

Extended COVID-19 Learning Plan

Version: Strict Adherence to Legislation

Goal Reporting

Required by February 1, 2022 and by End of 21/22 School Year

Date: January 2022

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: Percent of Students at the Exceeding or Ready as measured by NWEA (at grade level)

Gender

		Reading								
		Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Female	Exceeding	1.60%	7.80%	6.60%	1.50%	4.20%	1.90%	2.10%	2.90%	1.80%
	Ready	54.70%	55.00%	37.70%	59.30%	54.70%	52.90%	46.50%	46.60%	51.80%
	Close	18.80%	13.20%	6.60%	9.60%	11.60%	15.40%	19.70%	14.60%	15.80%
	In Need of Support	25.00%	24.00%	49.10%	29.60%	29.50%	29.80%	31.70%	35.90%	30.70%
Male	Exceeding	3.30%	9.90%	3.80%	2.60%	3.50%	0.00%	0.00%	0.90%	0.00%
	Ready	54.30%	53.40%	41.50%	45.60%	43.00%	47.20%	49.20%	52.80%	40.20%
	Close	17.40%	10.70%	11.30%	12.30%	16.70%	13.40%	13.50%	14.20%	20.50%
	In Need of Support	25.00%	26.00%	43.40%	39.50%	36.80%	39.40%	37.30%	32.10%	39.40%

Lunch Status

		Reading								
		Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Free	Exceeding	0.00%	3.90%	3.60%	0.80%	1.90%	0.00%	1.40%	1.00%	0.90%
	Ready	63.80%	49.60%	37.80%	46.90%	33.60%	43.90%	35.50%	37.80%	33.60%
	Close	15.50%	14.20%	11.70%	10.80%	16.80%	12.30%	15.60%	19.40%	17.80%
	In Need of Support	20.70%	32.30%	46.80%	41.50%	47.70%	43.90%	47.50%	41.80%	47.70%
Full pay	Exceeding	2.80%	13.40%	6.70%	3.80%	6.60%	1.00%	0.90%	3.00%	0.90%
	Ready	52.40%	57.10%	41.10%	58.70%	62.60%	56.10%	61.50%	61.40%	53.60%
	Close	18.70%	10.10%	6.70%	12.50%	13.20%	17.30%	18.30%	9.90%	19.60%
	In Need of Support	26.20%	19.30%	45.60%	25.00%	17.60%	25.50%	19.30%	25.70%	25.90%
Reduced	Exceeding	50.00%	14.30%	9.10%	0.00%	0.00%	5.30%	0.00%	0.00%	0.00%
	Ready	50.00%	71.40%	45.50%	66.70%	72.70%	52.60%	61.10%	50.00%	63.60%
	Close	0.00%	7.10%	0.00%	0.00%	0.00%	10.50%	16.70%	10.00%	13.60%
	In Need of Support	0.00%	7.10%	45.50%	33.30%	27.30%	31.60%	22.20%	40.00%	22.70%

Ethnicity

		Reading								
		Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Black or African American	Exceeding	1.40%	2.00%	2.50%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Ready	44.40%	43.10%	25.00%	44.00%	28.20%	46.20%	31.80%	33.30%	23.90%
	Close	23.60%	9.80%	12.50%	12.00%	20.50%	12.80%	11.40%	11.10%	17.40%
	In Need of Support	30.60%	45.10%	60.00%	44.00%	51.30%	41.00%	56.80%	55.60%	58.70%
Asian American	Exceeding	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Ready	100.00%	83.30%	40.00%	66.70%	0.00%	100.00%	100.00%	100.00%	25.00%
	Close	0.00%	0.00%	0.00%	0.00%	33.30%	0.00%	0.00%	0.00%	25.00%
	In Need of Support	0.00%	16.70%	60.00%	33.30%	66.70%	0.00%	0.00%	0.00%	50.00%
American Indian or Alaskan Native	Exceeding	0.00%	33.30%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Ready	75.00%	0.00%	44.40%	50.00%	50.00%	100.00%	62.50%	20.00%	60.00%
	Close	25.00%	0.00%	11.10%	25.00%	16.70%	0.00%	0.00%	20.00%	0.00%
	In Need of Support	0.00%	66.70%	44.40%	25.00%	33.30%	0.00%	37.50%	60.00%	40.00%
Hispanic or Latino	Exceeding	2.40%	3.80%	3.80%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Ready	48.80%	61.50%	46.20%	43.50%	63.20%	45.50%	46.40%	45.80%	28.00%
	Close	17.10%	15.40%	7.70%	13.00%	10.50%	22.70%	17.90%	8.30%	16.00%
	In Need of Support	31.70%	19.20%	42.30%	43.50%	26.30%	31.80%	35.70%	45.80%	56.00%
Native Hawaiian or Other Pacific Islander	Exceeding	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
	Ready	100.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%
	Close	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%
	In Need of Support	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
White	Exceeding	3.70%	9.40%	5.40%	2.50%	4.60%	1.00%	1.40%	2.40%	1.00%
	Ready	55.60%	55.40%	41.30%	55.20%	51.70%	51.30%	50.90%	51.80%	50.00%
	Close	17.70%	11.40%	6.60%	10.30%	14.90%	13.60%	16.70%	13.50%	18.50%
	In Need of Support	23.00%	23.80%	46.70%	32.00%	28.70%	34.00%	31.00%	32.40%	30.50%
	Total Unique	305	253	207	240	205	228	263	203	237

