



White Cloud Public Schools

Building a Tradition of Excellence

www.whitecloud.net

September 14, 2021

White Cloud Elementary School and Junior High School 2021-22 Educational Goals Grade K-8

The NWEA assessments in reading and mathematics will be administered to all students twice: once in the first nine weeks of the school year, 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 will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on NWEA results.

Goal 1 - All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA.

- 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 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.

- All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.
- Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.

Special Education Goal:

Some students with disabilities participate in the MI-Access assessment and will not be able to participate in the benchmark assessments administered by their local school district. The scores for the assessments below will be included in the district report of the educational goal as required by Public Act 149. It is not a requirement that the data be reported to the regional data hubs.

Goal:

75% of the alternative curriculum students will make progress towards their IEP goals.

White Cloud High School 2021-22 Educational Goals
Grades 9-12

White Cloud High School Semester Exam assessments in Reading/ELA and Math will be administered to all students at the end of each semester. Formative assessments will provide information to inform our progress toward our goals over the course of the year. Progress reports will be available on our website in February and June.

As a means of continuous improvement in teaching & learning, all teachers will receive professional development in, and commit to the use of, the formative assessment process.

Additionally, we will continue to engage stakeholders in the district's balanced assessment system, including publicly sharing aggregate and student subgroup performance reports on semester examinations.

Goal 1 - All students (9-12) will improve performance in Reading/ELA from start to end of each semester as measured by semester examinations.

- **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 2 - All students (9-12) will improve performance in Mathematics from start to end of each semester as measured by semester examinations.

- **All teachers will use the formative assessment process to support adjustment to teaching & learning, to support meaningful student progress towards mastery of Math academic standards.**
- **Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.**

Special Education Goal:

Some students with disabilities participate in the MI-Access assessment and will not be able to participate in the benchmark assessments administered by their local school district. The scores for the assessments below will be included in the district report of the educational goal as required by Public Act 149. It is not a requirement that the data be reported to the regional data hubs.

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