

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>Goal 1 - 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">• 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/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.
End of the Year Reading Goal	<p>Goal 1 - 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">• 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/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessment will be continuously discussed and analyzed by staff.
Middle of the Year Mathematics Goal	<p>Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none">• All teachers will use the formative assessment process to support adjustment to teaching and 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.
End of the Year Mathematics Goal	<p>Goal 2 - All students (K-8) will improve performance in Mathematics from Fall to Spring as measured by NWEA.</p> <ul style="list-style-type: none">• All teachers will use the formative assessment process to support adjustment to teaching and 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.

Achievement Benchmark Assessment
Average RIT Score on NWEA
Green = Above Norm, Red = Below Norm

Reporting Category	By February 1		Before End of Year	
	Overall District Results		Overall District Results	
	Reading	Math	Reading	Math
Grade K	141.2	144.7	156.0	161.2
Grade 1	158.1	163.1	174.7	180.4
Grade 2	173.3	175.1	184.7	190.0
Grade 3	188.4	189.5	195.2	201.5
Grade 4	197.5	199.9	204.3	211.3
Grade 5	204.5	208.0	209.2	217.3
Grade 6	211.8	213.0	214.5	223.0
Grade 7	205.0	220.5	217.1	226.6
Grade 8	209.6	227.1	221.1	230.4

Reporting Category	By February 1		Before End of Year	
	Econ. Disadvantaged		Econ. Disadvantaged	
	Reading	Math	Reading	Math
Grade K	139.5	142.9	152.6	157.5
Grade 1	155.5	160.7	171.6	179.1
Grade 2	170.3	173	180.9	186.9
Grade 3	184.6	187.2	191.5	198.3
Grade 4	195.6	199	201.2	208.9
Grade 5	202	203.8	205.8	213.3
Grade 6	209.2	210.2	210.2	217.0
Grade 7	214	216.9	213.8	221.6
Grade 8	217	224.2	218.4	228.9

Reporting Category	By February 1		Before End of Year	
	Special Education		Special Education	
	Reading	Math	Reading	Math
Grade K	137.2	139.9	151.9	156.5
Grade 1	152.6	158.5	162.6	170.1
Grade 2	157.8	168.4	170.5	180.8
Grade 3	175.1	178.5	177.1	190.1
Grade 4	183.8	187.8	193.4	199.3
Grade 5	189.6	194.8	195.3	202.8
Grade 6	199.1	202	202.2	204.7
Grade 7	196.8	203.4	200.3	207.8
Grade 8	206.9	213.5	204.8	211.0

Reporting Category	By February 1		Before End of Year	
	English Learner		English Learner	
	Reading	Math	Reading	Math
Grade K	135	134.1	148.3	150.7
Grade 1	151.6	153	160.8	169.0
Grade 2	164	179	186.3	194.0
Grade 3	190.8	188.7	197.7	200.8
Grade 4	183.8	193.8	194.4	204.2
Grade 5	196.3	200.8	203.5	210.3
Grade 6	204.9	209.9	207.2	215.7
Grade 7	206.8	213.6	204.8	218.1
Grade 8	214.9	227.4	217.3	226.5

Reporting Category	By February 1		Before End of Year	
	Male		Male	
	Reading	Math	Reading	Math
Grade K	140.9	144.3	153.9	160.3
Grade 1	156.7	162.1	172.7	181.5
Grade 2	169.1	172.3	180.6	187.5
Grade 3	187.3	189.4	193.3	202.2
Grade 4	188.4	191.2	203.0	211.4
Grade 5	196.8	200.7	208.3	218.1
Grade 6	204.6	209.1	213.1	223.0
Grade 7	210.3	215.4	216.1	226.8
Grade 8	219.4	228.8	219.2	230.3

Reporting Category	By February 1		Before End of Year	
	Female		Female	
	Reading	Math	Reading	Math
Grade K	140.9	144.7	157.1	161.5
Grade 1	159.4	163.2	175.2	179.7
Grade 2	177.3	177	187.1	191.3
Grade 3	190	189.7	197.1	200.4
Grade 4	198.2	200.6	205.1	200.9
Grade 5	206.8	206.5	210.0	215.8
Grade 6	212	213.5	215.3	221.3
Grade 7	216.5	220.1	217.6	224.7
Grade 8	219.9	225.5	221.7	228.2

Reporting Category	By February 1		Before End of Year	
	African American		African American	
	Reading	Math	Reading	Math
Grade K	139	140.6	150.0	155.9
Grade 1	155	162.5	169.8	175.7
Grade 2	169.9	170.4	178.2	182.8
Grade 3	181.3	184.9	185.3	192.9
Grade 4	196.2	196.9	199.1	204.8
Grade 5	198.6	198	201.3	207.5
Grade 6	209.8	208.4	206.2	209.2
Grade 7	206.1	209.1	209.0	216.3
Grade 8	215	219.7	213.9	220.9

Reporting Category	By February 1		Before End of Year	
	Hispanic		Hispanic	
	Reading	Math	Reading	Math
Grade K	140.5	142.3	154.3	158.0
Grade 1	155.3	160.95	170.4	176.3
Grade 2	171	174.2	183.9	186.8
Grade 3	192	188	196.7	199.5
Grade 4	196	199	213.5	211.4
Grade 5	200.2	206	207.9	215.4
Grade 6	208.3	214.5	213.1	222.2
Grade 7	212.1	217.1	213.6	222.0
Grade 8	215.7	226.9	217.5	227.8

Progress Narrative

Throughout the 20-21 school year, teachers at Niles Community Schools continue to regularly assess student progress toward mastery of Michigan standards in both math and reading. While both formative and summative assessments are utilized, formative assessment is at the heart of our assessment practices. This critical process allows students to receive timely feedback regarding their progression of learning. Additionally, formative assessment provides the teacher with important information on how to adjust their teaching to meet varied student needs.

Using the formative and summative assessment practices teachers continue to utilize data from a variety of sources to monitor student progress. These sources include; Delta Math, DIBELS, NWEA, Fountas and Pinnell Benchmarking and District created common assessments. As professional learning communities at all grade levels review data, they have been surprised by the progress students are making in both math and reading. At a recent district data review, K-5 math teachers noted that several grade levels were either at or above proficiency levels from the prior school year. Our NWEA data also indicates that several students are already on track to reach grade level proficiencies.

Still, we recognize that many of our students are demonstrating gaps in their learning. To that end we continue to provide high quality tier two support for those in need. While social distancing requirements have required us to redesign our intervention blocks, time for remediation and extension has still remained a non-negotiable throughout the district.

Overall, we are impressed by the progress our students have made given the extraordinary circumstances. We continue to review our data via the PLC process and differentiate instruction based on the needs of our learners. We look forward to celebrating student success in the spring.