

Extended COVID-19 Learning Plan

Goal Reporting

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	<p>All Imlay City Schools students will demonstrate growth toward proficiency in English Language Arts, specifically, reading and writing. This goal will be assessed through NWEA Measure of Instructional Practice (MAP) testing for students in grades K-8. NWEA assessments will be given three times during the school year. The first administration of this assessment will be given within the first 30 days of school for students in grades K-3 (RBG3 guidelines) and within the first nine weeks of school for students in grades 4-8 (Public Act 149 of 2020/Benchmark Assessment guidelines). This first assessment will provide an initial baseline data RIT range for each individual student. The growth goals will then be measured at the mid-and-end-of-year mark.</p> <p>The second assessment will occur mid-year. Data analysis will include ensuring that student progress towards meeting end-of-year goals will be a priority. NWEA is adaptive and will establish individualized student growth goals for each student, grades K-8. Hence, progress towards those goals will be measured in the form of grade-level RIT bands and ultimately progress towards benchmark grade-level goals. NWEA is adaptive and will establish individualized student growth goals for each student, grades K-8. Hence, progress towards those goals will be measured in the form of grade-level RIT bands and ultimately progress towards benchmark grade-level goals. Additionally, achievement on growth will be analyzed and reported according to our district demographics. Demographic data will include: all students, economically disadvantaged, special education, English language learners, gender, and applicable race/ethnicities.</p>
End of the Year Reading Goal	<p>All Imlay City Schools students will demonstrate growth toward proficiency in English Language Arts, specifically, reading and writing. This goal will be assessed through NWEA Measure of Instructional Practice (MAP) testing for students in grades K-8. NWEA assessments will be given three times during the school year. The first administration of this assessment will be given within the first 30 days of school for students in grades K-3 (RBG3 guidelines) and within the first nine weeks of school for students in grades 4-8 (Public Act 149 of 2020/Benchmark Assessment guidelines). This first assessment will provide an initial baseline data RIT range for each individual student. The growth goals will then be measured at the mid-and-end-of-year mark.</p> <p>The final assessment will be given at the end of the school year. Final data will be analyzed in relation to end-of-year student growth goals. NWEA is adaptive and will establish individualized student growth goals for each student, grades K-8. Hence, progress towards those goals will be measured in the form of grade-level RIT bands and ultimately progress towards benchmark grade-level goals. Additionally, achievement on growth will be analyzed and reported according to our district demographics. Demographic data will include: all students, economically disadvantaged, special education, English language learners, gender, and applicable race/ethnicities.</p>

<p>Middle of the Year Mathematics Goal</p>	<p>All Imlay City Schools students will demonstrate growth toward proficiency in Mathematics. This goal will be assessed through NWEA Measure of Instructional Practice (MAP) testing for students in grades K-8. NWEA assessments will be given three times during the school year. The first administration of this assessment will be given within the first 30 days of school for students in grades K-3 (RBG3 guidelines) and within the first nine weeks of school for students in grades 4-8 (Public Act 149 of 2020/Benchmark Assessment guidelines). This first assessment will provide an initial baseline data RIT range for each individual student. The growth goals will then be measured at the mid-and-end-of-year mark.</p> <p>The second assessment will occur mid-year. Data analysis will include ensuring that student progress towards meeting end-of-year goals will be a priority. NWEA is adaptive and will establish individualized student growth goals for each student, Imlay City Schools Extended COVID-19 Learning Plan 8 grades K-8. Hence, progress towards those goals will be measured in the form of grade-level RIT bands and ultimately progress towards benchmark grade-level goals. Additionally, achievement on growth will be analyzed and reported according to our district demographics. Demographic data will include: all students, economically disadvantaged, special education, English language learners, gender, and applicable race/ethnicities.</p>
<p>End of the Year Mathematics Goal</p>	<p>All Imlay City Schools students will demonstrate growth toward proficiency in Mathematics. This goal will be assessed through NWEA Measure of Instructional Practice (MAP) testing for students in grades K-8. NWEA assessments will be given three times during the school year. The first administration of this assessment will be given within the first 30 days of school for students in grades K-3 (RBG3 guidelines) and within the first nine weeks of school for students in grades 4-8 (Public Act 149 of 2020/Benchmark Assessment guidelines). This first assessment will provide an initial baseline data RIT range for each individual student. The growth goals will then be measured at the mid-and-end-of-year mark.</p> <p>The final assessment will be given at the end of the school year. Final data will be analyzed in relation to end-of-year student growth goals. NWEA is adaptive and will establish individualized student growth goals for each student, grades K-8. Hence, progress towards those goals will be measured in the form of grade-level RIT bands and ultimately progress towards benchmark grade-level goals. Additionally, achievement on growth will be analyzed and reported according to our district demographics. Demographic data will include: all students, economically disadvantaged, special education, English language learners, gender, and applicable race/ethnicities.</p>

