ACHIEVEMENT GAP REDUCTION PERFORMANCE OBJECTIVES AND SCHOOL BOARD REPORTING TEMPLATE

This document may be used to plan and maintain the Achievement Gap Reduction (AGR) contract application performance objectives for your school. **Contact application responses must be submitted to the Department of Public Instruction using the online AGR Five-Year Achievement Guarantee Contract Application form.** Retain this document for your records, possible inclusion in an annual evaluation of the AGR program, and to present information on the school's implementation of the contract requirements, its performance objectives, and its success in attaining the objectives to the school board at the end of every semester of the AGR contract. Wis. Stat. § 118.44(4)(d)

Prepare a description of the specific, measurable, and achievable performance objectives, including reducing the achievement gap in math and reading for the academic achievement of the pupils enrolled in each participating grade. Include a description of the formative and summative assessments that will be used to evaluate success in attaining these performance objectives for the pupils enrolled in the participating grades. Wis. Stat. § 118.44(4)(c)

Use the table below to plan the AGR contract application responses: **At the end of the semester, describe the following for the school board:**

Grade	Subject	Describe the baseline and growth the identified students will make for each grade K-3 in reading and mathematics	Describe the formative and summative assessments used to evaluate the identified students' success in attaining the stated performance objectives	Describe how the implemented strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) will aid in attaining the stated performance objectives	**At the end of the fall semester:** Describe the progress made on growth objectives the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals	**At the end of the spring semester:** Describe the progress made on growth objectives the identified students made for each grade K-3 in reading and mathematics including the number of students that met the goals	**At the end of each semester:** Describe which strategies to reduce the achievement gap (class size reduction, instructional coaching, or one-to-one tutoring) were implemented in each grade K-3.
K	Reading	The baseline data for students attending Unity Elementary in the fall of the 2017-2018 school year suggests that they will be entering the kindergarten level performing at the following levels on the PreK spring Phonological Awareness and Literacy Screening or PALS Assessment: Upper-Case Alphabet	Throughout the school year, the students will participate in formative and summative assessments connected to the growth performance objective on several levels. The first assessment that will be used to gauge the progress of the students is the Fountas and Pinnell Benchmark Assessment. The assessment will be utilized primarily as a formative tool, but	The primary strategy that will be implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy will aid in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to	As of the end of January, 49 out of 61, or 80% of students have already met or surpassed the alphabet goal (24/26 of both upper and lower) set forth in the beginning of the year. Also, 49 out of 61, or 80% of students have already met or surpassed the letter sound (20/26) goal set forth in the beginning of the year. If the growth continues at this pace, well beyond 85% of students will meet/surpass the goal for the year.	As of the end of May, 57 out of 63, or 90% of students have already met or surpassed the alphabet goal (24/26 of both upper and lower) set forth in the beginning of the year. Also, 59 out of 63, or 94% of students have already met or surpassed the letter sound (20/26) goal set forth in the beginning of the year. As such, the kindergarten students surpassed the goal of 85% proficiency in both categories. The Kindergarten teachers and students worked incredibly hard this year, and their hard work paid off. The support of the AGR Grant funds and the strategies used as a result of those funds were incredibly helpful in the process.	The primary strategy that has been implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy aids in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more opportunities are available

Template for Planning and School Use – Performance objectives are sent to DPI during the AGR contract application process. Report end-of-semester responses to the school board.

		Recognition-class average of 21 (expected spring developmental range of 12-21), Lower-Case Alphabet Recognition-class average of 18 (expected spring developmental range of 9-17), and Letter Sounds-class average of 13 (expected spring developmental range of 4-8). Based on that baseline data, the expected growth that the identified kindergarten students will make in reading will reflect the following identified Spring benchmarks for kindergarten students on the PALS Assessment: greater than 85% of kindergarten students will surpass the spring	will take on the summative form in the spring for the purposes of formally reporting student progress. The students will also experience the PALS assessment in the fall, winter, and spring. Based on their performance on the PALS assessment, students may also receive additional support from the RtI process, which would include additional formative assessments related to their identified intervention tool. In addition to the aforementioned accountability tools, students will uniformly be evaluated by resource-specific formative and summative assessments within the context of receiving core reading instruction.	utilize resources in a more effective manner, as more opportunities are available for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur with regard to the needs			for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur with regard to the needs of our student population, adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.

