



# **Hackett Elementary School**

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Grades EC-3-3rd

Site # 115

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## Section 2: School Profile

### Our vision . . .

We envision the Hackett Elementary School environment as an equitable, warm, welcoming community that is safe, caring, and honors the diversity of its citizens. We see a place supported by parents, students, and staff as partners in learning.

We envision each Hackett Elementary School classroom as a stimulating, positive, structured environment, managed by explicit routines; where the interests and needs of each individual in the community are respected and members are engaged in meaningful learning.

We envision each Hackett Elementary student as a confident, self-disciplined, independent learner who is engaged in learning and can work cooperatively and respectfully with peers and adults.

We envision each Hackett staff member as a highly qualified professional with a shared vision of high expectations for all students, who addresses the needs of the whole child and facilitates a passion for learning and success for each individual.

We envision the Hackett Elementary School curriculum to be focused on high academic achievement for all students, designed to increase higher level thinking and problem solving skills, differentiated to meet individual needs of students, developed to inspire life long learners with an emphasis on character development by teaching our students to **Have respect, Act responsibly, Work together, Keep safe, and Soar to Success. (HAWKS)**

### Our values for learning . . .

In order to prepare our children to become successful learners and leaders of tomorrow, the Hackett School community believes in:

- **The Climate of a Professional Learning Community:** We strive to function as a professional learning community working toward all stakeholders demonstrating a shared mission, a shared vision for teaching and learning, and excellence in performance.
- **High Expectations:** We believe each student has the right to learn and will learn. We expect that all of our students will learn and achieve to their highest potential. We believe that all staff must hold high expectations for themselves and for each student's academic success.
- **Aligned Curriculum and Best Practices in Instruction:** We believe that the following will result in high academic achievement and positive self esteem among all of our students: powerful, active, and relevant learning aligned to Common Core State Standards and District Essential Learning Targets, incorporation of critical thinking skills, having authentic experiences, discovery through problem solving, and cooperative learning.
- **Multicultural Diversity:** We build on and incorporate into learning experiences the cultural and linguistic diversity that our staff, students, and parents bring to us.
- **Diverse Learning Styles:** We believe that students bring diverse learning styles to school. We view learning styles as strengths and utilize a variety of strategies, materials, and educational techniques to maximize students' learning potential.
- **Community Involvement:** We provide opportunities and shared experiences for our students and families to be actively involved with community members, agencies, local businesses, and neighbors.
- **Shared Decision-making:** We encourage parents and staff to be active partners in making school decisions about teaching and learning.

- **Fiscal Responsibility:** We believe that all of our fiscal resources (the little, tiny bit that we have) must be aligned and allocated to support the most important place in our school – the classroom. Our resources will be used responsibly and in alignment with the educational plan of our school.
- **Assessment:** We believe in appropriate assessment of students through a variety of measures in alignment with Common Core State Standards including the use of formative and summative assessments which will facilitate strategies for continuous improvement.
- **Collaboration:** We believe in collaboration to learn, grow and strengthen our work as professionals. We believe that collaboration with parents is a highly effective way to support student learning at our school.
- **Continuous Improvement:** We strive to improve physiological, psychological, emotional, and academic services to meet the needs of students and families.
- **Unity of Purpose:** Hackett Elementary School stands united behind our educational plan, school vision, educational values, and work as a professional learning community in order to ensure the success of all of our students.

Steeped in history . . .

Hackett Elementary School was built in 1895, and named after John Hackett; a prosperous grocer, one of the first residents and educators of Beloit, postmaster, mayor, and Rock County legislator. Hackett saw subsequent additions and renovations in 1958, 1965, and was ultimately rebuilt in 1967 with a final addition, doubling our square footage, in 2014. Hackett began as a kindergarten through 6th grade building. In 1994, the School District of Beloit reconfigured the grades in all the schools making Hackett a kindergarten through 5th grade school. Reconfiguration occurred again in 2011 making Hackett a kindergarten through 3rd grade elementary school. Hackett is currently an Early Childhood through 3rd grade Elementary School.

Approximately 38% of our students are English Language Learners (Students whose first language is not English) while 19% of our students are identified with special needs. Ninety-three percent (93%) of our students receive free or reduced lunch. To meet the needs of our diverse student body, our school offers a variety of programs: regular education, gifted and talented education, English as a Second Language (ESL), Title I support, special education services, and dual language instruction. Our school receives funding from four sources – local (Board funds), federal (Title I), and a variety of local and national grants staff member apply for and receive.

Our school is comprised of 453 total students. Fifty-one (51%) of our student population are male and Forty-nine (49%) are female. Our students come from a variety of racial/ethnic backgrounds: 40% Hispanic, 23% African American, 24% White, and <1% Asian and Native American/Alaskan, while 10% identify themselves as multiracial.

