



23200 Ryan Road • Warren, Michigan • 48091-1999
www.fitz.k12.mi.us

District Educational Goal Progress Report

February 2022

Introduction/Background

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 do the following:

- 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.

2021-2022 Educational Goals

Goal 1: By the end of the 2021-22 school year, each school and the district will show growth in reading/ELA achievement throughout the global pandemic as measured on NWEA Map Growth for Grade K-12.

- All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of reading/ELA academic standards.
- In reading/ELA, results from benchmark and local assessments will be continuously discussed and analyzed by staff.

Goal 2: By the end of the 2021-22 school year, each school and the district will show growth in mathematics achievement throughout the global pandemic as measured on NWEA Map Growth for Grade K-12.

- All teachers will use a variety of strategies and assessments to support meaningful student progress towards mastery of math academic standards.
- In mathematics, results from benchmark and local assessments will be continuously discussed and analyzed by staff.

Fitzgerald Public Schools
 Fall 2021 Avg. RIT Score

School Name	Grade	Course			
		Math K-12		Reading	
		# Stud	Avg RIT	# Stud	Avg RIT
CHATTERTON MIDDLE SCHOOL	6	128	196	131	198
	7	112	203	112	204
	8	116	208	120	208
FITZGERALD HIGH SCHOOL	9	202	214	211	211
	10	189	216	192	209
	11	183	218	191	212
	12	211	222	216	210
FITZGERALD VIRTUAL ACADEMY	1	1	*	1	*
	2	3	*	3	*
	3	1	*	1	*
	4	5	*	5	*
	5	4	*	4	*
	6	3	*	3	*
	7	3	*	3	*
	8	4	*	4	*
	9	1	*	1	*
	10	13	*	12	*
	11	11	*	11	*
	12	28	*	18	*
MOUND PARK ELEMENTARY	4	145	187	147	188
	5	137	191	137	194
SCHOFIELD ELEMENTARY	K	161	136	163	134
WESTVIEW ELEMENTARY	K	1	*	1	*
	1	135	153	135	149
	2	138	165	139	162
	3	110	175	110	175

Fitzgerald Public Schools

Fall 2021 Avg. RIT Score

School Name	Reporting Level	Student Group	Course				
			Math K-12		Reading		
			# Stud	Avg RIT	# Stud	Avg RIT	
CHATTERTON MIDDLE SCHOOL	Econ. Disadvantaged	Economically Disadvantaged	319	202	325	203	
		Not Economically Disadvantaged	37	203	38	206	
	English Learners	English Learners	54	197	53	198	
		Not English Learners	302	203	310	204	
	Gender	Female	191	202	195	205	
		Male	165	203	168	202	
	Mode of Instruction	Fully In-Person	356	202	363	203	
	Race or Ethnicity	African-American or Black	138	199	139	202	
		American Indian or Alaska Native	1	*	1	*	
		Asian	69	207	71	208	
		Hispanic or Latino	15	*	15	*	
		Two or More Races	31	199	33	200	
		White	102	205	104	204	
	Special Education	Special Education	68	184	70	187	
		Not Special Education	288	207	293	207	
	FITZGERALD HIGH SCHOOL	Econ. Disadvantaged	Economically Disadvantaged	655	218	676	211
Not Economically Disadvantaged			130	216	134	209	
English Learners		English Learners	127	212	128	205	
		Not English Learners	658	218	682	212	
Gender		Female	369	217	378	213	
		Male	416	218	432	208	
Mode of Instruction		Fully In-Person	785	217	810	210	
Race or Ethnicity		African-American or Black	380	214	392	208	
		American Indian or Alaska Native	3	*	3	*	
		Asian	180	221	183	214	
		Hispanic or Latino	25	*	25	*	
		Two or More Races	34	214	36	206	
		White	163	221	171	213	
Special Education		Special Education	123	197	130	191	
		Not Special Education	662	221	680	214	
FITZGERALD VIRTUAL ACADEMY		Econ. Disadvantaged	Economically Disadvantaged	65	209	58	207
	Not Economically Disadvantaged		12	*	8	*	
	English Learners	English Learners	8	*	9	*	
		Not English Learners	69	210	57	209	
	Gender	Female	39	205	36	204	
		Male	38	212	30	211	
	Mode of Instruction	Fully Remote	77	209	66	208	
	Race or Ethnicity	African-American or Black	37	205	28	*	
		Asian	10	*	10	*	
		Hispanic or Latino	7	*	7	*	
		Two or More Races	5	*	5	*	
		White	18	*	16	*	
		Special Education	Special Education	3	*	2	*
	Not Special Education		74	209	64	208	
	MOUND PARK ELEMENTARY	Econ. Disadvantaged	Economically Disadvantaged	249	189	251	191
			Not Economically Disadvantaged	33	187	33	188
English Learners		English Learners	53	191	54	192	
		Not English Learners	229	188	230	190	
Gender		Female	140	188	139	192	
		Male	142	189	145	189	

