



At or
MAPS 98(b) Learning Goal Reporting
2021-22

Goals shall be:

- Established by September 15, 2021
- Reported on by 1st board meeting in February, 2022 (February 9, 2022)
- Reported on by the end of the 2021-2022 school year (June 30, 2022)

K-8

Goal Category	<p>All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> ● All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. ● Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.
Middle of the Year Reading Goal	<p>All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> ● All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. ● Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.
End of the Year Reading Goal	<p>All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> ● All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. ● Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Goal Category	<p>All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> ● All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Mathematics academic standards.
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	<ul style="list-style-type: none"> • Results from Mathematics benchmark assessments, local Mathematics summative assessments, and formative assessment will be continuously discussed and analyzed by staff.
Middle of the Year Mathematics Goal	<p>All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> • All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Mathematics academic standards. • Results from Mathematics benchmark assessments, local Mathematics summative assessments, and formative assessment will be continuously discussed and analyzed by staff.
End of the Year Mathematics Goal	<p>All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none"> • All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Mathematics academic standards. • Results from Mathematics benchmark assessments, local Mathematics summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category	Beginning of Year		February		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
All Students	59%	56%	57%	63%	55%	59%
Econ. Disadvantaged	50%	47%	47%	51%	44%	47%
Special Education	25%	34%	29%	38%	24%	34%
English Learner	***	***	***	***	***	***
Female	63%	57%	62%	63%	60%	61%
Male	51%	55%	52%	61%	48%	57%
Race/Ethnicity: Caucasian	57%	58%	58%	64%	56%	60%

All scores represent the percent of students that are at or above the average NWEA percentile range and are in-person learners. No scores have been reported for virtual students or additional races/ethnicities as the subgroups are less than 30 students.

***No scores reported, subgroup is less than 30 students

Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category	Beginning of Year		February		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
Kindergarten	83%	***	74%	76%	69%	65%
First Grade	60%	68%	58%	70%	59%	70%
Second Grade	34%	40%	47%	53%	49%	46%
Third Grade	57%	51%	60%	70%	58%	70%
Fourth Grade	50%	54%	58%	55%	55%	57%
Fifth Grade	69%	64%	59%	63%	51%	54%
Sixth Grade	51%	56%	42%	57%	61%	51%
Seventh Grade	56%	51%	50%	56%	46%	61%
Eighth Grade	58%	64%	53%	60%	51%	51%

All scores represent the percent of students that are at or above the average NWEA percentile range and are in-person learners. No scores have been reported for virtual students or additional races/ethnicities as the subgroups are less than 30 students.

MAPS GSRP 98(B) Learning Goal Reporting

2021-22

GSRP

Goal Category	Goal Related to Achievement or Growth on TS Gold Assessment
Middle of the Year Reading Goal	All students will improve performance in Literacy/Language from Fall to Spring as measured by TS Gold.
End of the Year Reading Goal	All students will improve performance in Literacy/Language from Fall to Spring as measured by TS Gold.
Middle of the Year Mathematics Goal	All students will improve performance in Mathematics from Fall to Spring as measured by TS Gold.
End of the Year Mathematics Goal	All students will improve performance in Mathematics from Fall to Spring as measured by TS Gold.

Table B: Achievement Related to Academic Goals

<p>Provide a narrative on progress toward meeting the goals outlined above.</p>
<p>The Great Start Readiness Program (GSRP) utilizes Teaching Strategies Gold to assess and track student growth on an individual on-going basis. It is an observation based system that looks at the whole child in the following areas: social-emotional, physical, language, cognitive, mathematics, and literacy. Students are assessed 3 times per year: Fall/November, Winter/February, and Spring/May.</p> <p>Mid Year Report: The winter report is currently in progress as TS Gold reporting is due February 18th. Through our classroom observations, we are seeing growth in all areas of development compared to our fall data. Students are better able to communicate through interactions with peers and teachers. They are establishing and maintaining friendships, responding to emotional cues and resolving conflicts with less adult support. The student's physical growth is most noticeable in their fine motor skills. Students have more precise finger and hand movements and have improved their grasp of writing tools. Literacy goals are being met through daily exposure to music and stories. Students are moving towards being able to identify words that rhyme, count syllables, and recognize alliteration. The children have shown an increased understanding of number sense. Students are counting higher, quantifying objects, connecting numerals to their quantities and understanding shapes.</p> <p>End of Year Report: The 6 main skills areas noted above were averaged. Data shows in the spring 58% of children entering the program were meeting expectations with none exceeding expectations. After 8 months of GSRP programming spring data is showing 62% are meeting the expectations with 32% now exceeding expectations. In summation, 94% of children who have completed the program are now meeting or exceeding the expectations for their age and developmental level. The data on the graphs provided, clearly shows that across the board the scores of the children's skills and development increased after they have completed the 8-month GSRP Program.</p> <p>MAPS GSRP TS Gold Fall 2021 MAPS GSRP TS Gold Spring 2022</p>

MAPS HS 98(B) Learning Goal Reporting

2021-22

Manistee HS

Goal Category	All HS students will improve performance on their end of semester exams from first semester to second semester as measured by the percent of passed exams. <ul style="list-style-type: none">• All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of academic standards.• Results from local summative assessments and formative assessment will be continuously discussed and analyzed by staff.
Middle of the Year Reading Goal	All HS students will improve performance on their end of semester exams from first semester to second semester as measured by the percent of passed exams. <ul style="list-style-type: none">• All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of academic standards.• Results from local summative assessments and formative assessment will be continuously discussed and analyzed by staff.
End of the Year Reading Goal	All HS students will improve performance on their end of semester exams from first semester to second semester as measured by the percent of passed exams. <ul style="list-style-type: none">• All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of academic standards.• Results from local summative assessments and formative assessment will be continuously discussed and analyzed by staff.

Table B: Achievement Related to Academic Goals

Provide a narrative on progress toward meeting the goals outlined above.
<p>Mid Year Report: MHS students complete an end of semester exam for each course they take. For semester 1 of the 2021-2022 school year, there was an 82.5% passing rate for all exams taken. We look to increase this rate during semester 2 by leveraging our formative assessment process to support and adjust teaching & learning, which will support meaningful student progress towards mastery of academic standards.</p> <p>End of Year Report: For semester 2 of the 2021-2022 school year, there was an 85% passing rate for all exams taken.</p>