Extended COVID-19 Learning Plan
Version: Strict Adherence to Legislation
Goal Reporting
Required by February 1, 2021

School Name: Lighthouse Academy South Campus   **Date:** May 21, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	On average students demonstrate gains between two consecutive NWEA Map test sessions.
Middle of the Year Mathematics Goal	On average students demonstrate gains between two consecutive NWEA Map test sessions.

Growth on Benchmark Assessment	Reading Fall	Reading February	Growth	Math Fall	Math February	Growth
All Students	63%	45%	-18%	53%	36%	-17%
Achievement percentile on Benchmark Assessment	**Reading Fall**	**Reading February**	**Growth**	**Math Fall**	**Math February**	**Growth**
All Students	N/A	N/A	N/A	N/A	N/A	N/A

If no winter benchmark assessment is given, provide a full narrative detailing progress made on goals. Include student growth and achievement data.

Extended COVID-19 Learning Plan
Version: Meets Legislative Requirements with Additional Recommendations
Goal Reporting
Required by February 1, 2021 and by End of 20/21 School Year

Date: May 21, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	On average students demonstrate gains between two consecutive NWEA Map test sessions.
End of the Year Reading Goal	On average students demonstrate gains between two consecutive NWEA Map test sessions.
Middle of the Year Mathematics Goal	On average students demonstrate gains between two consecutive NWEA Map test sessions.
End of the Year Mathematics Goal	On average students demonstrate gains between two consecutive NWEA Map test sessions.

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	63%	53%	45%	36%	69%	60%
Econ. Disadvantaged	63%	53%	45%	36%	69%	60%
Special Education	46%	56%	43%	41%	57%	57%
English Learner	25%	23%	20%	29%	35%	47%
Female	39%	21%	23%	25%	65%	71%
Male	76%	64%	72%	58%	67%	54%
Caucasian	56%	32%	46%	33%	74%	63%
African American	29%	47%	50%	40%	69%	49%
Hispanic	25%	23%	9%	16%	70%	70%
Other	15%	7%	9%	21%	29%	43%
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

Extended COVID-19 Learning Plan
Version: Strict Adherence to Legislation
Goal Reporting
Required by February 1, 2021

School Name: Lighthouse Academy North Campus   **Date:** May 21, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	On average students demonstrate gains between two consecutive NWEA Map test sessions.
Middle of the Year Mathematics Goal	On average students demonstrate gains between two consecutive NWEA Map test sessions.

Growth on Benchmark Assessment	Reading Fall	Reading February	Growth	Math Fall	Math February	Growth
All Students	41%	25%	-16%	79%	36%	-43%
Achievement percentile on Benchmark Assessment	**Reading Fall**	**Reading February**	**Growth**	**Math Fall**	**Math February**	**Growth**
All Students	N/A	N/A	N/A	N/A	N/A	N/A

If no winter benchmark assessment is given, provide a full narrative detailing progress made on goals. Include student growth and achievement data.

Extended COVID-19 Learning Plan
Version: Meets Legislative Requirements with Additional Recommendations
Goal Reporting
Required by February 1, 2021 and by End of 20/21 School Year

Date: May 21, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	On average students demonstrate gains between two consecutive NWEA Map test sessions.
End of the Year Reading Goal	On average students demonstrate gains between two consecutive NWEA Map test sessions.
Middle of the Year Mathematics Goal	On average students demonstrate gains between two consecutive NWEA Map test sessions.
End of the Year Mathematics Goal	On average students demonstrate gains between two consecutive NWEA Map test sessions.

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	41%	79%	25%	36%	56%	61%
Econ. Disadvantaged	41%	79%	25%	36%	56%	61%
Special Education	0%	0%	0%	0%	100%	100%
English Learner	100%	100%	100%	100%	100%	100%
Female	36%	32%	33%	38%	70%	75%
Male	64%	68%	67%	62%	52%	56%
Hispanic/Ethnicity 1	55%	50%	53%	38%	56%	64%
African/Ethnicity 2	36%	32%	40%	57%	60%	68%
Asian/Ethnicity 3	0%	14%	0%	0%	25%	17%
Other/Ethnicity 4	9%	4%	7%	5%	50%	100%
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

Extended COVID-19 Learning Plan
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Goal Reporting
Required by February 1, 2021

School Name: Lighthouse Academy Eagle Village Campus   **Date:** May 25, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	Through the implementation of MTSS framework, at least 60% of students will show significant growth annually in math and literacy as well as display pro-social skills and positive engagement in the school culture by the 2020-2021 school year.
Middle of the Year Mathematics Goal	Through the implementation of MTSS framework, at least 60% of students will show significant growth annually in math and literacy as well as display pro-social skills and positive engagement in the school culture by the 2020-2021 school year.

