

Platte County School District Teaching and Learning System



2024-25

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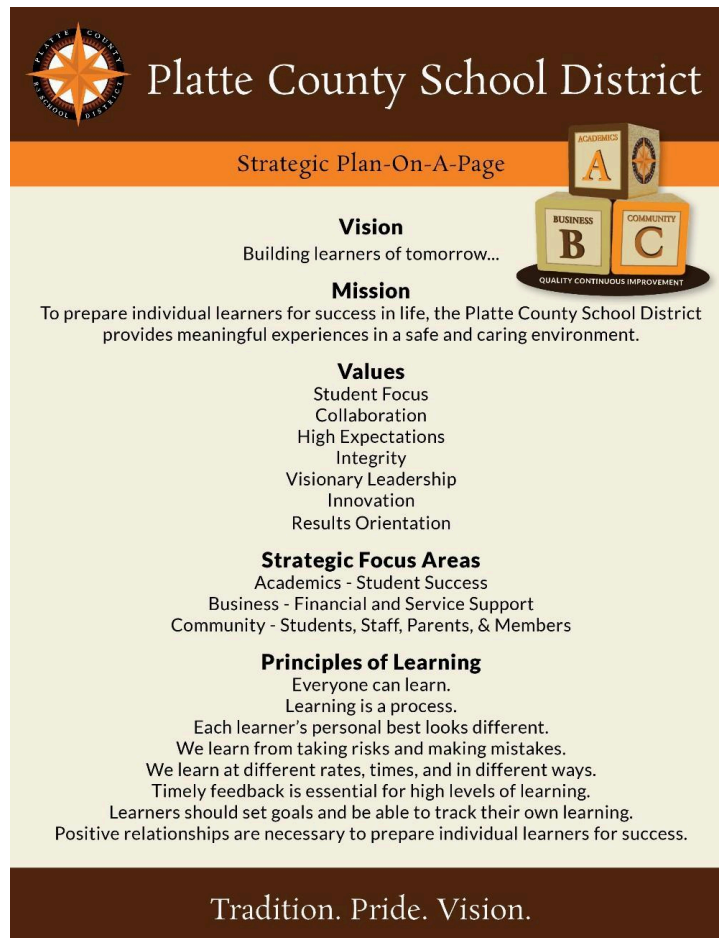
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Platte County R-3 School District, Platte City, Missouri

Teaching and Learning System

Platte County R-3 School District Foundational Elements

The Platte County School District collaboratively developed a shared vision, mission, and values (VMV). By design the language paints a distinct picture of what our school district believes. For instance, the word 'students' is not present within the PCR-3 Vision and Mission; instead you will notice the word 'learner'. We believe all students, teachers, administrators, families, and community stakeholders are included in our collective journey as life-longer learners. The quote by Roland Barth (2001) aligns directly to our choice to use the word 'learner': *"Ultimately there are two kinds of schools: learning-enriched schools and learning-impooverished schools. I've yet to see a school where the learning curves of the youngsters are off the chart upward while the learning curves of the adults are off the chart downward, or a school where the learning curves of the adults were steep upward and those of the students were not. Teachers and students go hand in hand as learners - or they don't go at all."* In addition to specific word choice, the ellipsis following the vision shows that 'tomorrow' is ever changing. Since the initial adoption of the VMV, all staff members have been held accountable to know and articulate the VMV.



The graphic is a vertical rectangular poster with a dark brown top and bottom border and a light beige central area. At the top left is the Platte County School District logo, a circular emblem with a sunburst and the text 'PLATTE COUNTY SCHOOL DISTRICT'. To its right, the text 'Platte County School District' is written in a white serif font. Below this, an orange horizontal band contains the text 'Strategic Plan-On-A-Page' in white. To the right of this band is a graphic of three stacked blocks labeled 'A', 'B', and 'C'. Block 'A' is labeled 'ACADEMICS', 'B' is 'BUSINESS', and 'C' is 'COMMUNITY'. Below these blocks is a small circular logo with the text 'QUALITY CONTINUOUS IMPROVEMENT'. The main body of the poster contains the following text in a dark brown serif font:

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.

At the bottom, the text 'Tradition. Pride. Vision.' is written in a white serif font against the dark brown background.

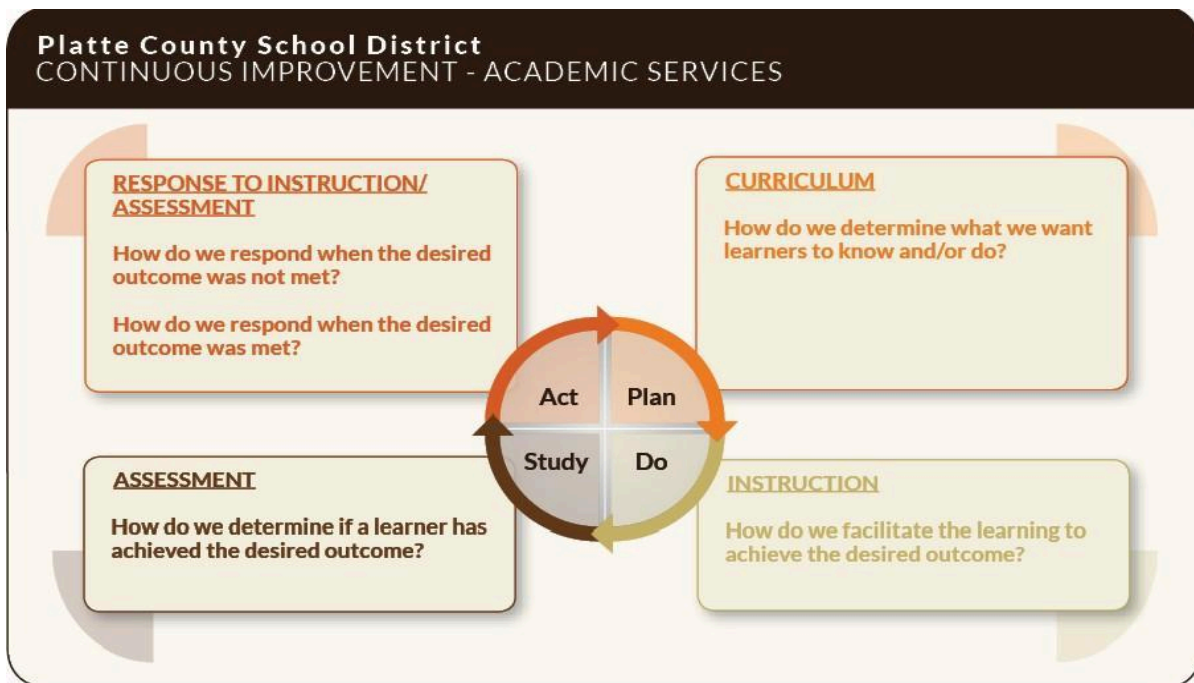
The Purpose of the Platte County R-3 Teaching and Learning System

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 instructional practices, and appropriate assessment methods that evaluate growth and learning. District assessments, Improvement Teams, and the use of formative assessments are intended to 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, 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.



The development of this plan was facilitated by, and will be monitored by, the Teaching and Learning Team. The Platte County R-3 School District Teaching and Learning team is led by the Executive Director of Teaching & Learning.

The essential functions of the Teaching and Learning Team are:

- Coordinates and facilitates the creation, implementation, and monitoring of district curriculum.
- Supports alignment of state and local standards, learning objectives, competencies and/or assessments to the District curriculum.
- Monitors the implementation of the district instruction framework.
- Ensures curriculum, instruction, and assessment is aligned to future ready knowledge and skills.
- Coordinates the execution of assessments in the District including facilitating the development of the assessment calendar; ordering assessment materials; providing in-service to building assessment coordinators; developing and maintaining test security measures that are aligned with board policy; ensuring state approved accommodations are used; ensuring that state guidelines and restrictions are being honored in each building; and coordinating the transporting of resources, materials, and assessments.
- Supports the development and utilization of District common assessments used to guide instruction, supports teaching and learning district wide.
- Informs and educates both internal and external stakeholders in our community on the current reality of state and national assessment guidelines and factors that may influence our assessment program.
- Supports alignment of state and local standards, learning objectives, competencies and/or assessments to the District curriculum.
- Monitors the implementation of the district curriculum and instruction framework.
- Ensures curriculum, instruction, and assessment is aligned to future ready knowledge and skills.

Layers of Support for Teaching and Learning

The Teaching & Learning Team works collaboratively to layer support within the Teaching and Learning System. The processes within each team are co-dependent and overlap within Tier 2. Without one, the other cannot be successful. Teaching & Learning supports explicit teaching and learning in the Tier 1 and Tier 2a setting all occurring within the regular classroom. The support personnel, curriculum, assessment, and instruction within that setting are the focus of the Teaching & Learning Team in addition to guidance with regard to the additional assessment and instruction in specialized settings.

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 is designing and implementing a 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, Tier 1 Instructional Framework, Improvement Teams, Student Success Teams (SST), and Educator Improvement Cycles (EPIC/APIC).

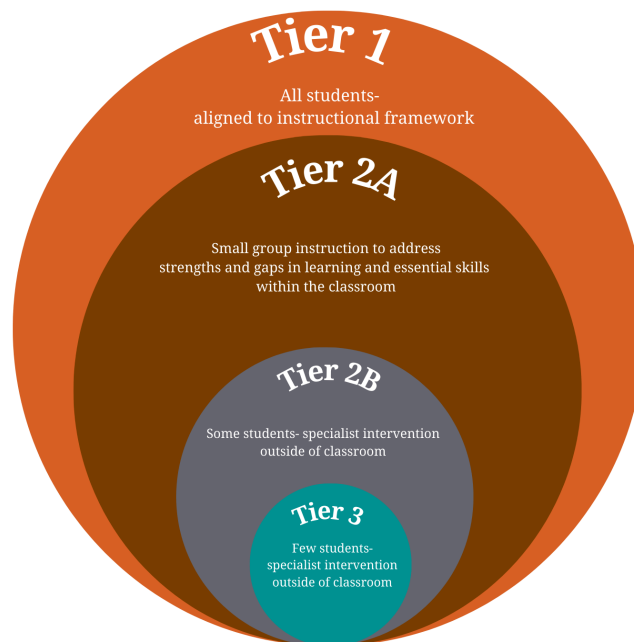
The Teaching and Learning System is used to increase the efficiency and effectiveness of our educational supports to meet the student needs in academics, behavior, social-emotional functioning and more. Research has found that comprehensive Teaching and Learning Systems can improve instructional quality, contribute to more meaningful identification of learning and behavior problems, and provide all students with the best opportunities to succeed in school. Within the articulation of the PCR-3 Teaching and Learning System, educator roles and responsibilities were finalized for the 2023-24 school year to ensure clarity in each staff member's contributions to overall student success. While it is critical that all staff members have a part in each tier, the responsibility varies based on tier and student need as outlined in the table below. Once the below roles and responsibilities are finalized through the Academic Senate in April, communication to all District staff will occur prior to the end of the school year.



Teaching and Learning System

Academic & Essential Skills

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



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 and Learning System to map roles and responsibilities related to processes and procedures. The PCR-3 Responsibility Matrix chart defines whether the people involved in the Teaching and Learning System will be responsible for **implementing** key processes and procedures, **have awareness** for what is being implemented, **guide implementation** for the key role of the implementer, or **monitor implementation** and fidelity of implementation of key 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 and 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.

Roles & Responsibilities within the PCR-3 Teaching and Learning System				
Role	Tier 1	Tier 2a	Tier 2b	Tier 3
Classroom Teacher	I - Implementing Delivery of the GVC and Behavioral Framework	I - Implementing Small group targeted intervention and/or intentional application of instructional strategies based on need	A - Awareness C - Connection Understanding of intervention applied and current progress with a connection to the classroom	A - Awareness Understanding of intervention applied and current progress with a connection to the classroom
Instructional and Behavior Coach	GI - Guiding Implementation Supporting the Implementation of the GVC in the regular classroom setting	GI - Guiding Implementation Supporting the Implementation of Small group targeted intervention and/or intentional application of instructional strategies based on need in the regular classroom setting	GI - Guiding Implementation Supporting the Implementation of the Tier 2b intervention in small group or regular classroom setting	A - Awareness Understanding of intervention applied and current progress with a connection to the classroom
Interventionist (Reading/Math Impr.)	A - Awareness Curriculum pacing, implementation of accommodations if needed, impact of areas of deficit on progress and access	A - Awareness Small group progress, collaboration on areas of impact	I - Implementing Evidence-based intervention and progress monitoring	A - Awareness Understanding of intervention applied and current progress with a connection to the classroom
Special Education Teacher	A - Awareness Curriculum pacing, implementation of	A - Awareness Small group progress, collaboration on areas	A - Awareness Understanding of intervention applied	I - Implementing Evidence-based intervention and

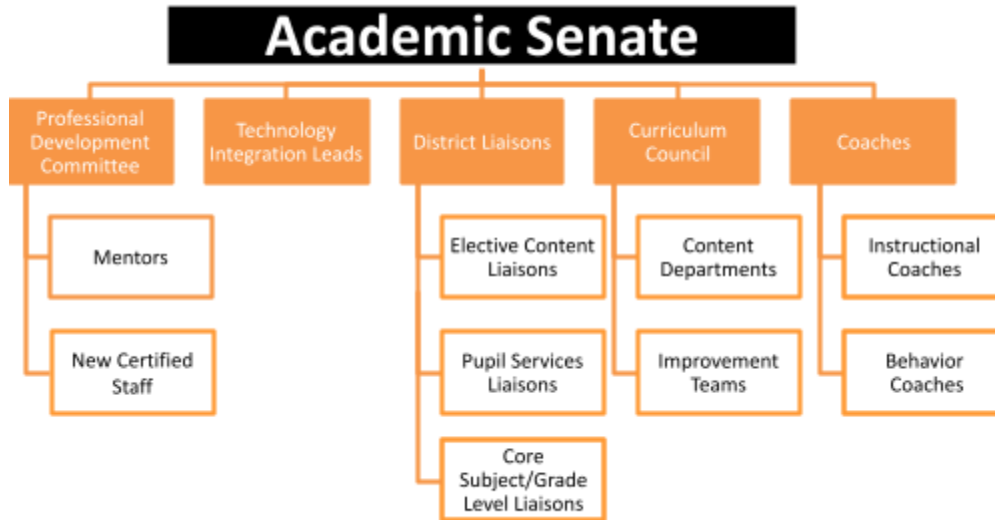
Roles & Responsibilities within the PCR-3 Teaching and Learning System

