



Park City School District District Narrative

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Who We Are

Mission

Park City School District empowers students to develop their knowledge, skills, and potential as critical thinkers. We maximize resources for academic rigor and excellence through staff, programs, and technology that make learning relevant to the emerging world in which we live.

Vision

Park City School District is a district of choice that provides an innovative and excellent education to all students and fosters learning and success.

Shared Vision 2015-16

We will use the Professional Learning Community Model as the vehicle to teach the English Language Arts standards through English Language Arts and Integrated Literacy Unit Maps to increase English Language Arts proficiency for all students.

We use district data and we create and use common formative assessments to measure student learning and inform instruction aligned to unit lesson plans.

Teaching the Utah Core Standards through Integrated Literacy Unit Maps increases English Language Arts skills and processes for all students.

What We Are Doing

We want ALL of our students to receive a high quality education. Our goal is to increase educational achievement and attainment for every learner at each level of the education system. *Definition of High Quality:* Each student is engaged with rigorous and relevant curriculum that focuses on intended learning targets.

Learning is the fundamental purpose of our district. Our goal is to ensure high levels of learning for ALL students in the Park City School District. It requires each school to examine all practices in light of their impact on LEARNING. All students learn!

In order to create a system that ensures ALL students learn at high levels to be College and Career Ready, we need to do the following:

1. Ensure Early Learning
2. Strengthen and Support Teachers
3. Ensure Access and Equity

Professional Learning Communities

Professional Learning Communities are the vehicle to create greater learning for all students by asking four critical questions that guide the work:

1. What do we want our students to learn?
2. How will we know they have learned it?
3. What do we do if they do not learn it?
4. What do we do if they have already learned it?

Systematic Changes

- High Quality Pre-School
- Full-Day Kindergarten
- K-12 English Language Arts Curriculum Maps and Learning Targets
- Use of Science and Social Studies as Engagement tools to teach English Language Arts
- Support for at Risk Students

Measureable Goals

- 3rd grade reading: 100% of students proficient
- 8th grade math: 90% of students proficient
- College and Career Ready: 90% of students meeting benchmark
- High School Graduation: 95% graduation rate

Our Data Story

SAGE Achievement

Less than half of Utah students (44.12%) in grades 3-11 scored at the proficient level or above in English Language Arts on the SAGE tests.

In 2015, PCSD was the highest performing public school district in the state for English Language Arts (59.1% proficient), and had an average amount of growth (MGP = 48). The district as a whole increased in ELA proficiency from 2014 (57%) to 2015 (59%). While our ELL student population was also one of the highest performing ELL groups at 7.4% proficiency, this is well below the national average. In addition, the ELL students had one of the lowest average growths.

PCSD was the second highest performing public school district in the state for Math (55.6% proficient) after Cache District (63.1%), and our students demonstrated an average amount of growth (MGP=48). The district as a whole increased in Math proficiency from 2014 (52%) to 2015 (56%).

PCSD was the second highest performing public school district in the state for Science (60.9% proficient) after Cache (62.2%), with a slightly higher than average growth (MGP=51). The district as a whole increased in Science proficiency from 2014 (55%) to 2015 (61%).

Student Growth Percentiles (SGP)

The Utah State Office of Education Assessment & Accountability department have created a video in an effort to educate how student growth percentiles (SGP) are implemented throughout the state for instructional and accountability purposes. The links are found below:

The SGP video on the Accountability website
<http://schools.utah.gov/assessment/Accountability.aspx>

SGP link to the video
<http://stream.schools.utah.gov/videoarchive/assessment/SGP3v2/index.html>

