

# Hackett Elementary School

## 2020-2021

Ryan McReynolds, Principal  
625 Eighth Street  
Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Ryan McReynolds	Principal	4
Chamari Moore	Assistant Principal	2
Lisa Lucas	STEM Instructional Coach	2
Cindy Weber	Instructional Coach/Reading Specialist	7
Aimee Rebout	4K Teacher	
JoAnne Ruch	K Teacher	
Devin Huffman	1st Grade Teacher	
Jennifer Walsh	2nd Grade Teacher	10
Angeli Soto Mendoza	3rd Grade DLI Teacher (Spanish)	4
Tim Krause	Music Specialist	28
L. Camille Schwartz	Special Education Teacher	5.5
Leanne Rebout	ELL Teacher	7

# Beliefs, Mission, Vision and Values

## Beliefs

Hackett School Believes in...

- building positive relationships through belonging, significance, and fun
- providing every student with equitable opportunities through cultural understanding
- providing a safe environment for our students to thrive academically and become valuable members of the community

## Mission

“It all begins with hopes and dreams...building a bright future and creating a positive community of diverse learners.”

*Our work: “Every student, standard by standard, whatever it takes.”*

## 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 families, 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, facilitates a passion for learning and success for each individual, and continually reflects on professional practices.

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 lifelong 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).

## Values

- **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:** Each student has the right to learn and will learn and achieve to their highest potential. All staff must hold high expectations for themselves and for each student's academic success.
- **Aligned Curriculum and Best Practices in Instruction:** 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:** Students bring diverse learning styles and multilingual skills 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 families and staff to be active partners in making school decisions about teaching and learning.
- **Fiscal Responsibility:** All of our fiscal resources must be aligned and allocated to support our students in the classroom. Our resources will be used responsibly and in alignment with the educational plan of our school.
- **Assessment:** Appropriate assessment will be administered 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 use collaboration and reflection to learn, grow and strengthen our work as professionals. We believe that collaboration with families 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.

# School Improvement Goals

## Priority Area Literacy

During the 2020-21 school year, Hackett students of color will decrease the equity gap percentage in comparison to the 2019-20 equity gap using building MAP testing data in the area of Literacy

## Priority Area Mathematics

During the 2020-21 school year, Hackett students of color will decrease the equity gap percentage in comparison to the 2019-20 equity gap using building MAP testing data in the area of Math

## Priority Area - Building Leadership Team Choice (Based upon Equity Audit and Root Cause Analysis)

The Hackett staff will establish a culture of rapport and respect that impacts learning by the end of the 2020/2021 school year through introspective analysis derived from staff book studies and anti-racism training (through discussions and the sharing of experiences that will help foster cultural understanding on a more intimate level). This will be measured through teacher surveys in three intervals (beginning, mid, end) as well as student sample pop surveys (beginning, mid, end), and an observable increase in academic achievement for students of color.

# CONTINUOUS IMPROVEMENT PLAN

## Priority Area Literacy 2020 - 2021

**District Strategic Plan Goal – Literacy:** *Students in the School District of Beloit will...have equal opportunities to learn to read in a culturally responsive manner.*

### Theory of Action

#### 1.0 What are your key Equity Audit takeaways (2 - 3) related to Literacy?

- Students are not represented in the school (curriculum, literature, displays, staff in the buildings, etc.)
- African American and Latino students have a larger percentage equity gap in their achievement in comparison to white students

#### 2.0 What are your key data takeaways related to Literacy?

- Students of color made up the majority of low for Reading. More African American students are performing low in reading than the other subgroups.
- More students are performing low than at high/high average.

#### 3.0 What 1 - 2 hypotheses from your Root Cause Analysis will you turn into action steps?

- Relevance (what is being taught is not relevant or meaningful to them, they have not experienced it, etc.).
- Staff have a difficult time stepping out of their own comfort zones and away from what has been considered the “norm”

#### (SCHOOL) Literacy SMART Goal (Annual Growth):

*During the 2020-21 school year, Hackett students of color will decrease the equity gap percentage in comparison to the 2019-20 equity gap using building MAP testing data in the area of literacy*

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Disaggregate and analyze data by subgroups (gender, ethnicity)	Assessment/Placement & Standards/Curriculum Development	Educlimber, data dive (exploring data), PLC's, Coaching	MAP, PALS, BAS and teacher created assessment data
Culturally Responsive Literature/Curriculum	Curriculum Development & School Climate	Utilize school funds to increase the number of culturally responsive texts in all classrooms and library;	Comparison data between pre and post classroom and library inventories
Staff engagement in year long equity and anti-racism training	Professional Learning & School Climate	implicit bias survey, book study, staff training/PD	Staff participation, exit survey, observational data, Decrease in implicit bias through survey results

<b>Progress Monitoring including Evidence / Source</b> (Document your school's progress throughout the year)			
<b>Term</b>	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<b>Term 1</b>	1. 2. 3.		
<b>Term 2</b>	1. 2. 3.		
<b>Term 3</b>	1. 2. 3.		
<b>Summative</b>	1. 2. 3.		

