

# Academic

# Services

# Update

Denise Harwood - Executive Director PK-6  
Dr. PJ McGinnis - Executive Director 7-14



# New Teachers

9

Year 1 Teachers:  
8 Elementary & 1 Middle School

5

Communications & Relationships  
Behavior, Time & Classroom Management  
Engagement Strategies/Feedback  
SPED, Differentiation & Culture  
Professional Responsibilities

15

Year 2 Teachers:  
10 Elementary & 5 High School

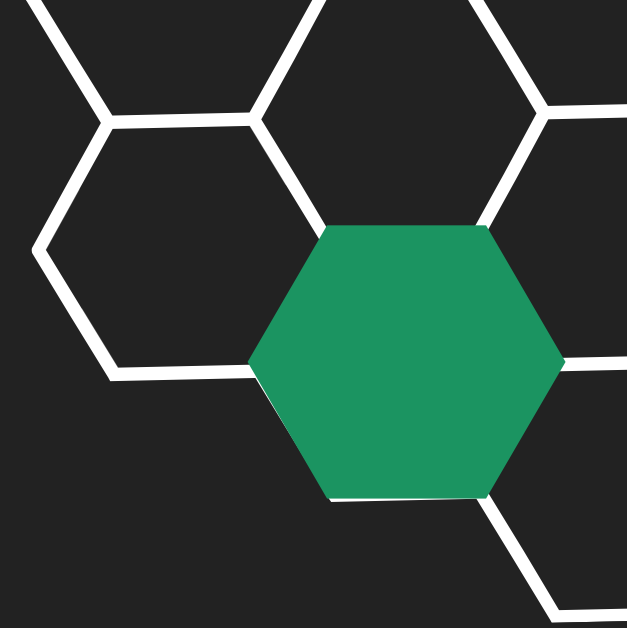
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Feedback  
Instructional Strategies  
Instructional Design  
Differentiation/Meeting the Needs of All Learners

\*All have the opportunity for a full day of observations and at least one coaching cycle.



# Professional Learning Communities (PLC)



What & Why:

- Using student data to answer the 4 Questions.
- Unpack scales/curriculum (1)
- Build/Analyze assessment data (2)
- Create action plan responding to data (3,4)
- Celebrate Learning

Teachers meet weekly /biweekly





# SSD PLC LEARNING PROCESS

What do we want all students to learn?

Identify essential standards

Share clarity on essential standards

Unpack into measurable learning targets

How will we know if they learned it?

Develop CFA and define proficiency

Teach! Check for understanding

Give CFA and analyze data

Determine: Who got it? Who needs extra time and support? Effective teaching practice?

How will we respond if they don't learn it?

Interventions: reteach, small groups, etc.

Reassess learning of essential standard

How will we extend learning for those who do know it?

Extend/deepen learning in standard

Produce evidence based on standard

High levels of learning for all!

# iReady (K-8)

- Criteria Normed Diagnostic Assessment that measures growth in both Reading and Math.
- Assessed 3 times a year
- Shows readiness for the State MAP Assessment (Current baseline)

# Competency Based Learning (CBL)

*“Competency-Based Learning (CBL) promotes equitable student outcomes by establishing **clear proficiency targets** aligned with state standards. By utilizing **proficiency scales to enhance clarity**, instruction becomes more **effective and impactful**, while students gain a better understanding of their progress and **increase agency in their learning**. CBL aims to drive **academic student growth** and cultivate the attributes outlined in Smithville’s **Portrait of a Graduate.**”*

# COMPETENCY BASED LEARNING TIMELINE

## 2024-2028

LEARNING/WORK	PHASE 1	PHASE 2	PHASE 3
IDENTIFY STANDARDS	[Green bar]		
DEVELOP COMMUNICATION PLAN	[Purple-to-green gradient bar]		
CREATE/ANALYZE/EDIT PROFICIENCY SCALES	[Teal-to-green gradient bar]		
ANALYZE/ALIGN ASSESSMENTS	[Green bar]		
UTILIZE SCALES FOR INSTRUCTIONAL DESIGN	[Teal-to-green gradient bar]		
UTILIZE SCALES WITH STUDENTS	[Purple-to-green gradient bar]		
SHARE SCALES WITH FAMILIES	[Green bar]		
REPORT ACADEMIC PROGRESS WITH SCALES	[Purple-to-green gradient bar]		





**Feedback**

Message

Details

Leadership

Production

Next Steps







**Thank  
You**