

## 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	Winter NWEA MAP reading scores for all students will indicate an increase from Fall NWEA MAP reading scores of at least 3 RITs as a mid-year benchmark goal.
End of the Year Reading Goal	All St. Ignace Area Schools students will increase their NWEA MAP reading score by 5 RITs during the 2020-2021 school year.
Middle of the Year Mathematics Goal	Winter NWEA MAP mathematics scores for all students will indicate an increase from Fall NWEA MAP mathematics scores of at least 3 RITs as a mid-year benchmark goal.
End of the Year Mathematics Goal	All St. Ignace Area Schools students will increase their NWEA MAP mathematics score by 5 RITs during the 2020-2021 school year.

#### Achievement or Growth on Benchmark Assessment

Reporting Category	By February 1		Before End of Year	
	Reading	Math	Reading	Math
All Students	All K-8 assessed grade levels indicated growth of mean RIT scores ranging from 0 to 15 RITs	All K-8 assessed grade levels indicated growth of mean RIT scores ranging from 3 to 9 RITs		
Econ. Disadvantaged	--	--		
Special Education	--	--		
English Learner	--	--		
Female	--	--		
Male	--	--		
Race/Ethnicity 1	--	--		
Race/Ethnicity 2	--	--		
Race/Ethnicity 3	--	--		
Race/Ethnicity 4	--	--		

# 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	
End of the Year Reading Goal	
Middle of the Year Mathematics Goal	
End of the Year Mathematics Goal	

### Achievement or Growth on Benchmark Assessment

Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
All Students						
Econ. Disadvantaged						
Special Education						
English Learner						
Female						
Male						
Race/Ethnicity 1						
Race/Ethnicity 2						
Race/Ethnicity 3						
Race/Ethnicity 4						
100% Remote*						
Not 100% Remote*						

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