SHEBOYGAN AREA
SCHOOL DISTRICT

NOTE: This meeting will be held in the Board Room.

**Starting/ending times may vary*

Tuesday, June 8, 2021
Starting Time: 6:00 – 6:30 p.m.*
CHAIR: Mr. Whelton
MEMBERS: Mr. Burg, Vice Chair
Ms. Robbins
Ms. Versey
(a quorum of the Board may be present)

Please note that due to the precautions recommended during the current COVID-19 health emergency, some Board members may be participating in this Board meeting via teleconference or other remote access technology. Members of the public who attend the meeting will be able to hear any open session dialogue between such members and the Board members present in the Board Room. In addition, in the interest of social distancing recommended by health officials as well as the governmental limits on the size of gatherings, the District is offering audio and video access to the meeting via phone connection by calling 1-320-803-0098 with access code 640 958 459# or meet.google.com/fst-psmi-jse at the scheduled meeting time. (Please be aware that a Google account is needed in order to access the meeting from this link.)

REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE
AGENDA

7 Min. 1. **2021 SUMMER SCHOOL RECOMMENDATION – Mr. Jacob Konrath/Mr. Joshua Kestell** (Information/Possible Action)

The administration will present the proposed course offerings and discuss the changes for the 2021 summer school program.

3 Min. 2. **ADOPTION OF TEXTBOOKS/INSTRUCTIONAL MATERIALS – Mr. Jacob Konrath/ Mr. Jim Renzelmann** (Discussion/Possible Action)

The administration recommends adoption of textbooks/instructional materials for the following course:

- Social Studies – Grade 6

10 min. 3. **SOCIAL AND EMOTIONAL LEARNING UPDATE –Mr. Jacob Konrath/Ms. Kathy Hoppe** (Information/Discussion)

The administration will present the information from the social and emotional student survey.

10 Min. 4. **ACHIEVEMENT GAP REDUCTION GOAL UPDATE – Mr. Jacob Konrath** (Information/Discussion)

The administration will provide an update regarding the Achievement Gap Reduction (AGR) goals at Grant, Jefferson, Longfellow and Sheridan Elementary Schools.

Sheboygan Area School District
Summer School Program

2017 Summer School

2,452 **SASD Students Attended One or More Classes**
46 **Non-Resident Students Attended One or More Classes**

2018 Summer School

2,328 **SASD Students Attended One or More Classes**
48 **Non-Resident Students Attended One or More Classes**

2019 Summer School

2,518 **SASD Students Attended One or More Classes**
66 **Non-Resident Students Attended One or More Classes**

2020 Summer School

1455 **SASD Students Attended One or More Classes**
45 **Non-Resident Students Attended One or More Classes**

2021 Summer School

To be Offered at:

Early Learning Center **10 Elementary Schools**
3 Middle Schools **3 High Schools**

Dates: 6/17/21 – 8/20/21

Sheboygan Area School District
Summer School Program

What's New for the Summer of 2021

New Enrichment Courses

Transition back to Pigeon River Elementary and New Site Cooper Elementary

Partnership with Community Recreation and the Boys and Girls Club to provide all-day programming for elementary students

New Classes for Music Programming

ASPIRE program at North High

Virtual Options for Elementary and Middle school students

2021 Summer School Course Recommendations

2019/2020 Classes	2021 Recommendations
Tyke Tyme Jr. (gr 4K) Offered at ELC and Cleveland Elementary	Continue to offer
Tyke Tyme (gr K & 1) Offered at Jackson, Madison, Grant, Lincoln Erdman, Cleveland, Pigeon River and Wilson	Continue to offer
Elementary Enrichments No Bake Cooking, Rocketry and Flight, Art "Astic", Geocaching I and 2, Elementary Beginning Chinese	Continue to offer
Summer Adventures (gr 1-9) Offered at Lincoln-Erdman, Longfellow, Jefferson, Cooper, Grant, James Madison, Jackson, Cleveland, Horace Mann, Farnsworth, North High, South High **In-Person Offerings:** *A Day at the Farm*, Art Camp 1, *Bags Tags and Boxes...Oh My!*, Basketball Skills and Drills, Be Dazzling, *Be Your Selfie*, Beach Volleyball, *Beads Beads Beads*, Build a Fairy Garden, *Cement Pavers, Chalk Art Class*, *Cheer*, Chess, Coding Club, Construction, Creative Movement, Creative Problem Solving STEM, Dance, Dodgeball Days, Don't Bug Me, Eric Carle, Exploring World Drumming, Fancy Nancy, Favorite Storybook Characters, Fishing, Garden Club, Green Thumb, Groovy Games and Gadgets, Gross Science, Hip Hop Dance, Indoor Soccer, *Junk Journals,* Kickball, Kids Yoga, Lego Coding, Mad Scientist, Mushy Gushy Sticky Icky Smelly, Origami, Playground Games, Recycled Art, Rock Painting, Runners Club, Sand Castle Building, Sheboygan Ninja Club, Slime, Soccer, Sports of All Sorts, *Staining and Stenciling, Star Wars*, *Strength Speed & Agility, Tin Box Scrapbooking,* Tournament Chess, Unicorns, Wacky Wisconsin, Wild Safari **Virtual Offerings:** *Comics are Life!, Fun with Fabric, Harry Potter, Marshmallow Madness, Mo Willems, Olympics!, Paper Plate Art, Penguin Party, Random Acts of Kindness, Super Sleuth Breakout Online Escape Room*	Continue to offer *New additions in italics*
Middle School Enrichments (gr 6-8) **In-Person Offerings:** *Bag, Tags & Boxes,* Be Dazzling Beginning Chinese, Beach Volleyball, *Cement Pavers,* Chess, Coding Club, Creative Problem Solving STEM, Dodgeball Days, *E-Sports ,* Geocaching, Gross Science, Indoor Soccer, *Junk Journals,* Kickball, Let's Cook, *Live Forever Project,* MS/HS Chinese, MS Strength, Speed and Agility, Playground Games, Rocketry and Flight, Runners Club, Sheboygan Ninja Club, Sports of all Sorts, *Staining and Stenciling, Star Wars,* String Art, *Summer Bakeshop,,* Tournament Chess (3-8) **Virtual Offerings:** *Comics are Life!, Super Sleuth Breakout - Online Escape Room*	Continue to offer *New additions in italics*

