

WISD Student Instructional Goals

September 15, 2021

Washtenaw Intermediate School District (WISD) will administer a variety of assessments to all of their students three times during the 2021/2022 school year - in the first nine weeks of the school year, mid-year by February 2022, and again prior to the last day of school. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports on our goals will be presented to the WISD Board of Education in February 2022 and June 2022.

The current assessments given to each group are as follows:

- Early Childhood - SHoRE, IFSP, and Parent Report & Observations (Not required to report due to age of 0-3)
- High Point and CI Local Based Classrooms - Reading Behavior & Literacy Checklist and K-12 Counting Assessment
- Deaf and Hard of Hearing Programs - CID Early Childhood Vocabulary Rating Form, First 100 Words, Reading A-Z Decoding and Comprehension, Tennessee Kindergarten Assessment of Phonological Awareness, CORE Phonics Survey, Teacher-made assessments, *COR Advantage* developed for the *HighScope*, CASALS (language concepts related to quantity and mathematics concepts), UnBOUNDED math curriculum assessments, Freckle Math by Renaissance, *Universal Screener for Number Sense* developed by Forefront Education
- Progress Park and EI Local-based Programs - NWEA
- Court Involved Youth Program - Edgenuity 20/20 (Not required to report due to transient population and limited number of students in the facility)
- Young Adult Programs - Young Adult Transition Assessment & Young Adult Low Incidence Transition Assessment

As a means of continuous improvement in teaching and learning, teachers will receive professional development in, and be committed to the use of, the formative assessment process. The goal that the WISD has set for their student population for assessment growth is 5 - 10% from baseline data to June 2022 data.

Goal 1: All children (birth- 3) within our Early Intervention Programs will increase developmental skills which will be monitored at periodic (six-month reviews) and annual reviews focusing on functional routines based outcomes as evidenced by

- Parent Report and Observations
- Satisfaction with Home Routine Evaluations (SHoRE)
- Individualized Family Service Plan (IFSP) Outcomes

Goal 2: All students (PreK-12) will improve performance in Reading/ELA from Fall 2021 to Spring 2022 as measured by applicable assessments described below.

- All students (grades K-3) within our Center-Based Programs (CBP) and Local-Based Classrooms (LBC) will improve performance in literacy/ELA skills as measured by the Individual Reading Improvement Plan (IRIP).

- All students (grades 3-12) within our CBP and LBC will improve their performance in emergent reading skills measured by the Reading Behavior & Literacy Checklist, the Literacy Assessment Screening Assessment for Pre-verbal Students with severe cognitive impairment (SCI) or Bridge Foundations of Reading.
- All students (grades K-2) within our Emotional Impairment Programs (EI) will improve performance in literacy/ELA as measured by the MDE Benchmark Assessments in Early Literacy and Mathematics.
- Students (grades 3-12) within our EI programs will improve performance in reading/ELA as measured by the NWEA.
- Students (preschool) within our Deaf and Hard of Hearing (DHH) Program will improve performance in literacy/ELA as measured by the CID Early Childhood Vocabulary Rating Form, First 100 Words.
- Students (K-8) within our Deaf and Hard of Hearing (DHH) Program will improve performance in reading/ELA as measured by the CID Early Childhood Vocabulary Rating Form, First 100 Words, Reading A-Z Decoding and Comprehension, Tennessee Kindergarten Assessment of Phonological Awareness, CORE Phonics Survey.
- Students (grades 6-12) within our Court Involved Youth (CIY) program will improve performance in reading/ELA as measured by the Edgenuity 20/20.

Goal 3: All students (PreK-12) will improve performance in Mathematics from Fall 2021 to Spring 2022 as measured by applicable assessments as described below.

- All students (grades K-12) within our CBP and LBC will improve performance in mathematical skills as measured by the Learning Trajectories for Primary Grade Mathematics.
- All students (grades K-2) within our EI programs will improve performance in literacy/ELA & math as measured by the MDE Benchmark Assessments in Early Literacy and Mathematics.
- All students (grades 3-12) within our EI programs will improve performance in mathematics as measured by the NWEA.
- Students (preschool) within our DHH Program will improve performance in mathematics as measured by Teacher-made assessments, *COR Advantage* developed for the *HighScope*, CASALS (language concepts related to quantity and mathematics concepts), and UnBoundED math curriculum assessments.
- Students (K-8) within our DHH Program will improve performance in mathematics as measured by NWEA, UnBoundED math curriculum assessments, Freckle Math by Renaissance, and *Universal Screener for Number Sense* developed by Forefront Education.
- Students (grades 6-12) within our Court Involved Youth (CIY) program will improve performance in mathematics as measured by the Edgenuity 20/20.

