

ACHIEVEMENT GAP REDUCTION PERFORMANCE OBJECTIVES AND SCHOOL BOARD
Report for Cochrane – Fountain City Elementary School 2022-23

Use the table below to plan the AGR contract application responses:

At the end of the semester, describe the following for C-FC school board:

Subject	Describe the baseline and growth the identified students will make for each grade K-3 in reading and mathematics. <u>PALS and MAPS Fall Results</u>	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. 2/7/2023	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 32/32 Students screened with PALS. 2 possibly needing assistance	PALS – Phenetic Awareness Literacy Screener	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist to assist students.	NA	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist to assist students.	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students.
K	Mathematics No Fall Math Screener	MAPS – Measure of Academic Progress in Students	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students.	Winter MAPS Scores 6% Lo, 9% Lo Avg, 31% Avg, 22% High Avg, 31% High	Winter MAPS is the first Math Assessment	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students.
1	Reading 18% Lo, 5% Lo Avg, 33% Avg, 28% High Avg, 15% High 38/38 Students screened with PALS. 4 possibly needing assistance	MAPS and PALS	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students	18% Lo, 21% Lo Avg, 15% Avg, 23 % High Avg, 23% High		Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students.

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.

1	Mathematics	13% Lo, 5% Lo Avg, 26% Avg, 31% High Avg, 26% High	MAPS	Class Size of less than 18:1 Allows the ability to build a rapport with a small group of students. We utilize an interventionist to assist students.	10% Lo, 23% Lo Avg, 31% Avg, 18% High Avg, 18% High	Class Size of less than 18:1 Allows the ability to build a rapport with a small group of students. We utilize an interventionist for students.
2	Reading	41/41 Students screened with PALS. 8 Students identified for possibly needing assistance 24% Lo, 29% Lo Avg, 17% Avg, 12% High Avg, 19% High	MAPS and PALS	Class Size of less than 18:1 Allows the ability to build a rapport with a small group of students. We utilize an interventionist to assist students.	No PALS mid-year 18% Lo, 18% Lo Avg, 28% Avg, 15 % High Avg, 23% High	Class Size of less than 18:1 Allows the ability to build a rapport with a small group of students. We utilize an interventionist for students.
2	Mathematics	10% Lo, 5% Lo Avg, 26% Avg, 38% High Avg, 21% High	MAPS	Class Size of less than 18:1 Allows the ability to build a rapport with a small group of students. We utilize an interventionist to assist students.	8% Lo, 13% Lo Avg, 35% Avg, 30% High Avg, 15% High	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist for students.
3	Reading	6% Lo, 3% Lo Avg, 19% Avg, 28% High Avg, 44% High	MAPS	Class Size of less than 18:1 Allows the ability to build a rapport with a small group of students. We utilize an interventionist to assist students.	1% Lo, 6 % Lo Avg, 26% Avg, 32% High Avg, 32 % High	Class Size of less than 18:1 Allows the teacher the ability to build a rapport with a small group of students. We utilize an interventionist for students.
3	Mathematics	0% Lo, 19% Lo Avg, 25% Avg, 41% High Avg, 16% High	MAPS	Class Size of less than 18:1	3% Lo, 10% Lo Avg, 19% Avg, 52 % High Avg, 16% High	Class Size of less than 18:1

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