



# Platte County School District Equity & Inclusion Strategic Plan

Last Revision 9-15-22

As a Quality Continuous Improvement school district, Platte County School District has established the following overarching goals for the upcoming school year:

- Improve student achievement for **ALL** students as measured by overall student performance data, sub group performance data, and market value assets.
- Cultivate an environment of inclusion and equity for **ALL** students as measured by sub group data, attendance, graduation, discipline, survey data, participation data, and performance data.

Strategic plans and actions throughout the district are aligned to the above goals in order to focus our work and streamline our efforts.

The District's Equity and Inclusion Plan serves as a guidance document for the District, and outlines strategies designed to achieve the following goals:

- **Goal 1 (Culture of Belonging):** Improve our sense of belonging as measured by survey results and participation data.
- **Goal 2 (Equity of Access):** Improve our access and equity to opportunities and resources for all students as measured by survey results, process fidelity, participation data, and performance data.

This plan was developed with the Superintendent's Cabinet, District leadership, the District's Parent Advisory, and the Staff Equity and Inclusion Committee, and presented to the Board of Education for review and feedback.

## Our Equity & Inclusion Team Mission

To ensure a **culture of equity and inclusion** by continuously and thoughtfully improving our **access to meaningful experiences and sense of belonging for all learners.**

In order to support this work, the following definitions create a common language.

- **Culture of equity and inclusion:** A place that ensures participation, access, and the right to express culture while feeling valued, respected, and having individual needs met.
- **Equity:** A fair and just distribution of resources and opportunities for all individuals. The fair treatment, access, opportunity, and advancement for all individuals, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups.

### VISION

*Building learners of tomorrow...*

### MISSION

*To prepare individual learners for success in life, the Platte County School District provides meaningful experiences in a safe and caring environment.*

### VALUES

*Student Focus • Collaboration • High Expectations • Integrity  
Visionary Leadership • Innovation • Results Orientation*

### PRINCIPLES OF LEARNING

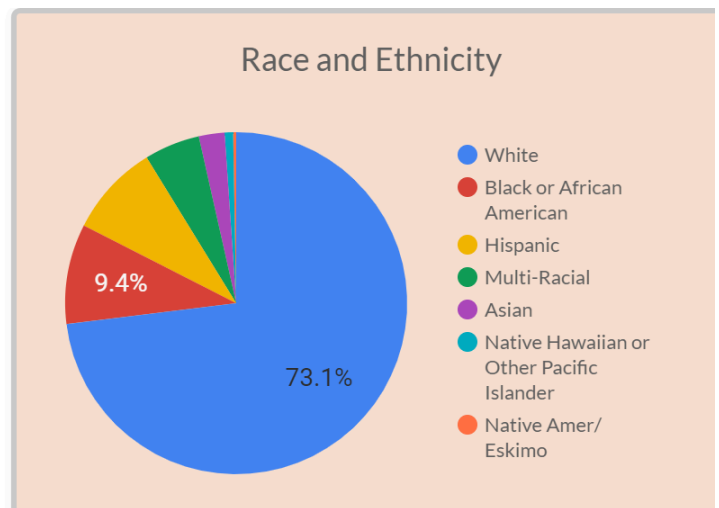
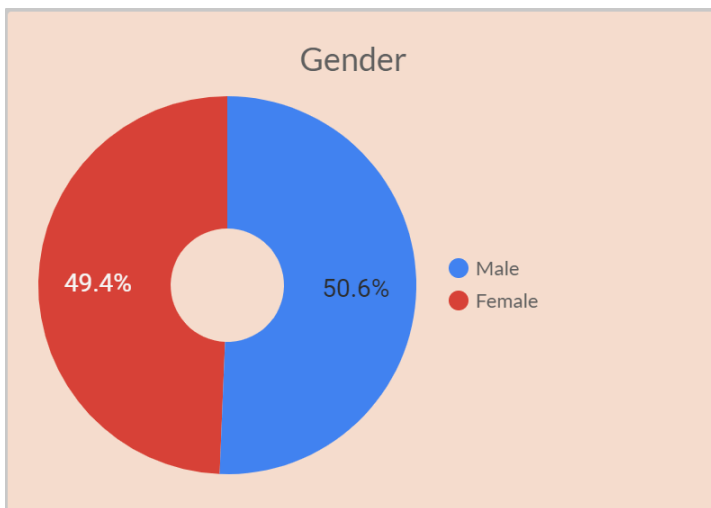
*Everyone can learn.  
Learning is a process.  
Each learner's personal best looks different.  
We learn from taking risks and making mistakes.  
We learn at different rates, times, and in different ways.  
Timely feedback is essential for high levels of learning.  
Learners should set goals and be able to track their own learning.  
Positive relationships are necessary to prepare individual learners for success.*