Hackett Elementary School has maintained a **strong, unified vision for teaching and learning** supported by our school’s Site Plan. Our school utilizes specific instructional strategies and resources:

Lucy Calkins Reader’s Workshop  
Lucy Calkins Writer’s Workshop

Soar to Success  
A comprehensive balanced literacy framework  
Math Investigations  
Guided Math Instruction  
Inclusion of special needs students  
Discipline-based art, music, media, and physical education programs  
ELL services  
Co-teaching (professional educators, para-educators, volunteers, interns, student teachers, etc.)  
Leveled Literacy Intervention  
A comprehensive Responsive to Intervention approach in literacy and mathematics  
Positive Behavior Interventions and Supports (Tier I and Tier II)  
Dual language immersion programming  
21st Century Ignite Beloit 1:1 Technology Initiative  
Skill Streaming  
Second Step Program

Additionally, we offer a comprehensive program of services to students with special education needs. Services are offered to students EC-3 through grade 3. Students receive education and support in alignment with their individual education plans (IEP) in regular education classrooms, small group specialized settings, and special education resource rooms. We offer the services of a speech therapist, occupational/physical therapist, a full time health room assistant, a part-time psychologist, a full-time social worker, reading specialist, ELL professionals and several full-time special educators. We offer our special needs students academic and social skill problem-solving strategies through the RtI framework. Through the referral process we evaluate and create IEP's for students within our community.

Students who have mild to moderate disabilities participate at Hackett School in regular education classrooms in an inclusive setting with necessary special education support. Our special education students participate in all of the school-wide instructional strategies as well as IEP specialized strategies and assistive technology to help meet each student's needs. Examples of the support provided include:

- Functional Behavior Assessments and Behavioral Intervention Plans
- Specialized software to strengthen reading, writing, and math skills
- Daily living and social skills instruction

Our school continues to offer enriched learning opportunities to students by having a full-time art teacher, music teacher, physical education teacher and library media specialist on our staff. Students also have a variety of after school extra and co-curricular opportunities such as student council, athletics, Destination Imagination, Cub Scouts, Girls Scouts, tutoring, and many others. We also offer extended support to our students through a partnership with Stateline Boys & Girls Club.

### **Our reasons for celebration . . .**

Hackett Elementary School has continued to show improvement by continually adapting our curricular offering and instructional delivery to promote academic improvement and high achievement for all students. We celebrate our many accomplishments and improvements each year.

Throughout the year, Hackett School teachers provide **assessments of learning and for learning**. Assessments of learning include the Forward Exam at grade 3, MAPS for grade K-3, PALS for 4K-2nd grade, BAS for grades K-3, Math Fact Fluency for grades K-3, Pre/Post Narrative Writing Assessments for

grades K-3, and ACCESS for ELL students. Assessments *for* learning include common classroom assessments based on standards developed by teachers. Our teachers use a *common language of instruction* as it relates to the assessment of our students. Teachers use district wide summative rubrics, in all content areas and have also begun to integrate their own formative rubrics in their daily classroom instruction.

Hackett School continues to use data to enhance student learning. Our teachers use the results of the above assessments to analyze individual student needs and determine directions for future instruction.

Hackett Elementary School continues to strive for a high level of parent and family involvement throughout the year. You will find our family involvement policy in section VI.

#### 2015-2016 School Year Highlights:

1. An Open House was held in August in which over 400 people attended.
2. High School students, college students, and retirees met with individual students with our Lunch Buddy program.
3. PBIS tier II was fully implemented to staff and students.
4. Perfect attendance celebrations were held for 1<sup>st</sup> quarter, 2<sup>nd</sup> quarter, 1<sup>st</sup> semester and all year.
5. Quarterly behavior incentives/recognition, "Hardworking Hawks"; based on PBIS criteria, teachers chose students to attend this.
6. Every student had an opportunity to have lunch with the principal.
7. In addition, two formally held parent-teacher conferences, parent workshops were held throughout the year.
8. Several staff produce and deliver the daily "Morning Show" over closed circuit TV. This show communicates school announcements, student accomplishments, and school highlights.
9. Wednesday Wellness is presented on the "Morning Show" to promote physical fitness and healthy living.
10. Monthly fitness nights were introduced to students, during PTO meetings.
11. Retired teacher volunteers continue to read with individual students as a supplement to their classroom instruction.
12. Volunteers from Beloit College read with and/or tutor students in all subjects on a weekly basis.
13. Students and families enjoyed the end-of-the-year picnic and at Hackett School.
14. A 4K teacher facilitated our Just Say No group.
15. Several clubs and intramural sports were offered for after school participation for students; Yoga, Hackett Hikers, volleyball, boy/girl scouts, 1st grade reading club and garden club.
16. We formed a partnership with UW-Extension students and created a Hackett garden with funding from an EcoLab grant.
17. Thirty-five Hackett students participated in "Jump Rope for Heart". The students raised approximately \$1550-- a new record.
18. Community volunteers came into the classrooms and shared a Dr. Seuss book in celebration of Read Across America Day in March.
19. Read Your Heart Out (Black History Month Celebration)
20. Two school sings were held during the school year. The annual Winter Sing was held for students and families in grades 1, 2, and 3 and the Spring Sing was held for kindergarten grade students and families.
21. Student Council members organized activities for the whole student body throughout the school year. Activities included fund raising, food drives, fun days, student contests.
22. Staff members mentored students throughout the school year.
23. Every classroom was equipped with a Smartboard or Apple TV to bolster instruction and increase technology offerings.
24. School wide assemblies were offered featuring Latino dance performance and a celebration of the life of Martin Luther King Jr.
25. Parent volunteers have lunch with DLI students for Spanish language conversational and social skills.
26. Partnership with Beloit College Anthropology Department to create a "Pop-up Museum".
27. Read Across America day, featuring Dr. Seuss and the Cat in the Hat. Community members invited into classrooms to read to students.
28. Empowerment Monday group: Members of the Beloit community are invited to talk to students about the importance of education and overcoming adversity to become successful and productive members of our community.

