SHEBOYGAN AREA SCHOOL DISTRICT

NOTE: This meeting will be held in the Boardroom.

**Starting/ending times may vary*

Tuesday, June 23, 2026
Time: 6:00 p.m. – 6:10 p.m.*
CHAIR: Ms. Robbins
MEMBERS: Ms. Tasche, Vice Chair
Mr. Madden
Ms. Hibl

(A quorum of the Board may be present)

The Curriculum and Instruction Committee meeting will be held in the Board of Education meeting room, 3330 Stahl Road, Sheboygan, Wisconsin on **Tuesday, June 23, 2026, at 6:00 p.m.** The following items will be presented for consideration at that time:

Please note that 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 Boardroom.

REPORT TO THE CURRICULUM & INSTRUCTION COMMITTEE
AGENDA

10 Min.

1. **ACHIEVEMENT GAP REDUCTION GOAL UPDATE – Ms. Rachel Ledezma/Ms. Amy Buffington/Mr. Brian Hinn/Mr. Patrick Neils/Mr. True Vang** (Information/Discussion)

   Administration will provide an update regarding the Achievement Gap Reduction (AGR) goals at Grant, Jefferson, Longfellow, and Sheridan schools.

EXECUTIVE SUMMARY

FOR THE SHEBOYGAN AREA SCHOOL BOARD

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

Date: June 23, 2026

Prepared by: Rachel L. Ledezma, 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: The administration will update the Board 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. AGR funds aim 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 district's Principles of Equity goal.

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

	Grade Level	Reading	Mathematics	Strategies Used
Sheridan	Kindergarten	Approaching Target	Approaching Target	Instructional Coaching
	First Grade	On-Target	On-Target	Instructional Coaching
	Second Grade	On-Target	On-Target	Instructional Coaching
	Third Grade	On-Target	On-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?** The AGR dollars schools receive through the DPI fund the costs associated with implementing the strategies.
- **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**? The stated performance objectives will be obtained to measure success.

Grant Elementary School
End of Year AGR Report 2025-2026

Gr	Subject	Growth Objective	End-of-Year Progress
K	Reading	By Spring of 2026 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.	**End-of-Year Progress - Approaching Target** ● 71.1% (32 of 45) of kindergarten students have met the EOY goal of identifying 52 upper and lowercase letters ● 66.7% (30 of 45) of kindergarten students have met the EOY goal of 26 letter sounds
K	Math	By Spring of 2026, 80% of FAY (Full Academic Year) KG students will be secure in the ability to add within 10 using number sentences.	**End-of-Year Progress - Approaching Target** ● 73.3% (33 of 45) of students are secure in their ability to add within 10 using number sentences
1	Reading	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR Reading and Early Literacy Assessment.	**End-of-Year Progress - On Target** ● 66% (35 of 53) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end of year STAR assessment
1	Math	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 81.5% (44 of 54) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end of year STAR assessment
2	Reading	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and early literacy assessment.	**End-of-Year Progress - On Target** ● 80% (40 of 50) of 2nd grade students have met the goal of a percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end-of-year STAR assessment
2	Math	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 82.4% (42 of 51) of 2nd grade students have met the goal of a percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end-of-year STAR assessment
3	Reading	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading	**End-of-Year Progress - On Target** ● 81.8% (36 of 44) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end of year STAR assessment

		and early literacy assessment.	
3	Math	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 77.3% (34 of 44) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end-of-year STAR 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
Through coaching, we 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 Benchmark reading curriculum, increase the number and access to one-to-one tutoring and intervention for our students, and implement current research and best practices to focus on foundational skills such as phonics and phonemic awareness. Through coaching, we will continue to plan lessons and strategies with teams and individual teachers, modeling strategies and lessons, and completing coaching sessions 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 and resources to meet 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 best practices, the science of reading, and our new curriculum. This work will occur throughout the 2026-27 school year with various professional development opportunities, staff meetings, PLCs, and trainings. We will also continue to explore and implement one-to-one tutoring and interventions that best meet the needs of our students, such as Rise, Rise Up, Reading Recovery, Orton-Gillingham, and other research-based interventions and one-to-one tutoring opportunities.

