



HACKETT SCHOOL

Ryan McReynolds, Principal
825 Eighth Street
Beloit, WI 53511
608-361-2400

School Profile

<p>School Mission</p>	<p>"IT ALL BEGINS WITH HOPES AND DREAMS... building a bright future and creating a positive community of diverse learners."</p>
<p>School Vision</p>	<p>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 parents, students, and staff as partners in learning.</p> <p>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.</p> <p>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.</p> <p>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 and facilitates a passion for learning and success for each individual.</p> <p>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)</p>

Leadership Team Members		
Name	Position/Role	Years at Current School
Ryan McReynolds	Principal	3

Chamari Moore	Assistant Principal	1
Cindy Weber	Instructional Coach - Reading	5
Lisa Lucas	Instructional Coach - STEM	1
Leanne Rebout	ELL	6
Aimee Rebout	4K	10
JoAnne Ruch / Hanna Fleming	KG	20/3
Devin Huffman	1st Grade	7
Lori Riese	2nd Grade	9
Jacquelyn DeGeorge	3rd Grade	20
Angeli Soto Mendoza	DLI	3
Camille Schwartz	SPED	4
Tim Krause	Specialist	25



School Improvement Goals

Priority Area 1: Literacy

By Spring 2020, Hackett 5K-3 students scoring at or above the national mean will increase 3% from 32% to 35% as measured by the Spring MAP Reading assessment.

Priority Area 2: Mathematics

By Spring 2020, Hackett 5K-3 students scoring at or above the national mean will increase 3% from 49% to 52% as measured by the Spring MAP Math assessment.

Priority Area 3: Learning Environment

To decrease the number of discipline referrals on the playground and classroom setting by 10% (62 referrals) from the 2018-19 school year to the 2019-20 school year.

CONTINUOUS IMPROVEMENT – PLAN

Priority Area 1: Literacy 2019-2020

District Strategic Plan Goal – Literacy: The number of students scoring proficient or advanced in literacy will increase between 5-7% as measured by the Wisconsin Forward Exam.

Theory of Action: If our instructional team is skillful in implementing intentional differentiated teaching practices that lead to ongoing and continued progress in literacy, then each student will demonstrate ongoing improvement in literacy

(SCHOOL) Literacy SMART Goal (Annual Growth): By Spring 2020, Hackett 5K-3 students scoring average or above will increase 3% from 32% to 35% as measured by the Spring MAP Reading assessment.

Evidenced Based Improvement Strategies	Professional Learning/ Collaboration Focus
Responsive Classroom (RC) implementation - Year 2	Book Study Teaching Self Discipline, universal RC focus areas
Instructional Coaching	Coaching cycles, co-planning, modeling lessons, staff collaboration
Universal Instruction	Best practices, scaffolding, differentiation, coaching

Evidence / Source

(Provide evidence to support your school's progress throughout the year and root cause analysis)

Spring 2019	2018-19 Hackett SIP Summary Hackett 2018-19 MAP Data
Fall 2019	Overall School Benchmark Data and Achievement Gap Data (All groups and subgroup) (Click on link to add in specific data to support your theory of action, SMART goal and achievement gap)
Winter 2020	(Link in specific data to support your data analysis)
Spring 2020	(Link in specific data to support your data analysis)

Goal 1 - Rational/Progress Reflection

(Provide a narrative of progress toward goal and any revisions/adjustments made in response to data review/reflection)

Goal Rationale	<p>In analyzing our historical data, Reading MAP assessments have been an ongoing area of concern from year to year. We want to improve our number of students that score at or above proficiency. We would also like to close the gap between the grade level and national mean. Having more students being proficient at each grade level will allow them to dig deeper into their education and prepare them for intermediate and beyond. Our building wide strategies address the whole student, both from an instructional standpoint, as well as addressing the social emotional needs of our students.</p> <p>The following instructional strategies will be incorporated daily in the classrooms.</p> <ol style="list-style-type: none"> 1) <i>Effective mini lesson</i>: This lesson will include a connection, teaching point, some type of active engagement to check for understanding and finally, a link for students to independently practice the strategy just taught. During the mini lesson the teacher will implement <u>wait time</u> when asking questions in order for the students to think about the response before answering and give those students who need that time to gather their thoughts, clarify any confusion that may exist and/or confirm understanding. The teacher will be looking for active engagement which includes all students. During active engagement various strategies may be used to check for understanding and active engagement such as: <u>partner share</u> (ie. turn & talk) used for cooperative learning, use of kinesthetic motions, and/or white boards.
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	<p>2) <i>Conferring</i>: During this time the teacher will meet with students individually or in small groups to provide feedback to improve performance. Conferring should be short and purposeful. This will promote responsive teaching by the teacher.</p> <p>3) <i>Small Group Instruction</i>: Utilizing informal assessment, conferring and teacher observation, the teacher will responsively differentiate instruction based on the needs of the students.</p> <p>Ongoing coaching will be available to staff as needed in any of the above areas based on need via observation and requests.</p>
Mid-Year Reflection	
End-of-Year Reflection	

CONTINUOUS IMPROVEMENT – PLAN

Priority Area 2: Mathematics 2019-2020

District Strategic Plan Goal – Mathematics: All students will increase in math between 3-5% as measured by the Wisconsin Forward Exam.

