

Beloit Learning Academy
2021 - 2022

Betsy Schroeder, Principal
1033 Woodward Avenue
Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Sue Bailey	GEDO2, After School Expelled Program	10 years
John Basque	Self-Contained EBD Teacher	4 years
Audrey Buchanan	Social Worker	4 years
Jon Churchwell	Alternative Ed/Electives Teacher	4 years
Amber Feibel	Self-Contained EBD Teacher	<1 year
Pam Getzloff	Special Ed Teacher	1 year
Dan Herro	Instructional Coach	2 years
Ashley Houston	English Teacher	7 years
Hannah McIntee	Science Teacher	5 years
Betsy Schroeder	Principal	3 years
Tracy Schoville	Math Teacher	8 years
Kris Whitney	Assistant Principal	10 years
Melissa Zenke	Counselor	<1 year

Beliefs, Mission, Vision and Values

Beliefs

- We believe that each student has the ability and the right to learn;
- We believe that active and relevant learning that is aligned to Common Core Standards and includes critical thinking, authentic experiences and discovery through problem solving will result in high academic achievement and positive self esteem among our students;
- We expect and embrace multicultural diversity;
- We believe that students bring diverse learning styles to school;
- We believe that collaboration with families, community partners and all stakeholders is a highly effective way to support student learning at school.

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

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

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

School Strengths

- Building relationships with students, families, and the community
- Cohesiveness
- Team oriented
- Great communication and collaboration
- Common vision - knowing our students, re-engaging them, building confidence
- Students feel connected to the staff. Community is also connected with us as well
- Good communication with families - families feel that we care for our students
- Great at getting students to reach graduation and earn credits

Gaps and Challenges

- Students are historically low academically when they are transferred to BLA
- Professional perception of BLA is lower than other schools in the district
- We need equitable resources for special ed, food service, science lab, electives, office spaces, buildings and grounds (classrooms, parking lot)
- ELL staff and support
- Mental health services for all students in the building
- Transportation

Continuous Improvement Plan Goals

Priority Area Literacy SMARTE Goal

100% of full academic year (FAY) students will increase their disciplinary literacy by at least one proficiency level in at least two content areas, as measured by common rubric criteria.

Priority Area Mathematics SMARTE Goal

By the end of the 2021-22 school year, BLA students will increase their performance in the Numbers & Quantities component of the ACT, from a building-wide average of 14% correct in 2021, to at least 34% correct, as measured by the 2022 ACT.

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

By the end of the 2021-22 school year, 100% of full academic year (FAY) students will demonstrate an increase in the metacognitive skills assessment by at least 1 proficiency level.

CONTINUOUS IMPROVEMENT PLAN

Priority Area Literacy SMARTE Goal:

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

- African-American males struggle the most with literacy
- There is a lack of engagement in the literacy instruction

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

- ACT scores have risen slightly but are still very low
- BLA has a higher % of Special Education students
- There is a need for more differentiated literacy instruction including reading across the curriculum

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

- Students are lacking basic skills and engagement to achieve success in literacy
- Without success students can't/won't build the stamina needed

Theory of Action Statement: If we teach students the skills needed to achieve success in content literacy areas using differentiation, scaffolding, high-interest materials and daily literacy practices, we will increase students' engagement, stamina and literacy.

(SCHOOL) Literacy SMARTE Goal (Annual Growth): 100% of full academic year (FAY) students will increase their disciplinary literacy by at least one proficiency level in at least two content areas, as measured by [common rubric criteria](#).

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)
Increase content-appropriate writing in all classes	WI ELA Key Shift 2 - c. Learns in a classroom community in which educators are careful not to send explicit or implicit messages that one form of English is more correct or acceptable than another.	-PD/research in disciplinary writing -increased knowledge of writing strategies -collaboration on writing tasks and supports	-students will write at least once per week in each content area -students will be able to express their personal opinions, thoughts, feelings, findings or anything else that is appropriate to the	

