Extended COVID-19 Learning Plan
Version: Strict Adherence to Legislation
Goal Reporting
Required by February 1, 2023, and by End of 22/23School Year

Date: September 6, 2022

Schools: Ballard, Eastside, Howard, Northside, Ring Lardner (K-8)

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	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 and learning and to support meaningful student progress toward mastery of Reading/ELA academic standards. • Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessments will be continuously discussed and analyzed by staff.
End of the Year Reading Goal	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 and learning and to support meaningful student progress toward mastery of Reading/ELA academic standards. • Results from Reading/ELA benchmark assessments, local Reading/ELA summative assessments, and formative assessments will be continuously discussed and analyzed by staff.
Middle of the Year Mathematics Goal	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 and learning and to support meaningful student progress toward mastery of Math academic standards. • Results from Math benchmark assessments, local Math summative assessments, and formative assessments will be continuously discussed and analyzed by staff.
End of the Year Mathematics Goal	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 and learning and to support meaningful student progress toward mastery of Math academic standards. • Results from Math benchmark assessments, local Math summative assessments, and formative assessments will be continuously discussed and analyzed by staff.

As passed by the state legislature, reports to local school boards must include, but are not limited to, disaggregated information by student demographics, grade level, and the mode of instruction received by the pupils to which the information applies.

Table B: Achievement or Growth on Benchmark Assessment - By Student Demographics

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023 %of students at Grade-Level		No Later than Last Day of School Year %of students at Grade-Level	
	Reading	Math	Reading	Math
All Students	51.99%	41.75%	51.09%	53%
Econ. Disadvantaged	44.89%	47.22%	43.25%	44.63%
Special Education	21%	19%	21%	18%
English Learner	22%	20%	21%	22%
Female	54.08%	52.17%	52.17%	49.50%
Male	49.95%	59.47%	50%	56.45%
American Indian or Alaskan Native	52%	44%	28%	50%
Asian American	78.95%	84.21%	63.16%	78.95%
Black or African American	37.29%	39.87%	33.33%	33.43%
Hispanic/Latino	58.06%	49.27%	43.26%	46.73%
White	55.28%	60.01%	56.52%	58.08%

Table C: Achievement or Growth on Benchmark Assessment - By Grade Level

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023 %of students at Grade-Level		No Later than Last Day of School Year %of students at Grade-Level	
	Reading	Math	Reading	Math
KG	55.79%	59.92%	47.84%	55.69%
First Grade	58.11%	66.20%	55.79%	65.37%
Second Grade	48.81%	53.17%	61.96%	63.75%
Third Grade	52.36%	57.81%	50.75%	55.33%
Fourth Grade	53.45%	59.66%	47.11%	52.08%
Fifth Grade	58.82%	54.41%	48.79%	44.78%

Sixth Grade	56.44%	56.93%	61.35%	55.07%
Seventh Grade	41.56%	46.12%	44.03%	38.11%
Eighth Grade	45.05%	51.26%	44.71%	48.33%

Table D: Achievement or Growth on Benchmark Assessment - By Mode of Instruction

Reporting Category Suggest reporting on subgroups where n≥30	By First Board Meeting in February 2023 %of students at Grade-Level		No Later than Last Day of School Year %of students at Grade-Level	
	Reading	Math	Reading	Math
In-Person	51.99%	41.75%	51.09%	53%

Sec. 98b Goal Progress Report

Progress Reporting Requirements as outlined in law (PA 144 Sec 98b):
- Present on goal progression by First Board Meeting in February 2023 and No Later than the Last Day of School.
- Post presentation to district transparency site upon completion of presentation to the local board.

Version: Buildings Serving Non-K-8 Students

Date: September 6, 2022

Schools: Cedar Lane, Southside, Niles High School

Goal Category	Special Education, CTE, and 9-12 School Level Academic Goal
Middle of the Year Goal	Goal: 80% of students will pass 100% of their classes by the end of the semester. • All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress toward mastery of standards.
Cedar Lane	At Cedar Lane, 75% of students passed their classes at the end of the first semester.
Niles High School	At Niles High School 83% of students passed their classes at the end of the first semester.
Southside	At Southside 94% of students passed their classes at the end of the first semester.
End of the Year Goal	Goal: 80% of students will pass 100% of their classes by the end of the semester. • All teachers will use the formative assessment process to support adjustment to teaching and learning, to support meaningful student progress toward mastery of standards.
Cedar Lane	At Cedar Lane 41.6% of students passed their classes at the end of the first semester.
Niles High School	At Niles High School 92% of students passed their classes at the end of the second semester.
Southside	At Southside 87% of students passed their classes at the end of the second semester.