



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: UPAD 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 44% of the students scored at the proficient/advanced level, 17% at developing level and 16% at the beginning performance levels on summative Module assessment. The remaining 23% of students did not complete assessments. Data trends show that students can formulate claims, identify relevant text evidence to support claims and analyze how the author uses figurative language to convey an idea. (RL.1, RL.2, RL.4). However, further development is needed in the area of reasoning as students struggle to explain how and why the evidence supports the claim. During semester 2, teachers will focus on specific instructional routines to strengthen the Tier 1 instruction. Those routines include but are not limited to the following:

- Post, unpack and return to learning targets derived from the standards daily,
- Check for understanding and adjust instruction in the moment,
- Routinely sort, analyze formative tasks to address unfinished learning,
- Provide timely and actionable feedback and afford students multiple opportunities to improve their work.

Teacher and instructional coaches will collect formative data and monitor student progress in 6-8 week cycles.

The 9-12 Math summative module assessments for semester 1 showed that 30% of the students scored at the proficient/advanced level, 14% at developing level and 56% at the beginning performance levels on summative Module assessment. Twelfth grade students did not complete assessments. 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.