

Fruzen Intermediate School

2022-2023

Jennifer Schieve, Principal

2600 Milwaukee Rd.

Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Jennifer Schieve	Principal	4
Ursula Etheridge	Assistant Principal	1
	Assistant Principal	1
Andrea Schroeder	Grade 4 Team Leader	3
Sharon Carr	Grade 5 Team Leader	5
Karen Schultz	Grade 6 Team Leader	2
Kate Bares	Grade 7 Team Leader	8
Matt Mintz	Grade 8 Team Leader	4
Stacy Johnson	MAPE Team Leader	4
Stacy Nemetz	Social Worker	8
David Garcia	Bilingual Literacy Coach	7
Karli Kurth	STEM Coach	1
Amy Mueller	Literacy Coach	8

Beliefs, Mission, Vision and Values

Beliefs

At Fruzen, we believe...

- 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, 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 in order to function in a global society.

Mission (This is our fundamental purpose and reason for existing. It clarifies priorities and sharpens our focus.)

Our mission at Fruzen Intermediate School is to create a positive culture in which all learners will SOAR, by being safe, taking ownership for our learning, always striving for high achievement while building and maintaining respectful relationships with those around us.

Vision (A Vivid picture of our school's best future for our students.)

Our vision for Fruzen Intermediate School is to prepare and inspire every student to succeed in life and contribute to an ever-changing world.

Values (A common understanding and demonstrating it in action.)

Safety Ownership Achievement Respect

MOTTO: #FALCONNATION, Together We SOAR

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

During the 2021-2022 school year, Fruzen served 483 students. The breakdown of the students are as follows: 182 hispanic (37.7%), 149 caucasian (30.8%), 129 african-american (26.7%), and 19 two or more races (3.9%). There are 389 students without a defined disability (80.5%) and 94 students with a defined disability (19.5%). The percentage of students with a defined disability is the highest among the 4 intermediate schools, as well as the 2nd highest among the 12 schools that make up the School District of Beloit.

Fruzen's story began in 2015 as a newly constructed 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

Beginning In 2020-21, realizing the urgent need for these challenges to be addressed head on, Fruzen used resources to bring in Cesa 2 to train all staff on Culturally Relevant Practices. This knowledge and these practices became a catalyst in order for us to begin to address student behavior, achievement and engagement, all while focusing on equity throughout our school. Additionally, much of the 2020-21 school year was spent on creating our mission and vision statements, belief statements, core values, and motto, which helped to define who we are as a school.

Knowing this work was just a start for us, we have continued to seek ways to ensure growth and success for ALL students at Fruzen Intermediate School. In an effort to address the remaining barriers/challenges Fruzen faces, our staff has worked hard to create a plan moving forward beginning with the 2022-23 school year. Our goal is to implement common practices to not only promote the desired outcomes for this year, but also to create systems that are sustainable. As we progress through this upcoming school year, some of the practices we will focus on are: implementing AVID strategies in all grades, pilot new SEL curriculum (7 Mindsets & Purposeful People), strengthen and focus our PBIS systems to function as an essential piece to the larger MLSS structure within our building, focus on frequent, two-way communication between school staff and families, create and implement solid policies and procedures around student attendance, and strengthen our knowledge and use of the FFT, all in an effort to increase student engagement and success.

Continuous Improvement Plan Goals

Completed 6/9/22

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 2022-23 school year, 80% of our students in grades 4-8 will meet or exceed their RIT growth goal on Literacy MAP testing.~~

(4/5): By June 2023, our 4th and 5th grade students who score proficient or advanced on the IRLA will increase from 36% during the 2021-2022 to 50% during the 2022-2023 school year.

(6-8): By June 2023, 80% of our students in grades 6-8 will meet or exceed their RIT growth goal on Literacy MAP testing.

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 2022-23 school year, 80% of our students in grades 4-8 will meet or exceed their RIT growth goal on math MAP testing.~~

By June 2023, 80% of our students in grades 4-8 will meet or exceed their RIT growth goal on math MAP testing.

