



### Section 98b School-Level Goals

Date: October 19, 2022  
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 District Code: 19070

Fowler Public Schools will administer Acadience as the benchmark assessment to all students, K-8, to determine meaningful progress towards mastery of standards. (Note: IXL will be administered for grades 7-8 in Math).

#### Building: Waldron Elementary and Middle School

Goal Category	Goal Related to Growth on K-8 Benchmarks
Middle of the Year Reading Goal	By the middle of the 2022-2023 school year, Waldron Elementary & Middle school will have an increased number in the percentage of students achieving benchmark goals as determined by the Acadience Reading composite score.
Middle of the Year Mathematics Goal	By the middle of the 2022-2023 school year, Waldron Elementary & Middle school will have an increased number in the percentage of students achieving benchmark goals as determined by the Acadience Math/IXL Diagnostic composite score.
End of the Year Reading Goal	By the end of the 2022-2023 school year, Waldron Elementary & Middle school will have an increased number in the percentage of students achieving benchmark goals as determined by the Acadience Reading composite score.
End of the Year Mathematics Goal	By the end of the 2022-2023 school year, Waldron Elementary & Middle school will have an increased number in the percentage of students achieving benchmark goals as determined by the Acadience Math/IXL Diagnostic composite score.

#### Growth on Benchmark Assessment

Reporting Category	By February 1		By June 14	
	Reading	Math	Reading	Math
All Students	<b>Goal Achieved</b> The number of students achieving benchmark goals in grades K-8 increased from 83.3% (220 of 264 students assessed) in BOY to 89.5% (231 of 258 students assessed)	<b>Goal Achieved</b> The number of students achieving benchmark goals in grades K-6 increased from 79.5% (167 of 210 students assessed) in BOY to 80.4% (165 of 205 students assessed)		

	in MOY.	in MOY. Grades 7-8 are assessed using IXL and evaluated for growth, not normed.		
Mode of Instruction	N/A- All in-person instruction	N/A- All in-person instruction		
Econ. Disadvantaged	81.1% (43 of the 53 economically disadvantaged students) achieved MOY benchmark goals.	79% (43 of the 53 economically disadvantaged students) achieved MOY benchmark goals.		
Special Education	<10 students	<10 students		
English Learner	<10 students	<10 students		
Female	91.5% of females (130 of 142) achieved MOY benchmark goals.	80.1% of females (89 of 111) achieved MOY benchmark goals.		
Male	89.3% of males (109 of 122) achieved MOY benchmark goals.	80.9% of males (76 of 94) achieved MOY benchmark goals.		
Hispanic	<10 students	<10 students		
Black, African American	<10 students	<10 students		
White, Non Hispanic	Insufficient subgroup population to evaluate disproportionality.	Insufficient subgroup population to evaluate disproportionality.		
Other Race/Ethnicity	N/A	N/A		

\*\* Population size too small to protect student privacy.

### Building: Fowler High School

Goal Category	Goal Related to Achievement or Growth as required by law ( <a href="#">MCL 388.1698b</a> )
MICIP Goal 1	All grade levels will exceed state averages related to the percentage of students proficient by 10% or more based on the ELA MSTEP/PSAT/SAT data by 6/2026.
MICIP Goal 2	All grade levels will exceed state averages related to the percentage of students proficient by 10% or more based on the Math MSTEP/PSAT/SAT data by 6/2026.
MICIP Goal 3	Maintain 80% or more students low risk for internalizing and externalizing behaviors.

### Achievement Related to Academic Goals

Provide a narrative on progress toward meeting the goals outlined above.

Update Feb. 1-

All strategy implementation activities in MICIP related to the above goals are identified as “on track” or “on target.”

Related activities include-

1. Develop a systematic framework for departmental problem solving.
2. Monitor the progress of district and school-level multi-tiered instructional framework to review gaps of implementation and review progress among stages (TFIs, DCA, etc.)
3. Establish and refine processes for district and building-level decision making.
4. Build district-wide expertise in Essential Literacy Practices.
5. Install systems and processes to support a multi-tiered framework for literacy and math.
6. Establish a system for the collection and monitoring of social-emotional and behavior data, including student outcome and fidelity as part of an integrated academic and social emotional MTSS framework.
7. Promote effective PBIS strategies district-wide.

The district will monitor performance of students as compared to state-wide averages annually and update progress in the MICIP platform.