



Sec. 98b Goal Progress End of Year Report

Building: Indian Hills 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, Indian Hills 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 classrooms at Indian Hills have a daily targeted instruction block - a set aside 30 minute time for all students to have instruction targeted to their specific needs in ELA and mathematics. Teachers utilize small group Tier 2 intervention in the classroom combined with targeted technology instructional tools and small group/one-on-one Tier 3 intervention with specialists outside of the classroom to meet the needs of all students during this daily instructional block. • In spring of last year, Indian Hills staff identified last year's second graders (this year's third graders) as a cohort likely to need additional support this school year in the area of reading. Our instructional team - consisting of third grade teachers, special services teachers, reading interventionists, and the principal, have been collaborating intensively to build and implement a system of support for this cohort to ensure that instruction in Tier 1, Tier 2, and Tier 3 is coordinated and responsive to weekly progress monitoring. The system has been in place since September of 2021 and continues to evolve with the progress and growth of the students. • Indian Hills classroom teachers, guided by the Indian Hills Literacy Specialist, have been engaged in a cycle of Literacy Labs this school year, beginning in December, and continuing into 2022. The Literacy Labs are providing teachers with job-embedded opportunities to build upon the skills and concepts they have been learning from district-provided professional development in reading. Teachers apply the strategies, analyze, and reflect on their own practice and the practice of colleagues in a supportive structure that helps teachers at all levels to grow in their practice. <p>At the end of the 2021-2022 school year, our school showed growth in all grade levels and for all student groups in the area of Reading. The 30-minute daily targeted instructional time was instrumental in helping students to make growth as teachers were able to focus on individual and small group student needs, particularly in gap areas revealed through benchmark assessments and classroom formative assessments. Teachers grew their expertise in providing this targeted instruction through the Literacy Lab process. Our staff team plans to continue to strengthen our practices with targeted instruction in the 2022-2023 school year to support further growth in reading.</p>
End of the Year	By the end of the 2021-2022 school year, Indian Hills Elementary School will show growth in

<p>Mathematics Goal</p>	<p>mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grade K-5.</p> <ul style="list-style-type: none"> • All classrooms at Indian Hills have a daily targeted instruction block - a set aside 30 minute time for all students to have instruction targeted to their specific needs in ELA and mathematics. Teachers utilize small group Tier 2 intervention in the classroom combined with targeted technology instructional tools and small group/one-on-one Tier 3 intervention with specialists outside of the classroom to meet the needs of all students during this daily instructional block. • Since the start of the 2021-2022 school year, all instructional staff members have been engaged in weekly Collaboration Around Student Success (CASS) sessions utilizing a dedicated time of 45 minutes per week and a defined structure to analyze student data and respond with targeted instruction in the classroom. • At the start of the 2021-2022 school year, math interventionists were hired to provide direct intervention service to students with gaps in their math skill and concept acquisition. The math interventionists at Indian Hills have utilized NWEA and digging deeper assessments to identify gap needs in grade 1, and are utilizing AVMR strategies in direct small group intervention sessions to target those needs. <p>At the end of the 2021-2022 school year, our school showed growth in all grade levels and for all student groups in the area of Math. The 30-minute daily targeted instructional time was instrumental in helping students to make growth as teachers were able to focus on individual and small group student needs, particularly in gap areas revealed through benchmark assessments and classroom formative assessments. The CASS meeting process enabled staff to collaborate around student growth more intentionally and regularly than ever before, which supported the development of data-driven targeted instruction in math throughout our classrooms. Our staff team plans to continue to strengthen our practices with targeted instruction and deepen our CASS process in the 2022-2023 school year to support further growth in math.</p>
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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	168	178	173	186
Special Education	164	175	170	185
English Learner	155	163	161	174
Female	177	189	179	194
Male	179	190	184	198
African American or Black	**less than 30	**less than 30	**less than 30	**less than 30
American Indian/Alaska	**less than 30	**less than 30	**less than 30	**less than 30

Native				
Asian	**less than 30	**less than 30	**less than 30	**less than 30
Hispanic/Latino	161	169	166	178
Two or more races	**less than 30	**less than 30	**less than 30	**less than 30
White	180	192	184	198

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	141	157	147	162
First Grade	161	175	166	184
Second Grade	175	190	182	196
Third Grade	189	197	191	201
Fourth Grade	202	207	202	214
Fifth Grade	206	215	210	226

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	190	182	196
Fully Virtual	**less than 30	**less than 30	**less than 30	**less than 30