

**LEWISTOWN PUBLIC SCHOOLS
BOARD OF TRUSTEES**

LINCOLN BOARD ROOM

215 7th Avenue South
Lewistown, Montana 59457

MONDAY, July 10, 2023

REGULAR BOARD MEETING

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Meeting ID

meet.google.com/ccw-gomy-dip

Phone Numbers

[\(US\)+1 605-743-0395](tel:+16057430395)

PIN: 421 669 826#

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

1. Roll Call
2. Pledge of Allegiance
3. Motion to Set Agenda
4. Discussion—2022-2023 Annual Report
5. Report—Committees of the Board
6. Discussion – Bond Update
7. Report—Investment
8. Report—End of Year Transfers and Recap
9. Report—Superintendent

PUBLIC PARTICIPATION

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

ACTION ITEMS

MINUTES

11. Minutes of the June 12, 2023 Regular Board Meeting

APPROVAL OF CLAIMS

12. Claims

INDIVIDUAL ITEMS

13. Approve Changes for the 2023-2024 Elementary and Jr. High School Student Handbooks
14. Approve Second Reading Board Policy 2050 – Student Instruction
15. Approve Second Reading Board Policy 2167 – Correspondence Courses
16. Approve Second Reading Board Policy 2168 – Online and Distance Learning
17. Approve Second Reading Board Policy 2170 – Digital Academy
18. Approve Second Reading Board Policy 2170P – Digital Academy
19. Approve Second Reading Board Policy 3100 – Early Enrollment for Exceptional Circumstances

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20. Approve Second Reading Board Policy 3121 – Enrollment and Attendance Records
21. Approve Second Reading Board Policy 3121P – Enrollment and Attendance Records
Average Number Belonging
22. Approve Second Reading Board Policy 3413 – Student Immunization
23. Approve Second Reading Board Policy 3417 – Communicable Diseases
24. Approve Second Reading Board Policy 5230 – Prevention of Disease Transmission
25. Approve Second Reading Board Policy 5130 – Staff Health
26. Approve Second Reading Board Policy 5223 – Personal Conduct
27. Approve Second Reading Board Policy 5321 – Leaves of Absence
28. Approve Second Reading Board Policy 1310 – District Policies and Procedures
29. Approve Second Reading Board Policy 2221 – School Emergencies
30. Approve Second Reading Board Policy 2221P - School Closure
31. Approve Second Reading Board Policy 4330 – Community Use of Facilities
32. Approve Second Reading Board Policy 8301 – Direct Safety
33. Approve First Reading of NEW Board Policy 5322 – Military Leave
34. Approve Extension of Winifred Bus Routes into the Lewistown School District
35. Approve Extension of Roy Bus Routes into the Lewistown School District
36. Approve and Review ESSER Re-Opening Plan
37. Approve Change of Bus Stop at Hilger
38. Approve Recommendation of 8th Grade Sports Participation at Fergus High School
39. 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/266>

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:

- a. Speaker must first be recognized by the Chair and identify him/herself.
- b. Comments may not infringe on the rights to privacy of another.
- c. Each speaker shall be allowed a presentation not to exceed three (3) minutes at the appropriate time on the Agenda.
- d. There will be a limit of one presentation per person.
- e. 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.
- f. 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.
- g. 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**



**2022-2023
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

Garfield Elementary School	Matt Lewis
Highland Park Elementary School	Matt Ventresca
Lewis & Clark Elementary School	Danny Wirtzberger
Lewistown Junior High School	Jeff Friesen
Fergus High School	Thom Peck
Activities - Fergus High School	Paul Bartos
Assessment	Thom Peck
Business Office	Rebekah Rhoades
Curriculum	Thom Peck
Maintenance	Jason Fry
School Food Service	Amie Friesen
Special Education	Chelsey Rogers
Technology	Scott Baldwin
Title I	Thom Peck
Transportation	Rob Odermann

**GARFIELD
ELEMENTARY
SCHOOL**

Matt Lewis



Garfield Elementary School

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Matthew Lewis, Principal

Lanna Schoenfelder, Secretary

Garfield Elementary Annual Report 2022-2023

Goal Area 1: Measurable Student Achievement

Multi-Tiered Systems of Support (MTSS)

This year the team consisted of Marne Dohrmann, Maria Derheim, Emily Louis, Rachael Swimley, Pam Roberts, Jack Baldwin, Shalon Wilson, Leah Strouf, Audrey Boling, and myself. Miss Derheim and Miss Swimley co-chaired this committee and need to be commended for their leadership. The use of our “Tier Tracker,” which is an excel spreadsheet that allows us to track all student data and interventions, essentially going paperless. This information was used by all of the staff at some point during the school year. The MTSS team used this information for student placement into intervention groups along with teacher input. It was very useful in streamlining our data collection and it acted as a fidelity check for all staff members. In addition, we added a tab that outlined the next steps for the teacher in order to help students in the area of need. This documentation really helped when we followed up with the teacher regarding progress of the interventions in place. This process also allows us to transfer student data to Highland Park very easily.

We continued to use the Dibels 8th edition Reading Assessment. At the Kindergarten and 1st grade level this assessment measures, non-sense word fluency, word segmentation, letter sound recognition, letter identification, sight words and a fluency assessment at the end of 1st grade. As we began the school year our benchmark scores were a little low with a large portion of our students falling into the intensive academic category. One factors that we took into consideration when we began to look at our fall benchmark scores: We had students take the assessment the 3rd week of school, which is earlier than we have in the past. This has a greater impact on our Kindergarten students for sure.

This year we continued our ABC club and backwards ABC club to challenge students to know their ABCs. While this seems like a given, they would know them, we were shocked to see at the end of the 1st semester only 59% of our students could say the ABCs. The students definitely rose to the challenge because at the end of the year we had 92% of the students reciting it with no assistance at all. In the end, we also had 30+ students who could recite the ABCs backwards. It is important to note that when we assessed student this was not timed, which is different from our Dibels assessments which is a one minute timed assessment.



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Curriculum

This was a big year with the adoption of new math and language arts materials being purchased. Staff worked hard to plan the year integration of the new materials into the lessons. The Wonders materials has some great tools to assess students to help identify gaps in student learning. As we continue updating and revising our language arts pacing guides these assessments will really help with being able to consistently gauge not only student progress but gaps in our instructional planning at each grade level. The Bridges material also had some great tools teachers used this year to assist our students grow in their number sense knowledge. The math corner activities really were a nice addition to all of our classrooms. This portion of the Bridges program took calendar activities and worked on patterns, number sense, shapes, predictions, and so much more. It was great to watch students really think critically about their predictions and share their math reasoning skills.

We will continue to emphasize the importance of students practicing phonemic awareness skills to ensure we build the foundation for fluent readers. We are using the Haggerty Phonemic Awareness program to assist with this focus. This program focuses on 8 phonemic awareness skills: Rhyming, Onset Fluency, Blending, Isolating final or medial phonemes, segmenting, adding phonemes, deleting phonemes, and substituting phonemes. These daily activities engage students as a class and individually. The program allows students to hear their teachers' model the activities then replicate the rhyming, blending, segmenting, substitution, or addition/subtraction of phonemes in words.

Interventions

This year we continued our skill based school wide interventions for our Kindergarten and 1st grade students. The classroom teachers, Mrs. Boling, and our paras were able to create targeted, skill specific intervention groups this year. Mrs. Boling used a comprehensive reading and math skills assessment to identify the need along with the classroom teachers' observation and classroom based assessments. This allowed us to really focus on the phonemic awareness and phonics skills students were lacking and are the foundations of reading. Along with identifying number sense skills that are needed to ensure a solid math foundation. These targeted interventions were relatively short in duration and allowed the students to stay in the classroom for the core reading and math instruction. It also allowed us to service far more students which over time will begin to show in our future reading and math scores



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KinderSteps

This was the 4th year for our KinderSteps program. This program was designed to assist students who are age eligible for kindergarten but not quite ready for school on a social/emotional and academic level. This year we had 12 students enrolled in the class, which was a lot of fun to watch.

While much of the social/emotional data is more anecdotal in nature the growth shown by the students was quite noticeable. Those on the move teachable moments allowed Ms. Dohrmann and Miss Sandy to work on social interactions, such as, sharing, peer assistance, manners, how to ask for something, how to apologize, and taking responsibility. Ms. Dohrmann did a wonderful job with the academic side of things as well. The focus on number sense and getting kids to have a firm grasp of that is fundamental to later success in math. In reading, they worked on understanding parts of a story, sequencing of a story, pre-writing and writing skills along with phonics and phonemic awareness skills.

Ms. Dohrmann and I have visited about HB 352 and its impact on the program. Looking at the legislation, this program will become a classroom based intervention program as defined by the legislation. While our criteria will change slightly with the Board of Public Education providing school districts with an assessment that will predict or gauge student reading proficiency by 3rd grade. This will help us really streamline the identification of students eligible for the program and guide the program in its early literacy instruction. We have worked to revise our program description already to ensure that it is in line with the intent of the law to help us maintain a program that will help kids be proficient readers by 3rd grade.



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Dibels 8th Edition Benchmark Assessments

We used Reading Benchmark Assessment to identify Intensive, Strategic and Core students in Early Reading concepts. Below are the benchmark assessments results.

Kindergarten Early Reading Benchmarks

	Beginning	Middle	End
Letter Naming Fluency (LNF)	Goal: 25	Goal: 37	Goal: 42
Students Tested	89	90	86
Mean (Standard Deviation)	18.3(14.8)	36.4(18.4)	48.9(18.2)
	28% Core	51% Core	66% Core
	21% Strategic	14% Strategic	14% Strategic
	51% Intensive	34% Intensive	20% Intensive
Phoneme Segmentation (PSF)	Goal: 5	Goal: 29	Goal: 44
Students Tested	89	90	86
Mean (Standard Deviation)	8.9 (11.7)	33.9 (17.7)	48.1(21.1)
	25% Core^	41% Core^	53% Core^
	25% Core	28% Core	17% Core
	2% Strategic	2% Strategic	3% Strategic
	48% Intensive	29% Intensive	26% Intensive



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Non-Sense Word Fluency (NWF-CLS)	Goal: 9	Goal: 25	Goal: 31
Students Tested	89	90	86
Mean (Standard Deviation)	5.3(14.9)	19 (15)	34.3 (23.1)
	6% Core^	16% Core^	17% Core^
	13% Core	18% Core	38% Core
	13% Strategic	19% Strategic	9% Strategic
	67% Intensive	48% Intensive	35% Intensive
Non-Sense Word Fluency (NWF-WRC)	Goal: 1	Goal: 3	Goal: 7
Students Tested	89	90	86
Mean (Standard Deviation)	0.8 (4.6)	3.2 (4.9)	8.6 (8.5)
		17% Core^	27% Core^
	10% Core	17% Core	23% Core
	90% Strategic	18% Strategic	20% Strategic
		49% Intensive	30% Intensive



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Word Reading Fluency (WRF)	Goal: 1	Goal: 4	Goal: 10
Students Tested	89	90	89
Mean (Standard Deviation)	1.2 (7.9)	5.4 (8.7)	12.6 (10.7)
		16% Core^	23% Core^
	18% Core	37% Core	37% Core
	82% Strategic	24% Strategic	15% Strategic
		23% Intensive	24% Intensive
Composite	Goal: 306	Goal: 371	Goal: 420
Students Tested	89	90	86
Mean (Standard Deviation)	292 (47)	367.7 (29.3)	430.8 (39.1)
	17% Core^	21% Core^	24% Core^
	13% Core	27% Core	40% Core
	20% Strategic	13% Strategic	18% Strategic
	49% Intensive	39% Intensive	28% Intensive



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First Grade Early Reading Benchmarks

Measure	Beginning	Middle	End
LNF – Letter naming Fluency	Goal: 42	Goal: 57	Goal: 59
Students tested	90	90	88
Mean	41.5 (16.1)	60 (16.5)	67.3 (15.3)
	52% Core	67% Core	75% Core
	24% Strategic	14% Strategic	14% Strategic
	23% Intensive	19% Intensive	11% Intensive
PSF – Phoneme Segmentation	Goal: 31	Goal: 43	Goal: 45
Students Tested	90	90	88
Mean	43.8(16.4)	54.5 (16.5)	60 (15.3)
	44% Core	51% Core	60% Core
	41% Core	28% Core	27% Core
	7% Strategic	12% Strategic	8% Strategic
	8% Intensive	9% Intensive	5% Intensive



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NWF – Nonsense Word Fluency-CLS	Goal: 30	Goal: 52	Goal: 55
Students Tested	90	90	89
Mean	33.5(22.7)	54.7 (26.4)	68.9 (36.3)
	23% Core	16% Core	21% Core
	28% Core	31% Core	39% Core
	8% Strategic	26% Strategic	20% Strategic
	41% intensive	28% Intensive	19% Intensive
NWF – Nonsense Word Fluency - WRC	Goal: 5	Goal: 14	Goal: 15
Students Tested	90	90	89
Mean	7.3 (8)	14.8 (9.6)	19.7 (12.9)
	14% Core	12% Core	19% Core
	38% Core	33% Core	42% Core
	28% Strategic	31% Strategic	22% Strategic
	20% Intensive	23% Intensive	17% Intensive
WRF – Word Reading Fluency	Goal: 12	Goal: 17	Goal: 25
Students Tested	90	90	89
Mean	12.1 (11.2)	20.4 (17.6)	31 (21.1)
	12% Core	16% Core	17% Core
	22% Core	30% Core	29% Core
	32% Strategic	13% Strategic	35% Strategic
	33% intensive	41% intensive	19% Intensive



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ORF – Oral Reading Fluency	Goal: 10	Goal: 21	Goal:39
Students Tested	90	90	89
Mean	12.3 (19)	22.6 (25.6)	51.7 (35.1)
	11% Core	12% Core	19% Core
	23% Core	19% Core	35% Core
	22% Strategic	33% Strategic	21% Strategic
	43% Intensive	36% Intensive	25% Intensive
Measure	Beginning	Middle	End
ORF – Oral Reading Fluency - Accuracy	Goal: 67	Goal: 87	Goal: 91
Students Tested	90	90	89
Mean	42.3 (31.8)	60.2(27.5)	85.2 (17.8)
	28% Core	2% Core	49% Core
	22% Strategic	43% Strategic	12% Strategic
	50% Intensive	37% Intensive	38% Intensive
Composite	Goal: 330	Goal: 389	Goal: 441
Students Tested	90	90	89
Mean	332.9 (23)	393.2 (29)	456.9 (37.8)
	13% Core^	13% Core^	20% Core^
	31% Core	27% Core	38% Core
	28% Strategic	40% Strategic	29% Strategic
	28% Intensive	20% Intensive	12% intensive



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The assessment scores you see above are based on one minute timed sessions with individual students. Mrs. Boling and Miss Aly take one week in the fall, winter and spring to complete these assessments for our school and test each student individually. In most cases there is growth from fall to spring but there are also opportunities to get better. In looking at the Oral Reading Fluency for 1st grade and Word Reading Fluency at Kindergarten, we may need to look at how we can help students improve in these areas. Possibly creating a few 1st grade Read Naturally groups could improve fluency.

At the end, I looked at the end of the year composite scores for each grade level. This is an overall look at how students did on all of the assessments combined. There were a couple of interesting numbers that stuck out when really examining how our students did overall. When looking at the Kindergarten Composite score you will see we had 54 out of the 86 students tested score in the core or above core category, meaning these students are proficient in those areas. I also looked at the student in the intensive category which is where we had 24 student this spring. A little closer look at this number revealed of those 24 kids 4 of those kids are on IEPs and 10 of those students are in KinderSteps and 3 are being retained. So this breaks down to having 7 general ed student who fall into the intensive category out 86 kids tests, which is about 8% of the grade level. I looked at the same numbers for 1st grade and found some similar information. We had 52 students score in the core or above core categories. Out of the 12% or 11 students in the intensive category in the 1st grade composite score it turns out that 5 out of the 11 are already on IEPs. This would mean that 6 general ed students are at the intensive category out of 89 students assessed, which is about 7% of the grade level.



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Goal Area 2: Facilities

Utilizing space at Garfield is never a problem. We have done our best to ensure students have appropriate learning spaces. We have adjusted some of our intervention groups to better use the space we have. We have paraprofessionals now doing more push in services in the classroom and pulling small groups of students. This not only helps with our space issue but also assists the classroom teacher, freeing them up to help other students.

We did get all of our cameras operational this year. In looking at how our hallway cameras were set up we are in need of one more camera in our 1st grade hallway to have better coverage of our exterior doors. The addition of one more outside camera, would give us a better picture of our upper playground and improve our ability to ensure student safety.

In addition, Garfield purchased handheld radios for the staff. This has really helped in communicating with each other during the school day. It has been so nice to be able to radio the playground when we are in need of assistance or looking for a student. A great example of how this has helped our staff, we had a student get his arm stuck between two boards on the wooden play set on the lower half of our playground. The duty staff simply radioed for help and I was able to be outside in a matter of minutes to assist getting the student unstuck. They come in very handy at the end of the day when we are loading buses, to ensure students are where they need to be or if we have a parent show up at the last minute to pick up their student.

Garfield also installed a doorbell/intercom system on the front door of the school. This has allowed us to secure the front door of the school during school hours. Any person visiting the school must ring the doorbell in order to gain access to the building. This was a staff decision and a priority to ensure the safety and security of our staff and students. This has been a very welcome addition to our school and parents that I have talked to were very appreciative of this doorbell/intercom system. Mr. Bradley and Mr. Chris have done a good job trying to keep our building looking its best. They both have worked well with the other staff members and have great interactions with our students. While Mr. Bradley left in the middle of the year, Mr. Chris has done his best to step in and get things done. Mr. Chris has been also driving bus so next year when he is just focused on the upkeep of Garfield great things will happen.



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Goal Area 3: Community/Parent Engagement

Community and parent engagement and involvement has begun to pick up. We began to see more classroom visitors and helpers for class parties and presentations and hope to expand this opportunity even more next year.

This is the sixth year we began our year with “meet and greets” spending the first three days with parents and students talking about what the year will hold for everyone. This has proven to be a great way to get the parents into the building at the beginning of the year. Our meetings were Wednesday, from 12pm to 6pm, Thursday and Friday from 8am to 4pm. Our staff has felt these meetings are very beneficial not only for the families but for our students as well. It is a great way to get families into the building and help make students comfortable as we begin the school year. We were able to invite families and our community members to the high school for our Kindergarten and 1st grade music programs. Our music programs put on by Ms. Wright were well done. She has done a good job engaging kids and getting them to enjoy music. This year we did separate our programs out, having kindergarten and 1st grade perform separately. Our Care’s Room and KinderSteps class also had a separate program that was a lot of fun for students, parents, and staff. This is the third year we have done our kindergarten screening after school has let out. We have seen a couple of really cool things happen with this change. The biggest being we get to have the screening at Garfield and give students and parents a chance to see our school. This is also nice because we are not pulling teachers out of their classrooms and don’t have to worry about guest teachers. We have also been able to include our transportation, food service, PTO and Head Start in this process.

Goal Area 4: Technology

We continue to look for ways to integrate technology into our instructional and professional development practices. The Chromebook carts we have are well used and staff began to integrate more class wide activities. Giving students a simple foundation regarding technology is very important for preparing our students for further educational opportunities. The adoption of our new reading and math material has given staff and students a greater opportunity to utilize those resources. This year we also place 6 more Chromebooks in each classroom to assist in expanding technology opportunities.



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Goal Area 5: High Qualified Staff

This has been another great year with staff members. As a whole both the kindergarten and 1st grade teams began to really work together and move our school in a very positive direction. We continue to work on communication down both hallways and I think it continues to improve. We have done little things like staff potlucks, dress up day, staff birthday celebrations, and a variety of appreciation days to help with overall morale.

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 to see all of the wonderful things our teachers are doing. This year I evaluated 6 non-tenure teachers and 3 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. Using our data and meeting with teachers this year has also been a great tool for making sure we continue to have high quality instruction. This has given me an area to focus on as I observe and evaluate staff throughout the school year.

**HIGHLAND
PARK
ELEMENTARY
SCHOOL**

Matt Ventresca



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Matthew Ventresca, Principal

Jenni Bristol, Secretary

2022-2023 HIGHLAND PARK ELEMENTARY ANNUAL REPORT

EXCELLENCE TODAY, SUCCESS TOMORROW!!!

Enrollment:

The following table represents the ending enrollment numbers for 2nd, 3rd & 4th Grade at Highland Park for the 2022-2023 school year. It also shows a continuum of enrollment numbers for prior years of Highland Park since we moved Highland Park to 2nd-4th grade.

Highland Park Elementary	2022-23 HP	2021-22 HP	2020-21 HP	2019-20 HP	2018-19 HP	2017-18 HP	2016-17 *HP Move*
2 nd Grade	123	97	97	104	103	98	91
3 rd Grade	91	94	107	99	94	98	97
4 th Grade	100	111	93	100	94	99	92
Total	315	302	297	303	291	295	280
Change (+ / -)	+13	+5	-6	+12	-4	+15	N/A due to move

“Watch Us SOAR!”

Attendance:

Highland Park's average daily attendance for the 2022-2023 school year was 93.36%. This is a 1.19% INCREASE from last year's attendance rate of 92.17%. This is the largest attendance increase since tracking this statistic.

Highland Park Elementary	2022-23 HP	2021-22 HP	2020-21 HP	2019-20 HP	2018-19 HP	2017-18 HP	2016-17 *HP Move*
Student Count	315	302	297	303	291	295	280
Membership Days	52910	50496	50630	51226	50515	49972	47433
Absent Days	3511	3953	3045	2272	2627	2528	2358
Average Daily Membership (ADM)	298.94	286.90	282.84	291.06	282.19	279.18	264.99
Average Daily Attendance (ADA)	279.08	264.44	265.77	278.05	267.48	264.95	251.75
Attendance Rate (%)	93.36%	92.17%	93.98%	95.56%	94.80%	94.94%	95.03%
Change (+ or -)	+1.19%	-1.81%	-1.58%	+76%	-14%	-.09%	+ .26%

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. Lewistown Public Schools chose to apply to be a part of OPI's Districtwide MTSS district. Only five districts were chosen for this grant and Lewistown Public Schools was one of them.

At Highland Park 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, Highland Park Elementary's 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 are at least two members of each grade level, all Special Education teachers, Title I teachers, School Counselor, School Psychologist, and the principal.

"Watch Us SOAR!"

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 Highland Park 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 Highland Park 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

NWEA MAP Testing

Measure of Adequate Progress (MAP) testing was continued for all students in 2nd, 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/instructional groups; 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.

2nd Grade Spring MAP Reading 2-5 Common Core 2010 V4

2nd Spring MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2022-2023	89% 102 students	6% 7 students	4% 5 students	195.8
2021-2022 **1st year using this assessment for 2nd**	83% 72 students	13% 11 students	5% 4 students	191.8

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2nd MAP Reading 2-5 Common Core 2010 V4 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 **185** or higher by the end of 2nd grade.

3rd Grade Spring MAP Reading 2-5 Common Core 2010 V4

3rd Spring MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2022-2023	86% 74 students	12% 10 students	2% 2 students	204.5
2021-2022	80% 72 students	16% 14 students	3% 3 students	204.2
2020-2021	81% 79 students	14% 14 students	5% 5 students	202.3
2019-2020 Winter score used due to Closures	89% 80 Students	11% 10 students	0% 0 students	202.5
2018-2019	76% 69 students	12% 11 students	12% 11 students	203.3
2017-2018	78% 71 students	15% 14 students	7% 6 students	202.9
2016-2017	76% 68 students	15% 13 students	9% 8 students	202.1
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	

3rd MAP Reading 2-5 Common Core 2010 V4 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 **197** or higher by the end of 3rd grade.

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

4th Spring MAP Reading	Benchmark	Strategic	Intensive	Mean RIT Score
2022-2023	72% 63 students	18% 16 students	9% 8 students	208.6
2021-2022	79% 86 students	10% 11 students	11% 12 students	209
2020-2021	78% 66 students	12% 10 students	11% 9 students	209.5
2019-2020 Winter score used due to Closures	70% 69 students	23% 23 students	6% 6 students	206.6
2018-2019	80% 70 students	11% 10 students	8% 7 students	209.8
2017-2018	69% 61 students	21% 19 students	10% 9 students	208.5
2016-2017	71% 61 students	17% 15 students	12% 10 students	209
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 **204** or higher by the end of 4th grade.

