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# *McNeel Intermediate School Improvement Plan*

## *Executive Summary*

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**Address: 1524 Frederick Street | Phone: 608-361-3800 | Grades: 4th - 8th | Principal: Mrs. Michelle Hendrix-Nora**

### **Program Focus**

McNeel Intermediate School, HOME of the Lancers, is a learning community of approximately 640 students in grades 4th, 5th, 6th, 7th, and 8th grade and 70 staff in Beloit, Wisconsin. The school is located at 1524 Frederick Street. McNeel began as a kindergarten through 6th grade elementary school in 1965, closed in 1982 and reopened in 1985 as a seventh through ninth grade junior high school. When the School District of Beloit remodeled Beloit Memorial High School in 1994 and moved freshmen to the high school campus, McNeel became a 6th through 8th grade middle school. McNeel Intermediate School is currently in its fifth year as a 4th through 8th grade intermediate building with 640 students primarily from Converse and Hackett Elementary Schools in the School District of Beloit. We continually work to build strong family and community partnerships.

In addition to core courses (math, language arts, science, and social studies) students are offered Project Lead the Way courses, arts, music (band, choir, and orchestra), careers course, advanced courses, and other courses supporting students to be prepared for the future and be lifelong learners. The students are 1:1 with iPads to enhance and support their learning. We also offer before and after school enrichment opportunities through our Community Learning Center (CLC) program and our partnership with the Stateline Boys and Girls Club. McNeel Intermediate is a PBIS school that believes in teaching students positive behavior and supporting students that are struggling to meet expectations.

Our school implements the Advancement Via Individual Determination (AVID) framework. This framework provides resources and supports for teachers to implement instructional strategies that yield positive academic results for students. In addition, students receive ongoing support around organizational, study and college preparatory skills to ensure they are successful in high school, as well as their post secondary educational experiences.

McNeel Intermediate School is a warm, welcoming community that is safe, caring, and that honors the diversity of its citizens. We are a learning community supported by families, students, and staff as partners within the context of that learning.

### **School Vision / Mission**

**The mission of McNeel Intermediate School, a proud community embracing our rich diversity, is to ensure each Lancer achieves personal excellence in preparation for high school and beyond, by engaging students in relevant, innovative programming and high quality student-centered instruction.**

- We envision each McNeel Intermediate School classroom as a stimulating, positive, structured environment, managed by explicit routines where the interests and needs of each individual in the community are respected and members are engaged in meaningful learning.

- We envision each McNeel Intermediate School student as a confident, self-disciplined, independent learner who is engaged in his or her learning and can work cooperatively and respectfully with both peers and adults.
- We envision each McNeel Intermediate School staff member as a highly qualified professional with a shared vision of high expectations for all students who addresses the needs of the whole child and facilitates a passion for learning and success for each individual.
- We envision the McNeel Intermediate School curriculum as one focused on high academic achievement for all students which is designed to increase higher level thinking and problem solving skills, differentiated to meet individual needs of students, developed to inspire lifelong learners with an emphasis on character development in the areas of Honor, Ownership, Mindfulness and Engagement (HOME).

### **Strengths in 2017-2018 (Math, Literacy, Learning Environment)**

- **Overall**
  - The 2017-2018 4th grade students looped with their classes and teachers as 5th graders for the 2018-2019 school year. These 5th graders demonstrated success in academics and the learning environment.
- **Math**
  - We implemented/are implementing the new math curriculum, GO Math!, for grades 4 and 5.
  - Together, teacher and students created MAP goals for individual growth.
  - ELL Students met typical growth on the NWEA Map Math Test.
  - 5th grade exceeded the typical growth on the NWEA Map Math by 5%. 100% of them met or exceeded individual typical growth. 5th grade overall RIT is 205.8 and the district RIT average is 192.75
  - African American students continue to show growth on the NWEA MAP Math.
  - Our 4th & 8th graders surpassed the district mean in math on the NWEA MAP Math.
  - Math FOI data shows anchor charts are visible and/or available for all students to use with all students asking questions and sharing ideas in their math classes
- **Literacy**
  - Our students and staff are continuously supported with the implementation of Springboard and Reading Units of Study.
  - Together, teacher and students created MAP goals for individual growth.
  - 6th & 7th grade increased in the area of Craft & Structure.
  - All grades are all performing close to the district norm.
  - All grades show strengths in written research.
- **Learning Environment**
  - 65% of students have no referrals.
  - 90% of students are in the green or yellow zone. (5 or fewer referrals)
  - Expulsions and suspensions are down.
  - We were honored as a School of Recognition-Bronze Level for PBIS Tier 1 implementation.
  - Overall, 90% of students feel like their school wants them to do well, have clear expectations and rules for behavior and that there is an adult at their school who will help them if needed.

