

**McNeel Intermediate School CIP**  
**2021 - 2022**

Michelle Hendrix-Nora

1524 Prairie Ave.

Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Michelle Hendrix-Nora	Principal	5
Brian Lundeen	Assistant Principal	2
Samuel Karns	Assistant Principal	0
Ellen Brunner	4th Grade Teacher	4
Sharon Straub	5th Grade Teacher	7
Nancy Wenger	6th Grade Social Studies Teacher	25
Jessica Breidenstein	7th Grade Social Studies Teacher	3
Janet Henke	8th Grade Math Teacher	14
Tim Socha	School Counselor	20
Jackie Jeffers	Physical Education Teacher	10
Jennifer Murry	PBIS Coach	7
Jennifer Petersen	Special Education Teacher	5
Suzette Nunez	Literacy Coach	2
Jessica Scott	Special Education Teacher- MEO Rep	5
Alicia Humphrey	Para Educator	4

# 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

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

State school's strengths and challenges as identified in your Needs Assessment reimagining your story:

At McNeel Intermediate School, we serve a diverse population of students that have a wide variety of talents and achievements. We take pride in creating an atmosphere of H.O.M.E. and family that our students, staff, and families appreciate and value; the myriad of opportunities for students to connect with mentors, clubs, community leaders, extra curricular sports, and before/after school programming; and our use of Positive Behavior Interventions and Supports to enhance our social emotional learning as well as encourage a productive learning environment. We are also proud to be working on closing achievement gaps, attaining higher levels of engagement with our students, and supporting the social emotional needs of our students. We will use the following data points to assess progress. 5 star, YRBS, Educlimber, PBIS, MAPS, FORWARD, MyLexia, IXL etc.

Through the work being done at our HOME, members of our school community are becoming resilient in navigating challenges and setbacks in all parts of their lives; unapologetic allies and champions for justice; and collaborative in their approach to finding solutions to the challenges we face. As a result, we will ensure each student learns in a consistent, structured, safe, respectful, and equitable environment; each student's and family's needs are met on an individual basis; each student is represented in the curricular materials and teaching strategies we use; and each student can access learning that helps them realize their full potential.

Description of students:

are a diverse population of students that have a wide variety of talents and achievements.

Points of pride and assets:

taking pride in the family feel for the members of the school and modeling of HOME

diversity of opportunities to connect with McNeel

use of PBIS and restorative practices

Past and present challenges (qualitative and quantitative):

Academic performance (performing below grade level / achievement gaps)

Engaging our students

Supporting the social emotional needs of the students

Nuanced understanding of community, points of pride, and challenges:

Description of reimagined school:

students that are resilient as they work through their challenges and setbacks in all parts of their lives  
we are unapologetic allies and champions for justice  
we are working on changing the mindset of students create a resiliency to overcome the challenges and obstacles of social emotional well-being  
as well academic performance (growth mindset, take risks to make mistakes, )  
student voices incorporated into school decisions

Addresses policies and practices that need to potentially change (equitable):  
To provide students with consistent, structured, firm, safe, respectful, and equitable expectations  
Adjusting our mindset to meet individual student and family needs  
Ensuring curricular materials and teaching strategies are representative of our student population  
Access for all students to grow their skills and abilities (students can mentor

# Continuous Improvement Plan Goals

## Priority Area Literacy SMARTE Goal

**During the 2021-2022 school year, McNeel African American male students (FAY) will increase their proficiency in supporting a claim with evidence, their positive perception of their literacy skills, and their rate of positive identification with their literacy learning.**

## Priority Area Mathematics SMARTE Goal

**During the 2021-2022 school year, McNeel African American students (FAY) will increase their proficiency in using fractions, their positive perception of their mathematics skills, and their rate of positive identification with their mathematics learning.**

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

**During the 2021-2022 school year, 100% of McNeel students will be engaged in 1 or more extra-curricular activities.**

**CONTINUOUS IMPROVEMENT PLAN**

**Priority Area Literacy SMARTE Goal:**

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

- We would like to see more student ownership and voice embedded within our building.
- Continue to focus on increasing community and family engagement.
- Continue to focus on achieving representation of McNeel diversity in aspects of the educational environment (staff, resources, celebrations, etc.)