			content area task in writing	
Increase content-appropriate reading in all classes	WI ELA Key Shift 3 - All students engage in regular practice with complex texts (both literary and informational) and building academic vocabulary.	-PD/research in disciplinary reading -increased knowledge of reading strategies -collaboration on reading tasks and supports	-students will read a variety of texts, as defined in the WI ELA Key Shift 3, appropriate to the curriculum in each course as laid out in teacher lesson plans and/or curriculum outline	
Parent / Family Engagement Strategies for SMARTE Goal				
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation	
Family Involvement in Literacy Education School-home Communication: Parent teacher conferences and phone calls provide opportunity for discourse between parties related to attendance, behavior, academics, and any concerns or questions.	Staff and families	Parents become more involved in and aware of their students' learning to be literate which could increase students' success in academics, behavior and/or attendance.	Parent/Guardian contact logs; Conference schedule/notes	
Family Involvement in Literacy Education Parent-Teacher Strategies: Instilling a growth mindset in families	Staff and families	Families become more aware of their students' learning to be literate which increases students' success in the 7 Mindsets components as taught in advisory using the 7 Mindsets curriculum.	Conference schedule/notes	

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	<p>Stamina is increasing, providing writing graphic organizers and Google Slides templates, struggling students in English 10 vs. English 12, persuasive essay in Current Events (high interest)</p> <ol style="list-style-type: none"> 1. 2. 3. 		
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. 2. 3. 		

CONTINUOUS IMPROVEMENT PLAN

Priority Area Mathematics SMARTE Goal:

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

- Create culturally appropriate real world examples
- Incorporate hands-on activities

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

- Decline in overall math scores (ACT)
- [ACT Data comparison for 2 years](#), numbers and quantities scores were one area of concern
- Less instructional time due to Covid

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

- Students are lacking number and quantity skills (which is a building block)

Theory of Action Statement: If we teach students numbers and fundamental math concepts and operations while using culturally appropriate real world scenarios, then we will increase students' knowledge of fundamental math concepts.

(SCHOOL) Mathematics SMARTE Goal (Annual Growth): By the end of the 2021-22 school year, BLA students will increase their performance in the Numbers & Quantities component of the ACT, from a building-wide average of 14% correct in 2021, to at least 34% correct, as measured by the 2022 ACT.

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 ACT/Aspire Workshops for 9th through 11th grade students (Apex) in Advisory	Provide real world examples for ACT and Aspire workshops	ACT/Aspire training such as APEX ACT tutorial training. Online, interactive math resources	Student completion of ACT pre-test/practice/training at least once a week in 9th-11th grade advisories.	
Increase culturally appropriate real-world math examples in all classes using the content-appropriate	Increase culturally appropriate real-world math examples in all classes.	Provide cultural and equity resources/trainings. Provide staff training on how to incorporate math	Teachers incorporate real world math examples into all subjects at least once a unit.	

Numbers and Quantities concepts.		concepts into other content-area classrooms.		
Parent / Family Engagement Strategies for SMARTE Goal:				
Evidenced-Based Engagement Strategy	Participants		Success Indicator	Engagement Documentation
Increase awareness and importance of the ACT and Aspire test, prep courses, and results through parent/teacher conferences via face-to-face meetings or Google Meets.	Staff and families		Family commitment to the awareness of the importance of the ACT and Aspire test by at least 75% of parents attending conferences	Conference and communication attendance

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	Junior advisories have started ACT prep, Geometry bridge project, CCR example 1. 2. 3.		
Term 2	1. 2. 3.		
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 Student Engagement?

- More opportunities for student voice and leadership needed
- Building student empathy and self-esteem
- Students need to see themselves in the curriculum and posters
- We need to facilitate students envisioning a professional future for themselves
- We need to increase resources and support for ELL students

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

- Attendance data shows lack of engagement.
- ACT scores and credits are low for students.

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

- Students do not have the tools to overcome barriers to engagement and learning.
- We need to teach students strategies to identify and overcome barriers that are preventing them from engaging in learning.

Theory of Action Statement: If we teach students the strategies they need to identify and overcome barriers that are preventing them from engaging in learning through modeling and teaching of metacognitive skills, building structures to position students as partners, recognizing student strengths, and providing resources to empower and internalize the importance of learning, then we will see an improvement in student engagement, attendance, academic achievement, and post-secondary planning and success.

(SCHOOL) Building Choice SMARTE Goal (Annual Growth)

By the end of the 2021-22 school year, 100% of full academic year (FAY) students will demonstrate an increase in their metacognitive skills assessment score by at least two points in at least two categories (declarative knowledge, procedural knowledge, conditional knowledge, planning, information management strategies, comprehension monitoring, debugging strategies, evaluation).