## **Progress in 2017 - 2018 (Math, Literacy, Learning Environment)**

- **Math and Literacy**
  - We implemented/are implementing the new math curriculum, GO Math!, for grades 4 and 5.
  - We implemented a strategic emphasis on vocabulary across all core areas, especially literacy and math.
  - Students have increased usage of DreamBox math program, as well as completing assigned individual lessons that are at their level.
  - There is a full time Math Interventionist to work with all grades, both in classrooms and in small groups.
  - The staff is increasing the use of PLCs (Professional Learning Communities) to share best practices, analyze student data, and use data to drive decision making process.
  - Literacy staff has worked to implement Springboard universally in grades 6-8 with increased coaching from the Reading Specialist.
  - In grades 4 and 5 we have worked to implement Reader's and Writer's Workshop with fidelity.
  - Data Digs & Walkthroughs in literacy and math allow teams to disaggregate the data in a timely manner to support the staff.
- **Learning Environment**
  - Staff Culture/Climate is high and there is a decrease in staff turnover.
  - Our Behavior Specialist is implementing a mentor program: Beyond Expectations for young men with leadership skills including those with high behavior needs.
  - We continue to provide restorative refreshers for staff.
  - Lancer Mentor Program that pairs 7th/8th grade students with 4th/5th students that may need assistance with literacy, math and/or behaviors.
  - Our PBIS Coordinator established a Lancer Advisory Student Panel that looks at the climate, culture, learning environment and PBIS lessons/incentives from a student perspective.
  - The staff and students promote positive social behaviors, attitudes, skills such as teamwork academics through Advisory Classes.

## **Areas for Growth for 2018-2019 (Math, Literacy, Learning Environment)**

- **Achievement Gaps**
  - African-American students and Students with Disabilities consistently underperform when compared to their peers.
- **Math**
  - There are specific focus areas of instruction that include: Stats and Probability & Measurement strand, 4th grade Division, 5th grade Fractions, and Geometry in all grade levels.
- **Literacy**
  - There are specific focus areas of instruction that include: Vocabulary and acquisition and Writing Conventions.
  - There will be an increased focus on the Significant Achievement Gap amongst African American, Students with Disabilities, and ELL students.
- **Learning Environment**
  - African-American students and SwD consistently receive a higher rate of referrals when compared to their peers.
  - There are significant disparities in discipline data for students of color.
  - Overall slight increase in the number of referrals.
  - Working to improve the overall student and staff culture.
  - Consistently establishing and maintaining powerful and dynamic Learning Environments.

## Primary Goals for 2018-2019 (Math, Literacy, Learning Environment)

- **Math**
  - McNeel Intermediate School students meeting or exceeding typical spring to spring growth (individual growth goal) in math will increase by at least 3-5% (29% to 32-34%) as measured by the spring of 2018 Math MAPs test with the spring of 2019 Math MAPs test.
- **Literacy**
  - Overall, McNeel Intermediate School will increase the percentage of students scoring at or above the 51<sup>st</sup>ile from 38%, as measured from Spring 2018 Reading MAP test, to 43-45% of students, as measured by the Spring 2019 Reading MAP test. (19-32 students)
- **Learning Environment**
  - In the 2018-2019 school year, 85% of students at McNeel will universally apply the Lancer PBIS HOME Matrix in the learning spaces (classrooms) as evidenced by the PBIS Triangle tool. Students within the 15% will receive Tier 2 Interventions (CICO, SAIG Groups, etc.) based on the classroom interventions and/or office referrals.

