

Teaching and Learning Program Evaluation

December 2025



Evaluators:

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Background

The Teaching and Learning program evaluation is designed to ensure that Pattonville's curriculum is aligned to Missouri Learning Standards (MLS), teachers are utilizing high-quality instructional strategies, and the quality of the teaching and learning program is evident in state standardized assessment results.

Comprehensive School Improvement Plans

Pattonville School District has a history of developing comprehensive school improvement plans (CSIPs) every five years through a collaborative process involving staff, students, parents, and community members. The primary goal of these plans is to ensure all students graduate as "success-ready" individuals.

Key milestones and components of the CSIP process include the following:

- Regular updates: The district has consistently updated its CSIP every five years, with the current plan covering the period 2023-2028.
- Broad participation: Each CSIP update involves hundreds of community members in various committees and feedback sessions.
- Focus on student success: The plans emphasize student achievement, responsibility, extra-curricular involvement, and personal excellence.
- Personalized learning: The district is committed to implementing personalized, competency-based learning to meet individual student needs.
- Community partnerships: Collaboration with parents, businesses, and the community is essential to the district's success.
- Board of Education involvement: The school board sets annual priorities aligned with the CSIP and oversees the implementation process.

The current CSIP (2023-2028) outlines specific goals and action steps to achieve student success including the following:

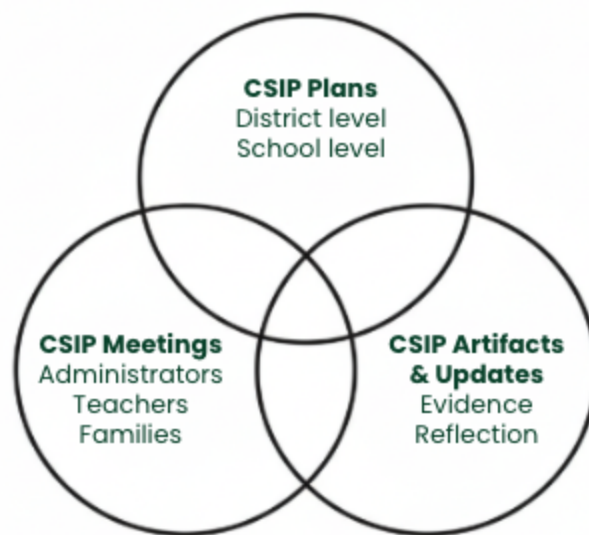
- Implementing a multi-year personalized learning plan.
- Developing graduation life-readiness plans for all students in grades 6-12.
- Expanding career education programs.
- Creating a trauma-informed system to support student social and emotional needs.
- Enhancing school and community safety.
- Updating and implementing the district facilities plan.

Comprehensive School Improvement in Action:

- **Goal Setting and Measurable Results:** The CSIP sets specific goals for the district aligned with Missouri's Department of Elementary and Secondary Education guidelines. These goals are measurable, meaning the district defines how success will be tracked.

For instance, the document mentions aiming for "all students scoring proficient or higher on the Missouri Assessment Program (MAP)." This allows the district to compare student performance on standardized tests year-over-year and assess progress towards the CSIP goals.

- **Building Level CSIPs and Data Collection:** Each school within the district develops its own CSIP plan that aligns with the overall district goals. Schools then review their action steps at the end of each year and provide evidence of their progress. This allows for school-specific interventions and adjustments based on collected data.
- **Regular Updates and Transparency:** The district provides updates on CSIP progress to the Board of Education and the community over three meetings throughout the year. This transparency allows stakeholders to see how the plan is impacting student performance and hold the LEA accountable.



These elements reinforce Pattonville's vision and mission, support collaboration with our community, and hold us accountable for our work. Additionally, each building presents their progress on their building-level plans to the Board of Education throughout the school year, sharing their action steps and impacts to their buildings.

Resources:

[Pattonville School District CSIP Plan 2023-2028](#)

[Building-Level CSIP Plans](#)

Pattonville Personalized Learning

Pattonville School District has been engaged in a multi-year effort to implement personalized and competency-based learning practices across all grade levels. This journey began in 2017 with a focus on developing systems and supports that help each student take ownership of their

learning while demonstrating mastery of key skills and concepts. The district's work has been guided by three interconnected strands: Learner Profiles, Competency-Based Learning, and Learner Pathways, each contributing to a more student-centered learning experience.

Learner Profiles have provided the foundation for helping students identify their strengths, interests, and goals. Between 2017 and 2022, Pattonville developed and piloted Learner Profiles for elementary and secondary levels, while introducing ICAP (Individual Career and Academic Plan) for 8th-grade students. From 2023 through 2026, this work expanded to full K-12 implementation, with continued review and alignment to the district's Portrait of a Graduate, ensuring every student's learning experience connects to the competencies and attributes valued by the Pattonville community.

Competency-Based Learning and **Learner Pathways** have worked hand in hand to deepen and expand personalized learning. From 2017 to 2020, staff defined core competencies in English language arts and mathematics, established proficiency scales, and designed professional development for teachers. Implementation began in 2020 through school cohorts, expanding to all K-5 schools and middle school Pirate Academies by 2023, with ongoing refinement of progressions and scales through 2026, including implementation at Positive School. Through the district's Systemic Innovation by Design framework, Pattonville has cultivated diverse learner pathways, including the Pirate Academy, personalized learning innovator cohorts, and project-based learning models.

Additionally, students can take part in a range of high school pathways. Pattonville Early College Options provides juniors and seniors with the opportunity to attend St. Louis Community College full-time, earning dual high school and college credit and, in some cases, completing an associate's degree upon graduation. Students can also take more than 50 dual credit and Advanced Placement course options offered on site at Pattonville High School. Students can also explore a number of Career Technical Education (CTE) pathways like engineering, computer science, and biomedical science through Project Lead the Way (PLTW), or other CTE areas like business, education, culinary arts, and other areas. Extended Learning Opportunities (ELOs) allow students to build unique learning experiences within the community partnering with local businesses and universities to meet their unique learning needs.

By taking an iterative, collaborative approach, we have worked to transform our traditional system into one centered around the individual skills, needs, and goals of each student. We are looking forward to continuing the evolution of personalized, competency-based education in our district, with the support and input of our school community along the way.

This work has led us to be seen as a leader in the state of Missouri in Competency Based Education and Personalized Learning. We have opened our classroom and district doors to host several districts not only from Missouri but from other states, including Kentucky and North Dakota, over the last two years. The site visits include a student/teacher panel that allows the visiting educators a chance to ask questions during their visit. This has been a benefit to our classroom teachers as well, as they can share the work they are doing in their classrooms. We plan to continue to offer these site visits into the future because we feel it is a benefit to our

students and staff, as well as a value add for our colleagues who are just beginning their competency based education journey.

Resources:

[Personalized Learning Website](#)

[Portrait of a Graduate Website](#)

Success Ready Student Network (SRSN) Innovation Waiver - Alternative APR

The SRSN, comprising 118 of Missouri's 562 local education agencies, represents over half of the state's K-12 students and teachers. In August 2023, the Missouri State Board of Education granted a three-year waiver to 20 school districts, allowing them to collaborate with the Department of Elementary and Secondary Education (DESE) to develop a more effective system for assessing student academic growth and preparing students for post-secondary success.

SRSN Status	LEAs		Students	
	#	%	#	%
SDZ 1	20	3.6%	115,183	12.9%
SDZ 2	17	3.0%	90,319	10.1%
SDZ 3	8	1.4%	26,521	3.0%
SDZ 4	14	2.5%	54,185	6.0%
ILDZ	59	10.5%	223,149	24.9%
Not Affiliated	444	79.0%	386,346	43.1%
State Total	562	100.0%	895,703	100.0%

In August 2024, the Missouri State Board of Education approved a three-year innovation waiver for 20 school districts in the SRSN's System Design Zone 1(SDZ 1), including Pattonville School District. The SDZ aims to create a more meaningful approach to measuring student learning and demonstrating individual student growth.

The SDZ districts sought exemptions from specific state requirements to improve student readiness for post-high school life and promote professional learning for teachers. With the waiver, SDZ districts can use growth-based assessments throughout the school year, rather

than relying solely on the Missouri Assessment Program (MAP) as the sole measure of academic achievement. In Pattonville, this involves administering the STAR assessments in reading and math in grades 3-8 three times annually, providing real-time feedback for students, teachers, and families.

Key goals for the three-year waiver include the following:

- A redesigned, meaningful state assessment system aligned with federal Every Student Succeeds Act (ESSA) requirements;
- An online accountability reporting framework that uses qualitative and quantitative information to engage stakeholders;
- A system to evaluate schools and districts based on student readiness for high school, college, career, and workplace; and
- A criterion-based classification system that supports local and regional collaboration.

Key components of a new measurement system include the following:

- Measuring student growth multiple times throughout the school year;
- Providing immediate, timely feedback;
- Engaging students in setting goals;
- Using different pathways and varied pacing;
- Assessing student progress based on evidence of mastery; and
- Engaging students in real-world learning experiences.

During the waiver period, SDZ districts will have an alternative accreditation plan separate from DESE's existing Missouri School Improvement Program (MSIP) 6 Annual Performance Report (APR). The waiver also includes maintaining the current accreditation classification for SDZ districts and exploring alternative methods to determine a district's APR. The waiver does not waive other accountability or reporting requirements, including those required by the federal government and the federal requirement for administering the Missouri Assessment Program (MAP), reporting MAP results, or other required accountability uses for MAP not identified in the approved waiver.

Districts will also engage students in acquiring Market Value Assets (MVAs) to prepare them for post-graduation success. MVAs focus on real-world learning experiences and include internships, certifications, entrepreneurship, and college credit programs. These include many of the pathway experiences shared above.

Pattonville's commitment to student success is reflected in its collaboration with the SRSN. The district's participation in the SDZ allows it to use personalized, growth-based assessments to measure student progress multiple times during the school year. This approach provides real-time feedback to students, teachers, and parents/guardians, enabling students to receive timely support and take an active role in setting and achieving learning goals.

A key element of taking part in the alternative APR is developing a data dashboard that shares required data points and tells the story of Pattonville's work with students to foster their success

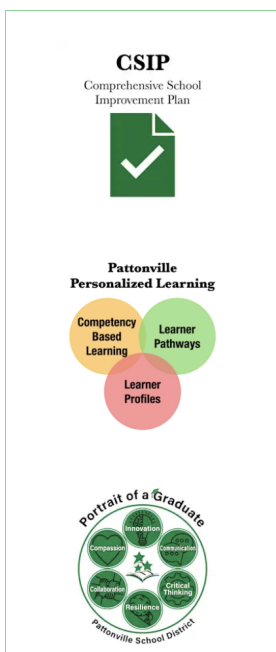
at Pattonville and beyond. The following information, including both quantitative and qualitative data, can be found on the dashboard:

- **District Enrollment and Demographics:** Data on student population, diversity, and student support services.
- **Student Cohort Longevity:** Findings on the relationship between student mobility and performance
- **High School Readiness:** Tracks readiness indicators for students in grades K-8.
- **College, Career, and Workforce Readiness:** Data on readiness, certification achievements, and career-related milestones.
- **Graduation Rate and Follow-Up:** Statistics on graduation rates and alumni post-Pattonville.
- **End-of-Course Exams:** Assessment results that show how well students are mastering core academic subjects.
- **Attendance and Resources:** Information on attendance trends and support resources available.

[Pattonville School District Data Dashboard](#)

The district's data dashboard highlights its efforts to track student growth and prepare students for future success. Key features of the dashboard include an overview of what guides our work in Pattonville:

Success-Ready Student Dashboard



The Pattonville School District is committed to helping every student succeed and preparing students for success in a rapidly changing world.

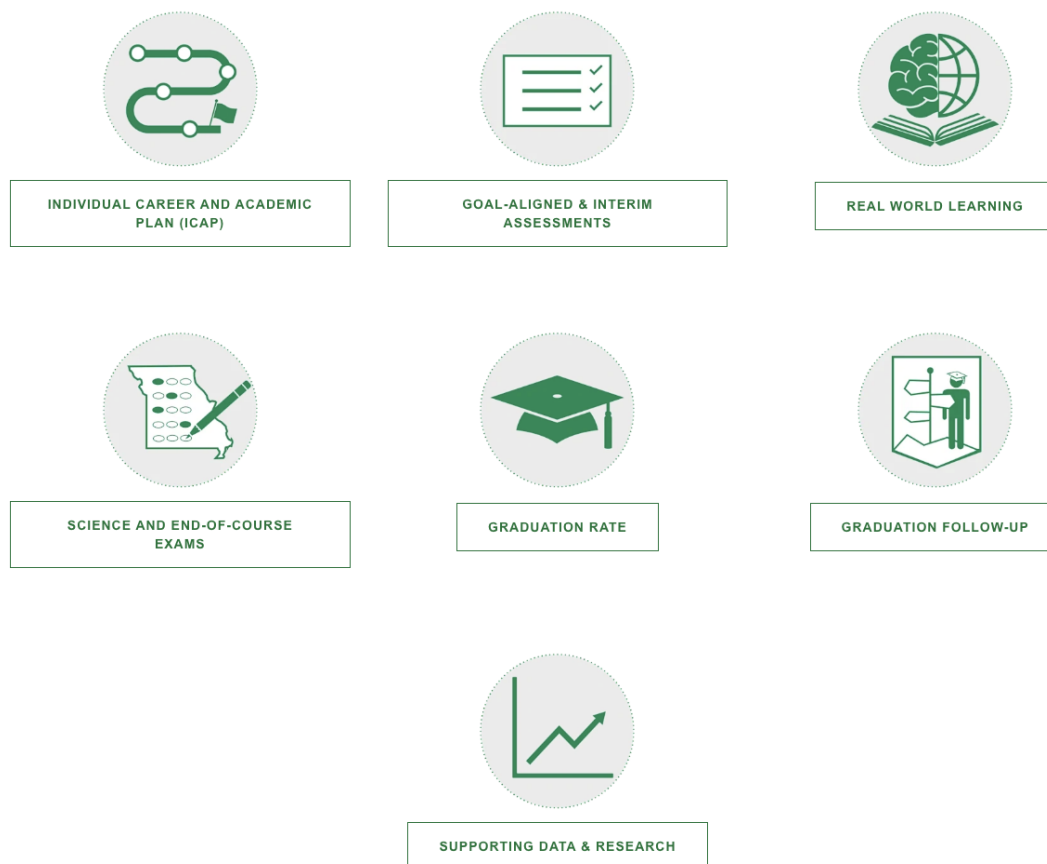
Three initiatives guide the district to meet this commitment.

- **Comprehensive School Improvement Plan (CSIP):** Focuses on ensuring all students become success-ready graduates and planning for and addressing any critical issues that may arise in the areas of facilities, finances, safety and staffing. The CSIP provides a strategic direction for the district.
- **Personalized Learning:** Learning is customized to student needs: time it takes to master the subject matter, the teacher's instructional practices and the structure of the learning environment. Students' learning is driven by unique learning goals and pathways to support their future success.
- **Portrait of a Graduate:** Pattonville students are individuals who demonstrate empathy, solve problems creatively, persevere through challenges, embrace new ideas, communicate effectively, and work successfully with others. Our graduates learn to exemplify these characteristics: Compassion, Innovation, Communication, Critical Thinking, Resilience, and Collaboration.

