

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\(4\)\(d\)](#)

*Note – Unity Elementary School Changed Formative and Summative Growth Goals and Assessments in October of 2019 to utilize Common Formative Assessment protocols developed off the Wisconsin State Standards, Fountas and Pinell Testing, AimsWeb, and the use of the STAR reading, mathematics and early literacy test protocol. Goals are adjusted and reflected below.

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 shows that 52.0% of students entered at proficient or above on the STAR Early Literacy Assessment. Our identified goal is 74% of students will end the year	Throughout the school year, students will take a series of common formative assessments created by the grade level team based on the WI State Standards. Additionally, they will be formatively assessed through Fountas and Pinell, as well as Aims-Web assessment for students below proficiency. Students will be assessed with our STAR assessment 3 times a year for their summative	The primary strategy that will be implemented 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. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Adjustments may be	Students in grade K are making progress towards this goal on their common formative assessments. According to our tracking of these standards, and our progress monitoring results, 40 of 72 students, or 55.6% are proficient or above.	Students in grade K scored at 66% proficiency on STAR Early Literacy Exams. Or 48 out of 72 students.	Class Size Reduction Strategy Used.

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.

		at proficient or above.	assessment to determine final growth points.	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 shows that 52.0% of students entered at proficient or above on the STAR Early Literacy Assessment (which includes mathematics). Our identified goal is 74% of students will end the year at proficient or above.	Throughout the school year, students will take a series of common formative assessments created by the grade level team based on the WI State Standards. Students will be assessed with our STAR assessment 3 times a year for their summative assessment to determine final growth points.	The primary strategy that will be implemented 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. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.	Students in grade K are making progress towards this goal on their common formative assessments. According to our tracking of these standards, and our progress monitoring results, 40 of 72 students, or 55.6% are proficient or above.	Students in Grade K scored at 66% on STAR early literacy exams. Or 48 out of 72 students.	Class Size Reduction Strategy Used.
1	Reading	The baseline data for students attending Unity Elementary in the fall of the 2017-2018 school year shows that 46.5% of students entered at proficient or	Throughout the school year, students will take a series of common formative assessments created by the grade level team based on the WI State Standards. Additionally, they will be formatively assessed through Fountas and Pinell, as	The primary strategy that will be implemented 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	Students in Grade 1 are currently at 52.0% proficient or above in STAR testing. This equates to 27 out of 52 students tested thus far. *It should be noted many students transitioned from Early Literacy to Full Reading Assessment – growth is occurring at a significant rate.	Students in Grade 1 scored at 78% proficiency on STAR Reading Exams. Or 48 out of 62 students.	Class Size Reduction Strategy Used.

		above on the STAR Reading and Early Literacy Assessment. Our identified goal is 75.0% of students end the year at proficient or above.	well as Aims-Web assessment for students below proficiency. Students will be assessed with our STAR assessment 3 times a year for their summative assessment to determine final growth points.	from a differentiated instructional standpoint. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. 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 fall of the 2017-2018 school year shows that 32.9% of students entered at proficient or above on the STAR Mathematics Assessment. Our identified goal is 69% of students will end the year at proficient or above.	Throughout the school year, students will take a series of common formative assessments created by the grade level team based on the WI State Standards. Students will be assessed with our STAR assessment 3 times a year for their summative assessment to determine final growth points.	The primary strategy that will be implemented 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. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.	Students in Grade 1 are currently at 39% proficient or above in STAR testing. This equates to 25 out of 64 students tested thus far. *It should be noted this reflects a greater amount of mathematical growth percentage wise than reading, though the early lit to reading transition is difficult to compare.	Students in Grade 1 scored at 70% on STAR Mathematics exams. Or 43 out of 62 students.	Class Size Reduction Strategy Used.
2	Reading	The baseline data for students attending Unity	Throughout the school year, students will take a series of common formative	The primary strategy that will be implemented is class size reduction. This strategy will aid in	Students in Grade 2 are currently at 64.3% proficient or above in STAR testing. *It should be noted students are at mid-point of testing	Students in Grade 2 scored at 70% on STAR Literacy exams. Or 31 out of 44 students.	Class Size Reduction Strategy Used.