Role	Tier 1	Tier 2a	Tier 2b	Tier 3
	<i>accommodations and modifications, impact of areas of eligibility on progress and access</i>	<i>of impact</i>	<i>and current progress with a connection to the classroom</i>	<i>progress monitoring</i>
English Learner Teacher	A - Awareness <i>Curriculum pacing, implementation of accommodations if needed, impact of areas of deficit on progress and access</i>	A - Awareness <i>Small group progress, collaboration on areas of impact</i>	A - Awareness <i>Understanding of intervention applied and current progress with a connection to the classroom</i>	I - Implementing <i>Evidence-based intervention and progress monitoring</i>
LEAP (Enrichment)	A - Awareness <i>Curriculum pacing, impact of areas of strength on progress and access</i>	A - Awareness <i>Small group progress, collaboration on areas of enrichment and compaction</i>	A - Awareness <i>Understanding of intervention applied and current progress with a connection to the classroom</i>	I - Implementing <i>Evidence-based intervention and progress monitoring</i>
Counselor	I - Implementing (Counseling curriculum) <i>Delivery of the Counseling GVC and Behavioral Framework</i>	I - Implementing <i>Selection of specific lessons based on student/class need and data</i>	I - Implementing <i>Intentional and focused instruction on specific SEL needs and behavior plan supports</i>	I - Implementing <i>Evidence-based intervention and progress monitoring</i>
Social Worker	A - Awareness <i>Instructional pacing, implementation of accommodations and modifications, impact of areas of deficit on progress and access</i>	I - Implementing <i>Selection of specific lessons based on student/class need and data</i>	I - Implementing <i>Intentional and focused instruction on specific SEL needs and behavior plan supports</i>	I - Implementing <i>Evidence-based intervention and progress monitoring</i>
School Psychologist/ Process Coordinator	A - Awareness <i>Curriculum pacing, implementation of accommodations and modifications, impact of areas of deficit on progress and access</i>	A - Awareness <i>Small group progress, collaboration on areas of impact</i>	GI - Guiding Implementation <i>Supporting the Implementation of evidence-based intervention and progress monitoring</i>	GI - Guiding Implementation <i>Supporting the Implementation of evidence-based intervention and progress monitoring</i>
Building Administrator	M - Monitoring for Fidelity <i>Assessing that instruction and/or intervention is delivered as intended (student engagement, adherence, exposure/duration, quality, program</i>	M - Monitoring for Fidelity <i>Assessing that instruction and/or intervention is delivered as intended (student engagement, adherence, exposure/duration, quality, program</i>	M - Monitoring for Fidelity <i>Assessing that instruction and/or intervention is delivered as intended (student engagement, adherence, exposure/duration, quality, program</i>	M - Monitoring for Fidelity <i>Assessing that instruction and/or intervention is delivered as intended (student engagement, adherence, exposure/duration, quality, program</i>

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

Role	Tier 1	Tier 2a	Tier 2b	Tier 3
	<i>specificity)</i>	<i>specificity</i>	<i>specificity</i>	<i>specificity</i>
District Administrator	<p style="text-align: center;">M - Monitoring for Fidelity</p> <p style="text-align: center;"><i>Assessing that instruction and/or intervention is delivered as intended (student engagement, adherence, exposure/duration, quality, program specificity</i></p>	<p style="text-align: center;">M - Monitoring for Fidelity</p> <p style="text-align: center;"><i>Assessing that instruction and/or intervention is delivered as intended (student engagement, adherence, exposure/duration, quality, program specificity</i></p>	<p style="text-align: center;">M - Monitoring for Fidelity</p> <p style="text-align: center;"><i>Assessing that instruction and/or intervention is delivered as intended (student engagement, adherence, exposure/duration, quality, program specificity</i></p>	<p style="text-align: center;">M - Monitoring for Fidelity</p> <p style="text-align: center;"><i>Assessing that instruction and/or intervention is delivered as intended (student engagement, adherence, exposure/duration, quality, program specificity</i></p>

Teaching & Learning Committee Structure



Academic Senate

The Academic Senate serves as the guiding coalition for continuous improvement in teaching and learning in the Platte County R-3 School District. The team will ensure an ongoing, collaborative response to our professional learning community (PLC) questions so that each learner receives meaningful experiences that position them for success in life. This team meets a minimum of 3 times per year.

Academic Senate Roles and Responsibilities:

- Utilize district performance, perception, and accountability data to monitor curriculum and instruction
- Identify district strengths and opportunities for improvement related to student achievement
- Develop strategies to be implemented for the continuous improvement of teaching and learning
- Identify and provide training and leadership opportunities for building and teacher teams focused on quality curriculum and high-leverage instructional practices
- Communicate district progress with all stakeholders

Membership of the Academic Senate

The membership should include:

- K-12 Certified Staff Representatives from the Following District Committees:
 - Professional Development Committee - One Building Representative
 - District Liaison - One Representative from Each Grade or Department
 - Elementary Grade Level
 - Secondary Core Content
 - Art
 - Music
 - PE
 - Practical Arts
 - World Language
 - Library
 - Counselor
 - LEAP (Gifted)
 - Sped
 - EL
 - Early Childhood
 - School Psychologist

- Social Worker
- Reading and Math Improvement
- Teaching & Learning Coach
- Parents as Teachers
- Elementary and Secondary Building Administration
- Teaching & Learning Team

Statement of Stakeholder Participation and Support

The Curriculum, Instruction, and Assessment Plan was developed in collaboration with District stakeholders. This comprehensive plan is aligned to the Platte County R-3 School District Strategic Plan. It supports the measures of our strategic objectives that are evaluated in both a formative and summative manner. The plan is reviewed annually by District stakeholders and the summative results from our various assessments are shared each Fall with the Board of Education as evidence of our guaranteed and viable curriculum and instruction.

Platte County R-3 curriculum, instruction, and assessment will be monitored through Quality Academy, Academic Senate, Improvement Teams, Curriculum Committees, Curriculum Councils, and Improvement Teams. Revisions to this plan will be made as a result of data driven feedback from district stakeholders from the teams listed above.

PCR-3 Board Policies Governing Curriculum, Instruction, and Assessment:

- [IA - Instructional Goals/Priority Objectives](#)
- [IGA - Basic Instructional Programs](#)
- [IIA - Instructional Materials](#)
- [IM - Evaluation of Instructional Programs](#)
- [IF - Curriculum Development](#)
- [IL - Assessment Program \(K-12 Districts\)](#)
- [IIA - Test Integrity and Security](#)
- [KLB - Public Questions, Comments or Concerns regarding District Instructional/Media/Library Materials](#)
- [KLB-AP1 - Public Questions, Comments or Concerns Regarding District Instructional/Media/Library Material \(Answering Questions/Concerns\)](#)
- [INB - Teaching of Controversial Issues](#)

PCR-3 Curriculum

Guidelines and Procedures for Curriculum Development, Implementation, Evaluation

This section outlines the rationale, roles and responsibilities, structure for evaluating, selecting, developing and implementing curriculum and instructional frameworks in the Platte County R-3 School District. The four key components of this system include: District Level Improvement Team, body of district level administrators serving as a guiding coalition; Curriculum Council, a standing body of stakeholders responsible for visioning and evaluating; Curriculum Committees, charged with carrying out the work of selection and development; and the Curriculum Cycle, a reliable, research-based, sustainable model for determining the work in each content area.

History of the PCR-3 Curriculum Revision Process

This document contains processes that are a part of a continuous improvement model. That process includes constant revision, and is always considered a working document. The current iteration of the process is a result of collaboration and leadership shared between Instructional coaches and Teaching & Learning Team. The implementation of our curriculum development's current iteration was developed in 2014 by the Teaching & Learning Team in alignment with the Rigorous Curriculum Design Model. Since then, modifications to the process have evolved from stakeholder feedback.

Roles & Responsibilities

The PCR-3 curriculum review, development, implementation, and monitoring is dependent on the participation of multiple stakeholders.

Board of Education	<ul style="list-style-type: none"> • Approve district developed curriculum as presented by the Academic Services Team • (BOE policy IIA: Instructional materials)
Executive Director of Academic Services	<ul style="list-style-type: none"> • Research and Strategic Planning of District Curriculum Development Process • Oversee the execution of District Curriculum Development Process • Ensure alignment to State Standards and Expectations • Monitor curriculum implementation and effectiveness
Director of Elementary Education and Director of Secondary Education	<ul style="list-style-type: none"> • Execution of District Curriculum Development Process (K-5 and 6-NCC) • Ensure alignment to State Standards and Expectations • Monitor curriculum implementation and effectiveness
Building Administrators	<ul style="list-style-type: none"> • Provide Professional Development and support to staff on the implementation of district curriculum • Monitor the Improvement Cycle process to implement and monitor teaching and learning aligned to district curriculum expectations • Monitor curriculum implementation and effectiveness • Support evaluation and selection of instructional resources for rigor, relevance, engagement and social considerations.
Instructional Coaches	<ul style="list-style-type: none"> • Serve as a consultant to all members of curricular committees as outlined in the charts below. • Ensure vertical alignment from grade to grade in Power Standards. • Support evaluation and selection of instructional resources for rigor, relevance, engagement, and social considerations • Coach teacher teams in the Improvement Cycle process to implement and monitor teaching and learning aligned to district curriculum expectations
Curriculum Council	<ul style="list-style-type: none"> • Research content standards in alignment with state expectations • Ensure vertical alignment of standards • Write grade/course content scope and sequence • Unpack identified content/course power standards
Curriculum Committee	<ul style="list-style-type: none"> • Collaborate with Curriculum Council Member to write grade/course district curriculum • Write grade/course content scope and sequence • Unpack identified content/course power standards
Classroom Teachers	<ul style="list-style-type: none"> • Implement district developed content curriculum as intended • Collaboratively develop Units of Study for teaching and learning in alignment with Scope & Sequence and Unpacked Power Standards for each unit • Use sound professional judgement when choosing teacher-selected resources using the 4 lenses of evaluation and selection: Rigor, Relevance, Engagement, and Social considerations. • Execute the Improvement Cycle process to implement and monitor teaching and learning aligned to district curriculum expectations
Student	<ul style="list-style-type: none"> • Engage in curriculum with the goal of mastering learning standards outlined by the state and district.

Curriculum Council

Curriculum councils are standing committees charged with facilitating the research and evaluation components of the curriculum cycle. The councils engage in collaborative decision-making to ensure students are engaged in learning through a rigorous, relevant, and vertically aligned curriculum designed to prepare them for college, work, and the world. Additionally, the curriculum council will work to develop, write and revise the district curriculum to be implemented. This work includes identifying units of study, creating a pacing calendar, and identifying and unpacking power standards. The curriculum council's composition may change, swell, or shrink in accordance with the phase of the curriculum cycle.

Curriculum Council Roles and Responsibilities

- Set the direction for curriculum and instruction based on content area and cross curricular connections
- Utilize district performance, perception, and accountability data to monitor curriculum and instruction
- Research current best practices in teaching and learning to develop and revise curriculum and instructional frameworks
- Collaborate with colleagues to inventory current curriculum resources, pilot new resources, and make data informed decisions regarding purchasing of additional resources
- Receive updates on the progress of district curriculum committees
- Share information on best practices with colleagues through written and verbal communication (i.e. Newsletters and District In-service)
- Receive and share updates from the Missouri Department of Elementary and Secondary Education
- Collaborate with district and building administration
- The Teaching & Learning Team will serve as co-chairs to oversee and coordinate activities of all curriculum councils.
- Meet as a council outside of the contractual day, up to 16 hours for the year, to receive professional development, stay current on DESE updates, and ensure consistency and vertical alignments in curricular expectations.
- Engage in the Two Part Curriculum Design process to build the foundation for designing curriculum (Scope and Sequence) and design the curricular units of study
- Identify power and supporting standards
- Ensure vertical alignment of standards and academic vocabulary (K-12)
- Develop aligned Pre, Mid, and Post assessments as tools to monitor student learning through Improvement Teams

Curriculum Council Expectations and Compensation:

Accepted members will receive a stipend based on position as compensation for additional time and responsibility required to effectively fulfill these roles paid out on June 25 each year.

