



Plattsmouth Community School District Academic Achievement

*Working in partnership to ensure **A**cademic achievement, responsible **B**ehavior and **C**ivic engagement.*

Essence

To create an environment that empowers students with the skills, knowledge, and attitudes necessary to reach their career goals, understand and participate in civic situations, and make thoughtful and appropriate choices.

Vision

Our vision is for students to use their academic knowledge and high-level thinking skills to make thoughtful and appropriate choices in all aspects of their social and emotional life. Plattsmouth Community School District students will use their academic content knowledge and skills to reach their career goals and to adapt to changing jobs market. Students will also use their foundation of academic knowledge and skills as they analyze civic situations, make effective civic decisions, and participate in a democratic and world community.

Belief Statements:

We believe that because our schools are well equipped to develop academic knowledge and skills, all students will have the opportunity to:

- Learn.
- Use diverse learning strategies to acquire knowledge.
- Use the technology, research skills, and problem solving techniques needed for life-long learning.
- Learn from challenging and authentic experiences.
- Continue to develop and apply higher-level thinking skills.
- Develop study skills strategies.
- Become responsible for their learning.
- Set and achieve academic goals.
- Have and be positive role models.
- Have their learning developed through the cooperative efforts of the student, home, family, school, and community.

District Long-Term Academic Goals:

- 1) Grade-level groups of students will meet or exceed the norm group average growth target on the Fall NWEA Measures of Academic Progress assessment for math and reading.
- 2) Grade-level groups of students will meet or exceed the state average on the NeSA-R and NeSA-M assessments.

Key strategies:

- 1) Engagement of students, teachers, staff, and parents/guardians
- 2) Focus strategy

2019/2020 Subject Area Specific Goals:

- Language Arts: The students will develop, strengthen, and refine comprehension skills through purposeful reading and reflection –with emphasis on main idea/details and vocabulary – as a foundation for further development of higher level thinking skills.
- Math: The students will develop, strengthen and refine problem-solving skills while developing conceptual understanding and fluent computation strategies supported by literacy infused curriculum.
- Science: The student will develop scientific understanding and thinking skills through: inquiry and experiments using laboratory equipment, literacy infused curriculum, and the process of making connections with concepts.
- Social Studies: The student will develop SS concepts and higher level thinking skills through questioning and analyzing nonfiction resources with an emphasis on main idea/detail and inferring and predicting.



Plattsmouth Community School District Responsible Behavior

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Essence

To encourage an environment in which students develop respect for self, other people and property as well as demonstrate responsibility, integrity, courage, good judgment, and leadership.

Vision

Our vision is for students to demonstrate responsible behaviors in their homes, community, academic endeavors, and work places. Using these behaviors they will be able to better themselves, their community, their country, and the world.

Belief Statements:

We believe that because our schools are well equipped to develop the knowledge, skills, and attitudes necessary for appropriate behavior students will have the opportunity to:

- Learn and exhibit respect for people and property.
- Follow classroom and school expectations.
- Learn socially appropriate skills.
- Display the courage necessary to make appropriate decisions and stand up for your principles.
- Defend others when they are being mistreated or misunderstood.
- Analyze the impact inappropriate behaviors have on themselves, their peers, and society at large.
- Accept and apply constructive feedback.
- Demonstrate reliability, hard work and resiliency.
- Display pride in self, school, community, and country.
- Demonstrate self- reliance (financial, academics, etc.)
- Learn to balance school, family, friends, and work.
- Learn the importance of optimism and encouraging others.
- Practice self-determination
- Develop goals and implement personal strategies.
- Develop the problem-solving skills needed for bettering themselves, their community and the world.

District Long-Term Behavior Goals:

1) All students will identify, demonstrate, and reflect upon the behaviors appropriate to a variety of situations.

2) Students will successfully complete their problem solving plans and exhibit a change in behavior. Baseline data will be collected in 2015/2016. An increase by 5% in completion and behavior change will be the goal for 2016/2017 through 2020/2021.

Key strategies:

1) Clearly articulated classroom expectations

2) Student problem solving sheets



Plattsmouth Community School District Civic Engagement

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Essence

To create an environment that empowers students with the skills, knowledge, and attitudes necessary to make responsible choices in order to promote the public good within their communities.

Vision

Our vision is for students to feel connected to and pride in their community. They will participate in communities politically and socially and exhibit civic values. Students will be able to interact appropriately in social situations and use skills for productive problem solving and decision-making. Given a situation, they will make thoughtful, appropriate choices. Toleration of others and their choices will be their expectation.