Math
Through coaching, we will aid in attaining the stated performance objective by meeting with individuals 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, and working to support staff in the implementation of our Bridges curriculum and AVMR. 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 and coaching, we will help with various instructional strategies to meet the individual needs of students. We will continue to implement the AVMR training received by teachers to better assess, analyze, and instruct our students. We will continue to work on and solidify our implementation of the Bridges curriculum throughout the 2026-27 school year. This work will occur throughout the 2026-27 school year with various professional development opportunities, staff meetings, PLCs, and trainings.

Jefferson Elementary School
End-of-the-Year AGR Report 2025-2026

Gr	Subject	Growth Objective	End of Year Report
K	Reading	By Spring of 2026, 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.	**End-of-Year Progress: - On Target** ● 81% (26 out of 32) FAY kindergarten students have met the EOY goal of identifying 52 upper and lowercase letters ● 81% (26 out of 32)) FAY kindergarten students have met the EOY goal of 26 letter sounds
K	Math	By Spring of 2026, 80% of FAY (Full Academic Year) KG students will be secure in adding within 5 using number sentences.	**End-of-Year Progress -Approaching Target** ● 79% of FAY kindergarten students demonstrated secure addition within 5 using number sentences based on third-quarter assessment data
1	Reading	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank (PR) of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score (SS) by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-2026 school year, as measured by the STAR Reading and Early Literacy Assessment.	**End-of-Year Progress - On Target** ● 70%, or 31 out of 44 full academic year first-grade students, met grade-level proficiency or growth expectations by scoring at least a 40 percentile rank, achieving a student growth percentile (SGP) of 50 or higher, or meeting the expected Fall-to-Spring scaled score growth target of 78 points from Fall 2025 to Spring 2026, as measured by the STAR Reading and Early Literacy assessment. The median student growth percentile for first grade was 64, exceeding the expected growth target of 50.
1	Math	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-2026 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 60%, or 27 out of 45 full academic year first-grade students, met grade-level proficiency or growth expectations by scoring at least a 40 percentile rank, achieving a student growth percentile (SGP) of 50 or higher, or meeting the expected Fall-to-Spring scaled score growth target of 73 points from Fall 2025 to Spring 2026, as measured by the STAR Math assessment. The median student growth percentile for first grade was 66, exceeding the expected growth target of 50.
2	Reading	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-2026 school year, as measured by the STAR reading and early literacy assessment.	**End-of-Year Progress - On Target** ● 67%, or 26 out of 39 full academic year second-grade students, met grade-level proficiency or growth expectations by scoring at least a 40 percentile rank, achieving a student growth percentile (SGP) of 50 or higher, or meeting expected Fall-to-Spring growth targets from Fall 2025 to Spring 2026, as measured by the STAR Reading and Early Literacy assessment. The median student growth percentile for second grade was 67, exceeding the expected growth target of 50.
2	Math	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-2026 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 75%, or 30 out of 40 full academic year second-grade students, met grade-level proficiency or growth expectations by scoring at least a 40 percentile rank, achieving a student growth percentile (SGP) of 50 or higher, or meeting the expected Fall-to-Spring scaled score growth target of 49 points from Fall 2025 to Spring 2026, as measured by the STAR Math assessment. The median student growth percentile for second grade was 37.
3	Reading	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale	**End-of-Year Progress - On Target** ● 64%, or 25 out of 39 full academic year third-grade students, met grade-level proficiency or growth expectations by scoring at least a 40

		score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-2026 school year, as measured by the STAR reading and early literacy assessment.	percentile rank, achieving a student growth percentile (SGP) of 50 or higher, or meeting the expected Fall-to-Spring scaled score growth target of 30 points from Fall 2025 to Spring 2026, as measured by the STAR Reading and Early Literacy assessment. The median student growth percentile for third grade was 18.
3	Math	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-2026 school year, as measured by the STAR math assessment.	**End-of-Year Progress - Approaching Target** ● 59%, or 23 out of 39 full academic year third-grade students, met grade-level proficiency or growth expectations by scoring at least a 40 percentile rank, achieving a student growth percentile (SGP) of 50 or higher, or meeting the expected Fall-to-Spring scaled score growth target of 51 points from Fall 2025 to Spring 2026, as measured by the STAR Math assessment. The median student growth percentile for third grade was 29.