		PALS benchmark of 24 for upper and lower-case Alphabet Recognition, and greater that 85% of kindergarten students will surpass the spring PALS benchmark of 20 for Letter Sounds.		of our student population, adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.			
K	Mathematics	The baseline data for students attending Unity Elementary in the fall of the 2017-2018 school year suggests that they will be entering Kindergarten performing at the following level on the NWEA MAP Math Assessment: students entering Kindergarten nationally perform at a RIT score of 140.0. Due to District policy, the baseline data is based off of the national normative data. Therefore, based	The students will experience the NWEA MAP Math assessment in the fall, winter, and spring. The MAP Assessment will be used in both a formative and summative nature. Based on their performance on the MAP Assessment, students may also receive additional support from the RtI process, which would include additional formative assessments related to their identified intervention tool. In addition to the aforementioned accountability tools, students will	The primary strategy that will be implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy will aid in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more opportunities are available for students to engage in	As of the end of January, 16 out of 61, or 26% of students have already met or surpassed the math goal set forth in the beginning of the year. Currently, the class Mean RIT score is 149.6. If the growth continues at this pace, the score will come close to achieving the original goal of reaching a Mean RIT of 163. If they finish as such, they will surpass the national norm by 2-4 points.	As of the end of May, 38 out of 59, or 65% of students have met or surpassed the math goal set forth in the beginning of the year. Currently, the class Mean RIT score is 162.1. As such, kindergarten students were 1 points away from reaching a Mean RIT of 163. While this is not four points above the NWEA Spring benchmark of 159, the average still surpassed the national norm by 3 points. The support of the AGR Grant funds and the strategies used as a result of those funds were incredibly helpful in the process.	The primary strategy that has been implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy aids in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more opportunities are available for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with

		on that baseline data, the expected growth that the identified Kindergarten students will make in math will reflect the following identified Spring benchmark for Kindergarten students on the NWEA MAP Math Assessment: the class Mean RIT will surpass the Spring NWEA MAP benchmark of 159.1 (national normed average) by a minimum of 4 points.	uniformly be evaluated by resource-specific formative and summative assessments within the context of receiving core mathematics instruction.	learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur with regard to the needs of our student population, adjustments may be made to utilize the other strategies as they may have a more			more planning time for instruction and behavioral management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur with regard to the needs of our student population, adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.

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1	Reading	The baseline data for students attending Unity Elementary in the fall of the 2017-2018 school year suggests that they will be entering the 1st Grade performing at the following level on the NWEA MAP Reading Assessment: the class Mean RIT score was 159.1 (compared to the national average of 158.1) during the Spring of 2017. Based on that baseline data, the expected growth that the identified 1st Grade students will make in reading will reflect the following identified Spring benchmark for 1st Grade students on the NWEA MAP	Throughout the school year, the students will participate in formative and summative assessments connected to the growth performance objective on several levels. The first assessment that will be used to gauge the progress of the students is the Fountas and Pinnell Benchmark Assessment. The assessment will be utilized primarily as a formative tool, but will take on the summative form in the spring for the purposes of formally reporting student progress. The students will also experience the NWEA MAP Reading assessment in the fall, winter, and spring. Based on their performance on	The primary strategy that will be implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy will aid in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more opportunities are available for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral management	As of the end of January, 26 out of 52, or 50% of students have already met or surpassed the reading goal set forth in the beginning of the year. Currently, the class Mean RIT score is 173.8, which is a 14-point increase from their fall score of 159.1. If the growth continues at this pace, the score will surpass the original goal of reaching a Mean RIT of 177.5. If they finish as such, they will surpass the national norm by 7 or more points.	As of the end of May, 36 out of 51, or 71% of students have met or surpassed the reading goal set forth in the beginning of the year. Currently, the class Mean RIT score is 183.2, which is a 24-point increase from their fall score of 159.1. As such, the score surpassed the original goal of reaching a Mean RIT of 177.5 by nearly 6 points. The 1st Grade teachers and students worked incredibly hard this year, and their hard work paid off. The support of the AGR Grant funds and the strategies used as a result of those funds were incredibly helpful in the process.	The primary strategy that has been implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy aids in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more opportunities are available for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit

