Shepherd Strategic Action Plan - 2026-27

Shepherd Public Schools

Our District Mission, Vision, and Commitments

We Are Shepherd: A safe, respectful, and positive community where our high expectations and emphasis on personal growth support all students in being successful, lifelong learners.

High School:

We Are Shepherd: Empowering students to achieve greatness. Built Upon: ResPect, LeadeRship, IntegrIty, KinDness and AchiEvement.

Middle School:

Students work towards being Persistent, Responsible, Independent, Dedicated, and Empowered.

Elementary School:

At Shepherd Elementary School, our vision is to prepare children for a lifetime of success through Positivity, Respect, Independence, Discovery, and Empowerment.

Shepherd Schools strategic action plan is a comprehensive document that outlines the goals, objectives, and specific actions to be taken to improve various aspects of our schools. Each of these components are all aimed at improving the overall quality and effectiveness of education at Shepherd Public Schools.

Our Integrated School Action Plan (ISAP) provides a roadmap for the school community, outlining clear goals, objectives, and action steps. It helps everyone understand the direction the school is taking and the steps required to reach specific milestones.

Our plan ensures that the school's actions and initiatives align with its mission and vision. This alignment is crucial for maintaining focus and working toward a common goal.

Shepherd Schools are committed to a plan that emphasizes the commitment to continuous improvement. It encourages our schools to regularly assess their performance, identify areas for enhancement, and implement changes to enhance overall effectiveness of our education. Effective planning requires the use of data and evidence. Our strategic action plan encourages each of our schools to collect and analyze relevant data to inform decision-making, ensuring that curriculum needs are based on a thorough understanding of the school's strengths and weaknesses.

Shepherd's ISAP helps in the effective allocation of resources, including financial, personnel through a professional development plan, and time resources. By outlining priorities and specifying resource needs, our district can optimize our community's investments for maximum impact. Our strategic action plan anticipates potential challenges and outlines strategies to address them effectively.

The strategic action plan provides a long-term vision for the school. It goes beyond addressing immediate issues and focuses on sustainable improvements that contribute to the school's growth and success over time.

Vision, Mission, and Commitments

Elementary Vision

Positivity
Respect
Independence
Discovery
Empowerment

Elementary Commitments

At Shepherd Elementary School, our vision is to prepare children for a lifetime of success. Faculty and staff are committed to providing a safe and **positive** environment for children to learn and develop. We will teach **respect** for each other, authority, and oneself. Our curriculum will focus on building responsibility and **independence** to make a smooth transition to middle school, high school, and beyond. Shepherd Elementary will encourage **discovery** and growth of social, academic, and personal skills for every student. We believe in the **empowerment** of our students and hold everyone within our walls to the highest standard.

Middle School Vision

P.R.I.D.E.

Persistent

I commit to creating goals for myself and overcoming obstacles by taking the time to do things the right way in order to succeed.
I commit to setting and achieving my goals.

Responsible

I commit to completing my work with my best effort and turning it in on time.
I commit to putting forth my best effort.

Independent

I commit to trying to take on challenges myself before asking for help.
I commit to advocating for myself.

Dedicated

I commit to giving my time and effort towards the things I need most.
I commit to prioritizing my needs.

Empowered

I commit to realizing that I have the power to make my own decisions and choices.
I commit to being confident in my own decisions.

High School Vision

We Are Shepherd: Empowering students to achieve greatness.

Built Upon:

ResPect
LeadeRship
IntegrIty
KinDness
AchiEvement

Shepherd High School Commitment Statements:

Respect: We commit to thinking before we act and showing everyone respect.

Leadership: We commit to inspiring others to be their best.

Integrity: We commit to being honest and making good choices.

Kindness: We commit to being compassionate and understanding.

Achievement: We commit to giving our best effort in everything we do.

Stakeholder Input groups

Shepherd Schools stakeholder groups play a crucial role in the overall success and effectiveness of our educational institution. Our stakeholder groups have a vested interest in the success of our school and its students.

Students are the primary reason for our school systems. Their well-being, learning experiences, and overall development should be the central focus of the school. Receiving student feedback is fundamental to the success of the educational process.

Parents/guardians are essential stakeholders in a student's education. Their involvement and support contribute significantly to a student's success. Communication between parents and our school is crucial to keeping them informed about their child's progress, addressing concerns, and fostering a positive learning environment.

Educators and school staff are vital stakeholders who directly impact students' learning experiences. They contribute to instructional methods, transporting students, making sure students are fed, as well as maintaining a high-quality, clean learning environment. It is crucial to ask their professional opinions and gain feedback from their experience.

School administrators and Board Members set the tone for our school's culture, policies, and overall direction. Their decisions affect students, teachers, and the entire learning community. Effective leadership ensures the smooth functioning of the school and the implementation of policies that promote a positive learning environment.

Local community members play a role in supporting and reinforcing the school's mission. Community involvement can provide additional resources, mentorship opportunities, and a sense of belonging for students. A positive relationship with the community can also enhance the school's reputation and contribute to its success.

Each of our stakeholder groups contribute unique perspectives, resources, and support in creating a collaborative learning environment that fosters effective learning and a positive school culture. Each group has participated in different parts of this process throughout the school year. Getting feedback from our stakeholders is vital to success and achieving our goals.

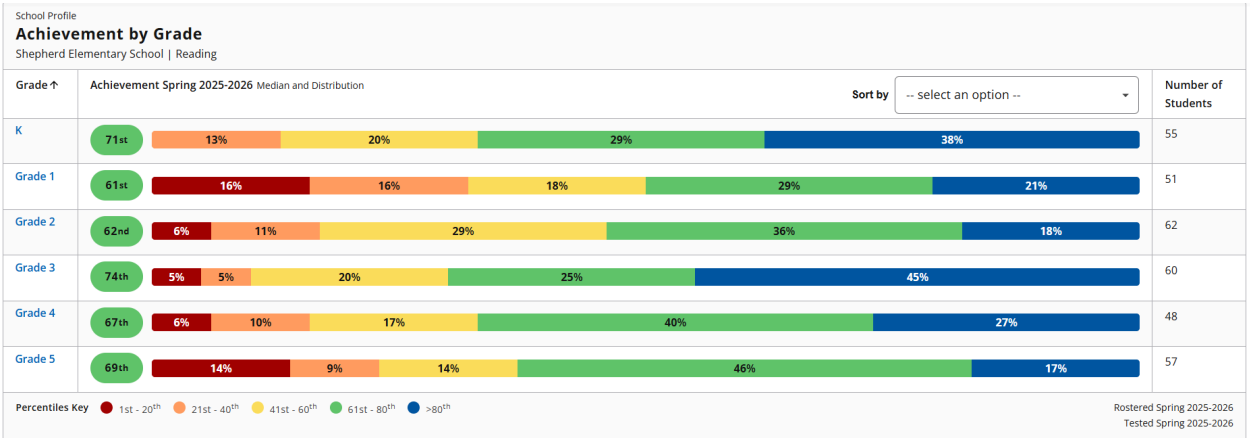
CNA Analysis, Goals and Objectives

Student Performance Data

Performance data help schools assess how well students are understanding and retaining the material being taught. By analyzing performance data, schools can identify areas where students are struggling or underperforming. This allows educators to adjust their teaching methods, curriculum, and provide additional support where needed. Performance data allows teachers to tailor their instruction to meet the needs of individual students. By understanding each student's strengths and weaknesses, teachers can provide personalized support and interventions to help students succeed.

Measured Academic Progress (MAPs)

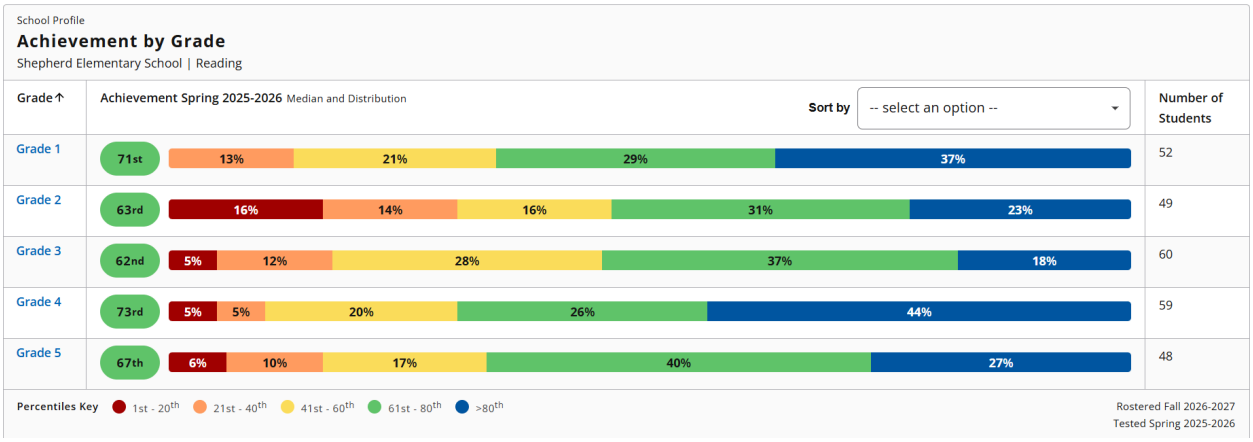
Elementary ELA - Reading



Percent Proficient above the 60%ile in Spring 2026

Kindergarten - 67%
1st Grade - 50%
2nd Grade - 54%
3rd Grade - 70%
4th Grade - 67%
5th Grade - 63%

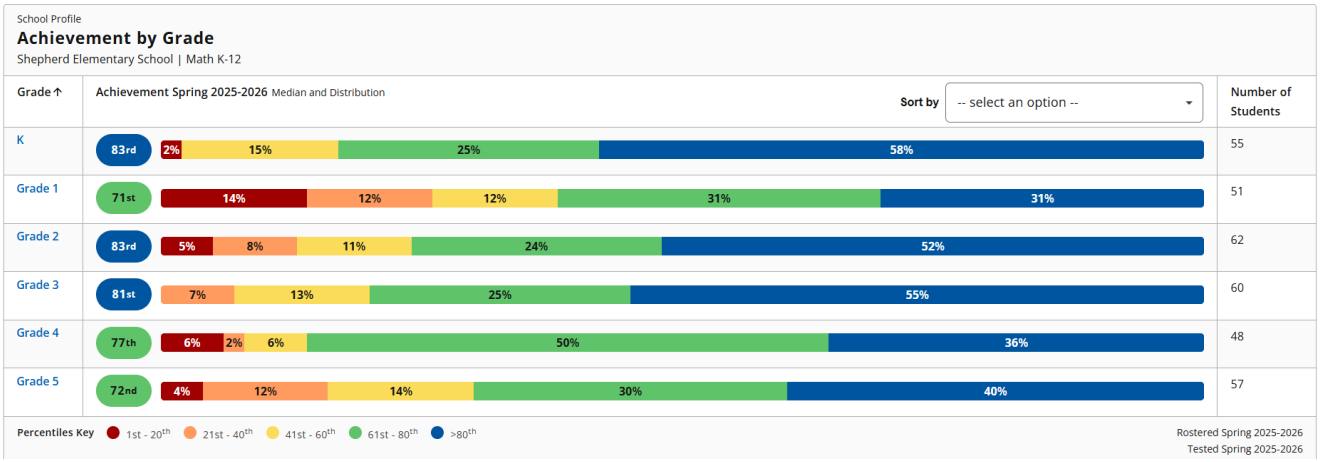
Elementary ELA - Language



Percent Proficient above the 60%ile in Spring 2026

Kindergarten - no lang assessment
1st Grade - 66%
2nd Grade - 54%
3rd Grade - 55%
4th Grade - 70%
5th Grade - 67%