Growth on Benchmark Assessment	Reading Fall	Reading February	Growth	Math Fall	Math February	Growth
All Students	58%	28%	N/A	42%	54%	N/A
Achievement percentile on Benchmark Assessment	**Reading Fall**	**Reading February**	**Growth**	**Math Fall**	**Math February**	**Growth**
All Students	N/A	N/A	N/A	N/A	N/A	N/A

If no winter benchmark
assessment is done

Growth on Benchmark Ass

If no winter benchmark assessment is given, provide a full narrative detailing pr goals. Include student growth and achievement data.

Lighthouse Eagle Village campus has a population that is extremely transient, based or programing. The campus serves students Kindergarten through 12th grade. The averag 2020-2021 school year is 52.8. students per day. At the beginning of the 2020-2021 scl Academy Eagle Village began in-person teaching. Due to COVID concerns, Eagle Vill learning at the end of the first trimester.

Lighthouse Academy administers NWEA MAP three times a year: fall, winter, and spr

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

Date: January 29, 2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	Through the implementation of MTSS framework, at least 60% of students will show significant growth annually in math and literacy as well as display pro-social skills and positive engagement in the school culture by the 2020-2021 school year.
End of the Year Reading Goal	Through the implementation of MTSS framework, at least 60% of students will show significant growth annually in math and literacy as well as display pro-social skills and positive engagement in the school culture by the 2020-2021 school year.
Middle of the Year Mathematics Goal	Through the implementation of MTSS framework, at least 60% of students will show significant growth annually in math and literacy as well as display pro-social skills and positive engagement in the school culture by the 2020-2021 school year.
End of the Year Mathematics Goal	Through the implementation of MTSS framework, at least 60% of students will show significant growth annually in math and literacy as well as display pro-social skills and positive engagement in the school culture by the 2020-2021 school year.

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	58%	42%	28%	54%	48%	73%
Econ. Disadvantaged	100%	100%	100%	100%	100%	100%
Special Education	43%	60%	55%	53%	59%	71%
English Learner	n/a	n/a	n/a	n/a	n/a	n/a
Female	43%	50%	55%	53%	56%	72%
Male	50%	40%	45%	48%	39%	74%
American Indian /Ethnicity 1	n/a	n/a	n/a	5%	0%	100%
Black/Ethnicity 2	21%	10%	18%	24%	78%	67%
White/Ethnicity 3	71%	60%	64%	67%	44%	76%
Hispanic/Ethnicity 4	n/a	10%	9%	5%	0%	0%
Other/Ethnicity 5	7%	20%	9%	n/a	33%	67%
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

Extended COVID-19 Learning Plan
Version: Strict Adherence to Legislation
Goal Reporting
Required by February 1, 2021

School Name: Lighthouse Academy Pier   **Date: 5/10/2021**

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	On average students demonstrate gains between two consecutive MAP test sessions.
Middle of the Year Mathematics Goal	On average students demonstrate gains between two consecutive MAP test sessions.

| Growth on Benchmark Assessment	Reading Fall	Reading February	Growth	Math Fall	Math February	Growth
All Students	N/A	N/A	N/A	N/A	N/A	N/A
Achievement percentile on Benchmark Assessment	**Reading Fall**	**Reading February**	**Growth**	**Math Fall**	**Math February**	**Growth**
All Students	N/A	N/A	N/A	N/A	N/A	N/A

If no winter benchmark assessment is given, provide a full narrative detailing progress made on goals. Include student growth and achievement data.

