

May 13, 2025

END-OF-YEAR ACADEMIC UPDATE

Board of Education Meeting

Dr. Nicole Holt

Deputy Superintendent, Academics



STRATEGIC PLAN PRIORITIES

Success Ready Students

We are committed to preparing all students to be college and/or career ready, with an emphasis on each student reaching their full potential.

Organizational Efficiency

We are committed to being responsible leaders and stewards of District resources.

Collaborative Culture

We are committed to engaging in proactive communication and collaboration with all stakeholders.

Quality Learning Environments

We are committed to safe and secure facilities to optimize learning.

SUPERINTENDENT GOALS

01

Objective 1.1

Demonstrate continuous growth toward mastery in all academic areas

Smart Goal 1.1.1

Increase the percentage of students meeting proficiency standards on local, state, and national examinations.

02

Objective 1.3

Maintain a positive classroom environment conducive to teaching and learning

Smart Goal 1.3.1

Establish and maintain high academic and behavioral expectations for each student.

03

Objective 2.1

Evaluate and align administrative positions for organizational efficiency and effectiveness

PRESENTATION AGENDA

01

Data

Professional Learning Needs Assessment
Positive Behavioral Interventions &
Supports

02

Assessment

Calendar
Types of Data

03

Spotlights

Teams and Schools

04

Planning

Current and Future Work



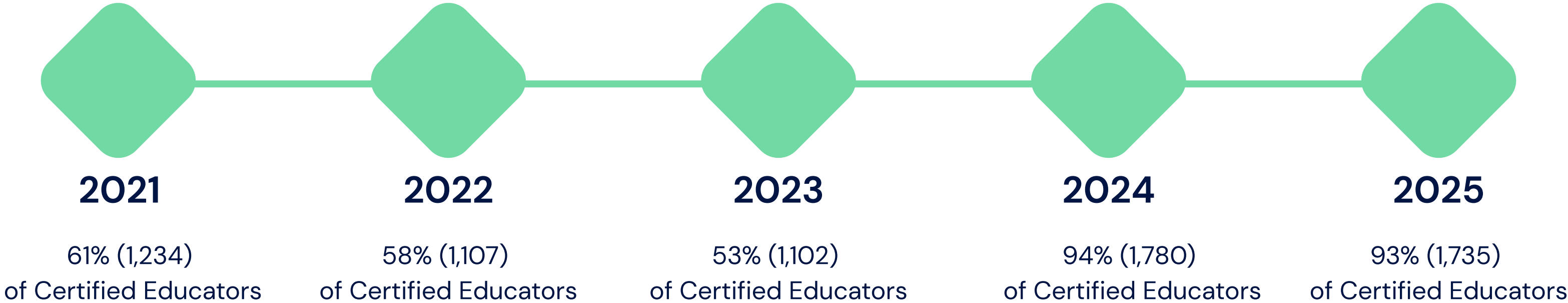


DATA

Professional Learning
Needs Assessment

Positive Behavioral Support & Intervention
District Implementation Overview

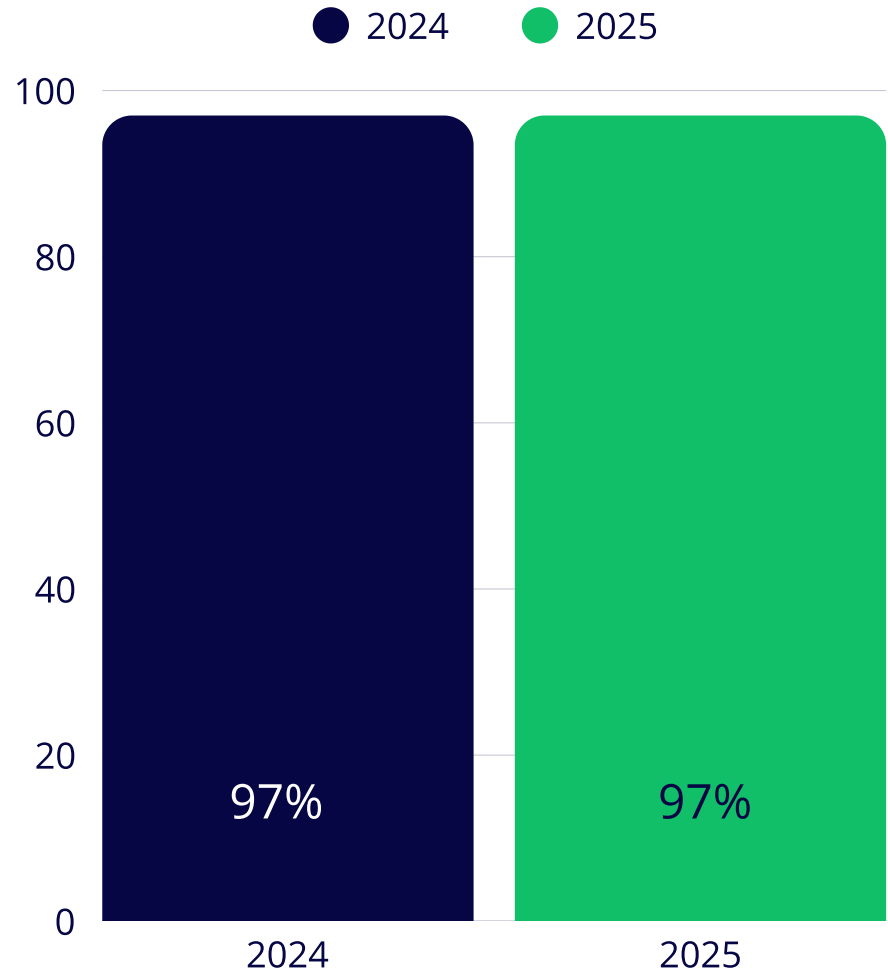
PROFESSIONAL LEARNING NEEDS ASSESSMENT PARTICIPATION



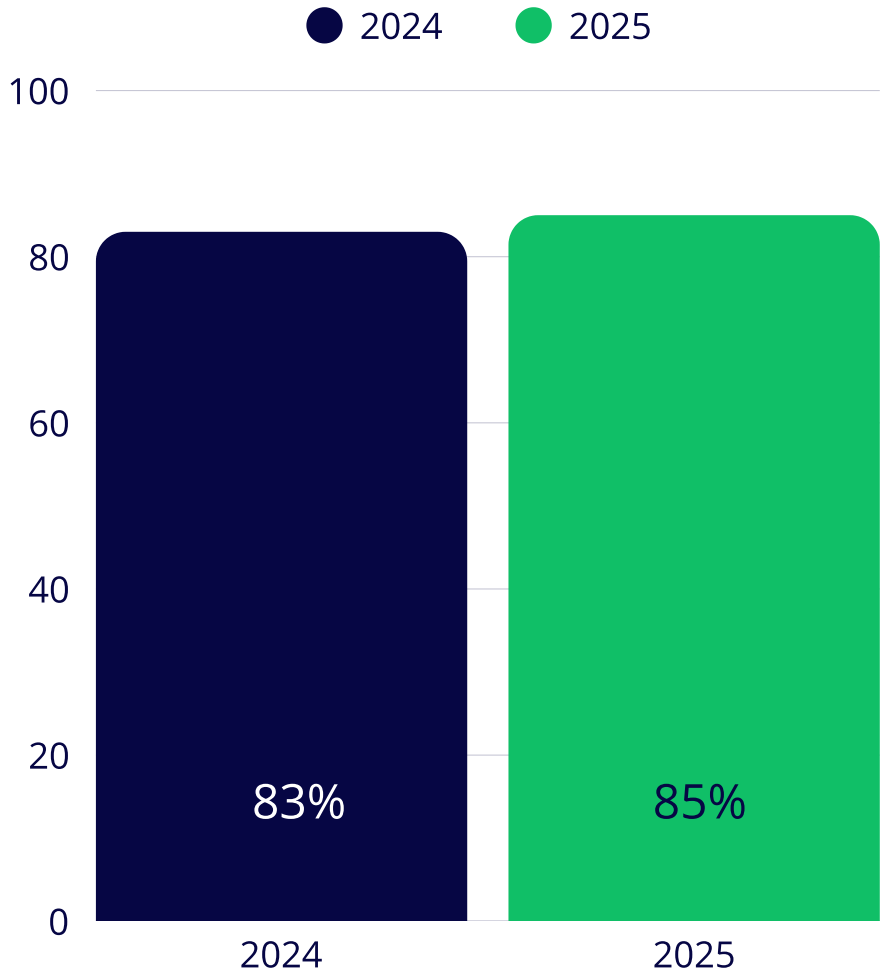
PROFESSIONAL LEARNING PLAN METRICS



Professional learning is an essential component for increasing student achievement.