		Assessment: the class Mean RIT will surpass the Spring NWEA MAP benchmark of 177.5 (national normed average) by a minimum of 4 points.	the MAP Assessment, students may also receive additional support from the RtI process, which would include additional formative assessments related to their identified intervention tool. In addition to the aforementioned accountability tools, students will uniformly be evaluated by resource-specific formative and summative assessments within the context of receiving core reading instruction.	as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur with regard to the needs of our student population, adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.			classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur with regard to the needs of our student population, adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.
1	Mathematics	The baseline data for students attending Unity Elementary in the	The students will experience the NWEA MAP Math assessment in the	The primary strategy that will be implemented as a result of the AGR contract	As of the end of January, 24 out of 52, or 46% of students have already met or surpassed the math goal set forth in the	As of the end of May, 41 out of 51, or 80% of students have met or surpassed the math goal set forth in the beginning of the	The primary strategy that has been implemented as a result of the AGR contract and the resources that are

		fall of the 2017-2018 school year suggests that they will be entering the 1st Grade performing at the following level on the NWEA MAP Math Assessment: the class Mean RIT score was 161.0 (compared to the national average of 159.1) during the Spring of 2017. Based on that baseline data, the expected growth that the identified 1st Grade students will make in math will reflect the following identified Spring benchmark for 1st Grade students on the NWEA MAP Math Assessment: the class Mean RIT will surpass the Spring NWEA MAP benchmark of 180.8 (national normed average) by a minimum of	fall, winter, and spring. The MAP Assessment will be used in both a formative and summative nature. Based on their performance on the MAP Assessment, students may also receive additional support from the RtI process, which would include additional formative assessments related to their identified intervention tool. In addition to the aforementioned accountability tools, students will uniformly be evaluated by resource-specific formative and summative assessments within the context of receiving core mathematics instruction.	and the resources that are made available is class size reduction. This strategy will aid in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more opportunities are available for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer	beginning of the year. Currently, the class Mean RIT score is 177.8, which is a 16-point increase from their fall score of 161.1. If the growth continues at this pace, the score will surpass the original goal of reaching a Mean RIT of 185. If they finish as such, they will surpass the national norm by 6 points or more.	year. Currently, the class Mean RIT score is 189, which is a 28-point increase from their fall score of 161. As such, the score surpassed the original goal of reaching a Mean RIT of 177.5 by 9 points. The 1st Grade teachers and students worked incredibly hard this year, and their hard work paid off. The support of the AGR Grant funds and the strategies used as a result of those funds were incredibly helpful in the process.	made available is class size reduction. This strategy aids in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more opportunities are available for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement.

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2	Reading	The baseline data for students attending Unity Elementary in the fall of the 2017-2018 school year suggests that they will be entering the 2nd Grade performing at the following level on the NWEA	Throughout the school year, the students will participate in formative and summative assessments connected to the growth performance objective on several levels. The first assessment that will	The primary strategy that will be implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy will aid in attaining the stated performance objectives by allowing for more individualized	As of the end of January, 39 out of 67, or 58% of students have already met or surpassed the reading goal set forth in the beginning of the year. Currently, the class Mean RIT score is 189.1, which is a 3-point increase from their fall score of 186.3. If the growth continues at this pace, the score will surpass the original goal of reaching a Mean RIT of 188.7.	As of the end of May, 37 out of 66, or 56% of students have met or surpassed the reading goal set forth in the beginning of the year. Currently, the class Mean RIT score is 192.9, which is an almost 7-point increase from their fall score of 186.3. As such, the score surpassed the original goal of reaching a Mean RIT of 188.7 by 4 points, which means they met the original goal set	The primary strategy that has been implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy aids in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for

