LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES

LINCOLN BOARD ROOM

215 7th Avenue South
Lewistown, Montana 59457

MONDAY, July 11, 2016

REGULAR BOARD MEETING

CALL TO ORDER (6:00 p.m.)

1. Roll Call
2. Pledge of Allegiance
3. Discussion—Diane Oldenburg, Adult Learning Center
4. Discussion—2015-2016 Annual Report
5. Report—Committees of the Board
6. Calendar Items, Concerns, Correspondence, Etc.
7. Report—Investment
8. Report—High School Retirement Fund Budget Amendment
9. Report—End of Year Transfers
10. Report—Superintendent

PUBLIC PARTICIPATION

11. Recognition of Parents, Patrons, and Others Who Wish to Address the Board on Non-Agenda Items

ACTION ITEMS

MINUTES

12. Minutes of the June 13, 2016, Regular Board Meeting

APPROVAL OF CLAIMS

13. Claims

INDIVIDUAL ITEMS

14. Approve Extension of Winifred Bus Routes into the Lewistown School District
15. Approve Personnel Report

ADJOURNMENT

A hard copy of the complete Agenda is available at the LPS Central Office or on the Lewistown Public Schools Website: http://www.lewistown.k12.mt.us/content/40

PUBLIC PARTICIPATION

The Board of Education encourages participation at public School Board meetings. Under normal circumstances it is desirable to allow everyone to address the Board. However, when there are many persons who wish to address the Board, the following rules shall apply to protect the public's right to be heard:

- Speaker must first be recognized by the Chair and identify him/herself.
- Comments may not infringe on the rights to privacy of another.
- Each speaker shall be allowed a presentation not to exceed three (3) minutes at the appropriate time on the Agenda.
- There will be a limit of one presentation per person.
- The Board requests that organizations and groups be represented by a single spokesperson. The spokesperson for each group shall be limited .to a presentation of three (3) minutes. To save repetition and time, the Board also requests that persons not speak if a previous speaker has expressed a similar position on the same issue.
- Appropriate comments are welcome but no action is likely to be taken at this time to ensure that others have the opportunity to address the same issue also. Items discussed may, at the discretion of the Board, be placed on a later agenda.
- The Board will accept comments from the public on each agenda item as it is discussed.

By a majority vote of the Board, these rules may be suspended for special reasons at any particular meeting. Further, the Board may reserve the right to adjust the length of time.

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date	**Agenda Item No.**
07/11/2016	3

ITEM TITLE: DISCUSSION—ADULT EDUCATION DIRECTOR DIANE OLDENBURG, ADULT LEARNING CENTER

Requested By: Board of Trustees **Prepared By:** _____ **Date:** 07/11/2016

SUMMARY:

The Board of Trustees need to continue the discussion on the future of the Adult Learning Center and options for funding.

SUGGESTED ACTION: Informational

☐ **Additional Information Attached**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date	**Agenda Item No.**
07/11/2016	4

ITEM TITLE: DISCUSSION—2015-2016 ANNUAL REPORT

Requested By: Board of Trustees **Prepared By:** Jason Butcher **Date:** 07/11/2016

SUMMARY:

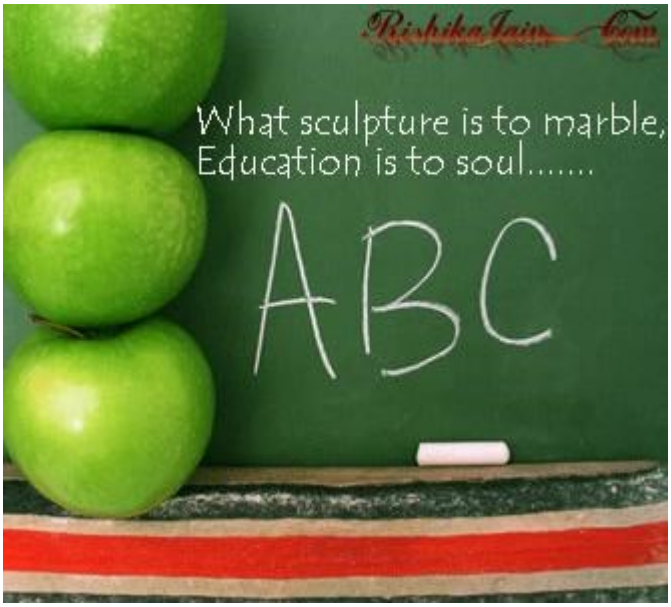
The Lewistown Public Schools 2015-2016 Annual Report is attached for the Board of Trustees to review. This report will be placed on the next agenda as an action item for approval.

SUGGESTED ACTION: Informational

☒ **Additional Information Attached**

NOTES:

LEWISTOWN PUBLIC SCHOOLS



2015-2016 ANNUAL REPORT

ANNUAL REPORT

In following Board Policy, staff members will again be required to compile a brief report on their area of responsibility for an annual school report. Reports will include an overall summary along with concerns and areas to be improved. This information will provide the Board with relevant data about the status of the District. Hopefully this will again prove to be useful and lend to an enhanced report in the future.

REPORT / ASSIGNMENT

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

HIGHLAND PARK ELEMENTARY SCHOOL

Matt Lewis

Highland Park Elementary School
Lewistown, Montana
Phone: (406)535-2555**Fax: (406)535-4617

Matthew Lewis, Principal
Lanna Schoenfelder, Secretary

Highland Park Elementary
2015-2016 Annual Report

Goal Area 1: Measurable Student Achievement

Multi-Tiered Systems of Support (MTSS)

This year the Highland Park MTSS Team continued to work as a member of the Project Real Grant. The Team consisted of Gina Armstrong, Tara Munnion, Jean Muragin, Bridget Sparks, Amanda Gee, Chateau Christensen, Sarah Cloud, Krista Lee, Audrey Boling and myself. We attended three off site trainings and had four online trainings throughout this year. These professional development days allowed our Team to work together focusing on creating a handbook for our staff, focus on behavior constancy and academic interventions. One thing that was evident was the need to continue/reinforce how we as a staff address behavior issues in our school. This lead to some great conversations about consistency and the need to share our behavior data with staff throughout the school year. Also realized was that we needed a better way to train our staff on our MTSS process. This lead to the idea of creating a handbook that would describe what we are doing, which would be consistent with the other elementary schools in the district. Kid graph meetings were utilized to discuss student academic and behavior needs and interventions. This allowed the Team to share with every staff member quarterly ideas and interventions that can be used in the classroom.

Curriculum

The Staff spent time this year focused on implementation of our new math curriculum. A portion of our floating PIR day was dedicated to getting to know what materials we have and how they work. Teachers met during their Team time and discussed how implementation was going and essential components of the program. That time was also utilized to collaborate about the writing process and our new "Step Up to Writing" program. Again, the conversation was about consistency and implementation. Throughout the school year it was great to see math activities and student writing that reflected these conversations and showed the quality of the teacher conversations and collaboration.

"Watch Us SOAR!"

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

AIMSweb Benchmark Assessments

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

	Benchmark (Low Risk) 2015-2016	Strategic (Some Risk) 2015-2016	Intensive (At Risk) 2015-2016
Letter Naming Fluency	65.4% n= 36 students	14.4% n= 8 students	20% n=11 students
Letter Sound Fluency	75% n=41 students	9% n=5 students	16% n=9 students
Phoneme Segmentation	80% n=44 students	12.6% n=7 students	7.2% n=4 students
Nonsense Word Fluency	70.8% n=39 students	16.3% n=9 students	12.6% n=7 students
1st Grade R-CBM	64% n=55 students	23.2% n=20 students	12.7% n=11 students
2nd Grade R-CBM	77% n=72 students	18% n=17 students	5% n=5 students

Benchmark Goals:

- For **Letter Naming**, the student must identify as many upper and lower-case letter names as possible in one minute. The Benchmark Goal is for all children to have established letter recognition skills of 46 on Letter Naming Fluency by the end of Kindergarten.
- For **Letter Sound,** the student must identify as many lower-case letter sounds as possible in one minute. The Benchmark Goal is for all children to have established letter sound recognition skills of 33 on Letter Sound Fluency by the end of Kindergarten.
- For **Phonemic Segmentation**, the student says the sounds in words that you (teacher, examiner) present orally. The words are three-letter (CVC) or two-letter (VC) words. The Benchmark Goal is for all children to have established phonemic awareness skills of 41 on Phoneme Segmentation Fluency by the end of Kindergarten.
- The **Nonsense Word** measure requires the student to say each sound (or the whole words) in nonreal words for one minute. The Benchmark Goal is for all children to have established alphabetic principle skills of 33 or more on Nonsense Word Fluency by the middle of First Grade.

- **Reading Curriculum-Based Measurement (R–CBM)** is a brief, individually administered, standardized test of oral reading for grades 1 (winter) through 12. For universal screening (benchmark testing), use the designated set of probes (1, 2, and 3) for the student's grade. Use the same set of probes for each screening period (fall, winter, and spring). Have the student read the passage aloud for one minute. Record any errors—words that are mispronounced, substituted, omitted, or read out of sequence, that the student does not self-correct within 3 seconds.
- The Benchmark Goal for 1st grade was established at 53 or more words per minute on oral reading fluency by the end of the school year.
- The Benchmark Goal for 2nd grade was established at 92 or more words per minute on oral reading fluency by the end of the school year.

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

	Benchmark (Low Risk) 2015-2016		Strategic (Some Risk) 2015-2016		Intensive (At Risk) 2015-2016	
Kindergarten						
Oral Counting	67.2% n=37 students		23.5% n=13 students		9% n=5 students	
Number Identification	74.4% n=41 students		10.8% n=6 students		14.4% n=8 students	
Quantity Discrimination	80% n=44 students		12.6% n=7 students		7.2% n=4 students	
Missing Number	67% n=37 students		13% n=7 students		20% n=11 students	
	M-Cap	M-Comp	M-Cap	M-Comp	M-Cap	M-Comp
1st grade		58% n=50 students		33% n=28 students		9% n=8 students
Oral Counting	67% n=58 students		14% n=12 students		19% n=16 students	
Number Identification	56% n=48 students		23% n=20 students		21% n=18 students	
Quantity Discrimination	72% n=62 students		18.5% n=16 students		9.2% n=8 students	
Missing Number	61% n=52 students		22% n=19 students		17% n=15 students	
	M-Cap	M-Comp	M-Cap	M-Comp	M-Cap	M-Comp
2nd grade	75% n=70 students	76.2% n=71 students	24% n=22 students	20.3% n=19 students	1% n=1 student	3.1% n=3 students

"Watch Us SOAR!"

Benchmark Goals:

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

Goal Area 2: Facilities

Utilizing our facility to the best of our ability is never a challenge because we use every nook and cranny we can. Our maintenance staff does a very nice job keeping our building in working order. This year we did propose to move classrooms around to assist with building usage and get all of the grade levels together, with the support of the School Board and Mr. Butcher this move benefits our students in the long run.

Goal Area 3: Community/Parent Engagement

Our staff and I work hard to encourage and welcome visitors to Highland Park! Some great kindergarten parents volunteered their time this year in the mornings to assist with reading groups. This has happened all year and is a huge help in creating a positive atmosphere for our students. There were also six America Reads Tutors in our building this year. This is a program that pairs up retired individuals in our community with students who need a little bit of help with reading. These tutors usually come in for an hour a week to spend time with our students.

"Watch Us SOAR!"

Family night activities were continued again this year. For the past two years at Highland Park, we have had fall, winter, and spring family nights, which have been very successful. Parents have the chance to come in and spend time as a family working on an activity in the classroom. During our winter family night, with the help of PTO and the teachers, pizza was served to every family that attended. Our spring family night is usually the last week of school and is set up as an ice cream social to thank the parents for their support.

Highland Park has also tried to engage families and our community with quality programs. Our music programs put on by Ms. Schwaller have been awesome. She has done a fantastic job engaging students and getting them to love music. I have to say one awesome thing she put together this year was a Highland Park Christmas show at the high school. She magically had 240 kindergarten through second grade students on the stage singing and having fun!! The feedback and attendance for this program was fantastic. The Missoula Children's Theatre was in Lewistown again this year. The production of "Rapunzel" was great!! Almost 60 students participated and we look forward to another great production next year.

Goal Area 4: Technology

This year the school district held a "Google Fest" which was extremely helpful to me in learning more about technology. Many staff members saw the content of the workshop very worthwhile but at the same time struggled to see how to implement what they learned in a primary classroom. Our first grade staff continued with their "Walk to Computer Time" which is taught by Mrs. Sparks. This allows students to explore different educational apps on our iPads. This year I continued teaching technology to our second grade students. We spent the first semester focusing on basic keyboarding skills. During the second semester, we covered topics such as internet safety, research on the internet, PowerPoint and Word documents.

Goal Area 5: High Qualified Staff

This has been another great year with new staff members. The addition of Emma Guyer, Chateau Christensen, Nathan Poukish and Rachel Schwaller was fantastic. While Nathan was not new to the school, as a first grade teacher he did a great job and is a team player. Miss Guyer, Miss Christensen and Mr. Poukish all had the opportunity to observe other teachers this year which was helpful for them. In addition, Mrs. Smith did some peer observations and was able to give each of them some quality feedback from a mentor teacher's perspective. While celebrating our new staff members we are also saying goodbye to a couple quality individuals. Margee Smith is retiring and her knowledge and mentorship will be missed in the kindergarten hallway. Nathan Poukish is also leaving to explore other teaching opportunities around the country.

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

"Watch Us SOAR!"

GARFIELD ELEMENTARY SCHOOL

Matt Ventresca

Garfield Elementary School
415 East Boulevard
Lewistown, Montana 59457

Matthew Ventresca, Principal
Jenni Bristol, Secretary

2015-2016 GARFIELD ELEMENTARY ANNUAL REPORT

EXCELLENCE TODAY, SUCCESS TOMORROW

Enrollment:

The following table represents the ending enrollment numbers for Kindergarten, 3rd & 4th Grade for the 2015-2016 school year. It also shows a continuum of enrollment numbers for Kindergarten, 3rd & 4th.

Garfield Elem.	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
Kindergarten	115	97	102	93	100	89	77
3rd Grade	84	96	82	80	101	85	106
4th Grade	97	77	77	109	82	105	101
Total	296	270	261	282	283	279	284
Change (+ or -)	+26	+9	-21	-1	+4	-5	

"Watch Us SOAR!"

Attendance:

Garfield's average daily attendance for the 2015-2016 school year was 94.77%. This 94.77% attendance rate equates to an average of about 12 students absent every day. This is a slight drop from last years' attendance rate of 95.09%. To help increase attendance percentage, we will continue to focus on positive attendance procedures to help cut down on truancy and absenteeism. Our Multi-Tiered Systems of Support (MTSS) Team will look at our attendance data and brainstorm ways to increase it. Currently, the K-8 Administration Team is refining our attendance policy to come up with specific set guidelines of when to call home, send an attendance letter home, do a family attendance goal sheet, and send a certified letter home.

Garfield Elementary	**2015-16**
Student Count	248
Membership Days	42,591
Absent Days	2,227.62
Average Daily Membership (ADM)	237.94
Average Daily Attendance (ADA)	225.49
Attendance Rate (%)	**94.77%**
Change (+ or -)	

Goal Area 1: Measurable Student Achievement

Strategic Objectives 1, 2, and 4:

Multi-Tiered Systems of Support (MTSS)

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

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

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

What is MTSS Made Of?

Response to Intervention (RtI)

RtI is the practice of (1) providing high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions (Batsche, et al., 2005).

At Garfield Elementary, we problem solve with the student's teacher and the MTSS Team to choose the proper Tier placement and develop the most effective instruction/interventions to help each student be as successful as possible.

Montana Behavioral Initiative (MBI)

MBI is a framework for establishing a learning environment that supports social, emotional, and behavioral success for all students.

At Garfield Elementary, we believe students should be taught all the skills necessary for success academically, socially, emotionally, and behaviorally. We believe schools are places where students should learn and practice positive social behaviors. Ultimately, a caring school climate and positive relationships between students and staff are critical to student success and provide an environment where behavior and academics can flourish.

Student Achievement Data

MT Smarter Balanced Test/Mont-CAS

Students participated in the state's annual criterion referenced test throughout the spring. This year the State continued into the 3rd year of using the computerized assessment with the MT Smarter Balanced Assessment Consortium. This assessment measures students' mastery of the Montana Common Core State Standards in English Language Arts (ELA)/Literacy and Math.

The Smarter Balanced Test data for the 2015-16 school year won't be available until August. The 2014-15 data was provided in December. The table below shows the Reading and Math CRT assessment data that is available for Garfield Elementary. The 2011-12 and 2012-13 data represents the paper and pencil Mont-CAS tests. The 2014-15 data represents the first year of data available from the computerized Smarter Balanced Test:

	Math 2014-15		ELA/Literacy 2014-15		Math 2012-13		Rdg 2012-13		Math 2011-12		Rdg 2011-12	
	3rd Grade	4th Grade	3rd Grade	4th Grade	3rd Grade	4th Grade	3rd Grade	4th Grade	3rd Grade	4th Grade	3rd Grade	4th Grade
Advanced	16%	22%	13%	21%	4%	31%	31%	40%	22%	26%	45%	43%
Proficient	41%	33%	38%	22%	55%	38%	62%	47%	54%	39%	48%	47%
Nearing Proficient	31%	34%	34%	40%	24%	16%	7%	9%	18%	21%	5%	8%
Novice	12%	11%	15%	17%	17%	15%	0%	4%	6%	14%	2%	3%

As a quick summary of these scores shows we have 51% of our 3rd grade performing at or above a proficient level in English Language Arts (ELA)/Literacy and 57% at or above a proficient level in math. Our 4th grade students have 43% performing at or above proficient in ELA/Literacy and 55% at or above the proficient level in math. The reason the data is showing lower in ELA proficiency as compared to math is because this assessment involves both reading and writing combined for the ELA/Literacy score. Whereas other assessments like NWEA MAP, as seen below, only involves reading.

The following table compares Garfield's 3rd & 4th graders to the Montana State Overall 3rd & 4th grade percentage.

3rd & 4th Grade Overall Percentages		Advanced	Proficient	Nearing Proficient	Novice
Garfield 14-15	**Math**	19%	38%	32%	11%
MT State Overall	**Math**	14%	30%	33%	23%
Garfield 14-15	**ELA/Literacy**	16%	31%	37%	16%
MT State Overall	**ELA/Literacy**	17%	24%	27%	32%

NWEA MAP Testing

Measure of Adequate Progress (MAP) testing was continued for all students in both 3rd and 4th grade. MAP was used as a benchmark three times during the year (Fall, Winter, Spring) in Reading and Math. The data from these tests help monitor progress of our students; is used to drive instruction; and is used as a predictor of possible achievement on the state tests. The testing also has become an opportunity for students to challenge themselves to make improvements from the fall, winter, and spring benchmarks.

3rd Grade MAP Reading 2-5 Common Core 2010 V2

3rd MAP Reading	Benchmark	Strategic	Intensive
2015-2016	85% 71 students	5% 4 students	10% 8 students
2014-2015	83% 78 students	9% 8 students	9% 8 students
2013-2014	84% 68 students	10% 8 students	6% 5 students

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

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

4th MAP Reading	Benchmark	Strategic	Intensive
2015-2016	86% 84 students	7% 7 students	7% 7 students
2014-2015	82% 62 students	9% 7 students	9% 7 students
2013-2014	70% 53 students	16% 12 students	14% 11 students

MAP Reading 2-5 Common Core 2010 V2 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP reading they must have a RIT score of 206 or higher by the end of 4th grade.

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

3rd MAP Math	Benchmark	Strategic	Intensive
2015-2016	71% 60 students	13% 11 students	15% 13 students
2014-2015	71% 67 students	20% 19 students	9% 9 students
2013-2014	78% 63 students	21% 17 students	1% 1 student

MAP Math 2-5 Common Core 2010 V2 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP Math they must have a RIT score of 203 or higher by the end of 3rd grade.

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

4th MAP Math	Benchmark	Strategic	Intensive
2015-2016	76% 73 students	16% 16 students	7% 7 students
2014-2015	68% 52 students	22% 17 students	10% 8 students
2013-2014	59% 45 students	25% 19 students	15% 11 students

MAP Math 2-5 Common Core 2010 V2 uses the RIT (Rasch Unit) scale to create a grade-independent RIT score, which indicates the level of question difficulty a given student is capable of answering correctly about 50% of the time. RIT scores help educators understand every student's current achievement level based on their zone of proximal development. In order for a student to be considered benchmark for MAP Math they must have a RIT score of 214 or higher by the end of 4th grade.

Overall MAP Student Achievement Summary:

As you can see by all of our student achievement data, our school is overall lower in math as compared to reading. To help remedy this, we moved our math block for 3rd and 4th from the afternoon to the morning for this school year to allow for more instructional minutes and the opportunity for students to be fresher in the morning. The data shows that we have seen an increase in our math scores while implementing this schedule change. Overall, we are improving in reading as well.

AIMSweb

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

Kindergarten AIMSweb Early Literacy Concepts

Letter Naming Fluency	**Benchmark**	**Strategic**	**Intensive**
2015-2016	73% 41 students	11% 6 students	16% 9 students
2014-2015	76% 29 students	16% 6 students	8% 3 students
2013-2014	82.8% 34 students	14.5% 6 students	2.3% 1 student

For **Letter Naming**, the student must identify as many upper and lower-case letter names as possible in one minute. The benchmark goal for all children to have established letter recognition skills of 46 on Letter Naming Fluency by the end of Kindergarten.

Letter Sound Fluency	Benchmark	Strategic	Intensive
2015-2016	75% 42 students	18% 10 students	7% 4 students
2014-2015	90% 34 students	5% 2 students	5% 2 students
2013-2014	90.1% 34 students	7.2% 3 students	2.3% 1 student

For **Letter Sound,** the student must identify as many lower-case letter sounds as possible in one minute. The benchmark goal for all children to have established letter sound recognition skills of 33 on Letter Sound Fluency by the end of Kindergarten.

Phoneme Segmentation	Benchmark	Strategic	Intensive
2015-2016	77% 43 students	23% 13 students	0% 0 students
2014-2015	94.6% 36 students	2.5% 1 students	2.5% 1 students
2013-2014	93% 38 students	5% 2 students	2% 1 student

For **Phonemic Segmentation**, the student says the sounds in words that you (teacher, examiner) present orally. The words are three-letter (CVC) or two-letter (VC) words The benchmark goal for all children to have established phonemic awareness skills of 41 on Phoneme Segmentation Fluency by the end of Kindergarten.

Nonsense Word Fluency	Benchmark	Strategic	Intensive
2015-2016	69.5% 39 students	16% 9 students	14.2% 8 students
2014-2015	79% 30 students	16% 6 students	5% 2 students
2013-2014	80.4% 33 students	14.5% 6 students	4.8% 2 students

The **Nonsense Word** measure requires the student to say each sound (or the whole words) in nonreal words for 1 minute. The benchmark goal is for all children to have established alphabetic principle skills of 33 or more on Nonsense Word Fluency by the middle of First Grade.

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

Reading Curriculum-Based Measurement (R–CBM) is a brief, individually administered, standardized test of oral reading for grades 1 (winter) through 12. For universal screening (benchmark testing), use the designated set of probes (1, 2, and 3) for the student's grade. Use the same set of probes for each screening period (fall, winter, and spring). Have the student read the passage aloud for 1 minute. Record any errors—words that are mispronounced, substituted, omitted, or read out of sequence that the student does not self-correct within 3 seconds.

3rd Grade R-CBM	Benchmark	Strategic	Intensive
2015-2016	69.4% 57 students	19.4% 16 students	11% 9 students
2014-2015	69% 65 students	23.3% 22 students	7.3% 7 students
2013-2014	62.4% 50 students	28.8% 22 students	8.7% 7 students

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

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

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

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

Kindergarten AIMSweb Early Numeracy

AIMSweb **Math Benchmark** tests were used to identify intensive, strategic and benchmark students in Early Numeracy for Kindergarten.

Oral Counting	Benchmark	Strategic	Intensive
2015-2016	67.8% 38 students	17.8% 10 students	14.2% 8 students
2014-2015	68.3% 26 students	13.1% 5 students	18.3% 7 students
2013-2014	73.1% 30 students	19.4% 8 students	7.2% 3 students

The **Oral Counting** measure requires students to orally count starting from 1 as high as they can in one minute. The benchmark for oral counting for kindergarten is 70 by the end of the school year.

Number Identification	Benchmark	Strategic	Intensive
2015-2016	66% 37 students	16% 9 students	18% 10 students
2014-2015	76.2% 29 students	15.7% 6 students	7.8% 3 students
2013-2014	73.1% 30 students	7.2% 3 students	19.4% 8 students

The **Number Identification** measure requires students to orally identify numbers. Kindergarten students identify numbers between 1 and 10. The benchmark for number identification for kindergarten is 55 by the end of the school year.

Quantity Discrimination	Benchmark	Strategic	Intensive
2015-2016	71.3% 40 students	23.1% 13 students	5.3% 3 students
2014-2015	84.1% 32 students	13.1% 5 students	2.5% 1 student
2013-2014	82.8% 34 students	12.1% 5 students	4.8% 2 students

The **Quantity Discrimination** measure requires students to orally identify the bigger number from a pair of numbers. Kindergarten students identify bigger numbers from pairs of numbers between 1 and 10. The benchmark for quantity discrimination for kindergarten is 25 by the end of the school year.

Missing Number	Benchmark	Strategic	Intensive
2015-2016	77% 43 students	16% 9 students	7% 4 students
2014-2015	89.4% 34 students	5.2% 2 students	5.2% 2 students
2013-2014	85.3% 35 students	7.2% 3 students	7.2% 3 students

The **Missing Number** measure requires students to orally identify the missing number from a string of three numbers. Kindergarten students identify missing numbers from a string of numbers between 1 and 10. The benchmark for missing number measure for kindergarten is 13 by the end of the school year.

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

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

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

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

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

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

4th Grade M-CAP M-Comp	Benchmark M-CAP	Benchmark M-Comp	Strategic M-CAP	Strategic M-Comp	Intensive M-CAP	Intensive M-Comp
2015-2016	65.1% 60 students	61.4% 56 students	32.5% 30 students	33% 30 students	2.1% 2 students	5.4% 5 students
2014-2015	67.4% 52 students	74% 57 students	31.1% 24 students	22% 17 students	1.2% 1 student	4% 3 students
2013-2014	57.8% 44 students	72.3% 55 students	35.4% 27 students	22.3% 17 students	6.5% 5 students	5.2% 4 students

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

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

Goal Area 2: Facilities

Strategic Objectives 1-2

District Facility Plan

I have been working with our new Maintenance Director to identify Garfield's needs. These needs will be combined with other district facility needs to develop a comprehensive plan for our district. By passing the Building Reserve Levy and gaining funding for the next 10 years, it shows we have secured community support and some of the funding necessary to work on our comprehensive plan.

Garfield & Highland Park Grade Level Schools Realignment

To help provide more room in our facilities for increased enrollment and to provide better services to our primary grade levels, our Administration Team created a plan to realign Garfield and Highland Park's grade levels. Beginning with the 2016-2017 School Year we will be "true" grade level schools with Kindergarten and 1st grade at Garfield and 2nd, 3rd, and 4th grades at Highland Park.

"Watch Us SOAR!"

Goal Area 3: Community/Parental Engagement

Strategic Objectives 1, 2, & 4

Parent/Community Involvement at Garfield

Parent Meetings
Garfield held numerous parent meetings this year to help keep parents informed. The Orientation Meeting for new parents to Garfield was held in mid-August. Separate parent meetings for our Showdown Ski Trip, 4th Grade Science Fair, and MontCAS/SBAC testing were also held.

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

Grade Level Music Programs
First, we must say thank you again to Ms. Schwaller for making music so much fun for our kids. Ms. Schwaller put on a variety of music programs for each grade level at Garfield: K, 3, & 4. The programs were energetic and engaging for all involved. The FCPA was packed with families for each grade level's program.

Garfield Winter Program
Ms. Schwaller coordinated a Winter Program for each grade level at Garfield. We had 3 separate showing times at the Garfield Gym; one for each grade level. Each program was standing room only.

Garfield Talent Show
Ms. Schwaller also coordinated our talent show this year. There were a variety of acts ranging from singing, to dancing, to jump roping, to comedy, and bubble making. About 50 acts were spread over two afternoons and each was standing room only.

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

Central Montana Youth Mentor Program
Cheryl Bannes also coordinated the youth mentoring program. There were at least 20 students who had a high school mentor. The high school mentors came over and had lunch with their mentees numerous times and helped 4th graders with their science fair projects.

Missoula Children's Theatre
The Missoula Children's Theatre returned to Lewistown this fall with the help of our PTO. There were 60 plus students cast in the production, which was amazing to see. The date of the production was moved to November this year to help with scheduling conflicts with end of the year programs. This continues to be a great event for kids in the Lewistown schools.

Fundraising Efforts
Our PTO fundraising efforts (Great American and the 2016 Spring Carnival) were successful again. I feel the 2016 Spring Carnival was even more of a success than the year prior even though finding volunteers was difficult. Seeing the families come together during these events is always great. The family movie nights were also very successful in creating a more family friendly atmosphere around our school community.

I Love to Read Month
Garfield Elementary Staff and students had a great time during February and "I Love to Read" month. Mrs. Gruener and the staff had several activities planned to get students engaged in the love of reading. Our PTO also was involved during "I Love to Read" month. They planned rotating activities for each grade level which integrated reading and a variety of art activities with books. The students had a choice of either shaving my beard (again), cutting off my tie, or painting my face if they met their goal of 2000 AR Points. Unfortunately, they fell short of this goal.

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

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

Garfield Picnic
To help increase parent involvement, Garfield kept our end of the year Picnic, promoted it more and received a much bigger turn out. This year we did add a picnic toward the beginning of the year, early October, to help increase support/involvement earlier in the year. We had a marginal turnout, so we will be doing it earlier in September for the upcoming year and will promote it more!

Field Trips
The PTO also funded our end of the year field trips for 3rd and 4th grade. The 4th grade classes went to First People's Buffalo Jump outside of Ulm. Our 3rd grade students went to Zoo Montana. Each field trip had numerous parent volunteers help out.

Monthly Communication to Parents

Garfield Refrigerator Reminders

I send home a newsletter at the beginning of each month referred to as "Refrigerator Reminders". This keeps parents up to date on current events at Garfield. Below is an example for the month of November 2015:

Garfield Elementary School
415 E. Boulevard
Lewistown, MT 59457
(406) 535-2366

GARFIELD
Refrigerator Reminders
November

- **Early Dismissal** – Wednesday, Nov. 4th students will be dismissed at 1:30pm. Buses will run their regular routes. Please make pickup accommodations if you DO NOT ride the bus.
- **Parent/Teacher Conferences** – These will be on Wednesday, Nov. 4th from 4~7 and Thursday, Nov. 5th from 8am~11am and 12pm~3pm. Please support your child's education by participating in this important conference. We look forward to seeing you!
- **Garfield Book Fair** – The Book Fair will be going on in the library during Parent/Teacher Conferences. Please stop by the library and check out the great selection.
- **No School** – No school for students on Nov. 5th and Nov. 6th.
- **Missoula Children's Theater** – Auditions will be starting on Nov. 9 for the play directed by Missoula Children's Theater. The performance will be on Saturday, Nov. 14. More information should be coming with this great opportunity.
- **Veteran's Day** – A special THANK YOU from Garfield to all those who've served.
- **Talking Zoo** – 3rd grade Talking Zoo times will be at 8:40~9:40 & 10:05~11am in the gym.
- **PTO Meeting** – On Monday, Nov. 16 at 7pm will be our November PTO Meeting. It will be held at Lewis & Clark. Please stop by if available.
- **Thanksgiving Break** – No school on Nov. 25~ Nov. 27.
- **After School Learning Center (ASLC)** – A reminder that if your child's grade was effected by homework, they can still join the ASLC from 3:15~4pm on Tuesdays & Thursdays.
- **Winter Weather** ~ Winter is coming! We need to prepare for cold temperatures on the playground. Please send students with coats, boots, hats, gloves, etc. Remember to write your names on hats, coats, gloves, pants, and boots too. Thank You!!!

"Watch Us SOAR!"

