Fruzen Intermediate School
Together, we SOAR
2020- 2021

Principal
Address
Beloit, WI 53511

Leadership Team Members		
Name	**Position/Role**	**Years at Current School**
Sara Norton	Principal	2 years
Jen Schieve	Assistant Principal	2 years
Stuart Ritzert	Assistant Principal	2 years
Emily Allen	Grade 4/Team Lead	6 years
William Frain	Grade 5/Team Lead	2 years
DeeDee Arp	Grade 6 ELA/Team Lead	6 years
Kate Bares	Grade 7 Math/Team Lead	6 years
Matt Mintz	Grade 8 Special Ed/Team Lead	2 years
Stacy Johnson	4-8 Music/MAPE Team Lead	2 years
Stacy Nemetz	School Social Worker	6 years
Meg Perron	Instructional Coach	2 years
Amy Mueller	Instructional Coach	6 years

Beliefs, Mission, Vision and Values

Beliefs

We Believe
- that every student will learn best given the right environment and support, educators and students should have high expectations.
- that educators and students need to build a trusting relationship in which we treat each other with care and compassion.
- that we are responsible for providing a caring, supporting, clean and safe learning environment.
- that education is a team effort of parents, students and teachers working together for the same common goal.
- that education is the foundation for a successful future, and as educators, we are the leaders that guide them. Our job as educators goes beyond academics, but rather our jobs are to educate our students holistically to function in a global society.

Mission-our purpose: what we do, who we serve and how we serve them.

The Fruzen staff is in the process of reviewing the mission statement in light of our common beliefs. Currently, the mission is as follows:

The mission of Fruzen Intermediate School is to create a positive culture in which all students enter feeling included and welcomed, and exit feeling confident, successful, and prepared for their future by being socially responsible lifelong learners. We are ONE. We are Fruzen Falcons.

w/adjustments
The mission of Fruzen Intermediate School is to create a positive culture in which all students enter feeling included and welcomed, and exit feeling confident, successful, and prepared for their future by being socially responsible lifelong learners through a balanced relationship with vital contributions from staff, students, parents/guardians, the Fruzen community as well as the School District of Beloit. We are ONE. We are FRUZEN.

Vision-where we are going, what problems are we solving for the greater good, who are what are we inspiring to change

Our motto "Together, we SOAR," reflects our perspective, beliefs and represents our core values. Fran Fruzen Intermediate School prepares students for success in the 21st century by engaging them in rigorous, culturally relevant learning opportunities that promote academic, physical and emotional growth while maintaining a safe and effective learning environment.

Values

Safety   Ownership   Achievement   Respect

Motto
Together, we SOAR!

School Improvement Goals

Priority Area Literacy

By the end of the 2020-21 school year, we will decrease disproportionality in measures of literacy academic achievement between our students who are Caucasian and our students who are African American.

Priority Area Mathematics

By the end of the 2020-21 school year, we will decrease disproportionality in measures of math academic achievement between our students who are Caucasian and our students who are African American.

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

By June 2021, eighty percent of Fruzen's students in grades 4-8 will be fully engaged in the learning process and in Tier 1 (75-100% participation), 12% will be partially engaged and in Tier 2 (74%-50% participation), and 8% will have limited, if any, engagement and fall in Tier 3 (49% participation and below) as measured by the SDB definition of attendance. When the district transitions back to face to face programming, the measure will shift to increased engagement in the classroom as evidenced by a reduction in behavior driven office referrals. Fruzen's behavior goal is 80% of our students in Tier 1 (0-1 referrals), 12% in Tier 2 (2-5 referrals) and 8% Tier 3 (6 or more referrals).

CONTINUOUS IMPROVEMENT PLAN

Priority Area Literacy 2020 - 2021

District Strategic Plan Goal – Literacy: Students in the School District of Beloit will...
Theory of Action

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

- We need to develop systems to identify, monitor, analyze, and act upon the disaggregated literacy data to make equitable instructional and programming decisions.
- We need to design and develop on-going and embedded PD experiences in which people can identify issues of equity in our curriculum, resources, and instruction and learn differentiated instructional practices to address them which include culturally responsive and relevant instruction.

2.0 What are your key data takeaways related to Literacy?

- There is a significant achievement gap on the reading MAP between our students who are Causasian and those who are African American. During the 2019-20 winter reading MAP assessment, 39.25% of African American students who tested in grades 4-8 scored in the low range compared to 23.8% of Caucasian students.
- There is a disproportionately high percentage of African-American students who received in-school suspensions (grades 6-8: 52.2%; grades 4-5: 100%) as compared to their Caucasian peers (grades 6-8: 8.9%; grades 4-5: 0%). The disproportionality is mirrored in out of school suspension data in grades 6-8 with 52.3% of the students receiving out of school suspensions being African American compared to 15.9% of their Caucasian peers.
- There appears to be a strong correlation between the amount of time African American students miss due to disciplinary consequences and their student achievement on the reading MAP.

