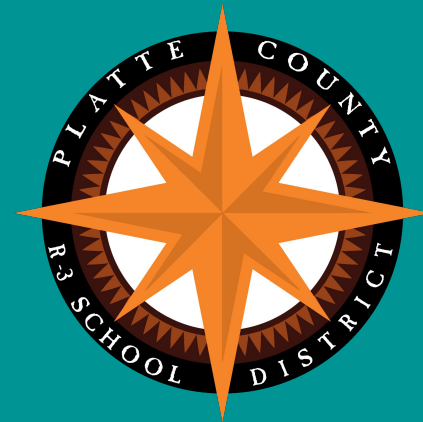




# KEY PROCESS UPDATE

Teaching & Learning System

November 2024



# LEADERSHIP

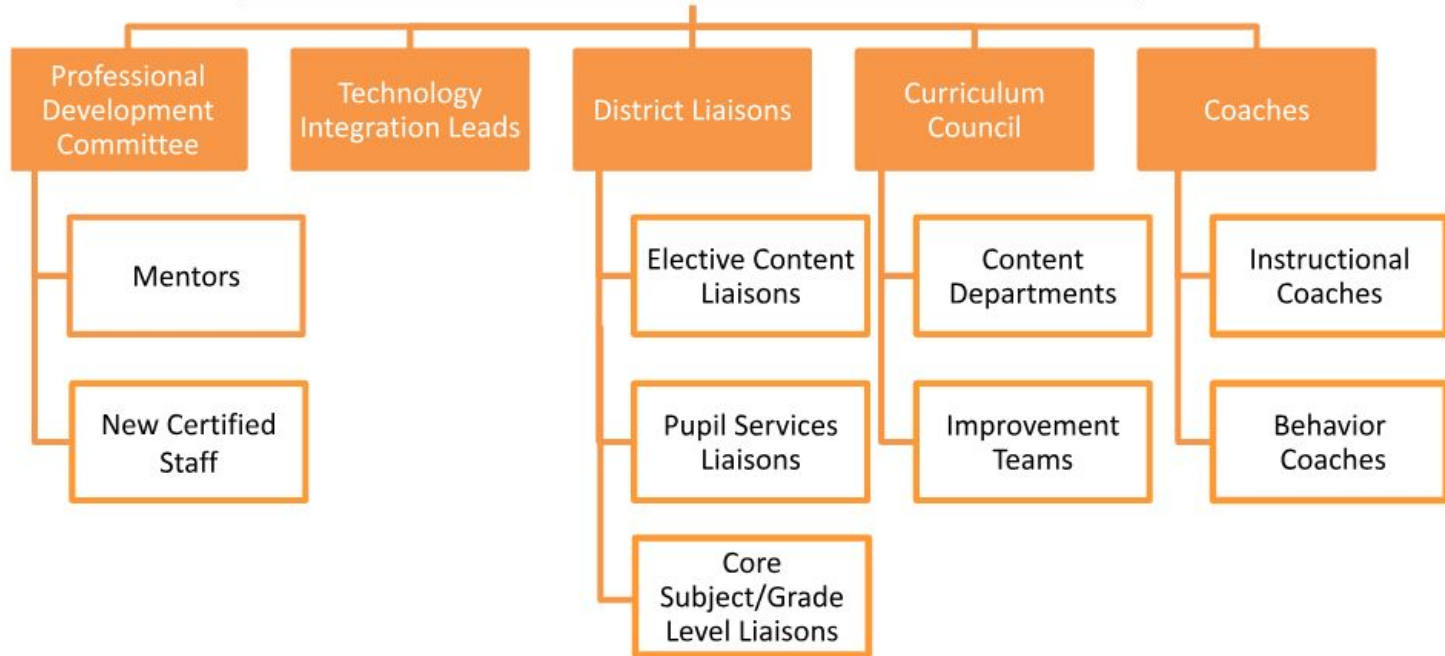
## TEACHING & LEARNING TEAM

<i>Dr. Drew White</i>	Deputy Superintendent
<i>Dr. Alicia Casey</i>	Executive Director of Teaching & Learning
<i>Dr. Jen McClure</i>	Director of Elementary Education
<i>Dr. Aaron Duff</i>	Director of Secondary Education
<i>Dr. Hawar Khalandi</i>	Director of College & Career Readiness
<i>Emily Brown</i>	Director of Special Services & Early Learning
<i>Dr. Chad Sayre</i>	Director of Student Services
<i>Glenda Hudson</i>	Executive Administrative Assistant of Teaching & Learning
<i>Susie Murphy</i>	Executive Administrative Assistant of Teaching & Learning
<i>Kelli Woods</i>	Executive Administrative Assistant of Teaching & Learning




# SUPPORTING STRUCTURE

## Academic Senate




# CORE VALUES



## Platte County School District

Strategic Plan-On-A-Page



**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

**Strategic Focus Areas**  
Academics - Student Success  
Business - Financial and Service Support  
Community - Students, Staff, Parents, & Members

**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.

Tradition. Pride. Vision.



