

OPS School Improvement Plan

2019-2020

High School: Harry A. Burke High School



Academic

**Notes district priority

<p><u>District Vision</u> Every student. Every day. Prepared for success.</p>	<p><u>District Mission</u> Omaha Public Schools prepares all students to excel in college, career, and life.</p>
<p><u>District Intended Outcome:</u></p> <ol style="list-style-type: none"> Using the 4-year cohort graduation rate, we will increase the percent of students who are identified as graduating on time by 2.2 %. (High School) <i>2017 - 2018 Achievement 78.1% 2019-2020 Goal Achievement 80.3%; Increase of 61 students.</i> For all NSCAS ACT (ELA, Math and Science) summative assessments, we will increase the percent of students who are identified as “On-Track” or “ACT Benchmark” by 3.6% ELA; 3.9% Math; 3.5% Science (High School) <i>ELA: 2017 - 2018 Achievement 28.6% 2019-2020 Goal Achievement: 32.2% **Math: 2017 - 2018 Achievement:22.2% 2019-2020 Goal Achievement: 26.1% Science: 2017 - 2018 Achievement: 30.8% 2019-2020 Goal Achievement: 34.3%</i> 	<p><u>School Intended Outcomes</u></p> <ol style="list-style-type: none"> <i>2017 - 2018 Achievement 84.5% 2019-2020 Goal Achievement 86%; Increase of 7 students.</i> <i>ELA: 2017 - 2018 Achievement 47% 2019-2020 Goal Achievement: 49.6%; Increase of 12 students.</i> <i>**Math: 2017 - 2018 Achievement: 36% 2019-2020 Goal Achievement: 39.2%; Increase of 15 students.</i> <i>Science: 2017 - 2018 Achievement: 48% 2019-2020 Goal Achievement: 50.6%; Increase of 12 students.</i>
<p><u>School Vision</u> We Believe: In the worth and dignity of each individual. In the ability of all students to learn. In the development of skills that enable students to function effectively in a global and technological society.</p>	<p><u>School Mission</u> Burke High School is dedicated to providing exemplary education through the collaborative efforts of students, parents, staff, and community.</p>
<p><u>School Academic Goal:</u> Students will achieve school intended outcomes.</p>	
<p><u>School Department Goals</u></p> <p>Math Department- Increase the percent of teachers collaborating with colleagues to support effective mathematics instruction. Increase math discourse in math classrooms.</p> <p>ELA Department- Increased student time reading, writing, and speaking by 10% in all English classes</p> <p>Reading Department –Implementation of all components of the instructional models (Read 180/System 44/iLit). Learning environment focused on procedures and routines.</p> <p>Science Department- Incorporate at least one Claim, Evidence, Reasoning (CER) protocol per unit.</p>	
<p><u>Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):</u> Students will achieve school intended outcomes by self-assessing their progress towards daily lesson learning goals. AdvancED: Leadership and Learning Capacity Domains; AQuESTT: Educator Effectiveness, Assessment.</p>	

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Math - Collaborative planning for teachers of common content areas. Shared lesson plans and goals. AdvancED: Leadership and Learning Capacity Domains; AQuESTT: Educator Effectiveness, Assessment.
ELA-Time on task for reading, writing, speaking in Fall (September/October) and Spring (April) by ELA TLC, Shelley Erikson. AdvancED: Leadership and Learning Capacity Domains; AQuESTT: Educator Effectiveness, Assessment.
Reading- Data from reading instructional model demonstrating student growth in Lexile level. AdvancED: Leadership and Learning Capacity Domains; AQuESTT: Educator Effectiveness, Assessment.
Science-Collaborative planning for teachers of common content areas. Shared lesson plans and goals. AdvancED: Leadership and Learning Capacity Domains; AQuESTT: Educator Effectiveness, Assessment.

Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders? Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.

<ul style="list-style-type: none"> • Teachers post daily lesson learning goals in student-friendly language. • Teachers and students frequently reference the learning goal throughout the lesson. • Teachers provide clear success criteria for learning goals • Teachers alignment of standards and lesson activities to the learning goal are strong. • Teachers “un-packs” learning goals to simplify student comprehension • Students are self-assessing their progress toward learning goals. 	<p>For all Spring MAP Growth interim assessments (Reading, Math, and Science), we will increase the percent of students identified as “At” or “Above” grade level norm by 3.6%.</p> <p>For all Spring MAP Growth interim assessments (Reading, Math, and Science), we will increase the percent of students identified as “meeting” or “Exceeding” projected growth goals by 5%.</p> <p>For all NSCAS ACT (ELA, Math and Science) summative assessments, we will increase the percent of students who are identified as “On-Track” or “ACT Benchmark” by 3%.</p> <p>Using the 4-year cohort graduation rate, we will increase the percent of students who are identified as graduating on time by 1.5 %.</p> <p>Increase the number of students On-Track or College and Career Ready on the PreACT by 5% compared to last year.</p>
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Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action.