Garfield Elementary Facebook Page

I developed a Facebook page for Garfield Elementary at the beginning of the year. This page was used as reminders for upcoming events, share photos of students/staff, and updates on students returning from field trips. Currently, we have 148 likes. Like us on Facebook at https://www.facebook.com/garfelem/.

Goal Area 4: Technology

Strategic Objectives 1-5

Technology Upgrades

Over the summer of 2015 Garfield received numerous technology upgrades. These upgrades included a new set of Lenovo Laptops with a cart for 4th grade, wireless internet upgrades including a new wireless router, and allowing 3rd grade to take the 4th grade laptops with cart. To make this work, we bought brand new extra life batteries for these laptops. I also started budgeting for at least one new teacher tool that will make a teacher's whiteboard become interactive, called the Mimio Teach Interactive.

Technology in the Classroom

GoogleFest

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

enVision Math PD

The Garfield staff had two floating PIR days this school year. As a staff we decided on learning more about our new Math series enVision Math. The first PIR was more on the program itself. The second PIR was on using the technology incorporated with this program.

ClassDojo

We have a couple teachers using the ClassDojo app. This app is used by teachers to communicate directly with parents on their child's behavior, things happening in the classroom, and able to send parents pictures of what is going on in the classroom. I have heard many great things from parents on how they like being updated on this.

Remind

We have a couple teachers using the Remind app. This app is used by teachers to communicate directly with parents in a secure text message styled forum.

Goal Area 5: Highly Qualified Staff

Strategic Objectives 1-2

Evaluation Process

Lewistown Public Schools uses the Montana Educator Performance Appraisal System (EPAS). This year, the program was tweaked by the Administration Team to make it fit our Lewistown goals and make it easier for staff and Administration to complete the process. On the EPAS rotation I had six tenured teacher evaluations (they get evaluated once every other year) and five non-tenured evaluations (twice a year until tenured). Four teachers where not on the evaluation rotation this year, meaning they had to complete three Peer Observations throughout the year.

Professional Development

Step Up to Writing

In August, before school started, the entire Garfield staff participated in a Step Up to Writing training. This training was designed to help with the implementation of our new K-8 writing curriculum. As our own staff, I led a refresher course on Step Up to Writing in October during a staff meeting. Here I showed the staff more specifically how the writing process of Step Up to Writing is designed.

Rosetta Writing

In August, before school started, the Garfield staff was given the opportunity to attend the Rosetta Writing professional development put on by the Office of Public Instruction.

enVision Math

The Garfield staff had two floating PIR days this school year. As a staff we decided on learning more about our new math series enVision Math. The first PIR was more on the program itself. The second PIR was on using the technology incorporated with this program.

MTSS Training

The Garfield staff had many opportunities to receive more training on MTSS practices through the Project REAL 2.0 grant. These opportunities included three different face-to-face meetings, three different online trainings, and the opportunity to attend the MBI Conference in Bozeman over the summer.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objectives 1-4

This goal area is taken care of at more of the District and Administration level.

LEWIS & CLARK ELEMENTARY SCHOOL

Michelle Trafton

Lewis & Clark Elementary School

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

Michelle Trafton, Principal

2015-2016 Annual Report

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

Lewis and Clark Vision Statement:

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

Goals and Strategic Objectives for Lewistown Public Schools from the Lewistown School Board:

Lewis & Clark staff work rigorously to meet the Lewistown Public Schools Goals & Strategic Objectives. You will see these goals distributed throughout this Lewis & Clark Annual Report in several areas. A few of those areas are highlighted below, next to each goal area.

Goal 1: Measurable Student Achievement: Multi-Tiered Systems of Support (MTSS) is prevalent at Lewis & Clark School. Our MTSS Leadership Team meets every two weeks and attends trainings several times per month. MTSS involves academics and positive behavior support in Tiers I, II, and III. In addition to our MTSS meetings we have Student Data Team meetings every two weeks so our teachers are able to study the data and make informed decisions on instruction and student achievement. Students are assessed three times a year in math, reading and language through NWEA MAP benchmark assessments and AIMSweb Reading CBM fluency. Students who are in need of progress monitoring in math and reading are assessed every two weeks additionally to monitor growth and to determine when to put

interventions in place. It is our goal to make sure all students experience growth over each year and have the highest quality education.

Goal 2: Facilities: Our staff works with the district and building level maintenance staff to remain current on building structural and technology needs each year. Our needs are prioritized based on student necessities and program longevity.

Goal 3: Community/Parental Engagement: Throughout each year we communicate with parents and community members through our District website, Infinite Campus Parent Portal, L&C monthly newsletters, submissions to the local newspaper and radio station, and on our rotating projection TV as parents/community enter the school. We also involve parents throughout the year as they volunteer and participate in our orientation, open house, snowshoeing, ice fishing, fishing units, science experiments, Wax Museum, World Tour, music concerts, field trips, talent show, and awards.

Goal 4: Technology: Each year we work to improve our technology at L&C. This has come in the form of an additional Chromebook lab, iPad lab, TV displays for presentations, and new access points coming next year. In addition, this past year the K-12 staff had a "Googlefest" PIR day and were able to learn new skills to use in the classroom and with students. This PIR was a success and staff have asked to have this again next year. It is essential that teachers and students have the tools they need to utilize technology to benefit student learning and progress.

Goal 5: Highly Qualified Staff: All staff at L&C are highly qualified. Professional develop continues throughout each year with several opportunities for all staff to take advantage of professional learning to benefit themselves as educators and promote student academic growth.

Goal 6: Fiscal Management Responsibility: Administrators work with their staff each year to discuss and plan for the annual budget. In addition, the administrative team works closely each year with the Business Manager to plan and work on all financial processes within individual schools and the District. Checks and balances exist on each step of the financial processes within the District and our Business Manager is excellent about communicating about areas that need further study or ways to improve the budget.

Attendance:

Our average daily attendance for the school year showed a decrease from the previous year, with students attending 95.85% of the days. The attendance rate equates to an average of 7.5 students absent every day. Due to the amount of material that is missed through absenteeism we will continue to focus on positive attendance through our attendance policy, attendance at the After School Learning Center to make up school work, and communication with students and parents on the importance of attending school each day they are healthy. In addition our MTSS (Multi –Tiered System of Support) Team has had training this year on CICO (Check In, Check Out) and Check and Connect as interventions for building relationships with at risk

students and providing support for students needing help with attendance, academic, and behavioral concerns. Our attendance rates have improved over the last two years so this is showing promise in students attending more frequently and consistently.

Enrollment:

The following information represents our ending enrollment numbers for the given school years. This year we had a decrease of nine students with a smaller 5th and 6th grade. Next year we look forward to a much larger 5th grade with 99 students coming from Garfield's 4th grade. A minimal number of students moved in or out during the school year.

	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10
5th Grade	76	81	98	84	98	96	92
6th Grade	86	96	81	94	99	91	90
Total	168	177	179	178	197	187	182
Change (+ or -)	-9	-2	+1	-19	+10	+5	

Response to Intervention (RtI):

Lewis and Clark continued their involvement in the RtI process. All K-6 elementary buildings were accepted into Project REAL through OPI in 2013. This year we signed on for five more years with the Project REAL 2.0 Grant through OPI. This will allow us to stay current with MTSS and progress with our academic and behavioral goals. Each year our Lewis & Clark team has attended three OPI RtI face-to-face workshops and six webinar sessions for MTSS (Multi-Tiered System of Support). Our MTSS OPI Facilitators were Sheila Lovato and Julie Pribyl and we met with them administratively and with the K-6 team twice during each of the last three school years.

The staff at Lewis & Clark has put into place Tier I, II, and III supports for Reading, Math, and Behavior and have scheduled Student Data Meetings twice a month as well as MTSS Leadership meetings bi-monthly. Teachers have a system to use with our Request for Assistance Form and we use our Classroom Problem Solving Team Planning and TIPS Forms to determine need and intervention strategies. In addition, individual teachers met with our MTSS team for consultation and additional student meetings. Programs are built into our Tiers for Reading, Math, and Behavior and decisions are based on data from our AIMSweb math probes, AIMSweb Reading CBM & MAZE, NWEA MAP Assessments in Reading, Language, and Math, curricular assessments, formative assessment, Mileposts behavioral data, and Check In Check Out. Due to the systems we have in place, students are able to receive the

assistance they need quickly and we have seen significant growth over time with our data in academics and behavior. As an example with behavior, we have seen a decline in our office discipline referrals (ODRs) and an increase in daily attendance this year as compared with last year as a result of meeting student needs in an efficient manner and implementing CICO and more positive rewards for outstanding behavior as students strive to SOAR (be Safe, Organized, Accepting, and Responsible).

Lewis & Clark was evaluated through the Project REAL facilitators, using the ISSET (Individual Student Systems Evaluation Tool) and received a 100% score on Foundations/Tier 1 Supports (commitment, team based planning, student identification, monitoring & evaluation), Targeted/Tier 2 Supports (implementation, evaluation & monitoring), and Intensive/Individual Supports (assessment, implementation, evaluation & monitoring). We were commended for our score and work as a team through this process and evaluation. The report stated, "Strong administrative support and involvement in the positive behavior support process, all key components for the universal level under Foundations in place at the sustainable level, appropriate professionals to support students at targeted and intensive levels, an efficient and effective meeting schedule, flexibility and commitment, and data systems in place and used to monitor student data for CICO." Due to this rating and progress in MTSS with student academic and behavior supports, Lewis & Clark School was recognized as an exemplar school through the RtI process in 2015. We were part of a recognition ceremony with Denise Juneau at the MBI Conference last June and were recognized as an RtI Sustaining School. We will be part of a recognition ceremony with Denise Juneau at the MBI Conference in June and will be recognized as an MBI Exemplar Gold Level School for MTSS.

Many thanks to the MTSS Lewis and Clark Team consisting of Cindy Gremaux, Jackie Rickl, Deanna Bowen, Lynn Lensing, Jeff Russell, Teresa Majerus, Jill Reed, Norine McKinney, Gretchen Conrad, and Michelle Trafton. Jacque Sherman, our school psychologist, also attends as she is able.

Montana Behavior Initiative (MBI):

Lewis & Clark continues to build upon the Montana Behavior Initiative at Lewis and Clark School. Through Project REAL 2.0 and MTSS we have learned about braiding RtI and MBI and our Team has combined to work on Tier I, II, and III for academic and behavior assistance.

This year we are sustaining our positive behaviors by continuing to implement an innovative way to recognize students for their accomplishments. SOAR tickets are created for all staff members. Students earn SOAR tickets from staff members for being Safe, Organized, Accepting, and Responsible. Students collect their earned SOAR tickets and take them to the SOAR Store that is run by our 6th grade Service Council. They can purchase coupons or items. Some of the favorites are lunch with a staff member, extra PE time, and sitting with a friend for lunch. The SOAR tickets are then stapled on our EAGLES SOAR board at the front of the school. When the board is full we have an all school SOAR reward with an ice cream treat and extra recess. In addition, we have a SOAR drawing twice a month and students can win blue

and gold EAGLE gear. This has been a great success and students have really been able to see the rewards of their positive behavior. Due to our efforts with the SOAR ticket system and Check In Check Out we have seen a reduction again this year in our office discipline referrals (ODRs) and an increase in daily attendance. Our Parent Teacher Organization (PTO) was very helpful with this program in supplying the ice cream treats and our rewards for the SOAR Store.

Lewis & Clark Staff continued work with CICO (Check In, Check Out) this school year. This is an intervention for building relationships with at risk students and providing support for students needing help with behavioral and/or academic, as well as attendance concerns. We experienced success as noted above with a reduction in office discipline referrals as a result of Tier II supports with students using the CICO positive behavior supports.

We also continued the Lewis and Clark Service Council. Sixteen students were involved each quarter and they met every other week with the Principal. The students were involved in making announcements to classrooms, greeting and touring School Board members around Lewis and Clark School, setting up school assemblies, helping with teacher appreciation week, attending and participating in the School Board Roundtable, working for the good of others, assisting around the school, selling lollipops for service projects, and serving as positive role models.

The After School Learning Center was held every Monday, Tuesday, and Thursday after school with students attending each session to complete work. Students were able to voluntarily attend the Center or could be assigned by a teacher or parent. We recognized a need for students to receive assistance with their school work and each week the Center served 40-50 students.

Lewis & Clark was evaluated through the Project REAL facilitators, using the ISSET (Individual Student Systems Evaluation Tool) and received a 100% score on Foundations/Tier 1 Supports (commitment, team based planning, student identification, monitoring & evaluation), Targeted/Tier 2 Supports (implementation, evaluation & monitoring), and Intensive/Individual Supports (assessment, implementation, evaluation & monitoring). We were commended for our score and work as a team through this process and evaluation. The report stated, “Strong administrative support and involvement in the positive behavior support process, all key components for the universal level under Foundations in place at the sustainable level, appropriate professionals to support students at targeted and intensive levels, an efficient and effective meeting schedule, flexibility and commitment, and data systems in place and used to monitor student data for CICO.” Due to this rating and progress in MTSS with student positive behavior supports, Lewis & Clark School will be recognized as an exemplar school through the MBI process. We will be part of a recognition ceremony with Denise Juneau at the MBI Conference in June and will be recognized as an MBI Exemplar Gold Level School for MTSS.

Many thanks to the Lewis and Clark MTSS Team consisting of Cindy Gremaux, Jackie Rickl, Deanna Bowen, Lynn Lensing, Jeff Russell, Teresa Majerus, Jill Reed, Norine McKinney, Gretchen Conrad, and Michelle Trafton. Jacque Sherman, our school psychologist, also attends as she is able.

We plan to continue our work in MTSS with Michelle Trafton and Dylan Buehler attending the MBI Summer Institute June 20 – 24, 2016.

Title 1:

As a Schoolwide Title 1 District we devised and continue to update our Schoolwide Title 1 Plan to develop goals and objectives to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on the State's Academic Achievement Standards.

To address those needs we continue to review the progress of our school and students, participate in a comprehensive needs assessment and focus efforts to increase parental involvement. Consistent with the purpose stated above, all parents in a Schoolwide program school are encouraged to participate in parent involvement activities. We have many areas where parents volunteer and get involved in programs in our school. Those programs are outlined below.

Our Schoolwide Title 1 Team has included Michelle Trafton, Jackie Rickl, Tracy Conner, Cindy Gremaux, and Lynn Lensing.

School Safety:

Throughout the school year we work on school safety in a continual effort to ensure the safety of our students, staff, and school. This year we met quarterly as a Lewis and Clark Safety Team to review safety procedures, create emergency operations for our school, and schedule drills and training. Our Lewis and Clark Safety Team included Michelle Trafton, Nancy Hudson, Tracy Conner, Dee Ann Buehler, and Teresa Majerus. Then the staff met to update our Lewis and Clark Emergency Operations Manual. Several drills were conducted throughout the year including fire drills, an earthquake drill, a tornado drill and lockdowns. As a result of the work of Matt Lewis, Michelle Trafton, and Justin Jenness on the Standard Response Protocol Emergency Reference Guide for the District, the guide was submitted and approved by the School Board for all staff. Each District building now has this new Emergency Reference Guide and will review and train using this manual for improvement of the emergency operations throughout Lewistown Public Schools.

Student Achievement:

At our end of the year assembly we recognized 38 sixth grade students with Presidential Awards for Academic Excellence. This award is given to students who have earned a cumulative GPA of 3.5 and above during their fourth, fifth and sixth grade years and are proficient in either reading or math on the spring Measure of Academic Progress (MAP) test. Eleven sixth grade students were recognized for Presidential Outstanding Achievement. The purpose of this award is to recognize 6th grade students who show outstanding educational growth, improvement, and commitment. This year we also recognized eleven students for perfect attendance and four students for outstanding.

AIMSweb Oral Reading Fluency (CBM)

AIMSweb was used to identify intensive, strategic and benchmark students in Oral Reading Fluency. The chart below gives you a look at how the school year ended:

	Intensive (At Risk)	Strategic (Some Risk)	Benchmark
5th Grade			
2008-2009	12%	18%	70%
2009-2010	11%	16%	73%
2010-2011	18.5%	17.4%	64.1%
2011-2012	18%	16%	67%
2012-2013	10%	15%	75%
2013-2014	9%	16%	75%
2014-2015	8%	16%	76%
2015-2016	9%	15%	76%
6th Grade			
2008-2009	15%	13%	72%
2009-2010	13%	15%	72%
2010-2011	12.4%	12.4%	75.2%
2011-2012	18%	12%	70%
2012-2013	9%	15%	76%
2013-2014	10%	13%	77%
2014-2015	10%	16%	74%
2015-2016	9%	15%	76%

Benchmark Goals:

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

AIMSweb Math Computation and Concepts & Applications

AIMSweb is used to identify intensive, strategic and benchmark students in Math Computation and Concepts and Applications. The chart below gives you a look at how the school year ended:

5th Grade Math Computation

	Intensive (At Risk)	Strategic (Some Risk)	Benchmark
2012-2013	10%	15%	75%
2013-2014	9%	15%	76%
2014-2015	10%	15%	75%
2015-2016	9%	17%	74%

5th Grade Math Concepts and Applications

2012-2013	10%	16%	74%
2013-2014	11%	13%	76%
2014-2015	10%	15%	75%
2015-2016	12%	12%	76%

6th Grade Math Computation

2012-2013	9%	16%	75%
2013-2014	10%	13%	77%
2014-2015	10%	16%	74%
2015-2016	9%	16%	75%

6th Grade Math Concepts and Applications

2012-2013	9%	16%	75%
2013-2014	9%	14%	77%
2014-2015	10%	14%	76%
2015-2016	5%	17%	74%

Benchmark Goals:

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

MAP Testing

Measure of Adequate Progress (MAP) testing was continued for all students in both 5th and 6th grade. MAP was given three times during the year in Reading, math, and language usage. The data from these tests help monitor progress of our students, is used to drive instruction, and is used as a predictor of possible achievement on the State tests. The testing also has become an opportunity for students to challenge themselves to make improvements from the fall, winter, and spring tests.

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

2015-16	**Math**		**Reading**	
	5th Grade	6th Grade	5th Grade	6th Grade
Benchmark	72%	55%	75%	69%
Strategic	18%	26%	14%	20%
Intensive	10%	19%	11%	11%

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

Smarter Balanced Testing

The Smarter Balanced annual state assessments as required by the Office of Public Instruction measured student progress in Reading and math. The assessments for 2013-14 were a field test and we will not receive the results of this computer assessment. It took 10 weeks of testing in the lab five days a week to complete this assessment for all grade levels and classrooms. Last year it took us eight weeks to test all students, using the lab five days a week. There were testing difficulties with a couple days of not being able to access the testing site, but other than that, the testing went fairly well. All students were able to complete their Reading and math non-performance and performance tasks. During the 2016 Smarter Balanced assessments we tested for eight weeks, five days a week in the lab and the technology worked very well both on the District and State end, with their new vendor. Students practiced and worked on their skills, as well as practice tests and went into the assessments with many experiences to draw from. Our results may arrive as early as this June.

Here are the results of the first report of the 2015 Smarter Balanced Tests.

Math

	Lewistown Public Schools								
Grade	Math Level 1 Count	Math Level 1 Percentage	Math Level 2 Count	Math Level 2 Percentage	Math Level 3 Count	Math Level 3 Percentage	Math Level 4 Count	Math Level 4 Percentage	Math Total Assessed
5th	21	27%	26	33%	18	23%	13	17%	78
State	2423	29%	2690	33%	1744	21%	1436	17%	54,749
6th	27	28%	30	31%	27	28%	12	13%	96
State	2204	28%	2743	36%	1744	23%	989	13%	54,749

English Language Arts

	Lewistown Public Schools								
Grade	ELA Literacy Level 1 Count	ELA Literacy Level 1 Percentage	ELA Literacy Level 2 Count	ELA Literacy Level 2 Percentage	ELA Literacy Level 3 Count	ELA Literacy Level 3 Percentage	ELA Literacy Level 4 Count	ELA Literacy Level 4 Percentage	ELA Literacy Total Assessed
5th	14	18%	19	24%	34	44%	11	14%	78
State	2346	28%	1911	23%	2751	33%	1328	16%	54,182
6th	16	17%	29	30%	37	38%	14	15%	96
State	2041	26%	2457	31%	2530	32%	876	11%	54,182

Student Activities:

Band and Choir

Our fifth and sixth grade students had the opportunity to participate in band and choir. Forty 5th grade students and twenty-six 6th grade students participated in band this year. Sixth grade band students walk to the high school for their classes and fifth grade students have band at Lewis and Clark in two class groupings. Each of the 5th grade classes have band twice a week in the morning and twice a week during the school day. Sixty 6th grade students participated in choir three times a week at Lewis and Clark. Thirty-six fifth grade students were in general music and that class focused on music literacy and chorus. Concerts were well attended and students worked hard demonstrating growth throughout the year. Seeing the growth throughout the year was fantastic, especially with our 5th grade band as they were able to have Mr. Ortman for instruction in the morning and Mrs. Ortman in the afternoon twice during the week.

Athletics

Students also had the chance to participate in after school athletic events. Little Eagle volleyball, basketball and wrestling were available to interested students. Students were also able to take advantage of community sponsored athletics with soccer, football, jump rope, baseball, and softball. Mr. Daniels and the coaches did a great job again this year. We would like to congratulate all of our student athletes for their accomplishment and representing our school in a great way.

After School Learning Center

This year we held the After School Learning Center on Monday, Tuesday, and Thursday from 3:10-4:00. Students could volunteer to attend, be assigned by a teacher, or assigned by a parent. Students received assistance with their work and were given an after school snack and drink from our Parent Teacher Organization. The center was well attended with 2 to 20 students each session. An improvement in attitude, work ethic, and grades was seen in many of our students. There were also quite a few students who volunteered to attend as they like to get their work finished at school so they would not get behind in their classes. They also like receiving help with their work. In addition, individual teachers also had students working in their classrooms many days after school.

Service Council

Sixty-four students were involved in Service Council over the four quarters this year. Students wrote a speech on why they wanted to be involved in Service Council and presented that speech to their class. The class then voted on their representative and two students per classroom participated each quarter of school. They met every other week with the Principal and were also involved in making announcements to classrooms, helping with teacher appreciation week, touring School Board members, presenting our School-Wide SOAR Reward System at the School Board Roundtable, announcing and gathering food for the spirit of Christmas, working on projects to benefit students in need, working for the good of others, assisting around the school, selling lollipops for service projects, and serving as positive role models.

Chess Club

This year we entered our third year of Chess Club. Students met on Tuesdays and Thursdays with Mr. Russell, Mr. Cloud, or Mrs. Reed. Mr. Thackeray was the parent volunteer that worked with the students each week. There were from 10-20 students who met and learned the fundamentals of Chess. They also traveled to outside non-school chess events. Much progress was made by the students and their skills in chess. Mr. Thackeray continues to work on expanding Chess Club to other schools in the district.

Geography Bee

In January we held our annual Geography Bee. There were 16 participants, two classroom winners from each class. The Bee was held at the Fergus Center for the Performing Arts and the students were asked a variety of geography questions. Our Geography Bee Champion this year also took a state test and qualified/participated in the State Geography Bee in Billings.

Fish, Wildlife, and Parks Program

The Fish, Wildlife, and Parks (FWP) sponsored a fishing program for all of our 5th grade students. Through our science program the students were involved with fly tying, fish jeopardy, fish dissection, fish art, and fish lure making. With each event we had several parent volunteers involved with helping students. Students also had the great opportunity to go ice fishing with their classmates and FWP personnel. The holes were drilled, poles and bait were provided by FWP. Many parent volunteers are involved in every aspect of the fishing unit with the 5th grade. We are very thankful to the Fish, Wildlife, and Parks for their contribution to our school and students.

Art in the Schools

Lewis & Clark has been very fortunate to have the Art in the Schools program at our school. This started in October and is sponsored by our Parent Teacher Organization. Cheryl Bannes has come to our classrooms once a month teaching students various art techniques centering around geography and art, including those from various origins (Australia, Turkey, Sudan, India, etc.). Students had lessons on drawing and techniques with aboriginal painting, puppets, water color, mask making, metal embossing, and Mola fabric art. Throughout these lessons we really look forward to seeing the art techniques and skills in our students' work.

Spelling Bee

Our Lewis & Clark Spelling Bee was held at the Fergus Center for the Performing Arts in February. Participants were the top two spellers in each classroom and 16 spellers took part in the Bee. Our Lewis & Clark Spelling Bee Champion this year went on to the Fergus County Spelling Bee along with eight other students from our L&C Spelling Bee. The L&C Champion was the Fergus County Spelling Bee winner and went on to the Montana State Spelling Bee! The spellers did a fantastic job up on the big stage spelling some very complex words!

Outdoor Essay

The Outdoor Essay competition was also held in February. Students wrote an essay in their Reading/Language classes at Lewis & Clark about an outdoor event. There were topics ranging from great fishing/hunting trips to skiing and snowshoeing. Those essays were submitted to Walleyes Unlimited and several winners from Lewistown and surrounding areas

were chosen. Lewis & Clark had 15 winners who were published in the News Argus! We thank Walleyes Unlimited for their support of this program.

Snowshoeing

This year we continued into our third year of snowshoeing at Lewis & Clark School. Each class had PE with Mrs. Buehler where they learned how to put on the shoes, tighten the bindings, remove the shoes, and walk in the shoes. They then went through a Snow Disc Golf Course at the Pine Meadows Golf Course and had to navigate with directions and landmarks to get through the course with their team and disc. Big thanks to Mr. Russell and Mrs. Buehler for their leadership in the snowshoe adventures. In addition to Snowshoe Disc Golf, students also were able to take advantage of our disc golf equipment in the spring as we had an outing at the Judith Shadows Golf Course to continue working on our skills with this activity. The weather was great and students were more proficient in their throwing and ability to reach their targets.

I Love to Read Month

The entire month of February was dedicated to "I Love to Read" month through our school libraries and classrooms. The theme this year was, "Reading is our Thing!" and we had a variety of activities throughout the week to promote the love of reading. Both the 5th and 6th grade students took part in "Reading Buddies" and took busses over to Highland Park School where they read to Kindergarten, 1st and 2nd grade students. The students in both schools really enjoyed this and got exposure to all kinds of new books. Lewis & Clark students surpassed their goal of 2,000 Accelerated Reader points for the month of February and received a school-wide ice cream treat!

Spirit of Christmas

This year for Spirit of Christmas our students and staff focused on helping a student in our school and their family with cards, crafts, and letters to the student. In addition, we sold bracelets to community and school staff and students to support our student. Our staff also volunteered time and items to a community benefit for the student and family. Our best wishes go to our student and the family as we continue to focus on support for the student.

Montana SHAKES!

The Shakespeare in the Parks program has visited L&C School for four years. Each year they spend two days and put on a 40 minute production based on a Shakespeare play. This year it was based on a Midsummer's Night Dream. The cast then puts on workshops in the afternoon for all students in each grade level. The students learn about Shakespeare vocabulary, acting, props, and characters. This program has been very successful in our school and is a great introduction to Shakespeare, acting, and literature. Students also have the opportunity to be in the Missoula Children's Theater each year. Students can try out for a part, practice at the high school for a week, and put on a Saturday performance for family and community! It is a great show!! We are thankful to PTO for sponsoring both of these events!

World Tour

The 6th grade students and teachers put on a "World Tour" for the fourth year in a row. The students created a presentation on a country including a flag, poster with facts, 3D model, and a brochure. The students displayed their project on a desk or table within the gym or classrooms. Community, families, and Garfield students were invited to attend the tour. Students did a fantastic job of educating others about their country and learned an immense amount about their location and all other countries represented. We had many visitors and wonderful comments about the students' work!

Wax Museum

The 5th grade students and teachers put on the annual Wax Museum again this year and had a wonderful turn out of visitors and talent. Students created a report, poster, background, and costume as they depicted the deceased person in history and their historical attributes. Parents and community members were invited to attend. The students took great pride in their work and received overwhelming accolades about the effort they had put into this project! It was a wonderful presentation of their work and talent as well as an enjoyable community event.

Talent Show

Lewis & Clark Elementary held its 5th Annual Talent Show this year. There were 16 acts and 42 students involved, as well as a great rendition of "Thriller" by Mr. Cloud's entire class! Students performed in several different types of acts such as singing, dance, jump rope, playing guitar, playing piano, and skits. We had a wonderful display of talent and all of our students, parents, and community in attendance seemed to thoroughly enjoy the Lewis and Clark talent!

Parental Involvement:

The K-8 Parent Teacher Organization (PTO) and their many volunteers continued to provide impressive support at Lewis and Clark this year. They provided parents to help organize our school pictures, organized and ran our fall fundraiser, volunteered during our Book Fair, and helped during our Oral Reading Fluency testing. PTO provided treats for our Schoolwide SOAR rewards, After School Learning Center, and during Smarter Balanced testing. In addition, they funded field trips such as the 5th grade trip to Helena to tour the Capitol and their journey on the Charlie Russell Chew Choo. They also funded the 6th grade field trip to the Museum of the Rockies. In addition, they sponsored the Montana SHAKES (Shakespeare in the Parks Program) for 5th and 6th grade at Lewis & Clark. PTO hosted Family Movie Night at our school for students and parents. In addition, the PTO sponsored and organized the Spring Carnival for all schools at the Fergus High Field House. This event was well attended with students and parents enjoying a night of fun.

Furthermore, through the great amount of effort and dedication to our schools, the PTO has fundraised to allow teachers to request supplies for their classroom and for their grade level. PTO is also very involved in our Teacher Appreciation Week with bringing treats and special gifts for all staff. Our staff truly appreciates the kindness and dedication of PTO volunteers that

contribute their time, energy, and care to our students, staff, and schools. We are very fortunate to have PTO involved with our schools; they contribute so much to our continued success.

Parents have also been involved in our school throughout the year with the Parent/Student Orientation and Open House the day before school starts, Parent/Teacher Conferences, volunteering during school events such as fish dissection, lure making, fly tying, cow eye dissection, ice fishing, snowshoeing, Charlie Russell Chew Choo/Lewistown Museum field trip, and Museum of the Rockies field trip. The majority of 5th and 6th grade parents attend the Wax Museum and World Tour as well as a number of community members.

Lewis & Clark staff continues to communicate with parents through our Orientation/Open House at the beginning of the school year to introduce/update parents about several programs in our schools including RtI, MBI/Bully Prevention, Title I, Assessment, programs, and K-6 procedures. The continual collaboration between schools has been very positive for parents, students, and staff. Parents are also informed through the Refrigerator Reminder Newsletters that outline the information and events throughout each month and through our website with calendar dates and pictures of events. Very positive feedback has been received about the reminders and requests that information continues to be sent in that fashion as it provides important information that parents are easily able to access. Others schools have begun doing this same format and parents appreciate the consistency. PTO also funded TV monitors for information centers at the entry of each school. This allows schools to view important information, reminders, and photos of events throughout the year. This is also a great way for parents and community to see all of the things PTO does to support the schools as PTO information will be presented on this system as well.

LEWISTOWN JUNIOR HIGH SCHOOL

Tim Majerus

Lewistown Junior High School
Annual Report
2015-2016
Tim Majerus, Principal

At Lewistown Junior High we continue to live by the motto of "Where Excellence and Enthusiasm Collide". We take pride in the idea that we are given two years to prepare elementary students for high school. In order to do this effectively we must set annual goals and discuss the steps necessary to meet these goals. To reflect the importance of goal setting this year's Annual Report is based upon the goals of the District and what the staff at LJHS is doing to meet these expectations.

District Goal Area 1: Measurable Student Achievement

The LJHS staff, in conjunction with the Multi-Tiered Support System (MTSS) Team, seek to provide the best academic and co-curricular activities for our students' growth. In order to gauge student performance we review results of a number of measurement tools. Data from **daily attendance**, **classroom performance**, **benchmark and criteria reference testing**, and **behavior incidents** are utilized to make building level decisions regarding **curriculum** and **intervention** effectiveness.

1. **Daily Attendance –** A critical goal of our school is to emphasize the importance of attendance and we seek "the cooperation of parents and students in developing consistent school attendance for all pupils". Our policy focuses on maintaining at least a 90% attendance rate. Though our overall population maintains a 94% attendance rate, there is a significant number of students with chronic absenteeism (missing more than 10%). The chart below shows two significant concerns; the first is the number of 7th graders with attendance below 85% during the first semester. The chronic absenteeism of these students had a significant impact on their academic performance. The second concern is the number of students in both grades who are just below the 90% attendance target.