We use a real-time dashboard to track important data about student progress, which includes quantitative and qualitative indicators that help inform how we prepare each student for success in life. This tool, created in collaboration with the [Success-Ready Students Network](#) (SRSN), gives families, teachers and community members a clear view of how we're supporting student growth and preparing them for the future.

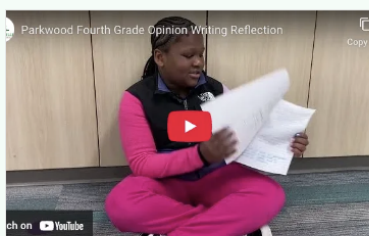
Information about how we support both high school readiness and college, career, and workplace readiness is shared with links to supporting data, indicators, and measures:

Data, Indicators, and Measures



Each section provides additional information and links on each topic. Highlights include data on our assessments, a tool to review student performance and growth, and stories about assessment practices in our schools.

Meaningful Assessment Practices Personalize Learning for Students



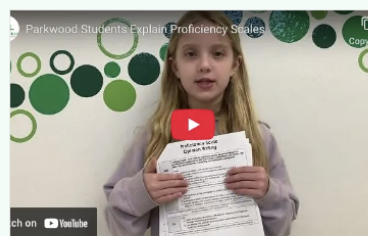
Parkwood Fourth Grade Opinion Writing Reflection

Parkwood fourth graders use recent writing to determine where they are in their proficiency scales.



Parkwood Kindergarteners Sort Name Cards

Parkwood kindergartners sort name cards by proficiency level and explain why they think each card belongs in that level.



Parkwood Students Explain Proficiency Scales

Parkwood students use proficiency scales to track their learning and growth, with students in kindergarten and fourth grade explaining the scales.

The Supporting Data & Research site also includes demographic data and a cohort longevity study:

Student Cohort Longevity

This [report](#) presents findings across multiple years to understand the status of student mobility and relationship to performance in the Pattonville district.

Student Enrollment and Demographic Trends

Pattonville's enrollment and demographic trends can be viewed on an interactive dashboard through the links below.

- [District Enrollment Dashboard Page](#)
- [District Demographics Dashboard Page](#)

Student Attendance Trends

Pattonville's 90/90 DESE attendance rates along with additional resources regarding student attendance can be viewed on an interactive dashboard through the links below.

- [District 90/90 Attendance & Resources Dashboard Page](#)

The Real World Learning page has data and stories about our students and their Market Value Assets:

Market Value Assets by Graduating Class

Graduates that had at least one of the Market Value Assets of College and Career Coursework, Entrepreneurial Experience, IRC, or Work Experiences.

- Class of 2023: 57% (227/398)
- Class of 2024: 56% (239/429)

Here's the breakdown by each Market Value Asset type:

- College and Career Coursework
 - Class of 2023: 49% (195/398)
 - Class of 2024: 50% (213/429)
- Regionally Vetted Industry Recognized Credentials (IRC)
 - Class of 2023: 23% (91/398)
 - Class of 2024: 23% (98/429)
- Work Experiences
 - Class of 2023: 5% (21/398)
 - Class of 2024: 11% (44/429)

For the areas of Career and Technical Education Certificate and Pre-Employment Transition Services Program, the percents and counts are not provided due to the small number of students in the asset. However, students with these MVAs are included in the district total.

No students have participated in Entrepreneurial Experiences in the Class of 2023 or 2024.

More Data Indicators

[ICAP](#)

[Assessments](#)

[Real World Learning](#)

[EOC Exams](#)

[Graduation Rate](#)

[Graduation Follow-up](#)

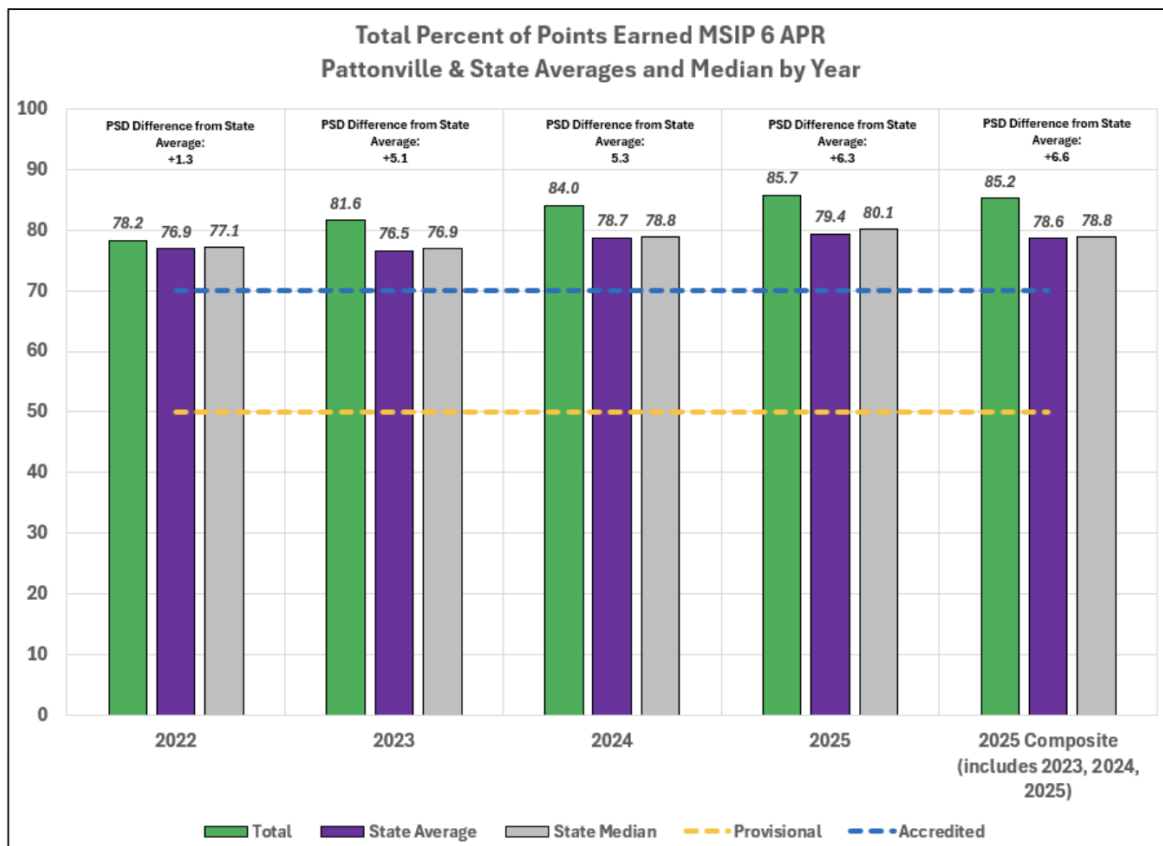
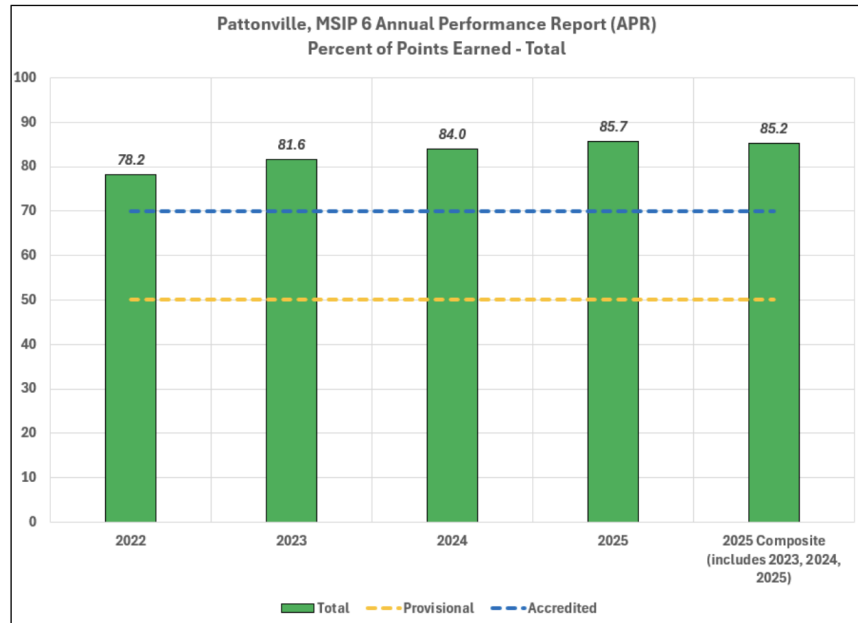
[Supporting Data & Research](#)

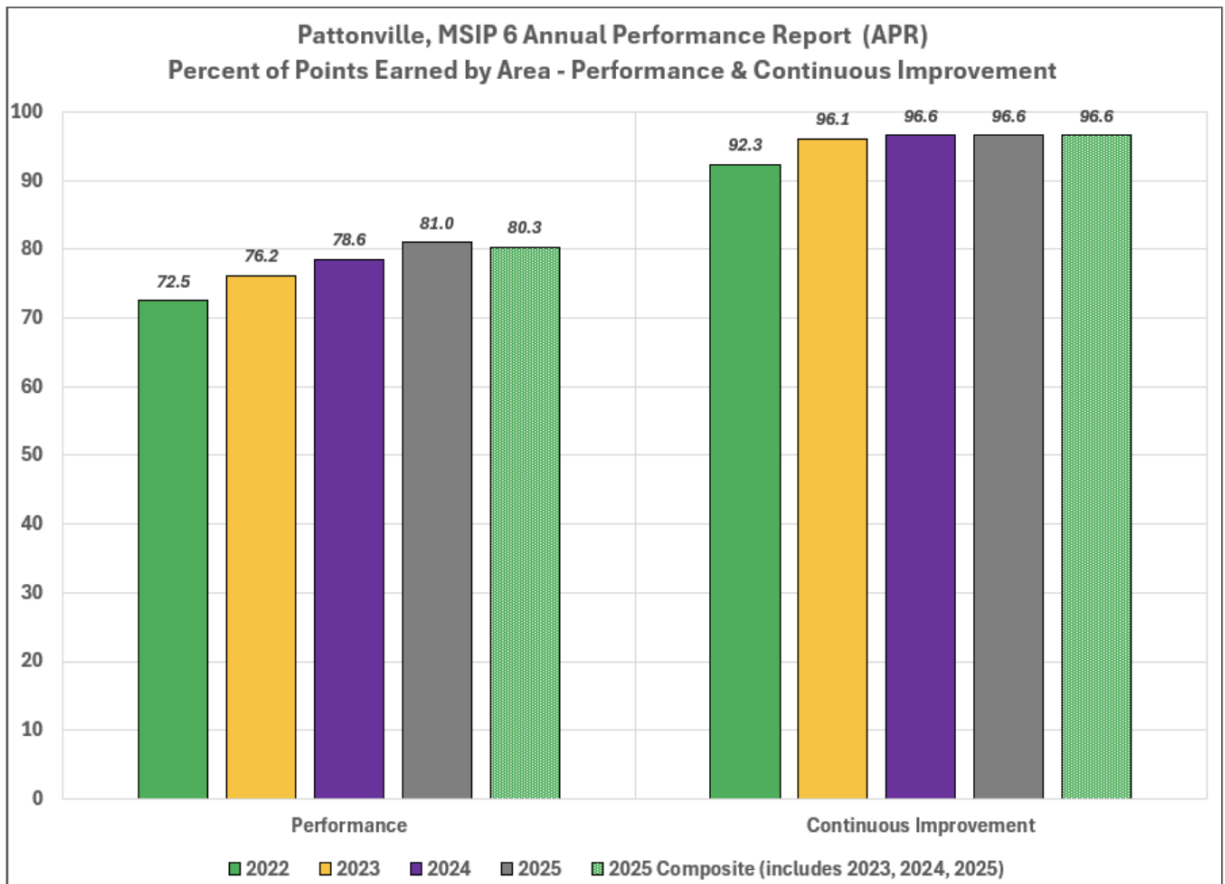
MSIP 6

The goal of the Missouri School Improvement Program (MSIP) system is to promote continuous improvement in the public schools of the state. MSIP 6 will consist of data from performance and continuous improvement standards approved by the Missouri School Board Association (MSBA). Annual data from the MSIP 6 reports will be utilized to review the goals, objectives, and strategies outlined in the Pattonville Comprehensive School Improvement Plan (CSIP).

	Rank*
2022	251/553
2023	152/558
2024	160/552
2025	141/553
2025 Composite	99/553

*With the ranks, a lower # is better. For example 1/553 would be the highest scoring LEA while 553/553 would be the lowest scoring.





Pattonville's Performance Designation by Performance Standard by Year

				2022	2023	2024	2025
Academic Achievement	Status	ELA	All Students	On Track	On Track	On Track	On Track
			Student Group	On Track	On Track	On Track	On Track
		Math	All Students	Approaching	Approaching	Approaching	Approaching
			Student Group	Approaching	On Track	Approaching	On Track
		Science	All Students	On Track	On Track	Approaching	On Track
			Student Group	On Track	On Track	On Track	On Track
	Growth	Social Studies	All Students	Target	Target	Target	Target
			Student Group	Target	Target	Target	Target
		ELA	All Students	Average	Average	On Track	On Track
			Student Group	Average	Average	On Track	Target
		Math	All Students	Above Average	Below Average	On Track	On Track
			Student Group	Above Average	Below Average	On Track	On Track
		Science	All Students		Above Average	On Track	Target
			Student Group		Above Average	On Track	On Track
		Social Studies	All Students		Above Average	Target	Target
			Student Group		Above Average		Target
Success Ready Students	Success Ready Students	CCR Assessments	Approaching	Approaching	Approaching	Approaching	
		Advanced Credit	Target	Target	Target	Target	
Graduation Rate	Graduation Rate	6 Year (22 & 24); 7-Year (23 & 25)				Target	
Graduate Follow Up	Graduate Follow Up		Floor	Target	Target	Target	

Pattonville's Performance Designation by Performance Standard by Year

**Change in Performance
Designation from 2024 to 2025**

Increase: 4
Status Math Student Group
(Approaching to On Track)

Status Science All Students
(Approaching to On Track)

Growth ELA Student Group
(On Track to Target)

Growth Science All Students
(On Track to Target)

No Change: 16

Decrease: 0

Academic Achievement	Status	ELA	All Students	2022 On Track	2023 On Track	2024 On Track	2025 On Track
			Student Group	On Track	On Track	On Track	On Track
		Math	All Students	Approaching	Approaching	Approaching	Approaching
			Student Group	Approaching	On Track	Approaching	On Track
		Science	All Students	On Track	On Track	Approaching	On Track
			Student Group	On Track	On Track	On Track	On Track
		Social Studies	All Students	Target	Target	Target	Target
			Student Group	Target	Target	Target	Target
	Growth	ELA	All Students	Average	Average	On Track	On Track
			Student Group	Average	Average	On Track	Target
		Math	All Students	Above Average	Below Average	On Track	On Track
			Student Group	Above Average	Below Average	On Track	On Track
		Science	All Students		Above Average	On Track	Target
			Student Group		Above Average	On Track	On Track
		Social Studies	All Students		Above Average	Target	Target
			Student Group		Above Average		Target
Success Ready Students		Success Ready Students	CCR Assessments	Approaching	Approaching	Approaching	Approaching
			Advanced Credit	Target	Target	Target	Target
Graduation Rate		Graduation Rate	6 Year (22 & 24); 7-Year (23 & 25)				Target
Graduate Follow Up		Graduate Follow Up		Floor	Target	Target	Target

Pattonville's Percent of Points Earned by Continuous Improvement Standard by Year

		% of Points Earned				Met/Not Met			
		2022	2023	2024	2025	2022	2023	2024	2025
Improvement Plan		100	100	100	100				
LEA Response to Standards				100	100				
Climate & Culture Survey		100		100	100				
Success-Ready Students	KEA	100	100	100	100				
	ICAP	100	100	100	100				
	Attendance	50	50	50	50				
MSIP 6 Required Documentation	Audit	100	100	100	100	Met	Met	Met	Met
	ASBR	100	100	100	100	Met	Met	Met	Met
	Data Submission	0	100	100	100	Not Met	Met	Met	Met

Professional Development

The Teaching and Learning Department continues to lead and foster professional development opportunities for certified and support staff through building- and district-led learning, book studies, workshops, learning off-site, our annual PIRATE Rally, and other formats. We also create learning opportunities to grow leadership capacity by supporting staff opportunities to present at local and national conferences and hosting outside groups who come into our classrooms and learn from us. We also work with teachers and administrators to reflect on learning using our data dashboard and to increase our collective efficacy as instructional leaders. Our Innovation in the Classroom brings together instructional specialists, district technology specialists, librarians, and district leaders to prepare for a changing landscape in which AI will continue to shape learning.

