



# District Learning Plan

<b>Areas of Focus</b>	<b>3</b>
<b>Goals</b>	<b>4</b>
<b>Objectives</b>	<b>7</b>
1: Curriculum - Objectives	7
2: Instruction - Objectives	9
3: Assessment - Objectives	10
4: Professional Practice and Growth - Objectives	11
5: Enrichment and Intervention - Objectives	13
6: Socially Responsible Students and Community Partnerships - Objectives	14
<b>Action Steps</b>	<b>16</b>
1: Curriculum - Action Steps	16
2: Instruction - Action Steps	33
3: Assessment - Action Steps	38
4: Professional Practice - Action Steps	43
5: Enrichment and Intervention - Action Steps	48
6: Socially Responsible Students and Community Alliances - Action Steps	56

ALL Students Learn!

Professional Learning Communities

District Learning Plan

Aligned Financial  
Resources

## Areas of Focus

### **1: Curriculum**

Curriculum is based on the Utah Core Standards aligned to National Content Standards to ensure that each student receives an excellent education in Park City School District.

### **2: Instruction**

High yield instructional strategies result in greater student learning and performance. PCSD is committed to engaging all students to reach their full potential no matter where they are in their academic journey.

### **3: Assessment**

Use of data to measure results is understood when using the Professional Learning Community Framework. A focus on results by using data will result in greater student learning.

### **4: Professional Practice and Growth**

Practitioners are reflective and continually improving their practice to ensure that all students learn at high levels. PCSD is committed to hiring the best and the brightest staff in a transparent and fair manner

### **5: Enrichment and Intervention**

In order to answer the questions, “What do we do when students have not learned?” and “What do we do when students have mastered the standards?”, specific and intentional intervention and enrichment opportunities must be provided to students.

### **6: Socially Responsible Students and Community Alliances**

Strong community alliances ensure that students have the best opportunities to maximize learning in a supportive learning environment. PCSD is committed to a culture of collaboration with community partners. An additional focus for students to become productive citizens during their time in PCSD is highly valued throughout the learning community.

# Goals

Focus Area	Goal
1. Curriculum	<ol style="list-style-type: none"> <li>1. <b>All teachers utilize priority standards and curriculum maps</b>, developed by grade level/departmental teams, aligned with the Utah Core standards for instruction.</li> <li>2. <b>Every teacher and administrator understands the use of proficiency scales, data, and standards</b> to scaffold and differentiate instruction in all subject areas in order to insure that all students reach benchmark expectations</li> <li>3. <b>Continue use of the Utah Dual Language Model</b> for Spanish and French</li> <li>4. <b>Continue to expand and improve the use of Science, Technology, Engineering, and Math</b> to enhance learning and to ensure College and Career Readiness for all students</li> <li>5. <b>Expand opportunities for enriched learning experiences</b> for all middle school students</li> </ol>
2. Instruction	<ol style="list-style-type: none"> <li>1. <b>All teachers use evidence-based teaching strategies</b> to maximize instructional effectiveness for improved student learning</li> <li>2. <b>Identify and instructional framework for teaching</b></li> <li>3. <b>Implement an Instructional Coaching Model</b> to support high quality, effective classroom instruction</li> <li>4. <b>Continue to offer high quality endorsement programs</b> to enhance teachers' skills</li> </ol>
3. Assessment	<ol style="list-style-type: none"> <li>1. <b>To effectively assess student learning, all students will be assessed using common district benchmarks</b> aligned to the Utah Core Blueprint in math, science, and reading/language arts three times per year (September, January, May) to measure growth and performance and to inform effective instruction in grades 3-10</li> <li>2. <b>To develop common formative assessments</b> in each content area and grade level to measure growth on student-learning objectives</li> </ol>

#### 4. Professional Practice

3. **To use the state required summative test, SAGE, to measure mastery of skills and level of growth of students**
4. **To assess secondary students grades 8 – 11 using the College Board Exams: Explore, Plan, and ACT and to use the data as a longitudinal measure for college and career readiness with 100% students reaching college and career readiness by graduation**
5. **To assess students as state required in grades K-3 using DIBELS**

#### 5. Enrichment and Intervention

1. **Establish a common language of professionalism** by implementing and sustaining positive school climate values and expectations
  2. **All staff use an approach to professionalism of improvement, growth, and reflection using PLC Model and Research Based Framework** for teacher and principal reflection, which is aligned to the Utah State Educator Effectiveness Model for Teachers and Administrators
  3. **Use Research Based Framework for teachers and principals to guide reflection** on proficiency levels of performance
1. **Implement evidence-based Tier 2 and Tier 3 intervention** for students not responding to instruction to ensure that all students learn at high levels
  2. **All students who have mastered priority standards and grade level content standards will have an opportunity to extend and enrich** their learning experience
  3. **Develop programs, like PCCAPS that engage and challenge students at a higher level**
    - a. **Implement the action plan for Center for Professional Studies** for students grade 7-12 to increase student skills with 21<sup>st</sup> Century employability skills to include, but not limited to, minorities and females, in careers in the STEM workforce/ post-secondary training education
    - b. **Develop a blended learning model**, like Park City Learning Academy, and extend from 10-12 graders to 6-12 graders

## 6. Socially Responsible Students and Community Alliances

1. **Create career and college ready students to be socially responsible students** to increase 21<sup>st</sup> Century work skills using research based character education programs
2. **Continue strong partnership with Park City Education Foundation** to support the district learning goals
3. **Develop a District - Community Family Resource Center**
4. **Develop a Comprehensive Sustainability and Recycle Model** for PCSD
5. **Develop a Whole-Child Framework** focused on Healthy Living and Safety in which students are safe, healthy, engaged, challenged, and supported.
6. **Continue to improve the school food programs** to establish a healthy, nourishing food environment and promote overall wellness for our students during the school day, which supports academic excellence and lifelong health and wellness habits

# Objectives

## 1: Curriculum - Objectives

Curriculum is based on the Utah Core Standards aligned to National Content Standards to ensure that each student receives an excellent education in Park City School District.

### Goal

### Objective

**1. Define guaranteed and viable curriculum** to all staff and students through the use of priority standards and mapping

- A. Fluency in Utah Core for Language Arts, Math and Science Standards for teachers and principals
- B. Identification of priority standards for ELA across grades K-12, and the development of proficiency scales
- C. Coaches and teacher leaders will develop K-12 curriculum maps for Language Arts, Social Studies, Mathematics and Science
- D. Coaches and teacher leaders will develop K-12 unit maps and aligned lesson plans in non-core subjects, to include but not limited to Music, PACE, Art, Computer Science and Physical Education

**2. Every teacher and administrator understands the use of proficiency scales, data, and standards** (i.e WIDA and GATE) to scaffold and differentiate instruction in English Language Arts in order to insure that all students reach benchmark expectations

- A. Use of Worldwide Instructional Design and Assessment (WIDA)
- B. Use of the GATE standards and scope and sequence
- C. Use of DIBELS and Galileo data to differentiate instruction
- D. Review current programs and services for Tier 2 and Tier 3 ELA intervention
- E. Realign staffing and funding to reduce the number of students who require Tier 2 or Tier 3 instruction
- F. Restructure the after-school and summer school programs to expand community partnerships and better meet the needs of student participants around STEM and literacy

**3. Continue use of the Utah Dual Language Model for Spanish and French**

- A. Manage the comprehensive 10-year plan to include staffing plan, professional development plan, use of curriculum maps and collaboration protocols, and valid assessments of student progress/ fluency in both languages
- B. Continue the implementation 1st - 12th grade, creating unique collaborative opportunities through the French and Spanish Embassy

**4. Continue to expand and improve the use of Science, Technology, Engineering, and Math to enhance learning and to ensure College and Career Readiness for all students**

- A. Develop Learning Mission for STEM learning for PCSD
- B. Implement STEM elementary emphasis for all students in grades K-5
- C. Participate in NAPE/NSF study to examine participation of and opportunities for females and minorities in STEM coursework
- D. Develop K-12 STEM Goals, to include specific benchmarks and vertical articulation
- E. Implement coding in elementary to improve computational and logical thinking for all students
- F. Continue to monitor K-12 math performance to ensure students have college/ career ready skills, to include problem-solving and mathematical reasoning, that will enable students to be successful in higher level math
- G. Continue to evaluate the PCCAPS program as a capstone and pathway for college and careers

**5. Expand opportunities for enriched learning experiences for all middle school students**

- A. Define and develop a Problem-Based Learning model that incorporates elements of blended learning
- B. Develop an enrichment summer program for 6-9 graders
- C. Expand the Summit Learning Platform at the Park City Learning Academy from 10-12 grade to 6-12 grade



## 2: Instruction - Objectives

High yield instructional strategies result in greater student learning and performance.

