

2016-2017 Beloit Learning Academy Site Plan
The Home of the Phoenix



Beloit Learning Academy

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Grades 6-12
Site # 421

*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.*

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Section 2: School Profile

In partnership with our colleagues throughout the SDB, we align our practice with the following belief statements:

We envision ...

We envision Beloit Learning Academy environment as a safe, welcoming community that nurtures, cares for, and honors the diversity of its citizens. We see a place supported by family, students, staff, and our Beloit Community as partners in learning.

We envision each Beloit Learning Academy classroom as a stimulating, positive, intentional 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 Beloit Learning Academy student as a confident, self-disciplined, independent learner who is empowered and engaged in learning and can work cooperatively and respectfully with peers and adults.

We envision each Beloit Learning Academy staff member as a highly qualified professional with a shared vision of high expectations for all students, who knows their students well, addresses the needs of the whole child and facilitates a passion for learning and success for each individual.

We envision the Beloit Learning Academy School curriculum to be focused on increased academic achievement for all students, designed to encourage higher level thinking and problem solving skills, differentiated to meet individual needs of students, developed to inspire life long learners with an emphasis on character development by teaching our students to have Respect, to be Responsible, and to stay Safe.

Our values for learning . . .

In order to help our students overcome obstacles, become successful learners and leaders, the Beloit Learning Academy community believes in:

- **The Climate of a Professional Learning Community:** We strive to function as a professional learning community working toward all stakeholders demonstrating a shared mission, a shared vision for teaching and learning, and excellence in performance.
- **High Expectations:** We believe each student has the ability to learn and the right to learn. We expect that all of our students will learn and achieve to their highest potential. We believe that all staff must hold high expectations for themselves and for each student's academic success.
- **Aligned Curriculum and Best Practices in Instruction:** We believe that powerful, active, and relevant learning aligned to Common Core State Standards and district learning targets, incorporating critical thinking skills, authentic experiences, discovery through problem solving, and cooperative learning will result in high academic achievement and positive self esteem among all of our students.
- **Equity:** We expect and embrace multicultural diversity. Understanding the effect on students learning experiences, we align our practices with the cultural and linguistic diversity that our staff, students, and parents bring to us.
- **Diverse Learning Styles:** We believe that students bring diverse learning styles to school. We view learning styles as strengths and utilize a variety of strategies, materials, and educational techniques to maximize students' learning potential.

- **Community Involvement:** We envision that our students will be positively involved in our community; and that community agencies, local businesses, parents and neighbors will be active partners in educating our children.
- **Shared Decision-making:** We encourage and support parents, students, staff, and community to cooperatively participate in making school decisions around teaching and learning at our school.
- **Fiscal Responsibility:** We believe that all of our fiscal resources must be aligned and allocated to support the most important place in our school – the classroom. Our resources will be used responsibly and in alignment with the educational plan of our school.
- **Assessment:** We believe in the assessment of our students through a variety of assessment measures in alignment with Common Core Standards and the School District of Beloit's strategic plan, including the use of rubrics, classroom-based assessment, portfolios, observational checklists and standardized tests. Assessment of learning as well as for learning will help us to understand the strengths, abilities, and skills of our students, which will in turn facilitate strategies for continuous improvement.
- **Collaboration:** We believe that collaboration with families, community partners, and all stakeholders, is a highly effective way to support student learning at our school.
- **Continuous Improvement:** We seek to continuously improve services to families and students. The building leadership team works to design and implement professional development, surveys, and discussions help to develop new ideas that improve outcomes for students.
- **Unity of Purpose:** Beloit Learning Academy stands behind our educational plan, school vision, educational values, and works as a united team in order to ensure the success, safety, and well being of all of our students.

Our story . . .

Beloit Learning Academy evolved in response to the need for alternative programming for students who were unsuccessful in traditional school settings. Originally, multiple programs were housed in various locations around the Beloit Community. In the year 2011, many of our current programs were housed at Brother Dutton School, an extension of St. Jude Catholic Church. In 2012, the programs were moved to the Wright Building. In 2012 Beloit Learning Academy (BLA) found its current home and its name. BLA began as a program extension of the Beloit Memorial High School. During the 2013-2014 school year it was decided that BLA would become its own entity as an Alternative Secondary School and no longer a program extension of the High School.

In 2014-2015, BLA reported an enrollment of approximately 250 students. Thirty-nine (39) students were teen parents (13%), 75 were homeless (30%), 83 were Special Education students (34%), 30 were on probation (11%) and 65 were expelled (26%). Additionally, a large number of our students have documented incidents/reports of trauma, mental illness, abuse, runaways, and incarcerations, etc. To meet the needs of our unique and diverse student body, our school offers a variety of programs: alternative general education, Title I support, special education services and alternative graduation pathways. Our school receives funding from local (Board funds) and federal (Title I) funds.

Throughout the year, In alignment with State and District expectations, Beloit Learning Academy teachers provide assessments designed to assess student progress and to analyze individual student needs and determine directions for future instruction. Assessments of learning include the FORWARD Exam for grades 8 and 10 (Social Studies and Science), Badger Exam for grades 6-8, ACT Aspire for grades 9-10, ACT and ACT Workkeys for grade 11, MAPS for

grades 6-12, QRI, and ACCESS for ELL students. Other assessments for learning include both formative and summative classroom assessments based on CCCS and SDB Essential Learning Targets.

