Resource staff. The groups were fluid in nature, designed to close skill gaps so as to allow students to experience success in the classroom.

Response to Intervention (continued)

My Sidewalks, the Intervention program which accompanies the Scott Foresman district-adopted reading text, was piloted for a small group of seven first grade students. My Sidewalks is a Tier II intervention; because of the success with first graders, it was implemented in Kindergarten, First, and Second Grade this year. Students benefited greatly from this intervention, and we saw phenomenal success with our Kindergarten students. Our goal is to expand the program even more in 2009-10.

After-school tutoring was an excellent intervention for a very limited number of students. If staff and funding are available, this program should be expanded so that more students are offered support throughout the school year.

Summer School, which provides extra time to maintain or increase student Reading or Mathematics skills. Now in its sixth year, our four-week, four days each week program was directed by three teachers and the Speech pathologist. For 2009, a district-wide schedule was set for three weeks in July. This will be of benefit for all of the district's students.

Good progress was made through academic interventions, and behavioral interventions began to be provided for students who could not make adequate progress because behavior impeded their learning. With the elimination of the *BEST* program, we have relied upon the *STAR* program for assistance with behavior. The addition of a behavior paraprofessional to the building was invaluable and allowed us to assist students whose behavior interfered with the learning process. Excellent results occurred.

School Improvement activities continue; this spring, Highland Park reviewed and revised our annual goals. These goals will provide direction for the 2009-10 school year.

Technology is utilized on a daily basis at Highland Park, both as an aid for student learning and as our student management software, grading, and reporting system. Teacher and administrator inservices have helped us become familiar with *Infinite Campus* and the software's capabilities. The Parent Portal has benefited parents and teachers as they communicate student progress. Because Highland Park's staff is so supportive of each other, teachers teaching teachers has helped to make this program viable.

To emphasize physical fitness and provide an activity break each day, the Jammin' Minute program was implemented. Each week, a short physical activity lesson was emailed to all staff. Classroom teachers used the lesson whenever appropriate during their day. Research indicates that physical activity can provide students with a more optimal learning experience, also being important in reducing childhood obesity.

Highland Park's Parent-Teacher Support Group is an invaluable asset. They sponsored the "Tall Trees," an assembly that supported the K-6 *Indian Education for All* program. This year, they have helped to provide fill for our play spaces, painted the playground in August, purchased Weekly Readers and Amazing Word charts for each classroom, and gave each teacher a classroom allowance. In addition, PTSG gave us water bottles for the *Make a Difference Walk*, and presented an afternoon filled with reading during our *I Love to Read* month. Officers were Loraine Day, chair; Tammie Eckhardt, Treasurer; and Bev Myers, Campbell's soup labels and Box Tops for Education chair. It would be difficult for us to provide our programs without PTSG's volunteers, who are every bit as valuable as their financial support.

Professional development opportunities were available to all staff at Highland Park throughout the year and in the summer in a continuing effort to implement best practice instructional strategies. Some of these included:

- ≈ All of Highland Park's instructional staff, including both certified and classified, received training in the *My Sidewalks* program.
- ≈ MASCD Textbook Fair
- ≈ Workshops, such as a *Read Well* refresher, effective read-alouds in the teaching of reading, positive behavioral supports
- ≈ MEA Convention
- ≈ Revising *Essential Learnings* for Communication Arts
- ≈ MAPHER Conference
- ≈ *Response to Intervention* training
- ≈ MBI training
- ≈ Science Curriculum Team
- ≈ *Infinite Campus* training (all staff)

Additionally, early releases continue to be an invaluable piece of our professional development program. The early release provides the time to discuss issues in depth as well as necessary follow-up time.

Volunteer parents and community members are so important to Highland Park. Eleven *America Reads* tutors provided one-to-one quality time for twenty first graders. The Lewistown Board of Trustees annual Roundtable provided the opportunity to share Highland Park's *Response to Intervention* model as well as the opportunity for Teacher-Board conversation and discussion.

A community-wide forum was held to explain the benefits of a Full-Time Kindergarten Program for our students. The Lewistown Public Schools' Board of Trustees voted to fully implement this program in 2009-2010, which will provide a wonderful opportunity for our young students. Two sections of full-day Kinder will be located at Highland Park and two sections will be located at Garfield.

Highland Park's Montana Behavioral Initiative (MBI) team meets monthly to discuss building-wide management concerns. Every year, two teachers attend the state M.B.I. training in June and help to provide leadership in our building. Lewistown Public Schools was the recipient of a state-wide training grant for MBI, and a core team was developed to receive this training. Highland Park benefited from this opportunity to review our MBI practices and to implement any needed changes. Our second graders continue to learn about the world of work and about service learning as they participate in the Meaningful Work program, dubbed Highland Park's Helping Hands (H.H.H.). Students have the opportunity to be an Office Assistant, Library Assistant, Flag Raiser, and Kitchen Assistant.

Our School Resource Officer, Rob Hartford, also visits with students about safety concerns and is a wonderful role model for our students. In addition, the START students from LJHS/FHS presented anti-bullying skits in all second grade classrooms.

A school-wide social skill is emphasized monthly with an accompanying "Manner of the Month" encouraged and reinforced by all staff throughout the school setting. This year, short video clips dealing with social skills were broadcast in all classrooms, providing a springboard for discussion about good citizenship. In addition, a recess reward was implemented for all students who were making good choices on the playground.

Highland Park's Make a Difference Day project focused on providing funds for the Lewistown Community Cupboard. In these hard economic times, our students were trying to give back to the Lewistown community. In addition to our students and staff, many parents joined us in walking the Fergus High track. Students donated money as they completed the walk.

February's "I Love to Read" theme this year was "Dr. Seuss," centering around Theodore Geisel's literature. The month was filled with many reading activities and a host of community guest readers shared their favorite stories with our classes. We were pleased to have the Superintendent of Schools and many School Board Trustees join us in this regard.

Research indicates that parent involvement is vital in order for a school to be high-performing. Highland Park's goal is to invite parents to our building a minimum of three times annually. One of these events is Parent-Teacher Conferences. Among comments given as a follow-up after conferences were: parents were asking what more they could do at home to help their children; I love sharing learning with family members; I thought the process was very smooth and inviting to parents; parents were appreciative of our efforts to get children off to a good start in learning. Other parent events at Highland Park include Kindergarten birdhouses, first grade Leprechaun traps, second grade Pumpkin Math, Gingerbread Kid plays, and Second-Grade Sendoff. The Title I staff held an informational parent breakfast in the spring.

A "Jump Up" day was again held in the spring. Students and their parents were notified regarding their next year's classroom teacher assignment before school closed for the summer. In late May, students attended a short session in that classroom, having the opportunity to meet their new teacher and visit their new classroom. We have had many positive comments from parents and students about this event.

In a cross-age activity, Highland Park hosted LJHS Service Learning flannelboard stories regularly throughout the year. Our students enjoyed these presentations and teachers enjoyed the opportunity to renew acquaintances with former students.

At our spring Awards Ceremony, eight students were recognized for Perfect Attendance and another twenty-seven students had Outstanding Attendance. Ten students, including Amanda Sweeney, Flynn Southworth, Jena Gallagher, Bryce Denton, Brooke Rector, Nathan Kindzerski, Madilyn Chapman, Wesley Jameson, Caitlin Prindle, and Mason Harrison were honored with the Principal's Award for excellence in citizenship.

For the fifth consecutive year, Highland Park had state winners in the Zaner-Bloser National Handwriting Contest. Awarded a certificate and engraved pen were Jacy Ayers, from Mrs. Lutke's first grade, and Kole Dengel, from Mrs. Ruddy's second grade. This is Kole's second year as a state-wide winner.

Highland Park's tenured teachers again had the opportunity to be involved in a peer coaching program as part of their annual evaluations. Teachers were able to select their own area of professional growth as they invited a peer coach to collect data on this specific focus. Each year, the program improves as teachers become more skilled at targeting instructional concerns, identifying successful strategies, and sharing their knowledge with each other. The program taps into one of our school's most valuable resources: its teachers. This year, the common thread that was revealed in teacher self-evaluation of the program was that of trust-building among staff. In addition, non-tenured staff was able to schedule visits to other classrooms to promote professional sharing and discussion.

One of our counselors has retired this year. Highland Park and the district will miss the expertise of Jean Davis (thirty-five years of teaching), who has indeed provided many "bright beginnings" for so many students at Highland Park.

Highland Park Elementary has had a **great** year!

**GARFIELD
ELEMENTARY
SCHOOL**

John Moffatt

Garfield Elementary School
2008-2009 Annual Report
John Moffatt, Principal

2008-09 was an excellent year at Garfield. Our students and staff worked hard, and our PTSG provided great support in many areas. Our 4th graders, for the most part, did a good job of stepping into the role of providing good models for the younger students, despite the fact that many of those 4th graders find themselves in challenging personal situations at home. This is a group with great potential, and I wish them the best as they move on to Lewis and Clark. The 3rd grade class seems to be fairly strong academically, and I believe they will do a good job in a leadership role next year. Our youngest students in kindergarten and pre-school made excellent progress during the year, and we will miss them next fall.

This was the 2nd year for Garfield to host the all-day kindergarten class. Once again, students were hand-picked for this room based on low Brigance scores. This year's group also faced significant behavior challenges. While these issues will need to be worked on every year, I feel a great deal of progress was made. Academically, after a slow start—probably attributable to a lack of developmental readiness, the students began to gain ground. At the end of the year over 1/3 of the class tested out at benchmark or above—a very pleasant surprise. We were able to integrate several of our kindergarten students with their pre-school peers in the afternoon for small-group instruction. This intervention seemed to be quite successful.

In pre-school the name of the game is language acquisition, and again, I believe we saw noticeable gains with all of the students. This is a program which continues to enroll students throughout the year based on referrals, so not all of the students received the full year of instruction. Pre-school is a very nice blend of IEP work, social skills practice, and play. We will miss having this program at Garfield next year. I commend the teachers and assistants for their patience and perseverance with their students.

One of the changes we experienced this year was that the special needs classroom (CARE) was moved to Lewis and Clark, and a teacher was hired to work specifically with these children. This was a definite need as resource teachers at either Garfield or Lewis and Clark simply did not have the time to work with the CARE students.

We continue to experience space issues as music juggles between the gym and the computer lab. We will have 25 more students in the building next year with the 2nd kindergarten class moving into the current pre-school room. Classroom space is not the only concern as storage is extremely scarce. Our Carnival supplies and other items are scattered in several rooms and music equipment competes for space in the computer lab with laptops and tables. I am thankful for the storage shed which was built this year to house some of the pre-school equipment. Because our money was used to build the shed, Garfield will keep it when the pre-school program moves to Highland Park.

We had another great year with our RSVP volunteers. Nearly a dozen of these faithful helpers worked with students who needed an extra boost in reading. These are great people who do exceptional work with kids. We had several very dependable parent and grandparent volunteers this year as well. One of these, Linda Werdin, organized a service program whereby kids could donate used dolls which are fixed up by a group of women in Arizona and then given to children in need.

Our PTSG support was truly outstanding again. Despite a year where the economy was very difficult, we still had two highly successful fundraisers in the Sally Foster program and the Carnival. All of the elementary schools have come to depend on our fundraisers for any of the extras and many of the basics which we purchase for the schools. Much of the work of PTSG is done by a small core group of extremely dedicated people. Our schools would be lost without these folks! This year at Garfield, we were able to once again bring high quality art lessons to each classroom every month through our partnership with the Very Special Arts program in Missoula. We also added 8 projectors to our classrooms—6 of which were purchased by PTSG. Garfield students were able to enjoy after-school activities on early release days—again courtesy of PTSG. Our library and the individual classrooms were again generously supported. Over 25 students were able to participate in our Chess Club, another of PTSG's gifts.

Professionally, we implemented a school-wide RTI reading program which provides 30 minutes per day of intervention at the student's level. The unique aspect of this program is that it provides challenges for the top students as well as remediation for those who need it. Seven different groups are up and running in both 3rd and 4th grades. Our early assessments indicate that the interventions did in fact benefit students as we had hoped. I know several of the upper level readers commented on how much they enjoyed the novel studies they did and the accelerated pace of their group. Our plan for next year is to begin this program earlier in the year. Fourth grade will start right away, and 3rd grade will be starting after the first quarter, so teachers will have the chance to get to know their students. I would especially like to commend Beth Kirsch and Jennifer Collins for their efforts in establishing this program. These two ladies along with Julie Comes also attended a workshop on integrating the arts into reading and math instruction. They shared their experience with the rest of the staff and put their learning to use in the classroom and in an assembly for the student body.

We also initiated an after-school RTI intervention for homework assistance. Our Title One teacher, Julie Comes and her assistant, Kathy Irwin met with students after school on Tuesdays and Thursdays for approximately 1 hour. We actually had excellent support from parents as every one contacted agreed to have their child attend. Next year we will plan to start this program earlier and possibly involve more teachers in the help sessions. Because math is our lowest test area, we will focus our efforts on math instruction. One of the benefits of this program aside from the academic boost was the emphasis on organizational skills—something many of the students need help with.

Writing in math was also a focus for us this year. All of the elementary teachers attended a workshop on "Number Sense" early in the year, and teachers implemented many of the

ideas that were presented. My suggestion for improving math instruction throughout the elementary grades would be to send a large group of our teachers to a week-long Marilyn Burns training. I think we need to create a critical mass of teachers who are comfortable with this philosophy of instruction and then spread that out to everyone else. I am looking forward to implementing the MAPS program next year as I believe it will help us target students who need differentiated instruction. Math will definitely be a focus next year as our MontCAS scores were down, especially at the 4th grade level. We are in the process of analyzing those results right now.

Several teachers provided exciting differentiated activities for their students this year through computer-assisted instruction. It was neat to see 3rd graders working on math at their own level or doing research for social studies and science. The 4th graders again completed an outstanding science fair. Credit for the science fair must go to Mrs. Shields as she has kept this activity going for many years. It is a perfect example of “doing” science rather than simply reading a textbook. All of our Garfield teachers turn in a “Writing Log” each quarter where they are asked to list the cross-curricular writing activities used in their classroom. I think there is no doubt we are doing more writing in the content areas than ever before.

Service projects are always a priority at Garfield. Our students finished off a project begun last year called “Pennies for Peach” which donates money to build schools for girls in Pakistan. We had a great response for the “Trick or Treat for UNICEF” drive and managed to collect nearly 1,200 pounds of food for the Community Cupboard. Over 25 of our 4th graders participated in the volunteer program at the Central Montana Nursing Home. Our work with the Safe Routes to School Committee paid off in the paving of a section of the trail system near the school (to be known as the Garfield Cat Tracks) and the extension of the trail out to the Fairgrounds. Garfield once again served as the host site for the Mentor Program’s large group activities—all of which were packed houses.

I am very excited about the two new staff members we have hired to work at Garfield next year. Ashley Jenness will serve as an elementary counselor and Aaryn Bell will fill our second Kindergarten position. I think both are excellent hires. At the same time, I would like to thank Jean Davis for her many years of excellent service to the District and its students. She will definitely be missed.

**LEWIS & CLARK
ELEMENTARY
SCHOOL**

Matt Lewis



Lewis & Clark Elementary School

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



2008-2009 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 was 94%. This on the surface looks like a good percentage but when you really look at what this percentage represents our attendance needs to improve. This 94% attendance rate equates to on average 9 students absent everyday.

Enrollment:

The following information represents our ending enrollment numbers for the given school year. As you can see we ended the school year with 172 students which is a decline of 10 students.

