

# Hackett Elementary School

## 2023-2024

Ryan McReynolds  
Chamari Moore  
625 Eighth Street  
Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Ryan McReynolds*	Building Principal	7 years
Chamari Moore*	Building Assistant Principal	5 years
Gisela Delgado	Professional Educator	4 years
Megan Hauri*	Biliteracy Coach	12 years
Sarah Cary	Professional Educator	16 years
Lesli Nelson Richter*	Literacy Coach	2 years
Jamie Marietta	Professional Educator	12 years
Kimberlie Woodkey*	STEAM Coach	1 year
Lori Hall	Social Work	
Shanae Woodward	Counselor	
Elizabeth Rodriguez	4K Dual Language Teacher	7 years
Laurie Ojeda	2nd Grade Dual Language Teacher	5 years
Billie Jean Langner	Special Education Teacher	1 year

# Beliefs, Mission, Vision and Values

## Beliefs

Hackett School believes in serving the whole child by providing equitable opportunities that:

- honor and respect our human and cultural differences and nurture positive relationships through belonging, significance, and fun
- foster a safe and supportive environment for our students to thrive academically and become impactful members of the community
- promote partnerships with our community and families in order to further enhance the current and future successes of our students

## Mission

"It all begins with hopes and dreams...

inspiring diverse learners to be career, college and community ready."

Our work: "Every student. Every day. Whatever it takes."

## Vision

Be kind. Be well. Be strong. Be your best.

## Hackett Elementary School Values:

**Diversity, Equity, and Inclusion** by welcoming and respecting our students and their differences while working to remove barriers to ensure each student reaches their fullest potential.

**Culture and Leadership** by incorporating the cultural and linguistic diversity of our staff, students, and families and creating an environment where all feel valued, supported, and hopeful.

**Whole Child** by focusing on student achievement, social emotional well-being and health and wellness.

**Engagement** by providing opportunities and shared experiences for our students and families to be actively involved with community members, agencies, local businesses, and neighbors.

**Fiscal Responsibility** by allocating our resources responsibly and in alignment with the educational plan of our school.

# What's your school's reimagined story...

## **Students the school community serves:**

At Hackett School, we strive for our entire school community to find belonging, significance and fun in their educational journeys. Hackett is located on the westside of the city and serves over 300 students, representing a variety of backgrounds, cultures and experiences (39% Hispanic, 25.2% Black, 19.1% White, 15.5% 2 or more races, 0.3% American Indian, 0.3% Asian Pacific Islander, as well as 24% EL students and 17.9% students with disabilities). Hackett also has a Dual language program for students ages 4K - 5th grade.

## **Hackett's Points of Prides:**

-In previous years, Hackett has met and exceeded state expectations in the four priority areas of student achievement, growth, closing gaps and on-track and post-secondary success.

-Recognized as a Beating the Odds school in the state of Wisconsin for being in the top 25% of high poverty schools in the state and having above average student achievement in reading and math.

-Bronze recognition by Wisconsin RTI Center

-Responsive Classroom school where staff have been trained and implement best practices. The Responsive Classroom approach to teaching consists of a set of well-designed practices intended to create a safe, joyful, and engaging classroom and school community.

-Hackett School offers annual Fitness Night, STEM Night, Literacy Night, Winter/Spring concerts, Hispanic Month celebrations, Día del Niño, Las Posadas, Hackett Staff Memorial, Just Say No, All-School Carnival, Gardening Club, movie nights, family breakfasts, an abundance of volunteers, UW-Extension Nutrition, Book Leggers, Name That Book competitions, Read Your Heart Out, Field Day, Fuel Up to Play, Adopt a Cow Program, partnership with Adaptive Alliance, SkyCarp Reading Program, Hackett Hikers, and a number of other opportunities for family engagement.

Hackett Elementary School will continue to offer students a sense of belonging, significance and fun in their school experience, along with striving for improvement. We offer many diverse opportunities for students to grow into inclusive and responsible members of their community. We recognize every student for who they are and celebrate their unique experiences. We will be continuing with the ARC Reading Curriculum and will be implementing new math resources. We will implement strong, positive behavior interventions and supports, culturally responsive practices, restorative justice and trauma informed practices, and focus on prevention and education. We will support social-emotional learning with PurposeFull People curriculum resources.

## **Past and Present Challenges:**

Attendance- small increase from last year (87.2% to 88%) but still a challenge

Decrease in enrollment

Literacy proficiency: 31.3% (increase from last year 7.1%) Goal: 32%  
 Math proficiency: 3rd Grade  
 Raise Kindergarten Literacy achievement data  
 Support Staff/Substitute Shortage  
 Social Emotional Needs  
 Basic Human Needs (food, housing etc.)  
 ARC challenges (resources, data entry, guidelines, implementation with integrity)  
 School reconfiguration (new students, new staff, new families)

**Mission:**

"It all begins with hopes and dreams...  
 inspiring diverse learners to be career, college and community ready."