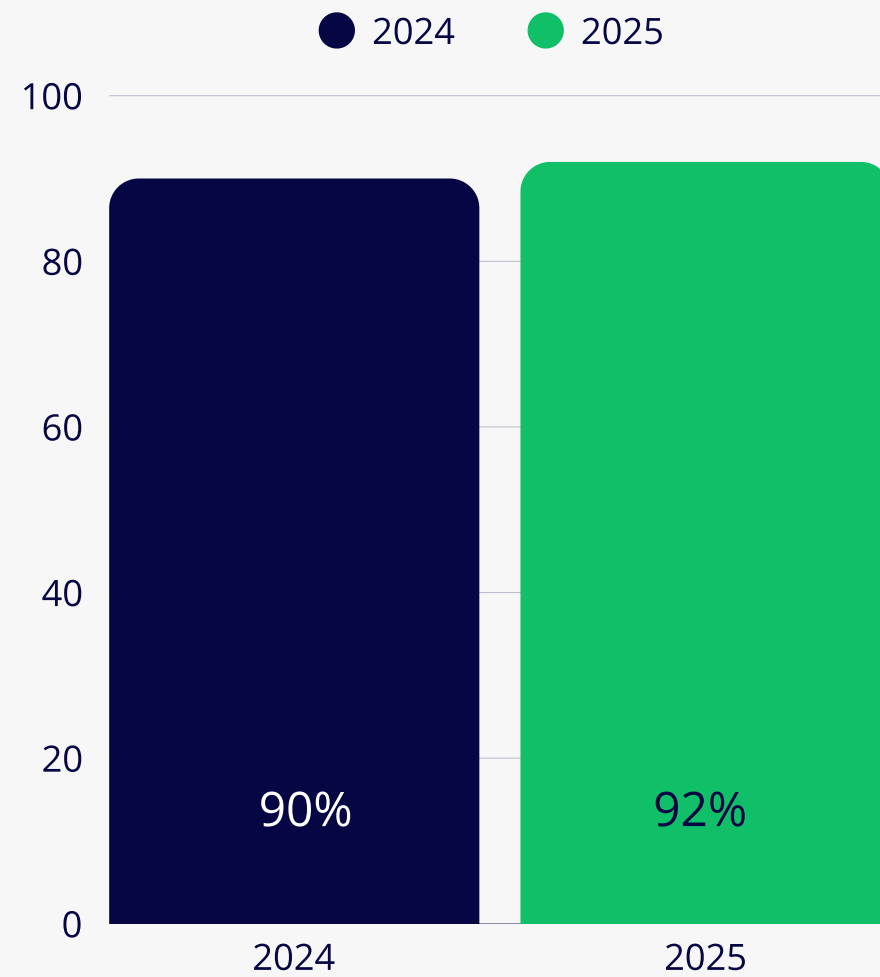
I have evidence that student achievement has increased as a result of my implementation of district professional learning.



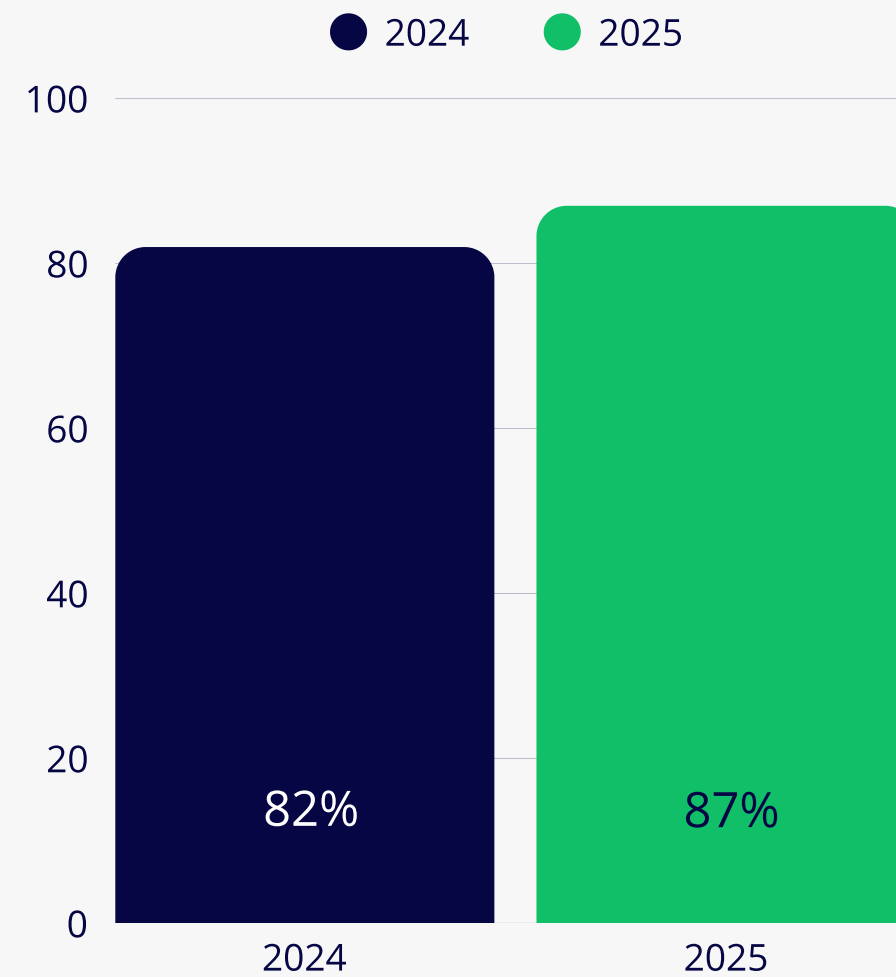
PROFESSIONAL LEARNING PLAN METRICS



Professional learning at the **site level** has equipped me for success with district initiatives.



Professional learning at the **district level** has equipped me for success with district initiatives.

