

Madison Metropolitan School District



Huegel Elementary School

State Report Card: Exceeds Expectations (4 star)

2025-2026 School Improvement Plan

School Overview

Huegel Elementary is a wonderful neighborhood school with a strong sense of community. The staff at Huegel have focused the past years on deepening our understanding of Restorative Practices and anti-racist teaching. We have reflected this commitment in our 2024-25 staffing and allocation plan and in the way we respond when students have needs. We believe this investment will support the social and emotional well-being of our students and help us create classroom learning environments where students are also able to thrive academically. This year, Huegel staff will continue to learn and implement the early literacy strategies from EL curriculum while digging deeper and applying the science of reading. We strive to provide each student with the intentional literacy instruction they need to achieve at high levels. Huegel's greatest assets are found in our people. We have involved families who support and promote a positive school community culture. Our students bring their creativity and eagerness for learning everyday. Our staff are capable and committed to seeing their students thrive.

One of our strengths at Huegel is our staff and the community we serve. The thing that sets us apart in our district is the ongoing commitment and continued drive to deepen our understanding by consistently challenging ourselves and growing in the area of Restorative Justice. This philosophy permeates all that we do. All of our team meetings, community building activities, ensure that staff has confidence and opportunities to practice and the tools to implement this circle. Our Core beliefs are to; Build and maintain healthy relationships. We understand that this is only one component to creating and sustaining just and equitable learning environments where all students can excel. The other component is a unwavering priority that all students must have access to Culturally Relevant, Rigorous Standards based, materials and expectations to excel. Finally, we understand that conflict is simply a form of communication and we need to work collectively to address it. This idea leads us to addressing and repairing is a critical component of stronger relationships. The core values are Respect, Dignity, Mutual Concern. We use these lenses to collaboratively work to make these values visible throughout all of our learning environments.

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Goals

Goal 1 Every child is on track to graduate ready for college, career, and community.

Performance Objective 1

By the end of three years, we will have increased our students' literacy proficiency by 10 percentage points as measured by AIMSweb+(2)/Forward (3-5)

Evaluation Data Source: AIMSweb+ Oral Reading Fluency (ORF) (Grade 2)
Forward ELA (Grades 3-5)

Strategy 1

Literacy: C3 Teams will co plan to co serve and implement the small group word recognition targeted instruction to increase student achievement by: (a) work with grade level teams to collect and analyze data at least three times per year, (b) C3 Teams will co plan to use data while co serving to implement microphase aligned instruction in small groups with integrity to accelerate student achievement.

Strategy 2

Literacy: C3 Teams will co-plan with grade level teams to internalize modules in EL by (a) backmapping end of unit standards & essential skills (b) strategic use of mid/end unit assessments to plan & adjust instruction (c) and collaboratively reflect on data to provide differentiated instruction through co planning with Universal Design.

Strategy 3

Literacy 4K: Staff will teach phonological awareness skills in a developmentally appropriate and meaningful way to all students, by planning explicit instruction as well as intentionally embedding activities into daily routines.

Performance Objective 2

By the end of three years, we will have increased our students' math proficiency by 10 percentage points as measured by Fastbridge(2)/Forward (3-5).

Evaluation Data Source: FastBridge Math (Grade 2)
Forward Math (Grades 3-5)

Strategy 1

Math: C3 teams will regularly monitor student data to include unit screeners, check points, and interims to co plan and engage in collaborative data analysis to plan strategies for responding to student needs within whole group instruction & targeted small group instruction focused on

content that is connected to and promotes access to grade-level curriculum.

Strategy 2

Math: Develop and strengthen collaborative C3 Teams focusing on internalization of math units with attention to grade-level focus standards and language using & reflecting on data strategically to provide differentiated instruction through planning with Universal Design that requires deep mathematical thinking & processing.

Strategy 3

4K: Teachers implement math curriculum with fidelity. Focus should be on Counting and Cardinality, Operations & Algebraic Thinking, Number and Operations in Base Ten, Measurement & Data, and Geometry.

Goal 2

The district and every school in it is a place where children, staff, and families thrive.

Performance Objective 1

By the end of three years, we will have increased our students' attendance rate of 90% or higher by 15 percentage points.

Evaluation Data Source: Percent of students with 90% or higher attendance rate.

Strategy 1

Staff will work to implement Restorative Practices by focusing on building and maintaining healthy relationships between students, staff, & families by continuing to use, improve, and increase use of restorative language & conversations, Classroom Circles, collaboratively developing behavior expectations with students, books & lessons, & joy and play opportunities.

Strategy 2

Staff will work to implement Restorative Practices by focusing on building and maintaining healthy relationships between students, staff, & families by continuing to implement, improve, and increase school-wide events, family engagement groups for our Black and Latino families, student affinity leadership groups for our Black and Latino students, and relationships between our different groups.

Goal 3 African American children and youth excel in school.

Performance Objective 1

By the end of three years, we will have increased our African American students' literacy proficiency by 15 percentage points. as measured by AIMSweb + (2)/Forward (3-5).

Evaluation Data Source: AIMSweb + (Grade 2)
Forward ELA (Grades 3-5)

Strategy 1

Ongoing data review to discuss data of our African American students and create actionable accelerative plan to support next steps of instruction.

Performance Objective 2

By the end of three years, we will have increased our African American students' math proficiency by 15 percentage points as measured by Fastbridge(2)/Forward (3-5).

Evaluation Data Source: FastBridge Math (Grade 2)
Forward Math (Grades 3-5)

Strategy 1

Ongoing data review to discuss data of our African American students and create actionable accelerative plan to support next steps of instruction.

Performance Objective 3

By the end of three years, we will have increased our African American students' attendance rate of 90% or higher by 25 percentage points.

Evaluation Data Source: Percent of African American students with 90% or higher attendance rate.

Strategy 1

Ongoing attendance (& tardy) review to discuss rates of our African American students and create actionable plans to support attendance.