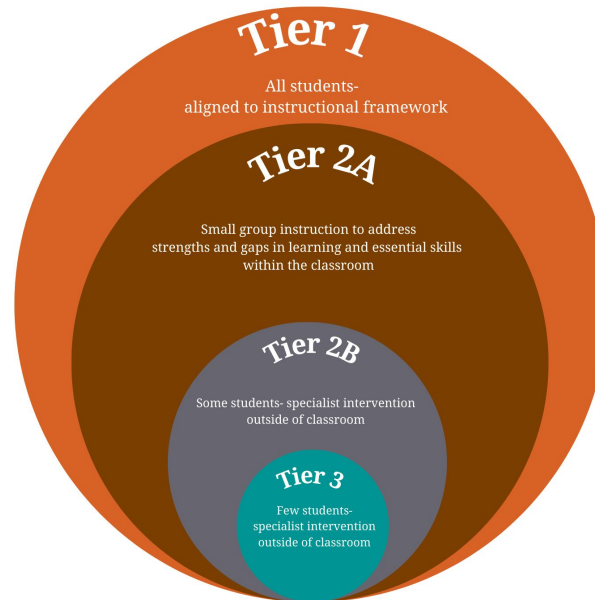
# TEACHING & LEARNING SYSTEM



## Teaching and Learning System

### Academic & Essential Skills

- Guaranteed and Viable Curriculum
- Effective Instruction
- Universal Screening
- Assessment
- Improvement Teams



# CYCLE OF IMPROVEMENT

## Platte County School District CONTINUOUS IMPROVEMENT - ACADEMIC SERVICES

### RESPONSE TO INSTRUCTION/ ASSESSMENT

How do we respond when the desired outcome was not met?

How do we respond when the desired outcome was met?

### CURRICULUM

How do we determine what we want learners to know and/or do?

### ASSESSMENT

How do we determine if a learner has achieved the desired outcome?

### INSTRUCTION

How do we facilitate the learning to achieve the desired outcome?



# 2024-25 GOALS

## High Performing Teams

- 100% of Building Leadership Teams will utilize a data driven process to monitor the Building Strategic Improvement Plan (BSIP) in every meeting.

## Behavior Management Framework

- Decrease the number of referrals out of the classroom by 10% each month comparing 2023-24 to 2024-25.
- 90% of students will apply classroom CHAMPS (Conversation, Help, Activity, Movement, Participation, and Success) expectations as measured by classroom observations.

## Guaranteed & Viable Curriculum

- 70% of students will be in the top two categories when looking at End-of-Year Benchmark at secondary and each unit assessment in elementary as well as state assessment.

## Relevant & Engaging Instruction

- More than 90% of our students will be here 90% of time of enrollment.



# TEACHING & LEARNING SYSTEM

## Layers of Support for Teaching and Learning

### Teaching & Learning System Responsibility Matrix

The Responsibility Matrix, also known as a responsibility assignment matrix, is a simple model used to create clarity within the PCR-3 Teaching & Learning System to map roles and responsibilities related to processes and procedures. Using a Responsibility Matrix helps eliminate confusion by identifying who's doing what at a more granular level than simple task assignments.

### Responsibilities with the Teaching & Learning System

- **I - Implement:** Role is responsible for doing the work on implementation for instruction, intervention, or enrichment
- **GI - Guiding Implementation:** Role is responsible for working side by side with the Implementer to ensure fidelity of the research based practice. Timely feedback and coaching are essential processes for guiding implementation
- **A - Awareness:** Role is responsible for knowing what is occurring in the Implementation stage of the Tier. While not directly implementing the research based practice, knowing what is being taught in the Implementation Tier will support connectivity for student success in each setting
- **M - Monitor for Fidelity:** Roles is responsible for ensuring the research based practice is being implemented consistently and with fidelity. Monitoring checklists and classroom walkthroughs will occur to provide validation of implementation fidelity.





# TEACHING & LEARNING SYSTEM

## Roles & Responsibilities within the PCR-3 Teaching and Learning System

Role	Tier 1	Tier 2a	Tier 2b	Tier 3
<i>Classroom Teacher</i>	I - Implementing	I - Implementing	A - Awareness	A - Awareness
<i>Instructional and Behavior Coach</i>	GI - Guiding Implementation	GI - Guiding Implementation	GI - Guiding Implementation (BC only)	A - Awareness
<i>Interventionist (Reading/Math Impr.)</i>	A - Awareness	A - Awareness	I - Implementing	A - Awareness
<i>Special Education Teacher</i>	A - Awareness	A - Awareness	A - Awareness	I - Implementing
<i>English Learner Teacher</i>	A - Awareness	A - Awareness	A - Awareness	I - Implementing
<i>LEAP (Enrichment)</i>	A - Awareness	A - Awareness	A - Awareness	I - Implementing
<i>Counselor</i>	I - Implementing (Counseling curriculum)	I - Implementing	I - Implementing	I - Implementing
<i>Social Worker</i>	A - Awareness	I - Implementing	I - Implementing	I - Implementing
<i>School Psychologist/ Process Coordinator</i>	A - Awareness	A - Awareness	GI - Guiding Implementation	GI - Guiding Implementation
<i>Building Administrator</i>	M - Monitoring for Fidelity	M - Monitoring for Fidelity	M - Monitoring for Fidelity	M - Monitoring for Fidelity
<i>District Administrator</i>	M - Monitoring for Fidelity	M - Monitoring for Fidelity	M - Monitoring for Fidelity	M - Monitoring for Fidelity



# WHAT IS TIER 1 and TIER 2A

## Tier 1 and Tier 2a:

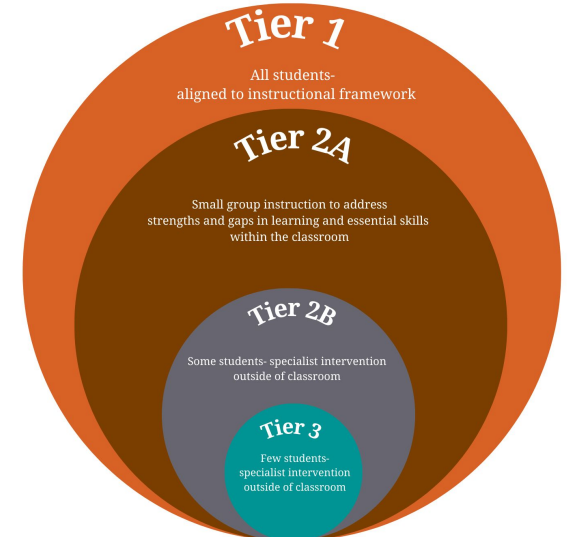
- Provides core instruction aligned with Missouri Learning Standards, emphasizing effective teaching, classroom management, and relationships.
- Sets and tracks student learning goals using screeners and assessments.
- Offers targeted Tier 1 interventions based on data and team input.
- Uses skill grouping, focused instruction, and reteaching as support strategies.
- Regularly reviews progress to adjust instruction for growth.