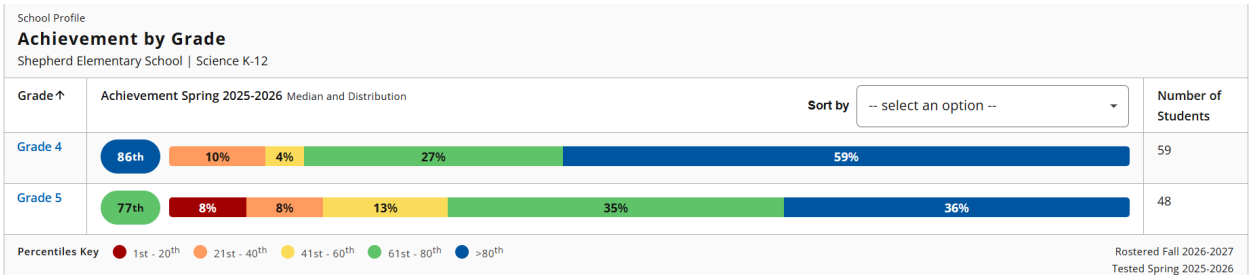
Elementary Math



<u>Percent Proficient above the 60%ile in Spring 2026</u>

Kindergarten - 83%
1st Grade - 62%
2nd Grade - 76%
3rd Grade - 80%
4th Grade - 86%
5th Grade - 70%