Lighthouse Academy Pier is the school inside the Kent County Correctional Facility and thus has a population that is extremely transient.   In many cases, students are in and out of the facility multiple times per year for very short durations of time usually less than 21 days. Due to the highly transient population, Lighthouse The Pier has implemented a universal screening assessment system, in order to monitor standards mastered and to measure what a student knows upon entering the facility as well as where the student needs the most interventions. The screeners and interventions mostly happen during "Advisory Class". This class is set up in order to fill academic gaps in reading and mathematics, build academic vocabulary, and focus is on credit recovery. Advisory teachers identify deficiencies in reading and math is by using assessments in both areas that each student takes during their first 96 hours of enrollment. After the screeners are taken, the teacher and student determine which goals to focus on and an Individualized Learning Plan is created. Under each goal of the learning plan, there are three different objectives that are needed to meet each goal, each objective is labeled so that they can easily be tracked. The following data shows academic achievement thus far at the Pier facility through data trends throughout the 20/21 school year. The data includes enrollment and attendance per day, objectives and credits earned by students while in the Kent County Correctional Facility, two-way communications between staff and students, and baseline SRSS data (used to measure social-emotional well-being of the students).

Enrollment/Attendance

Category	Pier
Average School Days Enrolled	42.02
Average Daily Attendance (ADA)	37.73

Two-Way Communication week by week
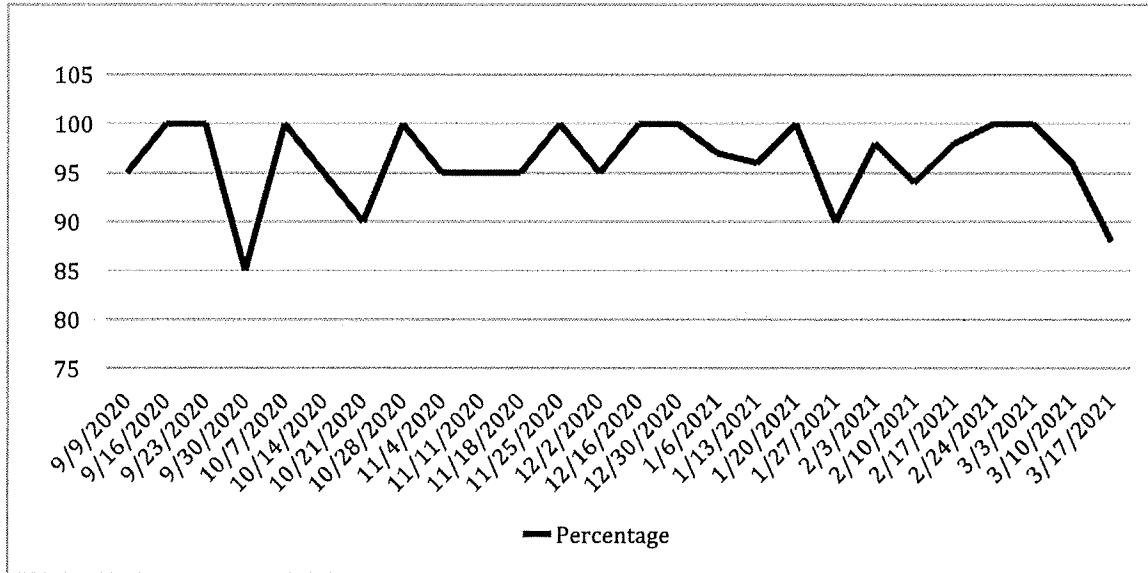
Short Term Objectives Met

96 Hour Objectives	584
Math Objectives	143
Reading Objectives	289
Total Objectives Earned	1016
Per Week	39.07

Credit Earned

Course	Credit Earned
ELA	14.5
Math	8
Science	12.5
SS	13.25
Other	16
Total	64.25

SRSS Data

The Student Risk Screening Scale (SRSS) is a universal screening tool used three times per year to identify students who may be at risk for challenging, antisocial behavior. SRSS was implemented in Fall 2020. The Waalkes and Pier teams focus on the students who are with the program 90 days or more and will be using this as baseline data in order to compare social emotional growth of the students. This data is extremely important as Lighthouse Academy is committed to the growth of the Whole Child.

District: Lighthouse Academy
School: Lighthouse Academy- Pier
School Year 2020-2021
Term: Fall

Grade Level	Behavior	Low	Moderate	High
9th	Externalizing	8	0	0
	Internalizing	8	0	0
10th	Externalizing	7	0	0
	Internalizing	7	0	0
11th	Externalizing	2	0	0
	Internalizing	2	0	0
12th	Externalizing	4	0	0
	Internalizing	4	0	0
School	Externalizing	21	0	0
	Internalizing	21	0	0

District: Lighthouse Academy
School: Lighthouse Academy- Pier
School Year 2020-2021
Term: Winter (only student in the facility 90 days or longer)