## 29. Numerous Family Events

- a. Reading Counts Workshops
- b. Family Fitness Night
- c. Movie Nights
- d. Multi-Cultural Night
- e. Grade level family breakfasts
- f. Buffalo Wild Wings Fundraiser
- g. Carnival
- h. Family Picnic
- i. Hawk Egg awards for parent participation
- j. McTeacher Night-raised \$630 for our school
- k. Winter and Spring Sing
- l. Literacy Night: raised \$730 through the Scholastic Book Fair.
- m. Chuck-E-Cheese Night
- n. 2nd Annual Holiday Bazaar was a huge success
- o. Math Night
- p. Monthly 4K Family Days
- q. School volunteer celebration luncheon

## 30. Building Character

- a. Hackett was recognized as a School of Distinction by the Wisconsin Rtl Center for its PBIS program
- b. 77 Students participated in social-emotional groups
- c. 15 different social-emotional groups took place

## 31. Grants

- **Family Community Liason:** \$30,000 Stateline Community Foundation
- **Sarah Cary:** \$800 Fuel Up to Play 60, "Cornerstone of Hope" donated and installed three raised garden beds, \$2154 Ecolab for school garden
- **Devin Post:** \$100 Scholastic Back to School Grant (used for name-tags and new book boxes to replace broken), Donor's Choose Project for \$245 (student whiteboards and dry markers, privacy shields for student tables), ECOLab Grant for \$480 (Word work activities and games-varying levels for entire 2nd grade)
- **Cindy Weber:** \$900 Ecolab for Spanish leveled readers
- **Janay Banks-Wilson:** \$900 Stateline Community Foundation (Empowerment Monday Group) Uniforms, Books, Read Your Heart Out, Trip to Beloit College
- **Marquea McClenathan:** \$825 Donors choose (bilingual area rug)
- **Elise Grunder:** \$100 Meemic Back to School Grant (Clorox wipes, Kleenex), \$680 Donors Choose (area rug)
- **Megan Brost:** \$635 Donors Choose (classroom carpet)
- **Leanne Rebout:** \$1000.00 Meemic Foundation Grant (pouch laminator- up to 10mm, hand held scanner and docking station, laminating pouches)
- **Lori Hall:** \$300 Donors Choose (classroom supplies for sensory needs)

32. Community Partnerships
  - a. UW Extension Nutrition partnership
  - b. Just Say No- Optimist Club
  - c. Beloit Public Library Booklegger program
  - d. Beloit Memorial High School Student mentors
  - e. Beloit Public Library Art Show
  - f. Visual Performing Art Show at BMHS
  - g. Boy Scouts and Girl Scouts
  - h. Beloit College Women's Lacrosse team volunteer during the day and at our family events
  - i. Beloit College Women's Volleyball team ran a volleyball clinic
33. Beloit College Men's baseball team volunteers as lunch buddies, mentors, recess buddies to our students
34. Mrs. Zamudio (parent) has lunch with our students daily!
35. Junior Achievement- ABC Supply
36. Mr. David from Boys and Girls Club - Aggression Groups & mentoring boys
37. Beloit Hospice - Grief Group
38. Other community members as mentors
39. HeadStart 4K Partnered Classroom
40. Winter coat/boot giveaway from local fire station and Southern Wisconsin Churches
41. JoAnn Fabrics, Barnes and Noble Beloit College Bookstore and Staples donations

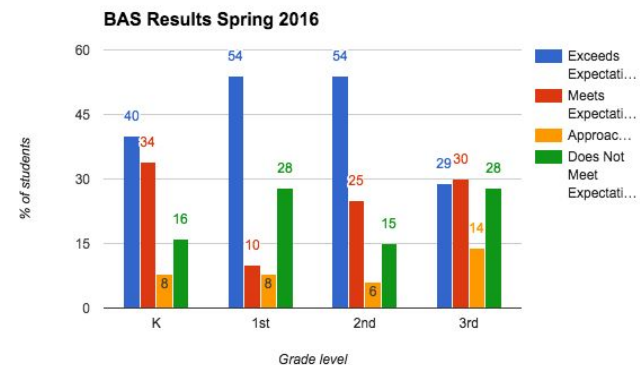
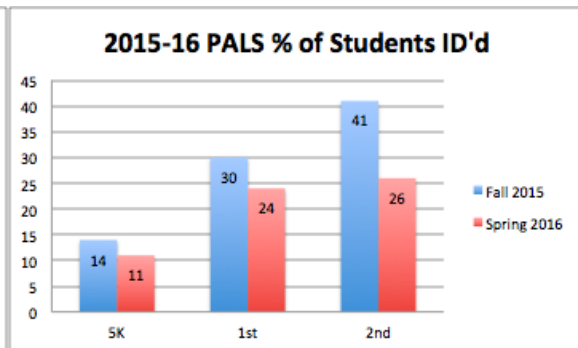
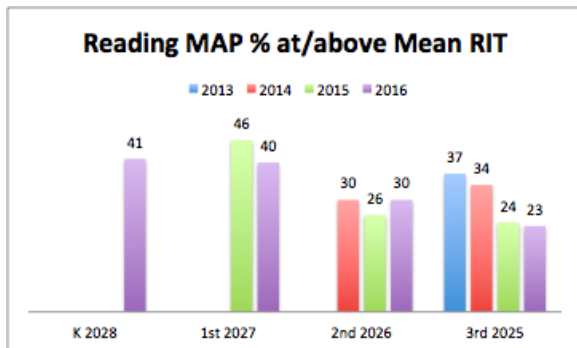
### **Our hope . . .**

