



**PLATTE COUNTY  
SCHOOL DISTRICT**

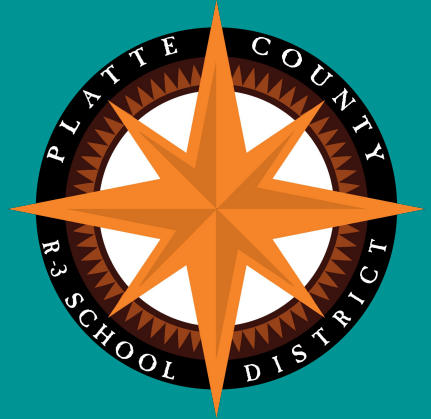
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# KEY PROCESS UPDATE

Teaching & Learning System: Tiered Support

December 2024




# 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.



# LEADERSHIP

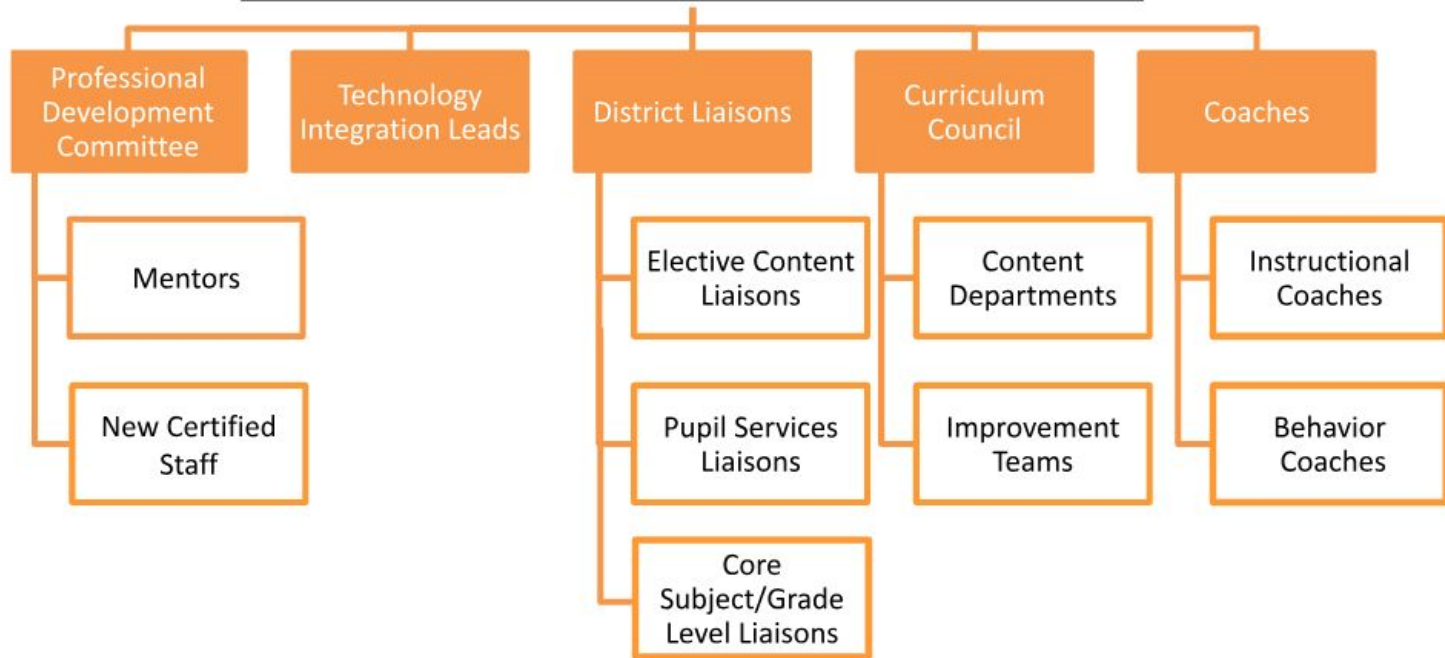
## TEACHING & LEARNING TEAM

|                           |   |
|---------------------------|---|
| <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