Grade Level	Behavior	Moderate	High
9th	Externalizing	20	0
	Internalizing	0	20
10th	Externalizing	7	0
	Internalizing	0	7
11th	Externalizing	4	0
	Internalizing	0	4
12th	Externalizing	1	0
	Internalizing	0	1
School	Externalizing	32	0
	Internalizing	0	32

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Version: Meets Legislative Requirements with Additional Recommendations

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

Date: 5/10/2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	On average students demonstrate gains between two consecutive MAP test sessions.
End of the Year Reading Goal	On average students demonstrate gains between two consecutive MAP test sessions.
Middle of the Year Mathematics Goal	On average students demonstrate gains between two consecutive MAP test sessions.
End of the Year Mathematics Goal	On average students demonstrate gains between two consecutive MAP test sessions.

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	N/A	N/A	N/A	N/A	N/A	N/A
Econ. Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A
English Learner	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity 1	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity 2	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity 3	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity 4	N/A	N/A	N/A	N/A	N/A	N/A
100% Remote*	N/A	N/A	N/A	N/A	N/A	N/A
Not 100% Remote*	N/A	N/A	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

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Version: Strict Adherence to Legislation
Goal Reporting
Required by February 1, 2021

School Name: Lighthouse Academy Waalkes   **Date: 5/10/2021**

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	On average students demonstrate gains between two consecutive MAP test sessions.
Middle of the Year Mathematics Goal	On average students demonstrate gains between two consecutive MAP test sessions.

| Growth on Benchmark Assessment	Reading Fall	Reading February	Growth	Math Fall	Math February	Growth
All Students	N/A	N/A	N/A	N/A	N/A	N/A
Achievement percentile on Benchmark Assessment	**Reading Fall**	**Reading February**	**Growth**	**Math Fall**	**Math February**	**Growth**
All Students	N/A	N/A	N/A	N/A	N/A	N/A

If no winter benchmark assessment is given, provide a full narrative detailing progress made on goals. Include student growth and achievement data.

Lighthouse Academy Waalkes is the school inside the Kent County Juvenile Detention Center and thus has a population that is extremely transient. In many cases, students are in and out of the facilities multiple times per year for very short durations of time usually less than 21 days. Due to the highly transient population, Lighthouse Waalkes has implemented a universal screening assessment system, in order to monitor standards mastered and to measure what a student knows upon entering the facility as well as where the student needs the most interventions. The screeners and interventions mostly happen during "Advisory Class". This class is set up in order to fill academic gaps in reading and mathematics, build academic vocabulary, and focus is on credit recovery. Advisory teachers identify deficiencies in reading and math by using assessments in both areas that each student takes during their first 96 hours of enrollment. After the screeners are taken, the teacher and student determine which goals to focus on and an Individualized Learning Plan is created. Under each goal of the learning plan, there are three different objectives that are needed to meet each goal, each objective is labeled so that they can easily be tracked. The following data shows academic achievement at the Waalkes facility through data trends throughout the 20/21 school year. The data includes enrollment and attendance per day, objectives and credits earned by students while in the Juvenile detention, two-way communications between staff and students, and baseline SRSS data (used to measure social-emotional well being of the students).

Enrollment/Attendance

Category	Waalkes
Average School Days Enrolled	45.08
Average Daily Attendance (ADA)	43.67