And, we understand that ... *Severe and chronic trauma (such as living with an alcoholic parent, or watching in terror as your mom gets beat up) causes toxic stress in kids. Toxic stress damages kid's brains. When trauma launches kids into flight, fight or flight mode, they cannot learn. **It is physiologically impossible....***

With this in mind, Beloit Learning Academy is working to create a strong, unified vision for teaching and learning supported by our school's Site Plan. It is our hope to become a school where the Wright Building and the Beloit Community work together to best support our students who need us most. It is our hope to provide a unified and comprehensive system of learning supports that address barriers to learning and teaching and ensure that students are engaged and re-engaged in learning.

Currently, our school utilizes the following specific instructional strategies and resources:

- The College Board's SpringBoard English Language Arts (6th-12th Grades)
- Aligned English Language Arts
- Guided Math
- Big Ideas
- Inclusion of Special Needs Students
- Self Contained Special Education
- 21st Century Ignite Beloit 1:1 Technology Initiative
- Co-teaching (professional educators, paraeducators, volunteers, interns, student teachers, etc.)
- Responsive to Intervention approach in literacy and mathematics
- Positive Behavior Interventions and Supports (Tier I and Tier II)
- Restorative Practices (Tier 1)
- Credit Recovery
- Digital Learning (Odyssey, Anytime Learning A+, ALEKS, GradPoint, K12)
- Career Cruising

We offer services to students with special education needs. Services are offered to students 6th-12th grade. Students receive education and support in alignment with their individual education plans (IEP), and 504 plans in general education classrooms, small group specialized settings, and two self-contained classrooms. Speech therapy and occupational/physical therapy services are provided as needed per a student's IEP.

BLA has a high percentage of special education students. As a result, our special education staff continually evaluate, modify and create IEP's for students within our school community. In the year 2015-2016, BLA special education staff documented participating in 160 IEP meetings.

Beloit Learning Academy's student service staff includes a full time counselor, a part time social worker, part time reading specialist, and three full-time special educators. One of those special educators also serves as our special education program manager. Title 1 provides a part time math interventionist and a part time academic support staff. We also have one part time ESL staff member. All staff support all Beloit Learning Academy students.

Beloit Learning Academy staff is currently a part of the DPI School Mental Health Initiative, Trauma Sensitive School Training Initiative and Juvenile Justice School Based Diversion Initiative. As a team, we offer all of our students academic and social skill problem-solving strategies. These are offered within each student's advisory and throughout the daily interactions with BLA staff.

We also serve students placed with us as an alternative school setting in lieu of expulsion or homebound or are unable to thrive in their home school.

Students who have significant disabilities participate at Beloit Learning Academy in our self-contained classrooms with necessary special education support. Our special education students participate in all of the school-wide instructional strategies as well as IEP specialized strategies and assistive technology to help meet each student's needs. Examples of the support provided include:

- Functional Behavior Assessments and Behavioral Intervention Plans
- Specialized software to strengthen reading, writing, and math skills
- Daily living and social skills instruction

Our reasons for celebration . . .

Beloit Learning Academy works to bring our school, our families, and our community together to facilitate learning by alleviating barriers, both external and internal that can interfere with learning and teaching. We continue to adapt our curricular offering and instructional delivery in order to promote academic improvement and the highest achievement for all students. We are proud of our many accomplishments and improvements each year.

Beloit Learning Academy works to improve our level of parent and family involvement throughout the year. You will find our family involvement policy in section VI.

Recent and Current School Year Highlights:

1. Designed our learning spaces to include calming spaces and environments to best support student learning.
2. Systemic Renewal - looking at our structure to set up systems of empowerment and accountability for students and staff.
3. Connected every student to an Advisory.
 - a. Wright Advisory Model: Teacher will act as coach/guide/mentor to work with student on their 'caseload' to guide them through their academic/behavior/career choices.
4. Every student has a Personal Learning Plan.
 - a. Individualized Instruction - Personal Learning Plans for all - treated as individuals
5. Restorative Practices Implementation - Community Circle, Restorative Chats, Restorative Circles.
6. Each classroom had access to set of iPads
7. Beloit Learning Academy graduated 111 out of 116 students from the class of 2016 (96%)
8. Partnership with Community Action in Male Mentoring program for our expelled students.
9. Partnership with Community Action and Americorp to provide career and self awareness

