Curriculum, Instruction & Assessment Plan

2017-2018

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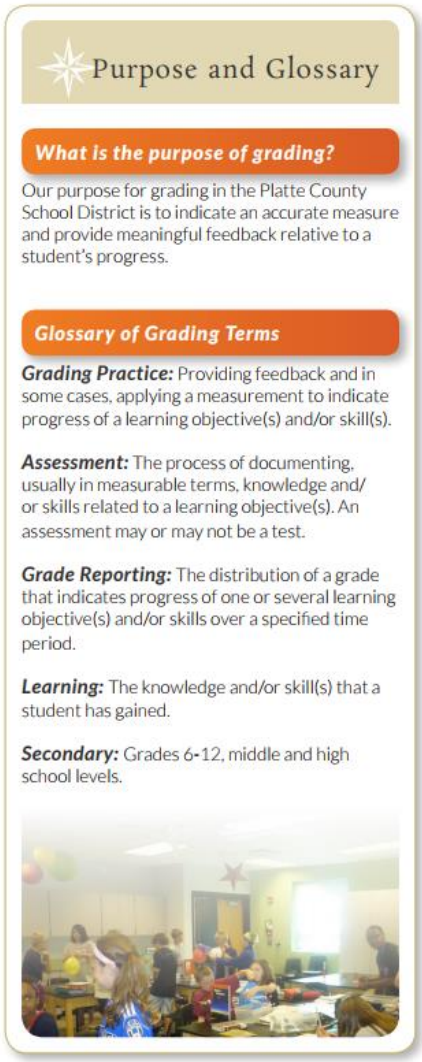


Purpose and Glossary

What is the purpose of grading?

Our purpose for grading in the Platte County School District is to indicate an accurate measure and provide meaningful feedback relative to a student's progress.

Glossary of Grading Terms

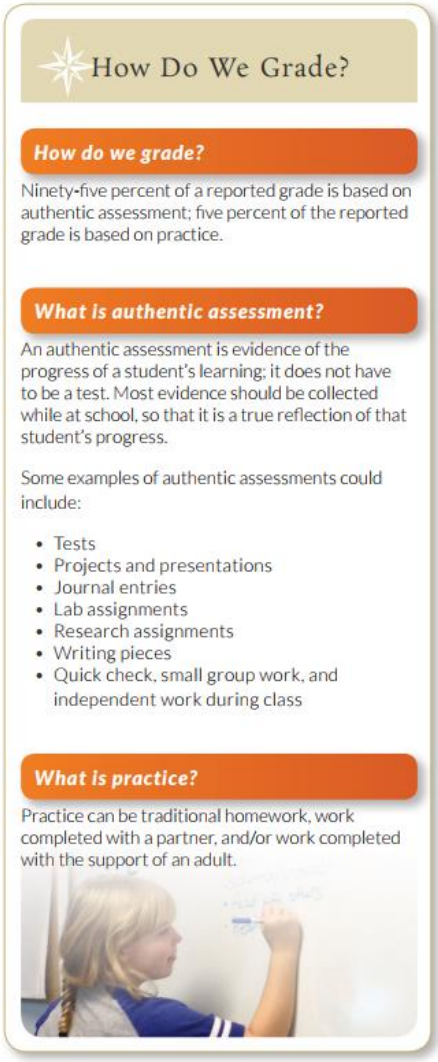
Grading Practice: Providing feedback and in some cases, applying a measurement to indicate progress of a learning objective(s) and/or skill(s).

Assessment: The process of documenting, usually in measurable terms, knowledge and/or skills related to a learning objective(s). An assessment may or may not be a test.

Grade Reporting: The distribution of a grade that indicates progress of one or several learning objective(s) and/or skills over a specified time period.

Learning: The knowledge and/or skill(s) that a student has gained.

Secondary: Grades 6-12, middle and high school levels.



How Do We Grade?

How do we grade?

Ninety-five percent of a reported grade is based on authentic assessment; five percent of the reported grade is based on practice.

What is authentic assessment?

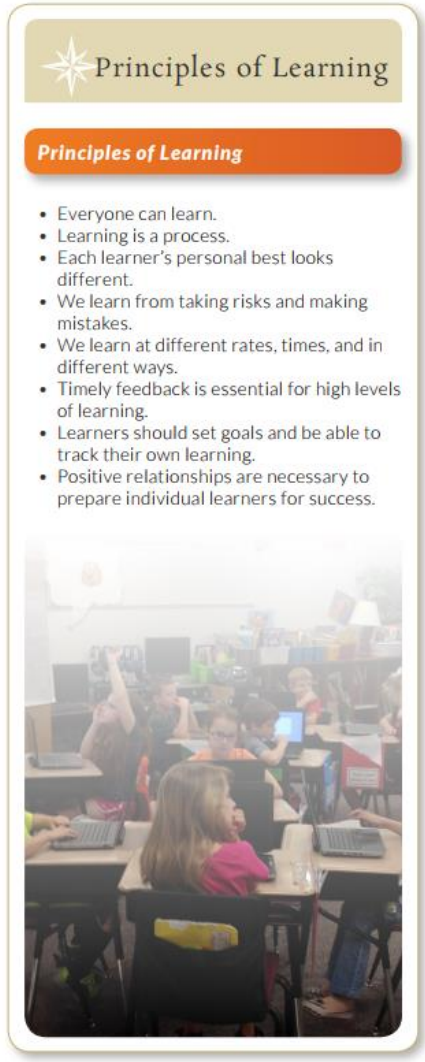
An authentic assessment is evidence of the progress of a student's learning; it does not have to be a test. Most evidence should be collected while at school, so that it is a true reflection of that student's progress.

Some examples of authentic assessments could include:

- Tests
- Projects and presentations
- Journal entries
- Lab assignments
- Research assignments
- Writing pieces
- Quick check, small group work, and independent work during class

What is practice?

Practice can be traditional homework, work completed with a partner, and/or work completed with the support of an adult.



Principles of Learning

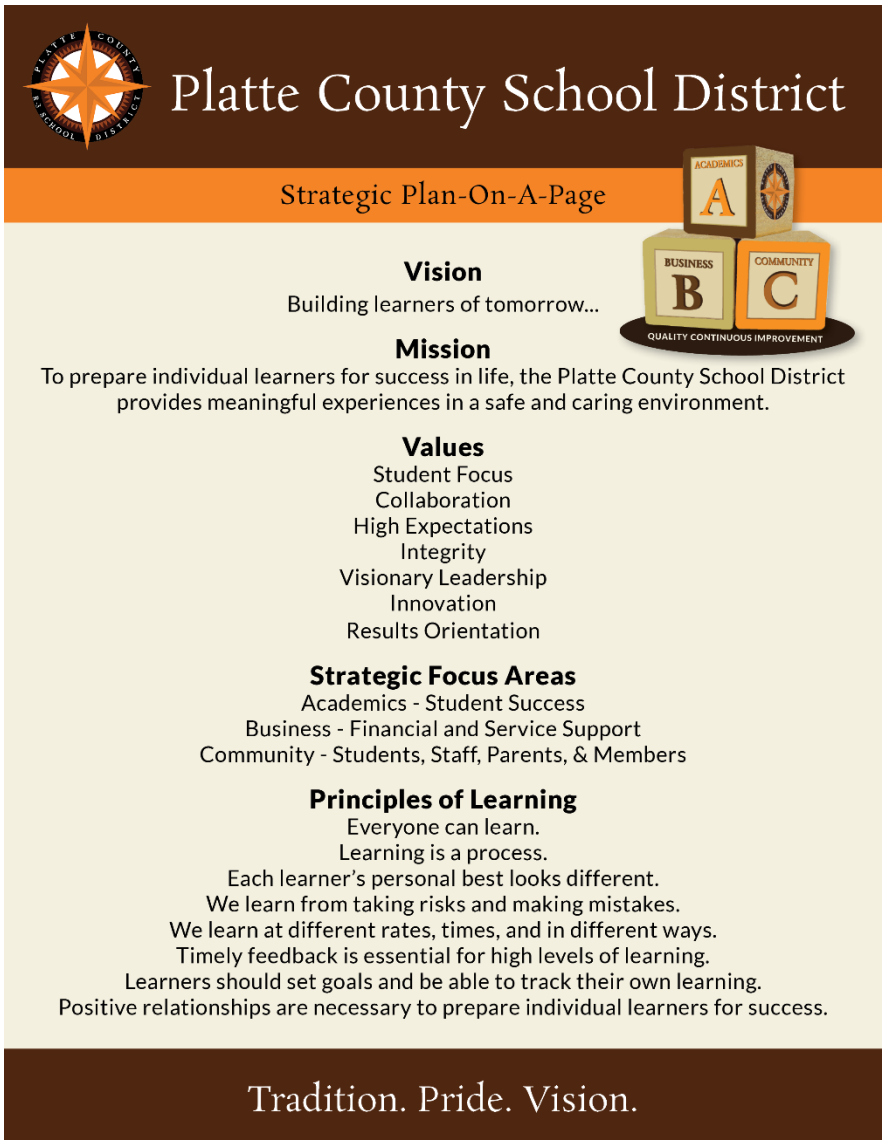
Principles of Learning

- 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.

PCR-3 CURRICULUM, INSTRUCTION, & ASSESSMENT PLAN

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 include 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-impoverished 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 Purpose of the Curriculum, Instruction, & Assessment Plan

"Assessment is today's means of understanding how to modify tomorrow's instruction."

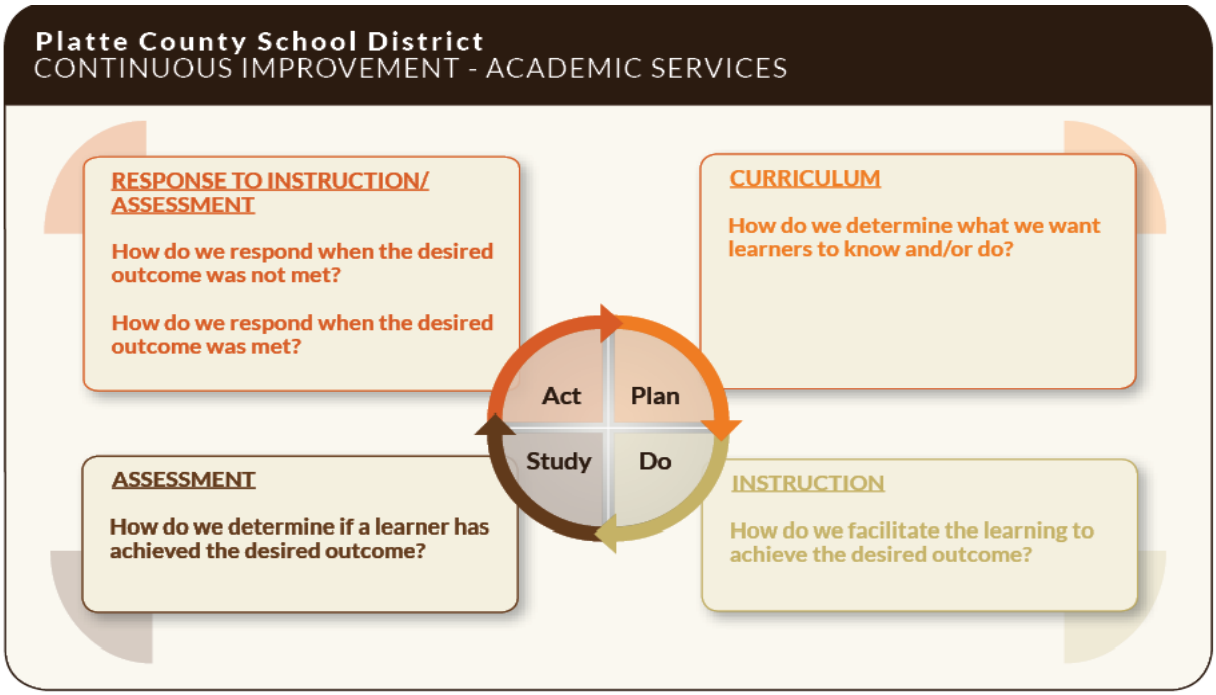
-Carol Ann Tomlinson

Curriculum, Instruction, and Assessment are fundamental components of school improvement and student learning. The Platte County R-3 School District is committed to appropriate assessment methods that evaluate growth and learning. District benchmark assessments, Improvement Teams, and the use formative assessments are intended to diagnose 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 help steer decisions made by educators and leadership. This will be done to best assure that quality choices are made based on the information that is available to the District.