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2nd Grade Spring MAP Math 2-5 Common Core 2010 V2

2nd Spring MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
2022-2023	67% 76 students	21% 24 students	12% 14 students	191
2021-2022 **1st year using this assessment for 2nd**	76% 65 students	21% 18 students	5% 4 students	192.7

2nd 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 **189** or higher by the end of 2nd grade.

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

3rd Spring MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
2022-2023	86% 74 students	7% 6 students	7% 6 students	207.3
2021-2022	65% 58 students	21% 19 students	13% 12 students	201.3
2020-2021	70% 69 students	22% 22 students	7% 7 students	202.4
2019-2020 Winter score used due to Closures	60% 55 students	29% 26 students	11% 10 students	198.3
2018-2019	68% 62 students	21% 19 students	11% 10 students	203.7
2017-2018	54% 49 students	30% 27 students	16% 14 students	200.4
2016-2017	53% 47 students	37% 33 students	10% 9 students	201.8

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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	

3rd 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 **201** or higher by the end of 3rd grade.

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

4th Spring MAP Math	Benchmark	Strategic	Intensive	Mean RIT Score
2022-2023	56% 51 students	18% 16 students	26% 23 students	208
2021-2022	59% 64 students	25% 27 students	17% 18 students	208.7
2020-2021	63% 53 students	26% 22 students	11% 9 students	209.2
2019-2020 Winter score used due to Closures	56% 55 students	31% 30 students	13% 13 students	206.5
2018-2019	52% 47 students	32% 29 students	16% 14 students	209
2017-2018	60% 53 students	26% 23 students	15% 13 students	212.7
2016-2017	57% 50 students	25% 22 students	17% 15 students	211.8
2015-2016	76% 73 students	16% 16 students	7% 7 students	
2014-2015	68% 52 students	22% 17 students	10% 8 students	

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2013-2014	59% 45 students	25% 19 students	15% 11 students	
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4th 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 **210** or higher by the end of 4th grade.

Reading Fluency

LPS K-6 schools continued to use the Dibels Data System. The Dibels system uses the **ORF (Oral Reading Fluency)** assessment that is similar to the former FastBridge CBMR (Curriculum Based Measurement for Reading) assessment where words correct in a one minute timing identify intensive, strategic and benchmark students in Oral Reading Fluency for second, third and fourth grades. The charts below give you a look at how 2nd, 3rd, and 4th fared at the end of the year Spring Benchmark with all our different reading fluency assessments over the years.

DIBELS Oral Reading Fluency (ORF) is a standardized, individually administered test of accuracy and fluency with connected text. ORF is a measure that assesses Accuracy and Fluency with Text, the ability to effortlessly translate letters to sounds and sounds to words. Student performance is measured by having students read a passage aloud for one minute. Words omitted, substituted, and hesitations of more than three seconds are scored as errors. Words self-corrected within three seconds are scored as accurate. The number of correct words per minute is the oral reading fluency score.

2nd Grade Reading Fluency - Dibels ORF (Oral Reading Fluency)

2nd Grade Spring ORF	Benchmark	Strategic	Intensive
2022-2023 Dibels ORF	54%	19%	27%
2021-2022 Dibels ORF	52%	17%	28%
2020-2021 *New Assessment – Dibels ORF*	59%	12%	29%
2019-2020 FastBridge CBMR Winter - Covid	49%	21%	30%
2018-2019 FastBridge CBMR	73% 68 students	6% 6 students	20% 19 students

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2017-2018 *New Assessment – FastBridge CBMR*	64% 58 students	17% 15 students	19% 17 students
2016-2017 AIMSweb RCBM	65.4% 55 students	28.5% 24 students	6% 5 students
2015-2016 AIMSweb RCBM	77% 72 students	18% 17 students	5% 5 students
2014-2015 AIMSweb RCBM	69.4% 57 students	20.6% 17 students	9.7% 8 students
2013-2014 AIMSweb RCBM	73% 68 students	25.7% 24 students	1% 1 student

ORF benchmark goal for 2nd grade is established at **94** words per minute on oral reading fluency by the end of the school year. FastBridge CBMR was 104. AIMSweb RCBM benchmark was **92**.

3rd Grade Reading Fluency - Dibels ORF (Oral Reading Fluency)

3rd Grade Spring ORF	Benchmark	Strategic	Intensive
2022-2023 Dibels ORF	56%	23%	21%
2021-2022 Dibels ORF	70%	15%	16%
2020-2021 *New Assessment – Dibels ORF*	58%	23%	18%
2019-2020 FastBridge CBMR Winter - Covid	70%	16%	14%
2018-2019 FastBridge CBMR	72% 65 students	7% 6 students	22% 20 students
2017-2018 *New Assessment – FastBridge CBMR*	66% 60 students	9% 8 students	25% 23 students
2016-2017 AIMSweb RCBM	71.2% 62 students	16% 14 students	12.5% 11 students
2015-2016 AIMSweb RCBM	69.4% 57 students	19.4% 16 students	11% 9 students

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2014-2015 AIMSweb RCBM	69% 65 students	23.3% 22 students	7.3% 7 students
2013-2014 AIMSweb RCBM	62.4% 50 students	28.8% 8 students	8.7% 7 students

ORF benchmark goal for 3rd Grade is established at **114** words per minute on oral reading fluency by the end of the school year. FastBridge CBMR was **131**. AIMSweb RCBM benchmark was **119**.

4th Grade Reading Fluency - Dibels ORF (Oral Reading Fluency)

4th Grade CBMR	Benchmark	Strategic	Intensive
2022-2023	56%	24%	20%
2021-2022 Dibels ORF	57%	27%	16%
2020-2021 *New Assessment – Dibels ORF*	70%	12%	19%
2019-2020 FastBridge CBMR Winter - Covid	62%	6%	31%
2018-2019 FastBridge CBMR	60% 52 students	11% 10 students	29% 25 students
2017-2018 *New Assessment – FastBridge CBMR*	73% 65 students	7% 6 students	21% 19 students
2016-2017 AIMSweb RCBM	57% 49 students	24% 21 students	19% 16 students
2015-2016 AIMSweb RCBM	64.4% 60 students	18.2% 17 students	17.1% 16 students
2014-2015 AIMSweb RCBM	54.1% 39 students	31.8% 23 students	13.8% 10 students
2013-2014 AIMSweb RCBM	64% 48 students	25% 19 students	11% 8 students

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ORF benchmark goal for 4th Grade is established at **125** words per minute on oral reading fluency by the end of the school year. FastBridge CBMR was **150**. AIMSweb RCBM benchmark was **136**.

Montana Smarter Balanced Assessment (SBAC)

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

The 2014-15 data represents the first year of data available from the computerized Smarter Balanced Assessment (SBAC). The 2012-13 data represents the previous paper and pencil MontCAS tests.

3rd Grade Montana Smarter Balanced Summative Percentages

3 rd Grade Summative MATH	Advanced	Proficient	Nearing Proficient	Novice
2022-2023	17%	43%	31%	8%
2021-2022	12%	31%	37%	19%
2020-2021	16%	31%	39%	14%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	17%	42%	27%	14%
2017-2018	8%	32%	43%	17%
2016-2017	16%	31%	28%	25%
2015-2016	18.1%	37.3%	27.7%	16.9%
2014-2015	16%	41%	31%	12%
2012-2013 MontCAS Math	4%	55%	24%	17%

3 rd Grade Summative ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2022-2023	17%	28%	38%	16%
2021-2022	24%	25%	33%	19%
2020-2021	18%	27%	33%	22%
2019-2020	N/A	N/A	N/A	N/A

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None Covid				
2018-2019	20%	28%	32%	19%
2017-2018	14%	38%	33%	15%
2016-2017	13%	31%	36%	19%
2015-2016	20.5%	38.6%	31.3%	9.6%
2014-2015	13%	38%	34%	15%
2012-2013 MontCAS Rdg	31%	62%	7%	0%

Our 3rd Grade summative Montana Smarter Balanced Assessment scores have held very similar over the years. Math scores have seen an increase and ELA have fluctuated but stayed pretty consistent. To help improve scores, K-8 has adopted a new math text for general education and special education. ELA has adopted a new text for grades K-6. We are hoping to start seeing scores increasing with our new texts and interventions for both math and ELA.

4th Grade Montana Smarter Balanced Summative Percentages

4th Grade Summative MATH	Advanced	Proficient	Nearing Proficient	Novice
2022-2023	9%	24%	34%	34%
2021-2022	7%	23%	41%	29%
2020-2021	9%	31%	38%	21%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	5%	17%	58%	20%
2017-2018	10%	32%	41%	18%
2016-2017	5%	27%	55%	14%
2015-2016	14.7%	28.4%	49.5%	7.4%
2014-2015	22%	33%	34%	11%
2012-2013 MontCAS Math	31%	38%	16%	15%

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4th Grade Summative ELA/LITERACY	Advanced	Proficient	Nearing Proficient	Novice
2022-2023	18%	24%	24%	35%
2021-2022	19%	31%	21%	30%
2020-2021	21%	29%	29%	21%
2019-2020 **None Covid**	N/A	N/A	N/A	N/A
2018-2019	19%	33%	27%	21%
2017-2018	29%	27%	21%	23%
2016-2017	15%	30%	25%	30%
2015-2016	27.4%	25.3%	29.5%	17.9%
2014-2015	21%	22%	40%	17%
2012-2013 MontCAS Math	40%	47%	9%	4%

Our 4th Grade summative Montana Smarter Balanced Assessment scores have held very similar over the years. Math and ELA scores have fluctuated but stayed pretty consistent, other than a spike in Novice scores this year. To help improve scores, K-8 has adopted a new math text for general education and special education. ELA has adopted a new text for grades K-6. We are hoping to start seeing scores increasing with our new texts and interventions for both math and ELA.

LONGITUDINAL DATA

Below is longitudinal data following the Class of 2031 (2022-2023 4th graders), Class of 2030 (2021-2022 4th graders), Class of 2029 (2020-2021 4th graders), Class of 2028 (2019-2020 4th graders), Class of 2027 (2018-2019 4th graders), 2026 (2017-2018 4th graders) and the Class of 2025 (2016-2017 4th graders) from MAP, Reading Fluency, and SBAC assessments that become common and taken every year beginning in 2nd or 3rd grade through their final year at Highland Park in 4th grade.

Class of 2031 MAP Reading and Math Longitudinal Data

Class of 2031 (4th) MAP Longitudinal	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
	MAP Rdg	MAP Rdg	MAP Rdg	MAP Math	MAP Math	MAP Math
2021-2022 3rd Grade	80% 72 students	16% 14 students	3% 3 students	65% 58 students	21% 19 students	13% 12 students
2022-2023 4th Grade	72% 63 students	18% 16 students	9% 8 students	56% 51 students	18% 16 students	26% 23 students

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Class of 2030 MAP Reading and Math Longitudinal Data

Class of 2030 (4 th) MAP Longitudinal	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
	MAP Rdg	MAP Rdg	MAP Rdg	MAP Math	MAP Math	MAP Math
2020-2021 3rd Grade	81% 79 students	14% 14 students	5% 5 students	70% 69 students	22% 22 students	7% 7 students
2021-2022 4 th Grade	79% 86 students	10% 11 students	11% 12 students	59% 64 students	25% 27 students	17% 18 students

Class of 2029 MAP Reading and Math Longitudinal Data

Class of 2029 (4 th) MAP Longitudinal	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
	MAP Rdg	MAP Rdg	MAP Rdg	MAP Math	MAP Math	MAP Math
2019-2020 3rd Grade *Winter Covid	89% 80 Students	11% 10 students	0% 0 students	60% 55 students	29% 26 students	11% 10 students
2020-2021 4 th Grade	78% 66 students	12% 10 students	11% 9 students	63% 53 students	26% 22 students	11% 9 students

Class of 2028 MAP Reading and Math Longitudinal Data

Class of 2028 (4 th) MAP Longitudinal	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
	MAP Rdg	MAP Rdg	MAP Rdg	MAP Math	MAP Math	MAP Math
2018-2019 3 rd Grade	76% 69 students	12% 11 students	12% 11 students	68% 62 students	21% 19 students	11% 10 students
2019-2020 4 th Grade **Winter Covid**	70% 69 students	23% 23 students	6% 6 students	56% 55 students	31% 30 students	13% 13 students

Class of 2027 MAP Reading and Math Longitudinal Data

Class of 2027 (4 th) MAP Longitudinal	Benchmark	Strategic	Intensive	Benchmark	Strategic	Intensive
	MAP Rdg	MAP Rdg	MAP Rdg	MAP Math	MAP Math	MAP Math

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2017-2018 3rd Grade	78% 71 students	15% 14 students	7% 6 students		54% 49 students	30% 27 students	16% 14 students
2018-2019 4th Grade	80% 70 students	11% 10 students	8% 7 students		52% 47 students	32% 29 students	16% 14 students

Class of 2026 MAP Reading and Math Longitudinal Data

Class of 2026 (4 th) MAP Longitudinal	Benchmark	Strategic	Intensive		Benchmark	Strategic	Intensive
	MAP Rdg	MAP Rdg	MAP Rdg		MAP Math	MAP Math	MAP Math
2016-2017 3rd Grade	76% 68 students	15% 13 students	9% 8 students		53% 47 students	37% 33 students	10% 9 students
2017-2018 4th Grade	69% 61 students	21% 19 students	10% 9 students		60% 53 students	26% 23 students	15% 13 students

Class of 2025 MAP Reading and Math Longitudinal Data

Class of 2025 (4 th) MAP Longitudinal	Benchmark	Strategic	Intensive		Benchmark	Strategic	Intensive
	MAP Rdg	MAP Rdg	MAP Rdg		MAP Math	MAP Math	MAP Math
2015-2016 3rd Grade	86% 71 students	5% 4 students	10% 8 students		71% 60 students	13% 11 students	15% 13 students
2016-2017 4th Grade	71% 61 students	17% 15 students	12% 10 students		57% 50 students	25% 22 students	17% 15 students

Class of 2031 Fluency Longitudinal Data (Dibels ORF & FastBridge CBMR)

Class of 2031 (4 th) Dibels ORF	Benchmark	Strategic	Intensive
**2020-2021 2nd Grade Dibels ORF	59%	12%	29%
2021-2022 3rd Grade Dibels ORF	70%	15%	16%
2022-2023 4th Grade Dibels ORF	56%	24%	20%

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Class of 2030 Fluency Longitudinal Data (Dibels ORF & FastBridge CBMR)

Class of 2030 (4 th) Dibels ORF & FastBridge CBMR Longitudinal	Benchmark	Strategic	Intensive
2019-2020 FastBridge CBMR Winter - Covid	49%	21%	30%
2020-2021 *New Assessment – Dibels ORF*	58%	23%	18%
2021-2022 Dibels ORF	57%	27%	16%

Class of 2029 Fluency Longitudinal Data (FastBridge CBMR & Dibels ORF)

Class of 2029 (4 th) FastBridge CBMR Longitudinal	Benchmark	Strategic	Intensive
2018-2019 2nd Grade *FAST	73% 68 students	6% 6 students	20% 19 students
2019-2020 3rd Grade **Winter FAST Covid**	70%	16%	14%
2020-2021 4th Grade *Dibels	70%	12%	19%

Class of 2028 Fluency Longitudinal Data (FastBridge CBMR)

Class of 2028 (4 th) FastBridge CBMR Longitudinal	Benchmark	Strategic	Intensive
2017-2018 2nd Grade *FAST	64% 58 students	17% 15 students	19% 17 students
2018-2019 3rd Grade *FAST	72% 65 students	7% 6 students	22% 20 students
2019-2020 4th Grade **Winter FAST Covid**	62%	6%	31%

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Class of 2027 Fluency Longitudinal Data (FastBridge CBMR & AIMSweb RCBM)

Class of 2027 (4th) FastBridge CBMR AIMSweb RCBM Longitudinal	Benchmark	Strategic	Intensive
2016-2017 2nd Grade *AIMS	65.4% 55 students	28.5% 24 students	6% 5 students
2017-2018 3rd Grade *FAST	66% 60 students	9% 8 students	25% 23 students
2018-2019 4th Grade *FAST	60% 52 students	11% 10 students	29% 25 students

Class of 2026 Fluency Longitudinal Data (FastBridge CBMR & AIMSweb RCBM)

Class of 2026 (4th) FastBridge CBMR AIMSweb RCBM Longitudinal	Benchmark	Strategic	Intensive
2015-2016 2nd Grade *AIMS	77% 72 students	18% 17 students	5% 5 students
2016-2017 3rd Grade *AIMS	71.2% 62 students	16% 14 students	12.5% 11 students
2017-2018 4th Grade *FAST	73% 65 students	7% 6 students	21% 19 students

Class of 2025 Fluency Longitudinal Data (AIMSweb RCBM)

Class of 2025 (4th) AIMSweb RCBM Longitudinal	Benchmark	Strategic	Intensive
	AIMSweb RCBM	AIMSweb RCBM	AIMSweb RCBM
2014-2015 2nd Grade	69.4% 57 students	20.6% 17 students	9.7% 8 students
2015-2016 3rd Grade	69.4% 57 students	19.4% 16 students	11% 9 students
2016-2017 4th Grade	57% 49 students	24% 21 students	19% 16 students

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Class of 2031 SBAC Longitudinal Data

Class of 2031 (4 th) SBAC Longitudinal	Benchmark	Strategic	Intensive		Benchmark	Strategic	Intensive
	ELA/Literacy	ELA/Literacy	ELA/Literacy		Math	Math	Math
2021-2022 3 rd Grade	49%	33%	19%		43%	37%	19%
2022-2023 4 th Grade	42%	24%	35%		33%	34%	34%

Class of 2030 SBAC Longitudinal Data

Class of 2030 (4 th) SBAC Longitudinal	Benchmark	Strategic	Intensive		Benchmark	Strategic	Intensive
	ELA/Literacy	ELA/Literacy	ELA/Literacy		Math	Math	Math
2020-2021 3 rd Grade	45%	33%	22%		47%	39%	14%
2021-2022 4 th Grade	50%	21%	30%		30%	41%	29%

Class of 2029 SBAC Longitudinal Data

Class of 2029 (4 th) SBAC Longitudinal	Benchmark	Strategic	Intensive		Benchmark	Strategic	Intensive
	ELA/Literacy	ELA/Literacy	ELA/Literacy		Math	Math	Math
2019-2020 3 rd Grade **Covid**	N/A	N/A	N/A		N/A	N/A	N/A
2020-2021 4 th Grade	50%	29%	21%		40%	38%	21%

Class of 2028 SBAC Longitudinal Data

Class of 2028 (4 th) SBAC Longitudinal	Benchmark	Strategic	Intensive		Benchmark	Strategic	Intensive
	ELA/Literacy	ELA/Literacy	ELA/Literacy		Math	Math	Math
2018-2019 3 rd Grade	48%	32%	19%		59%	27%	14%
2019-2020 4 th Grade **Covid**	N/A	N/A	N/A		N/A	N/A	N/A

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Class of 2027 SBAC Longitudinal Data

Class of 2027 (4 th) SBAC Longitudinal	Benchmark	Strategic	Intensive		Benchmark	Strategic	Intensive
	ELA/Literacy	ELA/Literacy	ELA/Literacy		Math	Math	Math
2017-2018 3 rd Grade	52%	33%	15%		40%	43%	17%
2018-2019 4 th Grade	52%	27%	21%		22%	58%	20%

Class of 2026 SBAC Longitudinal Data

Class of 2026 (4 th) SBAC Longitudinal	Benchmark	Strategic	Intensive		Benchmark	Strategic	Intensive
	ELA/Literacy	ELA/Literacy	ELA/Literacy		Math	Math	Math
2016-2017 3 rd Grade	44%	36%	19%		47%	28%	25%
2017-2018 4 th Grade	56%	20%	24%		43%	41%	18%

Class of 2025 SBAC Longitudinal Data

Class of 2025 (4 th) SBAC Longitudinal	Benchmark	Strategic	Intensive		Benchmark	Strategic	Intensive
	ELA/Literacy	ELA/Literacy	ELA/Literacy		Math	Math	Math
2015-2016 3 rd Grade	59.1%	31.3%	9.6%		55.4%	27.7%	16.9%
2016-2017 4 th Grade	45%	25%	30%		32%	55%	14%

Goal Area 2: Facilities

Strategic Objectives 1-2

District Facility Plan

Our Elementary Bond passed fall of 2021. This will help with Safety/Security and lack of space issues. Reroofing will begin this summer and the major renovation will begin next spring for 2024. By moving the entrance of Highland Park to the north side of the building and moving 4th grade to Lewis & Clark Elementary, we have a good start in addressing the Safety/Security and lack of space issues. Moving 4th grade to Lewis & Clark will open up four classrooms so that Highland Park Title and Special Education teachers will have their own regular sized classrooms and more flexibility if there is an enrollment increase in coming years. Moving

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the entrance of Highland Park to the northside of the building will help the school be more safe by taking the entrance off a busy street and will help create more office space for support staff. I have also been working with Jason Fry on other facility needs that can be addressed outside of the Bond using ESSER funding and/or Building Reserve funds. We are replacing fluorescent lighting fixtures with LED, removing most of our carpet areas, replacing it with tile, and adding security cameras.

Goal Area 3: Community/Parental Engagement

Strategic Objectives 1, 2, & 4

Parent/Community Involvement at Highland Park

Parent Meetings

Highland Park held numerous parent meetings this year to help keep parents informed. This 2022-2023 school year grades K-4 hosted their Parent Meet and Greets. Teachers scheduled times for each parent and student to come in to meet with the teacher individually prior to the 1st day of school. The 2nd, 3rd, and 4th grade teachers felt this was great way to start the year so we will be continuing these Parent Meet & Greets. We also held separate parent meetings for our Showdown Ski Trip and 4th Grade Science Fair.

3rd and 4th Grade Ski Days

With the help of our PTO, we were able to take our 3rd and 4th grade students skiing three times each this year. About $\frac{3}{4}$ of the students were going to the top of the mountain and skiing down. We had at least 10 parent volunteers for each trip and the staff at Showdown made our experience a great one.

Grade Level Music Programs

First, we must say thank you again to Mrs. Grensten for making music so much fun for our kids this challenging year. Also, a big thank you to Mrs. Kepler who was the long term substitute while Mrs. Grensten was on Maternity Leave. Mrs. Grensten put on a variety of music programs with Mrs. Kepler doing the Winter Program. We were able to have all our concerts in person this year. The programs were energetic and engaging for all involved. The FCPA and our Highland Park gym were packed for each of the programs.

Highland Park Talent Show

Mrs. Grensten also coordinated our talent show this year. We were able to host our HP Talent Show normal this year. We had over 30 acts and hosted them along with families and Highland Park classes in our gym over to afternoons.

Fundraising Efforts

Our school/district did run a few fundraisers. We changed our PTO fall fundraiser this year. The PTO with help from the schools brought the Carnival back. We turned this into our fall fundraiser and it was extremely successful. We ran a few fundraisers to help local staff and students who had medical issues by allowing students to wear hats and staff to wear jeans and/or hats and pay a dollar each day. This fundraiser netted hundreds of dollars for these families to help cover medical costs.

I Love to Read Month

Highland Park 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. This year, each grade level competed against each other to win weekly chip bags for the class in each grade level that earned the most AR points.

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Talking Zoo

Our 3rd grade classes continued their annual Talking Zoo in November. Each 3rd grade student researched an animal and learned 5 facts. For the Talking Zoo, each student dressed as their animal and then recited their 5 facts when a visitor would walk up to them in the gym. Everyone had a great time learning about each animal and our gym was packed with parents and community members.

Science Fair

Our 4th grade classes continued with their annual Science Fair, an event that happens each spring. The students' projects were outstanding. After hearing great feedback from parents about less requirements, we kept the written report out of the Science Fair and just did the boards. We hosted the science fair by having two classes in the gym at a time for an hour. We allowed parents to come in and view their child's project and allowed classes to come through the gym.

Highland Park Picnic

To help celebrate a great school year and increase parent involvement, we invited families to meet us at Kiwanis Park on the last day of school. I was raining pretty hard so we went to Plan B and staggered our lunches so all parents to come into our gym and eat with their child(ren). Our student body met their SOAR Ticket goal so each student got a popsicle at this end of the year celebration.

Field Trips

We were able to get back to our regular field trips this year. We did our annual 3rd/4th grade ski days in February and March. Then in April, our 2nd graders were able to go to Farm Safety Days at the fairgrounds. We ended the year with our 2nd graders going to Great Falls to see the Children's Museum. 3rd grade took their students on the annual Zoo Montana field trip. 4th grade went to First People's Buffalo Jump near Ulm, MT to wrap up their Montana History unit.

