

Sept 15, 2021 (74)

Introduction

[Public Act 48 of 2021](#) section 98b requires districts, traditional public, public school academies, and intermediate districts, who wish to receive state aid for 2021-2022 year to:

- Present, not later than the first board meeting in February 2022 and not later than the last board meeting of the academic year, on accomplishments of established goals.
- Ensure that the information presented to the board is disaggregated by grade level, by student demographics, and by the mode of instruction received by the pupils to which the information applies.
- Post the information through the transparency reporting link located on the district's website.
- Ensure that, by not later than **September 15, 2021**, each **school building leader of each school operated by the district**, in conjunction with all teachers and school administrators of the school, establishes educational goals expected to be achieved for the 2021-2022 school year for the school. The goals described in this subdivision must specify which educational goals are expected to be achieved by not later than the middle of the school year and which goals are expected to be achieved by not later than the last day of the 2021-2022 school year.

Further, the [law](#) provides specifics around the mandated goals and the reporting on progress of said goals.

This section clearly states that the established goals are to be developed for each building. The Michigan Department of Education (MDE) believes that districts and schools should establish academic goals which span for all students – including early childhood programs, CTE programs, and special education programs. MDE recognizes the short September 15, 2021 deadline imposed by the legislature on local staff, schools, and districts. To assist with meeting this deadline, MDE is encouraging districts and schools to use existing goals to meet the legislated requirements of this section, including but not limited to school improvement goals, district improvement goals, MICIP submitted goals, local district strategic planning goals, and previously measured COVID-19 learning goals. Districts are encouraged to review the law to ensure that their existing goals meet the requirements of the legislation.

As part of this section, MDE is required to create a uniform, state-wide template to utilize in the development of school goals. The goals for each school must be aligned to, and measured by, benchmark assessments, and correlate, if applicable, to educational goals that were included in the district's COVID-19 learning plans for the 2020-2021 school year. MDE is providing two different templates based on grades K-8 and 9-12. The reason for the two grade-level designation is due to the legislated requirement to integrate benchmark assessments associated with Sec 104a for grades K-8.

Contact Name: Tonya Harrison
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District Code: 54000

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K-8 School/Grade-Level Goal

District Name: MOISD

School Name: MOISD Education Center

Building Leader: Jenny Knopf

Academic goals must be related to, and measured by, benchmark assessments as required by section 104a of Public Act 48 of 2021.

Goal Category	Goal Related to Student Achievement or Growth on K-8 Benchmarks	Benchmark Assessment (Name)	Related to either student achievement or growth on benchmark assessments (Achievement or Growth)	Aligned to COVID-19 Learning Plan from 2020-21 (Y/N)
Middle of the Year Reading Goal Middle of the Year Reading Goal	Increase the number of students demonstrating proficiency in Rdg/ELA	Unique Learning System/CB M/NWEA	Growth	Yes
Middle of the Year Mathematics Goal Middle of the Year Mathematics Goal	Increase the number of students demonstrating proficiency in Math	Unique Learning System/CB M/NWEA	Growth	Yes
End of Year Reading Goal	Increase the number of students demonstrating proficiency in Rdg/ELA	Unique Learning System/CB M/NWEA	Growth	Yes
End of Year Mathematics Goal End of Year Mathematics Goal	Increase the number of students demonstrating proficiency in Math	Unique Learning System/CB M/NWEA	Growth	Yes
Middle of the Year Other-academic or Non-academic School Goal (Optional) Middle of the Year Other-academic or Non-academic School Goal (Optional)			Select	Select
End of the Year Other-academic or Non-academic School Goal (Optional) End of the Year Other-academic or Non-academic School Goal (Optional)			Select	Select

Early Childhood and 9-12 School/Grade-Level Goal

District Name: MOISD

School Name: US-10 Corridor Schools

Building Leader: Pat Craven

Academic goals for students.

Goal Category	Goal Related to Achievement or Growth	Assessment Used to Measure	Related to Either Student Achievement or Growth (Achievement or Growth)	Aligned to COVID-19 Learning Plan from 2020-21, if applicable (Y/N)
Middle of the Year Academic Goal	increase in the number of students (9-12) demonstrating proficiency in Reading/ELA as measured by benchmark assessments.	Renaissance Star	Growth	Yes
Middle of the Year Academic Goal	an increase in the number of students (9-12) demonstrating proficiency in Mathematics as measured by benchmark assessments.	Renaissance Star	Growth	Yes
End of the Year Academic Goal	an increase in the number of students (9-12) demonstrating proficiency in Reading/ELA as measured by benchmark assessments.	Renaissance Star	Growth	Yes
End of the Year Academic Goal	an increase in the number of students (9-12) demonstrating proficiency in Mathematics as measured by benchmark assessments.	Renaissance Star	Growth	Yes
Middle of the Year Other-academic or Non-academic School Goal (Optional)			Select	Select
End of the Year Other-academic or Non-academic School Goal (Optional)			Select	Select

Important Notice

Please note: There is no final submission required to complete the template. After finishing it, you may save and close. Doing this will allow you to access your information for future reference.

K-8

Goal 1 - By February 1, and then again at the end of the school year, there will be an increase in the number of students (K-8) demonstrating proficiency in Reading/ELA as measured by benchmark assessments.

- Throughout the school year, instructional staff will utilize a variety of assessments, including formative, criterion-based, and summative assessments to measure student understanding of concepts and to ascertain when instruction needs to be adjusted to increase student understanding.

Goal 2 - By February 1, and then again at the end of the school year, there will be an increase in the number of students (K-8) demonstrating proficiency in Mathematics as measured by benchmark assessments.

- Throughout the school year, instructional staff will utilize a variety of assessments, including formative, criterion-based, and summative assessments to measure student understanding of concepts and to ascertain when instruction needs to be adjusted to increase student understanding.

Due to the unique needs and skill levels of our student population, we are using several different benchmark assessments to accurately measure their proficiency and assess their growth. All of the assessments being used are assessments that have been used in previous years with our students. Our US-10 student populations will be utilizing Renaissance (Star) to assess both ELA and math proficiency. Our Education Center (minus our classroom for students with emotional impairments) will be using the Unique Learning Systems assessments for math and ELA. This benchmark assessment is based upon the essential elements standards. Our classroom for students with emotional impairments, located inside the Education Center, will be utilizing easy CBM to measure proficiency. Lastly, our satellite classrooms will be utilizing NWEA for math and ELA benchmark assessments. All benchmark assessments listed will be delivered 3x/ year to measure student growth.

9-12

Goal 1 - By February 1, and then again at the end of the school year, there will be an increase in the number of students (9-12) demonstrating proficiency in Reading/ELA as measured by benchmark assessments.

- Throughout the school year, instructional staff will utilize a variety of assessments, including formative, criterion-based, and summative assessments to measure student understanding of concepts and to ascertain when instruction needs to be adjusted to increase student understanding.

Goal 2 - By February 1, and then again at the end of the school year, there will be an increase in the number of students (9-12) demonstrating proficiency in Mathematics as measured by benchmark assessments.

- Throughout the school year, instructional staff will utilize a variety of assessments, including formative, criterion-based, and summative assessments to measure student understanding of concepts and to ascertain when instruction needs to be adjusted to increase student understanding.

Our US-10 student populations will be utilizing Renaissance (Star) to assess both ELA and math proficiency. Benchmark assessments listed will be delivered 3x/ year to measure student growth.