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 grow at Fruzen Intermediate School and that learning disruptions have a significant impact on academic achievement, then by June of 2023, we will reduce the number of referrals, both classroom and office for students in grades 4-8 by 10% as compared to Fruzen's 2021-22 behavior data by using a consistent application of building wide expectations by every single staff member for every single student.~~

By June 2023, we will reduce the number of students who are identified by "chronic absenteeism" in grades 4-8 from 79% during the 2021-2022 school year to 50% for the 2022-2023 school year. *(The "chronic absenteeism" rate for the state of Wisconsin for the 2020-2021 school year was 16.1%).

Additionally, by June 2023, we will reduce the total number of incidents (both classroom and office) for students in grades 4-8 from 2665 (881 major incidents and 1784 minor incidents) during the 2021-2022 school year to 2000 incidents or less during the 2022-2023 school year (according to data gathered from EduClimber).

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.
- 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?

- **(Grades 4/5):** Looking at the IRLA, 36% of our students are proficient or advanced. The lowest group are our black students (21%) and the highest group are our white students (47%).
- **(Grades 4/5):** The lowest area on the most recent ELA RC is Text Type and Purpose (W2 and W3).
- **(Grades 6-8):** An average of 37.78% of our students in grades 6-8 scored proficient or above on the winter MAP test.
- **(Grades 6-8):** Nearly 20% of our students earned an F in ELA on the most recent report card. The highest sub groups for this set of data are: Black (27%), 2 or more races (28.5%) and SWD (33%).

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

- Explicit, targeted writing instruction must be embedded in all subjects and areas throughout the school.
- Fruzen staff must increase student engagement, while making the curriculum accessible to students who are below grade level and do not yet have the skills or prior knowledge to complete grade level tasks. This can be done through differentiated, culturally responsive, and relevant instructional practices.

Theory of Action Statement: Use this stem to develop your theories of action for each goal area: *If (action we will take to address root cause)...using (high impact, research based strategies)...then we will...(outcomes/success indicators we hope to see)*

If the staff at Fruzen Intermediate School work to increase student engagement through the intentional implementation of differentiated, culturally responsive and relevant instructional practices, then ALL students will show ongoing growth in literacy.

(SCHOOL) Literacy SMARTE Goal (Annual Growth):

(4/5): By June 2023, our 4th and 5th grade students who score proficient or advanced on the IRLA will increase from 36% during the 2021-2022 to 50% during the 2022-2023 school year.

(6-8): By June 2023, 80% of our students in grades 6-8 will meet or exceed their RIT growth goal on Literacy MAP testing.

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)
Teachers will implement select AVID strategies throughout all grade-levels.	AVID identifies potential barriers for students. AVID provides tools for students and teachers to ensure ALL students are successful.	<ul style="list-style-type: none"> • Staff PD on AVID framework and expectations 	<ul style="list-style-type: none"> • Classroom walkthroughs showing evidence of strategies 	<ul style="list-style-type: none"> • Title I: AVID SI Conference • Title I: AVID binders and supplies

Build capacity in our staff in the area of the updated Framework for Teaching (FFT).	We get to know students individually, see them for who they are and meet their needs in ways that ensure growth and success.	<ul style="list-style-type: none"> Staff PD on updated FFT 	<ul style="list-style-type: none"> Classroom walkthroughs showing evidence of FFT components 	<ul style="list-style-type: none"> Title I: PD on updated FFT
Parent / Family Engagement Strategies for SMARTE Goal:				
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation	
Information regarding curriculum, instructional practices, academic expectations and student progress will be shared regularly with families.	<ul style="list-style-type: none"> Fruzen Families Fruzen Staff 	<ul style="list-style-type: none"> Clear communication plan developed and shared with staff and families. 	<ul style="list-style-type: none"> Documentation of information sent Blackboard metrics 	

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
1	Teachers will implement select AVID strategies throughout all grade-levels.		
1	Build capacity in our staff in the area of the updated Framework for Teaching (FFT) .		
2	1.		
3	1.		
Sum.	1.		