Gender

		Mathematics									
		Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	
Female	Exceeding	3.10%	3.80%	1.00%	2.20%	4.20%	1.90%	1.40%	1.90%	3.50%	
	Ready	64.10%	65.40%	43.80%	55.60%	55.80%	52.40%	37.30%	44.80%	47.00%	
	Close	13.30%	13.80%	19.00%	18.50%	12.60%	13.30%	16.20%	21.00%	19.10%	
	In Need of Support	19.50%	16.90%	36.20%	23.70%	27.40%	32.40%	45.10%	32.40%	30.40%	
Male	Exceeding	7.80%	8.50%	1.90%	4.40%	4.50%	6.50%	1.60%	2.80%	2.30%	
	Ready	46.10%	65.40%	51.90%	56.60%	58.00%	45.50%	47.20%	53.20%	50.80%	
	Close	18.30%	13.10%	11.30%	10.60%	11.60%	12.20%	15.70%	14.70%	16.40%	
	In Need of Support	27.80%	13.10%	34.90%	28.30%	25.90%	35.80%	35.40%	29.40%	30.50%	

Lunch Status

		Mathematics									
		Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	
Free	Exceeding	5.40%	3.90%	0.90%	3.10%	2.80%	2.70%	0.70%	0.00%	0.90%	
	Ready	64.30%	58.30%	44.50%	48.80%	43.00%	45.50%	25.40%	37.10%	38.70%	
	Close	12.50%	18.10%	15.50%	17.80%	15.90%	13.40%	22.50%	22.70%	20.80%	
	In Need of Support	17.90%	19.70%	39.10%	30.20%	38.30%	38.40%	51.40%	40.20%	39.60%	
Full pay	Exceeding	6.00%	9.20%	1.10%	3.80%	6.70%	6.20%	2.80%	4.70%	4.40%	
	Ready	50.80%	70.00%	50.00%	66.30%	70.80%	50.50%	59.60%	59.80%	55.30%	
	Close	17.20%	9.20%	14.40%	8.70%	9.00%	12.40%	8.30%	13.10%	16.70%	
	In Need of Support	26.00%	11.70%	34.40%	21.20%	13.50%	30.90%	29.40%	22.40%	23.70%	
Reduced	Exceeding	0.00%	0.00%	9.10%	0.00%	0.00%	5.30%	0.00%	0.00%	4.30%	
	Ready	100.00%	92.30%	63.60%	46.70%	81.80%	57.90%	66.70%	50.00%	65.20%	
	Close	0.00%	7.70%	18.20%	33.30%	0.00%	10.50%	11.10%	20.00%	8.70%	
	In Need of Support	0.00%	0.00%	9.10%	20.00%	18.20%	26.30%	22.20%	30.00%	21.70%	