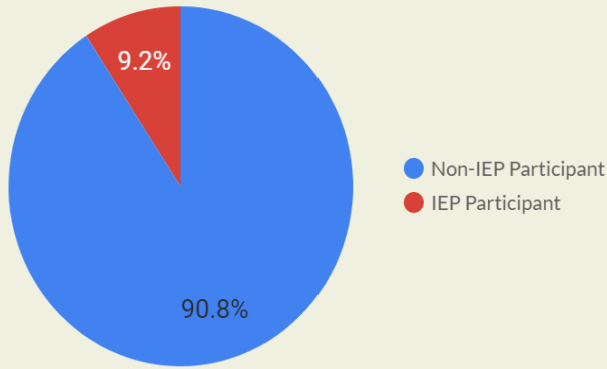
- **Inclusion:** A process of involvement and empowerment where the inherent worth and dignity of all people are recognized.
- **Diversity:** The understanding that each individual is unique, with a range of backgrounds in race, ethnicity, socioeconomics, and culture as well as various identities, experiences, and interests.
- **Belonging:** The ongoing culture created to have all individuals feel welcome across differences. This is manifested in relationships, experiences, physical space and written word.

Equity and Inclusion Leadership Structure	
<b>Superintendent's Cabinet</b>	District-level leadership
<b>Quality Academy</b>	District, Building and Department leadership
<b>District Team</b>	Certified and classified staff members representative of all buildings, including members of the Board of Education
<b>Parent Advisory</b>	Parents and community members, including members of the Board of Education who have volunteered. Serves as a two-way communication vehicle: <ul style="list-style-type: none"> <li>● District updates members of the progress of our Equity &amp; Inclusion Strategic Plan actions and results</li> <li>● Members provide feedback of our actions and results that can support the continuous improvement of our plan and ultimately support our Equity &amp; Inclusion Mission</li> </ul>
<b>Student Advisories</b>	Building-specific groups of students interested in E&I, designed to provide feedback and create opportunities for increased belonging

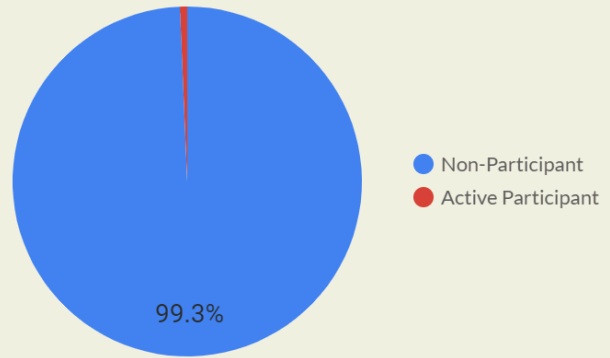
## Our Demographics



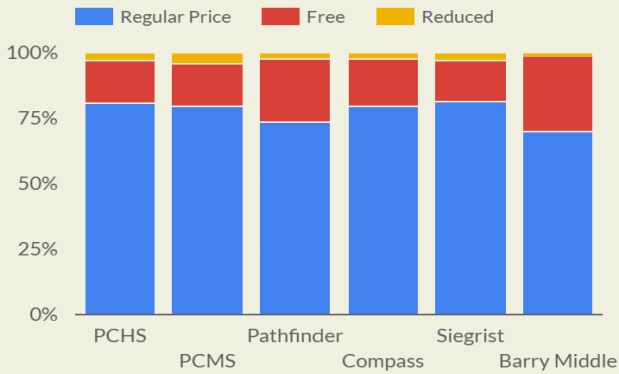
### Special Education Participation



### LEP/ELL Participation



### Lunch Status



## Stakeholder Needs

Every five years, the District conducts a Stakeholder Requirements Survey to assist in validating or revising our strategic focus areas, goals and improvement actions. Over 850 responses were received in 2021. The community validated a focus on meeting the needs of ALL learners in a safe environment, while building skills in communication, critical thinking, goal-setting and positive character, along with academic mastery.

## Stakeholder Requirements Survey

Identify the FIVE greatest challenges or issues the school district has to address over the next five years.

	2021	2016
1	Hire, retain, and develop quality educators	Hire, retain, and develop quality educators
2	Meet the individual educational needs of ALL students	Class sizes
3	Ensure safety to all students and staff	Keep current with technology needs
4	Keep current with technology needs	Ensure safety to all students and staff
5	Class sizes	Keep curriculum current and up-to-date



What are the most important skills and abilities students need to know or be able to do to be prepared for a successful future?

