



Sec. 98b Goal Progress End of Year Report

Building: Hamilton-Parsons 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, Hamilton-Parsons 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. • We have created intentional focus around creating a building-wide instructional schedule to match student needs and specialist support. This is called Genius Hour at Ham-Par. Students' individual needs are met during these times in the day by classroom and instructional support staff using a variety of research based interventions. <p>Reflecting on our professional practices for this year, our HP staff continued to work tirelessly to ensure students continue to grow both academically and social emotionally. Teachers have consistently used the tiered strategies noted above (during Genius Hour and in small groups). In addition, staff have used built in meeting time (known as our CASS) to discuss student needs and progress towards learning. This was a powerful opportunity to address students' needs as well as have discussions around adjusting instruction.</p>
End of the Year Mathematics Goal	<p>By the end of the 2021-2022 school year, Hamilton-Parsons 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. • We have created intentional focus around creating a building-wide instructional schedule to match student needs and specialist support. This is called Genius Hour at Ham-Par. Students' individual needs are met during these times in the day by classroom and instructional support staff using a variety of research based interventions. <p>Reflecting on our professional practices for this year, our HP staff continued to work tirelessly to ensure students continue to grow both academically and social emotionally. Teachers have consistently used the tiered strategies noted above (during Genius Hour and in small groups). In addition, staff have used built in meeting time (known as our CASS) to discuss student needs and progress towards learning. This was a powerful opportunity to address students' needs as well as have discussions around adjusting instruction.</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	176	186	178	190
English Learner	**less than 30	**less than 30	**less than 30	**less than 30
Special Education	170	180	172	184
Female	177	188	178	191
Male	180	190	183	197
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	**less than 30	**less than 30	**less than 30	**less than 30
Two or more races	**less than 30	**less than 30	**less than 30	**less than 30
White	178	189	181	194

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	142	159	148	161
First Grade	165	176	167	181
Second Grade	174	187	175	191
Third Grade	188	200	191	203
Fourth Grade	202	208	203	216
Fifth Grade	208	214	208	221

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

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>
Fully In-Person	178	189	180	194

Fully Virtual	**less than 30	**less than 30	**less than 30	**less than 30
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