

Extended COVID-19 Learning Plan Goal Reporting Required by February 1, 2021 and by End of 20/21 School Year

Date: Thursday, January 28, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	<p>Goal 1 - Our students (K-8) will improve performance in Reading/ELA from Fall to the middle of the school year, making progress toward mid-year benchmark goals, as well as from fall to the end of the school year, making progress toward end of year benchmark goals as measured by NWEA for in-person learners K-5 and all learners 6-8 and Exact Path for our virtual learners 4-5.</p> <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	<p>Goal 2 - Our students (K-8) will improve performance in Mathematics from Fall to the middle of the school year, making progress toward mid-year benchmark goals, as well as from fall to the end of the school year, making progress toward end of year benchmark goals as measured by NWEA for our in-person learners and all learners 6-8 and Exact Path for our virtual learners 4-5.,</p> <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.

Summary of Progress Toward Mid-Year Goals:

The Climax Community Schools is committed to providing support, resources, and opportunities to help **all of its students** meet proficiency targets in all subjects, including **reading and math**. District staff and administrators are working diligently to develop supports, processes and systems to move all students toward these targets. Specifically, we have worked to strengthen instructional strategies through intentional professional learning as well as utilizing professional coaches for ELA, math, as well as teacher support. Our buildings have had a central focus of ongoing formative assessment through both HIL (High Impact Leadership) and district continuous improvement. We have also prioritized the allocation of resources to support needs identified by data. Adjustments are made to interventions and supports through the systematic implementation of a Multi-Tiered System of Supports, where student needs are identified based on the review and analysis of data.

Providers and teachers have worked collaboratively to develop support plans, modifications, and accommodations to support **students with special needs**. Supports are provided in person whenever

possible, and adjustments are made to support students virtually as necessary. Students and guardians are offered regular opportunities to connect throughout the year where they monitor the implementation of IEPs and evaluate the effectiveness of supports, with the collective goal of helping the student meet proficiency targets in all subjects. We have utilized technology to safely meet with parents in addition to the option of meeting in person for IEP and parent meetings. **English Learners** are supported within their classroom setting both face to face and virtual based on needs identified by data, to enhance their opportunities to meet proficiency targets. The district EL Coordinator provides classroom teachers with guidance on those supports in addition to directly supporting mentor students.

The District has also placed heavy focus on Social Emotional Learning and supports, and has embraced a philosophy of Equity, Diversity and Inclusion to support all students. Staff has worked to increase the equity of access to technology, supports, and opportunities for **students who are at an economic disadvantage** in order to provide the most opportunity for the student to reach proficiency in all subjects, with particular focus on intentionally supporting **historically marginalized populations**. The district staff has also embraced a philosophy of Equity, Diversity and Inclusion to support all students. The elementary social worker has provided intentional SEL training to support teachers to further meet the needs of the students. The secondary building continues to seek training and support for teachers to best meet the SEL needs of students.

As a result of all of these efforts, we remain confident that **all Climax Scotts students** in grades K-8 can improve performance in Mathematics and Reading measured by NWEA for in-person learners K-5 and all learners 6-8 and Exact Path for our virtual learners 4-5 by the end of the 2020-2021. Climax Scotts Community Schools will continue to review and utilize local formative and summative assessments to monitor student growth, understanding that standardized summative assessments, such as NWEA, may not be the best measurement for student learning given the current situation of teaching and learning during a global pandemic as we strive to meet the needs of our students.