## Teaching and Learning System

### Academic & Essential Skills

- Guaranteed and Viable Curriculum
- Effective Instruction
- Universal Screening
- Assessment
- Improvement Teams



# COLLABORATIVE TEAMS

## Building Leadership Teams (Guiding Coalitions) - Improvement Focus for 2024-25

In a Professional Learning Community (PLC), a "Guiding Coalition" is a team of key leaders who drive the PLC process.

- **Leadership:** Aligns PLC with school goals
- **Change Management:** Addresses challenges and advocates for support
- **Collaboration:** Supports team-based data analysis and strategy
- **Communication:** Shares progress and addresses concerns school-wide
- **Expertise Development:** Prepares staff to engage in the PLC model

## Collaborative Improvement Team - Improvement Focus for 2025-26

In a Professional Learning Community (PLC), an "Improvement Team" is a team of grade/course like educators who monitor learning for all students.

- Small teams (grade-level, department, etc.) using data to enhance professional practice
- Structured, collaborative meetings focused on evaluating the effectiveness of teaching and learning
- Teams set common goals, create action steps, and use data to track and assess progress



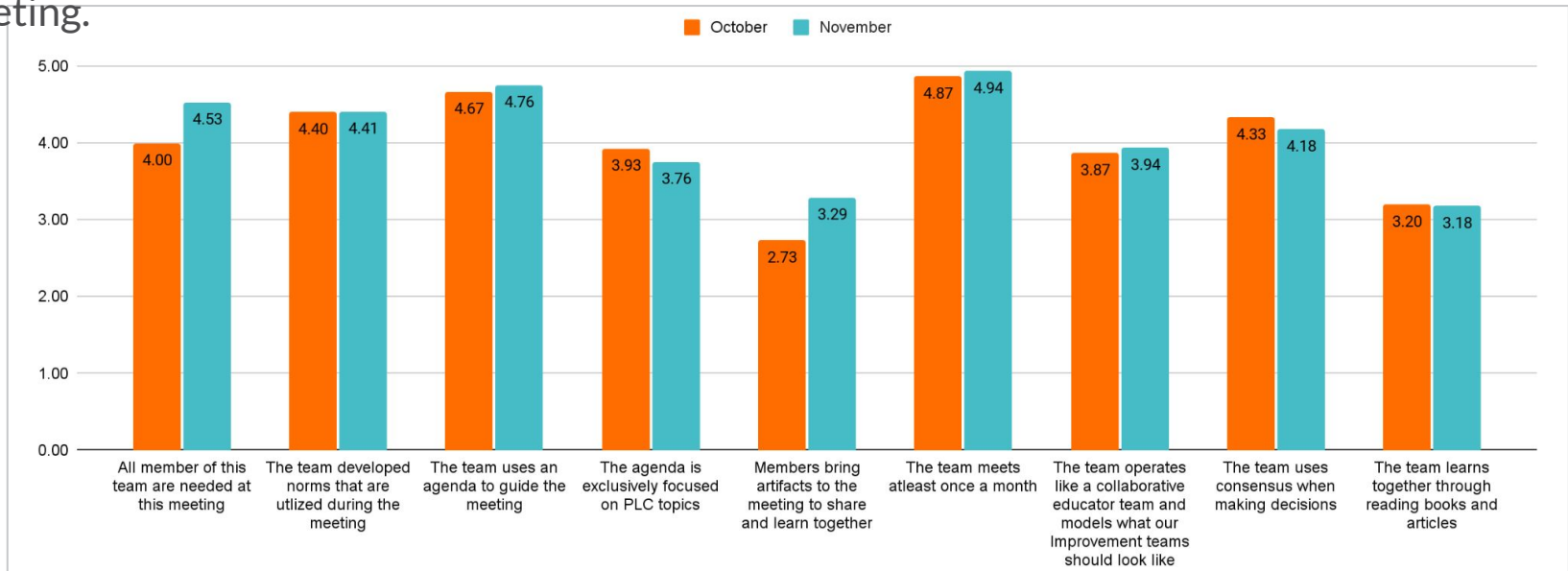
# COLLABORATIVE TEAMS

## Goal Statement 2.1:

Utilize a guiding coalition to implement an improvement effort aligned to Comprehensive Strategic Improvement Plan (CSIP)/Building Strategic Improvement Plan (BSIP)

## 2024-25 Goal:

100% of District Leadership Teams will utilize a data driven process to monitor the BSIP in every meeting.



# COLLABORATIVE TEAMS

## Goal Statement 2.1:

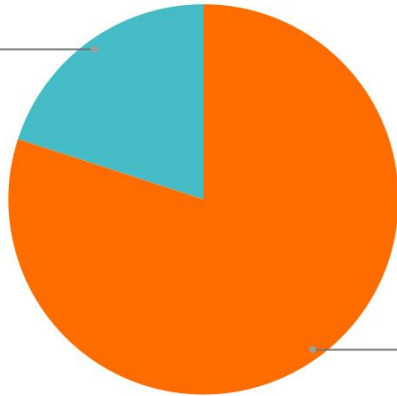
Utilize a guiding coalition to implement an improvement effort aligned to Comprehensive Strategic Improvement Plan (CSIP)/Building Strategic Improvement Plan (BSIP)

## 2024-25 Goal:

100% of District Leadership Teams will utilize a data driven process to monitor the BSIP in every meeting.

October: The team examines data to determine progress and next steps?

