

**Benzie County Central Schools
Extended COVID-19 Learning Plan
Goal Reporting**

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

Date: September 14, 2020

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	80% of students (K-8) will improve performance in Reading/ELA from Fall to Winter as measured by NWEA. <ul style="list-style-type: none">• All teachers will use the formative assessment process to support adjustment to teaching & 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	80% of students (K-8) will improve performance in Reading/ELA from Winter to Spring as measured by NWEA. <ul style="list-style-type: none">• All teachers will use the formative assessment process to support adjustment to teaching & 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	80% of students (K-8) will improve performance in Mathematics from Fall to Winter as measured by NWEA. <ul style="list-style-type: none">• All teachers will use the formative assessment process to support adjustment to teaching & 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	80% of students (K-8) will improve performance in Mathematics from Winter to Spring as measured by NWEA. <ul style="list-style-type: none">• All teachers will use the formative assessment process to support adjustment to teaching & 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 or Growth on Benchmark Assessment K-5th

Reporting Category	By February 1		Before End of the Year	
	Reading	Math	Reading	Math
All Students	51%	52%	58%	54%
Econ. Disadvantaged	50%	56%	61%	53%
Special Education	56%	64%	49%	44%
English Learner	0%	100%	100%	0%
Female	53%	50%	56%	52%
Male	49%	55%	60%	57%
African American	83%	50%	50%	50%
American Indian	60%	60%	50%	66%
Asian	-----	-----	100%	0%
Hispanic	43%	33%	0%	100%
Multi-ethnic	50%	50%	58%	52%
White	50%	53%	59%	54%
100% Remote*	N/A	N/A	N/A	N/A
Not 100% Remote*	N/A	N/A	N/A	N/A

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

Achievement or Growth on Benchmark Assessment 6th-8th

Reporting Category	By February 1		Before End of the Year	
	Reading	Math	Reading	Math
All Students	43%	43%	47%	45%
Econ. Disadvantaged	42%	46%	53%	55%
Special Education	38%	38%	25%	41%
English Learner	-----	-----	-----	-----
Female	41%	45%	46%	50%
Male	45%	42%	49%	41%
African American	100%	50%	100%	100%
American Indian	0%	100%	100%	100%

Asian	67%	67%	0%	100%
Hispanic	0%	100%	0%	50%
Multi-ethnic	100%	0%	62%	80%
White	42%	42%	51%	50%
100% Remote*	N/A	N/A	N/A	N/A
Not 100% Remote*	N/A	N/A	N/A	N/A