

**McNeel Intermediate School**  
**2020- 2021**

Michelle Hendrix-Nora, Principal  
1524 Frederick Street  
Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Michelle Hendrix-Nora	Principal	4
Brian Lundeen	Assistant Principal	2
Roberto Moreno-Diaz	Assistant Principal	2
Jennifer Prado	4th Grade Teacher	
Sharon Straub	5th Grade Teacher	
Nancy Wenger	6th Grade Social Studies Teacher	25
Jessica Breidenstein	7th Grade Math Teacher	
Janet Henke	8th Grade Math Teacher	
Tim Socha	School Counselor	
Jackie Jeffers	Physical Education Teacher	
Jennifer Murry	PBIS Coach	
Jennifer Petersen	Special Education Teacher	
Suzette Nunez	Literacy Coach	2
Kimberely Woodkey	Instructional Coach	1
Kathleen Harms	8th Grade ELA Teacher	3
Kara Purviance	7th Grade Science Teacher	2
Jessica Scott	Special Education Teacher	3
Ellen Brunner	4th Grade Teacher	2

# Beliefs, Mission, Vision and Values

## Beliefs

**We as the McNeel family (staff, students, parents, and our community) believe we must:**

- honor, integrate and embrace each others' diversity and culture
- collaborate and have clear, timely, and ongoing communication
- cultivate trusting, positive relationships
- center the learning environment around each student's academic uniqueness
- infuse students' cultures and experiences into learning
- hold high expectations
- partner with the Beloit community
- learn and grow through taking risks, making mistakes, and reflecting
- acknowledge and confront personal biases
- provide a caring, healthy, safe, non-disruptive, and fun learning environment
- investigate systemic inequities and remove barriers
- provide equitable opportunities
- respect all people in our HOME

**HONOR OWNERSHIP MINDFULNESS ENGAGEMENT**

## Mission

The mission of McNeel Intermediate School, a proud community embracing our rich diversity, is to empower all students, in particular our African American students, staff, families, and community members to achieve personal excellence by explicitly teaching a framework for positive encounters, using culturally relevant practices in lesson planning and teaching strategies, cultivating positive relationships, and being unconditional, unapologetic allies and champions for justice.

## Vision

The McNeel family supports each other in their individual journey for personal excellence as we continue to change the narrative

## Values

Diversity, Collaboration, Communication, Relationship-building, Student-centered learning, Culturally-relevant learning, High expectations, Community partnerships, Risk-taking, Reflecting, Self-awareness, Courage, Equity, Social justice, Respect.

H.O.M. E. - Honor, Ownership, Mindfulness, Engagement

# School Improvement Goals

## Priority Area Literacy

**During the 2020-2021 school year, McNeel School staff will increase their proficiency in engaging our African-American Male (FAY) population in literacy as measured by data collected through pre and post surveys administered to students and staff.**

## Priority Area Mathematics

**During the 2020-2021 school year, McNeel School will increase their proficiency in engaging our African-American (FAY) population in math as measured by data collected through pre and post surveys administered to students and staff.**

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

**During the 2020-2021 school year, 100% of McNeel students will be engaged in 1 or more extra-curricular activities.**

# 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?

- Provide professional development and support to staff
  - Strategies for countering bias
  - Identifying equity needs
  - Using instructional methods and assessments to meet diverse student needs
- Analyze, Reflect & Revise Teachers' curriculum, textbooks, classroom activities, assessments and perspectives in order to be culturally responsive according to race, ethnicity, language, gender or gender identity, religion, and disability
  - Mentoring
  - Coaching
  - PLCs

#### 2.0 What are your key data takeaways related to Literacy?

- Females are higher achieving than males in ELA
- AA population have the higher percentage of students in the lower achievement category

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

- Lack of training, direction, and implementation of PLCs leads to lower achievement scores
  - Training and PD for staff that are more culturally relevant
  - Overwhelmed with achievement gap and lack of knowledge skills that students have coming in
  - autonomy to meet the students' needs previously
    - Engagement/Student buy-in
- Need support from Admin, Leadership Team, Mentors and Coaches with teaching and instruction
  - Need more support in classrooms with academics, behavior and social emotional needs
  - Training and PD for staff that are more culturally relevant.
  - ESL and Students w/ disabilities students need more support or appropriate support

**(SCHOOL) Literacy SMART Goal (Annual Growth):** During the 2020-2021 school year, McNeel School staff will increase their proficiency in engaging our African-American Male (FAY) population in literacy as measured by data collected through pre and post surveys administered to students and staff.

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
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Provide a variety of learning modalities for student learning (in particular kinesthetic, social, rhythmic/music)	Staff, School Climate/Environment, Professional Learning, Standards and Curriculum Development.	Professional Learning: PD on modalities of learning  Collaboration Focus: Teacher-to-Teacher, Teacher-to-Student, Student-to-Student Building Equity Systems and Accountability	Teacher observations Evidence from walkthroughs Lancer Likes/Gold Slips data Formal/Informal Assessments Lesson planning
Analyze, Reflect & Revise Teachers' curriculum, textbooks, classroom activities, assessments and perspectives are culturally relevant & responsive according to race, ethnicity, language, gender or gender identity, religion, and disability	Staff, School Climate/Environment, Professional Learning, Standards and Curriculum Development	Professional Learning: Culturally Responsive Practices Implicit Bias  Collaboration Focus: Mentoring, Coaching & PLCs	Enhanced supplements to textbooks, classroom activities, assessments and perspectives to be culturally relevant & responsive within standards and curriculum.  Cultural Responsive Checklist Formal/Informal Assessments Lesson planning

