

Fran Fruzen Intermediate
2021 - 2022

Dr. Sara Norton, Principal
2600 Milwaukee Road
Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Sara Norton	Principal	3
Jennifer Schieve	Assistant Principal	3
Stuart Ritzert	Assistant Principal	3
Emily Allen	Team Lead-4th Grade	7
Sharon Carr	Team Lead-5th Grade	4
DeAnne Arp	Team Lead-6th Grade	7
Kate Bares	Team Lead-7th Grade	7
Matt Mintz	Team Lead-8th Grade	3
Stacy Johnson	Team Lead-Specials	3
Stacy Nemetz	Team Lead-Student Services	7
David Garcia	Team Lead-DLI, ELL	6
Amy Mueller	Instructional Coach	7

Beliefs, Mission, Vision and Values

Beliefs				
At Fruzen, we believe				
<ul style="list-style-type: none">• every learner has unlimited potential to thrive at Fruzen. Educators, students and families should have high expectations of themselves and each other.• education requires a team effort between parents, students and staff working together for the same common goal;• students learn best when they are actively engaged through a culturally relevant and culturally responsive learning environment;• educators and students and families need to build trusting relationships in which we treat each other with care and compassion, respect and dignity;• we are responsible for providing a caring, supporting and safe learning environment;• education is the foundation for a successful future. The role of Fruzen staff is to educate our students holistically to function in a global society.				
Mission				
<p>The mission of Fruzen Intermediate School is to create a positive culture in which all learners 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 of vital contributions from staff, students, parents/guardians, the Fruzen community as well as the School District of Beloit. We are FRUZEN, together we SOAR!</p>				
Vision				
<p>Our motto “Fruzen, Together We SOAR,” reflects our perspective, beliefs and represents our core values. 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.</p>				
Values				
Safety	Ownership	Achievement	Respect	Fruzen, Together We SOAR

Fruzen's reimagined story...

Based on information pulled from Educlimber, as of 8/12/21, Fruzen is preparing to serve 517 students for the 2021-22 school year. Of those 517 students, 271 are male (52.4%) and 246 female (47.6%). The population of the students are as follows: 181 hispanic (35%), 167 caucasian (32.2%), 142 african-american (27.5%), 25 two or more races (4.8%) and 2 asian/pacific islander (.4%). There are 420 students without a defined disability (81.2%) and 117 students with a defined disability (18.8%) The percentage of students with a defined disability is not only the highest among the 4 intermediates, but also the highest among the 12 schools that make up the School District of Beloit.

Fruzen's story began in 2015 as a new building in the School District of Beloit. Previous to 2015, there were 2 intermediate schools (east side/west side, serving students grades 6-8.) Starting in 2015, a reconfiguration of the School District of Beloit took place. Two intermediate schools became four, with the student population of each building changing to grades 4-8. Teachers were moved from other schools to Fruzen, and the next several years were marked by high administrative and staff turnover. Historically, Fruzen has faced many challenges, including, but not limited to:

- lack of positive school culture & identity
- low levels of family engagement
- low levels of student academic achievement/engagement
- negative student behavior (high number of referrals)
- low levels of staff engagement, school disconnect and staff turnover

One of the biggest strengths is currently retaining the bulk of our staff from 2020-21 and the willingness of said staff to create a culture to address all of the challenges previously listed. Building administrative teams in the School District of Beloit do not often remain intact for extended periods of time. Unfortunately, turnover is a common occurrence throughout the district. We, however at Fruzen are entering year 3 of the entire office staff (administration and student services) remaining unchanged.

In 2020-21, realizing the high need for these challenges to be addressed head on, Fruzen used resources to bring in Cesa II for training for all staff on culturally relevant practices. Because of Covid19, we gained access to all of our staff (including paraeducators, coaches and secretaries) allowing us to truly share this information with ALL Fruzen staff. These practices, when implemented throughout Fruzen, would be the catalyst to begin to address student behavior, achievement and engagement. Additionally much of the 2020-21 school year was spent creating our mission and vision statements, belief statements, core values, and motto. Knowing this was just the start, we continued to look to see how we could address some of the other challenges that Fruzen has faced since inception.