Monthly Communication to Parents

Highland Park Refrigerator Reminder

I send home a newsletter at the beginning of each month that I refer to as our "Refrigerator Reminder." This keeps parents up to date on current events at Highland Park. Below is an example for the month of November.



Highland Park Elementary
1312 7th Ave. North
Lewistown, MT 59457
(406) 535-2555

OCTOBER

Refrigerator Reminders

- **PTO Fall Carnival** ~ The Lewistown K-8 PTO Fall Carnival is Saturday, October 8th from 4-7pm at the Trade Center.
- **After School Learning Center (ASLC)** –ASLC runs every Tuesday and Thursday for 3RD & 4TH grade from 3:10-4pm. This will start Tues., Oct. 11th. The ASLC will provide a quiet, structured place to work on assignments after school and also provide a snack. Please contact your child's teacher or the office to get the form if you are interested.
- **Flu Shots** – We will be hosting a Flu Shot Clinic at HP on Oct. 12th. Information to sign your child up will be coming soon.

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- **Fire Prevention Week** – Oct. 10th-Oct. 14th is Fire Prevention Week. HP will be doing activities with the Lewistown Fire Dept. on Friday, Oct. 14th.
- **PTO Meeting** – Oct. 17th is our next PTO Meeting. It is 6:30pm at the Civic Center. Hope to see you there.
- **Bus Safety Week** – Oct. 17th-Oct. 21st is School Bus Safety Week. We will have an assembly on Oct. 19th reviewing bus safety.
- **Fall Vacation** – Oct. 20th & 21st there is NO SCHOOL due to Teacher Conventions.
- **Red Ribbon Week** – Students will be involved in a variety of Red Ribbon Week activities and dress up days focusing on being drug free Oct. 24th-28th. More info. will be sent as this week approaches.
- **1st Quarter** – The 1st quarter ends on Friday, Oct. 28th. Be on the lookout for Parent Teacher Conference info. later in Oct. Conferences will be Nov. 2nd 2-7pm and Nov. 3rd 8am-12pm
- **Halloween** – Our annual HP Halloween Parade is Monday, Oct. 31st starting about 8:45. Have students come to school in costume (**NO blood, swords/weapons**). Please send a change of clothes as we will change after parade. Your teacher will be notifying you of your child's specific party time.
- **4th Grade Recorder Concert** – As if the Halloween Parade isn't scary enough, this concert will be Oct. 31st directly after the Parade, about 9:15.
- **Name On Clothing** – As the weather changes and students are wearing more clothing, PLEASE put their name on their coats, hats, gloves, boots, and pants. This really helps us find any lost items. Thank you!



Highland Park Elementary on Social Media

I continued updating our page for Highland Park Elementary. This page was used as reminders for upcoming events, share photos of students/staff, and updates on students returning from field trips. Follow us on Facebook at <https://www.facebook.com/highlandparkschool/> or @highlandparkschool.

Goal Area 4: Technology

Strategic Objectives 1-5

Technology Upgrades

With the help of ESSER funds from Covid-19, we were able to install security cameras at Highland Park. We added two cameras over the summer and these cameras have been extremely helpful. We used them to catch people involved in an act of vandalism to the school this year. They also were used for behavioral support with quite a few student behavioral issues where student stories did not match or there was a case of theft.

Technology in the Classroom

Technology Plan

With the help of ESSER funds from Covid-19, we were able to bring Highland Park to a one-to-one student to chromebook ratio. The access for students to have their own Chromebook for the year and for teachers to have access to a classroom set of computers at all times has helped us use personalized learning tools and has made our state/district benchmark testing much more efficient. We did a school training on using Securely for our staff in order for them to keep an eye on all the students' screen at one time and have students project anything they are doing that needs to be projected to show the class.

Classroom Parent Engagement Apps.

In the spring of 2020 our K-6 elementary team decided to have K-6 use a common parent engagement app. We ClassDojo and have continued using only ClassDojo. This helps parents with multiple children in the district and/or year after year to have only one app to monitor and keep up with.

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Goal Area 5: Highly Qualified Staff

Strategic Objectives 1-2

Evaluation Process

Lewistown Public Schools uses the Montana Educator Performance Appraisal System (EPAS). On the EPAS rotation, I had nine tenured teacher evaluations (they are evaluated once every other year) and six non-tenured evaluations (twice a year until tenured). Eight teachers were not on the evaluation rotation this year, meaning they had to complete three Peer Observations throughout the year.

Professional Development

Social Emotional Learning (SEL)

A big part of our focus this school year was on SEL. We continued using a web-based program called schooltoostv.com. It consists of a daily one-minute video based on an SEL topic. In the past teachers were required to share this video at some point during the day. To help make sure these videos were being shown, I made the videos a part of our daily morning announcements by using Google Meet to video broadcast our daily announcements with students and show this video to the whole school. Along with this, I continued a group called SOAR CAFÉ made up of 2nd grade Tier 3 behavior students. We meet daily Monday-Thursday from 8:35-8:50 to discuss SEL and start their day off right.

Curriculum Adoption – ELA & Math

We adopted new ELA and Math curriculum resources last year. This 2022-2023 school year was the first year implementing these new curriculum resources. Highland Park staff chose to implement both ELA and Math resources right from the start of the year. Although it was difficult to begin two new curriculum resources with your two main subjects, the Highland Park staff did a tremendous job taking on this responsibility. All grade levels at Highland Park will be meeting in August to discuss the implementation of these resources and how to do it more effectively next year and to create an updated Pacing Guide.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objectives 1-4

Our district administrative team worked with our business manager, Rebekah Rhoades, most of the year on balancing our budget for the upcoming 2023-2024 school year. The ESSER money released by the federal government helped our district by finding creative ways to not impact our taxpayers and meet our budgetary and facility needs. Our district administrative team and Board decided to run a levy for the elementary district this spring. Unfortunately, the levy was not passed by the voters. Going into next year will look at trying to better promote a school levy if the Board approves to run one again. We will also look at other cost saving measures we can implement.

This goal area is taken care of more at the district level.

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**LEWIS & CLARK
ELEMENTARY
SCHOOL**

Danny Wirtzberger

LEWIS CLARK

E L E M E N T A R Y

Danny Wirtzberger, Principal

2022-2023 Annual Report

Motto: *“Achieve, Believe and Care!”*

Lewis and Clark Vision Statement:

Lewis and Clark Elementary strives to **achieve** high standards, we **believe** each student is capable of becoming a confident lifelong learner, and we **care** for our students and encourage them to be responsible, contributing, critical thinking members of their community.



Attendance:

Our average daily attendance for the school year showed an increase from the previous year, with students attending 93.19% of the days. The attendance rate equates to an average of 13 students absent a 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. Our MTSS training has taught us that rewarding students for positive behavior is most effective. We still have our “10 for 20” SOAR tickets. These tickets are earned by being in school for 20 consecutive days!

Enrollment:

The following information represents our ending enrollment numbers for the given school years. This year we had an increase of 5 students. Next year we look forward to another large 5th grade with 88 students coming from Highland Park’s 4th grade. We had a minimal number of students moving in or out during the school year.

	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15	13-14	12-13	11-12	10-11	09-10
5th	116	91	103	91	90	94	105	76	81	98	84	98	96	92
6th	96	101	87	94	85	106	79	86	96	81	94	99	91	90
Total	212	192	190	185	175	200	184	168	177	179	178	197	187	182
Change(+ or -)	+20	+2	+5	+10	-25	+16	+18	-9	-2	+1	-19	+10	+5	

Response to Intervention (Rtl):

Lewis and Clark continued their involvement in the Rtl process. All K-6 elementary buildings were accepted into Project REAL through OPI in 2013. In 2016 we signed on for five more years with the Project REAL 2.0 Grant through OPI. In 2022 Lewistown Public Schools District Number 1 was accepted into the ne MTSS Grant – Cohort 2. This has allowed us to stay current with MTSS and progress with our academic and behavioral goals. In previous years our Lewis & Clark team has attended three OPI Rtl face-to-face workshops and 6 webinar sessions for MTSS (Multi-Tiered System of Support). This year was much different because trainings were in house with our District MTSS Director, Michelle Trafton. Next year we will be participating in the MTSS Grant – Cohort 2 and bringing our Building Level teams into these trainings. We will still continue to utilize the MTSS process in all decision making.

We have put into place Tier I, II, and III supports for Reading, Math, and Behavior and have scheduled Student Data Meetings twice a month as well as MTSS Leadership meetings 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. We have now made this form more readily available for our teachers by making the form digital. This survey is completed by the classroom teacher and sent on to the MTSS leadership team. 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 SuccessMaker math probes, Dibels Reading CBM, NWEA MAP Assessments in Reading, Language, and Math, Smarter Balanced Results, curricular assessments, formative assessment, Google Forms behavioral data, and Check In Check Out program. 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.

Many thanks to the MTSS Lewis and Clark team consisting of Cindy Gremaux, Brad Breidenbach, Carrie Bartos, Matt Gruener, Jeff Russell, Ashley Jenness, Jacque Sherman, and Danny Wirtzberger. A special thanks to Michelle Trafton, our District MTSS Facilitator.

Montana Behavior Initiative (MBI):

We continue 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. They can purchase coupons or items. Some of the favorites are lunch with a staff member, fishing at the frog ponds, ice skating, music concerts on Fridays, extra PE time, and sitting with a friend for lunch. The SOAR tickets are then collected in our EAGLES SOAR bucket. When the bucket is full we have an all school SOAR reward with an ice cream treat, extra recess, or a music concert on Fridays. In addition, we have a SOAR drawing twice a month and students can win different awards. 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 in our major office discipline referrals (ODRs) over time. Our Parent Teacher Organization was very helpful with this program in supplying the rewards. They also supported our MAPS and SBAC testing by supplying testing materials for our students.

Lewis & Clark Staff continued work with CICO (Check In, Check Out) this school year. This is an intervention for building relationships with at risk students and providing support for students needing help with behavioral and/or academic, as well as attendance concerns. We experienced success as noted above with a reduction in office discipline referrals as a result of Tier 2 supports with students using the CICO positive behavior supports. Lewis and Clark also experimented with an alternate support for Tier II students called Check and Connect (CaC). Check and Connect is not quite as intense as the Check In Check Out system. With the CaC system students have more of an advisor at the beginning and the end of the day. This allows us to front load the expectations and review progress at the end of the day.

We also continued the Lewis and Clark Service Council. These 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, working for the good of others, assisting around the school, fundraisers for service projects, and serving as positive role models. To create more consistency within the Service Council we implemented "Service Council Officers." Students wanting an office elected position had to get a signed petition, campaign, and create a speech for the student body. All Lewis and Clark students got a chance to vote for the elected officers. This was a major success for our school and created leadership opportunities for our students.

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 schoolwork and each week the center served 20-30 students.

Many thanks to the MTSS Lewis and Clark team consisting of Cindy Gremaux, Brad Breidenbach, Carrie Bartos, Matt Gruener, Jeff Russell, Ashley Jenness, Jacque Sherman, and Danny Wirtzberger. A special thanks to Michelle Trafton, our District MTSS Facilitator.

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 Danny Wirtzberger, Brad Breidenbach, 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 Danny Wirtzberger, Derek Lear, and Ashley Jenness. We then met as a staff to update our Lewis and Clark Emergency Operations Manual. We have conducted drills throughout the year including fire drills, an earthquake drill, a tornado drill and lockdowns.

Student Achievement:

At our end of the year assembly, we recognized 47 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 reading or math on the winter Measure of Academic Progress (MAP) test. Eight sixth grade students were recognized for Presidential Outstanding Achievement. The purpose of this award is to recognize 6th grade students who show outstanding educational growth, improvement, and commitment. This year we also recognized 5 students for perfect attendance and twelve students for outstanding attendance this school year.

Dibels Oral Reading Fluency (CBM)

Dibels was used to identify intensive, strategic and benchmark students in oral reading fluency. Previously, the district used AIMSweb and FastBridge to monitor progress. Percentages for every year before 2017-2018 are from AIMS, which is a different test. In 2018-2020 we used FastBridge for progress monitoring.

	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	11%	19%	70%
2016-2017	11%	21%	68%
2017-2018	23%	19%	58%
2018-2019	21%	11%	67%
2019-2020 (Winter)	15%	16%	68%
2020-2021	25%	11%	64%
2021-2022	18%	3%	77%
2022-2023	25%	14%	62%
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	10%	22%	68%
2016-2017	11%	18%	71%
2017-2018	32%	12%	56%
2018-2019	24%	16%	60%
2019-2020 (Winter)	15%	12%	72%
2020-2021	26%	16%	59%
2021-2022	18%	15%	66%
2022-2023	24%	9%	67%

SuccessMaker Math Computation and Concepts & Applications

SuccessMaker 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 years were in 2012-2017 with AIMSWeb. In 2017-2020 our data was pulled from FastBridge. This year we started using SuccessMaker (SM). SM not only allows our team to see assessment data for our students, it also serves as an intervention program for our students. This intervention is created individually for each student. Lewis & Clark utilizes this intervention three times a week for each student. The last chart gives the reader a look at this year's SuccessMaker data.

	Intensive (At Risk)	Strategic (Some Risk)	Benchmark
5th Grade Math Computation			
2012-2013	10%	15%	75%
2013-2014	9%	15%	76%
2014-2015	10%	15%	75%
2015-2016	3%	16%	81%
2016-2017	9%	20%	72%
5th Grade Math Concepts and Applications			
2012-2013	10%	16%	74%
2013-2014	11%	13%	76%
2014-2015	10%	15%	75%
2015-2016	5%	36%	59%
2016-2017	9%	38%	53%
6th Grade Math Computation			
2012-2013	9%	16%	75%
2013-2014	10%	13%	77%
2014-2015	10%	16%	74%
2015-2016	6%	30%	64%
2016-2017	9%	14%	78%
6th Grade Math Concepts and Applications			
2012-2013	9%	16%	75%
2013-2014	9%	14%	77%
2014-2015	10%	14%	76%
2015-2016	19%	19%	62%
2016-2017	15%	8%	77%
5th Grade Math CAP (Overall Performance)			
2017-2018	5%	10%	85%
2018-2019	22%	4%	74%
2019-2020 (Winter)	21%	12%	66%
6th Grade Math CAP (Overall Performance)			
2017-2018	0%	11%	89%
2018-2019	21%	15%	64%
2019-2020 (Winter)	22%	2%	76%
5th Grade Math:			
Level Average:	2021	2022	2023
Gain:	5.54	5.35	5.01
	0.77	0.75	0.65
6th Grade Math:			
Level Average:	5.98	6.16	6.26
Gain:	0.57	0.73	0.77

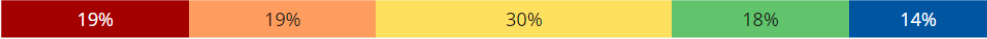

MAP Testing

Measure of Adequate Progress (MAP) testing was continued for all students in both 5th and 6th grade. MAP was given three times this year in Reading, math, and language usage. The data from these tests help monitor progress of our students. It is also 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 and winter.



This report shows students' projected performance on the state assessments based on the NWEA alignment/linking studies. It shows aggregated projected proficiency data from fall or winter testing so you can determine how a group of students is projected to perform on a separate state test. Performance categories are defined by the state and are specific to each state (MAP Report Reference). The Montana state test used for this linking study is the Smarter Balanced Test.

2022-2023

Math

SPRING 2022-2023 ACHIEVEMENT	
Grade	Median Percentile Achievement Percentiles
Grade 5	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">48th</div>  </div>
Grade 6	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">59th</div>  </div>

Reading

SPRING 2022-2023 ACHIEVEMENT	
Grade	Median Percentile Achievement Percentiles
Grade 5	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">52nd</div>  </div>
Grade 6	<div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">61st</div>  </div>

Smarter Balanced Testing

The Smarter Balanced annual state assessments as required by the Office of Public Instruction measured student progress in Reading and Math. It took each class one week of testing to complete this assessment for all grade levels and classrooms.

Here are the results of the first report of the 2023 Smarter Balanced Tests.

2023 Smarter Balanced 5th Grade ELA/Literacy Results

School	Total	Total		
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	113	2496 ± 8	 Percent: 22% 29% 34% 15% Count: 25 33 38 17	49%
Lewis & Clark Sc...	113	2496 ± 8	 Percent: 22% 29% 34% 15% Count: 25 33 38 17	49%

2023 Smarter Balanced 5th Grade Mathematics Results

School	Total	Total		
	Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District	113	2490 ± 8	 Percent: 27% 38% 21% 13% Count: 31 43 24 15	35%
Lewis & Clark Sc...	113	2490 ± 8	 Percent: 27% 38% 21% 13% Count: 31 43 24 15	35%

2019 Smarter Balanced 6th Grade ELA/Literacy Results

School	Total	Total			
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District		99	2537 ± 9	 Percent Count: 20% (20), 27% (27), 29% (29), 23% (23)	53%
Lewis & Clark Sc...		99	2537 ± 9	 Percent Count: 20% (20), 27% (27), 29% (29), 23% (23)	53%

2019 Smarter Balanced 6th Grade Mathematics Results

School	Total	Total			
		Student Count	Average Scale Score	Performance Distribution	Percent Proficient
District		91	2541 ± 10	 Percent Count: 23% (21), 30% (27), 22% (20), 25% (23)	47%
Lewis & Clark Sc...		91	2541 ± 10	 Percent Count: 23% (21), 30% (27), 22% (20), 25% (23)	47%

Student Activities:

Band and Choir

Our fifth and sixth grade students had the opportunity to participate in band and choir. Sixth and fifth grade students have band or choir at Lewis and Clark twice a week for 40 minutes. Our one formal concert was well attended and students worked hard demonstrating growth throughout the year. Lewis & Clark welcomed Mr. Mike Hamling last year to help guide our music program. In the short time he has been here, we have seen tremendous growth for our students.

Athletics

Students also had the chance to participate in after school athletic events. Little Eagle volleyball, basketball, cheer, flag football and wrestling were available to interested students. Students were also able to take advantage of community sponsored athletics with soccer, jump rope, baseball, swimming, tackle football, dance and softball. Mr. Lear 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 3:20-4:00. 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 4 to 16 students each session. We saw an improvement in attitude, work ethic, and grades in many of our students. There were also quite a few students who volunteered to attend as they like to get their work finished at school so they would not get behind in their classes. They also like receiving help with their work. In addition, individual teachers also had students working in their classrooms many days after school.

Service Council

We had multiple students involved in Service Council over the four quarters this year. Students wrote a speech on why they wanted to be involved in Service Council and presented that speech to their class. The class then voted on their representative and two students per classroom participated each quarter of school. The service council met every other week with the principal. Some of the activities they were involved with were: making announcements to classrooms, helping with teacher appreciation week, touring School Board members, working on projects to benefit students in need, working for the good of others, assisting around the school, fundraising for service projects, and serving as positive role models.

Fish, Wildlife, and Parks Program

The Fish, Wildlife, and Parks program sponsored a fishing program for all of our 5th grade students. Through our science program the students were involved with fly tying, fish jeopardy, fish dissection, fish art, and fish lure making. With each event we had several parent volunteers involved with helping students. 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.

Spelling Bee

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

Lewis & Clark Art Club

A new addition to Lewis & Clark this year is our LC Art Club. About 45 students were able to participate in our after school Art Club on six different projects. The program was started and led by one of our Paraprofessionals, Mrs. Helen Smithson. The projects were funded through our K-8 PTO. These students had a blast!

Snowshoeing

This year we continued into our ninth year of snowshoeing at Lewis & Clark School. Each class had PE with Mr. Lear 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, Mr. Cloud and Mr. Gruener for their leadership in the snowshoe adventures.

I Love to Read Month

The entire month of February was dedicated to “I Love to Read” month through our school libraries and classrooms. The theme this year was, “Game On!, I Love to Read” and we had a variety of activities throughout the month 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 2nd, 3rd, and 4th grade students. The students in both schools really enjoyed this and got exposure to all kinds of new books.

Wax Museum

The 5th grade students and teachers put on the annual Wax Museum again this year and had a wonderful turn out of talent. Students created a report, poster, background, and costume as they depicted the deceased person in history and their historical attributes. All stakeholders were encouraged to join us here at Lewis & Clark for the Museum. 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!

Bucket List

The 6th grade students and teachers put on the annual Bucket List project this year. Students created a report, brochure, and a model of the place they wanted to visit most in their life. The community was encouraged to join us here at Lewis & Clark for the Bucket List. 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!

Talent Show

Lewis & Clark Elementary held its 13th Annual Talent Show this year. There were 18 acts and 30 students involved! Students performed in several different types of acts such as singing, dance, stand up comedy, playing guitar, playing ukulele, 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. PTO provided treats for our Schoolwide SOAR rewards and testing, and helped in our After School Learning Center, as well as, providing funding for our field trips throughout the year.

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, fish dissection, ice fishing, snowshoeing.

We continue 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. Other 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**

Jeff Friesen

Lewistown Junior High School

Annual Report

2022-23

Jeff Friesen, Principal



Our mission at the junior high continues to be to take elementary students and turn them into high schoolers. This school year was a series of ups and downs...and with a highly emotional year for students, comes a lot of energy! That emotional energy was on full display at different times throughout the school year. Students displayed energy, enthusiasm and best of all - resiliency. We ended on a high note with the Awards Ceremony and Talent show and students left hopeful and ready for a summer break. In the MyVoice survey this year, students gave high marks for the question, "If I have a problem, I have a teacher that I can talk to." This is high praise for our JH staff being relatable and approachable. We are staffed with personnel who have strong work ethics, compassionate attitudes and a mindset to continually improve. This annual report will provide a summary of the staff, academics, and activities of Lewistown Junior High School during the 2022-23 school year. The information within this report contains some of the data we use to assess our progress and seek improvement.

Veteran's Day Assembly – LJHS honored our veterans again this year during the Veteran's Day Assembly on Friday, Nov. 11. We had a great turnout at our assembly from area veterans. Our featured speaker this year was US Navy Veteran Thomas Webb. Mr. Webb spent 4 years in active duty during the Gulf War from 1991-1995. We were proud to honor all of our veterans during this assembly that has become a part of the local tradition. It is our way of recognizing those that have given so much to our nation while teaching our students the importance of the sacrifices they have made.

ACTIVITIES

STUDENT ACTIVITIES

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

Builders Club-The Builders Club is a service club that finds ways to help the school and community. Mrs. Blazicevich was the advisor for Builders Club. They operate the student store to raise money to purchase items to make the school a better place for the students.

Drama Club- Several students continued meeting in the library led by Mrs. Weinheimer in the library. Participants met during lunch. A 20 minute production titled “The Big Bad Musical” (without music) was performed after school at the end of the school year.

MathCounts - The MathCounts program continues to have a strong group of students. LJHS once again sent 5 students to the State competition in February - a great showing from our school! The students participated against all classifications of Montana schools.

Ski Club- The ski club was a great success with Mrs. Standley being the advisor. By joining ski club for a membership fee of \$35, students have the opportunity to join the club on one or all of the eight scheduled trips to Showdown. The membership covers the cost of transportation. Students are still responsible for rental cost and the cost of lift tickets for each day they travel.

Student Council- This year’s student council officers were: President - Tripp Wirtzberger, Vice President - Preston McGowan, Treasurer - Amarah Manning, and Secretary- Anna Parks. Mr. Rhoades was the advisor for student council. Each year the student council puts on dances, organizes spirit days and, of course, organizes Homecoming activities.

Parent Teacher Organization (PTO)- The PTO does so many things to support our school(s). Each year in the past they have helped sponsor the eighth grade dance, provided treats for the after school learning center, sponsor JH Science Olympiad, provided money for SOAR reward prizes and funded the purchase of the student planner books. We appreciate their support.

Recognition of Talent

Scholastic Awards Ceremony-We again ended the year by recognizing those students who have done well in meeting or exceeding the standards of our school. Students were recognized for their academic successes, attendance, and the honors they received throughout the year. As a capstone, each year two students are selected for the Daughters of the American Revolution (DAR) award. These two 8th graders are selected by staff and are exemplary of positive attitudes and a willingness to put forth an extraordinary effort. This year’s DAR award winners were Tyler Langbehn and Olivia Zieglowsky.

Talent Show - Three acts performed during the talent show. The talent show was followed by a slideshow put together by the Yearbook class.

Spelling Bee - Our school Spelling Bee was won by 8th grader Ruthie Duggins. We sent 5 students to the County Spelling Bee and our very own James Maxwell (8th grade) qualified for the State Spelling Bee by winning the Fergus County Bee.

