2023 - 2024

Emily Pelz
1225 Fourth Street
Beloit, WI 53511

Leadership Team Members:	
Name	**Position/Role**
Emily Pelz	Principal
Ken Davis	Freshman Academy Principal
Brian Lundeen	BACH Academy Principal
Constance Barreau	HHES Academy Principal
Jaymee Thompson	PACMES Academy Principal
Andrea Christianson	Learning Coach
Rocio Patterson-Rivera	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 2023 - 24, 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 differently over the past 4 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 BMHS staff collectively acts as a high-performing professional culture	
If we set high instructional expectations for staff	Then they will create rigorous, relevant, and engaging lessons.
If we effectively analyze and reflect on data as a staff	Then we acknowledge and take urgent action towards increasing student achievement
If we implement a sustainable system of accountability	Then staff will be held to high expectations
If we effectively implement a system for our instructional framework (AVID)	Then students will take on the cognitive load, leading to an increase in student engagement and metacognition

If staff are provided relevant, scaffolded, and job-embedded professional learning opportunities	Then staff self-efficacy will increase

THEN student achievement and college and career readiness will increase.

Continuous Improvement Plan Goals

Priority Area Literacy SMARTE Goal

At least 80% of our students will demonstrate adequate growth in their College Career Readiness skills as measured on the Pre-ACT/Pre-ACT Secure by the end of the 23/24 school year.

Priority Area Mathematics SMARTE Goal

At least 80% of our students will demonstrate adequate growth in their College Career Readiness skills as measured on the Pre-ACT/Pre-ACT Secure by the end of the 23/24 school year.

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

Instructional - 100% of BMHS educators will incorporate collaborative structures into their instructional practices as measured by an increase in student engagement.

Professional Culture - 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 demonstrate adequate growth on the pre-ACT or ACT by the end of the school year.

CIP Roadmap Journal

Goal 1: At least 80% of our students will demonstrate adequate growth in their College Career Readiness skills as measured on the Pre-ACT/Pre-ACT Secure by the end of the 23/24 school year.				
Goal 2: 100% of BMHS teachers will incorporate collaborative structures into their instructional practices in order to increase student engagement.				
Goal 3: By June of 2024, 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**
Action Steps for Student Achievement				
A1(a): Prepare and engage staff in a Pre-ACT data retreat	S1	Ken Davis	Aug. / Sept.	Completed Aug.
A1(b): PLCs will identify and embed College & Career Readiness standards that align to their formative and summative assessments ● Add as a menu option to the PLC note catcher	S1	Admin. & Coaches	Nov.	Completed for: Physical Science Biology Alg. I Geometry
A1(c): PLCs will use a data protocol to examine course level assessments ● Add as a menu option to the PLC note catcher	S1	Admin. & Coaches	9/20 10/4 10/18 11/1 11/15	
A1(d): Pilot the use of benchmark assessments in science and math.	S1	Emily & TLE	Sept. & Nov.	Sept. 2023

A1(e): Crosswalk content standards and CCRS in Social Studies and English. • Emily will ask TLE team about time on Oct. 13th	S1	Emily & TLE	Nov.	
M1: Structures and processes for using data to improve learning are used consistently at all levels and monitored for impact (PreACT)	S1			
Action Steps for Collaborative Structures (Instructional Strategy)				
A2(a): Review/Revise IPI collection process and calibrate. • Admin. Team will discuss and revise during admin. Meeting. • Begin collecting data in Oct.	C4	Admin and Coaches	Aug.	
A2(b): Introduce collaborative structures and how it aligns to our building goals (EE)	C4	Coaches	Aug.	Completed Aug.
A2(c): Provide professional learning around collaborative structures • Coaches will provide Professional Learning on Collaborative Structures on Nov. 3rd	C4	Coaches	Nov.	
A2(d): Collect engagement observation data using the IPI • Admin. Team will discuss and revise during admin. Meeting. • Begin collecting data in Oct.	C4	Admin and Coaches and SAIL Team	11/16 11/29 12/4 12/12*	
M2: Structures and processes exist to develop collaborative learning and collective capacity but are inconsistently used across the school or district. (IPI)	C4			
Action Steps for High Performing Professional Culture				

A3 (a): Set expectations for how PLCs will function ● Provide information at the Department Chair meeting for Chairs to share w/ dept.	S1	Emily	Aug.	TLE @ a Sept Staff Mtg.
A3 (b): Teach staff how to use data effectively during PLCs using a revised data protocol	S1	TLE	Sept.	Completed Sept.
A3 (c): Have PLC teams identify essential data they will look at and create a timeline of when they will discuss the identified data.	S1	Admin and Coaches	Aug.	Starte but Complete
M3: Structures and processes for using data to improve learning are used consistently at all levels and monitored for impact.	S1			

Parent / Family Engagement Strategies

Evidenced-Based Strategy	Participants	Success Indicator	Goal Alignment (Select Literacy, Math or Choice)	Documentation
			Literacy ˅	
			Mathematics ˅	
			School Choice ˅	

Building Professional Learning
(Feel free to link the agenda with each date)

November 3	Literacy ˅	Collaborative Structures Strategies Google Slide Deck Collaborative Structures Self-Reflection Collaborative Structures Strategies Resource Page: 11/3/23
	Mathematics ˅	
	School Choice ˅	

January 26	Literacy ▾	
	Mathematics ▾	
	School Choice ▾	
April 8th	Literacy ▾	
	Mathematics ▾	
	School Choice ▾	