



BURKE HIGH SCHOOL BULLDOGS

SCHOOL IMPROVEMENT PLAN

2020-2021

Mission Statement: *Burke High School is dedicated to providing exemplary education through the collaborative efforts of students, parents, staff, and community.*

Vision Statement: *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.*

School-wide Strategies:

1. **Shift from skill development to implementation in using learning goals in the delivery of instruction.**
2. **Teacher alignment of standards and lesson activities to the learning goal are strong and provide opportunities for student collaboration.**
3. **Teachers will utilize blended learning strategies to meet learning goals.**

School Improvement Goals	Monitoring Processes & Coaching Look-Fors
<p>Academic:</p> <ul style="list-style-type: none"> • English/Language Arts • Math • Reading • Graduation 	<ul style="list-style-type: none"> • Posted learning goals, referenced throughout lesson • Unpacking learning goals to clarify key terms and phrases • Aligned standards and lesson activities to the learning goal • Use district Guaranteed and Viable Curriculum to ensure equitable and rigorous instruction across all content areas • Students self-assess their progress toward learning goals • Use of blended learning strategies tied to learning goals • Quarterly reviews of course failure data and analysis
<p>Department:</p> <ul style="list-style-type: none"> • Career and Technical Increase student skill attainment by integrating literacy and numeracy through guaranteed and viable curriculum and work-based learning. • English/Language Arts Increase student time reading, writing, and speaking by 10% • English Language Learners • Fine and Performing Arts Increase student enrollment and retention in programs through student leadership and recruiting efforts. • Human Sciences and Education Increase student skill attainment by integrating literacy and numeracy through guaranteed and viable curriculum and work-based learning. • Math Increase the impact and effectiveness of collaborative teacher teams to support effective mathematics instruction. 	<ul style="list-style-type: none"> • Gradual release of instruction • Frequent checks for understanding • 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. • ESL Dept.- Use of EL core resources (In the USA, LLI, leveled texts, Academic Talk flip book, Reading A-Z, Inside, Edge, F&P Continuum of Literacy and Writing). • World Languages Dept.-Posted standards with Can Do statements, visuals, gestures, scaffolding of Language Usage with Sentence Frames, and frequent checks for understanding.

<ul style="list-style-type: none"> • Military Science Connect the learning goal to an essential (compelling) question to promote inquiry and rigor. • Physical Education Shift from the skill development stage to implementation stage in using learning goals in the delivery of instruction • Reading Implement all components of the instructional models of Read180/System44/iLit • Science Incorporate 3D/Cross Cutting Concepts and at least one Claim, Evidence, Reasoning (CER) protocol per unit. • Special Education IEP paperwork compliance, use of OPS continuum document, increase collaboration for co-teaching pairs • Social Studies Increase ACT writing scores through instruction and assessment of writing from multiple perspectives, using evidence, and constructing an argument. • World Languages Teachers and students using target language 90% of the time. 	
<p>Attendance:</p> <ul style="list-style-type: none"> • Increase the number of students in the NOT CHRONIC domain by 2% • Strive for 95 	<ul style="list-style-type: none"> • Record attendance daily, immediately, and accurately • Use methods to ensure all students feel welcome • Being intentionally inviting with frequent emotional “check ins” • Engage daily with students to promote and recognize attendance
<p>MTSS-B: Multi-Tiered Systems of Supports for Behavior</p> <ul style="list-style-type: none"> • 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) • Tier 2: Implement systems and practices for identifying and supporting students with frequent minor problem behavior incidents. • Resolutions for events entered in Infinite Campus will be reduced by 3% using the Behavior Dashboard. 	<ul style="list-style-type: none"> • Display, reference, model, and teach specific behavior expectations using lessons designed around the Bulldogs Lead the Pack Matrix • Incorporate common language used consistently across settings • Use a 4 to 1 positive to corrective ratio when providing feedback • Tier 1 team meets monthly to monitor the fidelity of Tier 1 practices • Monthly reinforcement of MTSS-B practices and strategies through Squad meetings
<p>Wellness:</p> <ul style="list-style-type: none"> • 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”. 	<ul style="list-style-type: none"> • Increase the number of lessons and resources for social-emotional support through Advisement • Provide lessons through advisement that covers the identification of unhealthy student relationships • Utilize Blue Cross/Blue Shield Mindfulness tools and resources

<ul style="list-style-type: none">• This includes the needs at the Psychological, Safety, and Belonging levels of Maslow's Hierarchy of Needs and Physical Activity for physical well-being.	<ul style="list-style-type: none">• Present general health and wellness information at regular staff meetings (stress management, benefits of walking, how to read nutrition labels)• Increase the number of wellness activities offered to students and/or staff members during the school year.• Physical Education staff provide ideas and strategies to staff/students that include physical activity that can be used with students outside of physical education time• Allow students time for movement throughout the day such as brain breaks
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