Galileo

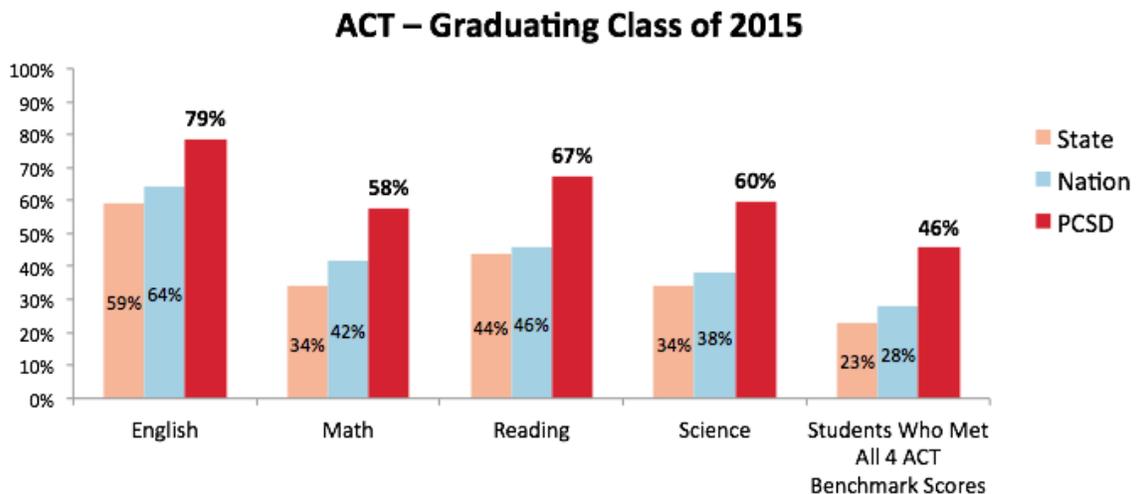
In the 2014-2015 school year, PCSD implemented the administration of an internal benchmarking system called Galileo. Galileo assessments are aligned with the Utah Common Core and are predictive of student achievement on the Utah State end of year assessment - SAGE. Galileo tests were administered at beginning, middle and end of year to Grades 2 - 10 and at middle and end of year to grade 1. The proficiency rates at the end of the 2014-2015 school year were as follows: 56% proficient in ELA, 57% proficient in math, and 69% proficient in science. Galileo and SAGE have a statistically proven correlation of proficiency.

ACT - College and Career Readiness

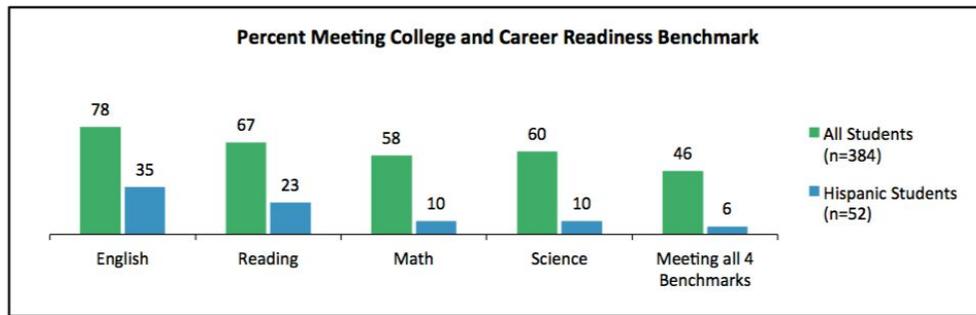
In addition, the fact that only 59% of Utah 11th graders meet the ACT's College Readiness Benchmark for English and only 44% of Utah 11 graders meet the College Readiness Benchmark for reading highlight concerns with core reading and English/ Language Arts instruction. Please see the [ACT College and Career Readiness Standard](#).

The ACT English College and Career Readiness (CCR) Benchmark is 18. 79% of PCSD graduating seniors in the class of 2015 met the English CCR Benchmark.

The ACT Reading CCR Benchmark is 22. 67% of PCSD graduating seniors in the class of 2015 met the Reading CCR Benchmark.