## Key Strategies for 2018-2019 (Math, Literacy, Learning Environment)

- **Math & Literacy**
  - McNeel staff will implement GO Math and Big Ideas math curriculums with fidelity. DreamBox usage is consistent, with at least 60 minutes per week of usage.
  - Staff, Grades 4-8, will provide lessons strategically designed to include Math warm ups, whole group/small group instruction and closings.
  - Administration and Math Coaches will conduct at least 2 walkthroughs for each class using the “look-fors” form for GO Math! and Big Ideas. Math liaisons will share instructional focus from district with the staff. Math coaches will monitor implementation of strategies shared during professional development. Teachers will develop strategically designed, targeted lessons based on classroom data from GO Math! and DreamBox in addition to assigning focused lessons on DreamBox.
  - Students will complete daily agendas and begin the Focus Note Taking Process (FNT) building wide
  - Math Interventionist will work with students in Tier 2 and 3.
  - Lancer Readers will be used to encourage other students to read through incentives and prizes.
  - Increase vocabulary exercises in all grade levels in all content areas. Staff will embed identified vocabulary word lists into universal instruction and intervention. Teach vocabulary acquisition skills. We want to target the vocabulary use & acquisition strand to determine if other strands are positively impacted by direct instruction with the learning continuum vocabulary words for literacy. All staff will use Quizlet to reinforce vocabulary.
  - During the 2018-2019 school year, staff will use PLC time with reading specialist support to develop short, 'bell ringer' activities to instruct & assess students on the learning continuum vocabulary words. We will also have informal data during discussions at PLC time to determine which words need more of a focus at which grade levels.
  - District Professional Development time will be used to increase teacher capacity in Math and Reading.
  - Our Reading Specialists will focus on a teacher coaching model.
  - Implement social emotional learning strategies and culturally relevant practices.
  - Implement all curriculum with fidelity.
  - Use Professional Learning Communities to analyze data and strengthen planning for differentiation for all students.
  - Implementation of Behavior Contracts involving both students and guardians for students with significant behavior needs.
  - We are looking to increase recognition of staff for their contributions to our students.

- Intermediate team developed a bullying screener to be delivered to all students several times a year.
- **Learning Environment**
  - We developed an anti-bullying survey known as the Safe Academic Environment For Everyone. The goal of this survey is to proactively ask students if they are experiencing any bullying. The survey is three questions and is administered to all grades several times throughout the school year. Immediately after the survey is administered, the student services team analyzes the “Yes” responses and meets with students to dive into presented concerns. The student services team then refers students to groups or administration based on data.
  - Recognize Students and Staff for their commitment to the HOME of the Lancers such as attendance, good grades, demonstrating positive behavior, weekly PBIS drawings and more.
  - Implementing a mentor program: Beyond Expectations for young men with leadership skills including those with high behavior needs.
  - Restorative refreshers will be provided for staff.
  - Lancer Mentor Program that pairs 7th/8th grade students with 4th/5th students that may need assistance with literacy, math and/or behaviors.
  - Established a Lancer Advisory Student Panel that looks at the climate, culture, learning environment and PBIS lessons/incentives from a student perspective.
  - We purchased Happy Or Nots (see attached). The goal of this purchase is to help us gauge day to day culture of students, staff, and parents alike. We will use them to gauge student, staff, and parent thoughts and feelings about school for the 2018-2019 school year.

## Professional Learning for 2018-2019 (Math, Literacy, Learning Environment) Professional Learning, PLCs, and PD

- **Math and Literacy**
  - All staff were asked to take a comprehensive PLC survey. Once we had the results, we analyzed our greatest area of need and we began researching ways to increase our PLC productivity.
  - PLC will be an opportunity to discuss Tier 2 intervention
  - Math Interventionist will provide Professional Development and support during PLC
  - Professional development in regards to effective vocabulary instruction for students
  - Reading Specialist will provide professional learning through a 4-6 week coaching cycle
  - Tier 2 Support (MAP Skills Checklist -Progress Monitor, ELL, Special Ed., Paraeducator Support)
  - Using the Seven Stages of PLCs to guide our bi-weekly PLC work.
- **Learning Environment**
  - Building level Interactive Book study - Engaging Students with Poverty in Mind by Eric Jensen
  - Engage all students in growth mindset, academic and behavioral expectations.

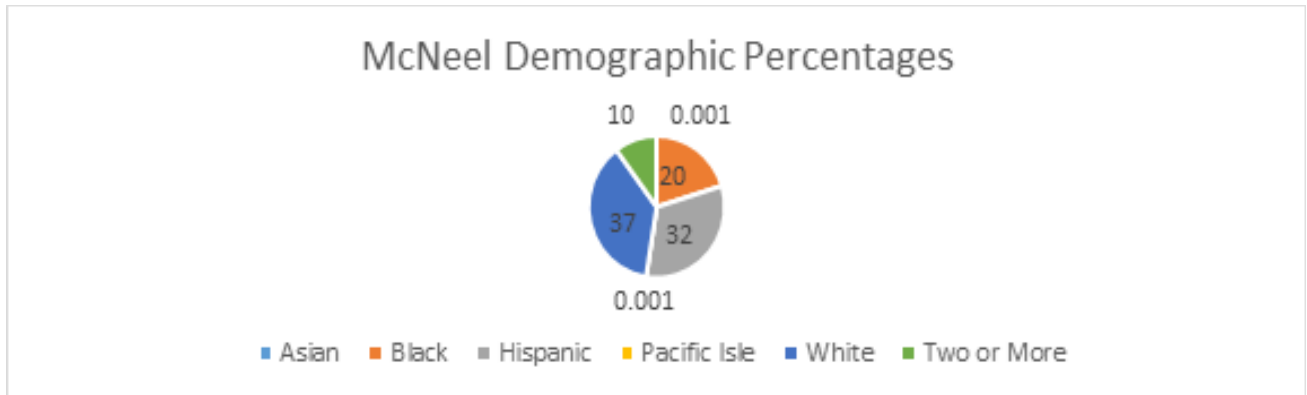
## Family and Community Engagement for 2018-2019