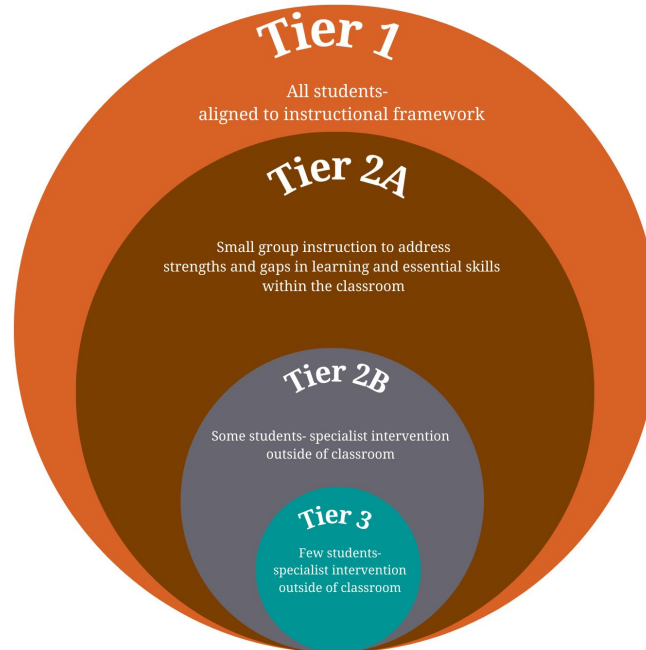
# TEACHING & LEARNING SYSTEM



## 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.



# WHAT IS TIER 2B & TIER 3

## Tier 2b

- **Purpose:** Intensive, focused interventions outside the classroom address skill gaps, layered with Tier 1 and 2a support.
- **Eligibility:** Identified through Universal Screening and validated data; eligibility reviewed after each screening period.
- **Academic Support:** Interventionists provide targeted reading and math support; progress monitored weekly.
- **Behavioral Support:** Intensive support includes small group/individual sessions, social skills training, and Behavior Intervention Plans (BIPs).

## Tier 3

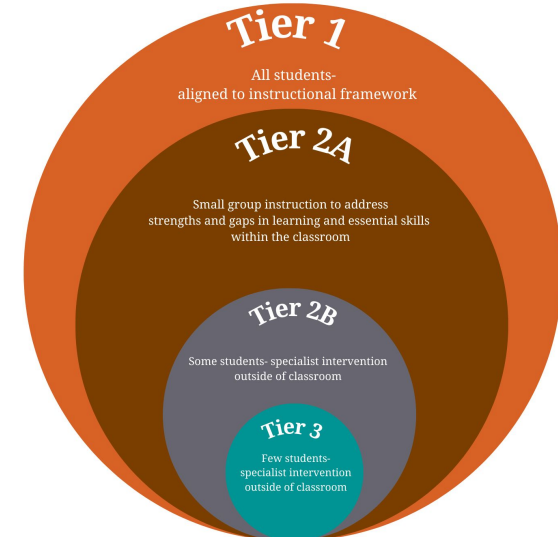
- **Specialized Programs:** (Special Education, English Learner, Gifted) follow state/federal criteria, with comprehensive, ongoing support and formal eligibility processes.



## Teaching and Learning System

### Academic & Essential Skills

- Guaranteed and Viable Curriculum
- Effective Instruction
- Universal Screening
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# ASSESSMENT & REPORTING

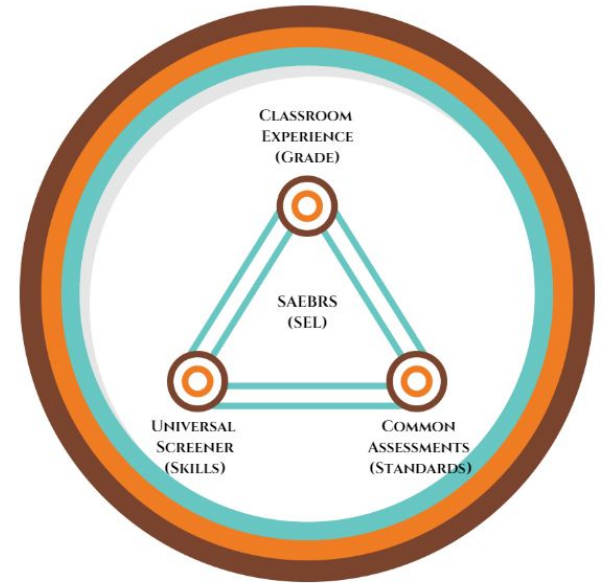
## Types of Assessment

### Summative Assessment - Assessment OF Learning

- State or National Assessments
  - MAP (Missouri Assessment Program)
  - EOC (End-of-Course Exams)
  - ACT
  - AP (Advanced Placement)
  - KEA (Kindergarten Observation Form)

### Formative Assessment - Assessment FOR Learning

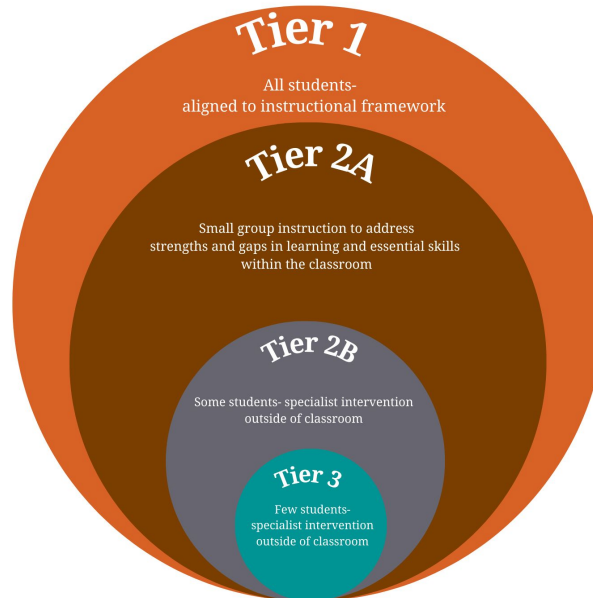
- Universal Screeners
  - Fastbridge
  - SAEBRS
- Standards-Based Common Assessments
  - Elementary Unit Assessments
    - Measures Mastery on End of Unit Outcomes
  - Secondary Benchmark Assessments
    - Mirrored Assessment Given 3 Times a Year (Fall-Winter-Spring)
      - Measures growth towards end of year outcomes throughout the year