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

Montana Behavior Initiative (MBI):

There was a concentrated effort at the district and school level to reinvesting energy in the Montana Behavioral Initiative. At the school level we had Mari Beth Chamberlin, Jody D'Autremont, Norine McKinney, Lynn Lensing, Jill Reed, Kyle Carlisle and Matthew Lewis involved in this process this year. We accomplished creating our "Eagle Expectations" which are school wide expectations that will be 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 implemented a positive office referral system this year. Students were recognized by staff members for going above and beyond our "Eagle Expectations". Positive office referrals would be turned into the office and during our morning announcements student names would be thanked for being positive influences in our school. In addition we used "Watch us SOAR" post cards to communicate positive events students were involved with during the school year. These post cards were sent home to parents informing them of the positive impact their child was having on our school.

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 4th, 5th and 6th grade years. This year we also recognized two students for perfect attendance this school year.

We also had a very successful year with our Accelerated Reading program. Our sixth grade students averaged 89.65% correct on AR tests taken this school year. Our fifth grade students averaged 88.1% correct on the AR tests taken. As a school the students earned a total of 19,960 points 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)
5 th grade	12% (n=10 students)	18% (n=15 students)	70% (n=59 students)
6 th grade	15% (N=13 students)	13% (N=11 students)	72% (N=64 students)

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.

Students participated in the State’s 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 Lewis and Clark Elementary School for the 2008-2009 school year:

	Math		Reading	
	5 th grade	6 th grade	5 th grade	6 th grade
Advanced	40%	39%	53%	54%
Proficient	39%	24%	36%	26%
Nearing Proficient	15%	13%	9%	5%
Novice	6%	11%	1%	2%
Measurable objective	68%		83%	

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 5th grade and the past four years for 6th grade.

	2005-2006		2006 – 2007		2007-2008		2008-2009	
	Math	Reading	Math	Reading	Math	Reading	Math	Reading
3	78	90	73	95				
4			78	95	76	87		
5					70	83	79	89
6							63	92

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. We had 49 fifth grade students participate in band and 54 sixth grade band students this year. Our combined fifth and sixth grade choir was made up of 33 talented boys and girls. Both groups made remarkable progress throughout the school year. Mr. Kuntzelman and Mr. O’Halloran did a wonderful job preparing these students to continue their musical success next year. One highlight to mention would be the 12 choir students who had the opportunity to participate in the Montana Youth Sing in Billings. All who attended said that the performances were wonderful.

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. While there were many highlights to all of these seasons one to mention would be our fifth and sixth grade wrestlers who took first place in the Central Montana Wrestling Tournament at the junior varsity level.

Parental involvement:

This was another fantastic year for parental involvement. Our PTSG fundraising efforts (Sally Foster and Carnival) were awesome as usual. The PTSG also funded our end of the year field trips to the Charlie Russell Zoo for the fifth grade and the Billings Zoo for the sixth grade. The PTSG has also given the go ahead to use a large portion of the PTSG funds to help put in a new basketball court on our playground over the summer. The book fair was another great success because of our parent helpers. We also had a great turn out for parent/teacher conferences with around 98% of our parents attending.

**LEWISTOWN
JUNIOR HIGH
SCHOOL**

Jerry Feller

The Lewistown Junior High School Annual Report 2008-2009

Lewistown Junior High School was under the leadership of Mr. Jerry Feller for the second year. The year wasn't one big flash as last year was with having a little more time to prepare and having one year under my belt. You still wonder where the year went. LJHS is really a great place to work.

This report needs to start out with giving praise to where it belongs and that is to the staff of LJHS, without them nothing would be possible. The LJHS staff are truly a "unique blend of energetic, enthusiastic, caring, extremely talented, highly motivated people, a group that consistently brings innovative and creative ideas to bear. The staff, on a daily basis, create an environment rich with academic excellence, service to the community, a sense of pride, and respect for self and others."

The staff of the Lewistown Junior High School for the 2008–2009 school year was comprised of the following people:

Mary Kynett	Michelle Trafton	Teresa Majerus
Christy Rogers	Suzie Flentie	Brett McKee
Terri Daniels	Mandy Eike	Val Snapp
Greg Lucotch	Chris Rice	Val Frisbie
Derree Kamp	Scott Melvin	Katherine Spraggins
Denise Nelson	Doug Braulick	Kim Miller
Bethany Rogers	Steve Paulson	Barb Sauby
Jenifer Blazicevich	Kim Wiegert	Bob Brown
Steve Kelly		

We added three new teachers to the staff and LJHS for the 2008–2009 school year. Bethany Rogers – Music, Mandy Eike – FACS and Doug Braulick – Art. They all started the year off eager to learn and finished strong. I feel we had an excellent year in the hiring process.

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

Kitchen Staff: Denise Williams, Sherri Sebek and Whitney Severin

The Junior High building was back with its auditorium for the 2008–2009 school year. It provided us with the possibilities of getting the whole student body together for assemblies and award ceremonies. We also provided an informational meeting with parents on a couple of occasions. Without the auditorium this would not have been possible.

RTI (Response to Intervention) was continued by the English and Resource department in continuing to develop the language programs for both 7th and 8th graders. Terri Daniels, Kim Miller, Chris Rice and Val Frisbie continue to work diligently at placing students in the language program and making sure that they received the proper help needed. In receiving the initial CRT scores in early June it looks like the program is very beneficial to all students. It continues to

work with about twenty-five to thirty students. Staff members in other areas also worked in improving students with needs. The Math department continues to work together to meet the needs of students from Algebra classes to the Title classes. Mrs. Spraggins and Mrs. Snapp work very close together in meeting and communicating the needs of all Junior High Students. These are just a few examples of many that the LJHS staff continue to work and improve the educational services they provide for the students at LJHS. I look forward to more good things to come.

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 5:00 P.M. with an average of about 10 students per night (occasionally it overflows into Mr. Lucotch's and Mrs. Frisbie's room). The school learning center is open to all students and staff members, however it is not limited to those rooms after school, you see all teachers working with students in their individual classroom.

Service-Learning projects and activities have continued to be an incredibly positive mainstay of the Junior High School learning environment and continues to make our school as 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 given by FACS students at the elementary schools, library, Head Start and home day care facilities. These are children stories that students recreate and give to children throughout the school year.

Sew for the Cure - pillows that are made in the Fun with Fabrics class and given to cancer patients.

Project Hugs – blankets that are made for new born children and their mothers by the Fun with Fabrics class.

Veteran's Day Assembly – enjoyed its 8th year of providing much deserved recognition to area Veteran's. The LJHS Student Council and Builders Club once again organized this assembly under the guidance of Mary Kynett and Mandy Eike.

Empty Bowls Soup Supper – Bowls were made by the Art Class and soup was supplied to community members during the Easter season.

News class, under the direction of Mary Kynett found themselves to be very busy and found many different types of service learning projects. Projects included were going to the animal shelter to help play and walk with the dogs, raised money for new track uniforms, helped set up tables for the Boys and Girls Club fund raiser, bake sales, made Christmas cards, Valentine cards, and staff appreciation cards throughout the school year, provided two dances for all junior high students, helped with the Little Eagle Basketball Tournament, helped out in the Lincoln building, provide going away parties for staff,

welcoming parties for staff, plus many other activities. All money that was raised by the group was put back into the community by donations or sent to people in need outside of the community. Money donated was given to LJHS for track uniforms, used to make posters for school activities, sent to Bozeman after the Bozeman downtown explosion, and helped pay for school supplies sent to Nepal for students in need. This class has found the meaning of service learning and as you can see has put it to great use.

The **LJHS Acting** class, under the direction of Derree Kamp, performed an outstanding play during the first semester of this school year. The first semester class showed their talents by performing *the Dastardly Dr. Deveraux*.

On the final day of school, the **LJHS Talent Show** enjoyed its 12th 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 Teri Daniels, this program has become a welcome and much-anticipated tradition.

The **Parent Teacher Support Group** of LJHS again supported the 8th grade dance, provided treats for the after school learning center, and treats for all students throughout the school year. They purchased eight projectors for the teachers' classrooms and look to buy four more next year. They provided support to buy student assignment books for all students during the school year. Once again they proved to us how important they truly are in supporting the students and LJHS staff. Money makers for PTSG included the selling of a school T-shirt or sweat shirts, designed by our Art class under the direction of Mr. Braulick and a cookie dough sale held in October that brought in over \$4000.

Attendance: The school attendance rate was approximately 93.7%. (This includes all absences from school, doctor, school related, excused, unexcused, ISS, OSS, etc.)

110 students made up 3.5 % of the absences. (Less than 10 days)

65 students made up 7.4 % of the absences. (More than 10, less than 20)

25 students made up 16.7% of the absences. (More than 20 school days)

It was another very exciting and fast moving year at the Lewistown Junior High School. We have all found a way to continue to provide students at LJHS with an excellent opportunity to grow and learn. All staff members at LJHS are very committed to their work and the students in Central Montana. I would personally like to thank them all. I have appreciated their patience and guidance through out the school year. I look forward to many more great and successful years and only hope to continue to improve the Lewistown Junior High Schools'

COMMITMENT TO EXCELLENCE.

**FERGUS
HIGH
SCHOOL**

Scott Dubbs



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

ANNUAL REPORT
2008–2009

The annual report for the high school this year seemed somewhat difficult to get finished, as did the 2008-2009 School Year as it may have been one of our busiest. However, that does not put a damper on the excellent year we had and the outstanding results that came from the halls of Fergus High this year. As is usually the case, we enjoyed many exciting times and our kids enjoyed many positive outcomes in many different areas of our school community. As a school, we strive to meet the needs of our students as we continually aim for outstanding individual and group achievements. Therefore, we are very proud to have met or exceeded many expectations and long-term goals for our students, our school and our community. 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.

HIGHLIGHTS FOR THE 2008-2009 SCHOOL YEAR:

- ☞ **STUDENT LEADERSHIP** – We tend to always mention that the leadership from our student body leaders is outstanding and this year might be one notch better than usual. They did an outstanding job of bringing our students and staff together. This group of seniors exceeded the challenge of previous years as they came together under student council advisor Mr. Beau Wright. As usual many new ideas for change came from our Advanced Junior English class and many more came from discussion between student council members and the student body. Student Body President Shannon Gilskey and all of the student body officers could be counted on for just about everything and individually were excellent role-models and leaders.
- ☞ **COMMUNITY SUPPORT** – Part of our service to Lewistown and Central Montana is to provide quality facilities for public events. The community use of the Fergus Center for Performing Arts is perhaps our best example as it plays host to many local and state events. The Fergus Center is always the site of four or five excellent Central Montana Performing Arts Series events and the Lewistown Art Center’s Montana Cowboy Poetry Gathering which has its signature event at the Fergus Center. This year also included the Montana School Transportation Fall Convention and our first ever opera event last December. David Cripps brought his expertise to play in producing “Amahl and the Night Visitor” just prior to Christmas. The show was a tremendous success and an additional benefit was that it included many students and staff members.
- ☞ **NEW STAFF** - We are fortunate to have an excellent staff but we are additionally blessed to have been able to hire outstanding new members that bring many positives to the school. This year was another exceptional year with FHS being very fortunate to have new staff members Fawna Kuntzelman (English Teacher), Justin Guyer (Science Teacher), Rhonda Stenseth (Mathematics Teacher), both Jared and Leslie Long (Agriculture and Resource Teachers), Tiffany Hemsath (Resource Paraprofessional), and Andra Burnham (Attendance Secretary). Four of our five new teachers bring excellent experience along with very strong teaching skills and Mr. Guyer is back again after a ten-year hiatus. Loren Drivdahl is also back after being active military during the past two years. These staff members along with an excellent veteran staff give us a well balanced and high achieving staff to work with our students.
- ☞ **CLUBS & ACTIVITIES** – FHS has many things to be proud of when it comes to our club and non-athletic activities. Our staff has helped create many strong vocational, academic, artistic and

athletic groups and it appears we might be in the process of having even better ones in the near future. New groups such as “START” and “HOW” were very successful. “HOW” had many engaging activities related to making our world a bit greener including a recycling program and applying for a wind generator through the Wind for Schools program. “START” focused more in peer mentoring and bully prevention this year but also is tied to attending PeaceJAM activities every so often. FHS also has a new Fly Fishing Club created this spring which seems to be generating lots of interest. Our traditional student groups such as F-Club, Student Council, Weight Club, CMY Mentoring, Band, Choir, and Speech & Drama were also very successful and active. Our vocational oriented clubs such as FCCLA, BPA, FFA and SkillsUSA continue to be a bright spot as there were many highlights during the school year giving our students not only leadership and skills opportunities but also a high level of vocational commitment. Qualifying for national competitions were BPA members Sarah McReynolds, Lane Nordlund and Logan Smith while FCCLA members were Katy Donaldson, Kerry Lombard, Kayla Byron, Adya Gore, Marian Ferry, Taylor Machler and Julie Spika.

- ☰ CONSTRUCTION ACADEMY – Last spring was the first for Fergus and its association with the Central Montana Construction Academy but this school year was really its banner year. With the full year to build a modular home at the Central Montana Education Center and with a buyer that was willing to have our students put it on a foundation and finish it, we were able to pretty much see the job from beginning to end. The lead instructor is local contractor Ron Peevey with help from FHS Industrial Technology teacher Loren Drivdahl. Participating schools also sending in students once a week were Roy, Moore, Hobson, Judith Gap and Winifred.
- ☰ FRESHMEN ACADEMY – Building on the successes of having a Freshmen Academy during last school year the second year of the program proved to be one of many group successes and smooth sailing for the team. Student successes were extremely high again and group activities included a fall trip to the fish hatchery with a tour and geology of the hatchery and geocaching, several different stream related learning activities included in the trip. During the winter an institute was held in-house with students working with a NASA presentation, a trip to the Nexus Treatment Center, a lacrosse game and drug awareness activity highlighted the day. For our spring activity the team organized a trip to visit the Ulm Pishkin, a high profile buffalo jump near Great Falls, where a site tour, hikes and a couple of visitor center presentations taught our students about this important cultural and historic aspect of American Indian life on the plains. Teacher leaders of our Freshmen Academy include Luke Brandon, Dick Brosseau, Denise Nelson, Steve Olson and Cindy Rutherford.
- ☰ FERGUS HIGH SCIENCE TEAMS – Fergus High science teacher Justin Guyer and FHS science students kept up their outstanding work in science competitions during the 2008-09 School Year. In the Science Olympiad competition our students placed second overall, a runner up to Helena High in a very close competition. Our Science Bowl teams were not quiet as successful but still made FHS proud.
- ☰ PRINCIPAL’S CUP COMPETITION – The University of Great Falls and the MASSP Region II Principals hosted the annual Principal’s Cup Academic Competition. The competition, which was held this March, included an online testing session which seeded teams into their Quiz Bowl. FHS took two teams who represented our school very well. In the testing competition we had both teams in the top ten and both were successful with one team placing, making the semifinals out of approximately 40 teams from 25 schools.
- ☰ GRADUATION 2009 - As usual here at Fergus, our 109th graduating class celebrated with an outstanding Commencement Ceremony. Our music performances were awesome, our student speeches were outstanding and our Commencement Address by FCHS graduate and UM Law School Dean Edwin Eck was truly memorable. This was the first-class community celebration it is expected to be with 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 2009 was Leanne Quinlan and the Valedictorian was Brinna Boettger.