Elementary and Secondary Education Curriculum Updates

The Teaching and Learning Department facilitates K-12 vertical curriculum teams in six-year cycles to review and revise the district curriculum. These teams meet to learn best practices and to review skills and knowledge students need to meet the Missouri Learning Standards (MLS). The vertical teams collaborate to update specific content curriculum, ensuring it is aligned with the MLS and has appropriate rigor to support student learning. In addition to updating and reviewing the curriculum, the committee develops K-8 learner progressions, learning targets, and proficiency scales for use for K-8, Remington middle school levels, and the middle school Pirate Academies.

Last year committees for K-12 Math wrote curriculum for board approval. The secondary schools brought materials for approval for the 2025-2026 school year. The elementary schools worked this past summer with vendors and have made a final recommendation for approval to use for the 2026-2027 school year. This year the K-12 physical education teachers and 5-12 instrumental music teachers have begun their curricular work, starting with professional development of best practices in curriculum writing and new PE and Health Standards.

District Assessments

The district administers various types of assessments to evaluate the learning process and individual student progress on the Missouri Learning Standards (MLS). The assessment process involves informing students, parents, and teachers about student growth and learning strengths. Most assessments can be characterized as diagnostic, formative, or summative.

The district has a long history of utilizing the data team structure to inform student growth and teacher efficacy. Building level data teams meet to review their school's academic data (including learning progressions and grades), local assessment data, state assessment data, discipline data, Early Warning System data, and other data as needed.

Additional assessments, including MAP-Alternative, ACCESS for ELLs 2.0, ACCESS for ELLs-Alternative, Personal Finance, Physical Fitness, and various diagnostic assessments are given to specific groups of students to assess English language proficiency, academic abilities, health and others.

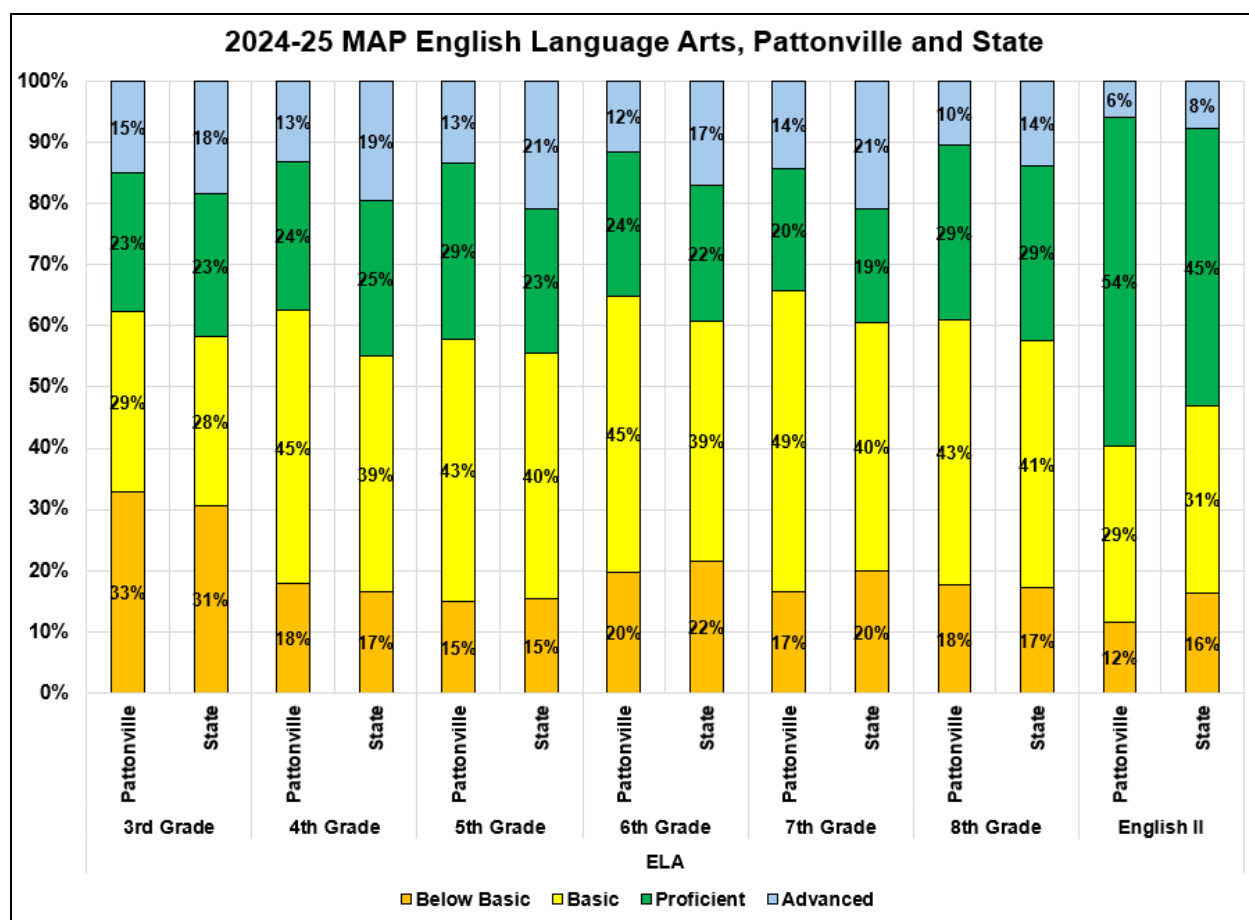
Missouri Assessment Program (MAP) Assessments

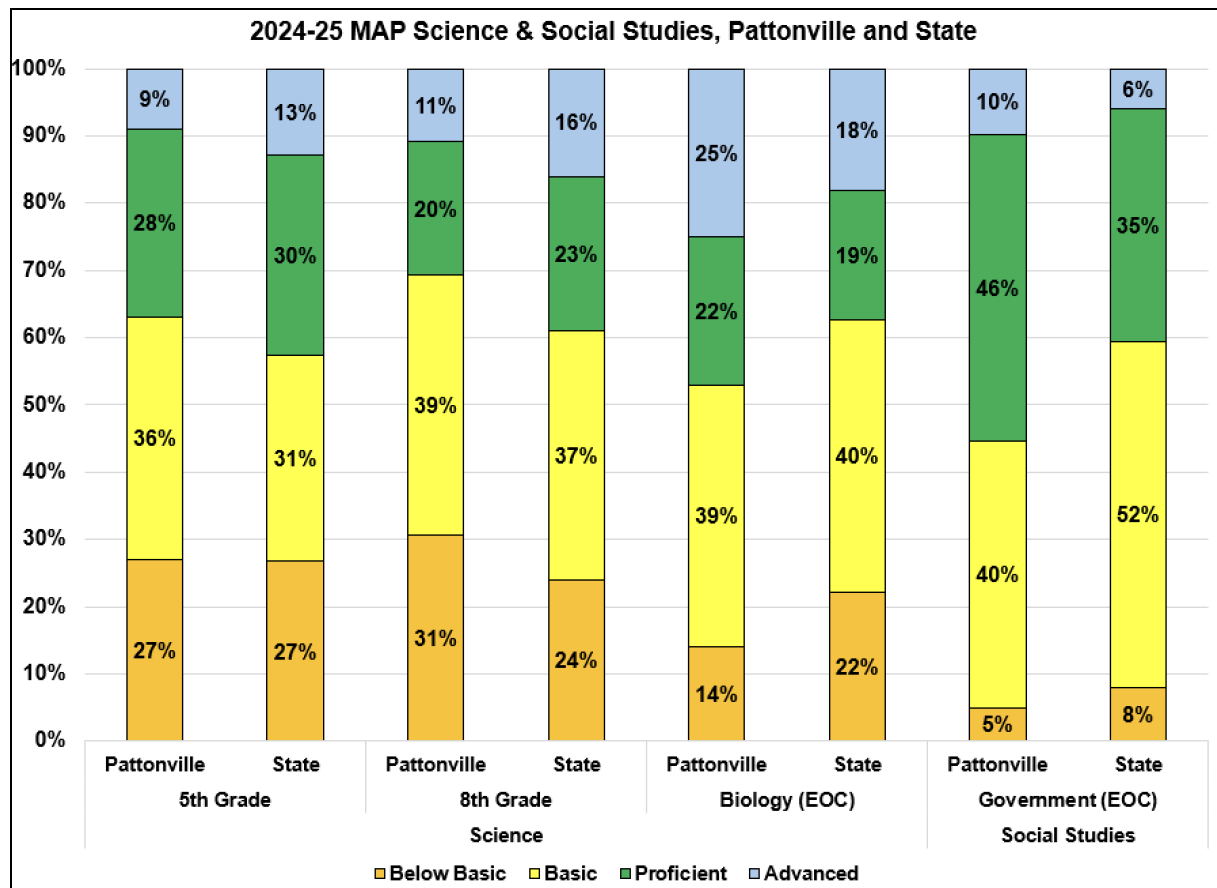
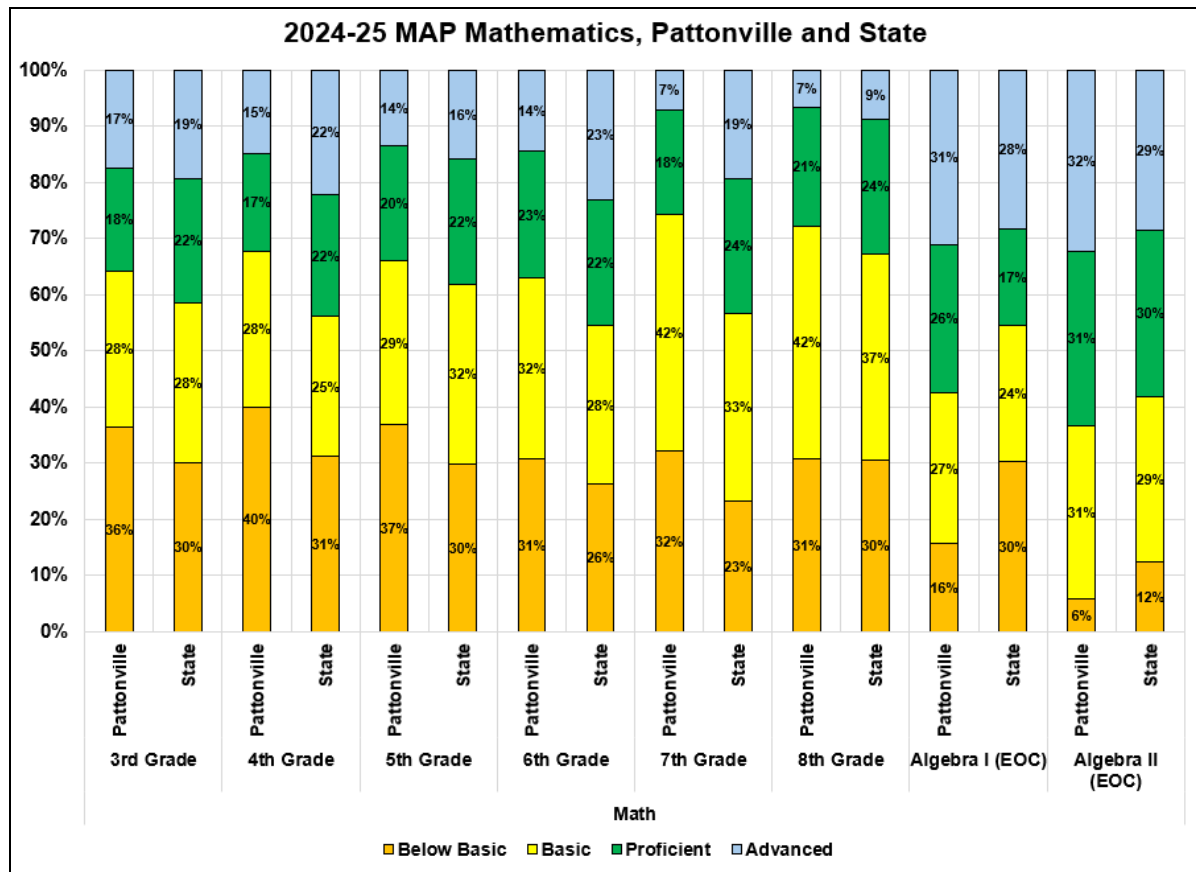
The Missouri Assessment Program (MAP) Grade-Level Assessments evaluate students' progress toward the Missouri Learning Standards. The Missouri Learning Standards define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. These expectations are aligned to the Show-Me

Standards, which define what all Missouri high school graduates should know and be able to do.

Grade-Level Assessments provide important information that contributes to decisions concerning individual students, groups of students and educational programs. Students in grades three through eight are administered assessments in English Language Arts and Mathematics. Those in grades five and eight also take Science assessments.

The Missouri Assessment Program (MAP) End-of-Course (EOC) assessments evaluate students' progress toward the Missouri Learning Standards. The Missouri Learning Standards define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. These expectations are aligned to the Show-Me Standards, which define what all Missouri high school graduates should know and be able to do. The Missouri Assessment Program (MAP) includes required EOC assessments in the subject areas of Algebra 1, Biology, English 2 and Government.