		MAP Reading Assessment: the class Mean RIT score was 186.3 (compared to the national average of 177.5) during the Spring of 2017. Based on that baseline data, the expected growth that the identified 2nd Grade students will make in reading will reflect the following identified Spring benchmark for 2nd Grade students on the NWEA MAP Assessment: the class Mean RIT will surpass the Spring NWEA MAP benchmark of 188.7 (national normed average) by a minimum of 4 points.	be used to gauge the progress of the students is the Fountas and Pinnell Benchmark Assessment. The assessment will be utilized primarily as a formative tool, but will take on the summative form in the spring for the purposes of formally reporting student progress. The students will also experience the NWEA MAP Reading assessment in the fall, winter, and spring. Based on their performance on the MAP Assessment, students may also receive additional support from the RtI process, which would include additional formative assessments related to their identified intervention tool. In addition to the aforementioned accountability tools, students will uniformly be evaluated by	instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more opportunities are available for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please	If they finish as such, they will surpass the national norm by 4 or more points.	forth in the fall. The 2nd Grade teachers and students worked incredibly hard this year, and their hard work paid off. The support of the AGR Grant funds and the strategies used as a result of those funds were incredibly helpful in the process.	meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more opportunities are available for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur with regard to

			resource-specific formative and summative assessments within the context of receiving core reading instruction.	note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur with regard to the needs of our student population, adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.			the needs of our student population, adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.
2	Mathematics	The baseline data for students attending Unity Elementary in the fall of the 2017-2018 school year suggests that they will be entering the 2nd Grade performing at the following level on the NWEA MAP Math Assessment: the class Mean RIT score was 190.6 (compared to the national average of 180.8) during the Spring of	The students will experience the NWEA MAP Math assessment in the fall, winter, and spring. The MAP Assessment will be used in both a formative and summative nature. Based on their performance on the MAP Assessment, students may also receive additional support from the RtI process, which would include additional formative assessments related	The primary strategy that will be implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy will aid in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction	As of the end of January, 31 out of 67, or 46% of students have already met or surpassed the math goal set forth in the beginning of the year. Currently, the class Mean RIT score is 190.6, which is the same as their fall score. Based on the assumed growth of 4 or more points, the score will surpass the original goal of reaching a Mean RIT of 192.1. If they finish as such, they will surpass the national norm by 4 or more points.	As of the end of May, 38 out of 68, or 56% of students have met or surpassed the math goal set forth in the beginning of the year. Currently, the class Mean RIT score is 196.1, which is a 6-point increase from their fall score of 190.1. As such, the score surpassed the original goal of reaching a Mean RIT of 188.7 by more than 4 points, which means they surpassed the original goal set forth in the fall. The 2nd Grade teachers and students worked incredibly hard this year, and their hard work paid off. The support of the AGR Grant funds and the strategies used as a result of those funds were incredibly helpful in the process.	The primary strategy that has been implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy aids in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more

		2017. Based on that baseline data, the expected growth that the identified 2nd Grade students will make in math will reflect the following identified Spring benchmark for 2nd Grade students on the NWEA MAP Math Assessment: the class Mean RIT will surpass the Spring NWEA MAP benchmark of 192.1 (national normed average) by a minimum of 4 points.	to their identified intervention tool. In addition to the aforementioned accountability tools, students will uniformly be evaluated by resource-specific formative and summative assessments within the context of receiving core mathematics instruction.	also allows educators to utilize resources in a more effective manner, as more opportunities are available for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur			opportunities are available for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur with regard to the needs of our student population, adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.

				with regard to the needs of our student population, adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.			
3	Reading	The baseline data for students attending Unity Elementary in the fall of the 2017-2018 school year suggests that they will be entering the 3rd Grade performing at the following level on the NWEA MAP Reading Assessment: the class Mean RIT score was 192.6 (compared to the national average of 188.7) during the Spring of 2017. Based on that baseline data, the expected growth that the identified 3rd Grade students will make in reading will	Throughout the school year, the students will participate in formative and summative assessments connected to the growth performance objective on several levels. The first assessment that will be used to gauge the progress of the students is the Fountas and Pinnell Benchmark Assessment. The assessment will be utilized primarily as a formative tool, but will take on the summative form in the spring for the purposes of formally reporting student progress. The students will also	The primary strategy that will be implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy will aid in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more opportunities are available for students to engage in learning activities and authentic, hands-on	As of the end of January, 17 out of 69, or 25% of students have already met or surpassed the reading goal set forth in the beginning of the year. Currently, the class Mean RIT score is 192.6, which is the same as the spring score. With an assumed yearly growth occurring, the score will surpass the original goal of reaching a Mean RIT of 198.6, and the 3rd grade will finish with a 202. If they finish as such, they will surpass the national norm.	As of the end of May, 27 out of 66, or 41% of students met or surpassed the reading goal set forth in the beginning of the year. Currently, the class Mean RIT score is 196.7, which is an almost 7-point increase from their fall score of 190. As such, the score just missed the original goal of reaching a Mean RIT of 198.6 by 1.3 points. We will continue to work on strengthening the strategies to continue to build on the success at the 3rd grade level. The support of the AGR Grant funds and the strategies used as a result of those funds were incredibly helpful in the process.	The primary strategy that has been implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy aids in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more opportunities are available for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral

