

Beginnings

- Great teachers with high standards and right tools for technology and growth
- Great and inclusive community that was welcoming of new students and parents
- Community and stakeholders came together to find creative solutions focused on students
- Wide array of opportunities, including integrated academic programs and social activities
- Looked at what we do best and improved upon successes
- Came up with strong plan for at-risk kids
- Got away from standardized testing and focused on critical thinking
- Focused on Whole Child, including nutritional needs
- More differential learning – teach to individual needs

Strengths

- Strong and caring engagement between students and teachers while maintaining academic rigor
- Teachers are cornerstone of system by continuously developing professionally, accepting change, have depth of knowledge in their fields, are curious, flexible, willing to self-sacrifice, open to community involvement
- Class rooms are well organized
- School administrators and teachers are passionate, experts in their fields, and open to community involvement and observation
- District strives for excellence, is nationally ranked, has reputation for high quality, open communication and high performance, has well communicated vision/mission, and creates "family."
- Willing to self-reflect (360 degree), culturally sensitive, embrace diversity, including mainstreaming special education
- Small teacher/student ratio
- Parents are involved and empowered as volunteers, supporters and observers
- Highly educated and progressive community that takes pride in education, is economically and culturally diverse, welcoming and inclusive of new students and parents, open to outside ideas including social and emotional intelligence
- Whole Child development
- Emphasis on data-driven technology
- Education Foundation is huge resource
- Great facilities
- Breadth of opportunities in classrooms and extracurricular activities
- Students have life choices including college-career paths
- Interpersonal issues are handled professionally
- Small town/ Everyone knows everyone (just right size)
- Dual language/immersion

- Science Fair and science program
- Community takes pride in the district
- Students can walk to school

What is Valued

- Community interest and belief in strong education, support, partnerships, and commitment to education, new ideas leading to change and improvement, inclusion and diversity with national and global aspirations
- Improved support for high achievers
- Community partnerships, including arts, PCEF, leadership, PCCAPS, Holy Cross, United Way, BB/BS, Park City Institute, Sundance
- Parents and community are caring and involved and have high expectations
- Teachers and staff bring high quality, passion, high standards, professionalism and caring attitude
- Dual immersion
- Technology integration
- Treating and paying teachers better
- Local environment promotes outdoors, active orientation
- Develop emotional and social intelligence
- Transparency, dedication and depth of talent
- Kids are challenged on every level and have access to individualized scholarship and mentorship programs and extracurricular activities and are encouraged to succeed
- Forum for being heard
- People choose to live in the community because of Park City School District
- Passion for education
- "It Takes a Village" approach to building relationships and collaborations
- Promote volunteerism among students
- Our schools are safe places
- Growth to greatness
- Public school as community asset
- Bilingualism
- Willingness to try new things
- Small schools

Opportunities for Creating the Future

- The community invested in high quality and engaged teachers, gave the power of teaching back to teacher while engaging parents in process
- Capped class size at 18
- Provided nutritionally sound meals
- Promoted less memorization and more critical thinking and robust problem solving process with high community involvement
- District worked with community and developed feeling of inclusion and trust

- Best Practices in use of technology, including project-based learning and flipped classrooms and executed key programs well
- Promoted Excellence in core subjects while reducing achievement gaps
- Money went into the classrooms
- Kept best teachers
- Used "out of the box" thinking and innovation, empowered to pioneer new ways of thinking
- Global views
- Teachers saw kids as human beings and embraced Whole child approach
- Cooperation between teachers and students never seen before
- Two tracks: assessment compared to the world; each child supported individually
- Professional learning communities are thriving and growing
- High standards of accountability
- Maintained focus on needs of each school and each individual
- Collaboration among all stakeholders
- Learned from failure of bond and adjusted the feedback system
- Students have variety of pathways and all kids quickly integrate
- Inquiry/problem based learning
- Gave teachers flexibility
- Revamped - strengthened K-3 reading, including PD
- Piloted programs before making changes to entire district
- Minimized standardized testing
- Personalized learning plans
- Fast cycle feedback
- Project-based learning
- Changed learning space to support learning model and technology
- Paid teachers more
- Changed leadership model from authority to community/consensus
- Fully invested in programs once committed
- Created lifelong learners
- Growth mindset
- Emphasized learning over achievement
- Authentic assessment
- Conceptual understanding
- Empowered teachers to be autonomous
- Research based
- Teach content through strategies
- Learning from failure
- IB, or Project based learning back to Middle School
- More community involvement in schools (not just parents)
- SB and community buy in
- Embraced special populations

- Success not just based on test scores
- Addressed misconceptions, misinformation and ignorance
- Messaging through social media
- Happy teachers, happy kids, happy parents
- Get better at what we currently do and streamline priorities
- Keep implementation plans in mind
- Shared vision and goals
- Value all input
- Strategic allocation of resources
- Raised awareness
- Re-examined how kids learn
- Shifted to mastery/proficiency grading
- End of excessive testing/reporting
- Agility and Innovation
- There is no "average" student
- Bottom up approach, not top down
- Match education with practical, real world experience
- No need for private or charter schools
- Teachers want to teach here!
- Stop reinventing the wheel
- Listen to our educators
- Transparency and cost-benefit analysis
- Give teachers a toolbox but don't prescribe which to use when
- Properly funded education
- Quality of teachers and coaches over facilities
- Quality programs
- Open and respectful communication
- More school autonomy
- Better trust and empowerment for teachers and schools
- Camaraderie and collaboration
- All stakeholders be vulnerable and help determine a course of action, then be unified in its execution
- Do less, go deeper in traditional academic areas
- Make deliberate choices about how to integrate "soft skills"
- Modeling appropriate social and emotional skills
- Feedback cycle (shorter)
- Proven college and career ready
- Investment in PLC model
- PCCAPS and DLI
- Rigor of private schools
- Continuous improvement with innovation
- Teachers are valued and trusted

- 90 % High school grads readiness across all demographics
- Breakthrough technology
- Excellence for our ELL, lower income students at early age
- Did not realign
- Brought all the trades back
- Exposed all kids to rigorous content
- Amazing programs
- Robust technology and coding
- Bond = facilities
- Paid teachers better
- Attracted and maintained best teachers
- PLC model
- Core subjects first
- Whole child – non-core aligned with community needs
- Continued PTO/PCEF support involvement of CPED in planning core program
- Embraced Latinos