Music Offerings ● *Summer Glee (gr 6-8)* ● *MS Beginning Orchestra (6-8)* ● *MS Beginning Band (6-8)* ● *MS Orchestra Refresher (6-8)* ● *MS Band Refresher (6-8)* ● *MS Choir Boot Camp (6-8)* ● MS Jazz Band (8-11) ● MS Concert Band (7-8) ● MS Concert Orchestra (6-8) **Transition to Middle School** ● *5th - 6th/7th Grade Jumpstart held at Farnsworth, Urban, and Horace Mann*	*New additions in italics*
High School Enrichments ● Geocaching (3-9) ● Raider and Redwing Fitness, Speed and Conditioning (9-12) ● Swim Club (gr 9-12) ● Summer Art Enrichment (gr 6-12) ● High School Jazz (gr 9-12) ● MS/HS Chinese (6-12) ● Successful Transition to North or South High School (gr 9) ● *Summer Bakeshop (gr 9 - 12)* ● *International Culinary Camp (gr 9 - 12)*	Continue to offer *New additions in italics*
SS Aquatics	Continue to offer
Academic Programming	
Grades Pre-K-5 ● Reading and Math at Grant, Jackson, James Madison, Cooper, and Pigeon River ● Special Ed and EL Support ● August Building Based Booster Programs Boosters ○ Grant, Jackson, Jefferson, Longfellow, Sheridan **Middle School** ● Lang Arts/Reading/Math 7th & 8th ● Special Ed and EL Support	Continue to offer
High School Credit Recovery ● English 9 (2 sessions) ● English 10 (2 sessions) ● English 11 (2 sessions) ● Afro Asian/World History ● U.S. History ● Phy Ed ● Biology (2 sessions) ● Algebra (2 sessions) ● Descriptive Chemistry/Chemistry	Continue to offer

Central High School ● Computer-based courses that would fulfill any of the district requirements ● Flexible schedule ● Students can also enroll in both South High and Central High summer school programs if there are multiple courses to make up.	Continue to offer for all H.S. at-risk students
Jailbound Programming	Continue to offer
English Learner Programming ● Gr 9-12	Continue to offer
Special Education Programming ● IDS Gr 1-5 ● IDS Gr 6-8 ● IDS Gr 9-12 ● ESY ● SPARKS (gr K-5) ● *ASPIRE Transitions Programming for 18-21 y/o*	Continue to offer *New additions in italics*
George Warriner On-Line Classes English: ● Freshman English, Sophomore English, Junior English, Senior English ● Honors Junior English, Honors Senior English Math: ● Algebra 1, Algebra 2, Geometry 1, Geometry 2, Advanced Algebra 1, Advanced Algebra 2 ● Personal Finance is new Social Studies: ● U.S. History 1, U.S. History 2 ● Personal Psychology 1, Personal Psychology 2 ● World History 1, World History 2 Science: ● Forensic Science 1: Secrets of the Dead, Forensic Science 2: More Secrets of the Dead ● Biology 1, Biology 2 ● Biotechnology: Unlocking the Secrets of Nature	Continue to offer

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Adoption of a 6th Grade Social Studies Textbook/ On

Date: 6/8/21

Prepared by: Jim Renzelmann

Recommended action:

Information only

Presentation/discussion

x **Discussion/action by committee**

Discussion/action by Board of Education

Presentation/action next meeting

Purpose:

Administration will propose the purchase of a six-year license for the Houghton Mifflin Harcourt Western World Geography text and online resource bundle.

How does this relate to the Principals of Equity:

Principals 4 and 5 state that the Sheboygan Area School District will provide a "rigorous and identity-relevant curriculum" with instruction that is delivered in a collaborative, "flexible learning environment". Many of our 6th grade teachers teach Social Studies in addition to another core subject area and a common text will provide a core foundation of content aimed at reaching a guaranteed and viable curriculum. In addition, the online resources and digital text will allow for collaboration among staff and provide options for flexible learning environments.

Recommendation:

The 6th grade team recommends the adoption of this textbook series beginning with the 2021-22 school year. This text and online resources meet our needs in all areas to the full extent with the exception of Readability. Since this textbook is designed to be used in any grade, sixth through eighth, it is may

provide some challenge for the range of readers in sixth grade. However, the online resources will provide ample scaffolding to allow students to access the content regardless of their current reading level.

The breadth of content in the text and online resources will provide teacher with a foundation for the essential skills and content as well as allow for student inquiry into other areas of interest.

Background:

- **Who is effected?**
  - Sixth grade middle school students and teachers, including EL and Special Education staff.
- **What is the cost and budget impact?**
  - The cost will be $52,754.99 for a 6-year license. This reflects a 17% discount on materials and a 6% discount on shipping. 6th grade Social Studies did not adopt a textbook in the last textbook cycle.

- **How will this be implemented and what is the timing?**
  - Implementation will begin in the 2021-22 school year following a district wide meeting to address the essential skills and standards of the 6th grade curriculum. Houghton Mifflin Harcourt will provide an online orientation during pre-session. Staff will meet on a regular basis through building based collaboration and district Wednesday meetings to monitor progress of units and develop common assessments of the essential skills and content. A follow-up implementation session will be provided by Houghton Mifflin Harcourt mid-year to support implementation.

- **How will we assess if this is a successful?**
  - The implementation will be measured by student performance on classroom assessments, district common assessments and feedback from both the staff and students to identify issues with access to the text both online and in print.

Attachments:

6th Grade SS CRITERIA FOR SELECTION OF TEXTBOOKS

TEXTBOOK & SUPPLEMENTARY INSTRUCTIONAL RESOURCES ADOPTION PROPOSAL

Date: May 20, 2021

Course Number and Title: 6th Grade Social Studies- World Cultures and Geography

Type of Instructional Material(s): Textbook and Digital Resources
(Textbook, Computer Software, Multimedia, Other)
Author(s): Houghton Mifflin Harcourt

Title(s): Western World Geography

Publisher: Houghton Mifflin Harcourt Copyright Date: 2019

Members of adoption committee: Sarah Boylen, Abigail Hofmann
Colleen Machut, Cailin Scherer
Jim Renzelmann

Change, delete, add criteria as appropriate to each selection. Rate possible adoptions by writing the appropriate number in the blank before each criterion. Average ratings by selection. Review with attention to essential criteria.