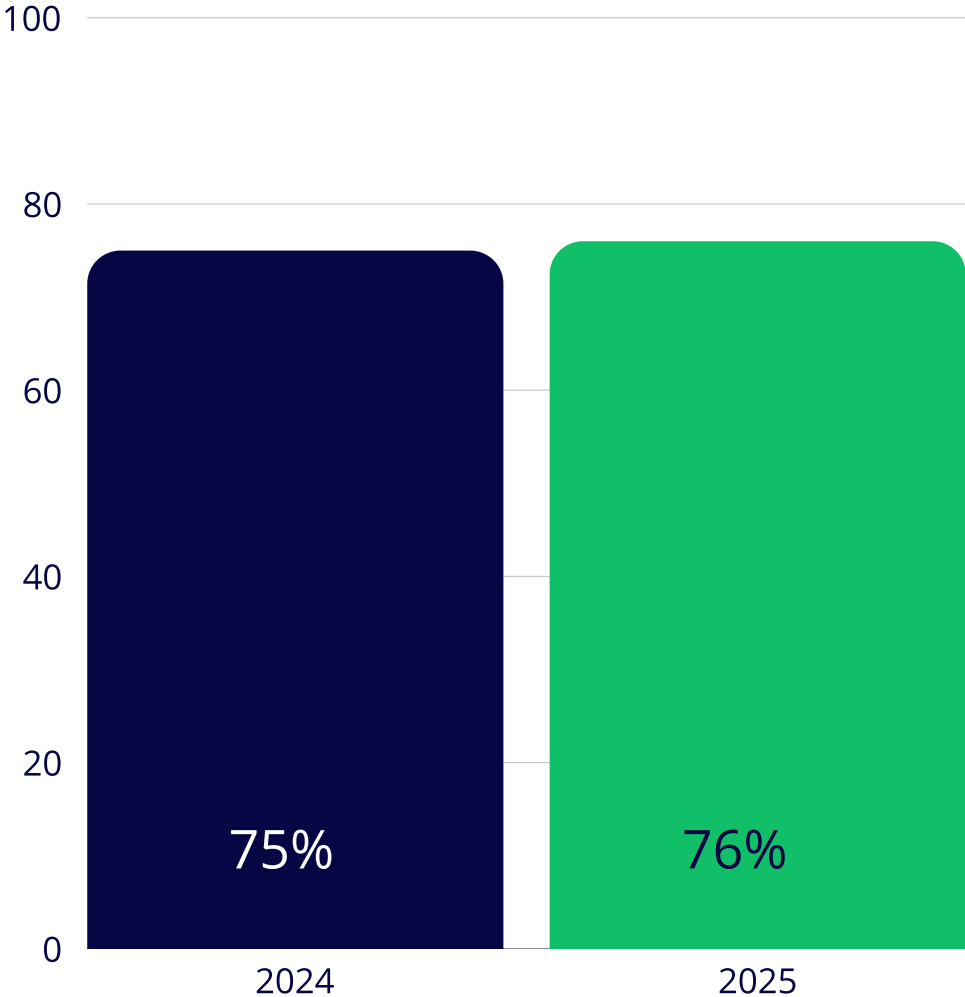


PROFESSIONAL LEARNING PLAN METRICS

Percent of educators in agreement that professional learning is differentiated by role.

