



PARK CITY

SCHOOL DISTRICT

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Consolidated School Improvement Plan

School Generated Data

List three sources of school-generated data that are important in defining the academic achievement of students, the safety and well-being of students, or attributable to school success.

Source 1:

CRT's
Language arts 10 and 11, Mathematics Elem Alg and Geometry and Science Physics, Biology and Chemistry.

Source 2:

UBSCT specifically for 10th grade, Writing, Math, Reading
07-08 7 students did not pass
08-09 11 students did not pass

Source 3:

Academics Count and Content Link data

Serving All Students

How does your school differentiate to meet the needs of students? How have research-based programs guided instruction? Please list specific programs or interventions implemented, instructional strategies used, or professional learning targeted to meet the needs of low, medium, and high achieving or able students.

1. How do classroom teachers meet the needs of all students?

Teachers use differentiation and understanding by design, and data collected when coached by one of our instructional coaches. They also glean information from administrative observations. Teachers meet the needs of all students by 1:1 conferencing, tutoring and homework support utilizing senior tutors and math and science labs. Aligning with TMIS and PCLC this year will also support student achievement.

2. What additional programs or supports does your school offer to students not responding to classroom learning or for whom it is not enough?

Math lab, Academic Program for Excellence, UBSCT remediation, Latinos in Action, Science tutoring, and senior tutors. This year we are focusing our professional development on curriculum mapping and alignment, then SIOP training, a researched based method for support all students in class. Please also see our attached pyramid of interventions and academics count intervention.

Additional School Information

Student achievement data does not show the entire picture of a school's performance. Please report additional information about your school such as special programs, awards recognitions, business or community relationships, unique features, accreditation goals, or information regarding the staff and faculty.

Community Scholarships, 08-09 we received \$110,000 in community scholarships and over 8 million in institutional funding. Teachers handing out our academic success brochure during conferences, a math study skills class,

We have been awarded the number one school in the State two years in a row and we were the 3A All-Sport school. We have two math teachers who have been awarded the Gordon Shell Award, a very prestigious math teacher award.

Our mission statement includes our entire community. It states: PCHS values academic excellence, integrity and community intergration.

School Student Achievement Goals

Goal #1 Literacy

Goal #1 Literacy (SMART Goals -- Specific, Measurable, Attainable, Relevant, Trackable):

Communication and Literacy to improve student writing

A. Strategies for writing are currently being implemented in English classes following the Six Traits. Each of the discipline areas will develop plan for encompassing writing utilizing the Six Traits and a school wide writing rubric. We offer adult graduate level readers to all subject areas who have papers written specifically to the Six Traits to support an increase in writing in all areas. Although we have strong writing and math UBSCT scores, students who struggle in reading have a class designated to improve literacy for all students.

Statement of Need:

Until 100% of our students master reading and writing, we have a commitment to teaching students reading and writing skills. Currently 3% of our students are enrolled in Sopris West Language! We focus on teaching problem solving and critical thinking in an effort to prepare students to be productive citizens with strong communication skills. We are also focusing on increasing the success of students in sub groups to achieve proficiency on UBSCT and CORE tests. However, we pride ourselves that students who struggle are enrolled, with support, in difficult courses like physics and chemistry.

Measurable Objective:

To increase the literacy levels of students in sub-groups, with progress indicators being the UBSCT Reading score, and the UBSCT Writing score, and to continue to maintain or increase performance on the UALPA Reading test as demonstrated by higher scores. CORE writing scores - 95% in 10th grade Lang Arts and 94% in 11th grade Lang Arts. A common writing rubric will increase consistence for students. These scores increased by 3% this year.

Action Steps:

- Ensure all students can read.
- Students improve in CRT testing
- Students write more
- Implement writing rubric
- Enhance / enrich core curriculum
- Colleagues share ideas
- Implement 6-traits model
- Students in sub-groups become self-advocates

Resources:

- Reading A – E
- Sopris West Language!

