

**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.	<b>At the end of the fall semester:</b> 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.	<b>At the end of the spring semester:</b> 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.	<b>At the end of each semester:</b> 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.	<b>Response to COVID-19</b> Kindergarten teachers communicated with families through SeeSaw and email. They provided parents with daily lessons and interactions in math and ELA. They also prepared packets that were delivered to each student weekly. These packets contained paper/pencil tasks as well as books for the children. We were unable to perform the PALS assessment and the Number Development Assessment in the spring assessment window. For validity, each of these tests needs to be performed in person one teacher, one student.
W1	Reading	68% of students made the Fall benchmark for word recognition in isolation on the PALS assessment of recognizing 10 preprimer words.  80% of students will make the spring benchmark for word recognition in isolation on the PALS assessment of recognizing 15 first grade words.	Formative and summative assessments include the optional winter PALS assessment, along with bi-weekly quick checks and daily work in Jolly Phonics and Journeys curriculum.	One to one tutoring and instructional coaching will be utilized to aid in attain our performance objective through the collaborative Rtl process with tiered supports.	58% of students made the Winter benchmark for word recognition in isolation on the PALS assessment of recognizing 19 preprimer words, 15 primer words, and 7 first grade words.		One to one tutoring and instructional coaching will be utilized to aid in attain our performance objective through the collaborative Rtl process with tiered supports.	
1	Mathematics	8% of first grade students made the End of Year benchmark on the district Number	Formative and summative assessments include the Number Development	One to one tutoring and instructional coaching will be utilized to aid in attain our performance objective through the collaborative	40% of first grade students made the End of Year benchmark on the district Number Development Assessment.		One to one tutoring and instructional coaching will be utilized to aid in attain our performance	

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		Development Assessment.  80% of first grade students will make the End of Year on the district Number Development Assessment	Assessment, weekly and unit assessments from within and Math Expressions Curriculum and daily number development practice.	Rtl process with tiered supports.			objective through the collaborative Rtl process with tiered supports.	STAR math and STAR reading would not have been accurate completed at home as we would not know who was helping or whether or not they were in an appropriate environment.
2	Reading	43% of second grade students were at or above grade level equivalent on the STAR Reading Assessment during the fall testing period.  85% of second grade students will improve eighty (80) points within the scaled score of the STAR Reading Assessment.	Formative and summative assessments include the STAR reading assessment, along with bi-weekly quick checks and daily work in Journeys curriculum.	One to one tutoring and instructional coaching will be utilized to aid in attain our performance objective through the collaborative Rtl process with tiered supports.	52% of second grade students were at or above grade level equivalent on the STAR Reading Assessment during the winter testing period.  54% of second grade students have already improved their scaled score by eighty (80) points on the STAR Reading Assessment.		One to one tutoring and instructional coaching will be utilized to aid in attain our performance objective through the collaborative Rtl process with tiered supports.	
2	Mathematics	60% of second grade students were at or above grade level equivalent on the STAR Math Assessment during the fall testing period.  85% of second grade students will improve eighty (80) points within the scaled score of the STAR Math Assessment.	Formative and summative assessments include STAR math assessment, weekly and unit assessments from within and Math Expressions Curriculum and daily number development practice.	One to one tutoring and instructional coaching will be utilized to aid in attain our performance objective through the collaborative Rtl process with tiered supports.	69% of second grade students were at or above grade level equivalent on the STAR Math Assessment during the winter testing period.  35% of second grade students have already improved their scaled score by 80 points on the STAR math Assessment.		One to one tutoring and instructional coaching will be utilized to aid in attain our performance objective through the collaborative Rtl process with tiered supports.	
3	Reading	75% of third grade students were at or above grade level	Formative and summative assessments include	One to one tutoring and instructional coaching will be utilized to aid in attain	77% of third grade students were at or above grade level equivalent on		One to one tutoring and instructional coaching will be	

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		<p>equivalent on the STAR Reading Assessment during the fall testing period.</p> <p>85% of third grade students will improve fifty to one hundred (50-100) points within the scaled score of the STAR Reading Assessment.</p>	<p>the optional winter STAR Reading assessment, along with bi-weekly quick checks and daily work in Journeys curriculum.</p>	<p>our performance objective through the collaborative Rtl process with tiered supports.</p>	<p>the STAR Reading Assessment during the winter testing period.</p> <p>57% of third grade students have already improved their scaled score by fifty to one hundred (50-100) points on the STAR Reading Assessment.</p>		<p>utilized to aid in attain our performance objective through the collaborative Rtl process with tiered supports.</p>	
3	Mathematics	<p>77% of third grade students were at or above grade level equivalent on the STAR Math Assessment during the fall testing period.</p> <p>85% of third grade students will improve fifty to one hundred (50-100) points within the scaled score of the STAR Math Assessment.</p>	<p>Formative and summative assessments include STAR math assessment, weekly and unit assessments from within and Math Expressions Curriculum and daily number development practice.</p>	<p>One to one tutoring and instructional coaching will be utilized to aid in attain our performance objective through the collaborative Rtl process with tiered supports.</p>	<p>80% of third grade students were at or above grade level equivalent on the STAR Math Assessment during the winter testing period.</p> <p>50% of third grade students have already improved their scaled score fifty to one hundred (50-100) points on the STAR Math Assessment.</p>		<p>One to one tutoring and instructional coaching will be utilized to aid in attain our performance objective through the collaborative Rtl process with tiered supports.</p>	