Civically engaged students will be connected to their world, country, community, and heritage, actively involving themselves in such things as:

- * Clubs
- * Student Council
- * Safety patrol
- * Assemblies
- * Community events
- * Community meetings
- * Rallies
- * Voting
- * Public issues/activities
- * Petitioning
- * Peaceful protests
- * Volunteerism

Belief Statements:

We believe that because our schools are well equipped to address the cognitive aspects of good citizenship, students will have the opportunity to:

- * Contribute to different organizations in an array of interests and beliefs.
- * Work together to preserve the environment.
- * Participate in and contribute to the community.
- * Be informed about and thoughtful of the world around them.
- * Respect and understand the rights and welfare of others and their property.

* Display empathy, tolerance, and appreciation of differences.

District Long-Term Civic Engagement Goal:

All students will have opportunity each year to participate in at least one Civic Engagement activity.

Key strategies:

- 1) Put into writing a completed district Civic-Engagement scope and sequence document
- 2) Develop resources to support the Civic Engagement scope and sequence.



Plattsmouth Community School District

Continuous Improvement Goals Overview

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- 2) Grade-level groups of students will meet or exceed the state average on the NeSA-R and NeSA-M assessments.

Key strategies:

- 3) Engagement of students, teachers, staff, and parents/guardians
- 4) Focus strategy

District Long-Term Behavior Goals:

- 1) All students will identify, demonstrate, and reflect upon the behaviors appropriate to a variety of situations.
- 2) Students will successfully complete their problem solving plans and exhibit a change in behavior. Baseline data will be collected in 2015/2016. An increase by 5% in completion and behavior change will be the goal for 2016/2017 through 2020/2021.

Key strategies:

- 1) Clearly articulated classroom expectations
- 2) Student problem solving sheets

District Long-Term Civic Engagement Goal:

All students will have opportunity each year to participate in at least one Civic Engagement activity.

Key strategies:

- 3) Put into writing a completed district Civic-Engagement scope and sequence document
- 4) Develop resources to support the Civic Engagement scope and sequence.

Early Childhood Center Continuous Improvement Goals

Literacy: Children will demonstrate increased knowledge of phonological awareness by meeting or exceeding widely held expectations (WHE) for language and literacy development on the spring GOLD assessment

Key Strategies:

- 1) Interactive read-alouds- weekly
- 2) Phonological awareness activities- weekly

Mathematics: Children will demonstrate an improved knowledge of number concepts and operations by meeting or exceeding widely held expectations (WHE) for mathematics on the spring GOLD assessment.

Key Strategies:

- 1) Determine key math vocabulary
- 2) Monthly Parent and Child Together strategies focusing on mathematics.

Behavior/Social Emotional: Children will demonstrate improved healthy relationships with peers and adults by meeting or exceed widely held expectations (WHE) for social/emotional development on the spring GOLD assessment

Key Strategies:

- 1) PBS – Positive Behavior Support program
- 2) Targeted social-emotional strategies

Nutrition: 80% of enrolled children will be classified as being in the "normal range" as indicated by the Body Mass Index (BMI) by May. The "normal range" is from 6-84% BMI.

Key Strategies:

- 1) Implement curriculum
- 2) Monitor implementation

Elementary Continuous Improvement Goals

Reading: Students at all grade levels will meet or exceed the norm group average on Spring Measures of Academic progress.

Key strategies:

- 1) Engagement –student and teacher
- 2) Focus Reading (all)

Math: Students at all grade levels will meet or exceed the norm group average on Spring Measures of Academic progress.

Key Strategies:

- 1) Engagement –student and teacher
- 2) Basic facts- (all)

Civic Engagement: To develop a system for implementation of civic engagement opportunities.

Key Strategies:

- 1) Field trip alignment
- 2) Articulate grade level civic engagement plan

Middle School Continuous Improvement Goals

Reading: Grade-level groups of students will meet or exceed grade-level growth/proficiency expectations for reading as determined by the MAP.

Key strategies:

- 1) Focus Reading (all)
- 2) Engagement- student and teacher

Math: Grade-level groups of students will meet or exceed grade-level growth/proficiency expectations for math as determined by the MAP.

Key Strategies:

- 1) Focus Reading (all)
- 2) Engagement – student and teacher

High School Continuous Improvement Goals

Academics: All students will pass an increased number of their classes. The overall failure rate will be reduced by 5% each academic year.

Key Strategies:

- 1) Mandatory study hall for all freshman-juniors and for any seniors failing a class
- 2) Advisory Academic Focus days
- 3) After school study hall for students failing two or more classes
- 4) PAL/PIP study hall

Behavior: All students will improve their positive behavior/engagement by reducing the number of written referrals by 5%.

Key Strategies:

1) Interventions:
PAL Room, PIP, IEP, Social Worker Referral, Detentions, Suspensions, Expulsion, Parent Contact, PRIDE Forms

2) Staff training:
Referral system, classroom management strategies, and Trauma Sensitive Classroom approaches