		reflect the following identified Spring benchmark for 3rd Grade students on the NWEA MAP Assessment: the class Mean RIT will surpass the Spring NWEA MAP benchmark of 198.6 (national normed average) by a minimum of 4 points.	experience the NWEA MAP Reading assessment in the fall, winter, and spring. Based on their performance on the MAP Assessment, students may also receive additional support from the RtI process, which would include additional formative assessments related to their identified intervention tool. In addition to the aforementioned accountability tools, students will uniformly be evaluated by resource-specific formative and summative assessments within the context of receiving core reading instruction.	experiences. This strategy also provides teachers with more planning time for instruction and behavioral management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur with regard to the needs of our student population, adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student			management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur with regard to the needs of our student population, adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.

				achievement.			
3	Mathematics	The baseline data for students attending Unity Elementary in the fall of the 2017-2018 school year suggests that they will be entering the 3rd Grade performing at the following level on the NWEA MAP Math Assessment: the class Mean RIT score was 194.7 (compared to the national average of 192.1) during the Spring of 2017. Based on that baseline data, the expected growth that the identified 3rd Grade students will make in math will reflect the following identified Spring benchmark for 3rd Grade students on the NWEA MAP Math Assessment: the	The students will experience the NWEA MAP Math assessment in the fall, winter, and spring. The MAP Assessment will be used in both a formative and summative nature. Based on their performance on the MAP Assessment, students may also receive additional support from the RtI process, which would include additional formative assessments related to their identified intervention tool. In addition to the aforementioned accountability tools, students will uniformly be evaluated by resource-specific formative and summative assessments within the context of receiving core mathematics instruction.	The primary strategy that will be implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy will aid in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more opportunities are available for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral management as a result of planning for fewer students.	As of the end of January, 25 out of 69, or 36% of students have already met or surpassed the math goal set forth in the beginning of the year. Currently, the class Mean RIT score is 199, which is a 5-point increase from their fall score of 194. If the growth continues at this pace, the score will come close to achieving the original goal of reaching a Mean RIT of 203. If they finish as such, they will surpass the national norm by 2-4 points.	As of the end of May, 35 out of 68, or 52% of students met or surpassed the math goal set forth in the beginning of the year. Currently, the class Mean RIT score is 203.8, which is .4 points higher than the national norm of 203.4. We are examining our core curriculum resource and we will continue to work on strengthening the strategies to continue to build on the success at the 3rd grade level. This is higher growth than last year's 3rd grade students. As such, our curriculum changes appear to be working. The support of the AGR Grant funds and the strategies used as a result of those funds were incredibly helpful in the process.	The primary strategy that has been implemented as a result of the AGR contract and the resources that are made available is class size reduction. This strategy aids in attaining the stated performance objectives by allowing for more individualized instruction and personalized learning, and providing support for meaningful small group instruction from a differentiated instructional standpoint. Class size reduction also allows educators to utilize resources in a more effective manner, as more opportunities are available for students to engage in learning activities and authentic, hands-on experiences. This strategy also provides teachers with more planning time for instruction and behavioral management as a result of planning for fewer students. Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues

		class Mean RIT will surpass the Spring NWEA MAP benchmark of 203.4 (national normed average) by a minimum of 4 points.		Lastly, class size reduction directly correlates to promoting a positive and close-nit classroom community, which results in fewer behavioral issues occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur with regard to the needs of our student population, adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.			occurring during instruction and the impact that those behavioral issues can have on negatively effecting student achievement. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Depending on the overall impact and the changes that can occur with regard to the needs of our student population, adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.