7th Grade

Number of Students in Attendance by Percentage of Days

	0 to 80	80 to 85	85 to 90	90 to 95	Above 95	Enrollment
Sem 1	5	4	9	29	56	103
Sem 2	2	3	13	36	41	95

8th Grade

Number of Students in Attendance by Percentage of Days

	0 to 80	80 to 85	85 to 90	90 to 95	Above 95	Enrollment
Sem 1	0	1	10	29	45	85
Sem 2	1	4	24	24	33	86

After reviewing these numbers, the MTSS Team created an Attendance Matters program to be implemented during the 2016-17 School Year. This program will:

1. Provide incentives throughout the school year to reward and encourage good attendance.
2. Provide tools to assist parents in getting their child to school.
3. Create procedures in dealing with chronic absenteeism.
4. Plan activities for OPI's Attendance Matters month next September.

2. **Classroom Performance –** The most common assessment tool we use is classroom performance. Teachers provide assessments of their students' progress on a daily and weekly basis to evaluate strengths and weaknesses in individual students as well as the effectiveness of their instruction.

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

First Year Recipients
7th Grade – 33 students
8th Grade – 10 students

Second Year Recipients
8th Grade – 16 students

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

Number of Students on the Honor Roll Each Quarter

	A				A- Average				B+ Average				B Average			
Quarter	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
7th Grade	11	7	8	9	38	29	30	25	16	14	14	9	10	17	11	14
8th Grade	6	4	4	7	26	21	17	20	15	14	15	15	9	11	15	10

Total Number of Students on the Honor Roll per Quarter

Quarter	1	2	3	4
7th Grade	75	67	63	57
8th Grade	56	50	51	52

Percentage of Students on the Honor Roll per Quarter

Quarter	1	2	3	4
7th Grade	72%	68%	66%	60%
8th Grade	66%	59%	59%	60%

Renaissance Program – LJHS continues to utilize the Renaissance Program to recognize students who maintain high academic standards or make significant improvement with early release privileges and rewards from several businesses.

Gold Card	Achieved a 4.0 GPA or Increased GPA by 1.0
Blue Card	Achieved a GPA between a 3.50 and 3.99 or an Increase of .75
Silver Card	Achieved a GPA between 3.49 and 3.00 or an Increase of .50

3. **Benchmark and Criteria Reference Testing –** LJHS utilizes the NWEA MAP testing to collect benchmark scores in the fall, winter, and spring. Most students tend to enjoy the MAP testing as it provides immediate results which they can then compare to previous scores. Below are two charts that provide data from the MAP testing results. The NWEA website has reports that allow the staff to desegregate the data to provide valuable information on individual students and student groups. This more detailed data allows us to assess the effectiveness of curriculum and approaches for interventions.

   Chart 1 provides the information on the percentage of students who have scored in each of five categories. With student populations under 100 students, significant changes in percentages can be the result of improvement or decline of only a few students. **Chart 2** reflects the observed and projected growth of our students from fall to spring using the RIT scores.

	7th - Mathematics					7th -Reading					7th - Language Usage				
	Low	LowAvg	Average	HiAvg	High	Low	LowAvg	Average	HiAvg	High	Low	LowAvg	Average	HiAvg	High
Fall	14%	20%	21%	23%	21%	12%	15%	19%	30%	25%	14%	13%	14%	36%	23%
Winter	20%	14%	20%	17%	28%	14%	11%	25%	25%	24%	14%	14%	25%	25%	21%
Spring	18%	14%	23%	20%	25%	11%	18%	25%	25%	22%	11%	16%	20%	34%	19%
	8th - Mathematics					8th -Reading					8th - Language Usage				
Fall	20%	14%	19%	22%	25%	21%	13%	26%	15%	25%	19%	14%	12%	34%	21%
Winter	23%	9%	17%	25%	25%	17%	16%	24%	11%	31%	16%	10%	22%	33%	18%
Spring	18%	14%	23%	20%	25%	18%	12%	22%	20%	28%	13%	11%	20%	32%	24%

(Chart 1)

NWEA (MAP Testing) - Student Growth Summary

		Mean RIT Score Fall	Mean RIT Score Spring	Observed Growth	Projected Growth	% Met Projected Goal
7th Grade	Math	224.2	232.8	8.6	6.0	69%
	Reading	218.1	221.6	3.5	3.6	54%
	Language	216.6	220.0	3.4	3.5	49%
8th Grade	Math	228.7	234.6	5.9	4.8	58%
	Reading	219.5	222.4	2.9	2.7	52%
	Language	218.4	222.2	3.8	2.9	55%

(Chart 2)

MontCAS – As the State makes the transition to the Smarter Balanced test there is still the need to assess 8th grade students in Science. Students are given the Science test in grades 4, 8 and 10.

8th Grade MontCAS Results in Science	Advanced & Proficient		Nearing Proficient & Novice	
Year	**LJHS**	**State**	**LJHS**	**State**
2011-12	76%	67%	24%	33%
2012-13	77%	65%	24%	35%
2013-14	74%	68%	26%	32%
2014-15	58%	62%	42%	38%
2015-16	65%	65%	35%	35%

SBAC – This was the second year of administrating the Montana Smarter tests in ELA and Math. All technology issues at the State level seemed to have been resolved and our testing was without incident nor system failure as was the case last year. At the time of this report not all assessment results were available. However, the reporting system provided through the Montana Comprehensive Assessment System looks to have the potential to provide a number of valuable means of reviewing our data.

4. **Behavior Incidents –** LJHS has improved in utilizing Silverback's Mileposts as the database for recording behavior incidents. This program allows both administration and teachers to record behavior incidents. As this information is recorded we are able to assess the data from the various reports Mileposts provides. The key component in gathering accurate information is getting all staff to enter discipline reports on a regular basis. The MTSS is working on a set of guidelines on clearly identifying the behavior incidents in need of Mileposts documentation. From the incidents that were reported we can pull out some basic information to help evaluate behaviors:

    a. 48% of incidents were reports of defiance.
    b. 76% of incidents occurred in the classroom.
    c. 38% of incidents were motivated by Obtaining Peer Attention.
    d. 26% of incidents were motivated by Avoiding Staff or Tasks.

    In addition to the use of Mileposts to record behavior incidents, we started using the Bully/Harassment/Intimidation Reporting Form developed by SRO Levi Talkington. This form allows victims and witnesses a systematic method of reporting detailed information regarding incidents. The system has two components: the means of reporting an incident of bullying, and a procedure of informing the accused of the reported incident, the School Policies, and State Laws associated with bullying. This system was well received by students and parents. Students are able to get an incident reporting form from any of their teachers, administration, or the form's holder outside the office.

    On a positive side of student behavior, LJHS continues to recognize students who demonstrate integrity through our SOAR tickets. Students caught doing the right thing received a ticket and their name was placed in a drawing for prizes. The paper ticket system proved to be cumbersome and the number of students being recognized has been declining over time. To improve this process we created an electronic version using Google Forms. The electronic form allows teachers to submit a ticket from their computer or smart phone. Once the ticket was submitted a certificate was emailed to the parent and student indicating why they were recognized. Students, staff and parents appreciated this new method of recognizing students. Along with improving the ease in which tickets could be issued, this electronic method now provides the opportunity to evaluate data on SOAR ticket recipients.

5. **Academic Interventions/Curriculum**

Interventions –

A. Multi-Tiered Support System (MTSS) - LJHS continues with the team approach to student intervention system by transitioning from RtI to the MTSS model. Our team meets on a monthly basis to discuss student progress and intervention effectiveness. The team has also attended a number of OPI sponsored trainings and participated in a school wide program assessment.

B. After School Learning Center (ASLC) - ASLC continues to be offered every Tuesday and Thursday and serves anywhere between 10 to 25 students each session. This year we added a second Paraprofessional to provide more assistance for students.

C. Common Study Time (CST) - This academic year was our third year of ending our day with a common time for students to study.

D. Study Hall – This year one para-professional was designated as a full time study hall aid. This gave us 1.25 FTE to work with students in smaller study hall settings. Because of the rotating schedule, more students had a study hall than in the past. Most students had a study hall every other day. Those in need of more assistance were assigned to a study hall every day. The study hall Paraprofessionals communicated with teachers to collect assignments and to be able to have the knowledge to help students with missing assignments. This increase in one-on-one assistance helped many students with staying current with their assignments.

E. Advisory – One of the biggest changes students face when transitioning to the Junior High is they no longer have one teacher for the majority of the school day. To provide students with a teacher who keeps tabs on them, we conduct advisory sessions during Accelerated Reader classes. During advisory, the teacher and student have a one-on-one conversation to discuss how the school year is going and to see if the student is struggling in any areas. This time spent with each student helps build a sense of belonging and trust.

F. Level Specific Courses - In the subjects of Math and English, assessment data is utilized to place students in one of four different ability leveled classes (five different levels for 8th Grade Math). This process ability allows us to address the specific needs of students in a smaller setting.

7th Grade Math	31% enrolled in one of three Tier 2 or 3 Intervention Classes 96% enrolled in Tier 1 classes
8th Grade Math	33% enrolled in one of three Tier 2 or 3 Intervention Classes 37% enrolled in Tier 1 classes 18% enrolled in Algebra
7th Grade English	24% enrolled in one of three Tier 2 or 3 Intervention Classes 76% enrolled in Tier 1 classes
8th Grade English	39% enrolled in one of three Tier 2 or 3 Intervention Classes 61% enrolled in Tier 1 classes

G. One-on-One Instruction – Our teachers work hard to help students beyond the classroom. Teachers frequently spend time with students during their lunches, before school, or after school to help students who are struggling with a concept.

Curriculum Changes –

A. Rotating Schedule – Historically, electives were offered on a semester basis. This year, to provide these opportunities throughout the school year, electives were offered every other day all year long. This change allowed students to have classes like PE throughout the year. It also allowed us to offer more electives.

B. New Course Offerings – This year there were a number of new classes that appealed to the more diverse interests of the students:

1. Math Counts: This class has been an after school club where students prepared for their math competition. Offering two sections of Math Counts saw an increase in the number of participants and a team that was well prepared.
2. Industrial Arts: Students in both the 7th and 8th grade had the opportunity to travel to the High School for a Shop class. The 8th graders had class every other day all year long. Because there was a greater interest in the 7th grade these students were split into two groups, each spending half the year traveling to the High School and the other half taking a Drafting class at the Junior High.
3. 7th Grade Art: It has been a number of years since 7th graders had the opportunity to take art. A higher level of art will now be able to be offered for these students during their 8th grade year.
4. 8th Grade Computer: For many students, their 7th grade computer applications class was the last computer instruction they would have. This year we were able to offer two sections of computers for 8th graders.

District Goal Area 2: Facilities

Lewistown Junior High is nearing its 100th birthday. Over the last few years we have made it a goal to bring out the beauty of the building while updating where necessary. Aside from the work of the maintenance personnel has done to the infrastructure of the building, as a staff we have been working to make improvements in the areas that have positive impacts on students. This year the improvements came with the purchase of updated speaker systems for each classroom. This project was funded with PTO money.

District Goal Area 3: Community and Parental Engagement

Working in and with the community helps create real life learning experiences, builds connections and promotes a positive image of our school. As important is keeping parents an involved in their child's education.

1. **Community Involvement-** Below is a list of ways our students were involved in outside the traditional classroom:

   A. Samsung Solve for Tomorrow – Our Science Department was honored by being selected as the State Samsung, Solve for Tomorrow competition. This year's project was to find a solution for some of the flood damage. The students worked with community members and organizations to come up with a solution. Mrs. Flentie and Mr. Paulson lead this project.

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

   C. Yellowstone Trip – This was the second year that Mr. Vallincourt took a selected group of students for a multi-day educational trip in Yellowstone Park. This was our first winter trip. Though it was a colder time of the year, students enjoyed the trip and brought home numerous memories.

   D. FaCS – Mrs. Eike's 7th grade FaCS (Family and Consumer Sciences) students continued their tradition of preparing and presenting flannel board stories to the elementary schools, library, Head Start and daycare facilities. Each student selects a children's story to recreate using flannel cut outs of the characters. They then present the stories to children throughout the school year. PTO parents play an instrumental role in driving students to and from their stories. Mrs. Eike's Fun with Fabrics class continues to create heart shaped pillows for surgery patients and blankets for newborn babies. These projects continue to be beneficial for both the hospital and our students.

   E. Builders Club – Mrs. Blazicevich completed her second year as the advisor of the Builder's Club. This club is the gateway to Key Club at Fergus High School. This year Mrs. Blazicevich continued managing the SOAR reward system and the student run School Store. The Builder's Club also expanded their volunteer work with more trips to the CMMC Skilled Nursing Center. There they helped decorate the hallways for special occasions and visited with the residents. The club also does highway clean up.

   F. Resource Class Field Trips – Ms. Henson and Ms. Lund organized field trips to multiple businesses in town. This opportunity gave their students an insight in different occupations and the skills needed.

   G. Building Duck Boxes – Under the direction of Mr. Drivdahl and Mr. Vallincourt, students built and installed duck nesting boxes along Spring Creek.

   H. Manufacturing Day – This was the first year LJHS participated in the Spika Welding Manufacturing Days. The 7th grade students were exposed to the different careers available in manufacturing.

2. **Parental Engagement –** Below are ways we strive to include parents and keep them informed:

   A. Infinite Campus – Parents are encouraged to utilize Infinite Campus to keep track of their child's progress. This year parents were able to use the new app for their smart phones.

   B. Staff Websites – A number of staff maintain teacher websites to provide access to assignments when at home.

   C. Parent Volunteers – Parent volunteers are used to help with our flannel board stories and with PTO activities.

   D. Facebook – This year the Junior High created a Facebook page to keep parents informed about current events and changes.

   E. Refrigerator Reminders – Each month parents are sent a list of events.

District Goal Area 4: Technology

An important goal has been to continue to modernize the way we teach and to strive toward getting more technology available to students. Below are the advances we made this year:

1. **Wireless Access –** This year our wireless access points were updated and were added in areas of the building where access was limited.
2. **Chromebooks and Tablets** – For the second year in a row the Lewistown Junior High Science Department was the State Winner for the Samsung "Solve for Tomorrow" Contest. As the State Winner we received 35 Chromebooks and 15 Samsung tablets. In two years we have won over 100 Chromebooks through this Samsung contest.
3. **Socratic Testing –** This year Noah Vallincourt started using the Socratic computer program to have his students take tests. Using this online program, students would log onto a computer or their own device and take a multiple choice test. The teacher could monitor student progress, check which questions were commonly missed, and have the results ready for the gradebook instantly.

District Goal Area 5: Highly Qualified Staff

One of the strengths of Lewistown Junior High School is our teaching and support staff. Not only do they all meet the standards of highly qualified, they are dedicated to helping students do their best. This year we had one new certified teacher and two new para-professionals available to students.

Below are the advances we made this year:

1. **New Certified Staff –** Chelsey Lund, 8th Grade Resource Teacher
2. **New Para-Professional Staff -** Ciera Rash, 7th Grade Resource Paraprofessional and April Matovich, Study Hall Paraprofessional
3. **Retiring Staff --** Steve Paulson/34 years and Barb Fradley/21 years

District Goal Area 6: Fiscal Management/Responsibility

At LJHS we strive to base our spending on curricular and student needs. Over the last decade the Junior High has seen a reduction in staff to meet budget requirements. At this point our staffing is efficient in meeting those needs. Each year we raise approximately $7,000 in our PTO Cookie Dough sales. This money is utilized to help purchase items that improve instruction.

FERGUS HIGH SCHOOL

Jerry Feller

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

FHS ANNUAL REPORT
2015 - 2016

"Excellence Today, Success Tomorrow"

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

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

The staff at Fergus High School for the 2015-2016 school year was comprised of the following:

Certified Staff

Sandy Armstad	Chad Armstrong	Luke Brandon
Doug Braulick	Sherry Breidenbach	Meggan Cirrincione
Jim Daniels	Adrienna DeCock	Brendon DeCock
Loren Drivdahl	Karen Durbin	Victor Feller
Jeff Friesen	Holly Heser	Chris Hildebrant
Troy Henderson	Troy Hudson	Diane Lewis
Jared Long	Leslie Long	Mike Mangold
Jessica Miller	Steve Olson	Karl Ortman
Linda Rinaldi	Robert Rutledge	Brett Shelagowski
D.K. Slagel	Melanie Smith	Jessica Vallincourt

Office Staff

Terry Lankutis	Robin Moline	Wendy Pfau
Levi Talkington	Angela Woolett	

Professional Aides

Steve Adams	Connie Bowen	Gayle Foster
Carissa Robinson	Jean Rogan	Susan Rutledge
Betty Sanders	Tom Wojtowick	

Custodians

Joel Bennett	Tom Blackadar	Gary Deffinbaugh
John Maddux	Steven Rowe	

School Food

Karen Hansen	Rosie Lafever	Jan Mane
Laure Watson		

New Staff Members hired for the 2015-2016 School Year:

Troy Henderson – American History

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

Jerry Feller -- Principal – 21 years of service
Jean Rogan – Para Professional – 27 years of service
Robert Rutledge – Counselor – 24 years of service
D.K. Slagel – Counselor – 25 years of service

HIGHLIGHTS FOR THE 2015-2016 SCHOOL YEAR:

- STUDENT LEADERSHIP – The leadership from our student body leaders was outstanding throughout the school year and continued that tradition under the leadership or Mr. Luke Brandon and Mrs. Meggan Cirrincione. The Student Body President Jace Davis and Vice-President Aubrey Godbey did an outstanding job of bringing our students and staff together.

- CLASS PRESIDENTS – Senior Class – Kodi Myhre, Junior Class – Mikayla Comes, Sophomore Class – Emily Eckhardt, and Freshman Class – Megan Sweeney.

- GRADUATION 2016 – The 116th graduating class celebrated Commencement Exercise on Sunday, May 22, 2016. Our music performances were awesome, our student speeches were outstanding, and our Commencement Address by Dave Byerly, former School Board Chair, was truly memorable. This was again the first-class community celebration that is expected. The traditions of our ceremony include the "showcasing" of graduates by the faculty members and the wearing of gowns by the graduates, teachers, administration and School Board. This year's Valedictorian award went to Ashley Hayes and the Salutatorian award to Heather Wiegert.

- FERGUS HIGH ACCREDITATION – As a leader in the state, Fergus High School has worked to maintain high standards with the Northwest Association of Accredited Schools, a recognition indicating a high quality of excellence. Fergus High School (Fergus County High School) has been accredited by the Northwest Association of Schools, Colleges and Universities since 1920.

- CLUBS & ACTIVITIES – Fergus High School has many things to be proud of when it comes to our club and non-athletic groups. Our staff has helped create many strong vocational, academic, artistic and athletic programs. Our traditional groups such as F-Club, Student Council, Weight Club, Ski-Club, Spanish Club, Mentoring, Band, Choir, HOW Club, Key Club, National Honor Society were all very successful along with our vocational clubs such as FCCLA, BPA, FFA and Skills/USA.

- PRINCIPAL'S CUP – Fergus High School again proves to be one of the top academic teams in the state of Montana. Cameron Carter, Jonathan Chen, Ashley Hayes, Kayla Irish, Dalton Jensen and Heather Wiegert traveled across the state to Missoula to compete with 10 of the top academic teams from around the State. All of the teams at State earned the right to be at the competition by qualifying as one of the top 3 teams in each of their respective divisions. Our divisional qualifier (named *Principal's Cup*) took place against 38 teams in our region of all classes of schools. Fergus finished 2nd overall. Students attending the qualifying meet were: Cameron Carter, Jonathan Chen, Ashley Hayes, Dalton Jensen, Kayla Irish, Ethan Day, Caleb Russell and Alysah Southworth.

- SCIENCE OLYMPIAD – The Science Olympiad team placed 5th at State in the Science Olympiad competition. Students that competed at the State level were: Agape Setu, Hayes Majerus, Kayla Irish, Siri Pedersen, Chase Farrar, Emily Eckhardt, Paige Myers, Nick Sweeney, Devin Blythe, Jonathan Chen, Cooper Bruchez, Greg Fulbright, Ethan Day, Jacob Miller, Hayes Majerus and Jace Davis.

- MUSIC – With the leadership of Mr. Christopher Hildebrandt and Mr. Karl Ortman our music department continues to accept the challenge of offering many opportunities to the students of FHS. For the seventh straight year, Jazz Band and Choralaires was offered as a zero hour class that begins each day at 7:15 AM.

- ATHLETICS – 134 individual students received at least one athletic letter during the 2015-16 school year with an additional 70 students that have participated in at least one sport as a participant. That is a total of 204 Fergus High School Students out of a total of 341. Of the total 204 participants, 59 participated in two activities with an additional 16 students participating in three.

- "BLUE-GOLD" LEADERSHIP BREAKFAST - This spring's 29th annual FHS Blue-Gold Leadership Breakfast continued its reputation as a showcase event. Mr. Charlie Pfau was our honored guest and speaker. Student Council continued the tradition of presenting many Fergus High School students with many leadership awards earned throughout the school year.

- EAGLE RENAISSANCE – This program continues to provide students with many incentives for good behavior and academic success. On average over the past four quarters – 76% of Fergus High School students receive this award. Students received the following card by percentage. (Gold card – 8.8%; Blue card – 32.4%; Silver card – 19.1% and White card – 15.6%; No card -24%) Gold Card – 4.0 GPA or 1.0 GPA Increase from previous quarter, Blue Card – 3.5 to 3.99 GPA or .75 GPA Increase from previous quarter, Silver Card – 3.0 to 3.49 GPA or 0.5 GPA Increase from previous quarter and White Card 2.0 to 2.99 GPA.

- ACT TESTING SCORES – The class of 2016 had a total of 68 Junior's take the ACT test. Compared to the State of Montana those students scored close to the average for Montana Schools. English 18.0 compared to the state average of 18.5; Mathematics 20.1 compared to the state average of 20.0; Reading 20.3 compared to the state average of 20.3; Science 20.0 compared to the state average of 20.2; Composite 19.7 compared to the state average of 19.9.

OTHER VALUABLE FERGUS HIGH STATS:

- ATTENDANCE & ENROLLMENT - Student attendance is excellent with figures showing an overall attendance rate of 94.5%. If you would include school related and medically verified absences we had an attendance rate of 90.0%. Our October enrollment was 367 while the February enrollment was 360. Last year those numbers were 354 and 345 respectively. The October, 2015 enrollment by class included: 102 freshmen, 97 sophomores, 88 juniors, and 80 seniors. The February, 2016 enrollment by class included: 103 freshmen, 95 sophomores, 83 juniors and 79 seniors. We finished the school year with a total of 345 students.

- TRANSFER-IN INFORMATION - Fergus High School had 38 students transfer-in or re-enroll during the school year (compared with 25 students in 2014-2015). Of those 38 new students: 12 transferred out at a later date (6 dropouts), 2 exchange students with 26 still enrolled at FHS.

- TRANSFER-OUT OR DROPOUT INFORMATION – Fergus High School had 40 students leave school during the 2015–2016 school year. Seventeen students dropped out of school, 5 signed up for homeschool, 18 re-enrolled in another public school.

- SENIOR CLASS ATTENDANCE INFORMATION – The senior class has had a total of 99 students enrolled at one time or another over the past four years. Of those 99 students, 75 graduated at FHS, 11 dropped out of school, 1 foreign exchange student, 1 homeschool student, 2 5th year students, and 9 transfers to another high school.

- Fergus High School celebrated its 116th anniversary this school year with the Class of 2016 being our 116th graduating class. (30th here at the Fergus High School Fieldhouse)

PROFILE OF THE CLASS OF 2016:

The Class of 2016 and its original 91 members entered Fergus High in August 2012, with many high expectations and goals. By the time their tenure was completed, another 4 students had transferred in becoming graduating class members. At graduation the class was smaller with 75 members obtaining Fergus High diplomas.

Of the original 91 class members: (Students enrolled as Freshmen)

- 75 members graduated this spring with 69 members spending all four years at Fergus.

Of the 13 class members who transferred in after the beginning of their 9th grade year:

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

Other Class of 2016 Information: (75 graduating students)

- Forty-four members of the Class of 2016 graduated as honor roll students.
- Fifteen members of the Class of 2016 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.
- Fifteen members of the Class of 2016 are National Honor Society members.
- The mean average grade point average for the Class of 2016 is 3.11.
- In order to be considered a student in the "Top 25", a member of the Class of 2016 needed to have earned an overall GPA of 3.52, while a "Top 10" student requires a 3.84 GPA.
- Of the 75 graduates in the Class of 2016, 50 are planning on attending a post-secondary college or trade school.
- Forty-two are currently planning on attending a four-year college or university next fall. Thirty-two will attend in-state institutions.
- Eight seniors will attend a two-year college or trade school.
- At graduation, members of the Class of 2016 have received about $252,000 in first year scholarships provided by varied institutions, and a total of $957,000 of scholarship money will be awarded over the next four years.
- Five seniors will be joining the military. Two–Army Reserve, One–Army, One–Army National Guard, and One–Marine Corp.
- Over the past four years, our seniors (athletes and students) have been participants in activities programs that have earned six State trophies, one of which was State Champion. They also have brought home seven Divisional trophies as Divisional Champions.
- Individual State Champs were awarded this year in Track and Field to Jaree Mane in the 100 and 200 meter dash and Haiden Collins in the 300 meter hurdles.

- Students at Fergus High School continue to have high involvement in all the extra-curricular activities offered throughout the school. The following students placed 1st at their State Competition. Skills USA – Ty Parsons/Diesel Technology; FCCLA – Taylor Dahl/Career Investigation; FCCLA – Jada Hartman/Job Interview; FCCLA - Jace Davis and Dylan Sipe/Life Event Planning; FCCLA – Nora Weichel/Nutrition and Wellness; FCCLA – Alyssa Aamold/Recycle and Redesign; FCCLA – Jaree Mane/Sports Nutrition; FCCLA – Nora Weichel, Jaree Mane, Jessica Donaldson, Taylor Dahl, Kodi Myhre, Aubrey Godbey, Karlie Southworth and Mikayla Comes/Parliamentary Procedure Team; AP Gov't Class – We the People Competition.

The results of the Class of 2016 – Exit Survey were not available at the time of this report.

EXCELLENCE TODAY, SUCCESS TOMORROW

FERGUS HIGH MISSION

The mission of Fergus High School is to challenge and prepare students to become enthusiastic lifelong learners, problem solvers and contributing members of society. Our students will be empowered to make a living, make a life, and make a difference.

FERGUS HIGH VISION STATEMENT

The staff at Fergus High School, along with parents and community members, recognizes their critical role in providing educational opportunities for all students. They are dedicated to establishing and maintaining a safe environment which fosters a positive attitude and a commitment to excellence. As a result, all students at Fergus will be challenged to develop their social, personal, and academic talents to the fullest extent possible. Particular emphasis will be placed on those skills which are necessary in order to become a happy, productive and contributing citizen of the 21st century.

FERGUS HIGH SCHOOL BELIEF STATEMENTS

1. **SAFE SCHOOLS** – All students and staff will contribute to a safe, drug/alcohol free learning environment.
2. **CRITICAL AND CREATIVE THINKING** – All students will develop critical and creative thinking skills.
3. **POSITIVE SELF IMAGE** – All students will be valued and respected as individuals.
4. **SCHOOL TO CAREER** – All students will develop needed academic, technical and life skills for the transition from school to work.
5. **RESPONSIBILITY** – All students will take responsibility for their behavior and their learning.
6. **SOCIAL SKILLS** – All students will develop social skills and appropriate behavior that assist in becoming responsible citizens.
7. **STUDENT SUCCESS** – All students will learn, achieve and succeed throughout their lifetime.
8. **STAKEHOLDERS** – All members of the school community will be included in the decision-making process.
9. **PARTICIPATION** – All students will actively participate in academics and the global community can develop honesty, integrity, and respect for themselves and others.

ACTIVITIES

FERGUS HIGH SCHOOL

Jeff Elliott

Fergus High School
Activities

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

2015-2016
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 2015-2016 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 2015-2016 School Year, Fergus High School had a grand total of **130** individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball – 13; Football – 21; Cross Country – 13; Wrestling – 6; Volleyball – 11; Boys Basketball – 10; Cheerleading– 8; Track and Field – 18; Tennis – 12; Softball – 11; and Golf – 7.

The Fergus High **Band** performed three concerts and the District Music Festival here in Lewistown. At the District Music Festival the band earned superior ratings on its performance and in sight reading. The sight reading score was one point away from perfect for the second straight year.

The *Jazz Band* performed at three concerts and participated in District and State Music Festivals, earning a superior rating at both.

Students participated in *Pep Band* at numerous home events and traveled to the State A Girls Basketball Tournament in Belgrade. Another fun and exciting year for the Pep Band.

The following students participated at the District Music Festival and at the State Music Festivals with Jazz Band and Percussion Ensemble (* performed with a solo or small ensemble at the State Music Festival):

Hayden Brewer – Jazz Band
Cooper Bruchez – Jazz Band, Percussion Ensemble
Cameron Carter – Jazz Band
Jonathan Chen – Jazz Band, Percussion Ensemble, Piano Solo*
Aubrey Godbey – Jazz Band
Kody Neill – Jazz Band, Percussion Ensemble
Siri Pederson – Jazz Band, Alto Sax Solo*
Nick Sweeney – Jazz Band, Trombone, Brass Quartet
Dalton Jensen – Jazz Band, Brass Quartet
Ethan Day – Percussion Ensemble, Piano Solo*
Ryan Fisk – Percussion Ensemble
Thomas Helm – Percussion Ensemble
Celia Honeycutt – Percussion Ensemble
Sam Renville – Percussion Ensemble
Ashley Hayes – Jazz Band, Brass Quartet, Trumpet Solo
Noah Kirsch – Jazz Band, Bass Clarinet Solo*
Jacob Miller – Jazz Band
Ben Kolar – Jazz Band
Amanda Sweeney – Jazz Band, Woodwind Duet
Keeley Bibler – Woodwind Duet
Bay Merker – Sax Duet*
Bryce Denton – Sax Duet*
Trystin Zier – Baritone Sax Solo*
Heather Wiegert – Brass Quartet, Vocal Solo*
Nathan Kindzerski – Percussion Ensemble
Jayce Phillips – Percussion Ensemble
Megan Sweeney – Jazz Band, Trumpet Solo
Zoey Streber – Jazz Band, Alto Sax Solo

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

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

The *Concert Choir*, the ensemble made up of mostly freshmen, was 30 members strong this year. This group grew substantially from the beginning of the school year. Their first concert consisted of two-part music. By the end of the year they were able to perform three and four part pieces. The choir members were also pushed to learn more difficult music with the older Symphonic Choir for a few pieces this year. Nearly half of this ensemble is returning to the choral department next year, even after fulfilling their Fine Arts Requirement.

The *Symphonic Choir*, a choir of upperclassmen, saw considerable growth in size this year. Previous enrollments in this choir had been between 10 and 15 students the last few years, but the choir was 25 members this year. Symphonic Choir performed some significant music throughout the year, including standards of the choral repertoire as well as newer pieces with difficult harmonies. A dozen members of the choir sang carols at Stockman Bank during their Christmas Open House. Members of Symphonic Choir also participated in the District Honor Choir in November that FHS hosted. In addition, the full choir took part in the Eastern A Choir Festival this March in Glendive.

Each choir participated in the District 8 Music Festival, hosted at FHS in April. Both choirs received Superior (I) Ratings, their highest in the last three years. They received excellent feedback from their adjudicators. The choir members also had one of the more successful sight-singing attempts of the day - and the most accurate of theirs in the last three years. In addition to the high quality performances of the two choirs at District Festival, Sophomore Kristen Durbin earned a Superior Rating on her vocal solo and qualified for State Music Festival in Billings.

The 2015-2016 Fergus High School Golden Eagle **Cheerleaders** cheered for Football, Volleyball, Boys and Girls Basketball, and Wrestling. The spirit squad also cheered for Volleyball at the Central A Divisional and State Tournaments and for Girls Basketball at the Central A Divisional and State Basketball Tournaments.

