



Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law ([PA 144 Sec 98b](#)):

- Present on goal progression by First Board Meeting in February 2023 and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

Suggested Template: While the information contained herein is required by statute (98b), this template is a suggested format and is not required to be used by local districts, schools, or buildings. Other formats containing the required information, as outlined in law, are acceptable for use.

Building: UPA HS

Date: 2.20.23

Table A: Building Goals that were established by September 15, 2022

Goal Category	Goal Related to Achievement or Growth as required by law (PA 144 Sec 98b)
Middle of the Year Academic Goal	50% of students will show mastery of standards assessed on the ENGAGE NY: Mid and End of the Unit Module Assessments for ELA. 50% of students will show mastery of standards assessed on the ENGAGE NY: Mid and End of the Unit Module Assessments for Math.
End of the Year Academic Goal	50% of students will show mastery of standards assessed on the ENGAGE NY: Mid and End of the Unit Module Assessments for ELA. 50% of students will show mastery of standards assessed on the ENGAGE NY: Mid and End of the Unit Module Assessments for Math.
Add additional academic goals as needed	

Table B: Achievement Related to Academic Goals

Provide a narrative on progress toward meeting the goals outlined above.
 The 9-12 ELA summative module assessments for semester 1 showed that 21% of the students scored at the proficient/advanced level, 11% at developing level and 31% at the beginning performance levels on summative Module assessment. In addition, student engagement and low completion rates of formative tasks pose a barrier to student mastery of key learning as missed opportunities to practice new skills. According to teacher commentary from student

work analysis, students performing at the proficient level could accurately determine and analyze the development of central ideas and provide relevant text evidence to support the author's point of view(RI.1, RI.2, RI.6, W.2). However, data trends for students performing at the developing level and below show partial to minimal skill in text analysis and insufficient textual evidence provided in the form of quotes, details and examples to support the author's view or purpose. Teachers with the support of the building instructional leadership team continue to focus on strengthening the instructional core (Tier 1) by unpacking the high priority standards and aligning instructional practices. Instructional coaches collaborate with teachers to sort and analyze daily formative tasks to monitor student progress and adjust instructional approaches. Also, students identified scoring at Beginning level on the module assessments provide additional opportunities to revise their work following peer or teacher actionable feedback..

The 9-12 Math summative module assessments for semester 1 showed that 36% of the students scored at the proficient/advanced level, 17% at developing level and 47% at the beginning performance levels on summative Module assessment. Data trends show that students need further development with conceptual understanding.

During semester 2, teachers will focus on specific instructional routines to strengthen Tier 1 instruction. Those routines include but are not limited to the following:

- Leveraging standards-aligned exit tickets during instruction. Students will write out their thinking on the exit tickets.

- Collaborating in monthly PLCs to examine student work samples to identify next steps for differentiation.

- Using Engagement Strategies

 - Intentionally creating structures and planning lessons that focus on students reflecting on the material being presented and discussing their thinking with a partner/group or the class.

 - Increasing productive talk & productive struggle with teachers one on one.