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	Hi: >80th %ile 14% HiAvg 61-80th %tile 25% Avg 41-60th %tile 25% LoAvg 21-40th %tile 19% Lo < 21st %tile 17%	Hi: >80th %ile 12% HiAvg 61-80th %tile 19% Avg 41-60th %tile 25% LoAvg 21-40th %tile 24% Lo < 21st %tile 19%	Hi: >80th %ile 14% HiAvg 61-80th %tile 26% Avg 41-60th %tile 25% LoAvg 21-40th %tile 21% Lo < 21st %tile 15%	Hi: >80th %ile 12% HiAvg 61-80th %tile 19% Avg 41-60th %tile 27% LoAvg 21-40th %tile 26% Lo < 21st %tile 16%	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile 	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile
Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
Econ. Disadvantaged	Hi: >80th %ile 11% HiAvg 61-80th %tile 23% Avg 41-60th %tile 25% LoAvg 21-40th %tile 22% Lo < 21st %tile 19%	Hi: >80th %ile 11% HiAvg 61-80th %tile 16% Avg 41-60th %tile 24% LoAvg 21-40th %tile 26% Lo < 21st %tile 23%	Hi: >80th %ile 11% HiAvg 61-80th %tile 22% Avg 41-60th %tile 22% LoAvg 21-40th %tile 25% Lo < 21st %tile 20%	Hi: >80th %ile 9% HiAvg 61-80th %tile 14% Avg 41-60th %tile 27% LoAvg 21-40th %tile 29% Lo < 21st %tile 21%	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile 	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile

Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
Special Education	Hi: >80th %ile 1% HiAvg 61-80th %tile 5% Avg 41-60th %tile 12% LoAvg 21-40th %tile 15% Lo < 21st %tile 67%	Hi: >80th %ile 2.7% HiAvg 61-80th %tile 1.3% Avg 41-60th %tile 13% LoAvg 21-40th %tile 17% Lo < 21st %tile 65%	Hi: >80th %ile 5% HiAvg 61-80th %tile 4% Avg 41-60th %tile 7% LoAvg 21-40th %tile 15% Lo < 21st %tile 69%	Hi: >80th %ile 0% HiAvg 61-80th %tile 5% Avg 41-60th %tile 10% LoAvg 21-40th %tile 20% Lo < 21st %tile 65%	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile
Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
English Learner	Hi: >80th %ile 6% HiAvg 61-80th %tile 10% Avg 41-60th %tile 20% LoAvg 21-40th %tile 31% Lo < 21st %tile 33%	Hi: >80th %ile 5.3% HiAvg 61-80th %tile 6.4% Avg 41-60th %tile 20% LoAvg 21-40th %tile 29% Lo < 21st %tile 39%	Hi: >80th %ile 3% HiAvg 61-80th %tile 10% Avg 41-60th %tile 21% LoAvg 21-40th %tile 34% Lo < 21st %tile 32%	Hi: >80th %ile 2% HiAvg 61-80th %tile 7% Avg 41-60th %tile 22% LoAvg 21-40th %tile 35% Lo < 21st %tile 34%	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile
Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
Female	Hi: >80th %ile 17%	Hi: >80th %ile 10%	Hi: >80th %ile 13%	Hi: >80th %ile 11%	Hi: >80th %ile	Hi: >80th %ile