Staffing

The junior staff welcomed a couple of new members to the teaching staff. The following made up the staff at the junior high:

Certified Staff

Jake Rhoades.....	8 th Grade Social Studies
Jenifer Blazicevich.....	7 th Grade Special Education
*Jill Schwede.....	STAR Room Teacher
Matt Donaldson.....	7 th Grade Math
*Emily Standley.....	8 th Grade English
Jocelyn Krogstad.....	Family and Consumer Science
Katie Wirtzberger.....	Art/Yearbook
Dylan Buehler.....	8 th Grade Science
*LeeAnne Weinheimer.....	Librarian
Karin Webb.....	8 th Grade Special Education
Steve Zieglowsky.....	Counselor
Jeff Friesen.....	Principal
Nicole Wichman.....	7 th Grade English
Brett Shelagowski.....	7 th Grade Science
Lauren Wright.....	Choral (0.5 FTE)
Chase Auger.....	Band (0.5 FTE)
Katherine Spraggins.....	8 th Grade Math
Brooke Zeiler.....	7 th Grade Social Studies

Classified Staff

Sara Peterson.....	Secretary
Misti Birdwell.....	Paraprofessional
Bob Agostinelli.....	Paraprofessional
Shannon Maxwell.....	Paraprofessional (one-on-one)
Tasha Lahr.....	STAR Room Paraprofessional
Cynthia Battrick.....	STAR Room Paraprofessional
Steve Kelly.....	Custodial
James Wright.....	Custodial
Beth Davis.....	Kitchen Staff
*Paloma Zacarius.....	Kitchen Staff
*Donna Strouf.....	Kitchen Staff

*New staff at the junior high.

MTSS

The Junior High continues our commitment to the MTSS (Multi-Tiered Systems of Support) process. This process has helped us identify and show measurable progress of system strengths and weaknesses at LJHS each year. In addition, MTSS is our primary process for putting into place academic and behavioral interventions and supports for Tier I, II & III students. The MTSS team this year included: Nicole Wichman, Karin Webb, Katie Wirtzberger, Katherine Spraggins and Steve Zieglowsky.

District Goal Area 1: Measurable Student Achievement

The most important task in measuring student achievement is to routinely assess a variety of data. Though academic performance is the ultimate measure of success, there are a number of smaller data resources that help contribute to a positive learning environment.

Data from:

1. Daily attendance,
2. Classroom performance,
3. Benchmark and criterion referenced testing, and
4. Student management and school climate.
5. Curriculum and intervention effectiveness.

1. Daily Attendance - LJHS continues to promote daily attendance as one of the key factors to success in every student's education. We continue to strive for measurable progress in hopes of improving student daily attendance. The goals that we will continue to work on are:

- a. Provide incentives to reward and encourage good attendance
- b. Provide tools to assist parents in getting their child to school
- c. Create procedures in dealing with chronic absenteeism

Our goal for the 2022-23 school year will continue to be to use grade level team meetings to proactively identify attendance problems and communicate with parents on a regular basis regarding absences. Involving parents in the process, and providing them with support, has proven to be the most effective approach in addressing chronic absenteeism.

Our attendance rates were as follows:

	Enrollment	Quarter 1	Quarter 2	Quarter 3	Quarter 4
7th grade	93	95.02%	90.63%	92.57%	92.33%
8th grade	93	92.45%	88.45%	90.56%	91.11%

2. Classroom performance- With each school year teachers face a new class of students with their unique knowledge and learning abilities. This continuous variety is why teachers assess progress on an ongoing basis. At LJHS we stress that homework, projects, quizzes, and tests are all a means of having students practice new knowledge and assess their progress. Grades are a means of measuring progress and motivating students to excel. Making the honor roll is a strong motivator for students. McDonald’s continues to sponsor the posting of our Quarterly Honor Roll in the newspaper. At the end of the school year LJHS recognizes students who have maintained a GPA of 3.67 or higher throughout the school year. The following are the number of students who meet the minimum requirement of a 3.67 GPA:

	First Year Recipients	Second Year Recipients
7th Grade	35	--
8th Grade	2	23

Renaissance Program – We continue 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

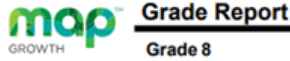
Blue Card achieved a GPA between a 3.50 and 3.99 or an increase of .75

Silver Card achieved a GPA between 3.49 and 3.00 or an increase of .50 receive

3. Benchmark and criteria reference testing- NWEA MAP testing continues to be our benchmarking tool for student progress. NWEA provides schools with a number of report options to desegregate the data on individual students and student groups and helps determine their potential on the state SBAC tests. Below is a chart that provides a set of data regarding projected growth. The NWEA MAP test is assessed up to three times a year to monitor student growth. Our task as educators is to seek the most effective means of helping each student progress with the targeted growth.

Grade 8

Growth: Math 6+ CC SS 2010 V2/Common Core State Standards Mathematics: 2010



Grade 8

Term: Spring 2022-2023
District: Lewistown Public Schools
School: Lewistown 7-8

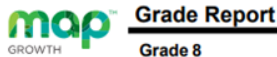
Norms Reference Data: 2020 Norms.
Weeks of Instruction: 32 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	85
Mean RIT Score	232.9
Standard Deviation	16.9
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	230.3
Students At or Above Grade-Level Mean RIT	54

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	12	14%	14	16%	21	25%	23	27%	15	18%	231-233-235	16.9

Growth: Reading 6+ CC SS 2010 V3/Common Core State Standards English Language Arts/Literacy: 2010



Grade 8

Term: Spring 2022-2023
District: Lewistown Public Schools
School: Lewistown 7-8

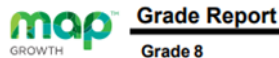
Norms Reference Data: 2020 Norms.
Weeks of Instruction: 32 (Spring 2023)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	85
Mean RIT Score	222.2
Standard Deviation	14.1
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	221.7
Students At or Above Grade-Level Mean RIT	46

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	14	16%	14	16%	23	27%	23	27%	11	13%	221-222-224	14.1

Growth: Language 2-12 CC SS 2010 V2/Common Core Standards English Language Arts/Literacy: 2010



Grade 8

Term: Spring 2022-2023
District: Lewistown Public Schools
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 32 (Spring 2023)
Grouping: None
Small Group Display: No

Language Arts: Language Usage

Summary	
Total Number of Students With Valid Growth Scores	85
Mean RIT Score	222.7
Standard Deviation	13
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	218.7
Students At or Above Grade-Level Mean RIT	55

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Language Usage	8	9%	15	18%	18	21%	26	31%	18	21%	221-223-224	13

Grade 7

Growth: Math 6+ CC SS 2010 V2/Common Core State Standards Mathematics: 2010



Grade Report

Grade 7

Term: Spring 2022-2023
District: Lewistown Public Schools
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 32 (Spring 2023)
Grouping: None
Small Group Display: No

Math: Math K-12

Summary	
Total Number of Students With Valid Growth Scores	95
Mean RIT Score	231.2
Standard Deviation	16.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	226.7
Students At or Above Grade-Level Mean RIT	60

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Math: Math K-12	9	9%	21	22%	14	15%	29	31%	22	23%	229-231-233	16.3

Growth: Reading 6+ CC SS 2010 V3/Common Core State Standards English Language Arts/Literacy: 2010



Grade Report

Grade 7

Term: Spring 2022-2023
District: Lewistown Public Schools
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 32 (Spring 2023)
Grouping: None
Small Group Display: No

Language Arts: Reading

Summary	
Total Number of Students With Valid Growth Scores	95
Mean RIT Score	218.5
Standard Deviation	12.3
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	218.4
Students At or Above Grade-Level Mean RIT	47

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Reading	12	13%	23	24%	26	27%	21	22%	13	14%	217-219-220	12.3

Growth: Language 2-12 CC SS 2010 V2/Common Core Standards English Language Arts/Literacy: 2010



Grade Report

Grade 7

Term: Spring 2022-2023
District: Lewistown Public Schools
School: Lewistown 7-8

Norms Reference Data: 2020 Norms.
Weeks of Instruction: 32 (Spring 2023)
Grouping: None
Small Group Display: No

Language Arts: Language Usage

Summary	
Total Number of Students With Valid Growth Scores	96
Mean RIT Score	221.1
Standard Deviation	12.7
District Grade-Level Mean RIT	*
Students At or Above District Grade-Level Mean RIT	*
Grade-Level Mean RIT	216.5
Students At or Above Grade-Level Mean RIT	64

Overall Performance	Lo %ile < 21		LoAvg %ile 21-40		Avg %ile 41-60		HiAvg %ile 61-80		Hi %ile > 80		Mean RIT Score (+/- Smp Err)	Std Dev
	count	%	count	%	count	%	count	%	count	%		
Language Arts: Language Usage	7	7%	13	14%	27	28%	20	21%	29	30%	220-221-222	12.7

SBAC – Montana Smarter tests were administered in ELA and Math for all LJHS students. In addition, only 8th grade students took the Science test. Here are the results:

2023 Smarter Balanced 7th/8th Grade ELA Results

Assessment Name	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution										
Grade 8 ELA - Summative	8	Spring 2023 (SBAC Summative)	87	2552 ± 10	<table border="1"> <tr> <td>Percent</td> <td>23%</td> <td>37%</td> <td>30%</td> <td>10%</td> </tr> <tr> <td>Count</td> <td>20</td> <td>32</td> <td>26</td> <td>9</td> </tr> </table>	Percent	23%	37%	30%	10%	Count	20	32	26	9
Percent	23%	37%	30%	10%											
Count	20	32	26	9											
Grade 7 ELA - Summative	7	Spring 2023 (SBAC Summative)	96	2542 ± 9	<table border="1"> <tr> <td>Percent</td> <td>25%</td> <td>31%</td> <td>32%</td> <td>11%</td> </tr> <tr> <td>Count</td> <td>24</td> <td>30</td> <td>31</td> <td>11</td> </tr> </table>	Percent	25%	31%	32%	11%	Count	24	30	31	11
Percent	25%	31%	32%	11%											
Count	24	30	31	11											

2023 Smarter Balanced 7th/8th Grade Mathematics Results

Assessment Name	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution										
Grade 8 Math - Summative	8	Spring 2023 (SBAC Summative)	87	2529 ± 10	<table border="1"> <tr> <td>Percent</td> <td>38%</td> <td>37%</td> <td>16%</td> <td>9%</td> </tr> <tr> <td>Count</td> <td>33</td> <td>32</td> <td>14</td> <td>8</td> </tr> </table>	Percent	38%	37%	16%	9%	Count	33	32	14	8
Percent	38%	37%	16%	9%											
Count	33	32	14	8											
Grade 7 Math - Summative	7	Spring 2023 (SBAC Summative)	96	2547 ± 9	<table border="1"> <tr> <td>Percent</td> <td>27%</td> <td>28%</td> <td>29%</td> <td>16%</td> </tr> <tr> <td>Count</td> <td>26</td> <td>27</td> <td>28</td> <td>15</td> </tr> </table>	Percent	27%	28%	29%	16%	Count	26	27	28	15
Percent	27%	28%	29%	16%											
Count	26	27	28	15											

2023 Smarter Balanced 8th Grade Science Results

Assessment Name	Test Grade	Test Reason	Student Count	Average Score	Performance Distribution										
Grade 8 – Science Assessment	8	Spring 2023 (MSA)	87	805 ± 3	<table border="1"> <tr> <td>Percent</td> <td>17%</td> <td>34%</td> <td>28%</td> <td>21%</td> </tr> <tr> <td>Count</td> <td>15</td> <td>30</td> <td>24</td> <td>18</td> </tr> </table>	Percent	17%	34%	28%	21%	Count	15	30	24	18
Percent	17%	34%	28%	21%											
Count	15	30	24	18											

4. Student Management/School Climate - A positive school climate is based on management of negative behaviors and recognition of positive behaviors. During the 2022-23 school year the MTSS team continued to make an effort to listen to our students through the MyVoice Survey and by active listening sessions with random Student Feedback groups. Areas that students felt needed improvement include:

Short Term goals -

- Continue to consistently reward positives as defined by our SOAR expectations - Attendance, Behavior, Academics
- Continue quarterly recognition/awards ceremonies to celebrate and promote student successes
- Find ways to build student pride and promote school spirit (ie - possible leadership class)
- Activity options for students during lunch free time (ie - drama, chess club)
- Continue to use the MyVoice Survey as a means of student input
- Create a plan to have new music and STEM classrooms adequately supplied and ready to go for the 2023-24 school year

Long Term goals -

- Facilities - repurpose old music room (possible weightlifting room)
- Continue to refine and rethink elective classes to match student interests

Positive/Negative Behavior Interventions - One of the primary goals of MTSS is to make student success a focus. A review of the MyVoice survey showed our school climate remains strong and continues to improve. There are a number of ways that we interact with and recognize students on a regular basis. For recognition, students were awarded with SOAR certificates and with the Renaissance program. And, each week teachers met by grade level to select LJHS students who demonstrated positive/SOAR behaviors. For each of these students, a teacher would send a blue postcard home recognizing these behaviors. Advisory provides a place each day for students to connect with teachers. We also have provided several electronic outlets on the student website for students to have a “voice” if there is a need for more anonymity. This includes a counselor referral form, a bully reporting form and a form for school improvement ideas. A component of our Health/PE classes is the Power Up/Speak Out program. This is a very proactive approach by our counseling department and the PE department towards developing and maintaining healthy relationships among students.

With that said, there is still a requirement by MTSS to monitor Office Discipline Referrals (ODRs). Here is a breakdown by grade of documented referrals by the office and referrals submitted via our discipline-referral form by teachers.

	Major Office referrals	Minor Office referrals (teacher-documented)
7th grade	13	77
8th grade	26	135

5. Academic Interventions/Curriculum - An important piece of effective intervention and curricular decisions is the evaluation of student data. Our intervention system continues to be within the regular scheduled classes with IXL and monitoring MAP test scores to measure student progress.

Additional interventions include:

- a. After School Learning Center (ASLC) - ASLC was offered both during lunch and after school Monday thru Thursday. ASLC serves anywhere between 5 to 15 students each session. Students that needed additional help or had 5 or more missing assignments were assigned to ASLC by classroom teachers. Data was reviewed to see which students this program was being effective with and which ones needed additional assistance.
- b. Study Hall – Our study hall environment is an opportunity for students to get additional time to complete assignments and to work on organizational skills. A Tier 2

study hall was added in the second semester for 7th graders that were chronically behind with assignments.

e. Advisory – This is a proven strategy where teachers have a daily opportunity to meet with students to monitor student progress.

f. Level specific courses - In the subjects of Math and English, we utilize assessment data to place students in one of four different ability leveled classes. This process ability allows us to address the specific needs of students in a smaller setting.

g. Title Classes- The junior high offers leveled classes in both English and math. These Title classes provide more individualized instruction and smaller class sizes. The goal of Title classes is to address areas of academic gaps.

h. 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 learning concepts.

Curriculum Offerings-

Offering as many electives as possible continues to be a priority at LJHS. In addition to Ag&Tech, STEM Physical, Fisheries, Graphic Design, Montana Geographical Information Systems (GIS) and Intro to Weightlifting, a Coding/Programming class was added using the “ProjectSTEM” curriculum. This gives students more class options and continues the goal of utilizing study halls to a lesser degree.

District Goal Area 2: Facilities

On a daily basis, we strive to keep the building in top condition and appearance to create a positive learning environment. Bond levy construction has been ongoing this year to add a music room and 2 STEM classrooms. The former music room downstairs will be repurposed at some point in the future as a weightlifting room. The 8th grade science room and STAR room will be repurposed into a lunch room during the summer of 2024. The 7th grade science room will become the new STAR room.

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. Another important part of engagement is involving parents in their child’s education.

1. Community Involvement - To be successful, education takes a community. At LJHS we see the importance of stepping out of the traditional setting and becoming involved in the community.

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. Parents are encouraged to sign up for the smart phone app available for Infinite Campus.
 - B. Google Classroom- All staff maintain Google class sites to provide access to assignments when at home.
 - C. District Website- The digital backpack on the LJHS page of the district website is a great location to provide easy access to every form and information page that is sent home to parents.
 - D. Facebook- LJHS continues to provide parents information about current events and changes through our Facebook page.
 - E. Activities/events - Parents regularly volunteer and help out where needed for different athletic and activity events.

District Goal Area 4: Technology

The most important aspect of technology is not how many computers you have, but how technology is implemented into instruction and management of our school environment. This year students were again issued chromebooks on a one-to-one basis. Below are some of the areas technology is utilized at LJHS:

- a. Data collection with Google Forms has allowed us the opportunity to collect and manage data from, and on, student achievement. This data is easily shared and evaluated.
- b. Infinite Campus- Utilizing the Missing Assignment option in the gradebook has given students, parents, and staff the ability to monitor assignments more efficiently. This is also a primary means for us to deliver messages to parents.
- c. Facebook and Remind - Parent Communication improved with the use of Facebook as a means of getting information out to parents. Facebook use by parents is vital to communicating almost everything and Remind is a texting tool that has been very helpful to students and parents alike in reminding them of upcoming events and updates.
- d. Google Classroom - Teachers have all created a site for each of their classes. This was a crucial tool when dealing with an uncertain future during the school year. Google Classroom will continue to be used in the future on a full time basis.
- e. Document sharing with Google Drive provides opportunities for students to edit their work and collaborate with a group on work. In conjunction with Google Classroom, also students can also electronically turn in assignments to their teachers.

District Goal Area 5: Highly Qualified Staff

One of the strengths of the junior high 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. A high percentage of the certified staff have obtained a Master's level of education. This year we had five full-time certified teachers join LJHS.

Below are the staff changes at LJHS:

1. Certified Staff: LeeAnne Weinheimer - Library/8th grade Title, Jill Schwede - STAR room

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 number of reductions to meet budget requirements. The staff at Junior High Staff continues to be fiscally responsible. This year we were able to continue supplementing our normal budget with ESSER (Elementary and Secondary School Education Relief) funds from the government. The bond levy will be a big priority in the upcoming years as we best meet our building needs in a fiscally responsible manner.

**FERGUS
HIGH
SCHOOL**

Thom Peck

**Fergus High School
2022-23 Annual Report**

**Chris Guglielmo, Principal
Paul Bartos, Assistant Principal/A.D.**

This year, Fergus High experienced some major challenges and historic successes. Our focus still remains on continuous school improvement by putting our students and staff in a position to be their very best, each day. Every decision is predicated by the mantra, "What is best for kids." Currently, I feel the staff is very divided and the single biggest challenge for Mr. Lewis, the new FHS Principal, will be to unite the staff for the common cause of building a respectful culture that benefits all students so they can reach their full potential and being professional leaders so that all staff can be their best version of themselves. This will take time and it will demand many honest conversations, sometimes difficult conversations, that must focus on a team approach. Conversely, our students are absolutely incredible. Almost 90% of our students were involved in at least one activity and over 76% were involved in three or more activities. Our attendance rate for the entire school year was 92.08%, slightly down from previous years, our graduation our graduation rate was 96% and we had four Valedictorians with a perfect 4.0 GPA. Our Band Program is booming under the leadership of 2nd year teacher, Chase Auger and for the first time 10 years, we had 16 All-State Band or Choir students. Our Speech Team celebrated our very first in school history Extemporaneous Speech State Champion in Julia Kunau. Fergus' very first girls State Champion Wrestler ever was Becca Birdwell and the Birdwell Family is Montana's first ever brother/sister State Champion duo. For the second time ever in school history and for the first time in 22 years FHS are the 2022 State Class 'A' Football Champs and for the only the 2nd time in school history and 44 years later, Fergus in the State 'A' Basketball Champions...truly historic as both teams were undefeated! All of our students are outstanding ambassadors for Fergus High School and the Lewistown community.

Fergus High Enrollment:

2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<u>Fall/Spring</u>	<u>Fall/Spring</u>	<u>Fall/Spring</u>	<u>Fall/Spring</u>	<u>Fall/Spring</u>
337/333	306/304	330/330	330/332	357/352

The increase in enrollment is reflective elementary enrollment jumps reaching the high school but I think it is also reflective of how well LPS handled the Pandemic, Fergus High's National Distinguished School Award from last year, the success in our Music and Activities programs and the major increase in AP/Dual Credit Offerings (16) that we now are able to do.

Professional Development:

This year FHS professional development focused on self-care, positive student/teacher and teacher/teacher relationships, department meetings, and curriculum evaluation, especially in English/Language Arts and Math. The MTSS Building Team always plays an integral part of in our Professional Development. It is our goal to emphasize Teaching Strategies next year and get back to the pre-Pandemic days. The use of department meetings continues to assure cohesive instruction and goals as students transition through departments.

Course Offerings:

During the 2022-23 school year the following dual enrollment courses were offered:

- English 12 - Writing 101 - College Writing
- Advanced English 11 - Writing 101 - College Writing
- Advanced Math/Pre-Calculus - Math 121 - College Algebra
- Advance Biology - Biology 160/161 - Principles of Living Systems with Lab
- Advanced Physics
- Welding - Welding 110 - Welding Theory
- Advanced US History
- EMT National Certification
- Advanced Spanish

Seven Advanced Placement courses were offered with a total of 95 students enrolled. **Advanced Placement results won't be available until July.** The following AP classes were offered this year:

- World History
- Government
- Calculus
- Spanish
- Chemistry
- English
- Physics

Providing remediation for our tier two students can play as important of a role in our education services as advanced classes do. This year we took a new approach to our Title I English classes. Instead of modifying the regular grade level English curriculum for our Title students, we established courses by ability at four different levels. Our English 100 through 300 classes focused on the remediation of reading and writing skills for freshmen through juniors. English 400 was for seniors and focused on reading and writing career readiness.

We also offered an Integrated Science course to help prepare the lower Tier 2 and upper Tier 3 students for Title classes in Earth Science and Biology. Through this remediation

efforts we hope to see an improvement in future assessment data for the Tier 2 & 3 students.

The numbers in our CTE programs continue to grow as student interest in career preparation increases. Four years ago, Fergus High School went from having one Agriculture Education teacher and one Industrial Tech teacher to two Agricultural Education teachers. Having two instructors has allowed the Ag Department to create more cohesive pathways. The Family and Consumer Science Department, with new teacher Megan Vincent, is developing new pathways i.e. Hospitality & Tourism to meet the increasing number of students interested in her department.

The Business Department has continued a number of traditional classes with Accounting, Personal Finance, Annual, and Business Math and has added two online computer classes. Applied Digital Skills is a free program from Google that provides online lessons for students to learn practical applications while working at their own pace. In addition to Applied Digital Skills, Fergus High offers online Computer Science and Coding classes. This was also the second year Fergus High School has been selected as a rural school to be sponsored by Amazon for these classes. Enrollment in both these online programs have increased slightly over the past two years and is showing a significant growth for the 2023-24 school year. Beginning in 2025, a Financial Literacy class will be required for graduation. This requirement will increase our student enrollment in Personal Finance, Economics and Ag Management to fulfill the graduation requirement.

Five years ago Fergus High School began working with the Department of Public Health & Human Services (DPHHS) in their Vocational Rehabilitation and Pre-Employment Transition Services (Pre-ETS). With this program, Fergus High School is provided assistance in helping students in five categories; job exploration counseling, work-based learning experiences, counseling on transition or postsecondary education, workplace readiness training, and instruction in self-advocacy. In addition to providing these services, representatives from DPHHS come to Lewistown on a monthly basis to meet with students and their parents to discuss services that are provided beyond the school year and graduation. Fergus High School receives more than \$40,000 annually for providing these services. We are expanding these services to more students and Mrs. Gobble has embraced this change with open arms.

This was the fifth year that FHS offered the HiSET Option Program to seniors who, because of life circumstances, would come up short on credits for graduation. This year three students participated in the program and were able to successfully complete the requirements to graduate with their peers. To prepare the students for the five exams we utilized the Essential Education program to prepare students for the five HiSET exams. Essential Education is one of only two programs approved by ETS (HiSET organization). This program has been a success as long as our strict application process is followed, allowing only those students who have a strong desire to take advantage of this opportunity to graduate. In order to graduate with a diploma from the HiSET Option program, students must meet a higher score on each of the five HiSET exams. We believe that has been very beneficial for those students who otherwise, probably would not

graduate and Fergus High is not big enough to have a separate Alternative School to meet these students' needs.