- ☰ **OTHER POSITIVES** – The year started with a bang as new equipment such as new teacher desks building-wide, science lab stations for the earth science room and a counter remodel in Mrs. Durbin’s kitchen really added to positive changes for FHS this fall. Journalism under Luke Brandon created its own news channel that broadcasted weekly and was called the “Fergus News Network.” Athletic accomplishments such as Brooke Rodgers’ state championships in cross country and track, the second consecutive state championship for volleyball and third overall title for head coach Tara Taylor, the girls cross country team’s runner-up finish at state cross country and a first time boys cross country team that took 4th overall. Other highlights included the fielding of a first ever softball team, along with Ryan Martin’s narrow defeat in the state wrestling championships which gave him a second place finish to go with two prior state titles. The choir department’s musical “Cinderella” was outstanding and led an excellent year for FHS musicians with the band department again hosting the Eastern Montana Jazz Festival in March.
- ☰ **SCHOOL IMPROVEMENT PROCESS** – The school improvement process shifted gears a bit but continues to be a positive benefit for Fergus High. The past improvements include the inclusion of much more student input into the process which has lead to changes in our routines, schedules and how they use the building. They also provided curricular input to fresh ideas on the need for replacement desks, and for new murals and benches. All of which were the direct result of student and staff input in how we do improve. The process includes student projects in our Advanced English 11 class, student council improvement committees and volunteer work for our committees. Our vision, mission and belief statements that came from this process should soon be reviewed and re-modified through this process and it is assumed we will need to continue to address our AYP needs through school improvement.
- ☰ **FHS HISTORY IN THE MAKING** – We are well into our second century at Fergus High School. Originally called Fergus County Free High School and later, Fergus County High School, our school formally opened its doors in 1899. While no one can adequately address the 100-year history of this school in a paragraph, I would be remiss not to mention that this community has every right to be extremely proud of the job our school has played in educating the youth of Central Montana over the years. Additionally, I can say with great self-satisfaction that the school is also very proud of the special people our alumni become. From donations and scholarship funds, to their extraordinary support, our 10,200 plus graduates have established themselves as outstanding citizens for our city, our state and our nation. Lewistown and Fergus High School should be extremely proud of its last 109 years of our history.
- ☰ **“BLUE-GOLD” LEADERSHIP BREAKFAST** - This spring’s Twenty-Second Annual FHS Blue-Gold Leadership Breakfast continued its reputation as a showcase event. Mr. Brian O’Neil was our honored guest and speaker. Along with honoring the leadership award winners, his experiences as a member of the Secret Service were excellent. As I mentioned earlier, this event continues to be a major highlight for the school each spring. Student Council Advisor Mr. Beau Wright, Student Body President Shannon Gilskey and the rest of the Student Council did an excellent job maintaining this tremendous tradition.
- ☰ **CONCERNS/SILVER LININGS** – No year is perfect, however this year was close in many respects. We learned just before school that we did not make AYP for mathematics and we dodged a couple of big problems and our biggest hiccup was probably our library remodeling job. The downside was that the remodel just seemed to last far too long. That problem seemed to bump normal summer maintenance jobs well into the school year which just seemed to make almost everything start one or two months behind. However, the remodel was a welcome change and outside of the late start our library functionality and use is higher than before. The additional space created from the change in the library computer lab has also really made a difference for our Resource Department.

We also dodged a bullet with the very late departure of Frank Hallett and FHS started the year without a chemistry or physics teacher. However, our concerns over not being able to find a qualified, not to mention quality teacher, were for naught when Justin Guyer applied. Not only is he an excellent teacher but we were very fortunate he was working for a school district that was willing to let him out of his contract.

The Fieldhouse floor sustained water damage last summer which affected volleyball practices last fall but fortunately Paul Stengel was able to “patch” the floor with minimal impact to contests. We believe it will result in some positive changes which should be completed this summer. In addition we used the changes to engage students in “voting” for their choice of a design for the painting of the Fieldhouse floor.

The ultimate concern is probably the forecast for future difficulties with the failure of the elementary mill levy. It is definitely a wake up call for everyone and the budget concerns following this next school year are real. With many unseen budgetary fixes for the 2009-2010 School Year finding curriculum dollars in the budget will be extremely difficult.

VALUABLE FERGUS HIGH STATS:

- ☰ **STRONG EDUCATIONAL COMMITMENT** - 21 of 35 certified staff (and even a few of our classified staff) members have attained advanced educational degrees (a Master’s Degree or higher). Other staff members are working toward attaining their Master’s Degrees in the near future. The average tenure of the FHS teaching staff was 17.6 years with 11.4 years commitment to the Lewistown Schools.
- ☰ **ATTENDANCE & ENROLLMENT** - Student attendance is excellent with figures showing an overall attendance rate of 94.57%. Our October 6 enrollment was 410 while the February 1 enrollment was 412. Last year those numbers were 422 and 412 respectively. The October 6, 2008, enrollment by class included: 105 freshmen, 108 sophomores, 96 juniors, and 101 seniors. Next years currently enrolled population is 410, with the classes expected to include: 103 freshmen, 102 sophomores, 107 juniors, and 98 seniors. If next year is normal, we could see additional 5-10 students enter come fall.
- ☰ **AVERAGE 2008-09 GPA FOR FHS STUDENTS** - The average GPA earned for a FHS student this past year was 2.937 for the first semester and 2.981 for the second. Last year those numbers were 2.833 first semester and 2.761 for the second. By class, the average GPA’s were: 3.116 and 3.305 for the seniors, 2.812 and 2.778 for the juniors, 2.775 and 2.772 for the sophomores, along with 3.043 and 3.083 for the freshman.
- ☰ **CUMULATIVE GPA FOR FHS STUDENTS** - The average cumulative GPA at the end of the year for a FHS student was 2.945. By class, those average cumulative GPA’s were: 3.033 for the seniors, 2.796 for the juniors, 2.876 for the sophomores, and 3.083 for the freshmen. For comparison, last years average cumulative GPA was 2.903.
- ☰ **ACT SCORES** - ACT scores this year again will probably appear to be somewhat below average for FHS as we tend to significantly exceed state and national averages. Final figures will come later this summer; however, the Class of 2008’s averages were about normal for an average FHS class. However the Class of 2008 did have high number of tests taken by seniors (84) in comparison to an average school which tends to have only 50% of their students take the ACT. Their overall score was 22.2, compared to the state and national averages of 22.0 and 21.1. The five-year average scores are: FHS - 22.4; State - 21.9; National 21.0.
- ☰ **TRANSFER AND DROPOUT INFORMATION** - Fergus High School had 39 students transfer in and 4 students re-enroll back in FHS during the school year (compared with 30 students in 2007-08). Of those 39 new students: 26 were from public schools in Montana, 11 were from out of state schools

and 2 were returning FHS students from exchange experiences out of the country. Enrollment status after transferring, those students had: 12 transfer out later, 4 dropped out-of-school, 1 transfer student enrolled in home school and none were expelled. We also had 9 existing FHS students transfer to another school, 8 existing students dropped out of school, 1 student dropped again after reenrolling and 1 transferred to home school; with no students being expelled during the year. In terms of overall dropout totals: we had 1 returning freshmen, 3 sophomores, 3 juniors, and 6 seniors who chose to leave school without enrolling in another school (including the 8 listed above that transferred to Fergus during the school year).

PROFILE OF THE CLASS OF 2009:

The Class of 2009 and its original 125 members entered Fergus High in August 2005, with many high expectations and goals. By the time their tenure was completed, another 11 students had transferred in becoming graduating class members. At graduation the class was smaller with 95 members obtaining Fergus High diplomas.

Of the original 125 class members:

- 84 members graduated this spring with 79 members spending all four years at Fergus. 5 members of this class were original class members who spent part of their high school years at another school before transferring back to FHS.
- 41 members of the original 125 did not graduate at FHS. 13 members are known to have dropped out of school with at least 1 leaving to obtain a GED. 26 of the members transferred from FHS of which 5 are known to have graduated elsewhere. 21 members transferred away losing contact with the high school. 10 original members transferred out only to return with 5 graduating, 2 dropping out and the remaining 3 transferring away again losing contact with the school. In addition, of the original members of the Class of 2009, 2 members transfer out to home schools and 3 original students who will be, or should be, fifth-year students next fall with no original members of the class being expelled.

Of the 31 class members who transferred in:

- 11 members graduated at Fergus High.
- 19 of the 31 members, who transferred in, did not graduate locally. 12 of the transfer members dropped out of school locally and 5 transfer members later transferred out (with 1 transferring back in and then out a second time). No students that transferred in later ended up transferring out to a home school and also none of the students that transferred in and out were known to have graduated elsewhere. The remaining 3 students that transferred in should be fifth-year students next year.

Other Class of 2009 Information:

- Fifty-six (56) members of the Class of 2009 graduated as honor roll students.
- Seventeen (17) members of the Class of 2009 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.
- Thirteen (13) members of the Class of 2009 are National Honor Society members.

- The mean average grade point average for the Class of 2009 is 3.122 and the median average GPA is 3.083.
- In order to be considered a student in the “Top 30,” a member of the Class of 2009 needed to have earned an overall GPA of 3.358, while a “Top 10” student requires a 3.872 GPA.
- Of the ninety-five (95) graduates in the Class of 2009, seventy-two (72) are planning on attending a post-secondary college or trade school.
- Fifty-five (55) seniors are currently planning on attending a four-year college or university next fall. Forty-five (45) will attend in-state institutions; with fourteen (14) going to the University of Montana, eleven (11) going to Montana State University and nine (9) going to Montana State University-Billings. Ten (10) more seniors plan on attending four-year out-of-state colleges or universities.
- Of the seventeen (17) seniors who will attend two-year colleges or trade schools, nine (9) will be attending a school in-state while eight (8) will be attending one out-of-state.
- At graduation time, fifty-five (55) graduates of the Class of 2009 have received scholarships, accounting for more than 58% of our graduating class.
- At graduation, members of the Class of 2009 have received over \$270,000 in scholarships for their first year of college. In addition, these seniors had earned the opportunity to receive an additional \$440,000 for their sophomore, junior, and senior years in college. That brings the grand total for this class to over \$710,000 in future scholarship moneys. When you then include military college funds our scholarship totals grow to almost \$1,000,000.
- Over the past four years, our seniors (athletes and students) have been participants in activities programs that have earned twelve (12) state trophies, four (4) of which were state championships. Additionally, the Golden Eagles earned 12 divisional (regional) championships in the past four years.

Class of 2009 - Summary Information

Numbers of FHS Graduates Planning On:

Attending a Post-Secondary School	72/95 – 75.8%
Attending Colleges or Universities (4 year)	55/95 – 57.9%
In-State	45/55 – 81.8%
Out-of-State	10/55 – 19.2%
Attending a Trade School or College (2 Year)	17/95 – 17.8%
In-State	9/17 – 52.9%
Out-of-State	8/17 – 47.1%
Serving Directly into the Military	2/95 – 2.1%
Moving Directly into the Work Force	17/95 – 17.9%
Undecided or Unknown	3/95 – 3.2%



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**

Tim Majerus

Fergus High School
Activities
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2008-2009

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 2008-2009 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 2008–2009 school year we had a grand total of **94** individual Academic All State Awards. Listing the awards by each individual sport are as follows: Girls Basketball–8; Football–11; Cross Country–11; Wrestling–5; Volleyball–10; Boys Basketball–2; Cheerleading–3; Track and Field–16 ; Tennis–14; Softball–11; and Golf–3.

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.

08-09 Symphonic Band – The Symphonic Band performed four home concerts, traveled to Glendive for the ‘Eastern A’ Band Festival, and performed on our home stage for the District 8 Music Festival where they scored a superior rating.

08-09 Concert Band – The Concert Band performed four home concerts and performed on our home stage for the District 8 Music Festival where they scored a superior rating for first time in recent memory.

08-09 Jazz Band – The jazz band is under a major renovation this year. New developments for the future include creation of the jazz band as a ‘zero hour’ class so students can earn academic credit for the study of jazz. Also, Lewistown continues to be the host site for the Eastern Montana Jazz Festival. Students from Eastern 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 six Fergus students (Kelly McReynolds, Emily Daniels, Shannon McKinney, Shelby LaMaster, Clare Stansberry, and Jordan Wiegert) were selected for the honor.

08-09 Athletic Bands – The marching band expanded its roll at football games this year by marching two halftime shows. Students were expected to memorize their music and march a choreographed show to an appreciative home crowd. The pep band performed for 13 volleyball and basketball games as well as 6 tournament games at the regional basketball tournament in Belgrade.

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
Clare Stansberry	–	Piano Solo
Calista Singley	–	Piano Solo
Sarah Rice	–	Harp Solo
Kelly McReynolds and Emily Daniels	–	Trumpet Duet
Ethan Bent	–	Saxophone Solo
Jordan Wiegert	–	Snare Drum and Timpani Solos
FHS Percussion Ensemble		
FHS Jazz Band		

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

The **Concert Choir** and the **Symphonic Choir** 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 State Music Festival. All of our groups received excellent and superior ratings at State. **Choralaires** traveled to Powell, Wyoming, to participate in the Northwest Jazz Festival. Senior Dawn Butler received the National School Choral Award and Freshman Terah Buday received the Director’s Award for Chorus.

A base of knowledge and musicianship was developed in the Concert Choir and we look forward to our incoming freshman class. The first year of Women's Ensemble went better than expected and they were requested to perform at several community functions throughout the year. We also successfully produced the musical *Cinderella* this year and the students are looking forward to producing another musical next year!

This past **Speech and Drama** season, 38 students indicated interest in the team and actually met with coaches about events, rules, returned paperwork, and began practice. Thirty-four students completed paperwork and paid fees, and then thirty-two of these students actually competed in meets. The team competed in every event except team debate this year. This season there was one full paid coach, two assistants that shared the work and pay, and a couple of volunteers who travelled and helped with the home meet.

The team attended meets in Browning, Shepherd, Miles City, Conrad, Billings Central (Blizzard conditions cancelled the trip.), Fergus, Laurel, Divisional in Havre, and State in Butte. Twenty-one students advanced from the Divisional meet to the State meet.

Competing at the State Competition were: Kevin Hogg (19th) and Ashley White (20th) in Expository; Speaking: Sierra Satterfield and Sarah Knab (20th) and Emily Daniels and Ingrid Stansberry (17th) in Humorous Duo; Patrick Woods (17th) in Humorous Solo; Calista Singley (17th) and Dawn Butler (19th) in Serious Solo; and Caitlin Malone (18th) in Memorized Public Address. Those participants advancing to Semi-Finals were: Bri Sawyer (16th) in Serious Oral Interpretation of Literature; Clare Stansberry (9th) in Extemporeaneous; Joel Johnson (11th) and Gabe King (16th) in Impromptu; Emily Olson and Kelly McReynolds (10th) in Classical Duo. Finalists were: Molly Daniels (6th) in Humorous Oral Interpretation of Literature; Ben Foster (3rd) and Mike Montgomery (8th) in Pantomime; and Julie Hahn (2nd) in Original Oratory. Fergus scored 13 points in the Drama Sweeps and 21 points for an 8th place finish in Speech.

The 2008-2009 Fergus High School **Cheerleaders**, which included ten Varsity Cheerleaders, one Mascot, six JV Cheerleaders, and six Freshman Cheerleaders, had a great season! The team was excited that after a long hiatus, male cheerleaders were once again represented within the program by two freshman boys who participated on the JV squad.

To help get the year started, we hosted a private cheer camp for junior high and high school cheerleaders during the first week of summer practice. The cheerleaders stayed extremely busy throughout the year practicing 2-3 times each week (August through March), cheering at all home football, volleyball, wrestling, and girls' and boys' basketball games, as well as helping at the home cross country meet. They also cheered on our teams at all of the divisional and state tournaments. On top of their cheer duties, the team spent their summer raising \$1,400+ for the 2008 Central Montana Relay for Life, where the squad earned the "Most Spirited" award. Other special events throughout the year included hosting Junior Cheer Camp (100 elementary school participants) in

February and helping Albertson's with their grand re-opening celebration, which included the presentation of a \$500 donation for the cheer program.