Assessment is an integral part of instruction, as it determines whether or not the desired outcomes of education are being met. Assessment affects decisions about grading, placement, advancement, instructional needs, curriculum, and, in some cases funding. The Platte County School District Assessment Program consists of a variety of assessment types to effectively monitor student performance, growth, and achievement. 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 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 Academic Services to greatly serve the District's community of educators, leaders, students, and parents.



This plan development was facilitated by, and will be monitored by, the Academic Services Team. The Platte County R-3 School District Academic Services team is led by the Assistant Superintendent of Academic Services and Continuous Improvement, Director of Academic Services, and Coordinator of Academic Services.

The essential functions of the Academic Services Team are:

- 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.

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. The plan is reviewed annually by District stakeholders and the summative results from our various assessments are shared each September with the Board of Education as evidence of our guaranteed and viable curriculum and instruction.

During the upcoming school year PCR3 curriculum, instruction, and assessment will be monitored through Instructional Level Improvement Teams, Building Level Improvement Teams, Curriculum Committees, Curriculum Councils, and District Level Improvement Team. Revisions to this plan will be made as a result of data driven feedback from district stakeholders from the teams listed above. PCR3 Board Policies Governing Curriculum, Instruction, and Assessment.

PCR-3 Relevant Board Policy

Board Policy IA (Instructional Goals/Priority Objectives)

FILE: IA
BASIC

INSTRUCTIONAL GOALS/PRIORITY OBJECTIVES

The educational goals for the Platte County R-3 School District focus on the student and address quality in education. The goals are relevant to the lives of students of any age, whether in formal institutions of learning, programs of continuing education or any learning environment. The goals adopted by the school district correspond closely to those that have been established for all Missouri schools by the Missouri Department of Elementary and Secondary Education. The four categories of goals may be related to formalized school experiences or individual attainment. Regardless of the language, responsibility is placed upon both the school and the student. Appropriate outcomes necessitate that citizens, educators and especially the students make wise use of available resources. The goals are intertwined; no one goal stands apart from the rest. These goals help define performance objectives

for students, identify tasks to be performed by teachers in giving life to those objectives, and help determine means for evaluating student progress.

Intellectual Development

It is the goal of the district that each individual will have the opportunity to develop intellectual ability to developmental capacity. The development of intellectual ability should include the acquisition of knowledge as well as the creative ability to process and use that knowledge. To acquire the desired knowledge and fundamental intellectual processes, the Board of Education believes that each individual should become proficient in communication, quantitative thinking, social processes, scientific understanding, decision making and aesthetic appreciation.

Physical Development

It is the goal of the district that each individual will have opportunity to develop knowledge, understanding and/or skills in the process of physical growth and maturation, health and recreation to the extent of developmental ability.

Social Development

It is the goal of the district that each individual will have the opportunity to develop social skills to the extent of developmental ability. These skills should be related to the individual's physical and social environment, cultural awareness, governmental institutions, avocational pursuits, and concept of self.

Career Development

It is the goal of the district that each individual be provided systematic and sequential activities at all levels to facilitate educational and occupational decision making appropriate to maturation. Career development should include all aspects necessary in developing a way of life. These activities should be related to the social significance of work, occupational exploration, occupational preparation and adult occupational education.

Organization of Instruction

The organization of instruction is designed to meet the standards established by the Missouri Department of Elementary and Secondary Education.

Board Policy IGA (Basic Instructional Programs)

FILE: IGA
CRITICAL

BASIC INSTRUCTIONAL PROGRAMS

The educational program of the Platte County R-3 School District will provide for both formal studies to meet the general academic needs of students, as well as opportunities for individual students to develop specific talents and interests in the performing arts, practical arts, vocational-technical education and other specialized fields.

The various instructional programs offered by the district will be developed with the view toward maintaining a balanced and sequential curriculum that will serve the educational needs of all school-aged children in the district. The curriculum will also meet requirements established by state law, the Missouri State Board of Education and/or the Missouri Department of Elementary and Secondary Education. A written curriculum guide for all subject areas will be developed by the staff and reviewed and approved by the Board.

The Board of Education is committed to educational excellence through the development of communication and computational skills among the district's students. The Board will adopt specific requirements to ensure that high school graduates are sufficiently competent in these important skills. The instructional program will also provide a planned sequence in the language arts, social studies, the sciences, fine arts, industrial and practical arts, health and safety education, vocational-technical education and physical education. At all levels, provisions will be made for a wide range of individual differences in student abilities and learning rates through the use of a variety of materials, adjustments in programs, and courses adapted to special needs of students.

The ultimate aim of the instructional program will be the development of proficiency in each pupil's ability to read well, write legibly, spell accurately, listen attentively, speak clearly, think critically, use basic mathematical/computational skills, observe carefully, solve problems, participate effectively in groups, keep healthy, enjoy aesthetic experiences, and develop interest in and/or start career development.

Any instructional program which is required by state or federal law will be provided to students, and procedures will be developed to ensure requirements are met.

Board Policy IIA (Instructional Materials)

FILE: IIA
BASIC

INSTRUCTIONAL MATERIALS

As the governing body of the school district, the Board is legally responsible for the selection of instructional materials. Since the Board is a policy-making body, it delegates to professional personnel of the district the authority for the selection of instructional materials in accordance with Board policies and procedures. Every effort will be made to ensure that instructional materials are distributed equitably among the district's schools so that a balanced distribution of instructional materials will occur. Free textbooks are provided in grades K-12.

Materials for the school classrooms and school libraries will be selected by the appropriate professional personnel, in consultation with the administration. When the budget for the year is approved in final form by the Board, the superintendent or designee shall direct the purchase of books, supplies, equipment and other instructional materials required, within the limits of the adopted budget. The superintendent or designee shall audit all claims and submit to the Board for approval and authorization for payment.

It is the responsibility of the professional staff to select instructional materials of the highest quality that will support the educational curriculum and goals of the district.

Consideration should be given to all available textbooks in the content area to provide opportunities for each child to realize his or her greatest potential through education.

The value and impact of any textbook, library or other instructional material will be judged as a whole, taking into account the purpose of the material rather than individual and isolated expressions or incidents of the work. Multi-cultural, disability-aware and gender-fair concepts will be criteria for selection of materials.

The district shall preferentially procure educational materials, including textbooks and collected materials, from vendors who make the materials available in either Braille format or electronic format which is computer-readable in a form approved by the Department of Elementary and Secondary Education, at no greater cost than for regular materials.

FILE: IM
BASIC

EVALUATION OF INSTRUCTIONAL PROGRAMS

The Board of Education directs the superintendent to implement appropriate methods for a continual evaluation of the curriculum, the educational programs and the instructional processes of the school district.

These evaluations will assess educational needs, provide information for planning in the district, indicate instructional strengths and weaknesses in the district's educational programs, assure that the district is complying with the legal requirements for state-funded and federally funded programs, and provide data for public information.

The Board will rely on its professional staff and/or outside agencies to provide continual evaluation of the educational programs and instructional processes of the district. Specific measures will be identified to determine program success. The superintendent or designee will periodically review appropriate research studies to determine recent trends and developments in instructional evaluative techniques.

The superintendent or designee will prepare and maintain written reports about the educational programs and instructional processes of the district and provide copies to the Board upon request and as necessary to carry out the Board evaluations required by this policy. The reports will include the goals and objectives of each program, progress toward meeting those goals and objectives as they relate to the Comprehensive School Improvement Plan; an explanation of the data and information used to determine program effectiveness, and recommendations for continued or improved effectiveness.

Unless otherwise required by law or Board policy specific to a particular program, the Board will annually review the following district programs. The Board may review any program at any time and is not restricted to the programs in this policy.

Instructional

1. Gifted Education
2. Professional Development
3. Great Beginnings

Instructional Support

1. Early Childhood Special Education
2. Federal Programs
3. A+ Programs
4. Library Media Services
5. Parent Involvement Program
6. Co/Extracurricular Activities
7. Guidance Program
8. Pirates Rock Program
9. At-Risk Program

District Support

1. Health Services Program
2. Food Service
3. Adventure Club Program
4. Transportation

Other

Curriculum will be reviewed immediately following the scheduled curriculum reviews by staff.

Board Policy IF (Curriculum Development)

FILE: IF
BASIC

CURRICULUM DEVELOPMENT

The Board of Education recognizes that curriculum development provides one of the most effective means of improving the quality of instructional programs and must be adjusted to meet the needs of the students as well as the expectations of the community. The superintendent will initiate a curriculum development program, which will require various administrative and instructional staff participation at building and district levels as well as involvement from parents/guardians, members of the community and students. The Board will review and approve each curriculum guide developed by the district.

The district will provide resources and administrative support for curriculum development, evaluation and revision. A systematic plan will be established whereby each curricular area will be reviewed regularly, based on actual student needs and indications of student mastery. The basic responsibility for this review process will rest with the superintendent, with assistance from the building principals. Individuals who are well qualified in a designated area of study will be appointed by the superintendent or his or her designee to a curriculum review committee for the designated curricular area.

The curriculum review committee will study, revise and/or develop curriculum programs and guides for its specific area of study. During the review process the committee may solicit community and student opinion relative to the content area. The committee should develop a curriculum project that meets the following guidelines:

► Articulates the curriculum content on a districtwide basis, K-12.

► Is written in specific terms and can be used by the respective professional staff members.

► Uses effective methods for presenting the materials to the students.

► Uses instructional materials that are effectively coordinated with the curriculum guides and programs.

► Makes use of current supplementary and enrichment materials.

The selection and adoption of instructional materials are primarily based on the programs described in the curriculum guides developed by the individual curriculum review committees. The curriculum review process should be completed the year

prior to the fiscal year where funds are allocated to purchase instructional materials related to the curriculum content area developed.

Board Policy IL (Assessment Program)

FILE: IL
CRITICAL

ASSESSMENT PROGRAM

The district will use assessments as one (1) indication of the success and quality of the district's education program. Further, the Board recognizes its obligation to provide for and administer assessments as required by law. The Board directs the superintendent or designee to create procedures governing assessments consistent with law and Board policy.

In cooperation with the administrative and instructional staff, the Board will annually review student performance data and use this information to evaluate the effectiveness of the district's instructional programs, making adjustments as necessary.

The district will comply with all assessment requirements for students with disabilities mandated by federal and state law, including the Individuals with Disabilities Education Act (IDEA).

District Assessment Plan

The superintendent or designee shall ensure that the district has a written assessment plan that will test competency in the subject areas of English, reading, language arts, science, mathematics, social studies and civics, as required by law.

The purposes of the districtwide assessment plan are to facilitate and provide information for the following:

1. *Student Achievement* – To produce information about relative student achievement so that parents/guardians, students and teachers have a baseline against which to monitor academic progress. Within the limitations of group testing instruments, the information should be useful to serve as a validation device for other measures of student progress.

2. *Student Guidance* – To serve as a tool for implementing the district's student guidance program.

3. *Instructional Change* – To provide data that will assist in the preparation of recommendations for instructional program changes to:

a. Help teachers with instructional decisions, plans and changes regarding classroom objectives and program implementation.

b. Help the professional staff formulate and recommend instructional policy.

c. Help the Board of Education adopt instructional policies.

4. *School and District Evaluation* – To provide indicators of the progress of the district toward established goals.

5. *Adequate Yearly Progress* – To determine student progress toward meeting the goals established by the Missouri State Board of Education pursuant to the No Child Left Behind Act.