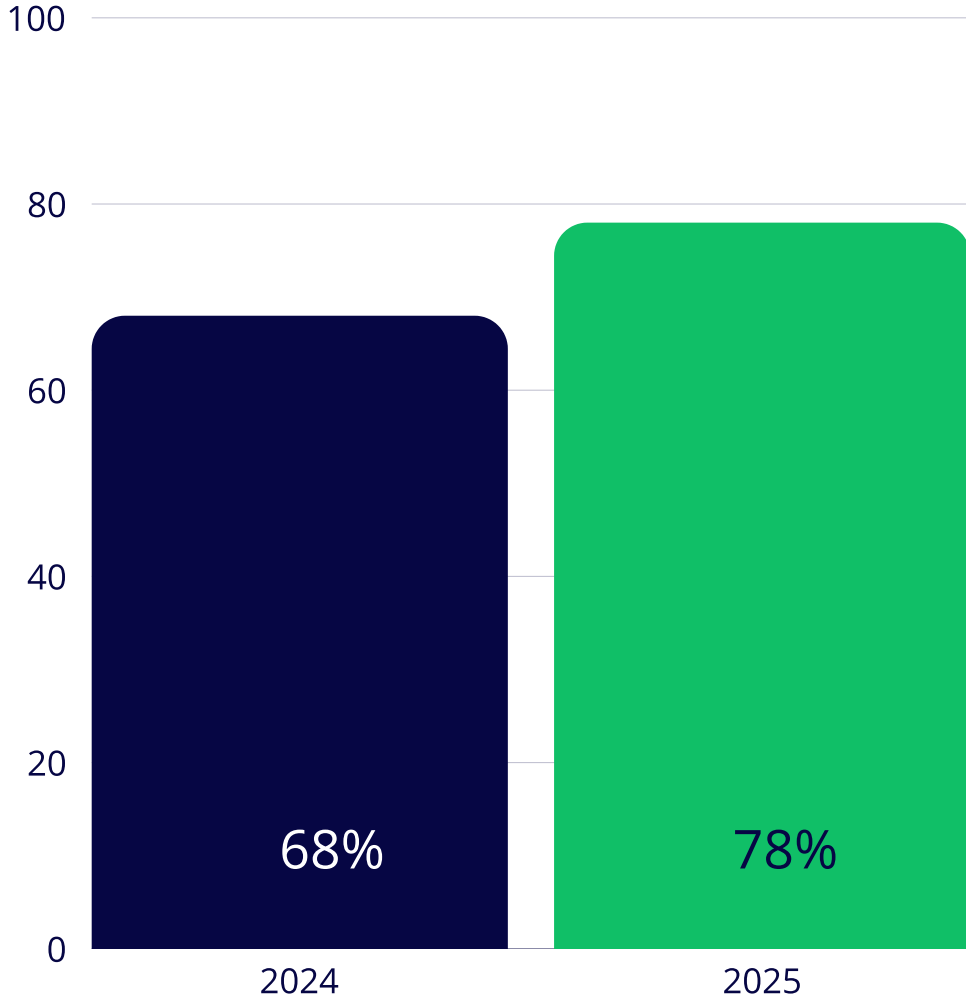
Site PL

● 2024 ● 2025



District PL

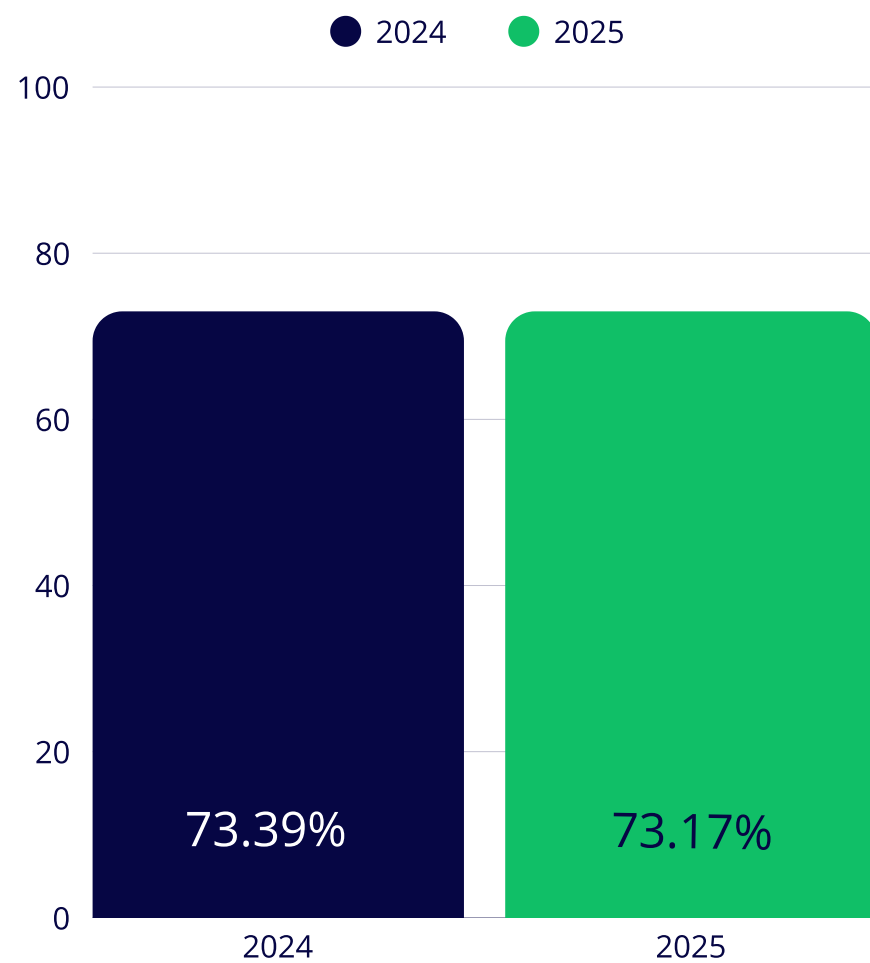
● 2024 ● 2025



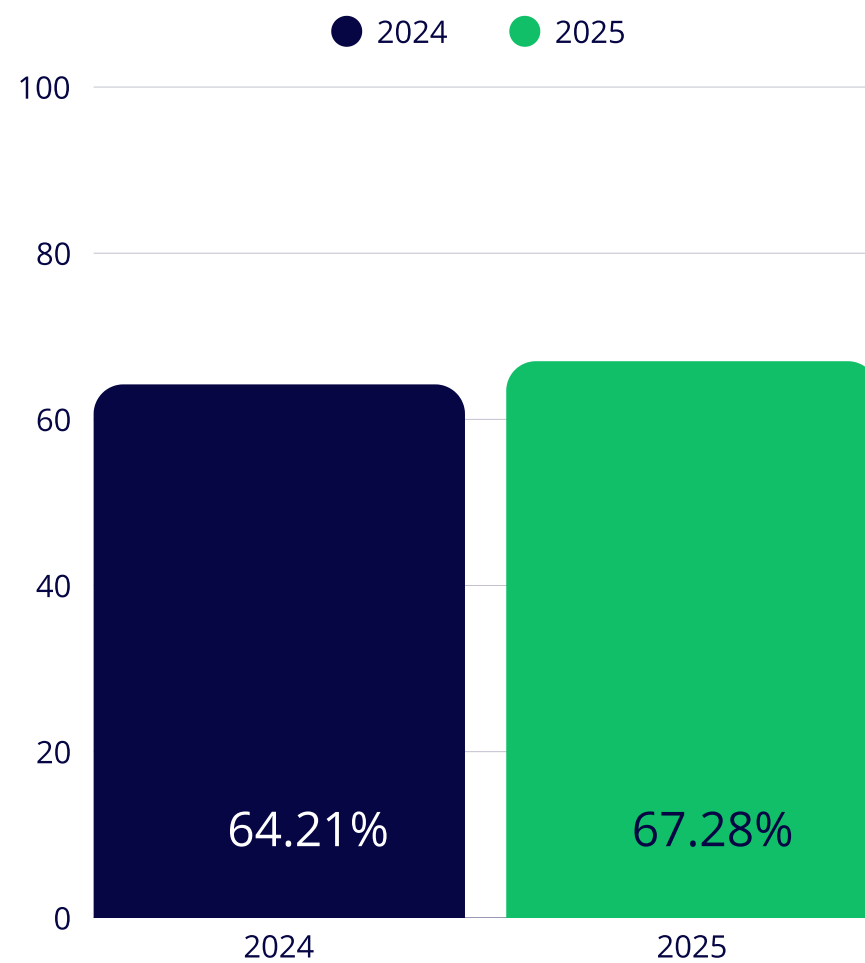
PROFESSIONAL LEARNING METRICS

Of the four PLC questions that guide collaboration for student learning, check those that your team would say drive your collaboration on a weekly basis:

What do we want students to learn?



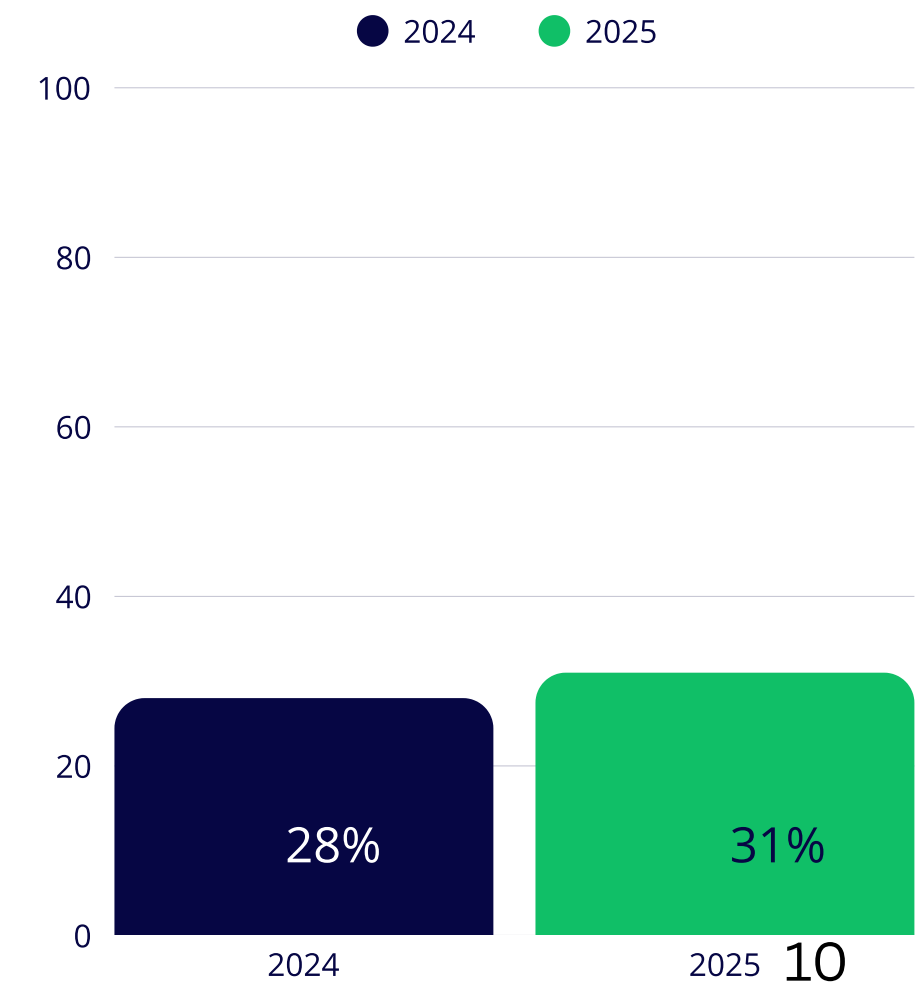
How will we know when students have learned it?



How will we respond when students do not learn?

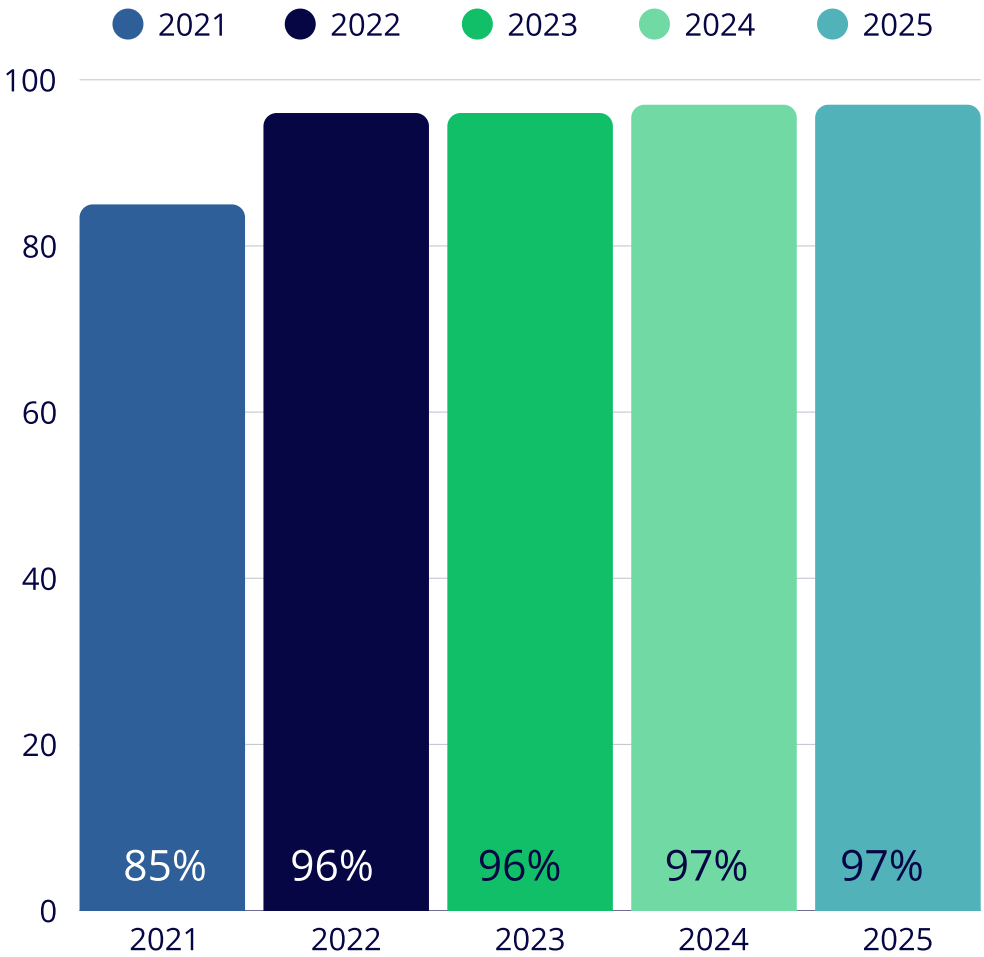


How will we extend for students who are proficient?

