

Hackett Elementary School

2022-2023

Ryan McReynolds

625 Eighth Street

Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Ryan McReynolds	Building Principal	6 years
Chamari Moore	Building Assistant Principal	4 years
Ashley Hereford	Building Secretary	1 year
Lisa Lucas	STEAM Coach	4 years
Lesli Ritcher Nelson	Literacy Coach	1 year
Shanae Woodward	School Counselor	4 years
Gisela Delgado	Professional Educator	3 years
JoAnne Ruch	Professional Educator	11 years
Devin Huffman	Professional Educator	9 years
Jamie Marietta	Professional Educator	9 years
Megan Hauri	Professional Educator	11 years
Antasia Gilliam	Paraprofessional / Parent	2 years
Sarah Cary	Professional Educator	15 years
Liz Rodriguez	Professional Educator	5 years
Heidi Hoffmann	Professional Educator	8 years
Jacque DeGeorge	Professional Educator	20 years

Beliefs, Mission, Vision and Values

Beliefs

Hackett School Believes...

In building positive relationships through belonging, significance, and fun

In providing every student with equitable opportunities through cultural understanding

In 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

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.

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

State school's strengths and challenges as identified in your Needs Assessment reimagining your story:

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 (41.5% Hispanic, 25.2% Black, 20.1% White, 13.1% 2 or more races, as well as 34.2% EL students and 15% students with disabilities). Hackett also houses a Dual language program for students ages 4K - 3rd grade.

Here are some of our schools points of pride:

-In the past 3 out of 4 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.

- 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, Spring Sing concerts, Hispanic Month celebrations, Día del Niño, Las Posadas, Hackett Staff Memorial, Just Say No, Student Council, Gardening Club, 3rd Grade celebrations, 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, Adopt A Tree Program and Attendance Matters through the Milwaukee Bucks, 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 exploring new math instruction in a few grades. 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 be introducing a new social-emotional learning curriculum, PurposeFull People.

School Title I Components Checklist

<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent / Guardian Meeting <ul style="list-style-type: none"> <input type="checkbox"/> (Hyperlink Presentation) <input type="checkbox"/> (Hyperlink Invitation to ALL Families) <input type="checkbox"/> Meeting Date _____ <input type="checkbox"/> Meeting Time _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Title I Family Engagement Plan (Areas Identified in CIP) <ul style="list-style-type: none"> <input type="checkbox"/> Hyperlink Website Link
<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent Compact <ul style="list-style-type: none"> <input type="checkbox"/> Compact Document (Hyperlink) <input type="checkbox"/> Return Rate Data (Hyperlink) 	<ul style="list-style-type: none"> <input type="checkbox"/> School to Home Communication occurs weekly using various modes in English and Spanish <ul style="list-style-type: none"> <input type="checkbox"/> Callout <input type="checkbox"/> Newsletter (Hyperlink) <input type="checkbox"/> Website <input type="checkbox"/> Weekly Classroom Communication via LMS or other means
<ul style="list-style-type: none"> <input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook 	
<ul style="list-style-type: none"> <input type="checkbox"/> CIP Aligned Title I Budget Submitted 	
<ul style="list-style-type: none"> <input type="checkbox"/> Parent Surveys Conducted at least twice per year (Hyperlink Survey Data) <ul style="list-style-type: none"> <input type="checkbox"/> Parent Suggestion Box present in each school's Main Office 	<ul style="list-style-type: none"> <input type="checkbox"/> Families have access to DPI Teacher Certification information through school and district websites

Continuous Improvement Plan Goals

Priority Area Literacy SMARTE Goal

By the end of the 2022-2023 school year, all Hackett students, 5K-3rd, will demonstrate progress in comparison to the beginning of year baseline data from the IRLA & ENIL assessments. 15% proficiency/grade level to 40% proficiency/grade level, with at least 25% experiencing 1.5 years of growth.