There shall be broad-based involvement in the development of the assessment program and its implementation. Instructional staff will be given training and responsibilities in coordinating the program. Every effort will be made to ensure that testing contributes to the learning process rather than detracts from it. Efforts shall also be made to incorporate necessary culture-free and culture-fair tests to assure that measurements are reasonably accurate.

Reading Assessment

The district will administer a reading assessment to students in third, fourth, fifth and sixth grades to determine whether additional reading instruction and retention are needed, as required by law. The district will also administer a reading assessment to all students who transfer to the district in grades four, five or six, and to all students attending summer school due to a reading deficiency, as required by law.

The reading assessment will be a recognized method, or combination of methods, of assessing a student's reading ability. Results of assessments will be expressed as reading at a particular grade level. The superintendent or designee will determine which methods of reading assessment the district will utilize.

English Proficiency Assessments

The district will annually assess the English reading, writing and oral language skills of its students with limited English proficiency.

Statewide Assessments

The district will implement the components of the Missouri Assessment Program (MAP) in order to monitor the progress of all students in meeting the Show-Me Standards, as set forth by the Missouri State Board of Education.

End-of-course (EOC) assessments will be administered in accordance with law and the rules of the Department of Elementary and Secondary Education (DESE). In courses where EOC assessments are given, the superintendent will determine what percent of the course grade will be decided by performance on EOC assessments.

If a student is taking a course that requires an EOC assessment and is failing the course or for some other reason may be required to retake the course, the district may choose to delay administration of the EOC assessment until the student has completed the course the second time. A team consisting of the course instructor, the principal and a counselor will determine when delayed administration of an EOC assessment is appropriate. In the case of a student with an Individualized Education Program (IEP), the IEP team will make the determination.

The School Board authorizes the superintendent to establish a process designed to encourage the students of this district to give their best efforts on each portion of any statewide assessment, which may include, but is not limited to, incentives or supplementary work as a consequence of performance.

The district's policy on student participation in statewide assessments shall be provided at the beginning of the school year to each student and the parent,

guardian or other person responsible for every student under 18 years of age. The policy will also be kept in the district office and be available for viewing by the public during business hours of the district office.

National Assessment of Educational Progress

If chosen, the district will participate in the National Assessment of Educational Progress (NAEP) as required by law.

Board Policy ILA (Test Integrity and Security)

FILE: ILA
CRITICAL

TEST SECURITY

Storage and Access Before Test Administration

1. All Missouri assessment documents and standardized test booklets are to be stored, immediately upon receipt, in a secured area.

2. When the test documents first arrive at the district the test coordinator will carefully check all materials and sort them in preparation for administration, making a written record of the number of booklets that will be sent to each administration site.

3. The test coordinator or individual responsible for the program will assume responsibility for contacting the appropriate testing coordination site if the order is inaccurate and for providing secured storage of any materials received as a result of this contact.

4. Beyond the initial checking and sorting, test booklets will remain untouched until they are distributed for administration.

5. Only the test coordinator and other designated individuals will have access to test materials.

6. No teacher shall have access to test booklets or be told what is in them before the test is distributed, except special education teachers in accordance with a student's Individualized Education Program (IEP).

7. Teachers will have access to the appropriate documents, including the Test Administration Manual.

Instructions for Administration

1. Prior to the first day of any standardized and/or statewide testing, all staff involved in test administration will be required to participate in an in-service led by the testing coordinator and designed to train test administrators in administration procedures.

2. The in-service will stress the maintenance of test security during test administration. Security issues addressed will include handling materials in a secure

manner, providing directions to students, responding to students' questions and monitoring the test setting.

3. Prior to any standardized and/or statewide testing, staff will receive a handout outlining step-by-step procedures to follow in order to administer tests in a secure manner.

Test Administration

1. All standardized and/or statewide tests will be administered in an appropriate manner in compliance with testing guidelines.

2. Test booklets will be delivered to each building before the day of the test and distributed by building staff immediately prior to testing. Students will not receive test booklets until time for testing to begin.

3. Students will be encouraged to use restroom facilities, get drinks, etc., before starting to take the test. If students must leave the room during testing, they will be instructed to place their answer sheets in their test booklets and close these booklets before leaving their seats.
4. All individuals administering tests will strictly follow the procedures outlined in the test administration manual. Test administrators will not leave the testing room the entire time the test is being given.

5. While the test is being given, building administrators and other designated individuals will move between classrooms to help monitor administration and to provide assistance as needed.

6. If a test is to be administered over a series of days, test booklets and answer sheets will be collected each day immediately following testing, counted by the test administrator and stored in a locked facility.

Collection and Storage of Test Materials Following Testing

1. Test booklets will be collected from test administrators immediately following testing, organized according to instructions, and stored in a secure area.

2. Test booklets will be re-counted by the test coordinator and these counts will be documented and checked against preadministration counts.

3. Test booklets will be sorted and packaged, according to directions, by the test coordinator or person who has been designated as responsible and sent for scoring as expediently as possible while allowing for makeups.

4. All test makeups will be scheduled by the test coordinator. Students in each building will be grouped together for testing. A designated individual will administer the test according to specified administration procedures, taking all aforestated precautions to ensure security. Test materials will be counted.

Sanctions Against Unfair Practices

The security measures outlined in this document should help prevent unfair practices. Unfair practices include, but are not limited to, the following:

1. Copying any part of a standardized test booklet for any reason.

2. Removal of a test booklet from the secure storage area except during test administration.

3. Failure to return all test booklets following test administration.

4. Directly teaching any test item included on a standardized test.

5. Altering a student's responses to items on an answer sheet.

6. Indicating to students during testing that they have missed items and need to change them; giving students clues or answers to questions; allowing students to give each other answers to questions or to copy off each other's work; or altering test administration procedures in any other way to give students an unfair advantage.

7. Undue pressure or encouragement on the part of administrators for teachers to engage in any of the aforementioned inappropriate or unfair practices.

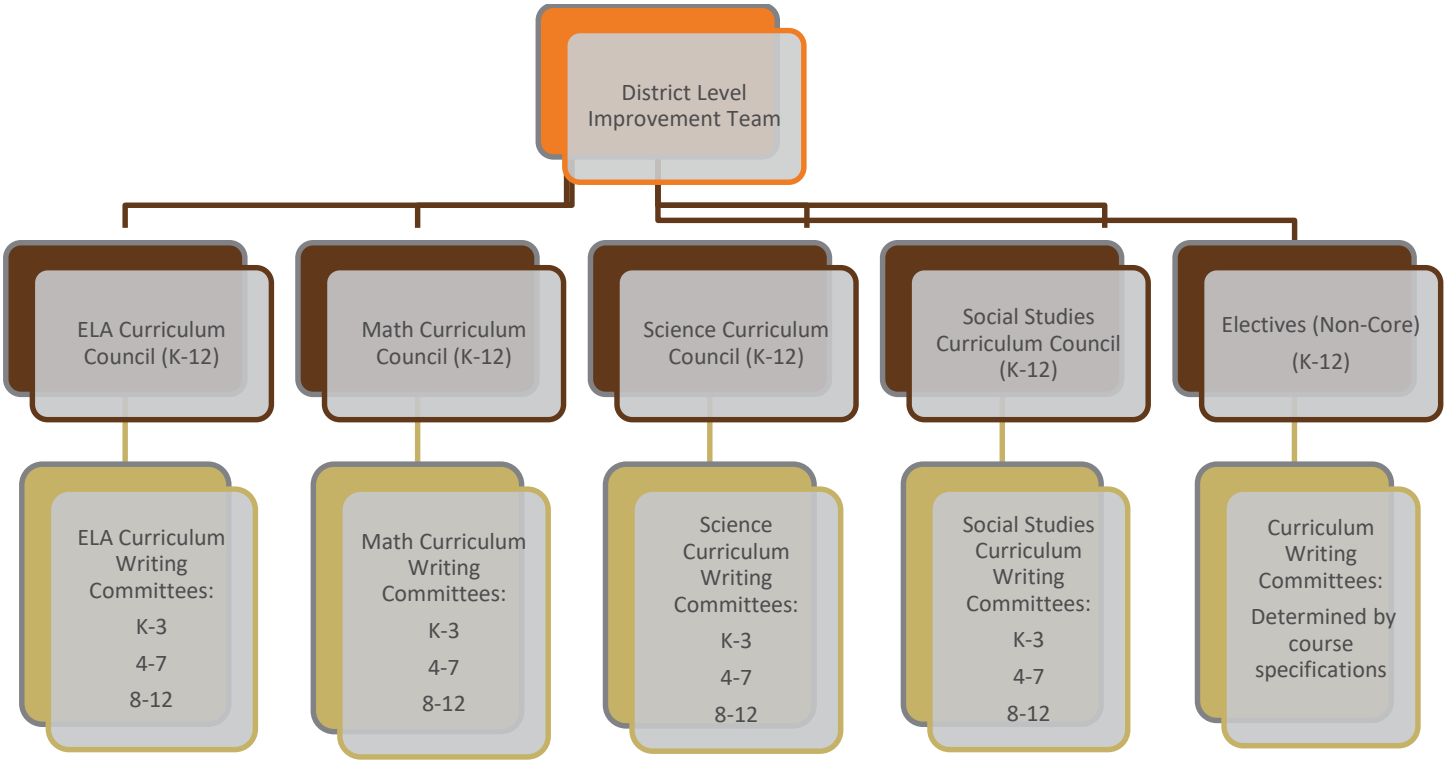
If a district staff person is suspected of engaging in any unfair practice, an immediate investigation will occur. If allegations are proven, a report will be forwarded to the superintendent, and appropriate disciplinary action will be taken.

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.

Curriculum Committee Structure



District Level Improvement Team

District Level Improvement Team 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 following the Tier 1 Assessment windows in the fall, winter, and spring.

District Level Improvement Team 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 District Level Improvement Team

The membership should include:

- Elementary and Secondary Building Administration
- Academic Services Team
- Director of Communications
- Assistant Superintendent of Human Resources

Curriculum Councils

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.

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
- Review newly written curriculum to ensure rigor, relevance, and vertical alignment K-12
- Share information on best practices with colleagues
- Receive and share updates from the Missouri Department of Elementary and Secondary Education
- Collaborate with district and building administration
- The Director and Coordinator of Academic Services will serve as co-chairs to oversee and coordinate activities of all curriculum councils.

Membership of Curriculum Councils

The representatives of the Curriculum Councils should expect to serve a 2-3 year term. The membership should include:

- One teacher representative from each grade level/department/course with an effort to balance between building representation
- Elementary administrative representation
- Secondary administrative representation
- Special Education representation
- Director of Academic Services
- Coordinator of Academic Services
- Coordinator of Professional Development and Instructional Technology

Curriculum Committees

The actual work of evaluating, researching, and selecting curriculum is done by the Curriculum Councils. The curriculum committee will work to develop the curriculum to be implemented. This work includes identifying units of study, creating a pacing calendar, and identifying and unpacking power standards. The curriculum committee's composition may change, swell, or shrink in accordance with the phase of the curriculum cycle.

Curriculum Committees Roles and Responsibilities

- 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

Organization of Curriculum Committees

Subject area curriculum committee representatives are selected on an annual basis. Representatives are based on the following:

- All members of the Curriculum Council will serve on a Curriculum Committee to ensure a link between the two groups
- Interest, experience and relevant expertise of the individual relative to the specific curricular areas are considered when selecting representatives
- Representation from every grade level and school involved (K-12), appropriate to the scope of work
- As appropriate, certified specialists in counseling, library media, technology, special education, reading, gifted education, etc. will be consulted with and/or serve on the curriculum committee
- The Director and Coordinator of Academic Services will serve as co-chairs to oversee and coordinate activities of all curriculum committees.

