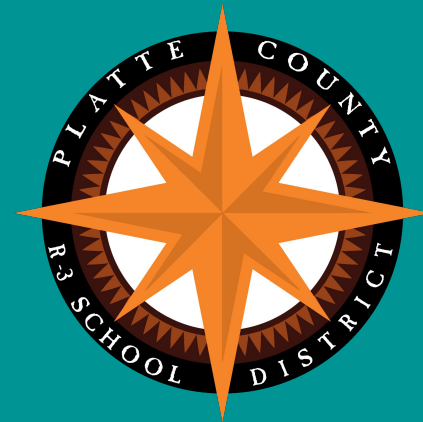# KEY PROCESS UPDATE

Teaching & Learning System

**November 2023**

# 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.

# WORK SYSTEM



Platte County School District
WORK SYSTEM
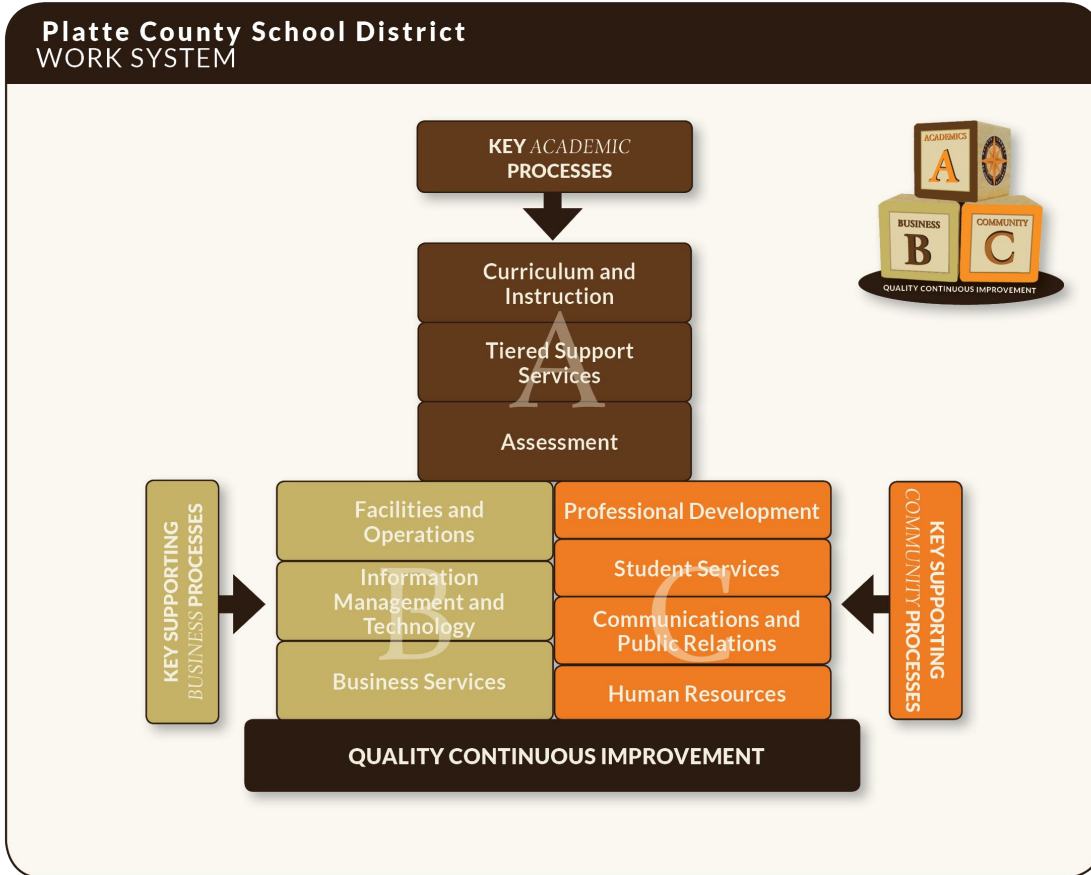
# LEADERSHIP

| ACADEMIC SERVICES TEAM | |
|---|---|
| *Dr. Drew White* | Deputy Superintendent |
| *Dr. Alicia Casey* | Executive Director of Academic Services |
| *Dr. Jen McClure* | Director of Elementary Education |
| *Dr. Aaron Duff* | Director of Secondary Education |

| PUPIL SERVICES TEAM | |
|---|---|
| *Dr. Drew White* | Deputy Superintendent |
| *Dr. Jen Beutel* | Executive Director of Pupil Services |
| *Dr. Chad Sayre* | Director of Student Services |

| TECHNOLOGY & INFORMATION SERVICES | |
|---|---|
| *Mr. David Dixon* | Director of Technology |
| *Mr. Curtis Nower* | Coordinator of Information Management |

