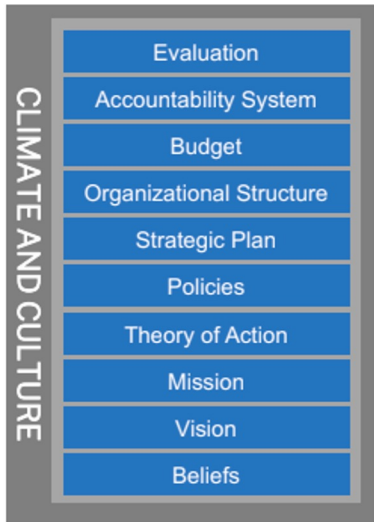


CLIMATE AND CULTURE

- Evaluation
- Accountability System
- Budget
- Organizational Structure
- Strategic Plan
- Policies
- Theory of Action
- Mission
- Vision
- Beliefs





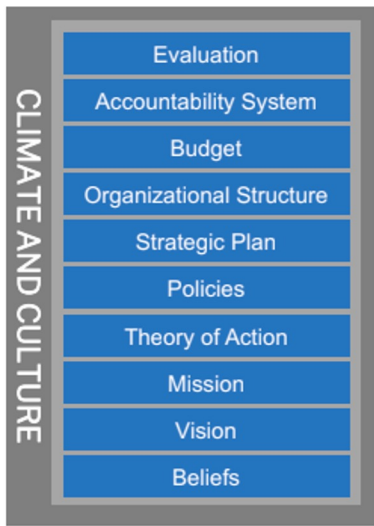
Our Purpose

Park City School District’s purpose is to develop the potential of every student through data-driven and best learning practices to be academically successful and prepared for life beyond graduation by providing safe, optimal and equitable learning environments for all students and staff.

The PCSD Teaching and Learning Division provides leadership, service and support in all areas of curriculum, instruction, assessment, and professional learning so that all students and educators can perform to their highest potential. Our work is focused on three areas:

- 1. Curriculum (what we teach)
- 2. Instruction (how we teach)
- 3. Assessment (how we know our students are learning)





Theory of Action

In the Park City School District, success is defined by students' academic and social growth and proficiency.

Our theory of action is:

If we . . .

- Engage students to learn using a rigorous standards-based curriculum
- Evaluate learning based on those standards
- Analyze learning data to adjust and provide individualized support

Then . . . all students will be equitably and effectively supported and student outcomes will improve.

We will measure our success with the following goals:

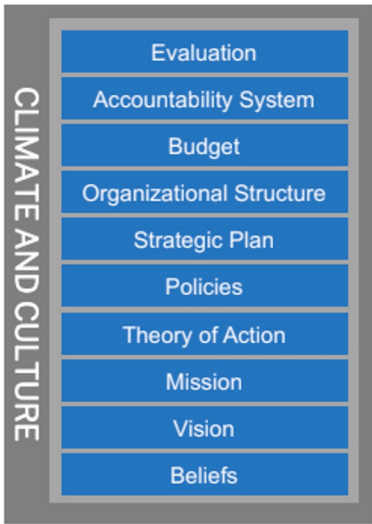
100% of 3rd grade students will be proficient in reading.

80% of 8th grade students will be proficient in math.