10. Volunteers from Beloit College, UW Whitewater, Beloit Life Church, Boys and Girls Club
11. Strong coordination with local agencies on behalf of our student needs (JVC, Community Action, etc.)
12. Every student celebrated during their birthday month
13. Community Partnerships
 - Blackhawk Technical College, tours, monthly school visits for planning post secondary education, financial planning assistance
 - Beloit College, volunteer in classroom, assist with small group instruction, mentoring
 - UW Whitewater, financial planning assistance, college tours
 - UW Rock County, planning for post secondary education, financial planning assistance
 - Youth to Youth, partnership with students to provide a drug free environment
 - Tri Core Insurance adopt families in need for holiday gifts, school supplies drive
 - Beloit Daily News provides positive publication of our school and our vision
 - Staples donation of school supplies
 - Durham Bus company donates meals for homeless students and families
 - RSVP provides transportation to and from school
 - Culvers Scoopie nights for fundraising of supplies for students to work with elderly in our school neighborhood
 - Applebees provide fundraising opportunities and donations
 - McDonalds provides fundraising opportunities for school supplies and extra curricular activities
 - Beloit Fire Department donation of supplies and coats for kids
 - Blackhawk Credit Union sponsored unaccompanied youth for graduation
 - Fairbanks job shadowing and donations for supplies
 - Sixteen Forty- nine Holly's kids donation of school supplies, food and clothing and housing.
 - Goodwill-provides clothing vouchers to our homeless youth-does school supply drives yearly allows volunteering opportunities
 - Community Action- Path program, WIA, Divas-mentoring program for our gang affiliated boys and girls, free dental care and health care
 - Youth to youth- training opportunities paid through their grant and a new partnership with our mental health grant to train 10 students at BLA for youth to youth Using Sources of Strength and evidenced based curriculum.
 - Beloit Family services-free counseling for youth
 - LSS free counseling for youth
 - SARP free counseling for youth
 - Foodshare- comes to our youth to sign them up for foodshare and Badgercare
 - Beloit Domestic violence counselors- comes to the school to provide counseling to our girls in DVsituations.
 - Edgewood College- Provide workshops for our teens each year in health and well being.
 - YMCA- donated 50 Y memberships for our UY
 - Beloit Salvation Army-provides motel vouchers and re-housing counseling
 - Frito Lay-provides cases of snacks to our two high schools and 2 middle schools
 - Homeless Intervention Task Force of Rock County- A group that we can reach out to when we have a difficult situation such as a family of 11 with no housing. We meet monthly. Our homeless liaison presents yearly about McKinney Vento.
 - Hands of Faith-work in partnership to meet needs of homeless families
 - Representative Amy Loudenbach and Chris Taylor- Allow me to present at state level to bi-partisan senators each year.
 - Safe Families-provides homes for homeless youth like foster care but faith based run with no money involved and homes are authorized. Always with the idea of reunification.
 - Beloit Retired Teachers- provide school supplies and tutoring
 - Beloit Women's Fund- Philanthropists that support homeless teen girls with monetary donations for projects.

- Rock County job center provides emergency rental assistance to those being evicted or already homeless and needing first months rent and/or security deposit, workshops on job searching, resume building and interviewing skills.
- Head Start they put our homeless students at the top of the list for the birth to 3 program, provides daycare for teen parents.
- Elementary reading specialists in the SDB- Help meet the grant goal of all elementary MV students moving a minimum of one level up in their reading. Provides tutors to help.
- Project 16:49- Houses 7 girls at a time with full case management in a TLP home and invites our other unaccompanied girls to attend weekly groups at the house to learn independent living skills.
- Boys and Girls club- Provides bi-weekly group instruction for career development, personal finance and self awareness. Provides mentoring for high school students
- OLA church offers motel vouchers for homeless families.
- Beloit Life church- offers assistance and mentoring program for high school expelled students

Section 3: Needs Assessment Data and Narrative and Summary Charts Beloit Learning Academy

As an Alternative 6-12 school our population changes dailey. We receive students who are identified as at-risk of not graduating from high school; and/or are placed through an IEP due to behavioral and programming needs, and/or in lieu of expulsion. BLA students do not necessarily attend BLA for a full school year or attend from year to year. We also serve many students who attend at other locations (Fresh Start, Head Start, Challenge Academy, Blackhawk Tech).

Many of our students are transferred to BLA due to non or minimal attendance. As of 11/13/16, 92 of 194 students have received both 2day and 5day letters. Consequently, our data points may not include the results of the same students.

Also, keep in mind the factors that 100% of our students have experienced in some capacity that has designated them to an Alternative School for students who are at-risk.

100% of Beloit Learning Academy students have been identified as - **at risk** of not graduating from high school because they are dropouts, or are two or more of the following ;

- One or more years behind their age group in the number of credits attained,
- Two or more years behind their age group in basic skill levels,
- Habitual truants, as defined in 118.16(1)(a),
- Pregnant or Parenting teens,
- Adjudicated delinquents.

Per WI DPI as to what types of students are served in an alternative ed program ... poor attendance, failing grades (D/F), family crisis, referred to but not qualifying for special ed, social/emotional/medical issues, free/reduced lunch, below-average performance on assessments, discipline problems, drug and alcohol issues, criminal behavior, poor peer relationships, rated 'high' on teacher-generated at-risk profile, retained or considered for retention, significant deficiencies in credits.

“Children are like wet cement. Whatever falls on them makes an impression. “

Beloit Learning Academy 2015-2016- approx. 223 students currently enrolled 1/20/17. (about 140 students in-house).

91 seniors, 71 juniors, 27 sophomores, 9 freshman, 8 8th, 8 7th, 3 6th

67 special education students

50+ mckinney vento students

34 pregnant and parent teens

17 students with probation officers

26% of our students fall into the 1-7th% in Reading, 61% below the 50%

52% of our students fall into the 1-7th% in Math, 17/21 11th grade students scored in the 1-7th%

Notes gaps in Special Education, ELL, and African American males

Academic Data - Beloit Learning Academy - Fall 2016

Beloit Learning Academy uses an Alternate School Accountability Determination form to measure our academic outcomes as required by Wisconsin's accountability expectations. Since becoming an Alternative School in 2014-2015, BLA has met or improved performance in the areas of Math and Reading and has met its On-Track for Success Goal.