# SUPPORTING STRUCTURE
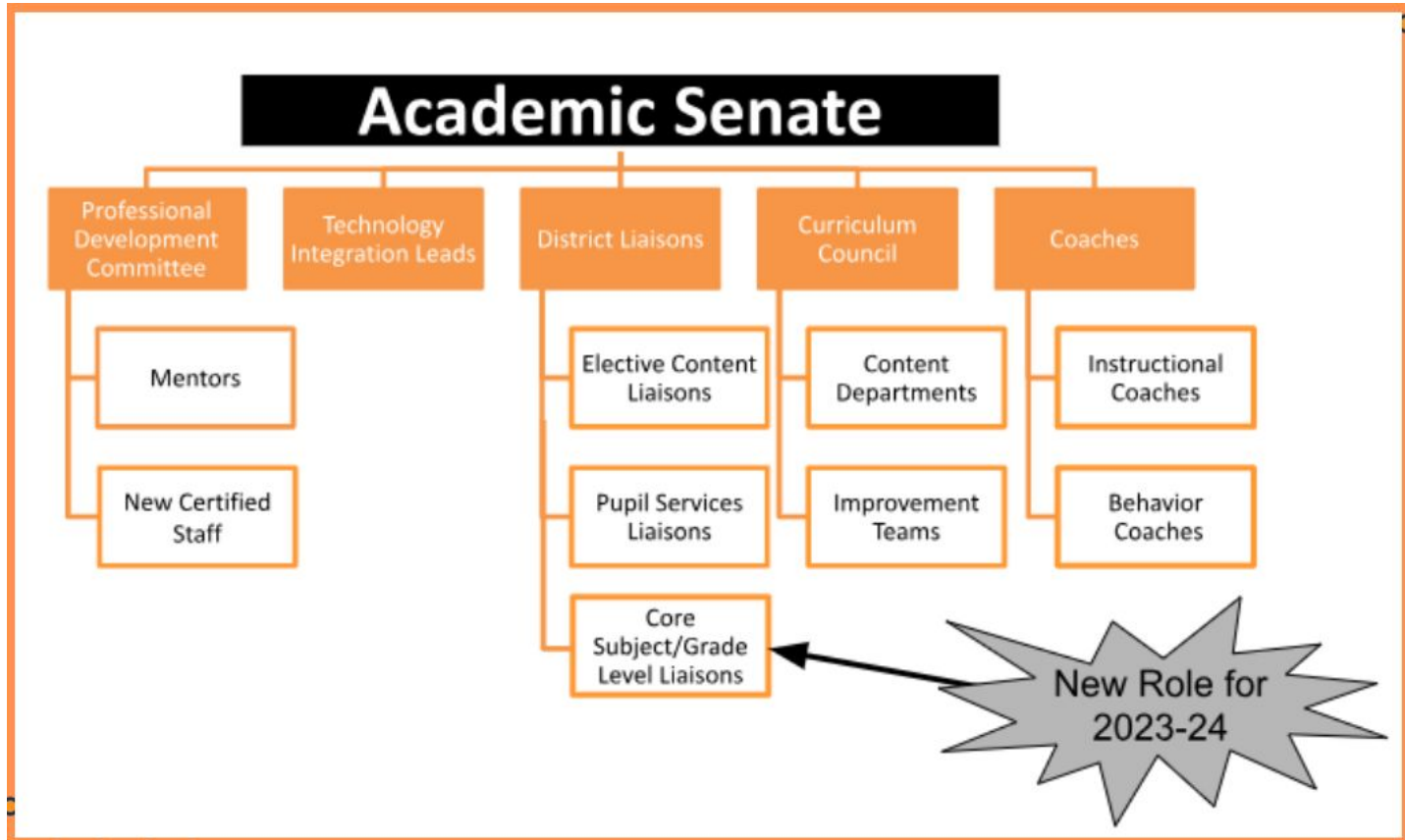
# TEACHING & LEARNING SYSTEM

*2023-24 Goals*

- *Improve academic achievement for ALL students* as measured by overall student performance data, sub group performance data, and market value assets.

- *Improve essential skill development 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.*

# TEACHING & LEARNING SYSTEM

## 2023-24 Priorities

**Implementation of a Comprehensive Teaching & Learning System**

*Development and implementation of a comprehensive Teaching & Learning System that produces programs of excellence*

- **Implementation of a Guaranteed and Viable Curriculum**

  *Continuation of comprehensive curriculum revision and implementation plan to ensure a guaranteed and viable curriculum*

- **Implementation of a Comprehensive Assessment System**

  *Development and implementation of a comprehensive assessment system for monitoring the teaching and learning system*

- **Implementation of a Comprehensive Behavior Management Framework**

  *Development and implementation of a comprehensive behavior management framework to ensure success for learning*

**Job-Specific, Focused Professional Development**

*Development and implementation of meaningful, relevant, and high-quality Professional Development in alignment with the*

*Teaching & Learning System using educational best practice*

# CYCLE OF IMPROVEMENT

**Platte County School District**
CONTINUOUS IMPROVEMENT - ACADEMIC SERVICES

<u>RESPONSE TO INSTRUCTION/ ASSESSMENT</u>

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

How do we respond when the desired outcome was met?

