BELOIT MEMORIAL High School

2022 - 2023

Emily Pelz
1225 Fourth Street
Beloit, WI 53511

Leadership Team Members:	
Name	**Position/Role**
Emily Pelz	Principal
Ken Davis	Freshman Academy Principal
Jeff Straus	Freshman Academy Principal
Patrick Abrahamson	BACH Academy Principal
Constance Barreau	HHES Academy Principal
Jaymee Thompson	PACMES Academy Principal
Andrea Christianson	Learning Coach
Audra Humy	Learning Coach
Carie Champeny-Johns	Learning Coach
Heather Churches	Learning Coach
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 Kelly	Math Department Co-Chair
Chris Behrens	Music Department Chair
Heidi Andre	Science Department Chair
James Hoey	Social Studies Department Co-Chair
Nicole Powers	Social Studies Department Co-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 must graduate with a comprehensive post secondary plan and as productive, responsible global citizens with the 21st Century skills to be successful

★ Everyone has the ability to rise to high expectations - Excellence, integrity, and good citizenship is expected of everyone

★ All students deserve to learn in a high performing school that provides student centered instruction and promotes lifelong learning

★ All students must have access to rigorous academic, co-curricular, and extra-curricular experiences

★ All students must 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

Each and every student will graduate college, career, and community ready.

Values
- ★ Excellence
- ★ Collaboration
- ★ Respect
- ★ Diversity
- ★ Empowerment
- ★ Achievement

What's your school's reimagined story…

As we welcome students and adults back to school for 2022 - 23, 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 is 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 2 years. 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.

Coherence Progression

Coherence Component F = Focusing Direction C = Cultivating Collaborative Culture D = Deepening Learning S = Securing Accountability	Emerging	Accelerating	Mastering
F.1. Shared purpose drives action.	X		
F.2. A small number of goals tied to student learning drives decisions.	X		
F.3. A clear strategy for achieving the goals is known by all.	X		
F. 4. Change knowledge is used to move the district forward.	X		
C. 1. A growth mindset underlies the culture.		X	
C. 2. Leaders model learning themselves and shape a culture of learning.	X		
C.3. Collective capacity building is fostered above individual development.	X		
C.4. Structures and processes support intentional collaborative work.		X	
D.1. Learning goals are clear to everyone and drive instruction.	X		
D.2. A set of effective pedagogical practices is known and used by all educators.	X		
D.3. Robust processes, such as collaborative inquiry and examining student work, are used regularly to improve practice.	X		
S.1. Educators take responsibility for continuously improving results.	X		
S.2. Underperformance is an opportunity for growth, not blame.	X		
S.3. External accountability is used transparently to benchmark progress.	X		

Our Theory of Action

If we have a shared vision of high expectations	
If we define climate and high performing culture	Then there will be a common language and understanding of how we feel and what we do
If we honestly and objectively look at data	Then we will develop a sense of urgency and responsibility to change our instructional practices to be student centered.
If collective commitments are developed, communicated, and modeled by the SAIL team	Then we will have a shared understanding of professional ways of being at BMHS
If ongoing PD is provided	Then teachers will create will increase their levels of self efficacy and performance
If staff receive consistent, actionable feedback and coaching around the collective commitments	Then a culture of accountability will be created
If we reflect on our process	Then we will celebrate our learning and identify additional resources and supports
THEN we will have a high performing culture of collaboration and trust	

Continuous Improvement Plan Goals

Priority Area Literacy SMARTE Goal

By June 2023, All instructional staff will successfully incorporate higher level thinking strategies into their instructional practices so that 80% of staff will demonstrate growth in their Questioning Attributes proficiency as measured by the Questioning Attributes Rubric.

80% of students will demonstrate growth in their critical thinking and questioning skills as measured by the Questioning Attributes Rubric.

Priority Area Mathematics SMARTE Goal

By June 2023, All instructional staff will successfully incorporate higher level thinking strategies (Costas) so that 80% of staff will demonstrate growth in their Questioning Attributes proficiency as measured by the Questioning Attributes Rubric.