- Curriculum Council Members - \$1100 Stipend + \$25 per hour for Curriculum Council Meetings = Up to \$1,500
 - Approx. 20 hours of meetings and professional development (Up to \$400)
 - Approximately 44 hours of curriculum writing (Up to \$1100)
 - As needed planning, preparation, and facilitation on District In-service Days
 - Encouragement to become a Model Classroom within our District

Curriculum Revision Three-Year Plan

THREE-YEAR PLAN FOR CURRICULUM REVISION		
Plan <i>Research, Prioritization, & Organization</i>	Do/Study <i>Implementation of Scope & Sequence, Unpacking Power Standards, Writing Common Assessments</i>	Act <i>Consistent Implementation, Evaluation, and Revision of PCR-3 Curriculum</i>
YEAR 1 Paid Stipend	YEAR 2 Paid Stipend	YEAR 3 Hourly Rate as Needed
<ol style="list-style-type: none"> 1. Research <ol style="list-style-type: none"> a. Performance Level Descriptors (DESE) b. Item Specifications (DESE) c. Priority Standards(DESE) d. Content Cross-walks (DESE) e. Current PCR-3 Curriculum 2. Professional Learning <ol style="list-style-type: none"> a. Vertical alignment b. Curricular processes of choosing power standards 3. Prioritization and organization <ol style="list-style-type: none"> a. Using research and learning prioritize power standards for speaking listening, reading (literary and informational), writing, language and foundational skills b. Length of time and placement of order within a year’s time frame (scope and sequence) 4. Still to be accomplished: <ol style="list-style-type: none"> a. AST checks for vertical alignment b. Reporting out topics 	<ol style="list-style-type: none"> 1. Unpack PCR-3 power standards with mastery scale/rubric 2. Key instructional resources evaluated and selected for rigor, relevance, and engagement 3. Vertical rigor analyzed 4. Common Summative Assessments <ol style="list-style-type: none"> a. Professional learning on creating high quality assessments b. Utilization of DESE released assessment questions, DESE assessment stems in item specifications, and MO Leap blocks c. Bias review d. Mastery scale/rubric revised 5. Collect feedback and revise scope and sequence 	<ol style="list-style-type: none"> 1. Create common assessments <ol style="list-style-type: none"> a. Link student examples 2. Gather feedback from teachers on common assessments 3. Revise common assessments 4. revise curriculum, as needed, and note changes on document for BOE review

Action Plan for Implementation

ACTION PLAN FOR CURRICULUM REVISION IMPLEMENTATION			
Year	Actions in Order	People Responsible/Involved	Estimated Deadline
1	Curriculum Council Meeting #1: <ul style="list-style-type: none"> Curriculum Council Meets to review DESE expectations related to Curriculum & Assessment (Priority Standards, Item Specifications, PLDs, Mo Leap Blocks) Review and practice process for evaluating and selecting PCR-3 Power Standards from DESE Priority Standards 	Facilitator: T&L Team Participants: Instructional Coaches, Council	Oct
	Use DESE priority standards to choose PCR-3 power standards. Utilization of PCR-3 Power Standard Confirmation Guide as the Process for Selection	Curriculum Council Instructional Coaches for Consult	Oct/Nov
	Check Power Standard Confirmation Guide for consistency and vertical alignment of Power Standards.	Instructional Coaches	Oct/Nov
	Collaborate to ensure alignment to state assessment blueprint. <ul style="list-style-type: none"> Do our chosen Power Standards represent the weight of Domains on the Assessment Blueprint? 	Curriculum Council Instructional Coaches for Consult	Nov 1-30
	Power Standard Confirmation Guides - final approval	Director of Elementary and Secondary Education	Nov 30
	Curriculum Council Meeting #2: <ul style="list-style-type: none"> Review K-12 PCR-3 Power Standards Review and practice process for developing and/or revising grade/course scope and sequence 	Facilitator: T&L Team Participants: Instructional Coaches, Council	Dec
	Create and/or Revise scope and sequence with power standards and pacing. A district Template will be provided.	Curriculum Council Instructional Coaches for Consult	Dec/Jan
	Check Grade/Course Scope and Sequence for Completion	Instructional Coaches	
	Curriculum Council Meeting #3: <ul style="list-style-type: none"> Review Scope & Sequence for Vertical Alignment Begin discussion about Assessment Measures (Grading & Reporting) 	Facilitator: T&L Team Participants: Instructional Coaches, Council	Feb
	Create reporting out topic determinations (Elementary Only)	Director of Elementary Curriculum Council Elementary Instructional Coaches as Consult	Feb
	Present scope and sequence and reporting out topics to principals	T&L Team	Mar/Apr
	Push out revised scope and sequence and reporting out topics to all staff	T&L Team Building Principals	Apr/May
	Curriculum Council Meeting #4: Teach Curriculum Council and Committee members how to: <ul style="list-style-type: none"> Unpack standards Write standards based scales to measure student progress Instructional Resource Evaluation and Selection 	T&L Team	May
	2	Write and link unpacked standards for quarter 1 with proficiency scales	Curriculum Council Instructional Coaches for Consult
Check Unpacked Standards for Completion and Quality		Instructional Coaches	Jun/July

	Quarter 1 Unpacked Standards submitted for approval by AST	Director of Elementary and Secondary Education	July
	Write and link unpacked standards for quarter 2 with proficiency scales	Curriculum Council Instructional Coaches for Consult	Aug/Sep
	Check Unpacked Standards for Completion and Quality	Instructional Coaches	Jun/Jul
	Quarter 2 Unpacked Standards submitted for approval by AST	Director of Elementary and Secondary Education	Sept
	Write and link unpacked standards for quarter 3 with proficiency scales	Curriculum Council Instructional Coaches for Consult	Oct/Nov
	Check Unpacked Standards for Completion and Quality	Instructional Coaches	Jun/Jul
	Quarter 3 Unpacked Standards submitted for approval by AST	Director of Elementary and Secondary Education	Nov
	Write and link unpacked standards for quarter 4 with proficiency scales	Curriculum Council Instructional Coaches for Consult	Jan/Feb
	Check Unpacked Standards for Completion and Quality	Instructional Coaches	Jan/Feb
	Quarter 4 Unpacked Standards submitted for approval by AST	Director of Elementary and Secondary Education	Feb
	Teach how to write high quality assessments/performance tasks using DESE released assessment questions, DESE assessment stems in item specifications, and State Assessment Blueprint	T&L Team	Mar
	Write performance tasks/assessments for units of study using bias review strategies (rigor, relevance, engagement, social considerations)	Curriculum Council Instructional Coaches for Consult	Mar-August
	Submit Revised Content Curriculum for Approval by the Board of Education	T&L Team	May
3	Push out minor revisions to scope and sequence and common assessments to all staff and update worksites	T&L Team to Principals to share with staff	Jul/Aug
	Provide focused professional development to ensure all teachers of the content are knowledgeable and equipped to deploy a guaranteed and viable curriculum	T&L Team	June- May
	Implement scope and sequence and common assessments (linking student examples as possible)	Classroom Teachers	Beginning Aug
	Use the state assessment results to validate common district assessments and triangulate with blueprint	T&L Team	As soon as MAP EOC results are in Sept
	Ensure fidelity of implementation of BOE curriculum in classrooms	Principals, T&L Team - monitor	Monthly Classroom Walkthroughs
	Revise common assessments as needed	Curriculum Council - work	June
	Determine next steps for curriculum	T&L Team	June

PCR-3 Curriculum Cycle

This section outlines the fundamental elements of the process for each phase of the curriculum cycle. Our process will be further refined and developed as we evaluate our progress. Supporting documents, materials, and resources will be added in the coming years.

The Platte County R-3 Curriculum Cycle is divided into four phases in alignment with a Plan, Do, Study, Act:

Year 1-2

- Phase 1 – Research and Selection
- Phase 2 – Development

Year 3-4

- Phase 3 – Implementation & Revision

Year 5

- Phase 4 – Evaluation & Revision

While each phase has a suggested timeframe, it is important to acknowledge that flexibility is of paramount importance. Thus, when a curricular area needs to be evaluated sooner than planned due to external change (i.e. a change in state standards), the council will proceed as necessary. Similarly, two phases could be collapsed into a single year, or one phase stretched and another shortened.

Phase 1 – Research and Selection

Before Phase 1 – Research and Selection can begin, the Curriculum Council and Curriculum Committees must understand the “Big Picture” of the Curriculum Cycle. The Platte County R-3 Curriculum Cycle was developed based on the research of Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment (2010), by Larry Ainsworth. Additional research and support from Understanding by Design by Grant Wiggins has also impacted the development of our district curricular development process.

What is Rigorous Curriculum?

Rigorous Curriculum is an inclusive set of intentionally aligned components – clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies - organized into sequenced units of study that serve as both the detailed road map and high-quality delivery system for ensuring that all students achieve the desired end: the attainment of their designated grade –or course-specific standards within a particular content area. (The Leadership and Learning Center, 2010)

Connecting Curriculum Design to the Big Picture:

A Need for a Systems Approach

- “It is essential for everyone to understand that powerful instruction and assessment practices are not separately functioning ‘good ideas’ but are all part of an *intentionally aligned and whole system*.”
- Mike Wasta, former Superintendent of Bristol Public Schools in Connecticut

A Process, Not an Event

- “Rigorous Curriculum Design is a *multiple-year process, not a one-year event*. The key to success is to carefully plan and carry out the process in **incremental steps over time**.”
-The Leadership and Learning Center, 2010

Attributes of Rigorous Curricula

- Specific learning outcomes students are to achieve from pre-kindergarten through grade 12 in all content areas
- Vertical representation of those learning outcomes (grade-to-grade, course-to-course) in curricular frameworks
- Emphasis on standards-based skills and content knowledge
- Academic vocabulary specific to each discipline and pertinent to each unit of study
- Explicit linkages to state assessments and to college and career readiness
- 21st-century learning skills
- Higher-level thinking skills
- Interdisciplinary connections
- Authentic student-centered performance tasks that engage learners in applying concepts and skills to the real world
- Ongoing assessments to gauge student understanding
- Sequencing of “learning progressions” (Popham, 2008), the conceptual and skill-based building blocks of instruction
- Research-based instructional strategies
- Differentiation, intervention, special education, and English Language Learner strategies to meet the need of all students
- A common lexicon of terminology (curriculum glossary) to promote consistency of understanding
- Embedded use of resources and multimedia technology
- A parent communication and involvement component
- A curriculum philosophy that is compatible with or a part of the school system’s mission statement

Based on the report completed in the evaluation phase, the research and selection phase will focus on developing answers to the questions below in order to make decisions that align with the identified needs.

Curriculum

- Is it a viable curriculum? Can it be taught in the time designated?
- Is the curriculum built around meaningful essential questions?
- Are there gaps in the curriculum that need to be filled?
- Is the curriculum aligned vertically and articulated horizontally?

Instruction

- Does the current curriculum support research based best practices?
- Is instruction consistently delivered by different teachers?
- Is professional development needed to ensure consistency in instruction and delivery of curriculum?

Assessment

- What evidence is there that students are meeting or exceeding the curriculum objectives?
- How do we know that all students are learning the curriculum?
- Does the curriculum achieve what we want it to achieve?

Based on the responses to the above three areas, the Curriculum Committee will decide:

- How/in what ways does the current curriculum need to be modified?
 - Based on what data or information?
- Do new programs to deliver the curriculum need to be considered?
 - Articulate what we are looking for and want to find
 - Develop and implement a process/protocol for identifying and selecting program
- Is there a need for professional development for staff? Outreach and education to parents?
- Do essential questions and assessments need to be developed?
- Should changes be tested in a pilot program during the development phase?

Phase 2 - Development

Based on the data collected in the Research and Selection Phase, the (preK-5, 6-12 or preK-12) Curriculum Committee would have the responsibility to develop a curriculum based upon the following guiding principles:

- The curriculum is aligned with state and district standards and reinforces high levels of student achievement consistent with those standards.
- The curriculum is conceptually organized and articulated so that the teachers and students clearly understand the big ideas, concepts, essential questions and required outcomes.
- The curriculum connects key ideas and competencies that “spiral” so that students achieve growing levels of proficiency and understanding as they progress.
- The curriculum is manageable within the time periods available to teachers and students.
- The curriculum includes a viable and clearly articulated scope and sequence with accompanying exemplars (model units) for implementation.
- The curriculum is revised as changes occur within our state, district and schools.
- A professional development plan is designed to communicate the proposed content and how to teach it to all students.
- The drafted curriculum is presented (for approval) to appropriate stakeholders and the Curriculum Council.
- An implementation pilot, if appropriate, should be designed and put into place.
- The pre-implementation checklist below should be used as a guide for concluding the development phase.

The Four Steps for Building a Strong Curricular Foundation

“Just as it is necessary to lay a strong foundation before erecting a physical structure upon it, so it is necessary to first build a strong foundation before designing a fully realized curriculum. Otherwise, curriculum design teams are erecting a superstructure upon an uncertain base.”

-The Leadership and Learning Center, 2010

Step 1: Prioritize the Standards

Prioritize and vertically align grade-to-grade and course-to-course the academic content standards or learning outcomes for selected content areas. These standards assure competencies that students are to know and be able to do by the end of each academic school year.

Step 2: Assign the Standards – Power and Supporting

Assign power standards and supporting standards to each unit of study, taking into account the building blocks of concepts and skills that students need to learn before they can learn new skills. Confirm that every power standard is assigned to one or more units of study that will be taught.

Step 3: Name the Units of Study

Name all of the specific units of study for each grade level and course in those selected content areas. Through these units of study, implemented during the year or course, students will learn and be assessed upon their understanding and application of the particular standards or learning outcomes in focus.

Step 4: Prepare a Pacing Calendar

Referring to the school district master calendar, create a grade-specific or course-specific curriculum pacing calendar for implementing the units of study to ensure all power standards will be taught, assessed, re-taught, and reassessed through the school year.

The Steps for Designing the Curricular Units, from Start to Finish

With the standards foundation in place, design each curricular unit of study, from start to finish.

Step 1: “Unwrap” the Unit Power Standards

“Unwrap” the assigned power standards for each specific unit of study to determine the specific, teachable concepts and skills (what students need to know and be able to do) within those standards. “Unwrap” means analyze and deconstruct grade-level and course-specific standards to determine exactly what students need to know (concepts) and be able to do (skills).

When educators “unwrap” standards, they underline the teachable concepts (nouns) and bold the skills that students are to do (verbs).

Step 2: Determine Enduring Understandings

Determine the topical Enduring Understanding (fundamental understandings, student ‘ah-has’) derived from the “unwrapped” concepts and skills for that unit of study. Write Essential Questions that will engage students to discover for themselves the related Enduring Understanding and state them in their own words by the end of the unit.

Step 3: Create the End-of-Unit Assessment

Create common formative assessment directly aligned to the power standards. Align the concepts, skills, and format of the end-of-unit assessment with district benchmark exams and end-of-course exams.

Step 4: Create the Unit Pre-Assessment aligned to the End-of-Unit Assessment

Create the pre-assessment to be aligned or mirrored to the post-assessment. “Aligned” means the questions are directly matched to those on the post-assessment but are few in number. “Mirrored” means the pre-assessment will include the exact number and type of questions that will appear on the post-assessment.

Step 5: Identify Additional Vocabulary Terms, Interdisciplinary Connections, and 21st Century Learning Skills

Identify specific academic or technical vocabulary students will need to learn during the unit. Identify any interdisciplinary connections and 21st-century learning skills to emphasize when planning engaging learning experiences.

