



Sec. 98b Goal Progress Report

Building: Indian Hills 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	<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.
End of the Year Mathematics Goal	<p>By the end of the 2021-2022 school year, Indian Hills 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 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.

	<ul style="list-style-type: none"> • 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.
--	--

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	182		
Econ. Disadvantaged	167	173		
Special Education	**less than 30	**less than 30		
English Learner	158	164		
Female	177	179		
Male	179	184		
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	161	166		
Two or more races	**less than 30	**less than 30		
White	180	184		

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	141	147		

First Grade	161	165		
Second Grade	175	181		
Third Grade	189	191		
Fourth Grade	202	201		
Fifth Grade	206	210		

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	182		
Fully Virtual	**less than 30	**less than 30		