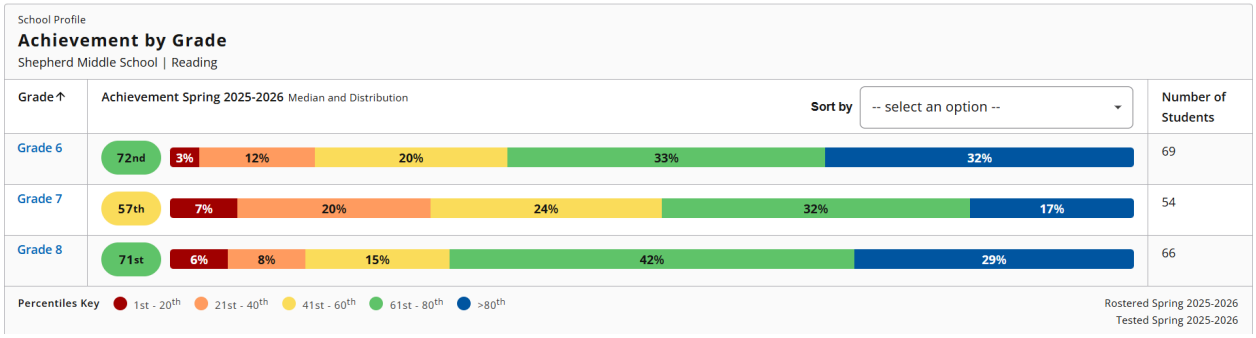
Elementary Science



<u>Percent Proficient above the 60%ile in Spring 2026</u>

4th Grade - 86%
5th Grade - 71%

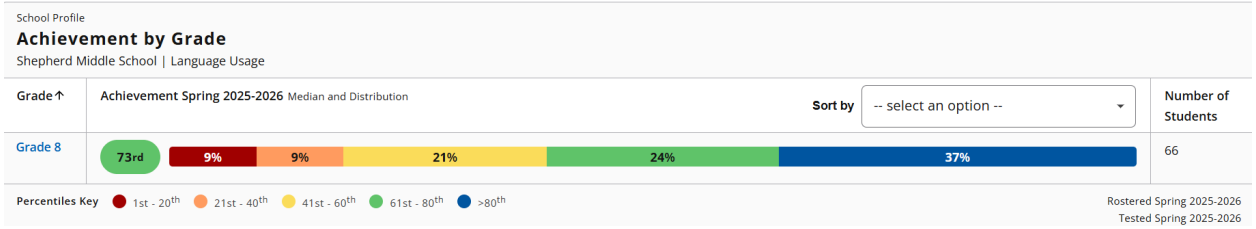
Middle School ELA - Reading



Percent Proficient above the 60%ile in Spring 2026

6th Grade - 65%
7th Grade - 49%
8th Grade - 71%

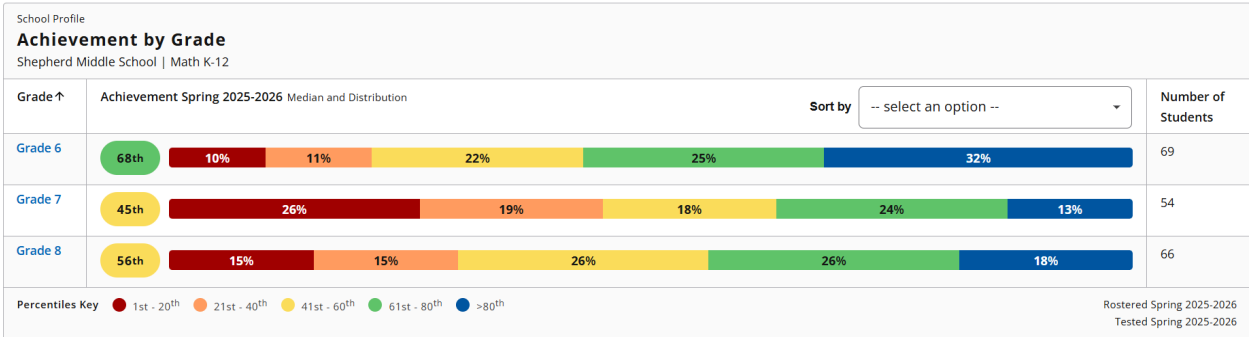
Middle School ELA - Language



Percent Proficient above the 60%ile in Spring 2026

8th Grade - 61%

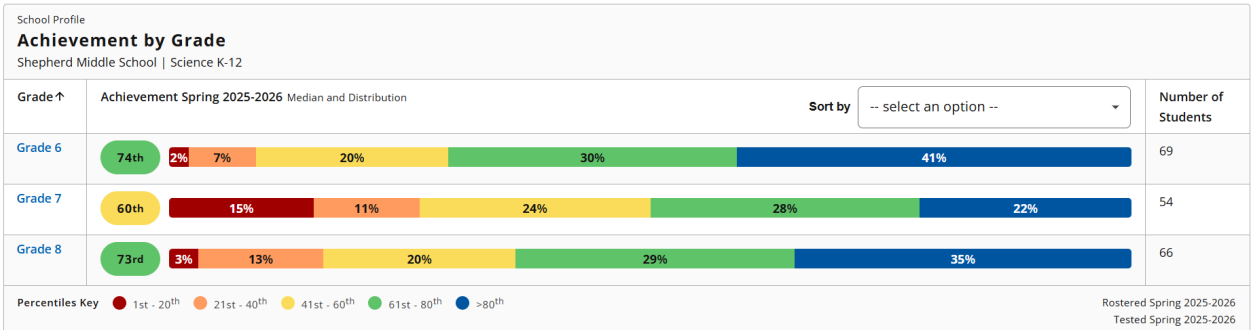
Middle School Math



Percent Proficient above the 60%ile in Spring 2026

6th Grade - 57%
7th Grade - 37%
8th Grade - 44%

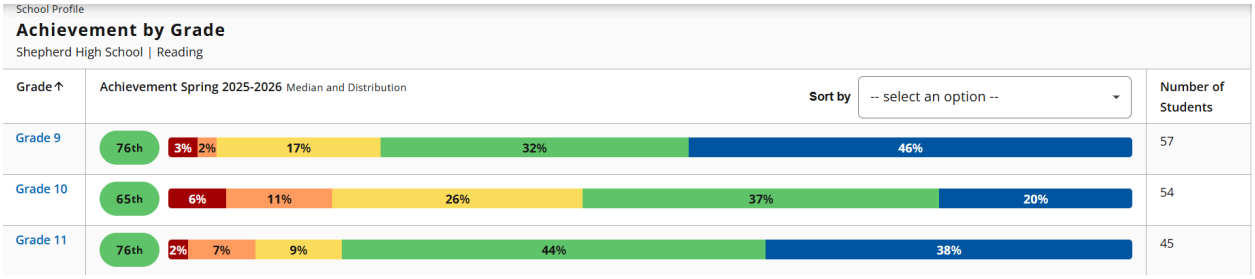
Middle School Science



Percent Proficient above the 60%ile in Spring 2026

6th Grade - 71%
7th Grade - 50%
8th Grade - 64%

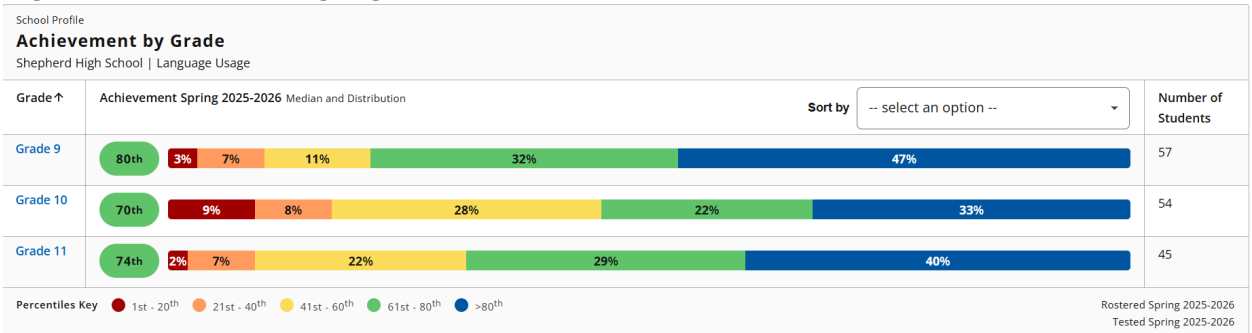
High School ELA - Reading



Percent Proficient above the 60%ile in Spring 2026

9th Grade - 78%
10th Grade - 57%
11th Grade - 82%

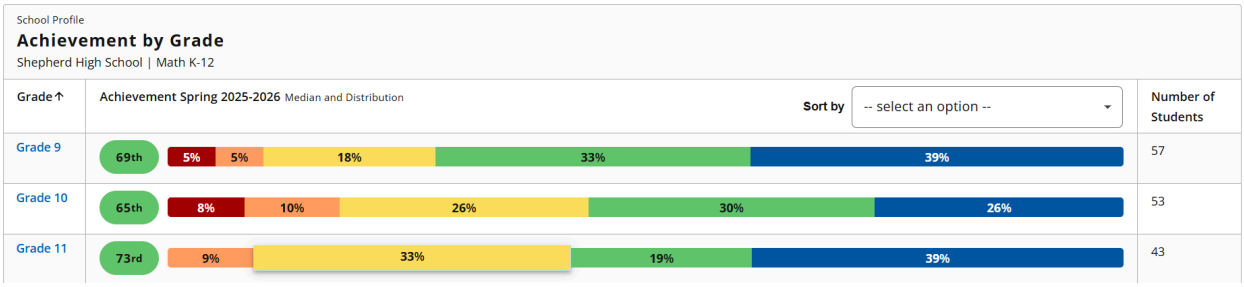
High School ELA - Language



Percent Proficient above the 60%ile in Spring 2026

9th Grade - 79% *10th Grade - 55%* *11th Grade - 69%*

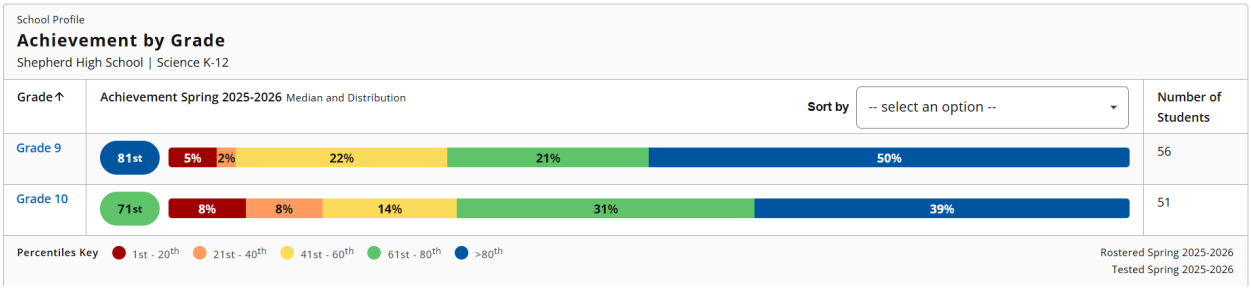
High School Math



Percent Proficient above the 60%ile in Spring 2026

9th Grade - 72%
10th Grade - 56%
11th Grade - 58%

High School Science

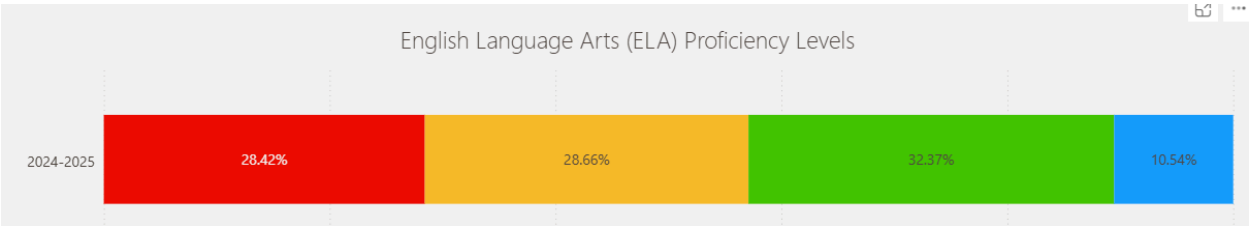


Percent Proficient above the 60%ile in Spring 2026

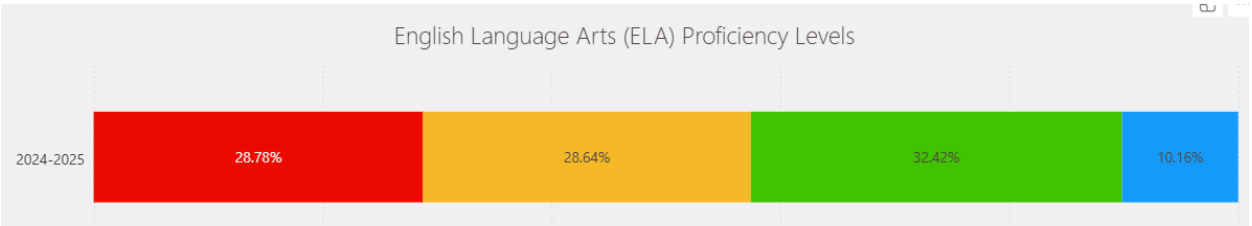
9th Grade - 71%
10th Grade - 70%

MAST Assessment - Statewide Assessment ELA

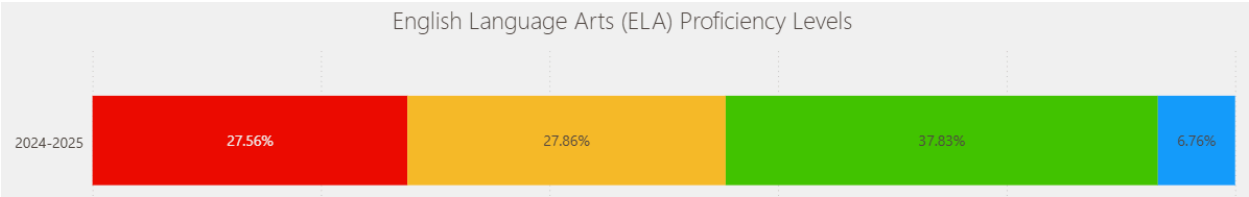
Shepherd Elementary Grades 3-5 = 42.91% proficient



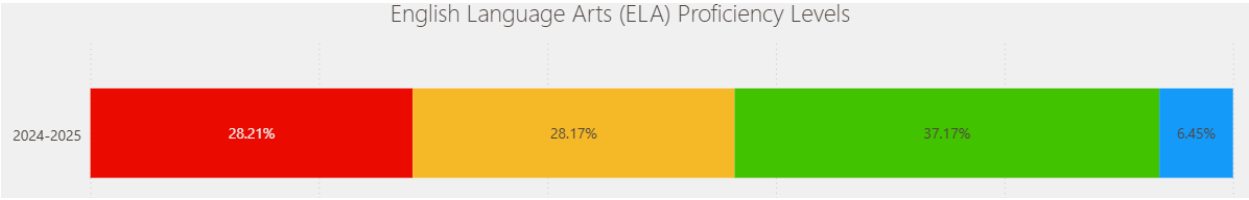
Montana Grades 3-5 = 42.58% proficient



Shepherd Middle School Grades 6-8 = 43.62% proficient

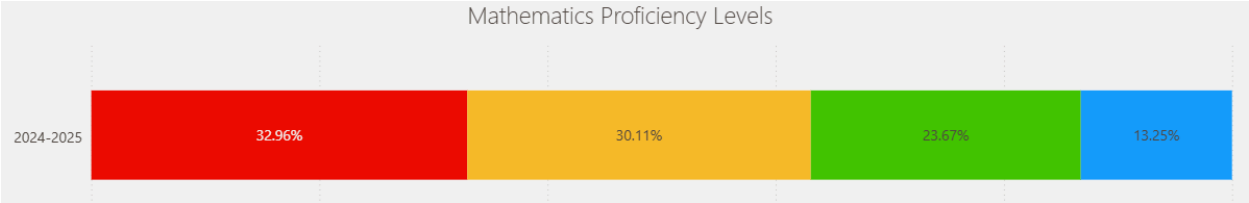


Montana Grades 3-5 = 43.62% proficient

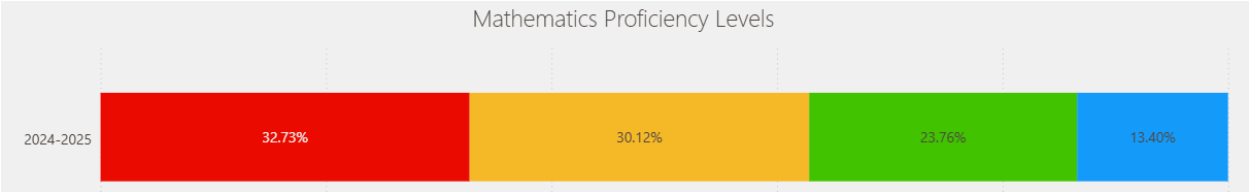


MAST Assessment - Statewide Assessment MATH

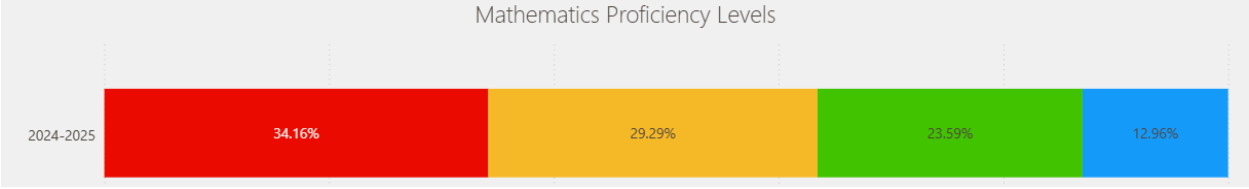
Shepherd Elementary Grades 3-5 = 36.92% proficient



