Beloit Learning Academy
2020- 2021

Tina Goecks
Principal
1033 Woodward Ave.
Beloit, WI 53511

Leadership Team Members		
Name	**Position/Role**	**Years at Current School**
Tina Goecks	Principal	6
Betsy Schroeder	Asst. Principal	2
Kris Whitney	Teacher - Social Studies	8
Dan Herro	Instructional Coach	1
Tracy Schoville	Math Teacher	8
Lexi Monroe	Counselor	5

Beliefs, Mission, Vision and Values

Beliefs To be reestablished with staff
Mission It is the mission of Beloit Learning Academy to work together as a family to instill safety, responsibility, and hope in both students and staff. By creating a caring and safe environment, we will support cognitive and emotional growth, and foster a love of learning.
Vision To know our students well; To identify barriers to student learning; To work as a team to remediate those barriers; To engage and/or re-engage our students with learning.
Values To be reestablished with staff

School Improvement Goals

Priority Area Literacy

By May 2021, 75% of African American students scoring below proficiency in reading comprehension as measured by a pretest where students identify vocabulary in context and main and supporting ideas in informative text will improve by at least one proficiency level (minimal to basic, basic to proficient) as measured by a post test.

Priority Area Mathematics

By May 2021, at least 75% of students who score below proficient on a graphing pretest will improve proficiency by at least one proficiency category (minimal to basic, basic to proficient) as measured by a post test.

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

During the 2020-2021 school year, BLA staff will reduce the number of African American and Special Education students receiving behavior referrals through the implementation and practice of cultural responsiveness, restorative practices, trauma sensitivity, and understanding of implicit bias.

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?

Access to educational opportunities - our students have historically struggled in school, not had various opportunities and don't see a positive purpose in education - this would provide new experiences that could lead to post-secondary options

Access to and training for curriculum and resources designed for at-risk students - past learning opportunities have been unsuccessful, students are 'lost' and don't value learning - we want to provide relevant learning

2.0 What are your key data takeaways related to Literacy?

60.8% of BLA students scored low in Reading MAP (76.5% African American students scored low in Reading MAP - 0% scored high)

Noticeable difference between African American and Caucasian students who scored 'low' - African American @ 76.5% vs. Caucasian @ 54%

BLA students consistently score lowest in the Literary and Informational Text categories - most recent average score of 209

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

Students come to school with at least 2 at risk criteria which often results in low skill set

English is a struggle for the majority of BLA students resulting in high course failure.

BLA staff would benefit from Culturally Responsive practices and from a better understanding of Implicit Bias.

(SCHOOL) Literacy SMART Goal (Annual Growth): By June 2020, 75% of African American students scoring below proficiency in reading comprehension as measured by a pre test where students identify vocabulary in context and main and supporting ideas in informative text will improve by at least one proficiency level (minimal to basic, basic to proficient) as measured by a post test given during Life Skills/Advisory.

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Reading Comprehension Strategies (ie define vocabulary in context and identify the main and supporting ideas in informative text)	Standards and curriculum development	Work with Instructional Coach and District Literacy coach to provide common Reading Comprehension strategies	
Use of culturally responsive textbooks and/or materials	Standards and curriculum development	Work with Instructional Coach, District Curriculum and colleagues to identify and use culturally responsive texts and materials	
Use student engagement strategies (student voice, music, etc.)	Student climate / Environment		

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	Identify word and sentence meanings across curriculum in order to decode text; Analyze student work to assess understanding and plan future instruction; Empower students through effective praise and feedback.	Course assessments (formative/summative) Student engagement (work completion, attendance, etc.) Effective praise and feedback documentation.	PLC - evaluate outcomes Identify barriers to decode text Common practices Effective praise and feedback methods.
Term 2	Use strategies to improve understanding of text; Analyze student work to assess understanding and plan future instruction; Empower students through effective praise and feedback.		
Term 3	Identify word and sentence meanings across curriculum in order to decode text; Analyze student work to assess understanding and plan future instruction; Empower students through effective praise and feedback.		
Summative	Use strategies to improve understanding of text;		

	Analyze student work to assess understanding and plan future instruction;		
	Empower students through effective praise and feedback.		

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?

- **Access to educational opportunities** - our students have historically struggled in school, not had various opportunities and don't see a positive purpose in education - this would provide new experiences that could lead to post-secondary options
- **Access to and training for curriculum and resources designed for at-risk students** - past learning opportunities have been unsuccessful, students are 'lost' and don't value learning - we want to provide relevant learning

2.0 What are your key data takeaways related to Mathematics?

- Only 6% of students scored High/High/Ave on Math MAP (0% were African American)
- 94% of African American students scored Low on Math MAP (46% of students tested were African American).