Ethnicity

		Mathematics									
		Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	
Black or African American	Exceeding	4.30%	0.00%	0.00%	0.00%	0.00%	2.60%	0.00%	0.00%	0.00%	
	Ready	41.40%	54.90%	32.50%	48.00%	37.80%	39.50%	20.50%	35.60%	25.50%	
	Close	20.00%	15.70%	17.50%	24.00%	13.50%	13.20%	20.50%	17.80%	21.30%	
	In Need of Support	34.30%	29.40%	50.00%	28.00%	48.60%	44.70%	59.10%	46.70%	53.20%	
Asian American	Exceeding	20.00%	0.00%	0.00%	0.00%	0.00%	20.00%	100.00%	0.00%	0.00%	
	Ready	80.00%	100.00%	20.00%	66.70%	66.70%	80.00%	0.00%	100.00%	25.00%	
	Close	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	
	In Need of Support	0.00%	0.00%	80.00%	33.30%	33.30%	0.00%	0.00%	0.00%	25.00%	
American Indian or Alaskan Native	Exceeding	0.00%	16.70%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	Ready	66.70%	16.70%	44.40%	75.00%	60.00%	100.00%	37.50%	40.00%	60.00%	
	Close	33.30%	0.00%	22.20%	25.00%	20.00%	0.00%	25.00%	40.00%	40.00%	
	In Need of Support	0.00%	66.70%	33.30%	0.00%	20.00%	0.00%	37.50%	20.00%	0.00%	
Hispanic or Latino	Exceeding	7.30%	0.00%	0.00%	0.00%	0.00%	4.50%	0.00%	0.00%	0.00%	
	Ready	43.90%	73.10%	34.60%	52.20%	68.40%	50.00%	32.10%	52.00%	32.00%	
	Close	26.80%	19.20%	19.20%	13.00%	5.30%	22.70%	32.10%	12.00%	24.00%	
	In Need of Support	22.00%	7.70%	46.20%	34.80%	26.30%	22.70%	35.70%	36.00%	44.00%	
Native Hawaiian or Other Pacific Islander	Exceeding	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	Ready	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	
	Close	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	50.00%	
	In Need of Support	0.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	50.00%	
White	Exceeding	6.70%	7.50%	1.80%	4.00%	5.20%	4.30%	1.80%	2.90%	3.50%	
	Ready	57.10%	66.70%	52.70%	59.90%	60.50%	49.50%	46.10%	50.60%	53.50%	
	Close	14.20%	12.90%	13.80%	10.90%	11.00%	13.30%	14.70%	17.20%	16.30%	
	In Need of Support	22.10%	12.90%	31.70%	25.20%	23.30%	33.00%	37.30%	29.30%	26.70%	
Total Unique		301	252	207	239	203	225	264	208	239	

Special Education

Special Education	Reading								
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Exceeding	0.00%	50.00%	0.00%	33.30%	16.70%	0.00%	0.00%	0.00%	0.00%
Ready	16.20%	14.30%	12.30%	13.60%	8.40%	11.00%	7.80%	6.50%	7.10%
Close	15.90%	12.70%	6.30%	6.30%	9.50%	11.10%	9.50%	7.90%	15.90%
In Need of Support	9.00%	8.30%	12.80%	11.30%	10.50%	16.20%	11.70%	9.40%	9.40%

Special Education	Mathematics								
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Exceeding	46.20%	15.40%	7.70%	15.40%	7.70%	7.70%	0.00%	0.00%	0.00%
Ready	14.40%	16.80%	10.20%	14.40%	11.40%	12.00%	6.00%	7.20%	7.80%
Close	15.50%	16.90%	18.30%	8.50%	4.20%	9.90%	8.50%	9.90%	8.50%
In Need of Support	7.60%	5.50%	11.00%	10.60%	10.20%	15.70%	14.40%	8.90%	11.90%

English Language Learners

English Language Learners	Reading								
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Exceeding	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Ready	17.90%	7.10%	3.60%	3.60%	10.70%	7.10%	17.90%	25.00%	7.10%
Close	14.30%	7.10%	0.00%	7.10%	7.10%	21.40%	21.40%	14.30%	7.10%
In Need of Support	25.70%	8.60%	11.40%	0.00%	2.90%	5.70%	8.60%	11.40%	25.70%

English Language Learners	Mathematics								
	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade
Exceeding	50.00%	0.00%	0.00%	0.00%	0.00%	50.00%	0.00%	0.00%	0.00%
Ready	14.30%	10.70%	0.00%	3.60%	14.30%	7.10%	14.30%	28.60%	7.10%
Close	22.70%	13.60%	9.10%	4.50%	4.50%	9.10%	9.10%	9.10%	18.20%
In Need of Support	22.20%	3.70%	11.10%	0.00%	0.00%	7.40%	18.50%	14.80%	22.20%

Progress Narrative

Throughout the 21-22 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.

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 and tier three 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.