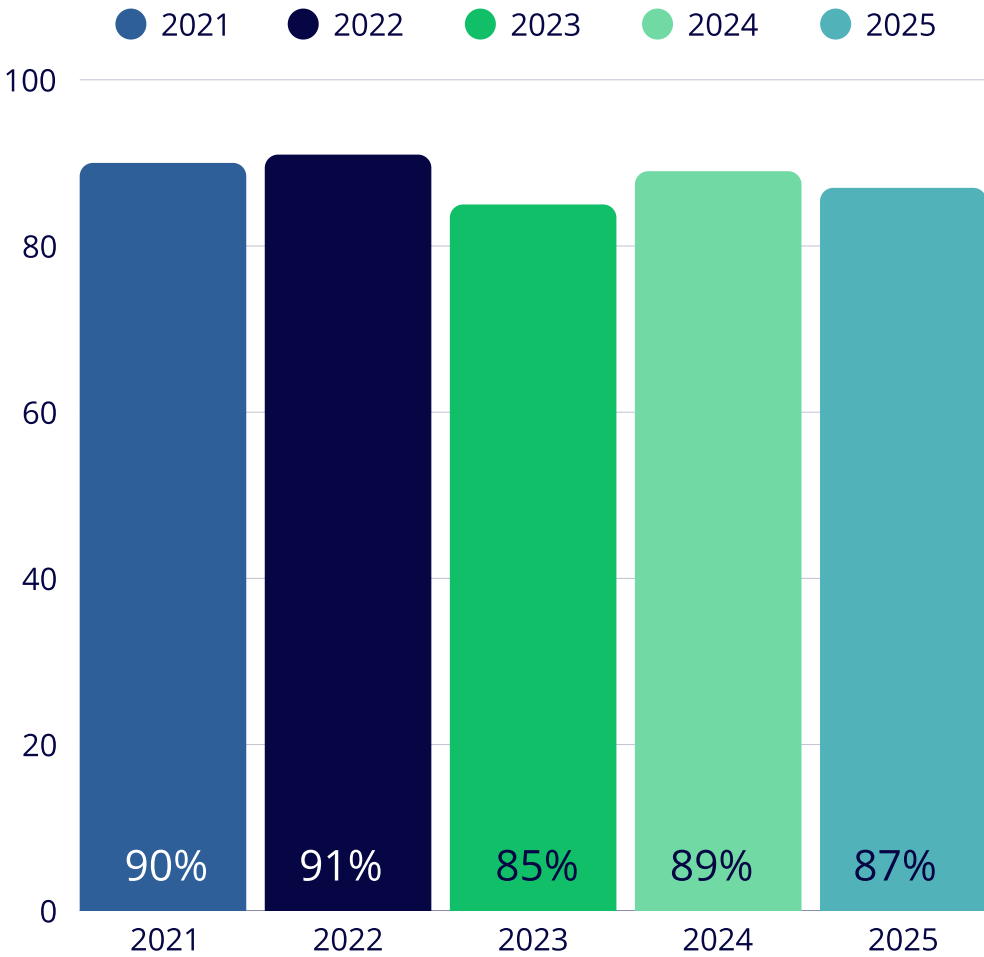


PROFESSIONAL LEARNING NEEDS ASSESSMENT

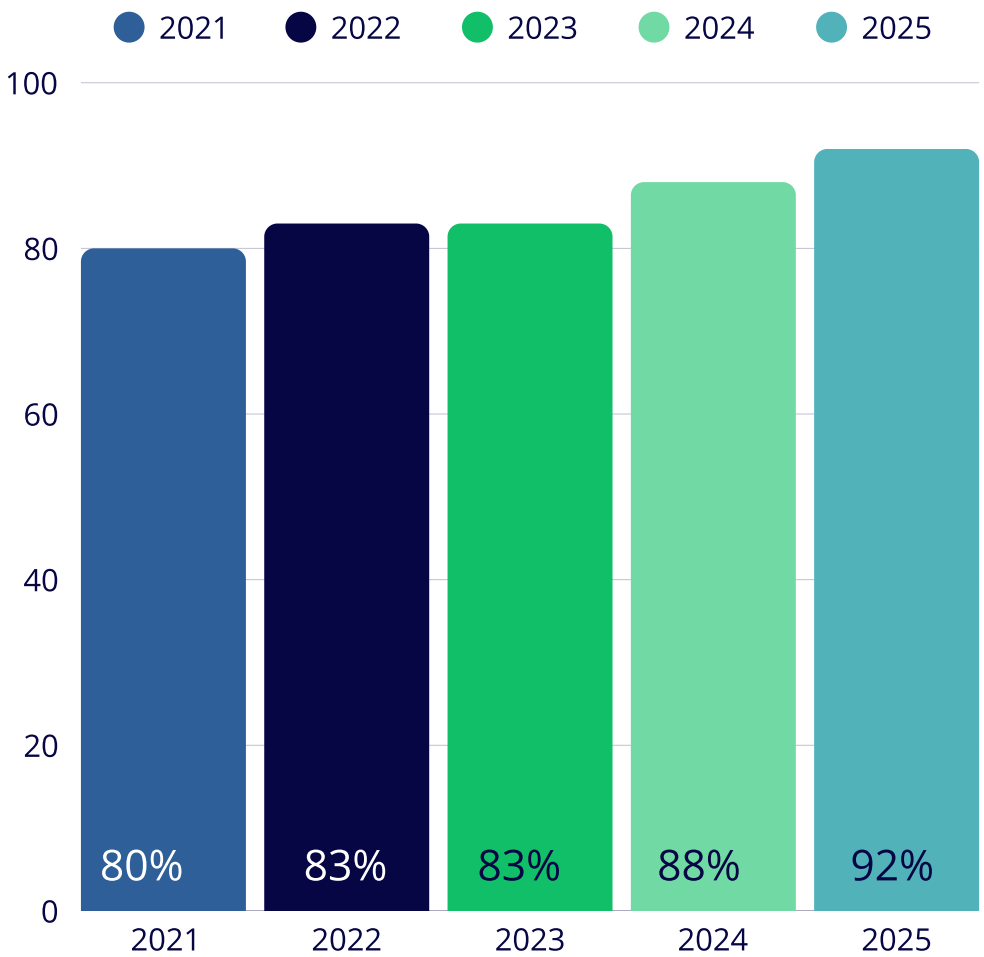
Professional learning is essential to raising student achievement.



The professional learning I receive has an impact on student achievement.



Professional learning collaborative teams are effective.



EFFECTIVE PLC

The Professional Learning Team in which I engage:



Takes collective responsibility for student learning



Implements a guaranteed and viable curriculum



Monitors student learning through on-going formative assessment



Uses the results of common assessments to improve individual teacher practice to impact student learning



Provides systematic process for intervention and enrichment

PBIS DATA OVERVIEW

Two focus areas for implementation

01

Tiered Fidelity Inventory Walkthrough

*School-wide view of Tier 1
Implementation*

02

Classroom Management Observation Tool

*Classroom view of Tier 1 Implementation
of the 8 Essential Teaching and
Learning Practices*

TIERED FIDELITY IMPLEMENTATION WALKTHROUGH

All schools showed evidence of implementation
56% of schools (28/50) scored 80% or higher implementation level schoolwide

Annual review of PBIS framework by outside observers

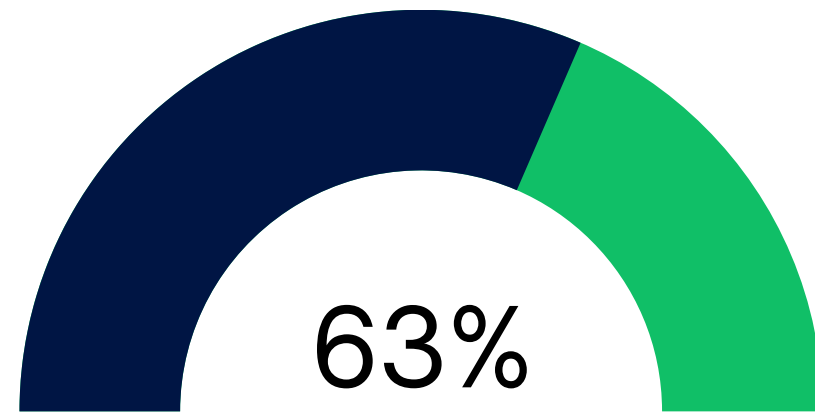
Component of the **Award of Excellence** process
(8 sites in the application process)