1 = Not at all attained
2 = Little attained
3 = Partly attained
4 = Largely attained
5 = Fully attained

A. Content

5 Suits course description.

5 Fits in curriculum sequence.

4 Adequate organization coverage and accessibility of major course content.

5 Content of text is compatible with SASD standards and benchmarks.

5 Assessment options available and useful in assessing district standards/benchmarks.

B. Authenticity

5 Up-to-date/current copyright.

5 Authors' expertise.

5 Accurate information.

5 Field-tested (districts that are using these materials).

5 Upgrades and enhancements available.

5 Research-based.

C. Readability (to be completed by Reading/Language Arts Supervisor or designee).

4 Appropriate reading level for students.

4 Appropriate conceptual depth and frequency for students.

5 Good study aids including key vocabulary, study questions, and summaries.

5 Good visual aids such as pictures, graphs, charts, diagrams.

5 Adequate Glossary.

D. Teacher Materials

5 Components are easily accessed in planning and implementation.

5 Complete explanation of objectives, instructional strategies, and activities.

5 Complete evaluation of plans and materials.

5 Provision of complementary instructional media such as tapes, transparencies, computer software and videos.

5 References to related instructional materials.

5 Provision for individual differences among students.

5 Availability of existing related instructional materials in media centers.

n/a Computer software compatible with SASD computer system.

5 Availability of existing equipment to utilize recommended teacher materials.

E. Viewpoint

5 Free of stereotyping or bias by gender.

5 Balanced, unbiased representation of religious, ethnic, or racial groups.

5 Balanced, objective inclusion of the handicapped.

5 Fair presentation of different viewpoints on controversial issues.

5 Appropriate tone for students and community.

F. Construction

5 Durable

5 User Friendly

G. Cost

5 In line with parallel products on the market.

H. Technical Support

5 Representative available for questions.

5 Technical assistance hotline.

Additional Considerations:

- **Gender/Ethnic Equity:**
  - A review of resource by the team found that it was balanced and demonstrated equal representation of gender and ethincity. The visuals in the text were representative of a variety people and cultures in various occupations, roles and situations that offer students a chance to see themselves in the text as well as develop an appreciation for diverse cultures.

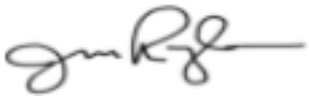
- **Additional Resources (CD Rom's, Interactive Tests, etc.):**
  - All resources are available on-line and no additional software is needed.

- **Is This Textbook Available Through an On-Line Service?:**
  - There is an extensive student and teacher on-line resource hub. These online resources feature a graphic organizer resource, primary source database, adaptable assessments, presentation decks, student and teacher ebook and pdf and multimedia connections. The company will provide professional development for staff to access these resources.

- **Adaptability for ELL/Bilingual and CWD Students:**
  - The teacher resources feature suggestions and accomodations for both EL and CWD students. One sample feature is the Guided Reading workbook and Spanish/English Guided Reading workbook. The teacher's guide also provides suggested supports for each lesson for EL and students who may need additional support. In addition, the resources provide alternate assessments to support learning for all students. The text is available on the repository for visually impaired and can be translated into braille.

Overall Rating (1 is low, 5 is high):

1 2 3 4 5



Signature of S & I Administrator

05/21/2021
Date

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Title	Author	Publisher	ISBN Number	Type of item (book,wrkbk, CD, DVD, Etc)	Student Ed.	Teacher Ed.	Supplement	Quantity	Unit Cost (List Price)	Total Cost*
Western World Geography	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt	9780358399049	Digital License (6yr.)	x			601	$96	$47,87.68
Western World Geography	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt	9780358553076	Digital License (6yr.)		x		6	$45	$2700
Western World Geography	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt	978544917910	Print book bundle		X		6	$150	$900
Western World Geography	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt	9780544669383	Print book	X			180**	$25.73	$3844.80***
								Total Cost (6 Yr.license		$52,754.99**

*Total cost reflects a 17% discount and 6% discount on shipping.
**Quantity of students books is based on a class set of 30 per team at 3 Middle Schools
***Student print texts are discounted to $25.73 (from $85.15) with purchase of digital licenses
**** Includes two Professional Development Implementation Sessions ($0.00), overall cost is a total savings of $13,447.92

SHEBOYGAN AREA SCHOOL DISTRICT

PANORAMA EDUCATION

Sheboygan Area School District Survey Results 2020-2021

June 8, 2021

Who Responded to Which Survey Topics?

Who we surveyed	**Elementary** 2x -Late Fall, Spring	**Middle Schools** 3x - Early & Late Fall, Spring	**High Schools** In future years
What we asked	**Supports & Environments** • Teacher -Student Relationships • Sense of Belonging • School Climate • School Safety • Raise Your Hand **SEL Competencies** • Self Management • Growth Mindset • Emotion Regulation		**Supports & Environments** • Diversity and Inclusion • Cultural Awareness • Valuing of School • Engagement • Teacher - Student Relationships (NEW) **SEL Competencies** • Growth Mindset • Emotion Regulation • Self-Efficacy • Grit • Sense of Belonging (NEW)

Voices We Heard in the Survey

Elementary
Grades 3-5

1,536/1,986

(77%)