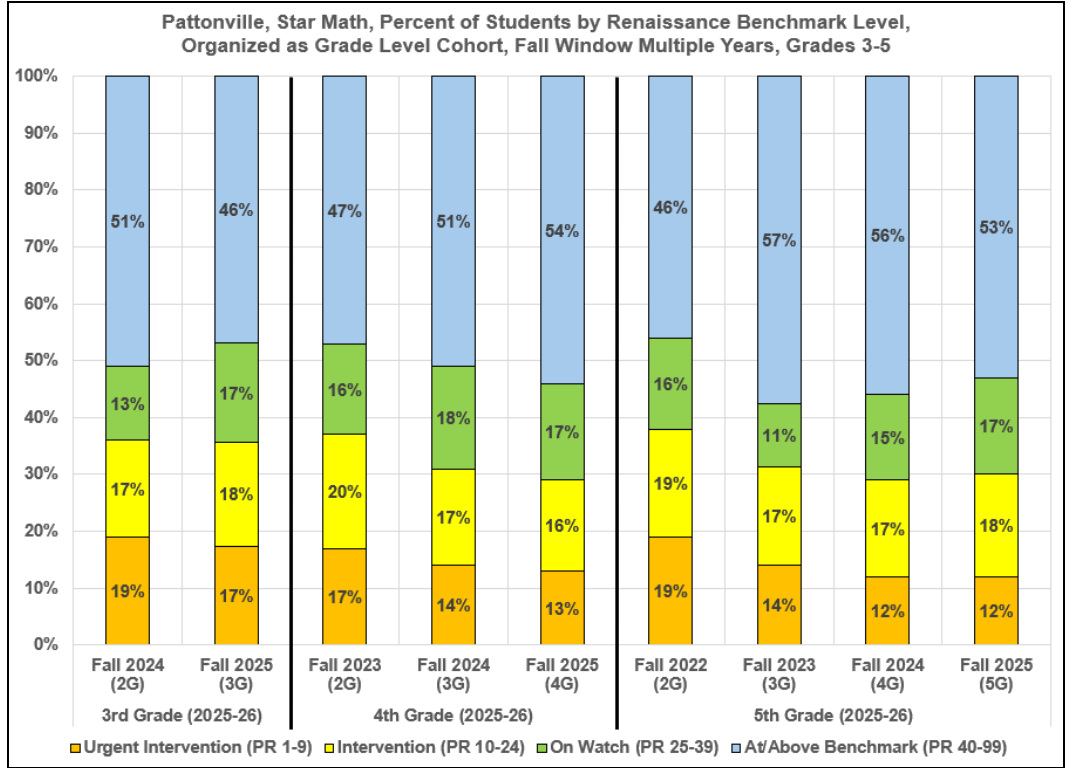
Renaissance STAR Reading & Math

As a school district, Pattonville has selected the STAR Reading and Math assessments as its local assessment tool. STAR assessments are locally determined assessments that students take in three benchmarks throughout the year: Fall, Winter, and Spring. STAR assessments are computer-adaptive and give educators accurate, reliable, and valid data quickly so that they can make good decisions about instruction and intervention. The purpose of these benchmarks is to assess students' performance on the MLS and set learning goals for the following benchmark.

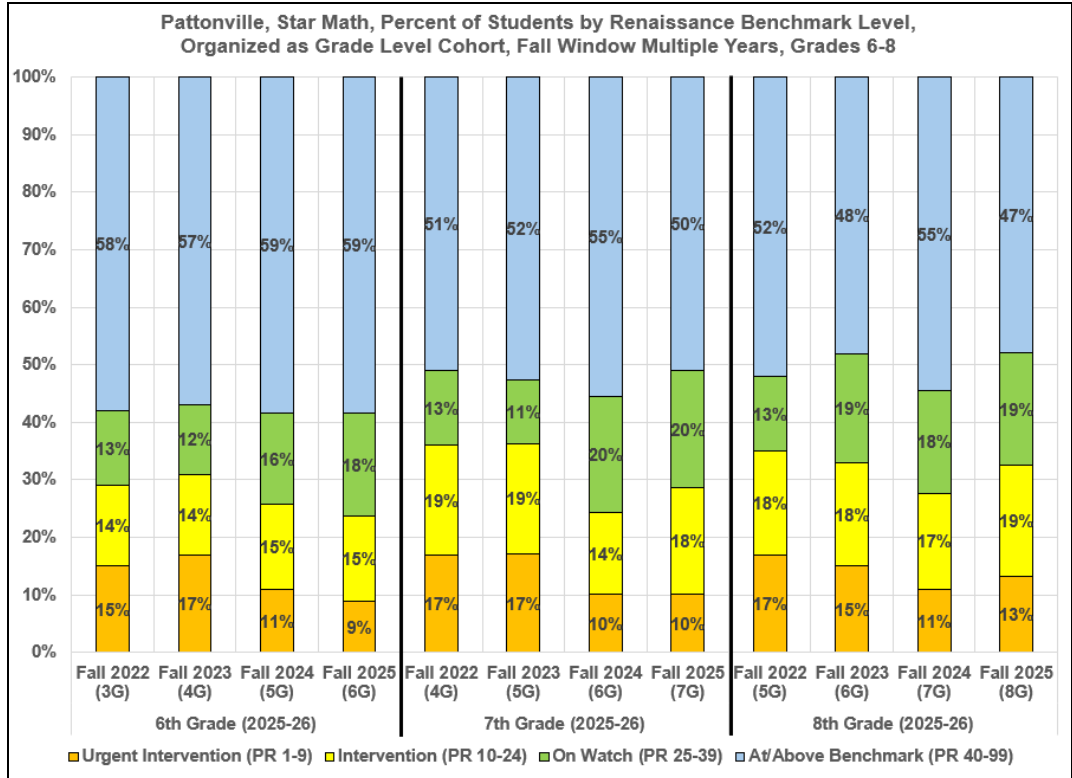
Renaissance Benchmark Status Levels

Level Name	Percentile Range	Grade Level Equivalence
Urgent Intervention	1-9	More than a year below grade level.
Intervention	10-24	Within a year of grade level but more than ½ year below grade level.
On Watch	25-39	Within a ½ year of grade level.
At/Above Benchmark	40-99	At or above grade level.

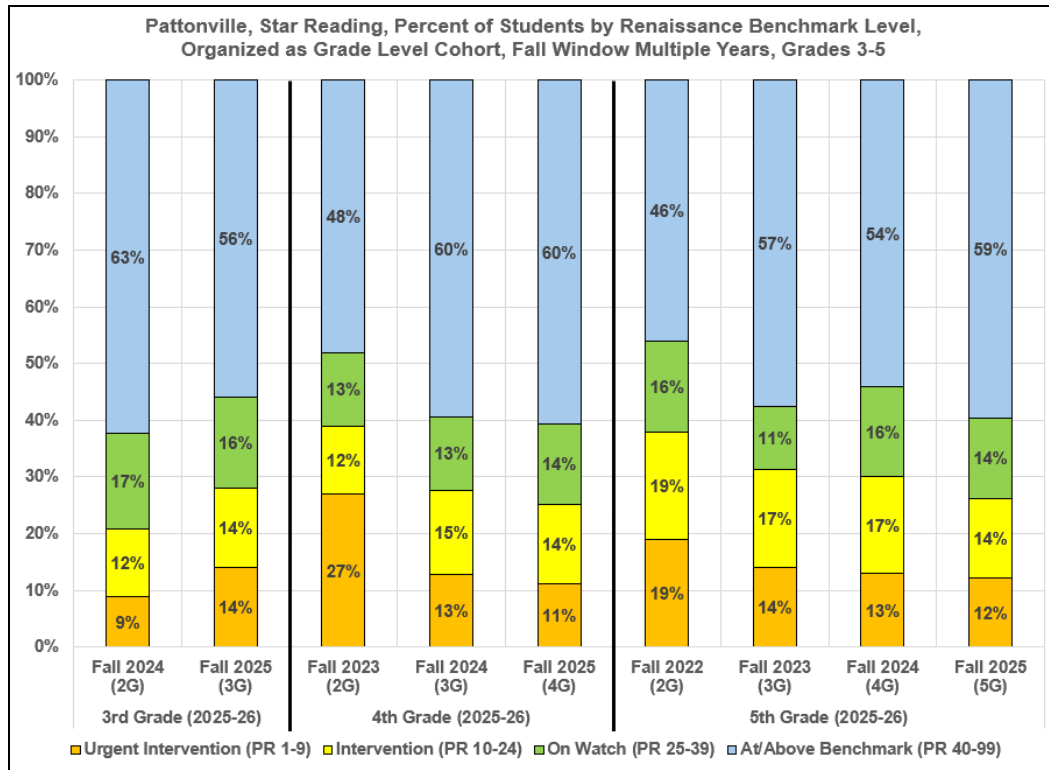
Star Math, Grades 3-5



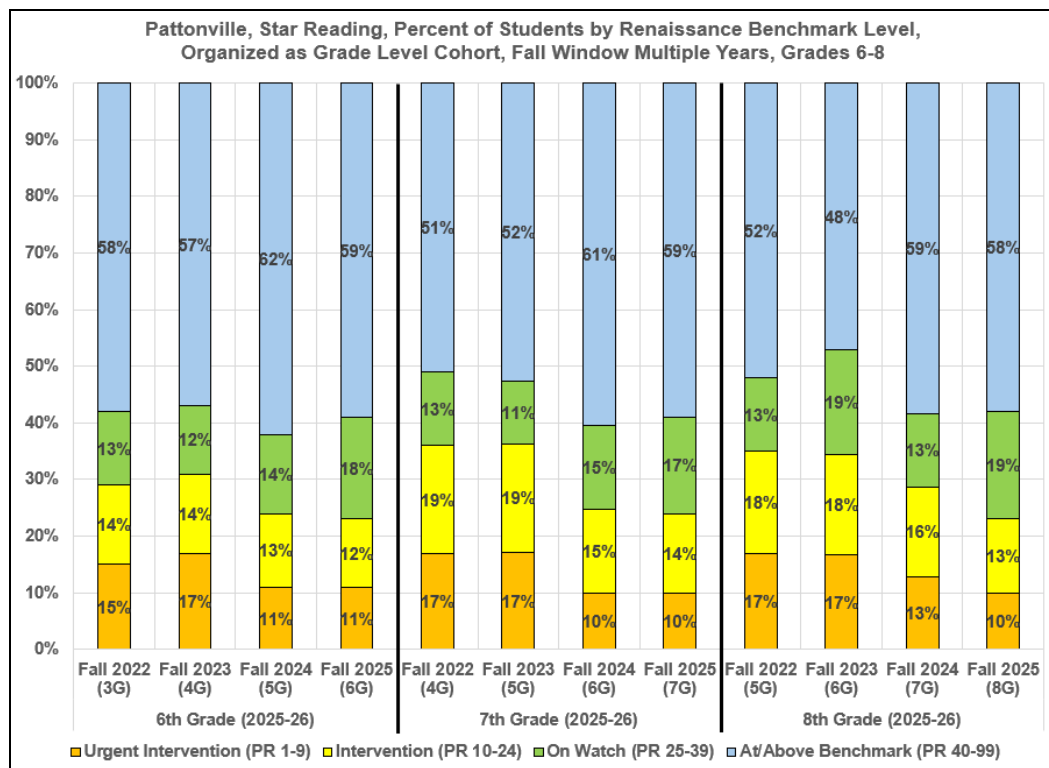
Star Math, Grades 6-8



Star Reading, Grades 3-5

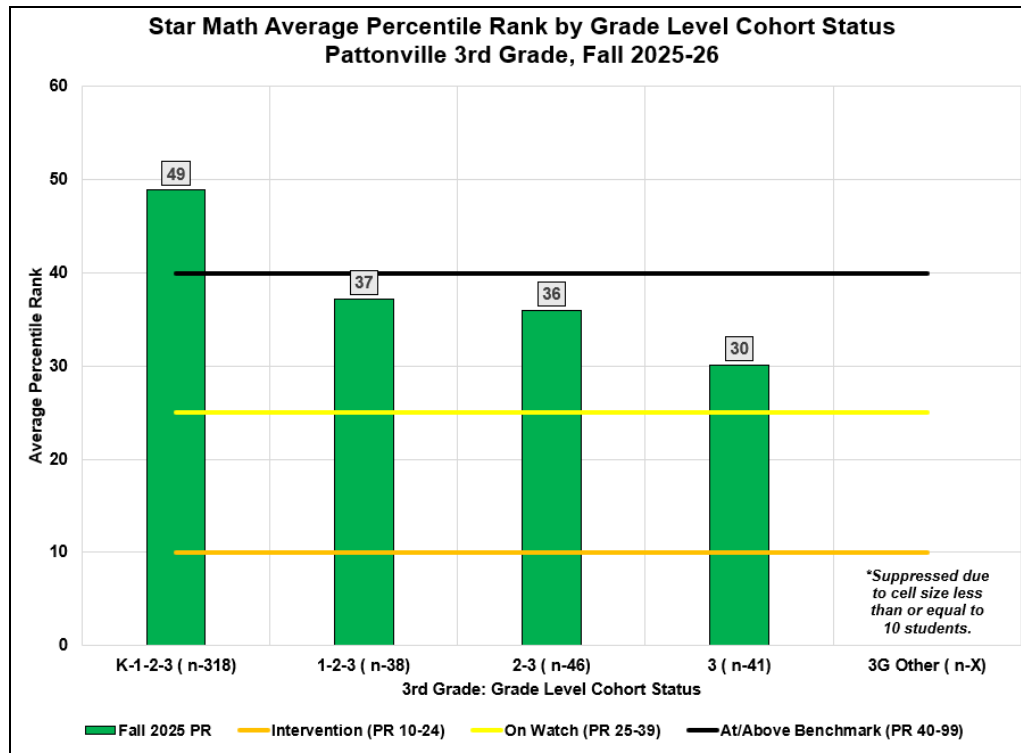


Star Reading, Grades 6-8

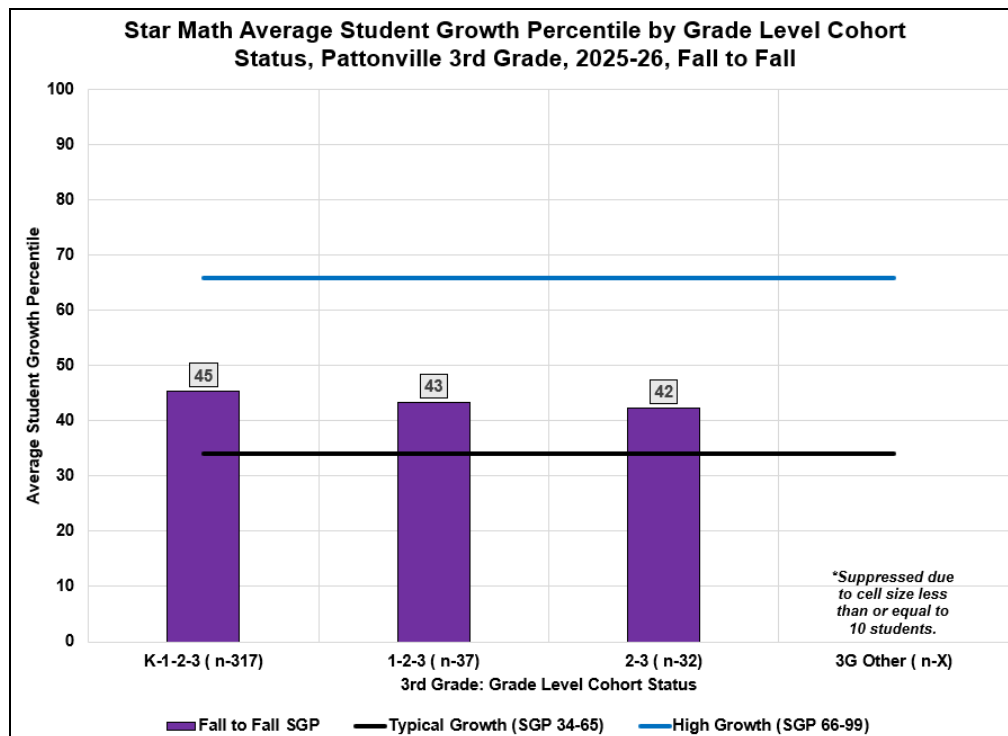


Renaissance Star - Average Percentile Rank and Average Student Growth Percentile by Grade Level Cohort Status

