

## PCSD CIP ACTION PLAN

### *What is our long-term plan to improve student learning?*



**School Name:** \_\_\_\_\_ Plattsmouth Elementary School \_\_\_\_\_

**School Improvement Goal:** \_\_\_ All students will meet or exceed standardized grade level averages on EOY State Reading assessments.

**Mission and Vision Alignment -**  Academic \_\_\_ Behavior \_\_\_ Civic Engagement \_\_\_ Safety

**Strategic Plan Alignment -**  
 Employable Graduates \_\_\_ Safety and Security \_\_\_ High Quality Employees \_\_\_ Strengths-Based

	<b>Support Data for Goal Selection: <i>Why are we choosing this goal? What data supports the goal?</i></b>	<b>Baseline/Starting Point Measures: <i>What are we using to see how our students are doing now?</i></b>	<b>Post-Intervention/End of Strategy Measures: <i>What will we use to see improvement?</i></b>
1.	On Winter 2020 MAP ELA data, 56% of students in grades K-4 met the standardized grade level average score. On 2019 NSCAS ELA testing, 49% of 3 <sup>rd</sup> grade students and 69% of 4 <sup>th</sup> grade students met statewide expectations.	MAP F/W/S NSCAS (which will be NSCAS Growth) DRA	MAP F/W/S NSCAS Growth DRA
2.			
3.			
	<b>Strategy/Intervention: <i>What will we do to improve learning?</i></b> Increase frequency of small group reading/language arts instruction, including utilizing different types of small group instruction based on skills needed. Develop or use meaningful activities for students during small group instruction and during independent work during small group instruction time.		<b>Research Supporting this Strategy/Intervention: <i>How do we know the strategy will work?</i></b> Growth in DRA levels, weekly classroom assessments, and MAP scores, as well as increased scheduled small group reading/language arts times
	<b>Strategy/Intervention (Optional): <i>What will we do to improve learning?</i></b> Monitor engagement and utilize engagement strategies to increase participation, motivation, and achievement.		<b>Research Supporting this Strategy/Intervention: <i>How do we know the strategy will work?</i></b> Growth in reading scores, decreased work avoidance, increased engagement as evidenced by walk through engagement data

Consider using these topics in identifying action areas: *Learners, Curriculum, Teachers, Classroom, etc.*

Activities to Implement the Strategy/Intervention <i>What will we do?</i>	Person(s) Accountable <i>Who will work on this?</i>	Timeline <i>When will we work on this?</i>		Resources <i>What will we use to do this well?</i>	Staff Development Outcome/Evidence <i>What training can we get and how can we show it helped?</i>	Demographic(s) Impacted <i>What students are we supporting?</i>
		Begin	End/Benchmark			
Ensure curriculum alignment and fidelity K-4	Dr. Larson/Ms. Petricek/ELA reps	7/2021	Ongoing	Curriculum Maps, Fidelity checklist (to be developed)	Training on implementing curriculum with fidelity and if needed, more training on pieces of the reading curriculum	All students (Tier I strategy)
Evaluate schedules in order to maximize instructional time for small group instruction	Dr. Larson/Ms. Petricek/ELA reps/all teachers	7/2021	Ongoing	Schedule documents from Rule 10, Schedules	Maximized instructional time as shown by schedules	All students (Tier I strategy)
Staff development on small group instruction, including skill based groups and increasing engagement during independent and small group times.	Dr. Larson/Ms. Petricek/ESU3 coaches/all teachers	8/2021	Ongoing	Coaching from ESU3, research-based strategies identified on inferring and other reading skills	Staff development activities on engagement, small group instruction, independent work tasks	All students (Tier I strategy)

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## *What is our long-term plan to improve student learning?*



School Name: \_\_\_\_\_ Plattsmouth Elementary School \_\_\_\_\_

School Improvement Goal:    All students will meet or exceed standardized grade level averages on EOY State Math assessments.

Mission and Vision Alignment -    Academic    Behavior    Civic Engagement    Safety

Strategic Plan Alignment -  
   Employable Graduates    Safety and Security    High Quality Employees    Strengths-Based

	<b>Support Data for Goal Selection: <i>Why are we choosing this goal? What data supports the goal?</i></b>	<b>Baseline/Starting Point Measures: <i>What are we using to see how our students are doing now?</i></b>	<b>Post-Intervention/End of Strategy Measures: <i>What will we use to see improvement?</i></b>
1.	On Winter 2020 MAP Math data, 62% of students in grades K-4 met the standardized grade level average score. On 2019 NSCAS Math testing, 54% of 3 <sup>rd</sup> grade students and 60% of 4 <sup>th</sup> grade students met statewide expectations.	MAP F/W/S NSCAS (which will be NSCAS Growth)	MAP F/W/S NSCAS Growth
2.			
3.			
<b>Strategy/Intervention: <i>What will we do to improve learning?</i></b> Utilize small group math instruction.		<b>Research Supporting this Strategy/Intervention: <i>How do we know the strategy will work?</i></b> Growth in MAP scores and increase in chapter test scores, increased engagement as evidenced by walk through engagement data, as well as increased scheduled small group math times	
<b>Strategy/Intervention (Optional): <i>What will we do to improve learning?</i></b> Use explicit, systematic instruction, increasing the utilization of think alouds, visuals, and high quality research-based instructional strategies during math instruction.		<b>Research Supporting this Strategy/Intervention: <i>How do we know the strategy will work?</i></b> Growth in math scores/mastery on chapter tests, report cards, and MAP scores	

Consider using these topics in identifying action areas: *Learners, Curriculum, Teachers, Classroom, etc.*

Activities to Implement the Strategy/Intervention <i>What will we do?</i>	Person(s) Accountable <i>Who will work on this?</i>	Timeline <i>When will we work on this?</i>		Resources <i>What will we use to do this well?</i>	Staff Development Outcome/Evidence <i>What training can we get and how can we show it helped?</i>	Demographic(s) Impacted <i>What students are we supporting?</i>
		Begin	End/Benchmark			
Ensure curriculum alignment and fidelity K-4	Dr. Larson/Ms. Petricek/Math reps	7/2023	Ongoing	Curriculum Maps, Fidelity checklist (to be developed)	Training on implementing curriculum with fidelity and if needed, more training on pieces of the math curriculum	All students (Tier I strategy)
Evaluate schedules in order to maximize instructional time for small group instruction	Dr. Larson/Ms. Petricek/Math reps/all teachers	7/2023	Ongoing	Schedule documents from Rule 10, Schedules	Maximized instructional time as shown by schedules	All students (Tier I strategy)
Staff development on small group instruction in math	Dr. Larson/Ms. Petricek/ESU3 coaches/Math coaches/all teachers	8/2023	Ongoing	Coaching from ESU3/outside professional development	Staff development activities on small group math instruction	All students (Tier I strategy)
Staff development on explicit, systematic instruction, including visuals and metacognitive strategies	Dr. Larson/Ms. Petricek/ESU3 coaches/Math coaches/all teachers	8/2023	Ongoing	Coaching from ESU3/outside professional development	Staff development on research-based math instruction	All students (Tier I strategy)