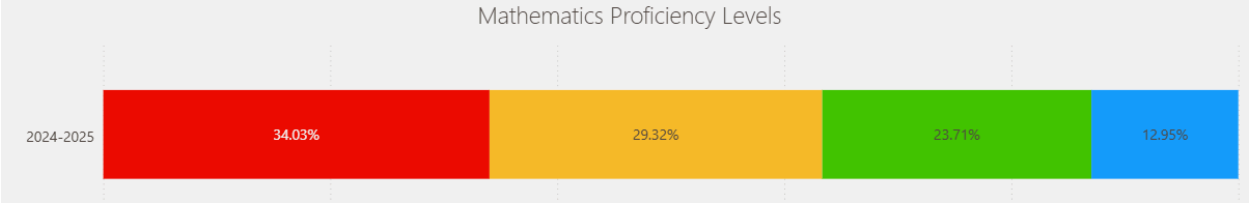
Montana Grades 3-5 = 37.16% proficient



Shepherd Middle School Grades 6-8 = 36.55% proficient

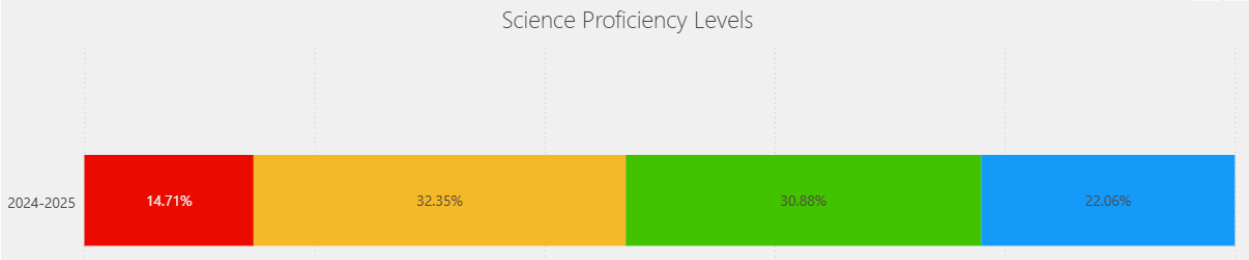


Montana Grades 3-5 = 36.66% proficient

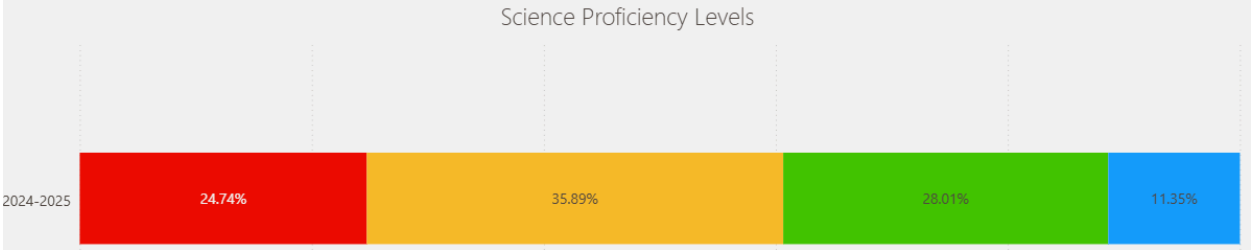


MSA Assessment - Statewide Assessment SCIENCE

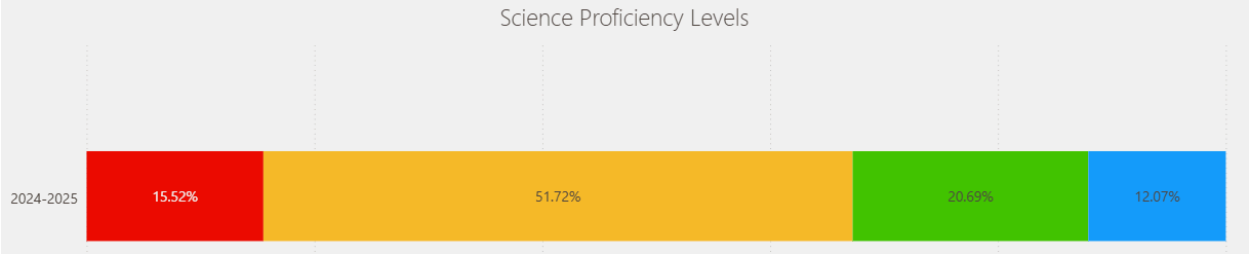
Shepherd School Grade 5 = 52.94% proficient



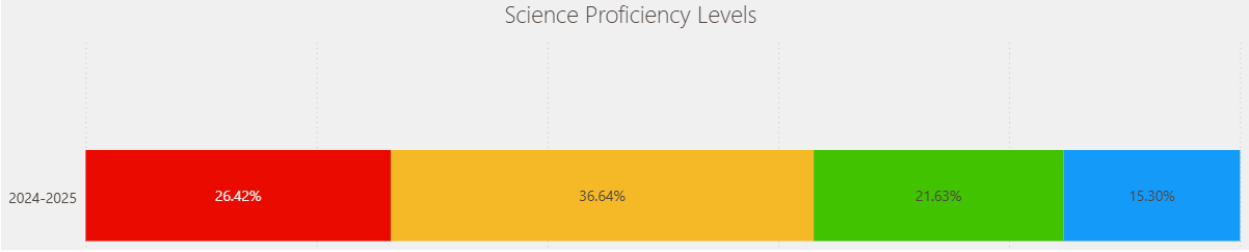
Montana Grade 5 = 39.36% proficient



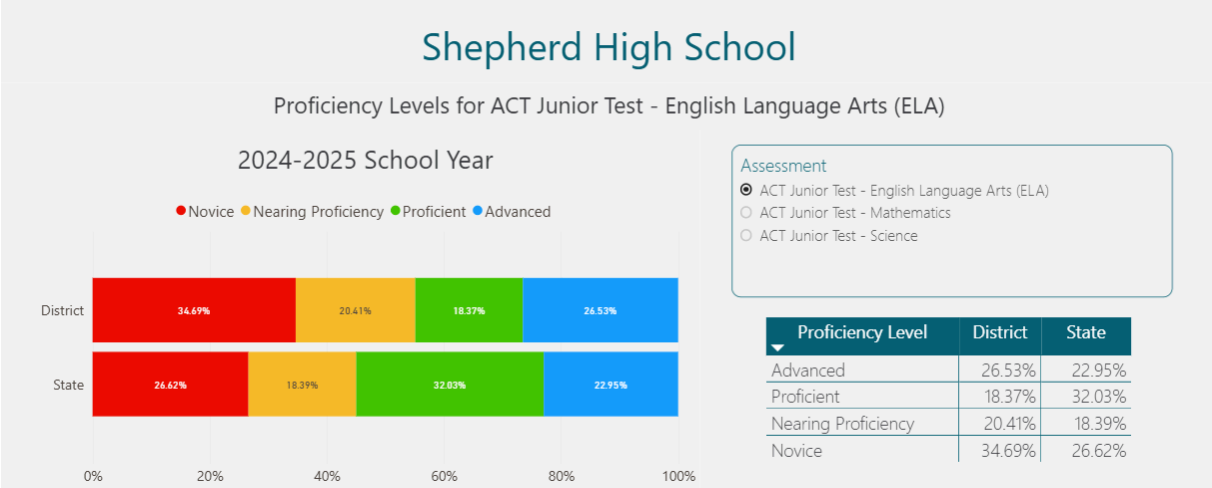
Shepherd Middle School Grade 8 = 32.76% proficient



Montana Grade 8 = 36.66% proficient

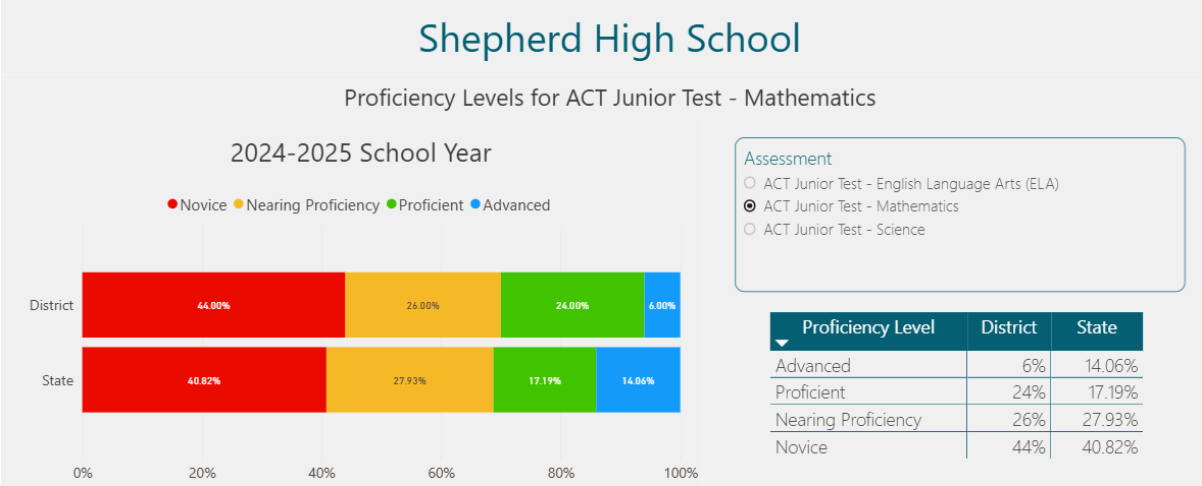


ACT - ELA



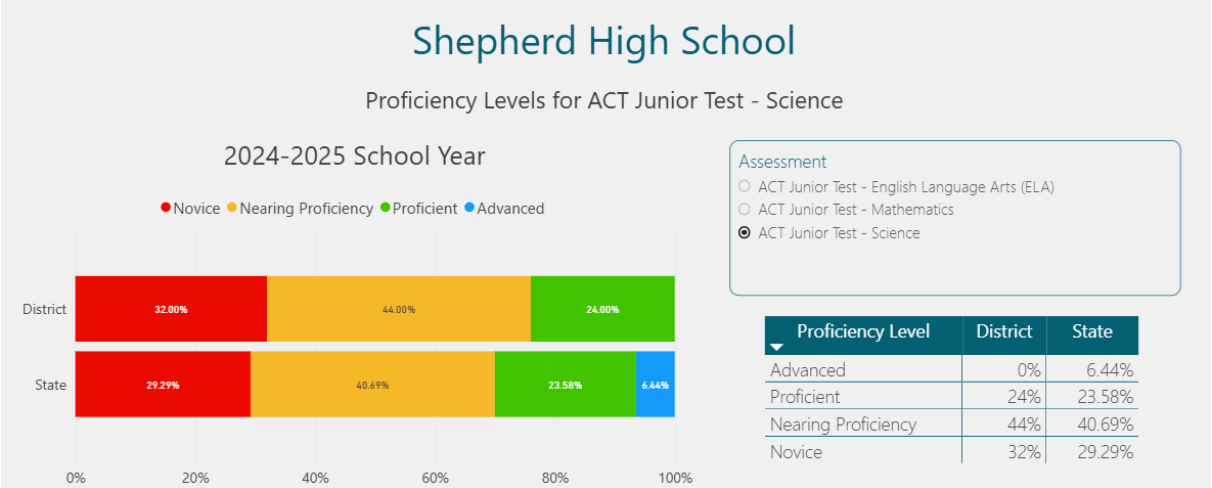
Proficiency Level	District	State
Advanced	26.53%	22.95%
Proficient	18.37%	32.03%
Nearing Proficiency	20.41%	18.39%
Novice	34.69%	26.62%

ACT - MATH



Proficiency Level	District	State
Advanced	6%	14.06%
Proficient	24%	17.19%
Nearing Proficiency	26%	27.93%
Novice	44%	40.82%

ACT - SCIENCE



Proficiency Level	District	State
Advanced	0%	6.44%
Proficient	24%	23.58%
Nearing Proficiency	44%	40.69%
Novice	32%	29.29%

High School Career Technical Education Concentrators

In reviewing data from 2025-2026 (our most current), we have a generous portion of our students who are taking CTE Concentrator courses. For the 2025-2026 school year, we had 25 seniors, 20 juniors, 13 sophomores, and 1 freshman. As you would expect the number of concentrators increase as the students progress through high school. Having a total of 59 students as CTE Concentrators, was approximately 27% of the student population. We had a total of 51 freshmen, 64 sophomores, 52 juniors and 52 seniors take at least one course in a CTE area. During this current school year, we have opened up to utilizing a variety opportunities provided by the City of Billings, the Office of Public Instruction, and Billings School District #2 as well as the use of our Career and Technical Educational Coach. We are getting more and more students out into the workforce to see what different areas offer for jobs within their industries through field trips and one-day opportunities.