	HiAvg 61-80th %tile 25%	HiAvg 61-80th %tile 20%	HiAvg 61-80th %tile 30%	HiAvg 61-80th %tile 17%	HiAvg 61-80th %tile	HiAvg 61-80th %tile
	Avg 41-60th %tile 28%	Avg 41-60th %tile 28%	Avg 41-60th %tile 27%	Avg 41-60th %tile 28%	Avg 41-60th %tile	Avg 41-60th %tile
	LoAvg 21-40th %tile 18%	LoAvg 21-40th %tile 25%	LoAvg 21-40th %tile 19%	LoAvg 21-40th %tile 28%	LoAvg 21-40th %tile	LoAvg 21-40th %tile
	Lo < 21st %tile 11%	Lo < 21st %tile 17%	Lo < 21st %tile 11%	Lo < 21st %tile 15%	Lo < 21st %tile	Lo < 21st %tile
Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
Male	Hi: >80th %ile 12%	Hi: >80th %ile 14%	Hi: >80th %ile 14%	Hi: >80th %ile 13%	Hi: >80th %ile	Hi: >80th %ile
	HiAvg 61-80th %tile 25%	HiAvg 61-80th %tile 19%	HiAvg 61-80th %tile 22%	HiAvg 61-80th %tile 19%	HiAvg 61-80th %tile	HiAvg 61-80th %tile
	Avg 41-60th %tile 23%	Avg 41-60th %tile 23%	Avg 41-60th %tile 23%	Avg 41-60th %tile 27%	Avg 41-60th %tile	Avg 41-60th %tile
	LoAvg 21-40th %tile 19%	LoAvg 21-40th %tile 23%	LoAvg 21-40th %tile 21%	LoAvg 21-40th %tile 24%	LoAvg 21-40th %tile	LoAvg 21-40th %tile
	Lo < 21st %tile 21%	Lo < 21st %tile 22%	Lo < 21st %tile 19%	Lo < 21st %tile 17%	Lo < 21st %tile	Lo < 21st %tile
Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
Hispanic	Hi: >80th %ile 7%	Hi: >80th %ile 6%	Hi: >80th %ile 6%	Hi: >80th %ile 5%	Hi: >80th %ile	Hi: >80th %ile
	HiAvg 61-80th %tile 15%	HiAvg 61-80th %tile 10%	HiAvg 61-80th %tile 15%	HiAvg 61-80th %tile 9%	HiAvg 61-80th %tile	HiAvg 61-80th %tile
	Avg 41-60th %tile 25%	Avg 41-60th %tile 25%	Avg 41-60th %tile 25%	Avg 41-60th %tile 27%	Avg 41-60th %tile	Avg 41-60th %tile

	<div>LoAvg 21-40th %tile</div> <div>28%</div>	<div>LoAvg 21-40th %tile</div> <div>28%</div>	<div>LoAvg 21-40th %tile</div> <div>30%</div>	<div>LoAvg 21-40th %tile</div> <div>33%</div>	<div>LoAvg 21-40th %tile</div>	<div>LoAvg 21-40th %tile</div>
	<div>Lo < 21st %tile</div> <div>25%</div>	<div>Lo < 21st %tile</div> <div>31%</div>	<div>Lo < 21st %tile</div> <div>24%</div>	<div>Lo < 21st %tile</div> <div>27%</div>	<div>Lo < 21st %tile</div>	<div>Lo < 21st %tile</div>
Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
Migrant	<div>Hi: >80th %ile</div> <div>7%</div>	<div>Hi: >80th %ile</div> <div>11%</div>	<div>Hi: >80th %ile</div> <div>0%</div>	<div>Hi: >80th %ile</div> <div>0%</div>	<div>Hi: >80th %ile</div>	<div>Hi: >80th %ile</div>
	<div>HiAvg 61-80th %tile</div> <div>11%</div>	<div>HiAvg 61-80th %tile</div> <div>5%</div>	<div>HiAvg 61-80th %tile</div> <div>19%</div>	<div>HiAvg 61-80th %tile</div> <div>6%</div>	<div>HiAvg 61-80th %tile</div>	<div>HiAvg 61-80th %tile</div>
	<div>Avg 41-60th %tile</div> <div>30%</div>	<div>Avg 41-60th %tile</div> <div>21%</div>	<div>Avg 41-60th %tile</div> <div>13%</div>	<div>Avg 41-60th %tile</div> <div>13%</div>	<div>Avg 41-60th %tile</div>	<div>Avg 41-60th %tile</div>
	<div>LoAvg 21-40th %tile</div> <div>23%</div>	<div>LoAvg 21-40th %tile</div> <div>30%</div>	<div>LoAvg 21-40th %tile</div> <div>31%</div>	<div>LoAvg 21-40th %tile</div> <div>56%</div>	<div>LoAvg 21-40th %tile</div>	<div>LoAvg 21-40th %tile</div>
	<div>Lo < 21st %tile</div> <div>29%</div>	<div>Lo < 21st %tile</div> <div>32%</div>	<div>Lo < 21st %tile</div> <div>38%</div>	<div>Lo < 21st %tile</div> <div>25%</div>	<div>Lo < 21st %tile</div>	<div>Lo < 21st %tile</div>

Achievement or Growth on Benchmark Assessment: Grade Level

[illegible]

