

## Extended COVID-19 Learning Plan

Galesburg-Augusta Community Schools

### Goal Reporting

Date: February 1, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
<b>Middle of the Year Reading Goal</b>	<p>All students (K-8) will show growth in Reading/ELA Essential standards from Fall to Spring as measured by local assessments and NWEA and Acadience [K-3].</p> <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 during PLCs and as buildings during School Improvement Team Meetings.</li></ul>
<b>Middle of the Year Mathematics Goal</b>	<p>All students (K-8) will show growth in Math Essential standards from Fall to Spring as measured by local assessments and NWEA .</p> <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 during PLCs and as buildings during School Improvement Team Meetings.</li></ul>

### Summary of Progress Toward Mid-Year Goals:

Galesburg Augusta Community Schools is committed to supporting ALL students in achieving goals related to achievement and growth in Reading and Mathematics as identified in the Extended Learning Plan. District staff and administrators are working diligently to strengthen the current system of Multi-Tiered Systems of Support (MTSS), specifically in the component of Comprehensive Screening and Assessment System, in order to ensure identification of students needing more support in regards to Social Emotional Learning and Academic Supports. Intentional professional learning is being provided to district level teachers leaders in prioritized content, learning targets and success criteria thereby deepening their level of expertise in improving student achievement and recognizing which students need additional support. Teacher leaders are then building capacity at the building level to increase depth of knowledge with all teachers in all buildings across the district while also utilizing coaching supports as needed and/or requested. Review of this data is taking place at building wide data reviews to develop supports, processes and systems to move all students toward these targets, making adjustments as needed. We have also prioritized the allocation of resources to support needs identified by data.

Providers and teachers are working collaboratively to develop support plans, modifications, and accommodations to support **students with special needs** through Individualized Assessment Meetings (IATs) which are taking place every 6-8 weeks. Supports are provided in person whenever possible, and adjustments are made to support students online 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. **English Learners** are currently working with the EL testing coordinator and receive supports as needed.

The District has also placed heavy focus on Social Emotional Learning through the implementation of various strategies to support all students. One example is the provision of weekly stories and lessons to strengthen social emotional skills for all students. The district 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.

As a result of all of these efforts, we remain confident that **all Galesburg Augusta students** in grades K-8 can improve performance in Mathematics and Reading as measured by the NWEA Math (grades K-12), Accadience Reading (grades K-3), ELA NWEA (K-8), and benchmark and formative assessments by the end of the 2020-21 school year. Currently, 89% of K-3 students have demonstrated progress towards grade level reading proficiency as measured by Acadience. Math growth is observable through Eureka formative assessments (exit slips) at the Primary level. Galesburg Augusta Middle School students and High School students at Galesburg Augusta High School are also showing growth as evidenced by their progress toward mastery of the Essential Learning Objectives as measured by locally developed formative and summative assessments.