Majority of schools had a **matrix**, expectations taught to students,
and **school-wide reinforcements** systems were in place



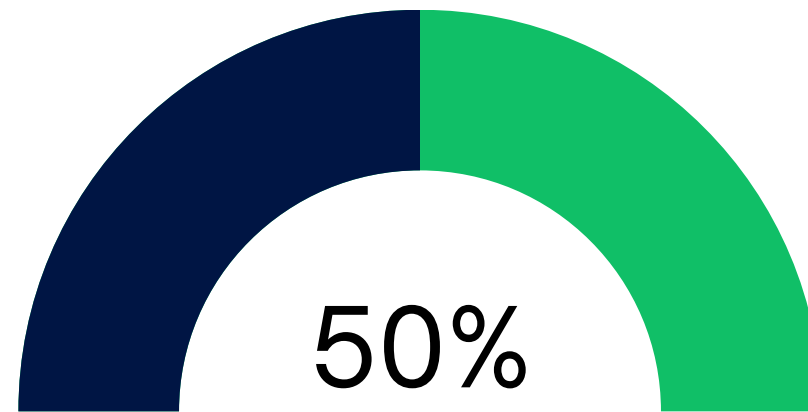
TIERED FIDELITY IMPLEMENTATION WALKTHROUGH

Implementation by Division



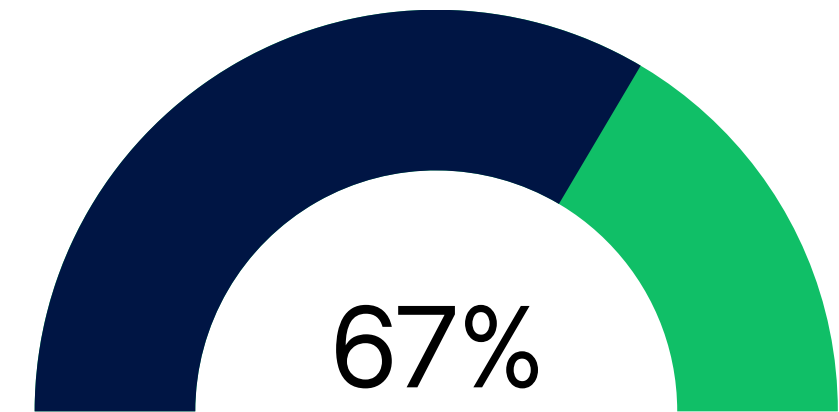
ELEMENTARY

19/30 showed an 80% or higher implementation level school-wide



MIDDLE

5/10 showed an 80% or higher implementation level school-wide



HIGH

4/6 showed an 80% or higher implementation level school-wide

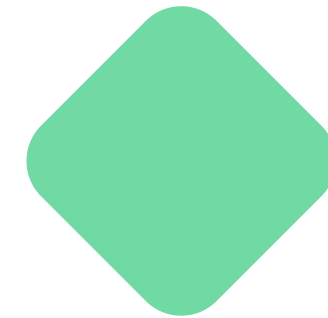
CLASSROOM MANAGEMENT IMPLEMENTATION TOOL

All schools showed evidence of implementation

60% of schools (30/50) showed an 80% or higher implementation level of Effective Teaching and Learning Practices within classrooms

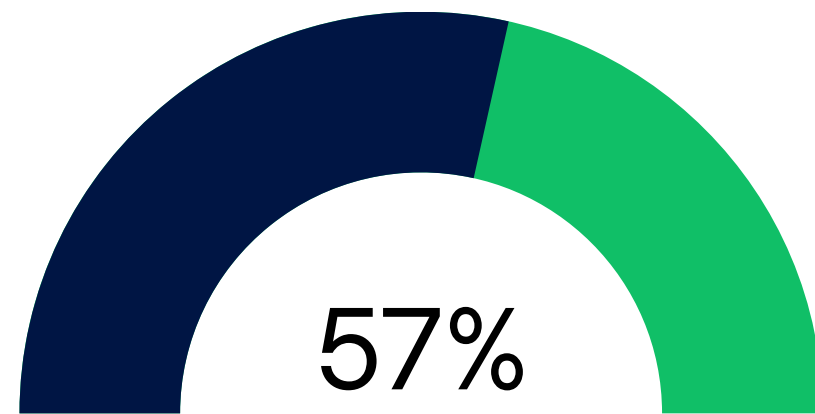
Teacher active practices utilized well
Active Supervision & Opportunities to Respond

Teacher structures being utilized well
Physical Arrangement & Routines



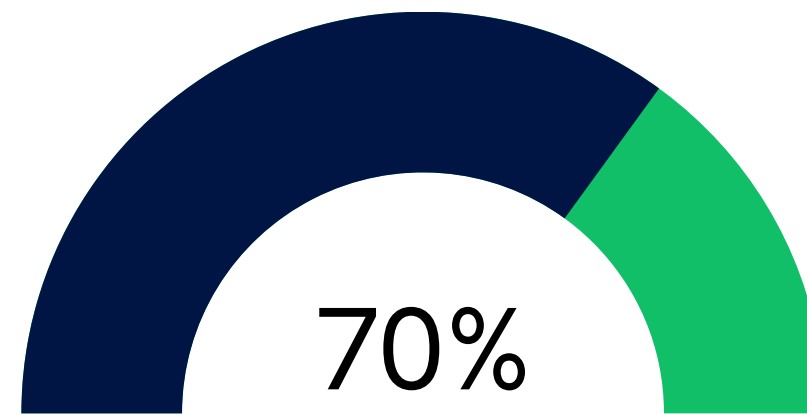
CLASSROOM MANAGEMENT IMPLEMENTATION TOOL

Implementation by Division



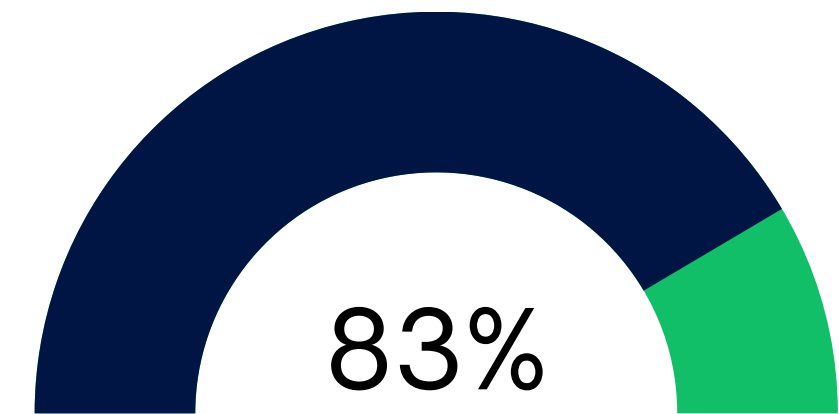
ELEMENTARY

17/30 showed 80% or higher implementation level of ETLPs within classrooms



MIDDLE

7/10 showed 80% or higher implementation level of ETLPs within classrooms



HIGH

5/6 showed 80% or higher implementation level of ETLPs within classrooms



ASSESSMENT

Calendar
Types of Data

ASSESSMENT PURPOSE

SUMMATIVE

Used to evaluate and measure what students have learned at the end of an instructional period.

FORMATIVE

Used to monitor student learning and provide ongoing feedback during the learning process.

2024-2025 ASSESSMENT CALENDAR (SUMMATIVE)

Assessment	Window	Purpose
Galileo: BOY (Baseline Screener)	August 26th - September 6th (1-5)	Establish baseline score and identify initial content gaps.
Galileo: MOY Benchmark	December 2nd - December 13th (K-5)	Measure progress towards mastery of grade level standards, shift instruction to teach unmastered skills and celebrate growth.
Galileo: EOY Benchmark	Mar. 3rd - Apr. 4th (6-8) May 5th - May 16th (K-5)	Measure progress towards mastery of grade level standards, shift instruction to teach unmastered skills and celebrate growth.
MAP or EOC Testing	April 21st-May 2nd (9-12) April 21st-May 16th (3-8)	Measure progress towards mastery of grade level standards.