Varsity Cheerleaders earning letters included: Jade Kremer, Megan Honeycutt, Marissa James, Jessica Kelley, Taylor Woods, and Jenna Gallagher. Stuntmen earning letters included: Greg Fulbright and Westten Church.

Fergus High Golden Eagle Cheerleaders hosted the 2016 Cheerfest under the organizational leadership of Jennifer Pfau.

The Head Coach for FHS Cheerleading Squad this year was Sarah Shepherd Wierzbicki, assisted by Jeanna Mane.

The 2015 Fergus Eagle Girls and Boys **Cross Country** teams were coached by Head Coach Suzie Flentie, Assistant Coaches Melanie Smith, and Volunteer Coach Michael Kelsey. This was the eighth year for Boys Cross Country since it was reinstated as a sport at FHS. The boys' team won their first Divisional Championship and their second State trophy. This season was the fifth time they have placed in the top five at State. Eighteen boys and twenty-two girls were involved in the program this year.

Individual team positions changed often and several JV runners earned the opportunity to run in the seven varsity positions at some point during the season. At the divisional meet, all four teams took first place. Both varsity teams won the Divisional Championship titles and both JV teams also won. The boys' team was 45 points ahead of the second place team. The 2nd – 5th place teams were all within 14 points of each other. The girls' team won the title by 5 points and the next two teams were tied for 2nd and 3rd so it was a much closer race. The girls placing in the top 10 at the Divisional Meet were: Kaitlyn Lodahl (6th), Ashley Brand (9th), and Madison Rodgers (10th). Ryley Ritchey and Courtney Brand completed the varsity team score finishing 14th and 17th. The boys placing in the top 10 at the Divisional Meet were: Ty Parsons (2nd), Noah Majerus (5th), Dylan Sipe (7th), Drake Henson (9th), and Danyon Rice (10th). Finishing out the varsity team placing in the top 15 were: Austin Brand (11th) and Kai Krumwiede (14th).

The girls went on to place 9th at State and the boys won the 2nd place trophy. Noah Majerus and Ty Parsons were our only All-State Athletes placing 10th and 13th in personal best times of 16:13 and 16:22. Drake Henson, Dylan Sipe and Kai Krumwiede completed our team score finishing 24th, 25th and 32nd. Austin Brand and Danyon Rice finished 44th and 47th. Corvallis won the State Championship with 70 points and Fergus tied with Hardin with 104 points, but we were awarded the 2nd place trophy because our 6th place runner had faster time. For the girls, Kaitlyn Lodahl was our first finisher in 27th place followed by Ashley Brand (freshman), Madison Rodgers, Courtney Brand, Katerina Heiser, Ryley Ritchey and Alysah Southworth.

The Golden Eagles **Football** team of 2015 had its ups and downs. The season started on the road with losses to Miles City and Sidney before our first win against Glendive at home. The team had a 4-4 season overall and were 2-2 in the conference. Sixty players went out for football this year. Fifteen members of the Football Team earned a place on the All-Conference team with eight of those being first team and three positions on the All-State team. The Sub-Varsity season record was 11-2. This was the second year under Head Coach Vic Feller, First Assistant Coach Troy Hudson, Assistant Coaches Steve Olson, Derek Lear, Orin Johnson and Volunteer Coach Kyle Dubbs.

The 2015 Fergus High School **Golf** team ended the season with 9 girls (one being a manager) and 12 boys. The first practice was Thursday, August 13 and the State tournament ended on Saturday, October 3. The team competed in 12 tournaments in all: 3 were JV only, 4 were JV and Varsity, 3 were Varsity only, and the Divisional and State

tournaments. The girl's team won the Central A Divisional Tournament held at Pine Meadows Golf Course in Lewistown and placed 5th at State which was held in Sidney. Four of our players finished in the top 15 at the Divisional tournament – Kinsey Irvin (1st), Abby Gremaux (8th), Madison Lewis (9th), Kayla Irish (12th) – qualifying them as All-Conference. Karlie Southworth travelled along to State to round out our team. Kinsey Irvin was the only female golfer to earn All-State honors by placing in the top 15 at State – Kinsey Irvin (T-11th), Kayla Irish (19th), Abby Gremaux (T-32nd), Karlie Southworth (T-43rd), and Madison Lewis (T-55th). These five girls, along with Melissa Nelson and Audra Fry, earned Letter honors for playing this year. The boy's team placed 3rd at the Central A Divisional Tournament with three boys earning All-Conference Honors – Tyrell Walter (1st), Jace Davis (11th), and Kody Neill (15th). The three boys that placed in Lewistown went on to compete in Sidney as individuals (not as a team) and finished as follows: Tyrell Walter (3rd), Jace Davis (T-34th), and Kody Neill (T-44th). Those three boys plus Dalton Jensen, Kale Kynett, Trevor Ward, Zack Jensen, and Brandon Parsons earned Letter Awards. In 2016 both boys and girls should compete well with all but one girl returning and even though we will lose 3 of our top 6 boys, we have a few strong players coming up from our JV ranks. The golf teams were led by Head Coach Brett Thackeray (fourth year with the team, second year as Head Coach) and Assistant Coach Keithon Walter (second year as Assistant Coach).

The **Volleyball** program under the direction of Head Coach Tara Taylor had another good year. The varsity finished the season with an 8-13 record, and competed in the first ever combined Eastern "A" Divisional Tournament, finishing 9th. Earning 1st Team All-Conference Honors was junior Carley Carpenter. Second Team All-Conference Honors went to seniors Kyra Fleharty, Kodi Myhre, and junior Mikayla Comes. Honorable Mention All-Conference honors are no longer being recognized.

Our sub-varsity teams both had good seasons as well. The JV team, under Assistant Coach Ashley Jenness, finished the year 15-8. Our freshman team, under the direction of Assistant Coach Jean Muragin, finished the season 10-11.

The FHS Volleyball team continues to strive for excellence in the classroom as well, with 13 of our 15 letter winners earning Academic All-State Honors.

The 2015-16 Fergus **Boys Basketball** season was the first season under Head Coach Scott Sparks. Sparks was assisted by Assistant Coaches Derek Lear and Orin Johnson, and Volunteer Coaches Jimmy Graham and Kyle Trafton.

The Golden Eagles finished 6-13 falling to Browning on the road in the first ever Divisional Play-in Game under the new Super Divisional format. The Eagles lost several close games throughout the season, but finished the regular season strong with double digit wins over conference rivals Browning and Livingston. The Golden Eagles were led all season long by a talented group of seniors. Hunter Errecart was a second team All-Conference player that led the Eagles in several offensive categories. McKye McCarthy

finished the regular season with a flourish, Jace Davis proved to be one of the best defenders in the Central "A", and Dylan Sipe, Ty Parsons, and exchange student Aurel Konig also made big contributions throughout the season. Sophomore Andrew Lalum showed great leadership as the team's starting point guard and defensive stopper. Junior Eric Knox was also a key contributor to the varsity program. In total 17 athletes received varsity letters, including three talented freshman: Tanner Trafton, Jaden Graham, and Jacob Clinton. Sophomores Noah Agostinelli, Cody Henderson, and Landen Henderson were promising sophomores that improved steadily throughout the year. Isaac Fry, Cole Ayers, and Kale Kynett round out the juniors that will be relied upon next season to lead the 2016-17 team. Luke Derheim and Dani Gapay were the team managers and 10 other underclassmen participated in the program. The JV team finished 14-5 while the freshman team finished 17-2.

The Fergus High School **Girls Basketball** program finished their 2015-2016 season at the State A competition. The JV, coached by Assistant Coach Jill Murphy, was 4-15. The C squad, coached by Assistant Coach Dylan Buehler, was 14-4. The Varsity finished the season with a record of 7-17. The girls took 4th at the super Divisional at the Metra losing to Havre but securing a spot once again to the State tournament in Belgrade. The Eagles opened up against an undefeated Butte Central team, who eventually won the State tournament. It was definitely a different Fergus team than the one who played them in the kickoff tournament in December, losing to them by over 20. Fergus, unfortunately, lost a nail biter to Billings Central the following day. Jaree Mane battled back from a major knee injury in the summer to the join the team at the end of January. Seniors Tara Olson, Kyra Fleharty, and Jaree Mane received Second Team All-Conference. The team will lose five seniors, but will have nine letter winners returning for the 2016-2017 season.

The 2015-2016 **Wrestling** team was coached by Head Coach Brendon DeCock and Assistant Coach Mike Mager. This was Brendon's first year as the Head Coach and Mike's first year as the Assistant Coach. The team started the year without Devin Blythe, due to a torn ACL during football, and Billy Birdwell lasted about a week before sustaining another concussion and both were out for the rest of the year. The wrestlers we had were wrestling pretty well, but were plagued with injury and sickness. It wasn't until mid-January that we had everyone back and healthy. Limping through the first half of the season, the team wrestled at the Havre Invite, Forsyth, and the CMR Holiday Classic. CMR is a very tough tournament and a couple wrestlers placed. After Christmas, we hit Cut Bank, again placing some wrestlers. The next weekend the wrestlers traveled to Missoula for the Rocky Mountain Tournament. This is a solid, deep tournament that contains teams from Washington, Montana and Idaho. All the brackets are 32 man brackets. Caleb Birdwell and Alex Wickens both placed. Alex lost his first round match to the kid that won his weight class. Then he won 5 straight matches to get into the consolation semis, before losing his next two to take 6th. Fergus hosted the Class A Duals on January 22-23, 2016. As a team, we wrestled really well. Some wrestlers were able to be bumped around to have almost a full lineup finishing 4-2 on the weekend.

Fergus lost to Polson and Havre (teams finishing 1st and 2nd at State). The team did beat Miles City, Dillon, Frenchtown and Whitefish. The Divisional Tournament was held in Havre. This year MHSA combined the Central and the East into one Eastern Division. So our division now consists of 11 teams – Fergus finished in 6th place. Wyatt Blythe took 1st place in his weight class and four other wrestlers made it to the finals. Nine wrestlers ended up placing at the Divisional Tournament which earned them a birth to the State Tournament. At State, every wrestler won at least one match except for one. Five wrestlers placed, which is more than Fergus has had in a long time. We also had two others one round out from placing. Of the wrestlers that placed, three made it to the finals – Caleb Birdwell (2nd), Alex Wickens (2nd), and Wyatt Blythe (2nd). The other two wrestlers who placed were: Chad Landers (4th) and Bridger Grover (6th). Overall we had a very good year and are still young. The only senior on the team was Chad Landers. The team started to realize what their potential is and will build on that for next year. The future looks bright for Fergus Wrestling.

The 2016 **Girls Softball** team ended the season with an 18-8 record, 2nd place finish at Divisionals and a top 6 finish at the State tournament. Coached by Head Coach Mike Mangold, Assistant Coach Brett Shelagowski, and Volunteer Coach Kirsten Miller, this team had many come from behind wins and a never say die attitude. With just two seniors, the team was very young and relied heavily on juniors and sophomores throughout the year. Karlie Southworth, Dani Gapay, and Mikayla Comes were 1st Team All-Conference and All-State selections, while Nora Weichel, Carley Carpenter, and Kinsey Irvin were 2nd Team All-Conference selections.

The 2015-2016 **Tennis** team, under the direction of Head Coach Diane Lewis, Assistant Coach Andrew Bruno, and Volunteer Coaches Wendy Jensen, Stephen Gruener and Matthew Gruener. The Eagles were led by an overall slightly inexperienced team consisting of 9 seniors, 5 juniors, 12 sophomores, and 7 freshmen. The Divisional team included 9 seniors, 5 juniors, 6 sophomores and 2 freshmen including the alternates. Thirty-three players finished the tennis season this year. We are encouraged by the talented returning players as well as the 24 athletic freshmen, sophomores and juniors we were privileged to work with this year. Highlighting the year was the Fergus Boys Divisional Team taking 2nd. Also highlighting the year was the play of six players that advanced from Divisionals to State. They were: Kody Neill and McKye McCarthy taking 4th place in Boys Doubles, Kodi Myhre and Aubrey Godbey taking 4th place in Girls Doubles, Danyon Rice taking 2nd place in Boys Singles and Taylor Woods taking 3rd place in Girls Singles at Divisionals. Several of our other players were one match out from going to State as underclassmen. The players look forward to taking advantage from the lessons learned in these close matches. Fergus experienced a very successful Central Class A Divisional Tennis Tournament for our placers and those that gained experience playing at Divisionals for the first time. Lewistown once again successfully hosted the Divisional Tournament and Livingston hosted the State A Tournament at Bozeman and Livingston.

A strong group of underclassmen returning appears poised to provide excellent leadership next season. Head Coach Diane Lewis and Assistants look forward to hosting teams during the season next year. We also look forward again to talented participants for the 2016-2017 tennis season.

Helping with the T**rack** program this year was Vic Feller as the Throws Coach, Gary Cecrle as the Sprint and Hurdle Coach, Suzy Flentie as the Distance Coach, Bruce Reid as the Volunteer Assistant Coach in the pole vault, and Head Coach Steve Olson as the Jumps and Relays Coach.

The 2016 track season was successful. The girls finished 2nd behind Laurel at the Divisional meet. Jaree Mane won the 100m and 200m, took 2nd in the Javelin, and took 3rd in the 400m. Marissa James won the 100m Hurdles and High Jump. Anna Zimmer was 3rd in the Shot Put; Ashley Brand took 5th in the Triple Jump; and Kaitlyn Lodahl was 6th in the 3200m. The other girls that went to State are: Whitney Weeden who qualified in the Pole Vault; Madison Rodgers qualified in the 800m, 1600m, and 3200m; and Sheanna Larson qualified in the Javelin. The girl's 4x100m Relay Team qualified for State and consisted of: Jaree Mane, Marissa James, Whitney Weeden, and Courtney Brand.

The boys finished 4th at the Divisional meet. Haiden Collins qualified in the 100m, was 5th in the 200m, 6th in the 400m, and won the 110m Hurdles and 300m Hurdles. Matthew Harrison won the Shot Put and was 2nd in the Discus. Dylan Sipe took 2nd in the 300m Hurdles and 6th in the 110 Hurdles. Ty Parsons took 5th in the 800m and 3rd in the 1600m. Noah Majerus took 4th in the 1600m and 5th in the 3200m. The 4x400m Relay team placed 4th and consisted of: Haiden Collins, Dylan Sipe, Ty Parsons, and Noah Majerus. The other boys that qualified for State were: Matt Welsh – 4x400m Relay, Bridger Grover – triple jump, and Austin Brand – 3200m.

Results of the State Class A Track Meet are:

GIRLS: 4x100m Relay Team – Courtney Brand, Marissa James, Jaree Mane (anchor leg), and Whitney Weeden – 5th place; Jaree Mane – 1st place in the 100m & 200m meters and 5th place in the Javelin; Marissa James – 3rd place in the High Jump and 5th place in the 300m Hurdles; and Anna Zimmer – 5th place in the Shot Put. The girls finished in 6th place with 34 points.

BOYS: 4x400m Relay Team – Haiden Collins, Ty Parson, Dylan Sipe, and Matthew Welsh – 4th place; Haiden Collins – 1st place in the 300m Hurdles and 2nd place in the 110m Hurdles; and Matthew Harrison – 2nd place in the Shot Put and 6th place in the Discus. The boys finished in 8th place with 31 points.

At the **Elementary Level**, in grades five and six, programs were run in basketball, volleyball, and wrestling. Due to time constraints, there was no track program again this

year. Once again due to budget restraints, volunteer coaches were used and the length of the programs were six to seven weeks. Wrestling combined with the Junior High to help increase participation. Recruiting coaches for the time period we need them is still hard. If we are ever able to afford the stipend for the elementary coaches again, it is highly recommended in order to keep these programs active. Elementary participant numbers were: Boys Basketball-40, Girls Basketball-34, Volleyball-38, and Wrestling-16.

I feel the activities programs at Fergus have a lot to offer all the young students attending Lewistown Public Schools. Activity programs provide valuable lessons on many practical situations such as teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs, we provide the opportunity for students to learn self-discipline, build self-confidence, and develop skills to handle competitive situations. Students in activities tend to achieve higher grades than those who do not participate in activities, have a lower 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. Activities are not a diversion, but rather an extension of a good educational program. The confidence in almost all Fergus activity programs seems to be strong. The staff is highly professional and motivated, and working with them is very enjoyable. We, at the Lewistown Public Schools and Fergus High, look forward for good things to come.

Respectfully submitted,

Jeff Elliott
Assistant Principal/Activities Director

ACTIVITIES

LEWISTOWN JUNIOR HIGH SCHOOL

Tim Majerus

2015-2016 Annual Report
Lewistown Junior High School
Activities

The LJHS athletic programs were led by Co-Athletic Directors Jim Daniels and Chelsey Lund. Jim's role focuses mainly on scheduling and staffing while Chelsey's role is inventory of supplies and uniforms and organizing home sporting events.

The Athletic Department continues to update old and outdated equipment. One of the priorities has been to assure our helmets and shoulder pads are in good condition and we have updated where needed. The uniform purchase for this year was for track. Noah Vallincourt was able to find a deal on Nike uniforms at a 50% savings. The Booster Club has been instrumental in helping us fund these new purchases.

Our programs continue to be successful not only on the win/loss records, but the positive involvement of our students. Below is a brief summary for each of our activities:

Boys Football – Troy Henderson continued as our Head Football Coach with Assistant Coaches Brad Breidenbach, Matt Donaldson, and Ethan Blythe. The total number of participants came back up slightly due in part with more 8th graders going out than the previous year as 7th graders. The total for the season was 41 athletes; 20 seventh graders and 21 eighth graders.

Cross Country – Jessica Vallincourt was our Cross Country Coach for the second year. Jessica brings an enthusiasm that draws in athletes and creates a love of running. With the help of volunteer coach Noah Vallincourt the Cross Country Team had an increase with 22 participants: 16 boys and 6 girls.

Girls Basketball – Sherry Breidenbach continued to provide the leadership as the Head Girls Basketball Coach. She was assisted by Lee Crouse and Kar Connor. Two teams at both grade levels are selected to allow more playing time for all the athletes. The numbers were down from the previous year so in order to continue with two teams, each weekend a few athletes had to play for both the blue and gold teams. This year we had 12 seventh graders and 11 eighth graders.

Boys Basketball – Brad Breidenbach provided the leadership in the Boys Basketball program along with Assistant Coaches, Matt Donaldson and Chuck Cloud. The season begins only a couple weeks after the football season and ends before Christmas break. This year saw a total of 35 boys participating: 17 seventh graders and 18 eighth graders.

Girls Volleyball –Volleyball has historically been the only sport that we've had to make cuts. This was done because of practice space availability, however, this year the number of athletes has gone down and thus no cuts were made. LJHS was pleased to have Tara Taylor as our Head Coach. Not very many, if any, Junior High programs have their High School coaching staff working at the Junior High level. I believe much of Coach Taylor's success at the High School comes from her work at the Junior High level. This year Tara was assisted by Jean Muragin and Ashley Jenness. A total of 34 girls participated: 17 seventh graders and 17 eighth graders.

Track and Field – This year we saw an increase in participants with a number of records being broken or tied. Head Coach Noah Vallincourt was assisted by Jessica Vallincourt and Teresa Majerus. A total of 74 students participated (43 from the 7th grade and 31 from the 8th grade). Trinity Edwards broke school records in the 400, 800 and 1600. Landon Farrar tied the record in high jump and Carson Weeden tied the pole vault record. This has been the first time pole vaulting has been available to Junior High students in a number of years. Next year we will be adding the turbo javelin to our events list. Seth Norslien won the turbo javelin at an away meet. Because we will offer this event next year, and the fact that he threw it further than all the 7th and 8th graders, we decided to recognize his throw as a new 7th grade record.

Cheerleading – The Junior High Cheer Program has had some inconsistencies over the last few years with a new coach each year. This fall the advertisement for a new coach went unanswered. It wasn't until after Christmas break that Jeanna Mane stepped forward. Because most team sports were over the cheer squad focused on preparing for the Cheerfest. However, Jeanna was the High School Assistant Coach as well, so it was difficult to have her do both practices. To resolve the practice time and space, the Junior High squad practiced at the high school. This paid off as the Junior High Cheer Squad took first place at the Cheerfest. A total of nine girls and one boy participated in cheerleading this year.

Wrestling – Head Coach Brendan DeCock was assisted by former FHS State Champion, Mitch Ritchey. One of the biggest events of the season is the LJHS invitational which is now classified as a State Championship event. This title continues to bring in a record number of participants. What makes this tournament a success is the volunteer work of the Lewistown wrestling community. Wrestling is a sport that brings more parental and community support than any other. The success of this tournament is attributed to this support. There was a jump in participants mainly from the 7th grade class. Twelve 7th graders and four 8th graders participated in wrestling. Our wrestling program continues to include 6th graders.

At the Junior High level, we try to maintain a balance between promoting participation and competing at a high level of competiveness. I believe our coaching staff continues to provide adequate playing time to develop each athlete's skill while making sure there is enough success in competitions to promote school pride and a winning attitude. Coaching at the Junior High level comes from the individual love of the sport and desire to help athletes develop their skills and learn to enjoy competitive sports.

7th Grade Boys' Participation						
	Number of Students			Percent of Student Body		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Football	22	16	20	50%	33%	34%
Cross Country	3	10	11	7%	21%	19%
Basketball	22	19	17	50%	40%	29%
Wrestling	0	7	12	0%	15%	21%
Track	14	13	25	32%	27%	43%
Cheerleading	0	0	1	0%	0%	2%

7th Grade Girls' Participation						
	Number of Students			Percent of Student Body		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Basketball	18	15	12	35%	43%	32%
Cross Country	4	3	3	8%	9%	8%
Volleyball	19	22	17	37%	63%	45%
Track	17	10	18	33%	29%	47%
Cheerleading	6	7	4	12%	20%	11%

8th Grade Boys' Participation						
	Number of Students			Percent of Student Body		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Football	27	23	21	52%	52%	44%
Cross Country	7	3	5	13%	7%	10%
Basketball	17	20	18	33%	45%	38%
Wrestling	11	0	4	21%	0%	8%
Track	18	18	18	35%	41%	38%
Cheerleading	2	0	0	4%	0%	0%

8th Grade Girls' Participation						
	Number of Students			Percent of Student Body		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Basketball	16	14	11	32%	28%	28%
Cross Country	6	6	3	12%	12%	8%
Volleyball	18	18	17	36%	36%	44%
Track	25	14	13	50%	28%	33%
Cheerleading	9	0	5	18%	0%	13%

Student Body Enrollment			
	2013-14	2014-15	2015-16
7th Boys	44	48	58
7th Girls	52	35	38
8th Boys	52	44	48
8th Girls	50	50	39

ASSESSMENT

Scott Dubbs

Lewistown Public Schools

2015-2016 Assessment Annual Report

Submitted by:
Scott Dubbs, Curriculum Director

Assessment within our schools continues to evolve over time. While much of that evolution comes from changing state and federal expectations, the goal of the Lewistown Public Schools has been to make every effort to utilize the data that comes from each assessment to support our students, communicate with parents and improve instruction within our classrooms.

This Annual Report will speak a bit to the administrative aspects of our assessment programs but is really about sharing some of our assessment driven data. Federal and/or state mandates will continue to determine some of what our assessment picture looks and feels like, but our focus with testing will be achievement in our schools.

We still have concerns about overall balance concerning assessment expectations and programs, but fully admit that many of those issues are outside of our control. Our concerns and frustrations continue to be made with state and federal decision-makers in the hopes that overall testing concerns are minimized. Like last year, this report is focusing on the assessment components that we do control.

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

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

Over the course of each year assessments help us start the school year with appropriate placements, help our student transitions, and benchmark achievement levels. As the year goes on, we build up toward a spring of summative tests that will provide a bulk of the data we need for decision-making.

State assessment data is important but until it can provide more long term data about student growth and achievement, we will focus much of this report on the high quality data coming from our other assessment programs.

On the positive front we do have access to local reports from Montana's statewide test, the Smarter Balanced Assessments (SBAC) for both ELA-Literacy and Mathematics which are included in the following pages for grades 3-8. High school students no longer are administered the SBAC and students in grades 4, 8, and 10 continue to take the Science CRT through MontCAS as they had in the past.

Special needs students now take an alternate exam to the SBAC Assessment in the spring and while the name has changed (now the MSAA Alternate) the assessment appears to be comparable to the previous test. Because these results are not public they won't be reflected in this report but the assessment is expected to be helpful to parents and teachers as we move forward.

Our ACT testing results are the lone source of consistent testing long-term data at the high school. Fergus High School has ACT achievement records and interest inventory data that dates back several decades. While that data focuses on student achievement at the high school level it does provide an

accurate reflection of student successes when students graduate and head into other pursuits. However, unlike years past when about sixty to eighty percent of our students took the exam, the past four years all juniors were expected to take the ACT+ Writing assessment in the spring, and this spring it was mandated with the change in expectations from the state. The downside with ACT testing is that results are not available until each fall so the results found in this report are from the previous school year. Regardless, our results are a good measurement of the college and career ready status of our juniors each year.

Northwest Evaluation - Measures of Academic Progress (MAP)

Several years ago our District proactively chose to utilize MAP assessments to help address the need to have measures of student achievement that allowed for, and monitored, individual student growth. The MAP test as selected has been provided by the Northwest Evaluation Association (NWEA). It was given to students during our MAP windows that are scheduled in the fall, winter and spring. Results from MAP tests are valuable in helping teachers improve instruction by almost immediate benchmarking student achievement and monitoring their progress in grades 3-10. Each school can look at overall student progress and is expected to project individual student scores on the statewide assessment in the spring. An added benefit to MAP assessments, is that we have testing results that give us much more data than any mandated by the state.

The past three years we have used NWEA's online Common Core version of the test. Scores now relate well to these new standards helping staff with curriculum decisions and support student year-end placement decisions at all levels. This version of MAP testing allows us to have more control of the testing process giving us easier to obtain and more timely results which is important when preparing students for college and career readiness. Additionally, an added bonus of our work with MAP is their reporting which allows their assessment scores to be shared throughout the school year with students and more importantly, with their parents. Summative information from MAP scores are listed at the end of this report.

AIMSweb Assessments

These past five years we also started using Pearson's AIMSweb Assessment system to support our classroom teachers and RtI teams in the elementary in their quest to more closely benchmark individual student progress and monitor individual student growth.

AIMSweb is an outcome and curriculum-based measurement (CBM). Their measures are used for universal screening and progress monitoring. These brief assessments (or probes) measure overall performance of key foundational skills by grade level and are accurate predictors of reading and math achievement and growth. The assessments we use measure student learning in oral reading, early literacy, reading in the content area, spelling, written expression, early numeracy, math concepts and math computation.

The program's framework has provided staff valuable student data to support their classroom goals. The overall scores may not seem as valuable on a school-wide basis as our other assessments, but again the goal is to measure individual student growth and needs. RtI schools such as ours obtain a big benefit in using this data to the multiple systems of support (MTSS) associated with Response to Intervention (RtI) and the ability to provide a far more progressive monitoring system for students in Tier 2 and Tier 3.

In Summary

In my opinion, it is fair to state that our student results are positive. In most comparisons with last year's scores we have either improved from last year's results or maintained, with a few exceptions.

The information in the following tables summarizes student achievement by our students in the Lewistown Public Schools. These results are reported by grade level and are directly tied to each school's and each District's Comprehensive School Improvement Plan and Title I Schoolwide Plan.

As we look to next year, we are hopeful that changes on the horizon will include much improved understanding of the SBAC assessment as well as the future use of its data to help inform staff and parents concerning individual and group student achievement in our schools. This assessment is tied to our Montana Content Standards so when results are more meaningful our schools will be better able to improve teaching and learning.

The support we receive in the formative assessments associated with AIMSweb and MAP are important in supporting our teachers and students in the classroom. As we are finding out from participation in multi-tiered programs like RtI and MTSS, our measures of student progress from data obtained using school-wide measures and individual progress monitoring is extremely important.

As mentioned above, another transition that we continue to address is the improved use of the assessment data we have access to. To continue to support this need, we will continue our partnership with Silverback Learning (using our designated state database funding) to use their Mileposts online software. Mileposts provides a quick and easy way needed to create our needed personalized learning plans, manage RtI interventions and monitor individual student behavior and achievement for the ultimate goal of improving classroom instruction.