80% of students will demonstrate growth in their critical thinking and questioning skills as measured by the Questioning Attributes Rubric.

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

By June of 2023, A high performing culture will be established by implementing structures and processes to support meaningful collaborative work so that student academic achievement increases in each department, academy, and across the school environment. This will be measured through a decrease in failure rates in all departments, and at least 80% of students will meet their individual growth target goals on the pre-ACT or ACT by the end of the school year.

Priority Area Literacy & Numeracy SMARTE Goal:

Goal: By June 2023, All instructional staff will successfully incorporate higher level thinking strategies (Costas) so that 80% of staff will demonstrate growth in their Questioning Attributes proficiency as measured by the Questioning Attributes Rubric. 80% of students will demonstrate growth in their critical thinking and questioning skills as measured by the Questioning Attributes Rubric.				
Action Step (A) or Monitoring Step (M)	**Coherence Component Prioritized**	**Lead**	**Date Due**	**Status**
A1(a) Present the "Why".	S2	Pelz	Aug	
A1(b) Use data to re-focus teaching (collect data on higher level thinking / questioning)	S2	Coaches / Dept. Chairs	Ongoing through Nov.	
M1 Underperformance is an opportunity for growth, not blame. (S2)	S2			
A2(a) Provide professional development on inquiry based thinking.	D3	Coaches /AVID Site Team	Ongoing through Nov.	
A2(b) Establish a system for conducting instructional rounds.	D3	Admin	Nov	
A2(c) Provide actionable feedback to teachers on inquiry based practices.	D3	Coaches /Admin	Ongoing	
M2 Robust processes such as collaborative inquiry and examining student work are used regularly to improve practice. (D3)	D3			

A3(a) Create lesson plan questioning form	C4	Coaches /Sail Team	Sept	
M3 Structures and processes support intentional collaborative work. (C4)	C4			

Priority Area - School Choice SMARTE Goal:

Goal: A high performing culture will be established by implementing structures and processes to support meaningful collaborative work so that student academic achievement increases in each department, academy, and across the school environment. This will be measured through a decrease in failure rates in all departments, and at least 80% of students will meet their individual growth target goals on the pre-ACT or ACT by the end of the school year.

Action Step (A) or Monitoring Step (M)	Coherence Component Prioritized	Lead	Date Due	Status
A1(a) Differentiate between climate and culture.	C3	SAIL Team	Ongoing through Nov.	
A1(b) Create a common language of a high performing culture.	C3	SAIL Team	August	
M1 Trust is growing and practices are becoming more transparent. (C3)	C3			
A2(a) Analyze data honestly and objectively	C2	SAIL Team	Ongoing through Nov.	

A2(b) Develop a data protocol to be used universally by teams	C2	Coaches	9/1/22	
M2 Structures and processes to support meaningful collaborative work are more common but are inconsistent across the school. (C2)	C2			

X	Quality Indicators	A/M
X	A. **Plan goals** focus on improving student learning or on factors/results that impact it (rather than primarily focusing on adult-centered strategies). (Milepost #6)	M2
X	B. One or more action/monitoring step aimed at building/sustaining commitments to a high-trust/high impact culture. (Milepost #2 & 7)	A1(b)
TB D	C. One or more action/monitoring steps is focused on intentional effort to **celebrate early/short-term wins**. (Milepost #1)	
X	D. An action/monitoring step designed to develop/refine an adult learning framework aligned with your theory of action (Milepost #7)	A2(b)
X	E. Multiple action/monitoring steps are aligned to **growing prioritized components within the Coherence Progression**. (Milepost #5)	All
X	F. One or more action/monitoring steps is focused on intentionally **embedding the SAIL process into the regular workflow and systems of the organization** back home. (Milepost #9)	M2
X	G. Action/monitoring step **responsibility is distributed among team members**.	All
X	H. Action/monitoring steps **deadlines are distributed across the 100-day calendar**, rather than bunching up at either end of the cycle.	All