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. <u>Wis. Stat. § 118.44(4)(d)</u>

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.
К	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

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

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

		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

 1			1			
	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	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	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 1 st 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.	and personalized learning, and providing support for meaningful small group
	will surpass the Spring NWEA		Lastly, class size reduction directly			behavioral issues occurring during instruction and the

		4 points.		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.			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.
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	be used to gauge the	instruction and	If they finish as such, they will	forth in the fall. The 2 nd Grade	meaningful small group
	Assessment: the	progress of the	personalized learning,	surpass the national norm by 4	teachers and students worked	instruction from a
	class Mean RIT	students is the	and providing support	or more points.	incredibly hard this year, and	differentiated instructional
	score was 186.3	Fountas and Pinnell	for meaningful small		their hard work paid off. The	standpoint. Class size
	(compared to the	Benchmark	group instruction from a		support of the AGR Grant funds	reduction also allows
	national average	Assessment. The	differentiated		and the strategies used as a result	educators to utilize
	of 177.5) during	assessment will be	instructional standpoint.		of those funds were incredibly	resources in a more
	the Spring of	utilized primarily as	Class size reduction		helpful in the process.	effective manner, as more
	2017. Based on	a formative tool, but	also allows educators to			opportunities are available
	that baseline data,	will take on the	utilize resources in a			for students to engage in
	the expected	summative form in	more effective manner,			learning activities and
	growth that the	the spring for the	as more opportunities			authentic, hands-on
	identified 2nd	purposes of formally	are available for			experiences. This strategy
	Grade students	reporting student	students to engage in			also provides teachers with
	will make in	progress. The	learning activities and			more planning time for
	reading will	students will also	authentic, hands-on			instruction and behavioral
	reflect the	experience the	experiences. This			management as a result of
	following	NWEA MAP	strategy also provides			planning for fewer
	identified Spring	Reading assessment	teachers with more			students. Lastly, class size
	benchmark for	in the fall, winter,	planning time for			reduction directly
	2nd Grade	and spring. Based on	instruction and			correlates to promoting a
	students on the	their performance on	behavioral management			positive and close-nit
	NWEA MAP	the MAP	as a result of planning			classroom community,
	Assessment: the	Assessment, students	for fewer students.			which results in fewer
	class Mean RIT	may also receive	Lastly, class size			behavioral issues occurring
	will surpass the	additional support	reduction directly			during instruction and the
	Spring NWEA	from the RtI process,	correlates to promoting			impact that those
	MAP benchmark	which would include	a positive and close-nit			behavioral issues can have
	of 188.7 (national	additional formative	classroom community,			on negatively effecting
	normed average)	assessments related	which results in fewer			student achievement.
	by a minimum of	to their identified	behavioral issues			Please note that as we
	4 points.	intervention tool. In	occurring during			move forward, we will
		addition to the	instruction and the			continue to evaluate the
		aforementioned	impact that those			impact of this strategy on
		accountability tools,	behavioral issues can			student achievement.
		students will	have on negatively			Depending on the overall
		uniformly be	effecting student			impact and the changes that
		evaluated by	achievement. Please			can occur with regard to
	l	l	1			

			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	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	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.	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 2 nd 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	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

		to their identified	also allows educators to		opportunities are available
	· · ·	intervention tool. In	utilize resources in a		for students to engage in
	1	addition to the	more effective manner,		learning activities and
Ŭ		aforementioned	as more opportunities		authentic, hands-on
ider	ntified 2nd	accountability tools,	are available for		experiences. This strategy
Gra	ade students	students will	students to engage in		also provides teachers with
will	l make in math	uniformly be	learning activities and		more planning time for
will	l reflect the	evaluated by	authentic, hands-on		instruction and behavioral
folle	lowing	resource-specific	experiences. This		management as a result of
ider	ntified Spring	formative and	strategy also provides		planning for fewer students.
ben	nchmark for	summative	teachers with more		Lastly, class size reduction
2nd	d Grade	assessments within	planning time for		directly correlates to
stuc	dents on the	the context of	instruction and		promoting a positive and
NW	VEA MAP	receiving core	behavioral management		close-nit classroom
Mat	ıth	mathematics	as a result of planning		community, which results in
Ass	sessment: the	instruction.	for fewer students.		fewer behavioral issues
clas	ss Mean RIT		Lastly, class size		occurring during instruction
will	l surpass the		reduction directly		and the impact that those
	ring NWEA		correlates to promoting		behavioral issues can have
MA	AP benchmark		a positive and close-nit		on negatively effecting
of 1	192.1 (national		classroom community,		student achievement. Please
norr	med average)		which results in fewer		note that as we move
by a	a minimum of		behavioral issues		forward, we will continue to
4 pc	oints.		occurring during		evaluate the impact of this
			instruction and the		strategy on student
			impact that those		achievement. Depending on
			behavioral issues can		the overall impact and the
			have on negatively		changes that can occur with
			effecting student		regard to the needs of our
			achievement. Please		student population,
			note that as we move		adjustments may be made to
			forward, we will		utilize the other strategies as
			continue to evaluate the		they may have a more direct
			impact of this strategy		impact on improving student
			on student achievement.		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.			
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	implemented as a result of the AGR contract and the resources that are made available is class size reduction.	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 3 rd grade will finish with a 202. If they finish as such, they will surpass the	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 3 rd 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

				1
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		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.
	receiving core	on student achievement. Depending on the overall impact and the changes that can occur with regard to the needs		

				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.	of the AGR contract and the resources that are made available is class size reduction. This strategy will aid in attaining the stated	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.	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 3 rd grade level. This is higher growth than	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

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