<u>CURRICULUM</u>

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

Act | Plan
Study | Do

<u>ASSESSMENT</u>

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

<u>INSTRUCTION</u>

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

# TEACHING & LEARNING SYSTEM

## Teaching and Learning System

### Academic & Essential Skills

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

**Tier 1**
All students-
aligned to instructional framework

**Tier 2A**
Small group instruction to address
strengths and gaps in learning and essential skills
within the classroom

**Tier 2B**
Some students- specialist intervention
outside of classroom

**Tier 3**
Few students-
specialist intervention
outside of classroom

# TEACHING & LEARNING SYSTEM

# 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 include:**

- **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

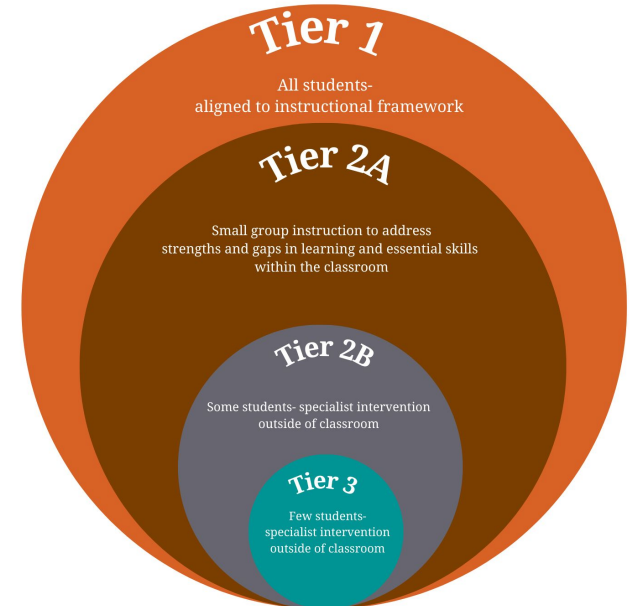| Roles & Responsibilities within the PCR-3 Teaching and Learning System | | | | |
|---|---|---|---|---|
| **Role** | **Tier 1** | **Tier 2a** | **Tier 2b** | **Tier 3** |
| *Classroom Teacher* | I - Implementing | I - Implementing | A - Awareness | A - Awareness |
| *Instructional and Behavior Coach* | GI - Guiding Implementation | GI - Guiding Implementation | GI - Guiding Implementation (BC only) | A - Awareness |
| *Interventionist (Reading/Math Impr.)* | A - Awareness | A - Awareness | I - Implementing | A - Awareness |
| *Special Education Teacher* | A - Awareness | A - Awareness | A - Awareness | I - Implementing |
| *English Learner Teacher* | A - Awareness | A - Awareness | A - Awareness | I - Implementing |
| *LEAP (Enrichment)* | A - Awareness | A - Awareness | A - Awareness | I - Implementing |
| *Counselor* | I - Implementing (Counseling curriculum) | I - Implementing | I - Implementing | I - Implementing |
| *Social Worker* | A - Awareness | I - Implementing | I - Implementing | I - Implementing |
| *School Psychologist/ Process Coordinator* | A - Awareness | A - Awareness | GI - Guiding Implementation | GI - Guiding Implementation |
| *Building Administrator* | M - Monitoring for Fidelity | M - Monitoring for Fidelity | M - Monitoring for Fidelity | M - Monitoring for Fidelity |
| *District Administrator* | M - Monitoring for Fidelity | M - Monitoring for Fidelity | M - Monitoring for Fidelity | M - Monitoring for Fidelity |

# TEACHING & LEARNING SYSTEM

## 5 Essential Elements
- Collaborative Teams
- Guaranteed and Viable Curriculum
- Effective Instruction
- Universal Screening
- Assessment & Reporting



**Teaching and Learning System**

**Academic & Essential Skills**
- Guaranteed and Viable Curriculum
- Effective Instruction
- Universal Screening
- Assessment
- Improvement Teams

**Tier 1**
All students-
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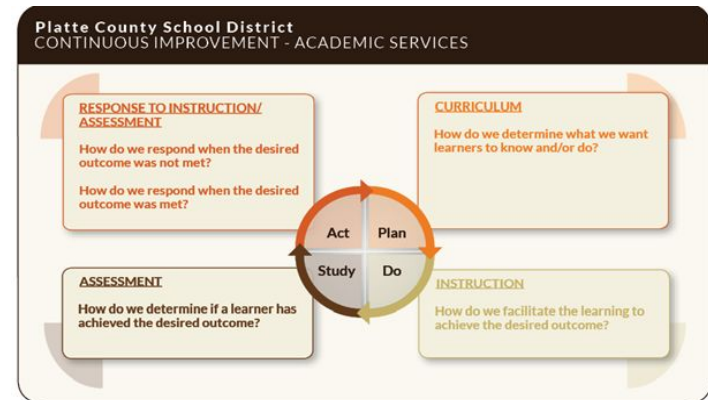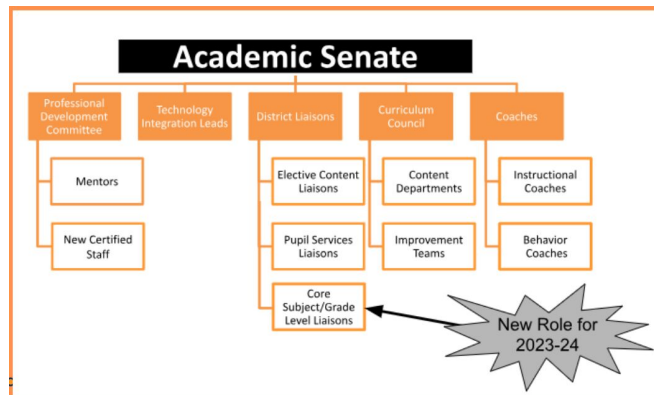specialist intervention
outside of classroom