# TEACHING & LEARNING SYSTEM

## ACADEMIC SKILLS

- Reading Intervention
- Math Intervention
  
- English Language Services - K-12
- Gifted Programming - K-12
- Special Education - K-12
- Early Childhood Special Education
- PCHS Academy
- Voyage Program - 18-21 year-old



## BEHAVIOR & ESSENTIAL SKILLS

- Social Skills Groups
- Student Behavior Supports in Rest & Reflect - K-5
  
- PCHS Academy
- Voyage Program - 18-21 year-old

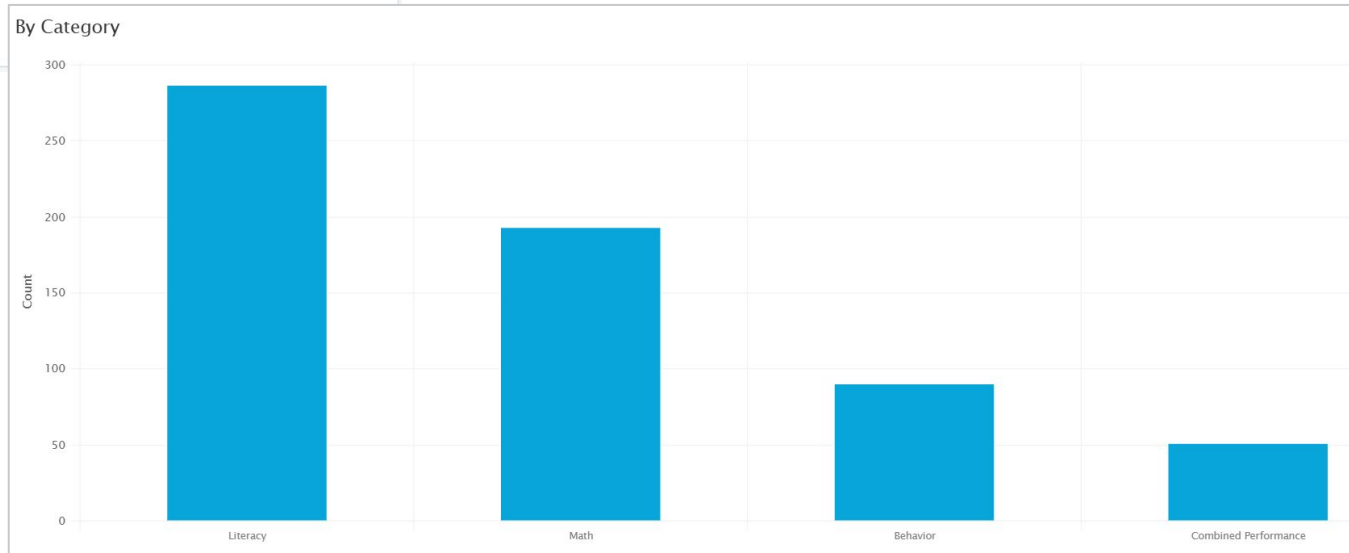




# READING & MATH INTERVENTION

## Intervention Overview

621 Total Plans  
8.8% of population in intervention  
10 Strategies  
19 Interventionists  
6 Schools

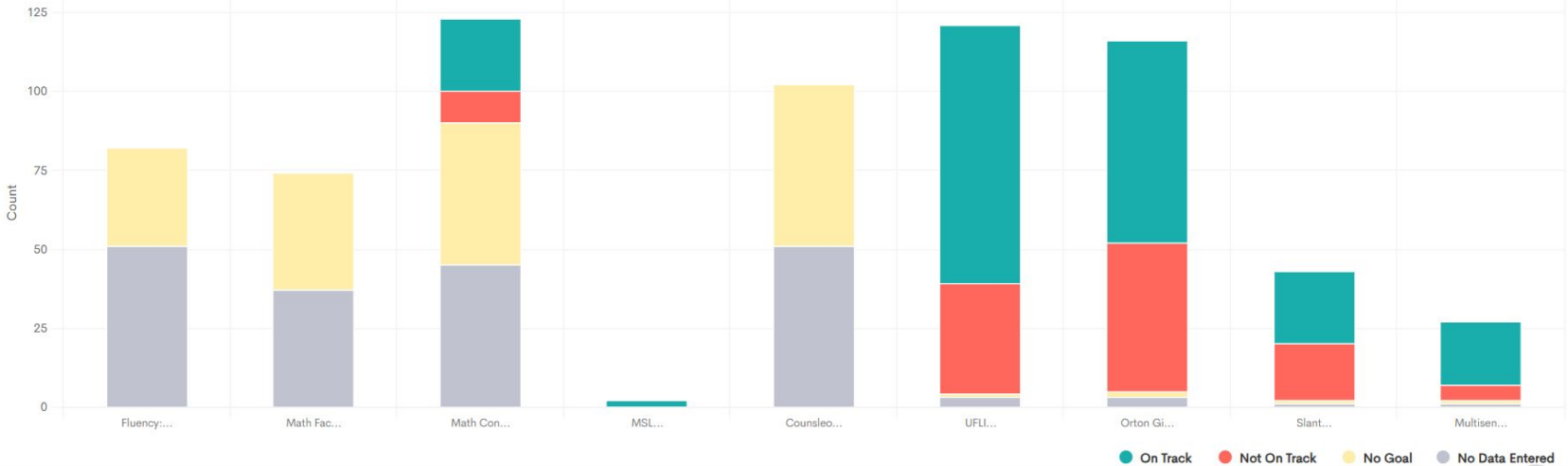


# READING & MATH INTERVENTION

## Intervention Overview

621 Total Plans  