Our work: "Every student. Every day. Whatever it takes."

**Vision:**

Be kind. Be well. Be strong. Be your best.

**Asset Mapping:**

Students: Wide variety of backgrounds (cultural, linguistic), enthusiasm for learning within the school and the community, hard-working, sense of pride in their school and community, strong familial ties, accepting of everyone, compassionate

Staff: Acceptance of each other and students, experience and knowledge (child development, curriculum, instructional strategies), humor - we are very funny, compassion / love for our kids, flexibility - not afraid to go above and beyond, diversity - lots of culture/experiences

Families: Knowledge of their children, advocate for their needs, truly want what's best for their kids, community needs - puzzle fitting at school, very supportive of Hackett events

Community: Good volunteer base, community likes to be involved, resources/experiences, donations, culture, bring their own wealth of knowledge to the school

# School Title I Components Checklist

- ☐ Title I Parent / Guardian Meeting
  - ☐ (Hyperlink Presentation)
  - ☐ (Hyperlink Invitation to ALL Families)
  - ☐ Meeting Date \_\_\_\_\_

- ☐ Title I Family Engagement Plan (Areas Identified in CIP)
  - ☐ Hyperlink Website Link

<input type="checkbox"/> Meeting Time _____	
<input type="checkbox"/> Title I Parent Compact <input type="checkbox"/> <a href="#">Hackett Title I Compact 23</a> <input type="checkbox"/> <a href="#">Hackett Parent Letter</a> <input type="checkbox"/> Return Rate Data (Hyperlink)	<input type="checkbox"/> School to Home Communication occurs weekly using various modes in English and Spanish <input type="checkbox"/> Callout - various/ongoing <input type="checkbox"/> Bi-weekly <input type="checkbox"/> <a href="https://www.smores.com/ayvmx-hackett-newsletter-october-10">https://www.smores.com/ayvmx-hackett-newsletter-october-10</a> <input type="checkbox"/> <a href="https://www.sdb.k12.wi.us/hackett">https://www.sdb.k12.wi.us/hackett</a> <input type="checkbox"/> Weekly Classroom Communication via LMS or other means
<input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook	
<input type="checkbox"/> CIP Aligned Title I Budget Submitted	
<input type="checkbox"/> Parent Surveys Conducted at least twice per year (Hyperlink Survey Data) <input type="checkbox"/> Parent Suggestion Box present in each school's Main Office	<input type="checkbox"/> Families have access to DPI Teacher Certification information through school and district websites

Building Improvement Teams			
Team Name	Facilitator	Team Members	Day of week / month frequency
Literacy			Monthly

<b>Math</b>			Monthly
<b>PBIS/SEB</b>			Monthly
<b>Assessment (Tier 1)</b>			Monthly
<b>BLT</b>			Monthly
<b>SST &amp; MLSS (Tier 2 &amp; 3)</b>			SST - Weekly MLSS - Quarterly

# Continuous Improvement Plan Goals

<b>1.0 What are your key Equity Audit takeaways (2 - 3)?</b>
<ul style="list-style-type: none"> <li>● Staff members are assessed, are competencies in educational equity an integral part of their performance across all domains</li> <li>● All assessment data analyzed according to individual student progress as well as disaggregated patterns and outcomes by race, gender, ethnicity, disability, socioeconomic status, and geographic location</li> <li>● Bulletin boards, displays, hall decorations, classrooms, and offices show diverse students of varied racial, ethnic, language, gender or gender identity groups, and people with disabilities in a variety of roles</li> </ul>
<b>2.0 What are your key quantitative and qualitative data takeaways?</b>
<ul style="list-style-type: none"> <li>● Our literacy goal this year was to have 32% proficiency school wide. Although we were just shy of our goal, only 31.3% of our students were proficient at the end of the year.</li> <li>● Over the last 2 years, kindergarten has been at a lower proficiency compared to the other grade levels. This year kindergarten had the smallest growth overall with .6 years of growth and 16% of students at grade level according to SchoolPace.</li> </ul>
<b>3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?</b>
<ul style="list-style-type: none"> <li>● Updating SchoolPace data consistently and thoroughly, being intentional during PLC with data</li> <li>● Picking goals that are appropriate for students (and staying current with goals), implementing ARC the way it is intended to be used, consistent and equitable conferencing schedules</li> </ul>

## Theory of Action Statement:

If we deliver effective, equitable instruction with integrity to all students, participate in PLCs that are data driven, student-centered, and collaborative, and create a positive community by implementing responsive classroom practices **then** we will honor the whole child through our focus on student achievement and social-emotional wellbeing, to allow them to thrive and reach their full potential and will foster a responsive, inclusive community in which all students are valued, supported, and prepared for the future.