No respondents from LCA

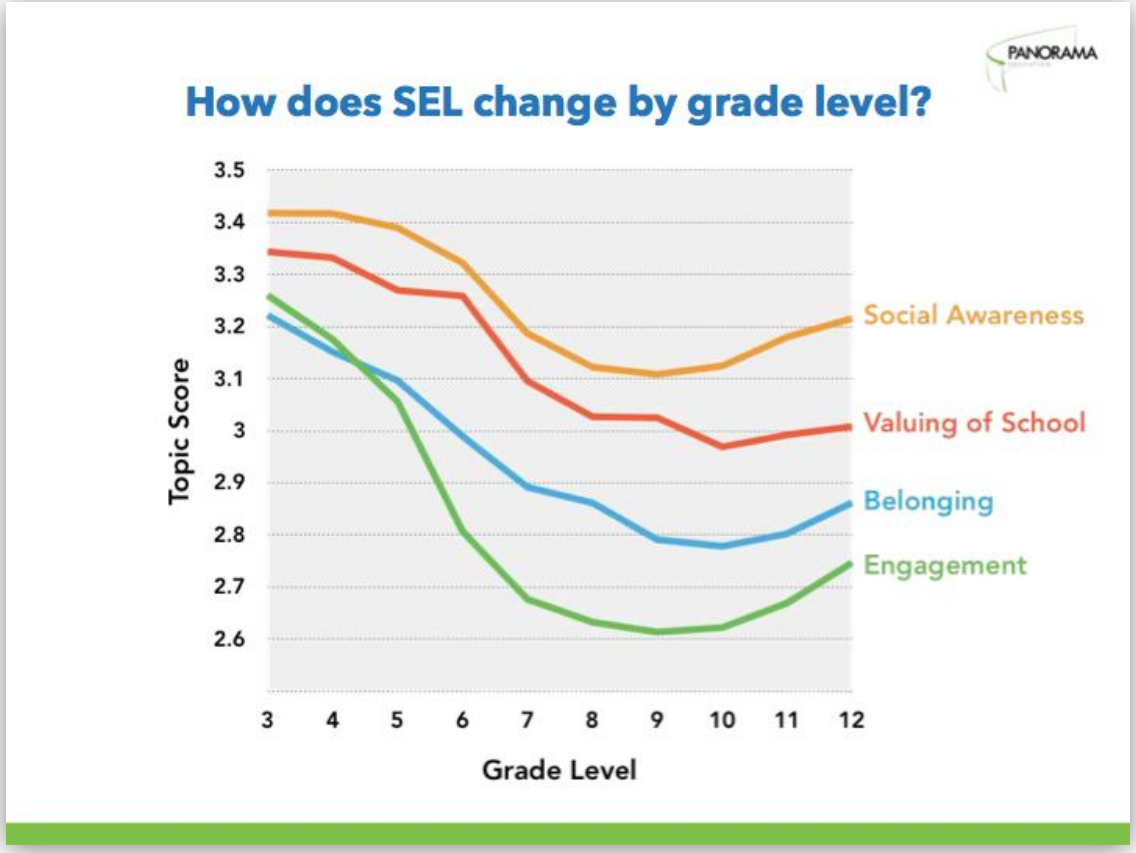
Middle School
Grades 6-8

1,470/2,145

(69%)

High School
Grades 9-12

Spring data will be added next year



(From Panorama's National Data set)

SHEBOYGAN AREA SCHOOL DISTRICT

Elementary Survey Results

Spring 2021 Student Competency & Well-Being Measures

How did students perceive their own social-emotional skills?

	Fall	Spring	Notes
Self Management	68	70 ↗	Score is at the 50th percentile - average for elementary students
Growth Mindset*	48	49 ↗	Score is at the 10th percentile - below average for urban, econ disadv, elementary students; *(details to follow)*
Emotional Regulation*	46	48 ↗	Score is at the 60th percentile - average for all students

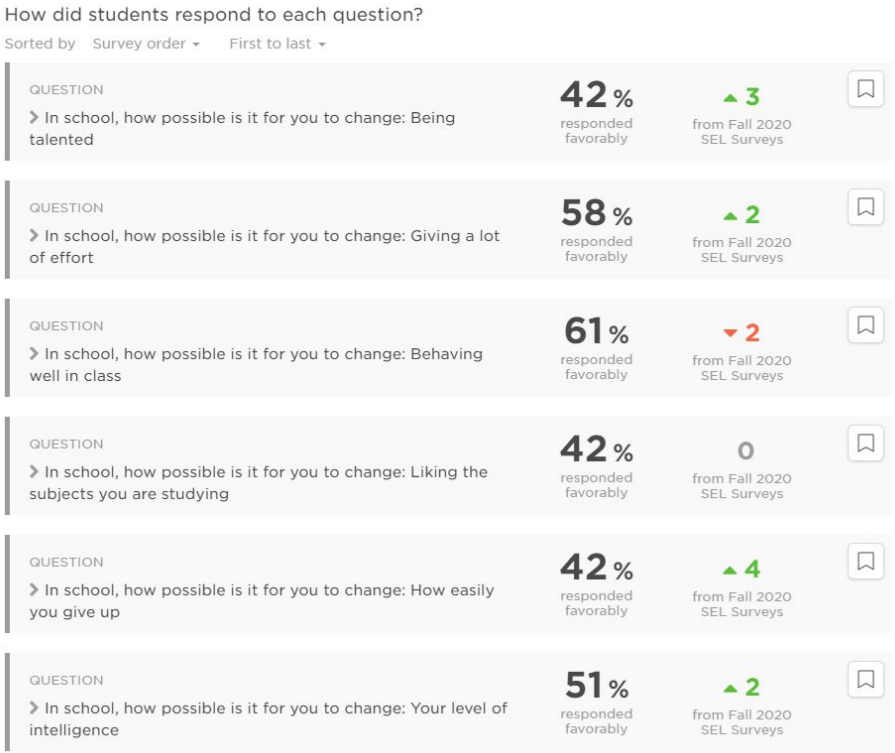
* consistency in Spring data in grades 3-12

Growth Mindset

Based on **1,536** responses

Student perceptions of whether they have the potential to change those factors that are central to their performance in school.

How have results changed over time?



SHEBOYGAN AREA SCHOOL DISTRICT

Elementary Survey Results

Spring 2021 Student Supports+Environment

What feedback did students have for their school?

	Fall	Spring	Notes
Teacher-Student Relationships*	77	78 ↗	Score is at the 80th percentile - high average for urban, econ disadv, elementary students WOW!
Sense of Belonging*	71	69 ↘	Score is at the 80th percentile - high average for urban, econ disadv, elementary students WOW!
School Climate	70	68 ↘	Score is at the 70th percentile - average for urban, econ disadv, elementary students
School Safety	68	67 ↘	Score is at the 80th percentile - high average for urban, econ disadv, elementary students WOW!