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## Intervention Progress



# ENGLISH LEARNERS

## EL Service Model

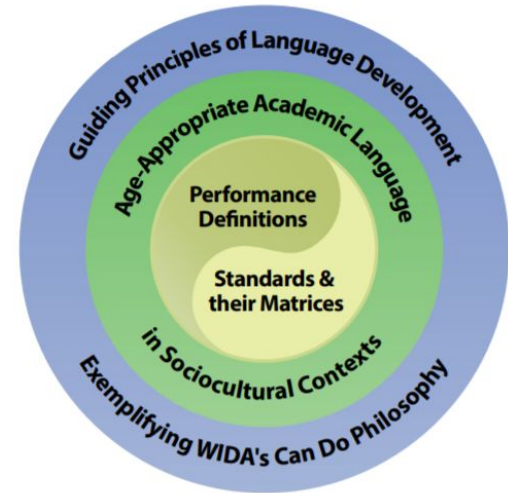
- Direct Services - 111 Students
- Monitoring Service - 17 Students

## Assessment for Decision Making

- Skills assessed through ACCESS assessment:
  - Listening
  - Speaking
  - Reading
  - Writing
- Learners identified as Entering, Emerging, Developing, Expanding, or Bridging in each area
- Teachers use WIDA Framework for language acquisition (social and academic)

## A Graphical Representation of the WIDA Standards Framework

The figure below is a visual representation of the WIDA standards framework.



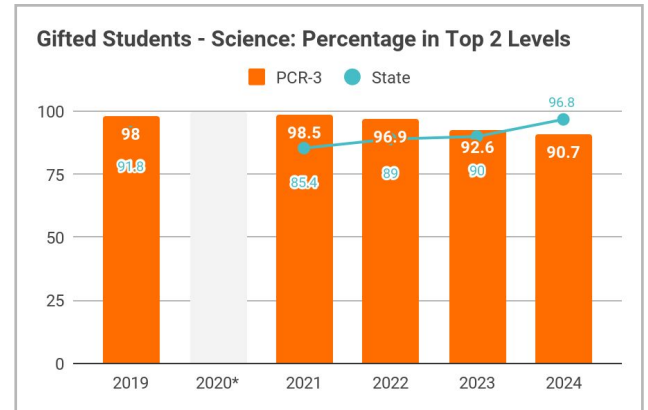
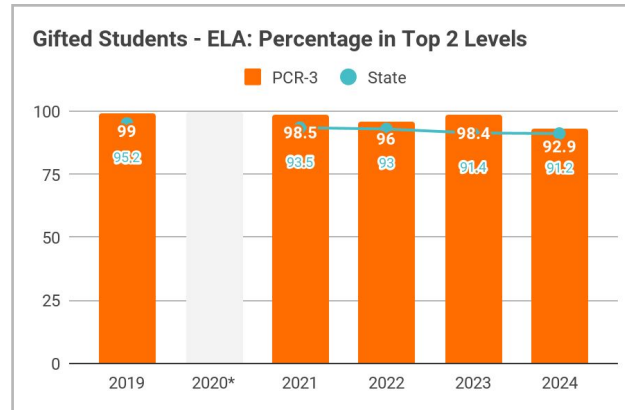
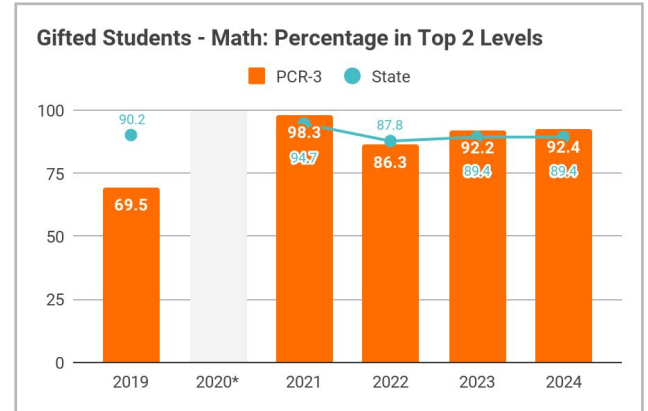
# GIFTED EDUCATION: LEAP