95% of students will meet college and career readiness benchmarks

Park City High School's graduation rate will be 95%

+ Social Emotional Benchmarks ----- PROFILE OF A GRADUATE



Utah State Board of Education

Students and Families - C

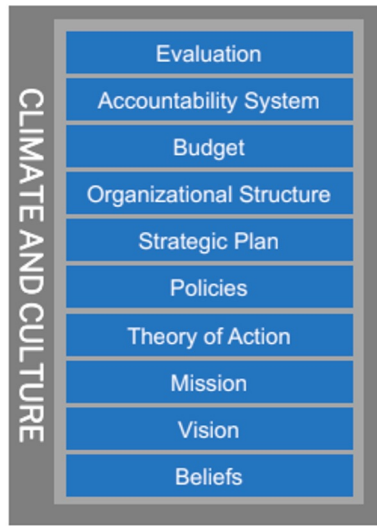
Effective Education Rules

- [§ 277-100: Definitions for Utah State Board of Education Rules](#)
- [§ 277-101: Public Participation in Utah State Board of Education Meetings](#)
- [§ 277-104: Americans with Disabilities Act \(ADA\) Complaint Procedure](#)
- [§ 277-106: Utah Professional Practices Advisory Commission Appointment Process](#)
- [§ 277-107: Educational Services Outside of Educator's Regular Employment](#)
- [§ 277-108: Annual Assurance of Compliance by Local School Boards](#)
- [§ 277-110: Educator Salary Adjustment](#)
- [§ 277-113: Local Education Agency \(LEA\) Fiscal and Auditing Policies](#)
- [§ 277-114: Corrective Action and Withdrawal or Reduction of Program Funds](#)
- [§ 277-115: Local Education Agency \(LEA\) Supervision and Monitoring Requirements of Third Party Providers and Contracts](#)
- [§ 277-116: Audit Procedure](#)
- [§ 277-120: Licensing of Material Developed with Public Education Funds](#)
- [§ 277-121: Board Waiver of Administrative Rules](#)
- [§ 277-122: Board of Education Procurement](#)
- [§ 277-210: Utah Professional Practices Advisory Commission \(UPPAC\) Definitions](#)
- [§ 277-211: Utah Professional Practices Advisory Commission \(UPPAC\) Rules of Procedure: Notification to Educators, Complainants and Final Disciplinary Actions](#)
- [§ 277-212: Utah Professional Practices Advisory Commission \(UPPAC\) Hearing Procedures and Reports](#)
- [§ 277-213: Request for Licensure Reinstatement and Reinstatement Procedures](#)
- [§ 277-214: Utah Professional Practices Advisory Commission \(UPPAC\) Criminal Background Review](#)
- [§ 277-215: Utah Professional Practices Advisory Commission \(UPPAC\) Disciplinary Rebuttable Presumptions](#)
- [§ 277-216: Surrender of License with Utah Professional Practices Advisory Commission \(UPPAC\) Investigation Pending](#)
- [§ 277-217: Educator Standards and Local Education Agency \(LEA\) Reports](#)

SECTION 09-INSTRUCTION	
9000	Academic Integrity
9005	Curriculum Development and Management
9010	Curriculum Courses for Grades 6-8
9015	Patriotic Education
9021	Work-Based Learning Programs
9025	Wellness Policy
9027	Child Nutrition Policies and Procedures
9030	Alternative Language Services (ALS)
9035	Instruction at Home or in a Health Care Facility
9040	Field Trips
9045	District Sponsored Athletic and Academic 6-12 Student Travel
9046	Competitive Sports Clubs
9050	Instructional Materials
9055	Use of Copyright Materials in Schools
9060	Library Media Center Materials Selection Policy
9065	Volunteers in the Schools
9075	Promotion, Retention, and Remediation of Students Grades 7-12
9076	Academic Acceleration
9080	Graduation Requirements - Park City High School
9085	Plan for College and Career Readiness
9090	Graduation Requirements Adult Education High School Diploma
9091	Data Governance
9095	Standardized Testing
9100	Recognizing Religious Freedoms and Rights of Conscience in Schools
9105	Animals in Schools and Classrooms
9106	Service Animals in Schools and Other District Buildings
9110	Acceptable Use Policy for Internet Access and Computer Use

- o Administrative Professional Agreement
- o Licensed Compensation Agreement
- o Licensed Professional Agreement
- o Classified Compensation Agreement
- o Classified Professional Agreement
- o Superintendent Agreement
- o Business Administrator Agreement





Area #1: Guaranteed & Viable Curriculum

Area #2: Evaluation Processes

Area #3: Program Evaluation

Area #4: Early Learning

Area #5: MTSS

Area #6: Competency & PCSD Profile of a Graduate

Area #7: Professional Development & Training

Area #9: Future Schools

Area #1: Guaranteed & Viable Curriculum

Activity #1: PCSD Instructional Framework

1. Framework Development
2. Framework Feedback & Revisions
3. 2021/22 Implementation Planning
4. 2021/22 PCSD Inst. Framework Implementation

Activity #2: Curriculum Adoption

1. Policy update (9050)
2. Administrative regs for curriculum adoptions
3. Science Instructional Materials Adoption
4. ELA Instructional Materials Adoption
5. ELL Instructional Materials Adoption

Activity #3: Curriculum Mapping Templates

1. Collaborative Template Completion (2019/20)
2. Elementary Math
3. Elementary Science
4. 6-8 Science
5. 6-8 Math
6. K-12 ELA
7. 9-12 Math
8. 9-12 Science
9. Utah Stds. Revision Timeline

Activity #4: Competency Framing (SBL & PL)

1. Grades 4-5 (SBL)
2. K-3; 8-12 (SBL)
3. 6-7 (PL)
4. 4-5 (PL)
5. K-3; 9-12 (PL)



Framing for the future

EXPECTATIONS



Park City School District Instructional Framework



The instructional framework defines and describes evidence-based practices that create consistency and promote student learning in PCSD.