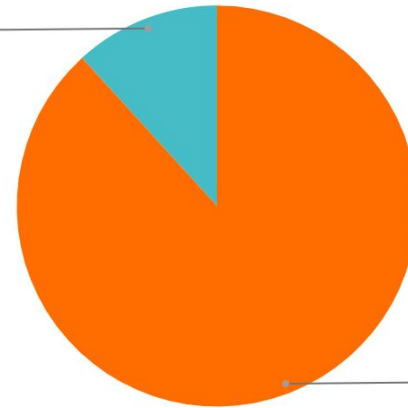
No  
20.0%



Yes  
80.0%

November: The team examines data to determine progress and next steps?

No  
11.8%



Yes  
88.2%



# GUARANTEED & VIABLE CURRICULUM

PCR-3 CURRICULUM REVISION AND IMPLEMENTATION TIMELINE BY CONTENT AREA						
Content	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
<b>English Language Arts</b>	Phase 1: Evaluation, Research & Revise - Power Standards, Scope & Sequence	Phase 2: Pre - Implement Unpacked Units of Study (Exploration)	Phase 3: Fully Implement, Support, Monitor (Precision)	Phase 4: Cont. Implement (Precision)		
<b>Math</b>	Implement & Monitor	Phase 1: Evaluation, Research & Revise - Power Standards, Scope & Sequence	Phase 2: Pre - Implement Unpacked Units of Study (Exploration)	Phase 3: Fully Implement, Support, Monitor (Precision)	Phase 4: Cont. Implement (Precision)	
<b>Science</b>	Implement & Monitor	Implement & Monitor	Implement & Monitor	Phase 1: Evaluation, Research & Revise - Power Standards, Scope & Sequence	Phase 2: Pre - Implement Unpacked Units of Study (Exploration)	Phase 3: Fully Implement, Support, Monitor (Precision)
<b>Social Studies</b>	Implement & Monitor	Implement & Monitor	Implement & Monitor	Implement & Monitor	Phase 1: Evaluation, Research & Revise - Power Standards, Scope & Sequence	Phase 2: Pre - Implement Unpacked Units of Study (Exploration)

\*For more details about the actions taken within each phase of the curriculum cycle, refer to the PCR-3 Curriculum Cycle.

\*Because Elementary teachers implement a guaranteed and viable curriculum in all content areas, we have slowed the implementation by one year compared to secondary for all content areas

\*2024-25 begins a curriculum revision cycle for 6-12 Social Studies

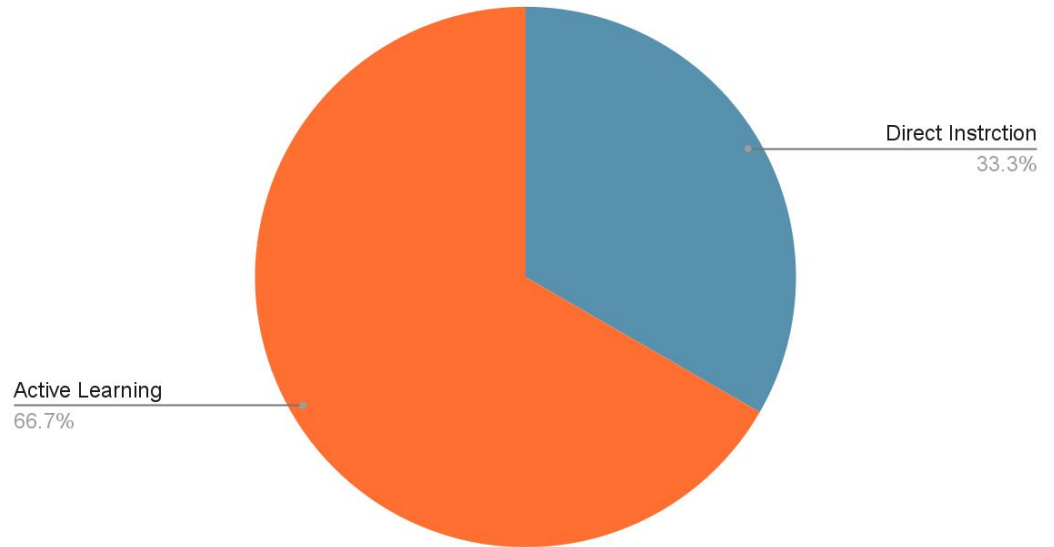


# EFFECTIVE INSTRUCTION

## K-12 Elements of Effective Lessons

- Clear Learning Goals/Objective
- Teaching in Small Steps
- Checking for Understanding

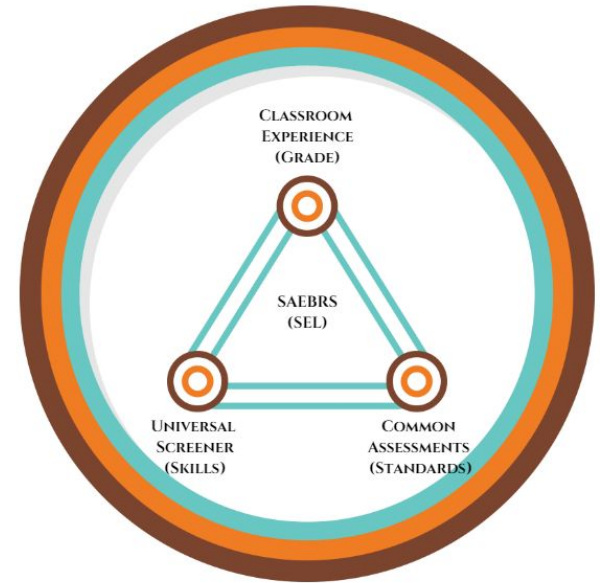
Effective Instructional Block of Time



# ASSESSMENT & REPORTING

## Types of Assessment

- State or National Assessments
  - MAP (Missouri Assessment Program)
  - EOC (End-of-Course Exams)
  - ACT
  - AP (Advanced Placement)
  - KEA (Kindergarten Observation Form)
- Universal Screeners
  - Fastbridge
  - SAEBRS
- Standards-Based Common Assessments
  - Elementary Unit Assessments
    - Measures Mastery on End of Unit Outcomes
  - Secondary Benchmark Assessments
    - Mirrored Assessment Given 3 Times a Year (Fall-Winter-Spring)
      - Measures growth towards end of year outcomes throughout the year



