

Shepherd Elementary School

Autumn Kring, Principal

7842 Shepherd Road

Shepherd, MT 59079

406-373-5516

Mr. Dan Jamieson, Superintendent

BOARD OF TRUSTEES

Janice Ripley, Clerk	Julie Hinkle	Carl Openshaw	Russell Curry
Jamie Mertz, Vice Chair	Carl Parker, H.S. Trustee	Jeff Branson	Jason Buyse, H.S. Trustee

2016-2017

ELEMENTARY STAFF

Mrs. McCally-Secretary	Mrs. Babcock-Lunch Acct.
------------------------	--------------------------

Mrs. Michels	Ms. Ness	Ms. Goodell
Mr. Arlian	Mrs. Moore	Miss Staffanson
Mrs. Lambrecht	Mrs. Lemburg	Mrs. Kale
Miss Parry	Mrs. Wittman	Ms. Critchlow
Mr. Dees	Mrs. Matthews	Mrs. Ryan
Mr. Bies	Mrs. Dahlquist	Miss Lilleberg
Mrs. Sherseth	Mrs. C. Nydegger	Mrs. P. Phillips
Ms. Young	Mrs. Super	Ms. Robison
Mrs. Cline	Mrs. Murray	Mrs. Moen
Ms. Anderson	Ms. Glinwood	Ms. Hageman
Mrs. Bogan	Ms. Pett	Mrs. Ferdig-Nurse
Mrs. Sieler	Mrs. Sorge	Mrs. Joy Welch
Ms. Wenz	Mrs. Bastian	Ms. Fay
Ms. Collins	Ms. Bear	Ms. Tremis
Mrs. Zabel	Mrs. Ripley	Mrs. Hazen
Ms. Cox	Mrs. Emett	Mr. Sieler
Ms. Reilly	Mrs. A Stahl	Mrs. Muilenburg
Mrs. Kern	Mrs. Hochhalter	



Mission Statement

Our mission is to ensure the education of the whole child using established standards and all available resources.

Teaching: Teachers at Shepherd Elementary will employ a common set of teaching practices that significantly increase student performance according to State and District Learning Requirements

Student Learning:

The percentage of students at or above grade level in reading will increase yearly. The percentage of students at or above grade level in math will increase yearly.

Assessments Administered at Shepherd Elementary

Criterion Reference Test (Montana's CRT): This assessment is administered to students in grades 4, 8, and 10. The assessment covers science. The CRT compares student achievement to Montana Content Standards. The data from this test determines whether or not a school or district is making AYP (Adequate Yearly Progress).

SBAC is administered to grades 3-6 in relation to Math & English Language Arts and the Common Core Standards.

AR & Star Assessments is an outstanding program designed to meet the students reading development of where they are and help them progress.

AIMSweb: AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based management and reporting system to determine response to intervention (RtI)

Standard Assessments: These are assessments that were created to measure student learning of the standards (learning objectives) at Shepherd Elementary School and are administered by classroom teachers. These grade-level assessments are administered to show what students know and are able to do. The assessments can be administered multiple times until a level of proficiency is met.

NWEA Measures of Academic Progress: (MAP): These computerized adaptive assessments are administered two to three times per year. Reading, language, math, and science tests are available. The formative assessments are aligned to state standards and are used to measure a student's growth or progress in school. The scale used to measure a child's progress is called the RTI scale.

Teachers have access to many other additional assessments that they may choose to administer on an "as needed" basis. These assessments include: STAR reading test, STAR math test, Developmental Reading Assessment (DRA), and CORE reading assessments.

2015-2016 Smarter Balanced Percent of Students

Shepherd average in Math	49%	ELA/Literacy	47%	Proficient in Grades 3-5
State Average	43%		49%	

Building Goals

All students will improve in math achievement. More students in the "nearing proficiency" category on the MAP will move to proficient. Our economically disadvantaged students will achieve at the rate of the "all students" population. Our students will demonstrate greater proficiency with "open ended" questions where they are required to explain their thinking and improve number sense/operations earlier in grades K-3, creating a stronger background for problem solving in grades 3-5. Special education will move 100% of all novice students to nearing proficiency or above.

All students will improve in reading achievement. More students in the "nearing proficiency" category on the MAP will move to proficient. Our economically disadvantaged students will achieve at the rate of the "all students" population. Our students will demonstrate greater comprehension in reading. Our students will demonstrate greater proficiency with "open ended" questions where they are required to explain their thinking. Special education students will move 100% of all novice students to nearing proficiency or above.