- We have engaged our community by inviting them in to support our 21st Century Learning Community after school program.
- We are partnering with the district’s volunteer coordinator to garner additional community resources to help adopt us as a school. This would help us get lunch mentors, additional classroom 1 on 1 support, and just extra support in the building.
- We are currently recommitting to build a stronger PTO by involving all staff members, multiple families within our school, and administrator support.
- We are also planning to work with our feeder schools to develop a stronger relationship between the respective schools, which will ultimately increase student and family engagement.

- Parents are always welcomed to the HOME of the Lancers through weekly callouts and Proud Parent Week in November. Parents are an integral part and are personally invited and encouraged to participate in Student Intervention Teams and Family Meetings when creating a plan for their student.
- Engage parents through positive contacts. Each teacher will write at least 4-5 positive postcards per month at our staff meetings.
- 21st Century Learning Community after school program: The Lancer Academy engages our community by inviting them in to support

<b>School Name</b>	Address	1524 Frederick Street	Developmental Bilingual Education	Yes
	Principal	Ms. Michelle Hendrix- Nora	Dual Language Immersion	Yes
<i>2018-19 Data Profile</i>	Phone	608-361-3805	AGR	No
	4K	No	Attendance Rate	94.4
	Title I	Yes	%	
	Report Card Score	61.1	Total Enrollment	644
			Report Card Rating	Meets Few Expectations

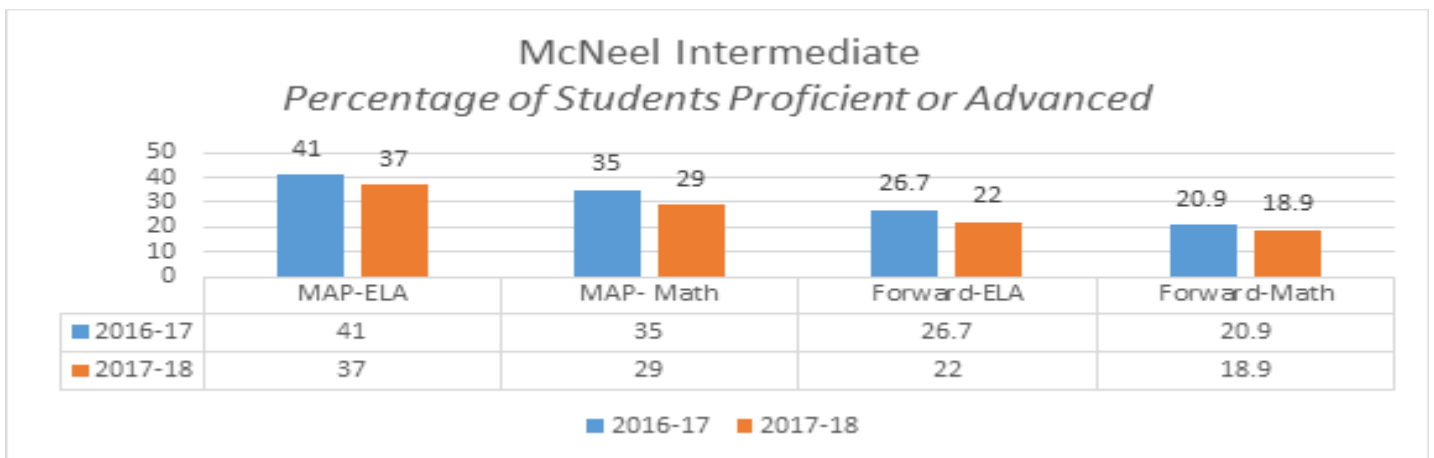
## Demographics



## Strategic Plan Goal #1: Students – Build a school system of choice by improving student performance in a safe and diverse school atmosphere.

### Teaching, Learning and Innovation

1. The number of students scoring proficient or advance in literacy will increase between 5 – 7% as measured by the Wisconsin Forward Exam each year.
2. All students will increase in math between 3-5% each year as measured by the Wisconsin Forward Exam.



## Learning Environment

9. School will improve the implementation of social emotional learning by effectively implementing evidence-based practices that will be monitored to measure the impact of student behavior on the school climate as measured by observational, survey and discipline data.