Goal	Objective
<p><b>1. All teachers use evidence-based teaching strategies</b> to maximize instructional effectiveness for improved student learning as defined in the PCSD Instructional Model</p>	<ul style="list-style-type: none"> <li>A. Incorporate Marzano’s Instructional Strategies connected to Teaching for Rigor into daily instruction</li> <li>B. Utilize John Hattie’s most impactful strategies (based on effect size) and Growth Mindset concepts in all classrooms</li> <li>C. Ensure explicit teaching of academic language across all domains and content areas using SIOP and Marzano strategies</li> <li>D. Evaluate teachers equitably through a redesign of the educator evaluation</li> </ul>
<p><b>2. Implement an Instructional Coaching Model</b> to support high quality, effective classroom instruction</p>	<ul style="list-style-type: none"> <li>A. Hire a full time academic coach at each site to work collaboratively with teachers and the Principal on the PLC implementation, data literacy, ELA standards, Unit Maps and lesson planning, and implementation of identified instructional strategies</li> <li>B. Create an Elementary and Secondary Curriculum Specialist positions to assist implementation of elementary curriculum and guide academic coaches</li> <li>C. Create a Dual Language Support Coach position to assist full implementation of DLI Program grades 1-12</li> </ul>
<p><b>3. Continue to offer high quality endorsement programs</b> to enhance teachers’ skills</p>	<ul style="list-style-type: none"> <li>A. Offer the following endorsements within the district: GATE, K-12; ESL, K-12; Educational Technology, K-12; Elementary STEM, K-6 Reading</li> <li>B. Inform staff of endorsement opportunities outside of the district in the areas of: Reading, K-12; Math, K-6; DLI, K-8</li> </ul>

### 3: Assessment - Objectives

High yield instructional strategies result in greater student learning and performance.

Goal	Objective
<p><b>1. To effectively assess student learning, all students will be assessed using common district benchmarks</b> aligned to the Utah Core Blueprint in math, science, and reading/language arts three times per year (August, January, May) to measure growth and performance and to inform effective instruction</p>	<ul style="list-style-type: none"> <li>A. Implement Comprehensive Benchmarking Assessment System 1-11 for math, science, and reading</li> <li>B. Implement diagnostic assessment system for students K-7 (i-ready)</li> <li>C. Use 11th grade ACT and K-3 DIBELS</li> </ul>
<p><b>2. To develop common formative assessments</b> in each content area and grade level to measure growth on student-learning objectives</p>	<ul style="list-style-type: none"> <li>A. Design formative assessments to measure priority and supporting standards using the comprehensive assessment system</li> <li>B. Design formative assessments to measure priority and supporting standards</li> <li>C. Develop common formative assessments to assist in measuring Student Learning Objectives (SLO)</li> </ul>
<p><b>3. To use the state required summative test, SAGE,</b> to measure mastery of skills and level of growth of students</p>	<ul style="list-style-type: none"> <li>A. Use of analyzed SAGE and ACT data to document student growth and College and Career Readiness</li> </ul>
<p><b>4. To assess secondary students grades 8 – 11 using the College Board Exams:</b> Inspire Suite (9th/10th grade PLAN and 11th grade ACT)</p>	<ul style="list-style-type: none"> <li>A. To complete assessments using state mandated timelines</li> <li>B. To analyze data, to inform instruction, and to increase college and career readiness</li> </ul>

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and to use the data as a longitudinal measure for college and career readiness with 100% students reaching college and career readiness by graduation

## 4: Professional Practice and Growth - Objectives

High yield instructional strategies result in greater student learning and performance.

Goal	Objective
<p><b>1. Establish a common language of professionalism</b> by implementing and sustaining positive school climate values and expectations</p>	<ul style="list-style-type: none"> <li>A. To ensure staff members are more confident in their ability to deal with challenging situations, be part of more effective teams, improve decision making and improve customer service to students and parents through a focus on school culture</li> <li>B. Use the district culture survey annually to assess net promoter score and improve district culture</li> </ul>
<p><b>2. All staff use an approach to professionalism of improvement, growth, and reflection using PLC Model and Research Based Framework</b> for teacher and principal reflection, which is aligned to the Utah State Educator Effectiveness Model for Teachers and Administrators</p>	<ul style="list-style-type: none"> <li>A. Professional licensed staff will demonstrate understanding of PLC Model through effective collaboration</li> <li>B. Become a model PLC District by May 2020</li> <li>C. Create a collaborative culture focused upon student learning and results</li> </ul>
<p><b>3. Use Research Based Framework for teachers and principals to guide reflection</b> on proficiency levels of performance</p>	<ul style="list-style-type: none"> <li>A. Become fluent in the Marzano Leader Evaluation protocols for administrators</li> <li>B. Implement new summative evaluation system for licensed educators using research-based PLC framework. Pilot 2018-19 Full implementation Fall of 2019.</li> <li>C. Implement new educator evaluation to assist feedback and reflection for education professionals</li> </ul>

## 5: Enrichment and Intervention - Objectives

High yield instructional strategies result in greater student learning and performance.

Goal	Objective
<p><b>1. Implement evidence-based Tier 2 and Tier 3 intervention</b> for students not responding to instruction to ensure that all students learn at high levels</p>	<ul style="list-style-type: none"> <li>A. Provide additional Professional Development in differentiation and small-group skill-based instruction</li> <li>B. RTI/UMTSS Protocols</li> <li>C. Pre-School Program expanded for full day 4-year old program</li> <li>D. All day Kindergarten</li> <li>E. After School Programs with Community Education</li> </ul>
<p><b>2. All students who have mastered priority standards and grade level content standards will have an opportunity to extend and enrich their learning experience</b></p>	<ul style="list-style-type: none"> <li>A. Increase rigor in Kindergarten, review and revise Kindergarten Curriculum Maps and provide intentional PD for Kindergarten Teachers</li> <li>B. Improve GATE/ High Achieving Program in all elementary schools by adding a gifted and talented specialist in each elementary building</li> <li>C. Provide services to identified Tier 3 students at Ecker Middle School</li> <li>D. Provide supplementary after-school enrichment opportunities</li> <li>E. Develop pathways for students to explore career and college opportunities</li> <li>F. Develop a PCSD Blended Learning Model for students grades 4-12</li> <li>G. Continue to offer opportunities for students in the fine arts</li> </ul>
<p><b>3. Develop a three- year action plan for Center for Professional Studies</b> for students grade 7-12 to increase student skills with 21<sup>st</sup> Century employability skills to include, but not limited to, minorities and females, in careers in the STEM workforce/ post-secondary training education</p>	<ul style="list-style-type: none"> <li>A. Develop rigorous aligned curriculum for pathways into the medical field</li> <li>B. Develop rigorous aligned curriculum for pathways in Engineering</li> <li>C. Develop rigorous aligned curriculum for Computer Programming, AP Programming, and PCCAPS Computer Programming</li> <li>D. Develop rigorous aligned curriculum for Digital Design 1, 2, 3</li> </ul>

## 6: Socially Responsible Students and Community Partnerships - Objectives

High yield instructional strategies result in greater student learning and performance.

Goal	Objective
<p><b>1. Create career and college ready students to be socially responsible students</b> to increase 21<sup>st</sup> Century work skills using research based character education programs</p>	<ul style="list-style-type: none"> <li>A. Adopt a consistent elementary program for character education</li> <li>B. Define elementary and secondary program for anti-bullying, social media, and 21st century technology/social media skills</li> </ul>
<p><b>2. Continue strong partnership with Park City Education Foundation</b> to support the district learning goals</p>	<ul style="list-style-type: none"> <li>A. Streamline all grants toward addressing the major goals of the District Learning Plan</li> </ul>
<p><b>3. Develop a District - Community Family Resource Center</b></p>	<ul style="list-style-type: none"> <li>A. Increase parental and community involvement by providing one central location for all district-wide programs, along with community outreach information and support</li> </ul>
<p><b>4. Develop a Comprehensive Sustainability and Recycle Model</b> for PCSD</p>	<ul style="list-style-type: none"> <li>A. Develop an implementation plan using teacher leaders to increase sustainability of non renewable resources and recycling efforts integrated into STEM instruction focused on:               <ul style="list-style-type: none"> <li>a. Recycling efforts and waste management</li> <li>b. Energy</li> <li>c. Water</li> <li>d. Transportation</li> <li>e. Education and Awareness</li> </ul> </li> </ul>
<p><b>5. Develop a Whole-Child Framework</b> focused on Healthy Living and Safety</p>	<ul style="list-style-type: none"> <li>A. Develop stronger partnerships to provide health related services to students and parents</li> </ul>

**6. Continue to improve the school food programs** to establish a healthy, nourishing food environment and promote overall wellness for our students during the school day, which supports academic excellence and lifelong health and wellness habits

- B. Continue to review safety procedures and improve safety measures in all school environments
- A. Update and implement the PCSD Wellness Policy to include language, behaviors, and policy that guide our community partnership goal of building healthy behaviors for life
- B. Work towards the implementation of cooking non-processed foods from scratch that are delicious and nutritious
- C. Implement actions that will lead to improved food choices offered to students throughout the Park City School District
- D. Promote food and nutrition educational opportunities, which build lifelong health and wellness habits and integrate hands-on experiential activities aligned to the Utah Core Standards