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 following strategies have been implemented to reduce the achievement gap when possible.

- Grade-level PLCs occur weekly on Thursdays and are led by the instructional coach. PLCs follow a rotating focus on Reading, Math, and RtI to review student progress, analyze instructional practices, and adjust supports based on student need.
- Tier 1 reading instruction is aligned across grade levels through Benchmark Advance, with common pacing, shared instructional materials, and district-supported professional development focused on curriculum implementation and instructional best practices.
- Phonics-based instruction aligned to cognitive science is implemented schoolwide and supported through Lexia Core5 as a supplemental digital learning program. Students are recognized regularly for progress to promote engagement and motivation.
- Monthly DAT and RtI meetings are used to review student achievement and intervention data, identify instructional needs, and coordinate targeted support. Special Education, Multilingual, intervention, and classroom staff collaborate throughout the process to strengthen alignment between core instruction and interventions.
- WIN (What I Need) time is used schoolwide to provide targeted instruction and intervention support. Classroom teachers, ML staff, Special Education staff, and interventionists regroup students flexibly based on identified skill deficits and ongoing progress monitoring data.
- The instructional coach and teacher implementation team meet regularly to support instructional alignment, professional learning, and school improvement priorities.
- All certified teaching staff have completed the required DPI Cox Campus training to meet ACT 20 requirements.

Math
The following strategies are in place to help attain the stated performance objectives.

- Grade-level PLCs are led by the instructional coach and follow a rotating focus on Math, Reading, and RtI to review student progress and support instructional decision-making.
- Tier 1 math instruction is aligned across grade levels through Bridges in Mathematics, with PLC collaboration supporting consistent implementation and instructional best practices.
- Math and Reading data are reviewed on a rotating basis during Instructional Leadership Team (ILT) meetings to support intentional, data-driven discussions around student performance trends, instructional priorities, and professional learning needs. Instructional practice adjustments identified through ILT discussions are followed up through classroom walkthroughs, coaching conversations, and observation of implementation in classroom settings.
- Student progress data are reviewed regularly through PLCs, RtI structures, and data meetings to monitor growth and adjust tiered supports as needed.
- Diagnostic assessments, including AVMR, are used to identify student needs and guide instructional and intervention support.
- Teachers receive instructional support through individual and grade-level coaching conversations focused on instructional practices, student engagement, and intervention planning.
- Supplemental digital programs support math skill development, including Mathseeds in grades K–2 and IXL in grades 3–5.

Longfellow Elementary School
End of Year AGR Report 2025-2026

Gr	Subject	Growth Objective	End-of-Year Progress
K	Reading	By Spring of 2026 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.	**End-of-Year Progress - On Target** ● 97% (32 of 33) of kindergarten students have met the end-of-year goal of identifying 52 out of 52 upper and lower case letters ● 97% (32 of 33) of kindergarten students have met the end-of-year goal of identifying 26 letter sounds
K	Math	By Spring of 2026 80% of FAY (Full Academic Year) KG students will be secure in the ability to add within 5 using number sentences.	**End-of-Year Progress - Approaching Target** ● 73% (24 of 33) of kindergarten students have met the end-of- year goal of being secure in the ability to add within 5 using number sentences
1	Reading	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR Reading and Early Literacy Assessment.	**End-of-Year Progress - On Target** ● 60% (18 of 30) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end-year STAR assessment
1	Math	60% of all FAY first-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 66% (20 of 30) of 1st grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end-year STAR assessment
2	Reading	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and early literacy assessment.	**End-of-Year Progress - On Target** ● 75% (27 of 36) of 2nd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end-year STAR assessment
2	Math	60% of all FAY second-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 72% (26 of 36) of 2nd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end-year STAR assessment
3	Reading	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and early literacy assessment.	**End-of-Year Progress - On Target** ● 80% (37 of 46) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end-year STAR assessment
3	Math	60% of all FAY third-grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified	**End-of-Year Progress - On Target** ● 74% (34 of 46) of 3rd grade students have met the goal of percentile rank of 40, 50 SGP, or increasing their scale score by grade level growth expectations on the end-year STAR assessment

		benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR 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.