Theory of Action: If our instructional team is skillful in implementing intentional differentiated teaching practices that lead to ongoing and continued progress in math, then each student will demonstrate ongoing improvement in math.

(SCHOOL) Mathematics SMART Goal (Annual Growth): By Spring 2020, Hackett 5K-3 students scoring average or above will increase 3% from 49% to 52% as measured by the Spring MAP Math assessment.

Evidenced Based Improvement Strategies	Professional Learning/ Collaboration Focus
Responsive Classroom (RC) implementation - Year 2	Book Study Teaching Self Discipline, universal RC focus areas
Instructional Coaching	Coaching cycles, co-planning, modeling lessons, staff collaboration
Universal Instruction	Best practices, scaffolding, differentiation, coaching

Evidence / Source (Provide evidence to support your school's progress throughout the year and root cause analysis)	
Spring 2019	2018-19 Hackett SIP Summary Hackett 2018-19 MAP Data
Fall 2019	Overall School Benchmark Data and Achievement Gap Data (All groups and subgroup) (Click on link to add in specific data to support your theory of action, SMART goal and achievement gap)
Winter 2020	(Link in specific data to support your data analysis)
Spring 2020	(Link in specific data to support your data analysis)

Goal 2 - Rational/Progress Reflection
 (Provide a narrative of progress toward goal and any revisions/adjustments made in response to data review/reflection)

Goal Rationale	<p>In analyzing our historical data, Math MAP assessments have been an ongoing area of concern from year to year. We want to improve our number of students that score at or above proficiency. We would also like to close the gap between the grade level and national mean. Having more students being proficient at each grade level will allow them to dig deeper into their education and prepare them for intermediate and beyond. Our building wide strategies address the whole student, both from an instructional standpoint, as well as addressing the social emotional needs of our students.</p> <p>Lesson: Utilizing the Go Math format, the lesson is no longer than 20 minutes. Once completed, teachers conduct an informal assessment via a written quick check and create groups responsively according to need. The teacher meets with students in these flexible small groups providing feedback that addresses concerns, confusions and/or affirming understanding. The teacher will be looking for active engagement which includes all students. During active engagement various strategies may be used to check for understanding and active engagement such as: <u>partner share</u> (ie. turn & talk) used for cooperative learning, use of kinesthetic motions, and/or white boards.</p> <p>Teacher's will utilize pre-tests, mid-chapter checkpoints, observations, etc. to address differentiation and individual needs.</p> <p>Ongoing coaching will be available to staff as needed in any of the above areas based on need via observation and requests.</p>
Mid-Year Reflection	

End-of-Year Reflection	
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CONTINUOUS IMPROVEMENT – PLAN

Priority Area 3: Learning Environment 2019-2020

District Strategic Plan Goal – Learning Environment:

Theory of Action: If our instructional team creates a positive learning environment that fosters student ownership and a growth mindset, then students will take more responsibility and become more engaged in their own learning.

(SCHOOL) Learning Environment SMART Goal (Annual Growth): Decrease the number of discipline referrals in the playground and classroom setting by 10% from the 2018-19 school year to the 2019-20 school year.

Evidenced Based Improvement Strategies	Professional Learning/ Collaboration Focus
Responsive Classroom (RC) implementation - Year 2	Book Study Teaching Self Discipline, universal RC focus areas
Divide the playground into quadrants for supervision and increase playground supervision from 4 staff members to 6	Alternative structured games/activities in each quadrant, PBIS Tier I collaboration, peace bench

Evidence / Source

(Provide evidence to support your school's progress throughout the year and root cause analysis)

Spring 2019	2018-19 Hackett SIP Summary Hackett 2018-19 MAP Data Hackett 18-19 Discipline
Fall 2019	(Link in specific data to support your data analysis)
Winter 2020	(Link in specific data to support your data analysis)
Spring 2020	(Link in specific data to support your data analysis)

Goal 3 - Rational/Progress Reflection

(Provide a narrative of progress toward goal and any revisions/adjustments made in response to data review/reflection)

Goal Rationale	<p>Historically the number of discipline referrals come from the classroom and playground setting.</p> <p>78% of all discipline referrals for the 2018-19 school year came from the classroom and playground setting. These two settings accounted for 619 discipline referrals.</p> <p>Recess discipline referrals have had a negative impact on the learning environment and loss of instructional time. By reducing these referrals we can positively impact the learning environment for all students.</p> <p>Classroom incidents have an adverse effect on the learning environment, interrupts instruction and prevents students from learning</p>
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Mid-Year Reflection	
End-of-Year Reflection	