



Sec. 98b Goal Progress End of Year Report

Building: Romeo Middle 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, Romeo Middle School will show growth in reading achievement throughout the global pandemic as measured on NWEA Map Growth for Grade 6-8.</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. • In effort to show growth in reading/ELA achievement, Romeo Middle’s ELA department prioritized essential standards and aligned such standards across the grade levels. These standards were integrated within units of study and daily lessons. Staff members meet regularly to analyze data from local assessments. • All subject areas have committed to focusing heavily on both identifying and constructing responses that include a claim, evidence, and reasoning. Additionally, ELA classes regularly practice drawing inferences, identify the central idea/theme, plot analysis, and character development in a variety of text types. • RMS identifies students who would benefit from additional support via AARI – a small-group reading intervention class that focuses on informational text comprehension skills. Placement to this course is based on state and local assessment scores and teacher recommendation. <p>At the end of the 2021-2022 school year, RMS showed growth in reading achievement as measured on the NWEA Map Growth for grades 6-8. This growth was impacted by the strategies and interventions implemented by all teachers. These strategies were determined based on data analysis after fall, winter, and spring testing sessions. The ELA department will continue to focus on prioritized essential standards when planning units of study and daily lessons.</p>
End of the Year Mathematics Goal	<p>By the end of the 2021-2022 school year, Romeo Middle School will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grade 6-8.</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. • The math department also prioritized essential standards and aligned such standards across the grade levels while integrating those standards within units of study and daily lessons. Staff members meet regularly to analyze data from local assessments. • RMS has placed significant energy in identifying students and placing them at the appropriate levels. RMS offers both advanced math, general math, and math support at all grade levels. The determining factors for math placement are state and local assessments scores, previous grades, and teacher recommendations. Advanced

	<p>Math is for students who learn at an accelerated pace. Advanced Math students complete three years of math standards in two years, allowing them to enroll in Algebra I in 8th grade. Math Support is for students who benefit from daily fact fluency practice, relearning, learning new concepts, and reviewing core math concepts. Math Support is taken in addition to a general math class and takes place in a small group setting with an intervention specialist.</p> <p>At the end of the 2021-2022 school year, RMS showed growth in math achievement as measured on the NWEA Map Growth for grades 6-8. This growth was impacted by the strategies and interventions implemented by all teachers. These strategies were determined based on data analysis after fall, winter, and spring testing sessions. The math department will continue to focus on prioritized essential standards when planning units of study and daily lessons.</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	211	212	213	219
Special Education	199	201	200	206
English Learner	199	202	202	208
Female	217	220	220	227
Male	216	218	224	230
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	206	208	208	215
Two or more races	213	216	213	219
White	218	220	224	230

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>
6th Grade	213	215	216	224
7th Grade	215	219	221	227
8th Grade	220	223	228	233

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

Reporting Category Suggest reporting on subgroups where $n \geq 30$	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	216	219	222	228
Fully Virtual	**less than 30	**less than 30	**less than 30	**less than 30