- UBSCT remediation
- Teaching best practices
- English readers
- Computer labs

- PC Eye
- PCHS Mentor program
- Professional Development funds
- Landstrust
- School budget
- Academic coaches
- Department chairs
- Case managers
- ELL coach
- Teachers

Timeline:

2009-2010

Assessment:

- End of year reading test
- UALPA results
- Language! Program results
- CRT test results
- UBSCT test results
- Turnitin as a teaching tool
- More assessments
- Data: compare 2nd & 3rd qtr assessment results (random sampling)
- JPAS results
- Summative evaluation results, JPAS tracks 2 & 4
- Survey for best practices
- ISQ survey
- Accreditation report
- Writing grades in different core areas
- Writing rubric results

- Survey of teachers with struggling students
- Implementation of Pyramid of Success

Goal #2

Goal #2 (SMART Goals -- Specific, Measurable, Attainable, Relevant, Trackable):

Build integrity, character, thinking and reasoning skills

Students will demonstrate integrity, honesty and self-discipline for their actions. Students will engage rigorous and authentic work. Students will pursue excellence across the curriculum. Students will meet high academic standards.

Statement of Need:

In this new world of google and other easy access means for gathering information, we have found the need for students to do their own best work to be greater than ever. We also will encourage a more rigorous curriculum for all students able.

Measurable Objective:

Teachers will report any student caught utilizing any other work than their own. Teachers will utilize programs like Turn-it-In.com to ensure authentic work. Students will better understand the power of the understanding the process of learning over the emphasis on “the grade”. Increase the number of students who strive to become the best they can be.

Action Steps:

Utilize web-based subscription to Turnitin.com to increase academic integrity across departments.
 Students utilize UBSCCT study sessions
 Students utilize support programs to help them succeed in problem-solving and critical thinking
 Utilize web-based subscription to Turnitin.com to increase academic integrity across departments.

Resources:

Software budget

- Landstrust
- Math teachers
- English teacher
- Senior tutors
- Math tutors
- ITAs
- Content link classes
- Online math homework
- Math Lab
- SciSpace
- Sheltered classes
- Math study skills class
- School budget

Software budget

Timeline:

2009-2010

Assessment:

- Use of Turnitin throughout the school
- Statistics for number of teachers using
- Statistics comparing 1st. and 3rd quarter results from Turnitin
- Data: number & names of students signed up
- Data: results of UBSCT retakes
- Data: number of students served
- Data: compare 1st and 2nd quarter grades (random sampling)
- Use of Turnitin throughout the school
- Statistics for number of teachers using
- Statistics comparing 1st. and 3rd quarter results from Turnitin

ELL Plan

Goal Based on Data (SMART Goals -- Specific, Measurable, Attainable, Relevant, Trackable):

We will build an academically inclusive community of English Language Learners. Park City High School is committed to providing our ELLs with an accessible and rigorous curriculum which will empower them with the language and skills necessary to pursue higher education and/or to participate fully in social settings.

Statement of Need:

All Park City High School teachers will engage in the conversation and study of the SIOP model of instruction.

ELL Instructional Coach will continue to assist teachers with the implementation of the SIOP elements in their instruction and differentiation of core content.

Members of various student clubs will actively invite ELL participation in groups/clubs

Measurable Objective:

Instructional Coaches and Administrators will continue SIOP training.

One teacher from each core subject will be trained in the SIOP model so that a "model" SIOP classroom is established cross-curricularly.

Administrators will hold teachers accountable for implementing SIOP strategies, as they are learned by faculty.

ELLs will continue to participate in the summer UVU college credit programs.

A PCHS Latino Parent Committee, will meet quarterly to facilitate school-wide communication and to encourage greater parental involvement at our school.

Action Steps:

SIOP training for all teachers

SIOP coaching to continue

Counselors to continue college outreach programs: assistance with applications, scholarships for Latinos, fee waivers for ACT tests, and college visit for juniors and seniors in content link classes

Latino parents and school community meet regularly to discuss needs and concerns and to promote a highly-supported academic environment.