2024-2025 ASSESSMENT CALENDAR (FORMATIVE)

Assessment	Window	Purpose
Quarter 1	Aug. 19th-Oct. 17th (3rd-5th) Oct. 3rd-Oct. 17th (6th-12th)	District Common Assessments provide a consistent and standardized way to measure student learning and progress across different classrooms or grade levels, enabling teachers to track student growth, identify areas where students need support, and make adjustments to instruction.
Quarter 2	Oct. 21st-Dec. 20th (K-5th) Dec. 9th-Dec. 20th (6th-12th)	
Quarter 3	Jan. 6th-Mar. 13th (K-5th) Feb.26th-Mar.28th (6th-12th)	
Quarter 4	Mar.24th-May 23rd (K-2nd)	

ESSENTIAL STANDARDS

Readiness

Prepare students for the next course

Endurance

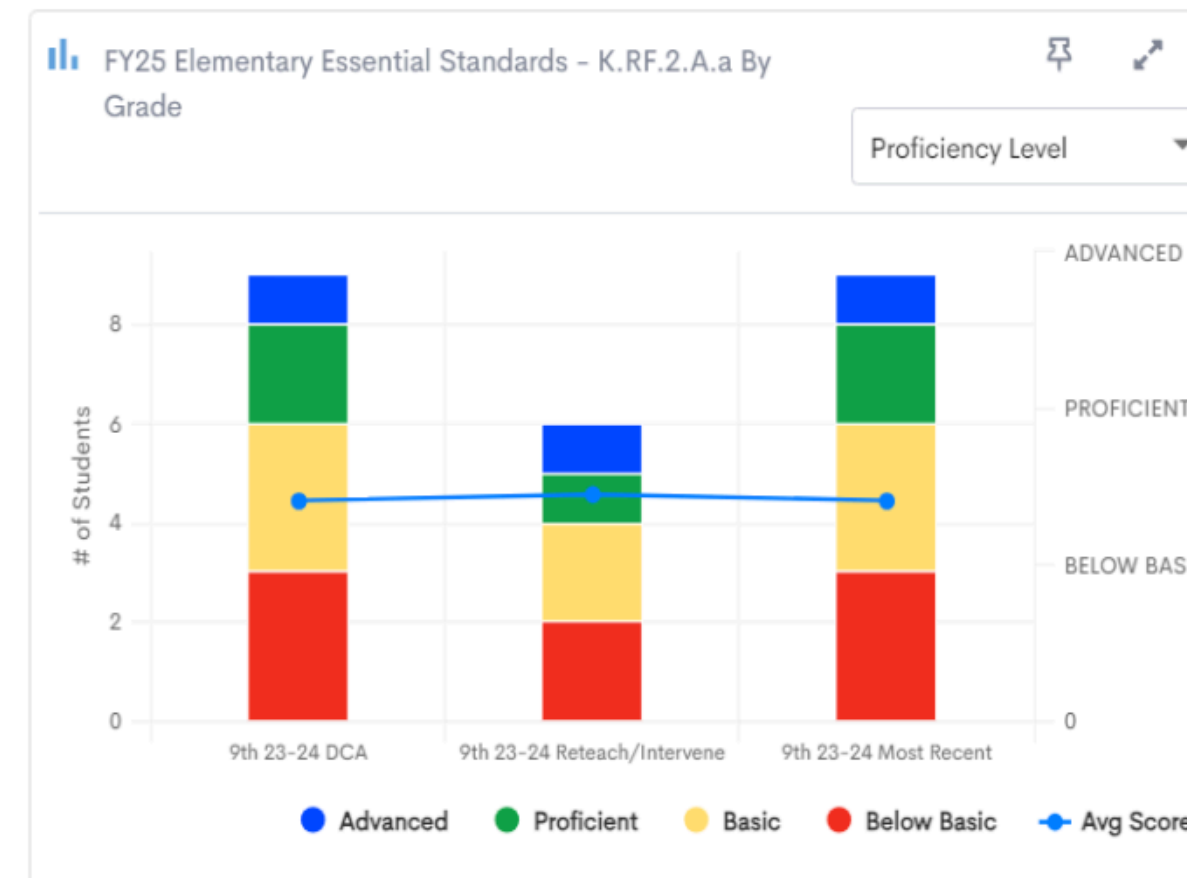
Useful beyond the current unit of study

Assessed

Assessed on state and national exams

Leverage

Valued across multiple disciplines



Student	Kindergarten ELA-FY25 Elementary Essential Standards			K.RF.2.A-a-FY25 Elementary Essential Standards			K.RF.1.A.a-FY25 Elementary Essential Standards		
	DCA	Reteach/Intervene	Most Recent	DCA	Reteach/Intervene	Most Recent	DCA	Reteach/Intervene	Most Recent
Mendez, Shawn	BELOW BASIC	BASIC	PROFICIENT	BELOW BASIC	PROFICIENT	PROFICIENT	BELOW BAS	BELOW BASIC	
Rieber, Justin	BASIC	BELOW BASIC	BASIC	BELOW BASIC	BASIC	BELOW BASIC	PROFICIENT	BELOW BASIC	
Legend, John	BASIC	BELOW BASIC	PROFICIENT	BASIC	BELOW BASIC	ADVANCED	BASIC	BASIC	
Levine, Adam	BELOW BASIC	BASIC	BASIC	BELOW BASIC	BASIC	BASIC	BASIC	PROFICIENT	
Shawson, Ed	BASIC	BELOW BASIC	BELOW BASIC	BASIC	BELOW BASIC	BASIC	BASIC	BASIC	
Styles, Harry	BASIC	BELOW BASIC	BASIC	PROFICIENT		PROFICIENT	BELOW BAS	BELOW BASIC	
Grande, Ariana	BASIC	PROFICIENT	BELOW BASIC	BASIC	ADVANCED	BASIC	PROFICIENT	BASIC	
Kincofas, Beyonce	BASIC	PROFICIENT	BELOW BASIC	ADVANCED		BELOW BASIC	BELOW BAS	PROFICIENT	
Lovato, Demi	PROFICIENT		BASIC	PROFICIENT		BELOW BASIC	ADVANCED		

“

“When implemented well, **formative assessment** can effectively double the speed of student learning.”

Tim Brown, Solution Tree



BUILDING SCHOOL IMPROVEMENT PLAN

Professional Learning Team: Grade 5 Grade Level Improvement Plan: Math and ELA					
MATH (Select 5 site essential Math standards for the year)					
Grade Level Math Smart Goal: _____% of students will meet or exceed mastery on essential standards in Math. Create an audaciously attainable SMART Goal: Basic + Proficient + Advanced = Audacious SMART GOAL (Example: 26 + 21 + 6 = 53%) Goal: For the current school year, fifth-grade students will increase proficiency by 26% on the state reading assessment, improving from 27% to 53%					
Quarter	Site Selected Essential	Standard Code	Standard Description	Q1	Q2
Quarter 1 MATH	<input type="checkbox"/>	5.GM.B.4b	Understand that the volume of a right rectangular prism can be found by stacking multiple layers of the base.		
	<input type="checkbox"/>	5.NF.B.7b	Calculate and interpret the product of a fraction by a whole number and a whole number by a fraction.		
Quarter 2 MATH	<input type="checkbox"/>	5.NF.B.7c	Calculate and interpret the product of two fractions less than one.		
	<input type="checkbox"/>	5.NF.B.8a	Calculate and interpret the quotient of a unit fraction by a non-zero whole number.		

Grade Level Improvement Plan

Course Level Improvement Plan

Professional Learning Team: Grade 9 Course Improvement Plan: English Language Arts						
ENGLISH LANGUAGE ARTS						
Content Level Smart Goal: _____% of students will meet or exceed mastery on essential standards. Create an audaciously attainable SMART Goal: Basic + Proficient + Advanced = Audacious SMART GOAL (Example: 26 + 21 + 6 = 53%) Goal: For the current school year, students will increase proficiency by 26% on the state assessment, improving from 27% to 53%						
Quarter	Standard Code	Standard Description	Q1	Q2	Q3	Q4
Q1	RL.1.A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
Q1	RI.1.A	Draw conclusions, infer and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				
Q1	RL.1.D	Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to life experiences; provide an objective and concise summary of the text.				