Step 6: Plan Engaging Learning Experiences

Design meaningful learning experiences directly related to the unit Power Standards, concepts, vocabulary, interdisciplinary connections, and 21st-century learning skills being explored.

Step 7: Gather Instructional Resource Materials

Seek out materials and technology resources that support the learning experiences for the unit. Select the most appropriate resources available that will assist students in learning and applying concepts and skills as they explore the Big Ideas.

- **What is an Instructional Resource?**
 - Instructional resources include everything from printed materials to non book resources plus facilities (space), time, and human resources. All of these can be found within the walls of a school plus outside the walls, in the community.
- **Types of Instructional Resources**
 - District-Selected and Provided, Course Aligned Resources:
 - Textbooks and Supplemental Materials
 - Online Resources
 - Teacher-Selected, Course Aligned Resources:
 - Ancillary Texts: Articles, Novels, Non-Fiction
 - Digital Resources: Websites, Movie Clips, Music Clips, Apps
 - Classroom conversations, visuals, prompts, student and teacher selected materials
 - Classroom Library Resources
 - School Library Resources
- **Instructional Resource Evaluation and Selection**
 - PCR3 staff will evaluate and select instructional resources using the following criteria in alignment to the learning outcomes of Rigor, Relevance, Engagement.
 - Rigor and relevance help students become complex thinkers. Both in and beyond school, students will have to work in teams with individuals from varied backgrounds to make choices and complete difficult tasks.
 - Rigor and relevance are also important for equity, because they ensure that all students have access and entry points to high-level content and skills.
 - Rigor ensures they are challenged to develop advanced skills and knowledge.
 - Relevance helps students see the value of what they're learning.
 - Engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.
 - **Rigor**
 - Definition - *Learning experiences [that] help students understand knowledge and concepts that are complex, ambiguous, or contentious, and help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.*
 - Guiding Questions for Review & Selection
 - Is the resource aligned to the grade/course standard?
 - Does the resource efficiently address standards for the unit/lesson?
 - Is the resource appropriate to the level of Rigor required within the standard (DOK)?
 - Comments regarding Rigor other educators need to know.
 - **Relevance**
 - Definition - *Learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students (personal relevance) or that are connected in some way to real-world issues, problems, and contexts (life relevance).*
 - Guiding Questions for Review & Selection
 - Content of the resource has real-world application for students?
 - Material in the resource is age-appropriate?
 - Language in the resource is age-appropriate?
 - Content of the material is cognitively appropriate for the students?
 - The material in the resource is something students need to know?

- Is the relevance of the resource contingent on the activity choice of the teacher?
- The material has the potential of creating an emotional reaction for a learner or reinforces a stereotype of which the instructor needs to be aware?
- Comments regarding Relevance other educators need to know.

■ **Engagement**

- Definition - *The degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.*
- Guiding Questions for Review & Selection
 - The resource sparks the interest of the students?
 - The resource is relevant to student experiences and backgrounds?
 - Comments regarding Engagement other educators need to know.

Step 8: Recommend Effective Instruction, Differentiation, Intervention, Special Education, and English Language Learners Strategies

Select high-impact instructional strategies (research-based, differentiation, enrichment, intervention, special education, English Language Learner) to use during instruction and related learning activities with the whole class with small groups, and with individual students that have specific learning needs.

Step 9: Detail the Unit Planning Organizer

Determine what additional details are needed to supplement the generally worded information on the unit planning organizer. Have a listing of specific instructional strategies for specific students based on their learning needs (advanced students, at-risk students, special education students, English Language Learners).

Step 10: Create Informal Progress-Monitoring Checks

Gather and utilize quick checks for student understanding aligned to the Power Standards for educators to use during the unit of study in order to gauge student understanding and adjust instruction accordingly.

Step 11: Write the Weekly Plan

Write the weekly plan to implement the unit of study. This guide will help focus the learning experiences on the targeted Power and Supporting Standards.

Step 12: Design the Daily Lessons

Design daily lessons to align with related weekly plan. Determine when to administer the informal progress monitoring check to coincide with the weekly learning progress.

Phase 3 - Implementation

Pre-Implementation Checklist

- Do all staff members have the materials, including textbooks, software and related technology, that they require to deliver the written curriculum as designed?
- Does the schedule provide staff members the time they require to teach the written curriculum so that all students learn it?
- Is the instructional schedule aligned with the written curriculum, and are interruptions to instructional time kept to a minimum?
- Have educators (including academic support staff) received the professional development they require to ensure that they can teach the written curriculum effectively to all students?
- Are administrators providing the instructional leadership to support the staff in understanding and implementing the written curriculum appropriately?
- Have the key oversight personnel been identified in each building and are the roles in supporting implementation clear? (Principals, ECTs, coordinators, directors, grade-level curriculum committee members, common course teachers, etc.)
- Is there a clearly defined check-in and follow-up process to monitor the implementation?

Implementation Guiding Questions

1. Are educators receiving the on-going professional development they require to ensure they can teach the written curriculum effectively to all students? (Is the professional development differentiated to meet the needs of individual teachers)
2. Are teachers receiving appropriate professional development as curricular modifications are made?
3. Does the Annual Professional Performance Review process incorporate key curricular elements as part of its focus?
4. Are administrators and teachers collaborating on the effective ways to deliver the written curriculum so that all students learn it?
5. Do district supervisors and other personnel work closely with school-based staffs to ensure clear and sustained alignment of the written, tested, taught, supported, and learned curricula?
6. Do parents and community members have opportunities to become informed about the core curriculum that their children are studying and ways they can help reinforce the learning process in relationship to curriculum standards?

Recommended Strategies and Best Practices for Successful Implementation

Ensuring Stakeholder Input and Feedback

Implementation teams should develop a document to record notes as teachers implement/teach units of a curriculum to determine:

- What's working/not working
- Ideas for tweaking, as teacher goes along
- How long a unit takes to teach – is it within the suggested/expected range of time?
- Were necessary resources accessible?
- Was support available to the teacher before and during implementation of the unit, if needed?

This information should be shared by professional learning community teams. Examples of how this might happen include:

- At the end of the unit, share at grade level team meeting – summarize notes – notes kept by that curriculum representative.
- End of year survey after full year taught – was it viable, would you consider the “taught” curriculum to be the “learned” curriculum?
- Building grade-level curriculum representatives meet to review notes and surveys and from that information, decide on next steps for the next year of implementation.
- An opportunity for vertical grade level meetings, via committee and/or some other mechanism, must be supported.
- In general, we must provide time for these meetings, in addition to classroom intervisitation, lesson study, and examination of student work through the use of protocols.

Ensuring Instructional Leadership throughout Implementation

- Identify who the instructional leaders in that area at the building and district levels
- Identify the roles and responsibilities of those leaders (i.e. Guiding, planning, modeling, directing to resources)
- Ensure that above leaders have the time and resources needed
- Communicate to teachers who the instructional leaders are how they can provide support

Phase 4 - Evaluation

Uniform Steps in the Program/Curriculum Area Evaluation Process:

2. Define the purpose and scope of the evaluation
3. Determine the evaluation questions (note: research and selection questions may serve as a guide)
4. Develop the evaluation design and data collection plan
5. Collect the data (which could include...)
 - a. Written curriculum documents
 - b. Achievement and performance data
 - c. Survey data (student, teacher, and/or parent)
 - d. Observation of instruction

e. Workforce focus groups

6. Analyze the data

7. Use the evaluation for program improvement via next steps in the cycle

PCR-3 Curriculum Writing Revision Timeline by Core Content

In the spring of 2016 the Missouri State Board of Education approved the adoption of new Missouri Learning Standards in the four core subjects: English Language Arts, Mathematics, Science, and Social Studies. The PCR-3 curriculum writing and revision timeline was adjusted based on this information to ensure grade level and course curriculum are up to date prior to assessment administration.

PCR-3 Curriculum Revision and Implementation Timeline by Content Area

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

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)

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

District Grading Practices

“At the classroom level, a discussion of assessment ultimately ends up in a discussion of grading. Not only are teachers responsible for evaluating a student’s level of knowledge or skill at one point in time through classroom assessments, they are also responsible for translating all of the information from assessments into an overall evaluation of student’s performance over some fixed period of time (Marzano, 2010).”

The Platte County R-3 School District is working towards K-12 alignment in grading philosophy through the collaborative work in the Academic Senate.

Elementary Grading Practice

Standards Based Grading is a practice that references student achievement to specific topics within each subject area. This method is a rigorous rubric-based approach that resembles the progress which occurs in a student’s learning process on specific skills and content.

K-5 Scoring Guides in English Language Arts and Math have been developed and revised by curriculum committees. Grade level Scoring Guides serve as the rubric that is used to determine a student’s progress on the journey to grade level expectations. PCR-3 teachers have chosen a scale of 1 to 4.5 when determining a student’s knowledge and skill on grade level concepts. By utilizing a Standards Based Grading Approach, teachers gain feedback on a student’s current learning progress in order to prescribe instructional strategies that address student strengths and misconceptions on the learning objective.

The [Parent’s Guide to Standards Based Grading](#) was developed to support families in understanding the elementary grading practices in more depth. In addition, this document serves to ensure consistent communication among the district around standards based grading.

Secondary Grading Practices

In general, the Secondary grading scale consists of two components, authentic assessment, and practice. Numerically, this is broken into following percentages:

- 95% Authentic Assessment
- 5% Practice

Due to the variety of secondary course offerings, Advanced Placement, Dual-Credit, and Dual-Enrollment, grading scales may differ based on recommendations from the college or university that oversees the particular course.

Authentic Assessment is any assessment that is relevant to the student’s learning, and is completed by the individual student. The goal of authentic assessment is to ensure each child’s grade represents his/her own learning.

PCR-3 Instruction

The Platte County R-3 district curriculum, aligned to the Missouri Learning Standards, comes to life in the classroom through instructional practices. The relationship between curriculum and instruction is one that works in tandem to ensure students have meaningful and relevant experiences within each grade and/or course. Curriculum serves as the guide for “what” students should know and be able to do at the conclusion of each grade and course. Instruction is “how” students engage in the learning. A key component of the curriculum and instructional process is the resources and materials selected to ensure the resources align to support learners meeting the learning goal. District foundational elements in collaboration with instructional processes ensure a meaningful and relevant experience for all learners.

Platte County R-3 Principles of Learning

The Platte County R-3 Principles of Learning are embedded in the daily work of educators to ensure student needs are being met at all levels. Educators live the principles of learning through the Quality Continuous Improvement Classroom Framework and the Improvement Team Process. In 2017, the principles of learning were updated to incorporate all learners of the organization, where previously they were focused solely on student learning.

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.

Platte County R-3 Core Competency

District curriculum, instruction, and assessment practices are focused on the systematic continuous improvement of teaching and learning for all students in Platte County R-3. Instruction in the Platte County School district outlines the science of effective teaching while allowing staff to fine tune the art of their instructional style to meet the needs of all learners.

Tier 1 Instructional Framework

The Teaching & Learning Team, in conjunction with administrators and teachers, determined a need for consistency in teaching and learning as evident from academic and survey data. From this, the Tier 1 Instructional Framework Expectations were developed and approved. The implementation of the Tier 1 Instructional Frameworks are monitored through district Tier 1 Assessments (see the District Assessment Plan for additional information), Grade Level Improvement Teams, Survey Data, and classroom walkthrough data.

The [Elementary Instructional Framework Handbook](#) and the [Secondary Instructional Framework Handbook](#) were created to serve as an in-depth document that teachers and administrators could utilize to build consistent understanding around the components of the framework. The handbook outlines the “why,” “what” and “how” of each component and links the classroom walkthrough as a portion of the EPIC process.

PCR3 WORKSHOP MODEL INSTRUCTIONAL FRAMEWORK

The Workshop Model

WORKSHOP (60-90 minutes): Essential components of a Differentiated Tier 1 Instructional Block

Component: <i>Below is a list of the MUST DO components.</i>	Time Frame: <i>The time frame listed below is suggested.</i>	Definition: <i>The below definitions of each component is how PCR3 defines the MUST DO, essential components of a differentiated Tier 1 block of instruction. These definitions were formed in collaboration with surrounding school districts using the work of experts in the field of education such as Fountas & Pinnell, Matt Glover, Debbie Miller, Elin Keene, and Dr. Nicki Newton.</i>	
		Reading & Writing	Mathematics
<i>Mini-lesson</i>	3-5 days per week 10-15 min	A direct, focused teaching lesson to the whole class. It is an opportunity to specifically address reading and writing skills and strategies.	A direct, focused teaching lesson to the whole class. It is an opportunity to specifically address math skills and strategies, as well as acquiring new vocabulary.
<i>Student Independent Skill Practice</i>	Daily 20-40 minutes depending on grade level	Students are engaged in daily independent reading and writing at their instructional level. Additional practice may include: writing about reading, practice on a particular grade level skill while the teacher conferences with individual students and meets with small groups about their reading skills and understanding.	Students are engaged in independent practice at their instructional level, math fluency activities, math games, and math spiraling center activities while the teacher conferences with individual students and meets with small groups about their mathematical skills and understanding.
<i>Small Group Instruction</i>	Teacher Guided Groups should occur daily 10-15 min per lesson	Guided Reading - Small flexible groupings based on similar reading level/ability facilitated by the teacher. The teacher introduces a text to the small group (<i>Before Reading</i>), works briefly with individuals in the group as they read it (<i>During Reading</i>), discusses the text, selects one or two teaching points to present to the group following the reading (<i>After Reading</i>), and may ask the children to take part in an extension of their reading. The ultimate goal of Guided Reading is to help children learn how to use independent reading strategies successfully. (Fountas and Pinnell) Invitational/Skills Groups - Small flexible groupings based on similar skill level facilitated by the teacher. These groups may have students on different levels but that need support with mastering a specific grade level skills (i.e. inferring)	Guided Math is a structure for teaching whereby a teacher supports each child's development of mathematical proficiency at increasing levels of difficulty, within the context of a small group. In Guided Math groups, students engage in standards-based, rigorous, engaging learning opportunities where the teacher focuses on a particular concept, strategy or skill. Teachers facilitate this learning through hands-on, scaffolded conversations and intensive questioning. Guided math provides a structure for teachers to differentiate instruction so they can reach and teach every student. (Dr. Nicki Newton)
<i>Conferring</i>	Daily 4-8 min per conference	During conferences, teachers meet with students to collect and document information about the students' attitudes and interests as readers & writers, the ability to self-monitor, and the application of reading & writing strategies. The teacher then engages the student in a teaching points by demonstrating, providing guided practice, or by supporting independent effort; determines next steps with the student, and sets rigorous, specific, & attainable goals. Student conferences can occur in any setting.	During math conferences, the teacher meets with students to collect and document information about the students' attitudes and interests as a mathematician, their level of understanding and the ability to self-monitor, their application of math strategies learned; explicitly teaches the teaching points by demonstrating, providing guided practice, or by supporting independent effort; determine next steps with student and together set rigorous, specific, and attainable goals. Student conferences can occur in any setting.
<i>Share</i>	5-10 min in ELA 10-15 min in Math	A time for teachers to reinforce learning through purposeful student conversations about reading & writing processes, struggles and achievements. Students participate in "readerly" & "writerly" conversations as a class, in small groups, and/or in pairs.	A time for teachers to reinforce learning through purposeful student conversations about math processes, struggles and achievements. Students participate in conversations with one another as a class, in small groups, and/or in pairs.