BLA qualified for the Alternate School Accountability Determination form by having fewer than twenty (20) full academic year students enrolled in the grades assessed for state and/or federal accountability purposes using the Forward Exam, the ACT, or the DLM and is a school that exclusively serves at-risk youth as defined by Wis. Stat. 118.153.

Wright Building 2015-2016 ACT Scores per student:

<https://docs.google.com/spreadsheets/d/1j3BDDJFnqJ4oSgVYkzczocA5sud1Aw29XyYfmanODhA/edit#gid=0>

ACT Overview:

Composite	Percentile Ranking	English	Mathematics	Reading	Science	Writing
30	30	30	30	30	30	28
408	384	350	426	404	425	215
13.6	12.8	11.66666667	14.2	13.46666667	14.16666667	7.678571429

School - % of students proficient or advanced	Forward ELA % P/A	Forward Math % P/A	Forward Science % P/A	Forward Social S % P/A	ACT ELA %P/A	ACT Math %P/A	ACT Science %P/A	ACT Social %P/A
BMHS	NA	NA	NA	34.5	19.8	14.1	14.3	NA
BLA	0%	NA	NA	0%	13.6%	14.2%	0%	

MAP Reading Achievement Fall 2016

Student breakdown of scores by grade level

Category	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12th Grade	Student Total
1 st -7 th %ile:	0	2	2	2	2	8	7	23 (26%)
8 th -24 th %ile:	0	0	1	0	4	3	5	13 (15%)
25 th -49 th %ile:	0	0	0	0	0	9	9	18 (20%)
50 th %ile +:	0	0	0	0	1	6	27	34 (39%)
Student total	0	2	3	2	7	26	48	N = 88

*BLA students (GEN, TPP, GEDO) - All students who took the Fall MAP 2016 - **N = 88 students**

*Also note - 13/27 12th grade students who score 50+ are in GEDO (which requires MAP 224).

MAP Reading Achievement Fall 2016

Student breakdown of scores by demographics

Category	Male	Female	White	Black	Hispanic	ELL	SpecEd	RegEd
1 st -7 th %ile:	16 (37%)	7 (16%)	9 (24%)	6 (21%)	8 (35%)	5 (71%)	14 (58%)	9 (14%)
8 th -24 th %ile:	6 (14%)	7 (16%)	5 (13%)	6 (21%)	2 (9%)	0	4(17%)	9 (14%)
25 th -49 th %ile:	3 (7%)	15 (33%)	6 (13%)	7 (24%)	5 (23%)	1 (14%)	2 (8%)	16 (25%)
50 th %ile +:	18 (42%)	16 (35%)	17 (46%)	10 (34%)	7 (32%)	1 (14%)	4 (8%)	30 (47%)
Student total	43	45	37	29	22	7	24	64

*BLA students (GEN, TPP, GEDO) - All students who took the Fall MAP 2016 - **N = 88 students**

MAP Reading Achievement Fall 2015

Student breakdown of scores by grade level (2015 demographics not available)

Category	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12th Grade	Student Total
1 st -7 th %ile:	0	4	3	2	2	3	5	19 (19%)
8 th -24 th %ile:	1	2	0	2	5	9	10	29 (30%)
25 th -49 th %ile:	2	2	5	1	4	12	6	31 (32%)
50 th %ile +:	0	0	0	2	0	5	12	19 (19%)
Student total	3	8	8	7	10	29	33	N = 98

*BLA students - using most recent recorded MAPS score - **N = 98 students**

Beloit Learning Academy Needs Assessment Narrative Reading Achievement

1. Describe your school's overall trend in reading over time in terms of proficient and not proficient students.

Because our students come to us as a result of identified risk factors, our overall trend demonstrates that the majority of our students struggle in the area of Reading and Writing. Additionally, many of our students come to BLA lacking ELA credits. Student scores indicate that the majority (over 60%) of our students need Tier 2 and 3 interventions. Students who land in the 50+ % (proficient and above) are generally enrolled in GEDO which requires a 224 MAP score for success.

2. How does your school's performance compare to the district and the state?

Overall, BLA students perform lower per state/district assessments in comparison to other grade level peers.

3. Where do you see achievement gaps? Are there student groups that have significantly lower performance?

Achievement gaps are noted. Due to the size of the student body, we were able to examine each student's data on an individual basis and noted that approximately 61% of our students perform below the 50th%. Our special education students, male students and Hispanic students demonstrate lower performance and are more likely to be among students who fall into the 1st-7th percentile. Of all students identified ELL who tested, 71% fell into the 1-7th%.

4. Identify your reading urgent fact.

The reading urgent fact for Beloit Learning Academy is 26% of our students fall into the 1st-7th percentile in Reading.

5. Identify the strengths and weaknesses you see across grade levels in reading objectives as compared to the state and the district.

Across the grade levels in reading, a strength is the relative performance of our caucasian students while a weakness in the relative performance of our Black and Hispanic students.