* consistency in Spring data in grades 3-12

SHEBOYGAN AREA SCHOOL DISTRICT

Middle School Survey Results

Spring 2021 Student Supports+Environment

What feedback did students have for their school?

	Fall	Spring	Notes
Self Management	74	74	Score is at the 80th percentile - high average for all middle school students
Growth Mindset*	50	50	Score is at the 40th percentile - low average for urban, econ disadv, middle school students
Emotional Regulation*	46	49 →	Score is at the 70th percentile - average for all students

WOW!

* consistency in Spring data in grades 3-12

SHEBOYGAN AREA SCHOOL DISTRICT

Middle School Survey Results

Spring 2021 Student Supports+Environment

What feedback did students have for their school?

	Fall	Spring	Notes
Teacher-Student Relationships*	71	67 ↘	Score is at the 70th percentile - average for Urban, Econ Disadv, Middle School students
Sense of Belonging*	42	40 ↘	Score is at the 20th percentile - low average for Urban, Econ Disadv, middle school students
School Climate	60	55 ↘	Score is at the 40th percentile - average for Urban, Econ Disadv, middle school students
School Safety	75	72 ↘	Score is at the 99th percentile - high for Urban, Econ Disadv, middle school students

* consistency in Spring data in grades 3-12

Next Steps

- ✓ Follow up with individual schools to increase understanding of the data and understanding further use of Panorama Academy for PD and Playbook for action planning
  - In Playbook, educators can read, save, and implement strategies related to their areas of focus

- ✓ Continue with Standardization of the surveys in grades 3-12 for consistency
  - Topics required
  - Topics of choice
  - Annually students in grades 3-12 take the survey during the first two weeks of May by all schools, additional surveys may be determined by the individual schools

Q&A

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

Topic: Achievement Gap Reduction (AGR) End of Year Board Report

Date: June 8, 2021

Prepared by: Jake Konrath, Assistant Superintendent — Student and Instructional Services

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Recommended action:

Information only

x Presentation/discussion

Discussion/action by committee

Discussion/action by Board of Education

Presentation/action next meeting

Purpose: Administration will provide the Board with an update on the end of year Achievement Gap Reduction(AGR) program currently in place at Grant, Jefferson, Longfellow, and Sheridan schools.

How does this relate to the Principles of Equity: AGR funding is distributed to schools with high populations of students qualifying for free/reduced lunch. SASD's Principles of Equity strive to remove barriers for all learners. The goal of AGR funds is to allocate additional resources to combat the negative effects of poverty on a child's education. While all of the Principles apply, Principle 7 specifically directs the district to align funding with the directives of the other six Principles. The use of AGR funds, specifically how the SASD allocates those funds, meets the goal of the district's Principles of Equity.

Recommendation: N/A

Background: In 2015, Wisconsin Acts 53 and 71 amended the Student Achievement Guarantee in Education (SAGE) program to create the Achievement Gap Reduction (AGR) program. Requirements of the AGR program include:

- A five-year AGR contract between the school and DPI
- Implementation of specified AGR strategy/strategies that schools must implement to achieve compliance
    - one-to-one tutoring provided by a licensed teacher
    - instructional coaching for teachers provided by a licensed teacher
    - maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction

- Annually report to DPI:
    - class size and low-income student counts
    - description of strategies schools implemented
    - description of the strategies that the schools did not implement
    - end-of-year and financial report
- Report to the school board at the end of every semester:
    - implementation of required strategies
    - performance objectives
    - progress in closing the achievement gap

Attachments: Grant, Jefferson, Longfellow, and Sheridan end of year AGR Reports

The attached school reports provide the necessary information required for end of year reporting as outlined in the AGR contracts. A summarization of this required reporting data for each building is provided in the table below.

	Grade Level	Reading	Mathematics	Strategies Used
Grant	Kindergarten	Approaching Target	On-Target	Instructional Coaching
	First Grade	On-Target	On-Target	Instructional Coaching
	Second Grade	On-Target	Approaching Target	Instructional Coaching
	Third Grade	On-Target	On-Target	Instructional Coaching
Jefferson	**Grade Level**	**Reading**	**Mathematics**	**Strategies Used**
	Kindergarten	On-Target	On-Target	Instructional Coaching
	First Grade	On-Target	On-Target	Instructional Coaching
	Second Grade	Approaching Target	On-Target	Instructional Coaching
	Third Grade	On-Target	Approaching Target	Instructional Coaching
Longfellow	**Grade Level**	**Reading**	**Mathematics**	**Strategies Used**
	Kindergarten	Approaching Target	On-Target	Instructional Coaching
	First Grade	Approaching Target	Approaching Target	Instructional Coaching
	Second Grade	Approaching Target	Approaching Target	Instructional Coaching
	Third Grade	Approaching Target	On-Target	Instructional Coaching

	Grade Level	Reading	Mathematics	Strategies Used
Sheridan	Kindergarten	Approaching Target	On-Target	Instructional Coaching
	First Grade	On-Target	Approaching Target	Instructional Coaching
	Second Grade	Approaching Target	Approaching Target	Instructional Coaching
	Third Grade	On-Target	Approaching Target	Instructional Coaching

Summary Questions:

- **Who is affected?** Kindergarten through third grade students and staff at the AGR buildings - Grant, Jefferson, Longfellow, and Sheridan.
- **What is the cost and budget impact?** Costs associated with the implementation of the strategies are funded by the AGR dollars schools receive through the DPI.
- **How will this be implemented and what is the timing?** Each school is required to utilize one (or more) of the three required strategies (in addition to other district and building instructional strategies/plans) to support students in meeting the identified objectives. Board reports are required at the end of each semester during the five-year contract.
- **How will we assess if this is successful?** Obtainment of the stated performance objectives will be used to measure success.

