

McNeel Intermediate School
2022-2023

Michelle Hendrix-Nora
1524 Frederick Street
Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Michelle Hendrix-Nora	Principal	5
Brian Lundeen	Assistant Principal	
AP		
Ellen Brunner	4th Grade	
Jennifer Murry	5th Grade	
Winnie Ward	6th Grade	
Jessica Breidenstein	7th Grade	
Janet Henke	8th Grade	
Jacqueline Jeffers	PE Teacher (Exploratory)	
Tim Socha	Student Services	
Alicia Humphrey	Para Educator	
Jessica Scott	Special Educator	
Rosario Escalera	ESL Coach	
Suzette Nunez	Literacy Coach	
Sonja Twedt	STEM Coach	0 years

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 through cultivating positive relationships and encounters, using culturally relevant practices in lesson planning and teaching strategies, and being unconditional, unapologetic allies and champions for justice.

Vision

The McNeel family is dedicated to supporting 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, Sharing Power.

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

What's your school's reimagined 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:

- an atmosphere of H.O.M.E. and family that is valued by all
- the myriad of opportunities for students to connect with mentors, clubs, community leaders, extra curricular sports, activities and before/after school programming
- a positive and productive learning environment, fostered through our use of social emotional education frameworks

We are also proud to be working on:

- raising student achievement
- closing gaps in achievement, behavior, and attendance data
- increasing parent and family involvement in students' educational journey
- increasing staffs' balance of passion and enthusiasm with rigor and structures
- increasing all students', staff's, and families' feelings of belonging and consistent recognition.

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
- collaborative in their approach to finding solutions to the challenges we face

As a result, we will ensure:

- a consistent, structured, safe, respectful, engaging and equitable environment
- student's and family's needs are met on an individual basis
- student representation in the curricular materials and teaching strategies we use
- access to learning that helps students realize their full potential

At the core of this story is the shared belief that each student can learn. (family, staff, community)

At the core of this story is the belief that students will learn when families, staff, community members, and students collectively believe they can.

School Title I Components Checklist

<input type="checkbox"/> Title I Parent / Guardian Meeting <input type="checkbox"/> (Hyperlink Presentation) <input type="checkbox"/> (Hyperlink Invitation to ALL Families) <input type="checkbox"/> Meeting Date _____ <input type="checkbox"/> Meeting Time _____	<input type="checkbox"/> Title I Family Engagement Plan (Areas Identified in CIP) <input type="checkbox"/> Hyperlink Website Link
<input type="checkbox"/> Title I Parent Compact <input type="checkbox"/> Compact Document (Hyperlink) <input type="checkbox"/> Return Rate Data (Hyperlink)	<input type="checkbox"/> School to Home Communication occurs weekly using various modes in English and Spanish <input type="checkbox"/> Callout <input type="checkbox"/> Newsletter (Hyperlink) <input type="checkbox"/> Website

<input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook	<input type="checkbox"/> Weekly Classroom Communication via LMS or other means
<input type="checkbox"/> CIP Aligned Title I Budget Submitted	
<input type="checkbox"/> Parent Surveys Conducted at least twice per year (Hyperlink Survey Data) <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

Continuous Improvement Plan Goals

Priority Area Literacy SMARTE Goal

During the 2022-2023 school year, McNeel African American males and English Language Learners (FAY) will increase their engagement in literacy learning. They will show this through proficiency in supporting a claim with evidence, their positive perception of their literacy skills, and their rate of positive identification with their literacy learning.

Engagement in tasks that require higher order thinking
 Increase idea expression from the student
 Increasing the amount of open ended questions
 Student interest (choice) and confidence

Hands on/Movement that is incorporated into the learning (different modalities)
Students having the ability to manipulate things

<https://forms.gle/vbiJdVry7Rxwoz3Y9>

[Assessment tools \(Engagement\)](#)

[Developing an Academic Mindset](#)

Priority Area Mathematics SMARTE Goal

During the 2022-2023 school year, McNeel African American students and English Language Learners (FAY) will increase their proficiency in using fractions, their positive perception of their math skills, and their rate of positive identification with their math learning.