Grade 12 – PCHS Class of 2015 ACT



College and Career Readiness begins with the ability to read informational and narrative text fluently and accurately. Instruction must intentionally focus on our students' ability to read and comprehend a wide variety of text.

In 2015, PCSD met the state reading achievement goal as set by the Utah State Office of Education. We did not meet our district goal of 90%. Of our students, 81% (district-wide) were on target for reading (85% for Kinder, 76% 1st grade, and 78% 2nd grade) at the end of third grade last year. In fact our district wide ELL student proficiency was 7.9% proficiency. In an effort to improve performance and growth of students, we assessed and reviewed current instructional models for teaching reading/language arts aligned to the Utah Core. Our main intention in improving our current reading/language arts program is to continue to improve performance and growth for our students and to use standards-based, evidence-based instruction.

English Language Arts Plan

Why high quality preschool?

In Park City School District, we have a nationally recognized preschool program with data to support students' long-term increases in learning. The district's preschool program limits class size to no more than 20 students, with one adult for every 10 children. Teachers either have a bachelor's degree or a child development certification. The program's curriculum is based on research-based high quality early childhood standards and requires ongoing professional training of teachers, frequent assessment of students, and significant data collection. According to Mismic (2014), academic rigor in preschool increases performance through kindergarten. Park City School District has the data to support this type of academic rigor. We have an extremely successful preschool model that shows lasting benefits for our students who have attended. Please see [Promise Park City Data](#).

Thank you to the Park City Education Foundation for their support of high quality preschool.



Why all day Kindergarten?

Our goal is to use the same model for our kindergarten to continue the pattern of achievement and learning for our students. We believe that all day kindergarten creates equity for all students in our district. Educational equity creates conditions in which each student can excel, including equity of educational opportunities and culturally responsive practices to promote each student's academic success and well-being. Resources, policies and practices will be aligned to high expectations and successful outcomes for each student.

The kindergarten will have a 20:1 ratio with a full time, benefitted aide. The scope and sequence for the kindergarten curriculum maps will be finalized in May 2016.

Beginning in 2016, Park City School District will offer free all day kindergarten for all students at each elementary school. Recent research is clear that students in a full day kindergarten perform significantly higher on tests of reading and math achievement at the end of school year in comparison with similar students in half-day kindergarten (Kay and Pennucia, 2014). This is particularly true in high quality kindergartens that challenge students with advanced rigorous content. (Claessens, Engel, and Curran, 2014). Park

City School District is using the same model for all day kindergarten as the preschool program with staffing and program structure.

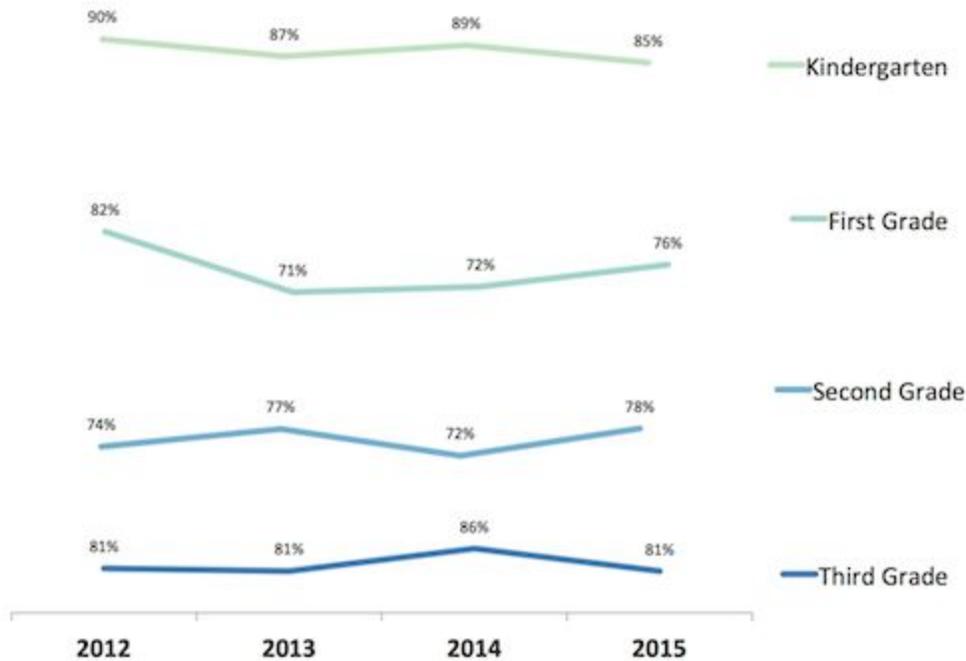
Thank you to the Park City Education Foundation for their support of all day kindergarten.