SPOTLIGHTS

Teams and Schools

SECONDARY SCIENCE

Kim Redinger, Coordinator, 6-12 Science

Mary Kate Szymaniak, Reed Middle

Hannah Oliver, Cherokee Middle

Meghan Elley, Kickapoo High

Linda Patton, Glendale High



YORK ELEMENTARY

Aubrey King, Fourth Grade

Sally Rost, Math Interventionist

Callie Baldwin, Math Curriculum Coordinator



YORK DATA

MATH Proficient and Advanced	BOY Proficient and Advanced	MOY Proficient and Advanced	MOY-BOY Proficient and Advanced Change
Kindergarten Math	0.0%	20.0%	20.0%
First Grade Math	23.7%	19.1%	-4.6%
Second Grade Math	29.4%	14.2%	-15.2%
Third Grade Math	36.8%	43.6%	6.8%
Fourth Grade Math	20.0%	35.7%	15.7%
Fifth Grade Math	22.6%	42.8%	20.2%

Adam Bax, Principal
Rachelle Certain, PYP Coordinator
Lauren Blackman, First Grade
Stephanie Kennedy, Fifth Grade

FIELD ELEMENTARY



STANDARDS ALIGNMENT

Field PYP/Benchmark Alignment with all Missouri Learning Standards

Field POI/Benchmark Curriculum Matrix: Year-Long Pacing									
For each standard, mark the unit in which it will be taught with an X.									
Course Standards (Note DESE Priority Standards in Bold, SPS Essential Standards highlighted in yellow)	Whole School Planne	Unit 1: WWAIPAT	Unit 2: HTWW (I)	Unit 3: WWA (W)	Unit 4: HWEO (II)	Unit 5: HWOO (III)	Unit 6: STP (5)	Benchmark/Small Group	
		Unit of Inquiry	Unit of Inquiry	Unit of Inquiry	Unit of Inquiry	Units of Inquiry	Unit of Inquiry		
	Dates: 8/19 - 8/30	Dates: 8/26 - 10/4	Dates: 10/7 - 11/1	Dates: 11/11 - 12/1	Dates: 1/6 - 2/14	Dates: 2/18 - 4/4	Dates: 4/7 - 5/16		
1.R.1.A.a: predicting what will happen next using prior knowledge					x				
1.R.1.A.b: asking and responding to relevant questions	x	x	x	x	x	x	x		
1.R.1.A.c: seeking clarification and locating facts and details about stories and other texts (13)					x		x		
1.R.1.A.d: retelling main ideas in sequence including key details	x	x	x						
1.R.1.A.e: recognizing beginning, middle, and end	x				x				
1.R.1.A.f: monitoring comprehension and making corrections and adjustments when that understanding breaks down	x	x	x	x	x	x	x		
1.R.1.B.a: using common affixes to figure out the meaning of a word								x	
1.R.1.B.b: identifying common root words and their inflectional endings								x	covered in UOI writing
1.R.1.B.c: identifying words that name actions and words that name persons, places, or things								x	covered in UOI writing



PLANNING

Current and Future Work

EFFECTIVE SUPERVISION

Executive Directors and Directors of Schools

1548 site visits

2726 Classrooms visited

1963 Hours spent on campuses

504 Observation and Feedback

2025-2026 PROFESSIONAL LEARNING

Summer Optional
25 Different Topics or
Book Studies

August Teach Forward
24 Summer Trade Outs

**Comprehensive &
Focus Schools**
Bill Ferriter, Solution Tree
July 8th & 9th

Model Classroom
August-March
CDC Model Classroom
Teachers: Live

Teach Forward
August, November, January
and March

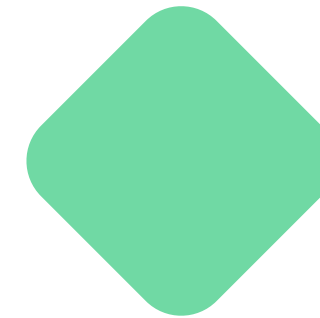
Job-Embedded PLT
PLT, Coaching and Job Alike



2025-2026 TEACH FORWARD

Professional learning provided with a focus on curriculum, instruction, and collaboration.

- **August:** Optional Summer Learning (if this option is selected, teachers spend the 6 hours on August 14th doing professional work).
- **November:** Choice sessions offered that align to the Strategic Plan.
- **January and March:** Two hours of follow up training to August and November learning.



NEXT STEPS: MODEL CLASSROOMS LIVE

Purpose

To develop a teaching community across the system that ensures guaranteed, viable curriculum and high quality instruction in every classroom, every day.

01

Pre-Observation
Meeting to establish focus

02

Observe a “live” classroom during
the work day

03

Post-Observation
Reflection on teacher moves,
impact on student learning, and
application to practice

04

Collaborative planning

COMPREHENSIVE & FOCUS SCHOOL SUPPORTS

Summer Learning

July 9th & 10th staff will participate in two days of learning with Bill Ferriter focused on Professional Learning Communities and Response to Intervention.

Strategic Coaching

Bowerman, Boyd, Williams, Weaver, McGregor, Reed Academy, Westport K-8 and Pipkin Middle School will participate in quarterly strategic coaching focused on implementing effective coaching practices within PLCs to improve student learning.



2025-2026 LEADER LEARNING

Curriculum Academy

Backwards planning, Instructional capacity building, and Resource review

Special Education

Trends, Policy, Compliance, and Role Clarity

Positive Classroom (Student Behavior)

PBIS Classroom Wide supports, Site-based Culture team development, Behavior data

Monthly Job Alike & Leadership Series

Curriculum implementation, Observation-based coaching, and PLC facilitation



FAMILY CURRICULUM ACADEMY



Springfield Public Schools
Your Future. Our Focus.

Kindergarten
April Learning Toolkit

English Language Arts	Math	Science	Social Studies & Health
Unit 8 Learning Targets Phonics: k, y, v, qu, j, l, w, g, t, bc, -it, -ack, -ap Comprehension: I can identify main topic and retell key details; I can identify and describe characters, setting, and main events; I can describe the relationship between the illustrations and the text; I can identify similarities and differences between two texts on the same topic; I can identify book parts and features (illustrations, and captions); I can compare and contrast the adventures and experiences of characters in stories. Vocabulary Strategies: I can distinguish shades of meaning with verbs. Writing: I can use the writing process to write a shared research report. Grammar: I can produce and expand complete sentences; I can use common verbs. Family Support Family Letter: English, Spanish, Reading at Home Family Talk: Home Activities	Unit 7 Solid Shapes All Around Us Learning Targets Section A: I can compose shapes from smaller shapes. I can count and compare numbers, and solve problems involving shapes. Section B: I can compare weight and capacity of objects. I can compose shapes from smaller shapes. I can describe and compare three-dimensional shapes. Section C: I can demonstrate an understanding of concepts of time and devices that measure time. I can name the days of the week. I can identify pennies, nickels, dimes, and quarters. Family Support Unit Summary: Unit 7 Video: Unit 7	Unit 3 Here Comes the Sun Learning Targets I can use data to describe how sunlight affects Earth's surface. I can develop a model to describe a structure that will reduce the warming effect of sunlight on an area. I can use observations to describe weather conditions and patterns over time. I can develop a model to describe how the shape of an object helps it function to solve a given problem. Vocabulary Warm, cool, weather, cloudy	Unit 4 History Learning Targets I can create a personal history. I can compare my family in the past and present. I can use artifacts to share information on social studies' topics. I can use visual tools to communicate information. Unit 8 Safety & Accident Prevention Learning Targets I can discuss how helmets and seatbelts keep people safe. I can describe what personal safety looks and feels like. Family Support Unit Summary: Unit 8 Video: Unit 8

Superintendent Solutions (for families)

Monthly Learning Toolkit (grade specific)

Family Curriculum Night (site specific)



SUPERINTENDENT SOLUTIONS

Purpose: To collaborate and obtain input from teachers, principals, and parent/guardians

Quarterly Meetings to Provide: Strategic Input, Communication, Improvement, and Collaboration



SUPERINTENDENT SOLUTIONS

KEY DEVELOPMENTS



QUARTERLY PLANNING

3 additional half days dedicated to lesson planning with grade level peers at elementary schools



STUDENT HANDBOOK

Revisions to clarify understanding and updates to include stakeholder feedback



ALTERNATIVE METHODS OF INSTRUCTION

Process improvements and refinements to ensure enhanced understanding and experiences

THANK YOU