ELL Department Chair to continue to work collaboratively with UVU so that outstanding ELLs

may earn college credit through the "Future Educators of Tomorrow" and "Future Hospitality Leaders of Tomorrow" summer college programs

Utilize support systems within the community: Community Outreach Counselor, The People's Health Clinic, Community Education Adult ESL classes for parents, Valley Mental Health, Holy Cross Ministries

Resources:

SIOP-trained facilitator as an ELL Instructional Coach

Coaches and Administrators supporting SIOP instruction and accountability

Bilingual Staff members

Content Link classes for specific grade levels

Peer Tutors

Para-professionals, who assist in core classes

A+

Homework Club staffed by ESL teachers and para-professionals

Guest speakers/community service representatives as monthly guest speakers in Content Link classes

Latinos in Action student advocates and role-models

UVU summer programs specific to Latino students

Timeline:

Ongoing

SIOP training for all staff to begin in early 2010.

Assessment:

UALPA

IPT for academic placement

UBSCT

CRT

Plan for Multicultural Awareness:

PCHS staff will promote the concept of "Acculturation", as opposed to "Assimilation," thus validating different cultures present within our school. Multi-cultural texts will be encouraged in Language Arts and History.

Plan for Parent/Community Involvement:

PCHS Latino Committee will meet quarterly.

Community leaders will continue to be present in ELL classes

Latinos in Action to mentor students at McPolin Elementary School

Several ELLs to participate in the ANYTOWN camp

Several ELLs to participate in the UVU summer "Future Educators of Tomorrow" program and "Future Hospitality Leaders of Tomorrow" program and earn college credit

Professional Development Needed to Support ELL Plan:

ELL team to coach/train/assist teachers with differentiation and SIOP

All staff to be trained in the SIOP model

Latinos in Action program continue to attend Leadership seminars

ELL team to participate in TESOL

How will this plan be communicated to ESL parents?:

All of our school's documents will be translated into Spanish and mailed to parents

PCHS Latino Parent Committee to utilize a phone tree to assist with school communications

ELL team to maintain continual contact with parents regarding student progress and achievement

ELL team will work closely with our district's Latino Outreach Counselor and school counselors to provide parents with any necessary resources/assistance

Professional Development Plan

Context:

- Structure of Learning Communities
- Resources to support adult learning and collaboration
- Provides job-embedded time for educators to engage in continuous improvement

Our learning community is aligned vertically through department teams and horizontally through modified focus groups, specifically looking at improvement of curriculum, assessment and instruction. Within this alignment we support our new teachers through the PCeye program and all teachers with a dedicated ½ time instructional coach, a ½ time English language learner coach and informal observations. We will support teachers in technology by providing training during preparation periods so teachers can learn in a safe environment. We will continually assess our instructional strategies for quality and achievement. We will work in a collaborative way to develop the ability of our entire student body to think critically. We will use time set aside for professional development, faculty meetings, late start mornings, assemblies and department meetings and teaming with TMIS and PCLC to work in a collaborative school wide effort to improve learning for every student. Departments will align curriculum while working horizontally in the focus groups for continual improvement in quality of instructional practices and assessment systems. Explicit instruction and instructional coaching combined with facilitated collaboration will result in improved assessment, engaged instruction and student growth.