Beginning in 2021, we increased our counseling from 1.3 to 2.0 FTE in order to help increase our focus on the three content areas of school counseling; academic, career, and social/emotional development. One important role of school counselors is to teach the Signs of Suicide (SOS) program in November and December. *"S.O.S. is an Evidenced Based Program that teaches middle school and high school students how to identify peers and/or themselves that may be showing signs of suicide and help and resources that are available."* (Montana OPI website) The counselors were available after each classroom session and met independently with students who needed one-on-one counseling instead of the group presentation. The increase in counselor FTE also provided more time to work with students on academic and career pathways. Mrs. Vaughn and Mrs. Crouse have developed great relationships with both students and staff and we firmly believe this change is invaluable resource at FHS.

Parental Engagement:

Last year, we instituted a new format for parent/teacher conferences. Instead of the open schedule where any parent could come in and wait for an opening with a teacher, we created three meeting rooms for a team of teachers and scheduled meetings with the parents of students who were struggling. These meetings were scheduled with a personal phone call to parents. There were 18 thirty-minute time slots for each meeting room. For the spring conferences we had four meeting rooms with 8 time slots for each. These have proven to be very effective and teachers were able to meet with almost 90% of the families that they really needed to meet with.

Another addition in the Fall was to have teachers conduct individual conferences with each of their students over the two weeks before conferences. These individual meetings addressed student successes and areas in need of improvement. After meeting with their teachers, the students were asked to share with their parents the notes from the individual meeting. We believe this also helped develop stronger student-teacher relationships

The teachers felt that the team approach to parent conferences were highly effective, there was still a need to allow an opportunity for those parents who didn't receive an invitation to attend a conference. Teachers also felt that the individual student/teacher meetings were important but they did take a lot of class time to complete.

ACTIVITIES



**FERGUS HIGH
SCHOOL**

Paul Bartos

Fergus High School
Activities
1001 Casino Creek Drive
Lewistown, Montana 59457
(406) – 535 – 2321

2022-2023
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 Paul Bartos 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 2022-2023 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 2022-2023 school year we had a grand total of 128 individual **Academic All State Awards**. Listing the awards by each individual sport are as follows: Girls Basketball-7; Football-13; Cross Country-12; Wrestling-6; Volleyball-6; Boys Basketball-11 Cheerleading-9; Track and Field-20; Tennis-17; Softball-15; and Golf -12.

The Fergus High School **Band** program began a week early for a week-long marching band camp to prepare for homecoming festivities. The bands marched down Main Street for the homecoming parade, accompanied by the eighth grade. Later that evening, the Screamin’ Eagle Marching Band gave a homecoming halftime performance of Michael Jackson tunes during the football game. The band gave the same performance at MSU’s annual “Showcase of Bands” on the Bobcat football stadium, Fergus’s first ever year participating in the event along with 7 other high school marching bands. A portion of the pep band also traveled to Sidney to cheer for Fergus at the Divisional Volleyball tournament.

The Screamin' Eagle Pep Band's winter season consisted of many energetic nights playing for the girls' and boys' basketball teams, following them to Billings to play at divisional tournaments. The band played for the 3 girls' games and the 3 boys' games, getting to witness the second consecutive year that the boys won the divisional championship. State tournaments were held in Bozeman, where the band was also in attendance to see the boys win the Class A State Championship.

On the concert side of the program, the bands combined for the winter concert to perform various holiday pieces. For the March and May performances, the symphonic band and younger concert band split to perform their own individual pieces. In addition to these regular performances, the symphonic band attended Eastern A Band Festival in Miles City. Eleven students represented Fergus High in the Eastern A Honor Band.

For District 8 Music Festival in April, the symphonic band again received "straight superior" ratings, and the concert band received 2 "excellent" ratings. Thirteen solos and small ensembles performed for adjudicators, as well as the FHS percussion ensemble and jazz band. Both percussion and jazz, as well as 13 students received superior ratings to perform at State Music Festival. Eight Students received a "superior" rating at State Festival.

The Fergus High bands ended their year by performing at the graduation ceremony with "Pomp & Circumstance" as well as the chosen senior song "Baba Yetu." Mr. Auger wishes the 10 graduating seniors the best of luck in their future endeavors and their continued musical pursuits!

The 2022 Fergus High School Golf team ended the season with 11 girls and 16 boys. The first practice was Thursday August, 11th and the State tournament ended on Saturday October, 1st. We attended 15 tournaments in all: 2 were JV only, 2 were JV and Varsity combined, and 11 were Varsity only which included the Divisional and State Tournaments in Billings and Hamilton, respectively.

The girls' team placed 5th at the Divisional Tournament in Billings, Montana, at Lake Hills Golf Course with one earning All-Conference Honors. Three of the 5 qualified as individuals to play in the State Tournament. They competed as individuals at the State Tournament which was held in Hamilton, Montana. All five girls that played in the Divisional Tournament, plus our alternate, will earn their Letters.

The boys' team placed 2nd at the Divisional Tournament in Billings, Montana, at Lake Hills Golf Course with four All-Conference Honors. They competed in the State Tournament in Hamilton and placed tied for 6th as a team. None of the boys earned All-State recognition. All five boys that played in the Divisional Tournament, plus our alternate and the top three JV boys, will earn their Letters.

Coaching was done by Brett Thackeray (eleventh year with the team, ninth year as head coach) and Sherry Breidenbach (first year as assistant coach).

Our 2022/23 *Speech/Drama/Debate* season was a long and wonderful ride. There were many surprising twists and turns as we traveled farther and wider than we normally do. Our Eastern team was able to cross the mountains several times and visit our Western brethren. We attended meets at Lockwood, Custer Co, East Helena, Frenchtown, Laurel, and Whitefish. Divisional was held at Park, and State at Sidney. We even did our first National Qualifier with interested members of the team in Belgrade.

The Team had many seniors this year. We graduated more than half the team. We were blessed to have Logan Baldwin, Zeke Bauman, Catherine deGuzman, Jasper Fairchild, Gracie Howells, Leah “Wybie” Naber y Rosario, and Joe Workman on the team for their final year at Fergus. Joining them from the Junior class was Julia Kunau. Sophomores this year included Rachel Comer, Sofie Ramirez Galdamez, and Olivia Tucker. Freshmen this year were Malikai Aminkeng and Olotauatia Setu.

The team was Captained this season by Catherine deGuzman. Her Lieutenant was Julia Kunau. Both are outstanding examples of the dedication and challenge of competitive public speaking.

Our team was small but as fierce as ever. We had many individual high placers throughout the season. Our Pantomime Jasper Fairchild constantly dominated her event. Together with her partner Logan Baldwin they also challenged the competitors in Dramatic Theatre weekend after weekend.

Our debate team was equally dominant. Our three Lincoln Douglas debaters Gracie Howells, Julia Kunau and Rachel Comer, all brought their fierce intelligence and conviction to competition. Julia Kunau and Rachel Comer took the top slots at Divisional, a team first for Coach Stahl. Julia went on to take 1st Place at State as well.

The speech team had its ups and downs throughout the season. Captain deGuzman placed first at several competitions in her events of Impromptu and Dramatic Oral Interpretation.

We are already looking forward to the next season, even as we wave goodbye to the seven seniors. The team will be led by Julia Kunau for her senior year, with Sofie Ramirez Galdamez acting as her lieutenant. The team is already recruiting from the incoming freshman class as well as those students who haven't yet found their way onto the team from the high school. Our fall season will kick off on October 2, 2023.

Coaching Staff will consist of Head Coach Lee Stahl and a possible Assistant Coach Comer. Coach Stahl was nominated again for Class A Drama Coach of the Year for 2022-2023. Coach Stahl is also the new Chair of the Education Committee for the Montana Forensic Educators Association, helping new coaches learn the ropes of competitive forensics.

It was a great year, and all are excited for the years to come.

The ***Student Council*** had a very successful and busy year, beginning last spring with the officer elections and the start of activities for the 2022-23 school year.

The Student Council remained very active in the fall with homecoming activities, including hallway decorating, spirit week dress-up days, float decorating, coronation, the pep assembly, the parade, fall activity/sporting events, and the formal dance!

Scheduled meetings continued through the year as Student Council members had special recognition of staff and students through Custodian's Day, Boss's Day, Red Ribbon Week, Guest Teacher Appreciation, Winter Spirit Week, National School Counseling Week, Paraprofessional's Day, Administrative Professional's Day, School Nurse's Day, Teacher Appreciation Week, and Mental Health Awareness Month. An abundance of positive messages, cards, notes, treats, and gifts were given for these events to let others know how much they are appreciated at FHS!

This year Student Council created student support bags for students who were in need of a positive note and treat in their day or that had earned a congratulations for an outstanding event in their life. The bags were from "Fergus Friends" and included a positive note from a Student Council member, a treat, and some pencil toppers. The bags were kept at the office and could be handed out to students by the office secretaries, administrators, counselors, or Student Council members. Student Council received very positive feedback from students and staff about the appreciation for these encouraging "Fergus Friends" bags.

Another idea and item that was created by Student Council this year was Guest Teacher Appreciation Cups and Treats! Student Council members wanted to recognize the great work and dedication of our Guest Teachers. Each Guest Teacher at Fergus High School received a coffee cup filled with a thank you card, treats, a thank you pen, and a Fergus Perks gift card to use while they were at FHS. Student Council received thank-yous for this from some of our Guest Teachers and comments about how nice it was to know they were appreciated.

Winter Spirit Week was a success with the dress-up spirit days throughout the week and a pep assembly to recognize speech, drama & debate, basketball, wrestling, cheerleading, and the band at the send-off for Divisional and State.

The junior class officers, along with their junior class, and junior staff advisors put an immense amount of time, planning, and work into their junior/senior prom through Butter Braid fundraising for the decorations and supplies. They also worked throughout prom week and for a full day to decorate at Central Feed Grilling Company for their "Prommy's" prom as well as preparation for the grand march and coronation at FHS. Several sophomore advisors, officers, and students cleaned up the day after prom. The prom consisted of the coronation, grand march, prom dance, and after prom party (put on by the junior parents). The entire week of prom was a success with high attendance and a lot of fun!

The Student Council held their elections for the 2023-24 school year in the spring of this year. Having learned how much this helped the previous year to prepare for the following year with Homecoming, elections were completed this spring in order to have time to prepare for the fall events of Homecoming spirit dress up days, hallway/locker decorating, parade, pep assembly, coronation, athletic events, and the dance. Student Body Officer elections were the second to last week of April and the Student Class Officer elections were the first week of May. Offices for all positions were filled through student applications, student speeches and campaigning, and student body voting. Officers will now be able to continue their Homecoming planning and work as school starts this fall.

Student Council wrapped up their year with an Eagle Workshop to gather input from students to present to administration. They presented Student Voice survey results (including categories of Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, Confidence to Take Action), thoughts and ideas from this year that students enjoyed with ideas to carry forward, ideas for welcoming Freshmen next year, Homecoming planning for next year, and their 2022-23 Student Council Legacy. A few of the things that were brought forward and mentioned at the Golden Eagle Workshop were to continue the Club Fair so students can learn and be more involved and connected throughout their year and also have “Club Spotlights” on announcements or on posters so students can learn even more about them and get involved, having more student recognition on the school monitors and through social media throughout the year, having more recognition and communication between students and teachers through possible use of information or recognition bulletin boards, and adding more activities for students.

Student Council students and several other students were involved in the end-of-year Fergus High School Awards Ceremony, including Blue & Gold Awards and leadership awards for our members who have dedicated their time and efforts this year in Student Council and their thoughtful service to the student body. Our Student Body President and Senior Class President presented the Student Council Awards at the ceremony.

The 2022-23 Student Council worked diligently this year toward their goals for student involvement, leadership, student and staff care, and school spirit. They found some things that worked very well throughout this year and plan to continue some of these ideas, such as having set meetings the first and third Tuesday of each month, having more student involvement in homecoming hallway decorating by including individual locker decorating and themes for each class, acknowledging and spreading kindness through the use of the kindness awards & drawings, recognizing students and staff throughout the year with: Custodian’s Day, Boss’s Day, Red Ribbon Week, Guest Teacher Appreciation, Winter Spirit Week, National School Counseling Week, Paraprofessional’s Day, Administrative Professional’s Day, School Nurse’s Day, Teacher Appreciation Week, & Mental Health Awareness Month, encouraging students through the use of “Fergus Friends” bags, including each class (freshman-senior) in a variety of ways for student events, having Student Council elections in the spring, and focusing each spring on the improvements that have been made throughout the year as well as areas in need of improvement to carry forward to future years. It was a very successful and innovative year, and we are proud of the Student Council officers' accomplishments and their service to our school, student body, and staff!

State Champs! Wow what a year 2022 was. After having an outstanding 2021 football season that put Fergus football back on the map, The 2022 **Football** team will be remembered as one of the best ever Class A football teams as well as Fergus High School teams.

This group continued to be committed to the weightroom and our off-season workouts, and because of that they finished the best football season in the history of Fergus High School.

The 2022 Varsity football team trailed one time all season and that was for 3 minutes at Laurel where they eventually beat Laurel 24-3 and never allowed their offense inside the redzone. Fergus' offense averaged 37.25 PPG and the Defense averaged 9.3 PPG Against. The 2022 Froshmore team ended the season with a 5-3 record.

The varsity ended the Conference Season 9-0 and won the Eastern A conference. Game 1: 44-12 win over Dawson Country, Game 2: 24-7 win at Havre, Game 3: 63-6 win over Park, Game 4: 24-3 win at Laurel, Game 5: 42-7 win against Sidney, Game 6: 45-0 shutout win at Lockwood, Game 7: 55-18 win at Hardin, Game 8: 17-7 win against Billings Central to lock up the Conference Championship, Game 9: 36-0 shutout win at Miles City to finish the regular season. After a 1st round bye we hosted Columbia Falls in a windy cold game and came out with a hard fought 14-6 win. We hosted the Semi Final Game in Lewistown where we beat Polson 49-32 in a high scoring hard fought game. We hosted the 1st State Championship game ever in Lewistown and won our 2nd State Football Championship by beating Billings Central 34-14 in front of a full capacity crowd at Golden Eagle Stadium. We finished the year undefeated—a perfect 12-0, the best record in Fergus High School Football history and won the 2022 Montana Class A Football Championship.

For the second year in a row, the Fergus *Girls' Basketball* team made progressive strides as a program. Although the season record was one win shy of the previous season, the team was much more competitive against the powerhouse teams in the Eastern A Division. Leading by 3 at halftime against eventual state champ Havre, being tied with under 4:00 to go against then 1-seeded and undefeated Billings Central, tallying one of the biggest wins for the program in years by beating state runners-up Hardin, and even leading eventual state-placers Laurel at halftime during the first game of the Divisional Tournament are just a few examples of how well these girls competed this year. That was the biggest difference between this season and the previous one—how they competed against the best teams in the conference. We have a good young core of girls returning, including two girls that garnered All-Conference recognition as well as returning a starter who we lost to a knee injury. The goal is now to take the next step as a program and return to the state tournament.

The Fergus Golden Eagles *Cross Country* team almost doubled in numbers this year growing from 18 to 35. In 2021, there were 5 boys and 13 girls on the team. This year we lost two of the boys, but gained 6 more so we had 9 boys and 26 girls competing. Our girls' team placed 2nd at the Super Divisional competition with the Eastern Conference. Becca Birdwell was All-Conference for placing in the top 10, but Bethany Householder was also a Divisional medalist placing 12th. The boys' team placed 10th with Dalton Haugen finishing first for the team in 24th place. Going into the state meet, the girls were ranked 8th and the boys were ranked 22nd. Both teams moved up with the girls placing 5th and the boys placing 19th. Becca Birdwell finished 20th which was just 5 places out of all state ranking, but her time of 20:47 would've placed her in the top 15 last year. The times were faster this year. Our top 5 girls all placed in the top 50 runners. Our 7 varsity girls were Becca Birdwell, Bethany Householder, Anna Elam, Sydney Wichman, Paige Householder, Kylee Peterson and Maddie Martin. All 7 girls will be returning next year. Our top 5 boys were in the top 115 runners. This was a building year for a very young team and they showed a lot of improvement. The 7 varsity runners were Dalton Haugen, Joe Workman, Kaiden Gardner, Pedro Martingnoni, Aiden O'Neal and Kai Painter.

Dalton and Joe were seniors this year. Head Coach for Cross Country was Suzie Flentie with Regan Bold as Assistant Coach and Kimmie Briggs as Volunteer Assistant Coach.

Varsity record was 24-0...

The 2022-23 Fergus ***Boys Basketball*** season was the eighth season under Head Coach Scott Sparks. Sparks was assisted by Jim Daniels & Matt Plagenz. The Golden Eagles finished 24-0 and won the school's first State Championship since 1979 with a 54-47 win over Dillon at the Brick Breeden Fieldhouse in Bozeman. The team also won the regular season Conference Championship and the Divisional Championship for the second straight year. The State Tournament saw the Eagles defeat Hamilton in the first round 60-44 and followed it up with a dominating win over Frenchtown 61-35. Royce Robinson and Fischer Brown combined for 148 in the three state tournament games. At the Divisional Tournament the Golden Eagles picked up wins over Laurel and Billings Central, before defeating Dawson County in the championship game 66-40. School records were set for wins in a season & team rebounds. Fischer Brown set the individual points scored record for a season and points per game in a season. Royce Robinson set the school record for career assists, steals in a career, and blocked shots in a career. Matthew Golik set the career record for FG percentage. Royce Robinson and Fischer Brown both surpassed the school record for points in a career. Robinson and Brown were also selected All-State, and 1st Team All-Conference. Maxx Ray and Gage Norslien were selected 2nd Team All-Conference, and Matthew Golik and Brody Jenness earned Honorable Mention All-Conference. Robinson and Brown were also selected to play in the HIT Tournament at the conclusion of the season and both made the All-Tournament. Robinson, Golik, and Norslien were selected to play in the Billings Senior Classic, and Robinson was selected as the Charlie Robinson Most Valuable Player and selected to the 1st Team All-Tournament team. Fischer Brown was selected the Max Preps Montana Player of the Year as the top player in the state as selected by Max Preps and a 2nd Team Max Preps Small School All-American. Royce Robinson was selected the Vertical Raise/ESPN Montana Player of the Year and also selected to play in the Montana/Wyoming All-Star game. Coach Sparks was chosen the MCA Class "A" Coach of the Year, and the Golden Eagles finished ranked 2nd in the Nation by Max Preps for the Small School Division. The Golden Eagles were led by seniors Royce Robinson, Gage Norslien, Matt Golik and Avery Crouse. A talented junior class of Fischer Brown, Maxx Ray, Brody Jenness, Trajan Sparks, Kieran Netburn, Jordan Jensen, Sean Zimmer, and Tate Mangold earned their letters and will be relied on to lead the team next year. Eleven of the 12 lettermen earned Academic All-State honors. Twenty-four athletes participated in the program. Kylie Moline, Melissa Bidisson, and Luke Derheim served as team managers. The JV team finished 9-6 while the freshman team went 6-8.

The ***Volleyball*** program under the direction of Head Coach Adrienna DeCock saw another great turnout this season - 31 girls tried out for the HS Squad. Twenty-eight players made it through tryouts for the C-squad, JV, and Varsity. Projected numbers for the program are looking good with Jr. High participation staying steady and over 30 girls participated in 5th and

6th grade volleyball last spring. The program is graduating 4 seniors this season. The Golden Eagles saw consistency this season and we are looking forward to the future of the program.

Since we did not graduate any seniors last year, we were able to come right in and pick up where we left off. This season we traveled to Sidney, Montana, for the Divisional Tournament and went 3-2, losing to Havre-one match short of making the State Tournament. Varsity ended with a season record of 11-9 and a conference record of 6-2 (finishing 2nd in our conference behind Havre).

Earning 1st Team All-Conference and All-State honors was senior Aniya Ross; 2nd Team All-Conference honors went to Rylee Armstrong; Honorable Mention All-Conference honors went to senior Brooke Weinheimer and junior Koryanne Lisle. There is an expectation for excellence on the court and also in the classroom. Six players earning a Varsity Letter this season earned Academic All-State honors (maintaining a 3.5 GPA or higher throughout the season - first quarter).

Our sub-varsity teams both had great seasons. C-squad, under Coach Lesly Kassmier, finished the season 13-1 and JV, under Coach Paige Nash, finished 11-3. Both squads showed lots of improvement over the season and we are looking forward to next season to pick up where we left off, and continue working towards our goal of returning to the State Class A Volleyball Tournament in November.

The 2022-2023 Wrestling team was coached by Brendon DeCock and assisted by Robert Wallace. Wyatt Blythe was a Volunteer Assistant.

Our numbers continue to improve. We started the year with about 30 kids. We ended the season with 22, 18 boys and 4 girls. Of the 8 kids we lost throughout the year 5 were girls. We have to find a larger area to practice in. Our room is too small for even 18 kids. We also need to find a coach that is dedicated to the girls program. We were on the young end again, but the attitude and effort of the kids was pretty good all year. They improved throughout the season. We took 17 boys and 4 girls to Divisional and 8 boys and 3 girls advanced to State. All but 2 of them won a match at the State Tournament. We ended up putting 3 in the finals, 1 took first, 2 took second, and 1 took fifth. Becca Birdwell became our first female State Champion in girls wrestling.

We had 2 Seniors

- Damen McCord - 6th Divisional and 5th State
- Jett Boyce - 1st Divisional and 2nd State

We had 5 juniors

- Wyatt Elam - 2nd Divisional and 2nd State
- Jake Simac
- Carson Nelson - 6th Divisional
- Quinn Boogman
- Kate Maxwell - 2nd Divisional

We had 6 sophomores

- Zac Chinn

- Peyton Hartford - 4th Divisional
- Rebecca Birdwell - 1st Divisional and 1st State
- Lidia D’Hooge
- Tyson Clark
- Preston Johnson - 6th Divisional

We had 9 freshmen

- Camryn Fiscus
- Aiden Snyder
- Colt McCord
- Stockton Stroh - 7th Divisional
- Mikey Veloz
- Brian Blackadar
- Wyatt Gar
- Brendin Fiscus
- Jack Pallett - 7th Divisional

The 2022-23 Fergus High School *Cheer Team*, featuring fourteen Varsity Cheerleaders and one Mascot, had an outstanding season! Two of the cheerleaders were Foreign Exchange Students—from Italy and Belgium.

Jennifer Pfau (Head Coach) and Rayna Phelps (Assistant Coach) coached the Cheer Team. Throughout the year the Cheer Team stayed extremely busy practicing 2-3 times each week, as well as cheering at all home football, volleyball, and girls’ and boys’ basketball games. They also cheered on our teams at football playoffs and the State Championship, Volleyball divisional, and divisional and state basketball tournaments. It was an especially memorable year with the Cheer Team helping to cheer our Football Team onto a State Championship in front of our home crowd and the boys’ basketball team finishing 1st Place at Divisional and a 1st Place at State.

The Cheer Team hosted two camps for elementary students. The Summer Spirit Camp in August had 45 participants and Junior Cheer Camp in February had 99 participants. In March, the team hosted CheerFest – the largest high school cheer, dance, and mascot competition in the state! It was a record year for attendance with 27 teams and 350+ cheerleaders in attendance. CheerFest also featured a College Division for the first time. Our team took home the following awards:

1st Place in the Mascot Division – Mitchel LePage

1st Place Class A Cheer Team – Fergus High Cheer Team

At the Annual Awards and Recognition Night, the following awards/plagues were presented:

Most Valuable Cheerleader – Finlay Lewis

Outstanding Cheerleader – Maggie Fulbright

Most Improved Cheerleader – Loise Bex.

Coming into the 2023 ***Track & Field*** season, our coaching staff (Vic Feller – throws and pole vault; Gary Ceerle – hurdles, sprints and relays; Orin Johnson – javelin and long and triple jump; Volunteer assistants Mike Hamling – throws, Suzy Flentie – distance; and Steve Olson – high jump and relays.) had high hopes for a successful season but did not reach our team goals. We did have a lot of great performances during the year, especially two new school records, one being Rylee Armstrong winning State in the long jump with a jump of 18' and the other being Girls' 4 X 100 relay set a school record at State with a time of 50 flat.

At the Divisional meet in Sidney the boys took 3rd and the girls took 4th. Placers were Avery Crouse in the 400 meter and long jump, Gage Norslien in the 110 Hurdles, 300 Hurdles, javelin, and both relays, Jett Boyce in both hurdles, Matt Golik in both hurdles and both relays, Sean Zimmer in the discus and shot put, Christian Wolfe in the shot put, Tanner Vanek and McKay Shobe in the high jump, Trent Grover in the short relay, Maxx Ray in the long relay, Rylee Armstrong in both hurdles, long jump, triple jump and short relay, Blythe Armstrong in the 100, 200, both hurdles and short relay, Sam Schiuchetti in both hurdles, Grace Hicks in high jump, 100 hurdles, and short relay, Koryanne Lisle in the short relay, and Aniya Ross in the shot.

