



## MAPS Extended COVID-19 Learning Plan Goal Reporting

Goals shall be:

- Established by September 15, 2020
- Reported on by February 1, 2021
- Reported on by the end of the 2020-2021 school year

**Reporting Dates: September 9, 2020, February 1, 2021, and June 9, 2021**

<b>Goal Category</b>	<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>
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	<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>

<b>Goal Category</b>	<p>All students (K-8) will improve performance in Mathematics 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 Mathematics academic standards.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Results from Mathematics benchmark assessments, local Mathematics summative assessments, and formative assessment will be continuously discussed and analyzed by staff.</li> </ul>
Middle of the Year Mathematics Goal	<p>All students (K-8) will improve performance in Mathematics 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 Mathematics academic standards.</li> <li>• Results from Mathematics benchmark assessments, local Mathematics summative assessments, and formative assessment will be continuously discussed and analyzed by staff.</li> </ul>
End of the Year Mathematics Goal	<p>All students (K-8) will improve performance in Mathematics 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 Mathematics academic standards.</li> <li>• Results from Mathematics benchmark assessments, local Mathematics summative assessments, and formative assessment will be continuously discussed and analyzed by staff.</li> </ul>

#### 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	65%	62%	62%	58%	56%	56%
Econ. Disadvantaged	57%	54%	52%	45%	45%	44%
Special Education	39%	41%	36%	33%	28%	33%
English Learner	***	***	***	***	***	***
Female	70%	63%	65%	57%	59%	57%
Male	59%	61%	58%	58%	52%	54%
Race/Ethnicity: Caucasian	65%	64%	61%	58%	55%	58%
Race/Ethnicity: American Indian	54%	50%	63%	46%	62%	42%

All scores represent the percent of students that are at or above the average NWEA percentile range.

\*\*\*No scores reported, subgroup is less than 10 students