Dual Enrollment Courses

Shepherd High School currently participates in two dual enrollment options through Montana State University-Billings and the Billings-College of Technology. In conjunction with our Business area, we are able to offer an Advanced Computers course, and through our Industrial Arts area, we are able to offer a Welding course. Our students adhere to the same curriculum that is offered at MSU-B and the Billing-COT. Over the past few years, Approximately 12-15 students per year have participated in the Advanced Computers option and approximately 3-5 students per year have participated in the Welding option. We are continuing to look at other options with MSU-B and the Billings-COT to provide our students with more options from which to choose.

Shepherd Elementary SMART Goals

Strategic Goal: READING - Each grade will increase the number of proficient (60% or above) students from spring to spring in reading as measured by the reading MAP assessment by Spring of 2027.

Why:

In the spring of 2025-2026, 58% of students were proficient in math according to the MAP assessment. That is a 9% increase from the 2022-2023 data.

In the spring of 2022-2023 49% of students were proficient in reading according to the MAP assessment. By increasing this number we hope to see an increase in middle school and high school success in all academic areas. Reading proficiency is essential to success in all areas.

Understanding allows students to apply their knowledge creatively and innovatively. Rather than simply regurgitating information for a test, students who understand concepts can adapt

their knowledge to new situations, make connections across disciplines, and engage in meaningful problem-solving tasks. While test scores are important, it's essential to recognize that they are just one measure of academic achievement and may not fully capture the breadth of learning and development that occurs in schools. Therefore, schools should strive for a balanced approach that considers multiple factors, including student well-being, critical thinking skills, creativity, and social-emotional learning, in addition to standardized test performance.		
Key Achievement Assessments The classroom teachers will meet after each MAP assessment to analyze grade-level data. This data will be used to adjust grade-level goals, unit plans, and day-to-day whole-group instruction. Classroom teachers meet weekly during PLC to make adjustments to intervention groups based on formative assessments and AIMSweb data. Staff will continue to support, and monitor implementation of interventions to support academic standards.	*Supportive Measures* Each grade level will use MyPath (an online program) during the intervention block for students at or above grade level to allow for enrichment in the areas of reading and math. The online lessons are connected to the MAP reading and math assessments. Each grade uses the MTSS process to identify at-risk students who are not making progress in classroom interventions. After they have tried two interventions for 4-6 weeks, students are referred to MTSS. Goals are set, parents are contacted, and interventions are intensified. Teachers meet on referred students every 6-8 weeks to monitor progress, adjust goals, and adjust interventions. Parents are also updated every 6-8 weeks. After the meetings, parents are sent a letter updating them of progress and any changes that are made. We also have	*Timelines* September 2023--May 2027 The MAP assessment will be given in the fall, winter, and spring to monitor reading and math progress. The classroom teacher will also use AIMSweb to monitor students monthly who are below the benchmark.

	students who have qualified for 504 or IEP plans.	

Action Steps

Reading - ELA

Action step 1. A 30-minute intervention block will be included for each grade to focus on specific reading skills needed for each student.

Action step 2. The highest priority students in each grade will receive an intensive reading intervention daily by title staff.

Action step 3. All teachers will implement small group reading into their reading block. Students will work at their instructional level during this block of time.

Strategic Goal: MATH - Each grade will increase the number of proficient (60% or above) students from spring to spring in math as measured by the math MAP assessment by Spring of 2027.

Why:

In the spring of 2024-2025, 64% of students were proficient in math according to the MAP assessment. That is an 8% increase from the 2022-2023 data.

In the spring of 2022-2023 56% of students were proficient in math according to the MAP assessment. By increasing this number we hope to see an increase in middle school and high school success in math courses.

Understanding allows students to apply their knowledge creatively and innovatively. Rather than simply regurgitating information for a test, students who understand concepts can adapt their knowledge to new situations, make connections across disciplines, and engage in meaningful problem-solving tasks.

While test scores are important, it's essential to recognize that they are just one measure of academic achievement and may not fully capture the breadth of learning and development that occurs in schools. Therefore, schools should strive for a balanced approach that considers multiple factors, including student well-being, critical thinking skills, creativity, and social-emotional learning, in addition to standardized test performance.

Key Achievement Assessments	*Supportive Measures*	*Timelines*
The classroom teachers will meet after each MAP assessment to analyze grade-level data. This data will be used to adjust grade-level goals, unit plans, and day-to-day whole-group instruction. Classroom teachers meet weekly during PLC to make adjustments to intervention groups based on formative assessments and AIMSweb data. Staff will continue to support, and monitor implementation of interventions to support academic standards.	Each grade level will use MyPath (an online program) during the intervention block for students at or above grade level to allow for enrichment in the areas of reading and math. The online lessons are connected to the MAP reading and math assessments. Each grade uses the MTSS process to identify at-risk students who are not making progress in classroom interventions. After they have tried two interventions for 4-6 weeks, students are referred to MTSS. Goals are set, parents are contacted, and interventions are intensified. Teachers meet on referred students every 6-8 weeks to monitor progress, adjust goals, and adjust interventions. Parents are also updated every 6-8 weeks. After the meetings, parents are sent a letter updating them of progress and any changes that are made. We also have students who have qualified for 504 or IEP plans.	September 2023--May 2027 The MAP assessment will be given in the fall, winter, and spring to monitor reading and math progress. The classroom teacher will also use AIMSweb to monitor students monthly who are below the benchmark.
Action Steps *Math*		

Action step 1. Action step 1. A 30-minute intervention block will be included for each grade to focus on specific math skills needed for each student.

Action step 2. Grade levels will create common formative assessments for each unit. The assessment data will be used to work with small groups of students during math block.

Strategic Goal: Culture and Climate-Shepherd Elementary will improve school culture and climate by creating a safe, respectful, and positive environment for students, teachers, and parents. This will be measured by a variety of tools. Feeling safe in school, respect shown, and a positive environment will be measured by an increase in agreement and strongly agree in a parent survey in April, a student survey in March, and a staff survey in February. A decrease in student behavior referrals will also be used to measure safety, respect, and positivity.

Why:

When schools prioritize creating an environment where all staff and students feel valued, respected, and included, it contributes to a sense of belonging for every staff and student.

A positive school culture and climate can enhance staff and student engagement and motivation. When staff and students feel connected to their school community and sense that their contributions are valued, they are more likely to be engaged in learning and participate actively in school activities.

School culture and climate also impact staff satisfaction and retention. Staff who work in a supportive and positive environment are more likely to feel valued and motivated, leading to higher job satisfaction and lower turnover rates.

A positive school culture and climate can strengthen relationships with parents, families, and the broader community. When schools prioritize building a positive reputation and fostering strong partnerships, it creates a collaborative atmosphere where all stakeholders work together to support student success.

Key Achievement Assessments	*Supportive Measures*	*Timelines*
Behavior data will be collected and analyzed for all major and minor behavior incidents. Student, teacher, and parent surveys will be given yearly to monitor data.	Each grade will use behavior data to create appropriate morning meeting lessons related to behavior needs. The school counselor will use school behavior data to create monthly classroom lessons	September 2023--May 2027

	related to school behavior needs. The Safety committee will create a list of needs for each building. The committee will resolve safety issues. To improve positivity, weekly assemblies will be held to recognize students following our school mission statement. Weekly staff emails will be sent to recognize positive things happening in the building. Students who are not successful with the classroom behavior plan will be placed on a tier 2 behavior plan and then a tier 3 if needed using the MTSS process.	

Action Steps

Culture and Climate

Action step 1. Create morning meeting lesson resources to address safety, respect, and positivity. Use these resources weekly for class morning meetings.

Action step 2. Following the MTSS process to provide behavior interventions to students who are not successful with the regular classroom behavior plan.

Shepherd Middle School SMART Goals

Strategic Goal: READING/ELA - Each grade will increase the number of proficient (60% or above) students from spring to spring in math as measured by the math MAP assessment by Spring of 2027.

Why:

In the spring of 2025-2026 62% of students were proficient in reading according to the MAP assessment. By increasing this number we hope to see an increase in high school success in all academic areas. Reading proficiency is essential to success in all areas.

Understanding allows students to apply their knowledge creatively and innovatively. Rather than simply regurgitating information for a test, students who understand concepts can adapt their knowledge to new situations, make connections across disciplines, and engage in meaningful problem-solving tasks.

While test scores are important, it's essential to recognize that they are just one measure of academic achievement and may not fully capture the breadth of learning and development that occurs in schools. Therefore, schools should strive for a balanced approach that considers multiple factors, including student well-being, critical thinking skills, creativity, and social-emotional learning, in addition to standardized test performance.

Key Achievement Assessments	*Supportive Measures*	*Timelines*
The MAP assessment will be given in the spring to monitor reading progress. Staff will continue to support, and monitor implementation of interventions to support academic standards.	We will use our intervention block for students at or above grade level to allow for enrichment in the areas of reading and math. We will use NoRedInk (online program) to facilitate the writing part of grammar. We use a SIT (Student Intervention Team) process to identify at-risk students who are not making progress in the classroom. After we meet to discuss these students and come up with some interventions, we monitor them for progress. If they	September 2026 – May 2027 The classroom teachers will meet after each MAP assessment to analyze grade-level data. This data will be used to adjust grade-level goals, unit plans, and day-to-day whole-group instruction. Classroom teachers meet weekly during PLC to make adjustments to intervention groups based on formative assessments.

	continue to struggle, they are referred to our intervention group. Meetings are scheduled with parents and goals are set, and interventions are intensified. We do monthly meetings with our staff to discuss students who are struggling. Once we identify them, then we reach out to the parents and work together to try to create an environment that helps them succeed. We also have SPED and 504 students in our buildings.	

Action Steps

Reading - ELA

Action step 1.
A 30 minute intervention time (Advisory) is set up before lunch on Monday, Tuesday and Thursday each week where students are signed up for intervention time with teachers they need help from.

Action step 2.
The highest priority students in each grade are signed to come to the Advisory time that they need. They do not decide where they go, it is decided by our staff.

Action step 3.
Teachers also assist students after and before school as requested by parents or students.

Strategic Goal: MATH - Each grade will increase the number of proficient (60% or above) students from spring to spring in math as measured by the math MAP assessment by Spring of 2027.