This document was created in alignment with the Platte County R-3 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.



Workshop Model Instructional Framework | August 24, 2017

PCR3 SECONDARY ELEMENTS OF EFFECTIVE LESSONS

Tier 1 Instructional Framework

Component: Components in an effective lesson design.		Definition: The below definitions of each component is how PCR3 defines the essential components of a differentiated Tier 1 ELA block of instruction. These definitions were formed using the work of educational expert, Mike Schmoker.
Clear Learning Goals	<u>Clear Purpose or Learning Objective</u>	Research continues to stress the importance of clarifying—for any lesson—what will be learned and how the learning will be demonstrated (Marzano, 2007; Wiggins, 2013). The purpose of each lesson should be posted prominently and referred to often enough to help students—and the teacher!—stay focused and enjoy their sense of progress. Teams or departments should be in charge of developing and refining objectives, and should record particularly effective ones for future use.
	<u>Anticipatory Set</u>	This brief step helps students become receptive to the day's learning by explaining to them why it is worth their time and effort. Anticipatory sets can consist of background information, anecdotes, interesting or compelling facts, or explanations of how the lesson will prepare students for their futures. They also encourage teachers to reflect on the value or legitimacy of what they're teaching—and to consider whether it should be taught to begin with. Anticipatory sets should last about three minutes. As with learning objectives, teachers are wise to develop them in teams and record them for future use.
Teaching in Small Steps	<u>Teaching and Modeling</u>	Once the above steps are completed, we can begin to demonstrate how students will acquire that day's knowledge or intellectual skill, i.e., through note-taking, problem-solving, computing, composing, close reading/annotation. None of these are ever learned once and for all. It is worth repeating that we must teach and model in very small, manageably sized chunks, one at a time, so as not to overwhelm students. Such teaching ensures that the maximum number of students will be successful on each step of the lesson. And it greatly reduces the number of students who will need additional assistance or tutoring at the end of the lesson. For this step and the next, it is especially important that each step or chunk of a lesson is aligned to the assessment—and is necessary to its successful completion.
	<u>Guided Practice</u>	For each "chunk" in the lesson, we must give students an opportunity to visibly mimic what was just modeled, i.e., to practice with or process the new knowledge in a way that allows the teacher to observe and thus "guide" their students' practice. During this step, students must engage in observable practices that allow us to see visible evidence of whether and how well they are progressing, through such activities as (once again) taking notes, making calculations, attempting to solve or analyze a math problem—or a small part of a problem—annotating and underlining, composing a sentence or paragraph.
Checking for Understanding	<u>Checks for Understanding</u>	As students engage in guided practice, we must monitor and assess their efforts and progress on that particular chunk of instruction—to make sure they are indeed understanding or succeeding with what we just taught. We can do this by cold calling on a small representative sample of students (or pairs of students); circulating around the classroom to observe student work, i.e., calculations, writing, or note taking; by having them hold up whiteboards that allow us to scan their work and answers; by having students indicate their understanding through a simple, unobtrusive signal ("thumbs up/down/in-between"). Without such methods, it is impossible to teach effectively, as good teaching depends upon our knowing, for each stage of the lesson, whether our students are ready to move on or need us to adjust our instruction—by providing additional modeling or explanation, i.e., "reteaching."
	<u>Adjustments to Instruction</u>	When we "check for understanding" we will often find that some or many students aren't succeeding after our initial instruction. Despite the temptation, this is not the time to frantically attempt to tutor each struggling student; other students typically shut down the moment they see the teacher spending more than a quick moment at one student's desk. Tutoring between steps interrupts the engaging pace essential to good lessons.
	<u>Independent Practice</u>	Once students have demonstrated mastery of each requisite step in the lesson, we can allow them to work independently to complete their work (a set of problems, a written explanation or argument, etc.). This is an excellent time for the teacher to work with/tutor those students who still need extra assistance. Perhaps the most important, least understood aspect of such lessons is the middle steps—guided practice, checks for understanding, and adjustments to instruction. As familiar as teachers are with these terms, many haven't seen trainers properly model the essential middle steps (teaching, guided practice, checking for understanding/formative assessment, and adjustment to instruction). That is, they've not been shown that these elements are cyclical and continuous: that if there are 5 major chunks in a lesson, we may have to repeat the cycle two or more times for some of those chunks—a total of 10 to 15 quick, purposeful cycles—until students are ready to complete the day's task or assessment independently.

This document was created in alignment with the Platte County R-3 Principals of Learning

*All students can learn. * Student learning is a process. * Each student's personal best looks different. * Students can learn from taking risks and making mistakes. Students learn at different rates, times, and in different ways. * Timely student feedback is essential for high levels of learning. Positive student-teacher relationships are necessary for student success.*



Tier 1 Instructional Framework: Reading | October 7, 2016

Instructional Resource Selection

- *What is an Instructional Resource?*
 - Instructional resources include everything from printed materials to non book resources plus facilities (space), time, and human resources. All of these can be found within the walls of a school plus outside the walls, in the community.
- *Types of Instructional Resources*
 - District-Selected and Provided, Course Aligned Resources:
 - Textbooks and Supplemental Materials
 - Online Resources
 - Teacher-Selected, Course Aligned Resources:
 - Ancillary Texts: Articles, Novels, Non-Fiction
 - Digital Resources: Websites, Movie Clips, Music Clips, Apps
 - Classroom conversations, visuals, prompts, student and teacher selected materials
 - Classroom Library Resources
 - School Library Resources
- *Instructional Resource Evaluation and Selection*
 - PCR3 staff will evaluate and select instructional resources using the following criteria in alignment to the learning outcomes of Rigor, Relevance, Engagement.
 - Rigor and relevance help students become complex thinkers. Both in and beyond school, students will have to work in teams with individuals from varied backgrounds to make choices and complete difficult tasks.
 - Rigor and relevance are also important for equity, because they ensure that all students have access and entry points to high-level content and skills.
 - Rigor ensures they are challenged to develop advanced skills and knowledge.
 - Relevance helps students see the value of what they're learning.
 - Engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences.
 - **Rigor**
 - Definition - *Learning experiences [that] help students understand knowledge and concepts that are complex, ambiguous, or contentious, and help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.*
 - Guiding Questions for Review & Selection
 - Is the resource aligned to the grade/course standard?
 - Does the resource efficiently address standards for the unit/lesson?
 - Is the resource appropriate to the level of Rigor required within the standard (DOK)?
 - Comments regarding Rigor other educators need to know.
 - **Relevance**
 - Definition - *Learning experiences that are either directly applicable to the personal aspirations, interests, or cultural experiences of students (personal relevance) or that are connected in some way to real-world issues, problems, and contexts (life relevance).*
 - Guiding Questions for Review & Selection
 - Content of the resource has real-world application for students?
 - Material in the resource is age-appropriate?
 - Language in the resource is age-appropriate?
 - Content of the material is cognitively appropriate for the students?
 - The material in the resource is something students need to know?
 - Is the relevance of the resource contingent on the activity choice of the teacher?
 - The material has the potential of creating an emotional reaction for a learner or reinforces a stereotype of which the instructor needs to be aware?
 - Comments regarding Relevance other educators need to know.
 - **Engagement**
 - Definition - *The degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.*

- Guiding Questions for Review & Selection
 - The resource sparks the interest of the students?
 - The resource is relevant to student experiences and backgrounds?
 - Comments regarding Engagement other educators need to know.

Platte County R-3 Improvement Cycle

The Platte County R-3 Continuous Improvement Cycle is a “model for continuous, collaborative action that inspires and empowers professionals to improve practices, processes, and procedures.”

Definitions of 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)



This Plan, Do, Study, Act (PDSA) outlines the steps essential to the Improvement Cycles Process. Beginning with the plan stage of determining desired outcomes, Improvement Cycles start with current reality data. Next, teams identify and implement prescriptive, high-yield strategies aligned to action steps. From this point, teams

evaluate the effectiveness of their strategies and adjust strategies as needed to ensure improvement for all.



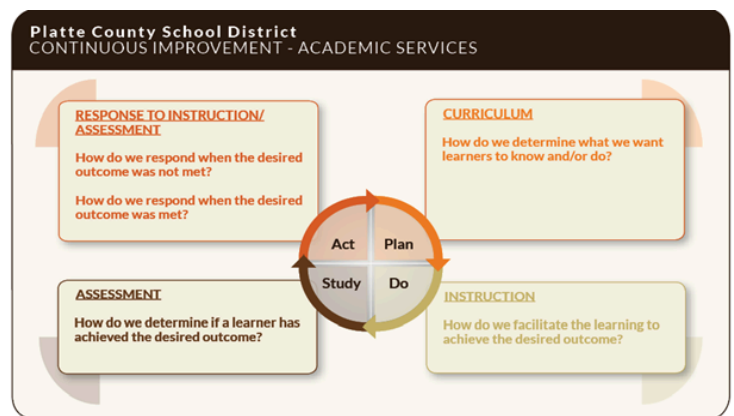
Academic Improvement Cycle

Academic-focused Improvement Cycles don't just happen on Wednesdays, or one plan time a week. Improvement Cycles are a cyclical process that starts with course and grade level curriculum expectations and moves through a process to ensure students' individual needs are met. PCR-3, in agreement with Team Platte County, has agreed to utilize one hour a week for Improvement Team collaboration between grade level or content teams focused on our core competency:





“The systematic continuous improvement of teaching and learning”

Below is the cycle of teaching and learning in PCR-3. Improvement Teams allow us to use our collective expertise to provide relevant and engaging experiences for students as we ensure they graduate prepared for employment, enrollment, or enlistment. Improvement Teams will focus on the cycle of improvement throughout the course of their collaboration. The goal of an Improvement Team is to evaluate evidence of student success and respond accordingly for each learner.

This table serves to outline the steps in the Improvement Team Process linked to supporting District processes. These four sets in the cycle intentionally links the work of the Teaching & Learning Team.



ACADEMIC IMPROVEMENT CYCLE PROCESS

<p>1 PLAN <i>What do we want all learners to know and be able to do?</i></p>	<p>2 TEACH (DO) <i>How will the learning experience be facilitated?</i></p>	<p>3 STUDY <i>How do we monitor the progress of each learner?</i></p>	<p>4 ACT <i>How will we respond to the educational outcomes of each learner?</i></p>
<p>Curriculum Lesson Planning</p>	<p>Teaching and Monitoring</p>	<p>Analyze Evidence of Student Learning</p>	<p>Next Steps/ Interventions</p>
			
<p>Discuss PLC questions 1-4 and deeply plan lessons together. Determine a plan for student assessment.</p>	<p>Teach the series of lessons and collaborate on student progress along the way. How will we make adjustments</p>	<p>Determine what evidence we have of student learning and what it means for each student. What strengths/ misconceptions (gaps) have we identified?</p>	<p>Revisit PLC questions 3 and 4 based on evidence. What should happen next for our students? If students require an intervention, how will we evaluate progress?</p>
<p>Action Step: Identify the Power Standards and the supporting standards for the unit of student from the district curriculum</p> <p>Share the specific learning targets (bite-size pieces of learning) that lead to students' accomplishing the unit goals. Be sure to identify the big ideas emphasized in the unit. (Note: Not everything is written in the standards—teams should use their professional judgment to identify the learning targets. Read between the lines of the standards' language.)</p>	<p>Action Step: Plan the sequence of instruction and the timing for common formative assessments—As the team designs the unit plan, it should include the quality instructional practices that support high levels of student learning (What best instructional practices or strategies will we embed in this unit?).</p>	<p>Action Step: Discuss evidence of the end in mind (end-of-unit measure)—How will the team know if students achieve these standards? What type of task could students perform or complete by the end of the unit to show achievement? With what level of proficiency should students perform it? And what type of problem or text (stimulus) should students receive? (Note: Use released items from high-stakes tests and look at prior and subsequent grade levels to gain insight about the types of tasks the team should expect students to perform and the stimuli [problems, text, and so on] students will receive.) Where in the unit does it make sense to see if our students are learning what we are teaching? What evidence will we collect along the way about the smaller pieces of learning?</p>	<p>Action Step: Use assessment data to determine which student need enrichment on the power standards</p> <p>Use assessment data to determine which students need additional time and support for learning in a timely, directive, diagnostic, and systematic way.</p>

		(Formative assessment) • Identify specific targets the team will commonly assess formatively. Team members should collectively monitor learning targets that are typically challenging for students. • Identify or develop brief but aligned assessment items that will provide usable evidence to the team about the students' understanding and skill. Team members should discuss the level of proficiency they would expect for the assessment items	
Required (Tight) <ul style="list-style-type: none"> Teams meet weekly Teams develop commitments for how they will conduct meetings Teams will document collaboration of the 4 PLC Questions Teams follow the guaranteed & viable district curriculum for their grade/course, unit by unit Teams develop common assessments aligned to district power standards to gather evidence of student learning 	Required (Tight) <ul style="list-style-type: none"> Implementation of the components of the District Instructional Framework $\frac{2}{3}$ and $\frac{1}{3}$ Rule (teacher is actively leading $\frac{1}{3}$ or less, and students are actively participating or leading their learning $\frac{2}{3}$ of the time) Ensure differentiated instruction is intentionally planned Utilization of district purchased resources as primary resource Vet instructional resources for Rigor, Relevancy, and Engagement 	Required (Tight) <ul style="list-style-type: none"> Teams develop common assessments aligned to district power standards to gather evidence of student learning Goals are created, displayed (known by learner, teacher, and Principals), and monitored Students track their progress on power standards Uniformed data must be collected and agreed upon by all admin at each level 	Required (Tight) <ul style="list-style-type: none"> Implement a system of interventions to ensure students who are struggling receive additional time and support for learning in a timely, directive, diagnostic, and systematic way. Provide enrichment opportunities for students who have mastered the standard.
Recommended (Loose) <ul style="list-style-type: none"> Teams meet consistently on the same date and time each week. Date and time of weekly meeting can be determined at the building level with support of the building admin. 	Recommended (Loose) <ul style="list-style-type: none"> Planning of Day to day instructional activities Use of materials and resources to support student learning 	Recommended (Loose) <ul style="list-style-type: none"> Documentation of the 4 PLC Questions 	Recommended (Loose)

PCR-3 Professional Development

The purpose of the Platte County Professional Development plan is to develop and retain high-quality staff. Through the execution of the district Professional Development Plan, we ensure staff are equipped with the knowledge and skills to support the systematic continuous improvement of teaching and learning. Our intent is to ensure that the professional learning opportunities support the District's Mission, Vision, Values, Principles of Learning, and Comprehensive Strategic Plan Goals.