MAP Math Achievement Fall 2016

Student breakdown of scores by grade level

Category	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Student Total
1 st -7 th %ile:	0	3	3	3	6	17	15	47 (52%)
8 th -24 th %ile:	0	0	0	0	1	1	10	12 (13%)
25 th -49 th %ile:	0	0	0	0	1	4	9	14 (16%)
50 th %ile +:	0	0	0	0	1	1	15	17 (19%)
Student total	0	3	3	3	9	21	51	N= 90 Students

*BLA students - GEN, TPP, GEDO - students who tested in Fall 2016 - **N = 90 students**

MAP Math Achievement Fall 2016

Student breakdown of scores by demographics

Category	Male	Female	White	Black	Hispanic	ELL	SpecEd	RegEd
1 st -7 th %ile:	27 (30%)	20 (22%)	17 (19%)	16 (29%)	14 (16%)	5 (6%)	22 (24%)	20 (22%)
8 th -24 th %ile:	4 (4%)	8 (9%)	4 (4%)	5 (6%)	3 (3%)	0	0	12 (13%)
25 th -49 th %ile:	6 (7%)	8 (9%)	7 (8%)	4 (4%)	3 (3%)	0	2 (2%)	12 (13%)
50 th %ile +:	6 (7%)	11(12%)	8 (9%)	2 (2%)	7 (8%)	1 (1%)	0	16 (18%)
Student total	43 (48%)	47(52%)	36(40%)	27(60%)	27(30%)	6 (7 %)	24 (26%)	60 (66%)

*BLA students - GEN, TPP, GEDO - students who tested in Fall 2016 - **N = 90 students**

MAP Math Achievement Fall 2015

Student breakdown of scores by grade level (2015 demographics not available).

Category	6 th Grade	7 th Grade	8 th Grade	9 th Grade	10 th Grade	11 th Grade	12th Grade	Student Total
1 st -7 th %ile:	1	5	4	7	2	6	1	34% (52%)
8 th -24 th %ile:	0	3	5	1	7	6	5	27 (36%)
25 th -49 th %ile:	2	1	3		2	7	3	24% (16%)
50 th %ile +:	0	0	0			4	1	5 (66%)
Student total	3	9	12	8	11	23	10	N= 76 Students

*BLA students only - most recent Math MAP score used including students who tested in Fall 2015. - **N - 76 students**

Beloit Learning Academy Needs Assessment Narrative Mathematics Achievement

1. Describe your school's overall trend in math over time in terms of proficient and not proficient students.

Because our students come to us as a result of identified risk factors, our overall trend demonstrates that the majority of our students struggle in the area of Math. Additionally, many of our students come to BLA lacking Math credits and the foundational skills needed to access the graduation Math requirements. Student scores indicate that the majority of our students need Tier 2 and 3 interventions.

2. How does your school's performance compare to the district and the state?

Overall, BLA students perform lower per state/district assessments in comparison to other grade level peers.

3. Where do you see achievement gaps? Are there student groups that have significantly lower performance?

Achievement gaps are definitely noted. Due to the size of the student body, we were able to examine each student's data on an individual basis and noted that our Special Education students in general have the lowest achievement in reading, especially our Black Males, many of whom are special education students.

4. Identify your math urgent fact

The math urgent fact for BLA is that 52% of our students are in the 1-7th % and that out of twenty one 11th grade students who took the MAP, 17 (81%) of those scored in the 1-7th% range.

5. Identify the strengths and weaknesses you see across grade levels in math objectives?

Across the grade levels in math, the strength is the relative performance of our female students in comparison to male students, while a weakness is the performance of our African American male students.

Section 4: Strategic Plan

Goal 1: ELA Goal - 100% of students who attend regularly will meet their individual ELA growth goal as set by the student, family, school counselor and student advisor for the 2016-2017 school year.							
Action	Parties Responsible	Timeline	Evaluation	Budget Source (✓ one or more)			
				Site	Title 1	Other (Specify)	NA
Staff will work with each student in their advisory to establish a specific growth goal in the area of ELA.	Classroom Teachers School Counselor Reading Specialist	2016-17 school year	Advisory Personal Learning Plan				X
Staff will identify students in need of additional instructional support or enhancement in the area of ELA.	School Counselor Reading Specialist Classroom Teachers Admin	2016-17 school year	MAP, QRI Teacher Recommendation	X	X		
Staff will be familiar with the IEP of each SE student in their classroom as it pertains to Reading.	Classroom Teachers SE Program Mgr. Support Staff	2016-17 school year	IEP Goals met/completion	X			
Staff will work with the Reading Specialist for strategy or instructional support for students needing Tier 2/3 instruction in Reading.	Reading Specialist Classroom Teachers SE Program Manager Student Support Staff Admin	2016-17 school year	MAP, QRI Teacher Observation	X	X		
Staff will make every effort to communicate regularly with student's family to discuss academic progress, expectations, and concerns <u>and</u> meet with each student's family face to face at least 1x per quarter.	Classroom Teachers	On-going	SIT data Conference data Staff Documentation				

