

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	75% of the center-based students grades K-8 will make progress toward IEP goals and objectives, with students showing growth from the first 9 weeks to the February checkpoint.
End of the Year Reading Goal	
Middle of the Year Mathematics Goal	75% of the center-based students grades K-8 will make progress toward IEP goals and objectives, with students showing growth from the first 9 weeks to the February checkpoint.
End of the Year Mathematics Goal	

Achievement or Growth on Benchmark Assessment

Reporting Category	By February 1		Before End of Year	
	Reading	Math	Reading	Math
All Students	N/A this is a center-based program all students attending have IEPs			
Econ. Disadvantaged				
Special Education	100% of students have shown growth in reading IEP goals and objectives using curriculum-based assessments.	100% of students have shown growth in mathematics IEP goals and objectives using curriculum-based assessments.		
English Learner				
Female	100% of female students have shown growth in reading IEP goals	100% of female students have shown growth with mathematics IEP		

	and objectives using curriculum-based assessments	goals and objectives using curriculum-based assessments		
Male				
Race/Ethnicity 1	Caucasian	Caucasian		
Race/Ethnicity 2				
Race/Ethnicity 3				
Race/Ethnicity 4				

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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