

Beloit Learning Academy

2023 - 2024

Betsy Schroeder, Principal
Kris Whitney, Assistant Principal
910 Townline Avenue
Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Sue Bailey	GEDO2	12 years
Audrey Buchanan	Social Worker	6 years
Amber Feibel	Self-Contained EBD Teacher	3 years
Chris Garcia	Social Studies Teacher	3 years
Kimberly Glissendorf	Electives Teacher	1 year
Dan Herro	Instructional Coach	4 years
Ashley Houston	English Teacher	9 years
Nicole Jenks	English/Social Studies Teacher	1 year
Regina McAlister	Program Manager/Transition Coordinator	2 years
Hannah McIntee	Science Teacher	7 years
Marco Perez	Special Education Teacher	2 years
Betsy Schroeder	Principal	5 years
Tracy Schoville	Math Teacher	10 years
Kris Whitney	Assistant Principal	12 years
Melissa Zenke	Counselor	3 years

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

Community
Caring
Family
Relationships

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
- ELL staff and support
- Mental health services for all students in the building
- Transportation

School Title I Components Checklist

<ul style="list-style-type: none"> <input type="checkbox"/> Title I Parent / Guardian Meeting <ul style="list-style-type: none"> <input type="checkbox"/> (Hyperlink Presentation) <input type="checkbox"/> (Hyperlink Invitation to ALL Families) <input type="checkbox"/> Meeting Date _____ <input type="checkbox"/> Meeting Time _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Title I Family 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 (Hyperlink) <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"/> Callout <input type="checkbox"/> Newsletter (Hyperlink) <input type="checkbox"/> Website <input type="checkbox"/> Weekly Classroom Communication via LMS or other means
<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 	
<ul style="list-style-type: none"> <input type="checkbox"/> Parent Surveys Conducted at least twice per year (Hyperlink Survey Data) <ul style="list-style-type: none"> <input type="checkbox"/> Parent Suggestion Box present in each school's Main Office 	<ul style="list-style-type: none"> <input type="checkbox"/> Families have access to DPI Teacher Certification information through school and district websites

Continuous Improvement Plan Goals

1.0 What are your key Equity Audit takeaways (2 - 3)?
<ul style="list-style-type: none"> • African-American males struggle the most with literacy • There is a lack of engagement in literacy instruction • Using culturally appropriate real world examples and incorporating hands-on activities is important
2.0 What are your key quantitative and qualitative data takeaways? ACT and PreACT Data
<ul style="list-style-type: none"> • Our students with special needs (IEPs and 504s) have greater achievement gaps, more ODRs and lower graduation rates than their non-identified peers. They are also our lowest participating group for standardized testing. • Our students are disengaged from their own education and future planning as evidenced by attendance rates, senior survey data related to work-based learning experiences and post-secondary planning. • ACT scores are relatively consistent (ACT composite over the last five years is 13.1 to 13.5) and is very low
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 make use of regular formative assessment and student/staff feedback to improve adult practices and student learning. • We do not provide students with enough real world connections to their learning.

BLA's Theory of Action

IF staff focus on creating individualized success plans with students,	
AND IF staff participate in professional learning about academic and career planning	THEN students will receive the appropriate support to create success plans.
AND IF staff prioritize Academic Lab time to develop and revise student success plans	THEN students will see their success plans as relevant and important.
AND IF staff actively monitor and provide frequent ongoing feedback to students about success plans	THEN students will strengthen and/or revise their success plans.
AND IF student success plans incorporate goal setting for academic achievement, post-secondary planning and social-emotional learning	THEN students will recognize the connection between their academic achievement, social emotional well-being and post-secondary goals.
AND IF time is dedicated for staff to collaborate around and monitor student success plans to fidelity	THEN student success plans will become an embedded practice.
AND IF students actively communicate their plan to staff, family and other stakeholders	THEN students will have internalized their goals and assumed ownership of their own learning
THEN students will be engaged in their academic learning and post-secondary planning.	

Priority Area Literacy SMARTE Goal

90% of all students who attend 80% or more of their core academic classes in English, Math, Science and Social Studies will achieve a proficiency score of 3+ in the identified standards each term.

Priority Area Mathematics SMARTE Goal

See goal above

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

100% of all students will create, communicate and monitor an individualized student success plan (SSP) focused on academic and post-secondary goals as measured by a standards-based proficiency scale after completing a full semester at BLA.