Priority Area Mathematics SMARTE Goal

By the end of the 2022-2023 school year, all Hackett students, 5K-3rd, will demonstrate progress in comparison to the beginning of year baseline data from the MAP/Math Benchmark assessments. With Math Benchmark (5K-2), % proficiency/grade level to % proficiency/grade level, with at least % reaching grade level standards, and with MAP (3), % proficiency to % proficiency.

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

By the end of the 2022-2023 school year, we will improve our language by focusing on reminding, redirecting, and reinforcing language as evidenced by student, staff, and family surveys, building behavioral data, and administrator feedback.

CONTINUOUS IMPROVEMENT PLAN

Priority Area Literacy SMARTE Goal:

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

- Students of Color have a larger percentage equity gap in their achievement in comparison to their counterparts.
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2.0 What are your key quantitative and qualitative data takeaways related to Literacy?

- Report Card data: The Latino student population makes up the majority of our whole-school population but they scored the lowest in each literacy category, including phonics and word recognition, fluency and accuracy, text type and purpose.
- IRLA/ENIL data: 15% of Black students are proficient compared to their counterparts, who scored 21.5% or higher.

- MAP data: Black students scored the lowest with 14.29% while the overall third grade score was 29.41%.

3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

- This was our first year with ARC and it is a learning curve for all staff and students. Improvement is inevitable.
- Individual student goals and students' awareness of goals, conference schedules among teachers, using and maintaining/updating School Pace data on a consistent basis.

Theory of Action Statement: If we intentionally incorporate Responsive Classroom and teach the standards while implementing ARC with integrity, then our equity gap percentage will decrease according to the results of the IRLA/ENIL over time.

(SCHOOL) Literacy SMARTE Goal (Annual Growth): By the end of the 2022-2023 school year, all Hackett students, 5K-3rd, will demonstrate progress in comparison to the beginning of year baseline data from the IRLA & ENIL assessments. 15% proficiency/grade level to 40% proficiency/grade level, with at least 25% experiencing 1.5 years of growth.

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
ARC conferences (Phonics and word recognition, fluency and accuracy, and text type and purpose)	Equitable frequency of conference schedule based on needs (3-5 emergency, 2-3 at risk, 1 proficient)	PLCs, PD/training opportunities, teacher/coach collaboration meetings, grade level meetings (problem solving, brainstorming)	School Pace data showing target growth (upward trend on graph, moving levels, approaching grade level standard)	Title I, ESSER
Toolkits aligned to power goals	Equitable use based on needs (emergency, at risk, proficient)	PLCs, PD/training opportunities, teacher/coach collaboration meetings, grade level meetings	School Pace data	Title I, ESSER
Students knowing their individual power goals	Equitable student access to their power goals	PLCs, PD/training opportunities, teacher/coach collaboration meetings, grade level meetings	Observations (students having their cards handy, and knowing/conversing about their goal), School Pace data	Title I, ESSER
Responsive Classroom	Professional learning, school climate	Classroom environment, management	Observations, discipline data	Title I, ESSER
Parent / Family Engagement Strategies for SMARTE Goal:				
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation	

Materials to be sent home (ex: Beginning of the year take home information, Home-Practice Cards, Parent Reports, Take Home Bags with books)	Parents/Guardians, staff members, students	Testing data, learning readiness, reading logs (Read 100,000), family feedback, engagement data	Reading logs, assessment scores, report cards, home-reading data
Family/School engagement events (ex: Parent /Guardian Literacy meeting(s), Literacy Night(s), Parent/Teacher conferences)	Parents/Guardians, students, staff members	Learning readiness, reading logs, family feedback, good attendance	Attendance data