DISTRICT ASSESSMENT RESULTS

MontCAS CRT Science Proficiencies

The table below represents the test results for our students in grades 4, 8 and 10 who were given the CRT Science Assessment this past March, in comparison with results from all Montana Schools

Lewistown Public Schools

Grade	Subject	Advanced/ Proficient	# of students	Nearing Proficient /Novice	# of students	Total Students	Class of
4th	Science	91%	84	10%	9	93	2024
8th	Science	65%	52	35%	27	79	2020
10th	Science	47%	44	53%	49	93	2018

State of Montana

Grade	Subject	Advanced/ Proficient	# of students	Nearing Proficient /Novice	# of students	Total Students	Class of
4th	Science	71%	8,088	29%	3333	11,421	2024
8th	Science	65%	3,873	35%	3731	10,498	2020
10th	Science	45%	4,484	55%	5412	9,896	2018

Fergus High ACT Assessment Data

College Course/Course Area	ACT Test	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

Five Year Trends—Percent of Students Who Met College Readiness Benchmarks

Year	Number of Students Tested		Percent Who Met Benchmarks									
			English		Mathematics		Reading		Science		Met All Four	
	District	State	District	State	District	State	District	State	District	State	District	State
2010-2011	0	0	.	.	.	.	.	.	.	.	.	.
2011-2012	0	2,626	.	51	.	37	.	45	.	22	.	17
2012-2013	74	8,931	64	58	42	38	53	49	41	26	30	20
2013-2014	75	8,828	60	54	40	39	37	40	32	34	20	21
2014-2015	**68**	**8,898**	**49**	**53**	**40**	**37**	**37**	**37**	**37**	**30**	**22**	**19**

Five Year Trends—Average ACT Scores

Average ACT Scores

Year	Number of Students Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2010-2011	0	0	.	.	.	.	.	.	.	.	.	.
2011-2012	0	2,626	.	18.2	.	20.1	.	20.1	.	19.6	.	19.6
2012-2013	74	8,931	20.0	19.0	21.2	20.4	21.5	20.7	21.5	20.0	21.2	20.1
2013-2014	75	8,828	19.2	18.5	20.4	20.2	20.8	20.5	20.9	20.1	20.5	20.0
2014-2015	**68**	**8,898**	**18.0**	**18.5**	**20.1**	**20.0**	**20.3**	**20.3**	**20.0**	**20.2**	**19.7**	**19.9**

Five Year Trends—Average ACT Scores Statewide

Average ACT Scores - Montana

Year	Number of Students Tested	English	Mathematics	Reading	Science	Composite
2010-2011	0	.	.	.	.	.
2011-2012	2,626	18.2	20.1	20.1	19.6	19.6
2012-2013	8,931	19.0	20.4	20.7	20.0	20.1
2013-2014	8,828	18.5	20.2	20.5	20.1	20.0
2014-2015	**8,898**	**18.5**	**20.0**	**20.3**	**20.2**	**19.9**

Montana Smarter 2015-2016 - English Language Arts/Literacy Results

Grade	Lewistown Public Schools										
	ELA/Literacy Level 1 Count	ELA/Literacy Level 1 Percentage	ELA/Literacy Level 2 Count	ELA/Literacy Level 2 Percentage	ELA/Literacy Level 3 Count	ELA/Literacy Level 3 Percentage	ELA/Literacy Level 4 Count	ELA/Literacy Level 4 Percentage	ELA/Literacy Total Assessed	ELA/Literacy Percentage Proficient	Class of
3rd	8	10%	26	31%	32	39%	17	20%	83	59%	2025
4th	17	18%	28	29%	24	25%	26	27%	95	53%	2024
5th	10	13%	13	17%	31	41%	22	29%	76	70%	2023
6th	12	14%	24	28%	38	45%	11	13%	85	58%	2022
7th	11	12%	20	21%	46	49%	17	18%	94	67%	2021
8th	26	28%	18	19%	36	38%	14	15%	94	53%	2020
11th	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	2017

School	Lewistown Public Schools									
	ELA/Literacy Level 1 Count	ELA/Literacy Level 1 Percentage	ELA/Literacy Level 2 Count	ELA/Literacy Level 2 Percentage	ELA/Literacy Level 3 Count	ELA/Literacy Level 3 Percentage	ELA/Literacy Level 4 Count	ELA/Literacy Level 4 Percentage	ELA/Literacy Total Assessed	ELA/Literacy Percentage Proficient
Garfield School Overall	25	14%	54	30%	56	31%	43	24%	178	56%
Lewis & Clark School Overall	22	14%	37	23%	69	43%	33	20%	161	63%
Lewistown 7-8 School Overall	37	20%	38	20%	82	44%	31	16%	188	60%
Fergus High School Overall	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Overall Averages	84	16%	129	24%	207	39%	107	20%	527	60%

Montana Smarter 2015-2016 - Mathematics Results

Grade	Lewistown Public Schools										
	Mathematics Level 1 Count	Mathematics Level 1 Percentage	Mathematics Level 2 Count	Mathematics Level 2 Percentage	Mathematics Level 3 Count	Mathematics Level 3 Percentage	Mathematics Level 4 Count	Mathematics Level 4 Percentage	Mathematics Total Assessed	Mathematics Percentage Proficient	Class of
3rd	14	17%	23	28%	31	37%	15	18%	83	55%	2025
4th	7	7%	47	49%	27	28%	14	15%	95	43%	2024
5th	15	20%	17	22%	23	30%	21	28%	76	58%	2023
6th	22	26%	27	32%	28	33%	8	9%	85	42%	2022
7th	25	27%	23	24%	28	30%	18	19%	94	49%	2021
8th	38	40%	27	29%	13	14%	16	17%	94	31%	2020
11th	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	2017

School	Lewistown Public Schools									
	Mathematics Level 1 Count	Mathematics Level 1 Percentage	Mathematics Level 2 Count	Mathematics Level 2 Percentage	Mathematics Level 3 Count	Mathematics Level 3 Percentage	Mathematics Level 4 Count	Mathematics Level 4 Percentage	Mathematics Total Assessed	Mathematics Percentage Proficient
Garfield School Overall	21	12%	70	39%	58	33%	29	16%	178	49%
Lewis & Clark School Overall	37	23%	44	27%	51	32%	29	18%	161	50%
Lewistown 7-8 School Overall	63	34%	50	27%	41	22%	34	18%	188	40%
Fergus High School Overall	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Overall Averages	121	23%	164	31%	150	28%	92	17%	527	46%

AIMSweb Class Distributions by Scores and Percentile

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

Comparison: AIMSweb National Norms
Reporting Method: Norm Referenced Values - Norm Referenced

AIMSweb 2016 Spring Reading - Curriculum Based Measurement (R-CBM)

Description	First Grade		Second Grade		Third Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average >= 0.0	10	12%	4	4%	8	10%
Below Average >= 10th %ile	11	13%	10	11%	8	10%
Average >= 25th %ile	47	55%	46	49%	35	43%
Above Average >= 75th %ile	12	14%	22	23%	20	24%
Well Above Average >= 90th %ile	6	7%	12	13%	11	13%
Description	Fourth Grade		Fifth Grade		Sixth Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average >= 0.0	6	7%	6	8%	6	7%
Below Average >= 10th %ile	12	13%	5	7%	5	6%
Average >= 25th %ile	45	48%	34	45%	51	61%
Above Average >= 75th %ile	18	19%	14	19%	13	16%
Well Above Average >= 90th %ile	12	13%	16	21%	9	11%

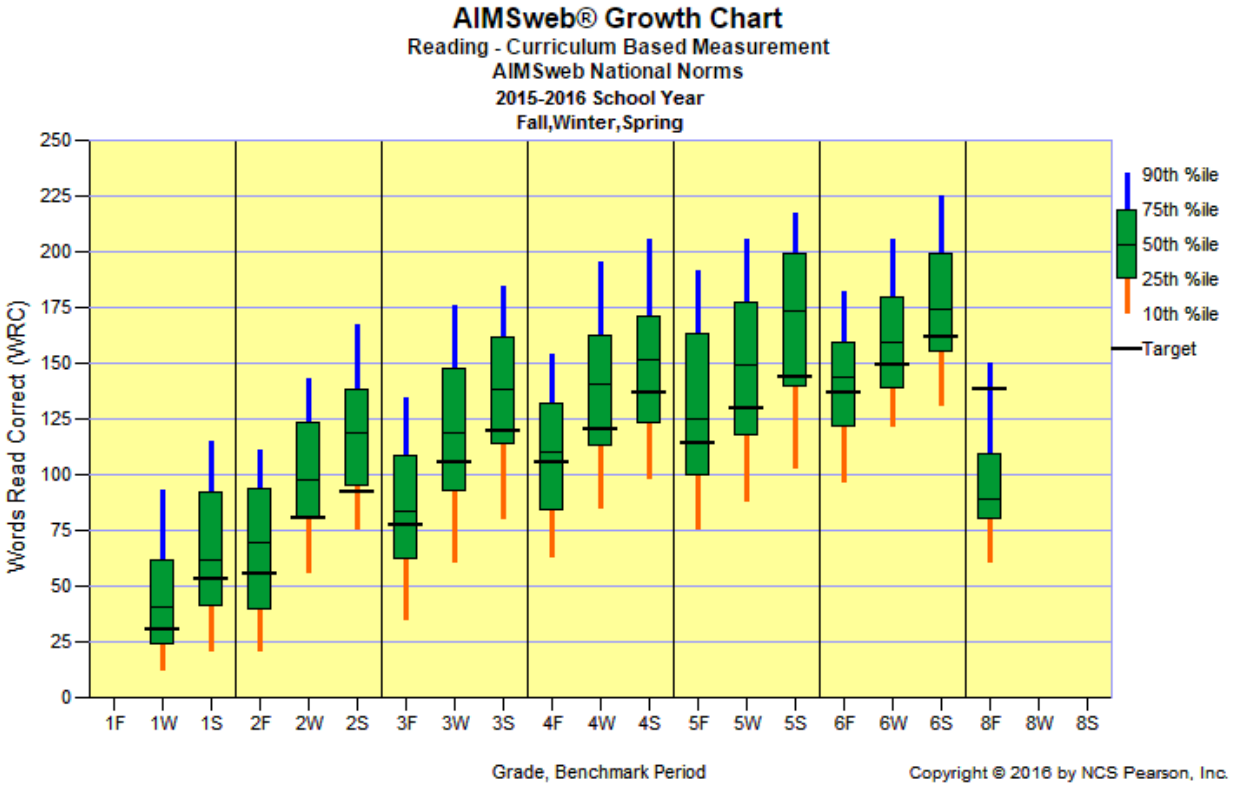
AIMSweb 2016 Spring Mathematics Concepts and Applications (M-CAP)

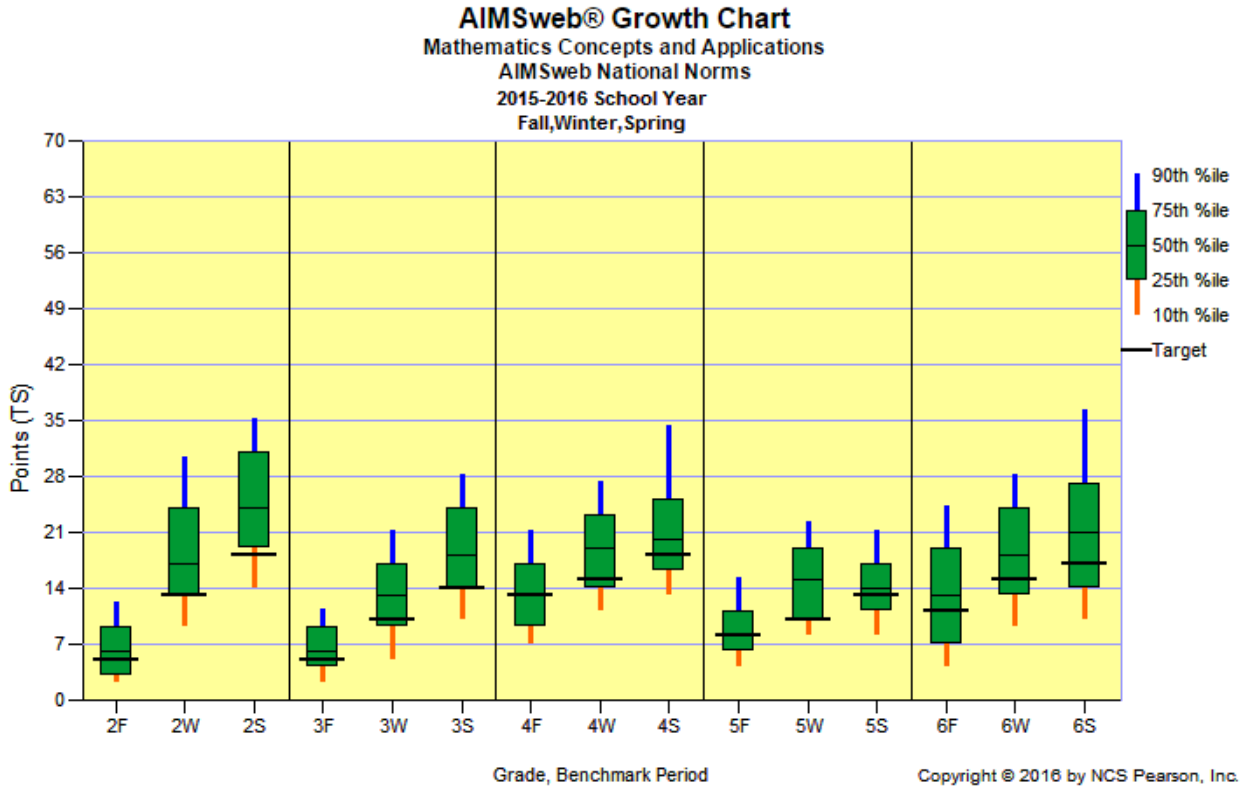
Description	First Grade		Second Grade		Third Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average >= 0.0	0	0%	1	1%	5	6%
Below Average >= 10th %ile	0	0%	8	9%	5	6%
Average >= 25th %ile	0	0%	57	61%	42	51%
Above Average >= 75th %ile	0	0%	24	26%	23	28%
Well Above Average >= 90th %ile	0	0%	4	4%	8	10%
Description	Fourth Grade		Fifth Grade		Sixth Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average >= 0.0	2	2%	2	3%	4	5%
Below Average >= 10th %ile	7	8%	2	3%	12	14%
Average >= 25th %ile	56	60%	38	51%	45	54%
Above Average >= 75th %ile	17	18%	26	35%	13	16%
Well Above Average >= 90th %ile	11	12%	7	9%	10	12%

AIMSweb 2016 **Spring Math Computation (M-Comp)**

Description	First Grade		Second Grade		Third Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average >= 0.0	4	5%	1	1%	5	6%
Below Average >= 10th %ile	10	12%	11	12%	14	17%
Average >= 25th %ile	56	65%	51	54%	41	49%
Above Average >= 75th %ile	11	13%	19	20%	15	18%
Well Above Average >= 90th %ile	5	6%	12	13%	8	10%

Description	Fourth Grade		Fifth Grade		Sixth Grade	
	Students	Percentage	Students	Percentage	Students	Percentage
Well Below Average >= 0.0	2	2%	0	0%	2	2%
Below Average >= 10th %ile	10	11%	8	11%	8	10%
Average >= 25th %ile	65	71%	41	55%	45	54%
Above Average >= 75th %ile	8	9%	15	20%	23	27%
Well Above Average >= 90th %ile	6	7%	11	15%	6	7%




AIMSweb® Growth Chart
Mathematics Concepts and Applications
AIMSweb National Norms
2015-2016 School Year
Fall,Winter,Spring
Points (TS)
70
63
56
49
42
35
28
21
14
7
0
2F
2W
2S
3F
3W
3S
4F
4W
4S
5F
5W
5S
6F
6W
6S
90th %ile
75th %ile
50th %ile
25th %ile
10th %ile
Target
Grade, Benchmark Period
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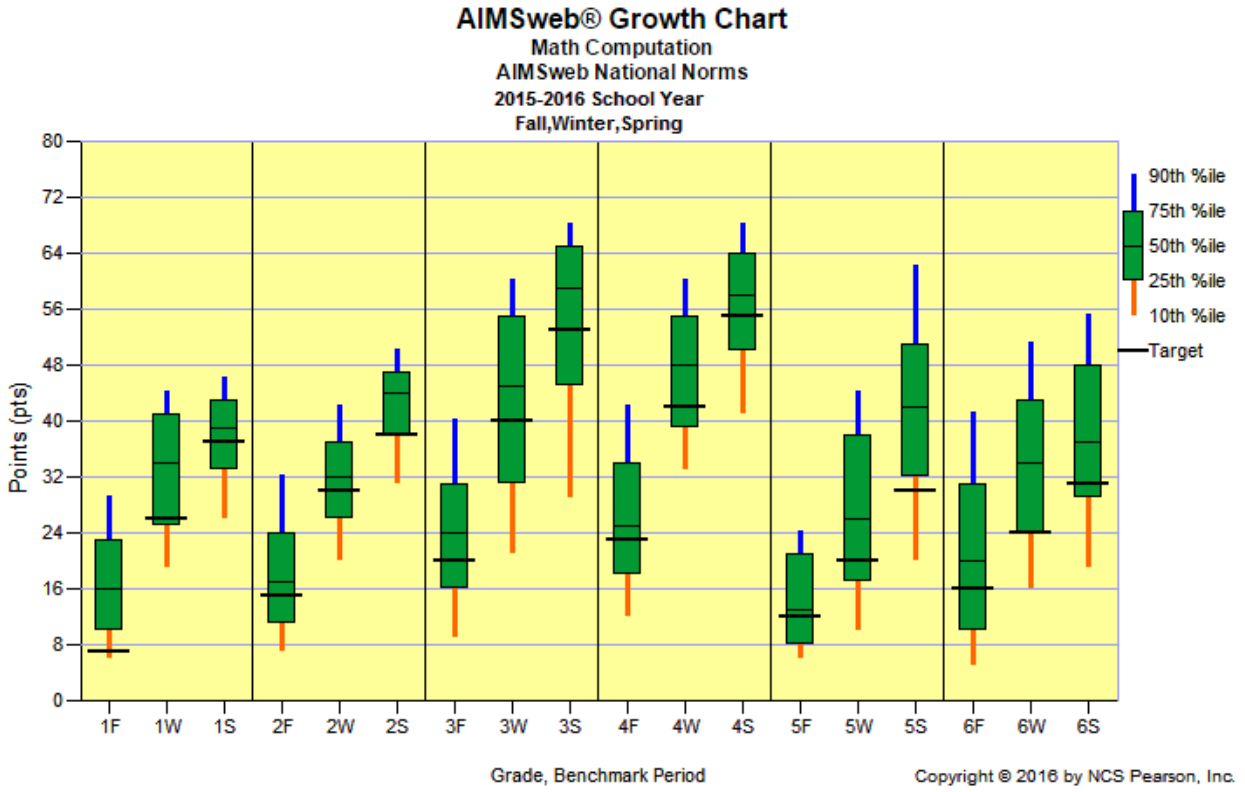
AIMSweb® Growth Chart
Math Computation
AIMSweb National Norms
2015-2016 School Year
Fall,Winter,Spring
Points (pts)
80
72
64
56
48
40
32
24
16
8
0
1F
1W
1S
2F
2W
2S
3F
3W
3S
4F
4W
4S
5F
5W
5S
6F
6W
6S
90th %ile
75th %ile
50th %ile
25th %ile
10th %ile
Target
Grade, Benchmark Period
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Northwest Evaluation Association – Measures of Academic Progress Results (MAP)

MAP: Reading 2-5 Common Core 2010

Common Core English Language Arts K-12: 2010				Goal Performance		
Term	Grade	Student Count	Mean RIT	Literature	Informational Text	Foundational Skills and Vocabulary
Spring 2015-2016	3	94	203.6	204.2	204.1	202.4
Winter 2015-2016	3	90	199.6	200.5	199.5	198.8
Fall 2015-2016	3	92	195.3	196.0	195.0	194.8
Spring 2015-2016	4	76	211.4	212.0	211.5	210.7
Winter 2015-2016	4	78	207.8	208.0	208.4	207.3
Fall 2015-2016	4	75	205.2	205.5	204.8	205.3
Spring 2015-2016	5	79	215.7	216.1	214.9	216.0
Winter 2015-2016	5	78	210.8	211.5	210.2	210.5
Fall 2015-2016	5	79	205.6	205.2	205.5	206.0

MAP: Reading 6+ Common Core 2010

Common Core English Language Arts K-12: 2010				Goal Performance		
Term	Grade	Student Count	Mean RIT	Literature	Informational Text	Foundational Skills and Vocabulary
Spring 2015-2016	6	95	217.1	216.7	217.1	217.3
Winter 2015-2016	6	95	217.5	217.8	216.9	217.7
Fall 2015-2016	6	98	212.1	212.4	211.5	212.3
Spring 2015-2016	7	81	218.4	217.1	218.9	219.4
Winter 2015-2016	7	78	217.5	217.6	215.8	219.3
Fall 2015-2016	7	77	215.9	215.2	215.4	216.9
Spring 2015-2016	8	94	223.6	222.3	223.4	225.4
Winter 2015-2016	8	97	221.3	220.6	220.1	223.0
Fall 2015-2016	8	98	219.1	218.4	218.7	220.3
Spring 2015-2016	9	97	228.5	227.5	227.8	230.6
Fall 2015-2016	9	90	226.4	225.2	225.4	228.5
Spring 2015-2016	10	83	230.4	229.3	229.2	232.8
Fall 2015-2016	10	81	227.8	227.3	226.1	230.0

MAP: Math 2-5 Common Core 2010 V2

Common Core Mathematics K-12: 2010				Goal Performance			
Term	Grade	Student Count	Mean RIT	Operations and Algebraic Thinking	The Real & Complex Number Systems	Geometry	Statistics and Probability
Spring 2015-2016	3	95	203.1	203.1	200.4	204.5	204.4
Winter 2015-2016	3	92	198.3	200.3	197.3	197.3	198.3
Fall 2015-2016	3	93	192.9	191.1	190.9	194.9	194.6
Spring 2015-2016	4	77	215.8	216.8	216.2	215.1	215.2
Winter 2015-2016	4	70	210.9	213.9	208.8	210.8	210.1
Fall 2015-2016	4	74	205.6	204.6	204.7	206.6	206.3
Spring 2015-2016	5	80	220.2	220.2	222.3	219.8	217.9
Winter 2015-2016	5	78	213.8	214.5	215.4	213.7	212.0
Fall 2015-2016	5	79	208.8	208.6	210.0	208.0	208.7

MAP: Math 6+ Common Core 2010 V2

Common Core Mathematics K-12: 2010				Goal Performance			
Term	Grade	Student Count	Mean RIT	Operations and Algebraic Thinking	The Real & Complex Number Systems	Geometry	Statistics and Probability
Spring 2015-2016	6	95	224.6	223.1	225.9	225.4	224.0
Winter 2015-2016	6	95	221.6	222.6	222.4	221.4	220.3
Fall 2015-2016	6	98	216.5	213.6	218.2	217.4	216.7
Spring 2015-2016	7	80	227.1	224.5	225.4	230.2	228.1
Winter 2015-2016	7	77	225.1	223.4	224.9	226.2	225.9
Fall 2015-2016	7	77	221.8	219.8	221.5	222.9	223.2
Spring 2015-2016	8	94	234.0	233.7	232.2	235.7	234.1
Winter 2015-2016	8	97	228.1	227.5	226.2	229.4	229.5
Fall 2015-2016	8	98	228.7	227.9	227.8	229.5	229.6
Spring 2015-2016	9	97	238.9	238.6	234.8	243.5	238.4
Fall 2015-2016	9	91	235.5	235.5	232.4	237.8	236.2
Spring 2015-2016	10	83	242.9	242.1	242.6	245.0	242.1
Fall 2015-2016	10	75	239.8	239.7	237.3	240.3	242.1

MAP: Language 2-12 Common Core 2010

Common Core English Language Arts K-12: 2010 **Goal Performance**

Term	Grade	Student Count	Mean RIT	Writing: Plan, Organize, Develop, Revise, Research	Language: Understand, Edit for Grammar, Usage	Language: Understand, Edit Mechanics
Spring 2015-2016	6	95	216.8	218.5	216.6	215.4
Winter 2015-2016	6	87	217.3	217.6	217.5	216.8
Fall 2015-2016	6	82	216.0	216.6	215.6	215.8
Spring 2015-2016	7	80	217.6	217.8	217.1	217.7
Winter 2015-2016	7	77	216.8	216.5	217.1	216.5
Fall 2015-2016	7	77	214.5	214.4	213.9	215.0
Spring 2015-2016	8	94	220.7	221.9	219.2	221.0
Winter 2015-2016	8	97	219.0	220.0	218.2	218.9
Fall 2015-2016	8	98	217.3	217.0	216.8	218.0
Spring 2015-2016	9	97	224.1	225.2	222.1	225.2
Fall 2015-2016	9	92	224.6	225.9	222.7	225.2
Spring 2015-2016	10	81	227.4	228.3	226.8	227.1
Fall 2015-2016	10	79	225.6	225.7	224.8	226.1

BUSINESS OFFICE

Rebekah Rhoades

BUSINESS OFFICE
2015-2016 ANNUAL REPORT

Rebekah Rhoades
Business Manager/District Clerk

The 2015-2016 school year proved to be a time of great learning, yet again. We are extremely fortunate to have a knowledgeable and dedicated staff in the Lincoln Building Business Office.

Highlights of the year included:

- Construction Completion of the New Bus Barn Building
- Passage of the Elementary and High School Building Reserve Levies
- First-Time 1095 IRS Reporting for the Affordable Care Act
- Improvement of New Staff and Substitute Orientation

Goals for the Future:

Next year, I hope to continue to streamline processes in the District. As a department, we will evaluate our procedures as we continue to look for ways to improve our operation. Our ongoing goal is to become more efficient while maintaining our current high level of accuracy.

My primary goals for the upcoming year include:

- **Budget Training:** A few years ago, the District chose to move to site-based management. In order to keep in line with this type of management, the Business Office has edited some of the account codes and written easy-to-read reports for the principals and department supervisors in order for them to easily keep track of their budgets. While I will certainly continue to monitor all of the budgets, I think a working knowledge of the budget is a key component in effectively managing a building or department.
- **Use of Accounting Software to Streamline Processes:** The accounting software contains a wealth of information that needs to be used to improve current processes. Exporting data for contracts, years of service, OPI reporting, etc. will replace manual processes used in the past.
- **Cross-Train Business Office Employees:** As with all businesses, we need to make sure our positions are not reliant on any one person. Next year, we will continue to look at cross-training opportunities.
- **Time Clock Upgrade:** Our current version of the Time Clock Plus Software will no longer be supported next year. Because all staff use the Time Clock in one form or another, the implementation of the upgrade will need to be seamless. We plan to have the software ready to train the various groups of staff prior to the first day of school.
- **Develop a Standardized Process for Maintenance Projects**: We will continue to work on our timeline of all maintenance projects being identified in the Fall and decisions on

prioritization of projects made in December. This will allow the Maintenance Director ample time to get pricing estimates, line up contractors, and complete projects throughout the summer months.

- **Meet all Expectations Outlined in the Affordable Care Act (ACA)**: The ACA has many new rules and reporting requirements that our District will be required to follow. It is my goal to have an educational session for the Insurance Committee in the Fall regarding these requirements. I also plan to attend various training seminars and implement processes to ensure that the District is meeting all of the always-changing ACA regulations.

Review of Board Objectives

When developing the Strategic Plan, the Board adopted several goals related to Fiscal Management and Responsibility. Following you will find a list of the current goals along with an explanation of their status.

OBJECTIVE 1

Objective: Review all financial processes; streamline and consolidate these processes where possible; find ways to improve efficiencies and accountability in our financial processes while reducing, if possible, staff frustration with them.

Status: All staff members need to be taught to look for ways to streamline our operations. Many improvements have been made in the past few years, including implementing a district-wide printer maintenance contract and implementation of substitute use of the time clock. We have also begun to use our Accounting software to generate the following years' contracts, a process that used to be updated manually. The focus at this point is to continually evaluate the effectiveness of new processes implemented and continually look for other ways to improve.

Current objectives in this area include:

- Use of Accounting Software to Streamline Processes
- Develop a Standardized Process for Maintenance Projects
- Cross-Train Business Office Employees
- Utilize the new reporting available in the Time Clock Software

OBJECTIVE 2

Objective: Seek ways to better involve staff in budget development.

Status: Ongoing. In our current budget development model, principals and supervisors are to evaluate their budgets and make changes and accommodations where necessary. With many

new principals and directors in the District, it is important to familiarize them with their budgets and reporting within the accounting software.

I believe we can still improve our budget development process. At least yearly, I meet with Principals and Supervisors in order to increase their comfort in reading and understanding their budgets and expenditures. Reports were built for easier use.

Current objectives in this area include:

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

OBJECTIVE 3

Objective: Carefully assess specific ways in which we can involve community, staff and the Board in better maintaining a strong and influential presence in the next Montana Legislature (2017).

Status: The 2017 session will be here before we know it. The Board must determine the level of involvement it wishes to have in the legislative process. If Trustees do desire a "strong and influential presence" as the stated objective indicates, I would encourage you to identify stakeholders, open communication channels, and establish relationships in the very near future. Communication has already been sent out regarding the many MTSBA Resolutions currently being considered for next year's legislative session.

OBJECTIVE 4

Objective: The Lewistown Schools leadership team works with outlying communities to determine what cooperative efforts can be made to make the best use of limited resources.

Status: The District currently cooperates with neighboring districts for technology services and the Construction Academy. We will continue to aggressively seek out opportunities to share resources. The Construction Academy home built in 2014-2015 has not yet sold, which will have an effect on whether or not that program will be able to continue.

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

There always is a great deal going on in the Business Office. Being in this position for the past three and a half years has given me the opportunity to work with the staff to determine how best to prioritize the needs of the District. We have dependable, hard-working, competent employees and I look forward to working through these goals with them in the coming year.

CENTRAL MONTANA EDUCATION CENTER

Diane Oldenburg

CENTRAL MONTANA EDUCATION CENTER
ANNUAL REPORT
2015-2016

Diane Oldenburg, Director

The Central Montana Education Center (CMEC) continues to serve area citizens with varied and diverse offerings from each of five departments, which resulted in 2,343 total enrollments during this program year. Please note the attached statistical reports for specific enrollment figures.

COMMUNITY EDUCATION

A comprehensive program of eighty-four educational, social, recreational and cultural opportunities for adults was offered during the 2015-2016 term. Advertising efforts included distributing 8,000 adult education flyers to area households three times per year, as well as advertising in the Lewistown News-Argus and coverage on KXLO-KLCM Radio. A weekly column was also produced for the Lewistown News Argus wherein we provided information about upcoming classes and the various services offered at CMEC.

Classes were held in conjunction with the American Heart Association, Central MT Medical Center, Alberta Bair Theatre in Billings, MSU-Fergus County Extension Service, Krings Greenhouse, Well Being, L-Fit, SAS Sprinkler Service, CMR Wildlife Refuge, Fergus County Weed District, American Prairie Reserve, and Pine Meadows Golf Course.

DRIVER EDUCATION

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

Two sessions of Driver Education were offered during June 2015, along with our offerings of sessions during Semester 1 and 2 at Fergus High School. The in-school sessions took place during seventh period of the school day. Students had to be fully enrolled at Fergus High School in order to participate in the in-school sessions, and received a half of a credit for successful completion of the course. All summer students were provided with a complete schedule of classroom dates and all behind-the-wheel appointments so their families could plan ahead. They received this schedule approximately one month prior to their Driver Education session start date. The School Nurse gave all students a vision screening, prior to any behind-the-wheel experience.

The School District continues to offer installment plans to parents who are unable to pay the $280 fee in one payment. A new method of payment utilizing the Parent/Student Portal was extremely effective as parents were able to use credit or debit cards to pay online.

The amount of state reimbursement for a program year is unknown until our students have already been served each year. The reimbursement from the State varies and is approximately $65 to $100 per student. It will be necessary to continually look at ways to keep the program affordable and viable. Other variables that continue to affect the program budget are decreasing enrollment numbers, along with higher fuel and insurance costs.

ADULT BASIC EDUCATION / HIGH SCHOOL EQUIVALENCY DIPLOMA PROGRAM

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

The instructor also serves the Nexus Treatment Center and their ninety-five incarcerated men with this program. Fifteen of the men who enrolled in our program were successful in earning their HSE diplomas with five additional men attempting to finish the exam in mid-June. These men had a full cap and gown graduation and the entire facility celebrated their accomplishment. In the nine years that Nexus has been in Lewistown, 116 men have obtained their High School Equivalency Diplomas through our ABE Program.

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

The District employs one part-time instructor and one part-time tutor who prepare students individually with one-to-one instruction in their area of need. The Lewistown Adult Learning Center is open three days per week from mid-August through mid-June.

The Roundup Adult Learning Center was closed due to dwindling enrollment that made it difficult to justify the cost. Our efforts are now concentrated more specifically on the Central Montana area and Nexus Treatment Center due to a new Federal mandate that will take effect in July of 2016. The program will hopefully continue to be available through the renewal of our state and federal grant from the Office of Public Instruction. This grant has to be applied for annually.

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

THE CONSTRUCTION ACADEMY

Fourteen juniors and seniors from Fergus High School enrolled and participated in the Construction Academy, and were job-ready in carpentry skills upon completion. Students were able to build onsite this year and completed a 1,920 square foot home with three bedrooms and 2 bathrooms located on Wendell Avenue. Just over eighty people from the area attended the Open House in May to see the student's craftsmanship.

The students also completed several other projects including building sheds for Bloedorn Building Supply and a custom outbuilding for OPI "Montana DRIVE" at the Advanced Driving Facility outside of Lewistown. All in all, it was a tremendously successful year for the instructor and the students!

The Construction Academy is working on ways to expand the enrollment of this program by presenting information and videos of the students' work at LJHS and FHS events. This year we also offered an Adult Construction Academy in Fall and Spring for adults 16 years of age or older, who are not enrolled in a traditional school setting. We had four participants in Fall and four in Spring and they seemed to really appreciate the opportunity to learn these skills.

Approximately twenty-five different parties looked at the 2014-2015 Construction Academy home to purchase and we hope to sell it prior to August 5, 2016, or the program will end due to lack of funding.

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

A wide variety of college courses were taught by adjunct and full-time faculty at the Central Montana Education Center along with offerings delivered from campus on-line. In all, 292 courses were offered locally. Course work to complete general education core requirements, an Associate of Arts degree, an Associate or Bachelor's degree in Nursing, an Associate or Bachelor's degree in Business, as well as Masters level courses and continuing education for teachers were provided by MSU-Northern. Financial aid was available to assist qualified students.

Nine Registered Nurses graduated this May, for a total of 268 graduates since 1998. The Pinning Ceremony for the graduating nurses was held in Lewistown. Several of our graduates also attended the cap and gown ceremony on campus in Havre. The Nursing program continues to be popular and draws students from around the area, state, and nation. Many of our Nursing students received generous scholarships from various entities this spring to assist them with their education expenses.

The ASN Nursing program is undergoing a complete change in curriculum delivery, going to a five semester program instead of six semesters. Due to that major change, MSU-N will not be selecting a new group of students to enter Level I nursing this year while the new curriculum is 'rolled out' and will 'teach out' the upcoming Level II students to graduation in the spring of 2017. The new, but revised, pre-nursing curriculum will continue to be offered in 2016-2017.

Additionally, many different types of educational opportunities, trainings, seminars and workshops were offered throughout the year with 805 total enrollments. Sixty-three exams were proctored for a variety of reasons including students taking classes from other universities throughout the Unites States, the US Postal Service candidates, as well as offering testing for college placement in math and writing courses.

In my role as EOCM director, I also worked with various local service organizations to offer scholarship opportunities for our students. Additionally, I met with various representatives of MSU-Northern and the Office of the Commissioner of Higher Education throughout the year. We are in discussion about expanding program offerings here and utilizing the facility for more training with the use of polycom connectivity.