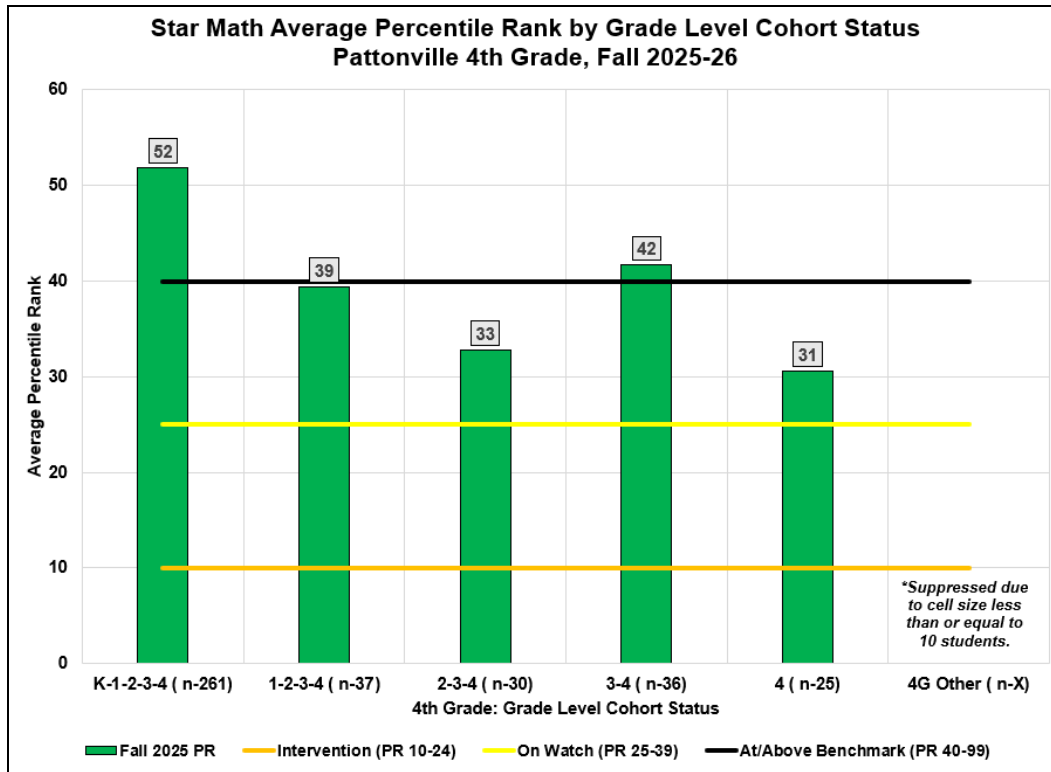
Star Math Status: 3rd Grade



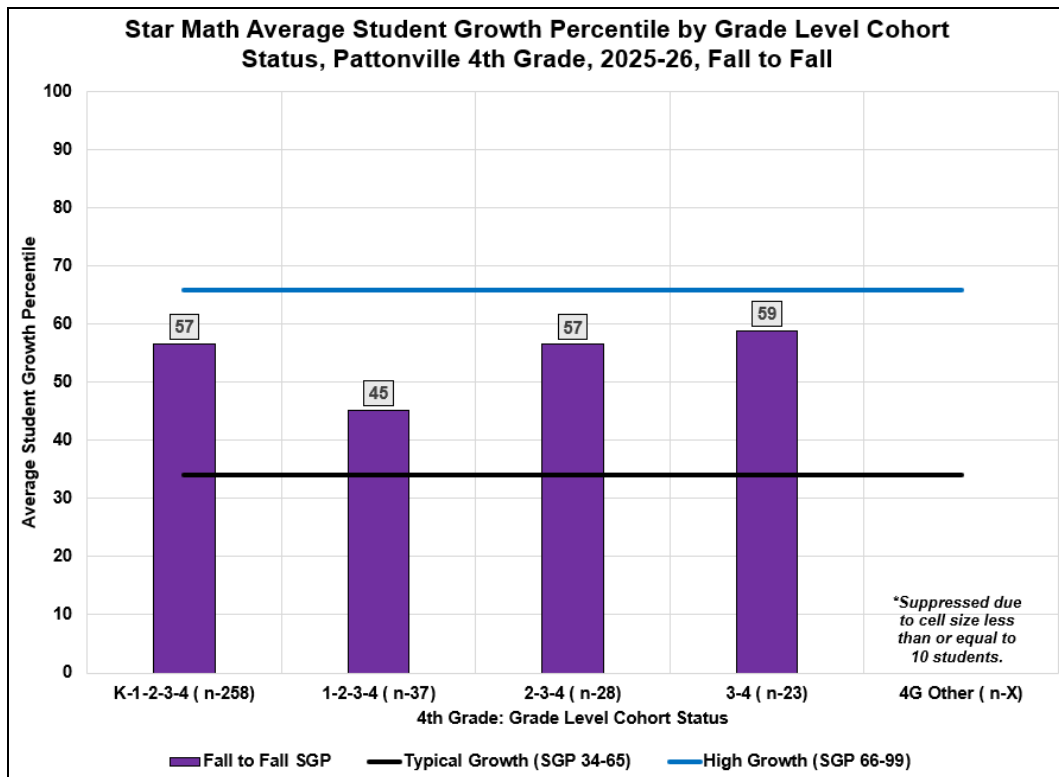
Star Math Fall-to-Fall Growth 3rd Grade



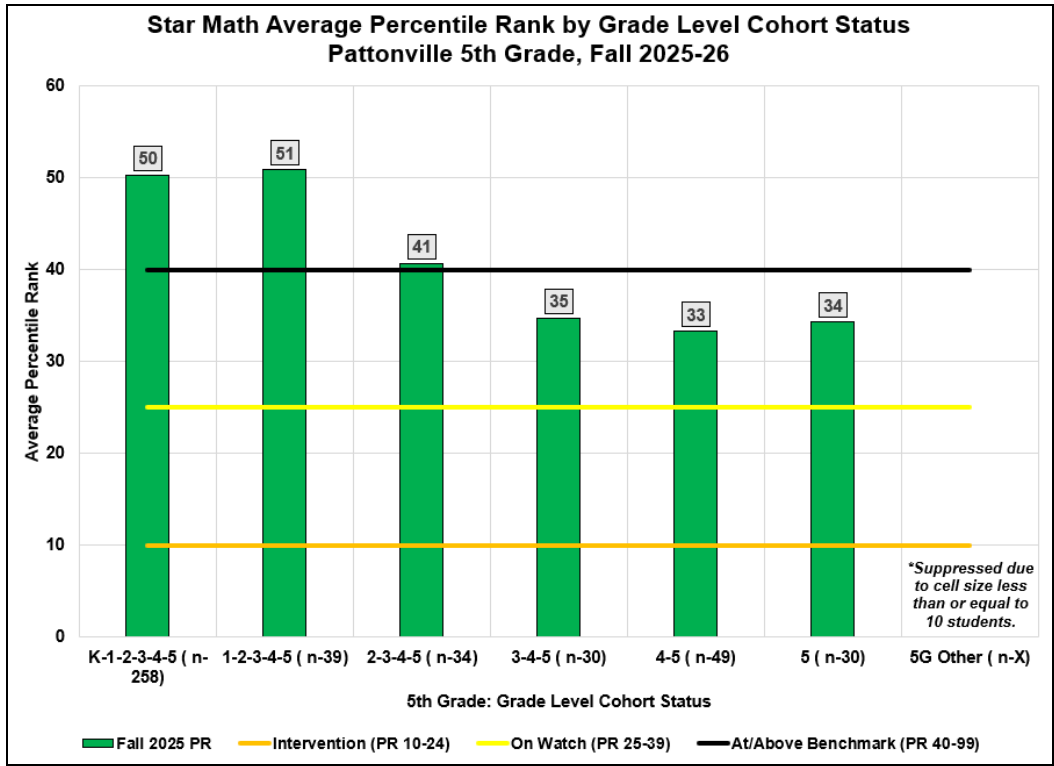
Star Math Status: 4th Grade



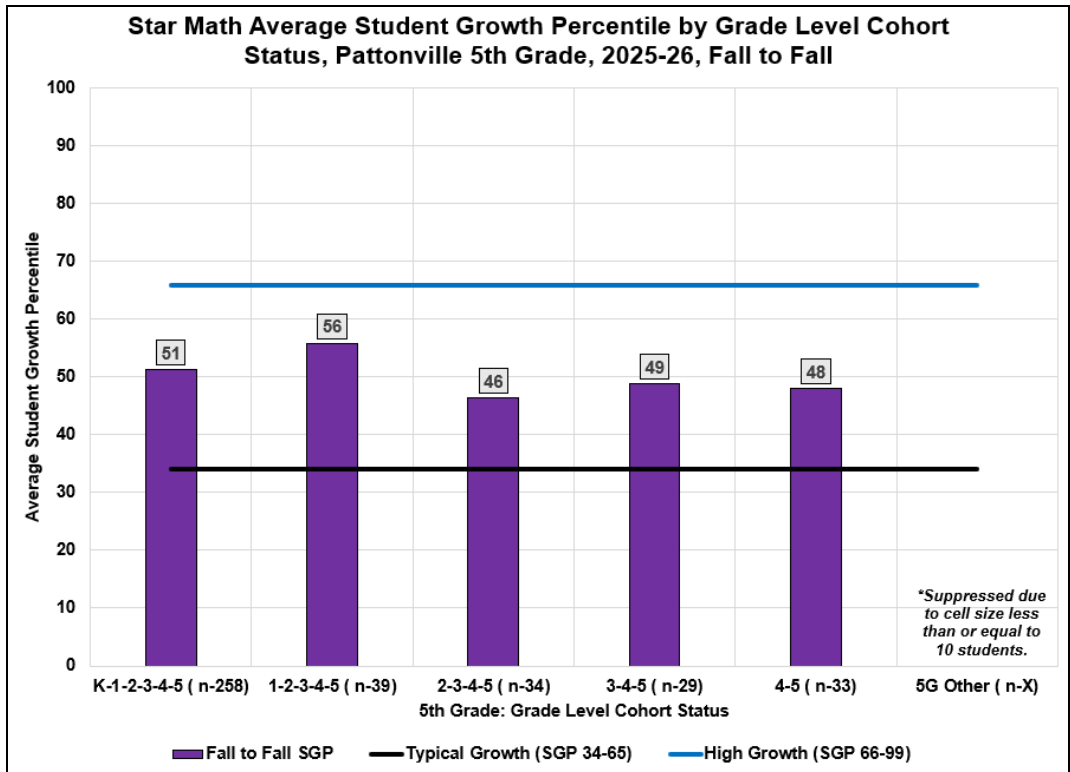
Star Math: Fall-to-Fall Growth 4th Grade



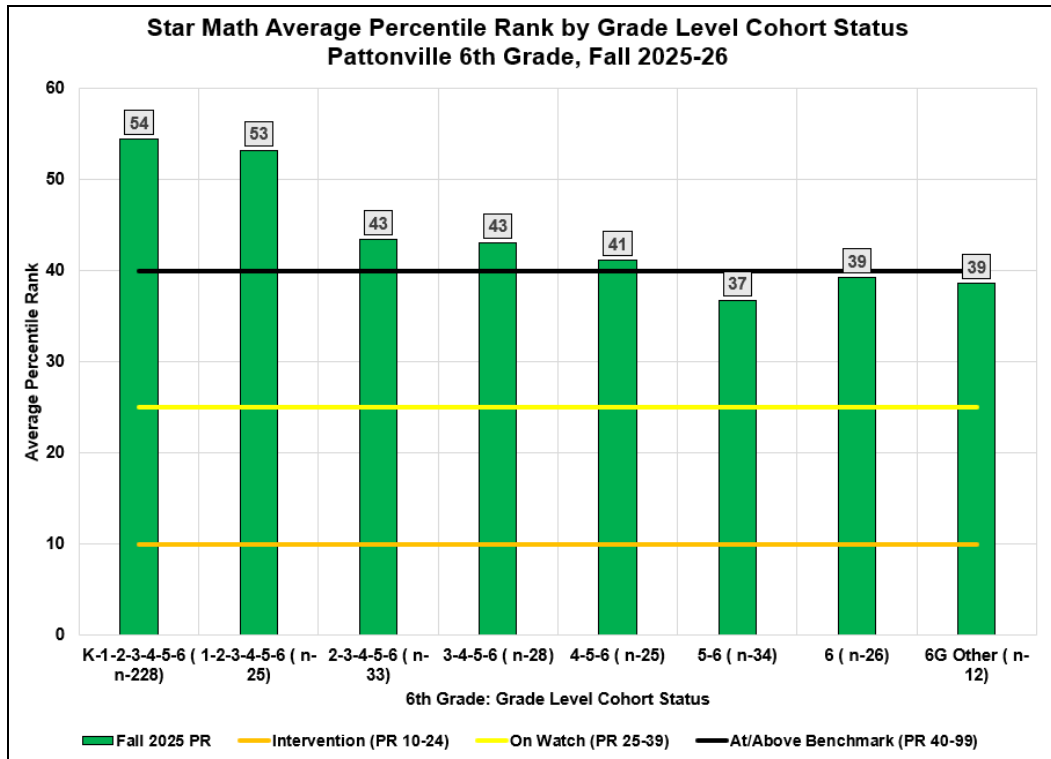
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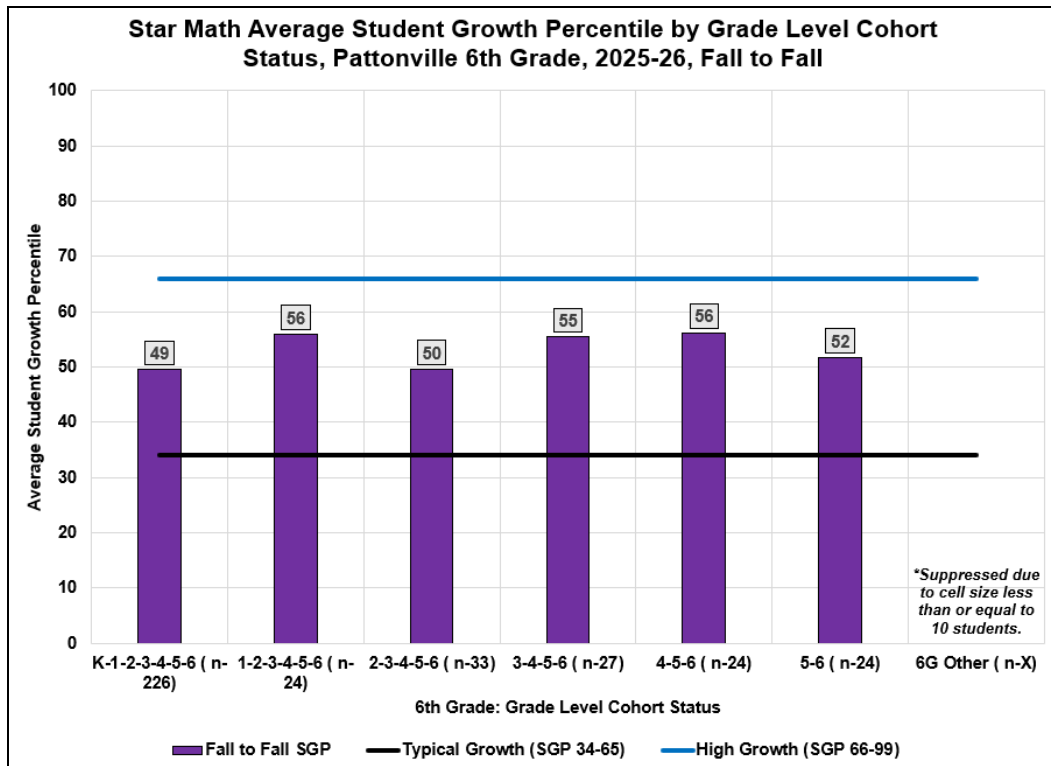
Star Math: Fall-to-Fall Growth 5th Grade