At State, our girls tied for 8th and the boys tied for 15th. Placers were Rylee Armstrong-1st in the long jump (new school record 18'), 3rd in the 100 hurdles, 4th in the 300 hurdles and triple jump, and 5th in the 4 X 100 relay with a new school record of 50 flat. Those that joined her on the short relay were Grace Hicks, Koryanne Lisle and Blythe Armstrong. Blythe also took 5th in the 300 hurdles. Sean Zimmer took 4th in the discus and Gage Norslien took 5th in both hurdles.

We are losing a lot of good seniors, but our underclassmen coming up have a lot of talent. We had right 50 athletes this year and hopefully we can reach that number next year.

The 2023 version of Fergus ***Fastpitch*** saw a youth movement by the end of the year. As coaches, we always saw the potential and the season was the normal journey to success with a lot of ups, downs, U-turns, etc..... We had 22 girls out, but one that would have played a large role this season experienced an ACL injury and of the 22 we had only 2 Seniors. Most games we finished with 3 Juniors and 6 Sophomores on the field. We finished with a 15-12 record along with 6-2 in conference play, but the true highlight was our play at the State tournament as our youth matured quickly and started to understand their abilities. We even upset last year's state champion, Frenchtown! They had kept us from a trophy more years than I can remember, so it was nice to return the favor. Our games were truly a team effort as we were using 15-17 girls every game, which gives experience to a solid group of Freshmen. Our JV had a successful year also with a 10-4 record, so the future is bright and our numbers are solid. Eliazar Southard and Jaden Martin were All-State, Kiya Foran was 1st Team All-Conference, Karolyne Southworth, Kylie Moline, and Kayla Jensen were 2nd Team, and Kloe Southworth was Honorable Mention. Coaches were Mike Mangold, Kirsten Miller, Jeremy Long, and McKenzie Salka.

The 2022-2023 ***Tennis*** team, under the direction of Co-Head Coaches Sherry Breidenbach and Shannon Fisk, was led by an overall slightly inexperienced team consisting of 4 seniors, 13 juniors, 7 sophomores and 8 freshman. The Divisional team included 2 seniors, 10 juniors, 5 sophomores and 3 freshmen. Thirty-two players finished the season this year. We are encouraged and privileged by the hard work and dedication of our team. Weather did unfortunately play a negative role in this year's season. We lost two matches and did a lot of shoveling of courts for the first two weeks of the season to even begin to play.

Highlighting the year was the play of 3 players that advanced from Divisional to State. They were: Skylar Rutten who took 3rd place in Girls Singles and Lexi Breidenbach and Lauren Plagenz taking 4th place in Girls Doubles. Fergus High hosted a very successful North-East Division Class A Divisional Tennis Tournament for our placers and those that gained experience playing at Divisional for the first time. We are very thankful for the hard work of the tournament directors, Jim Daniels, Wendy Pfau and Diane Lewis. The Class A State Tournament was hosted by Polson using the courts at Fort Missoula Recreational Park and The Peak Health and Wellness Center in Missoula.

A strong group of underclassmen returning appears poised to provide excellent leadership next season. We also look forward again to talented and hardworking participants for the 2023-2024 tennis season.

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

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

Fergus High School provides many activities that support the academic mission of our school. Programs are not a diversion, but rather an extension of a good educational mission. The confidence in almost all Fergus activities programs seems to be strong. The staff is highly professional, motivated, and very enjoyable to work with. We, at School District No. One and Fergus High, look to the future with confidence and excitement!

Respectfully submitted,

Paul Bartos
Vice Principal/Activities Director

Assessment

Thom Peck

My assessment report will provide a District-wide perspective and each school will be a little more specific to the school and/or grade level. We made a few critical changes that actually date back to the 2019-20 school year and I really believe those changes in our assessment program helped us come out of the pandemic much better than most schools. Those changes before the pandemic involved increasing our Reading and Math time in each of the Elementary Schools but especially at Lewis and Clark Elementary and putting those classes more in the prime part of the school day. The Leadership Team felt that our test scores really did not reflect our student achievement that we saw on a daily basis in the classroom. Full disclosure on my part, I feel we formally test kids too much and some of that is due, in part, because we are either federally or state mandated to test kids but I still think it is in excess. Our kids are much more complicated than what a mandated test typically evaluates and I believe classroom instructional time should be kept to a premium. Most of the assessment we have added has been more intervention driven and more targeted to individual student needs and/or age or school appropriate.

That being said, we have changed our assessment program, especially at the elementary level. Each school has some flexibility in their progress monitoring assessments. We use Dibels at all three elementary schools. Dibels is primarily a test to measure reading fluency. At Garfield, in addition to Dibels, they have really emphasized teaching phonemic skills or letter sounds. They use the Haggerty Phonemic Awareness program. They have seen great progress in this regard and they have been able to target specific skills for certain kids. Another very targeted intervention program used at Garfield and Highland Park, the Sonvay program, is a comprehensive reading and math program. This is more of a formative assessment and is based more on classroom observations and assessments. The tasks are all timed and are shorter in duration. This allowed the students to stay longer in the classroom yet we witnessed very good gains specific to each student, specifically, in our Tier II and Tier III students. At Highland Park last year, we added 2nd grade to our MAP Progress Monitoring assessment. We MAP benchmark test three times each year – Fall, Winter and Spring – in both Math and Reading. I believe MAP tests drive our instruction better than any other test and challenges our students to improve. At Lewis and Clark Elementary and Lewistown Junior High, we also use another targeted intervention assessment tool called SuccessMaker. This assessment is designed to identify students at the intensive, strategic and benchmark level in math computation and math concepts/applications. Math has always been a tough area for our upper elementary and junior high students. We believe SuccessMaker will help our students' progress more rapid and gives those students in the intensive and strategic areas that extra push. Finally, the State mandated test SBAC is used for grades 3-8 for reading and math. This test is always done in the spring of the year. In my opinion, this is the worst test but it is the only mandated test.

In general (VERY General), our gains or losses in Benchmark Scores from the previous year for Math and ELA beginning with our 2nd graders are as follows:

2 nd Grade	ELA	Up 6%	Math	Down 9%
3 rd Grade	ELA	Up 6%	Math	Up 21%
4 th Grade	ELA	Down 7%	Math	Down 3%

5 th Grade	ELA	Down 3%	Math	Up 6%
6 th Grade	ELA	Up 9%	Math	Up 5%
7 th Grade	ELA	Up 2%	Math	Down 3%
8 th Grade	ELA	Up 5%	Math	Up 2%

At the high school level, we conduct the ASVAB test which is designed for kids going into the Military to find their areas of interest and ability. We also use the SBAC for grade 11 Science (percent Advanced or Proficient rose 4%), as well as, MAP progress monitoring. The State mandated test is the ACT for juniors. The ACT was meant for college bound students but every junior takes the ACT at least once and the State provides funding for the first time students take the ACT. For FHS Juniors, our ACT scores rose 0.8% to 27.6% for Advanced or Proficient and FHS is 2.4% higher than the State percentages.

The other assessment tool we use, district-wide is MTSS or Multi-Tiered Systems of Support. Lewistown Public Schools have been heavily involved with MTSS since 2013 and last year, we were fortunate enough to be one of 7 school districts in Region 2 and 3 to receive a MTSS grant for three years - \$7500 for the 2022-23 school year, \$20,000 for the 2023-24 and 2024-25 school years. We use MTSS to provide Tier I, Tier II and Tier III supports for English Language Arts, Math, Behavior and Social Emotional or Whole Child. There is a District Implementation Team and each building has a Building Implementation Team. Typically, the District Team meets twice a month and the Building Teams meet twice a month to review data, determine needs of our students, interventions for students and student progress. All of the previous assessment tools are used and combined by our MTSS Teams. We have seen significant growth in academics, behavior, and now whole child learning with the MTSS system. I believe the umbrella aspect of MTSS is the most relevant and comprehensive assessment tool we have.

In my opinion, longitudinal data is more important in analyzing how well our kids are improving, especially in the grades K-8. We look for trends in all of our assessments and the emphasis is always on improving. Our goal in our Continued School Improvement Plan is to move at least 5% of our Tier III students to Tier II and to move at least 5% of our Tier II students to Tier 1. This year, we moved 3.6% of our Tier III students to Tier II and 6.4% of our students from Tier II to Tier I. That is great progress! Each year, we strive for improvement and this year, for the most part, the benchmark for students increased in our MAP and SBAC scores but we did have a few decreases in certain areas or grade levels. It still looks like our test scores should be better and we will continue to look for ways to improve our test scores while providing more targeted intervention classroom instruction.

**BUSINESS
OFFICE**

Rebekah Rhoades



BUSINESS OFFICE 2022-2023 ANNUAL REPORT



**Rebekah Rhoades
Business Manager/District Clerk**

The 2022-2023 school year was yet again another year of change, challenges, and successes. Although we are a few years past the pandemic, lingering impacts to school finances are still being felt. In addition, bills signed into law during this year's Legislative session have created more change and emphasized the many complexities of School Finance. We are extremely fortunate to have a knowledgeable and dedicated staff in the Lincoln Building Business Office.

Main Business Office Functions:

- Payroll
- Purchasing & Payables
- Instructional Media Center (IMC)
- Budgeting
- Grants
- General Accounting (District and Student Activities)
- Insurance (Health/Dental/Life/Disability and Property/Liability)

Highlights of the year included:

- Excellent Audit Report
- Continual navigation of ESSER II and ESSER III Federal Funding due to the Coronavirus Pandemic
- Continued progress on the Bond Construction
- Revamping of the Classified Salary Matrix

Goals for the Future:

It is always my goal to continue to streamline processes in the District and this will be a continual process. As a department, we consistently evaluate our procedures as we look for ways to improve our operations. Our ongoing goal is to become more efficient while maintaining a high level of accuracy.

My primary goals for the upcoming year include:

- **ESSA Coding Compliance:** As part of the new ESSA Federal requirements, schools with more than one physical location are required to report all expenses by school building code. Four years ago we completed a major overhaul to several of our district-wide account codes

and reported under these codes on the Trustee Financial Summary for the past two years. This is an ongoing project, as the rules for reporting are continually changing.

- **Use of TalentEd to Streamline Payroll Processes:** TalentEd, our new online hiring platform was put in place in 2019-2020. The software is not yet being used to its fullest, but will create efficiencies that will assist better communication and processes for payroll.
- **Purchasing Review:** It has been many years since our purchasing process has been reviewed. Over the past 10 years we have introduced credit cards as a form of payment and the use of more and more online purchasing. While this can be very convenient, it has led to some challenges. It is our goal to review our processes and set up better guidelines so that we are ensuring that we are spending tax dollars responsibly.
- **Student Activities Financial Management:** It is my goal to ensure that training and education take place to be sure that we remain finding-free in both the Junior High and High School Student Activities accounts. It is my goal to meet with our Athletic Director annually to work towards setting a better budgeting process for the High School Student Activities.
- **Use of Accounting Software to Streamline Processes (ongoing):** Our 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 continue to replace manual processes used in the past. The Business Office staff has taken several trainings to improve our use of the software, but we can do better in this area. We know that we will be required to move to iVisions, a web based version of our software, in the near future and it will be a substantial cost to the District. We are now hosted off-site with Tyler Technologies, which is essential for the security of our data.
- **Budget Training (ongoing):** It has been several years since training was provided to the Principals and Classified Administrators on budget reporting. I plan to continue to implement one-on-one training this year to improve this process. 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. It is my intent in all Leadership Meetings to convey our budget to the best of my ability and to remain as transparent as possible.
- **Cross-Train Business Office Employees (ongoing):** As with all businesses, we need to make sure our positions are not reliant on any one person. Each Business Office employee is creating a list of duties that will be used to determine a cross-training plan for those duties that cannot be neglected. This is a continual work in progress. We recently had a resignation of our part-time Accounts Payable Clerk that has highlighted the need for cross training.
- **Monitor and implement changes in the Affordable Care Act (ACA) or other Federal Healthcare Program (ongoing):** The ACA has many rules and reporting requirements that our District is required to follow. I plan to continue to attend various training seminars as offered and implement processes to ensure that the District is meeting all of the always-changing ACA regulations.
- **Address the need for Human Resource Staffing:** The overlap between the Business Office and Human Resources duties has grown. Eliminating the Curriculum Director and CMEC Director positions, making the Superintendent Secretary part-time registrar, and the significant turnover in staffing throughout the District has increased the workload on the Business Office.

- **Bond:** The Board ran a Bond Election in November 2021 to improve facilities districtwide. While the HS Bond failed, the Elementary Bond did pass. I learned a great deal about bond financing and purchasing, but the real test will be as we move forward over the next 3 years of construction. The Business Office will need to remain diligent in the required reporting for bond projects.
- **ESSER Funding:** The District has been given ESSER I, ESSER II and ESSER III funds from the Federal Government as a result of the Coronavirus Pandemic. ESSER I was expended in 2020-2021 and ESSER II was fully expended at the end of this fiscal year, leaving only ESSER III funds remaining. These remaining funds will need to be spent over the next year and have been designated toward projects, staffing and other identified needs. The Administrative Team and I are working diligently to ensure that those items being paid for out of ESSER funds do not cause us to run over a “fiscal cliff” when the funds are no longer available and to put a major strain on our General Fund. The failure of the Elementary Levies the past two years will be felt as we move forward without the ESSER Funds to assist us with our budget shortfalls
- **Legislative Changes:** There were several bills signed into law during this Legislative Session that will impact the Business Office, but I have highlighted the major ones below:
 - [HB543](#) – Requires that the tax impact of a \$100,000, \$300,000 and \$600,000 home be included on the ballot. Effective 7/1/23.
 - [HB890](#) – Requirement that Board Meetings are recorded in an audio and video format and made publicly available within 1 business day on the District’s website. These will not be considered part of the official record of the meeting and may be destroyed after 1 year of being publicly available. Effective 7/1/24.
 - [HB203](#) – “Taxpayer Equity” bill that requires tax dollars to follow a student attending an out of district school. Essentially, the resident district of a student attending an out of district school will be required to pay the non-resident district a calculated sum from the Tuition Fund to be deposited into the General Fund (reducing the non-resident district’s taxes). The business office will be responsible for billing the resident district. This may have significant impacts on the King Colony School District, which is part of our High School District but not our Elementary District. Effective 7/1/24.
 - [HB332](#) – Health Insurance Trust will be created at the State level as long as there is participation from 150 districts and covers at least 12,000 “employee lives”. This bill is in its infancy, but the District will need to evaluate the pros and cons of joining this Trust. Our insurance agents with Lewistown Insurance are also aware of the bill and are following it closely. Effective 7/1/23.

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 also 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. Since we have "decentralized" our purchasing, it is important to take time to educate all staff on purchasing processes to eliminate "hidden" expenses related to purchasing (shipping, personnel, etc.). Educating staff is the area that we in the Business Office need to focus on more than we have in the past due to so many options in online purchasing.

Current objectives in this area include:

- Training for Administrators and Staff on the Purchasing Process
- Use of Accounting Software to Streamline Processes
- Cross-Train Business Office Employees
- Review the Purchasing Process and identify areas of improvement/cost savings

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.

Yearly, and more often if necessary, 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 pulling of data. This is an area of continual improvement.

Current objectives in this area include:

- Continued Budget Training for Principals and Directors
- Continued Budget Report Training for Secretaries
- Educational Sessions to the Administrative Team regarding the different Funds and how they may be used
- Attend Staff Meetings, as requested, to share budget information
- The Athletic Director has requested to utilize the software for budgeting athletics. We will continue to work toward getting this in place.

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 (2025).

Status: The 2023 Legislative Session proved to be challenging one. The State Government did recognize the strain that inflationary increases due to the pandemic have put on School Districts and opted for 2.7% (FY24) and 3% (FY25) inflationary increases (the inflationary increase is a set amount not to exceed 3% each year per MCA 20-9-326(2)). Even with these increases, in 2022 the national inflation rate was reported to be 6.5% and 4.9% in 2023. As a result, there will likely be more decisions that will need to be made at the local level to meet budget and carefully consider increasing taxes, both permissively and as a request to voters when necessary. As always, we will need to continue to be transparent and conscientious when setting the budget each year. As a District we have many organizations lobbying on our behalf, but the Board should continue to consider its involvement in the next legislative session in 2025. If Trustees do desire a “strong and influential presence” as the stated objective indicates, it is my recommendation to begin identifying stakeholders, opening communication channels, and establishing relationships in the very near future.

OBJECTIVE 4

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

Status: The District currently cooperates with neighboring districts for technology services and hopes in the future to be able to bring back the Construction Academy. We will continue to aggressively seek out opportunities to share resources whenever possible. Acquiring the Central Montana Education Center Building and implementing Agreements with the University of Providence and Job Service is another way that the School District is providing opportunity in our community.

OBJECTIVE 5

Not a function of the Business Office.

The Business Office is continually feeling the burden of the complex world of school finance. Legislative decisions, Federal mandates, and the “Great Resignation” impacting staff turnover, there is increasingly more being put on our plates with the same number of staff. Each year, we strive to improve communication, streamline processes, integrate new technology, and become better than we were the year before, but it is becoming very challenging to do so. We have dependable, hard-working, competent employees and I am thankful for all of the sacrifices they make. I look forward to working through these goals and challenges with them in the coming year.

Curriculum

Thom Peck

The 2022-23 school year was the fifth year that Principals and I shared Curriculum duties. COVID did set our time-line back but we are working our way back. This past year, we updated and revised our K-12 Music Curriculum. I would like to thank Zane, Mrs. Grensten, Ms. Wright, and Mr. Auger for putting in a ton of time and effort on this revision. The last time Music was updated was in 2004. In addition, last year we were fortunate enough with the outstanding effort of Mr. Lewis (English Language Arts) and Mr. Ventresca (Math) we were able to update our ELA and Math Curriculum materials, including online resources, for Grades K-8. The last time those materials were updated was 2009. I would like to thank all of the teachers that served on those two committees for their tireless work and multiple meetings away from the classroom and their family. In addition, last year I worked with Steve Olson and Orin Johnson to research new curricular materials and matched them to the current Montana Health Enhancement standards. We were able to update the junior high curriculum including textbooks and online resources for the junior high Health Enhancement. We will update the high school this year because Steve was considering retirement. For the upcoming 2023-24 school year we will work on our K-12 Science Curriculum and thank you to Whitney for her willingness to serve on that committee. The last 4 years we have updated/revised our Counseling, 7-12 Health, K-8 ELA, K-8 Math, K-12 Music and Counseling.

One of the things that we learned through the pandemic was that people need people – teachers need to be around kids, kids need to be around other kids and teachers. We are much healthier emotionally and mentally when we are with their colleagues and students. One aspect of our professional development and curriculum that we will continue to emphasize is the Whole Child Instruction, including the mental and emotional health of our students and staff. Much of our 2022-23 school year we focused our professional development on the ELA and Whole Child strategies. We will continue this in the 2023-24 School Year by using a mental health screener at LJH and forming a Respect Committee to address students treating other students with more respect and dignity. Further, we will return our focus to incorporate Standards Based Curriculum and Grading training with Alliance for Curriculum Enhancement (ACE). This is a huge endeavor that was curtailed during the pandemic and we will continue this process in the 2023-24 school year. We will also continue professional development in the new K-8 Math and ELA Curriculum and teaching strategies across all curriculum's using our MTSS Grant. Finally, the new accreditation standards will demand community, staff, business partners and school board members to engage in the new Profile of a Graduate and Integrated Strategic Action Plan. This will demand teachers and administrators to give up valuable classroom time to attend the trainings and embrace this huge paradigm shift with fidelity.

It is important to remember that curriculum development is a cycle and continuous process, especially with our monster move to Standards Based Curriculum and Grading. We have some serious catch up to do with specific curricular areas that we lagged behind due to past history and the pandemic. We will continue with our KinderSteps program at Garfield and meet the new Early Literacy Law for 3-4 year old's once we have our additional classrooms. We try to keep the class load to 10-12 students in the program and we feel this has been very beneficial to students. Families have spoken very highly of the program. This should take some of the stress away at our Head Start program and area daycare programs. We will also continue with our Self-Contained Life Skills or CARES Special Ed program at Garfield, Highland Park and eventually, Lewis & Clark Elementary. This program is designed for our high risk Special Education students. We feel the Program meets these students' needs and also, helps the regular education teacher by narrowing the spectrum of needs of the regular classroom students. This allows for more Differentiated and personalized instruction. We

continue to add electives at LJH and are working toward eliminating or reducing our study hall periods. We have returned to the A/B Schedule at LJH which allows students to take more elective classes. This past year we offered an Ag Tech class taught by Ms. Rianda from FHS, a STEM Physical Science, a Fisheries class, Digital Media Productions class, a Montana GIS class, and an Introduction to Weightlifting. For the 2023-24 school year we will use some of our Transformational Learning money to beef up these electives and to add a Robotics elective class. The additional electives have been very beneficial to students as we have found these classes have helped our student-teacher relationships. At Fergus High School, we will continue the EMT National Certification Class offered to Seniors at FHS by the Central Montana Medical Center. This program has provided a hands-on, relevant, Career Readiness class that has benefited students and is now a Dual Credit Class through MSU – College of Great Falls. Next year we will offer 16 Advanced Placement and/or Dual Credit classes in World History, Government, Calculus, Spanish, Chemistry, English, Welding, Math, Biology and Physics. Advance Placement Classes given an opportunity for students to take an exam in the spring and depending on their score, students can get college credit. We now use MSU-Northern, Gallatin College, MSU-Great Falls and Montana Digital Academy to offer these Dual Credit opportunities. We can use our Montana Education Opportunities grant to help families pay for the courses. Finally, we hope to offer more relevant, hands-on, Career Readiness courses or Certification courses offered through our Central Montana Education Center that will lead to student internships and/or apprenticeship programs. We believe the EOCM and the District Office can both use the Education Center building to meet all of these opportunities while saving the District money. We are working very closely with the Montana Department of Labor, Fergus County HRDC, Snowy Mountain Development, Accelerate Montana, American Jobs for America's Youth (AJAY) and local business partners to set up job apprenticeships or internships with area employers. Our numbers in FHS Career and Technical Education classes continue to grow in our Ag classes and Family and Consumer Science. Lastly, we will continue our Pre-Employment Transition Services class to get junior and senior students ready for the workplace and we will also, continue our HiSET Options program.