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

- Staff must increase the engagement of our African American students by making the curriculum accessible to students who are below grade level and do not have the skills or prior knowledge to complete grade level tasks through differentiated, culturally responsive, and relevant instructional practices.
- Staff must increase the engagement of our African American students by reducing the amount of instructional time lost due to behavior.

(SCHOOL) Literacy SMART Goal (Annual Growth):

By the end of the 2020-21 school year, we will decrease disproportionality in measures of literacy academic achievement between our students who are Caucasian and our students who are African American.

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Develop MLSS team to gather, monitor, analyze, and interpret equity data and design responses to issues of equity for African American students.	- School Policy - School Organization and Administration - Assessment/Placement	- Identification and disaggregation of assessment data; and - Investigation of instructional best practices for students of color.	1. Establishment of the team; 2. Evidence of regularly scheduled meetings; and 3. Evidence of data-based decision making.

Build capacity in our instructional staff in the area of differentiated instructional strategies with a focus on the creation and use of formative assessments in planning.	● Assessment/placement ● Professional Learning ● Standards and curriculum development	● Student achievement and growth through the lens of student-centered coaching. ● Development and use of formative assessments; and ● Differentiating content, instruction, and assessment in an online environment.	1. Evidence of on-going, embedded professional development in the use of formative assessment to design and guide instruction. 2. Instructional staff new to teaching will have completed one coaching cycle during the 2020-21 school year. 3. Each instructional staff member will provide a formative assessment and written reflection on how it was used to guilde/inform instruction by December 15 and again by April 15.
Build capacity in our staff in the area of culturally responsive and relevant practices.	● School administration/organization ● Staff Professional learning	● Development and use of culturally responsive relevant practices. ● Development and use of engagement strategies.	1. Evidence of on-going, embedded professional development in the area of culturally responsive and relevant practices. 2. Attendance/engagement data will reflect at least 80% of students in Tier 1, 12% in Tier 2, and 8% in Tier 3.

Progress Monitoring including Evidence / Source (Document your school's progress throughout the year)			
Term	Evidence-Based Improvement Strategy	Data	State Adjustment or Maintenance of Effort
Term 1	1. 2. 3.		
Term 2	1. 2. 3.		
Term 3	1. 2. 3.		
Summative	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?
● We need to develop systems to identify, monitor, analyze, and act upon disaggregated math data to make equitable instructional and programming decisions.
● We need to design and develop on-going and embedded PD experiences in which people can identify issues of equity in our curriculum, resources, and instruction and learn differentiated instructional practices to address them which include culturally responsive and relevant instruction.

2.0 What are your key data takeaways related to Mathematics?
● There is a significant achievement gap on the math MAP between our students who are Causasian and those who are African American. During the 2019-20 winter math MAP assessment, 52.5% of African American students who tested in grades 4-8 scored in the low range compared to 19% of Caucasian students.
● There is a disproportionately high percentage of African-American students who received in-school suspensions (grades 6-8: 52.2%; grades 4-5: 100%) as compared to their Caucasian peers (grades 6-8: 8.9%; grades 4-5: 0%). The disproportionality is mirrored in out of school suspension data in grades 6-8 with 52.3% of the students receiving out of school suspensions being African American compared to 15.9% of their Caucasian peers.
● There appears to be a strong correlation between the amount of time African American students miss due to disciplinary consequences and their student achievement on the math MAP.

● **3.0 What 1 - 2 hypotheses from your Root Cause Analysis will you turn into action steps?**
● Staff must increase the engagement of our African American students by making the curriculum accessible to students who are below grade level and do not have the skills or prior knowledge to complete grade level tasks through differentiated, culturally responsive, and relevant instructional practices.
● Staff must increase the engagement of our African American students by reducing the amount of instructional time lost due to behavior.

(SCHOOL) Math SMART Goal (Annual Growth):
By the end of the 2020-21 school year, we will decrease disproportionality in measures of math academic achievement between our students who are Caucasian and our students who are African American.

