Burke High School
School Improvement Plan 2022-25

Our Mission

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

Academics

- Burke High will increase the percentage of 9-12th grade students identified as on-track for graduation by 5% annually.

Staff Retention

- Burke High will recruit and retain highly qualified and developed staff as it is the most essential component of a successful school district.

Financial Accountability

- Burke High will maximize resources to best serve student needs, academic gains, and community goals.

Ethic of Care

- Burke High will foster a caring, inclusive culture that assures all feel value, support, and joy.

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Public Schools

Implementation Design for Priority 1 Academics Focus Area: High School On-Track	Three Year Goal: Each year, every high school will increase the percentage of ninth-twelfth grade students identified as on-track for graduation by 5%.	Success Criteria: Evidence of Implementation	Professional Learning: Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal.

Facilitators Guide Page 22: Driver Diagram
Strategies: Identify the strategies that will be used to achieve this goal.
 	
• All teachers will utilize dashboard data to identify students in need of support.
• Teams will discuss interventions for students in need of support.
• Teachers will foster productive relationships with students in need of support.
• Teams will celebrate students who are on-track.
• Every at-risk senior is paired with a teacher mentor. "Adopt-A-Senior Program"
	Annual Benchmarks:
	Year 1: Freshmen On Track=85%
	          Gr10 Acad On-Track=85%
	          Grs11-12 On-Track=80%
	Year 2: Freshmen On Track=90%
	          Gr10 Acad On-Track=90%
	          Gr11 Acad On-Track=85%
	          Gr12 On-Track=85%
	Year 3: Freshmen On-Track=95%
	          Gr10 Acad On-Track=95%
	          Gr11 Acad On-Track=90%
	          Gr12 Acad On-Track=90%
		• Grading Distribution Data Analysis.
		• Use of Tier 2 Interventions for Academics.
			• MTSSA Tier Review
			• Tableau Dashboard Review
			• Teams Development for Grade 10-12
			• Teams Leaders Facilitation Training
			• IC Messenger Refresher Training
			• Teaching in a Block Refresher Training
			• Clear and consistent expectations for teachers on grading practices.
			• Advisement content support groups by grade level.
			• Senior Mentorship Programs

	Actions: Identify the specific actions you will take in the implementation of each strategy.	Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection.	
	• Infinite Campus (IC) Messenger use by all teachers: Missing Assignments notifications. • IC Messenger notifications by attendance staff for unverified absences.	• IC Messenger Use report will be collected Monthly to check fidelity of parent contacts • Faculty Teams meeting minutes will be reviewed monthly to check fidelity of team interventions planning	

Demonstrate financial accountability tied to student outcomes.

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	• On Freshmen Teams, weekly failure rate observations. Bi-weekly team student interventions. • On Gr10 Teams, weekly failure rate observations. Bi-weekly team student interventions. • Gr11-12; Quarterly grade analysis and identification. Quarterly Advisement grade checks.	• Celebrations will be documented on Teams or Twitter. • Senior mentor pairs will share progress with School Counselors quarterly	

Quarterly Disaggregated Results for Priority 1 **Academics**	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
Focus Area: Pass Rate	For whom was our work an improvement?	Problem of Practice for Instructional Rounds:

Mid-Year Disaggregated Results for Priority 1 Academics	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
Focus Area: Pass Rate	For whom was our work an improvement?	

Quarterly Disaggregated Results for Priority 1 Academics	Are we on track toward our annual benchmark goal?	What action will we take based on these results?

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Focus Area: Pass Rate	For whom was our work an improvement?	Problem of Practice for Instructional Rounds:

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Implementation Design for Priority 2	Facilitators Guide Page 11 Goal Calculator	Success Criteria: Evidence of Implementation	Professional Learning:
Focus Area: Staff Retention and Development	**Three Year Goal**: Recruiting and retaining a highly qualified, developed staff is the most essential component of a successful school district. Omaha Public Schools has highly qualified and effective staff in every division.		Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal.
Facilitators Guide Page 22 Driver Diagram **Strategies:** Identify the strategies that will be used to achieve this goal. • New Teacher induction and mentoring focus • Social Emotional Learning RULER Model for Staff and Students • Teacher Wellness Initiatives • Teacher Pipeline development, through the Teaching as a Profession Communications Academy Pathway, and Post-Secondary Practicum and Cooperative Teacher Placements. • LifeWorks Access and Usage • EHA Initiatives	**Annual Benchmarks**: **Year 1:** 22-23=4% Vacancy (4/100 FTE), 14% Mobility (14/100 FTE). **Year 2:** 23-24=3% (3/100 FTE) Vacancy, 12% Mobility (12/100 FTE) **Year 3:** 24-25=2% Vacancy (2/100 FTE), 10% Mobility (10/100 FTE)	• Proactive engagement with staff goals and well being • 100% turn-in rate for Spring Staffing Indicator Form • Staff mobility identified before April resignation deadline • 85% SIP Faculty Meeting Attendance • Staff Climate Survey data	• Wellness Training • Academy Team and Content PLC Collaboration • Social Emotional Learning/RULER Model Training • PAWS Embedded Practices
	Actions: Identify the specific actions you will take in the implementation of each strategy.	Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection.	
	• Building-level new teacher meetings. • New teacher mentor pairings. • 2nd year of Mentoring for teachers new to the profession • Wellness Initiatives	• Monthly Faculty Meeting participation checks • Quarterly Frontline Absence Management analysis • Staff Climate Survey Data will indicate an improvement the category: "Students at this school show respect or one another."	