CENTRAL MONTANA EDUCATION CENTER 2015-2016

COMMUNITY EDUCATION

FALL 2015		WINTER 2016		SPRING 2016	
Classes Offered	31	Classes Offered	27	Classes Offered	26
Classes Held	25	Classes Held	22	Classes Held	23
Enrollment	262	Enrollment	262	Enrollment	274
TOTAL COMMUNITY EDUCATION PARTICIPANTS: 798					
CONSTRUCTION ACADEMY PARTICIPANTS: 14					
ADULT CONSTRUCTION ACADEMY PARTICIPANTS: 8					

DRIVER EDUCATION

SUMMER 2015	SEMESTER 1 - 2015	SEMESTER 2 - 2016
2 Sections	1 Section	1 Section
Enrollment: 36	Enrollment: 21	Enrollment: 21
TOTAL DRIVER EDUCATION PARTICIPANTS: 79 (Includes 1 Adult Learner)		

ADULT BASIC EDUCATION/HSE PROGRAM

ABE/HSE Class Enrollment	98	Lewistown 56; Nexus 42
Total HSE Exams Given	61	Lewistown 24; Nexus 37
Total HSE Exams Passed	28	Lewistown 13; Nexus 15 (+13 pending)
Compass Tests	44	
MUS Writing Assessments	9	
TOTAL ABE/HSE PARTICIPANTS: 212		

EDUCATIONAL OPPORTUNITIES FOR CENTRAL MT / MSUN-LEWISTOWN

SUMMER SESSION 2015		FALL SEMESTER 2015		SPRING SEMESTER 2016	
Classes Offered	97	Classes Offered	96	Classes Offered	99
Classes Held	16	Classes Held	27	Classes Held	25
Enrollment	40	Enrollment	172	Enrollment	175
NUMBER OF CLASSES OFFERED: 292		**NUMBER OF CLASSES HELD: 68**			
DUAL CREDIT COLLEGE ALGEBRA AT FERGUS HS: 30					
TOTAL ENROLLMENT – COLLEGE: 417					
SEMINARS & WORKSHOPS: 805					
OTHER COLLEGE EXAMS PROCTORED: 10					

TOTAL PARTICIPANTS SERVED BY CMEC IN 2015-2016 = 2,343

CURRICULUM

Scott Dubbs

Lewistown Public Schools

2015-2016 Curriculum Annual Report

Submitted by:
Scott Dubbs, Curriculum Director

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

This school year's curriculum work focused on finishing math implementation and determining English, language arts and literacy (ELA-Lit) resources where needed to meet standards and curriculum expectations. Implementation, integration and assessment of aligned units to the new State Content Standards continued to a lesser extent during the school year managed by our Math and Communication Arts Curriculum Leadership Teams. But unlike many curricular efforts, much of the work in these implementation efforts has been done outside of the Leadership Teams and occurred most times outside of regular school time. As in previous years, secondary staff in subject matters outside of the Common Core are expected to focus literacy expectations within their subject matter.

Additionally, the Science Curriculum Team was scheduled to work during the 2015-2016 school year but much of that work was postponed because of the timing at OPI of the Science Content Standards Review and adoption process as well as the forthcoming retirement of our previous Team leader.

The following summaries are brief outlines or descriptions of each Team's work and include a listing of the individual members of the Curriculum Leadership Teams.

Communication Arts Curriculum Team – This Leadership Team met several times over the school year. They were liaisons for and provided leadership for supporting implementation of the standards.

Last school year the Team addressed the need in handwriting by recommending continued handwriting instruction using updated Zaner Bloser materials from kindergarten through grade four. Additionally, kindergarten through eighth grade Team members recommended the purchase of materials to focus on the need to improve consistency in instruction and student achievement in student writing. The purchase of "Step Up to Writing" teacher materials and trainings from Voyager Sopris were a part of that Team decision. Related to that work was the partnership with a statewide provider to host two more days of professional learning on student writing. This training, "Writing is the Rosetta Stone" was provided by Dr. Tammy Elser on August 20-21, 2015, at the Central Montana Education Center.

This school year the Team updated student writing portfolio expectations and how they are utilized. The Leadership teamwork relating to reading materials, recommended no change in our reading series, opting to keep our current Reading Street series in the elementary and older literature resources in the secondary schools. However, the Team did recommend reviewing our classroom

novels used to meet the curriculum needs, and purchase additional novels and teacher materials where needed.

Team members during this school year included: Trustee Phil Koterba, Aaryn Bell, Chateau Christensen, Meggan Cirrincione, Julie Comes, Paula Drissell, Scott Dubbs, Candice Dunn, Emma Guyer, Holly Heser, Amanda Jenni, Krista Lee, Beth Kirsch, Lynn Lensing, Matt Lewis, Leslie Long, Kim Miller, Jennifer Jensen, Melanie Smith, Jessica Vallincourt, LeeAnne Weinheimer and Audrey Boling.

Mathematics Curriculum Team – Having math materials for the District from one publisher has been positive. The individual student transition from elementary math to secondary math is expected to be smoother for students with both programs utilizing comparable language and online components. The common publisher should also be beneficial to the teachers in supporting instruction as we hope to improve math proficiency across the District.

The work related to the Mathematics Curriculum was primarily focused on elementary implementation but also included some work at the secondary level. As a point of reference, the secondary math materials were purchased two years ago and with implementation occurring last school year with materials they are a bit ahead of the elementary staff. The elementary teachers started to receive this year's new math materials a year ago last spring with implementation last fall which included an excellent PIR training from the publisher's implementation presentation.

Additional professional development as a follow up to last year's implementation strategies and material support are recommended again, assuming there is time available within each building's PIR needs.

In addition, during the winter, Fergus High Math Staff focused on addressing some instructional change with their pre-algebra classes utilizing the EdReady Montana program hosted by the Montana Digital Academy at the University of Montana. EdReady is an online, open sourced program which helps individualize math instruction for students. The goal of our staff was to improve student success once students transition to Algebra I. The program which is also utilized within our LJHS math courses is funded by the Dennis and Phyllis Washington Foundation and is free to all Montana schools.

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

Science Curriculum Team – Our Science Curriculum Team met one time with plans to continue but with the intent of the Science Content Standards Review and adoption process initiated for OPI it soon made sense to wait until later to be able to review and evaluate the new standards which were not in draft form until May, hence the reason for waiting. However, this postponement will put additional demands on the Team during the 2016-2017 school year as the review process and the materials inventory and evaluation processes are intended to be completed by the end of next school year.

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

In Summary – In addition to the work indicated above by these three Teams, a major focus in the curriculum area will be completing the curricular documents for both Mathematics and ELA-Literacy. There remains some grade level end department level work within the buildings in creating unit plans and assessments to support the state standards in these areas and also because of the changes associated with our purchase of new materials.

I would be remiss to not mention the impact of the new statewide assessments during the past two years. Our staff has put in significant time into anticipating changes that are needed in instruction, or included in curriculum, to address expectations of the rigor and relevance of the new statewide assessments. Since the advent of the more rigorous online assessments associated with Smarter Balanced; we have known there are many new challenges to students and the technology skills they would need to take and succeed. Another notable challenge is in trying to balance our assessment efforts. We must find the balance needed to be confident assessments are not distracting the good work that goes on within our classrooms. We also need to be sure we teach in a way that students learn the information, and then focus on how to prepare students to address the depth of knowledge required in applying that knowledge to solve problems and communicate results.

MAINTENANCE

Randy Barber

Maintenance Department

2015–2016 Annual Report
Randy Barber, Maintenance Director

The start of the fiscal year saw the Maintenance Department finishing up various summer projects including:

1. New countertops in two classrooms at Garfield Elementary.
2. Installation of toilet/restroom in Kindergarten room at Garfield Elementary.
3. Installation of projectors & screens in several elementary classrooms.
4. Installation of new roll-up door to Fergus High School office area and ceiling tile retrofit.
5. Painting by contractor of classrooms at Garfield Elementary.
6. New AC units in two offices at Lincoln.
7. New concrete steps and handrails to lower parking lot at Lincoln.

The summer & early fall months always include annual maintenance/inspection of all boilers in the District, as well as several other yearly tasks. Custodians, as usual, were busy cleaning and prepping all buildings for the start of another school year.

One boiler at Highland Park Elementary School was re-tubed by contractors in the fall. More systems upgrades will be done there, including the installation of oxygen vents on the two boilers and adding a steam coil to the makeup water tank for that system to reduce the amount of oxygen in that system.

Design 3 Engineering was put under contract to develop the next phase of the systems upgrade to the heating system at Fergus High School. This includes two new high-efficiency boilers and controls and the removal of some existing piping and pumps that will not be needed with these new boilers. This process went to bid with the Board awarding the bid to Davidco for the install of these boilers in the summer of 2016.

A&E Engineering did a preliminary study of window replacement at Lewistown Junior High School and provided us with a recommendation and a cost estimate. Because of other timing factors and the time of year, the recommendation was to delay this project until after January 1, 2017, and then shoot for Summer 2017 for an actual project with Board approval.

Durward Sobek, an Architect/Roofing Specialist, was also hired to do a preliminary study and recommendation on a solution to the roof problem at Fergus High School. His study will be presented to the Board for consideration. As a side note, a spring snow storm with considerable snow & moisture resulted in significant leakage and damage to the lobby area and a book storage area at Fergus High School. This roof issue has to remain a high priority on our infrastructure upgrades list.

The Maintenance Department was involved in the new Bus Barn development from working/consulting with Contractors to some minor construction in a storage area.

Pending projects for the year end include:

1. New sidewalk at Teacher's entrance to Fergus High School (FHS).
2. Removal of overgrown junipers and drainage work by same entrance.
3. Security Camera Systems upgrade at FHS.
4. New ADA compliant entry door at Garfield Elementary and expanded handicapped ramp and handrail.
5. Numerous other projects will continue into the summer and new year including:
    a. Gym floors professionally refinished at Garfield Elementary and Highland Park Elementary.
    b. Handrails installed on aisles in upper south bleachers in FHS Fieldhouse.
    c. Pump House repairs and upgrades including filters and isolation valves.
    d. Water softener upgrade for boilers and Central Kitchen at Lincoln.
    e. New carpeting in Library at Highland Park Elementary.
    f. Installation of large Flat Screen TV and protective cabinet in Lewis & Clark Elementary gymnasium.
    g. New fencing on south end of FHS Football Practice Field near Mike's Transfer.
    h. Repairs/leveling to cement platform for walk-in freezer at Central Kitchen.
    i. Replacement of damaged spiral slides at Garfield Elementary and Lewis & Clark Elementary.
    j. Some interior & exterior painting at Highland Park Elementary, Lewis & Clark Elementary, and Lewistown Junior High School.
    k. New countertop and sink faucets in Art Room at LJHS.

Two small Kivac floor machines were purchased for custodial use. These machines provide a more efficient means of cleaning small areas, as well as improving the actual cleaning process itself. Portioning systems for the cleaning chemicals will be in place at FHS by summer. These systems allow us to buy cleaning chemicals in concentrate and then meter or "portion" the chemical to the correct dilution rates in either the spray bottles or various cleaning machines. This change results in our end-user cost of the chemical dropping from $2.50 - $7.00 per quart to $.30 - $1.25 per quart. Over time, our savings will be substantial and we will introduce these systems into all of our buildings after an appropriate trial time at FHS.

A few personnel changes occurred during the last year. Paul Stengel, after 33½ years with the District, retired December 30, 2015, as Maintenance Director, and Randy Barber was hired as his replacement. Dan Hensley, who had been hired as a replacement for the retiring custodian, Lloyd Prather, at Highland Park Elementary earlier in the year, interviewed and was hired to fill the empty Maintenance V position. Steven Rowe, FHS Custodian, was selected from applicants to take over as the custodian at Highland Park Elementary. Tom Blackadar was hired to fill the empty slot at FHS. Steven Rowe resigned from his custodial position at Highland Park Elementary in

early May 2016. John Maddux was moved as an "in-house" transfer from FHS to Highland Park Elementary. The open custodial position was advertised and awarded to Jenna Wise who started at the end of June 2016.

Five employees went to a four day Boiler Operators School this year to start the process to obtain their Low Pressure Boiler Operators License. In addition to the class, two have completed the hours of field experience training required after the class and have taken their state tests. Dan Hensley and Joel Bennett have received their Low Pressure Boiler Operators License. Two others, Jim Bussey and Jim Lafever are working to complete the required 40 hours "on the job" field experience. The fifth, Shawn Schuchard, just completed the class and is starting on his hours of field experience.

Since January 2016 we have been working on basic standards and expectations for the entire Custodial and Maintenance Staff. This is being accomplished through individual training, as needed, as well as through monthly staff meetings. The point has been reached where we are implementing standardized schedules for the staff, as the old system of hours worked and start/finish times was too chaotic, unorganized and difficult to cover when subs were needed. Other issues with the old system also lead to the need for change. For the most part, the Staff has responded well and the hope is that these implementations will improve the quality of their work and improve overall time management. Another goal is that these changes will result in a more positive relationship with the rest of the School District Staff.

Training has also been a focus since January 2016, and we had the opportunity to send our Lead Custodians to a systems/crew training seminar in Billings in February 2016. Four of our newer custodians will be traveling to Harlowton on June 1, 2016, to attend an all-day safety seminar. In-house training is also part of every monthly meeting with the Staff.

Future Goals for the Maintenance Department include:

1. Finish the FHS Boiler project with the installation of the last two boilers.
2. Complete major repairs and re-framing of FHS roof to eliminate leaks.
3. Install new windows in Lewistown Junior High School.
4. Replace boiler at Lewis & Clark Elementary with two smaller boilers and thus creating a system with a backup boiler rather than a single unit as now.
5. Replace Auditorium and Stage lighting at FHS with high efficiency LED.
6. Replace roof at Garfield Elementary and Lewis & Clark Elementary.
7. Replace boilers at the Lincoln Administration Building.
8. Security upgrades at all buildings including "Fob" keying systems and "Columbine" classroom locks.
9. Replace bleachers, or at least bleacher drives, in FHS Fieldhouse.
10. Implement schedule for sidewalk replacement throughout the District.
11. Continue to improve time management by all employees, continue "best practices" training with staff, and continue to seek measures to cut overall costs of operation.

SCHOOL FOOD SERVICE

Amie Friesen

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

ANNUAL REPORT 2015-2016

School Food Service had a relatively smooth year settling into increased technological changes and new and different situations in each building. Our efforts are focused on feeding the students and trying to maintain a consistent level of quality and variety in the nutrition we present to our District. Working as we do within all six of the District buildings, communication and cooperation are an ongoing challenge but essential to the success of Food Service. The School Food Service Staff tries 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. Thank you to the Administration and Staff of these buildings, along with Maintenance, Transportation, and Central Office for their assistance and cooperation to School Food Service and its role within the District.

PARTICIPATION

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

MEALS

- Student participation increased by 9,430 meals. This increase, in part, is attributed to an increase in participation of paid students. Parents are finding the value in the healthy meals we provide. Our District serves 97% fat free local beef and students are daily offered a variety of fresh fruits and vegetables.
- We believe our program is essential in Lewistown Public Schools as a contributor to the academic success and nutritional well-being of our students. In an effort to recapture participation in the grade schools, we are planning on promoting school meal participation through story time. This will include reading books to the younger students that discuss the composition of a healthy meal.
- Due to the fact that our meal prices are in the highest tier of the state, we are proposing that meal prices not increase for the 2016-17 School Year.
- The Food Service protocols concerning student allergies and the accommodations that we provide continue to be a daily concern for us. Communication with families is essential so student safety and the availability of healthy food can happen.
- We are pleased to announce the "Recess before Lunch" program will continue to be implemented at Highland Park Elementary. With the changes in schedules and schools, we were not able to continue the program at Garfield Elementary. The hope is to find ways to integrate recess before lunch back into Garfield Elementary, and expand that concept into Lewis and Clark as time and scheduling allows. This concept is successful in many districts across Montana. Data shows that students eat more of their meal and throw less in the garbage when they have recess before lunch. Students demonstrate an

increase in their ability to concentrate on classroom activities when they are not hungry during the afternoon.

- The number of daily earned lunches provided to adults was 2,876 amounting to $11,216.40 of support to the District. School Food Service greatly appreciates the staff supervision of students during the lunch period at each school. The number of daily earned lunches provided to students was 511. School Food Service feels it's important for our students to participate in our program and take pride in their cafeteria.
- School Food Service worked closely with the Mentor Program from Fergus High School to promote peer interaction between elementary students and their high school mentors. Groups of between 10 and 12 high school students visited the elementary buildings on several occasions. School Foods is happy to support this program as the benefits to younger students is readily seen.
- Due to constant changes in regulations requiring larger portions and additional fruits and vegetables, School Foods has been experiencing a regular negative balance. This is not something unique to our program, but rather shared throughout almost every school in Montana. Costs of food continue to rise along with insurance for employees. As the budget was reviewed, the determination was made that additional assistance will be required from the General Fund to achieve a balanced budget.

A LA CARTE

- Statistics show that our ala carte choices have proven successful with a profit of $18,153.15 between both secondary schools.
- Our a la carte choices at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line.
- In an effort to meet new government requirements, our a la carte menu will be going through a transition next year. The District is now required to maintain the same nutritional standards in the a la carte line as are implemented in the main lunch line. We anticipate a drop in profit for the following school year. We are working hard to find snacks within these guidelines that the students will find as appealing as the previous menu items.

CATERING

- The value in dollars from this facet of our operation amounted to approximately $8,751.36. However, 19% of this amount ($1,673.10) was the total value of food/services provided for in-district events such as cookies for conferences, meals for committee meetings, principal requests, etc. that School Food was not reimbursed for directly.
- Our catering revenues increased by $2,279.23 from last year. Several new catering opportunities presented themselves to us and we were happy for the opportunity to promote our program.
- This year, School Foods attempted to only charge the cost for materials for any catering events paid for out of student activity accounts or other District accounts. In the past catering fees were applied to these entities.

- Various divisions of the School District were served at staff meetings, special events, student functions, and fundraisers. Student activities and classroom teachers were also assisted by SFS with ordering and/or furnishing food and supplies for their events.

EQUIPMENT

The care, upkeep and replacement of equipment are ongoing challenges in our daily routine. With the assistance of our Maintenance Department, we are generally able to keep abreast of the minor repairs to equipment that we need to operate and use local professionals as situations arise.

- During this school year we were very conservative in regards to equipment purchases. Central Kitchen is in need of a new dishwasher and have not had the funds to budget appropriately. The current dishwasher is regularly in need of work and has been repaired from top to bottom time and again. The main concern is the motor will go out during the school year leaving us in a predicament. Parts for the current dishwasher are expensive and sometimes impossible to acquire due to the age of the unit. School Food Service is hoping to be able to purchase or lease a new dishwasher this coming school year. A new dishwasher would increase the efficiency of operations in the afternoon which would in turn bring down personnel expenses. In addition, the newer style dishwasher being considered does not require steam from a boiler to operate. Foregoing the daily investment of keeping the boilers up and running would help offset the cost of new equipment.
- Central Kitchen applied for a grant to purchase two real fruit smoothie machines for our A La Carte Programs. The combined value of the machines would be over $4,000. We will find out if we were awarded the grant or not in July. Our hope is that we can use the machines to replace some of the revenue we will be missing when we implement the new government changes in our A La Carte Programs.
- This year the School Food budget was reviewed closely on a monthly basis. A plan will be implemented to set aside emergency funds in the amount of $5,000 per year to help defray unexpected costs. Budgeting has proven difficult with the inflation of food prices and national requirements for lunches.
- Infinite Campus remains as our accounting and application processing. The integration of information for students and parents of our District has facilitated access to meal accounts, streamlined the application processing, and made the reporting of reimbursement claims easier. The online payment feature and the automatic messaging system to further alert parents to the status of their student's meal account balances assists families in keeping their meal accounts current. The negative student balance at the end of this year was substantially less than last year thanks to the efforts of our staff and secretaries at the various buildings.
- Next year, we are hoping to implement the option to help students qualify for free or reduced lunches by filling out applications online through Infinite Campus.

EDUCATION

- Regular opportunities for reaching students and parents come in the form of the monthly menus, K-8 newsletters, posters, radio, community television and our District website. Our Technology Department is always improving the opportunities for families to keep in touch with their students' activities via the electronic media.
- School Food Service will continue to promote the message that nutrition is closely linked to student performance and behavior. The preventive method of teaching and modeling good nutrition habits could be far more effective in improving performance and behavior than dealing with poor results in both areas.
- The new federal mandates from the Healthy, Hunger-Free Child Nutrition Act continue to provide us with more and different challenges as far as portions, required foods, nutrition, serving style and budgeting for the increases. The regulations were slightly relaxed mid-year after much public comment but we chose to proceed with caution. The A La Carte Program will see the most changes over the next two years. There are further policies coming for all food entities within the School District including vending, concessions, fundraisers and classroom activities. School Foods will continue to strive to meet all of these requirements as economically as possible.

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

SAFETY

- The Office of Public Instruction requires all Food Service employees who work over 20 hours per week to receive eight hours of training per year. All other employees must complete four hours of training. This year our staff was able to meet all continuing education requirements through working hand in hand with our County Extension Agency. These events generally occur during non-school hours. The commitment our staff shows to the health and safety of our program by participating in these after hour classes should be commended.

- All of our staff members completed the 4-hour Serve Safe Class as required within their work agreements during this school year. This is an intense Food Safety Program facilitated by the National Restaurant Association and taught by our local Extension Agent and Sanitation Office. This training is most helpful in maintaining our high level of excellence in feeding our kids.

- Employees have attended adult education classes throughout the year and are willing to share their information at staff meetings. This is a means for them to acquire Continuing Education Credit as well as improving themselves and our operation.

- As a result of employee training and education, School Food Service, again, received sanitation inspections (as required by the HACCP policy) at our kitchens without any "findings". The comment from our local sanitarian was that school kitchens are the best in town and he was highly complimentary of our efforts.

PERSONNEL

- Two School Food positions will need to be filled for the 2016-2017 School Year: Food Server at Lewis and Clark Elementary and Food Server/Cashier at Lewistown Junior High School.
- Our loyal and committed staff does an excellent job of training new people so as to make our operation function at a top level of efficiency.

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

Amie Friesen, Director

"We serve education everyday."
We think food, because kids can't think without it!

SCHOOL FOOD SERVICE

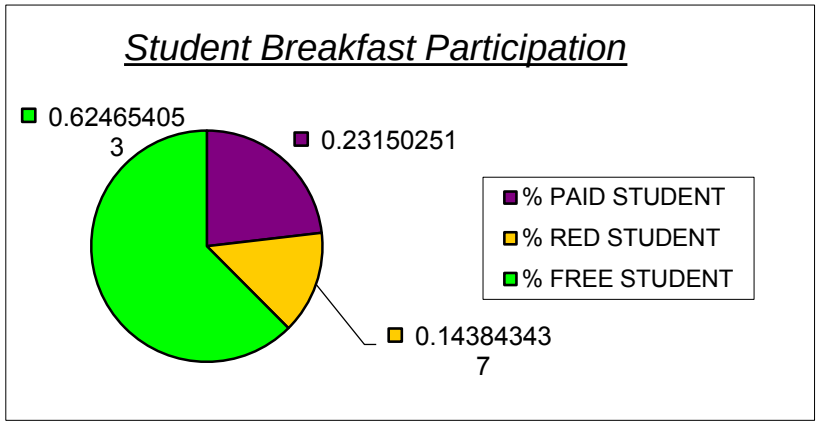
BREAKFAST PARTICIPATION DATA

2015-2016

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	786	0	0	1	1	2221	596	3604	0	6	6	3610	24
October	836	0	0	0	0	1986	469	3291	0	10	10	3301	20
November	666	1	0	0	1	1707	396	2770	0	3	3	2773	16
December	682	0	0	0	0	1660	394	2736	0	5	5	2741	16
January	733	0	0	0	0	2069	444	3246	0	4	4	3250	19
February	793	0	0	0	0	2468	510	3771	0	19	19	3790	21
March	1007	0	0	0	0	2490	560	4057	0	7	7	4064	22
April	925	0	0	0	0	2513	537	3975	1	16	17	3992	21
May/June	719	0	0	0	0	2256	544	3519	0	25	25	3544	20
TOTALS	**7147**	**1**	**0**	**1**	**2**	**19370**	**4450**	**30969**	**1**	**95**	**96**	**31065**	**179**

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1039	150	14%	22%	17%	62%
October	989	165	17%	25%	14%	60%
November	961	173	18%	24%	14%	62%
December	960	171	18%	25%	14%	61%
January	965	171	18%	23%	14%	64%
February	958	180	19%	21%	14%	65%
March	941	184	20%	25%	14%	61%
April	932	189	20%	23%	14%	63%
May/June	929	176	19%	20%	15%	64%
AVERAGES	**964**	**173**	**18%**	**23%**	**14%**	**62%**



Participation at individual schools:

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

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

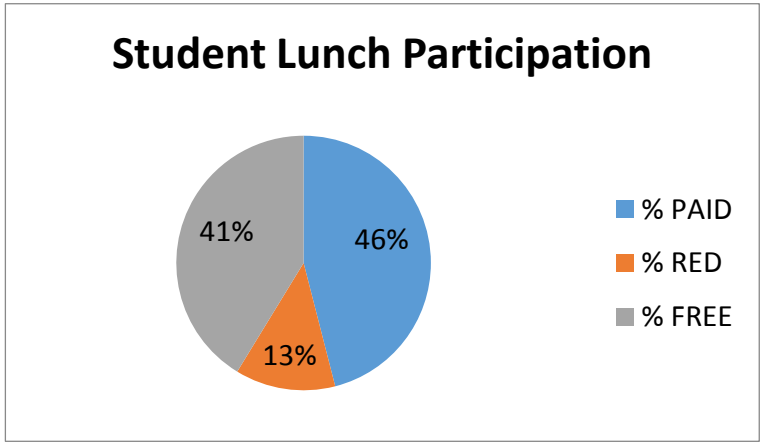
SCHOOL FOOD SERVICE

LUNCH PARTICIPATION DATA

2015-2016 **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	5157	41	2	24	67	4811	1504	11539	339	483	822	12361	24
October	4517	22	4	20	46	3976	1226	9765	336	374	710	10475	20
November	3864	30	9	11	50	3347	1020	8281	329	290	619	8900	16
December	3817	45	0	18	63	3428	998	8306	235	320	555	8861	16
January	4328	42	4	16	62	3991	1206	9587	283	378	661	10248	19
February	4779	35	4	21	60	4272	1366	10477	337	391	728	11205	21
March	4775	34	5	21	60	4327	1387	10549	368	403	771	11320	22
April	4792	45	2	23	70	4247	1307	10416	332	386	718	11134	21
May/June	4102	25	8	0	33	3775	1172	9082	317	323	640	9722	20
TOTALS	**40131**	**319**	**38**	**154**	**511**	**36174**	**11186**	**88002**	**2876**	**3348**	**6224**	**94226**	**179**

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1039	481	46%	45%	13%	42%
October	989	488	49%	46%	13%	41%
November	961	518	54%	47%	12%	41%
December	960	519	54%	46%	12%	41%
January	965	505	52%	46%	13%	42%
February	958	499	52%	46%	13%	41%
March	941	480	51%	46%	13%	41%
April	932	496	53%	46%	13%	41%
May/June	929	454	49%	45%	13%	42%
AVERAGES	**964**	**493**	**51%**	**46%**	**13%**	**41%**



Participation at individual schools:

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

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

SPECIAL EDUCATION

Chris Rice

ANNUAL REPORT
SPECIAL EDUCATION SERVICES IN LEWISTOWN
2015-2016

CHRIS RICE, SPECIAL EDUCATION DIRECTOR

The Lewistown Public Schools continues its provision of services to children with disabilities, identified and served in compliance with IDEA, in the least restrictive environment, with age-appropriate peers and in home school settings to the greatest extent possible. The District strives to develop its programs and services to meet individual needs of students, empowering all educators in their support of children with special needs.

The following chart indicates the number of students with disabilities served in Special Education programs, Preschool through Grade 12, reported on the annual October Child Count, across the last decade. You will notice the recent trend in increasing numbers, with elementary and total numbers the highest they have been in seven years.

NUMBER OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Year	Lewistown Elementary	Fergus High School	Total
2006-07	166	59	225
2007-08	149	58	207
2008-09	141	54	195
2009-10	117	58	175
2010-11	114	52	166
2011-12	116	52	168
2012-13	115	48	163
2013-14	124	45	169
2014-15	125	46	171
2015-16	132	52	184

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

Selected topics which interline with the District's 2015-2020 Goals and Strategic Objectives include the following:

Goal Area 1: Measurable Student Achievement

Strategic Objective – Multi-Tiered Systems of Support (MTSS): Programs continue to be implemented at varying levels within component buildings. Special Education staff team with general educators to identify and serve children in need of intervention to reach grade-level norms.

Strategic Objective – Intervention Programs: This year brought a change to the structure of the former STAR Day Treatment Program, given the closing of the Yellowstone Boys and Girls Ranch (YBGR) Community Group Home and termination of YBGR therapeutic and behavioral specialist supports. The STAR program, based at Lewistown Junior High, was redesigned under the auspices of the CMLRCC to serve students, Grades K-8, from Lewistown and surrounding communities, in need of a highly structured program focusing on social/emotional/behavioral supports.

Strategic Objective – Differentiated Instruction: Training was provided in late August and early September for teachers and paraprofessionals implementing direction instruction curriculums: Corrective Reading Decoding, Reading Mastery, and Connecting Math Concepts.

Goal Area 2: Facilities

Strategic Objective – Planning: Given higher numbers of students requiring Special Education services and the varying needs of individual students with disabilities, district level teams analyzed space issues and gave input for restructuring at Highland Park and Garfield.

Goal Area 3: Community/Parent Engagement

Strategic Objective – Parents/Social Media: CMLRCC service providers to the Lewistown Public Schools facilitated a monthly support group for parents of children with autism. Social media was utilized as an informational and support tool.

Goal Area 4: Technology

Strategic Objective – Staff Development: CMLRCC Speech Therapists and Occupational Therapists, along with District Special Education Teachers, utilize technology teaching tools and support student use of assistive technology devices, transferring their skills and knowledge to others in support of children in the district.

Goal Area 5: Highly Qualified Staff

Strategic Objective – Professional Development: In response to district needs, professional development activities were designed to support teaching, paraprofessional, and administrative

staff: Mandt training for individuals supporting students with challenging behavioral needs; training on supporting the educational needs of students with autism; training on Special Education compliance procedures in preparation for the District's compliance monitoring by OPI in the fall; and a paraprofessional academy on supporting vocabulary and reading comprehension skills.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objective – Montana Legislature: As CMLRCC Director, I maintain active involvement in the Special Education Funding Task Force appointed by State Superintendent Juneau. That task force has developed funding proposals on Special Education inflationary increases and Special Education cooperative funding restructure which have been presented to the School Funding Interim Commission. Advocacy efforts continue in this vein, supported as well by efforts of the School Administrators of Montana (SAM) Delegate Assembly, for which I serve as the Montana Council of Administrators of Special Education (MCASE) Delegate Assembly Steering Committee Representative.

Strategic Objective – Cooperative Efforts: Lewistown Public Schools continues to work with outlying communities to make the best use of limited resources for supporting Special Education programs and the needs of educators serving those programs. The District's participation in the Central Montana Learning Resource Center Cooperative and its key role in the development and ongoing support of the STAR Program are primary examples.

If I can help with any further information regarding Lewistown's Special Education programs, feel free to call me at the CMLRCC, 535-9012.

TECHNOLOGY

Bill Klapwyk

Technology 2015-2016 Annual Report

- Bill Klapwyk, Technology Director
- Scott Baldwin, Technology Support Specialist
- Terry Lankutis, Technology Support Specialist
- Austin Carter, Technology Support Specialist
- John Jensen, Technology Support Specialist

District Web Site – Bill Klapwyk

The District's web site continues to be a source of district-wide information including:

- Academic, Activity, and Lunch Calendars
- General Academic Information and News
- School Board Meeting Agendas
- Detailed Course Syllabi
- A Variety of Resources Dealing with Technology
- Student Created Web Projects
- Administrative Features, Including Online Forms for Requesting the Use of School Vehicles

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

Infinite Campus software continues to be used as the District Student Information System. The system is completely web-enabled. The site is secured through the use of an ID and PIN number. Students have individual accounts; parents may request an account that allows them to view information on all of their children from one login. Staff, parent, and student access is available from any internet connected computer. In addition to student records information, parents are able to pay for School Food fees online.