The Professional Development Plan is comprised of two main components:

- PCR-3 Professional Development Guidance
 - This sections serves to outline the policy, procedures, mandates, and guidelines in which the Professional Development Committee Operates
- PCR-3 Professional Development Implementation Plan
 - This section serves to outline the goals and focus areas for the professional development to be implemented for the school year.

Professional Development Committee

The mission of the Platte County R-3 Professional Development Committee is to improve student achievement through professional development opportunities for teachers to continually improve teaching and learning. Effective professional development is a cooperative effort involving teachers, administrators, and school board members. Higher education, the Department of Elementary and Secondary Education, professional organizations, and community resources are used to enhance high quality professional development.

The committee shall have no more than nine members, with membership on the committee spread across disciplines and attendance centers. Committee membership will include teachers from elementary, secondary and specialty teaching areas as well as support staff representatives. While both certified and noncertified staff members will serve on the committee, only certified staff will be allowed to select committee members. Committee members shall be staff members with at least three years of experience and at least two years in the Platte County R-III School District. Professional development committee members will be selected for three-year terms. Terms shall be staggered so that approximately one-third of the committee will be selected each year. (GCL-AP1)

2024-25 Professional Development Committee Members

- Dr. Alicia Casey - Executive Director of Academic Services
- Kelli Woods - Executive Administrative Assistant for Academic Services
- Kendall Fuller - Barry Elementary
- Courtney Shaw - Compass Elementary
- Madeline Sheldahl - Pathfinder Elementary
- Rebecca Anderson - Siegrist Elementary
- Jessica Chiddix - Platte City Middle School
- Bridget Klingele - Platte Purchase Middle School
- Derek Yost - Platte County High School
- Sara Price - Northland Career Center
- Sharon Sherwood - Board Member
- Tyler Fadler - Board Member

Teams/Committees that participate in Professional Development strategic planning and monitoring are Teaching & Learning, Human Resources, Communications, Business Services, Facilities and Operations, Technology and Information Management, Academic Senate, Professional Development Committee, Curriculum Council, Technology Integration Leads, District Liaisons and Team Platte County.

District Goals and Focus Areas:

Comprehensive School Improvement Plan Goals

- Develop and enhance quality educational/instructional programs to improve overall and individual student academic performance.
- Hire, retain, and develop a high quality staff.

Teaching and Learning Goals

- Improve academic achievement for ALL students
- Improve essential skill development for ALL students
- Cultivate an environment of inclusion and equity for ALL students

Focus Areas

- Implementation of a Comprehensive Teaching & Learning System
- Curriculum Revision & Implementation (Instruction)
- Implementation of a Comprehensive Assessment System
- Implementation of a Comprehensive Behavior Management Framework

The Platte County R-3 Teaching and Learning System

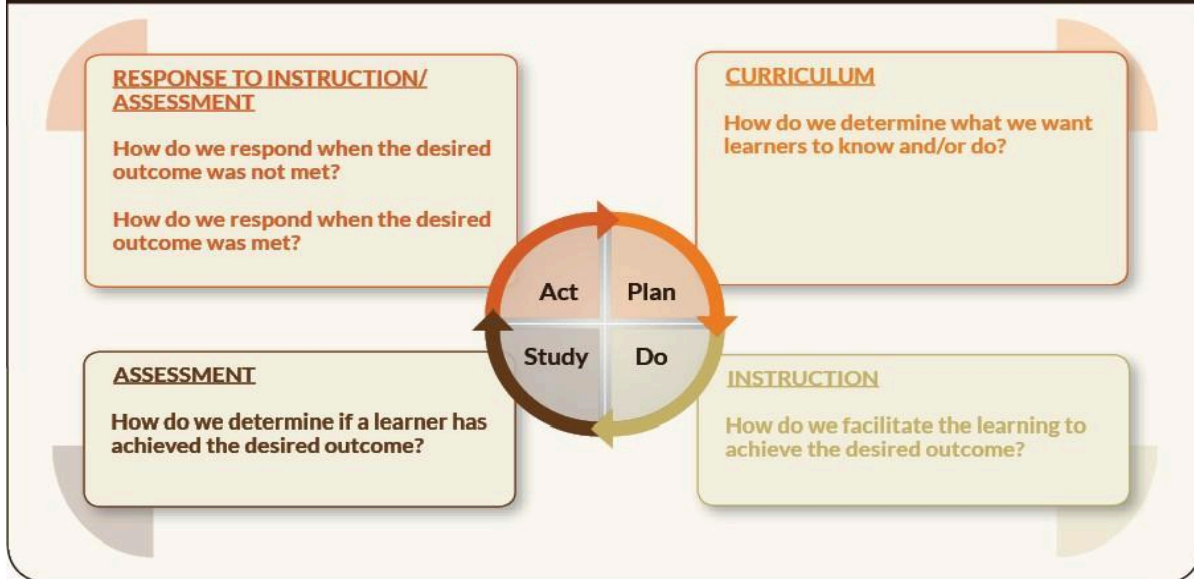
The purpose of the Platte County Teaching and Learning System is to ensure all learners engage in real world, systematic, research-based instruction through equitable and inclusive educational experiences that ensure student success. The Teaching and Learning System is modeled after a Multi-Tiered System 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 instructional practices, and appropriate assessment methods that evaluate growth and learning. District assessments, Improvement Teams, and the use of formative assessments are intended to 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, 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.

Platte County School District CONTINUOUS IMPROVEMENT - ACADEMIC SERVICES



Professional Development Foundational Elements

Mission

The mission of the Platte County R-3 Professional Development Committee is to improve student achievement through professional development opportunities for teachers to continually improve teaching and learning. Effective professional development is a cooperative effort involving teachers, administrators, and school board members. Higher education, the Department of Elementary and Secondary Education, professional organizations, and community resources are used to enhance high quality professional development.

Purpose and Scope

The Professional Development Committee (PDC) is mandated by the Excellence in Education Act of 1985. The purpose of the committee is to stimulate and encourage professional growth. The Professional Development Committee (PDC) is charged with the following responsibilities:

- Collaborate with district and building administrators to plan and facilitate Professional Development aligned to building actions that support progress to district goals.
- Assess faculty needs and develop in-service opportunities for certified school staff; and
- Present to the proper authority, faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.
- Monitor the impact of district and building professional development.
- Serve as a member of the Academic Senate.
- In addition to Building New Teacher Mentors, provide support to beginning and experienced teachers.

To improve student achievement, high quality professional development is aligned with the Platte County R-3 Comprehensive School Improvement Plan (CSIP), individual school improvement plans, state mandates, and Missouri School Improvement Program (MSIP) requirements. The PCR-3 Executive Director of Teaching & Learning and the Professional Development Committee consult with administrators regarding these goals, needs and objectives to allocate funds based on written proposals reflecting research-based instructional practices.

Opportunities

Platte County R-3 teachers collaborate and reflect weekly with colleagues on instruction and learning practices, providing for continuous growth. Time is provided for ongoing professional development during designated professional learning days throughout the school year. Teachers have the opportunity to participate in before and after school, evening, and summer professional development activities. Individual teachers are allowed pre-approved professional leave days annually (GCBDA). Administrators continue to consider new ways to support teachers with time for job-embedded professional development.

Evaluation

The desired outcome(s) of professional development is to build teacher capacity in instructional practices. Professional Development will be evaluated by participants through:

- Student achievement data
- Questionnaires
- Surveys
- Minutes from follow-up meetings
- Participant reflections (oral and/or written)
- Additional data collection options

Committee Procedures

Missouri Professional Development Program charges the district PDC with the following responsibilities:

- Support the professional development of new teachers.
- Identify instructional concerns and remedies for all teachers.
- Assess faculty needs to develop in-service opportunities for certified school staff.
- Present to the appropriate supervisor faculty suggestions, ideas, and recommendations pertaining to classroom instruction within the school district.
- Serve as a consultant regarding professional development procedures.
- Plan and evaluate specific professional development activities.
- Allocate 1 percent of current year basic formula apportionment minus any amount received for classroom trust fund to the PDC for the professional development of certified staff.

To align local professional development efforts with state guidelines, the PDC considers the following questions when planning PCR-3 professional learning:

1. Does the professional development plan directly relate to the district Comprehensive School Improvement Plan (CSIP) and the Missouri School Improvement Program (MSIP) professional development standards?
2. Is each professional learning activity consistent with the vision and the goals of the District professional development program?
3. Does each professional learning experience address the participant(s) identified learning need(s)? (tied to educator evaluation data and student achievement data?)
4. Does the professional learning experience involve active learning processes?
5. Does each professional learning experience lead to improvement in teaching practice?
6. Does each professional learning experience lead to improved student performance?

Committee Operational Guidelines

1. The District Professional Development Committee shall consist of representative(s) from each building. Those eligible to serve on the PD committee shall be in a certified position with a minimum of two years of experience in the Platte County R-3 School District. Representatives shall be determined in March or April for a three-year term of office. The terms of office shall be staggered according to an established rotation. If a committee member is no longer staff of the building, a representative shall be designated to complete the remainder of the term. New members shall attend the final meeting of the year. Their term will officially begin at the conclusion of the final meeting. A representative(s) of the Teaching & Learning Team and representatives from both elementary and

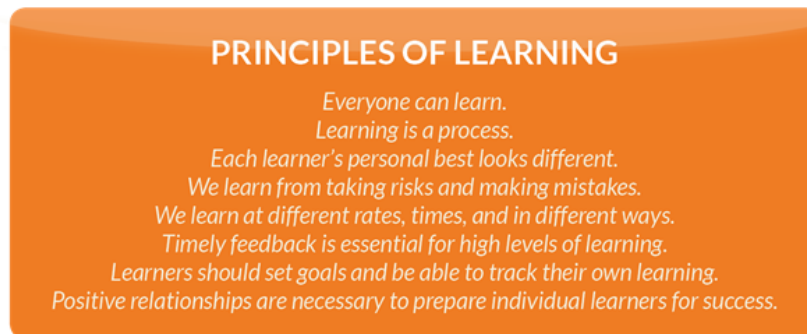
secondary administration shall serve as ex-officio non voting member(s) of the committee. Circumstances may require PDC membership revisions as needed.

2. The committee shall meet a minimum of four times annually. Each building is expected to have representation at every meeting. Meetings will be used to coordinate and set direction for professional development activities. Each member will serve on at least one PDC standing committee and will support his/her building professional development planning.
3. The committee shall annually gather baseline data in order to share goals and commitments to ensure a culture of collaboration and continuous improvement.
4. A majority of the voting members (2/3) will represent a quorum for conducting business.
5. The following shall be standing committees of the PDC:
 - a. New Teacher Onboarding & Beginning Teacher Assistance Program
 - b. Professional Learning Days
 - c. Summer Learning Academy

PCR-3 Approach to Professional Learning

In order to equip staff with knowledge and skills to support the systematic continuous improvement of teaching and learning, the Platte County R-3 School District emphasizes the impact that collaboration and coaching have on the adult learner. The quote by Roland Barth (2001) aligns directly to our district beliefs about the connection between student success and professional learning: *“Ultimately there are two kinds of schools: learning-enriched schools and learning-impooverished schools. I’ve yet to see a school where the learning curves of the youngsters are off the chart upward while the learning curves of the adults are off the chart downward, or a school where the learning curves of the adults were steep upward and those of the students were not. Teachers and students go hand in hand as learners – or they don’t go at all.”*

We believe that the PCR-3 Principles of Learning apply to student and adult learners alike. Therefore, when planning for professional learning opportunities we ensure the following are evident in our practice:



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 and Learning System to map roles and responsibilities related to processes and procedures. The PCR-3 Responsibility Matrix chart defines whether the people involved in the Teaching and Learning System will be responsible for **implementing** key processes and procedures, have **awareness** for what is being implemented, **guide implementation** for the key role of the implementer, or **monitor implementation** and fidelity of implementation of key 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 and 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.

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

This matrix is essential to the planning and execution of professional development for our Teaching and Learning System Staff. The level of responsibility will support the level and intensity of professional development for all staff.