## Action Steps

### 1: Curriculum - Action Steps

**Goal 1.1:** Define guaranteed and viable curriculum to all staff and students through the use of priority standards and mapping

Objective 1.1.A: Fluency in Utah Core for Language Arts, Math and Science Standards for teachers and principals

Action Step	Timeline	Evidence/Evaluation	Accountable
Professional development for administrators, coaches, and teachers in the mapping group on the ELA Core Standards.	June, 2015 - August, 2017	Professional development documentation from schools and district administrative meetings	PCSD Leadership Team members (school and district level)
Redelivery of PD connected to ELA standards led by Principals and academic coaches at each school.	SY 15-16		Principals, Instructional Coaches

Objective 1.1.B: Identification of priority standards for ELA across grades K-12, and the development of proficiency scales

Action Step	Timeline	Evidence/Evaluation	Accountable
Principals will utilize the Solution Tree process to identify priority and supplemental standards with staff members	SY 14-15 to SY 17-18	Priority standards identified and published for all schools during the 15-16 school year	PCSD Leadership Team members (school and district level)



Assure vertical alignment of standards across the district	SY 14-15 to SY 22-23	District-wide vertical alignment of ELA standards in place, SY 15-16	PCSD Leadership team (school and district level)
Professional development provided to school leaders in creating proficiency scales	SY 14-15 to SY 22-23	Professional development through the Marzano Institute — for administrators, SY 15-16 — pilot implementation	Superintendent and Assistant Superintendent of Teaching and Learning
Proficiency scales used to develop differentiated lesson plans	SY 14-15 to SY 22-23	PD for all teachers — 16-17	Principals, Instructional Coaches, PLC teams

Objective 1.1.C: Coaches and teacher leaders will develop K-12 curriculum maps for Language Arts, Social Studies, Mathematics and Science

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Professional development in Understanding by Design (UBD) for all administrators and academic coaches	SY 14-15 to SY 17-18 and beyond	Understanding of the UBD process reflected in the district curriculum maps	Jenn King — UBD PD
Review of ELA standards-based curriculum maps from Utah as well as other states (those that follow UBD format)	Spring 2015-2017	Models of maps discussed at coaches meetings	TMJH Assistant Principal, Julie Hastings, and Assistant Superintendent of Teaching and Learning
Selection of maps as models for the summer mapping institute	June 2015	Model maps presented and used during the summer mapping institute	Academic coaches and mapping participants

Use of the selected models during the summer mapping institute	June, 2015	Maps used as the framework with modifications as needed	Mapping participants, academic coaches
Introduction of the unit maps and aligned lesson plans to all staff members in grades 1-9 (those teaching ELA and/or SS)	August - September 2015	Professional development documentation	Principals and academic coaches
Use of the maps as the primary tool for ELA instruction--grades 1-7 and 9	Beginning SY 15-16	Formal and informal observations	Principals and Cabinet
On-going professional development on the content and use of the maps	SY 15-16 on	PLC notes, PD documentation	Principals and academic coaches
Revision of the unit maps and lesson plans, to include teacher feedback, alignment to Utah SS and Science content, and clarification of meaningful small group work	Summer 2016	Revised maps published and available to teachers summer, 2016	Assistant Superintendent of Teaching and Learning, academic coaches, and mapping participants
Inclusion of Kindergarten, 8th grade, and high school into the ELA mapping process	Summer 2016	Unit maps and lesson plans for all grade levels in ELA, with integration of content literacy standards	Mapping participants, Assistant Superintendent of Teaching and Learning, and academic coaches
Use of the revised unit maps and lesson plans in all ELA classes	Beginning SY 16-17	Revised unit maps will be used as the taught curriculum in all K-5 classrooms and in 7-12 ELA classrooms	Principals, Superintendent, Assistant Superintendent of Teaching and Learning

Objective 1.1.D: Coaches and teacher leaders will develop K-12 unit maps and aligned lesson plans in non-core subjects, to include but not limited to Music, Art, GATE, Computer Science and Physical Education

Action Step	Timeline	Evidence/Evaluation	Accountable
Scope and sequence using GATE standards developed for grades 1-7	SY 14-15	Standards documents used by PACE teachers <a href="#">PACE Folder</a>	Gina Mason and the PACE teachers
Mapping process presented to all classroom teachers	Beginning SY 15-16	PLC/PD documentation	Principals, academic coaches, and department chairs
Mapping used by all classroom teachers	Beginning SY 16	PLC/PD documentation	Principals, academic coaches, and department chairs

**Goal 1.2:** Every teacher and administrator understands the use of proficiency scales, data, and standards (i.e WIDA and GATE) to scaffold and differentiate instruction in English Language Arts in order to ensure that all students reach benchmark expectations

Objective 1.2.A: Use of Worldwide Instructional Design and Assessment (WIDA)

Action Step	Timeline	Evidence/Evaluation	Accountable
Administrators, academic coaches, and classroom teachers will understand the 2012 WIDA standards framework and the connections to the core content standards	Begun Spring 2016 Ongoing	Professional Development, PLC, and RTI documentation <a href="#">2017-18 MTSS Folder</a>	Anna Williams, Assistant Superintendent of Student Services, ESL specialists

ESL specialists will analyze data from spring WIDA testing and will write individual learning plans for Level 1 and 2 ESL students (with teachers during PLC time)	Spring 2016	Individual learning plans	Principals, ESL specialists
Teachers will use “I Can” statements from the WIDA 2012 standards to differentiate instructional strategies and activities on the unit maps and aligned lesson plans	Summer 2016	Differentiated strategies and activities based on WIDA added to unit maps and lesson plans SIOP observations	Assistant Superintendent of Teaching and Learning, academic coaches, mapping participants

Objective 1.2.B: Use of the GATE standards and scope and sequence

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Teachers will understand the GATE standards, and will use those to differentiate instructional strategies and activities on the unit maps and aligned lesson plans	Summer 2016	Differentiated instructional strategies and activities based on the GATE standards added to unit maps and lesson plans	Assistant Superintendent of Teaching and Learning, PACE teachers, mapping participants

## Objective 1.2.C: Use of Galileo data to differentiate instruction

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Teachers will identify students performing at, above, or below level on ELA, math, or science standards as measured by Galileo (on an SLO)	Winter/Spring 2015 to Spring 2016		Principals, Assistant Superintendent of Teaching and Learning
Teachers will identify projected growth targets for each of the 3 groups of students (on an SLO)	SY 15-16 ongoing	SLO's contain growth targets for 3 groups of students	Teachers, Principals
Teachers will identify and use instructional strategies to improve student achievement in each of the 3 groups (on an SLO)	SY 15-16 ongoing	Evidence of strategies on the SLO's and use of those in classrooms	Teachers, Principals
Teachers will use Galileo mid and end-of-year assessment data to measure student growth	SY 15-16 ongoing	Galileo data reflected on SLO's and discussed at mid-year and end-of-year	Teachers, Principals
Teachers will use Galileo data to build quizzes and individual targeted instruction	SY 17-18 ongoing	Galileo data reflected in student growth targets and end-of-year	Teachers, Principals

## Objective 1.2.D: Review current programs and services for Tier 2 and Tier 3 ELA intervention

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Examine student scores and growth in ELA for students participating in : Corrective Reading, STEPS, Language!, Reading Mastery, Raz Kids Read Naturally, Successmaker, Imagine Learning and Mind Play (pilot)	SY 15-16	DIBELS, Galileo, and program data	District Statistician, Assistant Superintendent of Student Services, Assistant Superintendent of Teaching and Learning
Determine which programs (based on evidence) will continue during SY 16/17 and how they will be implemented	SY 15-16 to SY 16-17	Review of the data above	Principals, Reading Specialists, Assistant Superintendent of Student Services, Assistant Superintendent of Teaching and Learning, Tim McConnell, and Superintendent
Include evidence-based programs and learning activities in mapping revisions as Tier 2 strategies, using scaled proficiencies as learning targets	Summer 2016	Programs and activities included in curriculum map revisions	Assistant Superintendent of Teaching and Learning, Academic Coaches, mapping participants
Develop pilot programs to model fidelity implementation with program evaluation	SY 16-17, 17-18	Program Evaluation, Student Data	Principals, Instruction Coaches, Assistant Superintendent of

Teaching and Learning, and  
Superintendent

Objective 1.2.E: Realign staffing and funding to reduce the number of students who require Tier 2 or Tier 3 instruction