Content — how does the plan link to student achievement:

- Prepares educators to understand and appreciate all students; creates safe, orderly, and supportive environments; holds high expectations for students' academic achievement
- Enables educators to provide challenging, developmentally appropriate curricula
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist all students in learning and applying the standards of the Utah Core Curriculum
- Prepares educators to appropriately use various types of assessments
- Provides educators with knowledge and skills to appropriately involve parents and other stakeholders

Our plan is based on practices developed through effective educational teaching and learning practices including an emphasis on differentiation to meet the best educational learning strategies for each student, varied quality assessment tools for both summative and formative assessments: standardized tests criterion or norm referenced; and authentic materials developed by individual teachers including quizzes, projects, essays, bench mark tests, informal observations, etc. An emphasis will be placed on determining how to best meet the needs of our students within sub groups. Teachers are being trained in and will utilize SIOP methodology and strategies when accommodating or modifying for students who are not achieving. Teachers will also receive

training to utilize the technology available to them as another way to assist all learners. Time will be set aside for instructors to meet and discuss the standards expected of an accredited school. We will increase student achievement through the careful vertical and horizontal alignment of content specific material and research for best practices for student success.

Process — how will new knowledge be implemented and sustained into practice:

- Data driven
- Research based
- Designed to meet the needs of adult learners

We have formed our faculty into modified focus groups designed to continually assess specific educational areas including, quality assessments, curriculum development, quality instructional design, leadership for school improvement, a culture of continuous improvement and learning, community building and support services. The charge of each group is to evaluate our schools progress in each area. As a result we will see an improvement in instructional design within every classroom. We are also working very hard at assessing our current reality. We value the academic integrity of each other and will collect data from the varying learning strategies seen through data gathered from 10-minute instructional observations by administration. Northwest Association of Accredited Schools documentation will also guide us in this process. Time during staff development days and department meetings will be used to meet in 8-12 departmental teams to evaluate how we are progressing with the standards as expected in the Northwest Association of Accredited Schools in our annual report.

Assessment — how does new knowledge and understanding make a difference:

- Learning tasks use multiple sources of information to guide improvement and demonstrate its impact

Increased student achievement will verify that we are making a difference. We are aiming to decrease the achievement gap. School generated data, specific to instructional methodologies used in the classroom as well as yearly CRT's will show if the SIOP methodolgy is effective. Using 10-minute walk through observations will also aid in student achievement. Observation outcomes have shown learning demonstrated and assessed through a variety of instructional practices and assessments.

School Technology Plan

Inform faculty of minimum competencies
 Collect employee Signature of Agreement (conducted yearly)
 Conduct Computer Competency Assessment (conducted yearly)
 Review USOE State Core Standards for Technology
 Conduct Internet safety class for students and parents

December 2009
September 2009
June 2009
On Going
November 23 and 24, 09

Instructional Focus

Instructional Focus of Plan:

Work with teachers during their prep hour to teach them how to use certain technologies. This can range from learning how to use the Calendar in their email application to integrating their class curriculum using the technology in their rooms. Educators thrive in a non-judgmental environment. It is imperative that this type of environment be available to them. We offer one on one mini technology related training to the teachers during their prep hours (which they are reimbursed for). This allows the teacher a comfortable, non-threatening environment to ask questions about technology they would normally be hesitant to ask in a classroom setting among peers. We also offer after school trainings when necessary in order to reach a lot of teachers at the same time. PowerTeacher Gradebook is a great example of this.

Expected Outcome of Plan:

The expected outcome is the increased use of technology by the teachers in the classroom. Teachers will be taught in a non-judgmental, non-threatening environment allowing teachers to learn and then to demonstrate the technology to their students. Teachers will be more confident not only in their field of study but also in their ability to present the curriculum using the technology in their classrooms.

Staff Development

Instructional Focus of Plan:

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Resources:

Besides one on one instruction, we also have the web resources:
lynda.com
Tech how to area
Outside vendor resources for programs such as Rubicon Atlist
Nues
UEN

Planned Expenditures

Hardware:

Promethean clickers
Epson Document cameras
4 network drops
2-6 desktop computers

Hardware Funding:

Sundace
PTSO Mini Grant
PCEF Nancy Grant
Lands Trust

Software:

Rubion Atlis
Kuta Math software
AutoCad
Finale

Software Funding:

Software Budget
PTSO Mini Grant
PCEF Nancy Grant
CTE Funds/Perkins Grant
Lands Trust

Other:

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Other Funding:

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