Fitzgerald Public Schools

Fall 2021 Avg. RIT Score

School Name	Reporting Level	Student Group	Course				
			Math K-12		Reading		
			# Stud	Avg RIT	# Stud	Avg RIT	
MOUND PARK ELEMENTARY	Mode of Instruction	Fully In-Person	282	189	284	191	
		Race or Ethnicity	African-American or Black	106	185	108	188
			Asian	57	196	58	197
			Hispanic or Latino	15	*	15	*
			Native Hawaiian or Other Pacifi..	1	*	1	*
			Two or More Races	37	189	37	191
			White	66	189	65	191
	Special Education	Special Education	48	174	47	179	
		Not Special Education	234	191	237	193	
	SCHOFIELD ELEMENTARY	Econ. Disadvantaged	Economically Disadvantaged	134	136	136	133
Not Economically Disadvantaged			27	*	27	*	
English Learners		English Learners	45	133	45	129	
		Not English Learners	116	138	118	135	
Gender		Female	85	138	85	134	
		Male	76	135	78	133	
Mode of Instruction		Fully In-Person	161	136	163	134	
Race or Ethnicity		African-American or Black	58	136	60	136	
		Asian	47	133	47	129	
		Hispanic or Latino	12	*	12	*	
		Two or More Races	22	*	22	*	
		White	22	*	22	*	
Special Education		Special Education	14	*	14	*	
		Not Special Education	147	137	149	134	
WESTVIEW ELEMENTARY		Econ. Disadvantaged	Economically Disadvantaged	343	163	343	160
	Not Economically Disadvantaged		41	168	42	166	
	English Learners	English Learners	91	166	91	162	
		Not English Learners	293	163	294	160	
	Gender	Female	198	164	197	162	
		Male	186	163	188	159	
	Mode of Instruction	Fully In-Person	384	163	385	161	
	Race or Ethnicity	African-American or Black	140	161	140	160	
		Asian	83	168	83	164	
		Hispanic or Latino	21	*	21	*	
		Two or More Races	56	161	57	158	
		White	84	165	84	162	
	Special Education	Special Education	46	157	47	153	
		Not Special Education	338	164	338	162	

FITZGERALD

PUBLIC ★ SCHOOLS

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Progress

Elementary Highlights:

Goal 1 (ELA):

- A focused and targeted approach for Professional Learning Communities (PLCs) to align, curriculum, instruction and assessment across the grades.
- Entering year two of training for the Orton-Gillingham approach for phonics instruction. We have trained 4 cohorts of elementary teachers (63% of elementary staff), and we are in the middle of training our 5th cohort (18% of elementary staff). By the end of the school year, we will have 81% of our elementary staff trained.
- Continuous coaching of the Orton-Gillingham Approach for all previously trained teachers.
- Using NWEA Fluency to target specific areas of the Big 5 (phonemic awareness, phonics, vocabulary, fluency and comprehension) to individualize student instruction recorded on IRIPs.
- Updating a curriculum alignment guide for teachers to have a common location for all instructional resources, to include Essential Literacy Practices, the Orton-Gillingham Approach for phonics instruction, District Adopted Curriculum Resources for Reading and Writing.
- Continue to utilize the What I Need “WIN” / Walk-to-Read model to target student instruction and intervention.
- Progress Monitoring instruction via NWEA Skills, NWEA Fluency and Performance Matters.
- Beginning plans for Summer School opportunities.

Goal 2 (math):

- A focused and targeted approach for Professional Learning Communities (PLCs) to align, curriculum, instruction and assessment across the grades.
- Entering year three of training for Math Instruction and Coaching. All Elementary Teachers are in a coaching cycle for math three times a year to focus on: Number Talks, Math Formative Assessments, and the CRA (concrete, representational and abstract).
- Piloting two new math curriculums, with anticipation of curriculum adoption that more closely align with the Math Coaching, and methodology for best practice for Tier I instruction.
- Progress Monitoring instruction via NWEA Skills and Performance Matters.
- Beginning plans for Summer School opportunities.

Secondary Highlights:

Goal 1 (ELA):

- A focused and targeted approach for Professional Learning Communities (PLCs) to align, curriculum, instruction and assessment across the grades.
- A .5 English Language Arts / Social Studies instructional coach was added to the middle school.
- Offering credit recovery options for students struggling to pass their course at the High School level.
- Progress Monitoring instruction via NWEA Skills and Performance Matters.
- Beginning plans for Summer School opportunities.

Goal 2 (math):

- A focused and targeted approach for Professional Learning Communities (PLCs) to align, curriculum, instruction and assessment across the grades.
- A .5 EMath / Science instructional coach was added to the middle school.
- Piloting new math curriculums at the High School in Algebra I, II and Geometry, with anticipation of curriculum adoption that more closely aligns with the Math Coaching, and methodology for best practice for Tier I instruction.
- Offering credit recovery options for students struggling to pass their course at the High School level.
- Additional math online resource through NWEA purchased for middle school
- Progress Monitoring instruction via NWEA Skills and Performance Matters.
- Beginning plans for Summer School opportunities.

Conclusion

Fitzgerald Public Schools is committed to the growth and development of our students as focused, progressive successful members of the community. The NWEA benchmark assessments we use provide us with information for a single point in time so we can determine where our students are academically. We use that information to plan for instruction, and if needed additional support services for our students needing Special Education, English Language or Intervention Services. We understand this data is important, but it doesn't tell us the whole picture of each student, therefore we rely on other pieces of information to provide the best quality instruction we can to our students. We will administer the NWEA assessment again in the spring for students K-12, and progress toward meeting our year end goal will be published to all stakeholders at that time.