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Eliminate the Reading and ESL Specialist positions and implement a standards-based full-day K program in all 4 elementary schools	SY 16-17	Full day K in place at the start of the 15/16 school year	Superintendent, Assistant Superintendent of Student Services
Provide Professional Development in the following areas for all elementary teachers to strengthen their skill-based instruction: <ul style="list-style-type: none"> <li>• Phonics and Phonemic Awareness</li> <li>• Reading Fluency</li> <li>• Effective Small Group Instruction</li> <li>• Using Data to Develop Learning Targets</li> <li>• Close Reading</li> </ul>	Spring 2016 ongoing	Course enrollment Observations of strategies learned in the courses being used on a regular basis in all elementary classrooms	Principals, Assistant Superintendent of Teaching and Learning, Academic Coaches
Revisit the RTI process and its alignment with the work of PLC's, using resources from UMTSS and Solution Tree	Beginning SY 15-16 2017-18	Protocol for RTI's developed <a href="#">2017-18 MTSS</a> <a href="#">MTSS Structure Support</a>	PCSD Cabinet and Admin Team

Develop UMTSS District Team to provide capacity within the district

Hire an Interventionist in each school to coordinate data collection and analysis and Tier 2 activities for ELA and ESL

Review best evidence-based practices in ELA on an on-going basis, and communicate those to staff, to include those from:

- Marzano
- John Hattie (Visible Learning)
- Fisher and Frey
- Solution Tree

Consider as budget is being developed for SY 15-16

SY 14-15 on

Clear goals and objectives written for the intervention position based on available funding, followed by the selection process

Practices shared with academic coaches and Principals and evidence of their use in schools

PCSD Cabinet and Admin team

Assistant Superintendent of Teaching and Learning, Principals, Academic Coaches



Objective 1.2.F: Restructure the after-school and summer school programs to expand community partnerships and better meet the needs of student participants around STEM and literacy

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Restructure the After-School program	SY 15/16 on	Increased student growth on both academic and affective measures	Assistant Superintendent of Student Services, After School Director, Superintendent
Include activities such as coding, robotics, Science A to Z, and Engineering Adventures in the after-school and summer school programs	SY 15-16 on	Use of the programs in all 4 elementary schools	Assistant Superintendent of Student Services, After School Director, Superintendent

### **Goal 1.3:** Continue use of the Utah Dual Language Model for Spanish and French

Objective 1.3.A: Complete comprehensive 5-year plan to include staffing plan, professional development plan, use of curriculum maps and collaboration protocols, and valid assessments of student progress/ fluency in both languages

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Needs assessment, to include staffing and program needs	SY 13-14 to SY 16-17	DLI Team Reports to Governing Board	Assistant Superintendent of Teaching and Learning, Principals, DLI teachers, Utah DLI coordinators
Use of the state DLI Collaboration protocols for all DLI teams	SY 15-16 on	State protocols discussed on at least a monthly basis with Principals	DLI teachers, Principals, Assistant Superintendent of Teaching and Learning

Use of the state-developed target language maps, with integration of Park City ELA map standards and concepts when possible	SY 15-16 on	PD/PLC documentation	Principals, Assistant Superintendent of Teaching and Learning
Participation of DLI teachers in district and school-based PLC work with school, grade-level	SY 14-15 on	PLC documentation	Principals, Assistant Superintendent of Teaching and Learning
Provide language options for secondary students starting in 6th grade to meet the passing score on AP Spanish and AP French tests	2014-2019	World Language course offerings	Assistant Superintendent of Teaching and Learning, EHMS Principal, TMJH Principal, PCHS Principal
Identify teachers for AP DLI 9th grade courses and facilitators for 3000 language courses	SY 16-17	Teachers selected based on language skills and qualifications	PCHS Principal, Assistant Superintendent of Teaching and Learning, State DLI coordinators
Explore additional language options for elementary schools (Trailside, Jeremy Ranch, and Parley's Park) by convening a district committee to look at models/ resources	SY 16-17	Agenda, Minutes, School schedules	Assistant Superintendent of Teaching and Learning, DLI Advisory Committee, Principals

**Goal 1.4:** Continue to expand and improve the use of Science, Technology, Engineering, and Math to enhance learning and to ensure College and Career Readiness for all students

Objective 1.4.A: Develop Learning Mission for STEM learning for PCSD

Action Step	Timeline	Evidence/Evaluation	Accountable
Provide evidence of current practices in STEM education	May - October 2014	i-Book, acceptance into Apple ERP <a href="#">2013-2016 CTE Folder</a>	Superintendent, Assistant Superintendent of Teaching and Learning, EHMS Principal, PCHS Principal, Technology Coaches

Objective 1.4.B: Implement STEM elementary emphasis for all students in grades K-5

Action Step	Timeline	Evidence/Evaluation	Accountable
PACE specialists provide weekly STEM instruction to all K-5 students, using Engineering is Elementary and other resources	September 2014 on	STEM lessons taught in all elementary schools on a weekly basis Increased growth measured by SAGE and Galileo in grades 3-5 <a href="#">2013-2017 PACE Folder</a>	Gina Mason, PACE specialists, Principals, Assistant Superintendent of Teaching and Learning

Objective 1.4.C: Participate in NAPE/NSF study to examine participation of and opportunities for females and minorities in STEM coursework

Action Step	Timeline	Evidence/Evaluation	Accountable
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Develop a team to examine current data, course offerings, and root causes	SY 14-15 to SY 15-16	Data charts STEM Pipeline report Presentations to various groups	PCCAPS Director, Assistant Superintendent of Student Services, Assistant Superintendent of Teaching and Learning, Dara Smith, Nora Buchanan, Gina Mason, Superintendent
Collect quantitative and qualitative data	SY 14-15 to SY 15-16	STEM Pipeline report	Assistant Superintendent of Teaching and Learning
Collaborate with national NAEP leaders and UVU to examine the STEM Pipeline from K to college	SY 14-15 to SY 15-16	STEM Pipeline report Pathways documents	Assistant Superintendent of Teaching and Learning, PCCAPS Director
Present findings	April 2016	NAPE National Conference,	Assistant Superintendent of Teaching and Learning with UVU Professor

Objective 1.4.D: Develop K-12 STEM Goals, to include specific benchmarks and vertical articulation

Action Step	Timeline	Evidence/Evaluation	Accountable
Develop Pathways for STEM learning for grades 6-12, to include priorities based on student input and job outlook	SY 14-15 to SY 15-16 on	Student surveys Pathways articulated to all stakeholders <a href="#">2013-2017 STEM Folder</a> 2013-2017 <a href="#">PACE Folder</a>	PCCAPS Director, Assistant Superintendent of Student Services, Assistant Superintendent of Teaching and Learning, STEM teachers, PACE teachers

Implement a STEM team to articulate K-12 standards-based goals for STEM, to include plans for implementation	Beginning SY 15-16 on	STEM team identified <a href="#">2013-2017 STEM Folder</a> <a href="#">2013-2016 CTE Folder</a>	Assistant Superintendent of Teaching and Learning, K-12 Science Specialist, Principals, teachers from all schools, STEM experts from the community
Identify exemplary STEM programs and practices	Spring 2016	STEM best practices identified and articulated <a href="#">2013-2017 STEM Folder</a>	
Communicate the District STEM plan to all stakeholders	SY 16-17	STEM Plan published on the website <a href="#">2013-2017 STEM Folder</a> <a href="#">2013-2016 CTE Folder</a> <a href="#">2013-2017 PCCAPS</a>	STEM team, Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Student Services, PCCAPS Coordinator, STEM Specialist, CTE Director

Objective 1.4.E: Implement coding in elementary to improve computational and logical thinking for all students

Action Step	Timeline	Evidence/Evaluation	Accountable
Work with a consultant to provide training in coding to all Instructional Technology coaches, with an emphasis on elementary staff	SY 15-16	Evidence of training completion <a href="#">Coding Presentation</a> <a href="#">Coding Folder</a>	Superintendent, Assistant Superintendent of Teaching and Learning, BootUP PD Consultant, Elementary Coding Teachers

Deliver coding instruction to all first grade students in the four elementary schools	SY 15-16	Evidence of coding sessions Student data logs <a href="#">Coding Folder</a>	Elementary Coding Teachers
Clarify the purpose of coding for all staff members, Principals, and community members	SY 15-16	Research base presented to all constituents <a href="#">K-12 Computer Science Executive Summary</a> Code.org movie viewed by all	Superintendent, Grant Smith, Assistant Superintendent of Teaching and Learning
Develop plan for coding for SY 16/17 as well as for the next 3 years	Spring 2016	Plan articulated and published <a href="#">2013-2017 STEM Folder</a> <a href="#">2013-2016 CTE Folder</a>	STEM team, BootUpPD, PCEF, Assistant Superintendent of Teaching and Learning, Principals, Superintendent

Objective 1.4.F: Continue to monitor K-12 math performance to insure students have college/ career ready skills, to include problem-solving and mathematical reasoning, that will enable students to be successful in higher level math