Grant Elementary School
End of Year AGR Report 2020-2021

The data included in this report is the most up to date, complete, and accurate data available as of the creation of this report. Variances or incomplete data sets are due to differences between virtual and hybrid assessment, as well as the availability of students and families

Gr	Subject	Growth Objective	Mid-Year Progress
K	Reading	By Spring of 2021 80% of all FAY (Full Academic Year) kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	**EOY Progress** ● 72.9% (35 of 48) of kindergarten students have met the EOY goal of identifying 42 out of 52 upper and lowercase letters ● 58.3% (28 of 48) of kindergarten students have met the EOY goal of 21 out of 26 letter sounds
K	Math	By Spring of 2021 80% of FAY (Full Academic Year) KG students will be secure in the ability to add and subtract within 10 using number sentences.	**EOY Progress - Goal Met** ● 91.7% (44 of 48) of students are secure in the ability to add and subtract within 10 using number sentences
1	Reading	80% of all FAY first grade students will be at F&P reading level I or will have grown **4** levels from the Fall baseline performance data to the Spring during the 2020-21 school year, using the Fountas & Pinnell benchmark reading assessment.	**EOY Progress - Goal Met** ● 90% (27 of 30) of students are at a level I or have grown 2 levels from fall to EOY
1	Math	By Spring of 2021 50% of FAY 1st grade students will be secure in the ability to add and subtract within 20 on an untimed test	**EOY Progress - Goal Met** ● 56.4% (22 of 39) of students are secure in the ability to add within 20 on an untimed test ● 56.4% (22 of 39) of students are secure in the ability to subtract within 20 on an untimed test
2	Reading	80% of all FAY second grade students will be at F&P reading level M or will have grown **2** levels from the Fall baseline performance data to the Spring during the 2020-21 school year, using the Fountas & Pinnell benchmark reading assessment.	**EOY Progress - Goal Met** ● 92% (23 of 25) of students are at level M or have grown 2 levels from fall to EOY
2	Math	In 2020-21, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**EOY Progress** ● 46.4% (13 of 28) of 2nd grade students have met the goal of 50 SGP on the EOY STAR assessment. *End of year targets use assessments from this current school year only (fall, winter, and spring STAR assessments).*
3	Reading	80% of all FAY third grade students will be at F&P reading grade level P or will have grown **2** levels from the Fall baseline performance data to the Spring during the 2020-21 school year, using the Fountas & Pinnell benchmark reading assessment.	**EOY Progress - Goal Met** ● 86.7% (26 of 30) of student are at level P or have grown 2 levels from fall to EOY
3	Math	In 2020-21, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**EOY Progress - Goal Met** ● 52.2% (12 of 23) of 3rd grade students have met the goal of 50 SGP on the EOY STAR assessment. *End of year targets use assessments from this current school year only (fall, winter, and spring STAR assessments).*

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.

Reading
The instructional coach will aid in attaining the stated performance objective by meeting with individual or groups of teachers to discuss instructional practices that meet the identified needs of the students in their class, performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies, focus on our implementation of our balanced literacy workshop model, increase the number and access to intervention for our students, and implement Fountas and Pinnell Phonics and Word Study programming to focus on foundational skills. The instructional coach will continue to plan lessons and strategies with teams and individual teachers, modeling strategies and lessons, and completing coaching cycles with individual teachers and teams on an as needed basis. Collaboratively, data will be examined and reviewed to make all needed adjustments to classroom instruction and intervention groups to help ensure all students' needs are met. Through this work, we will continue to plan and guide teachers' implementation of various instructional strategies to help the individual needs of students. We have and will continue to solidify our curriculum and instructional best practices as we continue to implement and collaborate on phonics and word study, reading mini lessons, and interactive read a louds, as well as exploring our next steps to continuously improve our readers workshop practices. This work will occur throughout the 2021-22 school year with various professional development opportunities in partnership with 3 other district elementary schools. We will also continue to explore and implement interventions that best meet the needs of our students such as Rise, Rise Up, and Reading Recovery.

Math
The instructional coach will aid in attaining the stated performance objective by meeting with individual and groups of teachers to discuss student data and instructional practices that meet the identified needs of the students in their class, performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies, develop common assessments with grade level teams to measure growth in particular areas of student needs in math, and work to support staff in the implementation of or new Bridges curriculum. Collaboratively data will be examined and reviewed to make all needed adjustments to classroom instruction and intervention groups to help ensure all students' needs are met. Through this work, the instructional coach will help with various instructional strategies to help the individual needs of students. We will continue to implement the AVMR training received by kindergarten and 1st grade teachers to better assess, analyze, and instruct our students. In 2020-21, our 2nd grade team piloted the new Bridges curriculum and we plan to utilize them and their experiences to help guide and fully implement Bridges in grades K-5 for 2021-22.

Jefferson Elementary School
End of Year AGR Report 2020-2021

Grade	Subject	Growth Objective	End of Year Report
K	Reading	By the Spring of 2021, 80% of all FAY (Full Academic Year), hybrid kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY hybrid kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	**End of Year Data** ● 85% of FAY hybrid students (22 of 26) are able to identify 52 upper- and lowercase letters ● 85% of FAY hybrid students (22 of 26) are able to identify 26 letter sounds
K	Math	By the Spring of 2021, 80% of FAY (Full Academic Year) KG hybrid students will be secure in the ability to add and subtract within 10 using number sentences.	**End of Year Data** Since students are still working on the skill of adding and subtracting, their progress toward this goal is based on their ability to understand and be able to do the following: ● count orally and with a 1-to-1 correspondence ● show the relationship between numbers and quantities ● compare numbers: greater or less than ● understand that adding is putting together ● understand that subtraction is taking apart or away from Using Counting to tell the number of objects as a predictor of success to become secure adding and subtracting within 10 using number sentences, 81% (21/26) of students are secure in this goal.
1	Reading	In 2020-2021, 50% or more of FAY hybrid students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Reading by the end of the year. The data will be based on the Early Literacy STAR assessment.	**End of Year Data:** ● 82% (23 of 28) of students have at least a 50 SGP
1	Math	In 2020-2021, 50% or more of FAY hybrid students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**End of Year Data:** ● 54% (15 of 28) of students have at least a 50 SGP
2	Reading	In 2020-2021, 50% or more of FAY hybrid students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Reading by the end of the year. The data will be based on the STAR assessment.	**End of Year Data:** ● 38% (9 of 24) of students have at least a 50 SGP
2	Math	In 2020-2021, 50% or more of FAY hybrid students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**End of Year Data:** ● 67% (16 of 24) of students have at least a 50 SGP
3	Reading	In 2020-2021, 50% or more of FAY hybrid students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Reading by the end of the year. The data will be based on	**End of Year Data:** ● 55% (16 of 29) of students have at least a 50 SGP

		the STAR assessment.	
3	Math	In 2020-2021, 50% or more of FAY hybrid students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**End of Year Data:** ● 41% (12 of 29) of students have at least a 50 SGP

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.