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

Email / Google Apps: Google Apps for Education is still being utilized with what seems to be great success. Since the switch-over in January 2010, the system has run smoothly. The greatest increase in functional use for the District has been the widespread adoption of web-enabled calendars. While we could have done many of the same things with the old system, use of electronic calendars has skyrocketed. The calendars integrate easily with the District web site and allow for easy sharing of information with the public. The Google Docs component that comes with the package has also been a benefit. Several District forms, such as travel requests have been migrated to Google Docs, and a number of teachers are now using Google Docs with their students. Students from grades 5-12 have accounts for use with Google Apps. Chromebooks are being implemented throughout the District and are providing cost effective and easy to manage hardware for student access to the service.

Network Backbone: "Mission critical" systems such as Food Service Point of Sale, the accounting

system, MAPS testing and Infinite Campus continue to require reliable wide area network (WAN) service between the buildings.

In the fall of 2009 our primary WAN connections for Fergus High, Garfield, Junior High and Lincoln were changed from District owned wireless network equipment to leased fiber optic connections. Highland Park was added to the network during the summer of 2010, while Lewis and Clark and the Bus Barn were added during the summer of 2011. The highest traffic areas: Lincoln, FHS, and LJHS are now upgraded from 10 mbs circuits to 100 mbs circuits. The new fiber connections have proven to be far more reliable and of greater capacity than the aging wireless backbone. Mid-Rivers installed a new circuit for our Bus Barn at the new location.

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

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

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

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

Content Filtering: As required by the FCC for participation in E-rate, our District complies with CIPA, the Children's Internet Protection Act. During the summer of 2015 for the 2015-16 School Year, the District switched the Filtering over to a new Firewall that handles content filtering as well. This allows us to filter inline thus making it more difficult for students to bypass the filter with Proxies.

Technology Levy: These funds were used to purchase new computers for use in classrooms and labs in all buildings. This funding is critical to maintaining a level of computer hardware that is easier to maintain and to use. Each of the schools received the following new computers: Garfield – 7; Highland Park – 34; Lewis and Clark – 0; Junior High – 1; Fergus High – 34.

Technology Support and Training Activities – Scott Baldwin

It has been a great privilege to start my new career working for the Lewistown Public Schools, having just graduated from college with a degree in Computer Network Administration. With the retirement of Lynne Wise-Klippenes, I have been tasked with trying to fill the void, and I must admit it has been a little overwhelming. The number of different systems and software used in the District is enormous and I can foresee this growing even larger as time goes on. I am going to have to spend a large amount of time learning these different aspects of my job as the years roll on. With this new position there has been a lot of travel in the first few months, as I try to get a feel for many different schools that this department services throughout Central Montana. These smaller school systems are filled with amazing people and I am looking forward to working with them as time goes on.

Network Storage: One of the larger projects I worked on this year was the upgrade of two DROBO storage units, one at the Lincoln building, and one at the high school. With the help of Bill Klapwyk, Technology Director, we replaced both units and installed eight 8-terabyte hard drives significantly upgrading our storage capacity for the School District. With these new storage devices the District will have the ability to expand storage in the future as needed.

Server Upgrades: Another large upgrade Bill and I accomplished this year was upgrading our host server RAM. The RAM was upgraded in four of our host servers: two of them in the Lincoln building and two of them at the high school. The servers were upgraded from 48 gigabytes of RAM to 192 gigabytes of RAM, with this upgrade our server foundation and infrastructure has been strengthened to better serve the District.

Staff Training: A great opportunity has been given to the Technology Department for the next two years. Classes will be available through Skillsoft online and these classes are all technology oriented and include many that are directly related to the hardware and software used throughout the School District. I personally have taken advantage of the training, acquiring 96 hours of course time to further my knowledge of VMware virtualized machines, Windows server applications, and network security classes, all of which we use in the District. I am looking forward to taking more classes over the next year.

Infinite Campus - Student Information System – Terry Lankutis

The Lewistown Schools chooses to use the *Infinite Campus Student Information System* as their Student Information Database. Within this system, all data regarding students is secure. Every student who is in grade 5-12 has a Portal account which gives them access to view their grades, schedules, and to do list of assignments due. Parents also have the ability to have Parental Portal Accounts to access student and household information, pay fees and lunch accounts online and receive notices from the schools. Many students and parents choose to utilize the Infinite Campus mobile app on their mobile devices to receive notices and view information.

Currently, 64% of our students have parents with Portal Accounts. On an average weekly basis, parents logged in 537 times and students logged in 1179 times. All parents are encouraged to have their own account and students are encouraged to use it as a way to check their assignments due, their grades, their transcripts and their progress toward graduation.

Infinite Campus is also used in our Food Service. Point of Sale machines are utilized in each building which are tied to student accounts thus making information visible on the Portal for parents to be able to monitor meals and charges to the meal accounts. Steps have also been taken to implement the online FRAM (Free and Reduced) applications starting in the 2016-17 School Year.

The District is part of the Office of Public Instruction Campus Power Users Group which is a group of representatives from the OPI, Campus and districts throughout the state of Montana to provide training and share expertise with other users and give feedback directly to the OPI and to Infinite Campus on how the tool can be improved.

Lewistown Public Schools also added a subscription to the Infinite Campus University this year which will provide training opportunities otherwise not available to us to increase our usage of the Infinite Campus system.

Highlights from the Region - Austin Carter

LabTech: Last year around this time Lewistown was looking into purchasing a piece of software called LabTech. The hope was that it would vastly improve many areas that were lacking in our department. It would automate much of the busy work that was previously done manually and give us the tools that we needed to better support staff and students. This new software was poised to bring our department into the 21st century. I am happy to say that I believe it has done that. The plan was to first launch it in Lewistown and bring it to the regional schools if things were going well. We have now launched it at Judith Gap and Harlowton and are just starting to roll it out in Stanford and Roy. I believe Bill has done a great job ironing out some annoyances that initially came with the software. Many features of the software are truly amazing and I look forward to using it more and more outside of Lewistown.

Go Guardian: Another big success for the year was in Harlowton and Winifred's decision to try out a piece of software called Go Guardian. It was meant to empower the teacher in a classroom where technology has grown so ubiquitous. Over the past few years both of these schools have fully embraced the digital revolution and have issued Chromebooks to many of their students. Unfortunately with all the good that came with technology some bad came along as well. Time and time again I was hearing of students ignoring the day's lesson plans to instead goof around on the internet. Several options were looked at to solve this problem and we eventually landed on a wonderful product called Go Guardian. This new product has given teachers much more control over their classrooms and a better understanding of why a child might be falling behind.

Website Development: Many of the regional schools are still in need of an upgraded website. I have been working with Winifred and Stanford to keep the sites up as well as add fresh content throughout the year. I am currently in the process of transitioning Hobson, Moore, and Judith Gap's old websites over to their new ones. Getting the teachers trained and excited about updating their web page continues to prove difficult.

Summer Maintenance: Over the summer I will continue to deploy LabTech to the schools that have recently joined on, set up new hardware, work on websites and run network tests so that I can better understand some wireless issues I have seen over the year. I am excited to see that Hobson and Grass Range have approved a company to re-cable the majority of their networks. This should go a long way towards improving speeds and reliability.

Technology on the Road - John Jensen

It is hard to believe that another year has passed and it is time for the Annual Report.

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

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

Networks are being expanded, adding "Guest" networks to schools that request the service. Firewalls are being upgraded as needed and we will be revamping the "filtering" process for regional schools as well.

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

I am also pleased to say that the implementation of a Virtual Private Network (VPN) for one of our schools has been a success. There has been little downtime as compared to previous years and we have just finished expanding network domain services to the satellite locations. I am hopeful that we will institute another VPN this summer in Harlowton that will tie in their Colony Schools to provide enhanced filtering and security for the students and staff.

Looking forward to another busy summer and school year.

TITLE I

Scott Dubbs

Lewistown Public Schools

2015-2016 Title I Annual Report

Submitted by:
Scott Dubbs, Curriculum Director

The Lewistown Public Schools has worked with support of the Federal Government as a Title I School pretty much since the inception of the Elementary and Secondary Education Act back in the 1960's. There have been many changes in how we were expected to meet its mandates over the years and the program itself was changed dramatically from Title I to Chapter I and back during previous years.

In today's world we work with a Title I program as a schoolwide district and have been a schoolwide district program since 2010. The benefits of being schoolwide are many, but the most obvious comes down to how we fund and manage our program locally. Our schools in the past (and many others today) utilized a program model that would provide funding to target services for children who are failing, or most at risk of failing, to meet state academic standards in need, by providing a supplemental program for those that qualify. Generally targeted Title I programs required student participation in replacement courses, had many additional requirements and were difficult to monitor. However, schools that participate as a Schoolwide Title I program commit to providing an educational program for all students that is seamless in how services are provided, how students are worked with, and how funding is allocated across the school or district.

The purpose of a Schoolwide Title I School or District is to implement comprehensive improvement strategies throughout the entire school or district as a way of improving academic outcomes for every student. It serves all students regardless of eligibility and assists in all core subjects.

Each of our schools and the districts themselves in the Lewistown Public Schools umbrella, are Title I Schoolwide schools. The major aspects of the required components of a schoolwide program that staff must focus on include:

- Schoolwide reform strategies based on scientific research that strengthen the core academic program, increase the amount and quality of learning time and include strategies to address the needs of low-achieving students.
- High quality, on-going professional development based on scientifically-based research for staff.
- Measures to include teachers in the decisions regarding the use of the MontCAS and other assessments to improve the achievement of individual students and the overall instructional program.
- Efforts to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided with effective assistance.

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

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

Recent Changes – The world around our current Title I program will be comparable to our previous six years but with several minor changes. In December of 2015, Congress passed and the President signed the first change in the Elementary and Secondary Education Act (ESEA) since 2001. This new law, the Every Student Succeeds Act (ESSA) reauthorized the 1965 ESEA Act with several changes starting July 1, 2017.

There are however, some impacts next school year. The biggest ones are the elimination of Average Yearly Progress determinations, elimination of Supplemental Educational Services (SES) providers and the series of unattainable measures by which to grade student success and student performance. Statewide assessments will still be required for grades 3-8 (Smarter Balance) and once in high school (ACT). Additionally, accountability measures will be developed on a statewide basis.

The Office of Public Instruction will continue to use its Continuous School Improvement Plan (CSIP) reporting for schools providing information by school, for almost every aspect within the expectations laid forward by the Department of Education previously. Including how we hire certified and classified staff, communicate with and improve parent involvement, and as mentioned above, promote parent focused meetings at schools. Annual reviews of our Title I Schoolwide plans are still completed and the District still publishes them for parents and community members on the school website.

Another focus for the District tied to Title I is our use of each assessment. Bringing consistent access to data on benchmarked assessments, we support classroom teachers and building level RtI or MTSS Interventions. At the elementary schools, we utilize the progress monitoring capabilities within these programs to assess students frequently in interventions for our Tier 2 or Tier 3 students. Secondary staff has working with students struggling in school or at risk of dropping out prior to graduation and are now also participating as an MTSS school for next year. Efforts at the high school coincide with their Graduation Matters program and junior high devoted time and effort to enhance their current RtI/MTSS efforts.

Professional Development – As mentioned above assessment and curriculum are the primary focus of our staff development. This emphasis has been in place for a couple of years but is starting to shift from standards themselves, toward improving classroom instruction. Improving teacher skills support efforts in providing students the skills needed to be college and career ready upon completion. Addressing student engagement is another need connected to this effort as successful classrooms are engaging classrooms.

Our three elementary schools and the junior high have been active participants in OPI's MTSS project and grants, and next year the high school is also scheduled to be an active MTSS school. As a part of the grant work they have engaged in several excellent professional learning opportunities during the 2015-16 school year. The grant itself is designed to coordinate Response to Intervention (RtI) and Montana Behavior Initiative (MBI) building level programs within each school. While these trainings

were primarily geared to helping buildings develop and sustain strong multi-tiered supports, they also provide other strategies to help staff bring all students into acceptable proficiency levels. Those strategies are listed in our Schoolwide Title I Plans and 5-Year Comprehensive School Improvement Plans (CSIP).

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

- July 28-29, 2015 – SAM Administrators Summer Institute was attended by several Administrators in Helena. The first day was focused on Jim Warford's presentation on "Putting Students First", where he shared many insights into the demands of today's Administrators and all the mandates required of schools. Day two was keynoted by Paul Andersen a national finalist for the 2011 National Teacher of the Year, who led Administrators into "Future Proofing Your School", as well as several additional sectionals.

- October 20th, 2015 – The three elementary schools allocated one of their 3 hour floating PIR sessions for a Math in-service provided by Pearson Education on using their materials to meet the new math standards utilizing enVisions Math. Kathy Graham, one of their training consultants, came and provided a strong overview of these resources with several recommendations on best practices strategies for maximizing student achievement toward the goals of the standards. We hope to have Ms. Graham come back again for additional teacher support in math.

- January 21-22, 2016 - The 2016 MontCAS Eastern Assessment and Data Conference, held in Billings, focused on the new changes in assessment administration. Included were sessions tied to the Common Core, MSAA Alternative Assessment and on needed procedures for administration of the statewide spring assessments. This year's keynote address was an update on the "Looking Forward with Smarter Balance" from Tony Alpert, Executive Director for the Smarter Balanced Assessment Consortium. The focus was on assessments and to share what was expected for schools to be successful with this spring's administration. This year the conference was attended by our assessment leadership team, several administrators and teacher leaders within our schools.

- January 18th, 2016 – The Central Montana GoogleFest here at Fergus High focused 225 local and area teachers to integrate Google Tools into classrooms and schools. This our first such effort was hosted by both the Lewistown and Roundup Public Schools and facilitated by Beyond the Chalk, an educational technology consulting company. Included were 34 different sessions of learning opportunities for educators, provided by twelve different Google Certified Educators, and/or leading technology experts from across the state. Top sponsors included Spika Design and Manufacturing and Triangle Communications, Inc. The event was very well received by our staff and when surveyed this spring was the top priority to continue as the 2nd Annual Central Montana GoogleFest to be scheduled next January.

- April 13-14, 2016 – The 2016 OPI State Title I Conference was held in Helena. This leadership conference focused on the many aspects of Title I services provided at the school level. The workshop sessions helped support our Schoolwide efforts, potential Common Core connections and parent involvement efforts. Donna Beegle keynoting the conference with an insider perspective on poverty and education entitled "Discovering the Missing Pieces for Helping People move out of Poverty".

- June 20-24, 2016 – The 21st Annual "Montana Behavior Initiative" (MBI) was held in Bozeman with 16 LPS staff members in attendance. Many of the trainings were directly related to our

RtI or MTSS efforts, or were directed at improving classroom instruction and school climate efforts. This year's conference also included training to support the new academic standards in math and English, language arts and literacy. Keynote speakers of note were: Kevin Honeycutt (Meaningful Change), Laurie Barron (All Students, All Standards) and Mickey Corso (Leading and Learning with Students), all of whom provided multiple sessions of outstanding information.

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

During the MBI Exemplar Awards presented by State Superintendent Denise Juneau held on Wednesday, June 22, the MBI Exemplar School Awards highlighted efforts of schools in their work to successfully implement and sustain MBI at the school level. Both Lewis & Clark (Gold Award winner) and Garfield (Bronze Award winner) schools were recognized for their long term efforts in working with MBI (and also RtI).

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

- Notification in September for Garfield and Highland Park Elementary parents explaining Supplemental Educational Services available from the state providers, as mentioned above. The letters were a requirement of Garfield Elementary School's AYP status of needing improvement and actions mandated as a result of No Child Left Behind.
- Continued use of Odysseyware coursework in the high school. Odysseyware is most comparable to online coursework but is managed by high school staff to insure students that participate are working to our level of expectation in core and replacement courses.
- Continued work on referral and placement of students in the elementary for math and reading. The Title I teacher leaders in our elementary schools have worked several years on data to address student placement structures. The leaders, along with support from the Technology Staff and myself, now allow each grade level easy access to individual student assessment information previously uploaded into our Mileposts student database. The resulting placement spreadsheets enable staff to develop class rosters for next school year that are appropriate by ability. This work will help support and provide various other interventions where appropriate.
- A continued commitment to MAP assessments grade three through tenth grade for reading and grade three through Algebra II students for math. MAP assessments were started three years ago and have a progressive wealth of testing data on all these students since that point in time. Considering the direct correlation with student MAP results and CRT scores, teachers and administrators have a tool at their disposal that supports their efforts to monitor and follow the progress of their students. Additionally, two years ago we moved our MAP assessments from the old state standards into supporting our efforts in the new state standards for both reading and math so that we may better support the new expectations of the Common Core.

- Four years ago we also started to integrate AIMSweb assessments kindergarten through 8th grade to benchmark each of our students. These benchmarks continued throughout the year and are useful for supporting students in each building, as well as providing staff an easy to use tool to monitor student progress. At the K-2 grade levels specifically, AIMSweb is our sole source of academic assessment data that supports our instruction, as well as transitions into 3rd grade which will now be housed in Highland Park.

TRANSPORTATION

Steve Klippenes

Transportation Department

Annual Report
2015-2016
Steve Klippenes, Transportation Director

During the 2015-2016 School Year, we traveled accident free, **99,133** miles in yellow buses and **65, 262** miles in our activity buses.

Transportation was provided for a total of **240** out-of-town activity trips during 2015-2016. These trips included: sports activities, various club activities, Community Education trips, Special Olympics competitions, and a variety of other field trips from all grade levels.

This past year, the Transportation Department processed a combined **226** vehicle/bus requests. These requests included in-town bus activity trips as well as request for use of School District vehicles for a variety of out-of-town travel requests. They were generated from the LPS Staff Intranet and utilizing this on-line request system has proven effective with minimized errors.

The Transportation Department is on schedule to purchase one new yellow route bus this upcoming school year.

Our new Transportation Bus Barn remodel was completed and we were able to move into our new facility during the Christmas break this past school year. The Transportation Department has been operating from our new location since that time. The new facility is surpassing our expectations and is very user friendly.

The building at our previous location at the Airport has been emptied out and cleaned and we only have the fuel tank left to move to the new location. The District will host an "Open House" for the community at our new location in August 2016, just before the start of the new school year.

The Transportation Department continues to be responsible for the maintenance on fourteen yellow buses and five MCI activity buses, two Drivers Education vehicles, seven Maintenance vehicles, the Hot Lunch Van, one Transportation pickup and snowplow, two tech department vehicles and five fleet vehicles. The District Mechanics continue doing the Maintenance on the Council of Aging buses and ten CMLRCC vehicles.

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

The Transportation Department had a safe and successful year and is looking forward to the 2016-2017 School Year.

MILEAGE REPORT
TRANSPORTATION DEPARTMENT
2015-2016

BUS NUMBER	YEAR	MODEL	STARTING MILEAGE	ENDING MILEAGE	TOTAL	ROUTE ASSIGNMENT
1	2006	International RE	78,698	79,604	906	Spare
2	2009	International RE	112,972	123,261	10,289	6
3	2006	International RE	165,393	171,089	5,696	Spare
4	2015	International Conv	24,899	35,791	10,892	7
5	2007	International IC RE	128,627	130,011	1,384	Spare
6	2013	International IC RE	50,874	66,689	15,815	1
7	2016	International IC RE	1,710	3,841	2,131	5
8	2006	International RE	92,827	107,031	14,204	4
9	2014	International RE	19,169	27,517	8,348	8
10	2005	International RE	107,948	110,439	2,491	Spare
11	2012	International RE	29,777	35,937	6,160	3
12	2009	International RE	98,445	111,720	13,275	2
13	2010	International RE	60,033	67,528	7,495	11
14	2007	International Conv	104,504	104,551	47	Spare
		YELLOW BUS TOTAL			**99,133**	
						TOTAL ACCUMULATED COACH MILES
Eagle 1	2008	MCI J4500	327,444	349,055	21,611	349,055
Eagle 2	1997	MCI 102DL3	316,106	329,330	13,224	678,385
Eagle 3	1999	MCI 102DL3	117,955	134,870	16,915	813,255
Eagle 4	1996	MCI 102D3	285,928	298,301	12,373	1,111,556
Eagle 5	1982	MCI MC-9	2,386	3,525	1,139	1,115,081
		ACTIVITY BUS TOTAL			**65,262**	
SHOP TRUCK	2008	Cheverolet 1 Ton	144786	148356	**3570**	
HOT LUNCH VAN	2001	Isuzu	107955	112336	**4381**	

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date	**Agenda Item No.**
07/11/2016	5

ITEM TITLE: REPORT—COMMITTEES OF THE BOARD

Requested By: Board of Trustees **Prepared By:** Committee **Date:** 07/11/2016

SUMMARY:

The Board of Trustees has the opportunity to provide updates on their various committees.

Attached is the list for Standing Committees of the Board for the 2016-2017 School Year.

SUGGESTED ACTION: Informational

☒ **Additional Information Attached**

NOTES:

STANDING COMMITTEES OF THE BOARD
2016-2017 School Year

Committee	Number on Comm.	CJ Bailey	Kris Birdwell	Troy Kelsey	Phil Koterba	Shelley Poss	Jennifer Thompson	Monte Weeden
Building & Grounds	3	X			X			X
Insurance Risk Committee	2					X	X	
Transportation	3		X	X				X

OTHER COMMITTEES WITH BOARD REPRESENTATION
2016-2017 School Year

Committee	Number on Comm.	CJ Bailey	Kris Birdwell	Troy Kelsey	Phil Koterba	Shelley Poss	Jennifer Thompson	Monte Weeden
Activities	2	X				X		
Curriculum Committees:								
Science	1						X	
Social Studies	1							
Health Insurance Program	2				X		X	
School Calendar	1					X		
Vocational Advisory Council	1			X				

`

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date 07/11/2016

Agenda Item No. 6

ITEM TITLE: CALENDAR ITEMS, CONCERNS, CORRESPONDENCE, ETC.

Requested By: Board of Trustees **Prepared By:** _____ **Date:** 07/11/2016

SUMMARY:

Time is provided on the agenda for the Board to discuss calendar items, concerns, correspondence, future agenda items, and comments for the good of the district.

SUGGESTED ACTION:

☐ **Additional Information Attached**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date	**Agenda Item No.**
07/11/2016	7

ITEM TITLE: REPORT—INVESTMENT

Requested By: Superintendent **Prepared By:** Rebekah Rhoades **Date:** 07/11/2016

SUMMARY:

Below is the interest earned and distributed for June 2016:

Elementary	$2,438.50
High School	$2,032.68

SUGGESTED ACTION: Informational

☐ **Additional Information Attached**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date	**Agenda Item No.**
07/11/2016	8

ITEM TITLE: REPORT— HIGH SCHOOL RETIREMENT FUND BUDGET AMENDMENT

Requested By: Superintendent **Prepared By:** Rebekah Rhoades **Date:** 07/11/2016

SUMMARY:

Rebekah Rhoades, Business Manager/District Clerk, would like to update the Board on the High School Retirement Fund Budget Amendment that was approved on April 11, 2016.

An $85,000 High School Retirement Fund Budget Amendment was requested and approved in FY2016. Of that $85,000, only $23,000.00 was necessary to cover unexpected retirement expenses that exceeded the original budget. Those expenses were paid for using cash reserves within the High School Retirement Fund.

SUGGESTED ACTION: Informational

☐ **Additional Information Attached**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date	**Agenda Item No.**
07/11/2016	9

ITEM TITLE: REPORT— END OF YEAR TRANSFERS

Requested By: Superintendent **Prepared By:** Rebekah Rhoades **Date:** 07/11/2016

SUMMARY:

Rebekah Rhoades, Business Manager/District Clerk, would like to update the Board on the various end of year transfers for the 2015-2016 School Year.

SUGGESTED ACTION: Informational

☒ **Additional Information Attached**

NOTES:

END OF YEAR TRANSFERS
JUNE 30, 2016

ELEMENTARY GENERAL FUND TO INTERLOCAL FUND:

General Purposes = $58,027.50
Curriculum = $0
Maintenance = $39,055.77

HIGH SCHOOL GENERAL FUND TO INTERLOCAL FUND:

General Purposes = $101,972.50
Curriculum = $8,187.00
Maintenance = $53,501.44

COMPENSATED ABSENCES:

$0

Permission to transfer was granted in the June 2016 Board Meeting.

All transfers to the Interlocal Fund are allowed by a Multi-District Agreement signed in FY2016 (3-year Agreement).

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date	**Agenda Item No.**
07/11/2016	10

ITEM TITLE: REPORT—SUPERINTENDENT

Requested By: Superintendent **Prepared By:** Superintendent **Date:** 07/11/2016

SUMMARY:

Time is provided on the agenda for the Superintendent to discuss with the Board any calendar items, concerns, correspondence, future agenda items, and announcements.

- Superintendent Goals
- Roundtables
- The "Great Migration"
- Staffing Update

SUGGESTED ACTION: Informational

☒ **Additional Information Attached**

District Superintendent's Goals
2016-2017

- Maintain and improve the quality education that is provided in the Lewistown Public Schools despite the financial setbacks and budget cuts the District is experiencing.

- Continue to foster an excellent relationship with the students, staff, Board and community, despite budget constraints.

- Continue to look for strategies and programs to implement to improve instruction.

- Continue effective communication with the community.

- Stay active in professional organizations at the state level and work to improve education throughout the state.

- Work closely with the Technology Department to continue to keep the Lewistown School District on the cutting edge of technology.

- Work to do a better job of providing meaningful supervision of employees.

- Work to be innovative and improve my teaching for my students in my weight training class.

- Be an excellent mentor to new and existing staff.

- Work especially hard to help and mentor the new Administrators in the district.

- Work to ensure that the transition to a K-1 building and a 2-4 building goes smoothly.

- Continue to be active with local legislators and the Governor's Office to work to improve relations and support for education locally and statewide.

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date	**Agenda Item No.**
07/11/2016	11

ITEM TITLE: RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO ADDRESS THE BOARD ON NON-AGENDA ITEMS

Requested By: Board of Trustees **Prepared By:** _____ **Date:** 07/11/2016

SUMMARY:

Time is provided on the agenda for anyone who wishes to address the Board on non-agenda items.

SUGGESTED ACTION:

☐ **Additional Information Attached**

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date 07/11/2016

Agenda Item No. 12

ITEM TITLE: MINUTES

Requested By: Board of Trustees **Prepared By:** Rebekah Rhoades **Date:** 07/11/2016

SUMMARY:

The following minutes are attached for your approval:

- Minutes of the June 13, 2016, Regular Board Meeting

SUGGESTED ACTION: Approve Minutes as Presented

☒ **Additional Information Attached**

NOTES:

Board Action	Motion	Second	Aye	Nay	Abstain	Other
Bailey						
Birdwell						
Kelsey						
Koterba						
Poss						
Thompson						
Weeden						

MINUTES
LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES

LINCOLN BOARD ROOM

215 7th Avenue South
Lewistown, Montana 59457

MONDAY, June 13, 2016

REGULAR BOARD MEETING

CALL TO ORDER (6:00 p.m.)

1. ROLL CALL

TRUSTEES PRESENT:

CJ Bailey, Kris Birdwell, Phil Koterba, Shelley Poss, Jennifer Thompson,

TRUSTEES ABSENT:

Troy Kelsey, Monte Weeden

STAFF PRESENT:

Superintendent Jason Butcher, Business Manager/District Clerk Rebekah Rhoades, Sandi Chamberlain, Chris Hildebrant—LEA President, Bobbie Atchison, Diane Oldenburg, Paula Perry-Walker, Matt Lewis, Randy Barber

OTHERS PRESENT:

Doreen Heintz—Lewistown News-Argus, Scott Solberg – Lewistown Insurance, Shawn Bubb—MSGIA Director and other interested parties.

2. PLEDGE OF ALLEGIANCE

The group recited the Pledge of Allegiance.

3. PRESENTATION—DIANE OLDENBURG, ADULT LEARNING CENTER

Diane Oldenburg, Adult Education Director, along with Paula Walker, Adult Learning Center Instructor discussed with the Board of Trustees about the future of the Adult Learning Center. A new Federal Law, Workforce Innovation Opportunity Act (WIOA), is going into effect on July 1, 2016, that will require vast changes to the Adult Learning Center. Pros and Cons were presented to help the Board make a decision if the District should apply for the ABLE Grant or pursue a different funding path for this program.

4. PRESENTATION—PRINCIPAL MATT LEWIS, CHANGE OF SCHEDULE PROPOSAL FOR K-1

Matt Lewis, K-1 Principal at Garfield Elementary School, presented a proposal to the Board of Trustees for a schedule change for the Kindergarten and First Grade students. The proposal is to schedule goal setting meetings with parents during the first two days of school, August 25 and 26, 2016.

5. PRESENTATION—MAINTENANCE DIRECTOR RANDY BARBER, FACILITIES UPDATE

Randy Barber, Maintenance Director, updated the Board of Trustees on projects that are currently underway in the District and also provided a list of infrastructure priorities with estimated costs of each project.

6. REPORT—COMMITTEES OF THE BOARD

There were no committee reports. The Trustees signed up for the following Committees of the Board for the 2016-2017 School Year: Building & Grounds – Phil Koterba, CJ Bailey, Monte Weeden; Insurance Risk Committee – Shelley Poss, Jennifer Thompson; Transportation – Kris Birdwell, Troy Kelsey, Monte Weeden; Activities – Shelley Poss, CJ Bailey; Curriculum Committees: Communication Arts – Kris Birdwell, Science – Jennifer Thompson; Health Insurance Program – Phil Koterba, Jennifer Thompson; School Calendar – Shelley Poss; Vocational Advisory Council – Troy Kelsey

7. CALENDAR ITEMS, CONCERNS, CORRESPONDENCE, ETC.

Trustee Kris Birdwell commented on how well graduation was presented. The music was superb and he appreciated the improvements to the sound system.

8. REPORT—INVESTMENT

Interest earned and distributed for May 2016, was reported with $1,568.52 in the elementary funds and $1,308.45 in the high school funds for a total of $2,876.97

9. REPORT—SUPERINTENDENT

Superintendent Jason Butcher presented the staffing update to the Board of Trustees. Mr. Butcher reminded the Trustees to review the 2015-2020 Goals and Strategic Objectives to see if any changes and/or additions need to be made. In an attempt to make the Back-to-School picnic accessible to all employees, the District is going to schedule the picnic at noon on Wednesday, August 24, 2016, in the FHS Cafeteria.

PUBLIC PARTICIPATION

10. RECOGNITION OF PARENTS, PATRONS, AND OTHERS WHO WISH TO ADDRESS THE BOARD ON NON-AGENDA ITEMS

Chris Hildebrant introduced himself as the new LEA President.

ACTION ITEMS

MINUTES

11. MINUTES OF THE MAY 9, 2016, REGULAR BOARD MEETING – approved unanimously (Thompson/Bailey).

APPROVAL OF CLAIMS

12. CLAIMS – the claims referenced in the 2015-2016 Bill Schedule and submitted through June 9, 2016, were approved unanimously (Thompson/Poss). The Finance Committee for April-June 2016 are Board Chair Phil Koterba, Monte Weeden, Shelley Poss, and Jennifer Thompson. The new Finance Committee for July-September 2016 will be Board Chair Phil Koterba, Kris Birdwell, CJ Bailey, and Troy Kelsey.

INDIVIDUAL ITEMS

13. APPROVE REQUEST FOR BEGINNING OF YEAR SCHEDULE CHANGE FOR KINDERGARTEN-FIRST GRADE STUDENTS – approved unanimously (Bailey/Birdwell).
14. APPROVE EXTENSION OF GRASS RANGE BUS ROUTE INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Birdwell/Thompson).
15. APPROVE EXTENSION OF LEWISTOWN BUS ROUTE INTO THE GRASS RANGE SCHOOL DISTRICT – approved unanimously (Bailey/Thompson).
16. APPROVE EXTENSION OF MOORE BUS ROUTE INTO THE LEWISTOWN SCHOOL DISTRICT – approved unanimously (Thompson/Birdwell).

