



## Sec. 98b Goal Progress Report

Building: Romeo Middle 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 ( <a href="#">MCL 388.1698b</a> , <a href="#">MCL 388.1704a</a> )
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"> <li>• All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of reading/ELA academic standards.</li> <li>• In reading/ELA, results from benchmark and local assessments will be continuously discussed and analyzed by staff.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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"> <li>• All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of math academic standards.</li> <li>• In mathematics, results from benchmark and local assessments will be continuously discussed and analyzed by staff.</li> <li>• 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.</li> <li>• 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 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</li> </ul>

in a small group setting with an intervention specialist.

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	217	222		
Econ. Disadvantaged	211	213		
Special Education	198	199		
English Learner	199	202		
Female	217	220		
Male	215	223		
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	206	208		
Two or more races	208	211		
White	217	223		

**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
6th Grade	213	216		
7th Grade	215	220		
8th Grade	220	227		

**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	216	222		
Fully Virtual	**less than 30	**less than 30		