### What change is expected?

- Admin will ensure the execution of implementation plans at the building level.
- Instructional staff will deliver effective instruction with integrity to ALL students.
- All staff will effectively utilize data to drive instructional decisions by following the PLC cyclical process.

## Priority Area Literacy SMARTE Goal

By the end of the 2023-2024 school year, all Hackett students, 5K-5th grade, will demonstrate progress in comparison to the beginning of year baseline data from the IRLA/ENIL assessments, moving from 31.9% proficiency/grade level to 55% proficiency/grade level (IRLA) and 24.8% proficiency/grade level to 49.8% proficiency/grade level (ENIL), with at least 25% experiencing 1.6 years of growth

## Priority Area Mathematics SMARTE Goal

By the end of the 2023-2024 school year, all Hackett students, 5K-5th, will demonstrate progress in comparison to the beginning of year baseline data from the District Benchmark assessments.

5K: Increase from 31% to 75% proficiency  
1st: Increase from 26% to 74% proficiency  
2nd: Increase from 46% to 77% proficiency  
3rd: Increase from 27% to 77% proficiency  
4th: Increase from 27% to 77% proficiency  
5th: Increase from 24% to 76% proficiency

## Priority Area Building Choice SMARTE Goal (i.e. climate and culture, students and parent engagement, club participation, etc.)

By the end of the 2023-2024 school year, we will demonstrate student growth in social, emotional, and behavioral learning as measured by our school-wide SAEBRS and discipline data. In order to show growth, we will implement 2 and/or tier 3 SEB evidence-based interventions by triangulating the following sources of data: students identified as high or some risk on the SAEBRS, students with multiple ODRs, and parent/staff referrals


Parent / Family Engagement Strategies				
Evidenced-Based Strategy	Participants	Success Indicator	Goal Alignment (Select Literacy, Math or Choice)	Documentation
Reading logs / ARC book bags/ Skill cards Family Literacy Workshops	parents/guardians, students, staff members	Assessment data, Read 200,000, engagement data, school-wide reading logs	Literacy ▾	engagement documentation, steps on SchoolPace
Take home math games/activities	parents/guardians, students, staff members	feedback from families, Benchmark and unit assessment data	Mathematics ▾	documentation
School mission, vision, values & beliefs Purposeful People family component (resources shared)	parents/guardians, students, staff members	observation family-staff discourse	School Choice ▾	documentation newsletters

## CONTINUOUS IMPROVEMENT PLAN: Literacy

(SCHOOL) Literacy SMARTE Goal (Annual Growth): By the end of the 2023-2024 school year, all Hackett students, 5K-5th, will demonstrate progress in comparison to the beginning of year baseline data from the IRLA and ENIL assessments, moving from 31.9% proficiency/grade level to 55% proficiency/grade level, with at least 25% experiencing 1.6 years of growth. (Last year, we had 35% of our students experience 1.5 years growth or more)			
Evidenced-Based Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
CCSS Focus: ARC framework followed with fidelity 1) Mini Lesson 2) Morning Message 3) Expert Coaching 4) Equitable Conferencing	Standards and curriculum development, assessment/placement, professional learning	Collaborative walk-throughs, Coaching Cycles, Data Driven PLCs	IRLA/ENIL data, administrator feedback
Student-to-Student discourse  Students do significant work together, sharing and using it with others	School climate and environment	Collaborative walk-throughs, Coaching Cycles, Data Driven PLCs	A focus on Immediate Experience (e.g., what is learned has current relevance; is connected personally to students as well as to the world; students make and do things with an immediate function; involves edginess, fun and sometimes humor)





	<p>data OR consistently does not put in data.</p> <ul style="list-style-type: none"><li>i. Those that consistently put in data:</li><li>ii. Plan: Work on power goal accuracy, choosing high leverage power goals, using power goals within planning for universal</li></ul> <p>b. Those that consistently do not put in data:</p> <ul style="list-style-type: none"><li>i. Plan: Will is there but needs more skill: Strong coaching cycle/develop capacity</li><li>ii. Plan: Will is not there but skills have been developed: Meet with Admin. for a plan of support</li></ul> <p>2. Ensure conferences are happening in classrooms</p>	<p> Hackett PDSA Template January 202...</p>	
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## CONTINUOUS IMPROVEMENT PLAN: Math

**(SCHOOL) Mathematics SMARTE Goal (Annual Growth):** By the end of the 2023-2024 school year, all Hackett students, 5K-5th, will demonstrate progress in comparison to the beginning of year baseline data from the District Benchmark assessments.