Action Step	Timeline	Evidence/Evaluation	Accountable
Monitor and encourage the use of conceptual mathematics teaching and learning and the mathematics practice standards	September 2014 - ongoing	Classroom observations Student performance on open-constructed math problems	Principals, Academic Coaches, Assistant Superintendent of Teaching and Learning
Implement the Houghton Mifflin secondary mathematics program in	SY 15/16	Observations Galileo and SAGE scores	PCHS Principal, PCHS Assistant Principals, PCCAPS Director, TMJH Principal,

all Secondary Math I, II, and III classrooms			TMJH Assistant Principal, Assistant Superintendent of Teaching and Learning
Utilize USTAR funds to provide additional mathematics instruction and intervention for students in grades 7-12	SY 14/15 on	Analysis of data for students in math remediation and enrichment supported by USTAR	Principals, District Statistician, After School Director, Assistant Superintendent of Teaching and Learning
Provide math enrichment for identified PACE students in grades 3-6, such as Online Math League	SY 14/15 on	Analysis of math data for PACE Tier 3 students <a href="#">PACE Folder</a>	PACE teachers, Data Statistician, Assistant Superintendent of Teaching and Learning

### Goal 1.5: Expand opportunities for enriched learning experiences for all middle school students

Objective 1.5.A: Define and develop a Problem-Based Learning model that incorporates elements of blended learning

Action Step	Timeline	Evidence/Evaluation	Accountable
Explore exemplary problem-based learning models that incorporate interdisciplinary and blended learning	SY 15-16	Review of evidence-based research Visits to school sites <a href="#">2016 -2017 Design Team</a>	EHMS Principal, TMJH Principal, PACE Specialist, Assistant Superintendent of Teaching and Learning
Develop a plan for a fifth and sixth grade and for a seventh and eighth grade program that uses problem-based learning with blended elements	SY 16-17	Plan articulated and shared with all stakeholders <a href="#">2016 -2017 Design Team</a>	EHMS Principal, TMJH Principal, teachers, PACE Specialist, Assistant Superintendent of Teaching and Learning

Implement the plan concurrently with the grade realignment

SY 17-18

Schedule includes times for interdisciplinary problem-based learning activities  
[2016 -2017 Design Team](#)

Middle school administrators and teachers



## 2: Instruction - Action Steps

**Goal 2.1:** All teachers use evidence-based teaching strategies to maximize instructional effectiveness for improved student learning.

Objective 2.1.A: Incorporate Marzano’s Instructional Strategies connected to Teaching for Rigor into daily instruction.

Objective 2.1.B: Utilize John Hattie’s most impactful strategies (based on effect size) and Growth Mindset concepts in all classrooms.

Action Step	Timeline	Evidence/Evaluation	Accountable
Identify the instructional strategies with principals and coaches	SY 15-16 on	PD Evaluation	Superintendent District and School Administrators Instructional Coaches
Coaches integrate instruction on the strategies into PD for all staff members, connecting it to content instruction	SY 16-17 on	Observation of the strategies being used in classrooms and in SLO’s	Instructional Coaches Assistant Superintendent of Teaching and Learning Principals
Collect information on each school’s strategies and work samples demonstrating use of the strategies in classrooms	SY 16-17	SLO reviews Videos of teachers using the strategies	Instructional Coaches Principals

Objective 2.1.C: Ensure explicit teaching of academic language across all domains and content areas using SIOP and Marzano strategies

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Teachers plan with intention to continue to implement SIOP elements into lesson delivery to ensure quality instruction and equal access to curriculum for diverse learners (using materials from the 2012 WIDA resources aligned to the Core)	SY 15-16 ongoing	Agendas from PD Evidence of SIOP strategies in lesson plans	Principals Instructional Coaches ESL Coach Assistant Superintendent of Student Services
Connect SIOP elements to Utah Teaching Standards, Marzano and Hattie strategies and Growth Mindset, with an emphasis on academic vocabulary, comprehensible input, and student engagement.	SY 15-16 ongoing	Content and language objectives Evidence of differentiation using SIOP strategies in lesson plans aligned to Units	Principals Instructional Coaches Anna Williams Krissy Lindahl

**Goal 2.2:** Implement an Instructional Coaching Model to support high quality, effective classroom instruction

Objective 2.2.A: Incorporate Marzano's Instructional Strategies connected to Teaching for Rigor into daily instruction.

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Identify the instructional strategies with principals and coaches	SY 15-16 ongoing	PD Evaluation	Superintendent District and School Administrators Instructional Coaches

Coaches integrate instruction on the strategies into PD for all staff members, connecting it to content instruction	SY 16-17 on	Observation of the strategies being used in classrooms and in SLO's	Instructional Coaches Assistant Superintendent of Teaching and Learning Principals
Collect information on each school's strategies and work samples demonstrating use of the strategies in classrooms	SY 16-17	SLO reviews Videos of teachers using the strategies	Instructional Coaches Principals

### Goal 2.3: Continue to offer high quality endorsement programs to enhance teachers' skills

Objective 2.3.A: Offer the following endorsements within the district: GATE, K-12; ESL, K-12; Educational Technology, K-12; Elementary STEM, K-6

Action Step	Timeline	Evidence/Evaluation	Accountable
GATE, K-12	every other year beginning SY 17-18	Completion Endorsement Certificates	Assistant Superintendent of Teaching and Learning, Gina Mason
ESL, K-12	every year	Completion Endorsement Certificates	Assistant Superintendent of Teaching and Learning, Anna Williams
Technology	every other year beginning SY 16-17	Completion Endorsement Certificates	Assistant Superintendent of Teaching and Learning, Sam Thompson

STEM

TBD by state; STEM cohort, SY  
15-16 through 16-17

Completion Endorsement  
Certificates

Assistant Superintendent of  
Teaching and Learning,  
Charlie Matthews

Objective 2.3.B: *Inform staff of endorsement opportunities outside of the district in the areas of: Reading, K-12; Math, K-6; DLI, K-8*

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Offered through NUES and local colleges	SY 14-15 ongoing	Emails Newsletters	Assistant Superintendent of Teaching and Learning

### 3: Assessment - Action Steps

**Goal 3.1:** To effectively assess student learning, all students will be assessed using common district benchmarks aligned to the Utah Core Blueprint in math, science, and reading/language arts three times per year (August, January, May) to measure growth and performance and to inform effective instruction

Objective 3.1.A: Comprehensive Benchmarking Assessment System 1-11 for math, science, and reading

Action Step	Timeline	Evidence/Evaluation	Accountable
Administer benchmark assessments to students in grades 1-11 (first grade begins mid-year) in reading/language arts, mathematics, and science (grades 4-11)	PD--June, 2014 Benchmark 1: September 2014 Benchmark 2: January 2015 Benchmark 3: April 2015	Benchmarks administered at all identified grade levels	Andrew Frink, School level ETS', district tech support team, Tim McConnell, Assistant Superintendent of Teaching and Learning, Principals
Instructional Coaches assist with benchmark data analysis at the school level and collaborate with PLC groups to inform instruction	SY 14-15 on	Data analysis presented to faculty and Cabinet during Principal reviews	District Statistician, Andrew Frink, Principals, Assistant Superintendent of Teaching and Learning
Develop an annual plan for the use of the comprehensive assessment system, to include the use of formative assessments	SY 14-15 on	Annual Plan	Andrew Frink, Assistant Superintendent of Teaching and Learning, Principals
Utilize benchmark data to measure student growth on SLO's	SY 15-16	SLO documentation	Principals, Instructional Coaches

Develop a plan to communicate the use of Galileo and the meaning of the results for parents, students, and community members

SY 15-16

Presentation for parents, students, and community members

Superintendent, Assistant Superintendent of Teaching and Learning, District Statistician

**Goal 3.2:** To develop common formative assessments in each content area and grade level to measure growth on student-learning objectives

Objective 3.2.A: Design formative assessments to measure priority and supporting standards using the comprehensive assessment system

Action Step	Timeline	Evidence/Evaluation	Accountable
Determine 12-20 priority standards by content area and grade level using the Utah Core Standards	SY 14-15 to 15-16	Priority standards identified and used to construct formative assessments	Principals, Instructional Coaches, Teachers, District level administrators
Identify standards where students scored below proficient on benchmark assessments and create 5-10 question formative assessments using Galileo	SY 15-16	Priority standards identified and used to construct formative assessments	Principals, Instructional Coaches, Teachers, District level administrators

Objective 3.2.B: Design formative assessments to measure priority and supporting standards

Action Step	Timeline	Evidence/Evaluation	Accountable
Use item banks, sample questions, and teacher-made questions based	SY 15-16 on	Formative and Common Formative Assessments developed Data used to inform instruction	Teachers, Instructional Coaches, Principals, District administrators

on content to create formative and Common Formative assessments			
Measure student growth on Priority Standards using multiple data sources (DIBELS, SAGE, Galileo, Explore, Plan, ACT)	EOY 15-16 on	SLO's School and district data reports	District Statistician, Andrew Frink, Principals, District administrators

**Goal 3.3:** To use the state required summative test, SAGE, to measure mastery of skills and level of growth of students

Objective 3.3.A: Use of analyzed SAGE data to document student growth and College and Career Readiness