In effort to address the remaining barriers/challenges Fruzen faces, our staff has worked to create a plan moving forward throughout the 2021-22 school year and beyond. Our goal is to implement common practices to not only promote the desired outcomes for this year, but to create systems that are sustainable on a yearly basis. As we progress through this upcoming school year, we will:

- engage in ongoing review of our mission, vision, beliefs, values and motto among our staff and students/families
- implement “5-Star” a digital platform to track student growth behavior, student & family engagement as well as staff engagement
- continue with ongoing PD and implementation of Culturally Relevant Practices
- provide monthly opportunities for our students/families and staff to engage in events in our building outside the school day
- establish and retain a Fruzen PTO with support from Fruzen staff and families

In theory, if we can provide opportunities to increase engagement from all stakeholders through monthly events, we can help to build a positive school culture and identity. If that culture grows, students will feel more connected to our school, our staff and each other. This will likely promote student engagement in the classroom and a decrease in student behaviors of concern. Simply put, we can increase student academic achievement in all subject areas (not just Math and ELA) and decrease negative behavior by promoting the importance of being connected to Fruzen through engagement. This will take effort from all stakeholders and a willingness to consistently do the hard work.

Continuous Improvement Plan Goals

Priority Area Literacy SMARTE Goal

If we believe that every learner has the potential to thrive at Fruzen Intermediate School and that students learn best when they are actively engaged through an equitable and culturally responsive learning environment, including but not limited to literacy class, then by the end of the 2021-22 school year, 75% of our students in grades 6-8 will score an average of 4.1 or higher on survey items that indicate teachers have high expectations for their behavior and learning and that the students feel a sense of belonging to and importance at school as measured by the “Culturally Responsive Schools: Student Perceptions” survey.

Priority Area Mathematics SMARTE Goal

If we believe that every learner has the potential to thrive at Fruzen Intermediate School and that students learn best when they are actively engaged through an equitable and culturally responsive learning environment, including but not limited to math class, then by the end of the 2021-22 school year, 75% of our students in grades 6-8 will score an average of 4.1 or higher on survey items that indicate teachers have high expectations for their behavior and learning and that the students feel a sense of belonging to and importance at school as measured by the “Culturally Responsive Schools: Student Perceptions” survey.

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

If we believe that every learner has the potential to thrive at Fruzen Intermediate School and that family engagement has a significant impact on positive behavior and academic achievement, then by June of 2022, 100% of our students, families and staff will have the opportunity to be engaged in our school community through the identification and removal of barriers as measured by our Fruzen calendar of events, and 80% of our families will have attended at least one Fruzen activity/event.

CONTINUOUS IMPROVEMENT PLAN

Priority Area Literacy SMARTE Goal:

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.
- Implementation of 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.

- Encourage student ownership in their learning, having students provide feedback to teachers about instruction, specifying which culturally responsive instructional practices are working best, providing continued opportunity for reflection.

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

- There is a significant achievement gap on the reading MAP between our students who are white and those who identify as members of historically underserved racial populations. During the 2019-20 winter reading MAP assessment, 21% of students who were white and who tested in grades 4-8 scored in the low range compared to 38% of students who were African American populations, 41% of students who identified as Hispanic, and 26% of students who identified as being of 2 or more races.
- There is a disproportionately high percentage of students from historically underserved racial populations at Fruzen Intermediate School who missed classroom instructional time due to suspensions from the classroom, both in-school and out. Fifty-two percent (52%) of the students suspended from class were African American, 28% were Hispanic, and 9% were of 2 or more races compared to 11% who were white.
- There appears to be a strong correlation between the amount of time students miss due to disciplinary consequences and their student achievement on the reading MAP.

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

- Staff must increase the engagement of students from the historically underserved racial populations at Fruzen Intermediate School 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 students from our historically underserved racial populations by reducing the amount of instructional time lost due to behavior.

Theory of Action Statement:

(SCHOOL) Literacy SMARTE Goal (Annual Growth):

If we believe that every learner has the potential to thrive at Fruzen Intermediate School and that students learn best when they are actively engaged through an equitable and culturally responsive learning environment, including but not limited to literacy class, then by the end of the 2021-22 school year, 75% of our students in grades 6-8 will score an average of 4.1 or higher on survey items that indicate teachers have high expectations for their behavior and learning and that the students feel a sense of belonging to and importance at school as measured by the "Culturally Responsive Schools: Student Perceptions" survey.