		Elementary in the fall of the 2017-2018 school year shows that 48.0% of students entered at proficient or above on the STAR Reading Assessment. Our identified goal is 71% of students will end the year at proficient or above.	assessments created by the grade level team based on the WI State Standards. Additionally, they will be formatively assessed through Fountas and Pinell, as well as Aims-Web assessment for students below proficiency. Students will be assessed with our STAR assessment 3 times a year for their summative assessment to determine final growth points.	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. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.	process as of time of this report. This represents just 28 students – 18 of 28 proficient thus far. Students in Grade 2 have met end of year goals earlier this fall on our formative assessments and progress monitoring STAR tests however.		
2	Mathematics	The baseline data for students attending Unity Elementary in the fall of the 2017-2018 school year shows that 48.0% of students entered at proficient or above on the STAR Mathematics Assessment. Our identified goal is 75.0% of students end the year at proficient or above.	Throughout the school year, students will take a series of common formative assessments created by the grade level team based on the WI State Standards. Students will be assessed with our STAR assessment 3 times a year for their summative assessment to determine final growth points.	The primary strategy that will be implemented 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. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Adjustments may be made to utilize the other strategies as they may have a more direct impact	Students in Grade 2 are currently at 57% proficient or above in STAR testing. Students in Grade 2 have met end of year goals earlier this fall on our formative assessments and progress monitoring STAR tests however.	Students in Grade 2 scored at 69% on STAR mathematics exams. Or out of 30 44 students.	Class Size Reduction Strategy Used.

				on improving student achievement.			
3	Reading	The baseline data for students attending Unity Elementary in the fall of the 2017-2018 school year shows that 42.3% of students entered at proficient or above on the STAR Reading Assessment. Our identified goal is 71.0% of students end the year at proficient or above.	Throughout the school year, students will take a series of common formative assessments created by the grade level team based on the WI State Standards. Additionally, they will be formatively assessed through Fountas and Pinell, as well as Aims-Web assessment for students below proficiency. Students will be assessed with our STAR assessment 3 times a year for their summative assessment to determine final growth points.	The primary strategy that will be implemented 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. Please note that as we move forward, we will continue to evaluate the impact of this strategy on student achievement. Adjustments may be made to utilize the other strategies as they may have a more direct impact on improving student achievement.	Students in Grade 3 are currently at 49.3% proficient or above in STAR testing. This equates to 33 out of 67 students tested thus far. This represents a 7% growth in half of a year – a significant accomplishment.	Students in Grade 3 scored at 48% on STAR Literacy exams. Or 30 out of 63 students.	Class Size Reduction Strategy Used.
3	Mathematics	The baseline data for students attending Unity Elementary in the fall of the 2017-2018 school year shows that 57.0% of students entered at proficient or above on the STAR Mathematics	Throughout the school year, students will take a series of common formative assessments created by the grade level team based on the WI State Standards. Students will be assessed with our STAR assessment 3 times a year for their summative assessment to	The primary strategy that will be implemented 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. Please note that as we	Students in Grade 3 are currently at 58.2% proficient or above in STAR testing. This equates to 39 out of 67 students tested thus far. This represents a 1.2% growth in half of a year. We are assessing an addition of additional mathematics interventions. In grade 4 and grade 1 our two highest need groups we started an interventionist pull out system in mathematics. Both groups are seeing gains.	Students in grade 3 scored at 58% on STAR mathematics exams. Or 37 out of 63 students.	Class Size Reduction Strategy Used.

		Assessment. Our identified goal is 79% of students end the year at proficient or above.	determine final growth points.	move forward, we will continue to evaluate the impact of this strategy on student achievement. 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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