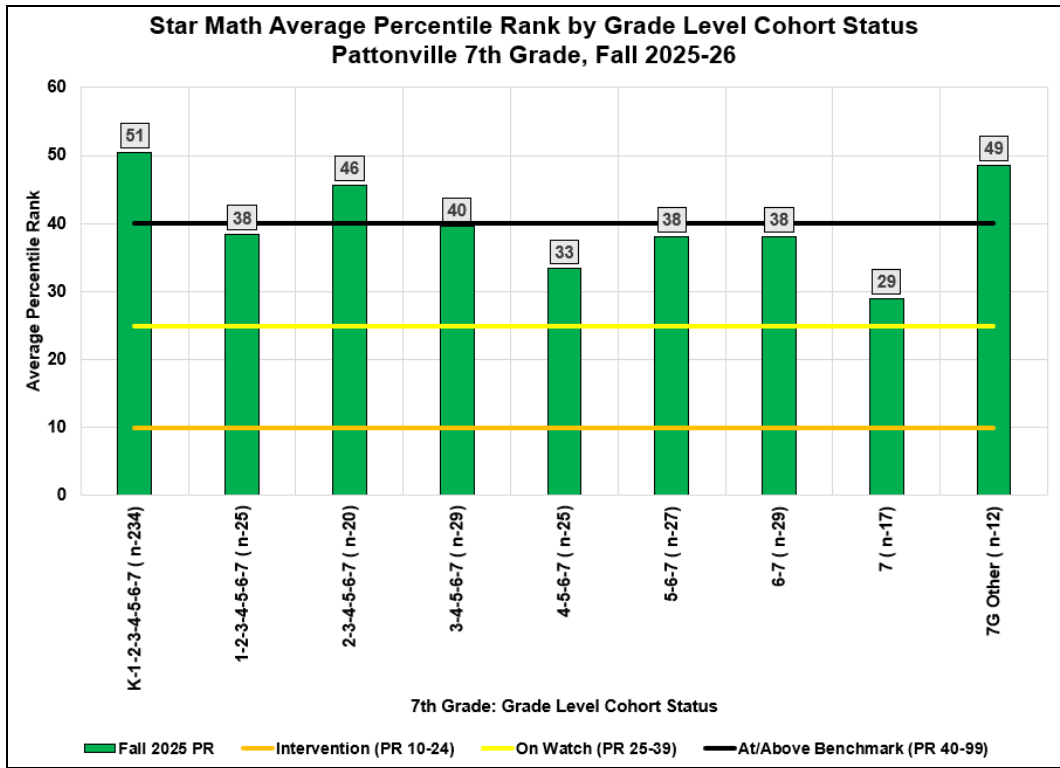
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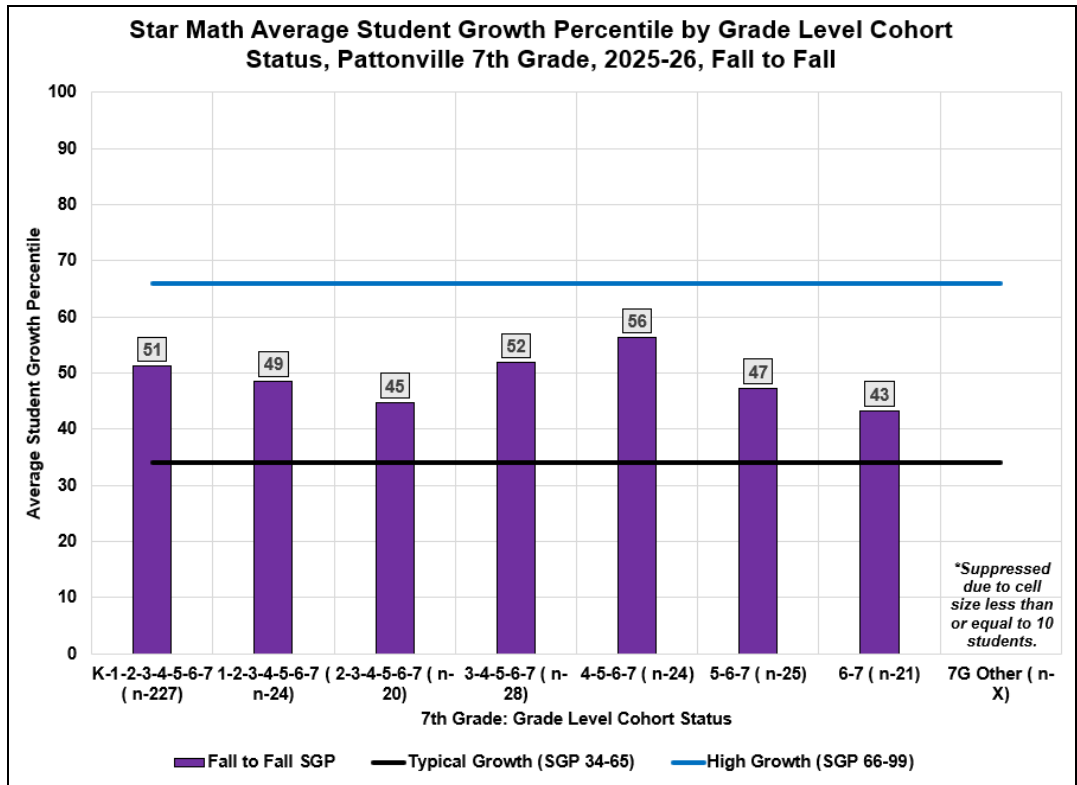
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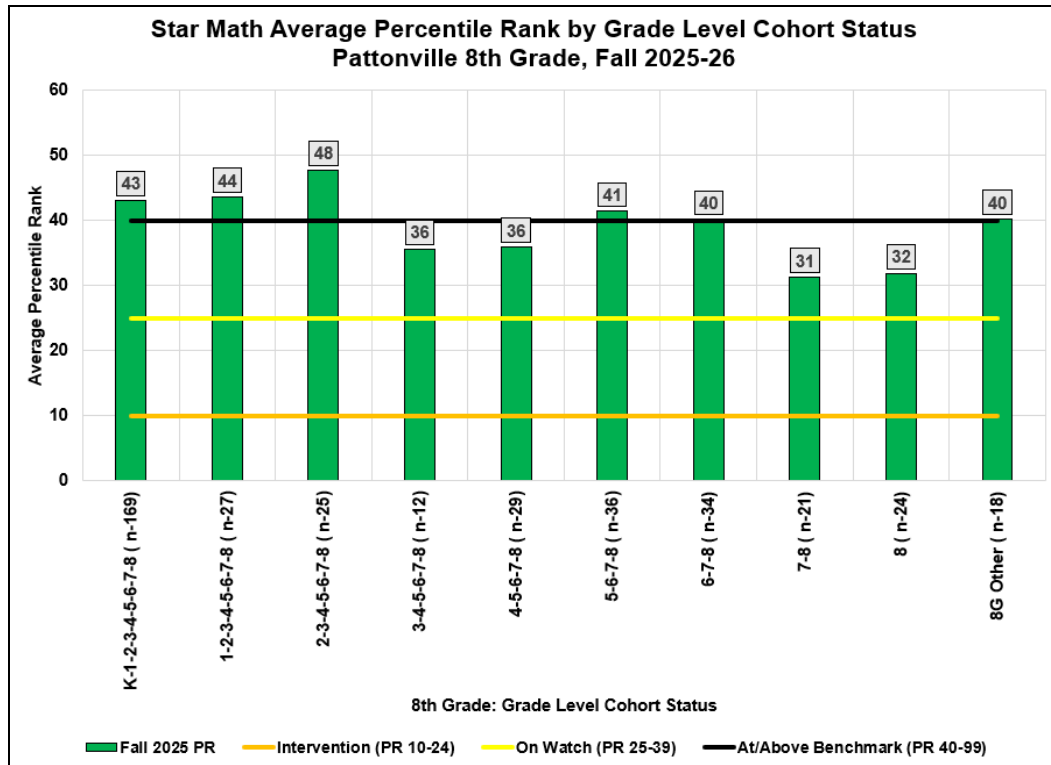
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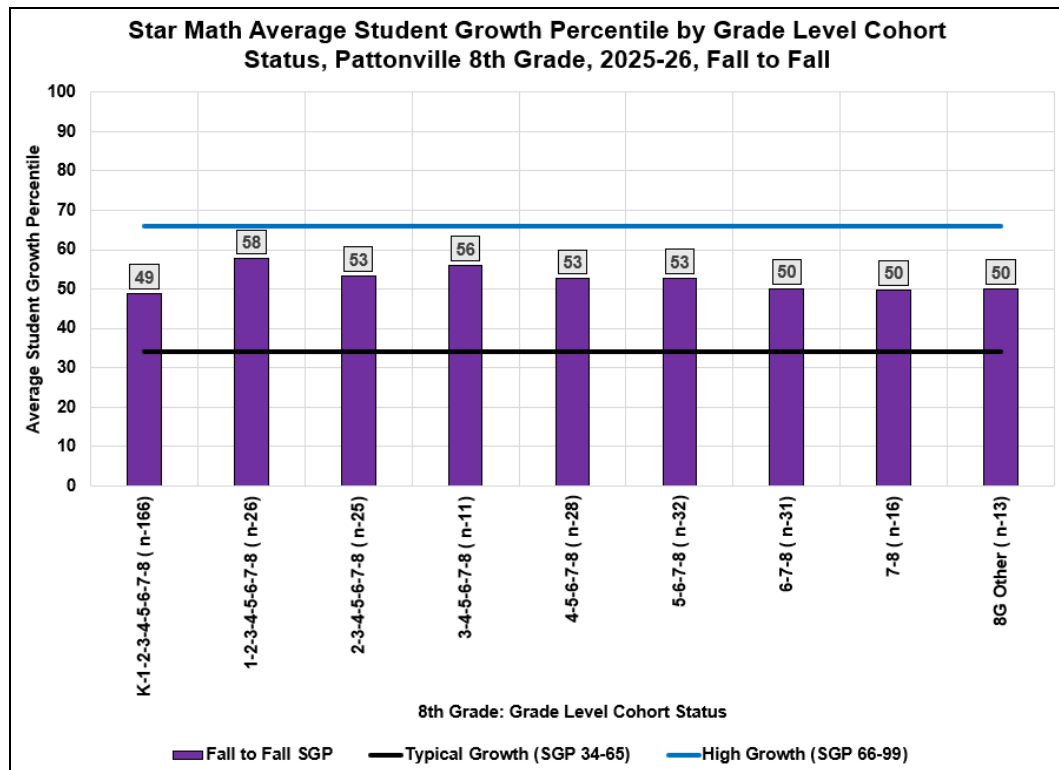
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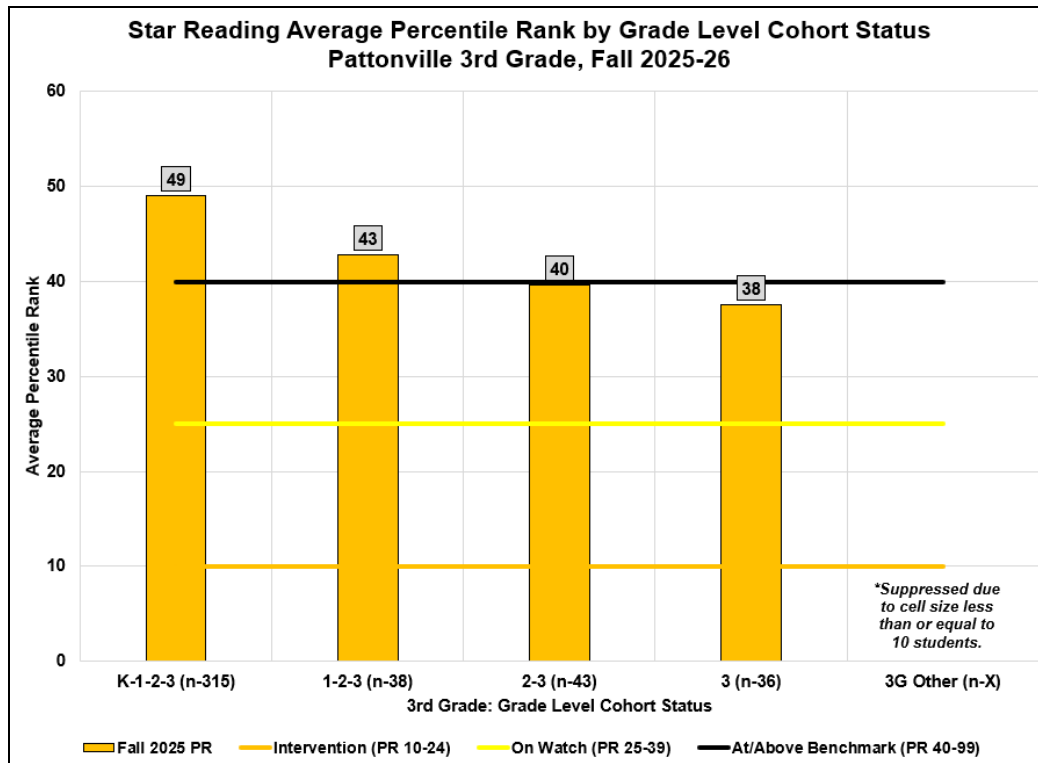
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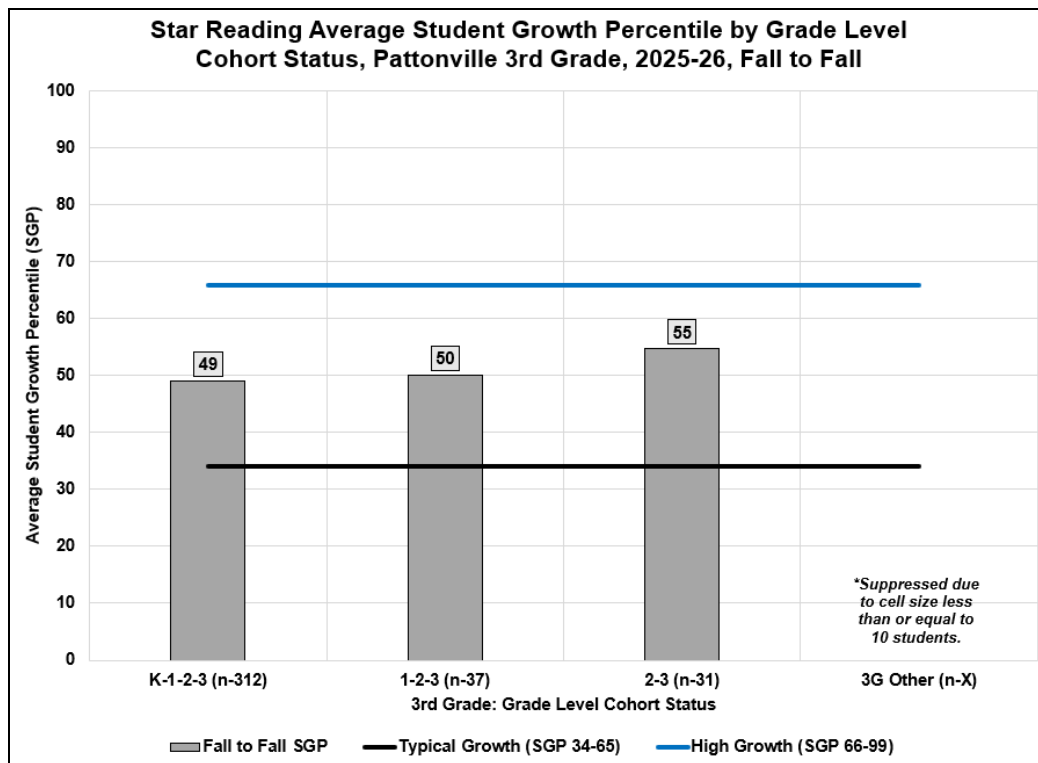
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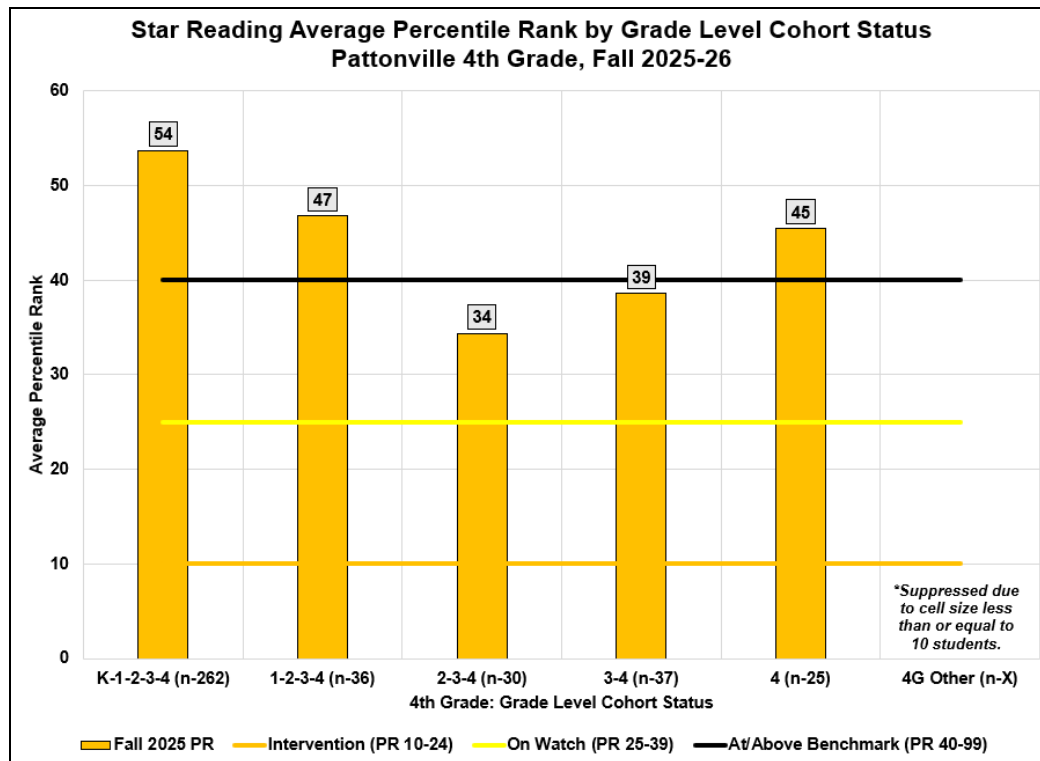
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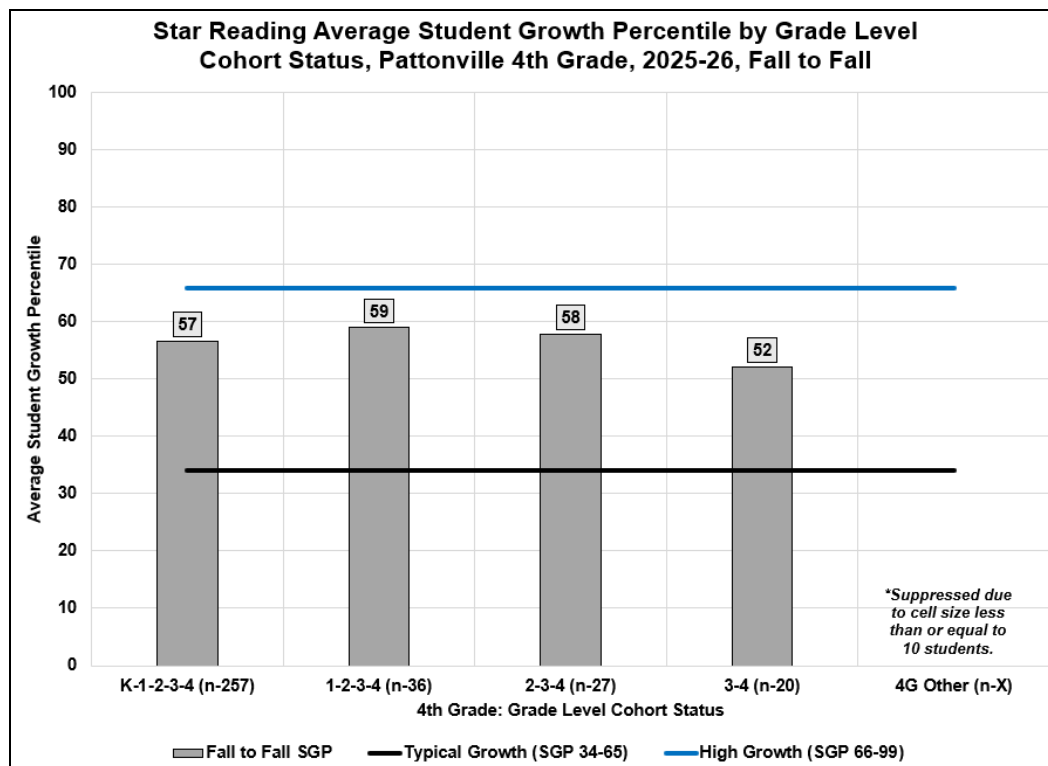
Star Reading Fall-to-Fall Growth 3rd Grade