5K: Increase from 31% to 75% proficiency

1st: Increase from 26% to 74% proficiency

2nd: Increase from 46% to 77% proficiency

3rd: Increase from 27% to 77% proficiency

4th: Increase from 27% to 77% proficiency

5th: Increase from 24% to 76% proficiency

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
5 P's (Math Practices)	Standards and curriculum development, assessment/placement, professional learning	Collaborative walk-throughs, Coaching Cycles, Data Driven PLCs, Strong Tier 2 and 3	<a href="#">Benchmark assessments</a> , Imagine Math Benchmarks, Map 3-5, <a href="#">PLC Documentation</a>
Teacher Questioning	School climate and environment	Collaborative walk-throughs, Coaching Cycles, Data Driven PLCs	Admin and Coach feedback, <a href="#">PLC Documentation</a>
Collaborative learning	School climate and environment	Collaborative walk-throughs, Coaching Cycles, Data Driven PLCs, Teacher Observations	<a href="#">PLC Documentation</a>

### Progress Monitoring including Evidence / Source

(Document your school's progress throughout the year)

Term / Action	Action Step	Data/Monitoring Measures	Adjust or Maintain Effort?
<b>1st 100 Days</b>	<ol style="list-style-type: none"> <li>Administer district benchmark assessment</li> <li>Develop student intervention plans based off of data</li> <li>Integrity checks on implementation of universal instruction</li> </ol>	-Attendance  -District benchmark data  -Imagine math data	

		-Integrity walks / data / feedback -Confirming Assessments	
Do you intend to keep or adjust your goal? If so, please list your new goal.	Adjust ▾		
	If adjust write new goal here:		
<b>2nd 100 Days</b>	1. 2. 3.		

## CONTINUOUS IMPROVEMENT PLAN: School Choice

**School Choice: (i.e. Climate and Culture, Engagement, Restorative Practices, Social, Emotional, Behavioral, etc.)**

**(SCHOOL) Building Choice SMARTE Goal (Annual Growth):** By the end of the 2023-2024 school year, we will demonstrate student growth in social, emotional, and behavioral learning as measured by our school-wide SAEBRS, mySAEBRS, xSEL, and discipline data. (put data in for high risk etc to show growth once available)

In order to show growth, we will implement 2 and/or tier 3 SEB evidence-based interventions by triangulating the following sources of data: students identified as high or some risk on the SAEBRS, students with multiple ODRs, and parent/staff referrals

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Tier 1 SEB instruction	Standards and curriculum development, assessment/placement, professional learning		
Family/School Collaboration	School climate and environment		

Progress Monitoring including Evidence / Source (Document your school's progress throughout the year)			
Term / Action	Action Step	Data/Monitoring Measures	Adjust or Maintain Effort?
<b>1st 100 Days</b>	<ol style="list-style-type: none"> <li>By the end of October of 2023, Hackett will administer the SAEBRS and/or MySAEBRS for all students K-5.</li> <li>By mid-November of 2023, Hackett will triangulate ODR, SAEBRS, and referral data to assign tier 2 and tier 3 interventions.</li> <li>By the end of February of 2024, Hackett will review points of data previously stated to evaluate effectiveness of core, tier 2 and tier 3 SEB interventions.</li> </ol>	Daily, weekly and monthly meetings and communications with student services, building leadership teams and SEB teams. Additional conversations and meetings held as needed. Continual teacher communications regarding referrals and other data points (ODRs and SAEBRS). Progress will be tracked using spreadsheets and intervention notes, which will be shared with appropriate teams and teachers.	
Do you intend to keep or adjust your goal? If so, please list your new goal.	Adjust ▾		
	If No write new goal here:		
<b>2nd 100 Days</b>	<ol style="list-style-type: none"> <li>Winter SAEBRS = 2/12-3/1</li> <li>Spring SAEBRS = 3/13-3/31</li> <li></li> <li></li> </ol>		

Building Professional Learning (Feel free to link the agenda with each date)		
<b>November 3</b>	Literacy ▾	Custom Coaching Clinics - <a href="#">Sign Up</a>
	Mathematics ▾	Custom Coaching Clinics - <a href="#">Sign Up</a>

	School Choice ▾	Community of Practice - wellness check in
January 26	Literacy ▾	Literacy - Accuracy of Power Goals, Accuracy of Data & School Pace data entry review
	Mathematics ▾	Math Benchmark Data Dive
	School Choice ▾	N/A
April 8th	Literacy ▾	
	Mathematics ▾	
	School Choice ▾	PBS Kids - TBD