

## Extended COVID-19 Learning Plan

Version: Strict Adherence to Legislation

### Goal Reporting

**Required by February 1, 2021 and by End of 20/21 School Year**

Date:

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	<p>All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA*.</p> <ul style="list-style-type: none"> <li>● All teachers will use the formative assessment process to support adjustment to teaching &amp; learning, to support meaningful student progress towards mastery of Reading/ELA academic standards.</li> <li>● Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.</li> </ul>
End of the Year Reading Goal	All students (K-8) will improve performance in Reading/ELA from Fall to Spring as measured by NWEA*.
Middle of the Year Mathematics Goal	<p><b>Goal 2</b> - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA and Delta Math.</p> <ul style="list-style-type: none"> <li>● All teachers will use the formative assessment process to support adjustment to teaching &amp; learning, to support meaningful student progress towards mastery of Math academic standards.</li> </ul> <p>Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff</p>
End of the Year Mathematics Goal	<b>Goal 2</b> - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA and Delta Math.

#### Achievement or Growth on Benchmark Assessment

Reporting Category	By February 1		Before End of Year	
	Reading	Math	Reading	Math
All Students	37%	50%	34%	42%
Econ. Disadvantaged	37%	50%	34%	42%
Special Education	4%	6%	37%	18%
English Learner	N/A	N/A	N/A	N/A

Female	21%	27%	31%	42%
Male	13%	18%	40%	42%
Race/Ethnicity 1	N/A	N/A	N/A	N/A
Race/Ethnicity 2	N/A	N/A	N/A	N/A
Race/Ethnicity 3	N/A	N/A	N/A	N/A
Race/Ethnicity 4	N/A	N/A	N/A	N/A

# Extended COVID-19 Learning Plan

Version: Meets Legislative Requirements with Additional Recommendations

## Goal Reporting

**Required by February 1, 2021 and by End of 20/21 School Year**

Date:

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	<p><b>Goal 2</b> - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA and Delta Math.</p> <ul style="list-style-type: none"> <li>● All teachers will use the formative assessment process to support adjustment to teaching &amp; learning, to support meaningful student progress towards mastery of Math academic standards.</li> </ul> <p>Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff</p>
End of the Year Reading Goal	<p><b>Goal 2</b> - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA and Delta Math.</p> <ul style="list-style-type: none"> <li>● All teachers will use the formative assessment process to support adjustment to teaching &amp; learning, to support meaningful student progress towards mastery of Math academic standards.</li> </ul> <p>Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff</p>
Middle of the Year Mathematics Goal	<p><b>Goal 2</b> - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA and Delta Math.</p>
End of the Year Mathematics Goal	<p><b>Goal 2</b> - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA and Delta Math.</p>

### Achievement or Growth on Benchmark Assessment

Reporting Category	Beginning of Year 2020-2021		By February 1 2020-2021		Before End of the Year 2020-2021	
	Reading	Math	Reading	Math	Reading	Math
All Students	49.87%	71.97%	37%	50%	34%	42%
Econ. Disadvantaged	49.87%	71.97%	37%	50%	34%	42%
Special Education	0%	0%	4%	6%	37%	18%
English Learner	50%	59.57%	N/A	N/A	N/A	N/A
Female	56.87%	57%	21%	27%	31%	42%

Male	19.87%	43%	13%	18%	40%	42%
Race/Ethnicity 1	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity 2	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity 3	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity 4	N/A	N/A	N/A	N/A	N/A	N/A
100% Remote*	Yes Spring 2019-2020	Yes Spring 2019-2020	Hybrid Remote and Face to Face	Hybrid Remote and Face to Face	Hybrid Remote and Face to Face	Hybrid Remote and Face to Face
Not 100% Remote*	No	No	Yes	Yes	Yes	Yes

\*Recommended, but not required by legislation, to break out data by Remote/Not Remote students and include 3 benchmark periods