Parent / Family Engagement Strategies				
Evidenced-Based Strategy	Participants	Success Indicator	Goal Alignment (Select Literacy, Math or Choice)	Documentation
Consistent communication with families regarding student progress	School staff and families	All families receive feedback regarding students' academic progress (see log)	Literacy and Math	BLA Communication Log 9/5/23 Conferences
Student success plan presentations are shared with families and community partners	School staff, students, families and community partners	Students share plans with an audience	School Choice	
Invite families and our school community to participate in shared events (publishing parties, poetry slams, art shows, guest speakers)	School staff, students, families and community partners	Increased student and family participation	Literacy, Math and School Choice	

CONTINUOUS IMPROVEMENT PLAN: Literacy and Math

BLA Literacy and Math SMARTE Goal (Annual Growth): 90% of all students who attend 80% or more of their core academic classes in English, Math, Science and Social Studies will achieve a proficiency score of 3+ in the identified standards each term.			
Evidenced-Based Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
BLA teachers will use formative practices to drive instruction	Genres and formats will reflect students' individuality, cultures and languages	Discuss formative and summative assessments, proficiency scales/rubrics and engage in score calibrations with student samples BLA SBG Planning Document	Humanities PLC notes STEAM PLC notes
BLA teachers will provide timely feedback to students			
BLA teachers will provide varied opportunities for students to demonstrate their understanding			

Progress Monitoring including Evidence / Source (Document your school's progress throughout the year)			
Term / Action	Action Step	Data/Monitoring Measures	Adjust or Maintain Effort?
1st 100 Days	1. 2. 3.		
Do you intend to keep or adjust your goal? If so, please list your new goal.	<div>Adjust ▾</div>		
	If No write new goal here:		
2nd 100 Days	1. 2. 3.		

	1.		
	1.		

CONTINUOUS IMPROVEMENT PLAN: School Choice

School Choice: (i.e. Climate and Culture, Engagement, Restorative Practices, Social, Emotional, Behavioral, etc.)

Our 100-Day Plan (Through Nov. 14, 2023)

Student Achievement Goal 1:				
100% of all students will create, communicate and monitor an individualized student success plan (SSP) focused on academic and post-secondary goals as measured by a standards-based proficiency scale after completing a full semester at BLA.				
Action Step (A) or Monitoring Step (M)	Coherence Component Prioritized	Lead	Date Due	Status
A1(a) Create Student Success Plan (SSP) template and expectations BMHS Portfolio Notes	F1) Shared purpose drives action.	Melissa	July 30	
A1(b) Communicate our WHY to full school staff (climate/culture and mission/vision/values)	F1) Shared purpose drives action.	Ashley	Aug. 22	
A1(c) Communicate student success plan to families	F1) Shared purpose drives action.	Marco	Sept. 5	
A1(d) Professional learning for Academic Lab time Academic Lab planning document	F1) Shared purpose drives action.	Kris	Aug. 31	
A1(e) Students present success plans at conferences	F1) Shared purpose drives action.	Marco	Sept. 21	Nov. 30

A1(f) Solicit feedback from students and staff regarding SSP implementation	F1) Shared purpose drives action.	Melissa	Nov. 3 (End of T1)	
<p>M1 The purpose and focus are clearly articulated and shared by all levels of the organization. There is strong commitment to the purpose and it drives decisions at all levels of the school. (F1)</p> <p>Measures/Evidence:</p> <ul style="list-style-type: none"> • All staff can speak to updated Mission/Vision statements • All staff able to communicate the Why, What and How of SSPs • Observations of students communicating their SSP to families • Survey Data from students and staff 	F1) Shared purpose drives action.			
A2(a) Develop scheduled collaboration time (schedule focus) - Planning Calendar	D3) Robust processes such as collaborative inquiry and examining student work are used regularly to improve practice.	Betsy	July 31	
A2(b) Plan for assessment and feedback cycles (including proficiency scales to be used)		Ashley	Sept. 5	
A2(c) Examine SSPs in teams		Betsy	Sept. 20	Oct. 13
A2(d) Humanities/STEAM teams examine summative data		Ashley	Oct. 10	
A2(e) Ongoing Academic Lab planning (2X per month)		Betsy	Nov. 3	
A2(f) Communicate with community partners (BTC, CareerTek, UW Colleges, etc.) about SSPs		Melissa	Oct. 27	
A2(g) Staff reflection on purpose, focus, collaborative practices, PLCs and SSPs		Kris	Nov. 3	

A2(e) Celebrate short-term wins monthly at staff meeting		Kris	Nov. 3	
<p>M2 Deep collaborative practices such as collaborative inquiry and protocols for examining student work are used consistently across the school. (D2)</p> <p>Measures/Evidence:</p> <ul style="list-style-type: none"> • Documentation from team meetings • PLC Self Assessment (to be adapted) • SSP Data • Staff reflection data • Documentation for community partners with SSP trends 				

Progress Monitoring including Evidence / Source (Document your school's progress throughout the year)			
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1st 100 Days	1. 2. 3.		
Do you intend to keep or adjust your goal? If so, please list your new goal.	Adjust ▾		
	If No write new goal here:		
2nd 100 Days	1. 2. 3.		

Building Professional Learning

(Feel free to link the agenda with each date)

October 13		Agenda
November 3		Agenda
January 26	Literacy ▾	
	Mathematics ▾	
	School Choice ▾	
April 8th	Literacy ▾	
	Mathematics ▾	
	School Choice ▾	