As MSU decided to no longer host a cheerleading competition, we decided to start one again in Lewistown and therefore spent the spring preparing for CheerFest 2009! Six teams participated in the competition and the Fergus team, which included twenty-one cheerleaders, took home the 1st Place trophy for the high school division. At the competition, senior Morgan Armstad was awarded the Jump-Off 1st Place trophy for the high school division.

At the annual awards banquet, Head Coach Jennifer Pfau and Assistant Coach Sarah Kadrmas presented the following awards/plagues to the Varsity squad:

Most Valuable Cheerleader – Morgan Armstad
Outstanding Cheerleader – Felicia Steele
Most Improved Cheerleader – Amanda Battrick

Other award certificates presented at the banquet included:

4-year Cheerleaders – Morgan Armstad, Felicia Steele, and Madelyn Pearson
Outstanding JV Cheerleader – Renae Pester
Most Improved JV Cheerleader – Jacob Singley
Most Improved FR Cheerleader – Rachel Jensen

Special recognition was also given to Assistant Coach Sarah Kadrmas who resigned at the end of the year after coaching at Fergus for three years.

The 2008-2009 school year marked another great chapter in the history of the Fergus High **Student Council**. Student Council began working on homecoming preparations immediately and again Fergus enjoyed a fun spirit week, pep rally, parade and homecoming dance organized by the Student Council. After a few lackluster years many agreed that this year's homecoming festivities were the best in some time.

October saw Student Council making the trip to Belgrade, Montana for the 55th Annual State Student Council Convention. The students enjoyed an action packed three days of inspiring speakers, making new friends, and planning events for when they returned to Lewistown. This convention provided a great opportunity for Fergus' students to be exposed to new ideas and think about what changes they wanted to see at Fergus over the course of their time as students at FHS.

The winter months were occupied with students again leading and facilitating the student input for school improvements. Student Council members met with classes, facilitated discussions regarding school improvement, then took the input from the student body to research the many ideas. This effort culminated in meetings with the Lewistown Public

Schools School Board where the ideas were related to those ultimately charged with the responsibility of our schools.

In addition, Student Council students took on a special task of spearheading the fundraising for the recently completed pedestrian trail bridge that crosses Spring Creek directly behind Fergus High School. Completion of this bridge links FHS with the extensive Lewistown trail system while providing students with a safe creek crossing.

The final Student Council event of the year included the 23rd Annual Blue Gold Leadership Breakfast. As in past years outstanding students were recognized and awarded the coveted Blue Gold recognition. Delivering the call to leadership speech was Mr. Brian O'Neil of the United States Secret Service.

Finally school-wide elections to choose next year's student council members will be held in June. Congratulations to next year's Fergus Student Council officers.

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 2008 season 3-5. They tied for 3rd Place in the Central "A" Conference, but lost out on a playoff spot by two points in a tie breaker. Coach Gebert believed that the emphasis on weights, plyos in the spring, and summer camps allowed a young and inexperienced team to compete in every game this season. This emphasis will be stressed again this year. Fergus High looks forward for good things to come as several starters return on both sides of the ball.

The sub-varsity teams did well also. The Junior Varsity team, under the direction of Troy Hudson and Steve Paulson, finished the season 4-2. The Froshmore team finished the season 4-3, under the direction of Steve Foy and Matt Tedesco.

The 2008-2009 Golden Eagle **Girls' Basketball** season saw a new Head Coach, Brett McKee, and new players to the varsity level. Excitement was high as the season started and the girls showed consistent improvement as the season progressed. The Golden Eagles had many great moments where they executed very well. The girls had a great battle early on in the season playing Laurel. The team held the lead in the fourth quarter but had some bad breaks to finish the game-and luck was not on their side. At home, the girls played one of the top teams in the state (and conference rival) Havre very well. The Golden Eagles out-scored Havre 20-8 in the final quarter. Both meetings with Browning were competitive as well; on senior night the girls scored a season-high 57 points. In the divisional tournament, the team opened with Park High. One week earlier, the girls played their most complete game of the season, losing to Park by only nine points, 54-45. In round one the team executed well on offense but was not able to find the bottom of the net and the girls were defeated by Park. The Golden Eagles faced Butte Central in a Saturday morning contest. The girls did many good things and worked hard but fell short.

LeAnn Quinlan, a senior, was named Honorable Mention All-Conference. The Varsity team members were: Seniors-Sam Kindred, Jamie Colver, LeAnn Quinlan; Juniors-Leah Berry, Courtney Colver, Kylee Snapp; Sophomores-Brook Rodgers, Sierra Fox, MaKenzie Guyer; Freshmen-Kelsey Phillips, Amanda Stenseth, McCalle Feller.

Coach Rhonda Stenseth guided the B-Squad to a 10-8 finish on the season. Coach Jim Daniels guided the C-Squad to an 8-10 finish.

The 2008 Fergus Eagle girls' and boys' **Cross Country** teams were coached by head coach Suzie Flentie and assistant coach Pat Descheemaeker. This was the first year for boys' cross country since 1983.

The **girls' team** consisted of seven Varsity runners and twenty JV runners and the boys' team consisted of seven Varsity runners and two JV runners. Individual team positions changed often and ten 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. Sophomore Brook Rogers was the Divisional and State Champion placing 1st with a time of 18:45. Brook also tied the school record this season with her time of 18:41 at the Havre meet. Freshman Kiera Bulluck was our 2nd finisher at state finishing 18th and followed closely by sophomore Emily Burnham in 19th both with times of 20:08. Freshman Ingrid Stansberry was our 4th finisher placing 23rd with 20:23 and 4 year letter winner, senior Lauren Poss, 5th finisher placing 28th with 20:47. Kalyn Olson and Olivia Tuss were our 6th and 7th runners. The first five finishers gave us a score of 89 points. Whitefish won with 43 points and Hamilton was third with 101 points. All seven of the girls ran very well and we look forward to another successful year in 2009 since we are only losing one senior.

Our **boys' team** had a fantastic first season finishing 3rd at Divisionals missing 2nd by only one point and finishing 4th at State missing 3rd by only 2 points and beating both teams who beat us at Divisionals. Junior Caleb Bentley was the Divisional Champion and finished second overall at State with a time of 16:02. Senior Grady Kepler was our second finisher at State in 22nd with 17:04 followed by junior Nick Kozub with 17:18, junior Zach Damby with 17:48 and junior Jesse Skipper with 18:08 to round out our team score at 151 just 2 points behind third place finisher Dillon with 149. Our 6th and 7th runners were sophomore Gage Poss and junior Banner Hecht. All seven of the boys ran very well and we look forward to another successful year with the boys as well in 2009 since we are only losing one senior.

The 2008 – 2009 Golden Eagle **Boys' Basketball** season was a season that had plenty of challenges. The season started without the services of senior Dylan Buehler, who was out with a broken foot. Dylan was a 6'5" three year starter and an All-Conference selection the previous year. Despite being without Dylan, the boys' basketball team fought courageously and battled teams tough. Behind senior Derek Bartel, the boys' team beat Malta and Havre on the road, and played several other teams tough. When Dylan returned to the team, the boys started playing some of their best

basketball of the season. Over the last seven games of the regular season, the team went 5-2 and defeated highly ranked Butte Central (52-40) and Browning (78-61).

The team ended up with a 9-12 record playing a very difficult schedule. The schedule included Fairfield (Class B State Champion), Billings Central, Laurel, Butte Central, and Browning (all teams advanced to the Class A State Tournament). Other teams on the schedule included Havre, Belgrade, Livingston, and Malta.

Derek Bartel was selected 1st Team All-Conference and All-State. Derek was the unanimous pick of the coaches in the Central A as he received 50 points in the voting, which is the maximum a player can receive. Dylan Buehler was selected 2nd Team All-Conference.

Derek Bartel was selected Most Valuable Player of the team; Dylan Buehler was selected the Outstanding Leader of the team; Jordan Vinger was selected the Most Improved Player from last year.

The boy's basketball assistant coaches this year were Brad Breidenbach, Junior Varsity Coach, Jimmy Graham and volunteer Spencer Walsh-frosh coaches, and volunteer coach Tye Phillips.

The **Volleyball** program under the direction of Head Coach Tara Taylor had another successful year. The varsity finished the season with an impressive 23-3 record, going 10-0 in conference play for now the 6th time in Fergus Volleyball history, placed 1st at the Central "A" Divisional Tournament, and finished 1st at the State "A" Tournament, becoming back-to-back 2007-2008 and 2008-2009 State "A" Volleyball Champions. Earning 1st Team All-Conference and All-State Honors were seniors Brinna Boettger and Shandy Songer. Earning 1st Team All-Conference was senior Arielle Allen. Second Team All-Conference honors went to seniors LeAnn Quinlan and Cassie Byerly. In addition, Arielle Allen, Brinna Boettger, LeAnn Quinlan, and Shandy Songer earned Central "A" 1st Team-All Tournament honors, while junior Leah Berry earned Central "A" 2nd Team-All Tournament honors.

Our sub-varsity teams both had outstanding seasons as well. Our freshman team, under 1st year Coach Brenda Adams, finished the season 17-3. The Junior Varsity team, under 1st year Coach Josie Krause, finished the year 16-4.

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

The 2008-2009 **Wrestling** team was coached by Chad Armstrong (third year head Coach) along with Vic Feller, Mike Mangold, 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, FHS went to the CMR tournament and placed 13th and had four kids place in the top six. The next tournament was the Cut Bank tournament where we placed 8th and had

4 wrestlers place in the top six, along with one champion. The next tournament was the Miles City tournament where we placed in the top 15 as a team and placed three wrestlers, with one champion. The Class A Duals was next and we did what we could since there were many athletes who stayed home to take semester tests. We had too many forfeits for the duals, but the wrestlers we had wrestling performed very well. At the Divisional Tournament we placed 3rd, had one champion, and took seven wrestlers to State. We placed 13th at State and had three wrestlers place in the top six. We had two wrestlers take 2nd and one took 5th. We had many wrestlers at State win one or more matches for the Golden Eagles. The overall performance of this year's team was not where we wanted to be at the season end, but they wrestled hard and they performed when it counted the most, which will give them more to build on and it gave them confidence that the Golden Eagles can perform with the best teams out there in the State of Montana.

The 2008-2009 **Tennis** teams, under the direction of Diane Lewis, head coach, and Brett McKee and Justin Hartford, assistant coaches, was led by very strong players consisting of 16 seniors, 6 juniors, 12 sophomores and 7 freshman and one foreign exchange student this year. The Divisional team included 14 seniors, 2 juniors, 3 sophomores and one freshman. Forty-two players finished the tennis season this year. Highlighting the year was taking home both the Boys 1st Place Divisional Trophy and the Girls 1st Place Divisional Trophy. This feat has not happened for girls for 27 years and for boys for 29 years. We have done some research and can't find another year where both the boys and girls were successful at bringing home both 1st Place Trophies from any two gender sport at Fergus. Also highlighting our season was the play of nine players that advanced from Divisional to State. They were: Shane Parker 3rd place in Boys Singles, Ethan Bent placing 4th in Boys Singles, DJ Kamp and Derek Bartel placing 2nd in Boys Doubles, Abby Knab placing 2nd in Girls Singles and Samantha Kindred and Kate Monger placing 2nd in Girls Doubles. Once again a very successful Central Class "A" Divisional Tennis Tournament was held in Lewistown.

Our teams as a whole did an awesome job at the State Tournament. Shane Parker placed 5th at State in Boys Singles, DJ Kamp and Derek Bartel, placed 5th at State in Boys Doubles, and Samantha Kindred and Kate Monger placed 5th at State in Girls Doubles. As a team Boys placed 4th at State and the Girls team placed 7th at State.

The 2008 Fergus Golden Eagle **Golf** season had thirty-five participants, 29 boys and 6 girls. The Fergus boys' team finished 3rd in the Division and qualified for State. Also, individually, the boys' team had a 2nd place finisher at Divisionals, with a 7th place individual finish at State. There will be five returning lettermen in the boys' and one returning letterman in the girls' program. Participation was up a few students from last year. We would like to have more girl participants. The Pine Meadows Golf Course continues to help fund the program. Rick Fuzesy was the head coach and Scott Koterba served as assistant coach. We will have to find a new head coach for the 2009 season.

We had another cold, but successful **Track** season in 2009. Steve Olson was in charge of the jumps (long, triple and high), as well as the short relay teams. Vic Feller was in charge of the throwing events. Suzie Flentie was in charge of distance and 1600 meter relay teams. Gary Cecrle was in charge of the hurdles and sprinters this season. Our volunteer assistant, Steve Foy was in charge of pole vault. We had 44 athletes out for track this season. We took 28 of them to the Divisional Track Meet in Belgrade. The boys and girls took 2nd behind Havre and Belgrade respectively. Eleven boys qualified for State along with eight girls. The girls placed 6th at State with 35 points. Brook Rodgers took 1st place setting a new school record in the 1600 with a time of 5:17.94. She also took 2nd place in the 3200 as well as 3rd place in the 800. McCalle Feller took 4th in the javelin with a throw of 114'11", and took 6th in the high jump with a jump of 5'. Leah Berry tied for 4th in the high jump with a jump of 5'. LeAnn Quinlan took 5th in the 1600. And Kiera Bulluck took 6th in the long jump with a season best 15'7.25". The boys ended up with 13 points, which put us in 9th place. Caleb Bentley took 3rd in the 1600 and 6th in the 800. Dylan Buehler took 3rd in the javelin. I believe our boys' and girls' teams have a good chance of placing at State next year, as long as we can stay healthy and have some people step up. Thanks for your support, and hopefully we can do something that's never been done at good ol' Fergus High next season.

The inaugural season for the Fergus High **Softball** team was a successful one. Under the guidance of Mike Mangold and Emily Gordon, the team finished with a respectable 6 - 15 - 1 record. Considering only two of the girls had played competitive softball last year and only a total of 9 had even played the game, it was a learning process. The girls played a JV schedule with a few Varsity games mixed in. Every game out, we saw improvement in some aspect of the game. They became more aggressive as the year went on and working on consistency will be the key to the future. The bright spot is there were no seniors and everyone is coming back next year to move up to the Varsity level.

At the **Elementary level**, in grades five and six, programs were run in volleyball, basketball, and wrestling. We did not have a track program 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-53, Girls Basketball-42, Wrestling-15, and Boys Basketball-45.

I feel the activities programs at Fergus have a lot to offer all the young students attending School District No. One. Activity programs provide valuable lessons on many practical situations such as teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs we provide the opportunity for students to learn self-discipline, build self-confidence, and develop skills to handle competitive situations. Students in activities tend to achieve higher grades than those who do not participate in activities, have a lower drop out rate, and have better school attendance and

fewer discipline problems. Students will seek to find educational opportunities available to them as a result of their participation.

Fergus High School provides many activities that support the academic mission of our school. Programs are not a diversion, but rather an extension of a good educational 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 School District No. One and Fergus High, look forward for good things to come.

Respectfully submitted,

Tim Majerus
Assistant Principal/Activities Director

ACTIVITIES



**LEWISTOWN JUNIOR
HIGH SCHOOL**

Jerry Feller

Annual Report Lewistown Junior High School Activities 2008–2009

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 Brett McKee. They provided the Junior High with the needed leadership in promoting extra curricular activities. Their work is greatly appreciated by all.

The athletic department tried to up-date some old and outdated equipment and uniforms. With the help of the Student Body, Eagle Booster Club and private donors we were able to buy 80 new track sweats, 60 new girdle pads for football and a new set of volleyball standards.

Boys Football – Mike Mangold provided the leadership as our head football coach with assistant coaches Chad Armstrong, Brad Breidenbach and Jason Bailey. A total of 44 players participated.

Girls Cross Country – Under the leadership of Mary Kepler. A total of 24 girls participated.

Girls Basketball – Sherry Breidenbach continued to provide the leadership as the head girls coach. She was assisted by Steve Olson and Dean Wise. A total of 26 girls participated.