Professional Development aligned with the with the Teaching and Learning System Roles & Responsibility:

- **I - Implement:** Staff responsible for implementing a best practice across all tiers will receive professional development and support in multiple ways throughout the implementation timeline including:
 - **Direct Learning** - Direct professional development on the best practice to acquire knowledge and skills essential to the implementation of the best practice
 - **Peer Collaboration** - Collaboration among colleagues to share application of the best practice and work on refinement of implementation
 - **Job-embedded Coaching** - Side-by-side planning and reflection with an Instructional or Behavior Coach, other staff member, or Administrator on the individual implementation of the best practice within the staff members daily setting
- **GI - Guiding Implementation:**
 - **Direct Learning** - Direct professional development on the best practice to acquire knowledge and skills essential to the implementation of the best practice ahead of and/or along side of the implementation staff
 - **Peer Collaboration** - Facilitate and/or participate in collaboration among colleagues who are implementing to share application of the best practice and work on refinement of implementation
 - **Job-embedded Coaching** - Side-by-side planning and reflection with the individual implementing the best practice within the staff member’s daily setting. Coaches will participate in professional development on

how to support a student-centered coaching approach to support successful coaching conversations

- **A - Awareness:**
 - **Direct Learning** - Direct professional development on the big picture of implementation at other Tiers of the Teaching and Learning System. This professional development is to ensure intentional connections are made between best practices from Tier to Tier for both staff and students.
 - **Peer Collaboration** - Collaboration among colleagues to share connections of best practice being implemented at multiple Tiers.
- **M - Monitor for Fidelity:**
 - **Direct Learning** - Direct professional development on the best practice to acquire knowledge and skills essential to the implementation of the best practice ahead of and/or along side of the implementation staff
 - **Peer Collaboration** - Be present during collaboration among colleagues who are implementing to support professionalism and ensure alignment of conversation to the implementation of the best practice and connection between all Tiers of the Teaching and Learning System.
 - **Job-embedded Coaching & Accountability** - Side-by-side planning and reflection with the individual implementing the best practice within the staff member's daily setting. Staff will be supported and held accountable for implementation of the district identified best practice.

Professional Development Implementation Plan

Professional Learning Outcomes

Our Professional Development Strategic Plan goals were developed by the Teaching & Learning Team with the input of multiple District Teams and based on performance data, accountability data, and feedback from internal and external stakeholders.

Our objectives are focused on improvement of our State Assessment performance and retaining and developing a high quality staff.

2024-25 Professional Development Goals

- Enhance learning of all stakeholders by providing and encouraging high quality professional development opportunities and resources that are aligned and consistent with the district's mission, vision, values, and Comprehensive School Improvement Plan.
 - Improvement Actions:
 - Utilize a Quality Continuous Improvement approach for identifying our professional development needs based on feedback from multiple stakeholder groups and information from accountability measures for implementation of initiatives.
 - Create a higher level of commitment for job-embedded professional development focused on analyzing data for improvement throughout the District
 - Utilize Instructional and Behavior Coaches to support job-embedded professional learning and on-site coaching for implementation of evidence-based practices
 - Build the capacity of our administrative staff to manage their buildings in service of instruction.
 - Provide robust support to all staff in supporting the implementation of the Teaching and Learning System.
 - Implement job-embedded professional development opportunities that focus on the District's academic initiatives.
 - Improve our ongoing feedback to teachers, support for our new teachers, and effectiveness in our improvement team processes through the utilization of our Instructional and Behavioral Coaches.
 - Build our leadership capacity and capability of teacher leaders and administrators through the use of Quality Academy, Leadership Academy, and Academic Senate. A product of this professional development will be skilled facilitators for professional development experiences.
- Provide beginning teachers and staff members new to Platte County School District with on-going support at the individual, school, and district levels.
 - Improvement Actions:
 - Collaborative improvement of our Onboarding processes with Human Resources and Academic Services Team based on feedback and in alignment with Missouri New Teacher expectations.
 - Implement individualized professional development specifically for 1st and 2nd year teachers
 - Revise our Mentor Program to equip Mentors with the knowledge and skills to best support teachers new to the profession

Our staff needs are determined by student performance results, improvement cycle (evaluation) analysis, and multiple stakeholder feedback mechanisms.

2024-25 Professional Development Focus Areas

- **Refine collaboration practices proven to support high performing teams in a Professional Learning Community**
 - Building Powerful Guiding Coalitions (Leadership Teams)
 - Data driven collaboration
- **Initial and sustained implementation of a Guaranteed and Viable curriculum aligned to evidence-based practice in the core content areas of ELA, Math, and Science (6-12)**
 - Explicit Instruction - Tier 1 and Tier 2a
 - Direct Instruction - Tier 2b
 - Specialized Instruction/Targeted Intervention - Tier 3

- Relevant & Engaging Instruction
- Alignment to Portrait of a Graduate
- **Implementation of a District-Wide Tier 1 Behavior Management Framework**
 - Implementation of the Safe and Civil Schools Behavior Framework
 - Engage in staff professional development related to vocabulary and structures of the Safe and Civil Schools Framework
 - Leadership in Behavior
 - Coaching CHAMPS
 - CHAMPS in the Classroom
 - Elementary
 - Secondary
 - Explicit Teaching of Building and Classroom Expectations - Tier 1 and Tier 2a
 - Behavior Interventions - Tier 2a, Tier 2b, Tier 3
 - Focus on a Safe and Caring Classroom Culture of Belonging
- **Utilization of Illuminate Assessment Suite to monitoring student success and make timely adjustments**

District Professional Development Venues

Professional Learning occurs in multiple ways and for multiple purposes throughout the organization. Some venues are better suited for attaining new information while others are appropriate for team collaboration or individual coaching. The Platte County R-3 School District has multiple venues of professional learning that honor the individual adult learner ensuring robust support in mastering best instructional practices that yield high levels of student achievement.



Professional Development Venue	Why	Who	What	When
District-Wide Professional Learning Days	To share district initiatives/focus Cross collaboration	All certified staff district wide by grade/content <ul style="list-style-type: none"> ● Elementary ● Middle ● High 	Focused on district goals aligned to the Teaching and Learning System	Afternoons of Professional Learning Days: Sept. 16, 2024 Dec 2, 2024 Jan 6, 2025 Feb 14, 2025 Apr 14, 2025
Building Level Professional Learning	To allow buildings to focus on innovations specific to the building Dive deeper into processes, procedures, instructional practices,	All certified staff within each building <ul style="list-style-type: none"> ● Siegrist ● Compass ● Pathfinder ● Barry ● PCMS ● PPMS ● PCHS ● NCC 	Focused on building level innovations	Mornings of Professional Learning Days Sept. 16, 2024 Oct 14, 2024 Dec 2, 2024 Feb 14, 2025 Apr 14, 2025
	To support	Attendance is based	Focused on district, building	Half Days

Curriculum Worksessions	implementation of district curriculum and instruction following a revision and board approval - New Learning, Daily Unit Planning, and Lesson Study	on the grade and content in the implementation phase	and individual innovations	throughout the school year - Monthly in Year 1, Quarterly in Year 2
Job-embedded Professional Learning/ Improvement Teams	To collaborate around student data, determining strengths and weaknesses and sharing instructional strategies.	All certified staff within each building <ul style="list-style-type: none"> ● Barry Elem. ● Siegrist ● Compass ● Pathfinder ● Barry ● PCMS ● PPMC ● PCHS ● NCC 	Focused on student learning and prescriptive teaching	Weekly throughout the school year - minimum of 30 minutes during Instructional Planning Time
District Sent Professional Learning	To encourage staff to learn more about an area of need or interest	All certified staff within each building	Focused on staff learning	Flexible dates throughout the school year and summer as approved by AST

Additional Professional Development Venues may include:

- Quality Academy
- Academic Senate
- Unit Planning PD - ½ Day Grade/Course Collaboration
- Specialized Team Meetings
- Onboarding and Mentoring
- Regional Professional Development Center (RPDC) Partners

Professional Development Execution

Once the venue of professional learning has been determined in the scope & sequence of the adult learning plan, leaders within the district will support the execution and facilitation of the relevant and engaging professional learning experience. Collaboration between the following district stakeholders is our method to ensure that adult learning is aligned to our Principles of Learning and support the learning journey for our staff.

Beginning Teacher Assistance Program

The Platte County School District Beginning Teacher Assistance Program is a two year support system designed to ensure certified employees feel successful as it relates to the established vision, mission and values as well as our goals as a district. The program aspires to develop an employee's understanding of the district, define how we do business as an organization, and share some of our key policies and procedures.

All 1st and 2nd year teachers new to the teaching profession are required by the state of Missouri to participate in a Beginning Teacher Assistance Program. This overview outlines the intentional learning experiences for this program in alignment with the Missouri Teacher Development System.

- *DESE required (CSR 20-400.385) All new teachers to the profession are required to participate in a beginning teacher assistance program (BTAP) sponsored by a Missouri teacher education program and provided by an education association, regional service center, school district, or charter school.*

Beginning Teacher Assistance Program Year 1

Beginning teachers are one of our greatest assets. Yet, 17% of teachers leave the career within the first five years (Gray et al., 2015). Research shows effective professional development is a key factor of teacher retention (Podolsky et al., 2018; Garcia & Weiss, 2019e), and as teachers enter the career, a collaborative community of learners can help teachers transition from their role as a student to that of teacher (Garcia & Weiss, 2019e). This program is part of the [Missouri Teacher Development System](http://mo-mtds.net) (mo-mtds.net), which is an on-going system of learning for Missouri teachers.

This opportunity provides:

- networking with other new teachers in Platte County and district leaders
- just-in-time learning (critical firsts)
- awareness of the phases of a new teacher
- relationship-building skills
- awareness of legal rights and responsibilities for educators
- competency-based programming

Beginning Teacher Assistance Program Year 1 meets Missouri's BTAP certification requirements and emphasizes the following MTDS Competencies:

- Builds Relationships & Culture
- Creates & Manages a Learning Environment
- Develops Research-Based Instruction
- Engages Students in Content

Program Logistics

- Each PCR-3 Building has experienced teachers assigned as building level mentors to support teachers new to the profession or new to the district. Number of building mentors is determined by the number of new staff.
- Each PCR-3 building is also supported by a Professional Development Committee Member who works collaboratively with Mentors to support the need of new staff.
- Beginning Teachers and Mentors will participate in monthly district wide meetings facilitated by New Teacher Facilitators (appointed from Leadership Academy).
- Beginning Teachers and Mentors will participate in monthly building level meetings where topics are aligned to the district level meet and personalized for each building.
- Beginning Teachers and Mentors will be compensated hourly for their time as these meetings are invaluable to the success and retention of Platte County R-3 certified staff.

Beginning Teacher Assistance Program Year 2

This program offers continued support for early career teachers, and to celebrate the completion of a successful first year of teaching, Beginning Teacher Assistance Program Year 2 is part of the [Missouri Teacher Development System](http://mo-mtds.net) (mo-mtds.net) and is open to any teacher who has completed a Beginning Teacher Assistance Program in Missouri.

This opportunity provides:

- access to experts professional development
- on-demand learning through coaching and feedback from expert educators
- networking with other teachers
- competency-based programming

Beginning Teacher Assistance Program Year 2 emphasizes the following MTDS Competencies

- Differentiates to Meet Unique Student Needs
- Plans Student Progress Monitoring
- Works in a Community of Practice

Program Logistics

- Each PCR-3 Building has experienced teachers assigned as mentors to support teachers new to the profession or new to the district. Number of building mentors is determined by the number of new staff.
- Each PCR-3 building is also supported by a Professional Development Committee Member who works collaboratively with Mentors to support the need of new staff.
- Year 2 Beginning Teachers and Mentors will participate in quarterly district wide meetings facilitated by New Teacher Facilitators (appointed from Leadership Academy).
- Year 2 and Year 1 Beginning Teachers and Mentors will participate in monthly building level meetings where topics are aligned to the district level meet and personalized for each building.
- Beginning Teachers and Mentors will be compensated hourly for their time as these meetings are invaluable to the success and retention of Platte County R-3 certified staff.

New Platte County Pirate Assistance Program (First Year to PCR-3)

This program offers continued support for early career teachers, and to celebrate the completion of a successful first year of teaching, Beginning Teacher Assistance Program Year 2 is part of the [Missouri Teacher Development System](http://mo-mtds.net) (mo-mtds.net) and is open to any teacher who has completed a Beginning Teacher Assistance Program in Missouri.

This opportunity provides:

- on-demand learning through coaching and feedback from expert educators
- networking with other teachers
- competency-based programming

Program Logistics

- Each PCR-3 building is also supported by a Professional Development Committee Member who works collaboratively with Mentors to support the need of new staff to PCR-3.
- New Certified staff to PCR-3 will participate in monthly building level meetings where topics are personalized for each building.
- New Certified staff to PCR-3 will be compensated hourly for their time as these meetings are invaluable to the success and retention of Platte County R-3 certified staff.

Mentoring

The benefits new teachers receive from mentoring are well known with established relationships existing between mentoring supports and new teacher retention. Given this, many teacher retention efforts focus on providing mentors for

new teachers. Many times mentors are asked to support new teachers, but are not always provided the training and support they need to be effective coaches and mentors for early career teachers. There is no doubt mentoring is good for new teachers, but mentors benefit from the experience as well, and the investment in the mentor teacher may actually provide greater rewards for a district given the mentor teacher's established role and influence. Providing effective professional development opportunities for mentor teachers to develop skills in coaching and mentoring and providing recognition as a mentor teacher may contribute to teacher self-efficacy, which is known to support teacher retention.

MTDS Mastering: Foundations of Coaching and Mentoring

This program offers learning and support for mentor teachers. MTDS Mastering: Foundations of Coaching and Mentoring is part of the [Missouri Teacher Development System](#).

This opportunity provides:

- coaching, observation, and feedback training and support.
- consultant support
- regional networking with other mentor teachers
- opportunities to apply newly acquired skills with beginning teachers
- competency-based programming

MTDS Mastering: Foundations of Coaching and Mentoring emphasizes the following MTDS Competencies:

- Managing a Classroom: Manages Behavior, Creates & Manages a Learning Environment,
- Communicates Progress Toward Learning Goals
- Being a Professional: Supports School District Vision, Mission, & Goals
- Designing Instruction: Develops Research-Based Instruction
- Reflecting on Practice: Sets Growth Goals

Professional Development Funds

Our budget is created based on our Comprehensive Strategic Improvement Plan, Key Process Action Plans, and past budget performance. It is created in collaboration with the Teaching & Learning Team, Human Resources Team, and the Business Services Team. Our Professional Development Accounts and their Budget allocations are displayed in the chart below, subject to final approval.