17. APPROVE AGREEMENT BETWEEN YELLOWSTONE BOYS AND GIRLS RANCH AND THE LEWISTOWN PUBLIC SCHOOLS – approved unanimously (Birdwell/Poss).

18. APPROVE CHANGES FOR THE 2016-2017 STUDENT HANDBOOKS – approved unanimously (Bailey/Poss). Short break taken and Discussion began at 8:15pm
19. APPROVE MULTIDISTRICT AGREEMENT BETWEEN LEWISTOWN ELEMENTARY SCHOOLS AND FERGUS HIGH SCHOOL – approved unanimously (Birdwell/Poss).
20. APPROVE REQUEST TO TRANSFER MONEY FROM THE ELEMENTARY AND HIGH SCHOOL GENERAL FUND(S) TO THE RESPECTIVE COMPENSATED ABSENCES FUND(S) – approved unanimously (Bailey/Thompson).
21. APPROVE REQUEST TO TRANSFER MONEY FROM THE ELEMENTARY AND HIGH SCHOOL GENERAL FUND(S) TO THE INTERLOCAL FUND – approved unanimously (Thompson/Birdwell).
22. APPROVE VOIDING OUTDATED STALE WARRANT CLAIMS – approved unanimously (Birdwell/Poss).
23. APPROVE INDIVIDUAL TRANSPORTATION CONTRACT FOR THE HIGH SCHOOL DISTRICT – APPROVED UNANIMOUSLY (Bailey/Thompson).
24. APPROVE SECOND SEMESTER CLAIM FOR INDIVIDUAL CONTRACT BUS REIMBURSEMENT – APPROVED UNANIMOUSLY (Birdwell/Poss).
25. APPROVE SECOND SEMESTER ELEMENTARY AND HIGH SCHOOL CLAIMS FOR BUS REIMBURSEMENT – APPROVED UNANIMOUSLY (Bailey/Thompson).
26. APPROVE AWARDING CONTRACT FOR PROPERTY AND LIABILITY INSURANCE TO MSGIA – APPROVED UNANIMOUSLY (Birdwell/Bailey). Moved up on agenda after #17 at 7:33pm. Voted on at 8:12pm
27. APPROVE REQUEST TO APPLY FOR THE MONTANA ADULT BASIC AND LITERACY EDUCATION GRANT FOR 2016-2017 – NOT APPROVED UNANIMOUSLY (Birdwell/Bailey).
28. APPROVE NOTICE OF RESOLUTION OF INTENT TO SELL/DISPOSE OF SURPLUS PROPERTY – APPROVED UNANIMOUSLY (Bailey/Thompson).
29. SECOND READING AND ADOPTION OF BOARD POLICY #5321P – CONDITIONS FOR USE OF LEAVE – approved unanimously (Bailey/Birdwell).
30. SECOND READING AND ADOPTION OF BOARD POLICY #7535 – ELECTRONIC SIGNATURES – approved unanimously (Birdwell/Bailey).
31. APPROVE ADDITIONS TO THE SUBSTITUTE LIST FOR THE 2015-2016 SCHOOL YEAR—Substitute Bus Driver List – Floyd Carter and Sandy Mikeson. – approved unanimously (Bailey/Thompson).
32. APPROVE PERSONNEL REPORT – See Exhibit A – approved unanimously (Thompson/Poss).

ADJOURNMENT

The meeting was adjourned at 9:03 p.m. The next regular meeting will be held at 6:00 p.m. on Monday, July 11, 2016, at the Lincoln Board Room.

PHILLIP R. KOTERBA	**REBEKAH RHOADES**
BOARD CHAIR	**BUSINESS MANAGER/CLERK**

"EXHIBIT A"

LEWISTOWN PUBLIC SCHOOLS
LEWISTOWN, MONTANA

PERSONNEL REPORT FOR BOARD ACTION

DATE: June 13, 2016

EMPLOYEE NAME	*POSITION*	*LOCATION*	*RECOMMENDED ACTION*	*EFFECTIVE DATE*	*COMMENTS*
MURNION, Tara	Special Education Teacher	Highland Park Elementary School	Accept letter of resignation	June 30, 2016	See attached letter.
TUCEK, Paul	Mechanic	Bus Barn	Accept letter of resignation	July 29, 2016	See attached letter.
COMER, Kelly	Paraprofessional	Garfield Elementary School	Approve revision of contract to reflect actual hours worked—change from up to 4.5 hours per day to up to 7.50 hours per day	June 13, 2016	See attached memo.
POSER-BROWN, Lora	Special Education Summer School Aide	Lewistown Public Schools	Approve appointment at $15.00 per hour for up to 70 hours	June 13, 2016	See attached memo.
DRISSELL, Paula	Pre-K Special Education Summer School Teacher	Lewistown Public Schools	Approve appointment at $17.50 per hour for up to 10 hours	June 13, 2016	See attached memo.
FRY, Judy	Pre-K Special Education Summer School Aide	Lewistown Public Schools	Approve appointment at $15.00 per hour for up to 50 hours	June 13, 2016	See attached memo.
LAMB, Alexandra	Pre-K Special Education Summer School Aide	Lewistown Public Schools	Approve appointment at $15.00 per hour for up to 50 hours	June 13, 2016	See attached memo.

"EXHIBIT A"

LEWISTOWN PUBLIC SCHOOLS
LEWISTOWN, MONTANA

PERSONNEL REPORT FOR BOARD ACTION

DATE: June 13, 2016

EMPLOYEE NAME	*POSITION*	*LOCATION*	*RECOMMENDED ACTION*	*EFFECTIVE DATE*	*COMMENTS*
JOHNSON, Bridgett	Paraprofessional	Fergus High School	Approve revision of contract to reflect actual hours needed—change from up to 6.50 per day to up to 5.00 hours per day	June 13, 2016	Bridgett Johnson will be working one-on-one with a student who only needs supervision for part of the day.
WISE, Jenna	Custodian	Fergus High School	Approve appointment on schedule—MAINT II Step 0 for up to eight hours per day for up to 260 days per year for the 2016-2017 FY plus 4 days for the remainder of the 2015-2016 FY	June 13, 2016	See attached memo.

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date 07/11/2016

Agenda Item No. 13

ITEM TITLE: CLAIMS

Requested By: Board of Trustees **Prepared By:** LuAnn Schrauth **Date:** 07/11/2016

SUMMARY:

Approve claims paid through July 7, 2016, as approved by the Finance Committee.

Members of the Finance Committee for July-September 2016 include: Board Chair Phil Koterba, CJ Bailey, Kris Birdwell, and Troy Kelsey.

SUGGESTED ACTION: Approve Claims as Presented

☐ **Additional Information Attached**

NOTES:

Board Action	Motion	Second	Aye	Nay	Abstain	Other
Bailey						
Birdwell						
Kelsey						
Koterba						
Poss						
Thompson						
Weeden						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date 07/11/2016

Agenda Item No. 14

ITEM TITLE: APPROVE EXTENSION OF THE WINIFRED BUS ROUTES INTO THE LEWISTOWN SCHOOL DISTRICT

Requested By: Board of Trustees **Prepared By:** Rebekah Rhoades **Date:** 07/11/2016

SUMMARY:

The Board of Trustees needs to approve the request from Winifred Public Schools to extend their bus routes into the Lewistown School District as described on the attachments.

SUGGESTED ACTION: Approve Extension of Winifred Bus Routes into the Lewistown School District

☒ **Additional Information Attached**

NOTES:

Board Action	Motion	Second	Aye	Nay	Abstain	Other
Bailey						
Birdwell						
Kelsey						
Koterba						
Poss						
Thompson						
Weeden						

FERGUS COUNTY
BUS TRANSPORTATION AGREEMENT

OUT-OF-DISTRICT APPROVAL

OUT-OF-COUNTY APPROVAL

The Board of Trustees of Winifred School District No. 115, Fergus County, and the Board of Trustees of Lewistown School District No. 1, Fergus County, agree and approve the out-of-district/county approved bus route extensions to pick up students to attend the Winifred Public Schools for the 2015-2016 School Year.

This agreement is blanket coverage for students who are transported by District 115 buses to attend Winifred Public Schools.

Description of Bus Route:

Winifred to Hilger – Highway Route for 23 miles to Hilger. Turn around at mile 23 by Hilger Grain Elevator and head back to Winifred.

Individual Transportation Contracts will be approved on another Attendance and Transportation Agreement.

Gordon Wichman	_____
Board Chair	Board Chair
Winifred School District #115	Lewistown School District #1
Date: 06/13/2016	Date: _____

Approved by Fergus County Transportation Committee:

Yes _____ No _____ Date: _____

_____

County Transportation Committee Chair

*Proposed new bus routes must follow current laws, approval between school districts and approved by the Fergus County Transportation Committee.

FERGUS COUNTY
BUS TRANSPORTATION AGREEMENT

OUT-OF-DISTRICT APPROVAL

OUT-OF-COUNTY APPROVAL

The Board of Trustees of Winifred School District No. 115, Fergus County, and the Board of Trustees of Lewistown School District No. 1, Fergus County, agree and approve the out-of-district/county approved bus route extensions to pick up students to attend the Winifred Public Schools for the 2015-2016 School Year.

This agreement is blanket coverage for students who are transported by District 115 buses to attend Winifred Public Schools.

Description of Bus Route:

The Salt Creek Bus Route enters the Lewistown Elementary School District from the intersection of the Salt Creek Road and Moulton Road and continues west and north for approximately 5.3 miles where it reenters the Winifred K-12 School District.

Salt Creek Bus Route turns west off of the Salt Creek Road on to the Plum Creek Road for approximately 4.3 miles. It then turns east onto a private driveway for approximately 1.1 miles, turns around in a private driveway, and then returns to the Salt Creek Road for the remainder of the route.

Individual Transportation Contracts will be approved on another Attendance and Transportation Agreement.

Gordon Wichman	_____
Board Chair	Board Chair
Winifred School District #115	Lewistown School District #1
Date: 06/13/2016	Date: _____

Approved by Fergus County Transportation Committee:

Yes _____ No _____ Date: _____

_____

County Transportation Committee Chair

*Proposed new bus routes must follow current laws, approval between school districts and approved by the Fergus County Transportation Committee.

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date 07/11/2016

Agenda Item No. 15

ITEM TITLE: APPROVE PERSONNEL REPORT

Requested By: Board of Trustees **Prepared By:** Jason Butcher **Date:** 07/11/2016

SUMMARY:

Attached is the Personnel Report for your review.

SUGGESTED ACTION: Approve All Items

☒ **Additional Information Attached**

NOTES:

Board Action	Motion	Second	Aye	Nay	Abstain	Other
Bailey						
Birdwell						
Kelsey						
Koterba						
Poss						
Thompson						
Weeden						

LEWISTOWN PUBLIC SCHOOLS
LEWISTOWN, MONTANA

PERSONNEL REPORT FOR BOARD ACTION

DATE: July 11, 2016

EMPLOYEE NAME	*POSITION*	*LOCATION*	*RECOMMENDED ACTION*	*EFFECTIVE DATE*	*COMMENTS*
LEAR. Derek	Second Grade Teacher	Highland Park Elementary School	Approve request to pursue a Master's Degree in Educational Leadership	July 11, 2016	See attached letter.
RECOMMENDATIONS FOR ACTIVITIES AND ATHLETICS	Extracurricular Assignments	Lewistown Junior High School	Approve appointment on schedule as recommended	July 11, 2016	See attached list.
RECOMMENDATIONS FOR ACTIVITIES AND ATHLETICS	Extracurricular Assignments	Fergus High School	Approve appointment on schedule as recommended	July 11, 2016	See attached list.

Derek Lear
413 West Barnes
Lewistown, MT 59457

Lewistown Public Schools
Board of Education
215 7th Avenue South
Lewistown, MT 59457

Lewistown School Board,

I am submitting this letter of request to pursue a Master's degree in Educational Leadership through Western Governors University. I have applied to this program to continue my education and develop skills that I can use in my classroom and as an educational leader. With the completion of this program I will have the proper skills to be a grade level leader and an effective administrator in the Lewistown School District. Below are the classes that are offered by Western Governors University in order to earn a Master's degree in Educational Leadership. Should I be accepted into the program I will be starting my degree in the fall of 2016.

Course Description	Competency Units
Governance, Finance, Law, and Leadership of Principals	6
Performance Excellence Criteria for Educational Leaders	4
Strategic Planning for Educational Leaders	2
Student, Stakeholder, and Market Focus for Educational Leaders	5
Measurement, Analysis, and Knowledge Management for Educational Leaders	4
Workforce Focus for Educational Leaders	4
Process Management for Educational Leaders	3
Comprehensive Educational Leadership Integration	2
Practicum in Educational Leadership	7
Capstone Written Project in Educational Leadership	3
Total:	40

Thank You,

Derek Lear
2nd Grade Teacher, Highland Park Elementary School

2016-2017 School Year

Starting Salary	**$32,579.00**

JUNIOR HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS

Activity	Name	Positions	Index	Stipend	Date Approved
COORDINATOR	*Jim Daniels*	Co-Coordinator	0.0525	$ 1,710.40	
	Chelsey Lund	Co-Coordinator	0.0525	$ 1,710.40	
BASKETBALL	*Brad Breidenbach*	Boys Head Coach	0.070	$ 2,280.53	
	Matt Donaldson	Boys First Assistant	0.062	$ 2,019.90	
	Kyle Trafton	Boys Assistant - 1	0.055	$ 1,791.85	
		Boys Assistant - 2	0.055	$ 1,791.85	
	Lee Crouse	Girls Head Coach	0.070	$ 2,280.53	
	Sherry Breidenbach	Girls First Assistant	0.062	$ 2,019.90	
	Jill Murphy	Girls Assistant - 1	0.055	$ 1,791.85	
		Girls Assistant - 2	0.055	$ 1,791.85	
BUILDERS CLUB	*Jenifer Blazicevich*	Advisor	0.015	$ 488.69	
CHEERLEADERS		Head Coach	0.030	$ 977.37	
		Assistant Coach	0.018	$ 586.42	
CROSS COUNTRY	*Jessica Vallincourt*	Head Coach	0.065	$ 2,117.64	
FOOTBALL	*Troy Henderson*	Head Coach	0.065	$ 2,117.64	
	Matt Donaldson	First Assistant	0.057	$ 1,857.00	
	Dylan Buehler	Assistant - 1	0.050	$ 1,628.95	
		Assistant - 2	0.050	$ 1,628.95	
INTRAMURALS			0.030	$ 977.37	
MATHCOUNTS	*Katherine Spraggins*	Advisor	0.015	$ 488.69	

2016-2017 School Year

Starting Salary	**$32,579.00**

JUNIOR HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS

Activity	Name	Positions	Index	Stipend	Date Approved
MUSIC	*Lauren Ortman*	Instrumental Activities	0.034	$ 1,107.69	
	Lauren Ortman	Vocal Activities	0.034	$ 1,107.69	
	Lauren Ortman	Jazz Band	0.040	$ 1,303.16	
		Select Choir Director	0.040	$ 1,303.16	
PHOTO CLUB	*Krystal Ferguson*	Advisor	0.015	$ 488.69	
SKI CLUB		Advisor	0.015	$ 488.69	
STUDENT COUNCIL	*Mandy Eike*	Co-Advisor	0.0125	$ 407.24	
	Krystal Ferguson	Co-Advisor	0.0125	$ 407.24	
TRACK & FIELD	*Noah Vallincourt*	Head Coach	0.065	$ 2,117.64	
		First Assistant	0.057	$ 1,857.00	
		Assistant - 1	0.050	$ 1,628.95	
		Assistant - 2	0.050	$ 1,628.95	
VOLLEYBALL	*Tara Taylor*	Head Coach	0.065	$ 2,117.64	
	Jean Muragin	First Assistant	0.057	$ 1,857.00	
	Kris Gapay	Assistant	0.050	$ 1,628.95	
		Assistant	0.050	$ 1,628.95	
WRESTLING	*Brendon DeCock*	Head Coach	0.065	$ 2,117.64	
	Mitch Ritchey	Assistant	0.050	$ 1,628.95	

ELEMENTARY SCHOOLS ACTIVITY & ATHLETIC RECOMMENDATIONS

COORDINATOR	*Jim Daniels*	Coordinator	0.065	$ 2,117.64	

2016-2017 School Year

Starting Salary **$32,579.00**

FERGUS HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS

Activity	Name	Positions	Index	Stipend	Date Approved
CMY MENTOR ADVISOR	*Angela Woolett*	Advisor	0.0350	$ 1,140.27	
ANNUAL	*Diane Lewis*	Advisor	0.050	$ 1,628.95	
ATHLETIC DIRECTOR	*Jim Daniels*	Director	0.195	$ 6,352.91	
BASKETBALL	*Scott Sparks*	Boys Head Coach	0.150	$ 4,886.85	**05/09/16**
	Derek Lear	Boys First Assistant	0.110	$ 3,583.69	
	Orin Johnson	Boys Assistant - 1	0.090	$ 2,932.11	
	Deena Wier	Girls Head Coach	0.150	$ 4,886.85	**05/09/16**
	Jill Murphy	Girls First Assistant	0.110	$ 3,583.69	
	Nycole Devers	Girls Assistant - 1	0.090	$ 2,932.11	
BUSINESS PROFESSIONALS					
OF AMERICA	*Diane Lewis*	Advisor	0.0350	$ 1,140.27	
CHEERLEADERS		Head Coach	0.125	$ 4,072.38	
		Assistant	0.074	$ 2,410.85	
CONCESSIONS	*Clubs*	Football	$75 per game		
	Clubs	Volleyball	$50 to $75 per game		
	Clubs	Girls Basketball	$75 per game		
	Clubs	Boys Basketball	$75 per game		
	Clubs	Wrestling	$50 per game/$100 per day		
	Clubs	Track	$100 per day		
	Clubs	Speech and Drama	$100 per day		
	Angela Woolett	Orders		$ 500.00	
CROSS COUNTRY -- B/G	*Susie Flentie*	Head Coach	0.125	$ 4,072.38	**05/09/16**
	Melanie Smith	Assistant	0.085	$ 2,769.22	

2016-2017 School Year

Starting Salary	**$32,579.00**

FERGUS HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS

Activity	Name	Positions	Index	Stipend	Date Approved
F CLUB	*Victor Feller*	Advisor	0.015	$ 488.69	
FFA	*Jared Long*	Advisor	0.110	$ 3,583.69	
FCCLA	*Sue Nefzger*	Advisor	0.035	$ 1,140.27	
FOOTBALL	*Victor Feller*	Head Coach	0.145	$ 4,723.96	**05/09/16**
	Troy Hudson	First Assistant	0.105	$ 3,420.80	
	Steve Olson	Assistant - 1	0.085	$ 2,769.22	
	Orin Johnson	Assistant - 2	0.085	$ 2,769.22	
	Derek Lear	Assistant - 3	0.085	$ 2,769.22	
	Rich Nearhoof	Field Preparation		$ 700.00	
GOLF	*Brett Thackeray*	Head Coach	0.090	$ 2,932.11	**05/09/16**
	Keithon Walter	Assistant	0.055	$ 1,791.85	
HONOR SOCIETY	*Meggan Cirrincione*	NHS Advisor	0.035	$ 1,140.27	
INTRAMURALS w/Civic Ctr.	*TBA*	Coach	Paid by Agreement		
KEY CLUB	*Sherry Breidenbach*	Co-Advisor	0.0235	$ 765.61	
	Melanie Smith	Co-Advisor	0.0235	$ 765.61	
MAGAZINE SALES	*Angela Woolett*	Coordinator	0.020	$ 651.58	
MEET MANAGEMENT		Track & Field		$ 75.00	
		Cross Country		$ 75.00	
		Volleyball		$ 75.00	
		Wrestling		$ 75.00	

2016-2017 School Year

Starting Salary	**$32,579.00**

FERGUS HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS

Activity	Name	Positions	Index	Stipend	Date Approved
MUSIC	*Karl Ortman*	FCPA Manager	0.065	$ 2,117.64	
	Karl Ortman	Instrumental Activities	0.110	$ 3,583.69	
	Karl Ortman	Jazz Band Director	0.040	$ 1,303.16	
	Christopher Hildebrant	Vocal Activities	0.070	$ 2,280.53	
	Christopher Hildebrant	Choralaires Director	0.040	$ 1,303.16	
RENAISSANCE	*Adrienna DeCock*	Advisor	0.047	$ 1,531.21	
SCHOOL NEWSPAPER		Co-Advisor	0.025	$ 814.48	
		Co-Advisor	0.025	$ 814.48	
SCHOOL PLAY		Co-Advisor	0.020	$ 651.58	
		Co-Advisor	0.020	$ 651.58	
SCIENCE BOWL/OLYMPIAD	*Adrienna DeCock*	Co-Advisor		$ 585.55	
(0.055 = $1,756.55)	*Mike Mangold*	Co-Advisor		$ 585.55	
	Tim Nefzger	Co-Advisor		$ 585.55	
SKI CLUB		Advisor	0.015	$ 488.69	
SOFTBALL	*Mike Mangold*	Head Coach	0.125	$ 4,072.38	**05/09/16**
		Assistant	0.085	$ 2,769.22	
SPEECH & DRAMA	*Lee Stahl*	Head Coach	0.110	$ 3,583.69	**05/09/16**
		Assistant	0.075	$ 2,443.43	
STUDENT GOVERNMENT	*Luke Brandon*	Advisor	0.047	$ 1,531.21	
	Meggan Cirrincione	Assistant	0.023	$ 749.32	
SkillsUSA	*Loren Drivdahl*	Advisor	0.035	$ 1,140.27	

2016-2017 School Year

Starting Salary	**$32,579.00**

FERGUS HIGH SCHOOL ACTIVITY AND ATHLETIC RECOMMENDATIONS

Activity	Name	Positions	Index	Stipend	Date Approved
TENNIS	*Diane Lewis*	Head Coach	0.145	$ 4,723.96	**05/09/16**
	Andrew James-Bruno	First Assistant	0.105	$ 3,420.80	
TRACK & FIELD	*Steve Olson*	Head Coach	0.145	$ 4,723.96	**05/09/16**
	Vic Feller	First Assistant	0.105	$ 3,420.80	
	Suzy Flentie	Assistant - 1	0.085	$ 2,769.22	
	Gary Cecrle	Assistant - 2	0.085	$ 2,769.22	
VOLLEYBALL	*Tara Taylor*	Head Coach	0.145	$ 4,723.96	**05/09/16**
	Ashley Jenness	First Assistant	0.105	$ 3,420.80	
	Jean Muragin	Assistant	0.085	$ 2,769.22	
WEIGHT ROOM	*TBA*	Co-Coordinator	$15 / Hour up to	$ 900.00	
	TBA	Co-Coordinator	$15 / Hour up to	$ 900.00	
WRESTLING	*Brendon DeCock*	Head Coach	0.145	$ 4,723.96	**05/09/16**
	Mike Mager	First Assistant	0.105	$ 3,420.80	

THE BOARD OF TRUSTEES OF LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

2015-2020 GOALS AND STRATEGIC OBJECTIVES

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

Goal Area 1: Measurable Student Achievement

Statement of Intended Outcome, 2015-2020: *Lewistown Public Schools has developed an outstanding educational program that ensures that every student achieves the highest academic performance possible and has multiple opportunities to actively participate in both co-curricular and extra-curricular activities offered by our District. We use a multitude of measures to gauge student performance based on district-created progress goals. We adequately prepare students for their career/job choices and life choices. Our staff is highly supporting and enthusiastic about our differentiated approach to instruction.*

Strategic Objectives:

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

Goal Area 2: Facilities

Statement of Intended Outcome, 2015-2020: *Lewistown Public Schools continues to strive for a state-of-the-art facilities program that meets the needs of our students and staff on a long-term basis. We have prioritized our facility needs and have a plan in place for resources necessary to achieve our facilities program. Our facilities program is fully supported by our community. In planning for our facilities, we have adequately addressed the issue of technology and incorporated that in to our facilities plan.*

Strategic Objectives:

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

Goal Area 3: Community / Parental Engagement

Statement of Intended Outcome, 2015-2020: *Lewistown Public Schools has created an environment of collaboration and transparency with families of students and with our community as a whole. Families of students are actively involved in their children's education. The community is highly engaged in helping provide the best education possible for our children. As a result of our community's and family's commitment to public education, we have established a collaborative approach to solving public education issues that includes our local legislators.*

Strategic Objectives:

1. Develop, implement and maintain a consistent, district-wide effort to involve parents and interested community members in our schools.
2. Implement an accepted and used communication system so that information can be shared quickly and effectively with parents and interested community members and to allow easy and effective communication from parents and interested community members with the Board, administration and district staff.
3. Implement a program whereby those parents and community members interested and willing to advocate for public schools with the legislature and state agencies are empowered to do so.
4. Utilize social media (i.e. Facebook, Twitter, etc.) to promote school activities and events to keep parents and interested community members informed.

Goal Area 4: Technology

Statement of Intended Outcome, 2015-2020: *Lewistown Public Schools has developed a technology plan that incorporates regular upgrades of both hardware and software and training of staff on existing and new programs. We have successfully incorporated technology into our facilities and all aspects of our educational program in a methodical and effective manner that prepares our students for the real world. We have systems in place to ensure the safety of our students and compliance with District standards.*

Strategic Objectives:

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

Goal Area 5: Highly Qualified Staff

Statement of Intended Outcome, 2015-2020: *Lewistown Public Schools has developed a recruitment and retention program to ensure that the District hires and retains high quality, effective personnel. Our teachers and other staff have been provided professional development opportunities that directly correlate to the high academic standards set by the District. Our teachers and other staff have embraced the use of technology into all aspects of our educational programs. The staff shares the vision of the Board in providing differentiated educational programs in order to meet the needs of our students and in achieving the District's high academic standards.*

Strategic Objectives:

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

<u>Goal Area 6</u>: Fiscal Management/Responsibility

Statement of Intended Outcome, 2015-2020: *Lewistown Public Schools has secured adequate, sustainable funding from the State and has developed a process to prioritize the financial resources that we have according to the educational goals set by the District. We have secured funding sources that are not earmarked for specific causes and have the discretion to determine where funds are needed in order to achieve our high standards and our goals. Through our community engagement initiative, our community understands our budgeting process, they support our schools and they understand our needs and the strategic direction of our District.*

Strategic Objectives:

1. Review all financial processes; streamline and consolidate these processes where possible; find ways to improve efficiencies and accountability in our financial processes while reducing, if possible, staff frustration with them.
2. Seek ways to better involve staff in budget development.
3. Carefully assess specific ways in which we can involve community, staff and the Board in better maintaining a strong and influential presence in the next Montana Legislature (2017).
4. The Lewistown Schools leadership team works with outlying communities to determine what cooperative efforts can be made to make the best use of limited resources.

<u>Conclusion</u>:

Prior to June 30 of each fiscal year, the Board of Trustees will review these Goals and Strategic Objectives and insure they still represent appropriate and realistic milestones on our way to our 20-year vision.

School District #1 Mission Statement:

Excellence Today, Success Tomorrow

Core Values of the Lewistown Public Schools:

1. **High Standards**: Lewistown Public Schools upholds high standards and expectations for the Board, staff and students of the District. We strive to provide challenging curriculum taught by innovative leaders in the field of education, utilizing research-based curriculum and implementing best practices.

2. **Student-Centered:** The motivation for everything we do is based upon what is right and best for the children of our community. We ensure the development, well-being and education of students through a variety of academic and extracurricular activities. We assist students in overcoming challenges and help them celebrate their successes, all as part of a plan to maximize the potential of each student.

3. **Effective and Efficient Practices:** Lewistown Public Schools is committed to effective and efficient stewardship of our resources.

4. **Accountability:** Lewistown Public Schools is accountable for all that we do from fiscal management to the performance of students, staff, administration and the Board.

5. **Community Support:** Lewistown Public Schools understands that community support is vital, earned and continually renewed through consistent dedication to quality service. We believe the key to success is found through mutual engagement of the community and the schools, effective interaction between parents, students, staff, administrators, trustees and all elements of the Lewistown Community. We value the trust the community has invested in our public schools and we strive to earn and maintain that trust.

6. **Communication:** Lewistown Public Schools values effective and open communication with parents, students, staff, trustees and the community.

BOARD OF TRUSTEES
Phil Koterba, Board Chair

CJ Bailey
Kris Birdwell
Troy Kelsey
Shelley Poss
Jennifer Thompson
Monte Weeden

LEWISTOWN PUBLIC SCHOOLS
2016-2017 SCHOOL CALENDAR

A. Pupil Instruction

First Semester — **90 Days**

FIRST QUARTER					DAYS
First Week	Aug	25	-- Aug	26	2
Second Week	Aug	29	-- Sept	2	5
Third Week	Sept	6	-- Sept	9	4
Fourth Week	Sept	12	-- Sept	16	5
Fifth Week	Sept	19	-- Sept	23	5
Sixth Week	Sept	26	-- Sept	30	5
Seventh Week	Oct	3	-- Oct	7	5
Eighth Week	Oct	10	-- Oct	14	5
Ninth Week	Oct	17	-- Oct	19	3
Tenth Week	Oct	24	-- Oct	28	5
					44

SECOND QUARTER					DAYS
First Week	Oct	31	-- Nov	2	3
Second Week	Nov	7	-- Nov	11	5
Third Week	Nov	14	-- Nov	18	5
Fourth Week	Nov	21	-- Nov	22	2
Fifth Week	Nov	28	-- Dec	2	5
Sixth Week	Dec	5	-- Dec	9	5
Seventh Week	Dec	12	-- Dec	16	5
Eighth Week	Dec	19	-- Dec	21	3
Ninth Week	Jan	3	-- Jan	6	4
Tenth Week	Jan	9	-- Jan	13	5
Eleventh Week	Jan	17	-- Jan	20	4
					46

Second Semester — **89 Days**

THIRD QUARTER					DAYS
First Week	Jan	23	-- Jan	27	5
Second Week	Jan	30	-- Feb	3	5
Third Week	Feb	6	-- Feb	10	5
Fourth Week	Feb	13	-- Feb	17	5
Fifth Week	Feb	20	-- Feb	23	4
Sixth Week	Feb	27	-- Mar	3	5
Seventh Week	Mar	6	-- Mar	10	5
Eighth Week	Mar	13	-- Mar	17	5
Ninth Week	Mar	20	-- Mar	24	5
					44

FOURTH QUARTER					DAYS
First Week	Mar	27	-- Mar	31	5
Second Week	Apr	3	-- Apr	7	5
Third Week	Apr	10	-- Apr	13	4
Fourth Week	Apr	18	-- Apr	21	4
Fifth Week	Apr	24	-- Apr	28	5
Sixth Week	May	1	-- May	5	5
Seventh Week	May	8	-- May	12	5
Eighth Week	May	15	-- May	19	5
Ninth Week	May	22	-- May	26	5
Tenth Week	May	30	-- May	31	2
					45

B. Pupil Instruction Related Days (PIR) - (Teachers ONLY - No School for Students)

		Totals
August 23-24	PIR	2.00
October 20-21	Staff Development Days - Teachers Convention	2.00
November 2-3	Parent Teacher Conferences **(Evening on Nov 2, All Day on Nov 3)**	1.50
January 16	PIR	1.00
March 28	Parent Teacher Conferences - **Evening ONLY (Regular Day for Students)**	0.50
Floater	PIR	1.00
		8.00

2015-2016 Regular Board Meetings		
July	11	6:00 p.m.
Aug	8	6:00 p.m.
Sept	12	6:00 p.m.
Oct	10	6:00 p.m.
Nov	14	6:00 p.m.
Dec	12	6:00 p.m.
Jan	9	6:00 p.m.
Feb	13	6:00 p.m.
Mar	13	6:00 p.m.
Apr	10	6:00 p.m.
May	8	6:00 p.m.
June	12	6:00 p.m.

C. Holidays / Vacations (Dates Inclusive)

September 5	Labor Day
October 20-21	Fall Vacation (Teachers - Convention)
November 3	Parent Teacher Conferences **(Vacation Day for Students)**
November 4	Vacation Day
November 23-25	Thanksgiving Vacation
December 22-January 2	Winter Break
January 16	PIR **(Vacation day for Students)**
February 24	Vacation Day
April 14-17	Spring Break
May 29	Memorial Day