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	• Building Exit interviews for departing staff		

Quarterly Disaggregated Results for Priority 2 Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	

Mid-Year Disaggregated Results for Priority 2 Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	

Quarterly Disaggregated Results for Priority 2 Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	

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Implementation Design for Priority 4	Facilitators Guide Page 11	Success Criteria:	Professional Learning:
Implementation Design for Priority 4 Focus Area: Ethic of Care	**Facilitators Guide Page 11** **Goal Calculator** **Three Year Goals**: 1. Each year, all schools and programs in the Omaha Public Schools will demonstrate an **increase of up to 2% in the percentage of students missing fewer than nine days** and demonstrate a reduction of the percentage of students identified as chronically absent.	**Success Criteria:** Evidence of Implementation	**Professional Learning:** Identify the professional learning that will be implemented in your school to support teacher and staff development with this goal.
Facilitators Guide Page 22 **Driver Diagram** **Strategies:** Identify the strategies that will be used to achieve this goal. • Attendance Team Meetings • Dean Team Meetings • Academy PLC Meetings Week 2 Student Check-Ins • MTSSB Tiers 1 & 2. • Comprehensive Burke Marketing Campaign	2. Each school/program in the Omaha Public Schools will demonstrate annually improved outcomes on the climate survey of at least 25% of parents/guardians and that there is evidence in the data that they are **equitably improving interactions** with students and families. 3. Proactive efforts focused on improving social/emotional skills at each school/program in the Omaha Public Schools will **decrease annually the number of student disciplinary events by 3%**. **Annual Benchmarks**: Year 1: 1. The number of students missing fewer than nine days of school will increase to 28.1%. 2. Parent Climate Survey Data will indicate growth in the area of "The atmosphere at this school is positive," by 2%; from 60% positive to 62%. Student Climate Survey Data will indicate growth in the area of "Adults in this school openly show that they care about me," by 2% from 50% positive to 52%. 3. The number of behavior events will decrease from 595 to 577. Year 2: 1. The number of students missing fewer than nine days of school will increase to 30%. 2. Parent Climate Survey Data will indicate growth in the area of "The atmosphere at this school is positive," by 2%; from 62% positive to 64%. Student Climate Survey Data will indicate growth in the area of "Adults in this school openly show that	• Attendance Team Cohesion during meetings • Parent Contact Log usage fidelity • B-Weekly Updated Grade books • MTSSB Tier 1 & 2 fidelity • Advisement Lessons for Behavior Expectations •	• Attendance parent contact practices refresher • Accurate attendance recording refresher • MTSSB Tier 2 Implementation • Attendance Summary Report for Teacher use

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they care about me," by 2% from 52% positive to 54%.
3. The number of behavior events will decrease from 577 to 560.

Year 3: 1. The number of students missing fewer than nine days of school will increase to 32%.
2. Parent Climate Survey Data will indicate growth in the area of "The atmosphere at this school is positive," by 2%; from 64% positive to 66%. Student Climate Survey Data will indicate growth in the area of "Adults in this school openly show that they care about me," by 2% from 54% positive to 56%.
3. The number of behavior events will decrease from 560 to 543.

Actions: Identify the specific actions you will take in the implementation of each strategy.	Progress/outcomes: Identify your evidence of measurable progress in the achievement of this goal based on each strategy. Indicate the frequency of collection.
• Big 5 Data Analysis through MTSSB • Intentional Collaboration between Due Process Staff (Deans, Aps) and Teachers	• Attendance Team will have 100% return on directed tasks. • Parent Contact Log Usage Report checked Quartly

Quarterly Disaggregated Results for Priority 4 Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?

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	For whom was our work an improvement?	What will be our Tiered Focus for MTSS-B Fidelity Checks? Attendance Meetings?

Mid-Year Disaggregated Results for Priority 4 Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	What will be our Tiered Focus for MTSS-B Fidelity Checks? Attendance Meetings?

Quarterly Disaggregated Results for Priority 4 Focus Area:	Are we on track toward our annual benchmark goal?	What action will we take based on these results?
	For whom was our work an improvement?	What will be our Tiered Focus for MTSS-B Fidelity Checks? Attendance Meetings?

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