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)
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.	Evidence of on-going, embedded professional development in the area of culturally responsive and relevant practices.	Title II

		Development and use of engagement strategies.		
Create a system for consistent student feedback/voice at the administrative level.	School organization/ administration	Identification of survey tools Development of schedule and process for surveys, focus groups, and empathy interviews	Evidence of on-going student data collection on perceptions of CRP Implementation of empathy interviews	Title I -if there is a cost for surveys Principals' budget for refreshments
Parent / Family Engagement Strategies for SMARTE Goal: Establishing systems for two-way communication regarding our educational program				
Evidenced-Based Engagement Strategy	Participants		Success Indicator	Engagement Documentation
Information regarding our curriculum and instructional practices will be shared with families at the school level.	Fruzen students, families and staff		Evidence of regular communication about aspects of our curriculum and instructional practices at the school level through the establishment of a literacy-centered column in each newsletter.	Metrics through Blackboard, Skyward, website
Feedback will be solicited from our families regarding our curriculum and instructional practices.	Fruzen families and staff		Feedback collected, analyzed, and Evidence collected through surveys and interviews	Survey and interview findings

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	On-going, embedded professional development in the area of culturally relevant practices	Evidence of on-going, embedded professional development in the	

	<p>Student Empathy Groups</p> <p>Student feedback on CRP/Student Voice survey</p> <p>Family feedback on perceptions of CRP</p>	<p>use of formative assessment to design and guide instruction.</p> <p>Identification and implementation of a student survey to measure their perceptions of belonging,</p>	
Term 2	<p>On-going, embedded professional development in the area of culturally relevant practices</p> <p>Student Empathy Groups</p> <p>Student feedback on CRP/Student Voice survey</p> <p>Family feedback on perceptions of CRP</p>	<p>Evidence of on-going, embedded professional development in the area of culturally responsive and relevant practices.</p> <p>Implementation of student survey</p> <p>Implementation of student empathy interview</p>	
Term 3	<p>Ongoing, embedded professional development in the area of culturally relevant practices</p> <p>Student Empathy Groups</p> <p>Student feedback on CRP/Student Voice survey</p> <p>Family feedback on perceptions of CRP</p>	<p>Evidence of on-going, embedded professional development in the area of culturally responsive and relevant practices.</p> <p>Each staff member will participate in a book study of a text focused on cultural relevance and responsiveness, including increasing engagement.</p> <p>Implementation of empathy interviews</p>	
Summative	<p>Student Empathy Groups</p> <p>Student feedback on CRP/Student Voice survey</p>	<p>Evidence of on-going student data collection on perceptions of CRP</p>	

		<p>Implementation of empathy interviews</p> <p>Instructional staff new to teaching will have completed one coaching cycle during the 2020-21 school year.</p>	
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CONTINUOUS IMPROVEMENT PLAN

Priority Area Mathematics SMARTE Goal:

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

- We need to develop systems to identify, monitor, analyze, and act upon disaggregated math data to make equitable instructional and programming decisions.
- Implementation of 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.
- Encourage student ownership in their learning, having students provide feedback to teachers about instruction, specifying which culturally responsive instructional practices are working best, providing continued opportunity for reflection.

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

- There is a significant achievement gap on the math MAP between our students who are white and those who identify as members of historically underserved racial populations. During the 2019-20 winter math MAP assessment, 19% of students who were white and who tested in grades 4-8 scored in the low range compared to 52% of students who were African American, 45% of students who identified as Hispanic, and 31% of students who identified as being of 2 or more races.
- There is a disproportionately high percentage of historically underserved racial populations at Fruzen Intermediate School who missed classroom instructional time due to suspensions from the classroom, both in-school and out. Fifty-two percent (52%) of the students suspended from class were African American, 28% were Hispanic, and 9% were of 2 or more races compared to 11% who were white.
- There appears to be a strong correlation between the amount of time students who identify as historically underserved racial populations miss due to disciplinary consequences and their student achievement on the math MAP.

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

- Staff must increase the engagement of students from the historically underserved racial populations at Fruzen Intermediate School 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 students from our historically underserved racial populations by reducing the amount of instructional time lost due to behavior.