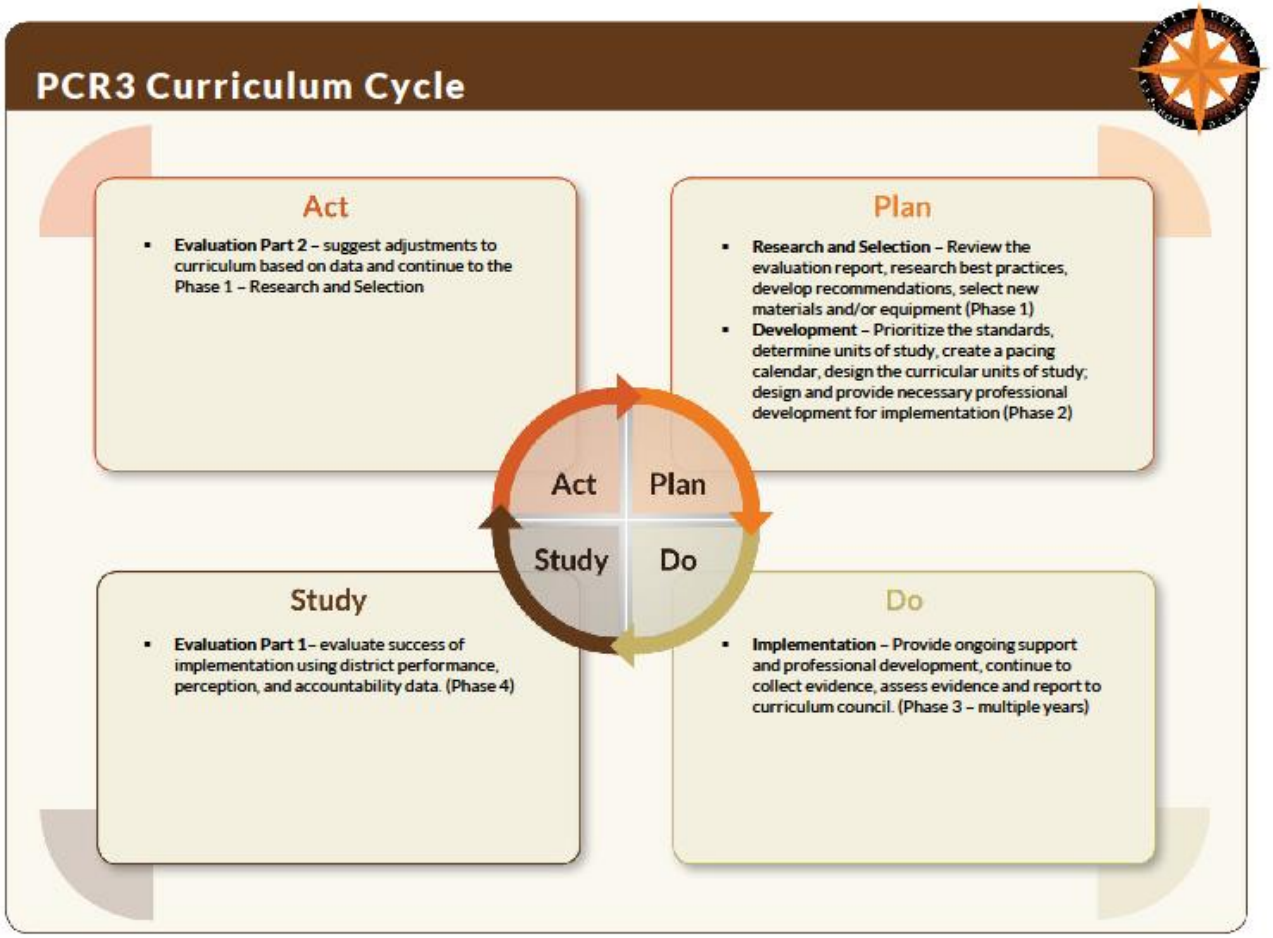
PCR-3 Curriculum Cycle

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:

- Phase 1 – Research and Selection
- Phase 2 – Development
- Phase 3 – Implementation
- Phase 4 – Evaluation

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.

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 an 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 off "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

Visual Representation of the Big Picture Aligning Specific Components of a Rigorous Curriculum Model			
Standards	**Instruction**	**Assessments**	**Data Analysis**
State Standards	Curricular Units of Study	State Assessments	Instructional Improvement Teams (I-Teams)
Power Standards	Engaging Learning Experiences	Common Formative Pre-Assessments	Analysis of Data to Diagnose Student Learning Needs (I-Team Step 1)
Supporting Standards	Performance Tasks and Culminating Projects with Scoring Guides (Rubrics)	Common Formative Post-Assessments	Different Performance Levels of Student Subgroups (I-Team Step 1)
"Unwrapped" Power Standards (Key Concepts and Skills)	Research-Based Instructional Strategies	Selected Response and Constructed Response Question formats; Performance-Based Tasks	Instructional Strategies Matched to SMART Goals (I-Team Step 3 & 4)
Levels of Thinking Skill Rigor (DOK)	Differentiation, Enrichment, and Intervention Strategies	Informal Progress Monitoring Checks	Results Indicators for Adults and Students Matched to Instructional Strategies (I-Team Step 4 & 5)
Essential Questions	Print and Technology Resources and Materials	Traditional Diagnostic Assessments (STAR, Acuity, USA Test Prep)	Differentiate Strategies (Additional Supports for All Students Plus Enrichment Strategies)
Academic Vocabulary	District Curriculum	District or School Benchmark Assessments	Intervention Strategies (Tier 1, 2, 3) and English Language Learner Strategies
Interdisciplinary Standards	Curriculum Scope and Sequence with Unit Pacing Calendar	Accommodations/Modifications for Special Education Students and English Language Learners	Mid-Unit Evaluation of Targeted Strategies
21st Century Learning Skills	Weekly and Daily Lesson Plans	End-Of-Course/End-of-Grade Summative Assessments	Monitoring C Effectiveness of Strategies and Evidence of Implementation

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?

Recommended Strategies and Best Practices for Successful Research and Selection

1. Researching Programs and Curricula

- Arrange and participate in site visits to view programs/curriculum in action.
- Survey and collect documents about the programs and curriculum other schools are using in specific content areas (i.e., BOCES' database that is shared about what schools are using which programs.) If possible, acquire results data with respect to these programs.
- Visit and comb clearinghouse websites that offer information about best practices.

2. Developing a Curriculum Pilot Program

- In the first year of piloting, a few teachers (1 per school?) are designated as pilot teachers. They meet over the course of the year and bring data testing what has been created and once they worked out the details of the course and recommend changes. In a second phase of piloting, others teach and give feedback (perhaps system-wide?)
- Opportunities to visit the pilot teachers' classrooms should exist and be urged.
- The pilot should be based on the evaluation phase.

3. Writing a Scope and Sequence Document

- Authors should articulate when concepts and skills are introduced, versus developed, versus mastered at a particular grade level or time of the year.
- This should be articulated on a calendar or with a time frame.
- These documents must be posted on Rubicon Atlas.

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 **write a curriculum** based upon the following guiding principles:

Guiding Principles for the Development of Curriculum:

- 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 the assured competencies that students are to know and be able to do by the end of each academic school year.

Step 2: 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 3: 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 student 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 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 the bale 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 Big Ideas and Essential Questions

Determine the topical Big Ideas (fundamental understandings, student 'ah-has') derived from the "unwrapped" concepts and skills for that unit of study. Write Essential Questions that ill engage students to discover for themselves the related Big Ideas 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 student in learning and applying concepts and skills as they explore the Big Ideas.

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

1. 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 unit takes to teach – is it within suggested/expected range of time?
- Were necessary resources accessible?
- Was support available to teacher before and during implementation of unit, if needed?

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

- At end of 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 inter-visitation, lesson study, and examination of student work through the use of protocols.

2. Ensuring Instructional Leadership throughout Implementation

- Identify who the instructional leaders in that area are 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. Focus groups
6. Analyze the data
7. Use the evaluation report for program improvement via next steps in the cycle

PCR-3 Curriculum Writing Timeline

The Platte County R-3 Curriculum Writing process will take place during three sub release days for 2-3 select teachers per grade/course. Additional work will be dependent on the progress of the curriculum writing and will take place during District in-service and/or PLC days.

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. Below is the administrative memo from DESE outlining the timeline for assessment revisions and administration. 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.

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

Blaine Henningsen, Ed.D. • *Assistant Commissioner*

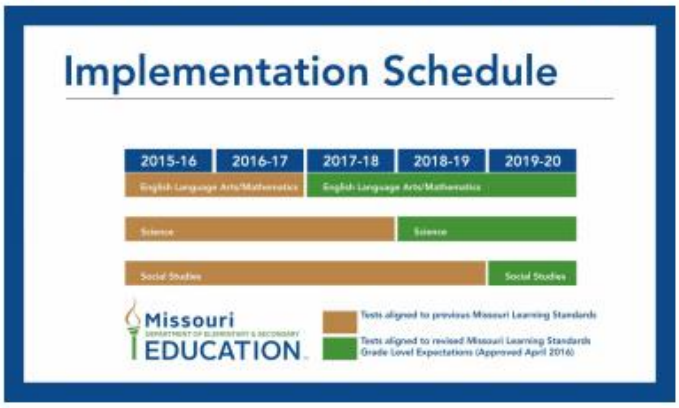
Office of College and Career Readiness *205 Jefferson Street, P.O. Box 480 • Jefferson City, MO 65102-0480 • dese.mo.gov*

Administrative Memo

Date: May 19, 2016
To: District Test Coordinators
From: Lisa Sireno, Standards and Assessment Administrator
Subject: CCR-16-008 – Assessment Implementation Schedule

Efforts are underway to begin the work necessary to ensure that the Missouri Assessment Program (MAP) assessments align to the Missouri Learning Standards (MLS) Grade-Level Expectations adopted in April 2016. On Tuesday, May 17, the Missouri State Board of Education approved a schedule for implementing assessments aligned to the newly adopted expectations.

Initial operational administration of new English language arts and mathematics assessments will take place in the 2017-2018 school year, followed by science in 2018-2019 and social studies in 2019-2020. Until new assessments are implemented as described, Grade-Level and End-of-Course assessments will remain unchanged and aligned to the previous MLS. The figure below illustrates the implementation schedule.



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 PCR3 Curriculum Cycle.

