



Platte County School District Equity & Inclusion Strategic Plan

As a Quality Continuous Improvement school district, Platte County R-3 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.
- **Inclusion:** A process of involvement and

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.*

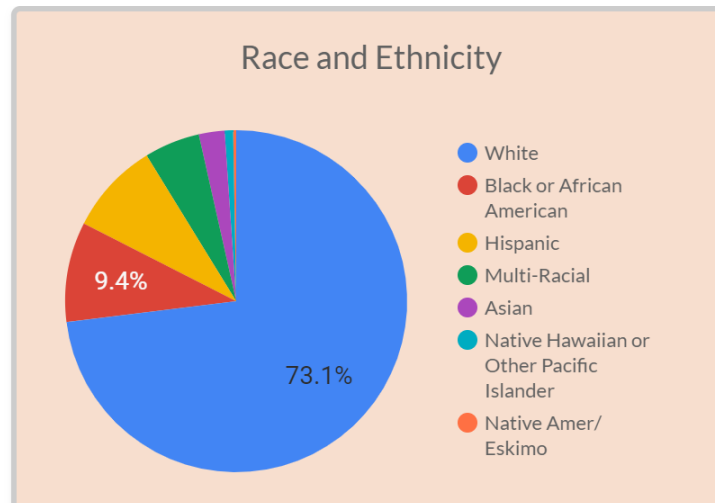
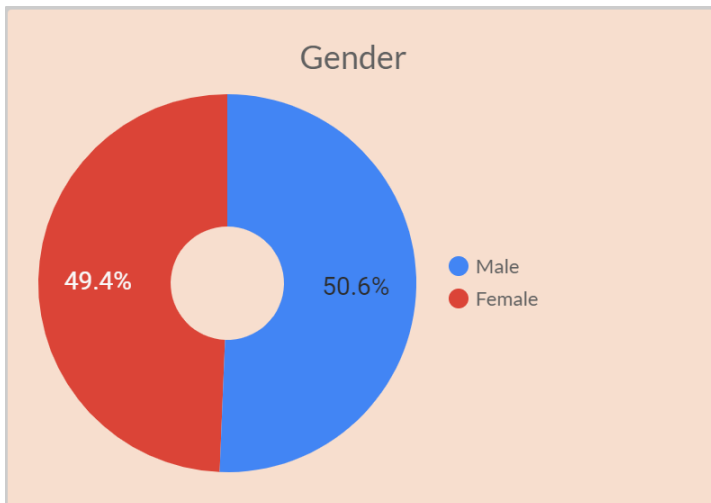


empowerment where the inherent worth and dignity of all people are recognized.

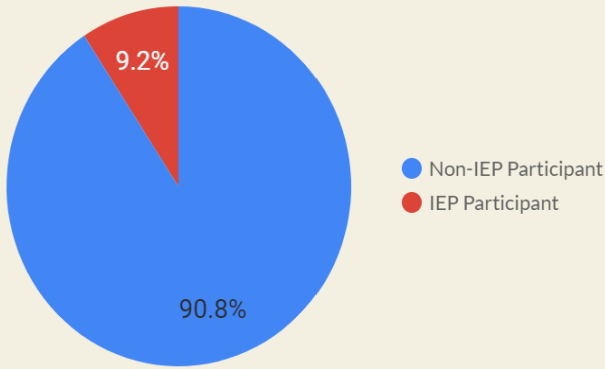
- **Diversity:** The understanding that each individual is unique, with a range of backgrounds in race, ethnicity, socioeconomics, and culture as well as various identities, experiences, and interests.
- **Belonging:** The ongoing culture created to have all individuals feel welcome across differences. This is manifested in relationships, experiences, physical space and written word.

Equity and Inclusion Leadership Structure	
Superintendent's Cabinet	District-level leadership
Quality Academy	District, Building and Department leadership
District Team	Certified and classified staff members representative of all buildings, including members of the Board of Education
Parent Advisory	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"> • District updates members of the progress of our Equity & Inclusion Strategic Plan actions and results • Members provide feedback of our actions and results that can support the continuous improvement of our plan and ultimately support our Equity & Inclusion Mission
Student Advisories	Building-specific groups of students interested in E&I, designed to provide feedback and create opportunities for increased belonging

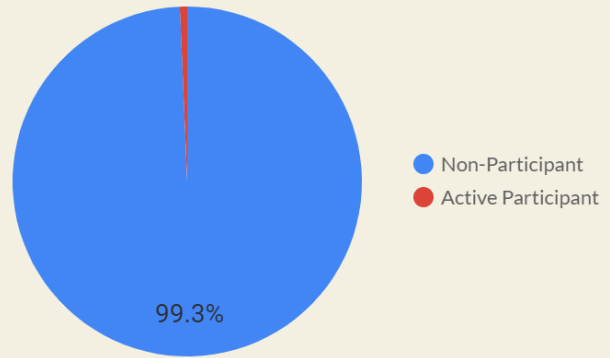
Our Demographics



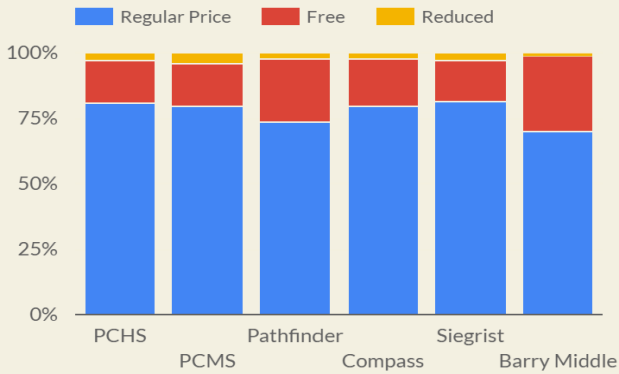
Special Education Participation



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

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
- Utilize parent feedback structures that support guidance in our efforts and value in our strategies and actions
- Create celebration and recognition events for various diverse groups
- Enhance a sense of overall, district-wide community
 - High School - Freshman orientation and other activities that ensure an effective blending of north and south campuses
 - Consistent activities that unite the district as a whole
 - Parent communication and education relative to diversity, equity, and inclusion
- Prepare students for real world application of skills related to working in diverse groups
- Provide District-Wide Professional Development
 - Leadership development for District Administrators
 - Understanding diversity in the classroom
 - Meeting individual needs of students
 - Being able to manage challenging conversations in the classroom

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
- Explore and refine when necessary activities and/or opportunities in extra and co-curricular activities that support equity and inclusion
- Prepare students for real world application of skills related to working in diverse groups
- Eliminate barriers to participation in key school experiences
- 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.

- 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

Key and Supporting Measures

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

- Performance data: 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)
 - 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.*