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

- Our African American male ELA data was lower than we should expect.
- African American male data 21.7% in High/High Average (should be at least 40%) and 36.7% in Low (should be no more than 20%) ; Only 40.4% of males in High/High Average and 67.2% of males in Low

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

- We are not meeting students where they are at, causing gaps in instructional implementation
- We are not engaging families in the ELA curriculum

**Theory of Action Statement:**

**(SCHOOL) Literacy SMARTE Goal (Annual Growth):**

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)
Culturally-Responsive Teaching Practices and Curriculum (whole-child focus) [Dedicated content-area collaboration time -- in-house PD / Bringing ideas to group that need refining / interdisciplinary planning]			% of Students Meeting Grade Level Proficiency...	Building Budget Title 1 Budget
Differentiation Practices [PD on differentiation (whole staff) -- content v. process v. product (Spec Ed presentation?) w/ large gaps / resources / How to select the best differentiation practice for each student / ]			% of Positive Student Perception Survey Responses About Literacy Skills...	Building Budget Title 1 Budget
Engaging Families in Supporting ELA at Home [brainstorm: weekly reader, book-it, providing reading materials to families and circle back, invite families in, storytelling nights in Beloit, ]			% of Positive Student Identification with Literacy Learning Survey Responses...  Increase from Term 1 to Term 4	Building Budget Title 1 Budget Title 3 Budget
Parent / Family Engagement Strategies for SMARTE Goal:				
Evidenced-Based Engagement Strategy		Participants	Success Indicator	Engagement Documentation

**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 SMARTE Goal:

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

- We would like to see more student ownership and voice embedded within our building.
- Continue to focus on increasing community and family engagement.
- Continue to focus on achieving representation of McNeel diversity in aspects of the educational environment (staff, resources, celebrations, etc.)

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

- Our African American Math data was lower than we should expect.
- African American data 6.2% in High/High Average (should be at least 40%) and 55.4% in Low (should be no more than 20%)

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

- We are not meeting students where they are at, causing gaps in instructional implementation
- We are not engaging families in the Math curriculum

## Theory of Action Statement:

### (SCHOOL) Mathematics SMARTE Goal (Annual Growth):

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)
Culturally-Responsive Teaching Practices and Curriculum (whole-child focus)			% of Students Meeting Grade Level Proficiency...	
Differentiation Practices (content, process, and product)			% of Positive Student Perception Survey Responses About Math Skills...	
Engaging Families in Supporting Math at Home			% of Positive Student Identification with Math Learning Survey Responses... Increase from Term 1 to Term 4	

Parent / Family Engagement Strategies for SMARTE Goal:			
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation

### Progress Monitoring including Evidence / Source

(Document your school's progress throughout the year)

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Term 3	1. 2. 3.		
Summative	1. 2. 3.		

## 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 your building goal?**

- Staff Relationships with Students Impact School Achievement (staff reflection)

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**2.0 What are your key quantitative and qualitative data takeaways related to your building goal?**

- Priority groups include: Male Students; 4th and 5th Grade Students; Latinx Students; Parent/Families

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

- When students do not have a positive relationship with at least 1 adult in the building, the chances of negative experiences increase

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### Theory of Action Statement:

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

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)
Fostering Positive Relationship with at Least 1 Adult in the Building			School Club, Sport, or Activity Lancer Night CLC Program	
Offering Activities of Interest for McNeel Students			Heritage Celebration Non-School Event, Attended by a Staff Member	
			OR A Parent Involved in a Student-Based School Event	

**Parent / Family Engagement Strategies for SMARTE Goal:**

Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation
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<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.		

# School Title I Components Checklist

<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Meeting             <ul style="list-style-type: none"> <li><input type="checkbox"/> (Hyperlink Presentation)</li> <li><input type="checkbox"/> (Hyperlink Invitation)</li> <li><input type="checkbox"/> Meeting Date _____</li> <li><input type="checkbox"/> Meeting Time _____</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Engagement Plan (Areas Identified in CIP)             <ul style="list-style-type: none"> <li><input type="checkbox"/> Hyperlink Website Link</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Parent Compact             <ul style="list-style-type: none"> <li><input type="checkbox"/> Compact Document (Hyperlink)</li> <li><input type="checkbox"/> Return Rate Data (Hyperlink)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School to Home Communication occurs weekly using various modes in English and Spanish             <ul style="list-style-type: none"> <li><input type="checkbox"/> Callout</li> <li><input type="checkbox"/> Newsletter (Hyperlink)</li> <li><input type="checkbox"/> Website</li> <li><input type="checkbox"/> Weekly Classroom Communication via LMS or other means</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> CIP Aligned Title I Budget Submitted</li> </ul>	
<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Surveys Conducted at least twice per year (Hyperlink Survey Data)             <ul style="list-style-type: none"> <li><input type="checkbox"/> Parent Suggestion Box present in each school's Main Office</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Families have access to DPI Teacher Certification information through school and district websites</li> </ul>