# COLLABORATIVE TEAMS

**Collaborative Improvement Cycles:**
- Improvement Cycles are leveraged by small, grade-level, department, course, content, or organizational teams that examine progress measured by qualitative and/or quantitative data to improve professional practice.
- Improvement Cycles occur during scheduled collaborative, structured meetings that concentrate on the effectiveness of practices, processes, and procedures.
- Improvement Cycles use common goals, generate action steps, and use qualitative/quantitative data to monitor and analyze progress.

*(Modified from the Data Team Definitions from The Leadership and Learning Center, 2010)*

# GUARANTEED & VIABLE CURRICULUM

*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

*2023-24 begins a curriculum revision cycle for 6-12 World Language

| PCR-3 CURRICULUM REVISION AND IMPLEMENTATION TIMELINE BY CONTENT AREA | | | | | | |
|---|---|---|---|---|---|---|
| Content | 2020-21 | 2021-22 | 2022-23 | 2023-24 | 2024-25 | 2025-26 |
| English Language Arts | 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) | | |
| Math | 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) | |
| Science | 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) |
| Social Studies | 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) |

# EFFECTIVE INSTRUCTION

| Elements of Effective Lessons | Elementary Components | Secondary Components | Suggested Times |
|---|---|---|---|
| **Clear Learning Goals/Objectives** | State Learning Objective | State Learning Objective | 1-2 minutes |
| | Connect to Previous Learning | Anticipatory Set | 2-5 minutes |
| **Teaching in Small Steps** | Mini Lesson | Teaching and Modeling | 10-15 minutes |
| | Guided Small Group Instruction | Guided Practice | 10 minutes |
| **Checking for Understanding** | Conferring and Checks for Understanding | Checks for Understanding | Occurs within the Guided and Independent Practice times |
| | Adjustments to Instruction | Adjustments to Instruction | Occurs as needed based on checking for student understanding |
| | Independent Practice | Independent Practice | Varied depending on the instructional block - approximately ⅔ of the instructional bock |

# 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.
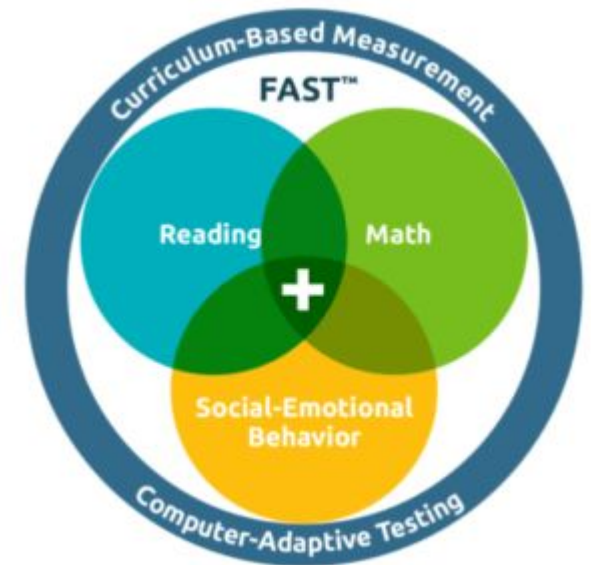
# UNIVERSAL SCREENING

## Fastbridge Fall 2023 Universal Screening Results - aReading

| School Name | Fall Median %ile | | | | Median Student Winter Median %ile | Spring Median %ile |
|---|---|---|---|---|---|---|
| BARRY ELEMENTARY | 24 | 7 | 53 / 52 | 17(%) | (%) | (%) |
| Compass Elementary | 19 | 7 | 54 / 58 | 16(%) | (%) | (%) |
| DONALD SIEGRIST ELEMENTARY | 14 | 9 | 57 / 55 | 22(%) | (%) | (%) |
| PATHFINDER ELEMENTARY SCHOOL | 28 | 7 | 44 / 51 | 14(%) | (%) | (%) |
| PLATTE CITY MIDDLE | 15 | 9 | 51 / 60 | 16(%) | (%) | (%) |
| PLATTE COUNTY HIGH SCHOOL | 15 | 6 | 57 / 62 | 17(%) | (%) | (%) |
| Platte Purchase Middle School | 20 | 9 | 55 / 57 | 14(%) | (%) | (%) |