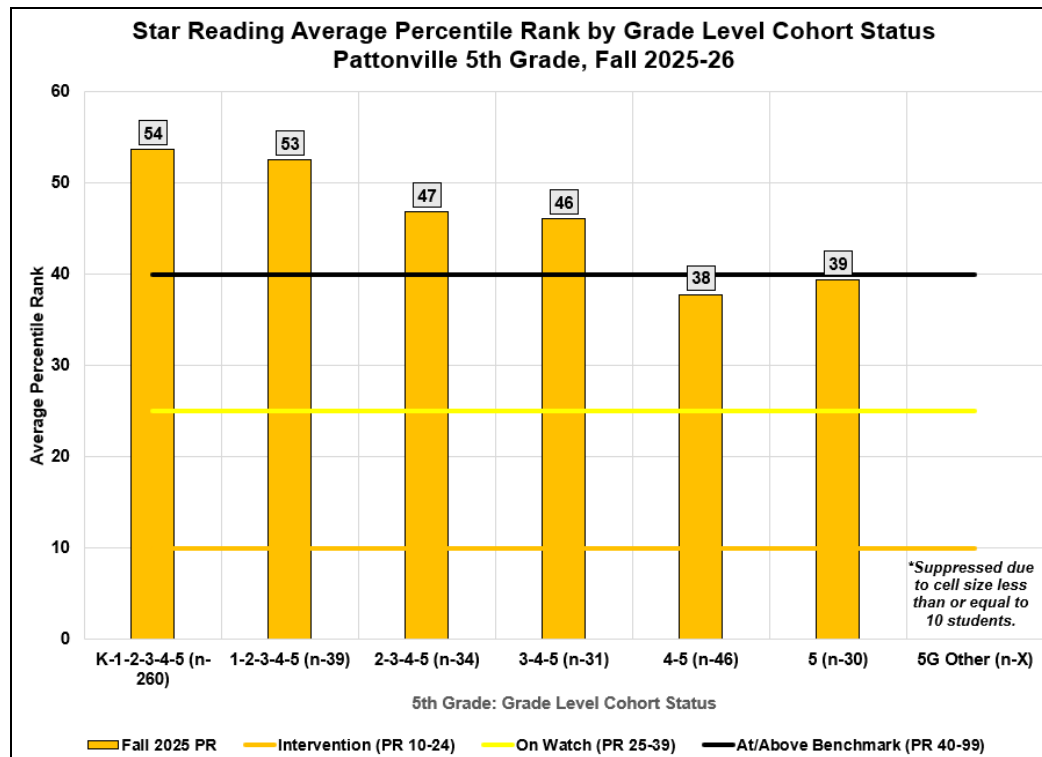
Star Reading Status: 4th Grade



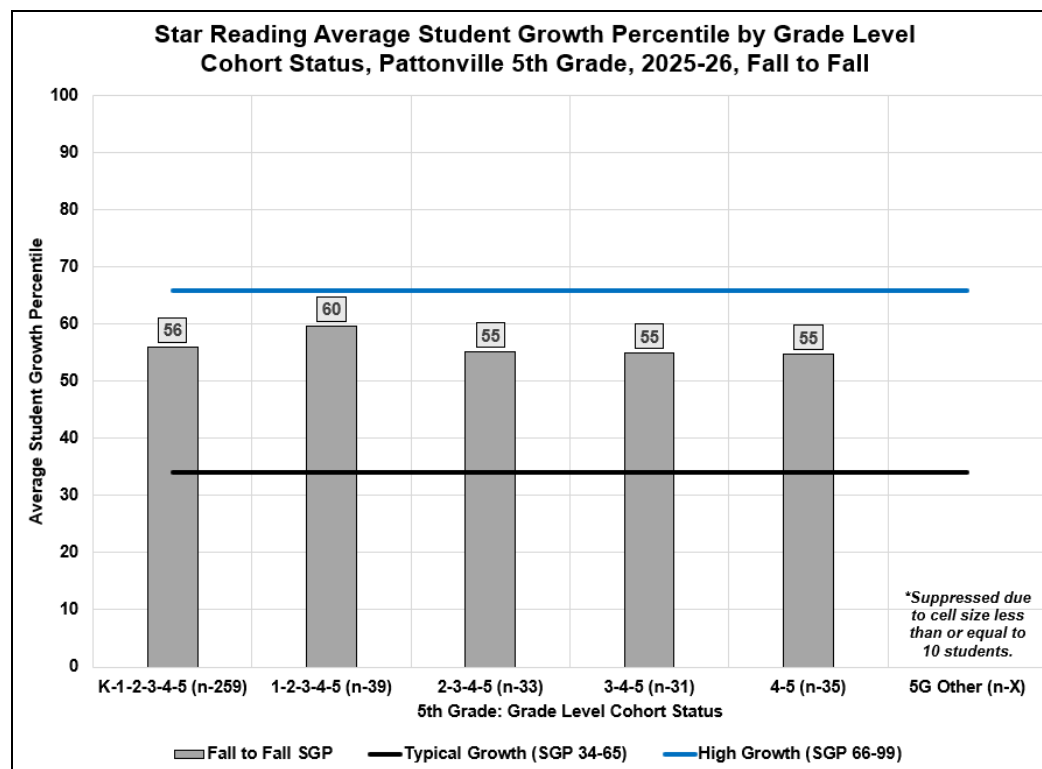
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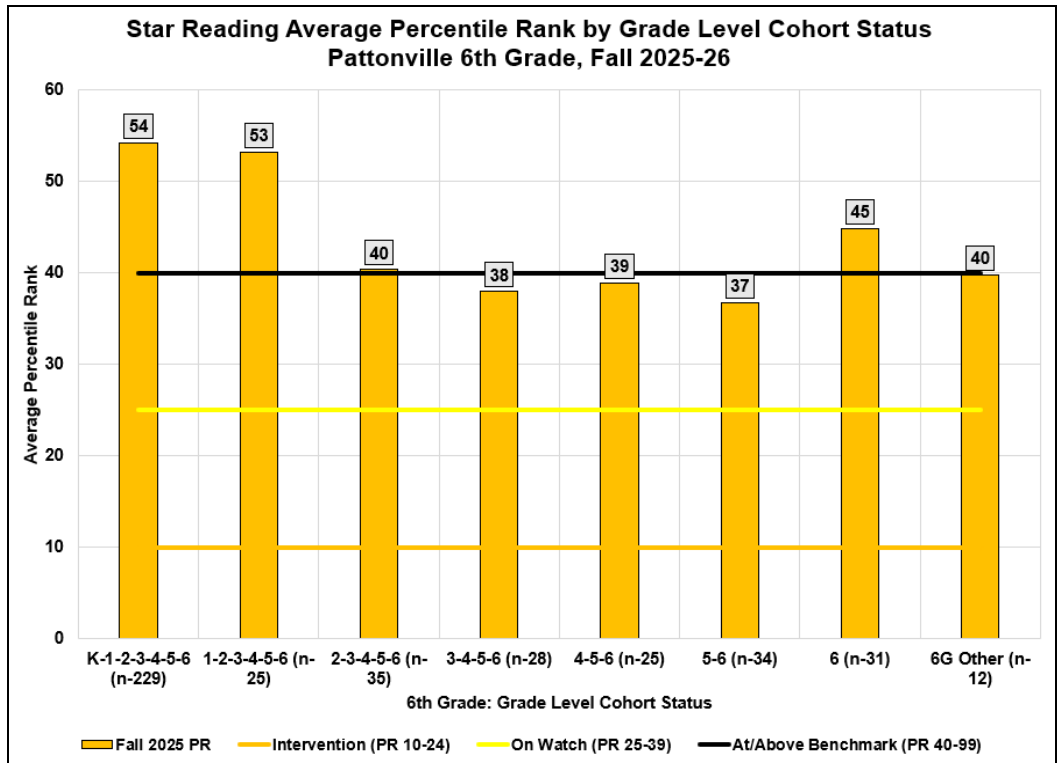
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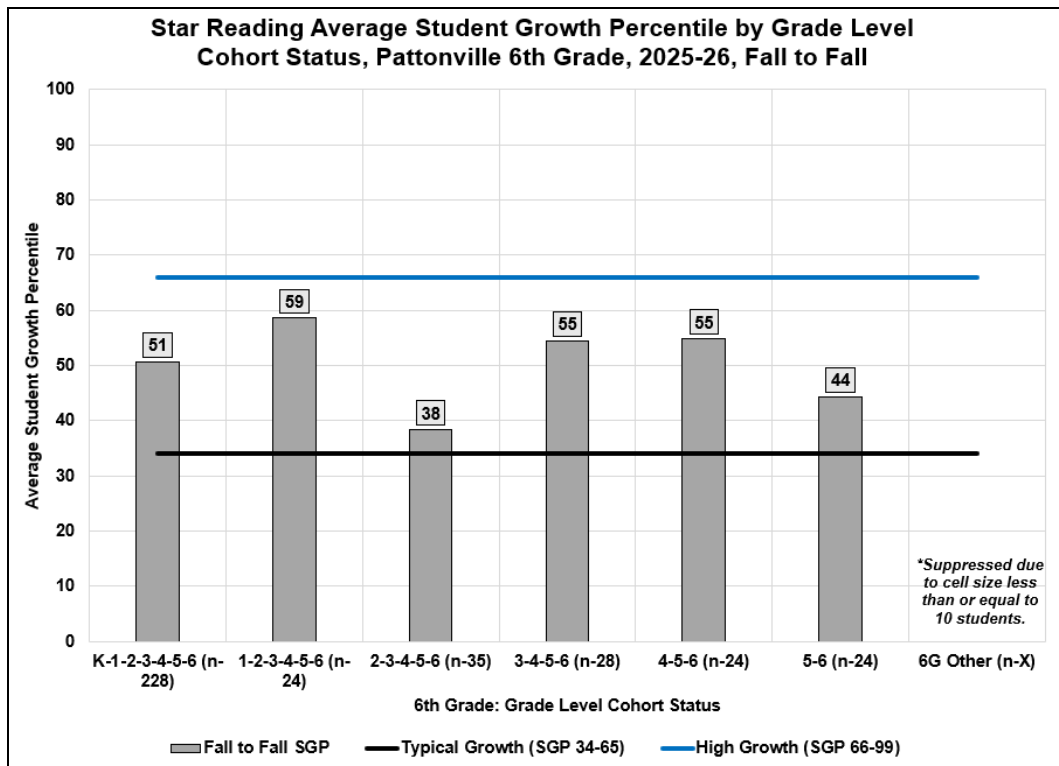
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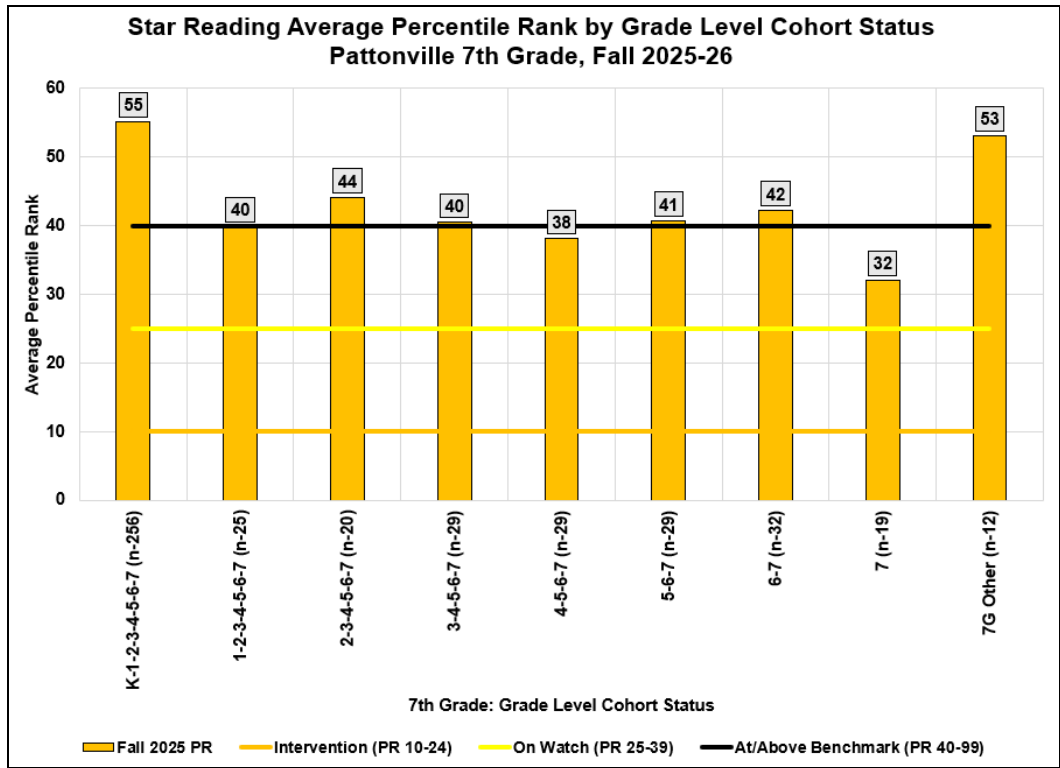
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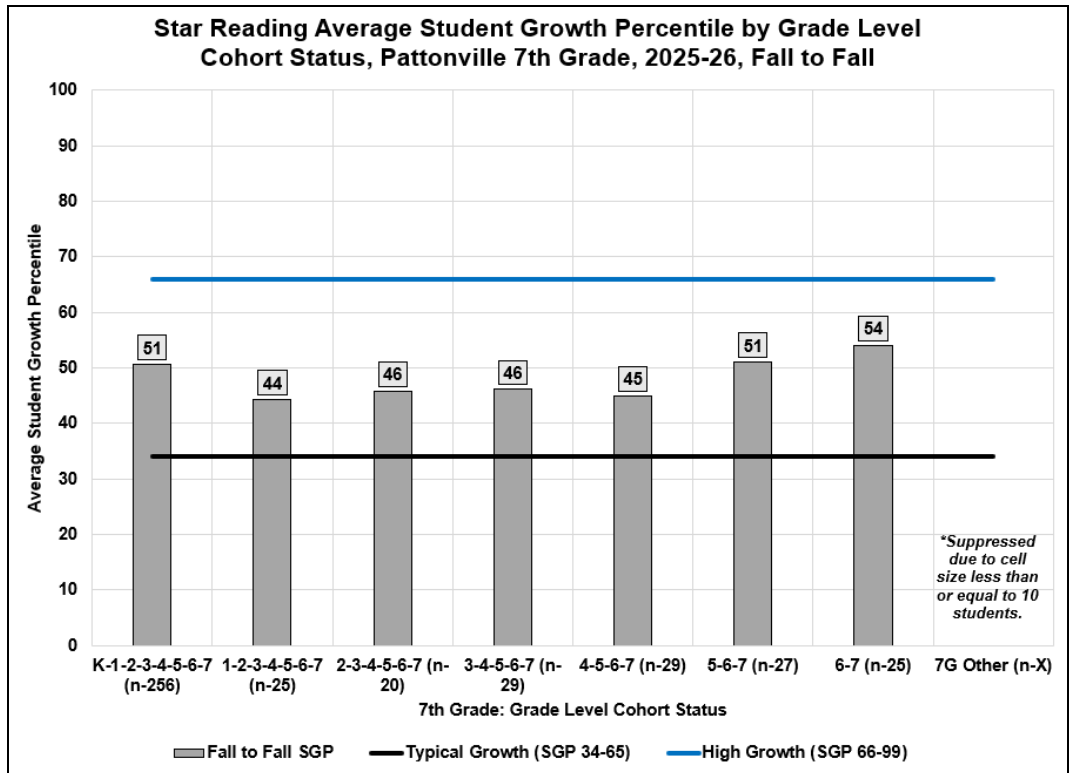
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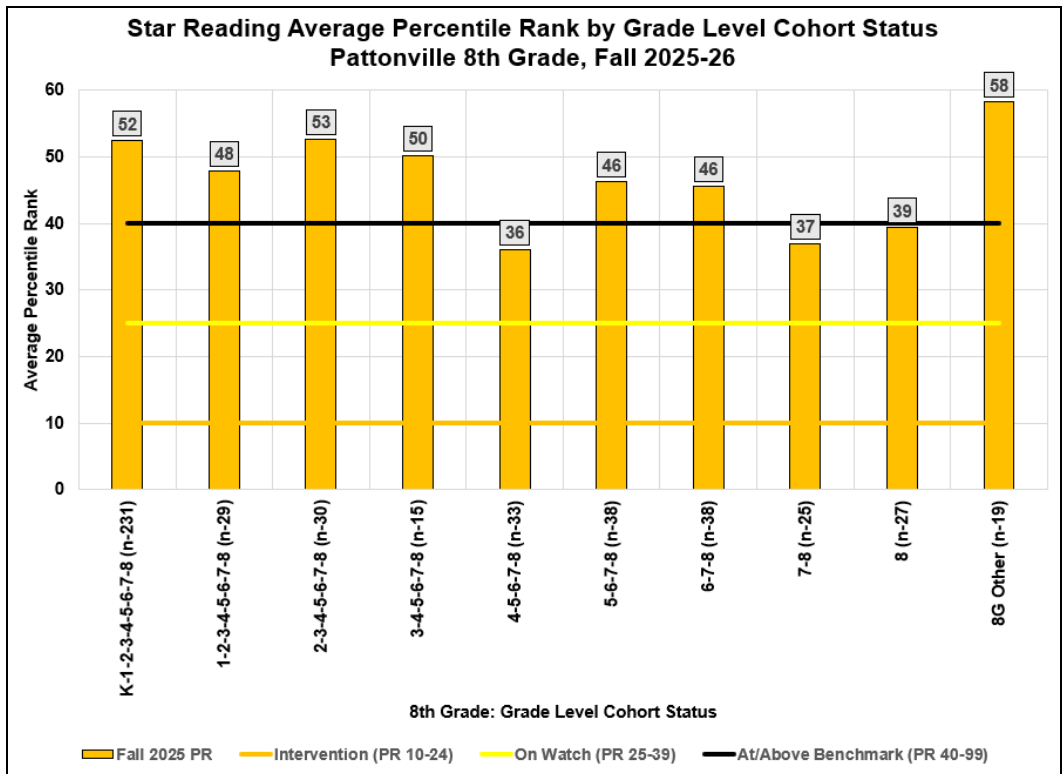
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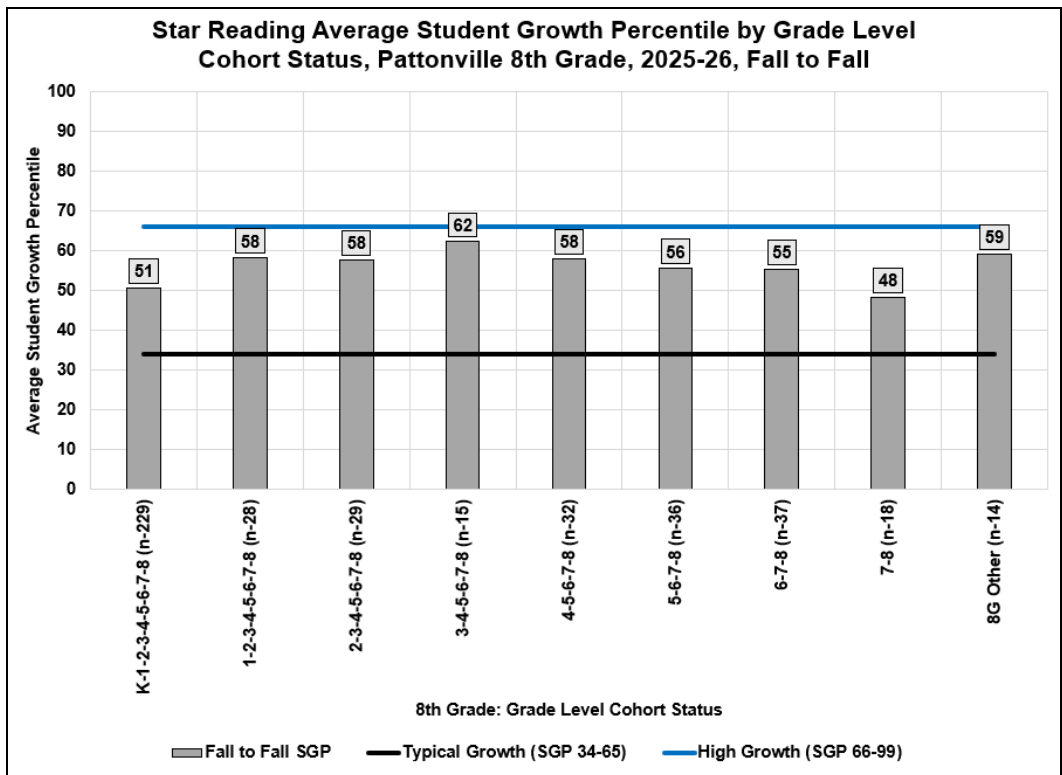
Star Reading Fall-to-Fall Growth 7th Grade



Star Reading Status: 8th Grade



Star Reading Fall-to-Fall Growth 8th Grade



Action Steps 2022 through 2028

ACTION STEP	Evaluation Strategy	Who is responsible?	START DATE
District curriculum committees will review, revise, and rewrite curriculum aligned to the Missouri Learning Standards as outlined in the district curriculum revision plan. All content areas will be reviewed approximately every 6 years.	Embarc-Curriculum Management System District Curriculum Committee agendas BOE agendas CCC agendas	T & L Department Principals Curriculum Writing Committees Curriculum Coordinating Council (CCC) BOE	Spring 2023
District curriculum committees will align materials adoption and professional development plans to support the implementation of the district-adopted curriculum aligned to the Missouri Learning Standards.	District Curriculum Committee agendas BOE agendas CCC agendas	T & L Department Principals Curriculum Writing Committees CCC BOE	Spring 2023