Evidenced Based Improvement Strategies (2 - 3)	Equity Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Develop MLSS team to gather, monitor, analyze, and interpret equity data and design responses to issues of equity for African American students.	● School Policy ● School Organization and Administration ● Assessment/Placement	● Identification and disaggregation of assessment data; and ● Investigation of instructional best practices for students of color.	1. Establishment of the team; 2. Evidence of regularly scheduled meetings; and 3. Evidence of data-based decision making.
Build capacity in our instructional staff in the area of differentiated instructional strategies with a focus	● Assessment/placement ● Professional Learning	● Student achievement and growth through the lens of student-centered coaching.	1. Evidence of on-going, embedded professional development in the use of

on the creation and use of formative assessments in planning.	● Standards and curriculum development	● Development and use of formative assessments; and ● Differentiating content, instruction, and assessment in an online environment.	formative assessment to design and guide instruction. 2. Instructional staff new to teaching will have completed one coaching cycle during the 2020-21 school year. 3. Each instructional staff member will provide a formative assessment and written reflection on how it was used to guilde/inform instruction by December 15 and again by April 15.
Build capacity in our staff in the area of culturally responsive and relevant practices.	● School administration/organization ● Staff Professional learning	● Development and use of culturally responsive relevant practices. ● Development and use of engagement strategies.	1. Evidence of on-going, embedded professional development in the area of culturally responsive and relevant practices. 2. Attendance/engagement data will reflect at least 80% of students in Tier 1, 12% in Tier 2, and 8% in Tier 3.

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

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?
- We need to develop systems to identify, monitor, analyze, and act upon disaggregated data to make equitable instructional and programming decisions.
- We need to design and develop on-going and embedded PD experiences in which people can identify issues of equity in our curriculum, resources, and instruction and learn differentiated instructional practices to address them which include culturally responsive and relevant instruction.

2.0 What are your key data takeaways related to your building choice goal?
- There is a disproportionately high percentage of African-American students who received in-school suspensions (grades 6-8: 52.2%; grades 4-5: 100%) as compared to their Caucasian peers (grades 6-8: 8.9%; grades 4-5: 0%). The disproportionality is mirrored in out of school suspension data in grades 6-8 with 52.3% of the students receiving out of school suspensions being African American compared to 15.9% of their Caucasian peers. There is a great deal of instructional time lost due to students either not attending class or being removed for behavioral reasons.
- There is a direct link between engagement, inappropriate behavior which results in class time lost, and low academic achievement.
- As evidenced by various academic measures, including the MAP, many Fruzen students of color are currently functioning below grade level.

3.0 What 1 - 2 hypotheses from your Root Cause Analysis will you turn into action steps?
- Staff must increase the engagement of our African American students by making the curriculum accessible to students who are below grade level and do not have the skills or prior knowledge to complete grade level tasks through differentiated, culturally responsive, and relevant instructional practices.
- Staff must increase the engagement of our African American students by reducing the amount of instructional time lost due to behavior.

(SCHOOL) BLT Choice SMART Goal (Annual Growth):

By June 2021, eighty percent (80%) of Fruzen's students in grades 4-8 will be fully engaged in the learning process and in Tier 1 (75-100% participation), 12% will be partially engaged and in Tier 2 (74%-50% participation), and 8% will have limited, if any, engagement and fall in Tier 3 (49% participation and below) as measured by the SDB definition of attendance. When the district transitions back to face to face programming, the measure will shift to increased engagement in the classroom as evidenced by a reduction in behavior driven office referrals with a behavior goal that 80% of our students in Tier 1 (0-1 referrals), 12% in Tier 2 (2-5 referrals) and 8% Tier 3 (6 or more referrals).

Evidenced Based Improvement Strategies (2 - 3)	Equity Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Systematic implementation of PBIS programming	- School administration/organization - Staff professional learning	- Development and use of PBIS system - Differentiate behavior/engagement support based on student needs.	1. Reduction in Office Driven Referrals (ODRs). 2. Increase in attendance and participation. 3. Increase in positive school culture.
4 Universal Step Behavior Management System	- School administration/organization - Staff professional learning	Identification and disaggregation of assessment data;	1. Reduction in Office Driven Referrals (ODRs).

		● Investigation of instructional best practices for students of color; and ● Continue to implement/infuse our Universal 4 Step Process	2. Increase in attendance and participation.
Build capacity in our staff in the area of culturally responsive and relevant practices.	● School administration/organization ● Staff Professional learning	● Development and use of culturally responsive relevant practices. ● Development and use of engagement strategies.	1. Evidence of on-going, embedded professional development in the area of culturally responsive and relevant practices. 2. Attendance/engagement data will reflect at least 80% of students in Tier 1, 12% in Tier 2, and 8% in Tier 3.

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