



SHEPHERD ELEMENTARY SCHOOL

2017-18 SCHOOL ANNUAL REPORT COVER LETTER

Lou Ann Schmidt, Principal

Principal's Greeting/Message

March 29, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Shepherd Elementary. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Lou Ann Schmidt, principal, for assistance.

The AER is available for you to review electronically by visiting [2017-2018 Shepherd Elementary Combined Report](#), or you may review a copy in the main office at your child's school.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given any of these labels.

Shepherd Elementary strives to have the best scores in the state in Mathematics. In an effort to ensure that our students are problem solvers and mathematical thinkers, we are continuing the use of our math series called "Math Expressions". Shepherd Elementary also understands that our students need more support in the area of Word Study. Our ELA committee has spent this school year researching resources and gathering information to implement a new word study program in the 2017-18 school year. Our staff also continues to use the MAISA Reading and Writing units to help our students meet and exceed their reading and writing goals.

Congratulations to the students, staff and community on all of their hard work. We are continuously working to improve and provide an environment of academic excellence. We appreciate the continued support of parents, staff, and our community in this effort and look forward to continued success.

Sincerely,

Lou Ann Schmidt, Principal

SHEPHERD ELEMENTARY SCHOOL

2017-2018

Annual Education Report

Description of the School

Shepherd Elementary is part of the Shepherd School district with approximately seven hundred (700) students, transitional kindergarten through fifth grade. It is an economically and educationally diverse population. Approximately 57% of the student population participated in the free and reduced breakfast and lunch program during the 2017– 2018 school year.

The Shepherd Elementary staff consists of two administrators, twenty-eight full time classroom teachers, four special education teachers, five teachers of elementary enrichment classes, one social worker, two secretaries, twenty-six paraprofessional support personnel and a school nurse.

Shepherd Elementary School has a strong academic program. The Shepherd Elementary teachers and staff demonstrate a sincere concern for the students and hold high standards for academics and discipline. Students are instructed in core academic areas, which include reading, writing, mathematics, science and social studies. The academics are delivered in a program that incorporates the best research based strategies and practices in education. In addition to these core academic areas, students receive instruction in music, art, computers, health and physical education.

Title I is a federally funded program intended to provide supplemental academic services to educationally at-risk students. Shepherd Elementary employed the services of three Title One teachers and four Title One educational assistants throughout this reporting period. Students received individual and/or group tutoring on a daily basis.

Community resources play an important role at Shepherd Elementary. Through cooperative efforts with a number of community agencies, we are able to offer a number of supplemental activities for our students: Art Reach, Girls on the Run, Junior Achievement, Safety First Bike Helmet Program, CMU Lunch Buddies, work with the Isabella County Conservation Department, Christmas Outreach, Food Pantry, Student Council, Youth Basketball/ Football/Soccer Programs, and Boy/Girl Scouts. The Building has been supported by numerous grants through the Saginaw Chippewa Tribe totaling over \$600,000 in the last eleven years. Several parent, community, and local college/university volunteers assist students throughout the school day including four volunteers from the Isabella County Commission of Aging Grandparent Program.

Shepherd Elementary has an active and involved parent/teacher organization (PTO). PTO sponsors numerous activities and assemblies throughout the year as well as financial support for classroom and playground equipment along with other items for the building.

The Winn Area Activity Center (WAAC) also provides licensed day care for students after school. Additional activities include: Class Field Trips, Student Council, Food Drives, T-Shirt Sale, Book Fairs & Book Swaps, Story Tellers, Parent/Family Nights, Shop with a Cop, End of Year Picnic/Field Day, School Musicals, Daddy/Daughter Date Night, Mother/Son Activity Night, Spring Carnival, Recycling Programs, Dental Bus, Christmas Outreach, and a variety of Service Learning Projects.

Process for Assigning Pupils to the School

District students are assigned to Shepherd Elementary according to the geographic location of their residence and the grade span for which the building serves. Students may also be assigned to this building for a program offered that better meets their needs.

Status of 3-5 Year School Improvement Plan

A copy of the School Improvement Plan is available http://shepherdschools.net/aer_reports. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

GOALS	PROGRESS		
	NOT YET BEGUN	MAKING PROGRESS	COMPLETED
All students at Shepherd Elementary will be proficient in English Language Arts.			
<ul style="list-style-type: none"> Multi-Tiered System of Support 		X	
<ul style="list-style-type: none"> Preparing, training, and recruiting high quality teachers and school leaders 		X	
All students at Shepherd Elementary will be proficient in Mathematics.			
<ul style="list-style-type: none"> Multi-Tiered System of Support 		X	
All students at Shepherd Elementary will be proficient in Science.			
<ul style="list-style-type: none"> Multi-Tiered System of Support 		X	
All students at Shepherd Elementary will be proficient in Social Studies.			
<ul style="list-style-type: none"> Multi-Tiered System of Support 		X	

Core Curriculum Status

A copy of the Core Curriculum is available on our website at http://shepherdschools.net/aer_reports or in the Shepherd Elementary office. Shepherd Elementary School has complete curriculum documents in all four core curricular areas. Our district is on a structured cycle of curriculum review. Our District School Improvement Team reviews curriculum reports and provides feedback to the curricular areas as needed. As part of our curriculum cycle, all core areas create a written curriculum document that includes the grade level standards and benchmarks.

English Language Arts

The English Language Arts curriculum follows Michigan approved Common Core State Standards. Building educators utilize Michigan Association of Intermediate School Administrators (based on the work of Lucy Calkins) Reading and Writing Units, verified by research conducted by the ELA Committee. The English Language Arts curriculum was last approved by our local Board of Education in 2015. High quality ongoing professional development is clearly defined within our School Improvement Plan.

Mathematics

The Mathematics curriculum follows Michigan approved Common Core State Standards. Building educators utilize Math Expressions Math Series verified by research conducted by our Math Curriculum Committee. The Mathematics curriculum was last approved by our local Board of Education in 2013. High quality ongoing professional development is clearly defined within our School Improvement Plan, including continued training with math coach, Robyn Seifert.

Science

The Science curriculum follows the Michigan K-12 Science Standards approved by Michigan's State Board of Education. Building educators utilize Mystery Science verified by research conducted by the Science Curriculum Committee. The Science curriculum was last approved by our local Board of Education in 2018. High quality ongoing professional development is clearly defined within our School Improvement Plan.

Social Studies

The Social Studies curriculum follows the Grade Level Content Expectations approved by Michigan's State Board of Education. Building educators utilize the MC3 Social Studies units verified by research conducted by the Social Studies Committee. The Social Studies curriculum was last approved by our local Board of Education in 2014. High quality ongoing professional development is clearly defined within our School Improvement Plan.

Aggregate Local Assessment Data

Multiple measures and sources of data are used to identify gaps in student achievement in all core areas. Classroom assessments written to assess GLCE/CCSS, NWEA Reading Assessments (Instructional reading level), NWEA Math Assessments, and Fountas and Pinnell Benchmark Assessment Systems (universal screening to determine each child's instructional reading and comprehension levels) scores are some of the assessments utilized throughout the school year.

Data is disaggregated, looking for areas in need of improvement for all students. Special attention is paid to areas where students with disabilities and economically disadvantaged students are underperforming compared to all students.

Parent Teacher Conference Attendance Data

	2016-2017		2017-2018	
	Number of students represented	Percentage of students represented	Number of students represented	Percentage of students represented
All	600/675	87%	625/699	89%