Theory of Action Statement:

(SCHOOL) Mathematics SMARTE Goal (Annual Growth):

If we believe that every learner has the potential to thrive at Fruzen Intermediate School and that students learn best when they are actively engaged through an equitable and culturally responsive learning environment, including but not limited to math class, then by the end of the 2021-22 school year, 75% of our students in grades 6-8 will score an average of 4.1 or higher on survey items that indicate teachers have high expectations for their behavior and learning and that the students feel a sense of belonging to and importance at school as measured by the "Culturally Responsive Schools: Student Perceptions" survey.

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)
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.	Evidence of on-going, embedded professional development in the area of culturally responsive and relevant practices.	Title I
Create system for consistent student feedback/voice at the administrative level.	School organization/ administration	Identification of survey tools Development of schedule and process for surveys, focus groups, and empathy interviews	Evidence of on-going student data collection on perceptions of CRP Implementation of empathy interviews	Title I -if there is a cost for surveys Principals' budget for refreshments
Parent / Family Engagement Strategies for SMARTE Goal: Establishing systems for two-way communication regarding our educational program				
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation	
Information regarding our curriculum and instructional practices will be shared regularly with families at the school level.	Fruzen students, families and staff	Evidence of regular communication about aspects of our curriculum and instructional practices at the school level through the establishment of a mathematics-centered column in each newsletter.	Metrics through Blackboard, Skyward, website	
Feedback will be solicited from our families regarding our curriculum and instructional practices.	Fruzen families and staff	Feedback collected, analyzed, and Evidence collected through surveys and interviews	Survey and interview findings	

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	On-going, embedded professional development Student feedback on CRP/Student Voice Family feedback on perceptions of CRP	Evidence of on-going, embedded professional development in the use of formative assessment to design and guide instruction. Identification and implementation of a student survey to measure their perceptions of belonging,	Title II
Term 2	On-going, embedded professional development Student feedback on CRP/Student Voice Family feedback on perceptions of CRP	Evidence of on-going, embedded professional development in the area of culturally responsive and relevant practices. Implementation of student survey Implementation of student empathy interview	Title II
Term 3	On-going, embedded professional development Student feedback on CRP/Student Voice Family feedback on perceptions of CRP	Evidence of on-going, embedded professional development in the area of culturally responsive and relevant practices. Each staff member will participate in a book study of a text focused on cultural relevance	Title II

		<p>and responsiveness, including increasing engagement.</p> <p>Implementation of empathy interviews</p>	
Summative	<p>On-going, embedded professional development</p> <p>Student feedback on CRP/Student Voice</p> <p>Family feedback on perceptions of CRP</p>	<p>Evidence of on-going student data collection on perceptions of CRP</p> <p>Implementation of empathy interviews</p> <p>Instructional staff new to teaching will have completed one coaching cycle during the 2020-21 school year.</p>	Title II

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?

- Fruzen needs to establish a PTO
- Fruzen needs to increase student, family and staff engagement
- Fruzen lacks a system of data collection for parent/community participation/engagement.

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

- There is a significant disconnect in regard to engagement of students, family and staff in the Fruzen community/culture. The sense of “Fruzen community/identity” really has not been established up to this point. We believe there is a strong correlation between achievement and a connected school community.
- Regular opportunities for community connection must be not only offered but also attended. We must increase the attendance of students, families and staff in these events. Historically, events, such as parent-teacher conferences, are not well attended by families. In addition, extra-curricular events such as sporting events are not well attended by staff.

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

- Staff must help to increase the engagement of our students and families through a personal commitment to also attend events, including monthly family events as well as sporting and extracurricular events.
- Staff must regularly communicate with our students and families to promote this positive Fruzen community.

Theory of Action Statement:

(SCHOOL) Building Choice SMARTE Goal (Annual Growth):

If we believe that every learner has the potential to thrive at Fruzen Intermediate School and that family engagement has a significant impact on positive behavior and academic achievement, then by June of 2022, barriers to family and student engagement will be identified and addressed as evidenced by the Fruzen calendar of events, and 80% of our families will have attended at least one Fruzen activity/event.

