



Shepherd Middle School

Richard Hash, Principal

7842 Shepherd Road

Shepherd, MT 59079

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Mr. Dan Jamieson, Superintendent

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2015-2016

MIDDLE SCHOOL STAFF

Mrs. Rekdal - Secretary
Mr. Logan - Pre Algebra
Mr. McKinney - Keyboarding
Ms. Ruggles - Math I & II
Mrs. Rome—Science
Mrs. Ekness—Librarian
Mrs. Luptak—Spanish
Mrs. Dietz—Industrial Arts
Ms. Drange—Band & Choir
Mrs. Vogel—Family Consumer Science
Mrs. Gorham—Special Ed Aide
Mrs. Bomar, Mrs. Hofmann—Read Right
Michelle Mattfeldt-Custodian

Ms. Chevalier-Read 180, Title I
Mrs. O'Donnell – Science
Mrs. Houska - Language Arts
Mrs. Downing—Special Ed 6–8
Mrs. Miller - Special Ed 6-8
Ms. Oldenburger—Lang. Arts
Mr. Graves - Physical Education
Mr. Bondurant – Social Studies
Ms. Riley – Art
Mr. Rose - History
Mrs. Wagenhals – Counselor
Mrs. Williams – Special Ed Aide
Mrs. Zabel—Aide

Class Offerings:

*Art
*Language Arts
*Math
*Industrial Arts
*Science
*Social Studies
*Foreign Language
*Family Consumer Science
*Health & P.E.
*Keyboarding
*Band & Choir
*Title I Math & Reading

Specialists:

*Speech Therapist *Psychologist
*Special Education *Counselor
*Librarian *Title I *Nurse

Shepherd Middle School Mission Statement

Shepherd Middle School is dedicated to the development of critical thinking that leads to the application of knowledge to successfully transition into becoming an empowered high school student. We are committed to promoting and improving the knowledge of all students by using the best practices available.

We believe:

- Learning is maximized when it takes place in an environment that promotes respect, responsibility, and self discipline.
- Everyone can learn, become better thinkers and independent learners.
- It develops and coordinates courses and programs to promote excellence and the highest standards of education among students and staff by implementing cross-disciplinary and multidisciplinary approaches and skills to constantly enhance this training and life long learning.

Assessments Administered at Shepherd Elementary

Criterion Reference Test (Montana's CRT): This assessment is administered to students in grades 4-8-10. 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 3-5 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.

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.