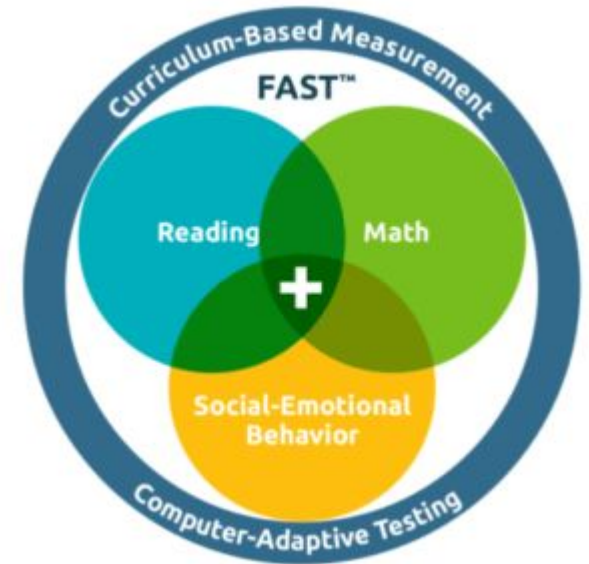


# UNIVERSAL SCREENING

Universal Screening uses a systematic process for identifying students who may be at risk for poor learning outcomes, including academic, behavioral, social, emotional, school completion, and college and career readiness outcomes.

Screening data can also be used to identify schools that need support due to large numbers of struggling students.

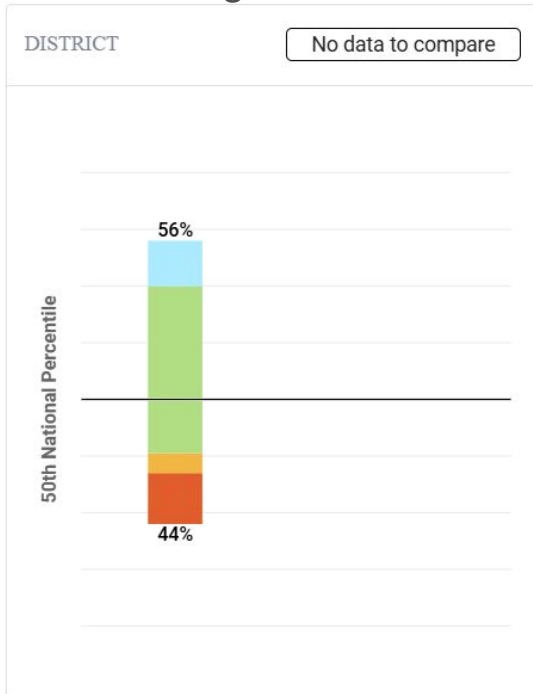
The universal screening data is utilized by district teams, building teams, and grade level teams to monitor student growth and intervene in a timely manner if necessary.



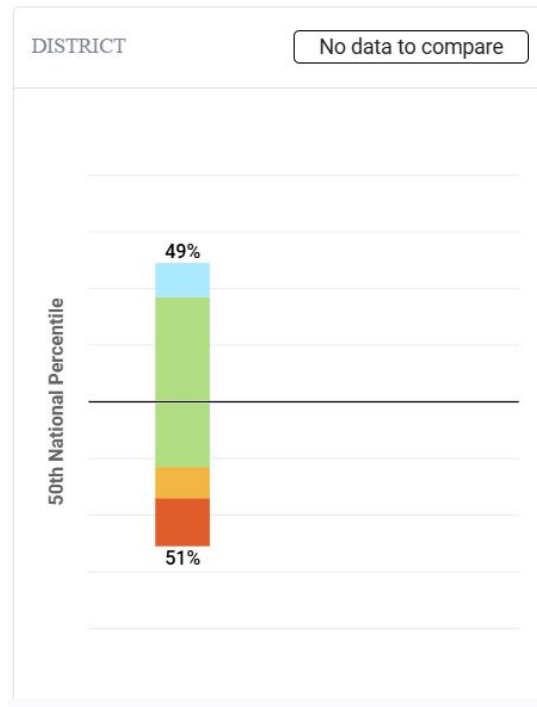
# UNIVERSAL SCREENING

## Fastbridge Fall 2024 Universal Screening Results

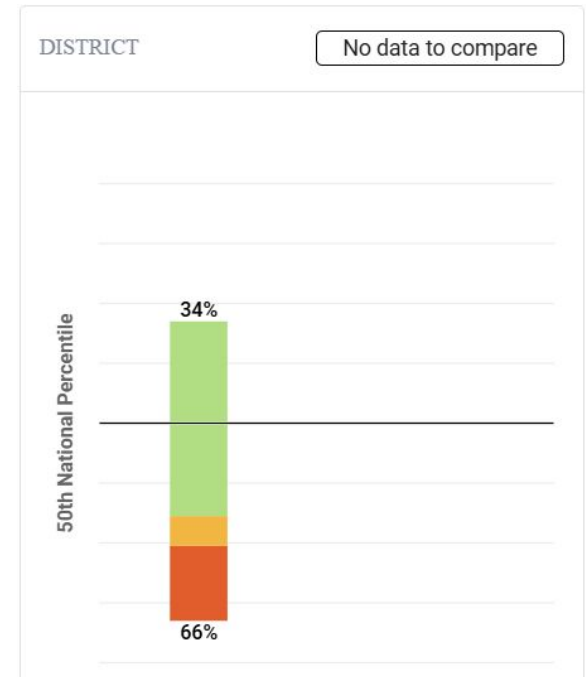
### aReading



### aMath



### SAEBRS



# STANDARDS BASED ASSESSMENTS

Standards Based Assessments are high-quality assessments built to tightly align to district scope and sequence for authentic, information-rich data on student learning.