**Finally, it is our hope that our school improvement plan presented within this document continues to help us meet the needs of our students, staff, parents, and community in preparing our children for their future. The ultimate goal for all of us at Hackett Elementary School is to learn, to grow, to improve, and to love what we are doing every day.**



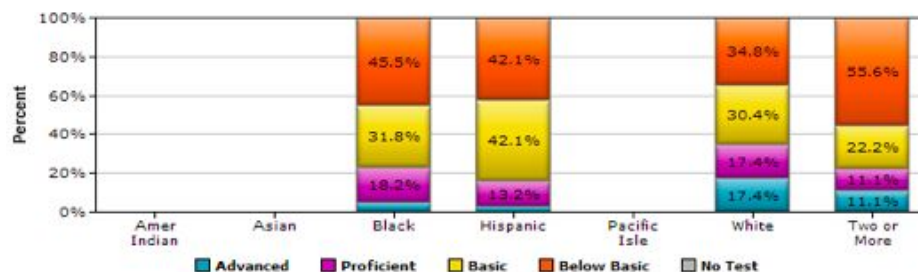
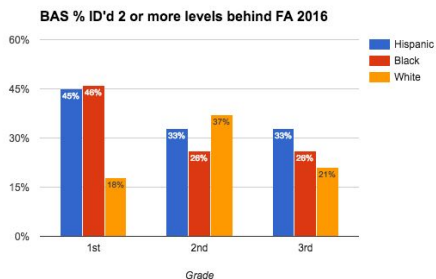
# Section 3: Needs Assessment Narrative and Summary

## Charts



Grade	Literature and				Vocabulary Use and				Language and				Foundational Skills				Mean overall RIT				National Norm Mean				Hackett Compared to norm			
	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17
5K	139	156	139		140	158	140		138	156	134		137	156	133		138	157	136		140	158.1	140		-1.6	-1.1	-3.6	
1	159	175	159		157	174	158		154	172	155		155	171	158		157	173	158		159	177.5	159		-2.1	-4.5	-1.1	

Grade	Literature				Informational Text				Vocabulary				Mean overall RIT				National Norm Mean				Hackett Compared to norm							
	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17
2	166	182	169		164	181	167		165	180	165						165	181	167		173	188.7	173		-8.3	-7.7	-6	
3	180	187	180		177	185	179		178	184	178						178	185	179		187	198.6	187		-9.1	-13.6	-8	



## Hackett Elementary School Reading Needs Assessment

1. Describe your school's overall trend in reading over time in terms of proficient and not proficient students.

When you compare the same children over time we see that according to the Benchmark Assessment System from Fountas & Pinnell, our school has had a steady increase of students meeting or exceeding grade level expectations. This year in fact we have over 60% of students in each grade level meeting or exceeding grade level expectations.

Our PALS data this year shows a first time decrease of percentage of students identified from Fall to Spring in all tested grades.

When we use the MAPS assessment over the past three years however, we see a different story. We have had a steady decline in the percentage of students at or above the normed grade level mean.

2. How does your school's performance compare to the district and the state?

Although Hackett has consistently scored lower than the national average in reading MAPS, our rate of growth has been higher than the national norm.

At Hackett Elementary School, only third graders took the Badger Exam (in 2014-2015) and the Forward Exam (in 2015-2016). Here are our students' results from the **Badger Exam in Reading for the 2014-2015** school year, in comparison with the School District of Beloit's third grade scores, and the State of Wisconsin's third grade scores

<u><b>Hackett</b></u>	<u><b>School District of Beloit</b></u>	<u><b>State of Wisconsin</b></u>
Advanced Proficient: 7.6%	Advanced Proficient: 15.2%	Advanced Proficient: 26.8%
Proficient: 15.2%	Proficient: 22.5%	Proficient: 25.3%
Basic: 34.8%	Basic: 26.2%	Basic: 24.9%
Below Basic: 42.4%	Below Basic: 35.5%	Below Basic: 20.8%

**Hackett** - (16% of Hispanic students were average or above, 35% of Caucasian students were average or above, 23% of Black students were average or above.)

**School District of Beloit** - (29% of Hispanic students were average or above, 49% of Caucasian students were average or above, 27% of Black students were average or above.)

**State of Wisconsin** - (35% of Hispanic students were average or above, 60% of Caucasian students were average or above, 22% of Black students were average or above.)

Here are our students' results from the **Forward Exam in Reading for the 2015-2016** school year, in comparison with the School District of Beloit's third grade scores, and the State of Wisconsin's third grade scores

<u><b>Hackett</b></u>	<u><b>School District of Beloit</b></u>	<u><b>State of Wisconsin</b></u>
Advanced Proficient: 0%	Advanced Proficient: 3.6%	Advanced Proficient: 9.1%
Proficient: 12%	Proficient: 24.0%	Proficient: 34.7%
Basic: 39.1%	Basic: 35.2%	Basic: 34.5%
Below Basic: 48.9%	Below Basic: 37.2%	Below Basic: 20.5%

**Hackett** - (10% of Hispanic students were average or above, 16.7% of Caucasian students were average or above, 0% of Black students were average or above.)