# UNIVERSAL SCREENING

**Fastbridge Fall 2023 Universal Screening Results - aMath**

| School Name | Fall Median %ile | | | | Median Student Winter Median %ile | Spring Median %ile |
|---|---|---|---|---|---|---|
| BARRY ELEMENTARY | 24 | 10 | 42 / 53 | 13(%) | (%) | (%) |
| Compass Elementary | 14 | 9 | 60 / 56 | 21(%) | (%) | (%) |
| DONALD SIEGRIST ELEMENTARY | 14 | 10 | 57 / 59 | 17(%) | (%) | (%) |
| PATHFINDER ELEMENTARY SCHOOL | 23 | 11 | 41 / 57 | 9(%) | (%) | (%) |
| PLATTE CITY MIDDLE | 15 | 12 | 50 / 58 | 15(%) | (%) | (%) |
| PLATTE COUNTY HIGH SCHOOL | 14 | 14 | 46 / 68 | 4(%) | (%) | (%) |
| Platte Purchase Middle School | 21 | 13 | 42 / 54 | 12(%) | (%) | (%) |

# UNIVERSAL SCREENING

**Fastbridge Fall 2023 Universal Screening Results:**

**mySAEBRS - Student Self-Assessment**
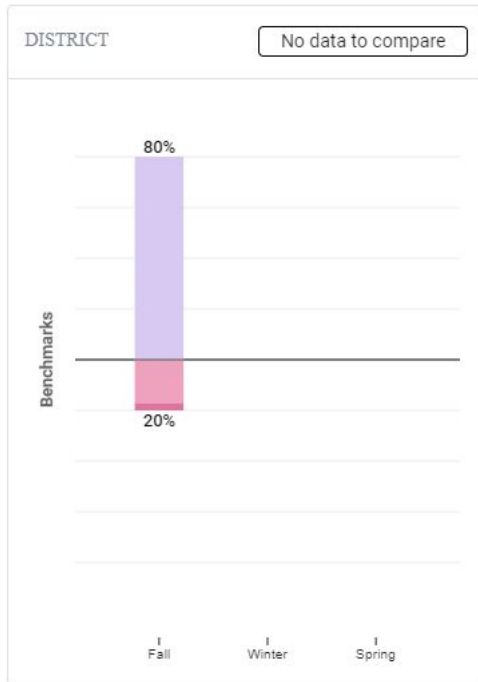


**SAEBRS - Teacher Assessment of Students**
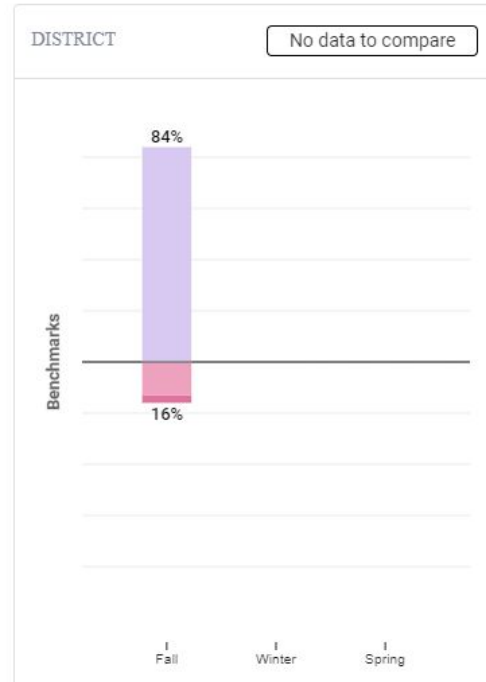
# ASSESSMENT & REPORTING

**Types of Assessment:**
- State Assessments
- Universal Screeners
- Standards-Based Benchmark Common Assessments
- Common Unit Assessments

# ASSESSMENT & REPORTING

**PCR-3: ELA - Grade 6 Fall Benchmark**

| Mastered | Not Mastered | Average % Correct |
|----------|--------------|-------------------|
| 3.4% | 96.6% | 51.4% |
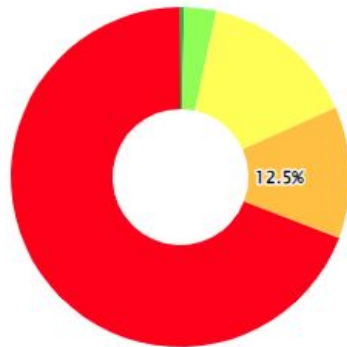


**Performance Bands**

| | % of Students | # of Students |
|---|---|---|
| Advanced | 0.3% | 1 |
| Proficient | 3.1% | 9 |
| Basic | 14.9% | 44 |
| **Below Basic** | **12.5%** | **37** |
| Far Below Basic | 69.2% | 204 |

Questions
24

Standards
6.RL.2.D
6.RI.1.A
6.RI.1.B
6.RI.1.D
6.RI.2.B
More...