2024-25 Professional Development Budget	
Professional Development Accounts	Budget
<i>Certified Staff Professional Development (Part of the 1%)</i>	\$152,000.00
<i>Professional Development - Quality Continuous Improvement Initiatives aligned to our District Comprehensive Strategic Improvement Plan (Part of the 1%)</i>	\$75,000.00
<i>Professional Development - Teaching & Learning</i>	\$15,000.00
<i>Professional Development - Special Groups</i>	\$ 37,100.00
<i>Professional Development Purchased Services</i>	
TOTAL	\$279,100.00

The following criteria will be used for approval and distribution of PD Funds:

1. The committee will approve initial PD funds and reconvene for any revisions to budget allotments if necessary.
2. Disbursement of budget funds for individuals attending workshops should be contingent upon those persons sharing information within their building, subject, or teaching area. In determining allocation of funds, consideration will be given to the number of students and staff that will be positively impacted.
3. Out-of-District Workshops: Disbursement of funds should be approved by the building administrator and the

Teaching & Learning Team and may include registration, hotel, parking fees, and mileage reimbursement. Meal reimbursement for meals will follow the same guidelines as found in the Business Services Procedures. Mileage will be reimbursed at the standard district rate and will be approved for the driver only. Carpooling will be required when more than 1 person is attending the same conference on the same date. (When 5 or more people are attending the same conference, 2 drivers may submit reimbursement requests.) Professional development funds will not be used for reimbursement of food expenses.

4. When making presentations within the district outside of contractual time, district personnel will be paid \$25.00 per hour, per individual.
5. Regardless of when the presentation occurs, prep time can be reimbursed to district presenters at the rate of \$25.00 per hour, not to exceed the length of the presentation. A request for reimbursement for this prep time must be accompanied by a timesheet (provided by the Teaching & Learning Department) and approved by the Teaching & Learning Team.

Non-Allowable Expenses

Generally Non-Allowable Expenses in the Professional Development Plan:

- Individual membership dues to associations or organizations.
- Travel, food, lodging and registration fees to conferences and workshops of general interest which do not support the professional development plan and CSIP.
- Travel, food, lodging and registration fees to conferences, workshops, clinics, etc. which pertain to extracurricular activities and sponsorships.
- Equipment and materials for administrative use or for instruction of students.
- Salaries (Professional development funds may not be used to pay any part of any salary. Also professional development funds may not be used to pay for any student-related activities such as extracurricular activities, sponsorships, summer school or evening school activities.
- Travel as a form of professional development.
- An expenditure of funds for any state or federal program for which monies are already available for professional development (Example: Professional development funds cannot be used to pay the expenses for a Title I activity; however, professional development funds could be used to pay the expenses of a Title I teacher to attend a technology conference planned for the benefit of all teachers).
- Training of school board members (The Department of Elementary and Secondary Education subsidizes the cost of training new school board members through other state-level funding).

PCR-3 Assessment

State Assessment – Missouri Assessment Program

The Missouri Assessment Program (MAP) is designed to measure how well students acquire the skills and knowledge described in Missouri's Learning Standards (MLS). The assessments yield information on academic achievement at the student, class, school, district, and state levels. This information is used to diagnose individual student strengths and weaknesses in relation to the instruction of the MLS, and to gauge the overall quality of education throughout Missouri.

The MAP traces its origin to the 1993 Outstanding Schools Act. This act required that Missouri create a statewide assessment system that measured challenging academic standards. From this act, grade-span assessments were created that measured Missouri's Show-Me standards. Originally, MAP was designed to be a grade-span test: Grades 3, 7, and 11 in Communication Arts, Grades 4, 8, and 10 in Mathematics, and Grades 3, 7, and 10 in Science.

In 2001, the federal No Child Left Behind (NCLB) legislation was enacted. In accordance with the NCLB legislation, student performance, reported in terms of proficiency categories, is used to determine the adequate yearly progress of students at the school, district, and state levels. NCLB also required states to develop grade-level tests in both Reading and Mathematics to be administered in Grades 3 through 8 and once in high school. It also required that states have Science assessments to be administered at least once in Grades 3 through 5, once in Grades 6 through 9, and once in Grades 10 through 12 by the 2007–2008 school year. In 2008, grade-span tests were administered in Science in grades 5 and 8 for the first time.

Beginning with the 2008-2009 school year, Missouri administered End-of-Course (EOC) assessments in lieu of High School grade-level assessments. Algebra I, English II and Biology were the first EOCs administered. The following year, Government, American History, English I, Algebra II and Geometry became operational. The move to EOC assessments was also a move to online testing. In the first few years of EOCs, districts had a choice between online and traditional paper/pencil testing. EOCs moved fully online in the fall of 2010.

State Assessments

The summative data from the Missouri Assessment Program is gathered and distributed by the Missouri Department of Elementary and Secondary Education is a key measure to monitor the systematic continuous improvement to teaching and learning in the Platte County R-3 School District.

Universal Screening

As a means to monitor the systematic continuous improvement of teaching and learning in a more formative manner, all Platte County R-3 students in grades K-12 participate in Tier 1 (Core) Benchmarking. Data is gathered from these assessments after administration three times a year: Fall, Winter, and Spring and analyzed to drive the work of improvement teams.

Standards-Based Benchmarks

Secondary English Language Arts & Mathematics will administer standards-based benchmarks during Fall, Winter, and Spring assessments windows. The purpose of these benchmarks is to monitor students' progress to standard mastery.

Unit Assessments

As curriculum is revised, formal common unit assessments are being created to ensure that the district has comparative and potentially predictive data with regard to state standards. During the 2022-23 school year, ELA was the first core content area to deploy common unit assessments district-wide K-12. As revisions to curriculum occur, we will continue to develop common assessments.

Assessment Administration Guide

STATE REQUIRED ASSESSMENTS					
Assessment	Content	Grade Level	Purpose	Administration Date	Data Available for Instructional Decision Making
ACCESS (WIDA)	Language	ELL	<ul style="list-style-type: none"> State adopted WIDA instrument to measure student progress related to state standards for English language (Listening, reading, writing, and speaking) proficiency Provide accountability data for NCLB for Annual Measurable Achievement Objectives (AMAOs) for LEP students 	January 7, 2025 – February 28, 2025	Electronic reports available July 2024
ECO: Early Childhood Outcomes	Growth	Early Childhood	<ul style="list-style-type: none"> Gather performance data for young children receiving services through early childhood special education 	September 2024 May 2025 *or upon entry/exit	Immediately
EOC: End of Course Exams	English II Government Personal Finance (for embedded coursework) Algebra I Algebra II (for students that took Algebra I in MS) Biology	7-12	<ul style="list-style-type: none"> State adopted, Riverside Instrument to measure student progress related to state standards. Provide accountability for MSIP5 	Fall Testing Window: November 1, 2024- December 20, 2024 Spring Testing Window: , April 1, 2024 to May 25, 2024	Electronic reports available within 10-15 after the assessment window closes
Kindergarten Readiness (KOF)	Academic and S/E	K	<ul style="list-style-type: none"> State required beginning 2023 Entered into the ARC website Literacy, numeracy and social readiness screener. Predictor of 3rd grade student success rates. 	First 6 weeks of school	Immediately

STATE REQUIRED ASSESSMENTS

Assessment	Content	Grade Level	Purpose	Administration Date	Data Available for Instructional Decision Making
<i>DLM/MAP-A</i>	Alternate Learning Standards	SPED	<ul style="list-style-type: none"> State Assessment for students with severe cognitive challenges 	Fall/Winter Instructionally Embedded: September 11, 2023 to December 22, 2024 Spring Summative: February 5, 2024 to May 17, 2024	Electronic reports available by Summer 2024
<i>Missouri Assessment Program Grade Level Assessments</i>	ELA, Math, Science	3-8	<ul style="list-style-type: none"> State Adopted, Smarter Balanced Assessment instrument to measure student progress related to state standards Provide accountability data for MSIP5 	State Testing Window: April 1, 2024 to May 25, 2024 <small>*Dates and times relative to the specific contents will be determined and published in February, 2024</small>	Electronic and Paper student reports available by Fall 2024

DISTRICT REQUIRED ASSESSMENTS

Assessment	Content	Grade Level	Purpose	Administration Date	Data Available for Instructional Decision Making
<i>FastBridge</i>	ELA	K-12	<ul style="list-style-type: none"> • Tier 1 District Universal Screener as part of the Elementary and Secondary Tiered Assessment Plan • Determine instructional reading level • Monitor student progress on early literacy skills • Provide teachers a mechanism to gather data to inform instruction 	Fall: September 1-30 Winter: Jan 1 –30 Spring: May 1 – 20	Immediately
<i>FastBridge</i>	Math	K-12	<ul style="list-style-type: none"> • Tier 1 District Universal Screener as part of the Elementary and Secondary Tiered Assessment Plan • Determine instructional math level • Monitor student progress on math application • Provide teachers a mechanism to gather data to inform instruction 	Fall: September 1-30 Winter: Jan 1 –30 Spring: May 1 – 20	Immediately
<i>District Benchmarks</i>	ELA & Math	6-12	<ul style="list-style-type: none"> • Tier 1 District Benchmark monitors student progress to ELA & Math Standards 	Fall: September 1-30 Winter: Jan 1 –30 Spring: May 1 – 20	Immediately
<i>Unit Assessments</i>	ELA & Math	K-5	<ul style="list-style-type: none"> • Unit assessments serve as a post test after instruction. These can be aligned with MAP item analysis and should serve as a predictor for MAP success. 	See the assessment scope and sequence	Immediately
<i>Social Emotional/ Behavior Screener (SAEBRS)</i>	SEL	K-12	<ul style="list-style-type: none"> • Tier 1 District Screener for SEL/Behavior as part of the Elementary Tiered Assessment Plan • Screen for internalizing and externalizing behavior and social-emotional risk factors in order to align supports and interventions • Kindergarten will fill out the KOF in lieu of the SAEBS in the fall window. 	Fall: October, 2024 Spring: March, 2025	Immediately

<i>mySAEBRS</i>	SEL	2-12	<ul style="list-style-type: none"> • Tier 1 District Screener for SEL/Behavior as part of the Elementary Tiered Assessment Plan • Students self reflect for internalizing and externalizing behavior and social-emotional risk factors in order to align supports and interventions 	<p>Fall: October, 2024</p> <p>Spring: March, 2025</p>	Immediately
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OTHER DISTRICT ASSESSMENTS

Assessment	Content	Grade Level	Purpose	Administration Date	Data Available for Instructional Decision Making
<i>Advanced Placement</i>	Multiple Content Areas	10-12	<ul style="list-style-type: none"> • Optional assessment • College Board Instrument • Provides college credit for course work • MSIP5 Implications 	<p>AP Window: May 2025</p> <p><small>*Dates and times relative to the specific contents will be determined and published in February.</small></p>	July 2023
<i>DRDP: Desired Results Developmental Profile</i>	All Developmental Areas	Early Childhood	<ul style="list-style-type: none"> • Comprehensive assessment of a child's developmental progress 	On Going	Immediately
<i>Practice MAP (Optional)</i>	ELA Math Science	3-8	<ul style="list-style-type: none"> • To provide educators and students an opportunity to preview the content and practice the technology they will see in the Summative assessment. • The Practice Forms are not designed to be a predictive tool to indicate how a student will perform on the spring summative tests. It is very important that district and school personnel not use student results from the Practice Forms to gauge how students may perform on the summative assessments. 	January 20, 2025- February 6, 2025	Within a week of test administration
<i>ACT</i> <i>(no longer required - district vouchers for participation are available)</i>	Multiple Content Areas	11	<ul style="list-style-type: none"> • Benchmark to determine college readiness 	Voucher System	Electronic reports available Summer 2024
<i>Armed Services Vocational Aptitude Battery (ASVAB)</i>	Multiple Content Areas	12	<ul style="list-style-type: none"> • Optional assessment • Used to determine qualification for enlistment in US Armed Forces • MSIP5 Implications 	As Needed	Student receives score

OTHER DISTRICT ASSESSMENTS

Assessment	Content	Grade Level	Purpose	Administration Date	Data Available for Instructional Decision Making
<i>Practice EOC</i>	ELA Math Science	Algebra 1 ELA II Biology	<ul style="list-style-type: none"> To provide educators and students an opportunity to preview the content and practice the technology they will see in the Summative assessment. The Practice Forms are not designed to be a predictive tool to indicate how a student will perform on the spring summative tests. It is very important that district and school personnel not use student results from the Practice Forms to gauge how students may perform on the summative assessments. 	January 20- February 7, 2025	Within a week of test administration
<i>PSAT</i>	Multiple Content Areas	10-11	<ul style="list-style-type: none"> Optional Assessment Used to determine readiness for SAT Used to determine qualification for National Merit Scholarship Award 	As Needed	Immediately
<i>Foundational Reading (Phonemic Awareness, Decoding, and Heart Words)</i>	ELA	K-3	<ul style="list-style-type: none"> Utilized as part of the foundational reading program Determine instructional level Monitor Tier 2 and Tier 3 student progress on phonemic awareness and early literacy skills Provide teachers a mechanism to gather data to inform instruction 	Quarterly outlined by district scope and sequence of assessments	Immediately
<i>Technical Skills Attainment (TSA)/IRC Industry Recognized Credential</i>	Vocational Education Concentrators	NCC	<ul style="list-style-type: none"> Maintain District compliance with Perkins IV federal requirements MSIP5 requirement 	April 2025	Immediately
<i>WAPT</i>	Language	ELL	<ul style="list-style-type: none"> To determine eligibility for ELL services 	Enrollment in District or As Needed	Immediately
<i>Work Keys</i>	Job Skills Testing	NCC	<ul style="list-style-type: none"> College/Career Readiness ACT Instrument Computer – Adaptive MSIP5 Implications 	As Needed	Immediately