Action Step	Timeline	Evidence/Evaluation	Accountable
Data statistician will provide charts, graphs, and tables to illustrate areas of significant growth or decline	EOY data availability	Data analysis presented in a comprehensive report to the school board, administrators, teachers, students, and community members	District Statistician, Superintendent, Principals
Principals and coaches will use data to increase teachers' data literacy and to inform instruction during PLC meetings	At each release of the data analyses beginning 15-16		Principals, Instructional Coaches, District Statistician
PLC's will use disaggregated data to identify areas of need for differentiated instruction	At each release of the data analyses beginning 15-16		PLC Teams, Principals, Coaches, District Statistician



Share assessment results from with individual students, grades 1-11, to help them develop personalized learning goals

SY 16-17

Teachers , Principals, Instructional Coaches

**Goal 3.4:** To assess secondary students grades 8 - 11 using the College Board Exams: Explore, Plan, and ACT and to use the data as a longitudinal measure for college and career readiness with 100% students reaching college and career readiness by graduation

Objective 3.4.A: To complete assessments using state mandated timelines

Action Step	Timeline	Evidence/Evaluation	Accountable
8 <sup>th</sup> Grade - Plan 10 <sup>th</sup> Grade - Explore 11 <sup>th</sup> Grade – ACT	Fall, Spring	College Board Reports, Statistician Reports	Counselors, Principals, Proctors, Coaches, District Statistician

Objective 3.4.B: To analyze data ,to inform instruction, and to increase college and career readiness

Action Step	Timeline	Evidence/Evaluation	Accountable
Data Statistician will provide charts, graphs, and tables to illustrate areas of significant growth or decline	At point of data download/ release	Multiple levels of data: Report to Board, cabinet, public, teacher	District Statistician
Principals and coaches will use data to support teachers understanding of the results of multiple data	Ongoing	Galileo Reports, PCSD Reports	Principals, Coaches, Data Statistician

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sources during PLC Team meetings

## 4: Professional Practice - Action Steps

**Goal 4.1:** Establish a common language of professionalism by implementing and sustaining positive school climate values and expectations

Objective 4.1.A: To ensure staff members are more confident in their ability to deal with challenging situations, be part of more effective teams, improve decision making and improve customer service to students and parents through a focus on school culture

Action Step	Timeline	Evidence/Evaluation	Accountable
Conduct Survey to measure needs for cultural health improvement in PCSD	May/ June 2014	Survey	Superintendent, Korrin Ledbetter, Assistant Superintendent of Teaching and Learning, Principals
Review survey results with key stakeholders: C-Suite, Board, Principals	August 2014	Benchmark data from survey	Crystal Hoogeveen, Cabinet, Board, Principals
Use the Train the Trainer Model to certify 10 infusion coaches in “Characteristics of Great Teams” to infuse PCSD staff members with skills to effectively work in teams	August 2014	Agenda, Evaluation of PD	Crystal Hoogeveen
Trained Infusion and Instructional Coaches will infuse the cultural health PD into each building through 1:1 coaching, small group lessons,	SY 14-15	Agenda, Evaluation of PD	Crystal Hoogeveen, Assistant Superintendent of Teaching and Learning, 10 certified coaches, Superintendent

and whole group professional development

Disperse the survey results to staff, by building, through principals and infusion coaches focusing on three major areas of need

January 2015 - On Agenda, Evaluation of PD

Crystal Hoogeveen, Assistant Superintendent of Teaching and Learning, 10 certified infusion coaches, Ember Conley

Continue using the survey results to intentionally provide team building, conflict management, and positive school climate with PCSD governing board, cabinet, directors, principals, coaches, certified staff, and classified staff

January 2015 – December 2017 Agenda, Evaluation of PD

Superintendent, Principals, Crystal Hoogeveen, Assistant Superintendent of Teaching and Learning, 10 Infusion/Instructional Coaches

**Goal 4.2:** All staff use an approach to professionalism of improvement, growth, and reflection using PLC Model and Research Based Framework for teacher and principal reflection, which is aligned to the Utah State Educator Effectiveness Model for Teachers and Administrators

Objective 4.2.A: Professional licensed staff will demonstrate understanding of PLC Model through effective collaboration

Action Step	Timeline	Evidence/Evaluation	Accountable
District level administrators will introduce PLC to teams of leaders to create understanding of the use	November 2013 on	PD Evaluations, Presentations during Principal meetings Board presentation by schools	Superintendent, Tim McConnell, Korrin Ledbetter,

of collaborative teams to analyze data and to ensure that all students learn at high levels			Assistant Superintendent of Student Services
Building administrators develop a common understanding of PLC's in their schools using "loose" "tight" fit	May 2014 - May 2015	Early out agendas, PD evaluation forms, PLC teams, weekly updates, PLC Coaches monthly updates Quarterly Reviews with Principals	PCSD Principals and Assistant Principals, Superintendent, Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Student Services, Tim McConnell
Building administrators establish Collective Commitments with their staff	SY 14-15 to 15-16	Collective commitments shared with Cabinet	PCSD Principals, Superintendent, Assistant Superintendent of Teaching and Learning, Assistant Superintendent of Student Services, Tim McConnell
PLC Teams use district data to define the "What do our students need to know and be able to do?" and "How will we know they have learned it?"	October 2014 - May 2015	PLC teams weekly updates, PLC Team monthly updates from principal	Teachers, Principals and Assistant Principals, Instructional Coaches District Statistician, Andrew Frink, Assistant Superintendent of Teaching and Learning, Superintendent
Each teacher will write two Student Learning Objectives (SLO's) based upon the work of defining "What do our students need to know and be	SY 15-16	SLO's STAT team mid and end-of-year reviews <a href="#">2015-2018 SLO Information</a>	Teachers, Principals, Assistant Principals, Instructional Coaches, District Statistician, Assistant

able to do?"for three groups of students in their classes			Superintendent of Teaching and Learning, After School Director
Each teacher will measure students' SLO growth using these data sources: Galileo, SAGE SGP's (for tested subjects) or teacher made or selected assessments (for non-tested subjects)	SY 15-16	SLO's with stated indicators of student growth <a href="#">2015-2018 SLO Information</a>	Teachers, Principals and Assistant Principals, Instructional Coaches, Assistant Superintendent of Teaching and Learning, Superintendent, District Statistician, Andrew Frink
Principals monitor progress on SLO goals through PLC discussions, mid-year checks, and end-of-year SLO ratings	SY 15-16	SLO's Mid-year and end-of-year monitoring documentation PLC agendas <a href="#">2015-2018 SLO Information</a>	Principals

Objective 4.2.B: Become a model PLC District by May 2020

Action Step	Timeline	Evidence/Evaluation	Accountable
Continue PLC Framework implementation and Professional Development	SY 14-15 on	Quarterly PLC Reviews with principals	Principals and Assistant Principals, Instructional Coaches, District administrators

**Goal 4.3:** Use Research Based Framework for teachers and principals to guide reflection on proficiency levels of performance

Objective 4.3.A: Become fluent in the Marzano Leader Evaluation protocols for administrators

Action Step	Timeline	Evidence/Evaluation	Accountable
Professional development on the protocols for district and school level administrators	SY 15-16	Agendas from the Professional Development	District and School Administrators
District and school level administrators use the protocols for their evaluation	Pilot using the electronic evaluation SY 15-16 2017-18 begin the change 2018-19 Pilot 2019-2020 full implementation	Evaluations completed by all district and school level administrators <a href="#">Certified Evaluation - Process to Change</a>	District and School level administrators
Examine the Marzano protocols for teacher evaluation and their alignment to the Utah Teaching Standards and develop a plan for their use in all schools	SY 16-17	Agendas from PD and admin meetings <a href="#">Certified Evaluation - Process to Change</a>	District and School Level Administrators
Administrators conduct SIOP observations with an emphasis on observing teachers who are not in their JPAS evaluation year	SY 15-16 on	Observer Tab data	Principals Assistant Principals District Administrators

Utilize evidence of effective teaching to include: videos of staff, analyzed individually, with the Instructional Coach, or with the grade-level team or department; samples of student work aligned to standards, analyzed during PLC team meetings; data from Common Formative assessments to inform instruction	SY 15-16 on	Professional Development Agendas and Sign in Sheets, videotapes, reflection form completion	Superintendent, Director of Teaching and Learning, Principals, Academic Achievement Coaches, Certified Staff
EYE teachers maintain a portfolio to provide evidence of their knowledge and application of the Utah Teaching Standards	Ongoing — revision of EYE program SY 15-16	Mentoring documentation to include portfolio evidence <a href="#">2017-18 EYE Program</a>	Instructional Coaches, Assistant Superintendent of Teaching and Learning, Principals

## 5: Enrichment and Intervention - Action Steps

**Goal 5.1:** Implement evidence-based Tier 2 and Tier 3 intervention for students not responding to instruction to ensure that all students learn at high levels

Objective 5.1.A: Provide additional Professional Development in differentiation and small-group skill-based instruction

Action Step	Timeline	Evidence/Evaluation	Accountable
Implement courses during Friday release time for all elementary teachers focused on effective small-group skills instruction	Spring 2016 on	PD sign-in sheets Observations of small-group skills instruction	Principals, Instructional Coaches, Assistant Superintendent of Teaching and Learning