Content	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
English Language Arts	Research and Development	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise
Fine Arts	Research and Development	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise
Foreign Language	Implementation of established curriculum	Research and Development	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise	Implement & Monitor	Implement & Monitor	Implement & Monitor
Marketing	Implementation of established curriculum	Implementation of established curriculum	Research and Development	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise	Implement & Monitor	Implement & Monitor
Math	Research and Development	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise
Personal Finance	Implementation of established curriculum	Implementation of established curriculum	Research and Development	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise	Implement & Monitor	Implement & Monitor
Physical Education & Health	Research and Development	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise
Practical Arts	Implementation of established curriculum	Research and Development	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise	Implement & Monitor	Implement & Monitor	Implement & Monitor
Project Lead the Way	Implementation of established curriculum	Research and Development	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise	Implement & Monitor	Implement & Monitor	Implement & Monitor
Science	Implementation of established curriculum	Research and Development	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise	Implement & Monitor	Implement & Monitor	Implement & Monitor
Social Studies	Implementation of established curriculum	Implementation of established curriculum	Research and Development	Implement & Monitor	Implement & Monitor	Implement & Monitor	Evaluation, Research & Revise	Implement & Monitor	Implement & Monitor

PCR-3 Vertical Alignment of Grade Level and Course Offerings

Core Contents			
Core Content	**Course Title or Grade Level Curriculum**	**Grades Offered**	**Pre-Requisites**
English Language Arts	Kindergarten English Language Arts	K	None
	First Grade English Language Arts	1	Kindergarten English Language Arts
	Second Grade English Language Arts	2	First Grade English Language Arts
	Third Grade English Language Arts	3	Second Grade English Language Arts
	Fourth Grade English Language Arts	4	Third Grade English Language Arts
	Fifth Grade English Language Arts	5	Fourth Grade English Language Arts
	Sixth Grade English Language Arts	6	Fifth Grade English Language Arts
	Seventh Grade English Language Arts	7	Sixth Grade English Language Arts
	Eighth Grade English Language Arts	8	Seventh Grade English Language Arts
	English Language Arts I	9	Eighth Grade English Language Arts
	English Language Arts II	10	English Language Arts I
	English Language Arts III	11-12	English Language Arts II or Pre-AP English
	English Language Arts IV	12	English III or AP Lit or AP Lang
	Pre-AP English	9-12	Eighth Grade English Language Arts
	Honors English III: American Literature		English Language Arts II
	Honors English IV: British and World Literature		English Language Arts II
	Applied Communication	12	English Language Arts II
	AP English and Composition	10-12	English Language Arts II or Pre-AP English
	Critical Discourse (Formerly Advanced Composition)	12	English Language Arts III or AP English and Composition
	Speech I	9-12	None
	Advanced Speech	11-12	Speech I
	Debate I	9-12	None
	Advanced Debate	10-12	Debate I
	Creative Writing	10-12	None
	Writing Skills and Strategies Core	9-12	None
	Short Story	10-12	None
	Contemporary Multicultural Literature; Minority and Women's Literature of the Americas	10-12	None
	Mythology	11-12	English Language Arts II
	Media Literacy Core	9-12	None
	Young Adult Literacy	11-12	English Language Arts II

Core Contents			
Core Content	**Course Title or Grade Level Curriculum**	**Grades Offered**	**Pre-Requisites**
Mathematics	Kindergarten Mathematics	K	None
	First Grade Mathematics	1	Kindergarten Mathematics
	Second Grade Mathematics	2	First Grade Mathematics
	Third Grade Mathematics	3	Second Grade Mathematics
	Fourth Grade Mathematics	4	Third Grade Mathematics
	Fifth Grade Mathematics	5	Fourth Grade Mathematics
	Sixth Grade Mathematics	6	Fifth Grade Mathematics
	Seventh Grade Mathematics	7	Sixth Grade Mathematics
	Eighth Grade Mathematics	8	Seventh Grade Mathematics
	Pre-Algebra	6-9	Placement Determined by Math Pathways
	Algebra Transitions	9-10	None
	Algebra I	7-9	Eighth Grade Mathematics
	Geometry	8-12	Algebra I
	Honors Geometry	10	Algebra I
	Algebra II	10-12	Geometry or Honors Geometry
	Honors Algebra II	10-12	Geometry or Honors Geometry
	Trigonometry	11-12	Successful completion of Algebra II
	Pre-Calculus (Mathematics 120)	11-12	Successful completion of all three level of High School Math, Algebra I & higher
	Introduction to College Mathematics	11-12	Algebra II
	Statistics	10-12	Algebra II
	AP Statistics	10-12	Algebra II
	College Algebra (Mathematics 110)	11-12	Successful completion of Algebra II
	AP Calculus AB (Mathematics 210)	11-12	Successful Completion of Pre-Calculus
Science	Kindergarten Science	K	None
	First Grade Science	1	Kindergarten Science
	Second Grade Science	2	First Grade Science
	Third Grade Science	3	Second Grade Science
	Fourth Grade Science	4	Third Grade Science
	Fifth Grade Science	5	Fourth Grade Science
	Sixth Grade Science	6	Fifth Grade Science
	Seventh Grade Science	7	Sixth Grade Science
	Eighth Grade Science	8	Seventh Grade Science
	Physical Science	9-12	None (Cannot be taken AFTER credit is received in Chemistry I &/or Physics)
	Biology	9-12	None
	Pre-AP Biology	9-12	None

Core Contents			
Core Content	**Course Title or Grade Level Curriculum**	**Grades Offered**	**Pre-Requisites**
	Chemistry I	10-12	Successful Completion of Algebra I
	Chemistry II (Chemistry 111)	11-12	Chemistry I; at least a score of 22 on the Mathematics ACT test; & a 3.0 GPA
	Earth Science	9-12	None
	Environmental Biology	10-12	Biology
	Dual Credit Environmental Science	11-12	Biology and Chemistry
	AP Biology	11-12	Successful completion of Biology or Pre-AP Biology, & Chemistry I
	Anatomy & Physiology	11-12	Biology & Physiology
	Physics	10-12	Algebra I and Geometry
	Marine Science	10-12	Biology
	Zoology	10-12	None
Social Studies	Kindergarten Social Studies	K	None
	First Grade Social Studies	1	Kindergarten Social Studies
	Second Grade Social Studies	2	First Grade Social Studies
	Third Grade Social Studies	3	Second Grade Social Studies
	Fourth Grade Social Studies	4	Third Grade Social Studies
	Fifth Grade Social Studies	5	Fourth Grade Social Studies
	Sixth Grade Social Studies	6	Fifth Grade Social Studies
	Seventh Grade Social Studies	7	Sixth Grade Social Studies
	Eighth Grade Social Studies	8	Seventh Grade Social Studies
	American History	9	None
	Honors American History	9	None
	World History	10-12	None
	AP World History	10-12	None
	Honors World History	10-12	None
	AP European History	10-12	None
	American Government	11-12	None
	AP American Government	11-12	None
	AP United States History	11-12	American History & World History
	Comparative Religions	11-12	None
	Psychology I	11-12	American History & Biology
	Psychology II	11-12	Psychology I
	AP Psychology	11-12	Biology
	Sociology	11-12	None
	AP Comparative Government & Politics	11-12	American History or American Government

Core Contents			
Core Content	**Course Title or Grade Level Curriculum**	**Grades Offered**	**Pre-Requisites**
	Honors U.S. Government & Politics	11-12	U.S. History is recommended, but not required
	AP Macroeconomics	11-12	Algebra II
	Geography & World Cultures	9-12	None
	Honors U.S. & Global Economics (Gov't Semester 2)	11-12	U.S. Government & Politics is recommended, but not required
	Multicultural Studies	9-12	None

Elective Contents			
Core Content	**Course Title or Grade Level Curriculum**	**Grades Offered**	**Pre-Requisites**
World Language	World Language	6	None
	World Language	7	None
	French Courses		
	French I	9-12	"B" average in English
	French II	10-12	"C" average in French I
	French III	10-12	Teacher recommendation and at least a "B" average in French II (a student who shows advanced skills may take French III without taking French II)
	French IV (College French 225/226)	10-12	Teacher recommendation and enrollment in either College French 110/120 or 211/221 or successful completion of 110/120 or 211/221
	Spanish Courses		
	Eighth Grade Spanish	8	None
	Spanish I	9-12	Recommended "B" average or above in English
	Spanish II	10-12	At least a "C" average in Spanish I
	Spanish III	11-12	Spanish II and teacher recommendation
	AP Spanish Language	12	Spanish III
	AP Spanish Language & Composition	12	3-4 years Spanish or equivalent native fluency
Fine Arts	**Art Courses**		
	Kindergarten Art	K	None
	First Grade Art	1	Kindergarten Art
	Second Grade Art	2	First Grade Art
	Third Grade Art	3	Second Grade Art
	Fourth Grade Art	4	Third Grade Art

Elective Contents			
Core Content	**Course Title or Grade Level Curriculum**	**Grades Offered**	**Pre-Requisites**
	Fifth Grade Art	5	Fourth Grade Art
	Sixth Grade Art	6	Fifth Grade Art
	Seventh Grade Art	7	Sixth Grade Art
	Eighth Grade Art	8	Seventh Grade Art
	Art Exploration	9-12	None
	Discover the Arts	9-12	None
	Drawing & Painting I	9-12	Art Exploration
	Drawing & Painting II	10-12	Art Exploration & Drawing and Painting I
	Graphic Design	10-12	Art Exploration & Drawing and Painting I
	Ceramics & Sculpture I	10-12	Art Exploration
	Ceramics & Sculpture II	10-12	Art Exploration & Ceramics and Sculpture I
	Advanced Studio Art	11-12	Drawing and Painting I & II, Ceramics and Sculpture I & II and Graphic Design
	AP Studio Art	12	Drawing and Painting I & II, Ceramics and Sculpture I & II and Graphic Design
	Printmaking	10-12	Art Exploration
	Art Appreciation (Summer Only)	9-12	None
	Theatre Courses		
	Theatre I	9-12	None
	Theatre II	9-12	Theatre I
	Pirate Performers	9-12	Audition Only
	Stagecraft & Set Design I	10-12	Theatre I
	Stagecraft & Set Design II	10-12	Stagecraft & Set Design I
	Music Courses		
	Kindergarten Music	K	None
	First Grade Music	1	Kindergarten Music
	Second Grade Music	2	First Grade Music
	Third Grade Music	3	Second Grade Music
	Fourth Grade Music	4	Third Grade Music
	Fifth Grade Music	5	Fourth Grade Music
	Sixth Grade Instrumental Music	6	Fifth Grade Music
	Seventh Grade Music Appreciation	7	None
	Eighth Grade Music Appreciation	8	None
	Seventh Grade Instrumental Music	7	Sixth Grade Instrumental Music
	Eighth Grade Instrumental Music	8	Seventh Grade Instrumental Music
	Marching Bands	9-12	Middle School Band or consent of the instructor

Elective Contents			
Core Content	**Course Title or Grade Level Curriculum**	**Grades Offered**	**Pre-Requisites**
	Vocal Music	7-8	None
	Honor Choir	7-8	None
	Concert Bands	9-12	Marching Band
	Jazz Ensemble	9-12	Audition Only
	Flag Corps	9-12	Audition Only
	Women's Choir	9-12	None
	Men's Choir	9-12	None
	Freshman Honor Choir	9	Audition
	Concert Choir	10-12	Audition
	Sound Express	10-12	Audition
	Music Appreciation	9-12	None
	Foundations of Music Theory	11-12	Completion of one year High School level music performance class
	Music Technology	9-12	None
Practical Arts	**Family & Consumer Science Courses**		
	Career and Family Leadership	9-12	None
	Foods & Nutrition I	10-12	None
	Foods & Nutrition II	10-12	Foods & Nutrition I
	House & Home Furnishings	9-12	None
	Parenting	9-12	None
	Child Development	9-12	None
	Self Development	9-12	None
	Computer Courses		
	Sixth Grade Applied Technology	6	None
	Seventh Grade Applied Technology	7	None
	Eighth Grade Applied Technology	8	None
	Sixth Grade Computer Literacy	6	None
	Seventh Grade Computer Literacy	7	Sixth Grade Computer Literacy
	Eighth Grade Computer Literature	8	Seventh Grade Computer Literacy
	Computer Applications	9-12	None
	College Computer Applications	11-12	Computer Applications & one upper level technology course
	Desktop Publishing	9-12	None
	Web Design	9-12	None
	Advanced Web Design	10-12	Web Page Design and Instructor Recommendation
	Web Game Design & Cartoon Animation	10-12	Computer Programming

Elective Contents			
Core Content	**Course Title or Grade Level Curriculum**	**Grades Offered**	**Pre-Requisites**
	Intermediate Computer Programming	10-12	Computer Programming
	Technology Maintenance I	9-12	None
	Journalism Courses		
	Eighth Grade Journalism	8	None
	Introduction to Broadcast Journalism	9-12	None
	Broadcast Journalism	10-12	Introduction to Broadcast Journalism and/or teacher approval, teacher interview, application
	Photojournalism	9-12	None
	Journalism I	9-12	None
	Journalism II	10-12	Journalism I, application, and/or teacher recommendation
	Yearbook	10-12	Journalism I, application, and/or teacher recommendation
	Marketing Courses		
	Principals of Business	9-10	None
	Principals of Marketing	10-12	None
	Advanced Marketing	11-12	Principals of Marketing
	Retailing (Formerly Entrepreneurship)	11-12	Principals of Marketing
	Marketing Research	12	Principles of Marketing & Advanced Marketing
	Supervised Marketing Education Employment	12	Principals of Marketing (as well as concurrent enrollment in senior level marketing class)
	Business Courses		
	Business Technology I	9-12	None
	Business Technology II	10-12	Business Technology I or teacher referral
	Accounting I	11-12	None
	Business & Personal Law	11-12	None
	Economics	10-12	None
	Personal Finance	10-12	None
	Project Lead the Way (PLTW) Courses		
	Gateway	8	None
	Introduction to Engineering Design	9-12	Concurrently enrolled in Algebra I or above
	Civil Engineering & Architecture	10-12	Introduction to Engineering Design
	Principals of Engineering	10-12	Concurrently enrolled in Geometry or above; Introduction to Engineering Design
	Computer Integrated manufacturing	10-12	Concurrently enrolled in Geometry or above; Introduction to Engineering Design
	Digital Electronics	11-12	Concurrently enrolled in Geometry or above; Introduction to Engineering Design; Principals of Engineering

