

Burke School District

School Improvement Plan-2016/2017

Superintendent of Schools:

Erik Person

Business Manager:

Deb Indahl

K-12 Principal:

Mark Otten

Technology Coordinator:

Tamara Bull

School Board:

Joe Kellen,

Brandon York

Tammy Serr

Holly Mosterd

Lindsey McCarthy

Tamra Glover

Don Stukel

Philosophy

In today's society, education is a continuous process of learning, not only for the present, but for the future. Therefore, the Burke School will provide an educational environment that promotes and enhances learning as a lifelong endeavor. In addition, the Burke School believes that education is not just the development and refinement of mental capacity, but a process that assists the students in meeting their physical, social, aesthetic and emotional requirements.

The Burke School will strive to provide stimulation and assistance so that each child develops in accordance to his/her individual ability, interest, and potential. The responsibility of the school, therefore, is to help guide the individual in the many and varied educational experiences so that he/she can develop into a wholesome, happy, and productive human being.

The Burke School recognizes the importance of the home as an influence upon the child and believes that a sympathetic, cooperative attitude between the teacher and parent is necessary in the development of a student's integrated personality.

The total staff of the school system constitutes an inestimable and lasting force in the development of the student. The teacher is the most significant influence in the school and must, therefore, possess and demonstrate dedication, enthusiasm, and provide a safe environment in the school that fosters maximum student growth and reflects individual differences.

It is further realized that mutual rapport among the home, student, staff, administration, school board, and total community is necessary to implement this policy.

District Profile

Program Development

The Burke School District Leadership Team consists of administrators and teachers from all three schools in the Burke School District. Members of the Leadership Team meet annually to review data from the previous year's testing and discuss how to roll out that data to the remaining staff of the Burke School District.

The Leadership Team works to identify strengths and weaknesses of the district. They report these out to the remaining staff along with the rest of the data. The Leadership Team then takes part in a whole staff meeting which is designed to develop goals for our staff and students during the current school year.

Leadership Team Members

Erik Person, Superintendent	Linda Purvis, MS/HS English Teacher
Mark Otten, K-12 Principal	Matt Lindholm, MS Science/MS PLTW
Susie Karbo, 5 th Grade Teacher	Sandy Williams, 1 st Grade Teacher
Lynell Martin, PreK-5 Special Education Teacher	

Data Retreat Process

The Burke School District Leadership Team will meet in September of 2016 to discuss student achievement, programs and structures, professional practices and family and community data of the district. The Leadership Team will review the data for the district and determine how to report that data out to the remaining staff. The staff will then develop goals for the 2016-2017 school year based on the Smarter Balanced Assessment as well as our benchmark testing.

Professional Development

The Burke School District has designated in-service times throughout the 2016-2017 school year to be used to work on the development and implementation of parental involvement strategies as well as Student Learning Objectives, implementation of Planbook, and implementation of Teachscape. During these times, teachers will work individually as well as in small and large group settings to become more effective in these areas. The administration will not only lead the professional development, but also be active participants.

Burke School District-Academic Goals

We the PK-2 instructional staff of Burke School District will increase the overall achievement in phonemic awareness, phonics, vocabulary, comprehension and reading fluency. 75% of our students will be at or above benchmark in their composite Dibels score by May.

We the PK-2 instructional staff of Burke School District will increase the overall achievement in Math skills relating to time and money, story problems, place value and basic fact fluency (kind. 0-5, 1st 0-10, 2nd 0-20) according to classroom teacher testing and observation.

We the 3-5 instructional staff of Burke School District will increase the overall achievement of students so that 75% of all 3rd through 5th grade students will achieve at the proficient or advanced level in ELA as measured by the Smarter Balanced Tests this 2016-17 school year.

We the 3-5 instructional staff of Burke School District will increase the overall achievement of students so that 75% of all 3rd through 5th grade students will achieve at the proficient or advanced level in math as measured by the Smarter Balanced Tests this 2016-17 school year.

We the 3-5 instructional staff of Burke School District will increase the overall achievement of students so that 75% of all 5th grade students will achieve at the proficient or advanced level in science as measured by the DSTEP this 2016-17 school year.

Middle School ELA /Literacy:

For the 2016-17 school year in the Burke School District, 65% of the 7th and 8th graders in ELA/Literacy will perform at a Proficient level or higher on the Smarter Balance Test.

Middle School Math:

For the 2016-17 school year in the Burke School District, 60% of the 7th and 8th graders in math will perform at a Proficient level or higher on the Smarter Balance Test.

High School ELA / Literacy:

For the 2016-17 school year in the Burke School District, 60% of the juniors in ELA/Literacy will perform at a Proficient level or higher on the Smarter Balance Test.