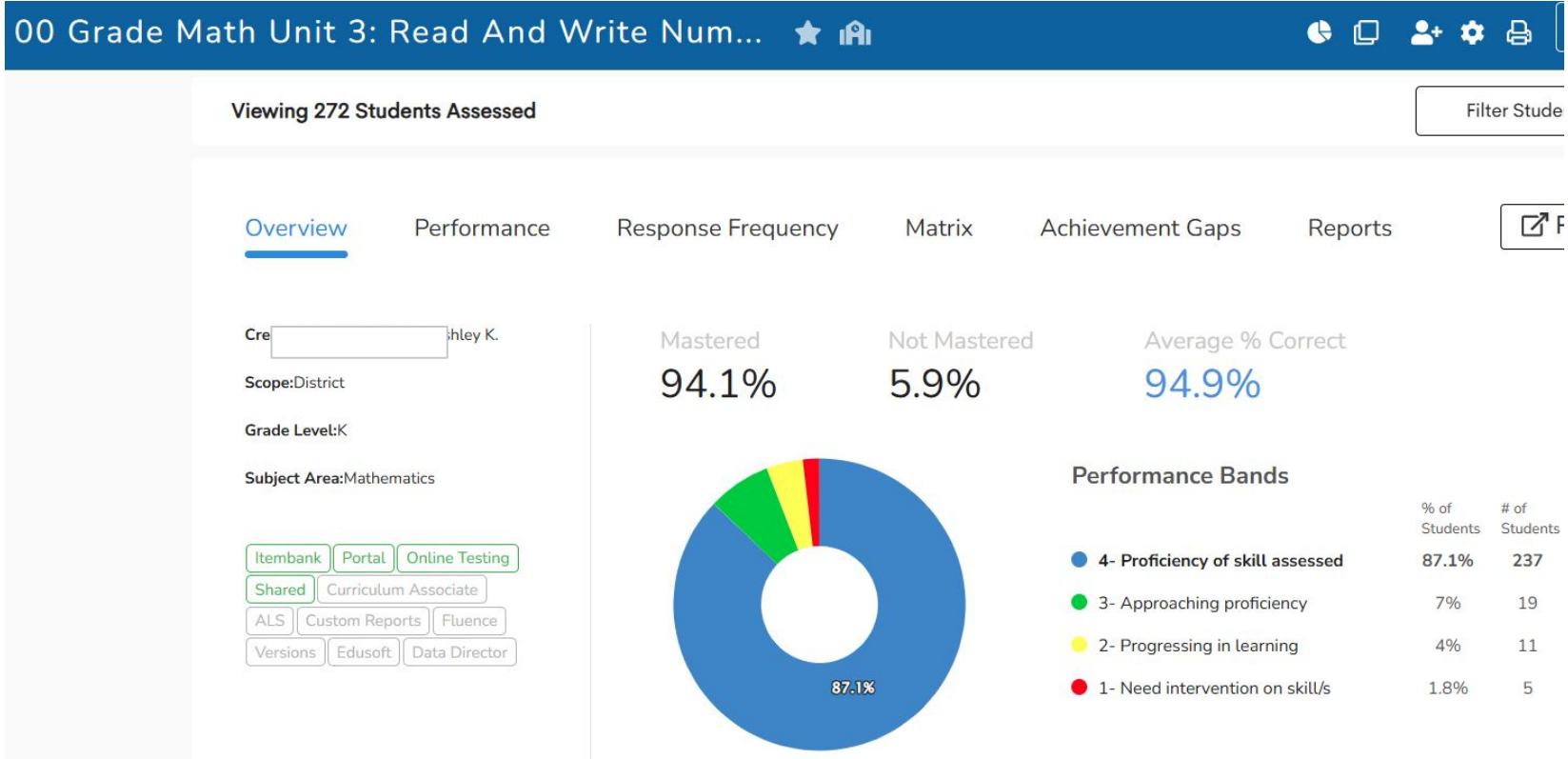
## Benefits:

- Enable timely, data-driven decisions to boost student success,
- Use real-time feedback to adjust lessons,
- Quickly access assessment results,
- Tailor instruction to state standards, and
- Track mastery to keep all students on course.