Goal 4: All students (18- 26 years old) within our Young Adult Programs (YA) and Young Adult Project (YAP) will improve performance in functional transition skills as measured by the Washtenaw Intermediate School District Comprehensive Transition Assessment.

- All teachers will use the formative assessment process to support adjustments to meaningful student progress towards mastery of transition goals.

- Results from transition benchmark assessments, local transition summative assessments, and formative assessments will be continuously discussed and analyzed by staff.

Goal Reporting

Developed by September 15, 2022, Reporting in February 2022 and June 2022

Early Intervention Programs

Goal Category	Goal Related to Achievement or Growth
Middle of the Year	<p>All children (birth- 3) within our Early Intervention Programs will increase developmental skills which will be monitored at periodic (six-month reviews) and annual reviews focusing on functional routines based outcomes as evidenced by</p> <ul style="list-style-type: none"> • Parent Report and Observations • Satisfaction with Home Routine Evaluations (SHoRE) • Individualized Family Service Plan (IFSP) Outcomes <p>Results will be continuously discussed and analyzed by the staff, monitoring for growth and regression to have baseline data for the 2021-2022 school year.</p>
End of the Year	<p>Parent Report and Observations, Satisfaction with Home Routine Evaluations (SHoRE), and Individualized Family Service Plan (IFSP) Outcomes. Results will be continuously discussed and analyzed by the staff, monitoring for growth and regression to have end of the year data for the 2021-2022 school year.</p>

High Point and CI Local-based Programs

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	<p>All students (K-12) at High Point & Local-based Programs will improve performance in Reading/ELA from Fall to Spring as measured by Reading Behavior & Literacy Checklist by 2-5%. All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of Reading/ELA academic standards. Results from Reading Behavior & Literacy Checklist will be continuously discussed and analyzed by the staff, monitoring for growth and regression to have baseline data for the 2021-2022 school year.</p>

End of the Year Reading Goal	Reading Behavior & Literacy Checklist with 10 % growth.
Middle of the Year Mathematics Goal	All students (K-12) at High Point & Local-based Programs will improve performance in Mathematics from Fall to Spring as measured by the K-12 Counting Assessment by 2-5%. All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress towards mastery of Mathematics academic standards. Results from K-12 Counting Assessment will be continuously discussed and analyzed by the staff, monitoring for growth and regression to have baseline data for the 2021-2022 school year.
End of the Year Mathematics Goal	K-12 Counting Assessment with 10% Growth

Deaf and Hard of Hearing (Pre K-8) Program

Goal Category	Goal Related to Achievement or Growth on Pre K - 8 Benchmarks
Middle of the Year Reading Goal	All students (Pre K-8) in the Deaf and Hard of Hearing program will improve performance in Reading/ELA from Fall to Spring as measured by the CID Early Childhood Vocabulary Rating Form, First 100 Words, Reading A-Z Decoding and Comprehension, Tennessee Kindergarten Assessment of Phonological Awareness, and/or CORE Phonics Survey by 2-5%.
End of the Year Reading Goal	CID Early Childhood Vocabulary Rating Form, First 100 Words, Reading A-Z Decoding and Comprehension, Tennessee Kindergarten Assessment of Phonological Awareness, and/or CORE Phonics Survey by 10%.
Middle of the Year Mathematics Goal	All students (Pre K-8) in the Deaf and Hard of Hearing program will improve performance in Mathematics from Fall to Spring as measured by the NWEA, UnBounded math curriculum assessments, Freckle Math by Renaissance, and/or <i>Universal Screener for Number Sense</i> developed by Forefront Education by 2-5%.
End of the Year Mathematics Goal	NWEA, UnBounded math curriculum assessments, Freckle Math by Renaissance, and/or <i>Universal Screener for Number Sense</i> developed by Forefront Education by 10%.

Progress Park and EI Local-based Programs

Goal Category	Goal Related to Achievement or Growth on K-8 Reading,
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	Literacy/ELA and Mathematics Benchmarks
Middle of the Year Reading Goal	Individualized Education Plans - 5% growth as measured by NWEA
End of the Year Reading Goal	Individualized Education Plans - 10% growth as measured by NWEA

Young Adult Programs and Services

Goal Category	Goal Related to Achievement or Growth
Middle of the Year	All students (18- 26 years old) within our Young Adult Programs (YA) and Young Adult Project (YAP) will improve performance in functional transition skills as measured by the Washtenaw Intermediate School District Comprehensive Transition Assessment by 2-5%. All teachers will use the formative assessment process to support adjustments to meaningful student progress towards mastery of transition goals. Results from WISD Comprehensive Transition Assessment will be continuously discussed and analyzed by the staff, monitoring for growth and regression to have baseline data for the 2021-2022 school year.
End of the Year	Washtenaw Intermediate School District Comprehensive Transition Assessment by 10% Growth