Review the use of technology tools for skills instruction, to include Raz Kids, Imagine Learning, Science A to Z, Reading A to Z, and other site-based programs

SY 15-16

PD sign-in sheets  
Observation of the use of the tools in small-group rotations

Principals, Technology Coaches, Instructional Coaches, Assistant Superintendent of Teaching and Learning

#### Objective 5.1.B: RTI/UMTSS Protocols

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Review UMTSS materials and their alignment to our current RTI process	SY 15-16	Summary of elements of each for Principals <a href="#">2017-18 MTSS</a>	Assistant Superintendent of Student Services, Assistant Superintendent of Teaching and Learning, Principals
Refine RTI process aligned with PLC work and the revised ELA/Reading plan	SY 15-16	Process outlined for school use <a href="#">2017-18 MTSS</a>	Principals, District <a href="#">Administrators</a>
Develop a Response to Intervention Manual	SY 17-18	Rti Manual for Staff and Parents	Principals, Assistant Superintendent of Student Wellness, Special Education Department, Instructional Coaches, Assistant Superintendent of Teaching and Learning

#### Objective 5.1.C: Preschool Program

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Continue offering high quality preschool and analyze long-term performance of students who attended the Park City PK program	Ongoing	Data Analysis of preschool – 3 <sup>rd</sup> grade scores <a href="#">2017 Preschool Data</a>	Preschool Specialist, Assistant Superintendent of Student Services, District Statistician
Extend all day program 4-year old program to all elementary schools	2017-19	Based upon positive 4-year old all day program data from McPolin, the district desires to expand 4-year old program to all elementary schools <a href="#">2017 Preschool Data</a>	Preschool Specialist, Association Superintendent of Teaching and Learning, Data Statistician

## Objective 5.1.D: All day Kindergarten

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Offer free all day kindergarten to all students within PCSD boundaries	SY 16-17	Planning documents	Cabinet, elementary Principals, Preschool Coordinator
Develop standards-based scope and sequence and curriculum for all day PK	SY 15-16	Scope and Sequence Proficiency Scales Curriculum Maps and aligned Lesson Plans	Assistant Superintendent of Student Services, Preschool Coordinator, outside consultant, Kindergarten teachers

## Objective 5.1.E: After School Programs with Community Education

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Develop strategic and high yield afterschool program to intervene for students not reaching masterly on grade level standards	SY 15-16	Data analysis of students attending the after-school programs Program guide, to include instructional emphasis and strategies	After School Director, After-School Coordinators and Teachers

**Goal 5.2:** All students who have mastered priority standards and grade level content standards will have an opportunity to extend and enrich their learning experience

## Objective 5.2.A: Increase rigor in Kindergarten, review and revise Kindergarten Curriculum Maps and provide intentional PD for Kindergarten Teachers

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Curriculum Mapping for K teachers during the school year and summer	SY 15-16	Completed curriculum maps	Assistant Superintendent of Student Services, Preschool Coordinator, Assistant Superintendent of Teaching and Learning
Include differentiated learning opportunities in all K-12 curriculum maps	Summer 2016	Revised curriculum maps in use on all elementary and secondary ELA classes beginning SY 16-17	Assistant Superintendent of Teaching and Learning, Instructional Coaches

Objective 5.2.B: Improve GATE/ High Achieving Program in all elementary schools by adding a gifted and talented specialist in each elementary building

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Provide PACE services for Tier 1, Tier 2, and Tier 3 in all elementary schools	SY 14-15 on	PACE teachers' documentation of their work <a href="#">PACE Folder</a>	PACE teachers, Principals, Assistant Superintendent of Teaching and Learning
Provide STEM instruction, to include Engineering is Elementary instruction, to all 1-5 students	SY 14-15 on	PACE teachers' documentation of their work	PACE teachers, Principals, Assistant Superintendent of Teaching and Learning
Provide Tier 3 services to identified PACE students	SY 14-15 on	PACE teachers' documentation of their work <a href="#">PACE Folder</a>	PACE teachers, Principals, Assistant Superintendent of Teaching and Learning
Provide Tier 2 opportunities to students based on data and teacher recommendation	SY 14-15 on	PACE teachers' documentation of their work <a href="#">PACE Folder</a>	PACE teachers, Principals, Assistant Superintendent of Teaching and Learning

Objective 5.2.C: Provide services to identified Tier 3 students at Ecker Middle School

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
PACE coordinator will work collaboratively with teachers to implement Individual Learning Plans for all identified Tier 3 PACE students	Ongoing	Individualized Learning Plans PLC notes indicating collaboration on identified GATE students <a href="#">PACE Folder</a>	GATE/ PACE Specialist, EHMS Principal, EHMS Assistant Principal

Objective 5.2.D: Provide supplementary after-school enrichment opportunities

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Chess Lego/ Robotics Coding	Ongoing	School schedules of after-school opportunities	Principals, After School Director

Objective 5.2.E: Develop pathways for students to explore career and college opportunities

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Pathways developed for courses in grades 7-12	SY 15-16	Pathways published and communicated through counselors to students and parents	PCCAPS Director, Secondary Counselors, Assistant Superintendent of Student Services, Assistant Superintendent of Teaching and Learning

Objective 5.2.F: Develop a PCSD Blended Learning Model for students grades 4-12

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Explore existing blended learning models and define blended learning for the Park City Schools	SY 15-16 to SY 16-17	Visits to schools using blended learning Conferences Current research	Assistant Superintendent of Student Services, Lyndsay Huntsman, EHMS Principal,, Assistant Superintendent of Teaching and Learning

Objective 5.2.G: Continue to offer opportunities for students in the fine arts

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Continue to offer dance in one elementary and art in all 4 elementary programs	Ongoing	Evidence of programs used in each school	Principals

**Goal 5.3:** Develop a three- year action plan for Center for Professional Studies for students grade 7-12 to increase student skills with 21<sup>st</sup> Century employability skills to include, but not limited to, minorities and females, in careers in the STEM workforce/ post-secondary training education

Objective 5.3.A: Develop rigorous aligned curriculum for pathways into the medical field

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Use current projections for CNA, EMT, Sports Medicine to design an increase in enrollment through strategic scheduling and counseling in Medical field	March 2015-2017	Medical pathway in place <a href="#">2013-2016 CTE Folder</a>	PCHS Administration and Counseling
Use the current Utah College and Career Pathways (#1-4) to determine current and future course offerings for the medical field	October 2015-2017	Pathways defined for SY 16-17 <a href="#">2013-2016 CTE Folder</a>	TMJH and PCHS administrators and teachers, Assistant Superintendent of Student Services, Assistant Superintendent of Teaching and Learning

Review Project Lead the Way Curriculum for Bio Med (Problem based)

May 2015

Comparison to Utah pathways  
[2013-2016 CTE Folder](#)

Assistant Superintendent of Student Services, Assistant Superintendent of Teaching and Learning, PCCAPS Director

Objective 5.3.B: Develop rigorous aligned curriculum for pathways in Engineering

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Review the pathway for Robotics beginning at Ecker, TMJH, and PCHS—use the current pathway (#5)	October 2014 - December 2015	Pathways defined for SY 15-16 <a href="#">2013-2016 CTE Folder</a>	EHMS, TMJH, and PCHS administrators and teachers Assistant Superintendent of Student Services, and Assistant Superintendent of Teaching and Learning
Align pathways with engineering design and SEED standards and expectations (#12)	August 2015 - ongoing	SEED standards for 6-8: SY 15-16 to SY 16-17 9-12: SY 17-18 on	EHMS, TMJH, and PCHS administrators and teachers, PCCAPS Director, Assistant Superintendent of Student Services, and Assistant Superintendent of Teaching and Learning
Apply for STEM Center state grant for 7 <sup>th</sup> and 8 <sup>th</sup> grade STEM materials that will support secondary pathways	SY 14-15 to SY 16-17	Grant submitted and renewed <a href="#">2013-2016 CTE Folder</a>	Assistant Superintendent of Teaching and Learning, EHMS Principal, TMJH Principal, CTE teachers

Objective 5.3.C: Develop rigorous aligned curriculum for Computer Programming, AP Programming, and PCCAPS Computer Programming

Action Step	Timeline	Evidence/Evaluation	Accountable
Use the current Utah College and Career Pathways (#6-9) to determine current and future course offerings for the informational technology field	SY 14-15 to SY 15-16	Pathways defined for SY 16-17 <a href="#">2013-2017 CTE Folder</a> <a href="#">2013-2017 PCCAPS</a>	EHMS, TMJH, and PCHS administrators and teachers, Assistant Superintendent of Student Services, PCCAPS Director, Assistant Superintendent of Teaching and Learning