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

During the 2022-2023 school year, 100% of McNeel students or families will be engaged with the school.

Students will show this through involvement in extracurricular activities, attending school events,
Families will show this through supporting the curriculum or through supporting extracurricular activities

CONTINUOUS IMPROVEMENT PLAN

Priority Area Literacy SMARTE Goal:

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

<ul style="list-style-type: none"> • The perception of practice is skewed higher than what the data is showing. • We recognize that we are under utilizing the resource of family/community members for academic purposes • We are continuing to improve in diverse representation in the classroom materials 				
2.0 What are your key quantitative and qualitative data takeaways related to Literacy?				
<ul style="list-style-type: none"> • Identified students with disabilities and EL students as an additional target population • We have a discrepancy between 6,7, 8 grades and achievement • (4%)The IRLA data shows a higher percentage of proficiency than MAP. More consistently done than MAP 				
3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?				
<ul style="list-style-type: none"> • We are not engaging our Black, ELL, or SwD populations to reach the achievement levels we expect • We are not using our systems of support for our Black, ELL or SWD populations 				
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)
Kinesthetic Learning Style Focus (TPR- Total Physical Response)		-Embedding Kinesthetic Learning Styles in each class (Kinesthetic Classroom 2.0 book?) (Ex. Action-Based Learning Lab, Lu training) -Ron Clark PD -Model Strategy w/ Staff -Coaching Cycle -Grade Level/PLC Meetings	-Walkthrough Data (learning walks) -Student Survey Data -Action-Based Learning Lab Usage -Lesson plans	-Title 1 -Esser Funds -Title 2 -Building Funds -21st Century Learning Grant
Substantive Student Collaboration Focus (e.g., peer to peer, whole class, small group, fish bowls, literature circles,		-AVID – Collaboration strategies -EL strategies -Questioning/Discussion Structures PD	-Walkthrough Data (learning walks) -Student Survey Data -Assessment (bell ringer, exit tickets, etc.)	-Title 1 -Esser Funds -Title 2 -Building Funds

turn and talk, reciprocal teaching).		-Ron Clark PD -Model Strategy w/ Staff -Coaching Cycle -Grade Level/PLC Meetings	-Lesson plans	-21st Century Learning Grant
Parent / Family Engagement Strategies for SMARTE Goal:				
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation	
Invite families and community members to participate in shared literacy practices in and outside of the classroom (e.g., publishing parties, book talks, poetry slams, readers theater, guest speakers). When co-creating events, be mindful of removing barriers to participation and creating an inclusive environment.	All Staff Families Students Community	-Opportunities for family engagement in the curriculum (one or two per term?)	-Spreadsheet Database -Attendance/Participation	

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	<ol style="list-style-type: none"> 1. Kinesthetic Learning Focus <ol style="list-style-type: none"> a. Provide action and movement with key vocabulary and concepts b. ABL PD 2. Collaboration Focus <ol style="list-style-type: none"> a. Build relational capacity – low- to medium- risk strategies most prevalent 		

	<ul style="list-style-type: none"> b. Minimum of two minutes connected to content learning per formative learning class period <p>3. Family Engagement</p> <ul style="list-style-type: none"> a. One curriculum-based opportunity for family support each unit b. Communication of curriculum/course overview 		
Term 2	<ul style="list-style-type: none"> 1. Kinesthetic Learning Focus 2. Collaboration Focus 3. Family Engagement 		
Term 3	<ul style="list-style-type: none"> 1. Kinesthetic Learning Focus 2. Collaboration Focus 3. Family Engagement 		
Summative	<ul style="list-style-type: none"> 1. Kinesthetic Learning Focus <ul style="list-style-type: none"> a. Provide action and movement with key vocabulary and concepts (cumulative) b. Student input in creation / students hold each other accountable for kinesthetic learning 2. Collaboration Focus <ul style="list-style-type: none"> a. Relational Capacity Built for ability to use low-risk through high-risk questioning strategies b. Students take initiative in deepening discussions 3. Family Engagement <ul style="list-style-type: none"> a. Families more informed and engaged in the learning b. One curriculum-based opportunity for family support each unit (maintained) 		

