



# BURKE HIGH SCHOOL BULLDOGS

## SCHOOL IMPROVEMENT PLAN

### 2021-2022

**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 student engagement strategies in the delivery of instruction.**
2. **Each lesson will include a cooperative learning, reciprocal teaching, or project-based learning strategy.**
3. **Teachers' planning and delivery of instruction facilitates student interpersonal communication development and provides opportunities for student collaboration.**

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

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

addressing the wellness of the “whole person”.

- This includes the needs at the Psychological, Safety, and Belonging levels of Maslow’s Hierarchy of Needs and Physical Activity for physical well-being.

- Utilize Blue Cross/Blue Shield Mindfulness tools and resources
- Present general health and wellness information at regular staff meetings (stress management, benefits of walking)
- 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