



Sec. 98b Goal Progress End of Year Report

Building: Washington Elementary School

Date: June 2022

Table A: Building Goals that were established by September 15, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks as required by law (MCL 388.1698b , MCL 388.1704a)
End of the Year Reading Goal	<p>By the end of the 2021-2022 school year, Washington Elementary School will show growth in reading achievement throughout the global pandemic as measured on NWEA Map Growth for Grade K-5.</p> <ul style="list-style-type: none"> • All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of reading/ELA academic standards. • In reading/ELA, results from benchmark and local assessments will be continuously discussed and analyzed by staff. • Building-Wide Instructional Schedule was implemented to maximize the use of support staff and paraprofessionals within the classroom through scheduling, and ensure a 30 minute per day daily targeted instruction block within each classroom. <p>We are pleased to celebrate that we met our growth goal in reading. Our teachers used a variety of strategies, interventions and assessments to support meaningful student progress. With the support of professional development around Tier 1 and Tier 2 instruction, along with CASS meetings as an avenue for analyzing formative assessments, benchmark and local assessments, teachers were able to more systematically analyze student data. Using this on-going data, teachers were able to target their instruction more purposely to student needs. In addition, our building implemented a building-wide instructional schedule which maximized the time our support service and intervention staff were able to service students. This schedule included a targeted instruction block each day, along with a Tier 3 intervention time into all our classrooms.</p>
End of the Year Mathematics Goal	<p>By the end of the 2021-2022 school year, Washington Elementary School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grade K-5.</p> <ul style="list-style-type: none"> • All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of math academic standards. • In mathematics, results from benchmark and local assessments will be continuously discussed and analyzed by staff. • Building-Wide Instructional Schedule was implemented to maximize the use of support staff and paraprofessionals within the classroom through scheduling, and ensure a 30 minute per day daily targeted instruction block within each classroom <p>We are pleased to celebrate that we met our growth goal in mathematics. Our teachers used a variety of strategies, interventions and assessments to support meaningful student progress. With the support of professional development around Tier 1 and Tier 2 instruction, along with CASS meetings as an avenue for analyzing formative assessments, benchmark and local assessments, teachers were able to more systematically analyze student data. Using this on-going data, teachers were able to target their instruction more purposely to student needs. In addition, our building implemented a building-wide instructional schedule which maximized the time our support service and intervention staff were able to service students. This schedule included a targeted instruction block each day, along with a Tier 3 intervention time into all our classrooms.</p>

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Growth on Benchmark Assessment - By Student Demographics

Reporting Category Suggest reporting on subgroups where n≥30	READING Avg. RIT Score		MATH Avg. RIT Score	
	<i>Fall 21</i>	<i>Spring 22</i>	<i>Fall 21</i>	<i>Spring 22</i>
Econ. Disadvantaged	170	178	171	183
Special Education	167	174	170	181
English Learner	166	174	167	179
Female	172	181	173	186
Male	176	187	180	193
African American or Black	**less than 30	**less than 30	**less than 30	**less than 30
American Indian/Alaska Native	**less than 30	**less than 30	**less than 30	**less than 30
Asian	**less than 30	**less than 30	**less than 30	**less than 30
Hispanic/Latino	165	173	166	179
Two or more races	**less than 30	**less than 30	**less than 30	**less than 30
White	177	187	180	193

Table C: Growth on Benchmark Assessment - By Grade Level

Reporting Category Suggest reporting on subgroups where n≥30	READING Avg. RIT Score		MATH Avg. RIT Score	
	<i>Fall 21</i>	<i>Spring 22</i>	<i>Fall 21</i>	<i>Spring 22</i>
Kindergarten	137	149	140	154
First Grade	153	169	158	174
Second Grade	167	181	171	184
Third Grade	183	193	186	197
Fourth Grade	200	206	198	212
Fifth Grade	203	204	204	214

Table D: Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category Suggest reporting on subgroups where $n \geq 30$	READING Avg. RIT Score		MATH Avg. RIT Score	
	<i>Fall 21</i>	<i>Spring 22</i>	<i>Fall 21</i>	<i>Spring 22</i>
Fully In-Person	174	184	177	190
Fully Virtual	**less than 30	**less than 30	**less than 30	**less than 30