Objective 5.3.D: Develop rigorous aligned curriculum for Digital Design 1, 2, 3

Action Step	Timeline	Evidence/Evaluation	Accountable
Use the current Utah College and Career Pathways (#10-11) to determine current and future course offerings for the digital design section of informational technology field	SY 14-15 to SY 15-16	Pathways defined for SY 16-17 <a href="#">2013-2017 CTE Folder</a>	EHMS, TMJH, and PCHS administrators, PCCAPS Director, Assistant Superintendent of Student Services, and Assistant Superintendent of Teaching and Learning

## 6: Socially Responsible Students and Community Alliances - Action Steps

**Goal 6.1:** Create career and college ready students to be socially responsible students to increase 21<sup>st</sup> Century work skills using research based character education programs

Objective 6.1.A: Adopt a consistent elementary program for character education



<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Evaluate programs currently in use at each elementary school	SY 16-17	Program selected for use in all 4 elementary schools	Elementary Principals, elementary counselors, Assistant Superintendent of Student Services
Select one of those for use district-wide or research another evidence-based character education program	SY 16-17	Program selected for use in all 4 elementary schools	Elementary Principals, elementary counselors, Assistant Superintendent of Student Services

Objective 6.1.B: Define elementary and secondary program for anti-bullying, social media, and 21st century technology/social media skills

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Evaluate programs currently in use at each elementary and secondary school	SY 15-16 to SY 16-17	Program defined and communicated to all staff, students, parents, and community members	Elementary Principals, elementary counselors, Assistant Superintendent of Student Services

**Goal 6.2:** Continue strong partnership with Park City Education Foundation to support the district learning goals

Objective 6.2.A: Streamline all grants toward addressing the major goals of the District Learning Plan

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Continue to review grants at the school and district level to ensure alignment with the DLP	Ongoing	Grants aligned to the DLP goals	PCEF Executive Director, Superintendent, Assistant Superintendent of Teaching and Learning
Work with PCEF to identify programs for continued grant support	SY 15-16 on	Programs identified for ongoing support	PCEF Executive Director, Superintendent, Assistant Superintendent of Teaching and Learning

**Goal 6.3:** Develop a District - Community Family Resource Center

Objective 6.3.A: Increase parental and community involvement by providing one central location for all district-wide programs, along with community outreach information and support

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Work with Women in Education Focus Group, Chamber of Commerce, Department of Health to define the needs for the center	SY 16-17 on	Purpose and activities of the center defined for all stakeholders	Superintendent, Community Members

**Goal 6.4:** Develop a Comprehensive Sustainability and Recycle Model for PCSD

Objective 6.4.A: Develop an implementation plan using teacher leaders to increase sustainability of non renewable resources and recycling efforts integrated into STEM instruction focused on:

- Recycling efforts and waste management
- Energy
- Water
- Transportation
- Education and Awareness

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Collaborate with SLC School District Renewable Energy Specialist	January - June 2015	Agendas, Preliminary Plans	Superintendent, Business Administrator, Facilities Manager, Assistant Superintendent of Teaching and Learning

Partner with PC Municipal and Summit County with the Georgetown Energy Initiative	January 2015 - December 2017	Collaborative Work, Documents with Goals and Measurable Evidence	Superintendent, Assistant Superintendent of Student Services, Assistant Superintendent of Teaching and Learning, Business Administrator, Meghan Zarnetski, Charlie Matthews
Partner with PC Municipal and Summit County to create an aligned sustainability plan	January 2015 - December 2017	Collaborative Work, Documents with Goals and Measurable Evidence	Ember Conley, Assistant Superintendent of Student Services, Assistant Superintendent of Teaching and Learning, Business Administrator, Meghan Zarnetski, Ann Ober, C. Smith, A. Beerman

**Goal 6.5:** Develop a Whole-Child Framework focused on Healthy Living and Safety

Objective 6.5.A: Develop stronger partnerships to provide health related services to students and parents

Action Step	Timeline	Evidence/Evaluation	Accountable
Eye Glasses – Peoples’ Health Clinic Clean Teeth Program – McPolin Elementary In partnership with People’s Health Clinic	SY 14-15 on	Completed class sessions, Parent Flyers, Toothbrush distribution	Superintendent School Nurses, Assistant Superintendent of Student Services Peoples’ Health Clinic Director

<p>Implement Safe and Healthy Initiative to increase awareness of staff, students, parents, and community members to ensure students are safe, healthy, engaged, challenged, and supported</p>	<p>SY 17-18</p>	<p>Increase score on parent and student stakeholder survey  Decrease of discipline referrals Increased Attendance rate from sickness</p>	<p>Principals, Assistant Superintendent of Student Wellness, Director of Communications, Counselors, Assistant Superintendent of Teaching and Learning, Nurses</p>
<p>Create a comprehensive student wellness department</p>	<p>2017-2020</p>	<p>Systematic Approach to increase student social and emotional well being</p>	<p>Superintendent, Board, Principals, Assistant Superintendent of Student Wellness, Special Education Department,s, Assistant Superintendent of Teaching and Learning</p>

Objective 6.5.B: Continue to review safety procedures and improve safety measures in all school environments

<p><b>Action Step</b></p>	<p><b>Timeline</b></p>	<p><b>Evidence/Evaluation</b></p>	<p><b>Accountable</b></p>
<p>Safety Plans – reviewed and documented with improvements</p>	<p>Ongoing</p>	<p>Update of Safety Plans on an annual basis</p>	<p>Assistant Superintendent of Student Services, Principals, District Safety Officer</p>

**Goal 6.6:** Continue to improve the school food programs to establish a healthy, nourishing food environment and promote overall wellness for our students during the school day, which supports academic excellence and lifelong health and wellness habits

Objective 6.6.A: Update and implement the PCSD Wellness Policy to include language, behaviors, and policy that guide our community partnership goal of building healthy behaviors for life

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Identify key stakeholders to participate on committee	SY 15-16	Revised Wellness Policy	Food Service Director, Superintendent, Wellness Policy Committee (members to include EATS, community, School Board, Teachers, Administration and other Stakeholders)
Draft new language to address key issues that will support goal	SY 15-16	Revised Wellness Policy	Food Service Director, Superintendent, Wellness Policy Committee (members to include EATS, community, School Board, Teachers, Administration and other Stakeholders)
Submit new language for Wellness Policy approval to the School Board	SY 15-16	Revised Wellness Policy	Food Service Director, Superintendent, Wellness Policy Committee (members to include EATS, community, School Board, Teachers, Administration and other Stakeholders)

Engage all key stakeholders to uphold and support Wellness Policy evenly across district

SY 15-16

Revised Wellness Policy

Food Service Director,  
Superintendent,  
Wellness Policy Committee  
(members to include EATS,  
community, School Board,  
Teachers, Administration and  
other Stakeholders)

Objective 6.6.B: Work towards the implementation of cooking non-processed foods from scratch that are delicious and nutritious

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Made From Scratch Pilot Project at Trailside Elementary School	SY 14/15	Pilot project completed	Food Service Director, TSES cafeteria staff
Summer 2014, field trip to Provo District to learn about their scratch cooking school lunch program; Include School Nutrition Director and Cafeteria Manager from Pilot school	Summer, 2014	Completion of field trip	Food Service Director

Objective 6.6.C: Implement actions that will lead to improved food choices offered to students throughout the Park City School District

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Develop scratch recipes that will be feasible options for the schools	SY 17/18	Completion of all action steps	Food Service Director, Cafeteria staff, Local vendors

Develop pilot breakfast program at Elementary School	SY 18/19	Completion of all action steps	Food Service Director, Cafeteria staff
Work with local farms to increase usage of local produce	SY 18/19	Completion of all action steps	Food Service Director, Cafeteria staff, Local vendors
Train cafeteria staff	SY 17/18	Completion of all action steps	Food Service Director, Cafeteria staff, Local vendors
Promote scratch meals to students, parents and teachers	SY 17/18	Completion of all action steps	Food Service Director, Cafeteria staff, Local vendors
Track purchases of scratch meals	SY 17/18	Completion of all action steps	Food Service Director, Cafeteria staff, Local vendors
Analyze feasibility of moving to all scratch at every school	SY 18/19	Completion of all action steps	Food Service Director, Cafeteria staff, Local vendors

Objective 6.6.D: Promote food and nutrition educational opportunities, which build lifelong health and wellness habits and integrate hands-on experiential activities aligned to the Utah Core Standards

<b>Action Step</b>	<b>Timeline</b>	<b>Evidence/Evaluation</b>	<b>Accountable</b>
Collaborate with School Nutrition Director to order food and coordinate kitchen staff in conjunction with taste tests	SY 17-18	Food ordered for taste tests	Food Service Director, EATS members, After School Director



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Expand scope of after school cooking classes to include expanded cooking techniques and and food safety education	SY 17 - 18	Schedule of classes implemented	Food Service Director, EATS members, After School Director
Ensure that healthy snacks are provided in classrooms where snacks are part of the classroom routine	SY 17-18	Observations by Principals	Principals, Classroom teachers
Incorporate nutrition education in classrooms aligned to Utah Core Standards for Healthy Lifestyles and Physical Education and Health	SY 17-18	Lesson plans	Principals, PE teachers, counselors, classroom teachers