MAINTENANCE

Jason Fry

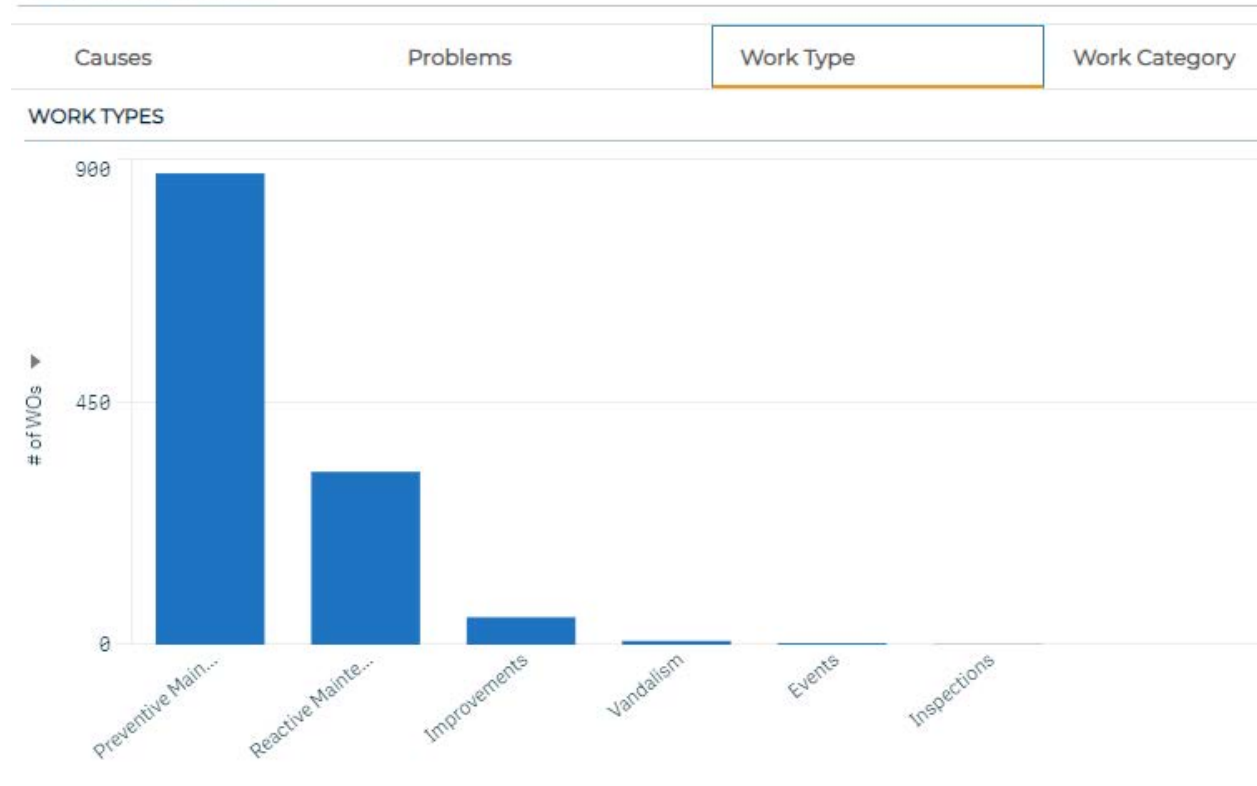
Facilities & Maintenance Annual Report

Fiscal Year 2022-2023

Fiscal year 2022-2023 started with Sletten Construction breaking ground on the first project for the bond. Sletten began with the classroom addition at Lewis and Clark school and had it dried in before winter. The addition will add 5 classrooms, a library and bathrooms. It's slated to be available for school use next school year. Late spring/early winter the classroom addition at the Junior High started. The addition will have two new science classrooms and a large music room. This is also going to be available for school use next year. In spring of 2022 the gym/kitchen addition broke ground. Sletten is currently working on the foundation and slab for the addition, followed by steel erection and getting the addition dried in by fall. The addition is to be finished over the winter of 2023. This summer Empire Roofing will be re-roofing the original building at Lewis & Clark and Highland Park schools. Work has begun on new fire alarm systems at Lewis & Clark as well as the Junior High. This is a much needed upgrade for the Junior High as the fire panel is obsolete.

Maintenance completed 1,313 work orders this fiscal year. 449 were reactive maintenance and 864 were preventative maintenance work orders. This graph is from our maintenance request software and shows the main work types we accomplished this last fiscal year:

WORK ORDER INSIGHTS



Completed Projects 2022-2023:

- Lockers at the Junior High
- Touch screen FHS lobby
- Light pole at FHS football field
- Art room heat pump
- Solar Array
- Bottle Filler FHS gym

In summer of 2022 we removed the old lockers at the Junior High locker room and installing new lockers giving the Junior High, a much needed upgrade. We also installed a touch screen television in the lobby at FHS for activity awards. The heat pump for the art room at FHS had a blown compressor. These compressors are obsolete and so we had Universal Heating and Cooling install a brand new unit. This is the third unit that has had to be replaced at FHS. Just before football season we discovered that one of the light poles on the football field lights had become loose from its base. Allied Steel created custom brackets and Fabians welded the new brackets onto the pole. The district will have to look at a more permanent fix for the four light poles on the football field in the future. The Maintenance department added a new bottle fill station in the gym at FHS. This is great for whoever is using the gym as the old drinking fountain was out of order.

Summer of 2023 has been busy with moving equipment and supplies around in the schools for the bond project, this will continue throughout the summer. Maintenance will end the fiscal year with trying to get the finish peeling issues on FHS gym floor resolved.

2023-2024 Objectives and Goals:

- Move science and band classrooms into the new addition at the Junior High
- Move 5 classrooms and Library into the new addition at Lewis & Clark
- Move SPED into old Library at Lewis & Clark
- Move Teachers' Lounge into new location at Lewis & Clark
- Disconnect and move kitchen equipment to new central kitchen
- Tennis court maintenance
- FHS Gym floor maintenance
- Gym Floor Seminar put on by Hanson Chemical and Buckeye International

**SCHOOL
FOOD
SERVICE**

Amie Friesen

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



ANNUAL REPORT 2022-2023

The 2022-2023 school year was characterized by a return to normal for School Food Service, as well as the district, with a notable decrease in meal participation. The overwhelming factor in our decrease in participation was the state wide return to a Free, Reduced, and Full Pay meal model. Although the drop in numbers is discouraging, it was expected. The administration and staff of each building monitored the student body to assure that students who struggled with getting meals in the absence of universally free meals were provided for. Thanks to the administration and staff of these buildings along with Maintenance, Transportation, and Central Office for their assistance and cooperation to School Food Service and its role within the district.

PARTICIPATION

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

Breakfast

- Student participation decreased by 18027 meals which is a 32% drop in participation. We attribute this decrease to a return to the Free and Reduced meal program. It is worth noting that although numbers decreased, 53% of the students participating in breakfast qualified for free meals. This shows that although numbers are down, it is still imperative that our breakfast program continue in order to provide for students who are lacking in resources at home. We are continually working toward an increase in participation by using new models such as breakfast after the bell.
- We will be working with all schools' administration and teaching staff to educate students and parents on the value of breakfast and the fact that it is available at school each day.
- We believe that the program is essential in Lewistown Public Schools as a contributor to the academic success and nutritional well being of our students. Predictably, our goal for the coming school year is to gain more daily participation.

Lunch

- Student participation decreased by 23767 student lunches which is a 19% drop in participation. Although any loss in participation is discouraging, 19% is relatively low considering we are competing with last year's universally free model. I believe that the retention of 81% participation shows the quality of the meals we offer.
- 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 for student safety and the availability of healthy food.
- Paid adult lunches went down by 460 over the previous year. Earned adult lunches, however, rose by 137 meals; we believe this increase was due to offering free meals to additional teachers to assist in lunch time management.

- Research shows that the Recess Before Lunch program has favorable results in meal time behavior, and meal consumption. We are hoping to expand this concept into our elementary schools as grade levels are shuffled during the Bond.
- The grab 'n go lunches provided at the Junior High and Fergus High are, as always, a successful option for those students who have other events scheduled during the lunch time or want a lighter fare than the hot lunch line offers. These same choices are offered to elementary teachers upon request and have proved a very favorable option for them.
- The number of daily earned lunches provided to adults was 5523 amounting to \$22092 of support to the district. School Food Service greatly appreciates the staff supervision of students during the lunch period, however, we would like to see this number reduced if possible. We will be speaking to administrators next year to evaluate the need for meal time monitoring at each school.
- School Food Service again worked closely with the Mentor Program from Fergus High to promote peer interaction between elementary students and their high school mentors. Groups of between 10 and 12 high school students visited the elementary buildings once a month and were provided an “earned” lunch so they could spend the lunch time with these younger students. It proved a very successful venture and will be continued next year.

Ala Carte

- Statistics show that our ala carte choices have proven successful with a total profit of \$17695 from sales at both breakfast and lunch in our secondary schools. This is a predictable increase of \$7935 from last year. With many students having to pay full price for meals, they opted for Ala Carte choices.
- Our ala carte choices at both meals reflect nutritious, healthy products aimed at providing students with good alternatives to our reimbursable line. As in our regular lines, we look toward providing more fresh and/or homemade products through the use of fruits, vegetables, whole grains, and low fat foods with more fiber and less sugar content. Our goal is to provide great food in all of our cafeterias so as to feed more kids at school.

CATERING

- The value in dollars from this facet of our operation amounted to approximately \$6,300. Part of this amount (\$742) was the total value of food/services provided for in-district events such as cookies for conferences, meals for committee meetings, principal requests, etc. that School Food was not reimbursed for directly.
- We served various divisions of the school district at staff meetings, special events, student functions, and fundraisers. We also assisted student activities and classroom teachers by ordering and/or furnishing food and supplies for their events.

EQUIPMENT

The care, upkeep and replacement of equipment are an ongoing challenge in our daily routine. With the assistance of our maintenance department we are generally able to keep abreast of the minor repairs to equipment that we need to operate. We are looking forward to the new space and equipment that will be provided in our move to a new kitchen. We will be able to take the majority of our equipment with us, but some equipment was ready to be replaced or could not be transported. Because of this, we are looking forward to a new cooler, freezer, Robcoupe, steam kettle, and dough press at our Lewis and Clark location. We are still in need of a new meat slicer at our Central Kitchen. This item would cost around \$2300.

Our School kitchens are operating at an efficient pace, but occasionally an upgrade in equipment is necessary. Next year we hope to replace the GF Kitchen's cooler which was inherited from the Central Kitchen several years ago. It is an extremely old cooler and needs to be replaced. The cost for an appropriate commercial model would be approximately \$5800.

To ensure that our equipment is maintained on a professional level (hopefully for longevity and efficiency) and to lessen the demand on the school district's maintenance staff, we continue to use other vendors to handle some of our equipment maintenance. These include Universal Heating and Cooling and KR Chemicals.

This summer Infinite Campus is moving to a 2.0 model for the Food Service module. We have upgraded our programs and are prepared for the transition. The new model will do away with lots of cumbersome programming processes for our terminals. It is an intuitive program that will be easy for our staff to learn. We continue to enjoy the use of online applications from Infinite Campus as well.

EDUCATION

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

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

SAFETY

- In an ongoing effort to comply with our HACCP policy which is a mandated food safety plan, we annually provide training in a four-hour serve safe class provided in the fall by the MSU Extension Agency. We also provide additional training each spring in various topics to be sure that our staff has met all of their required continuing ed. hours.
- Some employees attend adult education classes throughout the year and are willing to share their information at staff meetings. This is a means for them to acquire Continuing Education Credit as well as improving themselves and our operation.

- As a result of employee training and education, School Food Service, again, received two sanitation inspections (as required by the HACCP policy) at each of our six kitchens without only 2 “findings”.

FOOD SERVICE 5 YEAR REVIEW

This year our program underwent a 2 day onsite review from OPI. There were only 3 findings in our entire program. These findings were easily corrected and solutions were submitted for approval. The School Nutrition Specialist who did our audit said it was one of the best audits in the state. School Food was extremely proud of this compliment.

PERSONNEL

- For the first time in 6 years, School Food will go into next year with a full staff. We attribute this to a return to normal in our economy and a reevaluation of fair pay on the Classified Staff Matrix.
- 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.

In the face of new challenges and continuing changes, 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 D Friesen, Director

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

SCHOOL FOOD SERVICE

BREAKFAST PARTICIPATION DATA
2022-2023

SITE: District Summary

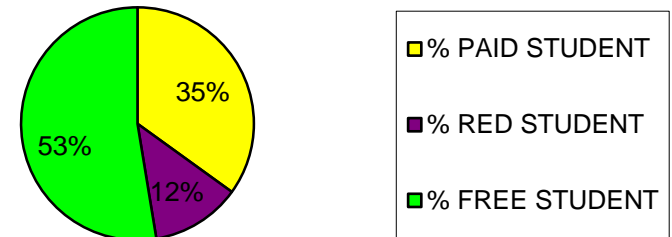
MONTH	STUDENT									ADULT			TOTAL	# DAYS
	PAID	ERN-PD	ERN-RD	ERN-FR	ERN-TOT	FREE	REDUCED	SUBTOT	EARNED	PAID	SUBTOT	ST+AD		
Aug/Sept	995	0	0	0	0	2029	398	3422	4	4	8	3430	22	
October	1482	4	0	1	5	2345	466	4298	17	2	19	4317	19	
November	1219	1	0	1	2	1808	456	3485	17	0	17	3502	17	
December	1093	1	0	0	1	1463	337	2894	3	2	5	2899	16	
January	1724	1	0	3	4	2315	656	4699	0	0	0	4699	20	
February	1518	0	0	0	0	2056	534	4108	1	3	4	4112	18	
March	2007	3	0	1	4	2800	721	5532	0	4	4	5536	22	
April	1505	0	0	0	0	2206	503	4214	0	1	1	4215	19	
May/June	1718	0	0	0	0	2895	684	5297	1	3	4	5301	24	
TOTALS	13261	10	0	6	16	19917	4755	37949	43	19	62	38011	177	

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1240	156	13%	29%	12%	59%
October	1250	226	18%	35%	11%	55%
November	1246	205	16%	35%	13%	52%
December	1247	181	15%	38%	12%	51%
January	1242	235	19%	37%	14%	49%
February	1242	228	18%	37%	13%	50%
March	1243	251	20%	36%	13%	51%
April	1241	222	18%	36%	12%	52%
May/June	1225	221	18%	32%	13%	55%
AVERAGES	1242	214	17%	35%	12%	53%

Participation at individual schools:

Garfield	26%
Highland Park	19%
Lewis & Clark	24%
Junior High	12%
Fergus High	10%

Student Breakfast Participation



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

SCHOOL FOOD SERVICE

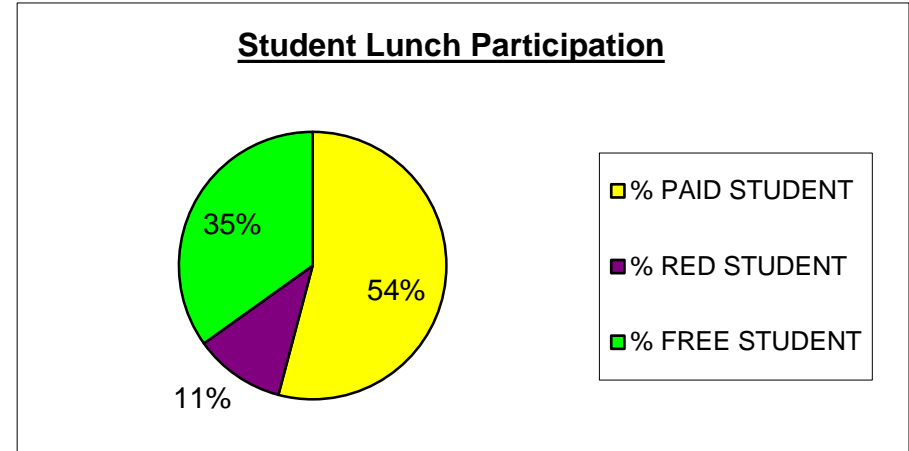
LUNCH PARTICIPATION DATA 2022-2023

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	5536	1	1	1	3	4577	1459	11575	597	279	876	12451	22
October	6274	29	22	10	61	4285	1194	11814	571	224	795	12609	19
November	5838	70	25	13	108	3559	1105	10610	659	181	840	11450	17
December	4673	20	15	4	39	2814	881	8407	479	167	646	9053	16
January	6728	92	21	4	117	4266	1386	12497	636	256	892	13389	20
February	5949	93	14	2	109	3754	1294	11106	575	231	806	11912	18
March	7534	107	24	3	134	4739	1507	13914	773	305	1078	14992	22
April	5912	91	16	6	113	3646	1073	10744	586	221	807	11551	19
May/June	7720	67	14	18	99	4939	1488	14246	653	277	930	15176	24
TOTALS	56164	570	152	61	783	36579	11387	104913	5529	2141	7670	112583	177

MONTH	AVE. ENROLL	AV DAILY PART.	% DAILY PART.	% PAID STUDENT	% RED STUDENT	% FREE STUDENT
Aug/Sept	1240	526	42%	48%	13%	40%
October	1250	622	50%	53%	10%	36%
November	1246	624	50%	56%	11%	34%
December	1247	525	42%	56%	11%	34%
January	1242	625	50%	55%	11%	34%
February	1242	617	50%	54%	12%	34%
March	1243	632	51%	55%	11%	34%
April	1241	565	46%	56%	10%	34%
May/June	1225	594	48%	55%	11%	35%
AVERAGES	1242	592	48%	54%	11%	35%

Participation at individual schools:	Garfield	54%
	Highland Park	59%
	Lewis & Clark	63%
	Junior High	51%
	Fergus High	24%



*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**

Chelsey Rogers

**ANNUAL REPORT
SPECIAL EDUCATION SERVICES IN LEWISTOWN
2022-23**

CHELSEY ROGERS, 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 nine years. These numbers reflect identified children directly served and case managed by Special Education teachers and/or related service providers. You will notice a slight increase in numbers for the 2021-22 school year.

NUMBER OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Year	Lewistown Elementary	Fergus High School	Total
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
2016-17	127	48	175
2017-18	132	49	181
2018-19	133	54	187
2019-20	117	49	166
2020-21	123	46	169
2021-22	120	54	174
2022-23	134	51	185

Many issues relative to Special Education and services to students with exceptional needs touch the entire educational arena in the Lewistown Public Schools. Selected topics which interline with the District’s 2022-2023 Goals and Strategic Objectives include the following:

Goal Area 1: Measurable Student Achievement

Strategic Objective – Multi-Tiered Systems of Support (MTSS): CMLRCC staff continue to provide support of MTSS teams throughout the Lewistown School District. This is to ensure interventions programs are in place to provide students the ability to achieve academic goals.

Strategic Objective – Intervention Programs: CMLRCC services providers were key supports in areas related to evaluation and intervention planning for students with autism, speech and language services, occupational therapy, and service to students with intensive emotional and behavioral needs. Occupational therapists through Rock Creek Teletherapy, and Speech Pathologists paired with district special education teachers to design collaborative IEP goals and interventions supported both during therapy sessions and throughout the week in classrooms, resulting in a higher level of intervention for students. CMLRCC continue to share their knowledge on Autism and are able to conduct the ADOS 2 screener which demonstrates success.

Strategic Objective – Graduation: Fergus High School collaborated with Vocational Rehabilitation and Blind Services to access Pre-ETS (Pre-Employment Transition Services) funding in support of vocational training for students with disabilities. Students were signed up to receive these services and funding was consistent throughout the school year. The high school continued its efforts to provide creative and flexible program design to meet individual student needs, and provided students real-life job opportunities and experiences in the Lewistown community. A job readiness curriculum was implemented with great success in order to prepare and provide students with real-life job opportunities during the school year.

Strategic Objective – Differentiated Instruction: CMLRCC staff continue to collaborate with special and general educators to support the individual needs of students with disabilities. This year brought many challenges and provoked a new mind-set in the way services are delivered. District staff and CMLRCC specialists, worked together to design, deliver, evaluate, and re-design service models for students with very high and unique disability-related needs.

Goal Area 2: Facilities

Strategic Objective – Planning: Space continues to be a critical issue as the district works to address the varying needs of students with disabilities. This includes both classroom space and space in which specialists may serve individuals and small groups.

Goal Area 3: Community/Parent Engagement

Strategic Objective – Parents/Social Media: CMLRCC service providers met with Case Managers and Administration to discuss student progress and student need. The CMLRCC team will continue to share newest information on an annual basis. In addition, the CMLRCC Director will continue to update CMLRCC websites as a tool for staff and the public who want to learn more about the Co-op.

Goal Area 4: Technology

Strategic Objective – Collaborating beyond the Classroom: This year CMLRCC has had to contract out for Occupational Therapy services. This is an agency out of Billings. Teletherapy services require an E-helper whose role is to help with technology and ensure the students have the correct materials to complete lessons created by the OT. Each school has provided adequate technology to ensure our students receive the services we are obligated to provide. For the 2022-23 school year CMLRCC was able to hire two in-person Occupational Therapists.

Strategic Objective – Staff Development: CMLRCC related service providers use a wide range of teaching tools and support students and staff in 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. CPI training was offered one time in person which accommodated all staff certifications. This training provides skills for individuals supporting students with challenging behavioral needs. Also, a training was conducted focusing on Staff and Student Wellness facilitated by Stacy York Nation. In addition, all Case Managers were trained in the Special Education process and current legal issues through the Office of Public Instruction.

Central Montana Learning Resource Center Cooperative continues to advertise for vacant positions but have had success hiring qualified specialists.

Goal Area 6: Fiscal Management/Responsibility

Strategic Objective – The Cooperative remains financially stable. We continue to provide Special Education Service to students who qualify.

Strategic Objective – Cooperative Efforts: The Cooperative continues to work with outlying rural areas to make the best use of limited resources for supporting special education programs and the needs of educators serving those programs.

If I can help with any further information regarding Lewistown's Special Education programs, feel free to call me at the CMLRCC, 535-9012 ext. 1122.

TECHNOLOGY

Scott Baldwin

Technology 2022-2023 Annual Report

- Scott Baldwin, Technology Director
- Joshua Day, Regional Technology Coordinator
- Zabrea Fiscus, Technology Support Specialist
- Greg Mikat, Technology Support Specialist
- Ben Richards, Technology Support Specialist
- Tahan Wichman, Technology Support Specialist



June 9, 2023

Lewistown School District – Scott Baldwin

This year has been very busy for myself and the technology department. Due to the COVID-19 pandemic the Lewistown Technology Department has had to make some drastic changes in how we provide technology to our students. This included preparing Chromebooks for deployment to students and staff who continue to utilize them in their day to day teaching.

The Tech department with ESSER funding has also been replacing staff and student laptops and desktops to help facilitate distance learning and updating devices for the potential of future distance learning if the need should arise. This includes 5 new laptops, 25 desktop computers, and 415 new Chromebooks. With the addition of new classrooms to the 3 elementary schools we purchased 10 new Cisco APs with ESSER funds. We hope to have most of them installed by the start of the 2023-2024 school year. As you can see the Tech department like many other school departments has been very busy this year.

In January John Jensen retired from the Tech Department. John had been the Regional Technology Coordinator for 6 years and prior to that had worked as a Technologist for the Lewistown Public School District for 4 years. When John left we moved Josh Day into the Regional Coordinator position requiring us to fill his Technologist position. John had been ill for several months so when we hired a Tech for Curtis's position we were able to hire two Techs to help with John's absences. We hired Ben Richards and Greg Mikat both of whom have been great additions to the department. We have been making large changes in the Co-Op this year with Josh taking over and have taken the opportunity to hire Tahan Wichman with ESSER funding to help implement those changes and help us with the new tech requirements necessary for the school additions. This is only a temporary position and we are taking advantage of the help.

META: We have been blessed with being part of META (Montana Educational Technologists Association) with over 170 members state wide. We have been able to use this network of Techs to look for ideas and products needed to switch from traditional brick and mortar classrooms to online education incase of further school closures. Over the past year Zabrea Fiscus and Josh Day have been co-coordinators for the Central Montana region and with these positions have been able to shape and provide guidance in how the organization works with other schools in implementing technology for students in the state. Josh and Zabrea have both stepped down as co-coordinators for the Central Montana region and I have taken over the position for my second stint as coordinator for the next year. I am looking forward to being part of META's leadership and working on improving how tech is used in Montana schools moving forward.

Mitel Phone System: The Tech department is now tasked with the upkeep and maintenance of this system including all phones, specialized phone switches and a dedicated phone server providing the phone messaging system and background operations. This system allows direct dialing to all other extensions throughout the Lewistown school district and has been a much needed addition to the school district.

Website: 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

Kristen Rutten, our IMC Tech worked with Finalsight over the last year to transition from School Point. This included moving to new software and updating our site to a new look. Finalsight continues to help us with keeping our website ADA compliant. The site is still easily navigated by the community and will continue to be a valuable source of information and communication tool.

Infinite Campus: The software continues to be used as the District Student Information System. The system is completely web-based, and 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. With the addition of distance learning to the school environment and the added use of Google Classroom we were asked this year to look at software able to integrate Google Classroom with Infinite Campus. With Kim Wiegerts hard work this feature has been added and is now widely used in the district allowing teachers to post grades directly from Google to Infinite Campus.

ConnectWise Automate: We renewed our contract with ConnectWise again this year. We continue to utilize ConnectWise to update and track devices, and also as a ticketing system for all things technology in local schools and many of the Co-Op schools as well. This suite of software allows the Tech department to access and work with computers remotely saving time and money in travel as well as a ticketing system giving users another avenue to ask for technical assistance. We have also taken advantage of ConnectWise's virtual administrator to help us streamline and update our tools and how we use this software. We look forward to getting more out of this suite of products and are happy with the services it provides.

Email / Google Apps: We are still utilizing Google Apps for Education with what seems to be a great success. Google has become a very important aspect to our learning environment. Many of the teachers have used the Google classroom app to continue teaching students even after distance learning ended. G-Mail is being used for communications as well as assignment turn in and the Google Meets app has been used very frequently for real time video conferencing and allowing students and teachers the ability to have face to face interactions. The Google calendars app integrates easily with the District website and allows for easy sharing of information with the public and helping students check on assignment due dates. The Google docs component has been very beneficial in allowing teachers to collect assignments without the need to turn in the traditional paper homework. Students from grades 5-12 have accounts for use with Google apps and we are working on including grades 2-4 in case we are required to use some form of distance learning moving forward. Chromebooks are continuing to be a very important implementation throughout the district and are providing cost effective and easy to manage hardware for student access to learning.