Reading

The instructional coach aided in attaining the stated performance objectives in several ways.

- Met periodically with each grade level to discuss student progress as seen in the classroom and on various formal and informal assessments.
- Participating in collaborative conversations with classroom teachers, interventionists, EL teachers, and SPED teachers as needed to determine flexible grouping options for students to work on specific skills and strategies.
- Providing resources for understanding data and using it to inform instruction.
- Supporting teachers with digital learning resources related to instruction and phonics (Lexia) and comprehension (Pathblazer)

Math

The instructional coach aided in the pursuit of the stated performance objectives by meeting weekly with each grade level to discuss student data and instructional practices that meet the identified needs of the students in their class. Kindergarten teachers were trained in AVMR (Math Recovery) previously and are using the assessments when appropriate this year. First-grade teachers are piloting the new Bridges Math curriculum this year. Teachers were supported by the coach in their efforts to increase their understanding and ability to assess student learning using an interview approach. All staff are working toward increased discourse in mathematics which will help students work together to understand mathematics and take responsibility for reasoning, questioning, solving problems, and explaining their thinking.

***Due to the current situation with the pandemic, we were not able to assess our goals at the end of the year. Our staff and instructional coach continued to work with the students during virtual learning and worked diligently to continue to improve upon our goals. We will continue to assess these students moving into the upcoming year and determine a plan of action based on the beginning of the year assessment data. We will continue to focus on our school goals in relation to our AGR goals and continue our analysis of pre/post data in mathematics especially as it relates to students that attended school virtually and those that attended in a hybrid format..

Longfellow Elementary School
End of the Year AGR Report 2020-2021

Grade	Subject	Growth Objective	Mid-Year Report
K	Reading	By the Spring of 2021, 80% of all FAY(Full Academic Year), kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	**Objective partially met, continued work needed:** ● 50% of FAY students (8/16) are able to identify 52 or more upper- and lowercase letters ● 25% of FAY students (4/16) are able to identify 26 or more letter sounds
K	Math	By the Spring of 2021, 80% of FAY (Full Academic Year) KG students will be secure in the ability to add and subtract within 10 using number sentences.	**Objective met** ● 92% (24 of 26) of students are secure in the ability to add within 10 using number sentences ● 85% (22 of 26) of students are secure in the ability to subtract within 10 using number sentences
1	Reading	In 2020-2021, 50% or more of FAY students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Reading by the end of the year. The data will be based on the Early Literacy STAR assessment.	**Objective partially met, continued work needed:** ● 29% (5/17) of students were at or above the SGP of 50 on the STAR Early Literacy assessment indicating average growth ● 47% (8/17) of students were at or above the 40th percentile rank on the STAR Early Literacy Assessment indicating they are within the average range compared with other students in their grade
1	Math	In 2020-2021, 50% or more of FAY students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**Objective partially met, continued work needed:** ● 37% (7/19) of students were at or above the SGP of 50 on the STAR Math assessment indicating average growth ● 53% (10/19) of students were at or above the 40th percentile rank on the STAR Math Assessment indicating they are within the average range compared with other students in their grade
2	Reading	In 2020-2021, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Reading by the end of the year. The data will be based on the STAR assessment.	**Objective partially met, continued work needed:** ● 20% (5/25) of students met the Student Growth Percentile (SGP) goal of 50 or greater ● 32% (9/28) of students met the Percentile Rank of 40 indicating they are the average range compared with other students in their grade
2	Math	In 2020-2021, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**Objective partially met, continued work needed:** ● 39% (10/26) of students were at or above the SGP of 50 on the STAR Math assessment indicating average growth ● 42% (11/26) of students were at or above the 40th percentile rank on the STAR Math Assessment indicating they are within the average range compared with other students in their grade
3	Reading	In 2020-2021, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Reading by the end of the year. The data will be based on the STAR assessment.	**Objective partially met, continued work needed:** ● 37% (7/19) of students have reached level P or have grown at least 2 levels since September ● 28% (5 of 18) of students met the Student Growth Percentile (SGP) goal of 50 or greater ● 45% (9/20) of students met the Percentile Rank of 40 or greater

3	Math	In 2020-2021, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**Objective met:** ● 58% (7/12) of students were at or above the SGP of 50 indicating average growth ● 33% (7/21) of students met the Percentile Rank of 40 indicating they are the average range compared with other students in their grade

NOTE: The total number of students in each assessment category (F&P text level, STAR reading, STAR math) of a grade level is different due to attendance factors related to the pandemic. Students that missed the test window due to absence/quarantine do not have scores for individual assessments. In addition, some students attended virtually and moved to hybrid mode and vice versa which in some cases excluded them from the FAY classification.

SGP Score:
An SGP requires a minimum of 3 scores to be calculated. There was no assessment administered in spring 2019-2020 so SGP can only be calculated based on fall, winter, and spring data during the 2020-21 school year. If a student missed taking a test in fall or winter there wasn't enough data to calculate the SGP so that student is not counted in the total number of students.

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.

Reading

Note: The instructional coach role has been used in many different capacities this year (other than just assessment and coaching) to meet the varying needs of the school/District due to the Covid-19 Pandemic. The following support has been provided when possible.

- Meet with each grade level to discuss student progress as seen in the classroom and on various formal and informal assessments.
- Participate in collaborative conversations with classroom teachers, EL teachers, and SPED teachers as needed to determine how best to meet the needs of students while continuing to move forward in the grade-level curriculum.
- Provide resources for understanding data and using it to inform instruction.
- Provide continued professional development and support to teachers in their implementation of routines and strategies for the Wilson Fundations and Just Words programs
- Implement a computer adaptive program, Lexia, in all grades levels as of April 1, 2021 for extra support with reading
- Plan for Academic support by purchasing materials to implement Tier 2 Wilson Fundations next year

Math
Note: The instructional coach role has been used in many different capacities this year (other than just assessment and coaching) to meet the varying needs of the school/District due to the Covid-19 Pandemic. The following support has been provided when possible.

