

# Title I Schoolwide Assurances 2015-2016

## School: Hackett Elementary School

### 1. Comprehensive Needs Assessment

Conducted a comprehensive needs assessment identifying specific areas of academic need for all various populations of students, resulting in a plan that reflects: challenging goals, identified areas of instructional strengths and weaknesses, use of data driven decision-making and a strong understanding of instructional approaches.

#### **Evidence:**

Hackett Elementary School staff members participate in two data retreat/planning sessions each year; one in the spring and one in the fall. All staff members are present at each meeting where data is analyzed; academic proficiencies, cell group analysis, year to year performance, demographic information, and parent and staff surveys. District, school wide, and grade level plans are used as the foundation for weekly grade level discussions and data analysis. Our building SIT (Student Intervention Team) team meets weekly as part of the RTI process. Techniques and support strategies for our “at risk” students are developed along with Progress Monitoring. The building leadership team meets monthly to address plans and progress in the areas of Family Involvement, Data Analysis/ Academic Achievement, and PBIS.

### 2. Reform Strategies

Provided for the implementation of reform strategies designed to improve instruction throughout the school so all children can meet the state’s proficient and advanced levels, including: strengthening core academic programs, increasing amount and quality of learning time, enriched and accelerated curriculum, and strategies to meet the needs of historically underserved populations and those at risk of not meeting academic performance standards.

#### **Evidence:**

At the Universal, Tier I Level of instruction, Hackett Elementary School implements the School District of Beloit’s Balanced Literacy Program for reading, with several teachers implementing the Daily Five framework. Students in grades K-3 have a ninety minute block of time devoted to literacy instruction. An additional thirty minute block is dedicated for Tier II literacy intervention/enrichment. Our focus this year is to monitor and strengthen our Universal instruction in reading through coaching and a gradual release of responsibility model. Student progress is monitored and assessed on a regular basis through common grade level and district assessments, regular grade level team meetings, weekly SIT meetings, and weekly PLC meetings (Grade Level Teams).

The School District of Beloit has adopted “Investigations” as the district’s core math program K-5. This research-based program emphasizes problem solving, critical thinking, and concept development through hands-on learning activities and is aligned with the Common Core Standards. In addition, Dreambox is used for additional math instruction at both the Tier I and the Tier II Levels. All grades participate in a daily sixty minute math block for core Math Investigations. Individual iPads and our school’s regular computer lab are utilized to support mathematics concept development, on a regular basis. Hackett is fortunate to have a SMARTBoard or Apple TV in every classroom, engaging students interactively during

mathematics instruction. Common assessments are analyzed for student performance, progress, and planning purposes.

Hackett has scheduled a thirty minute Intervention/Enrichment block for reading, at each grade level. Instruction during these blocks is value added to our regular, Universal instruction. Through partial allocation of Title I funds, Hackett has secured a 1.0 FTE Reading Specialist as part of our Intervention team. She delivers specialized reading instruction to students at the Tier III Level and provide weekly coaching to all classroom teachers. Two value added programs used for instruction are Soar to Success (Houghton/Mifflin) and LLI (Fontas and Pinnell). District provided Math coaches work with staff for full implementation of Math Investigations, Tier II math instruction, and development of the Guided Math framework.

Hackett is fortunate to have regular tutoring provided by retired teachers and Beloit College students. Tutors provide tutoring each week for identified students. Classroom teachers supply the materials and directions for the tutors who work one on one (or two) with students from each class in the school.

### **3. Highly Qualified Teachers and Paraprofessionals**

Provide instruction by highly qualified teachers.

#### **Evidence:**

All professional educators at Hackett Elementary are highly qualified and are certified and licensed in the area of their instructional responsibilities. Many of our current staff members have Masters Degrees or beyond. Several of our newer staff members are working toward their Masters Degrees. All Paraprofessionals meet or exceed the minimum requirements and all teachers are Highly Qualified. Professional development is offered to paraprofessionals throughout the school year and summer months to increase instructional and support capabilities.

### **4. On-going Professional Development**

Provide high-quality and ongoing professional development for teachers, principals, paraprofessionals, and others as appropriate.

#### **Evidence:**

The School District of Beloit provides all elementary staff with a variety of on-going professional development opportunities; monthly, district-wide professional learning communities, release time with substitute teachers for reading and math PD throughout the school year, summer PD opportunities-Math Investigations, Common Core Standards, unpacking Math and Reading Common Core standards, SMARTBoard, iPad, etc. The half-day professional learning community sessions focus on the four core areas of instruction along with writing and differentiation of instruction. A major focus has been on the ELTs (essential learning targets) in both literacy and math. Knowledge gained is reinforced through building level staff development opportunities; regular grade level teams, SIT, and staff meetings. Title I funds are allocated for professional development through outside conferences and workshops related to district and building goals. As part of Hackett's professional development activities, extra time and allocation for substitute teachers are provided to staff for grade level team data analysis, curricular pacing, SIT meetings, and staff

conferencing. Culturally Responsive Teaching will be a major part of Hackett's 2015-16 professional development.