Why:

In the spring of 2025-2026 46% of students were proficient in math according to the MAP assessment. By increasing this number we hope to see an increase in high school success in math courses.

Understanding allows students to apply their knowledge creatively and innovatively. Rather than simply regurgitating information for a test, students who understand concepts can adapt their knowledge to new situations, make connections across disciplines, and engage in meaningful problem-solving tasks.

While test scores are important, it's essential to recognize that they are just one measure of academic achievement and may not fully capture the breadth of learning and development that occurs in schools. Therefore, schools should strive for a balanced approach that considers multiple factors, including student well-being, critical thinking skills, creativity, and social-emotional learning, in addition to standardized test performance.

Key Achievement Assessments	*Supportive Measures*	*Timelines*
The MAP assessment will be given in the spring to monitor math progress. Staff will continue to support, and monitor implementation of interventions to support academic standards.	We will use the intervention block for students at or above grade level to allow for enrichment in the areas of reading and math. The online lessons are connected to the MAP reading and math assessments. We will also use EdReady during class time and intervention time to give students extra help in Math. We use a SIT (Student Intervention Team) process to identify at-risk students who are not making progress in the classroom. After we meet to discuss these students and come up with some interventions, we monitor them for progress. If they continue to struggle, they are	September 2026 – May 2027 The classroom teachers will meet after each MAP assessment to analyze grade-level data. This data will be used to adjust grade-level goals, unit plans, and day-to-day whole-group instruction. Classroom teachers meet weekly during PLC to make adjustments to intervention groups based on formative assessments.

	referred to our intervention group. Meetings are scheduled with parents and goals are set, and interventions are intensified. We do monthly meetings with our staff to discuss students who are struggling. Once we identify them, then we reach out to the parents and work together to try to create an environment that helps them succeed. We also have SPED and 504 students in our buildings.	

Action Steps

Math

Action step 1.
A 30 minute intervention time (Advisory) is scheduled before lunch on Monday, Tuesday and Thursday each week where students are signed up for intervention time with teachers they need help from. We will also use EdReady during class time and intervention time to give students extra help in Math.
Action step 2.
Grade levels will create common formative assessments for each unit. The assessment data will be used to work with small groups of students during math block.

Action step 3.
Teachers also assist students after and before school as requested by parents or students.

Strategic Goal: Culture and Climate-Shepherd Middle School will improve school culture and climate by creating a safe, respectful, and positive environment for students, teachers, and parents. This will be measured by a variety of tools. Feeling safe in school, respect shown, and a positive environment will be measured by an increase in agree and strongly agree in a parent survey in April, a student survey in March, and a staff survey in February. A decrease in student behavior referrals will also be used to measure safety, respect, and positivity.

Why:

When schools prioritize creating an environment where all staff and students feel valued, respected, and included, it contributes to a sense of belonging for every staff and student.

A positive school culture and climate can enhance staff and student engagement and motivation. When staff and students feel connected to their school community and sense that their contributions are valued, they are more likely to be engaged in learning and participate actively in school activities.

School culture and climate also impact staff satisfaction and retention. Staff who work in a supportive and positive environment are more likely to feel valued and motivated, leading to higher job satisfaction and lower turnover rates.

A positive school culture and climate can strengthen relationships with parents, families, and the broader community. When schools prioritize building a positive reputation and fostering strong partnerships, it creates a collaborative atmosphere where all stakeholders work together to support student success.

Key Achievement Assessments	*Supportive Measures*	*Timelines*
Behavior data will be collected and analyzed for all major and minor behavior incidents. Student, teacher, and parent surveys will be given yearly to monitor data.	Each grade will use behavior data to create appropriate morning meeting lessons related to behavior needs. The school counselor will use school behavior data to create monthly classroom lessons related to school behavior needs. The Safety committee will create a list of needs for each building. The committee will resolve safety issues. To improve positivity, weekly assemblies will be held to recognize students following our school mission statement.	from September 2026 – May 2027

	Weekly staff emails will be sent to recognize positive things happening in the building. Students who are not successful with the classroom behavior plan will be placed on a tier 2 behavior plan and then a tier 3 if needed using the MTSS process.	

Action Steps

Culture and Climate

Action step 1. Continue to talk about our vision in the morning announcements to address safety, respect, and positivity. Utilize the commitments from our vision, when students are not following rules or being disrespectful to others in the school. Continue to create an environment that our staff wants to work in and make sure to have open communication when things are not working in the building. Surveys will be used to identify strengths and weaknesses.

Action step 2. Following the MTSS process to provide behavior interventions to students who are not successful with the regular classroom behavior plan. We need to also focus on our upper level students as well, and make sure they are being challenged. Students who are involved are usually more likely to stay out of trouble and feel good about their education. Information will be gathered by surveys done each year. This will determine our strengths and weaknesses.

Shepherd High School SMART Goals

Strategic Goal: READING/ELA - Each grade will increase the number of proficient (60% or above) students from spring to spring in Reading/Language as measured by the Reading/Language MAP assessments by Spring 2027.

Why:

In the spring of 2025-2026 71% of students were proficient in reading according to the MAP assessment. (Freshmen–78%; Sophomores–57%; Juniors–82%).

In the spring of 2022-2023 33% of students were proficient in reading according to the MAP assessment. (Freshmen–36%; Sophomores–40%; Juniors–19%). This number is alarming for a variety of reasons and could be caused by just as many reasons. With improved instruction and clarification as to the purpose of MAPS and increasing the percentage, we will create more accurate numbers as to student proficiency.

Understanding allows students to apply their knowledge creatively and innovatively. Rather than simply regurgitating information for a test, students who understand concepts can adapt their knowledge to new situations, make connections across disciplines, and engage in meaningful problem-solving tasks.

While test scores are important, it's essential to recognize that they are just one measure of academic achievement and may not fully capture the breadth of learning and development that occurs in schools. Therefore, schools should strive for a balanced approach that considers multiple factors, including student well-being, critical thinking skills, creativity, and social-emotional learning, in addition to standardized test performance.

Shepherd Schools can empower students to become independent learners who are eager to seek out new knowledge and skills throughout their lives.

Key Achievement Assessments	*Supportive Measures*	*Timelines*
Staff will continue to support, and monitor implementation of interventions to support academic standards. MAP Assessments will be given mid-fall and mid to late spring to monitor Reading/ELA progress.	Within our daily schedule on Monday, Tuesday, and Thursday we have a designated Study Hall time in which students select which course they need to receive extra assistance. Within the high school, staff meets once a month to	September 2026-2027 After MAP Assessments are complete, curricular departments meet to analyze data to determine strengths, weaknesses, and gaps that need to be fixed within the curriculum. Individual student data is also analyzed

ACT is provided by the State of Montana every spring for all enrolled Juniors. Pre-ACT is provided by the State of Montana every spring for all enrolled Sophomores.	discuss students that are struggling, whether with academics, behavior, attendance, socially, mentally, etc. Suggestions are made where success may have occurred before. Meetings are set up with parents to work on a structure that will help the student to succeed. We do have a considerable number of IEP and 504 students as well which require yearly meetings or when needed.	to determine strengths, weaknesses, and gaps that need to be filled. ACT and Pre-ACT data will be analyzed by staff once it is received.

Action Steps

Reading - ELA

#1: We will continue to monitor the weekly D/F list and designated grade reports to determine the validity of our Study Hall time. If changes need to be made to improve effectiveness of the time, the high school staff will discuss, determine what to do, and implement changes.

#2: All teachers will analyze MAP Assessment Data to determine 'where' students are academically. Math and ELA does not only fall on the Math and English teachers. Learning across the board needs to be directed by all teachers.

#3: Curricular Departments will meet weekly to discuss standards, assessments, units, rubrics, individual students, etc. as they relate to their curricular area during a PLC Release Time.

#4: EdReady will be used periodically within English classes to assist students in areas where knowledge or understanding may be lacking. EdReady will also be utilized to assist in ACT preparation.

Strategic Goal: MATH - Each grade will increase the number of proficient (60% or above) students from spring to spring in Math as measured by the Math MAP assessment by Spring 2027.

Why:

In the spring of 2025-2026 62% of students were proficient in math according to the MAP assessment. (Freshmen–72%; Sophomores–56%; Juniors–58%).

In the spring of 2022-2023 53% of students were proficient in math according to the MAP assessment. (Freshmen–53%; Sophomores–55%; Juniors–51%). With improved instruction and clarification as to the purpose of MAPS and increasing the percentage, we will create more accurate numbers as to student proficiency.

Understanding allows students to apply their knowledge creatively and innovatively. Rather than simply regurgitating information for a test, students who understand concepts can adapt their knowledge to new situations, make connections across disciplines, and engage in meaningful problem-solving tasks.

While test scores are important, it's essential to recognize that they are just one measure of academic achievement and may not fully capture the breadth of learning and development that occurs in schools. Therefore, schools should strive for a balanced approach that considers multiple factors, including student well-being, critical thinking skills, creativity, and social-emotional learning, in addition to standardized test performance.

Shepherd Schools can empower students to become independent learners who are eager to seek out new knowledge and skills throughout their lives.

Key Achievement Assessments	*Supportive Measures*	*Timelines*
Staff will continue to support, and monitor implementation of interventions to support academic standards. MAP Assessments will be given mid-fall and mid to late spring to monitor Math progress.	Within our daily schedule on Monday, Tuesday, and Thursday we have a designated Study Hall time in which students select which course they need to receive extra assistance. Within the area of Math, EdReady is utilized to compensate for gaps that students may have in their learning. It will also be	September 2026 – May 2027 After MAP Assessments are complete, curricular departments meet to analyze data to determine strengths, weaknesses, and gaps that need to be fixed within the curriculum. Individual student data is also analyzed to determine strengths,

ACT is provided by the State of Montana every spring for all enrolled Juniors. Pre-ACT is provided by the State of Montana every spring for all enrolled Sophomores.	utilized to assist in ACT preparation. Within the high school, staff meets once a month to discuss students that are struggling, whether with academics, behavior, attendance, socially, mentally, etc. Suggestions are made where success may have occurred before. Meetings are set up with parents to work on a structure that will help the student to succeed. We do have a considerable number of IEP and 504 students as well which require yearly meetings or when needed.	weaknesses, and gaps that need to be filled. ACT and Pre-ACT data will be analyzed by staff once it is received.

Action Steps

Math

#1: We will continue to monitor the weekly D/F list and designated grade reports to determine the validity of our Study Hall time. If changes need to be made to improve effectiveness of the time, the high school staff will discuss, determine what to do, and implement changes.

#2: All teachers will analyze MAP Assessment Data to determine 'where' students are academically. Math and ELA does not only fall on the Math and English teachers. Learning across the board needs to be directed by all teachers.