- Meet with each grade level to discuss student progress as seen in the classroom and on various formal and informal assessments.
- Participate in collaborative conversations with classroom teachers, EL teachers, and SPED teachers as needed to determine how best to meet the needs of students while continuing to move forward in the grade-level curriculum.
- Provide resources for understanding data and using it to inform instruction.

Sheridan Elementary School
End of Year AGR Report 2020-2021

****The data included in this report is the most current and accurate hybrid data available at this time. Variances or incomplete data sets are due to differences between virtual and hybrid learning models, the availability of students and families, and any additional pandemic related learning factors****

Grade	Subject	Growth Objective	Mid-Year Report
K	Reading	By the Spring of 2021, 80% of all FAY(Full Academic Year), kindergarten students will identify 52 upper and lowercase letters and 80% of all FAY kindergarten students will identify 26 letter sounds using the Fountas & Pinnell letter and sound early literacy assessment.	**Continued Work Needed** ● 63.6% (21/33) students identified 52 upper and lower case letters ● 42.4% (14/33) students produced 26 letter sounds.
K	Math	By the Spring of 2021, 80% of FAY (Full Academic Year) KG students will be secure in the ability to add and subtract within 10 using number sentences.	**Objective Met** ● 84.8% (28/33) of FAY (Full Academic Year) KG students are secure in the ability to add and within 10 using number sentences. ● 84.8%(28/33) of FAY (Full Academic Year) KG students are secure in the ability to subtract and within 10 using number sentences.
1	Reading	In 2020-2021, 50% or more of FAY students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Reading by the end of the year. The data will be based on the Early Literacy STAR assessment.	**Objective Met** ● 62.5% (5/8) (of first grade students have a SGP score of 50 or higher on the STAR 360 Reading Assessment ***Star 360 Early Literacy is the recommended assessment for first grade students and until recently did not have an SGP. Students included in our Star Reading data are those who were recommended at the beginning of the year to advance to the Reading Assessment.
1	Math	In 2020-2021, 50% or more of FAY students in 1st grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**Continued Work Needed** ● 44.4% (12/27) of first grade students have a SGP score of 50 or higher on the STAR 360 Math Assessment
2	Reading	In 2020-2021, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Reading by the end of the year. The data will be based on the STAR assessment.	**Continued Work Needed** ● 30.7% (8/26) students have an SGP of 50 or higher on the STAR 360 Reading Assessment
2	Math	In 2020-2021, 50% or more of FAY students in 2nd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**Continued Work Needed** ● 28% (7/25) students have an SGP of 50 or higher on the STAR 360 Math Assessment
3	Reading	In 2020-2021, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile)	**Objective Met** ● 68.4% (13/19) students have an SGP of 50 or higher on the STAR 360

		goal of 50 for Reading by the end of the year. The data will be based on the STAR assessment.	Reading Assessment
3	Math	In 2020-2021, 50% or more of FAY students in 3rd grade will meet the SGP (Student Growth Percentile) goal of 50 for Math by the end of the year. The data will be based on the STAR assessment.	**Continued Work Needed** • 31.5% (6/19) students have an SGP of 50 or higher on the STAR 360 Math Assessment

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.

Reading
The instructional coach will aid in attaining the stated performance objectives by meeting weekly with each grade level and teacher groups to discuss student data and instructional practices that meet the identified needs of the students in their class through performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies focused on our implementation of our balanced literacy workshop model, increasing access to intervention and support for our student. The instructional coach will assist in the implementation of the Fountas and Pinnell Phonics and Word study program and Benchmark Taller Fónetica to focus on foundational skills in both English and Spanish. The instructional coach will continue to plan lessons and strategies with teams and individual teachers, modeling strategies and lessons, and completing coaching cycles with individual teachers and teams as needed. The Instructional Leadership Team has chosen to focus on differentiating the universal curriculum, ensuring guided reading lessons are highly structured and organized to support student learning. In accordance with Sheridan's Long Range Plan, grade level teams collaborate in PLCs around strategies and lesson plan components to support their guided reading groups. Moving forward, grade level teams are focusing on their Tier 1 instructional strategies, collaboratively refining those strategies, and discussing how to best meet their students' needs in their guided reading groups. Collaboratively data will also be examined and reviewed to make needed adjustments to classroom instruction and intervention groups. We have and will continue to refine and enhance our curriculum and instructional best practices as we implement and collaborate on phonics and word study, reading mini lessons, and interactive read alouds. We will also explore our next steps to continuously improve our readers' workshop practices, including implementing a new Benchmark Reading Curriculum, Taller del Lector, to build the foundation for students' whose first language is Spanish which will strengthen their second language acquisition. Staff will also receive professional development around their English reading mini-lessons books to continue the development of their readers' workshop delivery in English. Staff will also utilize Lexia in English and Imagine Learning in Spanish to monitor student skills and adapt their instruction to meet the needs of their students.

Math
The instructional coach will aid in attaining the stated performance objective by meeting weekly with each grade level and teacher groups to discuss student data and instructional practices that meet the identified needs of the students in their class through performing non-evaluative classroom walkthroughs and collaborating with teachers regarding research-based instructional strategies focused on developing common assessments with grade level teams to measure growth in identified areas of student needs in math. The instructional coach will support staff in the implementation of Number Talks and Achieve the Core. Collaboratively data will be examined and reviewed to make needed adjustments to classroom instruction and intervention groups to ensure student needs are met. We will continue to implement the instructional strategies and assessments learned through the AVMR training that all Sheridan math teachers received as well as support teachers and instruct our students. The Instructional Leadership Team has also chosen to focus on differentiating the universal curriculum in math. In accordance with Sheridan's Long Range Plan, the whole staff participated in a book study to learn more about Math Workshop, building mindset changes around the way math is taught in anticipation of a new curriculum pilot and implementation. We will utilize our Kindergarten and 4th grade pilots of the new Bridges curriculum to help plan and implement our building wide rollout in the 2021-22 school year.