Priority Area Mathematics SMARTe Goal:

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 in order to make equitable instructional and programming decisions.
- 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 Mathematics?

- 23% of our total students score average or above on their Winter MAP test in math.
- Our two lowest subgroups of students who scored average or higher on their Winter MAP test in math are our black students (12%) and SWD (4%).

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

- Fruzen staff must increase student engagement, while making the curriculum accessible to students who are below grade level and do not yet have the skills or prior knowledge to complete grade level tasks. This can be done through differentiated, culturally responsive, and relevant instructional practices.

Theory of Action Statement: Use this stem to develop your theories of action for each goal area: *If (action we will take to address root cause)...using (high impact, research based strategies)...then we will...(outcomes/success indicators we hope to see)*

If the staff at Fruzen Intermediate School work to increase student engagement through the intentional implementation of differentiated, culturally responsive and relevant instructional practices, then ALL students will show ongoing growth in math.

(SCHOOL) Mathematics SMARTe Goal (Annual Growth):

By June 2023, 80% of our students in grades 4-8 will meet or exceed their RIT growth goal on math MAP testing.

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)
Teachers will implement select AVID strategies throughout all grade-levels.	AVID identifies potential barriers for students. AVID provides tools for students and teachers to ensure ALL students are successful.	<ul style="list-style-type: none"> • Staff PD on AVID framework and expectations 	<ul style="list-style-type: none"> • Classroom walkthroughs showing evidence of strategies 	<ul style="list-style-type: none"> • Title I: AVID SI Conference • Title I: AVID binders and supplies
Build capacity in our staff in the area of the updated Framework for Teaching (FFT).	We get to know students individually, see them for who they are and meet their needs in ways that ensure growth and success.	<ul style="list-style-type: none"> • Staff PD on updated FFT 	<ul style="list-style-type: none"> • Classroom walkthroughs showing evidence of FFT components 	<ul style="list-style-type: none"> • Title I: PD on updated FFT

Parent / Family Engagement Strategies for SMARTe Goal

Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement
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			Documentation
Information regarding curriculum, instructional practices, academic expectations and student progress will be shared regularly with families.	<ul style="list-style-type: none"> ● Fruzen Families ● Fruzen Staff 	<ul style="list-style-type: none"> ● Clear communication plan developed and shared with staff and families. 	<ul style="list-style-type: none"> ● Documentation of information sent ● Blackboard metrics

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
1	Teachers will implement select AVID strategies throughout all grade-levels.		
1	Build capacity in our staff in the area of the updated Framework for Teaching (FFT) .		
2			
3			
Sum.			

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?

- Our black students are leading in ALL **discipline categories**: major referrals (71%), minor referrals (70%), ISS (35%), OSS (50%) and administrative hearings (50%).
- 50% of our black students were assigned **OSS** as a disciplinary consequence vs. 16% of their white peers.

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

- We have an extremely large number of students (79%) who were identified as having “**chronic absenteeism**” (students with 10 or more absences of any type this past school year). Of those students, the highest groups were black, SWD, and 8th grade.
- Nearly half of our students had 1 or more **major disciplinary infraction** (42%).
- Only 36% of our students were **involved in 1 or more sport or activity** this year. Our highest subgroup in this category is our black students (57%).

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

- Students must feel a genuine sense of belonging at school in order for attendance to improve.
- Staff must regularly promote two-way communication with families.
- Our school-wide behavior plan must be created, distributed, and consistently applied in order to address the high number of students receiving discipline referrals throughout our building. This plan must include elements of SEL, Restorative Practices, and PBIS while focusing on ensuring equitable practices throughout.

Theory of Action Statement: Use this stem to develop your theories of action for each goal area: *If (action we will take to address root cause)...using (high impact, research based strategies)...then we will...(outcomes/success indicators we hope to see)*

If the staff at Fruzen Intermediate School work to intentionally create a learning environment where students, staff and families feel a genuine sense of belonging, then students will attend school more often, be more engaged in the school community and take personal responsibility for actions that both contribute to and detract from their own learning journey.