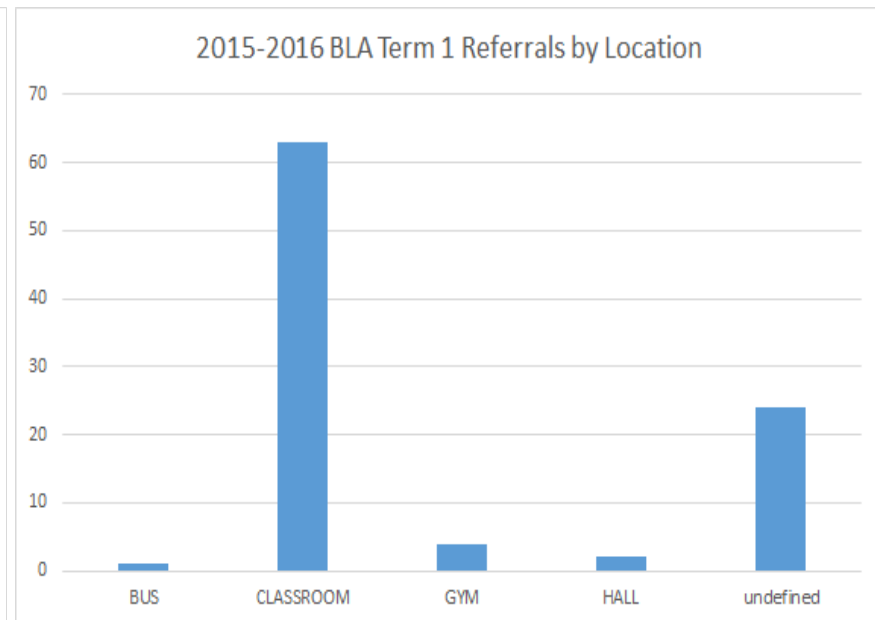
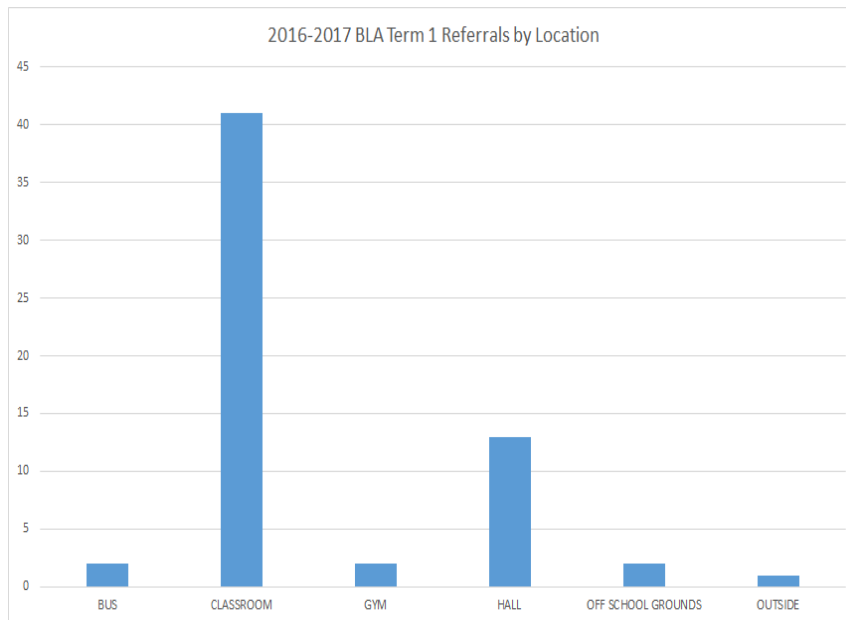
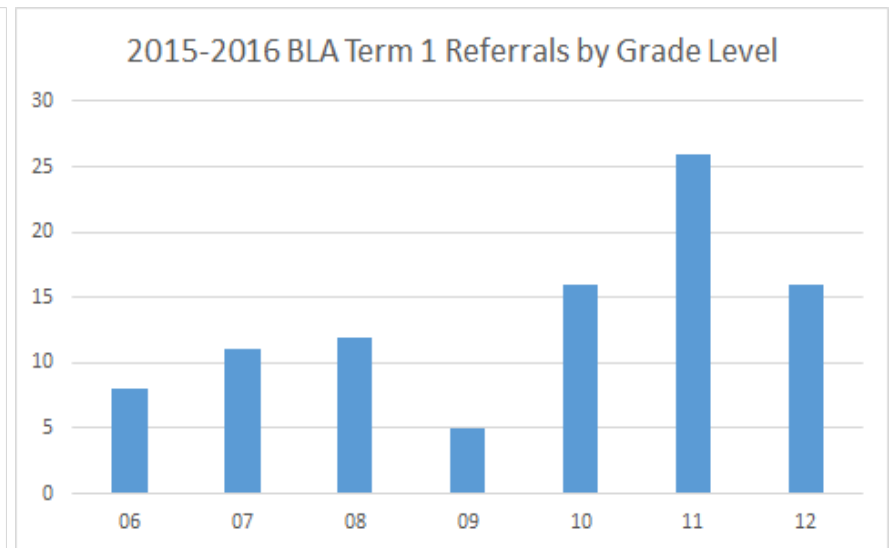
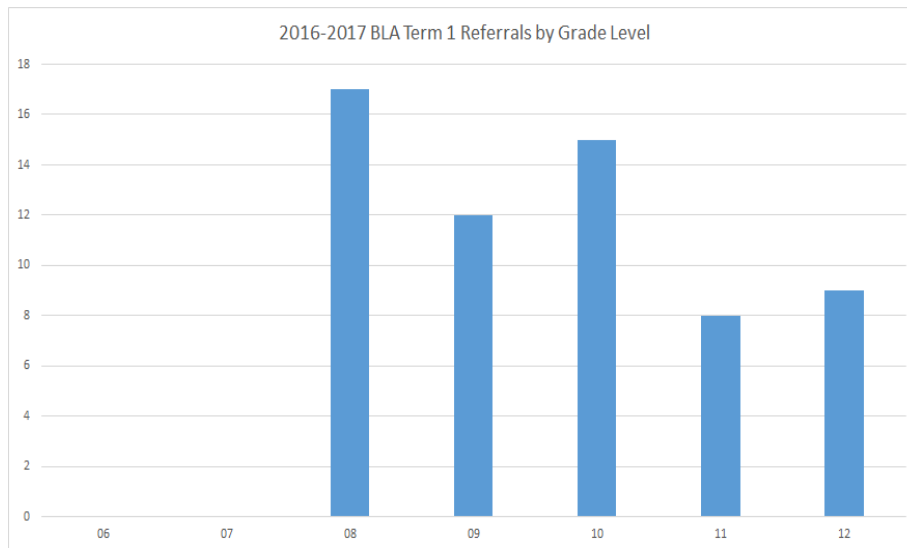
Goal 2: Math Goal - 100% of students who attend regularly will meet their individual Math growth goal as set by the student, family, school counselor and student advisor for the 2016-2017 school year.							
Action	Parties Responsible	Timeline	Evaluation	Budget Source (√ one or more)			
				Site	Title 1	Other (Specify)	NA
Staff will work with each student in their advisory to establish a specific growth goal in the area of Math.	Classroom Teachers School Counselor Math Interventionist Student advocate (family, etc) Admin	On-going	MAP, Graduation, GEDO completion, Credit completion and/or recovery.	X	X		
Staff will identify students in need of additional instructional support or enhancement in the area of Math.	Classroom Teachers Math Teacher Math Interventionist Admin	On-going	MAP Formative/Summative Teacher Observations	X	X		
Staff will be familiar with the IEP of each SE student in their classroom as it pertains to Math.	Classroom Teachers Special Education Teachers SE Program Manager	On-going	IEP Goals met or completed	X	X		
Staff will work with the Math Interventionist for strategy or instructional support for students needing Tier 2/3 instruction in Math.	Classroom Teachers Math Teacher Math Interventionist Admin	On-going	MAP Formative/Summative Teacher Observations	X	X		
Staff will make every effort to communicate regularly with student's family to discuss academic progress, expectations, and concerns <u>and</u> meet with each student's family face to face at least 1x per quarter.	All BLA Staff	On-going	SIT Data Conference Data Staff Documentation	X			