## LEAP Students Served

- 202 Students

## LEAP Service Model

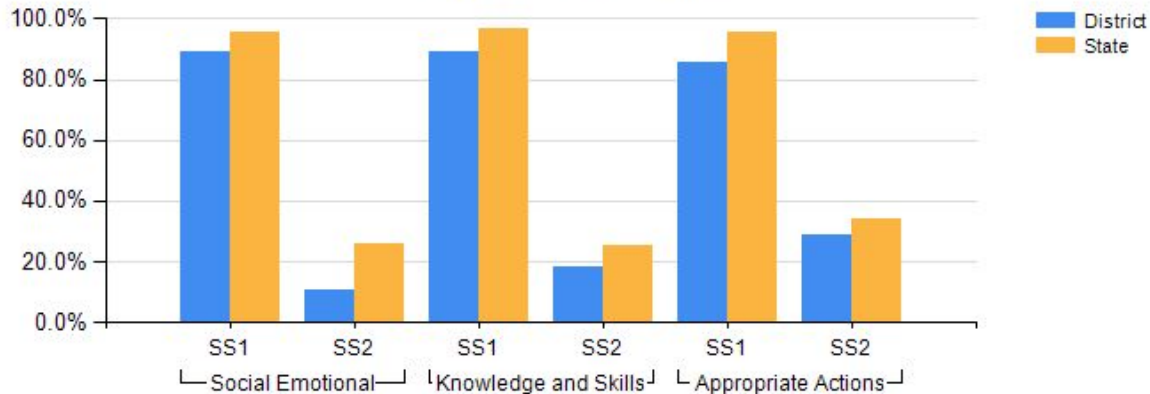
- 150 minutes per week for elementary divided into two touches
- Class period for middle school
- Support and consultation for high school



# EARLY CHILDHOOD SPECIAL ED.

| 2023-24 School Year  | Social Emotional Skills |       |         | Acquiring and Using Knowledge and Skills |       |         | Taking Appropriate Action to Meet Needs |       |         |
|--|-------------------------|-------|---------|--|-------|---------|---|-------|---------|
|  | #                       | %     | State % | #  | %     | State % | #                                       | %     | State % |
| <b>Summary Statements</b>  |                         |       |         |  |       |         |   |       |         |
| 1. Of those children who entered the program below age expectation, the percent that substantially increased their rate of growth by the time they exited. |                         | 89.3% | 95.9%   |  | 89.3% | 96.5%   |   | 85.7% | 95.8%   |
| 2. Percent of children who were functioning within age expectations by the time they exited.   |                         | 10.7% | 25.9%   |  | 17.9% | 25.3%   |   | 28.6% | 34.2%   |

Early Childhood Outcomes



SS1 = Summary Statement 1 (see above)  
 SS2 = Summary Statement 2 (see above)



# K-12 SPECIAL EDUCATION

## Special Education Resource Services (K-12)

### Elementary District-Wide Programs

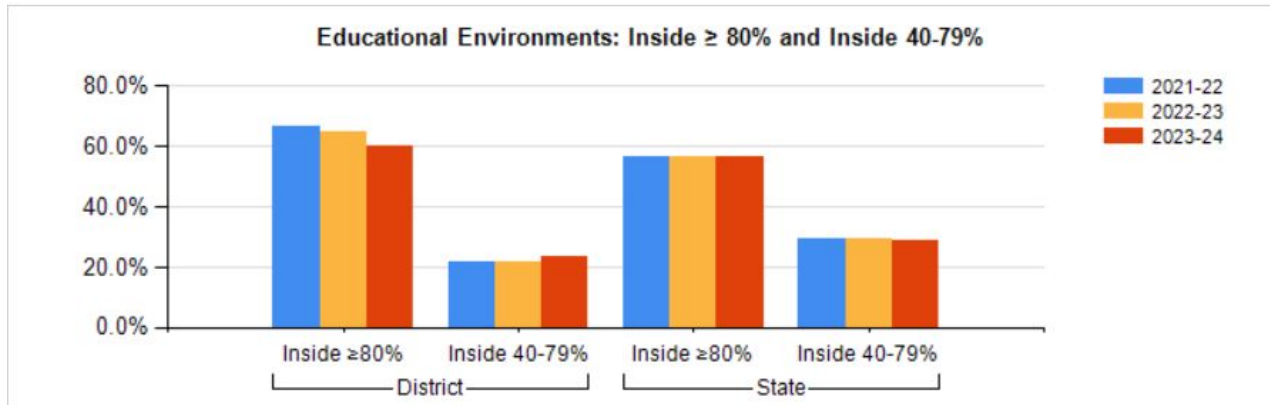
- 1 District Functional Program - Siegrist
- 4 Autism Programs - Compass (2), Barry (2)
- 1 Behavior Support Program - Pathfinder
- 2 Cross-Categorical Programs - Compass