Progress Monitoring including Evidence / Source (Document your school's progress throughout the year)			
Term	Metric	Data	State Adjustment or Maintenance of Effort
Term 1	1. School Pace/Educlimber 2. PLC support 3. Parent/Teacher Conferences (Fall)	Students making growth toward CIP goal/grade level proficiency, attendance data for conferences, data collaboration and problem solving (implementation/application)	-ARC PD, PLC's, PD, conferencing -Expectation is that data is input no longer than 2 weeks between conferences, groups are always evolving
Term 2	1. School Pace/Educlimber 2. PLC support 3. Parent/Teacher Conferences (Winter)	Students making growth toward CIP goal/grade level proficiency, attendance data for conferences, data collaboration and problem solving (implementation/application)	-Continue with ARC PD, PLC's, PD, conferencing -Expectation is that data is input no longer than 2 weeks between conferences, groups are always evolving
Term 3	1. School Pace/Educlimber 2. PLC support	Students making growth toward CIP goal/grade level proficiency, data collaboration and problem solving (implementation/application)	-Continue with ARC PD, PLC's, PD -Expectation is that data is input no longer than 2 weeks between

			conferences, groups are always evolving -Through feedback from leadership and district admin, we have had the ARC morning message and RC morning message combine to stress power words
Summative	1. School Pace/Educlimber 2. PLC support	Student growth in alignment with CIP goal, data collaboration and problem solving (implementation/application)	

CONTINUOUS IMPROVEMENT PLAN

Priority Area Mathematics SMARTE Goal:

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

- Students of Color have a larger percentage equity gap in their achievement in comparison to their counterparts.
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2.0 What are your key quantitative and qualitative data takeaways related to Math?

- Report Card data: Latino students scored significantly lower in numbers and operations compared to their counterparts (14% compared to 34.7%)
- MAP data: Black students scored significantly lower compared to their counterparts (7% compared to 14.71%)
- Math Benchmark data: Latino students scored significantly lower compared to their counterparts (63% compared to 71%)

3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

- Switching curriculums, but with Go Math, grade level standards taught in whole-group instruction to close the gap.
- More implementation of equitable small groups, based on student needs.
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Theory of Action Statement: If we intentionally incorporate small group instruction based on student needs and teach the standards with integrity, then our equity gap percentage will decrease according to the results of the MAP/Math Benchmark over time.

(SCHOOL) Mathematics SMARTE Goal (Annual Growth): By the end of the 2022-2023 school year, all Hackett students, 5K-3rd, will demonstrate progress in comparison to the beginning of year baseline data from the MAP/Math Benchmark assessments. With Math Benchmark (5K-2), ____% proficiency/grade level to ____% proficiency/grade level, with at least ____% reaching grade level standards, and with MAP (3), ____% proficiency to ____% proficiency.

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
Small group instruction	Equitable small groups based on needs	PLCs, PD/training opportunities, teacher/coach collaboration meetings, grade level meetings	MAP and Math Benchmark data, upward trends toward goals/grade levels, growth overtime	Title I
Imagine Math (online component)	Equitable access to programing	PLCs, PD/training opportunities, teacher/coach collaboration meetings, grade level meetings	MAP/Math Benchmark data, data dashboard for teachers to see progress	
Responsive Classroom	Professional learning, school climate	Classroom environment, management	Observations	

Parent / Family Engagement Strategies for SMARTE Goal:

Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation
Family and School engagement events	Parents/guardians, staff members, students	Attendance, family feedback, learning readiness	Attendance data
Take home materials (Imagine Math, flash cards, home links, parent letters/information about curriculum)	Parents/guardians, staff members, students	Growth in data trends, family feedback, learning readiness	Assessment scores, report cards, online progress monitoring reports

Progress Monitoring including Evidence / Source

(Document your school's progress throughout the year)