# STANDARDS BASED ASSESSMENTS

## Elementary Unit Assessments- Example



# STANDARDS BASED ASSESSMENTS

## Secondary Benchmark- Example

PCR3: Math: Grade 6: Fall Benchmark 2024... ★ 🏠

Viewing 318 Students Assessed

Overview

Performance

Response Frequency

Matrix

Achievement Gaps

Description: PCR3: Math: Grade 6: Benchmark

Created By: (4330) Gilpin, Darcy

Scope: ☺

Grade Level: 6

Subject Area: Mathematics

Itembank Portal Online Testing

Shared Curriculum Associate

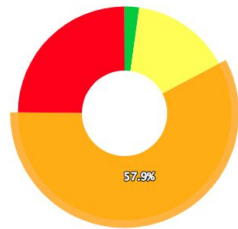
ALS Custom Reports Fluence

Versions Edusoft Data Director

Mastered  
2.2%

Not Mastered  
97.8%

Average % Cor  
38.2%



Performance Bands

- Proficient
- Basic
- Below Basic
- Far Below Basic

### Matrix Report- ELA 2 Fall Benchmark

1452383 49	25				0		0	C	C	C	C		B	B	C	ABCDEF	C		
013002 94	31			C	0		1	C		B	D	C		B	C	AB	B	D	
1653070 92	29				0	A	1	C		A	A	D	B	A	D	ACD	B		
1031449 84	27		A	C	0	D	1			B			D	B	C	C	BF	A	
1043281 22	29		A	C	0		0	C	B	A					C	D	DEF	B	C
1187101 79	40			C	0		1			C				A	D	D	A	AF	C
1024995 36	35				0		1	A	D	B			B	B	D	A		B	
1419009 64	37				C	0	B	1		B			B		B	A	CD	C	
1972011 90	25		A		0	D	1	C	B				C	D	D	A	AC	C	
271335 87	10			C	0	A	0	C	B	C	D	C	B	B	A	BC	C	A	
1089254 71	25				0		1												
1634562 85	27	B			0	B	1	C	C	B	C	C	C	C	C		B	D	C
513536 49	25				0	B	0	C	B	A					C	A	B	C	C
899617 45	21			C	0	B	1							D					
822396 13	31			A	0	A	1	A				D	A			B	A	B	A
1997843 32	12		A		0	A	1	A	B	C	C	B							
1002356 08	27	C	A	C	0		1	C		A	B	A			C	A	ACDE	C	C
1257494 45	12																		
1238628 95	35				0		1	A		C	C	B	C	B			F	B	
1851873	23		A	C	0	B	1	C	B	C		B	C	D		BF	B	A	



# GRADING & REPORTING

## Process for Refinement of Grading & Reporting K-12:

### October 2024

- Gather Feedback, summarize and identify themes

### November 2024

- Communicate Goal to improve the PCR3 grading model (Staff and Community newsletters)

### December 2024

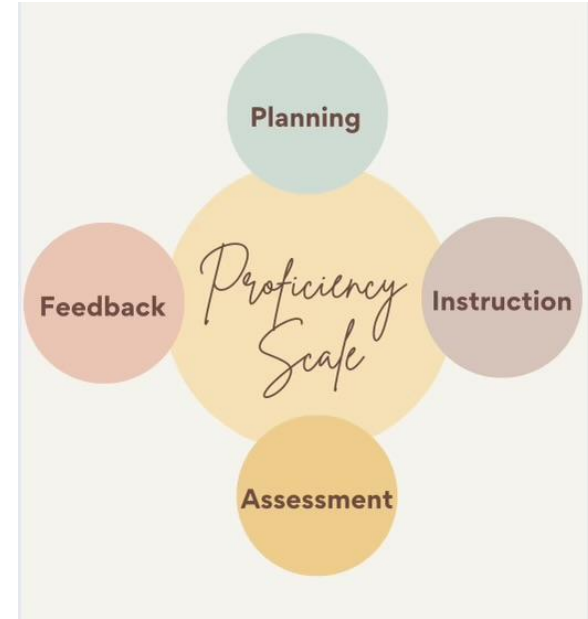
- Build Collective Buy-in & Ownership - Utilize Academic Senate as the guiding team
- Utilize Quality Academy as a venue for principal PD on the use of Proficiency Scales
- Analyze existing grading practices
- Audit which grades/courses do and do not:
  - Have up to date, board-approved curriculum
  - Include a proficiency scale

### January - May 2025

- Revise grade/course curriculum to ensure the inclusion of proficiency scales K-12

### May 2025

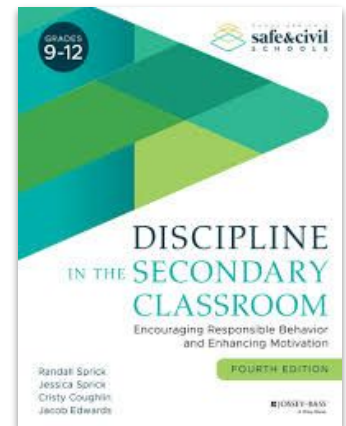
- Communicate Next Steps for 2025-26 - Grading and Reporting Plan



# BEHAVIOR MANAGEMENT FRAMEWORK

## Safe & Civil Schools Implementation

- CHAMPS
  - Summer Learning Academy
    - *Day 1-2: Leadership in Behavior Supports*
  - Summer Learning Academy
    - *Day 3-4: Coaching C.H.A.M.P.S. (Conversation, Help, Activity, Movement, Participation, Success)*
  - August Training for All Staff - August 14 & 15 (Part 1)
  - October Training for All Staff - Oct. 14 (Part 2)
  - Second Semester
    - Potential On-Site, Building Level Coaching for implementation by Safe & Civil Schools Consultant



# EVIDENCE OF IMPLEMENTATION



## Silent Signals

4th Grade students are learning about ways to communicate their needs with signals and not word.



## CHAMPS in Intervention Settings

Reading Improvement noted the need to clarify expectations in their setting even though there are only a small number of students. Clear is Kind!



## HiLIGHTing Expectations

Teachers throughout the district have found innovative ways to make CHAMPS a living process. In addition to magnets, some teachers are using small lights to signal the expectations during each block of time.





# EVIDENCE OF IMPLEMENTATION



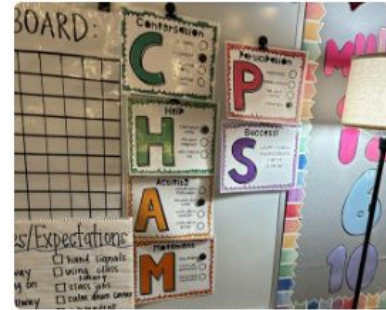
## Explicit Teaching of Expectations

Mr. Mueller reviewed CHAMPS expectations for PCMS Principal Chats that occur throughout the school year.



## Morning Routines

Teachers at Siegrist greet students each morning with student choice of interaction being a high five, fist bump, hug, or shoe tap. What a great way to start the day with a positive interaction.