	2021	2016
1	Mastery of communication skills to include writing, speaking, presentation public speaking and listening	Mastery of communication skills to include writing, speaking, presentation/public speaking and listening
2	Ability to be a creative and critical thinker to solve problems	Mastery of core subjects (reading, mathematics, science and social studies)
3	Ability to organize, prioritize, set both short and long term goals	Ability to be a creative and critical thinker to solve problems
4	Exhibit positive character traits such as drive, determination, integrity, responsibility, pride, etc.	Ability to organize, prioritize, set both short and long term goals
5	Mastery of core subjects (reading, mathematics, science & social studies)	Exhibit positive character traits such as drive, determination, integrity, responsibility, pride, etc.

Additionally, our student, parent and staff surveys and focus groups reinforce the following needs:

- Sense of belonging for ALL learners
- Caring and safe environment
- Meaningful experiences
- Relevant and engaging instruction
- Equitable access and utilization of resources and processes

## Improvement Goals and Strategies

= Ongoing Activities

= Activities under Development

### Goal 1 (Culture of Belonging)

Improve our sense of belonging as measured by survey results and participation data.

- **Create and refine student advocacy groups to support student voice**
  - Develop and implement opportunities to build leadership skills and share ideas inside and outside the classroom, across all levels (ie. Innovation Teams, community circles, Student Lighthouse Teams, student jobs, principal advisory, student-led recognition events).
  - Utilize student feedback through surveys, focus groups, and advisories (ie. Superintendent’s Advisory, spring focus groups, student survey, “Belonging through a Culture of Dignity” Survey).
- **Utilize parent feedback structures that support guidance in our efforts and value in our strategies and actions**
  - Execute E&I Parent Advisory four times a year to update parents on our plan and solicit feedback.
  - Utilize parent feedback through surveys, focus groups, and advisories (ie. E&I Parent Advisory, Community Advisory Steering Team, Special Education Advisory, PTA feedback, Parent IgNights).
- **Create celebration and recognition events for various diverse groups.**
  - Execute a collaborative planning team to ensure district alignment and accountability to collective commitments and standards (ie. District E&I Committee).
  - Develop a calendar of special events celebrating our diversity and student recognitions in each building and district-wide (ie. Pirates ROCK, monthly recognition of student achievements and leadership, various ethnic celebrations, awareness activities, PCHS Diversity Fair).
- **Enhance a sense of overall, district-wide community**
  - Develop intentional collaborative activities between north and south campuses both for adults and students (ie. PLC collaboration between middle school staff, Homecoming, Character Warms the Heart week, Step Off Night, Got Character Seniors visits, Leader In Me events, Diversity Fair, 8th grade dance).
  - Develop a more robust Freshman Orientation Plan and Middle School to High School Onboarding Plan that



ensures an effective blending of north and south campuses, aligned to our Portrait of a Graduate, and prepares students for a Real World Learning experience (ie. Middle school visits, counselor/8th grade meetings, incoming freshman orientation). This strategy is also an improvement action in our Real World Learning Plan.

- **Provide professional development for staff**

- Develop and execute a Leadership Academy for District administrators and aspiring leaders that is aligned to our Leadership Framework and supports preparation for collaborating with a variety of different people and addressing challenging situations they may face (ie. Alignment of Administrator Performance Improvement Cycle [APIC] to the Leadership Framework and E&I plan, support in implementing building goals related to increasing a sense of belonging).
- Develop, as a component of a comprehensive professional development plan, experiences that support certified and classified staff in understanding how differences impact classroom environments and how to work through challenging discussions that may arise in classrooms (ie. books studies, Improvement Teams, Restorative Practices).
- Develop, as a component of a comprehensive professional development plan, experiences that support enhanced skills in meeting the individual needs of students (ie. ELA curriculum roll out, Improvement Teams, Tiered Support Plan deployment, Student Success Teams, Instructional Framework - rigor, relevance, and engagement considerations).

## **Goal 2 (Equity of Access)**

Improve our access and equity to opportunities and resources for all students as measured by survey results, process fidelity, participation data and performance data.

- **Develop and deploy discipline processes equitably**

- Analyze our discipline data in identifying strengths, weaknesses, opportunities for improvement, and possible threats to help identify next steps in the continuous improvement of our behavior management processes (ie. CARE teams, district-level analysis, SWOT analysis, alignment by level).
- Explore and expand options for a District-wide behavior support system that teaches and reinforces healthy intra- and interpersonal skills within a responsive system to manage difficult situations (ie. CARE teams, Safe and Civil Schools work, administrative alignment and calibration, revamping of discipline coding and definition, Behavior Coaching, In School Suspension program revisions).