Term	Metric	Data	State Adjustment or Maintenance of Effort
Term 1	<ol style="list-style-type: none"> 1. PLC Support 2. Educlimber (demographics) 3. Math Benchmark/MAP Scores 4. Imagine Math (maybe) 5. Report Card 6. Parent/Teacher Conferences (Fall) 	Students making growth toward CIP goal/grade level proficiency, attendance data for conferences, data collaboration and problem solving (implementation/application)	-PD, PLC's, conferencing -Expectation is that data is input no longer than 2 weeks between conferences, groups are always evolving
Term 2	<ol style="list-style-type: none"> 1. PLC Support 2. Educlimber (demographics) 3. Math Benchmark/MAP Scores 4. Imagine Math (maybe) 5. Report Card 6. Parent/Teacher Conferences (Winter) 	Students making growth toward CIP goal/grade level proficiency, attendance data for conferences, data collaboration and problem solving (implementation/application)	-PD, PLC's, conferencing -Expectation is that data is input no longer than 2 weeks between conferences, groups are always evolving
Term 3	<ol style="list-style-type: none"> 1. PLC Support 2. Educlimber (demographics) 3. Math Benchmark/MAP Scores 4. Imagine Math (maybe) 5. Report Card 	Students making growth toward CIP goal/grade level proficiency, data collaboration and problem solving (implementation/application)	-PD, PLC's, conferencing -Expectation is that data is input no longer than 2 weeks between conferences, groups are always evolving -Through feedback from leadership and district admin, we have had the RC morning message combine to stress concepts and incorporate standards

Summative	<ol style="list-style-type: none"> 1. PLC Support 2. Educlimber (demographics) 3. Math Benchmark/MAP Scores 4. Imagine Math (maybe) 5. Report Card 	<p>Students growth toward CIP goal/grade level proficiency, data collaboration and problem solving (implementation/application)</p>	
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CONTINUOUS IMPROVEMENT PLAN

Priority Area - School Choice SMARTE Goal: (i.e. climate and culture, students and parent engagement, MLSS, etc.)

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

- Students of color have a higher rate of referrals than their counterparts (79.4%).
- Male students have over 75% of all building referrals

2.0 What are your key quantitative and qualitative data takeaways related to School Choice?

- Of the 350 major referrals, 201 came from the classroom.
- Of the 350 major referrals, 254 came from male students. Of the 254 male students referred, 94 were black students.

3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?

- Based on observation throughout the school year, teachers would benefit from focusing their attention on their language and interactions with students to aid in increasing student engagement with academics, build positive communities, and more effectively manage our classrooms.
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Theory of Action Statement: If we focus our attention on the words we use and our tone of voice then we will increase student engagement with academics, build positive communities, and more effectively manage our classrooms.

(SCHOOL) Building Choice SMARTE Goal (Annual Growth): By the end of the 2022-2023 school year, we will improve our language by focusing on reminding, redirecting, and reinforcing language as evidenced by student, staff, and family surveys, building behavioral data, and administrator feedback.

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator	Funding Source (Title I - IV or other)
<ul style="list-style-type: none"> • Monthly individualized data analysis by classroom 	professional learning and school climate	PLCs, staff meetings, professional development	PLC notes, referral data, feedback	Title I, Title III, ESSER
<ul style="list-style-type: none"> • Book study with The Power of Our Words 	professional learning and school climate	Classroom management/environment, PD	Survey (beginning, mid, and end), Admin walkthrough feedback	Title I, Title III, ESSER

Parent / Family Engagement Strategies for SMARTE Goal: By the end of the 2022-2023 school year, we will improve our language by focusing on reminding, redirecting, and reinforcing language as evidenced by student, staff, and family surveys, building behavioral data, and administrator feedback.

Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement
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			Documentation
<ul style="list-style-type: none"> • Responsive Classroom Overview sent to families 	School staff, students, parents	climate survey	
<ul style="list-style-type: none"> • Conferences, school events 	School staff, parents, students	participation/attendance	participation/attendance

Progress Monitoring including Evidence / Source (Document your school's progress throughout the year)			
Term	Metric	Data	State Adjustment or Maintenance of Effort
Term 1	1. Monthly individualized data analysis by classroom 2. Book study with The Power of Our Words		
Term 2	1. Monthly individualized data analysis by classroom 2. Book study with The Power of Our Words		
Term 3	1. Monthly individualized data analysis by classroom 2. Book study with The Power of Our Words		
Summative	1. Monthly individualized data analysis by classroom 2. Book study with The Power of Our Words		

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