Burke High School Improvement Plan

Problem Statement: Thirty-five percent of our freshman students are off track on a 4-year graduation plan

Root Causes: Approximately fifty-nine percent of our incoming freshman are below grade level in reading proficiency upon entering high school

Goal 1: By May, 2027 we will improve our on-track rate by 5% from 67% for grades 10 through 12 and a 70% on track rate for grade 9.

Strategy: What will we focus on to achieve our goal-our commitments?	Actions: To do list: things we need to do to implement our strategies (Lead with a verb)	Success Criteria: What are we expecting to see and hear from the leadership team and teachers?	Progress/Outcomes: What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?		Professional Development: What will you teach to support effective strategy implementation? Budget Planning
PLC teams will develop supports based on data for students not on track	Analyze weekly failure rates by academies and PLC teams. Create a culture of learning that fosters positive and supporting relationships	Positive discussions about the culture of learning. Evidence of supports of improvement. Evidence of on-track data improvement	School Wide	On Track Data Report, Gradebook checks bi-monthly	• Literacy strategy implementation of Talk Read Talk Write and QSSSA • Academy Leader Facilitation Training • Tableau Data Review
			Grade Level	On Track Data Report	
			Collaborative Team	On Track Data Report	
Teachers will utilize grade level appropriate tasks utilizing HQIM and literacy strategies	Consistent usage of quality grade level tasks and text across content areas.	Through instructional rounds, classroom instruction will have evidence of the usage of HQIM and embedded literacy strategies	School Wide	Q1 and Q3 Eleot data	• District Curriculum Days and Science of Reading with TNTP • PLC Framework Practices
			Grade Level	Peer Coaching	
			Collaborative Team	SST calibration quarterly	

Burke High School Improvement Plan

Problem Statement: Fifty-nine percent of our students are not meeting district attendance goals.

Root Causes: Fifty-seven percent of our student absences are either truant or unverified.

Goal 2: By May of 2027, we will decrease our truant or unverified student absences by 5 %.

Strategy: What will we focus on to achieve our goal-our commitments?	**Actions:** To do list: things we need to do to implement our strategies (Lead with a verb)	**Success Criteria:** What are we expecting to see and hear from the leadership team and teachers?	**Progress/Outcomes** What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?		**Professional Development:** What will you teach to support effective strategy implementation?
Establish 3 attendance teams for At-Risk, Moderate, and Severe levels of attendance	Conduct two 8-week cycles of strategies for each attendance group and analyze data following each cycle Collaborate with DMG Group through each cycle	Identify individual challenges and barriers impacting student attendance Identify individual strategies for students and families to improve overall student attendance	School Wide	Tableau Data	DMG Group Collaboration with our attendance teams CAIP Training
			Grade Level	Ad Hoc Reports for truancy and tardies	
			Collaborative Team	Tableau Data, CAIPs	
Increase the number of students in classes on time	Intentional clearing of hallways following passing periods by administration	Decrease in the number of students truant in our weekly attendance report	School Wide	Tableau Data	Reinforcing procedures and routines for hallway usage by students, MTSSB
			Grade Level	Ad Hoc Reports for truancy and tardies	
			Collaborative Team	Tableau Data	

Burke High School Improvement Plan

Problem Statement: English Learners are making limited progress on the ELPA after exiting EL classes.

Root Causes: Background knowledge of ELPA rubrics by our students and staff. Skills needed to pass out of ELPA after exiting EL classes.

Goal 3: By May 2027, Burke will increase English Learners showing growth on ELPA from 58% to 63% through professional learning communities and grade level literacy strategies.

Strategy: What will we focus on to achieve our goal-our commitments?	**Actions:** To do list: things we need to do to implement our strategies (Lead with a verb)	**Success Criteria:** What are we expecting to see and hear from the leadership team and teachers?	**Progress/Outcomes** What evidence will we use to monitor student progress? When and with what frequency will we monitor the data?		**Professional Development:** What will you teach to support effective strategy implementation?
Teacher utilization of the ELPA 21 Writing and Reading Rubric during instruction	Provide ELPA 21 Writing and Reading Rubric to teachers Collaboration between General Education Teachers and EL Teachers during staff and academy meetings	Evidence of the usage of ELPA 21 Writing and Reading rubrics during classroom observations Increase percentages of student proficiency on ELPA 21	School Wide	Q1 and Q3 Eleot data; On Track Data	Teach teachers how to use the ELPA 21 Writing and Reading Rubric Teachers model instructional strategies during faculty meetings
			Grade Level	Peer Coaching	
			Collaborative Team	Increased EL strategies in general classes	
EL Teachers will have a caseload of EL Monitor students per academy	EL Teachers will meet once per week with monitor students	Increase percentages of student proficiency on ELPA 21 Evidence of discussions through academy agendas	School Wide	On Track Data	DMG group strategies implemented into new EL team EL Team Meetings weekly
			Grade Level	Academy agendas	
			Collaborative Team	Log of discussions with individual students	