

**Forest Area Community Schools  
Extended COVID-19 Learning Plan  
Goal Reporting**

**Required by February 1, 2021 and by End of 20/21 School Year**

**Date: September 15, 2020**

<b>Goal Category</b>	<b>Goal Related to Achievement or Growth on K - 8 Benchmarks</b>
Middle of the Year Reading Goal	80% of students (K-8) will improve performance in Reading/ELA from Fall to Winter as measured by AIMSweb Plus. <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	80% of students (K-8) will improve performance in Reading/ELA from Winter to Spring as measured by AIMSweb Plus. <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 Mathematics Goal	80% of students (K-8) will improve performance in Mathematics from Fall to Winter as measured by AIMSweb Plus. <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 Math academic standards.</li><li>• Results from Math benchmark assessments, local Math summative assessments, and formative assessment will be continuously discussed and analyzed by staff.</li></ul>
End of the Year Mathematics Goal	80% of students (K-8) will improve performance in Mathematics from Winter to Spring as measured by AIMSweb Plus. <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 Math academic standards.</li><li>• Results from Math benchmark assessments, local Math 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			71.1%	74.8%	71.3%	71.9%%
Econ. Disadvantaged			71.1%	74.7%	71.3%	71.9%
Special Education			72.7%	70.2%	75.1%	77%
English Learner			N/A	N/A	N/A	N/A
Female			75.9%	75.3%	74.2%	83%
Male			66.2%	74.3%	72.2%	82.7%
Caucasian			70.4%	75.1%	71.3%	72%
African American			87.5%	62.5%	75%	75%
Hispanic			66.6%	33.3%	67%	100%
Native American			83.3%	100%	66.6%	83.3%
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

\*\* N/A=not applicable