Boys Basketball – Sherry Breidenbach also provided the leadership in the boy's basketball program and was assisted by Gary Cecrle and Steph Simpson. A total of 40 boys participated.

Girls Volleyball – Lead by Tara Taylor and assisted by Michelle Bass 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 75 students participated.

Cheerleading – Continued to be supported by large numbers under the guidance of Kate Ruland. A total of 28 girls participated.

Wrestling – Head Coach Chad Armstrong, assisted by Mike Mangold and Vic Feller. A total of 9 boys participated.

As you can see from reading this report, several new coaches participated in the athletic programs at LJHS during the 2008-2009 school year. I would personally like to thank each individual for taking time out of their busy schedule and working with the students at LJHS. It is always an adventure and we appreciate their valuable time. We look forward to continued success and positive student participation in all of our programs as a direct result of the outstanding contributions made by our entire coaching staff. We all know the great benefits provided for students that are involved in after school activities.

**Lewistown Junior High School
2008-2009 Activities**

Girls	7th	8th	Total
Basketball	10	16	26
Volleyball	20	19	39
XCC	10	14	24
Cheerleading	16	12	28
Track	21	20	41
		Total	158

Boys	7th	8th	Total
Basketball	23	17	40
Wrestling	5	4	9
Football	26	18	44
Cheerleading	0	2	2
Track	16	18	34
		Total	129

Clubs	7th	8th	Total
Computer Club	10	8	18
Math Counts	16	17	33
Student Council	6	14	20
Builders Club	17	27	44
Jazz Band	6	10	16
Select Choir	5	14	19
Ski Club	23	43	66
Yearbook	0	22	22
Running Club	2	17	19
GIS Club	0	10	10
		Total	267

ASSESSMENT

Matt Lewis

Lewis & Clark Elementary School

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



Assessment Annual Report 2008-2009

The Lewistown Public Schools participated in the state wide criterion referenced assessment, MontCas, this March. Students in 3rd through 8th grade and 10th grade are assessed in reading and mathematics. All 4th, 8th and 10th grade students also participate in science testing during this same time.

The ultimate goal of this assessment is to raise student achievement to 100% proficiency by the year 2014. This year our annual measurable objective was 68% proficiency in mathematics and 83% proficiency in reading. Along with our overall schools proficiency rate, factors such as student participation, graduation rate and the proficiency of student subgroups are taken into account when calculating our Annual Yearly Progress (AYP), which is reported in August.

We have received our overall proficiency rates for all grade levels at this time. The chart below lists how the students in the Lewistown Public Schools performed on this assessment.

	Math	Reading	Science
3 rd grade	70	89	
4 th grade	56	85	76
5 th grade	79	89	
6 th grade	63	92	
7 th grade	72	85	
8 th grade	72	87	73
10 th grade	55	80	51
Measurable objective	68%	83%	

In comparing our overall proficiency to the measurable objective, 4th grade math, 6th grade math and 10th grade reading and math are the areas that did not meet the "No Child Left Behind" (NCLB) objective.

We are moving forward with the implementation of the Measure of Academic Progress (MAP) program for the 2009-2010 school year. The program will take the place of our reading and math essential learning assessments given at the end of each quarter. The MAP program has been correlated to our State standard which will allow our staff members to utilize the data they gain from the program to tailor instruction to the instructional level of the children in their classrooms.

**BUSINESS
OFFICE**

Mike Waterman

BUSINESS OFFICE
Lewistown Public Schools

2008-2009 ANNUAL REPORT

The Business Office made some significant accomplishments during 2008-2009. Our department underwent many changes as well. Frankly, the year wasn't easy; however, I believe we are headed in the right direction.

Our Significant Accomplishments:

Placement and sale of QZAB bond
Development of a zero-based budget
Implementation of Collective Gaining changes

On a personal note, I was also extremely excited for the opportunity to work with Ms. Durbin's Culinary Entrepreneurship class at FHS. Even though we don't generally think of the Business Office when we think of educating students, I do believe our office can offer students some very unique, real-world learning opportunities. The experience also benefitted me by forcing me to stay on an important project that I might otherwise have put off. I also gained another perspective that I never had before, and let's face it: some youthful enthusiasm never hurts!

Because of all this, I see student involvement as one of our most important successes of the year. I look forward to continuing to open our doors to the students of Lewistown and hope to continue providing 'hands-on' educational opportunities for anyone who is interested.

Goals for the Future:

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. Areas prioritized for improvement include:

Redesigning the purchasing system. This includes the use of purchasing cards, an action item on the current Board agenda. Anticipated implementation date: July 2009.

Implementing a time card system. Time cards decrease errors, increase accountability, and will eliminate the need to manually enter each hourly employee's time into the accounting system. Anticipated implementation date: July 2010.

Streamlining inventory information. In conjunction with our insurance carrier, the District is considering new procedures for tracking our inventory. Anticipated implementation date: December 2009.

In addition to these procedural changes, I believe the Business Office staff would benefit from computer application (especially Microsoft Excel) training. We did spend some time in the Lewis & Clark computer lab one day—which was a good start. More training is necessary, however, and I am considering using some of the Learn.com tutorials from the QZAB bond to increase the staff's comfort level with these incredibly important time-saving applications.

OBJECTIVE 2

Objective: Involve employees in budget development.

Status: Ongoing. This year, as you know, the District utilized a zero-based budget process. This process required every employee to indicate their needs, and we generated this budget based on those compiled 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.

Next year, we need to modify and improve the budget development process somewhat. Although details have not yet been worked out, I envision a system where staff reviews their current year budget needs, determine if any of their appropriations went to one-time purchases, and substantiate any additions they might need. Such a system will still involve staff in the budget development, but also reduce the time needed to generate the budget. The process also needs to be completed much earlier in the year, as the Board has previously discussed.

Finally, I also plan to host budget meeting(s) with interested staff members next fall. These meetings will be used to provide employees with a 'bird's-eye view' of the budget and explain how the individual buildings and departments relate.

OBJECTIVE 3

Objective: Maintain a strong presence (Board and administration) in legislative proceedings.

Status: Not yet started. This objective does not apply as directly to the Business Office as it does to the Board and administration. Regardless, I would like to engage our legislators next year and make sure they understand the District's circumstances. Early budget development will be a key to facilitating this conversation.

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.

The remaining goals under Fiscal Management and Responsibility are not functions of the Business Office.

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/Clerk

**CENTRAL
MONTANA
EDUCATION
CENTER**

Diane Oldenburg

CENTRAL MONTANA EDUCATION CENTER, 2008-2009

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 2,668 total enrollments during this program year. Please note the attached statistical reports for specific enrollment figures.

ADULT EDUCATION

A comprehensive program of 100 educational, social, recreational and cultural opportunities for adults was offered during the 2008-2009 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 H.R.D.C., MSU-Fergus County Extension Service, Krings Greenhouse, CMR Wildlife Refuge, and the Pine Meadows Golf Course.

We continue to experience ever-increasing competition for adult audiences. The Public Library has depleted our formerly high computer enrollments by offering free classes on varying computer techniques and software applications. We are also seeing direct competition from the Senior Citizen's Center, the Art Center, the Fergus County Extension Service, and several Class C school districts. The amount of information and teaching of techniques on websites has also affected our numbers. We continue to seek new ways and coursework that will appeal to adults in this area.

DRIVER EDUCATION

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

We offered one session of Driver Education after school during the winter months, and three sessions during June and July. We now provide all students with a complete schedule of classroom dates and all behind-the-wheel appointments so their families can plan ahead. They receive this schedule several months prior to their Driver Education session start date. The School District Nurse gives all students a vision screening, prior to any behind-the-wheel experience. The new State law pertaining to the Graduated Drivers License (GDL) has affected our program with many new policy and procedure changes.

We continue 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 \$75-80 per student for the 2008-2009 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 / 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 work at their own pace and may start anytime. Instruction is free of charge to participants.

This year we also added the Nexus Treatment Center to our program and provided their 80 incarcerated men with educational assessments as part of their intake process. Twenty-two of the men we served were successful in earning their GED diplomas. We did full cap and gown graduations with them 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-three people to receive their GED diploma this year. We collaborated with St. Leo's Church to provide ten GED Exam scholarships (\$55 each) for students in need of that monetary assistance.

We employ three part-time instructors who prepare students individually with one-to-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.

It became necessary this year to move the Lewistown Adult Learning Center out of the Public Library after seventeen years of service in that space; their Board wanted the space for library facility expansion. With the consent of MSU-Northern, the Adult Learning Center was moved and is now housed in the Central Montana Education Center. It will be a good fit with the college program but the remote location does present transportation problems for students in need of the ABLÉ program.

My office is responsible for literacy instruction, 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 ABLÉ staff and I attended several ABLÉ Program training sessions and meetings, the GED Examiner training workshop, the Montana Association of Adult and Community Education Conference, and we held quarterly in-service staff trainings.

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA

A wide variety of college courses were taught by adjunct faculty at the Central Montana Education Center along with offerings delivered from campus via interactive-TV and the internet. In all, 147 courses were offered locally. Course work to complete general education core requirements, an Associate of Arts degree, an Associate's or Bachelor's degree in Nursing, an Associate's or Bachelor's degree in Business, as well as Master's level courses and continuing education for teachers were provided by MSU-Northern. Financial aid was available to assist qualified students.

We graduated eleven Registered Nurses this May, for a total of 162 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.

We offered twenty-seven different types of professional training seminars and workshops throughout the year with 667 total enrollments. One of the most successful and unusual trainings we offered was commercial truck driving school through SAGE Trucking of Billings. In the last year, we had 29 people go through that training and all of them graduated to jobs that paid \$40,000 or more.

To compliment our college course offerings, an adult-student guidance counselor is available, as well as a library of catalogs from most post-secondary institutions in Montana that the students may check-out and peruse.

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

This year was the first full year of the Construction Academy since it began in January of 2007. We had 26 juniors and seniors from four different area high schools and 14 adults who participated and were job-ready in carpentry skills upon completion. We received six different grants for the Academy that totaled \$136,500. Those funds paid the initial start-up of the program, purchased all tools, the materials for the first modular house, the classroom equipment and furniture, and safety equipment. Students completed the first modular home and were able to set it on a foundation they helped build, as well as finishing the home on site, and building a garage adjacent to the home. All in all, it was a tremendous success for the instructor and the students!

CENTRAL MONTANA EDUCATION CENTER

2008-2009

ADULT EDUCATION

FALL 2008	<u>WINTER 2009</u>	SPRING 2009
Classes offered <u>35</u>	Classes offered <u>28</u>	Classes offered <u>35</u>
Classes held <u>34</u>	Classes held <u>23</u>	Classes held <u>32</u>
Enrollment <u>402</u>	Enrollment <u>277</u>	Enrollment <u>438</u>

TOTAL ADULT EDUCATION PARTICIPANTS: 1117

DRIVER EDUCATION

Summer 2008	Winter 2009
3 sessions	1 session
Enrollment <u>60</u>	Enrollment <u>21</u>

TOTAL DRIVER EDUCATION PARTICIPANTS: 81

ADULT BASIC EDUCATION/GED

ABE/GED Class Enrollment <u>74</u>	(37 Lewistown, 18 Nexus, 19 Roundup)
Assessment only <u>129</u>	
Total GED exams given <u>63</u>	

TOTAL ABE/GED PARTICIPANTS: 266

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MONTANA

SUMMER SESSION, 2008	FALL SEMESTER, 2008	SPRING SEMESTER, 2009
Classes offered <u>49</u>	Classes offered <u>48</u>	Classes offered <u>50</u>
Classes held <u>20</u>	Classes held <u>20</u>	Classes held <u>27</u>
Enrollment <u>96</u>	Enrollment <u>181</u>	Enrollment <u>224</u>

Number of classes offered: 147 Total enrollment, college: 501

Number of classes held: 67

COMP.....5	CHEM/BIOLOG.....6	PSYC.....3
EDUC.....39	ENGL.....9	ART.....2
NURS.....33	HIST.....3	HUM SERV...4
BUS.....20	MATH.....6	SPEECH.....1
SOC.....2	HPE.....1	ISSET.....2
NAS.....2	MUS.....1	ACCT.....2
CMSV.....2	ESCI.....2	TSS.....1

Seminars & Workshops 667 (see attached)

Math Placement Exams 32

Exams Proctored 9

TOTAL EOCM PARTICIPANTS: 1209

TOTAL PARTICIPANTS SERVED BY C.M.E.C, 2008-2009: 2668

CMEC ROOM USE

NO	DATE	EVENT	PRESENTER	AFFILIATION	ENROLLMENT	BILLED	PAID
1	8/14/08	MT ENVIRONMENT TRAIN	B BAHR	METC/MSUN	5	0	0
2	8/1-8/28/08	TRUCK DRIVING TRAINING	F SASS	SAGE TRUCKING	10	1500	1500
3	8/18-19/08	ITIP	C BROWN	SCHOOL DISTRICT NO. ONE	8	0	0
4	8/23-24	MOTORCYCLE SAFETY	MSUN PERSONNELL	MSU NORTHERN	12	0	0
5	7/08	GENEX	DENNIS MCCLUSKIE	GENEX SERVICES OF GT FALLS	1	0	0
6	8/26/08	GENEX	DENNIS MCCLUSKIE	GENEX SERVICES OF GT FALLS	1	0	0
7	9/16/08	RESPONSE TO INTERVENTION	W CALLENDER	CMLRCC	19	100	100
8	9/17/08	STATE DES TRAINING	B MILLER	MT DEPT OF EMERGENCY SERVICES	10	175	175
9	12/04/08	CENT. MT ENERGY WORKSHOP	J PETERSON	FERGUS CO. PORT AUTHORITY	50	100	100
10	12/08/08	VISIONNET PROGRAM	NORTHNET	DEPT OF HEALTH & HUMAN SERV	2	0	0
11	01/12/09	CRISIS INTERVENTION I	DR JOHN DUDLEY	CMLRCC	25	120	120
12	01/30/09	1030 EXCHANGE	CYNDY HULL	LEWISTOWN BRD OF REALTORS	28	60	60
13	2/4&5/09	BASIC HORTICULTURE GR HOUSE	OSCAR CANTU	MSU NORTHERN	6	0	0
14	2/18/09	RESPONSE TO INTERVENTION	W CALLENDER	CMLRCC	21	100	100
15	2/25/09	TOBACCO PREVENTION	BOB FEIST	HRDC	18	50	50
16	2/25/09	1030 EXCHANGE	AMANDA SCHMIDT	LEWISTOWN BRD OF REALTORS	28	100	100
17	3/6-3/31/09	TRUCK DRIVING TRAINING	SHANNON HARPER	SAGE TRUCKING	6	1500	1500
18	3/19/09	SUPERVISING BROKERS	CINDY LANIER	LEWISTOWN BRD OF REALTORS	17	70	70
19	3/26/09	SPREADSHEET TRAINING	MONIQUE FORTMANN	ABLE/OPI	32	150	150
20	3/27/09	TABE TRAINING	ABLE	ABLE/OPI	27	50	50
21	4/28/09	ADOPTION TRAINING		INFANT ADOPTION TRAINING	8	100	100
22	5/6/09	FORECLOSURE ISSUES	PAUL MCCANN	LEWISTOWN BRD OF REALTORS	30	120	120
23	5/27/09	CUSTOMER SERVICE NICHE	BRYAN	ASSOCIATED EMPLOYERS	25	50	50
24	3/26/09	MT HEALTH NETWORK	KATHY WANKEL	UAP PRESENTATION	3	0	0
25	Sept-June	GED TESTING	D OLDENBURG	OPI	63	0	0
26	Sept-May	CONSTRUCTION ACADEMY	RON PEEVEY	MSUN/AREA SCHOOLS	26	0	0
27	Sept-May	FIRST AID/CPR	DON KERN	AMERICAN HEART	186	552	552
		TOTAL			667	4897	4897

CURRICULUM

John Moffatt

CURRICULUM

Lewistown Public Schools

2008-2009 ANNUAL REPORT

2008-09 marked the first year with our new math textbooks and materials. I think teachers are generally pleased with the new books, though they are harder than the previous Harcourt editions. One benefit we received was the “Think Math” program which was provided at no cost. This gives teachers a chance to differentiate instruction and challenge those who need a chance to work at a higher level. We were able to provide some first-rate in-service for elementary teachers beginning with the Harcourt workshop in June, 2008, and then with the “Number Sense” training in the fall. We were able to reach virtually all of the K-6 staff with these trainings. My strong recommendation is that the District considers sending teachers to a week-long Marilyn Burns training in math instruction. I believe this would help provide teachers the tools they need to improve what we do in teaching math. It would be relatively expensive, but I believe the payoff would be well worth the investment. Every year our CRT scores are considerably lower for math than reading, and I think this would help us close that gap.