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

- BLA students come to school with 'low' achievement history and 'low' academic skill set
- BLA has a disproportionate number of low performing African American students (68% of BLA students scored low, 94.1% of Af. Am. scored low).

(SCHOOL) Mathematics SMART Goal (Annual Growth): By May 2021, at least 75% of African American students who score below proficient on a graphing pretest will improve proficiency by at least one proficiency category (minimal to basic, basic to proficient).

Evidenced Based Improvement Strategies (2 - 3)	Equity Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Scaffold Learning to provide more opportunities for accommodating students individual needs	School / district policy Assessment and placement Standards and curriculum development	Scaffolding strategies to use with students	Initial pre-test created and administered to all students
Cross-curricular graphing activities	Professional Learning Standards and curriculum development	Cross curricular teaching and planning	Graphing activities provided in each curricular area
Culturally Responsive Practices	Professional Learning	Culturally responsive teaching	Increased engagement and improved outcomes from African American students

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	Identify or create graphing pre-test in each core area Determine scaffolding needed for individual students	Pre-test scores Post-test scores Demographic breakdown of outcomes	
Term 2			
Term 3			
Summative			

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?
Access to educational opportunities - our students have historically struggled in school, not had various opportunities and don't see a positive purpose in education - this would provide new experiences that could lead to post-secondary options
Access to and training for curriculum and resources designed for at-risk students - past learning opportunities have been unsuccessful, students are 'lost' and don't value learning - we want to provide relevant learning

2.0 What are your key data takeaways related to your building choice goal?
- BLA has a disproportionate number of Special Ed students (BLA @ 36% vs district @ 14%)   - BLA has 93 students (36%) with special needs, BMHS has 182 (12%)   - BLA Special Ed percentages by gender are opposite of district data Male - BLA @ 39% vs. district @ 68% Female - BLA @ 61% vs. district @ 33% What percentage of Special Ed students who are Hispanic are ELLs?   - BLA Grades 9-12 has a disproportionate enrollment African American - BLA @ 37% vs district @ 25% Caucasian - BLA @ 41% vs district @ 35% Hispanic - BLA @ 19% vs district @ 33%   - Disproportionate number of ISS and OSS referrals ISS - African American students @ 57%, Caucasian @ 23%, Hispanic @ 14% OSS - African American students @ 60%, Caucasian @ 26%, Hispanic @ 9%

3.0 What 1 - 2 hypotheses from your Root Cause Analysis will you turn into action steps?
BLA staff needs initial and/or continued training, understanding and regular reminders of cultural responsiveness, restorative practices, trauma sensitivity, and implicit bias.

(SCHOOL) BLT Choice SMART Goal (Annual Growth): BLA staff will reduce the number of African American and Special Education students receiving behavior referrals through the implementation and practice of cultural responsiveness, restorative practices, trauma sensitivity, and understanding of implicit bias by [review more specific discipline data]

Evidenced Based Improvement Strategies (2 - 3)	Equity Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Trauma sensitivity - reminders and understanding	School Climate and Environment, Professional Learning, School/District Policy, Staffing	Provide building wide professional development related to trauma	Deliver training to 100% of staff Pre/post survey of staff

		sensitivity (Student Services, outside providers)	
Restorative practice - practiced	School Climate and Environment, Professional Learning, School/District Policy, Staffing	Provide building wide professional development related to restorative practices (Student Services, outside providers)	Deliver training to 100% of staff Pre/post survey of staff
Implicit biases and cultural responsiveness trainings	School Climate and Environment, Professional Learning, School/District Policy, Staffing	Provide building wide professional development related to implicit biases and cultural responsiveness (Student Services, outside providers)	Deliver training to 100% of staff Pre/post survey of staff

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	Staff survey - Values/Beliefs Use/model circles with staff PD - Trauma Sensitive Practices PPG - Upon reflection	Staff attendance/engagement Pre survey Behavior data - past practices Post PD response/reflection PPG	
Term 2	Staff/Student RP training and re-training for staff Restorative Practices (Circles) during Advisory Restorative Practices (Cicles) during staff meetings PD - Restorative Practices	Behavior data Post PD response/reflection PPG	
Term 3	Engaging effectively with African American students	Behavior data	

	Engaging effectively with SpEd students	Post PD response/reflection	
Summative		Post survey Behavior data Post PD response/reflection PPG	