Two-Way Communication week by week
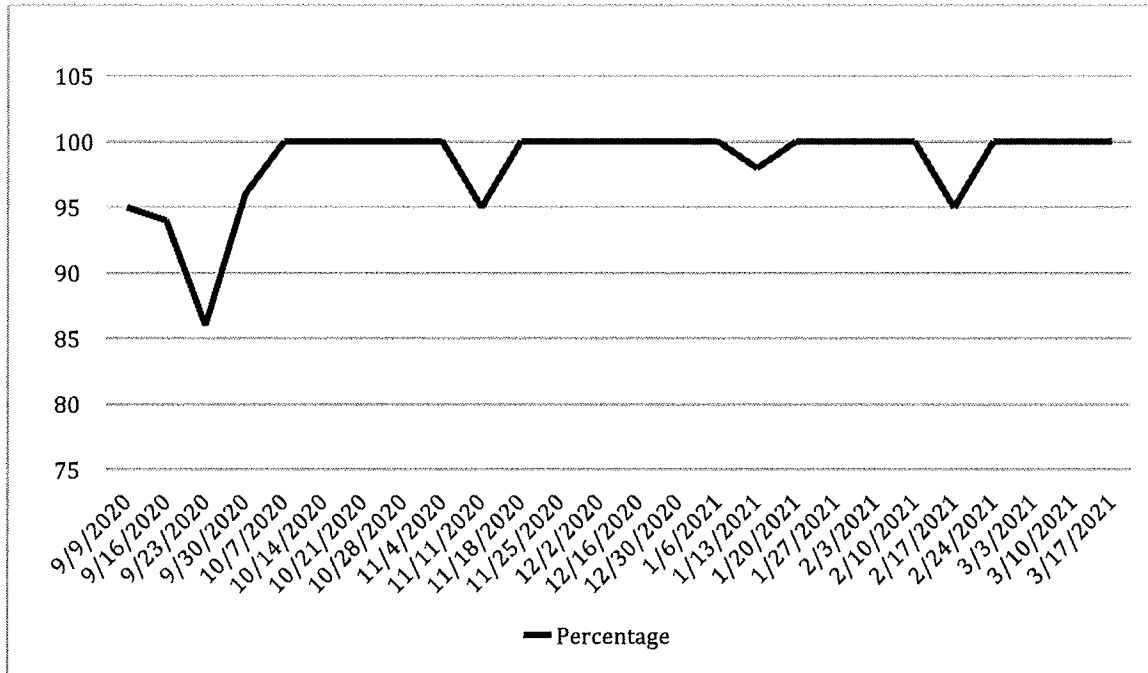
Short Term Objectives Met

96 Hour Objectives	536
Math Objectives	673
Reading Objectives	1588
Total Objectives Earned	2797
Per Week	107.57

Credit Earned

Course	Credit Earned
ELA	55.5
Math	45.25
Science	19.5
SS	23
PE/Other	31.75
Total	185

SRSS Data

     The Student Risk Screening Scale (SRSS) is a universal screening tool used three times per year to identify students who may be at risk for challenging, antisocial behavior. SRSS was implemented in Fall 2020. The Waalkes and Pier teams focus on the students who are with the program 90 days or more and will be using this as baseline data in order to compare social emotional growth of the students. This data is extremely important as Lighthouse Academy is committed to the growth of the Whole Child.

District: Lighthouse Academy
School: Lighthouse Academy- Waalkes
School Year 2020-2021
Term: Fall (all students for baseline data)

Grade Level	Behavior	Low	Moderate	High
9th	Externalizing	4	1	1
	Internalizing	3	1	2
10th	Externalizing	6	6	1
	Internalizing	6	1	6
11th	Externalizing	1	1	0
	Internalizing	2	0	0
School	Externalizing	11	8	8
	Internalizing	11	2	2

District: Lighthouse Academy
School: Lighthouse Academy- Waalkes
School Year 2020-2021
Term: Winter (Only students in the facility 90 days or more)

Grade Level	Behavior	Low	Moderate	High
9th	Internalizing	0	0	3
10th	Internalizing	1	0	2
11th	Internalizing	1	1	0
12th	Internalizing	0	0	1
School	Internalizing	2	1	6

*** Externalizing behaviors removed from discussion as these will not be seen in a Juvenile detention setting.

Extended COVID-19 Learning Plan
Version: Meets Legislative Requirements with Additional Recommendations

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

Date: 5/10/2021

Goal Category	Goal Related to Achievement or Growth on K - 8 Benchmarks
Middle of the Year Reading Goal	On average students demonstrate gains between two consecutive MAP test sessions.
End of the Year Reading Goal	On average students demonstrate gains between two consecutive MAP test sessions.
Middle of the Year Mathematics Goal	On average students demonstrate gains between two consecutive MAP test sessions.
End of the Year Mathematics Goal	On average students demonstrate gains between two consecutive MAP test sessions.

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	N/A	N/A	N/A	N/A	N/A	N/A
Econ. Disadvantaged	N/A	N/A	N/A	N/A	N/A	N/A
Special Education	N/A	N/A	N/A	N/A	N/A	N/A
English Learner	N/A	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity 1	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity 2	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity 3	N/A	N/A	N/A	N/A	N/A	N/A
Race/Ethnicity 4	N/A	N/A	N/A	N/A	N/A	N/A
100% Remote*	N/A	N/A	N/A	N/A	N/A	N/A
Not 100% Remote*	N/A	N/A	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