This year our major focus was in science. However, for the first time in the 20 years that I have been doing this job, we did not complete the curriculum revision. The reason for delaying that process was that the State is working on developing Essential Learnings for each grade level and is also revising the State Science Standards. The Science Committee felt, and I agreed, that we would be foolish to make our revisions, publish a document, and then find that we weren’t in compliance with State recommendations. We chose instead to wait for OPI to finish its work, and then next year we will do our document revision.

Just because we didn’t revise the document does not mean we weren’t busy. The Committee read and discussed many articles and studies dealing with inquiry-based science. We also participated in two OPI workshops on the Standards, Essential Learnings, and inquiry-based instruction. Our plan is to bring the 3rd and final OPI workshop to Lewistown next year. This one will focus on “training the trainers” to create a core group of teachers who can be resources to their colleagues in terms of inquiry-based instruction. We also brought in Al McMilin from OPI to discuss the possibility of doing the curriculum-mapping survey. We plan to complete the survey next year at the high school level and possibly consider adding the junior high and elementary levels as well. The survey gives districts an idea of how well-aligned their curriculum is with the CRT and the National Science Standards.

Several science teachers also attended the MASCD Textbook Fair in Great Falls which was the beginning of the materials review process. This culminated with our selections and orders made this spring. In fact, we have already had the in-service for K-5 teachers from Houghton-Mifflin, the company we selected.

Perhaps the major change made for next year will be at the 6th grade level. Rather than a general science course like the other elementary grade levels, 6th grade will offer an earth science course that is more in-line with a middle-school approach. This should be compatible with the District's direction which is now pointing more toward 6th grade being included in a middle school. Glenco-McGraw Hill was selected as the textbook company for this move. We have many Glenco materials at the junior and senior high level, so students should see a smooth transition as they move through the ranks.

We did complete one revision this year, and that was in the area of Foreign Language. Mrs. Borgreen and Mrs. Nelson finished the French and Spanish revisions and also selected textbooks for their program. I very much appreciate them taking the initiative in this effort and want to thank Mr. Dubbs and Mr. Feller for supporting their work. Foreign Language is one of those small departments which is not included in any of the curriculum development cycle years. This revision is definitely timely.

I have to say this is probably the first year in my experience where the budget for curriculum was adequate to provide the new materials we needed. I appreciate the Board having raised both the elementary and secondary budgets significantly. Unfortunately, with the failure of the elementary mill levy, the entire curriculum budget had to be cut. I'm not sure where this leaves us in terms of future material purchases. We will move forward with the social studies review next year with the understanding that new textbooks will not be in the cards.

John Moffatt
Curriculum Director

MAINTENANCE

Paul Stengel

◇ Maintenance Program Summary

2008 - 2009

The School District No. 1 Maintenance Department has had another productive year. We have continued our preventive maintenance program. Several minor improvement projects were completed by the maintenance staff. These included remodeling work in the HS Library and Band Room, moving furniture, grounds work, plumbing repairs, minor roof repairs at all buildings, gym light replacements @ L&C, and replacement of old ballasts in several locations.

Custodial operations have continued without any changes in scope or procedures. We experienced turnover of two personnel and no extended absences.

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	\$2,250
Remodel FHS Library	\$37,000
Repaired & re-painted tennis courts (3 lower)	\$34,200
Replaced countertops in FACS kitchen @ FHS	\$4,600
Replaced 2 double doorways @ front of FHS	\$10,000
Repaired structural damage & re-roofed JH	\$420,000
Energy efficiency improvements @ FHS	\$8,000

Goals for the remainder of the year include:

Painting & flooring @ several buildings
Sand, repair and re-finish gym floor @ FHS
Repair asphalt @ FHS
Replace Heat Pump #3 @ FHS
Energy efficiency improvements @ L&C
Plumbing fixture upgrade @ JH

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 2008-2009

The 2008-2009 school year was one of continued personnel instability, new catering challenges, an increased number of students with allergies, and declining meal participation. 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 was down by 3850 meals. Highland Park experienced a significant drop in participation with a minor drop in enrollment; Garfield gained in both participation and enrollment; Lewis & Clark had a great participation with a drop in enrollment; and both Junior High and Fergus High experienced less participation with lesser enrollment. Seventy-five 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. This is an under used source of income for our program so we need to change something to take advantage of more funding.
- To achieve a higher participation level we have worked with the Transportation Department to alter several bus schedules so that students have more time to get to the cafeteria in the mornings. We are also looking to implement an alternate method of serving breakfast next fall at Highland Park so as to "capture" more participation. It would involve more cooperation from teaching and custodial staff in assisting Food Service so we're looking forward to that challenge.
- 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 down by 4541 lunches while the percentage of student participation remained the same at 59%. This occurred with an average drop in enrollment of 41 students. The most dramatic drop in participation occurred at Highland

Park as reflected in our breakfast numbers as well. Numbers at Garfield, Lewis & Clark, and Junior High were also down but the drop in enrollment correlates with that process. Our student participation at Fergus High showed an increase of 1832 meals while their enrollment dropped somewhat from the previous year.

- Some observations that may explain the change in participation at Highland Park and Fergus High are: 1) The economic situation of our young families is such that more do not qualify for our free/reduced program but are on the bubble of having enough income to stretch for all needs. The significant increase in meal prices for this school year may have caused more families to choose to send their students with a cold lunch from home. 2) The new driving laws restricted the underclassmen at Fergus from leaving the grounds during lunchtime hence more stayed at school to eat. We can only hope that they saw the economic gain by buying lunch at school.
- Adult lunches were down by 221 over the previous year. This modeling by our adult staff to students about school meals is some of the best advertising we can get.
- The Recess Before Lunch program used at Highland Park continues to be a worthwhile concept for student's nutritional health and academic success. This program fosters less waste of food because students eat more after playing outside and better behavior in the classroom because students are better nourished. As a recommendation through our new Wellness Policy, the district will strive to use this program in each of our elementary buildings.
- 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 dynamics of these participation numbers show a minor decrease in the number and percentage of free and reduced students that participate.
- The number of earned lunches provided to adults was 2976 amounting to \$10,416.00 of support to the district.
- School Food Service worked closely with the Mentor Program from Fergus High to promote peer interaction between elementary students and their high school mentors. Groups of between 10 and 12 high school students visited the elementary buildings 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

- Our ala carte breakfast and lunch lines showed a decrease in income at both the Junior High and Fergus High. With the increase in reimbursable meals served at the Fergus High, we would expect that fewer students would choose ala carte.
- Statistics show that our lunch ala carte choices have proven successful but with a decrease in income for this past year. One factor is the economic times of this year and the fact that families and students have less money to spend on many items including food. Our reimbursable line is still the best bargain.
- 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.

- The lunch ala carte line at Fergus using a clerk and a cashier, similar to a retail store, has proved very successful in all aspects of sales, student management and inventory control. We used students from the Resource classroom as clerks. This cooperative effort proved to be a worthwhile project and will be a practice we will continue next year.

CATERING

- Our revenue from this facet of our operation amounted to approximately \$18,500. This is a decreased amount for us for a school year and, again, I believe is a reflection of the economy and the fact that less available money means fewer special events.
- We served various divisions of the school district at staff meetings, special events, student functions, and fundraisers. We also assisted students working in independent classes at Fergus with several of their projects.
- Our staff appreciates the opportunities to use their creative and culinary skills to assist throughout the district with special events that bring a little extra money to our budget.

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. We did not purchase any additional equipment during this school year but there will be a definite need in the future due to the age and use of our existing pieces. We are looking forward to serving meals to all of our kindergarteners in the coming year so we will be purchasing trays, silverware and serving ware to meet this increased need.

We are still in need increased cooler and freezer storage space at our Central Kitchen facility. Using the increased buying power we experience by participating in the OPI Cooperative Bid process along with USDA commodities, we are forced to rent freezer space and secure two deliveries per week from our major suppliers. The delivery charges increased as the year progressed due to rising fuel costs and with the USDA delivery schedule of shipping the total allotment of many products in one delivery space issues are on the rise. This also leads to increased labor and safety issues for staff. Our individual equipment units are not efficient for commercial use and they are reaching the end of their life expectancy.

We need to begin to replace existing equipment both in the buildings and at the Central Kitchen. The Junior High is currently experiencing the greatest need. The kitchen is operating with serving pieces that were built at least 30 years ago and is using a range purchased from the FACS classroom that they were replacing with a newer model. These pieces are not adequate 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. To remedy the frozen storage issue at the Central Kitchen we are planning to add a walk-in freezer to our site and we will continue to work with the district administration to plan for the future in a cost effective and safety-wise way.

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 server-based computer-operated accounting system used in all buildings continues to be a valuable tool for our accounting. We can provide students and parents with a fast, reliable method of accounting for deposits and purchases while saving time and frustration for our employees. We had the opportunity to more fully investigate the meal accounting system offered by Infinite Campus to see if their technology can accommodate our program but at this time we have chosen not to take on that program.

EDUCATION

- Regular opportunities for reaching students and parents come in the form of the monthly menus, K-8 newsletters, posters, and classroom visits. Our staff will always offer good advice to students as they come through the line.
- We are looking forward to serving our all day kindergarteners and hoping to get them started with good nutrition habits and healthy food choices.
- 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 work far better to improve performance and behavior than dealing with poor results in both areas. We promote our Wellness Policy by encouraging activity along with healthy nutrition choices.

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, all of our staff received training 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 were able to attend the 8-hour ServSafe class as required in their work agreements during our February school break. We were fortunate to hold the class in the Lincoln Board Room and our instructors were our local County Extension agent and sanitarian. In the past the only access to this class was out of town and time and travel were always a financial concern.
- 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.

PERSONNEL

- We again experienced turnover of staff during this school year. Highland Park operated with some very loyal substitute workers for five to six months out of the year and Fleeta O’Dell, our long-time server, did a great job of serving breakfast single-handedly and managing the kitchen with subs. Lewis & Clark experienced a change mid-year after starting the year with two new servers. Our new person at Fergus High has been trained by fellow workers and has established a good working relationship with staff and students. These types of situations are not conducive to an effective, stable operation and

it took its toll on the rest of our staff. Needless to say, the kids were fed but they need to see a regular lunch lady on a daily basis to establish a comfort level for them in our cafeterias.

- The retirement of skilled second cook at the end of last year required another new hire. The new person has a lot of responsibility and is still in the process of learning the job.
- With three staff resignations at the end of the school year and the need for additional help at Garfield because of two kindergarten classes, we will be looking for new personnel this summer. With the local job market the way it is we are hoping to find capable, stable employees to fill three positions. With new staff, of course, time will be spent in training but our staff will rise to the task and the job will get done.

Facing declining enrollment, increasing food costs, depreciating equipment, and an unstable work force 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.

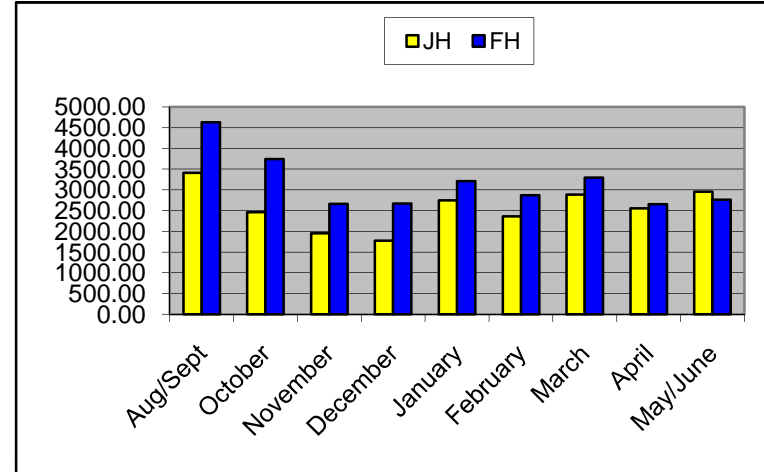
Cindy Giese, Director

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

2008-2009 SCHOOL YEAR

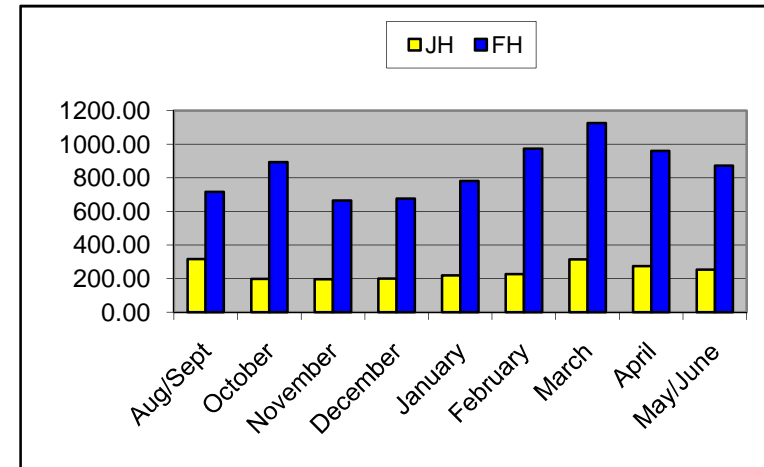
A LA CARTE INCOME - Lunch

MONTH	TOTAL SALES SCHOOL		TOTAL SALES DISTRICT	DAILY AVERAGE DISTRICT
	JH	FH		
	Aug/Sept	3408.75	4626.10	8034.85
October	2464.40	3738.50	6202.90	310.15
November	1949.30	2664.50	4613.80	288.36
December	1775.15	2672.00	4447.15	296.48
January	2746.25	3206.70	5952.95	313.31
February	2359.40	2869.30	5228.70	290.48
March	2887.40	3291.90	6179.30	280.88
April	2550.45	2655.95	5206.40	260.32
May/June	2953.85	2758.55	5712.40	228.50
TOTAL	\$ 23,094.95	\$ 28,483.50	\$ 51,578.45	\$ 287.76