Why K-12 English Language Arts Program Changes?

Investment in early childhood and kindergarten programs alone will not be sufficient. In reviewing the SAGE, DIBELS, Success Maker, Reading Mastery, and Galileo Data, we recognized a clear need to improve our English Language Arts programs. While our district is high performing, the level of growth needed to improve is significant. In the last four years, our scores have remained stagnant. We began researching, collaborating, and developing strategies that will lead to improvement. The goal is for the most struggling students to work with the most experienced and effective teachers in an environment that supports their growth.

Goal: 90% of Students Reading on Benchmark by End of 3rd Grade



Implementation of the Utah Core for ELA and a review of our basal reading program supported a move to the use of standards-based curriculum maps. First through 10th grade PCSD Teachers and Instructional Coaches worked collaboratively during the summer of 2015 to create English Language Arts Curriculum Maps and aligned lesson plans. These interdisciplinary maps utilize Understanding by Design tenets, and provide resources, essential questions, and skill development across all ELA standards for students to master at each grade level.

In addition, PCSD Instructional Coaches began sharing the student Galileo and SAGE data, working with teachers inside classrooms, and modeling high yield instructional practices, better known as job-embedded professional development, during the 2015-16 school year.

A clear [Tier 1, 2, 3 system of instruction](#) was modeled and incorporated by no longer using a method of pulling students from grade level content, but rather keeping students in the classroom and developing differentiated lessons for all students. Small group instruction for all students is a focus as we transition to this model.

It is important that student intervention is targeted and taught by our most experienced teachers in a small group setting so that students have the opportunity to read, write, speak and listen with peers. The reading specialists also began working with classroom teachers on effective reading methods using the [three tier system](#).

Finally, when reviewing the statistically poor performance of the Hispanic student subgroup, the English Language Learner plan was reviewed and revised. The plan revisions focused on the importance of all day kindergarten, instructional practices that require students to speak, listen, read, and write using the [WIDA Standards](#), and increasing Hispanic students' exposure to grade level standards. The English Language Learner plan emphasizes how important it is for Hispanic students to fully participate in Tier 1 instruction.

What do we do with our Tier 3 identified struggling readers?

The interventionist position to be implemented SY 16/17 is a new position. It is designed to help meet the needs of our students most at need for intensive reading or language intervention. Funding for these positions will be provided through the current maintenance and operations (M&O) budget; therefore, no new monies are needed.

Reading and ESL Specialists

- We are reallocating resources to increase student learning.
- We are ensuring that our most effective certified staff members are working with the most intensive need students.
- We will use district data to identify students needing intervention.

- Students must have exposure and be actively engaged in grade level instruction and not be pulled out of the Tier 1 grade level instruction. Students must be exposed to grade level instruction in order to continue growth in learning.
- A differentiated model of small group instruction for Tier 2 will be used in the classroom by the classroom teacher (no longer using a pull out aide model with students missing important grade level exposure). This is consistent with the Utah Teaching Standards for differentiation and working with diverse learners.
- Job embedded professional development from instructional coaches will continue to increase teacher capacity
- District wide professional development will continue to be offered through blended learning, early release times, and PLC's

Reading and ESL Aides

- We are making shifts in the aides positions
- They will be full time aides with insurance benefits in all K classrooms
- There will be written notification that other aide positions will be eliminated
- We will develop a job description for the kindergarten aide
- All aides may apply for the new kindergarten aide positions
- The process will include an application and interview with a team made up of the kindergarten teacher, principal, and early childhood specialist.