- **Explore and refine when necessary activities and/or opportunities in extra and co-curricular activities that support equity and inclusion (outside of school)**

- Ensure that the District is offering equitable experiences for all learners throughout the District (ie. student support in athletics, Pirate Crew, elementary clubs, Special Olympics).
- Monitor the disaggregated participation in experiences and try-out processes to identify possible opportunities for improvement (ie. disaggregated participation and acceptance rates, increased recruitment efforts, promotion of opportunities across multiple platforms).

- **Prepare students for real world application of skills related to working in diverse groups**

- As part of the Real World Learning Plan (integrated with our Equity and Inclusion Plan) develop a K-12 curriculum, instruction, and assessment strand focused on our Portrait of a Graduate, supporting learning and growth for students no matter the path they choose (Real World Learning Action Teams at middle and high school levels, Academic Senate).
- Utilize our post-secondary advisor and Director of School, Community, and Business Partnerships to ensure we have equitable access to Real World Learning opportunities no matter the path a student may choose (NCC, NCAPS, Farmers House, internships, A+ opportunities, in-house experiences).

- **Eliminate barriers to participation in key school experiences**

- Utilize our Curriculum, Instruction, and Assessment Plan and processes to ensure a guaranteed and viable curriculum through relevant and engaging instruction (Tiered Support plan deployment, Student Success Team, Improvement Teams, Curriculum Implementation Plan, Instructional Framework - rigor, relevance, and engagement considerations).
- Examine the multitude of opportunities we offer students and identify possible barriers that might eliminate



- students from participating (McKinney-Vento process and resources, Pirate Crew, transportation options, leadership opportunities)
  - Utilize our Admin Team and Community Advisory to problem solve inequities that exist relative to resources, facilities, and processes (Long Range Planning Committee, walkthroughs, facility evaluation, Capacity Studies, demographer data).
- **Measure and maximize inclusion in Northland Career Center, Northland Center for Advanced Professional Studies, Advanced Placement, College Credit Offerings, LEAP (Gifted), National Honor Society, National Junior Honor Society, etc.**
  - Monitor the participation of Real World Learning experiences to identify possible opportunities for improvement (ie. disaggregated participation and acceptance rates, increased recruitment efforts, promotion of opportunities across multiple platforms)
  - Utilize our collaborative partnerships and networks to ensure our students have access to experiences that support the application of their learning and possible certifications and credentials (ie. market value assets, analysis of disaggregated data and trend data, increased promotion of opportunities across multiple platforms).
- **Leverage the Improvement Team process to ensure we are meeting the social and emotional needs of our students and choosing appropriate resources to support learning**
  - Implement systematic processes to identify students that might be in need of support, socially, emotionally, or behaviorally (ie. Signs of Suicide screening, CARE Teams, Universal Screening in internalizing and externalizing behaviors-SABERS).
  - Implement a systematic process and ensure adequate resources to support students that have been identified as needing additional support so they can experience success (Staffing recommendations, Signs of Suicide screening, CARE Teams, School Counseling program, School Social Work, Behavior Coaching, Universal Screening in internalizing and externalizing behaviors-SAEBRS, Treasure Chest).

## Key and Supporting Measures

The following indicators will be used to measure the impact of this strategic plan:

- Performance data including Missouri Assessment Program (MAP) and End-of-Course Exams (EOC) Subgroup achievement gaps
- Feedback results (survey and focus groups, disaggregated beginning Fall 2021)
  - Students: focus on sense of belonging/relevant & engaging instruction/my teacher cares about me
  - Staff: sense of belonging/skills to be effective in handling these topics/curricular supports and resources
  - Parents: sense of belonging/teacher cares about my family
- Participation data (disaggregated) including clubs, activities, athletics, awards, AP/College Credit
- Discipline data
- Process fidelity (Child Find, Multi Tiered System of Support)

## Missouri DESE Requirements: MSIP 6

The Missouri School Improvement Program (MSIP 6) requires districts to intentionally focus on Equity of Educational Experiences ([MSIP 6 Rule](#)).

- *The school system ensures each student, particularly low-income and minority students, has equitable access to qualified, experienced, and effective teachers, learning experiences, academic and social supports, and other resources necessary for success in all content areas.*
- *The school system implements policies to address student misconduct in a positive, fair, and unbiased manner.*
- *The school system initiates and promotes collaborative relationships with community partners, agencies, and institutions that promote open dialogue and respect for multiple perspectives.*
- *The school system monitors equity gaps between student groups (e.g. gifted and/or enrichment, at-risk, special education, etc.), applies strategies to reduce barriers between student groups and implements strategies to address equity gaps between student groups.*