<p>QUARTER 1</p> <ol style="list-style-type: none"> 1. Conduct school data walk with building leadership and determine what specific coaching and professional learning is needed for staff; Share results by department. 2. Building leadership reviews coaching data and determines supports needed for staff. 3. Curriculum Team and teachers review course failure rates during department meetings and determine which students need additional support. 	<p>QUARTER 2</p> <ol style="list-style-type: none"> 1. Review MAP Growth Interim assessments. 2. Conduct school data walk with building leadership and determine what specific coaching and professional learning is needed for staff; Results are shared with departments. 3. Building leadership review coaching data and determine supports needed for staff.
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<p>4. Curriculum Team reviews lesson plans and learning goal submissions and determine what additional professional learning is needed for effective use of learning goals. 5. Departments will review student responses to common assessments and common usage of learning goals.</p>	<p>4. Curriculum Team and teachers review course failure rates during department meetings and determine which students need additional support or credit recovery for second semester. 5. Curriculum Team reviews lesson plans and learning goal submissions and determine what additional professional learning is needed for effective use of learning goals. 6. Departments will review course failure rates during department meetings and determine which students need additional support.</p>
<p>QUARTER 3 1. Review PreACT results and determine what content can be reviewed during advisement. 2. Review MAP Growth Interim assessments. 3. Conduct School Data Walk with Leadership Team and determine what specific coaching and professional learning is needed for staff; Share results by department. 4. Leadership Team review coaching data and determine supports needed for staff. 5. Curriculum Team and teachers review lesson plans and learning goals submissions and determine what additional professional learning is needed for adjusting instruction based on results. 6. During monthly department meetings, content area teachers will engage in professional learning regarding their learning goals.</p>	<p>QUARTER 4 1. Conduct School Data Walk with Leadership Team and determine what specific coaching and professional learning is needed for staff; Share results by department. 2. Leadership Team review coaching data and determine supports needed for staff. 3. Curriculum Team and teachers review lesson plans and learning goals submissions and determine what additional professional learning is needed for adjusting instruction based on results. 4. During monthly department meetings, content area teachers will engage in professional learning regarding their learning goals.</p>
<p>Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?</p>	
<p>Burke will not reduce discretionary funding to classroom instructional supplies. Professional Development funding will be available for opportunities that meet the needs of our students in concert with the goals of the 19-20 SIP Plan. Burke's discretionary funding has been allocated with instructional needs having primary encumbrance. Guest Instructors will be provided for faculty to attend Data Talks outside of the building with colleagues.</p>	

Attendance

District Attendance Intended Outcomes:

Promoting and increasing daily student attendance, our district will increase the number of students in the NOT CHRONIC (green) domain by 2%.

2018-2019 Achievement: 47.16% 2019-2020 Goal Achievement: 49.16%

School Attendance Goal:

Our school will increase the number of students in the NOT CHRONIC (green) domain by 2%. These students will miss no more than 9 days of the entire academic year and meet the goal of STRIVE FOR 95.

2018-2019 Achievement: 39.42% 2019-2020 Goal Achievement: 41.42%

Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):

- Our school will establish and maintain an Attendance Team to consist of the principal, assistant principal, school support liaison, counselor, social worker, attendance secretary and other staff appointed by the principal. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- The Attendance Team will meet weekly to review attendance dashboard data, identify students for intervention, review current active strategies and align additional needed supports. (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- Implement Success Mentoring Program (CSI Schools). (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)
- In Class Today (AQuESTT: Positive Partnerships, Relationships, and Success and AdvancED: Leadership and Resources Capacity Domains)

Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?

- Staff engage daily with students promoting and recognizing attendance
- Teachers/Staff use methods to ensure all students feel welcome
- Teachers provide positive feedback to support daily attendance and promote future attendance
- Teachers record attendance daily and immediately following start bell
- Secretarial staff record attendance daily and immediately per BOE Policy
- SSLs plan and facilitate weekly attendance meeting
- Attendance Team members attend weekly Attendance Meetings and complete assigned tasks
- Building Leaders attend SSL Facilitated Attendance Meetings
- SSLs attendance and presenting attendance information at staff meetings
- School Counselors make phone calls to parent/guardian of students who have reached 5-day milestone and document in Student Services Contact log

Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.