High School Math:

For the 2016-17 school year in the Burke School District, 60% of high school students testing on the Smarter Balance Test in math will perform at a Proficient level or higher.

Planning Calendar

The Burke School District Leadership Team will utilize the following dates and times to deliver professional development to the staff of the Burke School. Professional Development will be led by Burke School Administration or the Burke School District Leadership Team.

August 16-8:00-9:30	Parental involvement strategies-Burke Leadership Team
September 14-2:00-3:30	Analyze Smarter Balance data-Burke School Administration
October 19-2:00-3:30	Planbook/Finalize SLOs-Burke School Administration
November 23-12:00-3:30	Work on Planbook-Burke School Administration
December 14-2:00-3:30	Review goals for the year-Burke School Administration
January 11-2:00-3:30	Review parental involvement strategies-Leadership Team
January 13-8:00-3:00	TBD-Leadership Team
February 15-2:00-3:30	TBD-Leadership Team
March 8-2:00-3:30	TBD-Leadership Team
April 12-2:00-3:30	TBD-Leadership Team
May 12-11:00-11:30	Leadership Team meeting

This plan is designed to be on-going and reviewed annually. Changes will be made throughout the school year as needed according based on needs identified by the Leadership Team as well as annually with input from all teachers.

Highly Qualified Teachers

The Burke School District attracts highly qualified professionals through a variety of recruiting methods and job notifications. We advertise job openings within the school, local and regional newspapers, and through the Associated School Board website, as well as contacting higher education institutions. If necessary, we will attend the teacher job fair to recruit highly qualified teachers. Teachers and Title I paraprofessionals must meet the state requirements for highly qualified staff. All applicants must submit a background check before working with children. Currently, 100% of our teachers and paraprofessionals are highly qualified. All special education paraprofessionals meet the highly qualified paraprofessional requirements of NCLB. The school district would provide professional development opportunities for all teachers and paraprofessionals who are not highly qualified.

Parental Involvement

The Burke School District posts test scores in local businesses as well as in the main office of the school. Parents are also sent individual test scores as they pertain to their child(ren) for the previous school year. Grades are posted weekly for our students and parents have access to them through the parent portal in Infinite Campus. We also print report cards quarterly to send home to the parents or be picked up at the school. Our parent/teacher conferences are held twice during the school year. One is held at the conclusion of the 1st quarter of school and the other is held at the conclusion of the 3rd quarter of school. Throughout the school year, there are also activities which parents get invited to such as

classroom breakfasts, plays, awards nights, concerts, book buddies, etc. Some of these events are district wide and others are geared towards specific schools. Our elementary school, which is schoolwide title 1, hosts classroom breakfasts, plays, concerts, book buddies, and we have an informational meeting for our parents during parent teacher conferences. Our doors are always open to parents and they are encouraged to attend all events that the school puts on throughout the year.

Smarter Balanced Results-ELA/Literacy

Grade	# of Students Tested	Percent Proficient
Grade 3	15	53%
Grade 4	13	92%
Grade 5	15	87%
Grade 6	18	61%
Grade 7	13	38%
Grade 8	22	68%
Grade 11	10	40%

Smarter Balanced Results-Mathematics

Grade	# of Students Tested	Percent Proficient
Grade 3	15	60%
Grade 4	13	92%
Grade 5	15	53%
Grade 6	18	61%
Grade 7	13	23%
Grade 8	22	59%
Grade 11	10	40%

DSTEP Results-Science

Grade	# of Students Tested	Percent Proficient
Grade 5	15	93%
Grade 8	22	77%
Grade 11	10	20%

ACT Results

Total Tested			English		Math		Reading		Science		Composite	
Grad Year	School	State	School	State	School	State	School	State	School	State	School	State
2011	15	6,983	21.9	21.0	20.5	21.8	23.2	22.0	22.5	22.1	22.2	21.8
2012	9	6,878	21.9	21.0	20.9	21.8	24.3	22.1	22.4	22.0	22.6	21.8
2013	14	6,723	20.0	20.9	19.3	21.8	21.2	22.1	20.7	22.1	20.4	21.9
2014	12	6,724	17.3	21.0	19.1	21.8	19.5	22.3	20.8	22.1	19.2	21.9
2015	8	6,615	21.5	21.0	22.4	21.7	22.6	22.4	22.9	22.1	22.4	21.9

Percent of ACT-Tested Students Ready for College-Level Coursework

College English Composition		College Algebra		College Social Science		College Biology		Meeting All 4	
School	State	School	State	School	State	School	State	School	State
75%	70%	50%	51%	63%	54%	50%	46%	25%	33%

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing courses. The scores needed to be considered college ready are:

- English Composition: 18 on ACT English Test
- College Algebra: 22 on ACT Mathematics Test
- Social Science: 22 on ACT Reading Test
- Biology: 23 on ACT Science Test