Thank you to the Park City Education Foundation for their support of K-12 English Language Arts Programs.



STEM Learning

Improved math achievement, investment in technology- based reliable assessments and differentiated interventions for struggling students will be critical to ensure that the reading gains achieved in pre-K and kindergarten continue as children start moving through the early elementary grades.

Utah students score 44.61% proficiency or higher in math. This weak interest in Stem has created an urgency to look at course offerings from K-12 in PCSD. Approximately 21.3% of Utah high school students expressed interest in college STEM major as shown on the ACT survey for a college major. This weak interest is highlighted in the Utah AP STEM tests in Biology, Calculus AB, Calculus BC, Chemistry, Computer Science A, Environmental Science, physics B, Physics C-Mechanics, Physics C-Electricity and Magnetism, and Statistics. Only two states in the US had more that a 1% of high school graduates who passed the AP Computer Science.

PCHS AP STEM Course Pass Rates and Total Tests Taken Over Three Years

	2013	2014	2015
Biology	83% (n=57)	87% (n=55)	84% (n=38)
Chemistry	66% (n=35)	69% (n=51)	64% (n=42)
Environmental Science	79% (n=52)	71% (n=51)	87% (n=74)
Physics B	85% (n=54)	73% (n=56)	
Physics - C Mechanics	100% (n=16)	96% (n=27)	94% (n=17)
Physics - C Electricity & Magnetism	87% (n=15)	85% (n=27)	82% (n=17)
Physics 1			55% (n=86)
Physics 2			68% (n=22)
Calculus AB	74% (n=66)	79% (n=75)	84% (n=75)

Calculus BC	81% (n=31)	97% (n=29)	97% (n=34)
Statistics	57% (n=30)	78% (n=27)	60% (n=25)
Computer Science		44% (n=9)	88% (n=8)

The Bureau of Labor Statistics predicts a 30% increase in demand for software developers over the next half dozen years, a job for which average annual pay was over \$90,000 in 2010. Many students who express interest in math and science in elementary school lose interest in middle school, especially girls.

In 2014, PCSD partnered with Utah Valley University through a grant with the [STEM Action Center for the National Alliance for Partnerships in Equity](#) to address the inequities for our females and minorities entering STEM courses.

Since 2008 the STEM Equity Pipeline has been providing high-quality professional development, technical assistance, and consulting at the state and local level. [Read about the project's successes.](#)

As we continue to develop our STEM offerings for our children, offering classes to young children is critical. In 2015-16, 388 students in the Park City School District have started to learn computer programming. For instance, almost all of the first grade classes in the district and many second grade classes participate in weekly coding classes. Students have participated in both unplugged lessons and computer based lessons. So far, the young pupils have learned what algorithms, programs, and sequence are and how to create their own computer programs using a block-based programming language.

The classes are 45 minutes long and are taught by the PCSD Elementary Tech Coaches at their respective schools. These coding teachers have already participated in professional development and collaborative lesson planning. They have completed their training for early childhood coding. They will receive the rest of their training for the other primary grade levels in the spring of 2016. PCSD will continue expanding these types of opportunities in technology to better prepare them for college and careers.

Recently, the White House added its support to this grassroots movement, announcing a plan to help every student in America's public schools learn computer science, especially girls and underrepresented students of color. This is a big deal. The [Computer Science for All](#) initiative proposes \$4 billion in funding and additional support for training teachers to bring computer science to students."

The President of the United State's Weekly Address:

[Giving Every Student an Opportunity to Learn Through Computer Science For All](#)

Thank you to the Park City Education Foundation for their support of numerous STEM programs throughout the district.