Content Filtering: As required by the FCC for participation in E-rate, our District complies with CIPA, the Children's Internet Protection Act. We continue to filter and are implementing a more stringent SSL filter to further the efforts of protecting our students from harmful internet content. We have had to add an offsite filtering system to our content filter software suite. With Chromebooks being assigned on a one on one basis during the school we have signed a contract with Securly to provide filtering of content for students using devices outside of our school network. As well as providing content filtering, Securly provides live Self Harm and Bullying monitoring sending email to administrators as well as 24 hour a day live monitoring. For more information please check the following:

https://www.securly.com/?utm_source=google&utm_medium=cpc&utm_campaign=brd&utm_term=securlycom&gclid=Cj0KCQjwirz3BRD_ARIsAImf7LNG80iL7P5PDgswME6aDd5TNCLXLY1jvGZI-B6fUURxJG-Scbm0cUoAp7NEALw_wcB

Technology Levy: Over the last year we have been able to use ESSER funding to replace a lot of our Chromebooks, laptops, and desktop computers. With this savings we hope to use the Tech Levy to sustain our technology computer and Chromebook rotation for several years.

Staff Training: We continue to take advantage of the wonderful opportunity provided to the technology department offered through Skillsets online. Skillsets has helped us to build our knowledge base and greatly improve what we can contribute to the school system. These classes are all technology oriented and include many that are directly related to the hardware and software used throughout the school district.

Regional Technology Coordinator - Joshua Day

The 2022-23 school year has been much the same as the previous year. With the continued migration of rural schools from on premise management to a cloud based system, we have expanded the opportunity to manage all of these schools within a single cohesive structure. The Winifred project continues, as hardware for the school has yet to arrive, but should be finished this fall. We were able to put together a temporary network at Winifred, using some of Lewistown's and Winifred's old equipment to get them through the school year. Springwater Colony will join Harlowton Public Schools elementary district this summer adding another location to our cooperative. This will be an on site set up as well, as they currently have no in classroom technology or infrastructure for wired or wireless internet. Stanford will be an upcoming project as well, as they will be remodeling, renovating, and adding to their school and campus.

Adventures in Technology - Zabrea Fiscus

As I enter into my 6th year with the technology department I just want to say how much I have enjoyed my time working with all the staff from Lewistown Public Schools and all of the county schools: Roy, Winifred, Grass Range, Moore, Hobson, Stanford, Geyser, Harlowton, Judith Gap, Headstart, King Colony, Spring Creek Colony, Deerfield Colony, and Ayers Colony.

In Lewistown we have been quite busy with setting up the new computers and re imaging older computers to keep up with technology. It actually takes a bit of time to reimage a computer, add all the software, and transfer teachers data. Construction on the schools has started and with that will be new technology infrastructure. We will need to add more access points, and more wall ports. This will be a busy next few years as we work on those projects.

In the co-op schools we did a lot of maintenance. Updating, re-imaging, and cleaning computers and chromebooks. Winifred is still in the process of building their new school and the technology is ever changing.. This project has been challenging due to the lack of technology equipment available. We took on another new client in Harlowton. We will now be servicing Springwater Colony. They will need to be set up from scratch this summer. We have 7 locations moving to K12 Panel software. This project has been slowly rolling out through the year and we hope to have it finished up this summer. This software moves the schools to a serverless environment, which is new to me and something I get to learn about. That is why I love this job, always learning new things.

Highlights from the Region - Greg Mikat

This has been my first school year working as a Technology Specialist for the Lewistown School District. I have been pleased to be involved in such a diverse technological environment. Truly, each day has been a challenge and adventure in problem solving and learning new systems and processes. I am very grateful to my colleagues within the Technology Department that have been so very willing and courteous when helping me to build a solid foundation of understanding the operating systems we work with so frequently. From replacing broken parts on student

Chromebooks and helping classroom teachers interact with their Smartboards to effecting repairs on servers, these past nine months have been exceptional. Additionally I feel very fortunate to have access to the SkillSets professional development courses which have greatly augmented my understanding of systems we interact with on a daily basis.

Highlights from the Region - Ben Richards

2022-2023, my second contract with the Central Montana Tech Co-op. As I became more comfortable with this position new and different challenges were presented to rise up to. The level one service and tickets have become simple for me and I enjoy sharing my knowledge with our new employee. We have started to streamline and simplify some of our networks/computer management at a handful of locations, which is a learning experience as always. Learning about the advantages of using the 'cloud' has also been an eye opener to me. Growing up in such a remote location such as central Montana started me without much trust in the 'cloud' but as I have experienced the other options, I've now learned to trust and have faith in off-site data management.

Another adventure I got to be part of was the completion of the Winifred High School, which is still in the works but we did get their network up and running on a skeleton framework of borrowed equipment while their new equipment is still yet to show up. There are some interesting projects waiting on the horizon as well like we've added 'springwater' colony to our list of supported hutterite colonies and will be getting them back up to speed on educational technology. We're also in talks of adding Lewistown to the list of schools participating in our K12 computer management system. When that change happens it will alleviate multiple big nickel and dime services that are cumbersome and unnecessary after K12's implementation. Thank you to everyone that has been part of giving me the opportunity to work in this position. I feel that this position is a good fit and there is a strong level of satisfaction I receive when helping someone through difficult/frustrating technology situations

Highlights from the Region -Tahan Wichman

The 2022-2023 school year has seen many tasks completed. In Harlowton, I mapped the network to discover any loops. The process also allowed us to find how the switches were interconnected. I wrote a proposal to set up Link Aggregation and utilization of the spf+ ports with DAC (Direct Attach Copper) Cables to ensure everything was smoothly running fast on the network. Next, I sorted out issues with the email for both copiers and Visions marked as suspicious. I then set up UPS' on the school network to ensure continuity during power outages. We began the process of de-provisioning Piper13. It has shown us some problems with the configured DNS for some computers and printers. It allowed us to resolve the issues. Finally, we pushed out updates to all computers and servers using ConnectWise Automate Patch Manager to ensure they were up-to-date and secure.

It has been an experience having been back in the technology department after a year and a half traveling the state working on computers and servers. I am looking forward to working with the rest of the crew to cut down issues that choose to rear their heads.

Title I

Thom Peck

Lewistown Public Schools is a Schoolwide Title I District based on our Free/Reduced Lunch Numbers. 42% of all our students are on Free/Reduced, therefore, we qualify for Schoolwide Title I funding. LPS has been Schoolwide since 2010. This is a big deal because it provides additional funding because it is based on our entire enrollment and not just targeted students. Title I is the largest Federal education program under the ESEA. Montana received approximately \$54,000,000 for school year 2022-23. The purpose of Title I is to provide funding for children who have poor grades, struggling to meet State Academic Standards, especially in Reading and Math. Title I provides funding for extra help or supplemental services, supplies and professional development opportunities for teachers to better reach these students. Therefore, as a Schoolwide Title I program, LPS is committed to providing an educational program for ALL students and funding is allocated across the whole school or district.

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. This is where our Title I teachers at each school come in as the pull out kids who may be struggling and they use different strategies in a small group setting to help these students. We try to coordinate our MTSS efforts with Title I to achieve more learning gains.
- High quality, on-going professional development based on scientifically-based research for staff. Our on-going professional development is used for ALL teachers and paraprofessionals, not just Title I staff. We need to do a better job of utilizing Title I funds for a coordinated effort in our professional development.
- Measures to include teachers in the decisions regarding the use of data from various state-wide assessments and other locally determined assessments to improve the achievement of individual students within the overall instructional program i.e. Dibels, MAPS, Sonvay, SuccessMaker and SBAC.
- Efforts to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement are provided with effective assistance. This is where our MTSS program that identifies students as either Tier I, Tier II or Tier III applies.

A required priority of Title I schools is improved parent communications and parent involvement. There are specific forms and meeting requirements, including options parents may use inside or outside the District, to meet the needs of their children. Additional information may also be found in the student handbooks, on our website, and in the hanging school calendars provided by First Bank of Montana and Allied Steel. Every school begins the school year with a parent meeting in conjunction Open Houses or Parent Orientation meetings. Procedures ensuring all students, K-12 and their parents, receive a copy to sign our Title I Compact. The Compact is a mutual agreement between the student, teacher and parent to fulfill their roles in insuring learning.

Recent Changes – To my knowledge, LPS went through a Title I, Title II and Title IX Audit as part of the Every Student Succeeds Act (ESSA) that was enacted in 2015 and again in 2020. ESSA requires much more documentation and reporting requirements rather than Adequate Yearly Progress, (AYP) scores. The penalties for limited AYP have been eliminated but ESSA

emphasizes each school/district improvement plans and progress. The audit was very extensive and thorough, involving evaluating 58 different areas in these three Title programs. We had four areas that required corrective action that we needed to provide more parent communication (two different actions), Homeless Student identification, and a specific form that outlines our Test Accessibility Plan. We have made these corrective actions and continue to evaluate our program's troubled areas. We still struggle identifying Homeless Students but I am working with the Helena School District to gain insight on their practices of identifying Homeless Students.

The Office of Public Instruction has used the Continuous School Improvement Plan (CSIP) for school reporting. The CSIP is very thorough and provides information for the Elementary District and the High School District, as well as, information on each school within the District. Next year, this will change to the "Integrated Strategic Action Plan" and it is still unclear how this will differ from the CSIP.

Professional Development – This is a big focus for any Title I program and we have stressed Standards Based Curriculum and Grading in previous years and we will continue for next 3 years. In addition, we are now an ALICE Organization Certified that trains staff on crisis situations and intruder strategies. We are also providing training on Whole Child Interventions and Assessment and Instruction, especially with the drastic changes that COVID-19 created with distance learning/instruction, remain a huge focus for our Professional Development plans. Some other efforts that relate to our Title I program are:

- Credit Recovery – In 2020-21, Fergus High School began to use and continues to use Montana Digital Academy instead of Odyssey coursework for our Credit Recovery. This will provide a cost savings about \$8000 since Montana Digital Academy is much cheaper and supported by the Montana Legislature. Plus, Montana Digital Academy has proven to be much more successful. Credit Recovery is done in the summer and during the school year.
- We will continue our MTSS efforts and making adjustments in strategies to move students from Tier III to Tier II or from Tier II to Tier I that are data driven and school specific. This is a program that staff, students and parents are very familiar with. The program is something that the educational community in Lewistown strongly believes in and has built a high level of trust. Finally, by continuing the MTSS program it is much easier to track students and to measure their progress. The program is funded through a grant that only 10 schools so far have received in Montana. The grant will run through the 2024-25 school year.
- We will also continue our MAP assessments for now grades 2-10 for reading and grades 2 - Algebra II for math. We found that there is a strong correlation between our MAP scores and SBAC scores. In addition, MAP scores provide a great tool for progress monitoring or if we get a home school or transfer student, MAP gives us a good picture where that student measures up to their grade level. We will also continue Dibels testing in grades K-6 for Reading fluency and SuccessMaker Assessment for Grades 2-6 to progress monitor our students in Math.
- LPS now is the sole "Leasee" of the Central Montana Education Center. Instead of just MSU-Northern occupying the building we now have the University of Providence, and Job Service. The EOCM Board has been rejuvenated and FHS has formed strong

partnerships with Fergus County HRDC, Accelerate Montana, Snowy Mountain Development, Central Montana Medical Center, MSU-College of Great Falls, as well as, MSU-Northern coming back to provide FHS Dual Credit Offerings and local business partnerships. We hope to provide more opportunities for Career Readiness Skills, Certification type programs and eventually, Apprenticeship and Internship Opportunities for young adults in Central Montana, as well as, FHS Juniors and Seniors. This building is the most under-utilized building in our District. We hope once the Central Kitchen moves to Lewis & Clark, the Lincoln Building and the other educational entities will be able to move to the Education Center. This will save the District a significant amount of money in the upcoming years.

TRANSPORTATION

Rob Odermann

Annual School Report
Transportation Department 2022-2023

June 12, 2023

During the 2022-2023 school year we traveled **95,703** miles in yellow buses and **63,483** miles in our activity buses. This is a total of **159,186** student transport miles. These numbers are down from 95,767 in yellow buses, 67,483 in activity buses, and total of 163,207 from last year. These numbers reflect the snow days and canceled activity trips because of weather this winter.

We provided transportation for a total of **193** out-of-town activity trips during 2022-2023, up from 183 the previous year. These trips included sports activities, various club activities, and a variety of other field trips from all grade levels.

This past year, the Transportation Department processed a combined **220** vehicle/bus requests, up from 205 last year. 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 and minimized errors.

We are waiting for delivery of the new yellow bus we ordered in August last summer. Hopefully it will be delivered before fiscal year end. We are on schedule to purchase two new yellow buses in the 2023-2024 fiscal year. We do have two schools interested in purchasing our old Eagle 1 bus that we surplused this year and hope to have it sold by the end of the summer.

The Transportation Department continues to be responsible for the maintenance on thirteen yellow buses and five MCI activity buses, two driver education vehicles, seven maintenance vehicles, the 2 hot lunch vans, one transportation pickup and snowplow, four tech department vehicles and four fleet vehicles. We continued doing contracted maintenance on the Council on Aging buses and ten CMLRCC vehicles. Our mechanics were able to tackle some major repairs on a couple of our activity buses and save the district thousands of dollars rather than taking the repairs to a shop in Billings. This shows the skill and productivity of our mechanics of which I am very grateful for.

We hired two new route drivers and one substitute route driver this year. We had one route driver transfer to Garfield school and become a janitor and we had three substitute bus drivers leave the transportation department. Going into the fall we will be fully staffed but would like to hire and train one to two more substitute bus drivers/activity drivers. We currently have 20 employees in the transportation department.

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 annual MAPT bus convention has been scheduled for June 21st -23rd where we will continue to receive more training. We already have a combined total of 618 training hours for our department which shows the dedication of our drivers to becoming safer and better bus drivers.

We were able to navigate what seemed to be a very long winter and more than average inclement weather days with only a few minor incidents and no injuries. We felt it was another successful year and will continue to train together to become safer and more professional as a department. We look forward to serving the district in the upcoming year.

Respectfully,

Rob Odermann,
Transportation Director

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

5

Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: REPORT—COMMITTEES OF THE BOARD

Requested By: Board of Trustees Prepared By: Committee

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 2023-2024 School Year.

SUGGESTED ACTION: Informational

Additional Information Attached

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

6

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: DISCUSSION BOND UPDATE

Requested By: Board of Trustees Prepared By: Thom Peck

SUMMARY:

Discussion will take place regarding updates and progress on the elementary bond presented by Shane Swandal, Hulteng Corporation.

SUGGESTED ACTION: Informational

Additional Information Attached

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

7

Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: REPORT—INVESTMENT

Requested By: Superintendent Prepared By: Rebekah Rhoades

SUMMARY:

May 2023 Interest was not available at the time of posting.

May 2023 Bond Interest was as follows not available at the time of posting.

SUGGESTED ACTION: Informational

Additional Information Attached

NOTES:

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

8

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: REPORT— END OF YEAR TRANSFERS AND RECAP

Requested By: Superintendent Prepared By: Rebekah Rhoades

SUMMARY:

Rebekah Rhoades, Business Manager/District Clerk, would like to update the Board on the various end of year transfers for the 2022-2023 School Year.

SUGGESTED ACTION: Informational

Additional Information Attached

NOTES:

**END OF YEAR TRANSFERS
JUNE 30, 2023**

ELEMENTARY GENERAL FUND TO INTERLOCAL FUND:

General Purposes = \$66,000.00
Maintenance = \$0

HIGH SCHOOL GENERAL FUND TO INTERLOCAL FUND:

General Purposes = \$15,800.00
Maintenance = \$0

COMPENSATED ABSENCES:

\$0

Permission to transfer was granted in the June 2023 Board Meeting.

All transfers to the Interlocal Fund are allowed by a Multi District Agreement effective July 2022 (3 year Agreement).

PLEASE NOTE THAT SOME OF THESE TRANSFERS MAY BE ADJUSTED SLIGHTLY ONCE THE TAXES ARE RECEIVED BY THE COUNTY IN ORDER TO MAINTAIN AN APPROXIMATE 9.5% RESERVE IN BOTH THE ELEMENTARY AND HIGH SCHOOL GENERAL FUNDS. FUNDS ARE CURRENTLY BEING REAPPROPRIATED TO INCREASE THE RESERVES FROM 9% TO 9.5%.

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

9

Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: REPORT—SUPERINTENDENT

Requested By: Superintendent **Prepared By:** Superintendent

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.

- ❖ MTSBA Training – July 19 or July 26? 5:30 p.m.
- ❖ Panel before the Board of Public Education on Ch. 57 – Educator Standards
- ❖ Boise State University Master Affiliation Agreement
- ❖ SAM Administrator Institute in Helena, July 24-26
- ❖ Staffing Update
- ❖ Driver's Education Summer Class completed 27 Students
- ❖ Impact Testing – August 8,9 and 11
- ❖ Fall Sports Parent Meeting – August 8; Fall Sports begin Aug. 10 (Golf) and Aug. 11
- ❖ New Teacher/Mentors Orientation – August 14
- ❖ LJHS New Student Orientation - August 15, 6 p.m.
- ❖ LC New Parent Orientation - August 16, 6 p.m.
- ❖ FHS Driver's Ed Meeting - August 17 at 5:30 p.m. & Freshmen/New Student Orientation, 7 p.m.
- ❖ FHS Blue/Gold Scrimmages and Booster Club Membership Drive – August 18
- ❖ ALL Staff PIR – August 21st plus Staff Pictures
- ❖ LC Open House – August 22
- ❖ FIRST DAY of SCHOOL (Grades 5-12) Meet & Greet (Grades K-4) – August 23
- ❖ Ministerial Breakfast – September 6th

SUGGESTED ACTION: Informational

Additional Information Attached

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

10

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

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: _____

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

07/10/2023

Agenda Item No.

12

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: CLAIMS

Requested By: Board of Trustees Prepared By: Chris Gobble

SUMMARY:

Approve claims paid through July 7, 2023, as approved by the Finance Committee.

Members of the Finance Committee for July-September 2023 include: Board Chair CJ Bailey, Whitney Brady, John Carlson and Lisa Koch.

SUGGESTED ACTION: Approve Claims as Presented

Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

14

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: APPROVE SECOND READING BOARD POLICY 2050 – STUDENT INSTRUCTION

Requested By: Board of Trustees **Prepared By:** Thom Peck

SUMMARY:

The Board of Trustees needs to approve the second reading of NEW board policy 2050 – Student Instruction.

SUGGESTED ACTION: Approve the second reading of board policy # 2050 Student Instruction

Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

15

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: APPROVE SECOND READING BOARD POLICY 2167 – CORRESPONDENCE COURSES

Requested By: Board of Trustees **Prepared By:** Thom Peck

SUMMARY:

The Board of Trustees needs to approve the second reading of board policy 2167 – Correspondence Courses.

SUGGESTED ACTION: Approve the second reading of board policy # 2050 Correspondence Courses

Additional Information Attached

NOTES:

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

16

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: APPROVE SECOND READING BOARD POLICY 2168 – ONLINE AND DISTANCE LEARNING

Requested By: Board of Trustees **Prepared By:** Thom Peck

SUMMARY:

The Board of Trustees needs to approve the second reading of board policy 2168 – Online and Distance Learning..

SUGGESTED ACTION: Approve the second reading of board policy # 2168 Online and Distance Learning

Additional Information Attached

NOTES:

<i>Board Action</i>	<i>Motion</i>	<i>Second</i>	<i>Aye</i>	<i>Nay</i>	<i>Abstain</i>	<i>Other</i>
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana**

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

20

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: APPROVE SECOND READING BOARD POLICY 3121 – ENROLLMENT AND ATTENDANCE RECORDS

Requested By: Board of Trustees **Prepared By:** Thom Peck

SUMMARY:

The Board of Trustees needs to approve the second reading of board policy 3121 – Enrollment and Attendance Records.

SUGGESTED ACTION: Approve the second reading of board policy # 3121 Enrollment and Attendance Records.

Additional Information Attached

NOTES:

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana**

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

21

- Minutes/Claims
 Board of Trustees
 Superintendent's Report
 Action - Consent
 Action - Indiv.

ITEM TITLE: APPROVE SECOND READING BOARD POLICY 3121P –ENROLLMENT AND ATTENDANCE RECORDS AVERAGE NUMBER BELONGING

Requested By: Board of Trustees **Prepared By:** Thom Peck

SUMMARY:

The Board of Trustees needs to approve the second reading of board policy 3121P – Enrollment and Attendance Records Average Number Belonging.

SUGGESTED ACTION: Approve the second reading of board policy # 3121P Enrollment and Attendance Records Average Number Belonging

Additional Information Attached

NOTES:

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

24

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: APPROVE SECOND READING BOARD POLICY 5230 –PREVENTION OF DISEASE TRANSMISSION

Requested By: Board of Trustees **Prepared By:** Thom Peck

SUMMARY:

The Board of Trustees needs to approve the second reading of board policy 5230 – Prevention of Disease Transmission...

SUGGESTED ACTION: Approve the second reading of board policy # 5230 Prevention of Disease Transmission.

Additional Information Attached

NOTES:

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

29

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: APPROVE SECOND READING BOARD POLICY 2221 – SCHOOL EMERGENCIES

Requested By: Board of Trustees **Prepared By:** Thom Peck

SUMMARY:

The Board of Trustees needs to approve the second reading of board policy 2221 –School Emergencies.

SUGGESTED ACTION: Approve the second reading of board policy # 2221 School Emergencies

Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

**LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana**

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

30

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: APPROVE SECOND READING BOARD POLICY 2221P – SCHOOL CLOSURE

Requested By: Board of Trustees **Prepared By:** Thom Peck

SUMMARY:

The Board of Trustees needs to approve the second reading of board policy 2221P –School Closure.

SUGGESTED ACTION: Approve the second reading of board policy # 2221P School Closure

Additional Information Attached

NOTES:

	Motion	Second	Aye	Nay	Abstain	Other
<i>Board Action</i>						
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

32

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: APPROVE SECOND READING BOARD POLICY 8301 – DIRECT SAFETY

Requested By: Board of Trustees **Prepared By:** Thom Peck

SUMMARY:

The Board of Trustees needs to approve the second reading of board policy 8301 – Direct Safety..

SUGGESTED ACTION: Approve the second reading of board policy # 8301 Direct Safety

Additional Information Attached

NOTES:

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

33

- Minutes/Claims
 Board of Trustees
 Superintendent's Report
 Action - Consent

 Action - Indiv.

ITEM TITLE: APPROVE FIRST READING OF NEW BOARD POLICY 5322 – MILITARY LEAVE

Requested By: Board of Trustees **Prepared By:** Thom Peck

SUMMARY:

The Board of Trustees needs to approve the first reading of NEW board policy 5322 – Military Leave.

SUGGESTED ACTION: Approve the first reading of board policy # 5322 Military Leave

Additional Information Attached

NOTES:

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						

**LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana**

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

35

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

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

Requested By: Board of Trustees **Prepared By:** Thom Peck

SUMMARY:

The Board of Trustees needs to approve the extension of Roy bus routes into the Lewistown School District.

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

Additional Information Attached

NOTES:

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

LEWISTOWN PUBLIC SCHOOLS
Lewistown, Montana

BOARD AGENDA ITEM

Meeting Date

07/10/2023

Agenda Item No.

36

- Minutes/Claims Board of Trustees Superintendent's Report Action - Consent
 Action - Indiv.

ITEM TITLE: REVIEW AND APPROVE THE ESSER RE-OPENING PLAN

Requested By: Board of Trustees **Prepared By:** Thom Peck

SUMMARY:

The Board of Trustees needs to have this on the agenda in June and December FY22 through FY24 in order to review the school re-opening plan on an ongoing basis. It is required to be reviewed at least every 6 months.

This plan is required to be posted on the District's website as of June 24, 2021 in order to be eligible for ESSER funding.

Policies referred to in the Plan can be found on the District Website at:
<http://w.w.w.lewistown.k12.mt.us/Content2/134>

SUGGESTED ACTION: **Review and Approve the ESSER Re-Opening Plan**

Additional Information Attached

NOTES:

<i>Board Action</i>	Motion	Second	Aye	Nay	Abstain	Other
Bailey						
Birdwell						
Hodge						
Carlson						
Brady						
Koch						
Fulbright						