Section 5: School-wide Professional Development Plan Summary

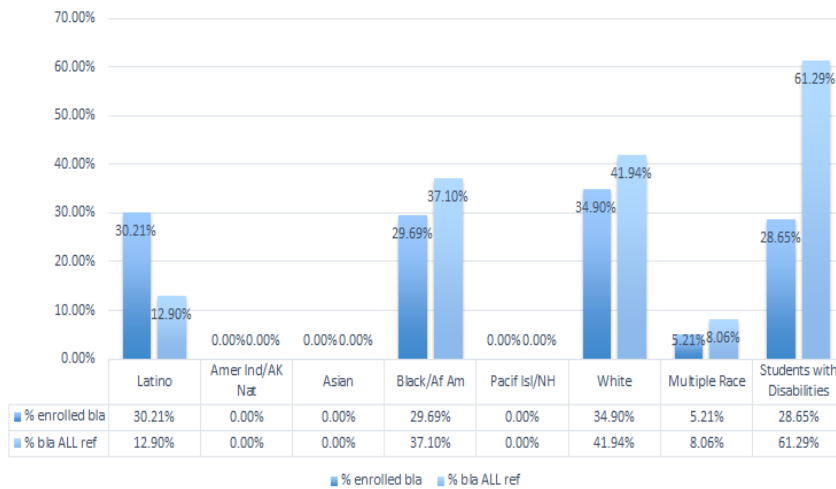
Professional Development Needs	
1. PBIS / Systemic practice and renewal	• BLA needs continued revision and reflection to provide PBIS practices for an Alternative School setting.
2. Trauma Informed and Sensitive Classrooms	• Training provided through SMHP • District PD and trained trainers.
3. Restorative Practices / School Based Diversion	• District Led Professional Development
4. Equity Training	• District Led Professional Development
5. Reading Comprehension Strategies across all core areas - Academic	• District Led PD • Reading Specialist
6. Student Resiliency / Student Engagement	• Book Study and Research Articles • Trainer Led Sessions • Guest Speakers
7. Professional Learning Communities Use of Data	• Leadership Team • District Led Professional Development

Beloit Learning Academy 2016-17 Professional Development Plan includes focusing on weekly and monthly Professional Learning Community collaborative time as well as Professional Development provided by district and outside staff throughout the year. The above items are the areas we will be working on this year with an emphasis on Trauma Sensitive Classrooms, Building Resiliency and restorative practices. We believe those areas will most directly help increase student achievement.

