



2021 - 2022

Emily Pelz
 1225 Fourth Street
 Beloit, WI 53511

Leadership Team Members:		
Name	Position/Role	Years at Current School
Emily Pelz	Principal	3 years
Bill Greymont	Freshman Academy Principal	1 years
Jeff Straus	Freshman Academy Principal	3 Year
Patrick Abrahamson	BACH Academy Principal	3 years
Sam Carter	HHES Academy Principal	2 years
Jaymee Thompson	PACMES Academy Principal	6 years
Andrea Christianson	Learning Coach	3 years
Audra Humy	Learning Coach	3 years
Carie Champeny-Johns	Learning Coach	3 years
Heather Churches	Learning Coach	11 years
Liz Carpenter	Art Department Chair	
Jennifer Schmitz	Business Department Co-Chair	
Tony Capozellio	Business Department Co-Chair	
Sara Johnson	English Department Chair	
Rachel Shepherd	FACE Department Chair	

Kim Gamble	Health & P.E. Department Chair
Kati McQueen	Math Department Co-Chair
Michelle Kelley	Math Department Co-Chair
Chris Behrens	Music Department Chair
Heidi Andre	Science Department Chair
James Hoey	Social Studies Department Chair
Brian Michels	Tech Ed. Department Chair
Becky Paulson	World Languages Department Co-Chair
Julie Horvath	World Languages Department Co-Chair

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

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

As we welcome students and adults back to school for 2021 - 22, we will take what we've learned and chart a new path forward. We will intentionally ground our work in 2 key areas, with educational equity as the foundation for each:

- Student and staff belonging, relationships, & well - being
- Accelerate student growth and achievement within the context of post-COVID teaching and learning environment

Moving into the new school year, adult resilience and wellness will have a direct impact on our ability to effectively support students. Research from John Hattie shows that collective teacher efficacy has the largest positive effect on student achievement. When adults feel a sense of safety and self-efficacy, they'll be able to cultivate an inclusive learning environment that meets students' needs both academically and socially. In practice, this will look like:

- Building the capacity of adults to model and teach SEL.
- Creating space for adults to practice resilience, mindfulness, and self-care—as well as celebrating staff achievements.
- Providing professional development on antiracist practices, identity work, adult SEL, culturally-responsive teaching, restorative practices, and trauma-responsive SEL.
- Elevating teacher voices to gather their feedback and drive school improvement.

While rigorous learning recovery will be at the top of our minds, equally important is the need to support each student socially and emotionally.

In order to access learning, students need to see their identities valued, feel safe physically and emotionally, and feel a sense of connection to peers and adults. In practice this will look like:

- Implementing relationship-building rituals for educators and students.
- Getting to know students on a personal level, elevating student voice, and listening and responding to their feedback and needs.
- Implementing daily and weekly SEL practices and routines that focus on relationships, resilience, and belonging.
- Fostering a safe, supportive, and equitable school climate that builds belonging and creates the conditions for academic learning.
- Implementing culturally-responsive pedagogy and SEL to strengthen students' sense of identity, promote inclusivity, and develop independent learners.

We realize that COVID has impacted student learning differentially over the past year and a half. Some students did quite well, and developed new technology and communication skills; while others need much more attention to regain their progress and unfinished learning. It is for this reason we will focus on accelerating student learning. This will be achieved by leveraging our educator's expertise through identification and implementation of evidence-based approaches and the continual seeking of evidence on the impact of our decisions about student learning. In practice this will look like:

- Maximizing opportunities to harness student agency in curriculum and instruction.
- Deliver effective assessments to prioritize critical skills and concepts students are missing, and measure the influence of instruction.
- Implement evidence-based approaches to teaching and evaluate their effect on learning.
- Put scaffolds in place that bridge gaps.

Continuous Improvement Plan Goals

Priority Area Literacy SMARTE Goal

By June 2022, all teachers will successfully incorporate one of the following high impact literacy strategies: questioning & discussion, summarization, or close reading at least once during a term so that 70% of students will demonstrate growth in their literacy skills, as measured by student evidence.

Priority Area Mathematics SMART E Goal

By June 2022, all teachers will successfully incorporate the LESRA model, regularly provide students with detailed feedback on formative assessments, and model academic language/discourse throughout the term so that 70% of students will demonstrate growth in their attention to precision defined by the Common Core Standards for Mathematical Practice, as measured by the common rubric.

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

By June of 2022, 80% of the BMHS student body will self report a sense of belonging and the feeling of being understood, as measured by school perception surveys.

CONTINUOUS IMPROVEMENT PLAN

Priority Area Literacy SMART E Goal: By June 2022, all teachers will successfully incorporate one of the following high impact literacy strategies: questioning & discussion, summarization, and close reading at least once during a term so that 70% of students will demonstrate growth in their literacy skills, as measured by student evidence.

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

- Students of color perform significantly below their white counterparts academically.
- The majority of students who take the Aspire and ACT tests perform in the basic and below basic ranges in ELA.

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

- Students of color access rigorous coursework at a rate significantly less than their white peer counterparts.

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

- Students are not demonstrating independent learning skills, so instructional strategies will be embedded to teach students independence.
- Disciplinary literacy strategies must be embedded across all content areas.

Theory of Action Statement: ☰ BMHS Theory of Action- 21/22

(SCHOOL) Literacy SMARTE Goal (Annual Growth): By June 2022, all teachers will successfully incorporate one of the following high impact literacy strategies: questioning & discussion, summarization, and close reading at least once during a term so that 70% of students will demonstrate growth in their literacy skills, as measured by student evidence.