- Review Attendance Dashboard data during weekly Attendance Meeting
- Upload Attendance Template/notes from Weekly Attendance Team Meetings to Instructional Leadership SharePoint

Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action.

- Use Attendance Dashboard to monitor targeted student attendance.
- Weekly Attendance Committee Meetings.
- School Data Walks will identify attendance of class while identifying academic tracking points.

Multi-Tiered System of Support for Behavior

<p><u>District Intended Summative Outcome:</u> Increase the use of MTSS-B Essential Components and Effective Classroom Practices to increase learning time and improve classroom behavior. Resolutions for events entered in Infinite Campus will be reduced by 3% using the Behavior Dashboard. (District-wide, resolutions decreased by 3% during the 17-18 school year.)</p>	
<p><u>School MTSS-B Goal:</u> Tier 1- Increase the use of Effective Classroom Practices and school wide use of specific positive feedback as measured on the Self-Assessment Survey (SAS) and Tiered Fidelity Inventory (TFI). Schools will show a minimum increase of 10% in each SAS system: Schoolwide, Non-Classroom and Classroom. 10% is a sign of deliberate change of practice on an anonymous self-assessment. Tier 2- Implement systems and practices for identifying and supporting students with frequent minor problem behavior incidents. 80% of the students in a Tier 2 intervention will successfully fade out of the intervention as measured by the Tier 2 Dashboard.</p>	
<p><u>Strategy(ies) (add AQuESTT Tenets/AdvancEd after each strategy):</u> AQuESTT: Positive Partnerships, Relationships, and Success, Transitions, Educational Opportunities and Access, College, Career and Civic ready; AdvancED: Learning, Leadership, and Resource Capacity Domains</p>	
<p><u>Strategies:</u> <u>Tier 1</u></p> <ul style="list-style-type: none"> • Maintain a Tier 1 team that will meet monthly to monitor the fidelity of Tier 1 practices. • Use the MTSS-B Tier 1 Action Plan to guide and document Tier 1 implementation and fidelity. • Attend Tier 1 Trainings. • Identify a Building Coach for Tier 1 who will attend six meeting led by district coaches. • Use schoolwide management strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior. • Staff will consistently follow the school's Behavior Flowchart to address behavior incidents. 	<p><u>Strategies:</u> <u>Tier 2</u></p> <ul style="list-style-type: none"> • Assemble a Tier 2 team that will meet the needs of students who need short term targeted interventions. • Develop and use a Tier 2 Action Plan that will guide and document Tier 2 implementation. • Attend Tier 2 trainings. • Identify a staff member who attends six zoom Tier 2 Coach meetings. • Maintain Tier 1 strategies that meet the needs of all students with common language used consistently across all settings. This includes teaching specific expected behaviors and providing frequent positive reinforcement for expected behavior.
<p><u>Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?</u></p>	
<p><u>Success Criteria:</u> <u>Tier 1</u></p> <ul style="list-style-type: none"> • Staff will teach, model and practice behavior expectations using the lessons and language from the school's behavior matrix. • Teachers will use a 4 to 1 positive to corrective ratio when providing feedback to students. • School-wide acknowledgement system used to reinforce student behavior. 	<p><u>Success Criteria:</u> <u>Tier 2</u></p> <ul style="list-style-type: none"> • Team will develop decision rules for Tier 2 nominations. • Staff will assist monitoring and implementing Tier 2 interventions.