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)
Create a system for consistent family feedback/voice at the school- level (Hattie effect size .50)		Fruzen families	Identification of survey tools Development of schedule and process for surveys,	Evidence of on-going family/parent/guardian data collection on perceptions of CRP

		focus groups, and empathy interviews	Summary of survey, focus groups, and empathy interview findings
Identifying barriers to family engagement.	Fruzen students, families and staff	List of barriers specific to Fruzen families	Survey forms
Designing and implementing a variety of events aimed at removing barriers to family engagement	Fruzen students, families and staff	Calendar of events established in a way that reduces identified barriers.	Event attendance as measured by 5 Star Tracker
Parent / Family Engagement Strategies for SMARTE Goal: Establishing systems for two-way communication regarding our Fruzen events.			
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation
Create a system for consistent family feedback/voice at the school- level (Hattie effect size .50)	Fruzen families	Identification of survey tools Development of schedule and process for surveys, focus groups, and empathy interviews	Evidence of on-going family/parent/guardian data collection on perceptions of CRP Summary of survey, focus groups, and empathy interview findings
Identifying barriers to family engagement.	Fruzen students, families and staff	List of barriers specific to Fruzen families	Survey forms
Designing and implementing a variety of events aimed at removing barriers to family engagement	Fruzen students, families and staff	Calendar of events established in a way that reduces identified barriers.	Event attendance as measured by 5 Star Tracker

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	Regular communication with students and families	Documentation of school-level communication	

	<p>Conduct empathy surveys with students, families and staff for Fruzen community engagement</p> <p>Fruzen Event Attendance</p> <p>Establishment of Fruzen PTO</p>	<p>Summary of findings for: Students Families Staff</p> <p>Attendance monitored through 5 Star Event Tracker</p> <p>Invitation and meeting dates</p>	
Term 2	<p>Regular communication with students and families</p> <p>Survey students, families and staff for Fruzen community engagement</p> <p>Fruzen Event Attendance</p> <p>Establishment of Fruzen PTO</p>	<p>Documentation of school-level communication</p> <p>Summary of survey findings</p> <p>Attendance monitored through 5 Star Tracker</p> <p>Meeting dates, minutes, attendance</p>	
Term 3	<p>Regular communication with students and families</p> <p>Survey students, families and staff for Fruzen community engagement</p> <p>Fruzen Event Attendance</p> <p>Established Fruzen PTO</p>	<p>Documentation of school-level communication</p> <p>Summary of survey findings</p> <p>Attendance monitored through 5 Star Tracker</p> <p>Meeting dates, minutes, attendance</p>	
Summative	<p>Regular communication with students and families</p> <p>Survey students, families and staff for Fruzen community engagement</p>	<p>Documentation of school-level communication</p> <p>Summary of survey findings</p>	

	Fruzen Event Attendance	Attendance monitored through 5 Star Tracker	
	Established Fruzen PTO	Meeting dates, minutes, attendance	

School Title I Components Checklist

<input type="checkbox"/> Title I Parent Meeting <ul style="list-style-type: none"> <input type="checkbox"/> Fruzen Presentation (English) <input type="checkbox"/> Fruzen Presentation (Espanol) <input type="checkbox"/> Fruzen Invitation <input type="checkbox"/> Meeting Date October 5, 2021 <input type="checkbox"/> Meeting Time 6:00 p.m. 	<input type="checkbox"/> Title I Parent Engagement Plan (Areas Identified in CIP) <ul style="list-style-type: none"> <input type="checkbox"/> Hyperlink Website Link
<input type="checkbox"/> Title I Parent Compact <ul style="list-style-type: none"> <input type="checkbox"/> Compact Document <input type="checkbox"/> Return Rate Data (Hyperlink) 	<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
<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) <ul style="list-style-type: none"> <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

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Draft

Information regarding curriculum and instructional practices will be shared with families at the classroom level.	Fruzen students, families and staff	Evidence of regular communication about aspects of our curriculum and instructional practices at the classroom level.	Metrics through Skyward, Google classroom, and/or Dojo
Information regarding curriculum and instruction in math will be woven into family events.	Fruzen families and staff	At least one family event each semester will include some aspect of mathematics.	Event Attendance using 5-Star Data Tracker