# ASSESSMENT & REPORTING

**PCR-3: Math - Grade 1 Unit 3 - Addition Within 20**

| Mastered | Not Mastered | Average % Correct |
|---|---|---|
| 56.5% | 43.5% | 63.2% |



**Performance Bands**
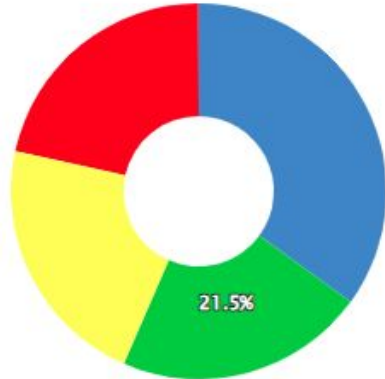
| | % of Students | # of Students |
|---|---|---|
| ● 4- Proficiency of skill assessed | 35% | 83 |
| ● **3- Approaching proficiency** | **21.5%** | **51** |
| ● 2- Progressing in learning | 21.9% | 52 |
| ● 1- Need intervention on skill/s | 21.5% | 51 |

Questions
8

Standards
1.RA.A.1
1.RA.C.7

# ASSESSMENT & REPORTING

## Platte County School District
### Pathfinder Elementary
1951 NW 87th Terrace
Kansas City, MO 64154
816-436-6670
**Principal:** Dr. Anna Bohn
*Term: Quarter 1*

Grade: 2
Teacher: ▉

The absences are representative of full day absences, not partial day absences.
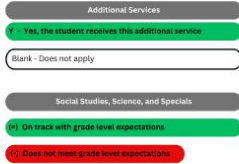
| Attendance | Q1 | Q2 | Q3 | Q4 |
|---|---|---|---|---|
| Absence | 1 | 0 | | |
| Tardy | 0 | 0 | | |

**Core Content Standards Based Score Guide**
- 4 — Mastery of standard
- 3+ — Nearing a 4
- 3 — Mastery of most of the standard
- 2+ — Nearing a 3
- 2 — Mastery of some of the standard
- 1+ — Nearing a 2
- 1 — Little to no mastery
- * — Introduced but not assessed

**Additional Services**
- Y - Yes, the student receives this additional service
- Blank - Does not apply

**Social Studies, Science, and Specials**
- (+) On track with grade level expectations
- (-) Does not meet grade level expectations

The purpose of the elementary report card is to communicate what your child knows and is able to do at the time of the reporting period.

Your child's teacher collects data throughout the year. This data is used in determining your student's progress in meeting the grade level standards. The report card should help you realize your child's growth over the course of the year. If you have questions about your child's progress or the report card, we encourage you to talk to your child's teacher.

| 2 Additional Services | Q1 | Q2 | Q3 | Q4 |
|---|---|---|---|---|
| Individual Education Program (IEP) | | | | |
| Reading Improvement | | | | |
| English Language Learner (EL) | | | | |
| Gifted Education | | | | |

| 2 ART | Q1 | Q2 | Q3 | Q4 |
|---|---|---|---|---|
| Demonstrates Product Performance | = | | | |
| Demonstrates Effort & Participation | = | | | |
| Understands Elements & Principles of Art | = | | | |

| 2 Communication Arts | Q1 | Q2 | Q3 | Q4 |
|---|---|---|---|---|
| Decoding | 1 | | | |
| Heart Words 2nd Grade | * | | | |
| Inferences and Drawing Conclusions | | | | |
| Story Elements 2nd grade | | | | |
| Cause and Effect | | | | |
| Main Idea and Details | | | | |

## Platte City Middle School
900 Pirate Drive
Platte City, MO
64079
816-858-2036
Principal: Dr. Chris Miller

Grade 8
Class of: 2028

| Attendance | Q1 | FastBridge | National % | Level |
|---|---|---|---|---|
| Absences | 0 | Reading Screener | 69 | Proficient |
| Tardies | 1 | | | |

| MAP Results | Level | FastBridge | National % | Level |
|---|---|---|---|---|
| English | Proficient | Math Screener | 81 | Proficient |
| Mathematics | Advanced | | | |

| Grade Key | |
|---|---|
| Percent | Letter |
| 100-90 | A |
| 89-80 | B |
| 79-70 | C |
| 69-60 | D |
| 59-0 | F |

| Course Grades | Teacher | Q1 |
|---|---|---|
| 8 ART | Nakamura, Nicole | A |
| 8 Communication Arts | Lakey, Jared | A |
| 8 LEAP | Cordova, Amy | A |
| 8 PHYSICAL EDUCATION | Humburg, Jeff | A |
| 8 SCIENCE | Sipes, John | A |
| 8 SOCIAL STUDIES | Drummond, Carla | A |
| MS ALGEBRA 1 | Gilpin, Darcy | A |

| 23/24 Course Schedule | | | |
|---|---|---|---|
| Period | Course Name | Teacher | Term |
| P0(A) P8(A) | Advisory | Singer | 23-24 |
| P1(A) | 8 ART | Nakamura | S1 |
| P1(A) | 8 PHYSICAL EDUCATION | Humburg | S2 |
| P2(A) | 8 PHYSICAL EDUCATION | Humburg | S1 |
| P2(A) | 8 Health | SCHMIDT | S2 |
| P3(A) | 8 Communication Arts | Lakey | 23-24 |
| P4(A) | 8 SOCIAL STUDIES | Drummond | 23-24 |
| P5(A) | 8 SCIENCE | Sipes | 23-24 |
| P6(A) | MS ALGEBRA 1 | Gilpin | 23-24 |
| P7(A) | 8 LEAP | Cordova | 23-24 |