Elective Contents			
Core Content	**Course Title or Grade Level Curriculum**	**Grades Offered**	**Pre-Requisites**
	Engineering Design & Development	12	Introduction to Engineering Design; Principals of Engineering
Physical Education & Health	**Physical Education Courses**		
	Kindergarten Physical Education	K	None
	First Grade Physical Education	1	Kindergarten Physical Education
	Second Grade Physical Education	2	First Grade Physical Education
	Third Grade Physical Education	3	Second Grade Physical Education
	Fourth Grade Physical Education	4	Third Grade Physical Education
	Fifth Grade Physical Education	5	Fourth Grade Physical Education
	Sixth Grade Physical Education	6	Fifth Grade Physical Education
	Seventh Grade Physical Education	7	Sixth Grade Physical Education
	Eighth Grade Physical Education	8	Seventh Grade Physical Education
	Basic Physical Education	9	None
	Advanced Physical Education	10-12	None
	Power Football/Basketball	9-12	None
	Social Dance	9-12	None
	Power Walking	9-12	None
	Men's or Women's Strength Conditioning	9-12	None
	Health Courses		
	High School Health	9-12	None
Other Elective Courses	Independent Study	6-8	None
	Speech	6-8	None
	Sixth Grade Delta	6	Qualification
	Seventh Grade Delta	7	Qualification
	Eighth Grade Delta	8	Qualification
	ACT Prep	11	Algebra I & Geometry
	College & Career Prep	12	Algebra I
	Peer Helping	11-12	At least a 2.5 GPA and 95% attendance rate with a signed A+ schools agreement on file
	Mentor Leadership	10-12	Application process
	Innovations	11-12	Capstone project is required
	Leadership & Development	10-12	None

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.

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.

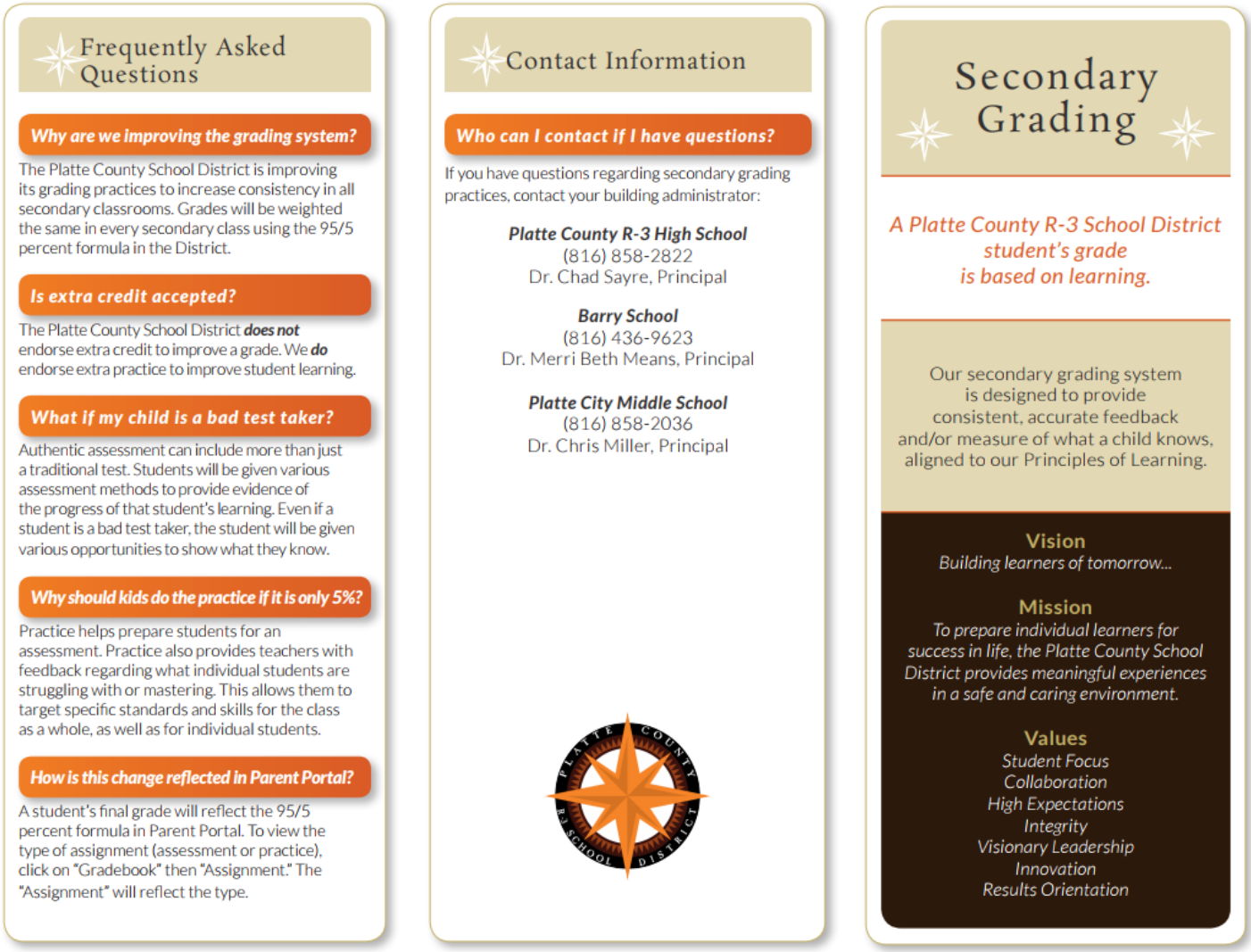
K-5 Scoring Guides in English Language Arts and Math have been developed and revised by curriculum committees. Grade level Scoring Guides serve as the rubric that is used to determine a student's progress on the journey to grade level expectations. PCR3 teachers have chosen a scale of 1 to 4.5 when determining 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.

Below is an example of a Scoring Guide:

Strand: Relationships and Algebraic Thinking			**3.RA.D.9**
Reporting Topic: Two-step word problems			
Grade: 3rd grade			
4.5	In addition to 4.0 performance, in-depth inferences and applications with partial success.		
Score 4.0	**Grade Level Expectation:** **The student will:** • solve two step word problems using any of the four operations • represent these problems with an equation that uses a letter as a variable to represent the unknown quantity **The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).**		
	3.5	No major errors or gaps in 3.0 content and partial knowledge in 4.0 content.	
Score 3.0	**The student will:** • solve one step word problem using the correct operation **The student exhibits no major errors or gaps in the simpler details and processes.**		
	2.5	Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.	
Score 2.0	**With help, a partial understanding of the 2.0 content and some of the 3.0 content.**		
	1.5	With help, a partial understanding of the 2.0 content and none of the 3.0 content.	
Score 1.0	**Even with help, no understanding or skill demonstrated.**		

Secondary Grading Practices

During the 2013-14 school year, a secondary grading task force has been working to improve the PCR3 grading system to provide more consistent, accurate feedback and/or measure of what a child knows, aligned to the District Principles of Learning. Below is the secondary grading brochure developed to communicate the changes to District stakeholders regarding secondary grading practices for updated for the 2017-18 academic year.



Frequently Asked Questions

Why are we improving the grading system?

The Platte County School District is improving its grading practices to increase consistency in all secondary classrooms. Grades will be weighted the same in every secondary class using the 95/5 percent formula in the District.

Is extra credit accepted?

The Platte County School District ***does not*** endorse extra credit to improve a grade. We ***do*** endorse extra practice to improve student learning.

What if my child is a bad test taker?

Authentic assessment can include more than just a traditional test. Students will be given various assessment methods to provide evidence of the progress of that student's learning. Even if a student is a bad test taker, the student will be given various opportunities to show what they know.

Why should kids do the practice if it is only 5%?

Practice helps prepare students for an assessment. Practice also provides teachers with feedback regarding what individual students are struggling with or mastering. This allows them to target specific standards and skills for the class as a whole, as well as for individual students.

How is this change reflected in Parent Portal?

A student's final grade will reflect the 95/5 percent formula in Parent Portal. To view the type of assignment (assessment or practice), click on "Gradebook" then "Assignment." The "Assignment" will reflect the type.

Contact Information

Who can I contact if I have questions?

If you have questions regarding secondary grading practices, contact your building administrator:

Platte County R-3 High School
(816) 858-2822
Dr. Chad Sayre, Principal

Barry School
(816) 436-9623
Dr. Merri Beth Means, Principal

Platte City Middle School
(816) 858-2036
Dr. Chris Miller, Principal

Secondary Grading

A Platte County R-3 School District student's grade is based on learning.

Our secondary grading system is designed to provide consistent, accurate feedback and/or measure of what a child knows, aligned to our Principles of Learning.

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

Purpose and Glossary

What is the purpose of grading?

Our purpose for grading in the Platte County School District is to indicate an accurate measure and provide meaningful feedback relative to a student's progress.

Glossary of Grading Terms

Grading Practice: Providing feedback and in some cases, applying a measurement to indicate progress of a learning objective(s) and/or skill(s).

Assessment: The process of documenting, usually in measurable terms, knowledge and/or skills related to a learning objective(s). An assessment may or may not be a test.

Grade Reporting: The distribution of a grade that indicates progress of one or several learning objective(s) and/or skills over a specified time period.

Learning: The knowledge and/or skill(s) that a student has gained.

Secondary: Grades 6-12, middle and high school levels.

How Do We Grade?

How do we grade?

Ninety-five percent of a reported grade is based on authentic assessment; five percent of the reported grade is based on practice.

What is authentic assessment?

An authentic assessment is evidence of the progress of a student's learning; it does not have to be a test. Most evidence should be collected while at school, so that it is a true reflection of that student's progress.

Some examples of authentic assessments could include:

- Tests
- Projects and presentations
- Journal entries
- Lab assignments
- Research assignments
- Writing pieces
- Quick check, small group work, and independent work during class

What is practice?

Practice can be traditional homework, work completed with a partner, and/or work completed with the support of an adult.

Principles of 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.

PCR-3 INSTRUCTION

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.

Principals of Learning

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Each learner's personal best looks different.