#3: Curricular Departments will meet weekly to discuss standards, assessments, units, rubrics, individual students, etc. as they relate to their curricular area during a PLC Release Time.

#4: EdReady will be used periodically within Math classes to assist students in areas where knowledge or understanding may be lacking. EdReady will also be utilized to assist in ACT preparation.

Strategic Goal: Culture and Climate-Shepherd High School will improve school culture and climate by creating a safe, respectful, and positive environment for students, teachers, and parents. This will be measured by a variety of tools. Feeling safe in school, respect shown, and a positive environment will be measured by an increase in 'agree' and 'strongly agree' in a parent survey in April, a student survey in March, and a staff survey in February. A decrease in student behavior referrals will also be used to measure safety, respect, and positivity.

Why:

It is known that a key ingredient for student success is the feeling of safety within the school building. Thus, safety is a key component from the time students walk through the doors in the morning until they leave at the end of the day. Another key ingredient for student success is for everyone to feel respected within the environment. Encouraging a positive and respectful environment will be everyone's task.

When schools prioritize creating an environment where all staff and students feel valued, respected, and included, it contributes to a sense of belonging for every staff and student.

A positive school culture and climate can enhance staff and student engagement and motivation. When staff and students feel connected to their school community and sense that their contributions are valued, they are more likely to be engaged in learning and participate actively in school activities.

School culture and climate also impact staff satisfaction and retention. Staff who work in a supportive and positive environment are more likely to feel valued and motivated, leading to higher job satisfaction and lower turnover rates.

A positive school culture and climate can strengthen relationships with parents, families, and the broader community. When schools prioritize building a positive reputation and fostering strong partnerships, it creates a collaborative atmosphere where all stakeholders work together to support student success.

Key Achievement Assessments	*Supportive Measures*	*Timelines*
Behavior data will be collected and analyzed for all behavior incidents. Student, teacher, and parent surveys will be given yearly to monitor data. Various	A variety of measures will be utilized to support this goal. Behavior data will be used to analyze policies and rules to determine the appropriate direction that needs to be	from September 2026 – May 2027 Surveys to be given – February…teachers;

assemblies and ceremonies will be held to recognize student achievement.	taken. Safety committee, consisting of administration, teachers, and board members, will create a list of needs for each building. The committee will resolve safety issues. To improve culture and climate, student recognition will be completed through various assemblies/ceremonies.	March…students; April…parents Behavior data will be analyzed at the end of the year to determine future direction. The District Safety Committee will meet periodically to determine needs. This will go hand-in-hand with the high school Threat Assessment Team. Year-end assembly to recognize students; graduation to recognize seniors.

Action Steps

Culture and Climate

Action step 1. Surveys will be given to teachers, students, and parents to understand their feelings/ideas/perceptions of the school community. This data will be analyzed for school improvement

Action step 2. The district safety committee will meet periodically to discuss and determine what needs to happen to maintain the safety of the building.

Action step 3. The high school Threat Assessment Team will meet periodically or as needed to discuss certain situations and/or students (eg. issue, consequence, outcome).

Action step 4. To encourage a positive atmosphere among all individuals, periodic assemblies and ceremonies will be held to recognize student achievement (eg. year-end awards ceremony; graduation).

Action step 5. Behavior data will be analyzed at the building level to determine violations, frequencies, locations, etc. This data will then possibly determine the next steps we need to take in order to decrease disciplinary write-ups.

Indian Education For All (IEFA)



12th Grade

Unit Instructional Outcomes: (1c) Provide objective, measurable goals as academic outcomes of the unit.

- Students will be able to recognize that there are 12 sovereign tribes in the state of MT and that they are unique in their own way, they will also know that there are 8 reservations within the state's borders.
- Students will be able to name all the tribes and label a map with all the reservations
- Students will be able to cite a source in MLA format, using in-text citations and a Works Cited.
- Students will be able to recognize how to effectively look at sources in order to prepare a presentation on a specific topic (tribe).

W. 11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citations.

RH.11-12.9 Integrate information from diverse sources, including American Indian sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

SL 11-12.4 Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to the purpose audience and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

11th/12th Grade

Killers of the Flower Moon Synthesis Unit. We read KFM and analyze six other texts related to Native Americans, both primary and secondary.

RI 11-12: 1-10
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. (RI.11-12.1)

Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis and provide an objective summary of the text. (RI.11-12.2)

Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, cultures, or events interact and develop over the course of the text. (RI.11-12.3)

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings and analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines "faction" in Federalist No. 10; how the use of "sovereignty" in official documents impacts legal and political relationship). (RI.11-12.4)

Determine an author's point of view or purpose in a text, including texts by and about Montana American Indians, in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (RI.11-12.6)

Delineate and evaluate the reasoning in seminal U.S. texts and those that dealt with American Indians, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses, American Indian policies). (RI.11-12.8)

Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, Lincoln's Second Inaugural Address, American Indian treaties, and Iroquois Confederacy) for their themes, purposes, and rhetorical features. (RI.11-12.9)

W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, including culturally diverse topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11-12.9 Draw evidence from literary or informational texts, including those by and about American Indians, to support analysis, reflection, and research.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

11th Grade

English III class project involves Native myths. Students could use stories that were part of both South American and North American tribes. Each student researched a myth and presented the story to their classmates. There are a number of books on Native myths that students can access, and some students found myths on the internet.

Students read two "Native American Oral Traditions" stories then complete a creative writing project. The high school students then scheduled time to present their myths to elementary students in the library.

W.11-12.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well structured event sequences.

Family and Consumer Science

9.3.1 Analyze nutrient requirements across the life span addressing the diversity of people, culture, and religions.
14.1.2 Analyze the effects of psychological, cultural, and social influences on food choices and other nutrition practices.

- Identify the various kinds of foods Native American people ate.
- Describe the various ways by which Native Americans obtained these sources of food.
- Prepare an authentic Native American dish of Fry Bread

Art

The Kwakwaka'wakw Masks are not the same across the First Nations of the Northwest Coastal areas; here we focus solely on Kwakwaka'wakw transformation masks.

- Anchor Standard #1: Generate and conceptualize artistic ideas and work.
    - develop plans for creating art and design works using various materials and methods from traditional and contemporary practices
- Anchor Standard #3: Refine and complete artistic work.
    - complete artworks or designs incorporating relevant criteria as well as personal artistic vision
- Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.
    - curate artifacts and artworks for presentation and preservation
- Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art.
    - incorporate knowledge of personal, social, cultural, and historical life to create artworks

- Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians.
    - compare uses of art in a variety of personal, societal, cultural, and historical contexts

Health and PE

Lacrosse
Freshmen Physical Education, Lifetime Sports Education
Lacrosse was a kind of stick-ball game played by the Native Americans. The game involved catching a small ball using a stick with a net attached at the end.
PE 4.0 Identify and discuss the historical and cultural roles of games, sports, and dance, including
those of traditional and contemporary American Indian cultures;

Chunkey
Lifetime Sports Education
The game involved throwing disk-shaped stones across the ground. A spear was thrown at the stones to attempt targeting the spear to land as near to the stopped stone as possible. The game involved many people in a huge arena. It was specifically designed to bring people together.
We will use bocce ball and explain the process of how the games are very similar.
PE 4.0 Identify and discuss the historical and cultural roles of games, sports, and dance, including those of traditional and contemporary American Indian cultures;

Drug and Alcohol Unit
Freshmen Health Enhancement
Students learn what drugs/alcohol are, how they are used, the psychology behind drug/alcohol use, resources for drug/alcohol addiction, side effects from drug use, family influence of drug use, law enforcement involvement with drug/alcohol use, and peer relationships with saying no and supporting those who say no. We discuss drug use geographically in our area and drug use on the reservations of Montana.
HE 2. Analyze the interrelationships of physical, mental, emotional, family, and social health on personal health, including those of American Indian cultures and practices;
HE 8. Analyze the relationship between access to health care and health status, including the unique issues regarding American Indians and health care benefits resulting from treaty Obligations;
HE 13. Compare and contrast how the family and culture influence the health of individuals;
HE 14. Explain how the perception of societal norms influence healthy and unhealthy behaviors, including those of American Indian cultures and practices;
HE 17. Evaluate how the school, tribe, and community can affect personal health practices and behaviors;
HE 20. Explain how public health policies and governmental regulations, including tribal, can influence health promotion and disease prevention;
HE 22. Use resources from home, school, tribe, and community that provide valid health information;
HE 25. Use skills for communicating effectively with family, peers, and others to enhance health,

including those of traditional and contemporary American Indian cultures and practices;

6th / 7th / 8th Grade

Classes discuss foundational documents and their relation to Native Tribes in America, economic decisions and how they impact society, including Indigenous societies, as well as different market systems. As far as geography is concerned, classes use maps from different time periods to discuss their relation to different native groups, as well as how people, goods, and ideas from one area impact those in another area. For the History standards, classes discuss continuity and change over time in relation to indigenous groups, as well as how European contact mutually impacted American Indian groups.

In Montana History we cover Indian Education for All in every chapter and tie each standard taught back to Native Americans.
In World History: Eastern Hemisphere, the class spends time covering Native Americans during the time of exploration.

SS.CG.6-8.1 - explain a variety of forms of government from the past or present
SS.CG.6-8.3 - explain how global and American Indian civilizations and governments have contributed to foundational documents of the United States
SS.CG.6-8.5 - identify events and leaders that ensure that key United States principles of equality and civil rights are applied to various groups, including American Indians
SS.E.6-8.3 - explain the roles of producers and consumers in market systems
SS.G.6-8.3 - analyze maps and charts from a specific time period to understand an issue or event
SS.G.6-8.4 - explain how the environment and geographic features have affected people and how people have affected the environment throughout Montana, the United States, and the world
SS.G.6-8.5 - explain the role and impact of spatial patterns of settlement and movement in shaping societies and cultures, including Indigenous cultures
SS.H.6-8.1 - explore complex civilizations, and identify elements of change and continuity across historical eras in Montana, the Americas, and world history
SS.H.6-8.3 - analyze how, since European contact, historical events and policies have mutually impacted American Indian and European societies
SS.H.6-8.4 - identify how new archaeological and scientific information shapes historical understanding

5th Grade

SS.CG.5.3 Distinguish between the responsibilities of local, state, tribal, and national, governments
SS.G.5.2 Create, organize, and present geographic information to show settlement patterns in the United States, including impacts on tribal lands
SS.G.5.3 Analyze environmental and technological events and conditions and how humans and the environment impact each other with relation to settlements and migration
SS.H.5.1 Interpret data presented in timelines
SS.H.5.2 Understand theinter-relationship of chronological historical events

SS.H.5.3 Identify roles of individuals and groups and their impact on United States and tribal historical events
SS.H.5.4 Understand the unique historical perspectives of American Indians
SS.H.5.5 Analyze historical documents and their impact on tribes in Montana and their sovereignty

4th Grade
History Standard SS.H.4.2: Identify events and policies that have impacted and been influenced by tribes in Montana.