A LA CARTE INCOME - Breakfast

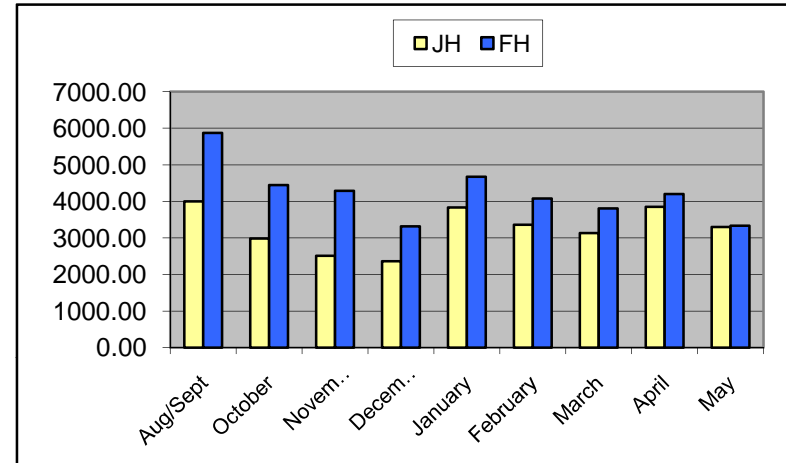
MONTH	TOTAL SALES SCHOOL		TOTAL SALES DISTRICT	DAILY AVERAGE DISTRICT
	JH	FH		
	Aug/Sept	316.60	716.10	1032.70
October	198.90	894.00	1092.90	54.65
November	196.20	663.90	860.10	53.76
December	199.65	676.50	876.15	58.41
January	218.65	780.90	999.55	52.61
February	227.25	973.65	1200.90	66.72
March	314.75	1126.45	1441.20	65.51
April	273.85	960.70	1234.55	61.73
May/June	252.75	871.50	1124.25	44.97
TOTAL	\$ 2,198.60	\$ 7,663.70	\$ 9,862.30	\$ 55.52



2007-2008 SCHOOL YEAR

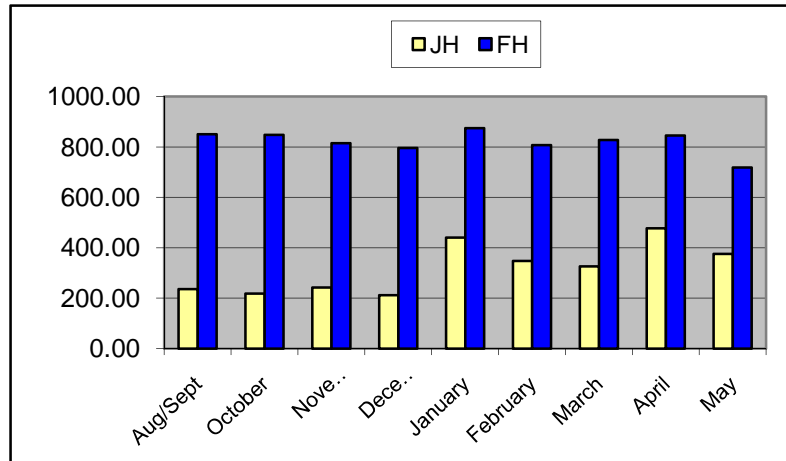
A LA CARTE INCOME - Lunch

MONTH	TOTAL SALES SCHOOL		TOTAL SALES DISTRICT	DAILY AVERAGE DISTRICT
	JH	FH		
	Aug/Sept	4000.60	5867.00	9867.60
October	2981.80	4446.35	7428.15	371.41
November	2509.40	4283.65	6793.05	399.59
December	2365.60	3315.85	5681.45	378.76
January	3835.30	4671.80	8507.10	386.69
February	3357.00	4074.60	7431.60	412.87
March	3132.20	3804.60	6936.80	330.32
April	3851.70	4201.60	8053.30	423.86
May	3295.40	3330.75	6626.15	265.05
TOTAL	\$ 29,329.00	\$ 37,996.20	\$ 67,325.20	\$ 377.51



A LA CARTE INCOME - Breakfast

MONTH	TOTAL SALES SCHOOL		TOTAL SALES DISTRICT	DAILY AVERAGE DISTRICT
	JH	FH		
Aug/Sept	235.65	849.65	1085.30	47.19
October	218.40	847.60	1066.00	53.30
November	241.95	814.50	1056.45	62.14
December	212.55	795.70	1008.25	67.22
January	440.30	874.70	1315.00	59.77
February	347.15	807.00	1154.15	64.12
March	326.00	826.85	1152.85	54.90
April	477.15	844.80	1321.95	69.58
May	375.50	718.55	1094.05	43.76
TOTAL	\$ 2,874.65	\$7,379.35	\$ 10,254.00	\$ 58.00



SCHOOL FOOD SERVICE

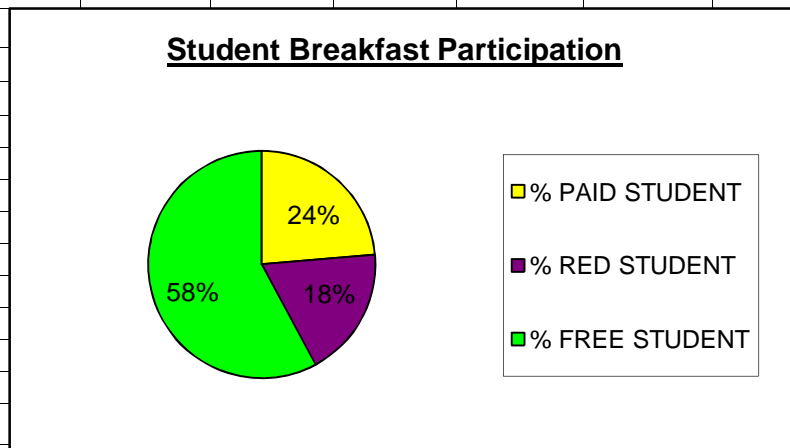
BREAKFAST PARTICIPATION DATA

2008-2009

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	791	0	0	0	0	2298	619	3708	0	37	37	3745	25
October	760	0	0	0	0	1766	632	3158	0	48	48	3206	20
November	569	0	0	0	0	1469	457	2495	0	45	45	2540	16
December	550	0	0	0	0	1223	409	2182	0	45	45	2227	15
January	599	0	0	0	0	1580	565	2744	0	49	49	2793	19
February	671	0	0	0	0	1595	585	2851	0	48	48	2899	18
March	841	0	0	0	0	1967	639	3447	0	52	52	3499	22
April	808	0	0	0	0	1790	547	3145	0	44	44	3189	20
May/June	890	0	0	0	0	2277	610	3777	0	38	38	3815	25
TOTALS	6479	0	0	0	0	15965	5063	27507	0	406	406	27913	180

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1224	148	12%	21%	17%	62%
October	1216	158	13%	24%	20%	56%
November	1217	156	13%	23%	18%	59%
December	1218	145	12%	25%	19%	56%
January	1221	144	12%	22%	21%	58%
February	1220	158	13%	24%	21%	56%
March	1211	157	13%	24%	19%	57%
April	1203	157	13%	26%	17%	57%
May/June	1202	151	13%	24%	16%	60%
AVERAGES	1215	153	13%	24%	19%	58%



Participation at individual schools:	Percentage
Highland Park	11%
Garfield	24%
Lewis & Clark	23%
Junior High	12%
Fergus High	4%

*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

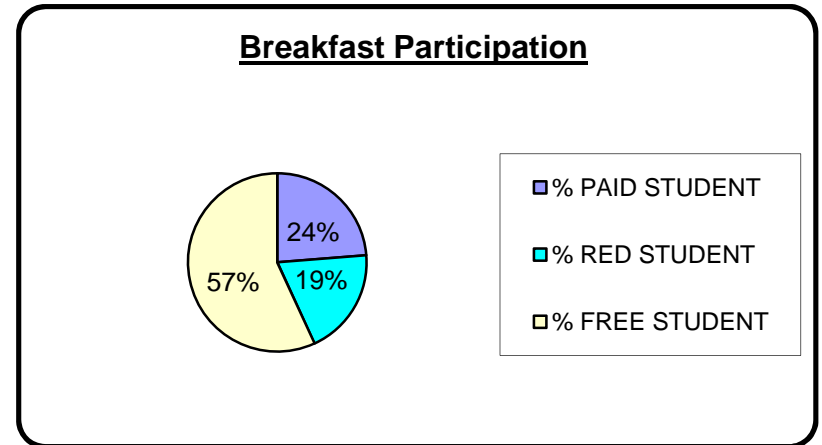
BREAKFAST PARTICIPATION DATA

2007-2008

SITE: DISTRICT

MONTH	STUDENT								ADULT			TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD	
Aug/Sept	869	0	0	0	0	2269	678	3816	0	12	12	3828	25
October	916	0	0	0	0	1879	634	3429	0	21	21	3450	20
November	831	0	0	0	0	1661	596	3088	0	21	21	3109	18
December	676	0	0	0	0	1427	512	2615	0	12	12	2627	15
January	896	0	0	0	0	2082	707	3685	0	25	25	3710	21
February	684	0	0	0	0	1850	680	3214	0	29	29	3243	19
March	770	0	0	0	0	2064	709	3543	0	25	25	3568	19
April	977	0	0	0	0	2475	818	4270	0	30	30	4300	22
May/June	773	0	0	0	0	2182	742	3697	0	32	32	3729	21
TOTALS	7392	0	0	0	0	17889	6076	31357	0	207	207	31564	180

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1271	153	12%	23%	18%	59%
October	1265	171	14%	27%	18%	55%
November	1255	172	14%	27%	19%	54%
December	1254	174	14%	26%	20%	55%
January	1254	175	14%	24%	19%	56%
February	1255	169	13%	21%	21%	58%
March	1255	186	15%	22%	20%	58%
April	1248	194	16%	23%	19%	58%
May/June	1245	176	14%	21%	20%	59%
AVERAGES	1256	175	14%	24%	19%	57%



Participation at individual schools:	Highland Park	17%
	Garfield	22%
	Lewis & Clark	21%
	Junior High	15%
	Fergus High	4%

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

SCHOOL FOOD SERVICE

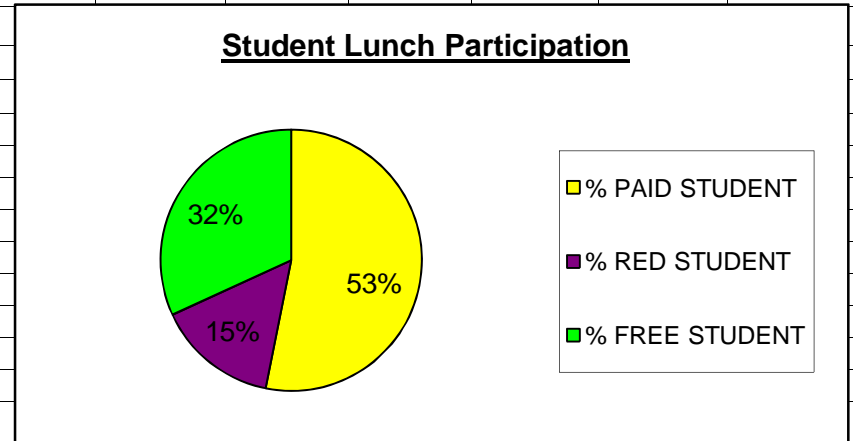
LUNCH PARTICIPATION DATA

2008-2009

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	9066	65	28	27	120	6032	2682	17900	390	532	922	18822	25
October	7694	65	0	26	91	4453	2143	14381	321	490	811	15192	20
November	6115	37	10	29	76	3515	1668	11374	256	369	625	11999	16
December	5987	47	17	35	99	3326	1618	11030	410	360	770	11800	15
January	7181	60	15	21	96	4196	2057	13530	300	479	779	14309	19
February	6599	50	13	30	93	3962	1981	12635	282	440	722	13357	18
March	7990	46	15	47	108	4812	2336	15246	329	494	823	16069	22
April	7342	68	8	32	108	4402	2009	13861	312	472	784	14645	20
May/June	8442	107	10	33	150	5415	2420	16427	376	541	917	17344	25
TOTALS	66416	545	116	280	941	40113	18914	126384	2976	4177	7153	133537	180

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1204	716	59%	51%	15%	34%
October	1196	719	60%	54%	15%	31%
November	1197	711	59%	54%	15%	31%
December	1198	735	61%	55%	15%	30%
January	1201	712	59%	54%	15%	31%
February	1200	702	58%	53%	16%	32%
March	1191	693	58%	53%	15%	32%
April	1183	693	59%	53%	15%	32%
May/June	1182	657	56%	52%	15%	33%
AVERAGES	1195	704	59%	53%	15%	32%



Participation at individual schools:	Percentage
Highland Park	76%
Garfield	83%
Lewis & Clark	84%
Junior High	65%
Fergus High	25%

*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

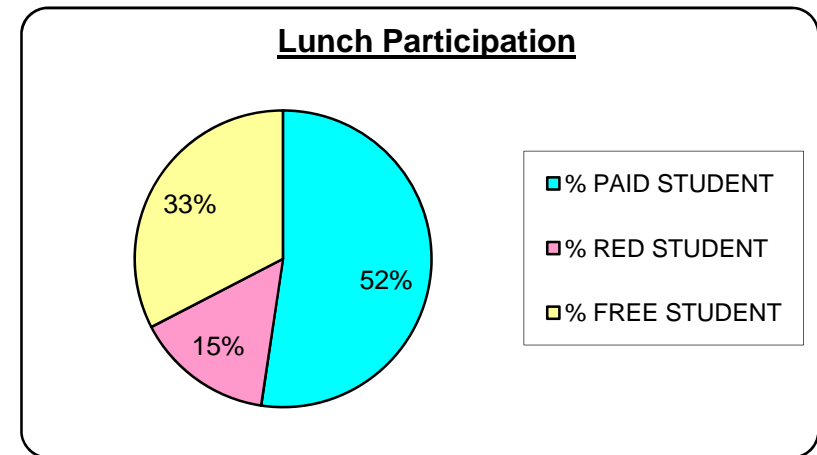
LUNCH PARTICIPATION DATA

2007-2008

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	9413	75	11	31	117	6165	2774	18469	383	650	1033	19502	25
October	8031	46	10	37	93	4635	2191	14950	302	426	728	15678	20
November	7093	47	9	25	81	4126	1939	13239	427	430	857	14096	18
December	5825	46	9	24	79	3534	1607	11045	239	348	587	11632	15
January	8089	76	10	27	113	4921	2278	15401	325	535	860	16261	21
February	7002	79	6	31	116	4342	2098	13558	310	500	810	14368	19
March	6971	63	4	44	111	4483	2106	13671	281	506	787	14458	19
April	8072	74	1	38	113	5344	2423	15952	320	543	863	16815	22
May/June	7384	84	24	34	142	4914	2200	14640	324	525	849	15489	21
TOTALS	67880	590	84	291	965	42464	19616	130925	2911	4463	7374	138299	180

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1251	739	59%	51%	15%	34%
October	1245	748	60%	54%	15%	31%
November	1235	736	60%	54%	15%	31%
December	1234	736	60%	53%	15%	32%
January	1235	733	59%	53%	15%	32%
February	1235	714	58%	52%	16%	32%
March	1235	720	58%	51%	15%	33%
April	1228	725	59%	51%	15%	34%
May/June	1228	697	57%	51%	15%	34%
AVERAGES	1236	727	59%	52%	15%	33%



Participation at individual schools:	Highland Park	82%
	Garfield	83%
	Lewis & Clark	83%
	Junior High	64%
	Fergus High	22%

*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**

Dale Lambert

**ANNUAL REPORT
SPECIAL EDUCATION SERVICES IN LEWISTOWN
JUNE 2009**

Special Education programs in Lewistown enjoyed a productive 2008-2009 school year with the implementation of several research based programs in multiple buildings, the basis for school-wide discipline structures, and ongoing training regarding Response to Intervention (RTI) implementation. To provide some overview of what has happened in special education it may be beneficial to review the number of Lewistown students receiving special education services.

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
Averages	155.9	51.3	207.3

The decline in numbers over the past two years is a result of RTI implementation. While this is a positive trend, it is probable that special education numbers will increase slightly in the coming years. This is consistent with most implementation processes and may serve as the indicator of the efficacy of the ongoing implementation of the RTI process.