The Teaching and Learning Department will identify essential skills that support the <i>Pattonville Personalized Learning Vision</i> to create an environment where “ <i>students own their learning, unconstrained by time, practice, or structure, to meet their unique learning goals supporting their future success.</i> ”	District and State Assessment Results	T & L Department Principals Classroom teachers Students	Spring 2023
Individual student learner profiles will be developed which contain current information regarding each learner, including demographic data, learning preferences, academy status, learning-related skill sets, and potential learning drivers which supports them as a lifelong learner.	Individual learner profiles	T & L Department Principals Classroom teachers Counselors Students	Fall 2023
The district will provide professional development to support the implementation of the essential skills that support personalized learning.	District Professional Development Plan Professional Development Satisfaction Survey	T & L Department Principals DPDC Classroom teachers	Spring 2023
The District Assessment Plan will be reviewed and updated annually and posted on the district website.	District Assessment Plan BOE Agenda	T & L Department Director of Assessment BOE	Fall 2023
The District Professional Development Plan will be reviewed and updated annually and posted on the district website.	District Professional Development Plan BOE Agenda	T & L Department DPDC SSPDC BOE	Fall 2023
A committee will be formed to develop a district Portrait of a Graduate. This will be developed with input from local stakeholders to specify the cognitive, personal, and interpersonal competencies that students should possess when they graduate from high school.	Portrait of a Graduate	T & L Department Portrait of a Graduate Committee	Fall 2023