- An Academic Assessment and Data Review calendar was created and distributed electronically (and month by month in print) to engage the PLC teams with a more in-depth analysis of the current data in correlation to Longfellow's academic goals.
- Meet with grade-level teams to discuss student progress as seen in the classroom, interventions, and on various formal and informal assessments.
- Provide resources for understanding data and using it to make informed instructional decisions.
- 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 coaching opportunities for individual teachers requesting or requiring additional support.
- We hold weekly PLC meetings for the instructional coach to discuss data and plan for instruction with teachers based on the data.
- Each grade is on a six-week data meeting rotation. We discuss all students on a reading plan and other students identified as either "high risk" or "low growth" on the STAR Assessment.

Reading:

- Curriculum implementation and pacing of Benchmark Literacy was discussed at grade level PLCs during pre-session to determine how the coach can best support each grade level team. Curriculum implementation and pacing continue to be included monthly in PLC's.
- Provide professional development (new teachers) and continued support to teachers in their implementation of routines and strategies for the Benchmark Literacy curriculum.
- The coach is observing and modeling instruction in classrooms to gain a better understanding of our current instructional practice and what is needed to continue moving forward.
- Provide professional development to new teachers using LEXIA Core5.
- We are supplementing our reading instruction with LEXIA Core5.
- Our two reading interventions support almost exclusively students in grades K-3. One interventionist works with grades one and two. The other interventionist has 15 reading groups. 13 of those groups are for students K-3.

Math

- Curriculum implementation and pacing of Bridges math were discussed at grade level PLC's during pre-session to determine how the coach can best support each grade level team. Curriculum implementation and pacing continue to be included monthly in PLC's.
- Provide professional development for new teachers during pre-session.
- Participate in S&I meetings regarding Bridges implementation, assessments, workplaces, and intervention materials.
- Provide support as requested by individual teachers or teams.
- The school implemented XtraMath online math facts program across all grade levels.

Moving Forward;

- Longfellow is exploring a new math facts program to replace XtraMath. We still have a focus on math facts mastery, but we feel the current program does not meet our needs.
- Longfellow is in the process of hiring a full time Instructional/Data Coach & Math Interventionist. In past years, this position has only been a 50% position at Longfellow.
- Confer with students about their past STAR scores and create goals for how to improve their scores Star Assessment Log for data chats
- Continued PD and Coaching on Benchmark and data analysis
- For students in tier 3, we need to be combining it with tier 2.
- MLSS Training for staff
- Look at preassessments to see what workplaces from previous grade that would be appropriate for the level where the student is at
- Incorporate more time and money along with fact fluency
- More targeted instruction around comparison

Sheridan Elementary School
End-of-Year AGR Report 2025-2026

Gr	Subject	Growth Objective	End-of-Year Progress
K	Reading	By Spring of 2026, 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.	**End-of-Year Progress - Approaching Target** ● 34 of 47 FAY kindergarten students, or 72%, have met the end-of-year goal of being secure in identifying all 52 upper and lower case letters ● 32 of 47 FAY kindergarten students, or 68%, have met the end-of-year goal of being secure in identifying all 26 letter sounds
K	Math	By Spring of 2026, 80% of FAY (Full Academic Year) KG students will be secure in the ability to add within 5 using number sentences and manipulatives.	**End-of-Year Progress - Approaching Target** ● 42 of 49 students, or 86% of FAY kindergarten students, are developing or secure in the ability to add within 5 using number sentences and manipulatives
1	Reading	60% of all FAY first grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR Reading and Early Literacy Assessment.	**End-of-Year Progress - On Target** ● 60% of all FAY first grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for end-of-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and Early Literacy Assessment.
1	Math	60% of all FAY first grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 93% of all FAY first grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for end-of-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR Math English or Spanish assessment.
2	Reading	60% of all FAY second grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and early literacy assessment.	**End-of-Year Progress - On Target** ● 85% of all FAY second grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for end-of-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and Early Literacy Assessment.
2	Math	60% of all FAY second grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 87% of all FAY second grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for end-of-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR Math English or Spanish assessment.