Evidenced-Based Improvement Actions / Strategies (2 - 3)	Equity Area Targeted Component(s) Addressed	Professional Learning/ Collaboration Focus	Success Indicator
Questioning & Discussion	<ul style="list-style-type: none"> • Elevate collectivism and student voice • Creating a culturally responsive community for learning 	Oct. 29 <ul style="list-style-type: none"> • Self Reflection Nov. 11 Dec. 9 Jan. 13 Jan. 21	<ul style="list-style-type: none"> • Teachers will demonstrate growth on the Questioning and Discussion Attributes rubric. • Students will demonstrate growth on the Questioning and Discussion Attribute rubric. • Teachers will show evidence of scaffolded questions from DOK 1-3. • Teachers will implement a discussion strategy presented through professional development.
Summarization	<ul style="list-style-type: none"> • Cultivating independent learners 		
Close Reading	<ul style="list-style-type: none"> • Teach students a cognitive routine 		

Parent / Family Engagement Strategies for SMARTE Goal:

Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation


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 SMARTE Goal: By June 2022, all teachers will successfully incorporate the LESRA model, regularly provide students with detailed feedback on formative assessments, and model academic language/discourse throughout the term so that 70% of students will demonstrate growth in their attention to precision defined by the Common Core Standards for Mathematical Practice, as measured by the common rubric.

1.0 What are your key Equity Audit takeaways (2 - 3) related to Mathematics?				
<ul style="list-style-type: none"> • Students of color perform significantly below their white counterparts academically. • The majority of students who take the Aspire and ACT tests perform in the basic and below basic ranges in Math. 				
2.0 What are your key quantitative and qualitative data takeaways related to Mathematics?				
<ul style="list-style-type: none"> • Students of color perform significantly below their white counterparts academically, even though the majority of students in general are underperforming. • Students of color access rigorous coursework at a rate significantly less than their white peer counterparts. 				
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"> • Students need to see the relevance of mathematics and make connections across all disciplines and in daily life, in school and out of school. • There is a fixed mindset toward the learning and teaching of mathematics. 				
Theory of Action Statement:  BMHS Theory of Action- 21/22				
(SCHOOL) Mathematics SMARTE Goal (Annual Growth): By June 2022, all teachers will successfully incorporate the LESRA model, regularly provide students with detailed feedback on formative assessments, and model academic language/discourse throughout the term so that 70% of students will demonstrate growth in their attention to precision defined by the Common Core Standards for Mathematical Practice, as measured by the common rubric.				
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)
Develop common summative assessments and identify specific questions on the assessments that will be used to specifically assess attending to precision.	Information Processing: <ul style="list-style-type: none"> • Provide students authentic opportunities to process information 			

Develop a common rubric that all math teachers will use to assess attending to precision.	Information Processing: <ul style="list-style-type: none"> ● Use formative assessments and feedback to increase intellectual capacity 			
Intentionally incorporate opportunities for students to engage in productive discourse .	Community of Learners & Learning Environment: <ul style="list-style-type: none"> ● Make space for student voice and agency ● Build classroom culture and learning around communal (sociocultural) talk and task structures 			
Implement the I do/we do/you do strategy to model academic language/discourse in order to move students toward appropriate attention to precision in their work.	Learning Partnerships: <ul style="list-style-type: none"> ● Support each student to take greater ownership for his learning 			
Implement LESRA designed lessons.	Information Processing: <ul style="list-style-type: none"> ● Provide appropriate challenge in order to stimulate brain growth to increase intellectual capacity 			
Regularly provide students with detailed feedback on all formative assessments in regards to students' attention to precision.	Information Processing: <ul style="list-style-type: none"> ● Use formative assessments and feedback to increase intellectual capacity 			
Parent / Family Engagement Strategies for SMARTE Goal:				
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement	

			Documentation

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 - School Choice SMARTE Goal:

By June of 2022, 80% of the BMHS student body will self report a sense of belonging and the feeling of being understood, as measured by school perception surveys.

1.0 What are your key Equity Audit takeaways (2 - 3) related to school climate?				
<ul style="list-style-type: none"> The majority of students report that they do not feel understood. The majority of students report that they do not feel connected to the adults at our school. 				
2.0 What are your key quantitative and qualitative data takeaways related to school climate?				
<ul style="list-style-type: none"> The majority of students report that they do not feel understood. The majority of students report that they do not feel connected to the adults at our school. 				
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"> Social emotional learning and connectedness lays the foundation for academic achievement. Prioritize time to build and monitor a sustainable system focused on the importance of social emotional learning and connectedness. 				
Theory of Action Statement: ☰ BMHS Theory of Action- 21/22				
(SCHOOL) Building Choice SMARTE Goal (Annual Growth): By June of 2022, 80% of the BMHS student body will self report a sense of belonging and the feeling of being understood, as measured by school perception surveys.				
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)
Implement weekly 7 Mindsets lessons				
Parent / Family Engagement Strategies for SMARTE Goal:				
Evidenced-Based Engagement Strategy	Participants	Success Indicator	Engagement Documentation	

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"/> (Hyperlink Presentation) <input type="checkbox"/> (Hyperlink Invitation) <input type="checkbox"/> Meeting Date _____ <input type="checkbox"/> Meeting Time _____ 	<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 (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