

# Burwell Public Schools

Continuous School Improvement Action Plan

**School Improvement Goal: Burwell Public Schools will increase the number of students at or above the 50th percentile in reading by 1% each year based upon NWEA MAP data.**

<p><b>Support Data</b> (Three sources used to select the goal)</p> <ol style="list-style-type: none"> <li>Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)</li> <li>DIBELS K-6</li> <li>NSCAS</li> <li>Program/Classroom Assessments</li> <li>Perception data: Student/Parent/Staff Survey</li> <li>School Programs and Process Data</li> </ol>	<p><b>Baseline/Post-Strategy Measures</b> <i>Norm-Referenced Assessments</i></p> <ul style="list-style-type: none"> <li>MAP</li> <li>DIBELS</li> <li>NSCAS Math, ELA, and Science</li> <li>ACT</li> </ul>	<p><b>Baseline/Post-Strategy Measures</b> <i>Non Norm-Referenced Assessments (Local)</i></p> <ul style="list-style-type: none"> <li>Classroom Assessments</li> <li>Progress Monitoring</li> </ul>						
<p><b>Strategy to Address the Goal:</b> Provide explicit instruction in comprehension and vocabulary.</p>				<p><b>Research Supporting This Strategy:</b> Institute of Education Sciences Improving Academic Literacy: Effective Classroom and Intervention Practices Report (Aug. 2008)</p>				
<p><b>Activities to Address the Strategy:</b> <i>Consider using the topics below in identifying action areas: 1) Learners 2) Curriculum 3) Teachers 4) Classroom</i></p>	<p><b>Person(s) Accountable</b></p>	<p><b>Timeline</b></p> <table border="1"> <tr> <td><i>Beginning</i></td> <td><i>End</i></td> </tr> </table>		<i>Beginning</i>	<i>End</i>	<p><b>Resources</b></p>	<p><b>Professional Learning Outcome</b></p>	<p><b>Demographic(s) Impacted</b></p>
<i>Beginning</i>	<i>End</i>							
<ol style="list-style-type: none"> <li>Align curriculum and instruction to the 2014 Nebraska English Language Arts standards</li> </ol>	<p>Classroom Teachers</p>	<p>August 25, 2016</p>	<p>ongoing</p>	<p>2014 Nebraska ELA Standards and existing curriculum materials</p>	<p>Cohesive scope and sequence of instruction</p>	<p>All students</p>		
<ol style="list-style-type: none"> <li>Purchase and Implement of ReadyGen for K-6</li> </ol>	<p>Teachers trained by Pearson</p>	<p>August 12, 2019</p>	<p>Present</p>	<p>Pearson</p>	<p>Use of ReadyGen and supporting materials</p>	<p>K-6 Students</p>		

3. Sustain Academic Literacy Project by conducting classroom learning walks, video self-reflection, and participating in strategy refresher sessions	Teachers Trained	October 15, 2019	Present	ESU 10 facilitates learning walks and provides refresher training	Provide ongoing feedback to teachers Monitor implementation progress and fidelity	All students
4. Provide multi-tiered systems of support	All Teachers & Intervention-ists, Special Education Teachers	Daily	Daily	MTSS Team & ESU 10 MTSS Consultants	MTSS Implementation Plan	All Students
5. Increase positive interactions with students and staff	All staff	Daily	Never	Weekly reminders with ideas for staff, students, parents	Improved school climate and culture	All students, staff and community
<b>Strategy to Address the Goal:</b> Ensure students have basic reading skills by Grade 3 by developing and implementing an individualized reading intervention plan for each student who is reading below grade level.				<b>Research Supporting This Intervention:</b> Institute of Education Sciences Practice Guide: Improving Academic Literacy: Effective Classroom and Intervention Practices Report (Aug. 2008) LB 1081 Nebraska Reading Improvement Act		
<b>Activities to Address the Strategy:</b> <i>Consider using the topics below in identifying action areas: 1) Learners 2) Curriculum 3) Teachers 4) Classroom</i>	<b>Person(s) Accountable</b>	<b>Timeline</b>		<b>Resources</b>	<b>Professional Learning Outcome</b>	<b>Demographic(s) Impacted</b>
		<i>Beginning</i>	<i>End</i>			
1. EIR (Early Intervention in Reading) Training and Implementation with targeted K-3rd graders who are put on a RIP (Reading Improvement Plan)	Grade K-3 Teachers & Intervention-ists, Special Education Teachers	Training: August 2, 2016 Implementa-tion: September 1, 2016	Ongoing	EIR materials, training, DIBELS,	Provide at risk students with basic reading skills	Identified K-3 students who are not reading at grade level
2. ReadyGen reading series and multiple interventions.	K-6 Teachers & Intervention-ists, Special Education Teachers	Training: December 11, 2016, January 5, 2017, August 12, 2019 Implement: August 2019	Ongoing	ReadyGen, Corrective Reading, Stepping Stones, Sound Partners, Triumphs, Vowac, Florida Central Interventions	Provide struggling readers with a strategy to decode multisyllabic words	K-6 students

3. Parent/Community Reading Nights (2 nights per quarter, the library is open for extended hours in the evening)	School Librarian, K-3 Staff, Administration	October 2016	Ongoing	School district provides snacks, grade level book lists	Provide model and structured time for families to read together	All students and parents
4. Parent/Community Reading Days	School Librarian	November 2019	Ongoing	School district provides snacks, grade level book lists	Provide model and structured time for families to read together	All students and parents