# PROFESSIONAL DEVELOPMENT

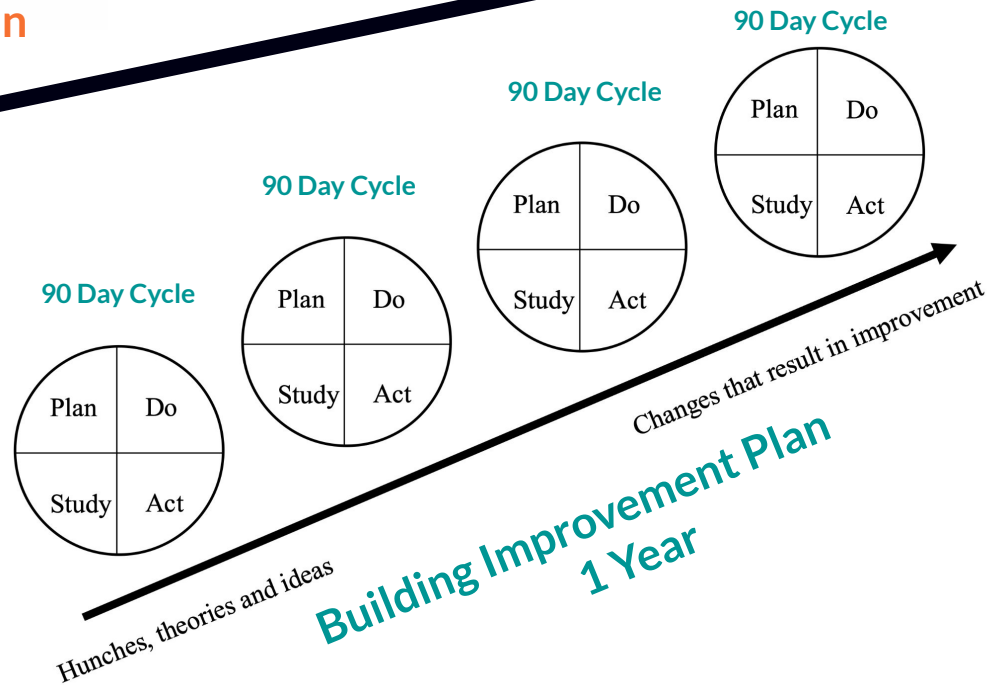**PLD Exit Ticket Question:** Was today's learning relevant to your daily work?
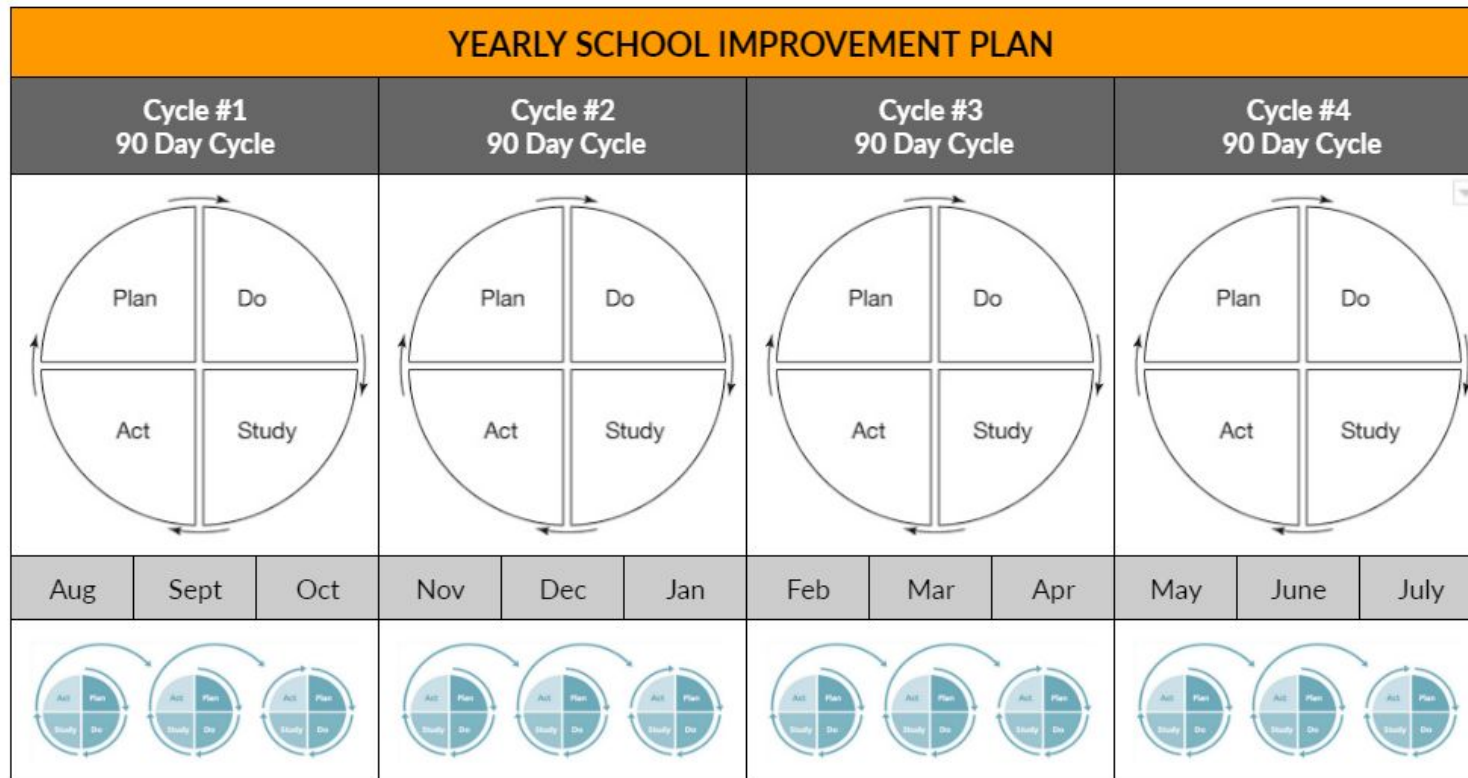