**School District of Beloit** - (23% of Hispanic students were average or above, 41% of Caucasian students were average or above, 10% of Black students were average or above.)

**State of Wisconsin** - (29% of Hispanic students were average or above, 51% of Caucasian students were average or above, 17% of Black students were average or above.)

3. Where do you see achievement gaps? Are there student groups that have significantly lower performance?

Achievement gaps are definitely noted. As we look at the students scoring below the 21%ile in reading MAPS, we note that in 5K this year, 90% of all the students scoring lower than the 21%ile were our minority students. The remaining grades also show higher percentage of minorities students scoring low when compared to our actual demographic breakdown.

4. Identify your reading urgent fact.

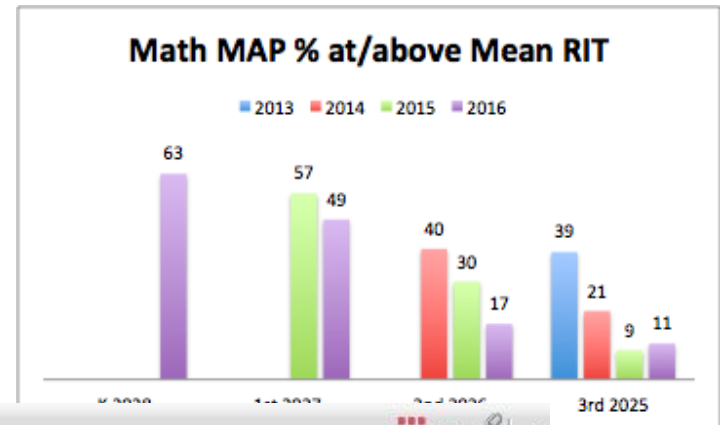
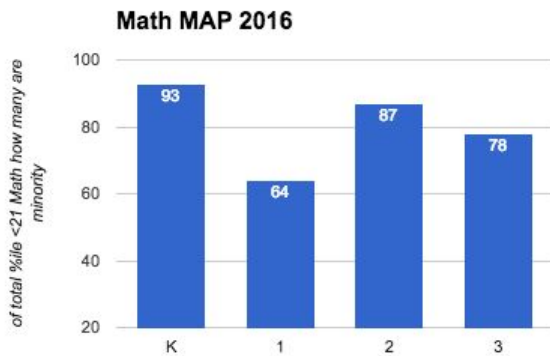
We know that our data historically shows a decline in the percentage of students being proficient readers between the end of 5K and 1st grade. Due to our great data this year we are going to continue to explicitly teaching the concept of word strategy and using the results of our PALS data to determine students to target. We will build on these gains at the 3rd grade level.

5. Identify the strengths and weaknesses you see across grade levels in reading objectives as compared to the state and the district.

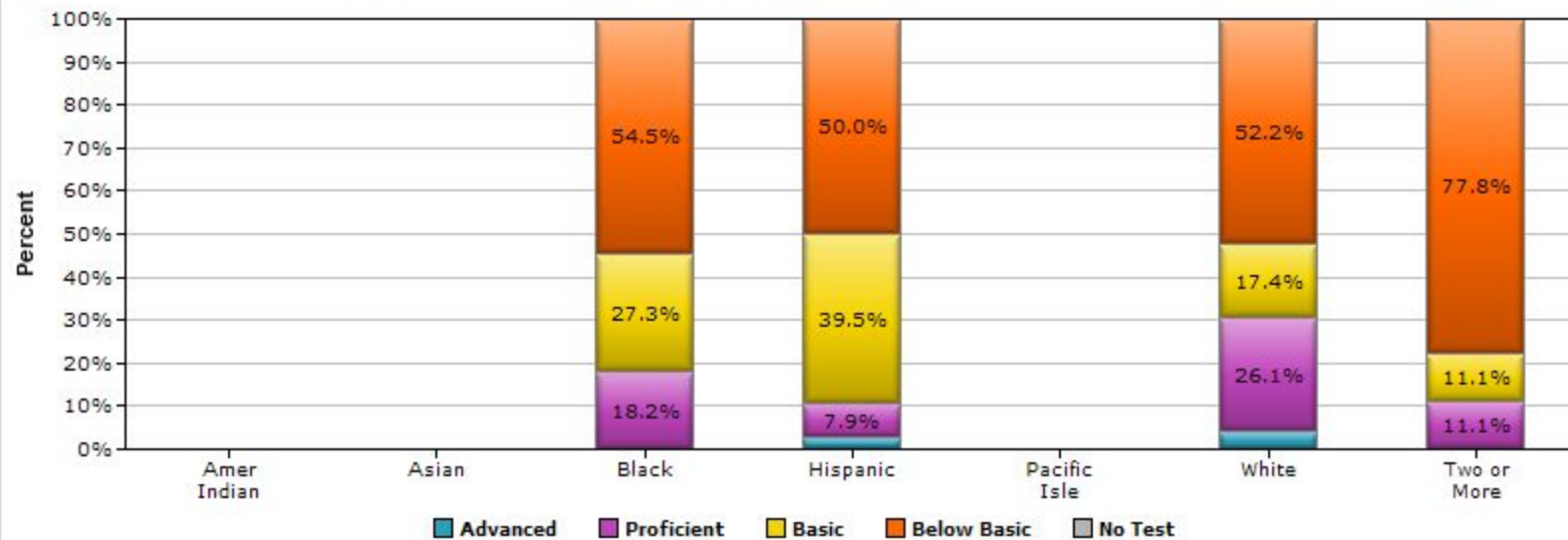
Across the grade levels in reading, is the relative performance of our white students while a weakness is the relative performance of our African American and Latino students.