3	Reading	60% of all FAY third grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and early literacy assessment.	**End-of-Year Progress - On Target** ● 88% of all FAY third grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for end-of-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR reading and Early Literacy Assessment.
3	Math	60% of all FAY third grade students will be at grade level proficiency or make grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their scale score by the grade level growth expectations as defined by the Renaissance unified benchmarks and cut scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR math assessment.	**End-of-Year Progress - On Target** ● 100% of all FAY third grade students are at grade level proficiency or have made grade level growth expectations by having a percentile rank of 40 or higher, having an SGP of 50 or higher, or by increasing their Scale Score by the grade level growth expectations for end-of-year as defined by the Renaissance Unified Benchmarks and Cut Scores from the Fall baseline performance data to the Spring during the 2025-26 school year, as measured by the STAR Math English or Spanish 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 aided in attaining the stated performance objectives by meeting weekly with each grade level and teacher groups to discuss student data and/or 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 students in both English and Spanish. The instructional coach assisted in implementing the Benchmark Advance/Adelante reading curriculum in all K-5 classrooms. The instructional coach ensured all teachers were trained in the required Structured Early Literacy training through Cox Campus to focus on foundational skills. Some classrooms implemented the Heggerty Phonemic Awareness lessons in English and Spanish. Reading data was collected to inform instruction utilizing a variety of sources: Core Phonics, WRAP español, AIMSweb+, and STAR CBMs. The instructional coach continued 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 chose to focus on implementation fidelity of Benchmark Advance and Adelante during year 1.. In accordance with Sheridan's Long Range Plan, grade-level teams collaborated in PLCs around strategies and lesson plan components to support their guided reading groups and best practices to support multilingual learners. Grade-level teams are focused 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 was examined and reviewed to make needed adjustments to classroom instruction and intervention groups. We refined and enhanced our curriculum and instructional best practices as we implemented and collaborated on Heggerty and Benchmarks. Staff utilized Lexia in English and Happy Letters to monitor student skills and adapt their instruction to meet the needs of their students. We also continued to explore and implement RTI interventions that best meet the needs of our students. In accordance with Wisconsin's ACT 20 legislation, we implemented personal reading plans for all K-3 students who fell below the 25th percentile on early reading screeners.

Math

The instructional coach aided in attaining the stated performance objective by meeting weekly with each grade level and teacher groups to discuss student data and/or 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. The instructional coach supported staff in implementing the Bridges Number Corner and Bridges math curriculum. AVMR training was provided for all new staff responsible for math instruction. Collaboratively, data was examined and reviewed to make needed adjustments to classroom instruction and intervention groups to ensure student needs were met. Sheridan also piloted a new digital math platform called "Happy Numbers" in all grade levels. Through this work and coaching, we helped with various instructional strategies to meet students' individual needs. Our staff supported each other in the continued use of AVMR and the implementation of Bridges Number Corner and the Bridges math curriculum. In first grade, the instructional coach worked with teachers to align Bridges math assessments with math report guidelines to create a standards checklist. In accordance with Sheridan's Long Range Plan, collaborative data was examined and reviewed to make needed adjustments to classroom instruction and intervention groups to ensure student needs were met. The AVMR assessments were utilized to diagnose student needs when universal Tier 1 supports did not meet all student needs. As staffing allowed, Tier 2 and Tier 3 math interventions were provided using research-based math interventions selected based on results from AVMR assessments. We continued to implement the AVMR training received by teachers to better assess, analyze, and instruct our students. We continued to work on and solidify our implementation of the Bridges curriculum throughout the 2025-26 school year.