Priority Area Mathematics SMARTE Goal

During the 2022-2023 school year, McNeel African American students and English Language Learners (FAY) will increase their proficiency in using fractions, their positive perception of their math skills, and their rate of positive identification with their math learning.

CONTINUOUS IMPROVEMENT PLAN

Priority Area Mathematics SMARTE Goal:

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

- The perception of practice is skewed higher than what the data is showing
- We are continuing to improve in diverse representation in the classroom materials
- We recognize that we need to better serve our EL population when using non-biased and nonverbal language/adding practices that would guarantee success in our EL population.

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

- Identified students with disabilities, black and EL students as an additional target population
- We are significantly below 60% proficiency in all areas
- The least amount of F's in math for 6,7,8 but achieving at a lower rate in Math MAP

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

- We are not engaging our Black, EL or SWD population to reach the achievement levels we expect
- We are not using our systems of support for our Black, ELL or SWD populations

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)
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Kinesthetic Learning Style Focus (TPR- Total Physical Response)		<ul style="list-style-type: none"> -Embedding Kinesthetic Learning Styles in each class (Kinesthetic Classroom 2.0 book?) (Ex. Action-Based Learning Lab, Lu training) -Ron Clark PD -Model Strategy w/ Staff -Coaching Cycle -Grade Level/PLC Meetings 	<ul style="list-style-type: none"> -Walkthrough Data (learning walks) -Student Survey Data -Action-Based Learning Lab Usage -Lesson plans 	<ul style="list-style-type: none"> -Title 1 -Esser Funds -Title 2 -Building Funds -21st Century Learning Grant
Substantive Student Collaboration Focus (e.g., peer to peer, whole class, small group, fish bowls, literature circles, turn and talk, reciprocal teaching)		<ul style="list-style-type: none"> -AVID – Collaboration strategies -EL strategies -Questioning/Discussion Structures PD -Ron Clark PD -Model Strategy w/ Staff -Coaching Cycle -Grade Level/PLC Meetings 	<ul style="list-style-type: none"> -Walkthrough Data (learning walks) -Student Survey Data -Assessment (bell ringer, exit tickets, etc.) -Lesson plans 	<ul style="list-style-type: none"> -Title 1 -Esser Funds -Title 2 -Building Funds -21st Century Learning Grant
Parent / Family Engagement Strategies for SMARTE Goal:				
Evidenced-Based Engagement Strategy	Participants		Success Indicator	Engagement Documentation
Invite families into the mathematics classroom in a variety of ways. Families may come in person, engage through reading information purposefully shared by the teacher, or complete take-home activities with their children and share feedback about the activity with the teacher. For example, families can be provided with information to foster math based conversations or game play at home.				

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	<ol style="list-style-type: none"> 1. Kinesthetic Learning Focus <ol style="list-style-type: none"> a. Provide action and movement with key vocabulary and concepts b. ABL PD 2. Collaboration Focus <ol style="list-style-type: none"> a. Build relational capacity – low- to medium- risk strategies most prevalent b. Minimum of two minutes connected to content learning per formative learning class period 3. Family Engagement <ol style="list-style-type: none"> a. One curriculum-based opportunity for family support each unit b. Communication of curriculum/course overview 		
Term 2	<ol style="list-style-type: none"> 1. Kinesthetic Learning Focus 2. Collaboration Focus 3. Family Engagement 		
Term 3	<ol style="list-style-type: none"> 1. Kinesthetic Learning Focus 2. Collaboration Focus 3. Family Engagement 		
Summative	<ol style="list-style-type: none"> 1. Kinesthetic Learning Focus <ol style="list-style-type: none"> a. Provide action and movement with key vocabulary and concepts (cumulative) 		