## Math Needs Assessment

Grade	Operations and Algebraic Thinking				Numbers and Operations				Measurement and Data				Geometry				Mean overall RIT				National Norm Mean				Hackett Compared to norm			
	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17	FA 15	SP 16	FA 16	SP 17
5K	133	167	130		133	162	131		137	161	136		136	162	134		133	163	133		139	159.1	139		-5.5	3.9	-5.5	
1	161	182	161		157	178	160		160	176	160		159	179	161		161	179	161		161	180.8	161		0.2	-1.8	0.2	
2	167	184	173		165	185	171		169	184	174		173	190	176		173	186	173		176	192.1	176		-2.6	-6.1	-2.6	
3	178	190	179		180	190	181		178	188	180		182	191	183		180	190	181		189	203.4	189		-9.4	-13.4	-8.4	



2014-15 Badger and DLM Mathematics Performance by Race/Ethnicity



1. Describe your school's overall trend in math over time in terms of proficient and not proficient students.

Our math scores show tendencies of decreasing as students get older.

2. How does your school's performance compare to the district and the state?

Students in kindergarten, 2nd and 3rd grade scored below the national overall mean RIT on the MAP assessment. In first grade, our students scored at the national norm overall RIT on the MAP assessment. We have compared our results to the national mean in place of the district benchmark. The third grade students were compared to the state using the Forward exam. We have a higher percent of students scoring in the basic and below basic areas and a lower percent of students scoring in the proficient and advanced proficient for mathematics.

At Hackett Elementary School, only third graders took the Badger Exam (in 2014-2015) and the Forward Exam (in 2015-2016). Here are our students' results from the **Badger Exam in Math for the 2014-2015** school year, in comparison with the School District of Beloit's third grade scores, and the State of Wisconsin's third grade scores

<u><b>Hackett</b></u>	<u><b>School District of Beloit</b></u>	<u><b>State of Wisconsin</b></u>
Advanced Proficient: 2.2%	Advanced Proficient: 10.0%	Advanced Proficient: 19.5%
Proficient: 15.2%	Proficient: 23.0%	Proficient: 32.3%
Basic: 28.3%	Basic: 25.8%	Basic: 25.5%
Below Basic: 54.3%	Below Basic: 40.6%	Below Basic: 20.5%

**Hackett** - (10.5% of Hispanic students were average or above, 30.4% of Caucasian students were average or above, 18.2% of Black students were average or above.)

**School District of Beloit** - (25% of Hispanic students were average or above, 46% of Caucasian students were average or above, 18% of Black students were average or above.)

**State of Wisconsin** - (19% of Hispanic students were average or above, 54% of Caucasian students were average or above, 14% of Black students were average or above.)

Here are our students' results from the **Forward Exam in Math for the 2015-2016** school year, in comparison with the School District of Beloit's third grade scores, and the State of Wisconsin's third grade scores

<u><b>Hackett</b></u>	<u><b>School District of Beloit</b></u>	<u><b>State of Wisconsin</b></u>
Advanced Proficient: 0%	Advanced Proficient: 4.3%	Advanced Proficient: 9.3%
Proficient: 12%	Proficient: 21.0%	Proficient: 39.3%
Basic: 39.1%	Basic: 42.4%	Basic: 32.6%
Below Basic: 48.9%	Below Basic: 32.3%	Below Basic: 17.8%

**Hackett** - (5% of Hispanic students were average or above, 5.6% of Caucasian students were average or above, 0% of Black students were average or above.)

**School District of Beloit** - (19% of Hispanic students were average or above, 38% of Caucasian students were average or above, 13% of Black students were average or above.)

**State of Wisconsin** - (30% of Hispanic students were average or above, 58% of Caucasian students were average or above, 18% of Black students were average or above.)

3. Where do you see achievement gaps? Are there student groups that have significantly lower performance?

Achievement gaps are definitely noted. As we look at our math MAP assessment, caucasian students are outscoring our minority students at each grade level.

4. Identify your math urgent fact

Support for our incoming 1st graders in both number operations and measurement and data, incoming 2nd graders in the area of number operations, and our new third graders in operations and algebraic thinking will be the urgent pushes this year. The use of intense, purposeful and data driven math interventions is key to helping the students accelerate in mathematics. The induction of a new math interventionist position will help move the intervention process forward using the learning continuum from NWEA.

5. Identify the strengths and weaknesses you see across grade levels in math objectives?

We fall below the national norm mean for kindergarten, second and third grade students according to our overall RIT scores. Across the 1st, 2nd and 3rd grade levels we score highest in the area of Geometry. Operations and algebraic thinking is the lowest area for kindergarten and 3rd grade. Number operations is the lowest area for 1st and 2nd grade students.