In the coming year energy must be spent in assuring that all buildings have Staff Assistance Teams (SATs) in place, improve data collection procedures, and implement interventions with fidelity. At this time there is a vast difference between the RTI programs in district buildings, meaning the services provided to children are, at best, inconsistent, and do not represent a unified district perspective regarding educational programs. This may be helped with the purchase and implementation of Measures of Academic Progress (MAP), a Curriculum Based Measure designed to provide ongoing data on student performance. In addition to assessing instructional efficacy MAP data can be used for formative purposes, to proactively guide instructional practices.

Special education teachers have also recommended the development of an intervention communication tool, a reporting sheet that allows teachers to report current levels of performance, and instructional need form building to building. This would increase the efficacy of instructional programs, another tool in creating a unified educational system.

Perhaps the most important task special education will face in the coming year is the transition from the current special education forms manager to the Infinite Campus

system. This will allow Central Office Special Education staff to have access to all special education paperwork electronically. While the initial implementation may be difficult, the ability to improve the monitoring and quality of special education compliance will result in better programs for students identified as eligible for special education, and will also provide both parents and service providers, such as classroom teachers, with on-line access to the IEPs for their children/students.

Other tasks generally considered to be under the special education umbrella include the Montana Behavioral Initiative (MBI). This year a district-wide team attended trainings, participated in a staff assessment intended to provide an additional view of school structure, and recently administered the School-wide Evaluation Tool (SET), an assessment designed to assess the communication of values between student, staff, and administration. This may be best stated as a measure of how well buildings are implementing programs to reach stated values.

Finally, the professional development program for August includes training on many of the current intervention programs such as Reading Mastery, Corrective Reading, Rewards, Step Up to Writing, and Time to Teach. Each program is designed to provide the teaching and programmatic skills necessary to improve the achievement of all students, the key to reaching current AYP standards.

TECHNOLOGY

Pat Weichel

Technology 2008-2009 Annual Report
 Patrick Weichel, Technology Specialist
 Lynne Wise, Technology Integration Specialist
 Terry Lankutis, Technology Support
 Todd Lark, Technology Support
 June 13, 2009



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

This was the first full year that we made full use of an open source content management system (CMS), Joomla, for the main pages of the District web site. Joomla makes it very easy to keep the site content current and dynamic.

Site Statistics

#	Joomla Page	Page Visits
1	Campus Portal (2008-02-26 13:40:17)	8566
2	Lewis and Clark (2008-03-20 13:52:13)	2945
3	Highland Park Elementary (2007-10-31 10:31:17)	2749
4	Garfield Elementary (2007-11-26 13:54:23)	2337
5	Lewistown Public Schools - Board (2007-11-19 11:02:43)	2316
6	Lincoln Administration (2008-03-31 09:07:28)	1951
7	Fergus High Homepage (2008-09-19 09:09:02)	1838
8	2008-09 School Calendar Released (2008-03-27 12:23:18)	1126
9	Superintendent's Message (2008-11-04 10:11:53)	930
10	Calendars (2008-03-20 11:25:35)	766
11	K-8 Libraries (2008-03-20 13:52:43)	696
12	2009-2010 School Calendar Available (2009-01-29 12:12:47)	616
13	Cyber Bullying (2009-02-09 14:51:14)	456
14	New Infinite Campus Address (2008-09-10 19:54:03)	446
15	Ski Club Begins (2008-11-17 08:21:44)	436
16	Welcome! (2008-03-25 21:34:05)	375
17	2007-08 Permanent Record Grades (2008-05-21 17:32:02)	342
18	More Spammer Tricks (2008-04-25 09:27:32)	316
19	Full Time Kindergarten Proposal (2009-01-15 08:56:03)	291
20	The Twisted Words of Richard III (2008-05-01 13:23:38)	

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 a 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. In August 2008 the Infinite Campus database server was changed from being housed by Campus at their corporate offices in Minnesota to being housed at Fergus High. This change increased the speed and reliability for all District users.

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

0420 Lewistown K-8 & Fergus High District Generated on 06/10/2009 02:18:23 PM Page 1 of 1	Portal Usage Summary Report Start Date:8/25/2008 End Date:06/10/2009 School Year:2009
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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	1345	1340 99.63%	29124	703	291	480 35.69%	5714	138		
KF	15	15 100.00%	2	1	0	0 0.00%	0	0		
KHAM	20	20 100.00%	0	0	0	0 0.00%	0	0		
KHMT	23	23 100.00%	3	1	3	3 13.04%	41	1		
KHPM	20	20 100.00%	0	0	1	1 5.00%	15	1		
KHTF	20	20 100.00%	0	0	2	2 10.00%	86	3		
PK	17	16 94.12%	0	0	0	0 0.00%	0	0		
01	95	94 98.95%	1	1	16	15 15.79%	309	8		
02	107	105 98.13%	4	1	20	19 17.76%	379	10		
03	100	99 99.00%	7	1	25	24 24.00%	329	8		
04	100	100 100.00%	8	1	28	28 28.00%	246	6		
05	90	90 100.00%	114	3	38	36 40.00%	1156	28		
06	95	95 100.00%	191	5	37	36 37.89%	654	16		
07	93	93 100.00%	7596	184	42	41 44.09%	1132	28		
08	107	107 100.00%	3026	74	51	46 42.99%	1575	39		
09	139	139 100.00%	5458	132	97	91 65.47%	1837	45		
10	114	114 100.00%	4999	121	65	62 54.39%	1602	39		
11	107	107 100.00%	4584	111	46	44 41.12%	979	24		
12	106	106 100.00%	4222	102	48	46 43.40%	1472	36		

E-rate funding: The District again participated in the Federal Universal Services Fund or “E-rate”. The District received a benefit of \$26,574 in discounts on the Internet connection, long distance, and local telephone services for the 2008-2009 school year.

Network Backbone: Change in our network backbone increased our E-Rate funding needs in 2008-09. “Mission critical” systems such as food service point of sale, the accounting system, and Infinite Campus have increased the need for reliable wide area network (WAN) service between the buildings.

In the fall of 2008 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, Lewis and Clark and the Bus Barn are still served wirelessly. The new fiber connections have proven to be far more reliable and of greater capacity than the aging wireless backbone. Plans are in place to connect Lewis and Clark and Highland Park to the fiber backbone during the summer of 2009.

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. The buildings received the following new computers:

Garfield	4
Highland Park	5
Lewis and Clark	3
Fergus High	44

Highland Park also received a new laptop lab of 22 machines with a new mobile cart. Levy funds currently sustain replacement of laptop labs annually at the four K-8 buildings in turn.

In addition, the Levy funds were used to replace a server at Garfield, Junior High and Fergus High. This funding is critical to maintaining a level of computer hardware that is easier to maintain and to use.

Computer Labs: In addition to the laptop labs, all three elementary schools have fixed computer labs. With the replacement of the laptop lab at Highland Park, the original laptop lab was re-configured and used to replace the desktops in the computer lab room. The same rotation strategy was used at Garfield in the previous year and will be used at Lewis and Clark for 09-10. The benefit is that the laptops coming into the lab are more capable machines that the desktops they replace and they can be kept plugged into AC power eliminating the need to replace expensive batteries.

2008-2009 Trouble Tickets responded to in Lewistown Public Schools: 887

2008-09 Annual Report of Technology Integration and Training Activities – Lynne Wise-Klippenes

An analysis of our gains with student and teachers from TAGLIT (Taking A Good Look at Instructional Technology) data as well as classroom observations caused us to refocus our direction from just direct instruction to the students through project-based learning to including direct instruction to our staff in using technology tools for the integration of projects and software. This change occurred for several reasons. Staff changes, software changes and time factors are requiring a different approach.

One of the biggest problems with our current project-based learning was that the teacher would not always be in the classroom for the full project. Since I was the lead teacher with the students, the classroom teacher would allow interruptions from specialists, parents and administrators that had them leaving the classroom when I was instructing causing them to miss critical pieces of necessary information to teach the technology software or hardware needed to run the project. Then they would depend on a student to just do the technology for them instead of learning how to do it themselves. We were losing ground with some of our teachers as far as them developing their skills. Thus we changed direction and are focused more on staff technology training since our students were making gains that we were not seeing in our staff.

We are still doing student project work at all grade levels, tied to the curriculum. The junior high curriculum was restructured to give every 7th grade student a full year of computer class to insure the technology skill building with our students by 8th grade.

TAGLIT data was collected from all teachers in the District after determining to give them direct instruction. TAGLIT data was also collected from 8th grade students to assess the development of our technology integration.

Teacher Training K-12: Infinite Campus Training included both formal in-service training and informal training where 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. I also rolled over lesson planners with teachers for this academic year. 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 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. The MAPS assessment was evaluated this year and by spring a contract had been signed. MAPS requires the use of computers to take assessment tests that will be given to all 1-8 students and grade 10 at FHS. We attended the core group MAPS training in May to determine what needed to be done to hardware over the summer to insure it was useable to do the MAPS assessment. More MAPS involvement will be required to insure the success of this program.

Teacher Training K-6: Aplus LS and ThinkCentral were on the forefront of teacher training and implementation this year. ThinkCentral is the math website and requires account creation and set-up be done by teachers for their classes before students have access to the materials on the web-site. This required multiple training sessions in setting up their “virtual classroom” and implementing the items on the web site into the classroom. Both PIR time and a great deal of individual one-on-one work was done with teachers and students on this web site. Aplus LS was upgraded to a newer version of the program designed to work with XP and VISTA machines from the legacy version we had been using. There was enough change in this program that teachers had multiple PIR trainings on setting up their classes as well as learning the new features. We increased the number of teachers choosing to use Aplus LS throughout the district. Originally, we only purchased K-6 modules for reading and math. However, enough of the 6th grade teachers were determined to use Aplus LS that their students progressed into 7th grade content forcing us to purchase the 7th grade math and reading modules so they would have work they could still do March to June. We have expanded the use of Aplus LS from just using the reading module to also using the math modules in grades 5 and 6. This was also the first year for kindergarten to use this program since the new version has a pre reading module. Working with the kindergartners who have a “very brief” attention span even on a computer, gave me a greater appreciation for these grade level teachers.

Teacher Training K-2: A new network version of Kid Pix was installed which required some training of feature changes with 1st and 2nd grade teachers. Since their student projects are done in this program, I did just an overview of feature changes and a little work with the students, focusing on our two new second grade teachers to insure their first set of student projects were successful.

Portfolio Projects were completed for all grade levels, saved appropriately and a back-up done.

- 1st—Letters of the alphabet in Kid Pix
- 2nd—Habitat pictures and descriptions in Kid Pix
- 3rd—Brief writing using Microsoft Word
- 4th—Document using Microsoft Word
- 5th—Wax museum document, bibliography and title page with picture inserts and a picture of them in costume- using Microsoft Word
 - Keyboarding slideshow using Microsoft PowerPoint
- 6th—Biography document, bibliography, and title page—using Microsoft Word
 - News slideshow using Microsoft PowerPoint

Assisted in the PIR training of teachers in the new science websites that are available as part of the new science curriculum next year. We will need to set-up classes and schools at this web site for use next fall.

Teacher and Student Training 5-12: Gaggie requires training of both teachers and students on a yearly basis. There are new features that the web site offers users that must be learned by both staff and students. Cyber safety is important with students and I did some direct instruction with 5th and 6th graders on this topic using the concepts of message boards, chat rooms and social networking sites which are features offered in Gaggie. Integrating E-mail communication into the school assignments is still not easy. Most teachers prefer students do not submit assignments electronically even when they are home bound. Working with the keyboarding teacher I did one assignment with 5th and 6th graders where they attached a file created as a keyboarding practice document and

submitted it via e-mail. This needs to be done several times in different ways and then repeated on a yearly basis. I did some "reminder work" with 7th graders in Gaggle at the beginning of their 7th grade year and a little with 8th graders. Will work to see if can integrate with Lucotch in 7th and Daniels in 8th an actual assignment. I have already started this conversation with Mr. Lucotch and he seems open, but I need to establish the work. I also did some beginning work with Mr. Friesen and the FHS students in Gaggle too. The students embrace the use of this technology more than the teachers so far. The 6th graders had some misuse of their accounts by spring, which resulted in the entire class having their e-mail accounts closed for now. This is comparable to taking away every student's pencil because a bad note was written to someone. This is an indication of the work I need to do with helping administrators understand technology is another classroom tool. With every tool comes the opportunity to use it for good and for bad.

I worked with elementary and secondary math teachers on Geometry Sketchpad Software, using a MOBI and on-line assessment issues as well as locating useable web resources that could assist them. I assisted Mr. Friesen with issues as needed and he was usually the direct contact with the classroom students this year at FHS.

There are both client installs for software that must occur on all computers and student accounts that must be created for students to log-into computers, have e-mail and access programs and web sites. I build many of these accounts for teachers and students as part of the set-up work that goes on for technology integration in the classroom. The addition of every piece of software being used in this district requires set-up time and support that is expected from this department.

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.

TRANSPORTATION

Steve Klippenes

Transportation Department

2008-2009 Annual Report

June 23, 2009

During the 2008-2009 School Year the yellow buses traveled **150,254** miles and our activity buses traveled **59,805** miles.

The Transportation Department is responsible for the maintenance on fourteen yellow buses and five MCI activity buses, five Drivers Education vehicles, five Maintenance vehicles, the Hot Lunch Van, and one Transportation Pickup and snowplow. The mechanics have continued doing the maintenance on the Council on Aging buses and the CMLRCC vehicles.

The Transportation Policy and Procedure Handbook was updated this year. This spring Kathleen Schaeffer was sent to California for several days of Special Education Workshops. Kathleen will be working on the Special Education section of our Handbook this summer.

This year we had a driver return to work after being off on a Worker's Compensation injury for 5½ years.

One driver had an accident this year, where a bus slid off the road and overturned. There were no students on the bus and the driver was not injured. The bus is being repaired.

The Transportation Department is still working with International on becoming a warranty shop so we can do our own warranty work and be paid by International for warranty repairs. This certification could then allow us to do warranty work for surrounding schools on a time available basis and be paid by International for this service.

The Transportation Department had a good year this last year and with the extra drivers it made it much easier to handle the extra trips.

**ANNUAL SCHOOL REPORT
TRANSPORTATION DEPARTMENT
2008-2009**

BUS NUMBER	YEAR	MODEL	STARTING MILEAGE	ENDING MILEAGE	TOTAL
1	2006	International RE	42,289	52,515	10,226
2	2009	International RE	16,533	35,448	18,915
3	2006	International RE	60,728	83,176	22,448
4	2003	Bluebird All-Amer	107,821	112,397	4,576
5	2007	International IC RE	35,525	53,683	18,158
6	1999	Bluebird TC-2000	161,964	163,701	1,737
7	2005	International Conv	49,005	60,540	11,535
8	2006	International RE	32,834	38,828	5,994
9	2001	Bluebird Chev	123,549	130,949	7,400
10	2005	International RE	46,218	53,910	7,692
11	2002	Bluebird TC-2000	123,764	127,467	3,703
12	2009	International RE	7,552	20,575	13,023
13	1998	Bluebird TC-2000	125,164	133,177	8,013
14	2007	International Conv	26,742	43,576	16,834
		TOTAL			150,254
Eagle 1	1974	MCI MC-8	308,031	311,725	3,694
Eagle 2	1997	MCI 102DL3	127,951	147,930	19,979
Eagle 3	1999	MCI 102DL3	6,082	18,593	12,511
Eagle 4	1996	MCI 102D3	158,524	177,204	18,680
Eagle 5	1982	MCI MC-9	57292	62,233	4,941
		TOTAL			59,805
		SHOP TRUCKS			
	1978	Chevrolet 3/4 Ton	234,571	235,214	643
	1994	Chevrolet 3/4 Ton	106,251	108,613	2,362
		TOTAL			3,005