PSCD District Learning Plan

With all of these improvements, it is critical to know that Park City School District already has a road map of operations to achieve these goals. The district learning plan is a living working document. The governing board will have updates during each month's work session. The agendas and minutes are available at <http://www.pcschools.us/index.php?page=34>. As a historical understanding, the district-learning plan was built upon a comprehensive needs assessment with over 15 input sessions from students, staff, and community members. As we move into budget season and review our policies, the district-learning plan will help guide our actions.

It is important to remember that with the district-learning plan, the Professional Learning Community Model is the framework for learning.

Overview for a District Learning Plan

District improvement planning provides a mechanism for identifying needs and establishing a common approach to meeting those needs at the school level. Effective district and school improvement planning contributes to overall district and school performance by:

- Establishing an understanding of the “big picture” of a district's current state, including student achievement, school environment, teacher community, parent community, and administrative issues;
- Reaching understanding across the school district community to identify needs that represent the highest priorities for action based upon the potential to improve overall student and school performance and growth;
- Identifying implementation goals and strategies for implementation, including specific targets, indicators and milestones required to address the district priorities;
- Recognizing the importance of positive school climate throughout the district to improve the climate for learning through an intentional model to be implemented and sustained that ensures quality, safe, equitable, and engaging environments for students and adults.

Organizational Requirements

It is critical that key practices and strategies are embedded in the culture of the district. PCSD will establish a comprehensive learning infrastructure to address priorities and position key leaders to serve as agents for continuous improvement. Staff will gain a common vision and create collective commitments to move the district forward. Strategic

and specific, Measureable, Attainable, Results oriented, and Time bound (SMART) goals will mark each school's progress as we work to build a healthy collaborative district.

1. Cultivate a collaborative culture
 - Define needs of students' learning
 - Work collaboratively to prescribe needs
 - Intentionally improve and grow in areas to sustain a positive school climate
2. Assess effectiveness on basis of results

Four questions that guide all of our work

1. What is it we expect students to learn?
2. How will we know if students have learned?
3. How will we respond when students do not learn?
4. How will we respond when students already know it?

School Requirements

Each school has a focus on learning.

- Makes student learning the priority and aligns all practices and procedures to promote student learning
- Ensures that each student has access to a guaranteed and viable curriculum based on agreed upon Priority Standards
- Monitors learning student-by-student and skill-by-skill through the use of frequent and timely common formative assessments based upon the Utah Core
- Creates systems to provide students with additional time and support when they experience difficulty in learning
- Creates opportunities to extend the learning of students who demonstrate mastery of essential learning outcomes.

Since a collaborative culture is embedded in each school, it is understood that teachers need the following to be successful:

- Time for collaboration built into the school day and school calendar
- Teams focused on the four key questions of learning
- Team norms to guide the work of each team

Each school has a focus on results and student learning:

- Collaborative Student Learning Teams develop SMART Goals that are aligned with the district and school goals
- Collaborative Student Learning Teams develop and implement strategies to improve the current levels of student achievement based on the team's analysis of both formative and summative assessment results.

Strategic Plan

As we work through updating the strategic plan, it is important to understand that we have an “operational plan” in place to guide the process. Below are important links and visuals referencing the current strategic plan.

- <http://www.pcschools.us/woad-local/media/publicinfo/pcsdplan.pdf>
- <http://www.pcschools.us/index.php?page=381>

Conclusion

We want ALL of our students to receive a high quality education. Our goal is to increase educational achievement and attainment for every learner at each level of the education system. *Definition of High Quality:* Each student is engaged with rigorous and relevant curriculum that focuses on intended learning targets.

Learning is the fundamental purpose of our district. Our goal is to ensure high levels of learning for ALL students in the Park City School District. It requires each school to examine all practices in light of their impact on LEARNING. All students learn!