Sec. 98b Goal Progress Report

Building: Hamilton-Parsons Elementary School
Date: January 24, 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	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. ● 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.
End of the Year Mathematics Goal	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. ● 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.

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	By First Board Meeting in February 2022		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
All Students	178	180		

Econ. Disadvantaged	180	181		
English Learner	**less than 30	**less than 30		
Special Education	172	174		
Female	177	178		
Male	179	183		
African American or Black	**less than 30	**less than 30		
American Indian/Alaska Native	**less than 30	**less than 30		
Asian	**less than 30	**less than 30		
Hispanic/Latino	**less than 30	**less than 30		
Two or more races	**less than 30	**less than 30		
White	178	181		

Table C: Growth on Benchmark Assessment - By Grade Level

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2022		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
Kindergarten	142	148		
First Grade	165	167		
Second Grade	174	174		
Third Grade	188	191		
Fourth Grade	202	203		
Fifth Grade	208	208		

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

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2022		No Later than Last Day of School Year	
	Reading	Math	Reading	Math
Fully In-Person	178	180		
Fully Virtual	**less than 30	**less than 30		