### Middle School District-Wide Program

- 1 Cross-Categorical - PCMS
- 1 District Functional - PCMS

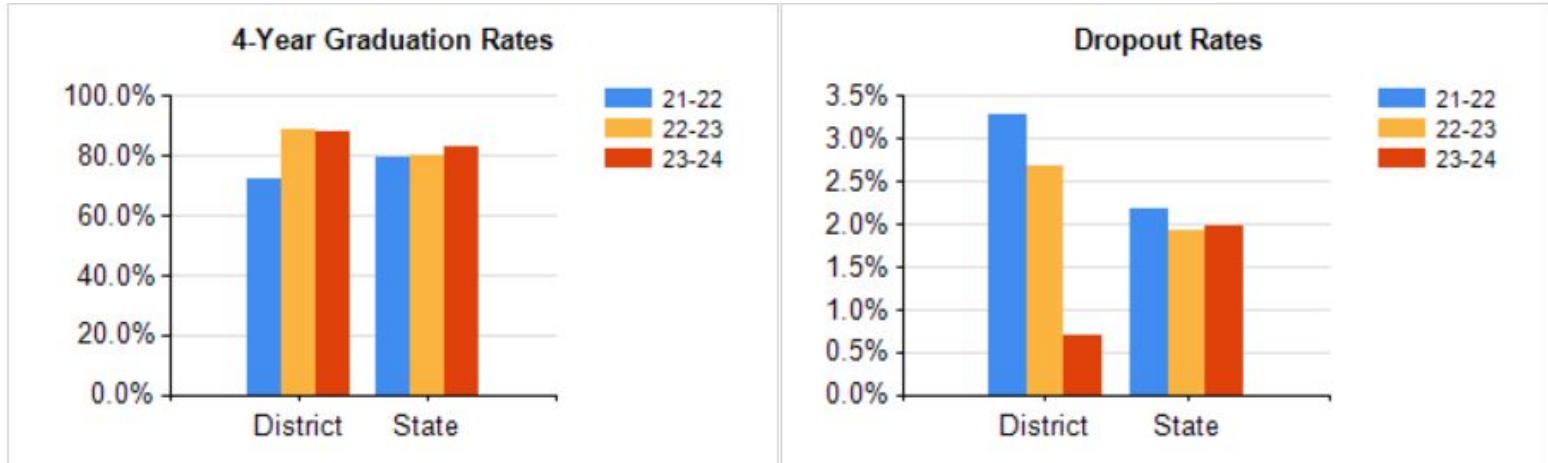
### High School District-Wide Programs

- 2-District Functional Programs





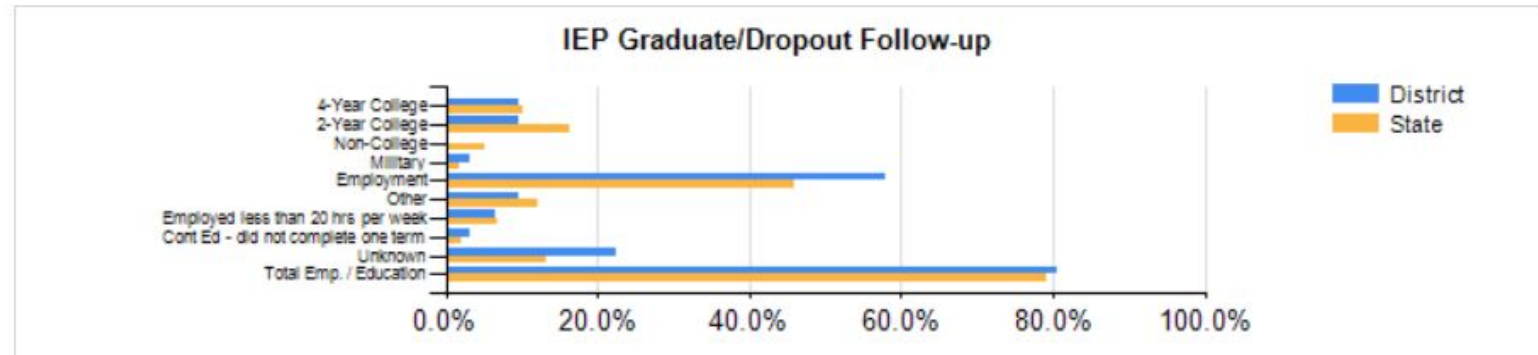
# K-12 SPECIAL EDUCATION



PROD/20S-002-Special Education District Profile

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Non-College includes Advanced Training  
 Employment includes National/ Community Service/ Peace Corps



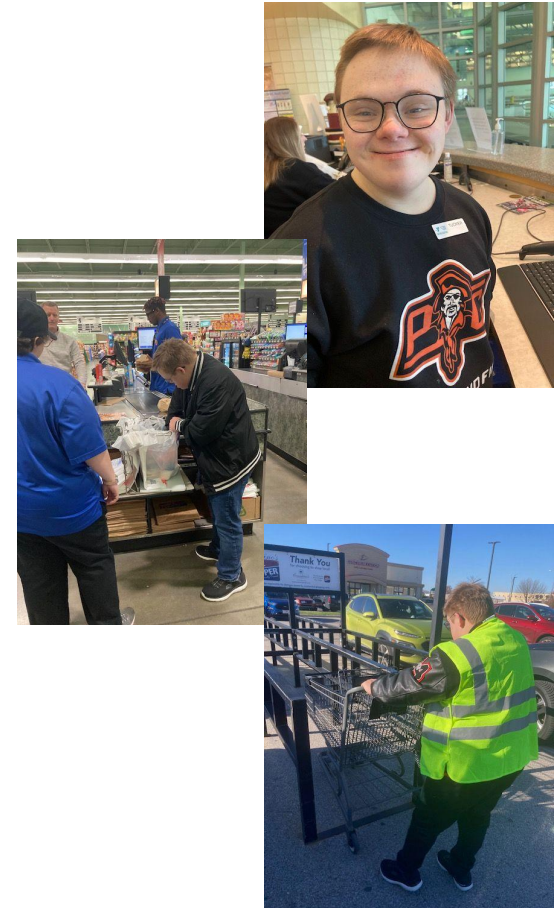
# VOYAGE: 18-21 YEAR OLD PROGRAM

## Celebrations

- Partnerships with Farmer's House, Price Chopper, Treasure Chest, and YMCA enhance community engagement and job skills
- Support the school community with tasks