# CONTINUOUS IMPROVEMENT PLAN

## Priority Area Mathematics 2020 - 2021

**District Strategic Plan Goal – Mathematics:** Students in the School District of Beloit will...

### Theory of Action

#### 1.0 What are your key Equity Audit takeaways (2 - 3) related to Mathematics?

- Assessment data is not disaggregated by subgroups (race, gender, etc.)
- African American and Latino students have a larger percentage equity gap in their achievement in comparison to white students

#### 2.0 What are your key data takeaways related to Mathematics?

- Students of color made up the majority of low for Math - More African American students performing low than the other subgroups.
- More students performing low than at high/high average.

#### 3.0 What 1 - 2 hypotheses from your Root Cause Analysis will you turn into action steps?

- Lack of number sense/foundational skills
- Staff have a difficult time stepping out of their own comfort zones and away from what has been considered the “norm”

**(SCHOOL) Mathematics SMART Goal (Annual Growth):** *During the 2020-21 school year, Hackett students of color will decrease the equity gap percentage in comparison to the 2019-20 equity gap using building MAP testing data in the area of math*

Evidenced Based Improvement Strategies (2 - 3)	Equity Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Disaggregate and analyze data by subgroups (gender, ethnicity)	Assessment/Placement & Standards/Curriculum Development	Educlimber, data dive (exploring data), PLC's, Coaching	MAP, PALS, BAS and teacher created assessment data
Culturally Responsive Literature/Curriculum	Curriculum Development & School Climate	Utilize school funds to increase the number of culturally responsive texts in all classrooms and library;	Comparison data between pre and post classroom and library inventories
Staff engagement in year long equity and anti-racism training	Professional Learning & School Climate	implicit bias survey, book study, staff training/PD	Staff participation, exit survey, observational data, Decrease in implicit bias through survey results

<b>Progress Monitoring including Evidence / Source</b> (Document your school's progress throughout the year)			
<b>Term</b>	Evidence Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<b>Term 1</b>			
<b>Term 2</b>			
<b>Term 3</b>			
<b>Summative</b>			



# CONTINUOUS IMPROVEMENT PLAN

## Priority Area - Building Leadership Team Choice

**District Strategic Plan Goal:** Students in the School District of Beloit will....

### Theory of Action

#### 1.0 What are your key Equity Audit takeaways (2 - 3) related to your building choice goal?

- Incorporate equity into all our conversations and areas of work. *School Climate*
- Disaggregate data by race, gender, etc. *Assessment/Placement*

#### 2.0 What are your key data takeaways related to your building choice goal?

- Students of color made up the majority of low for Reading. More African American students are performing low in reading than the other subgroups
- High number of referrals for students of color

#### 3.0 What 1 - 2 hypotheses from your Root Cause Analysis will you turn into action steps?

- Staff have a difficult time stepping out of their own comfort zones and away from what has been considered the “norm”
- Students have low self esteem (don't feel like they can). Students lack intrinsic motivation. They think they cannot succeed, so they do not. Students need to experience success

**(SCHOOL) BLT Choice SMART Goal (Annual Growth):** The Hackett staff will establish a culture of rapport and respect that impacts learning by the end of the 2020/2021 school year through introspective analysis derived from staff book studies and anti-racism training (through discussions and the sharing of experiences that will help foster cultural understanding on a more intimate level).

Evidenced Based Improvement Strategies (2 - 3)	Equity Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Staff book study	Professional Learning	Book Study	Staff participation, exit survey, observational data
Implicit Bias surveys	Staff Climate	Implicit Bias Training	Decrease in implicit bias through survey results
Academic Achievement for student subgroups of color	Assessment and Placement	Educlimber, data dive (exploring data), PLC's, Coaching	MAP, PALS, BAS and teacher created assessment data

<b>Progress Monitoring including Evidence / Source</b> (Document your school's progress throughout the year)			
<b>Term</b>	Evidence Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
<b>Term 1</b>			
<b>Term 2</b>			
<b>Term 3</b>			
<b>Summative</b>			