	14% Lo < 21st %tile 10%	19% Lo < 21st %tile 9%	24% Lo < 21st %tile 8%	18% Lo < 21st %tile 8%	Lo < 21st %tile	Lo < 21st %tile
Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
1st Grade	Hi: >80th %ile 22% HiAvg 61-80th %tile 17% Avg 41-60th %tile 20% LoAvg 21-40th %tile 17% Lo < 21st %tile 24%	Hi: >80th %ile 19% HiAvg 61-80th %tile 17% Avg 41-60th %tile 20% LoAvg 21-40th %tile 28% Lo < 21st %tile 16%	Hi: >80th %ile 22% HiAvg 61-80th %tile 17% Avg 41-60th %tile 18% LoAvg 21-40th %tile 20% Lo < 21st %tile 23%	Hi: >80th %ile 18% HiAvg 61-80th %tile 20% Avg 41-60th %tile 22% LoAvg 21-40th %tile 25% Lo < 21st %tile 15%	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile
Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
2nd Grade	Hi: >80th %ile 12% HiAvg 61-80th %tile 19% Avg 41-60th %tile 28% LoAvg 21-40th %tile 22% Lo < 21st %tile 18%	Hi: >80th %ile 17% HiAvg 61-80th %tile 22% Avg 41-60th %tile 15% LoAvg 21-40th %tile 26% Lo < 21st %tile 19%	Hi: >80th %ile 4% HiAvg 61-80th %tile 27% Avg 41-60th %tile 20% LoAvg 21-40th %tile 27% Lo < 21st %tile 22%	Hi: >80th %ile 8% HiAvg 61-80th %tile 23% Avg 41-60th %tile 22% LoAvg 21-40th %tile 24% Lo < 21st %tile 23%	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile

	10% HiAvg 61-80th %tile 30% Avg 41-60th %tile 19% LoAvg 21-40th %tile 23% Lo < 21st %tile 17%	6% HiAvg 61-80th %tile 18% Avg 41-60th %tile 27% LoAvg 21-40th %tile 29% Lo < 21st %tile 21%	12% HiAvg 61-80th %tile 24% Avg 41-60th %tile 25% LoAvg 21-40th %tile 18% Lo < 21st %tile 22%	5% HiAvg 61-80th %tile 16% Avg 41-60th %tile 25% LoAvg 21-40th %tile 30% Lo < 21st %tile 25%	HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile	HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile
Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
6th Grade	Hi: >80th %ile 13% HiAvg 61-80th %tile 23% Avg 41-60th %tile 27% LoAvg 21-40th %tile 18% Lo < 21st %tile 20%	Hi: >80th %ile 6% HiAvg 61-80th %tile 11% Avg 41-60th %tile 28% LoAvg 21-40th %tile 23% Lo < 21st %tile 32%	Hi: >80th %ile 13% HiAvg 61-80th %tile 24% Avg 41-60th %tile 36% LoAvg 21-40th %tile 14% Lo < 21st %tile 12%	Hi: >80th %ile 8% HiAvg 61-80th %tile 11% Avg 41-60th %tile 28% LoAvg 21-40th %tile 35% Lo < 21st %tile 21%	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile
Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
7th Grade	Hi: >80th %ile 10% HiAvg 61-80th %tile 26% Avg 41-60th %tile	Hi: >80th %ile 5% HiAvg 61-80th %tile 20% Avg 41-60th %tile	Hi: >80th %ile 12% HiAvg 61-80th %tile 31% Avg 41-60th %tile	Hi: >80th %ile 10% HiAvg 61-80th %tile 21% Avg 41-60th %tile	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile

	27% LoAvg 21-40th %tile 19% Lo < 21st %tile 19%	32% LoAvg 21-40th %tile 26% Lo < 21st %tile 17%	28% LoAvg 21-40th %tile 14% Lo < 21st %tile 15%	31% LoAvg 21-40th %tile 23% Lo < 21st %tile 15%	LoAvg 21-40th %tile Lo < 21st %tile	LoAvg 21-40th %tile Lo < 21st %tile
Reporting Category	Beginning of Year		By February 1		Before End of the Year	
	Reading	Math	Reading	Math	Reading	Math
8th Grade	Hi: >80th %ile 10% HiAvg 61-80th %tile 34% Avg 41-60th %tile 23% LoAvg 21-40th %tile 20% Lo < 21st %tile 13%	Hi: >80th %ile 11% HiAvg 61-80th %tile 24% Avg 41-60th %tile 39% LoAvg 21-40th %tile 13% Lo < 21st %tile 12%	Hi: >80th %ile 12% HiAvg 61-80th %tile 36% Avg 41-60th %tile 24% LoAvg 21-40th %tile 20% Lo < 21st %tile 9%	Hi: >80th %ile 17% HiAvg 61-80th %tile 18% Avg 41-60th %tile 38% LoAvg 21-40th %tile 17% Lo < 21st %tile 11%	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile	Hi: >80th %ile HiAvg 61-80th %tile Avg 41-60th %tile LoAvg 21-40th %tile Lo < 21st %tile