## Next Steps

- Seeking new partners for next semester and year
- Parent info night to connect families with local resources for high school and adulthood transitions
- Staffing for two program tracks: employment-bound students and those focusing on independent living skills



# PCHS ACADEMY

## Student Intervention Support System

- 16 students served
- Students who may be at-risk for graduation or on suspended status

## Team

- Associate Principal: Michelle Howren
- Lead Teacher: Chelsi Mawhirter
- Long-Term Suspension Instructor and Academic Support: Nicole Jenkins



# PCHS ACADEMY

## Attendance Data

- First Semester 2023-24: 266 total days absent
- First Semester 2024-25: 140 days absent (47% improvement)

## Behavior Data - In School Suspension (ISS)

- First Semester 2023-24: 10 days
- First Semester 2024-25: 4 days (60% improvement)

## Behavior Data - Out of School Suspension (OSS)

- First Semester 2023-24: 88 days
- First Semester 2024-25: 16 days (82% improvement)



# PCHS ACADEMY

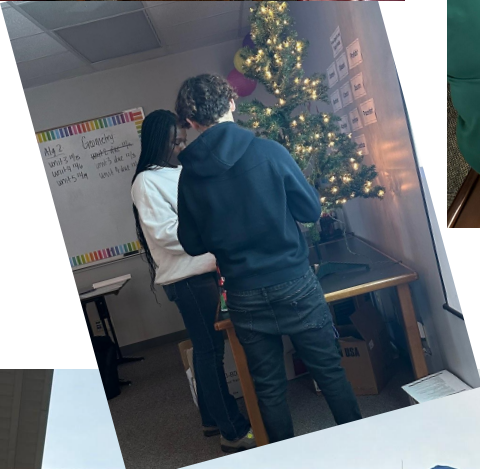
## CREDIT RECOVERY PROGRESS

|   | Individual Student Progress |      |      |      |      |      |      |      |      |      |      |      |      |      |      |      |
|---|-----------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| <i>Grade Level</i>                        | 10th                        | 11th | 11th | 10th | 11th | 10th | 10th | 10th | 10th | 11th | 11th | 10th | 10th | 11th | 11th | 12th |
| <i>Credits at Start of 2024-25</i>        | 5.5                         | 7.5  | 8.5  | 1.5  | 8    | 5.5  | 4    | 2    | 5    | 10.5 | 7.5  | 3    | 3.5  | 8.5  | 7    | 10.5 |
| <i>Current Credits after 1st Semester</i> | 11                          | 15   | 16.5 | 5.5  | 14.5 | 9.5  | 7    | 7.5  | 9    | 14.5 | 14.5 | 9    | 4    | 12   | 12.5 | 11   |

*Green=Back on Track for Graduation (9-10.5 for 10th, 15-17.5 for 11th)*









# PCHS ACADEMY

“PCHS Academy is an different learning environment. I feel like you can learn easy and better and the teachers over here really help you understand what you're doing and they really care for you. They make sure you always have your work any other things done. I really love PCHS Academy.”

“Around this time last year, I was suspended, failing almost every class, not hanging out with the right people, and not trying in school at all. Since coming to PCHS Academy my grades have been a lot better and I've felt like I could get my work done and graduate on time. At first, I thought PCHS Academy would be hard or boring but I was wrong. Ms. Mawhirter makes it fun and makes me want to come to school every day, she knows how to make a connection with everyone in many different ways.”

“My attitude coming in here at the start of the school year was really negative because I just thought this place was for bad kids and or kids that just didn't have enough thinking skills or something but NOW my attitude has changed drastically just because of how much I've been helped and how much work I've gotten done since the start of the year. It's almost like I needed this to be successful in school.”



# PCHS ACADEMY

"I am so grateful for PCHS Academy and I am so glad I got selected for it (even though it meant that I was doing terrible in school). This year, I am a junior. In my classes, I have all 100% and one 99% and 95%. If anyone saw my grades this year and how hard I've been working, they would have never thought I was struggling for the past 2 years of high school. My whole freshman and sophomore year, I had all F's and I was skipping school and classes everyday. I struggled with a lot, at home and at school. I used to feel uncomfortable and worthless being at school, but now, I feel like I finally belong here. I am motivated to come everyday to see my amazing friends and teacher, the environment is so much better and less stressful than the actual high school."