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

- Provide professional development and support to staff
  - Strategies for countering bias
  - Identifying equity needs
  - Using instructional methods and assessments to meet diverse student needs
- Analyze, Reflect & Revise Teachers' curriculum, textbooks, classroom activities, assessments and perspectives in order to be culturally responsive according to race, ethnicity, language, gender or gender identity, religion, and disability
  - Mentoring
  - Coaching
  - PLCs

#### 2.0 What are your key data takeaways related to Mathematics?

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

- Lack of training, direction, and implementation of PLCs leads to lower achievement scores
  - Training and PD for staff that are more culturally relevant
  - Overwhelmed with achievement gap and lack of knowledge skills that students have coming in
  - autonomy to meet the students' needs previously
    - Engagement/Student buy-in
- Need support from Admin, Leadership Team, Mentors and Coaches with teaching and instruction
  - Need more support in classrooms with academics, behavior and social emotional needs
  - Training and PD for staff that are more culturally relevant.
  - ESL and Students w/ disabilities students need more support or appropriate support

**(SCHOOL) Mathematics SMART Goal (Annual Growth):** During the 2020-2021 school year, McNeel School will increase their proficiency in engaging our African-American (FAY) population in math as measured by data collected through pre and post surveys administered to students and staff.

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
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Provide a variety of learning modalities for student learning (in particular kinesthetic, social, rhythmic/music)	Staff, School Climate/Environment, Professional Learning, Standards and Curriculum Development.	Professional Learning: PD on modalities of learning  Collaboration Focus: Teacher-to-Teacher, Teacher-to-Student, Student-to-Student Building Equity Systems and Accountability	Teacher observations Evidence from walkthroughs Lancer Likes/Gold Slips data Formal/Informal Assessments Lesson planning
Analyze, Reflect & Revise Teachers' curriculum, textbooks, classroom activities, assessments and perspectives are culturally relevant & responsive according to race, ethnicity, language, gender or gender identity, religion, and disability	Staff, School Climate/Environment, Professional Learning, Standards and Curriculum Development	Professional Learning: Culturally Responsive Practices Implicit Bias Conceptual Models Embedding mathematical practices  Collaboration Focus: Mentoring, Coaching & PLCs	Enhanced supplements to textbooks, classroom activities, assessments and perspectives to be culturally relevant & responsive within standards and curriculum.  Cultural Responsive Checklist Formal/Informal Assessments Lesson planning Walkthroughs

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

# 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?

- Provide professional development and support to staff
  - Strategies for countering bias
  - Identifying equity needs
  - Using instructional methods and assessments to meet diverse student needs
- Analyze, Reflect & Revise Teachers' curriculum, textbooks, classroom activities, assessments and perspectives in order to be culturally responsive according to race, ethnicity, language, gender or gender identity, religion, and disability
  - Mentoring
  - Coaching
  - PLCs

#### 2.0 What are your key data takeaways related to goals?

- Students involved in 2 or more activities, 46 % are Caucasian. 31% of our students are not involved in activities.
- Lack of recording activity involvement.

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

- Teachers avoiding sub groups of students (students w/disabilities, African Americans)
  - Training and PD for staff that are more culturally relevant
  - We think building better relationships with students will lead to higher engagement and achievement scores as well as lower discipline incidents
  - ESL and Students w/ disabilities students need more support or appropriate support
  - Engagement/Student buy-in

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**(SCHOOL) BLT Choice SMART Goal (Annual Growth):** During the 2020-2021 school year, 100% of McNeel students will be engaged in 1 or more extra-curricular activities.

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Build Relationships with student population	School Climate/Environment, School Policy, School	Collaboration Focus: <ul style="list-style-type: none"> <li>● Student interest in activities</li> </ul>	<ul style="list-style-type: none"> <li>● Student interest inventory</li> <li>● Number of students involved</li> <li>● Higher grades</li> </ul>

	Organization/Administration, Staff, Professional Learning	<ul style="list-style-type: none"> <li>• Current student involvement in activities in/out of school</li> </ul> Professional Development: <ul style="list-style-type: none"> <li>• Recognizing our biases</li> <li>• How to build a community</li> </ul>	<ul style="list-style-type: none"> <li>• Fewer discipline referrals</li> <li>• Climate Survey</li> </ul>
Analyze and revise the current activities offerings and qualifications, and build the capacity to offer activities of interest for McNeel students	School Climate/Environment, School Policy, School Organization/Administration, Staff, Professional Learning	Collaboration Focus: <ul style="list-style-type: none"> <li>• Equity Team</li> </ul> Professional Development: <ul style="list-style-type: none"> <li>• How to offer an activity virtually</li> </ul>	<ul style="list-style-type: none"> <li>• Number of activity offerings</li> <li>• Equity of offerings</li> <li>• Comparison of offerings to interests</li> </ul>
Teaching a Framework for Positive Encounters with People that do not Look Like Me	School Climate/Environment, Professional Learning, Staff, Standards and Curriculum Development	Collaboration Focus: <ul style="list-style-type: none"> <li>• Equity Team</li> <li>• Leadership Team</li> <li>• Grade Level Teams</li> </ul> Professional Development: <ul style="list-style-type: none"> <li>• Mirror/Window</li> <li>• “Me in We”</li> <li>• Teaching a Framework for Positive Encounters with People that do not Look Like Me</li> </ul>	<ul style="list-style-type: none"> <li>• Student engagement</li> <li>• Lancer Likes/Gold Slips</li> <li>• Referral data</li> <li>• Walkthroughs</li> </ul>

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