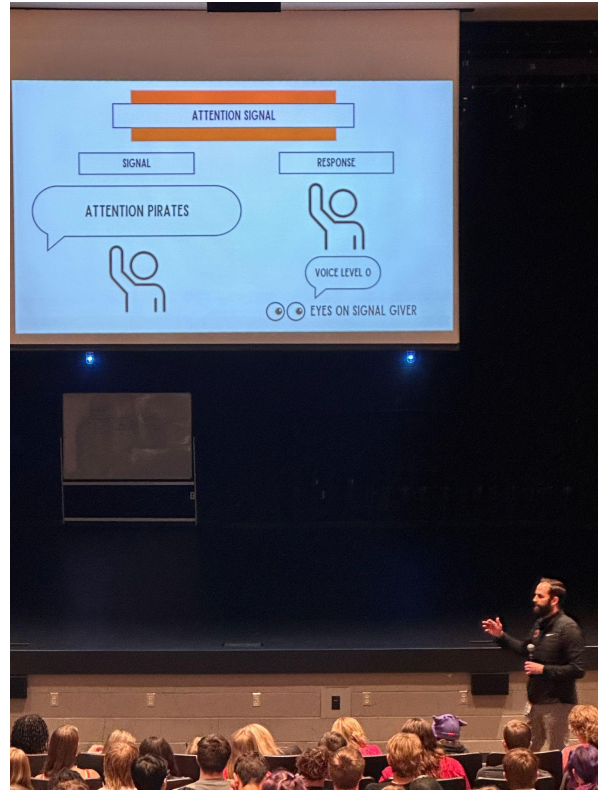


## CHAMPS

Classroom teachers at Siegrist established a system with magnets that allow for expectations to be modified based on the activity/learning block. The Teacher moves the magnet on each chart to identify the expectations.



# EVIDENCE OF IMPLEMENTATION



## Attention Pirates

Mr. Giese teaching the district wide attention signal “attention Pirates” during Junior Class meeting during the first week of school.



# BEHAVIOR MANAGEMENT FRAMEWORK

## Goal Statement 2.2:

Lead and support the implementation of a Behavior Management System to support staff and student success.

## 2024-25 Goal:

Decrease the number of major referrals out of the classroom by 10% each month comparing 2023-24 to 2024-25.

EduClimber Major Incident Report	August		September		October		November		December	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
	44	63 (+19)	311	206 (-105)	391	241 (-150)	344			
		34% Decrease		38% Decrease						

90% of students will apply CHAMPS expectations as measured by classroom observations.

Observational data (avg percentage of students, and # of classrooms observed)	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
	49.6%	48.6% (N=467)							



# STUDENT ATTENDANCE

## Structures to Support Student Attendance

- Proactive Approach
  - Building Level Attendance Teams developing and implementing plan to engage student ownership in attendance at school
- Reaction Approach
  - Monthly Action by Building Attendance Team - Notify and support students below 90% attendance
- Ensuring Accurate Attendance collection through PowerSchool

## 2024-25 Goal:

More than 90% of our students will be here 90% of time of scheduled enrollment. (MSIP)

## Teaching & Learning 90 Day Review Data

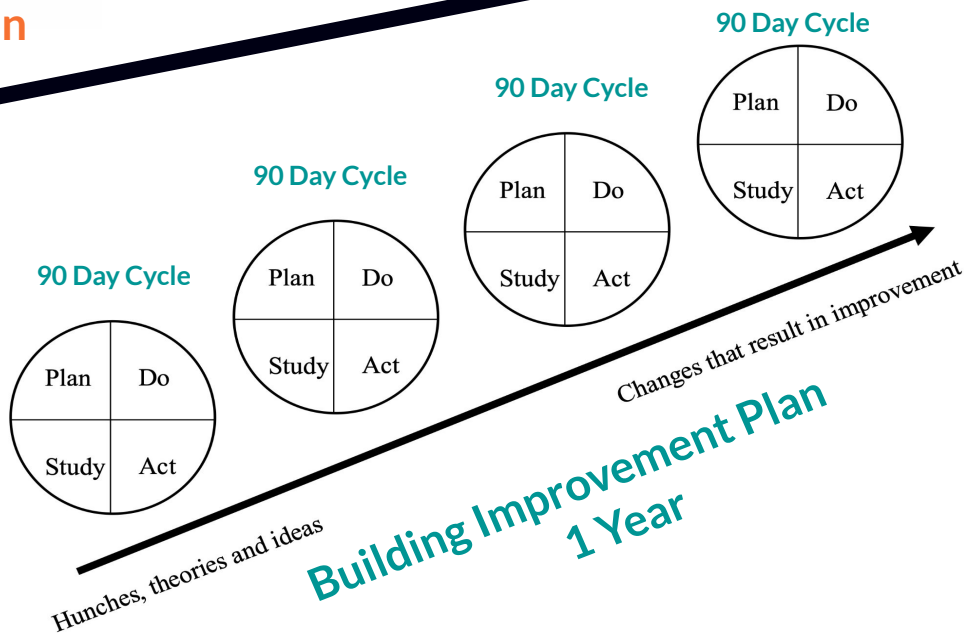
Attendance: Percent of students at or above 90% attendance	August		September		October		November		December	
	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25	23-24	24-25
	81.45%	80.97%	77.95%	78.14%	80.49%	84.06%	77.07%		72.70%	



# 2024-25 SCHOOL IMPROVEMENT PLANS



District Strategic Plan  
3-5 Years



# SUBMITTED FOR YOUR REVIEW

- Academic Services Results Summary 2024 - October Upload
- Teaching and Learning System Plan 2024-25
- Program Evaluation
  - Media Center



## Teaching and Learning System

### Academic & Essential Skills

- Guaranteed and Viable Curriculum
- Effective Instruction
- Universal Screening
- Assessment
- Improvement Teams