Average Response by PLD
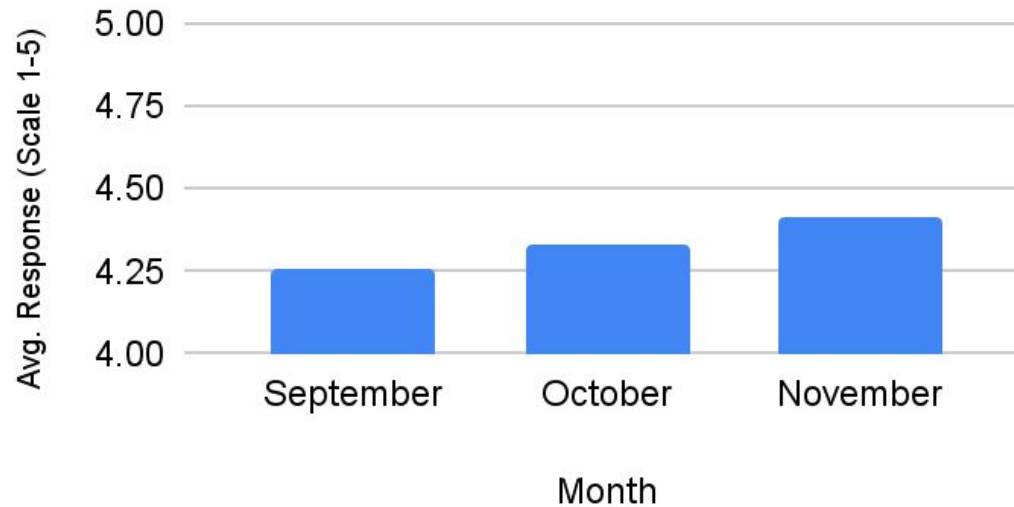
# 2023-24 SCHOOL IMPROVEMENT PLANS
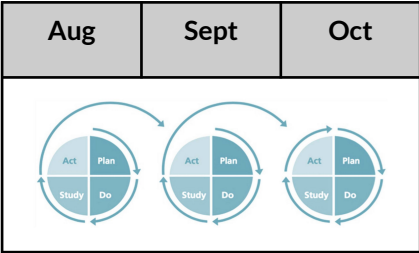


**District Strategic Plan**
**3-5 Years**

90 Day Cycle

Plan | Do
Study | Act

90 Day Cycle

Plan | Do
Study | Act

90 Day Cycle

Plan | Do
Study | Act

90 Day Cycle

Plan | Do
Study | Act

Hunches, theories and ideas

Changes that result in improvement

**Building Improvement Plan**
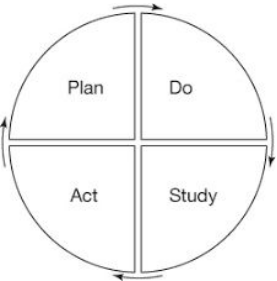**1 Year**

# 2023-24 SIP: TIMELINE FOR REVIEW

# 2023-24 SIP: TIMELINE FOR REVIEW

| Symbol | Frequency | Study Team | Process |
|---|---|---|---|
|  | Monthly - End of 30 Day Review | Building Admin, Member of AST/PS Instructional /Behavior Coach (If Appropriate) | Review evidence (data, work, product) to show progress on actions.<br><br>Make adjustments to future action steps if necessary |
|  | Quarterly - End of 90 Day Cycle Review | Dr. Harris Dr. White All Members of AST/PS Building Admin | Formal review of evidence (data, work, product) to show progress on actions.<br><br>Make adjustments to future 90 Day Cycle |

# SUBMITTED FOR YOUR REVIEW

- **Academic Services Results Summary 2023 - October Upload**

- **Teaching and Learning System Plan 2022-23**

- **Program Evaluation**
  - Media Center



**Teaching and Learning System**

**Academic & Essential Skills**
- Guaranteed and Viable Curriculum
- Effective Instruction
- Universal Screening
- Assessment
- Improvement Teams

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