



Beloit Memorial High School

2020- 2021

Emily Pelz
1225 Fourth Street
Beloit, WI 53511

Leadership Team Members		
Name	Position/Role	Years at Current School
Emily Pelz	Principal	2 years
Jaymee Thompson	Assistant Principal	5 years
Sam Carter	Assistant Principal	1 years
Heather Churches	Learning Coach	10 years
Jeff Straus	Assistant Principal	2 Year
Carie Champeny-Johns	Learning Coach	2 years
Patrick Abrahamson	Assistant Principal	2 years
Audra Humy	Learning Coach	2 years
Andrea Christianson	Learning Coach	2 years
Bill Greymont	Assistant Principal	0 years

Beliefs, Mission, Vision and Values

Beliefs

- All students will graduate with a comprehensive post secondary plan and as productive, responsible global citizens with the 21st Century skills to be successful
- Excellence, integrity, and good citizenship is expected of everyone
- BMHS will become a high performing school that provides student centered instruction and promotes lifelong learning
- All students are provided rigorous academic, co-curricular, and extra-curricular experiences
- Students receive high quality instruction in a safe and supportive learning environment that nurtures the learning and social emotional needs of each individual student.

Mission

The mission of Beloit Memorial High School, a high performing diverse learning community, is to prepare and empower each student to compete and achieve to one's potential in a changing global society by engaging students in challenging, diversified and relevant educational experiences.

Vision

Preparing and inspiring every student to succeed in life and contribute to an ever-changing world.

Values

- Excellence
- Collaboration
- Respect
- Diversity

- Empowerment
- Achievement

School Improvement Goals

Priority Area Literacy

All students will demonstrate academic growth in literacy skills regardless of modality of learning.

Priority Area Mathematics

All students will demonstrate academic growth in numeracy skills regardless of modality of learning.

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

Establish a vision of learning that involves all stakeholders in order to build collective staff efficacy.

CONTINUOUS IMPROVEMENT PLAN

Priority Area Literacy 2020 - 2021

District Strategic Plan Goal – Literacy: Students in the School District of Beloit will...

Theory of Action

IF administrators, coaches, and teachers are skillful in implementing intentional differentiated teaching practices that lead to ongoing and continued progress in their content areas with an intentional focus on literacy and numeracy,

If ongoing professional development is provided on high leverage teaching practices

Then teachers will increase their levels of self efficacy and performance.

If ongoing professional development and training is applied to classroom instructional planning and practices

Then instruction will improve.

If teachers and students receive timely and descriptive feedback

Then reflective practice will improve and performance levels will increase.

If teachers regularly and systematically collect data

Then our system will have stronger sources of data.

If PLCs and instructional teams regularly plan, analyze, collaborate, and act on data

Then data will be used to respond to individual student needs and be used to facilitate, differentiate, and refine instruction.

THEN each student will demonstrate growth in the areas of literacy and numeracy.

Root Cause Analysis:

High school students have not demonstrated adequate grade level growth in literacy and numeracy skills

- Students are not consistently receiving grades based upon what they know.
- Students are receiving grades based on their effort and not their proficiency.
- Not all teachers adequately understand how to assess students on standard mastery.
- Not all teachers have a working knowledge of their content or college and career readiness standards.
- There is a lack of training and oversight in standards alignment.

(SCHOOL) Literacy SMART Goal (Annual Growth): By the end of the 20 / 21 school year students will demonstrate growth in disciplinary literacy by utilizing evidence based literacy strategies.

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Annotation	Assessment and Placement	Annotation	Common formative and summative assessment practices
Summarization	Standards and Curriculum Development	Summarization	Common rubrics
Close Reading	Professional Learning	Close Reading	PLC data meetings

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.		

CONTINUOUS IMPROVEMENT PLAN

Priority Area Mathematics 2020 - 2021

District Strategic Plan Goal – Mathematics: Students in the School District of Beloit will...

Theory of Action

IF administrators, coaches, and teachers are skillful in implementing intentional differentiated teaching practices that lead to ongoing and continued progress in their content areas with an intentional focus on literacy and numeracy,

If ongoing professional development is provided on high leverage teaching practices

Then teachers will increase their levels of self efficacy and performance.

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(SCHOOL) Mathematics SMART Goal (Annual Growth): By the end of the 20 / 21 school year students will demonstrate growth in numeracy by utilizing evidence based strategies.

Evidenced Based Improvement Strategies (2 - 3)	Equity Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Discourse	Assessment and Placement	Discourse	Common rubrics
Questioning	Standards and Curriculum Development	Questioning	PLC Data Meetings
Multiple representations	Professional Learning	Multiple representations	Common assessment questions

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			
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

If stakeholders create a meaningful vision that enables students to learn and apply academic, 21st Century, and technical knowledge / skills in their educational experience,

If students are provided rigorous academic learning environments

Then they will gain proficiency towards the academic standards.

If teachers incorporate culturally relevant teaching practices into all academic and specialized courses

Then students will form connections to their learning and experience relevance in their education.

If teachers use common formative data to measure student growth, drive instruction, and provide feedback

Then students will receive differentiated learning opportunities

If PLCs establish success criteria based on priority standards for common summative assessments

Then the measurement of student proficiency will be equitable

If there is a clear, coherent approach to increasing student growth

Then there will be a more collaborative, sustained focus on school improvement

THEN teaching and learning will be transformed to foster an environment of collective efficacy.

Root Cause Analysis:

A low level of efficacy exists within the school culture.

- Common formative data is not being used to measure student growth or drive instruction.
- Inconsistent accountability expectations exist.
- Initiatives are fragmented and overloaded.
- There has been an inconsistent vision on school goals and initiatives
- Not all stakeholders have a personal investment in the vision.

(SCHOOL) BLT Choice SMART Goal (Annual Growth): By the end of the 20/21 school year, staff will demonstrate growth in PLC work by achieving the developing stage in an identified indicator area on PLC Continuum.

Evidenced Based Improvement Strategies (2 - 3)	Equity Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Coaching in PLCs	Professional Learning	Professional development on the PLC Continuum	Growth on the PLC Continuum
Professional development on the PLC Continuum			

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			
Term 2			
Term 3			
Summative			