**-Section 4: Strategic Plan**

**Objective: Hackett Elementary School will increase overall proficiency in Reading**

**SMART Goal:** By Spring 2017, students performing at or above the “average band” as measured by MAP Assessment will increase from FA ‘16 46% to 48%. Students scoring 2 levels or more below on the BAS Assessment will decrease from FA ‘16: 24% to SP ‘17: 20%. ( PALS Assessment (S-16 = ,F-16 = 65%) and/or Forward Exam S16-ELA= 12% to 14% in S17.

Action: This plan will include specific actions and will describe how each goal will be achieved.	Parties Responsible	Timeline	Evaluation	Review dates	Budget Source (√ one or more)			
					Site	Title 1	Other (Specify)	NA
Staff will be required to initiate contact with the Reading Coach for strategy or instructional support for Tier II instruction in reading.	Classroom Teachers Building Reading Coach	February to April of the 2017 school year	Reading Coach will use a checklist, and follow up with classroom teachers as needed.			X		
Staff will analyze and interpret predetermined data to inform instruction through weekly collaborative grade level meetings.	Classroom Teachers Leadership Team Administration	October 2016-June 2017	PLC Data Team Templates that specify student data and aligned ELT focus.			X		
Teachers will implement Reader’s Workshop Model as universal instruction with fidelity.	Classroom Teachers Building Reading Coach	October 2016-June 2017	Reading Coach and administration walk-throughs will assess fidelity of Reader’s Workshop Model			X	District	
Staff will review data SIT Meetings for progress monitoring purposes and problem solving strategies	Student Services Team Classroom Teachers Support/Intervention Staff Administration	Weekly October 2016-June 2017	Student data from the applicable district assessments and Tiered Intervention checkpoints			X		
Staff will provide researched based reading interventions in small groups for children performing below grade level.	Classroom Teachers ELL Staff Building Reading Coach Special Ed. Staff	November 2016-June 2017	AIMS, PALS, BAS progress monitoring			X		
Teachers will emphasize academic and content vocabulary within grade level text.	Classroom teachers	February 2017-June 2017	Reading coach and administration walk throughs			X	District	

**Objective: Hackett Elementary School will increase overall proficiency in Mathematics**

**SMART Goal:** By Spring 2017, we will increase from FA ‘16: 50% to 58% of students scoring at or above the “Average band” in Mathematics as measured by MAP Assessment. By Spring 2017, we will increase from 66% of students scoring proficient or advanced on our end of unit Investigations post-tests to 75%. By Spring 2017, we will increase from 4% of students to 10% scoring proficient or advanced on 3rd Grade Forward Exam.

Action	Parties Responsible	Timeline	Evaluation	Review dates	Budget Source (√ one or more)
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					Site	Title 1	Other (Specify)	NA
Staff will analyze and interpret math data to inform instruction and create small intervention groups to meet students' needs	Classroom Teachers Math Interventionist	Sept. 2016 -June 2017	PLC Data Team Templates Dreambox Reports		X			
Staff will incorporate a guided math structure, with an emphasis on ELT focused mini lesson with differentiated small group reinforcement.	Leadership Team Administration Math Coach Classroom Teachers	Sept. 2016 -June 2017	Fidelity of Implementation		X			
Classroom teachers will incorporate guaranteed viable math vocabulary into daily lessons and post words on Math Word Wall	Classroom Teachers	Sept. 2016 -June 2017	Fidelity of Implementation				District	
3rd grade teachers will teach math intervention and focus on MAPs band width in numbers and operations	Third grade teachers Support Staff Math Interventionist	Third Quarter	Math MAP		X		District	
Teachers will incorporate Fact Fluency lessons and activities based on student Fact Fluency interviews	Classroom Teachers	Sept. 2016 -May 2017	Fidelity of Implementation Fact Fluency Interviews		X			

Reading	Grade Level		Combined Groups Growth Percentile	African American Growth Percentile	Hispanic/Latino Growth Percentile	Caucasian Growth Percentile	FRL Growth Percentile	LEP Growth Percentile	Spec Ed Growth Percentile
Hackett	K	82	54	46	32	83	50	40	72
Fa 15- Sp 16	1	68	17	2	42	14	17	40	na
	2	74	59	17	55	90	60	55	8
	3	95	3	3	1	1	2	2	1



**SMART Goal 3: All Hackett student ethnic subgroups will outperform their national student norm projected growth as measured by the MAP Reading and Math from Fall 2016- Spring 2017 .**  
**Current reality from Fall 2015-Spring 2016:**  
<https://drive.google.com/a/sdb.k12.wi.us/file/d/0B6Y-5pPIRqhCV0dvNmh5TXB0NVU/view?usp=sharing>

Action	Parties Responsible	Timeline	Evaluation	Budget Source (√ one or more)			
				Site	Title 1	Other (Specify)	NA
All staff members will practice increasing the ratio of their positive comments to correctives	All staff members	Beginning Sept. 2016	Principal or designated staff member walkthrough				x
Kindergarten teachers will utilize the phonological awareness app, Hear Builder, to support tier 2 and tier 3 learners.	Kindergarten Classroom Teachers	Beginning Sept. 2016	Principal planned professional development	x		Title 3	
Recommended 2nd and 3rd grade students will participate in Empowerment Mondays Group in order to encourage success and different lifestyle options and outcomes.	MEO Representative 2nd and 3rd grade Classroom Teachers	Monthly Staff Meetings	Principal planned professional development			PTO	
Selected students will partake in a classroom environment in which cultural norms and small group instruction are encouraged to help promote academic growth.	SIT Team Administration Classroom Teachers Reading Specialist	Dec. 2016 -June 2017	MAP test				x
ELL staff will implement Oral Language and Expanding Expression Toolkit to assist students in accessing their background knowledge to assist them in oral and written expression	SLP ELL Dept Classroom Teachers SIT Team	Dec. 2016 -June 2017	Oral Language and EET Pre and Post-Test data			Meemic grant	