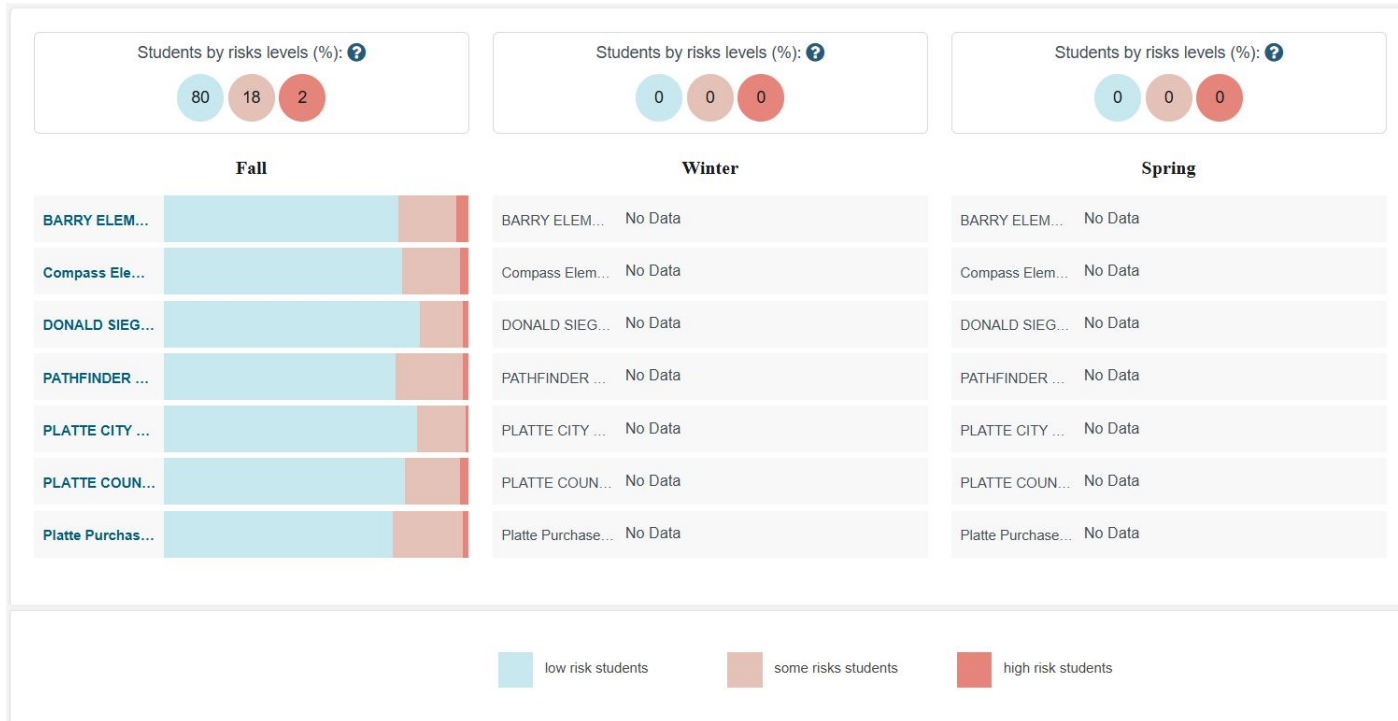
"If I had to make a choice to stay at the Academy I would rather stay here. Everyone looks at me differently at the high school. I always felt like all eyes were on me and this made me more anxious. I feel like I belong here, like it feels like a family! I Like it here, I am doing so much better here and don't want to go back!"



# SOCIAL SKILLS GROUPS

## Social Emotional Universal Screener

- SAEBRS
- mySAEBRS



# ELEMENTARY BEHAVIOR SUPPORTS

## Implementation

- Behavior Support Specialists
- Reset & Reflect Rooms

**Pathfinder 2024-25 Goal:** Pathfinder Elementary will decrease Major Discipline Incidents by 10%.\*

*\*A 10% reduction equals a maximum of 196 incidents in these categories.*

|                 | 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            |
| Major Incidents |        |           |           |           |         |           |          |           |          |                  |
| <b>Total</b>    | 7      | <b>11</b> | 63        | <b>46</b> | 54      | <b>59</b> | 48       | <b>14</b> | 47       | <b>11 so far</b> |



# ELEMENTARY BEHAVIOR SUPPORTS

**Pathfinder 2024-25 Goal:** Pathfinder Elementary will decrease Major Discipline Incidents by 10%.\*

*\*A 10% reduction equals a maximum of 196 incidents in these categories.*

|   | BSIP Temperature Check: % Agree / Strongly Agree |  |      |                          |      |      |      |      |     |
|---|--|--|------|--------------------------|------|------|------|------|-----|
|   | Sept.  | Oct.                                     | Nov. | Dec.                     | Jan. | Feb. | Mar. | Apr. | May |
| “There are effective supports in place to assist students who are struggling behaviorally.” | <b>74%</b><br>(46 resp.)                         | <b>83%</b><br>(40 resp.)                 |      | <b>86%</b><br>(40 resp.) |      |      |      |      |     |
| “Discipline is handled effectively in my school.”   | <b>70%</b><br>(46 resp.;<br>26% Neutral)         | <b>63%</b><br>(40 resp.;<br>23% Neutral) |      | <b>86%</b><br>(40 resp.) |      |      |      |      |     |



# SUBMITTED FOR YOUR REVIEW

## Academic Services Results Summary 2024 - October Upload

## Teaching and Learning System Plan 2024-25

### Program Evaluations

- Early Childhood
- English Language
- Gifted
- Reading Improvement
- Special Education



### Teaching and Learning System

#### Academic & Essential Skills

- Guaranteed and Viable Curriculum
- Effective Instruction
- Universal Screening
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