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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Staff will empower students through teaching and modeling of thought processes and metacognitive skills.	We need to check for racial, cultural, gender, socioeconomic, ELL, students with special needs biases in our metacognitive lessons and assessments.	<ul style="list-style-type: none"> -metacognitive study strategies -survey to measure metacognitive skills Selecting a Quantitative Measure of Metacognition and Quantitative Tools to Assess Metacognition -reflective writing -brain-based research -how to assess metacognition -7 Mindsets and SEL planning and implementation 	<ul style="list-style-type: none"> -student self-reflection -explaining thought process -staff observation -notetaking -reflecting on own learning -reflecting on how learning benefits them in the future -survey to measure metacognitive skills 	
Staff will build structures to position students as partners to recognize and build on their strengths.	We need to check for racial, cultural, gender, socioeconomic, ELL, students with special needs biases in our metacognitive lessons and assessments.	<ul style="list-style-type: none"> -7 Mindsets and SEL planning and implementation -research into developing student leadership programs -strategies on how to reduce student anxiety when presenting -planning and preparation of leadership teams -buildingwide expectations for student leadership groups 	<ul style="list-style-type: none"> -student survey -student leadership team -presenting talents/strengths to other peers -leadership roles -presentation of classroom-related content/concepts 	
Staff will provide resources and strategies to empower students to visualize and internalize the importance of learning.	We need to check for racial, cultural, gender, socioeconomic, ELL, students with special needs biases in our metacognitive lessons and assessments.	<ul style="list-style-type: none"> -planning and preparation in scheduling community partners -expertise on resiliency -7 Mindsets and SEL planning and implementation 	<ul style="list-style-type: none"> -interest level -follow-through/post-graduate surveys of goals achieved -entrance and exit surveys 	

		-writing through trauma -planning and preparation of grade-level-specific portfolio expectations -learning about the concept of internalization of learning	-post-secondary plans discussed with advisor and/or counselor -creation of spreadsheet containing post-graduation plans for each senior -Counselor survey	
Parent / Family Engagement Strategies for SMARTE Goal:				
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation	

Staff will provide resources to empower families to visualize and internalize the importance of learning through the use of discussions, visual aids of post-graduation, fliers, and letters to parents.	Parents, grandparents, guardians, foster parents, siblings, or any stakeholder in the students' lives who is involved in the success of the students' education.	<ul style="list-style-type: none"> -Knowledge of resources for students -Visualization of importance of learning for students -Awareness of FAFSA -Awareness of student academic progress -Co-developed post-graduation plan 	<ul style="list-style-type: none"> -Parent surveys -Parents view their child's survey -Document when parents attend enrollment meetings or other opportunities provided to them through BLA -Attendance at IEP meetings. -Attendance at Parent/Teacher Conferences. -Record attendance for families that attend Parent Cafes and other school events that include families.
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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.		

School Title I Components Checklist

<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent Meeting <ul style="list-style-type: none"> <input type="checkbox"/> Presentation <input type="checkbox"/> Phone calls were made to schedule individual family conferences <input type="checkbox"/> Meeting Date: Thursday, September 30, 2021 <input type="checkbox"/> Meeting Time: 30 minute conferences, 8:00 AM - 6:00 PM 	<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent Engagement Plan (Areas Identified in CIP) <ul style="list-style-type: none"> <input type="checkbox"/> Hyperlink Website Link
<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent Compact <ul style="list-style-type: none"> <input type="checkbox"/> Compact Document <input type="checkbox"/> Return Rate Data (Hyperlink) 	<ul style="list-style-type: none"> <input type="checkbox"/> School to Home Communication occurs weekly using various modes in English and Spanish <ul style="list-style-type: none"> <input type="checkbox"/> Callouts (as needed to communicate important upcoming information) <input type="checkbox"/> Newsletter <input type="checkbox"/> Website <input type="checkbox"/> Weekly communication via phone call/text
<ul style="list-style-type: none"> <input type="checkbox"/> All families have access to the School District of Beloit's Family Handbook 	
<ul style="list-style-type: none"> <input type="checkbox"/> CIP Aligned Title I Budget Submitted 	

- ❑ Parent Surveys Conducted at least twice per year (Hyperlink Survey Data)
- ❑ Parent Suggestion Box present in each school's Main Office

- ❑ Families have access to DPI Teacher Certification information through school and district websites