## **5. Strategies to Attract High-Quality and Highly Qualified Teachers**

We implement strategies to attract high-quality and highly qualified teachers to high-needs schools.

### **Evidence:**

The School District of Beloit has initiated an aggressive program to recruit the most highly qualified teachers by increasing our local and regional advertising for available positions and through attendance at regional recruiting fairs. Our budget for these activities has tripled over the last five years. It is the District's goal to recruit the most highly qualified applicants, including highly qualified minority applicants for all available positions.

The School District of Beloit has an ongoing recruitment process. All applications are screened for highly qualified status prior to recommendations for interviews and employment. The Human Resources Department works with local institutions of higher learning to recruit highly qualified teaching staff in all content areas. To retain highly qualified professional development is provided to staff members to continue their growth in instructional practices. Each staff member also has a professional growth plan developed to help them become better at their teaching craft.

## **6. Parental Involvement**

We have strategies in place to increase parental involvement in student achievement.

### **Evidence:**

The development of strategies to increase parent/family involvement is an on-going focus at Hackett Elementary school. Currently, parent/family involvement activities are planned through Parent-Teacher Organization (PTO). Regular family evening and daytime activities are planned with the focus of welcoming families into our school and with academics as the objectives. Families are encouraged to continue with modeled academic activities at home to strengthen family skills in supporting their child's academics and education. Our school website and Facebook page are regularly updated with current information for families. Skyward e-mail and phone messages have been instrumental in communicating with families. Family involvement is promoted through individual student meetings to address academic and/or behavioral needs. Parents are contacted by notes, personal contact, telephone calls, or home visits to discuss and support families with issues of attendance, and/or concerns for academic, behavioral, and/or health related needs. We have instituted parent classes and "Hawk Egg Awards" for parents that align with our PBIS model for students.

## **7. Transition**

We assist children in transition to next levels.

### **Evidence:**

Throughout the school year, at each grade level, students are engaged in discussions about expectations for their current grade level and how these expectations correlate to the next grade level. More specific transition strategies are implemented for students attending K-3, moving from third to fourth grade. In the Spring of each year, third grade students visit their respective intermediate school they will be attending in fourth grade. Those visits include a tour of the school and questions and answer sessions. We also held a third grade transition dinner in which the student attended with their parents and were able to ask questions and ease all fears of the transition.

Parents and students in 4K and kindergarten are invited to Hackett for school tours and classroom visits during the spring of the transition year. In the fall of 2015, an additional Open House will take place in September to formalize the ‘welcome’ process for students and families including classroom tours and explanations of academic and behavioral expectations (PBIS Plan) for the school year.

#### **8. Teacher Involvement in Use of Academic Assessments**

Teachers are included in decisions regarding use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

##### **Evidence:**

Teachers regularly review assessment data gathered from a variety of sources, throughout the school year. Staff members participate in two data retreat sessions where standardized data is analyzed and disaggregated by academics, demographics, and other opportunity to learn indicators. Progress monitoring is achieved through the RTI process, SIT meetings, and grade level team meetings where classroom teachers regularly analyze assessment data in reading and math. Implications for classroom instruction, strategies for specific areas of need, and extension activities are discussed and planned through this analysis process. In the fall of 2015 a focus of building level grade group meetings is to analyze common, formative assessment data at each grade level for on-going progress monitoring and instructional purposes.

#### **9. Timely and Effective Assistance**

Provide timely and effective assistance for students having difficulty meeting the proficient and advanced levels of academic performance.

##### **Evidence:**

At the building level, progress monitoring is achieved through regular grade level team and SIT meetings. On a regular basis, grade level teachers provide support for students displaying unique academic needs during Universal instruction through differentiation (from reteaching to enrichment). Students who are having difficulty are provided value added instruction during ‘Intervention/Enrichment’ blocks through small group instruction and/or individual tutoring. Students are also flexibly grouped throughout the year to meet their current academic needs.

#### **10. Coordination**

Coordinate the Title I Schoolwide Program with other federal, state, and local resources, services, and programs.

##### **Evidence:**

Hackett Elementary school coordinates funding received from Title I and building funds provided by the School District of Beloit. A Schoolwide Plan is written based on the district’s Strategic plan Strategies and coordinates these funding sources with the focus of supporting school wide planning, programs, and initiatives. Coordinated funds are allocated to provide support staff, supplemental materials, technology, and opportunities for continuous staff development.

Title	Signatures
Principal	Marcia Schwensky
4K teacher	Aimee Barton
Kindergarten teacher	John D. Koch
1 <sup>st</sup> Grade Teacher	Sara Hertzberg
2 <sup>nd</sup> Grade Teacher	Janay Banks Wilson
3 <sup>rd</sup> Grade Teacher	Jacquelyn Westcott
Parent	Nicola J.

Date: June 11, 2015