	<ul style="list-style-type: none"> b. Student input in creation / students hold each other accountable for kinesthetic learning <p>2. Collaboration Focus</p> <ul style="list-style-type: none"> a. Relational Capacity Built for ability to use low-risk through high-risk questioning strategies b. Students take initiative in deepening discussions <p>3. Family Engagement</p> <ul style="list-style-type: none"> a. Families more informed and engaged in the learning b. One curriculum-based opportunity for family support each unit (maintained) 		
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Priority Area Building Choice SMARTE Goal (i.e. climate and culture, students and parent engagement, club participation, etc.)

During the 2022-2023 school year, 100% of McNeel students or families will be engaged with the school.

Students will show this through involvement in extracurricular activities, attending school events,
Families will show this through supporting the curriculum or through supporting extracurricular activities

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 [Building Choice]?

- The perception of practice is skewed higher than what the data is showing
- We have room for improvement looking at extracurricular involvement in terms of demographics
- We have room for improvement looking at parent involvement

2.0 What are your key quantitative and qualitative data takeaways related to [Building Choice]?

<ul style="list-style-type: none"> • 6th grade low participation in activities • The highest demographic of students involved is also the highest major of referrals • According to the data we are getting involvement from the black student population but they still have low attendance 				
3.0 What 1 - 2 hypotheses / problems of practice from your Root Cause Analysis will you turn into action steps?				
<ul style="list-style-type: none"> • We do not currently have enough opportunities for all of our students to feel connected to the building • We do not have all of our students engaged with the school leading to lower levels of engagement and higher levels of absenteeism and discipline 				
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)
Provide club/activity/sports for all grade levels		-Collaborate with BMHS and other partners (GOTR)	-Survey data (climate) -Participants in the programs	-Title 1 -Esser Funds -Building Funds -21sr CLC Funds
Provide opportunities for families to engage in curricula at all grade levels			-Data from curricular opportunities sent home -Climate Survey	-Title 1 -Esser Funds -Building Funds
Hosting monthly learning opportunities for families		-Collaborate with community partners to provide informational sessions, etc.	-Attendance to events	-Title 1 -Esser Funds -Building Funds -21st CLC Funds
Creating a welcome center for families				-Title 1 -Esser Funds -Building Funds -PTO
Parent / Family Engagement Strategies for SMARTE Goal:				
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation	

Invite families and community members to participate in shared literacy practices in and outside of the classroom (e.g., publishing parties, book talks, poetry slams, readers theater, guest speakers). When co-creating events, be mindful of removing barriers to participation and creating an inclusive environment.	All Staff Families	-Opportunities for family engagement in the curriculum (one or two per term?)	Spreadsheet Database

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	<ol style="list-style-type: none"> 1. Gather student input on clubs, activities, sports that interest them 2. Parent Involvement with Curriculum Learning 3. Lancer Night, Club, Sports Involvement 4. Parent/Student Attending School/Athletic Events 5. Parent Attending In-School Activities 6. Parent Learning Opportunity per month (in or out of building) 		
Term 2	<ol style="list-style-type: none"> 1. 2. 3. 		
Term 3	<ol style="list-style-type: none"> 1. 2. 3. 		
Summative	<ol style="list-style-type: none"> 1. Parent Involvement with Curriculum Learning 2. Lancer Night, Club, Sports Involvement 3. Parent/Student Attending School/Athletic Events 4. Parent Attending In-School Activities 5. Parent Learning Opportunity per month (in or out of building) 6. Designing a welcome-center for families in the building 		

School Title I Components Checklist

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