As part of this unit, students cover all of the Montana Native Tribes, including their location, history, and flags. After discussing Native American flags and seals, students design and write about their own flags, explaining how they represent them and their families. We also explore Parfleches and create our own using authentic shapes and colors. During our fall field trip to Pompey's Pillar, students participate in Native American games and learn more about the Crow and Northern Cheyenne tribes. Additionally, students discover the natural medicines that the Crow and Cheyenne Tribes used to use for healing sickness.

Book Resources used in 4th grade Social Studies:

Buffalo Are Back : Picture book that tells the dramatic story of the Bison and the Plains Indians. Montana A History of Our Home: Montana Historical Society Online Book about Montana Native Americans

In reading, students are guided through "What Was the Lewis and Clark Expedition," where they discuss Sacagawea and her ties to the adventure and Montana.



3rd Grade
Social Studies Unit: Native American Unit (Focus on tribes on the plains and tribes in Montana)

- SS.H3.1 Identify tribes in Montana by their original and current names
- SS.H.3.2 Explain how perspective impacts the telling of historical events

Speaker to the 3rd-grade students during Native American Heritage Month in November. She shared information about Native American regalia and dancing through a slide show. Then danced for the kids. The kids also had a chance to participate in a dance.

Field trip to Chief Plenty Coups State Park. The park ranger does a nice lesson on tanning buffalo hide. The students are allowed to walk through the interactive museum and are given a tour of Chief Plenty Coups' original home while historical information about his home and tribe is shared. The students also play a counting coup game.

2nd Grade

Native American Folktales
Native American tribes around the US and within Montana
Field Trip to Hardin (learning about the different communities)

1st Grade

The Legend of the Indian Paintbrush - we do an art activity of water coloring sunsets
A Picture Book of Sacagawea- followed with a story map of the book

Kindergarten

Celebrate Indigenous People's Day by reading Jingle Dancer by Cynthia Leitich Smith, we used her website for teaching ideas and videos of actual jingle dancers.

Field trip to the Red Lodge Wildlife Sanctuary, lessons on the animals we will see there and relate that to the importance of animals to the Native American culture.

Library-The library has the set Sacrifice Cliff
Art-patterns and the Native American culture and how important they are when doing the Mandalas

Safety Plan - Capacity

Shepherd School's safety plans are comprehensive strategies developed by our district to ensure the well-being and security of students, staff, and visitors while on campus. Shepherd School's Safety Plan encompasses various measures to prevent, respond to, and recover from emergencies or threats that may arise within our school environment.

Shepherd Schools will conduct regular assessments and reviews of the school safety plan to identify areas for improvement and incorporate lessons learned from scheduled safety drills, exercises, and real-world incidents. We will continue to obtain feedback from stakeholders, including students, parents, staff, and community members, to ensure the plan remains relevant and effective through our district safety committee meetings.

In accordance with our safety plans, building capacities set by the State of Montana as well as those put in place by our local Shepherd Fire Department play a role in the number of students our district can accommodate. The District shall serve children who are residents of the district and nonresident children seeking mandatory enrollment for extenuating circumstances prior to enrolling nonresident students. Our local school district has guidelines in place per Policy 3141

on how that is to be done. Specific limits to building capacities are addressed within the school district's safety plan.

Shepherd School District Website

Curriculum Planning

Shepherd Public Schools is a member of the Montana Alliance for Curriculum Enhancement (ACE). ACE provides districts with meaningful curriculum and relevant resources to build the capacity of educators as they support students to achieve proficiency.

As a member of ACE, our district has a curriculum review cycle that ACE follows in order to review standards and unit plans in order for districts to then develop and prioritize program improvements at the local level.

Revision Cycle | ALLIANCE FOR CURRICULUM ENHANCEMENT

AREA	Revision Cycle	
Science	2027-2029	Cycle 5
Arts		
Health and Physical Education	2025-2027	Cycle 4
English Language Arts/Literacy and English Learners		
World Languages	2023-2025	Cycle 3
Mathematics		
Computer Science/Technology/Library Media	2021-2023	Cycle 2
Career and Technical Education		
Social Studies	2020-2021	Cycle 1

Shepherd Schools has its own review cycle of curriculum materials and programs used within our K-12 system. This cycle allows us to set goals and then collect data on current programs. Needs of our students are ever-changing and therefore a review of our curriculum is necessary to make sure we are providing the best educational opportunities to the current students while looking towards the future.

Shepherd Public Schools

Shepherd Public Schools
K-12 Content Standards and Revision
Proposed Content Standards Revision Schedule

Cycle	Content Standards	Revision of current curriculum	Research/ Review	Begin Implementation	NEXT Revision of curriculum
Cycle 1 *August 2022-July 2023*	Mathematics	August 2017-December 2017	August 2022-May 2023	July 2023	2022-2024
Cycle 2 *August 2023-July 2024*	English Language Arts/Literacy World Languages	August 2018-December 2018	August 2023-May 2024	July 2024	2023-2025
Cycle 3 *August 2024-July 2025*	Social Studies Career Technical Education	August 2019-December 2019	August 2024-May 2025	July 2025	2024-2026
Cycle 4 *August 2025-July 2026*	Arts Health/Physical Education	August 2020-December 2020	August 2025-May 2026	July 2026	2025-2026
Cycle 5 *August 2026-July 2027*	Science	August 2021-December 2021	August 2026-May 2027	July 2027	2026-2027

Professional Development Plan

The Shepherd Schools describes our vision on how we can better educate our adult employees to in turn enhance the learning of our students Kindergarten through twelfth grade. We believe our educators and employees will benefit from having a professional development plan. Through this plan, the District will look to provide professional learning that is aligned with our school leadership goals, learning standards, assessments, as well as our student's needs. These professional learning opportunities will help our educators to meet the needs of all students.

Through targeted professional development, teachers can enhance their instructional techniques, classroom management skills, and understanding of diverse learning styles. This, in turn, improves the quality of education provided to students.

Our entire Professional Development Plan can be found at:

Shepherd Professional Development Plan

Family and Community Engagement

Engaging with families to help their students be successful.

Shepherd Schools will establish consistent opportunities for family engagement through events at all schools, get annual feedback from families and implement common communication methods and ensure family-friendly access to all district processes, procedures, and forms. Providing families with the opportunities to engage with Shepherd Schools as key stakeholders is important to us. The following components are part of our family engagement strategies to enhance its relevance and effectiveness.

Our entire Family and Community Engagement Plan can be found at:

Shepherd Family Engagement Plan

Continuous Improvement - Feedback, Monitoring and Evaluation of our Plan

Shepherd Public Schools will establish a cycle of continuous improvement, with regular reviews and updates to the strategic action plan. Our school district will gather input for continuous improvement through various methods.

Conducting surveys among students, parents, teachers, and staff to gather feedback on various aspects of the school such as teaching quality, facilities, resources, and overall satisfaction. We have contracted with the company, Milligan School Data to conduct our surveys sent to staff, students and parents. We hope that offering a survey from an outside company will help us to ensure confidentiality and maximize families' willingness to participate which will help us get neutral results we can work from when developing goals.

Staff Surveys

Each year in February, we will send out a survey to all staff to get their feedback. We are looking for information from this group to help us with professional growth. Staff surveys provide valuable insights into the overall climate and culture within the school. Understanding staff perceptions about the work environment, morale, leadership effectiveness, and collaboration can help identify areas of strength and areas needing improvement. Conducting regular staff surveys allows schools to track changes in staff perceptions over time. By comparing survey results from year to year, administrators can assess the impact of interventions and initiatives implemented to address identified concerns. Engaging staff in the survey process demonstrates that their opinions are valued and can contribute to a positive work environment. Addressing issues raised through surveys can increase job satisfaction, which in turn can improve staff retention rates and overall morale.

Student Surveys

Each year in March, we will conduct surveys with our students. Getting student feedback is very valuable in order to maintain high standards while meeting the needs of students through what they see as important topics for areas of strength and areas needing improvement. Surveys allow students to provide feedback on their educational experience. This feedback is invaluable for educators and administrators to understand student perspectives and make informed decisions about improving the learning environment. Involving students in the survey process empowers them to have a voice in shaping their educational experience. Student surveys can identify areas where improvements are needed, such as teacher effectiveness, classroom environment, bullying prevention, or availability of resources. By pinpointing specific concerns raised by students, schools can develop targeted interventions to address these issues. Questions related to safety, inclusivity, respect, and relationships with peers and teachers can provide insights into the social and emotional well-being of students within the school environment.

Parent/Guardian Surveys

Each year in April, we will conduct surveys with our parents/guardians. Surveys encourage parental involvement in their child's education by providing them with a platform to voice their opinions, concerns, and suggestions regarding various aspects of the school experience. Parent surveys offer valuable feedback on the overall performance of the school, including teaching quality, communication with parents, school policies, and extracurricular activities. This feedback helps administrators understand parental perspectives and make informed decisions to improve the school's effectiveness. Parent surveys identify specific areas where improvements are needed, such as communication between school and home, parent involvement opportunities, accessibility of resources, or addressing concerns related to safety and discipline. This information helps schools prioritize initiatives and allocate resources effectively. Parent surveys support a culture of continuous improvement within schools by providing ongoing feedback that informs strategic planning, policy development, and resource allocation. Regularly soliciting parent input allows schools to adapt and evolve to better meet the needs of students and families.

Ongoing Program Committees and Advisory Committees

The district has ongoing committees and advisory councils where parent and community participants can provide input and insight. These committees meet regularly to ensure they are addressing any areas of need or concerns within their scope and involvement with the school district. The level of commitment varies. Current committees and groups include:

District Safety Committee

District Facilities Committee

Career and Technical Education Advisory Committee

Parent Teacher Organization

Booster Club

Athletic Advisory Council

Conclusion

Shepherd Schools' development and implementation of a school strategic action plan represent a commitment to excellence, continuous improvement, and the focus on growth of our educational community. Through the collaborative efforts of administrators, educators, students, parents, the School Board and other stakeholders, the strategic plan serves as a positive and effective roadmap, guiding our schools toward its envisioned future.

This comprehensive document encompasses our school's mission, vision, and commitments, providing a clear sense of purpose and direction. By outlining specific, measurable objectives and corresponding action steps, our plan establishes a framework for accountability, ensuring that progress is monitored and adjustments are made as needed. It encourages data-driven decision-making, fosters a culture of continuous improvement, and promotes transparency and communication among all stakeholders.

As our school community collectively works towards the outlined goals, it aligns resources effectively, enhances professional development, and fosters a sense of shared responsibility through family engagement. Our plan ensures that the school remains resilient and responsive to the ever-changing demands of education as a testament to the school's commitment to providing quality education and nurturing an environment where students can thrive academically, socially, and emotionally.