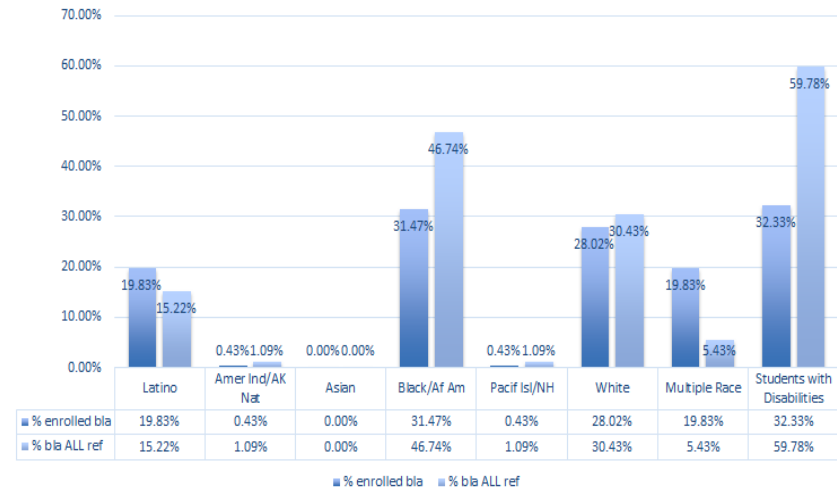
Section 6: Discipline Plan



**BLA Disproportionality: All Referrals Level 100+
Term 1 2016 (38 total referrals)**



**BLA Disproportionality: All Referrals Level 100+
Term 1 2015 (92 total referrals)**



Goal 3: EQUITY Goal: BLA will decrease suspensions of Special Education students throughout the duration of the 2016-2017 school year as compared to the 2015-2016 school year.

Action	Parties Responsible	Timeline	Evaluation	Budget Source (√ one or more)			
				Site	Title 1	Other (Specify)	NA
BLA School Mental Health Team will provide training to BLA staff in the area of TSS.	School Mental Health Team BLA staff Academic Support	2016-17 - 3-4 year pilot	Monthly training		X	SMHP stipend	
BLA staff will analyze and interpret IEP's through a trauma lens to better understand the special education students in our school.	Classroom Teachers Special Education Teachers Program Manager Academic Support Admin	Ongoing	Outcomes in growth goals; Discipline referrals.		X		X
BLA staff will work with SMHT to identify barriers to learning in order to engage and re-engage our students.	School Mental Health Team Classroom Teachers Classroom Support Staff Student Service Staff	Ongoing	Weekly SIT Documentation' Attendance data; Outcomes in growth goals.	X	X		

All BLA teachers will participate in book study on Fostering Resilient Learners and learn strategies for creating a trauma-sensitive classroom.	Admin Classroom Teachers Classroom Support Staff Academic Support	2016-17 school year	Monthly/bi-weekly book buddy meetings.	X		SMHP stipend	
BLA staff will maintain a safe and supportive school environment by: -Implementing PBIS Plan -Intervening immediately -Adhering to Minors/Major Infractions -Maintaining SDB Code of Conduct within the understanding of trauma informed, culturally responsive and restorative practices.	All BLA Staff Academic Support Admin	Ongoing	Discipline Data; Attendance Data; Student Surveys.	X	X		X

Section 7: Family Involvement Policy

Family Involvement Policy Beloit Learning Academy

In acknowledgement of much reliable research proving parental involvement raises the academic achievement of students; Beloit Learning Academy encourages involvement of parents through an active Family Volunteer Program. Additionally, we working to establish and Family/Teacher/Student Advisory. Adult family members are able to come to their student's classroom and learn about current happenings in the school and we communicate to parents our philosophy of the importance of their input and our recognition that they are the student's first teacher. To that end, we begin each school year with a parent open house that includes a family circle of introductions and a conversation of expectations and housekeeping for the upcoming year.

In order to build an effective home-school partnership, Beloit Learning Academy will provide the following:

1. An annual orientation where parents will meet their student's teacher and be reassured of their right and responsibility to be involved in their student's education.
2. A varied schedule for meetings and conferences in order to accommodate the needs of family. Teachers are flexible and in constant communication physically, in writing, and via other electronic means of communicating with families.
3. A minimum of four scheduled conferences, where the progress of the student will be discussed as well as the expectations for the grade level, school curriculum, test information and any other concerns that the teacher or family may have.
4. Continuous communication to assist parents in understanding the school curriculum and student achievement through the frequent phone calls, texts, emails, School District of Beloit Parent-Student Handbook, handouts and mailings, and student achievement reports.

5. Every year, a fall and/or spring survey for all families shall be conducted by the Beloit Learning Academy staff to collect opinions and concerns of parents about the current program and to collect suggestions for improvement and topics for meetings that meet the needs of parents.
6. Our Student Service staff works with families to enhance communication regarding programming, attendance, and home-school relations.
7. Families are encouraged to volunteer in classrooms. We encourage you to visit and work with your student as needed in order to ensure your students success.
8. BLA will incorporate additional parental education components such as Love and Logic Parenting for our families, guest speakers and other events.

Every effort will be made to communicate with parents in a format and language that is free of educational jargon and easily understandable by all. This includes making our communication friendly to our Spanish speaking families with the assistance of our ELL staff. Families and community members are always made welcome at Beloit Learning Academy.