**Goal 4: Family participation in school activities will increase annually.**

Action	Parties Responsible	Timeline	Evaluation	Budget Source (√ one or more)			
				Site	Title 1	Other (Specify)	NA
Home visits to kindergarten ELL families	ELL staff Families	September and October	Notes form family visists	X			
A Parent/family Involvement tracking system will compile data to show the number of events/ family participation in the school	Home School Coordinator Administration	On-going school events/ participation	Tracking Tool	X	X		
Encourage staff participation at the monthly PTO meetings	Classroom Teachers Administration	Monthly	Sign up and attendance records	X	X		
Establish bilingual support person at each school event	ELL Staff Administration	On-going	Sign up and actual attendance	X			
Provide workshops/meetings/events during various times and days	Home School Coordinator Classroom Teachers	Monthly	Calendar	X	X		
A School Intervention Team member will consistently invite parents to each SIT meeting to gain their insights and offer suggestions for home.	School Psychologist Classroom teachers	Weekly	Parent attendance at SIT meetings	X			

## Section 5: Professional Development Plan

### Professional Development Needs

1. Culturally Responsive Teaching
  - Book Study and Research Articles
  - Trainer-led sessions

- Guest Speakers
- 2. Restorative Practices
  - District-led Professional Development
- 3. Trauma Informed Classrooms
  - Trainer-led sessions
- 4. DreamBox
  - Trainer-led sessions
- 5. Lucy Calkins Reading and Writing Workshops
  - District-led Professional Development
  - Trainer-led sessions
  - Professional Conferences
- 6. Guided Math
  - District-led Professional Development
- 7. Professional Learning Communities Use of Data
  - Leadership Team
  - District led Professional Development
- 8. District directed PD on equity
  - District-led

## **Section 6: Discipline Data**

SMART Goal: We will decrease the suspensions of African American student population from our baseline data from 2015-16 44% of all suspension.							
Action	Parties Responsible	Timeline	Evaluation	Budget Source (√ one or more)			
				Site	Title 1	Other (Specify)	NA

All staff members will practice increasing the ratio of their positive comments to correctives	Leadership Team Administration Student Services Team Classroom Teachers	Ongoing	Principal or designated walkthrough tallying.	x			
Teachers will teach Zones of Regulation at the Universal Level	Classroom Teachers Student Service staff	September and October	Hawk Pride calendar	X			
All staff will be trained in Restorative Practice and will facilitate restorative circles when necessary to rebuild relationships	District Staff All Hackett Staff	September - June	Log of staff members with dates they are trained	X		District	

## **Section 7: Parent Involvement Policy**

Parent Involvement Policy  
Hackett Elementary School

In acknowledgement of much reliable research proving parental involvement raises the academic achievement of students; Hackett Elementary School encourages involvement of parents through an active Parent Volunteer Program and Parent/Teacher Organization. Parents are able to come to their child's classroom and watch our daily televised, "Morning Show" and learn about current happenings in the school. Hackett also hosts monthly family night, grade level family breakfasts, various PTO activities, Third Grade Family Dinner..

In order to build an effective home-school partnership, Hackett Elementary will provide the following:

1. An annual orientation "Back to School Night" where parents will meet their child's teacher and be reassured of their right and responsibility to be involved in their child's education.
2. A flexible number of meetings and activities throughout the year to assist parents in understanding the federal and state academic content and student achievement standards, as well as local academic assessments. Meetings will also focus on how parents and teachers can work together to monitor the child's progress in order to improve student achievement (Parent Information Nights).
3. A varied schedule for meetings and conferences in order to accommodate the needs of parents. Teachers are flexible and in constant communication physically, in writing, and via other electronic means of communicating with parents.
4. A minimum of two scheduled parent conferences, where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or parent may have.
5. Continuous communication to assist parents in understanding the school curriculum and student achievement through the Hackett Facebook page, Hackett School Report Card, School District of Beloit Parent-Student Handbook, handouts and mailings, and student achievement reports. Our website will include parenting tips and suggestions.
6. The School District of Beloit in conjunction with Hackett Elementary School provides families with and Elementary Student/Parent Handbook.
7. Every year, a fall and/or spring survey for all parents shall be conducted by the Hackett staff to collect opinions and concerns of parents about the current program and to collect suggestions for improvement and topics for meetings that meet the needs of parents.
8. A Home/School coordinator works with families to enhance communication regarding programming, attendance, and home-school relations.
9. Hackett Elementary School will involve parents through active recruiting for our Parent/Teacher Organization.
10. Parents will be encouraged to volunteer in classrooms. We encourage parents to participate in various classrooms working with students and assisting staff in providing a quality education for every child.
11. Hackett will incorporate additional parental education components such as English language instruction for our families, guest speakers and monthly Family Nights.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. This includes making our communication friendly to our Spanish speaking families with the assistance of our ELL staff. Parents and community members are always made welcome at Hackett Elementary School.