



MAISA

MICHIGAN ASSOCIATION
OF INTERMEDIATE SCHOOL
ADMINISTRATORS

SUPPORTING REGIONAL EDUCATION SERVICE AGENCIES



General
Education
Leadership
Network

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: UPSM 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.
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The 9-12 ELA summative module assessments for semester 1 showed that 32% of the students scored at the proficient/advanced level, 22% at developing level and 14% at the beginning performance levels on summative Module assessment. Students demonstrate mastery introducing a topic, determining central idea, and use of relevant, textual evidence has improved since the baseline assessment. However, data trends show an opportunity for students to build skill in the use of appropriate transitions and syntax to create cohesive paragraphs. Instructional coaches engage teachers in 1:1 professional development leveraging writing process and writing conferences which includes the use of planning tools, checklists, additional time to develop essays, and timely and actionable feedback necessary for students to revise their thinking and build mastery of the standards. Also, teacher use of exemplars and modeling will be used to address student challenges with organization and coherence.

The 9-12 Math summative module assessments for semester 1 showed that 10% of the students scored at the proficient/advanced level, 10% at developing level and % at the beginning performance levels on summative Module assessment. The remaining 80% of 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.