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

By June 2023, we will reduce the number of students who are identified by “chronic absenteeism” in grades 4-8 from 79% during the 2021-2022 school year to 50% for the 2022-2023 school year. *(The “chronic absenteeism” rate for the state of Wisconsin for the 2020-2021 school year was 16.1%).

Additionally, by June 2023, we will reduce the total number of incidents (both classroom and office) for students in grades 4-8 from 2665 (881 major incidents and 1784 minor incidents) during the 2021-2022 school year to 2000 incidents or less during the 2022-2023 school year (according to data gathered from EduClimber).

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)
Fruzen staff will implement the	Intentionally create a clear, consistent, and	<ul style="list-style-type: none"> • PBIS 	<ul style="list-style-type: none"> • Creation of a school-wide behavior 	<ul style="list-style-type: none"> • Title I: PBIS Conference

school-wide behavior plan with fidelity.	comprehensive school-wide behavior plan in order to reduce the use of exclusionary discipline practices.	<ul style="list-style-type: none"> ● 7 Mindsets/Purposeful People ● Restorative Justice Practices ● MLSS Framework 	plan encompassing PBIS, SEL and Restorative Justice components.	
Students will actively engage in SEL curriculum daily throughout the year.	Supporting authentic school-family-community partnerships where young people, families, educators, and community partners work together to plan, implement, and continuously improve strategies and programs to best serve all students in their local context.	<ul style="list-style-type: none"> ● 7 Mindsets/Purposeful People Implementation ● 7 Mindsets/Purposeful People Curriculum PD ● Implementation of a Mindfulness Room 	<ul style="list-style-type: none"> ● Reduction in referral data ● Increased attendance 	● Title I: Mindfulness Room Resources
Design and implement school-wide procedures focused on accurate attendance protocols .	Addressing inequities by ensuring that students attend school regularly, and when they are here, they feel seen, heard and valued.	<ul style="list-style-type: none"> ● Attendance expectation PD ● Frequent attendance data review 	● Increased attendance rates	● Title I: Attendance Incentives
Parent / Family Engagement Strategies for SMARTE Goal:				
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation	
Design and implement regular school-sponsored events and activities while focusing on removing identified potential barriers to family engagement.	<ul style="list-style-type: none"> ● Fruzen Staff 	<ul style="list-style-type: none"> ● School-year calendar outlining proposed school-sponsored events and activities. ● List of possible barriers to event/activity attendance. 	<ul style="list-style-type: none"> ● Agendas/notes from regular event planning meetings. ● Fruzen Family Engagement Strategy Document 	
Track school-sponsored event and activity attendance .	<ul style="list-style-type: none"> ● Fruzen Staff ● Fruzen Students ● Fruzen Families 	<ul style="list-style-type: none"> ● Attendance data from 5-Star app. 	<ul style="list-style-type: none"> ● Attendance data from 5-star app. 	

Create, distribute and encourage regular, two-way communication with families focusing on equity and potential barriers to communication.	<ul style="list-style-type: none"> ● Fruzen Staff ● Fruzen Families 	<ul style="list-style-type: none"> ● Clear communication plan developed and shared with staff and families. 	<ul style="list-style-type: none"> ● PD outlining communication plan and expectations ● Communication logs from staff
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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
1	Fruzen staff will implement the school-wide behavior plan with fidelity.		
1	Students will actively engage in SEL curriculum daily throughout the year.		
1	Design and implement school-wide procedures focused on accurate attendance protocols .		
1	Design and implement regular school-sponsored events and activities while focusing on removing identified potential barriers to family engagement.		
1	Track school-sponsored event and activity attendance .		
1	Create, distribute and encourage regular, two-way communication with families focusing on equity and potential barriers to communication.		
2			
3			
Sum.			

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