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<ul style="list-style-type: none"> Students will respond to classroom managed behavior strategies, reducing the amount of lost instructional time. 	
<p>Monitoring Progress: What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.</p>	
<p>Monitoring Progress: <u>Tier 1</u> The MTSS-B Tier 1 team will:</p> <ul style="list-style-type: none"> Monitor the implementation of Tier 1 practices through annual administration of the Self-Assessment Survey (SAS) and the Tiered Fidelity Inventory (TFI). Use the Behavior Dashboard and other forms of data to determine trends in student behavior. 	<p>Monitoring Progress: <u>Tier 2</u> The MTSS-B Tier 2 team will:</p> <ul style="list-style-type: none"> Monitor the implementation of Tier 2 interventions through the annual administration of the SAS and TFI. Use the OPS Tier 2 Dashboard and other sources of behavior data to monitor fidelity of Tier 2 interventions in order to see an increase in appropriate classroom behavior.
<p>Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based on your results? Each Progress Monitor should have a Monitor and Adjust action.</p>	
<p>Monitor and Adjust: <u>Tier 1</u> The MTSS-B Tier 1 Team will:</p> <ul style="list-style-type: none"> Review Big Five behavior data and create and monitor monthly Solution Plans to increase positive student behavior school wide. Make needed adjustments to lesson plans, acknowledgement system and other practices. Provide on-going professional development based on needs identified by the team. 	<p>Monitor and Adjust: <u>Tier 2</u> The MTSS-B Tier 2 Team will:</p> <ul style="list-style-type: none"> Review behavior data, implementation fidelity and make needed adjustments to the interventions for students in need of Tier 2 supports. Meet twice monthly to monitor the efficacy of the selected interventions. Work jointly with the Tier 1 team to provide professional development on Tier 2 interventions.
<p>Budget/Resource Alignment: What expenditures will you make and how do they align to your SIP goals, strategies and PD plan?</p>	
<p>40 hours of planning and development were provided over the summer to create a cohort for 9th grade students needing support to meet MTSSB initiatives. Burke employs academic coaches, a SSC specialist, a transition instructor, and 4 Deans of Students to provide daily behavior interventions. We provide guest instructors for staff to attend MTSSB professional development opportunities.</p>	

Wellness

<p>District Intended Wellness Outcomes: Increase the number of wellness strategies implemented district-wide by 2%.</p>	
<p>School Wellness Goal: Students and Staff will increase the sense of belonging existent in the culture of Burke High School by addressing the wellness of the “whole person.” This includes those needs at the Psychological, Safety, and Belonging levels of Maslow’s Hierarchy of Needs and physical activity for physical well-being.</p>	
<p>Strategy(ies) (add AQUESTT Tenets/AdvancEd after each strategy): Strategies below are divided into Physical Activity, General Wellness, and Mental Well Being. Strategies meet AdvancED: Leadership, Learning, and Resource Capacity Domains; AQuESTT: Positive Partnerships, Relationships & Student Success, Transitions, College and Career Ready, and Educator Effectiveness.</p>	
<p>Physical Activity: Provide extra gym/recess time as a reward for good attendance Offer recess before lunch Establish walking groups for staff and/or students PE Teacher provides instruction to school staff on games that include physical activity and can be used with students inside or outside in addition to PE time Allow students time for movement throughout the day (e.g., brain breaks)</p> <p>School Based Activities that Relate to Nutrition and Physical Activity (i.e., General Wellness): Present general health and wellness information at regular staff meetings (e.g., stress management, benefits of walking, how to read a nutrition label, etc.) Promote health and wellness messages in school communications (e.g., school newsletter, website, etc.) Avoid scheduling clubs or activities during lunch so students and staff members can enjoy a relaxing lunch</p>	<p>Mental Well Being: -Implementation of Advisement for support for students with intentionality of time and space for purposeful relationship building. -Provide programming for advisement that covers the identification of unhealthy student relationships. -Provide Kognito Suicide Prevention Training to staff. -Continue Project Harmony Training with faculty. -Provide collaboration time for staff during staff meetings.</p>
<p>Success Criteria: How will reaching your goal be defined? What is the visible change in behavior of students, teachers, leaders?</p>	<p>Monitoring Progress: (Documentation should be kept in the Wellness Binder) What are the benchmarks you will use to determine progress towards reaching your goal? Include specific measures. Each Success Criteria should have a Progress Monitor.</p>
<p>-Increase number of participants in the school’s identified wellness activity -Increase number of wellness activities offered to students and/or staff members during the school year -Knowing that life presents challenges to the health and wellness of our teachers, and that teachers may need to take benefit days to recuperate and rejuvenate when ill, we hope to decrease the number of sick leave days for teachers from 1,334 in 18-19 to 1,200 in 19-20.</p>	<p>-Agendas, sign in sheets, and meeting minutes from school wellness committee meetings -Wellness Activity Documentation (e.g., number of staff members who participated in a staff meeting in discussion of a wellness topic.) -Frontline data monitoring. Peer support groups for staff members who miss 10 or more days.</p>
<p>Monitor and Adjust: When will the Progress Monitoring activities occur? What will you do based upon your results? Each Progress Monitor should have a Monitor and Adjust action.</p>	
<p>Monthly check</p>	
<p>Budget Alignment: What expenditures will you make and how do they align to your SIP goals, strategies, and Professional Learning Implementation Plan?</p>	
<p>Funding for Professional Development has been encumbered for a full day of SIP on April 10th, including Project Harmony consultant and group wellness experience.</p>	