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Positive relationships are necessary to prepare individual learners for success

Platte County R-3 Core Competency

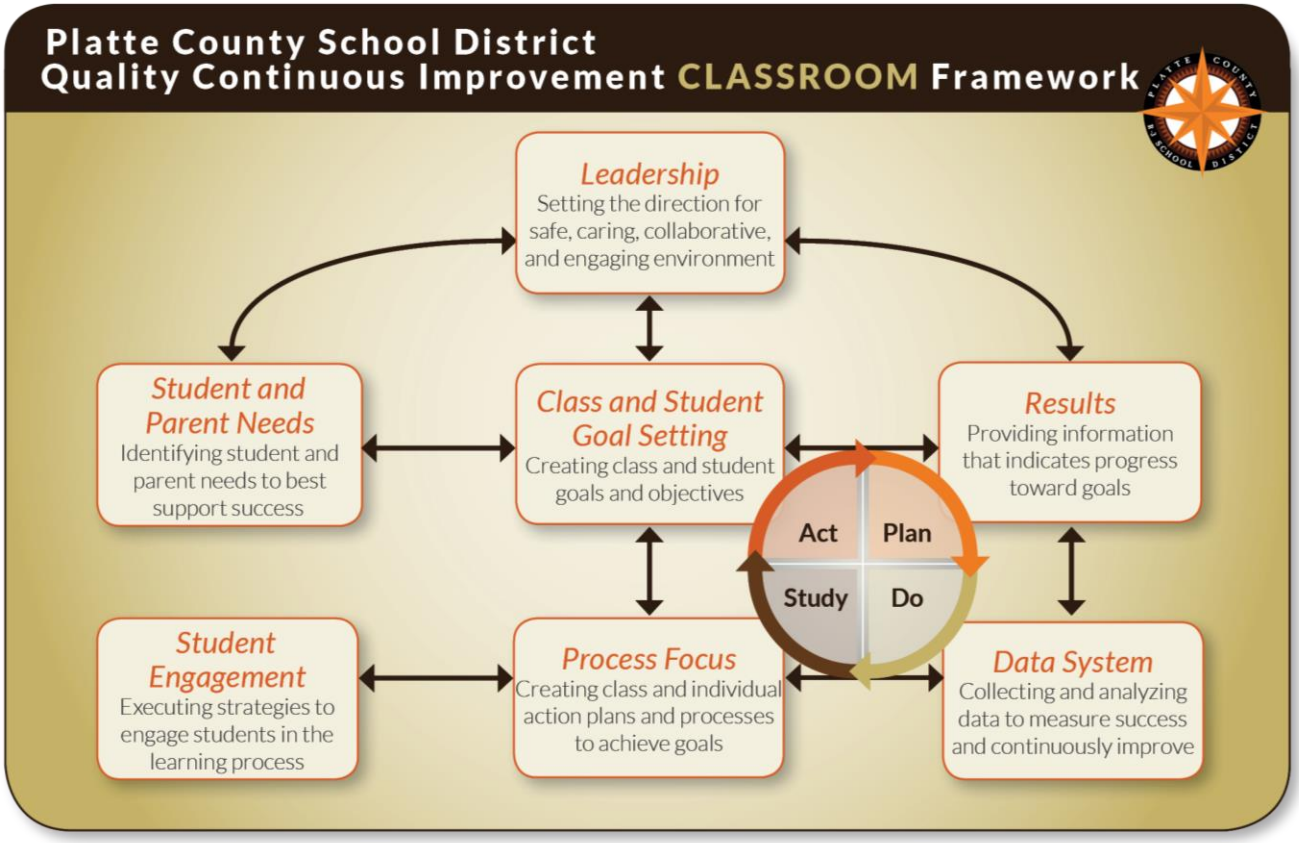
District curriculum, instruction, and assessment practices are focused on the systematic continuous improvement of teaching and learning for all students in Platte County R-3. Instruction in the Platte County School district outlines the science of effective teaching while allowing staff to fine tune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

Core Competency

The systematic continuous improvement of teaching and learning

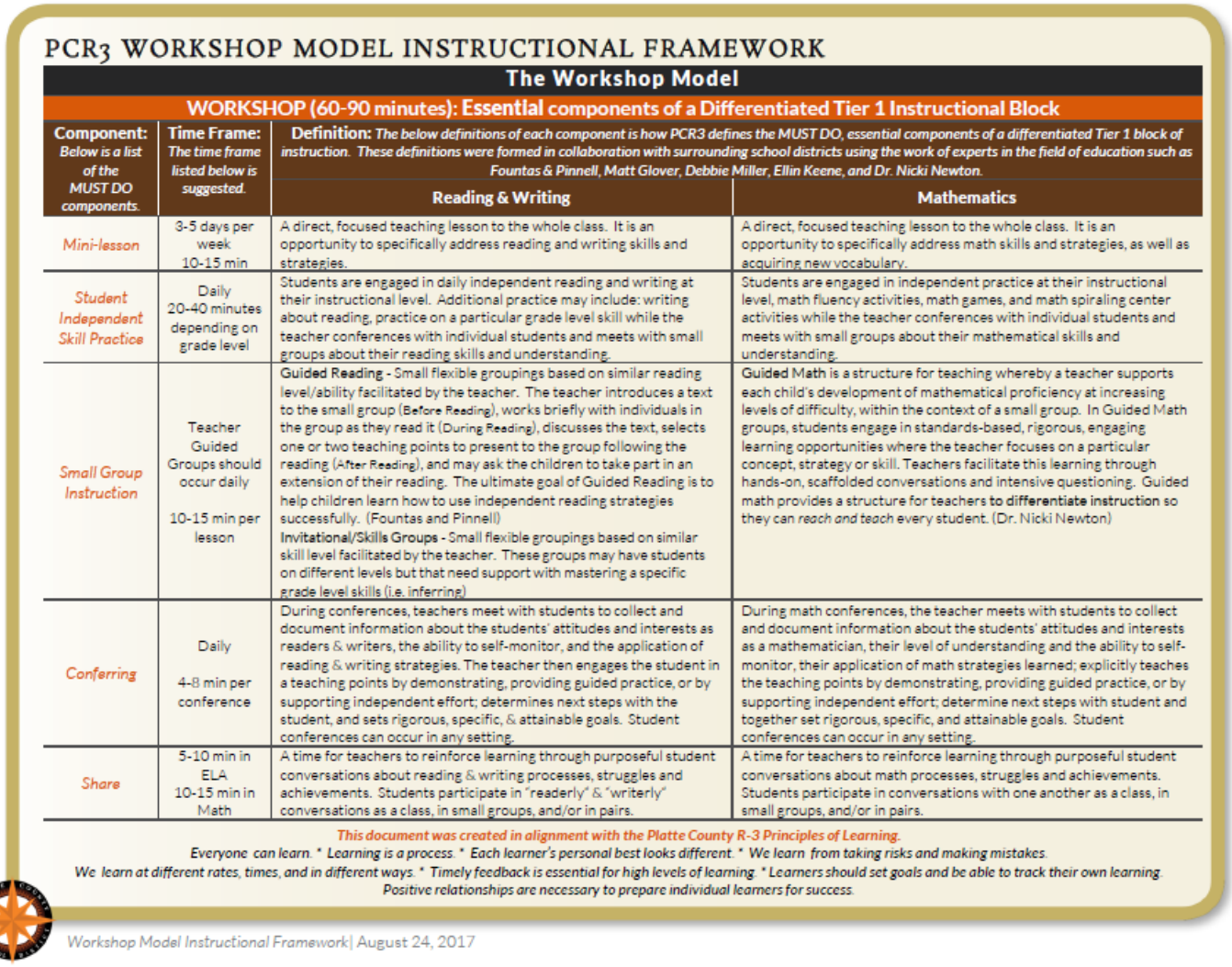
Quality Continuous Improvement Classroom Framework

Through the Platte County R-3 Quality Continuous Improvement Framework, schools, department, teams, and staff members operate within the Framework for all initiatives. The Data Based Decision Making process links to all criteria, and it specifically aligns to the Plan, Do, Study, Act cycle. The conscious choice to use Continuous Improvement as a leadership framework allows us to have a systematic continuous improvement process.



Tier 1 Instructional Framework

The Academic Services 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.



PCR3 WORKSHOP MODEL INSTRUCTIONAL FRAMEWORK

The Workshop Model

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

Component: *Below is a list of the MUST DO components.*	**Time Frame:** *The time frame listed below is suggested.*	**Definition:** *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, Ellin Keene, and Dr. Nicki Newton.*	
		Reading & Writing	**Mathematics**
Mini-lesson	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.
Student Independent Skill Practice	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.
Small Group Instruction	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 (Before Reading), works briefly with individuals in the group as they read it (During Reading), discusses the text, selects one or two teaching points to present to the group following the reading (After Reading), 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)
Conferring	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.
Share	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	Clear Purpose or Learning Objective	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.
	Anticipatory Set	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	Teaching and Modeling	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.
	Guided Practice	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	Checks for Understanding	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."
	Adjustments to Instruction	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.
	Independent Practice	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 learning 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

Platte County R-3 Improvement (Data) Team Process

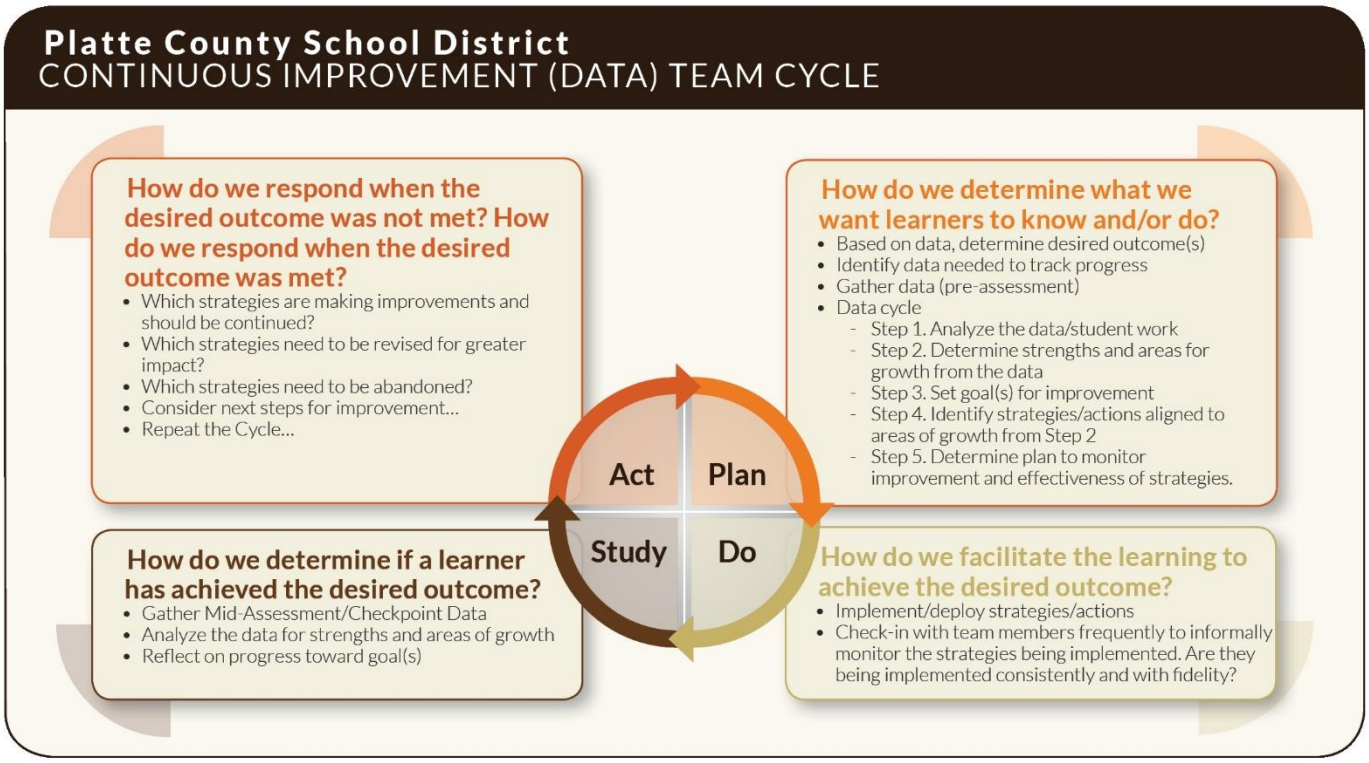
The Platte County R-3 Continuous Improvement (Data) Team Cycle is a "model for continuous, collaborative action that inspires and empowers professionals to improve teaching, learning, and leadership for all"

Definitions of Improvement Teams:

- Improvement Teams are small, grade-level, department, course, content, or organizational teams that examine work generated from a common formative assessment in order to drive instruction and improve professional practice.
- Improvement Teams have scheduled collaborative, structured meetings that concentrate on the effectiveness of teaching and learning.
- Improvement Teams use common power standards, generate common formative assessments, and use common scoring guides to monitor and analyze student performance.

