



2025-26 Academic Programming Considerations

The purpose of the Platte County Teaching and Learning System is to ensure all learners engage in real world, systematic, research-based instruction through equitable and inclusive educational experiences that ensure student success. The Teaching and Learning System is modeled after a Multi-Tiered System of Support, a preventative and proactive framework to meet the comprehensive needs of students.

Effective teaching and high levels of learning are fundamental components of school improvement and student achievement. The Platte County R-3 School District is committed to a guaranteed and viable curriculum, consistent researched-based instructional practices, and appropriate assessment methods that evaluate growth and learning. District assessments, Improvement Teams, and the use of formative assessments evaluate student understanding, measure performance, inform instruction, focus instructional time – and drive achievement. The information gathered by the District from its assessment program will be used in a variety of ways to validate the district curriculum, inform instructional practices, and help steer decisions made by educators and leadership throughout the organization. To most effectively meet the needs of our students, and to inform our teacher's instructional practices through the analysis of district assessments, we remain committed to the foundational questions of the Professional Learning Community (PLC) process:

- 1. What do we want all learners to know and be able to do?**
- 2. How will the learning experience be facilitated?**
- 3. How do we monitor the progress of each learner?**
- 4. How will we respond to the educational outcomes of each learner?**

The answers to these questions open the door to continuous improvement and healthy dialogue within our school district. They also have the potential to bind curriculum, instruction, assessment, and professional development under the umbrella of Teaching & Learning to greatly serve the District's community of educators, leaders, students, and parents.

Layers of Support for Teaching and Learning

The Platte County R-3 School District strives to prepare individual learners for success in life. In order to create a unified system to address individual student needs, the District continues to implement a multi-tiered approach to learning, both academic and behavioral. These tiers of support are tied to numerous District processes, including Quality Continuous Improvement, Professional Learning Communities (PLCs), the District Assessment Plan, Elementary and Secondary Instructional Framework, Improvement Teams, and Student Success Teams (SST).

The Teaching and Learning System is used to increase the efficiency and effectiveness of our educational supports to meet the student needs in academics, behavior, social-emotional development, and more. Research has found that comprehensive Teaching and Learning Systems can improve instructional quality, contribute to more meaningful identification of learning and behavior problems, and provide all students with the best opportunities to succeed in school.

2025-26 Academic Programming Improvement Actions

The below improvement actions have been identified by the Teaching and Learning Team as areas to be strategically improved over the course of the next five years in alignment with the Strategic Plan. Specific timelines will be determined upon the finalization of the PCR-3 Strategic Plan.



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- 1. Utilization of the Marzano High Reliability Schools Framework**
 - Utilize the High Reliability Schools Framework indicators to guide and monitor the work of the Teaching and Learning.
- 2. Achievement of All Students in the Core Contents**
 - Improve collaboration between core and special services providers focused on core academic standards, vocabulary, and instructional strategies.
 - Refine instructional model to be followed in all classrooms.
 - Aligned to classroom observations
 - Refine K-12 Grading and Reporting Practices.
 - Implementation of aligned 6-12 Retake Policy
 - Inclusion of the Portrait of a Graduate competencies within the core curriculum.
 - Continued expansion of RWL Experiences and Acquisition of MVAs (Market Value Assets).
- 3. Literacy Student Achievement (Elementary, Middle School, High School)**
 - Develop an accountability plan for English Language Arts teaching and learning.
 - Continue to align PCR-3 Power Standards with [Missouri Priority Standards](#).
 - Align proficiency scales and pacing guides across K-12.
- 4. Math Student Achievement (Elementary, Middle School, High School - Algebra I)**
 - Develop an accountability plan for math teaching and learning.
 - Continue implementation of [Number Talks Mental Math strategy](#) and [Three Act Tasks K-5](#).
 - Initial Implementation of [Building Thinking Classroom Strategy 6-12](#).
 - Continued alignment of PCR-3 Power Standards with Missouri Priority Standards.
 - Align proficiency scales and pacing guides across K-12.
- 5. Achievement of All Students**
 - Evaluate eligibility for Missouri Assessment Program Alternative based on state requirements.
 - Explore new Special Education software to include Individualized Education Plan (IEP) and 504 management.
 - Link IEP goals to DESE Priority Standards or DESE Modified Functional Priority Standards to meet the needs of individual students.
 - Establish a systematic method to communicate accommodations and modifications (IEP, 504, English Learners, Gifted) to all building staff.
 - Develop and deploy a tracking and monitoring system of student individualized plan accommodations and modifications reviewed by staff. (Develop proficiency scales that represent all specialized groups, including <https://dese.mo.gov/college-career-readiness/curriculum/academic-standards/priority-standardsEL>, Gifted, and Special Education)
- 6. Achievement of Student Groups**
 - Address underachievement in specific groups:
 - Black, IEP, Free/Reduced Lunch (F/R), EL, and Hispanic students.
 - Improve K-12 proficiency scale alignment with state expectations.
 - Refine Multi-Tiered Systems of Support (MTSS):
 - Expand to secondary education with data teams and support processes.
 - Enhance universal screening and Student Support Team (SST) procedures.

- Remove barriers to accessing rigorous courses.
 - Focus on improving attendance for all students.
- 7. **Assessment Administration Processes**
 - Boost College and Career Readiness (CCR) participation through events like College & Career Success Day (fall and spring).
 - Enhance End-of-Course (EOC) assessment participation processes.
- 8. **Expansion of Early Learning**
 - Expand early learning programming to support families district-wide with additional tuition-based preschool.
 - Utilize the Missouri Quality Preschool Grant (MOPQK) to support at-risk families with tuition for early learning programming.
 - Continue implementation of the Early Language and Literacy Curriculum.
 - Vertically align Early Learning Curriculum with Kindergarten Curriculum to ensure readiness for Kindergarten.
- 9. **Behavior Management Framework**
 - Continue implementation and accountability of Safe & Civil Schools C.H.A.M.P.S. Behavior Management Framework to communicate clear expectations in and out of the classroom with students.
 - C - Conversation
 - H - Help
 - A - Activity
 - M - Movement
 - P - Participation
 - S - Success
 - Implement staff professional development to support students who struggle behaviorally beyond C.H.A.M.P.S.
 - Summer Learning Academy - July 21-23, 2025
 1. Positive Rates of Interaction
 2. Correcting Fluently
 - 2025-26 District Professions Learning Days
 1. PK-5: Tough Kid Tool Kit - August and September 2025
 2. 6-12: Early Stage Intervention - September and October 2025
- 10. **Alternative Methods of Instruction (AMI) Virtual Learning**
 - Deploy of K-5 1-to-1 technology device from school to home
 - Deploy plan to teach and support K-5 students and staff in devices being taken home, specifically in the winter months
 - Refine to Virtual Learning Schedule PK-5
 - Implement refined learning expectations to ensure the learning progression continues on Virtual Learning Days PK-12. Removal of “No New Learning” Language