(The Leadership and Learning Center, 2010)

This Plan, Do, Study, Act (PDSA) outlines the steps essential to the 5 Step Improvement (Data) Team Process. Beginning with the plan stage of determining desired outcomes, Improvement Teams then gathering academic current reality data. Next, teams identify and implement prescriptive high-yield instructional strategies aligned to student misconceptions. From this point, teams evaluate the effectiveness of their strategies and adjust strategies as needed to ensure student learning for all.



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.

The 2014-2015 school year was another time of transition for the Missouri Assessment Program. Grade-Level assessments in English language arts and mathematics at grades 3-8 and science in grades 5 and 8 were administered fully online for the first time. (LEA Guide to the Missouri Assessment Program, p. 4)

In addition to the Missouri Assessment Program Grade-Level and Course examinations all 11th Grade students will participate in the ACT assessment during the state wide assessment day each April.

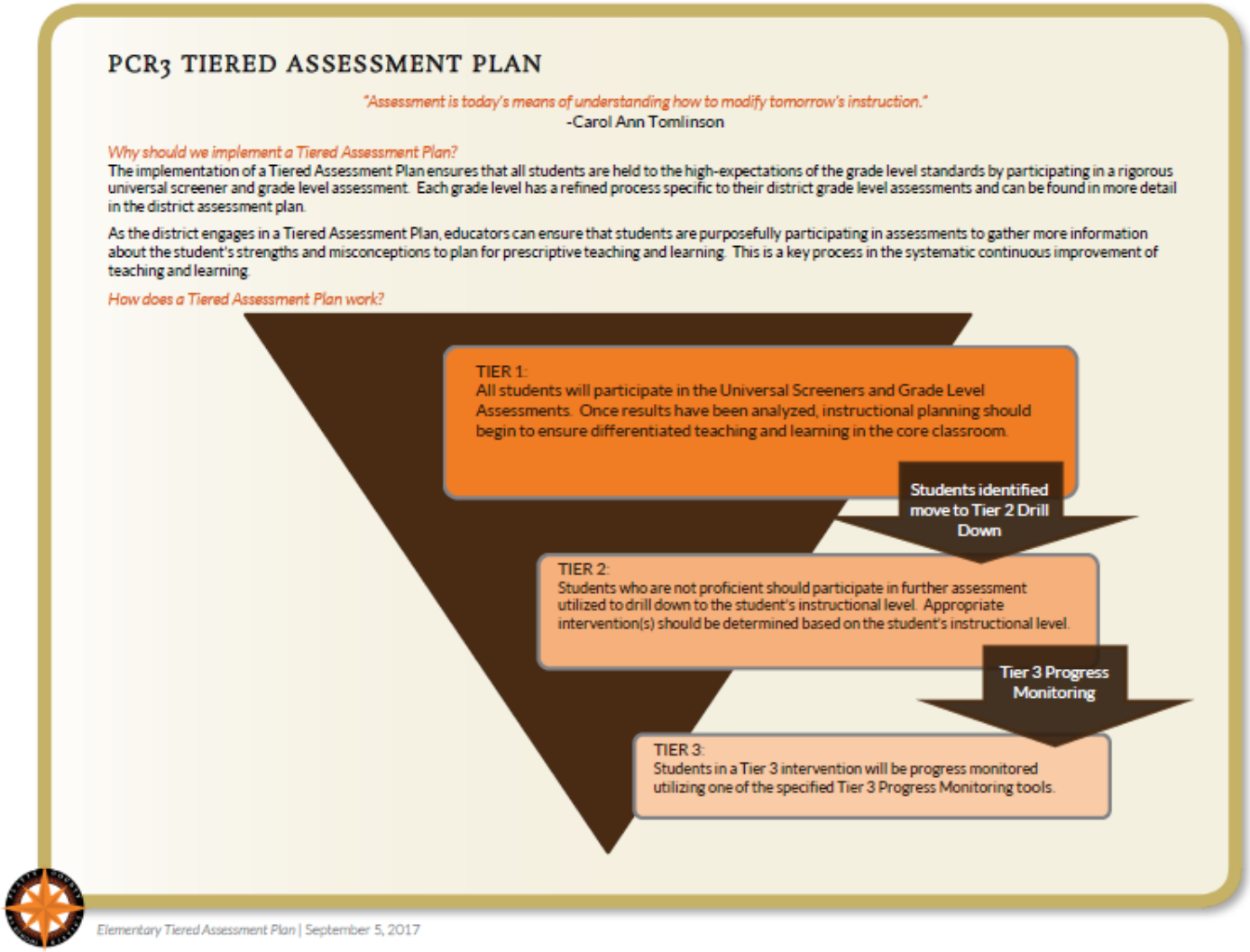
The summative data from the Missouri Assessment Program is gathered and distributed by the Missouri Department of Elementary and Secondary Education is a key measure to monitor the systematic continuous improvement to teaching and learning in the Platte County R-3 School District.

District Benchmarking

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.

Tiered Assessment Plan

Academic Services, building administration, and curriculum committees determined a need for more purposeful assessment process to help drive teaching and learning. The Tiered Assessment Plan was developed to ensure consistent administration and use of assessment data district wide to monitor and improve teaching and learning in Platte County Classrooms.



Assessments Overview

State Required Assessments					
Assessment	**Content**	**Grade Level**	**Purpose**	**Administration Date**	**Data Available for Instructional Decision Making**
ACCESS	Language	ELL	• 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 8- March 2, 2018	July 2018
ACT	Multiple Content Areas	11	• Benchmark to determine college readiness	April 3, 2018 Make-up Testing: April 24, 2018	Summer 2018
Armed Services Vocational Aptitude Battery (ASVAB)	Multiple Content Areas	12	• Optional assessment • Used to determine qualification for enlistment in US Armed Forces • MSIP5 Implications	April 3, 2018	Student receives score
ECO: Early Childhood Outcomes	Growth	Early Childhood	• Gather performance data for young children receiving services through early childhood special education	September 2017 May 2018 *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	• State adopted, Riverside Instrument to measure student progress related to state standards. • Provide accountability for MSIP5	Fall Testing Window: October 5, 2017 - January 19, 2018 Spring Testing Window: February 19 - May 25, 2018	Within 10-15 after the assessment window closes
DLM/MAP-A	Alternate Learning Standards	SPED	• State Assessment for students with severe cognitive challenges	March 26 - May 18, 2018	Summer 2018

State Required Assessments					
Assessment	**Content**	**Grade Level**	**Purpose**	**Administration Date**	**Data Available for Instructional Decision Making**
Missouri Assessment Program Grade Level Assessments	ELA Math Science	3-8	• State Adopted, Smarter Balanced Assessment instrument to measure student progress related to state standards • Provide accountability data for MSIP5	State Testing Window: April 2-May 25, 2018 *Dates and times relative to the specific contents will be determined and published in February, 2016.	August 2018

District Required Assessments					
Assessment	**Content**	**Grade Level**	**Purpose**	**Administration Date**	**Data Available for Instructional Decision Making**
MAP Practice	ELA Math Science	3-8	• 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 15-February 2, 2018	Within a week of test administration
MAP Practice	ELA Math Science	Algebra 1 ELA II Biology	• 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 15-February 2, 2018	Within a week of test administration
EnVisions K-2 Benchmark	Math	K-2	• Tier 1 District Benchmark as part of the Elementary Tiered Assessment Plan • Measure student performance aligned to state standards • Measure student mastery of local curriculum • Provide teachers a mechanism to gather data to inform instruction	Fall: (students at or above the 50% on Fall STAR Math in Grades 1-2, No K) By September 30, 2017 Winter: Jan 8-19, 2018 (Scoring – Jan. 22-26, 2018) Spring: April 17 – 28, 2017 (Scoring – May1-5, 2017)	Within 24 hours

District Required Assessments					
Assessment	**Content**	**Grade Level**	**Purpose**	**Administration Date**	**Data Available for Instructional Decision Making**
STAR Early Literacy (SEL)	ELA	K	• Tier 1 District Benchmark as part of the Elementary Tiered Assessment Plan • Determine instructional reading level • Monitor student progress on early literacy skills • Provide teachers a mechanism to gather data to inform instruction	**Winter:** Jan 1 –15, 2017 **Spring:** May 1 – 15, 2017	Immediately
STAR Math	Math	K-8	• Tier 1 District Benchmark as part of the Elementary Tiered Assessment Plan • Determine instructional math level • Monitor student progress on math application • Provide teachers a mechanism to gather data to inform instruction	**Fall:** **(No Kindergarten)** Sept 1 - 15, 2017 **Winter:** Jan 1 –15, 2018 **Spring:** May 1 – 15, 2018	Immediately
STAR Reading	ELA	1-8	• Tier 1 District Benchmark as part of the Elementary Tiered Assessment Plan • instructional reading level • Monitor student progress on reading comprehension • Provide teachers a mechanism to gather data to inform instruction	**Fall:** Sept 1 - 15, 2017 **Winter:** Jan 1 –15, 2018 **Spring:** May 1 – 15, 2018	Immediately
GradeCam	All EOC Tested Areas	8-12	• Measure student performance aligned to state standards • Measure student mastery of local curriculum • Local formative assessment in preparation for state summative assessment • Provide teachers a mechanism to gather data to inform instruction	**Fall:** Sept 11-25, 2017 **Winter:** Jan 8-22, 2018 **Spring:** Feb 6-Mar 12, 2018	Immediately

Other District Assessments					
Assessment	**Content**	**Grade Level**	**Purpose**	**Administration Date**	**Data Available for Instructional Decision Making**
Advanced Placement	Multiple Content Areas	10-12	• Optional assessment • College Board Instrument • Provides college credit for course work • MSIP5 Implications	AP Window: May 2018 *Dates and times relative to the specific contents will be determined and published in February.	July 2018
Fountas and Pinnell Benchmark Assessor	ELA	K-5	• Used to determine qualification for reading support • Obtain baseline data • Determine instructional reading level • Monitor student progress on reading comprehension • Provide teachers a mechanism to gather data to inform instruction	As needed by Reading Support Teachers	Immediately
DRDP: Desired Results Developmental Profile	All Developmental Areas	Early Childhood	• Comprehensive assessment of a child's developmental progress	On Going	Immediately
PC3R3 Formal Running Records	ELA	K-5	• Determine student's instructional reading level • Identify student reading behaviors for instructional planning	As Needed – to be determined following the administration of STAR Reading	Immediately
Practice ACT	Multiple Content Areas	10	• Diagnose student strengths and weaknesses relative to ACT readiness indicators for the purpose of providing instruction and/or remediation for college and work readiness • Provide information to students, parents, and counselors regarding future course work selections	April 3 , 2018	Immediately
PSAT	Multiple Content Areas	10-11	• Optional Assessment • Used to determine readiness for SAT • Used to determine qualification for Nation Merit Scholarship Award	October 2018	Immediately

Other District Assessments					
Assessment	**Content**	**Grade Level**	**Purpose**	**Administration Date**	**Data Available for Instructional Decision Making**
Quick Phonics Screener	ELA	K-5	• Utilized as a Tier 2 Drill Down assessment following the Tier 1 Assessment Window • 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	As Needed – to be determined by Improvement Teams	Immediately
Technical Skills Attainment (TSA)/IRC Industry Recognized Credential	Vocational Education Concentrators	NCC	• Maintain District compliance with Perkins IV federal requirements • MSIP5 requirement	April 2018	Immediately
WAPT	Language	ELL	• To determine eligibility for ELL services	Enrollment in District or As Needed	Immediately
Work Keys	Job Skills Testing	NCC	• College/Career Readiness • ACT Instrument • Computer – Adaptive • MSIP5 Implications	April 3, 2018	Immediately

Adopted: 7-31-2013
Revised: 8-5-2017

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