Domain	Concept	Expectations	Evidence
PLANNING	STANDARDS ALIGNMENT	Teachers create learning objectives, lesson plans, and assessments aligned to the Utah Core Standards and PCSD Priority Standards.	<ul style="list-style-type: none"> Teachers identify priority standards. Teachers create learning, language, and social/emotional objectives aligned with the skill and rigor of the priority standards. Teachers create and use student-friendly language to communicate objectives ("I can statements"). Teachers align formative assessments with the objectives.
	LESSON DESIGN	Teachers work collaboratively to design lessons that create access to a rigorous learning experience for all students.	<ul style="list-style-type: none"> Planning takes place during regularly scheduled PLC meetings. District approved, standard-aligned, culturally relevant, and appropriately challenging instructional materials are used. Teachers use a lesson planning tool to structure learning for all students. Teachers plan lessons focused on a gradual release of student responsibility and include modeling, guided instruction, collaboration and independent learning.
	INSTRUCTIONAL STRATEGIES	Teachers choose instructional strategies and processes that engage ALL students in learning.	<ul style="list-style-type: none"> Teachers use student assessment data to design learning activities that are responsive to the individual needs of the students (i.e. students with IEPs, ELL, PACE, etc.). Teachers utilize evidence-based, high-yield strategies that are culturally-responsive and differentiated based on students' needs.
INSTRUCTION	FOCUSED INSTRUCTION	Teachers deliver lessons which are aligned to the Utah Core Standards and PCSD Priority Standards.	<ul style="list-style-type: none"> Student-friendly learning, language, and social/emotional objectives are posted, explained, and frequently referred to during the lesson. Teachers provide students with clear explanations of what they should know and be able to do to demonstrate proficiency with the learning objectives. The lesson links students' previous and future learning to ensure relevance and context for the students.
	ENGAGEMENT	Teachers use instructional strategies that engage students in learning.	<ul style="list-style-type: none"> Student-to-student and student-to-teacher discourse is structured to solicit and solidify student thinking. Students have opportunities to collaborate and learn together. Teachers use learning strategies that incorporate different learning modalities (visual, kinesthetic, artistic, etc.). Teachers include opportunities for students' choices regarding how they gain and demonstrate their understanding. Teachers scaffold and extend the learning for students throughout the lesson. Technology and innovative tools are used to facilitate and apply learning.
	PROGRESS MONITORING	Teachers monitor student learning and adjust instruction to support individual student needs.	<ul style="list-style-type: none"> Checks for understanding are frequently used throughout the lesson to measure student progress and adjust instruction. Students self-monitor and determine their progress toward learning objectives. Students are given multiple opportunities to demonstrate their understanding over time.
ASSESSMENT	TEACHER COLLABORATION	Teachers collaborate to design and analyze assessment data to adjust instruction and determine student intervention or enrichment instruction.	<ul style="list-style-type: none"> Teachers regularly collaborate to analyze assessment data, adjust instruction, and plan student interventions or enrichment. Teachers plan and use a variety of assessments to help students demonstrate understanding. Common formative assessments are developed by teacher teams that inform instruction throughout a unit of study. Summative assessments are used to measure student learning at the end of a unit of study and to determine student interventions or enrichment instruction. Benchmark data are used to analyze individual student progress toward grade-level proficiency and determine student interventions or enrichment instruction.
	STUDENT FEEDBACK	Teachers provide timely feedback to students.	<ul style="list-style-type: none"> Teachers provide clear and specific feedback to inform students of their progress in learning the objectives. Students frequently self-monitor to be able to measure their level of understanding and adjust their practices and engagement.
CULTURE	CLASSROOM ENVIRONMENT	Teachers create safe and orderly classroom for learning.	<ul style="list-style-type: none"> Clear routines and procedures are taught and used. The physical arrangement of seating and the use of materials and resources is conducive for learning.
	CLASSROOM COMMUNITY	Teachers build classroom communities that foster social-emotional development.	<ul style="list-style-type: none"> Teachers build relationships with students and families. Interactions between classroom members are respectful. Inclusivity is a focus for developing peer relationships. Class members are supported in identifying and regulating emotions. Opportunities to develop responsibility and independence are promoted.
	EQUITABLE LEARNING ENVIRONMENT	Teachers hold high expectations for each student and build classroom communities that support individual success.	<ul style="list-style-type: none"> Teachers monitor student engagement to ensure a student-centered environment. Students explore their connections to a global community. Teachers monitor and support achievements of specific student groups.

Area #5: Multi-Tiered Systems of Support

Activity #1: Create and Introduce Process Charts

1. Academic Process Chart
2. Behavior Process Chart

Activity #2: MTSS Handbook Completion

Activity #3: Establish Data Protocol

Activity #4: Formation of district-level MTSS team

Activity #5: PBIS Planning and Implementation

Activity #6: Hire MTSS/504 Coordinator

Activity #7: MTSS Documentation

1. Branching Minds Uniformity
2. USBE Incident Reporting Requirements

Activity #8: MTSS Secondary System

Area #8: Professional Development & Training

Activity #1: Make professional learning relevant

1. Development of professional learning playlist

Activity #2: Implement micro-credentialing program

Activity #3: Develop pertinent trainings (tools)



**Framing for
the future**

Support

Area #2: Evaluation Processes

Activity #1: Teacher Evaluation

1. Committee to complete evaluation process
2. HR/T & L to Create Teacher Rubric & Evidence List
3. Create Implementation Plan
4. Pilot?
5. Implement

Activity #2: Administrator Evaluation

1. Assemble admin committee
2. Redefine Process
3. Revise Policy
4. Create Implementation Plan
5. Implement

Area #3: Program Evaluation

1. K-3 Literacy
2. Summer School
3. ELA
4. ELL
5. PACE
6. CTE/Coding
7. World Languages
8. DLI
9. Library Media
10. Counseling
11. Fine Arts



Framing for
the future

Accountability

Excellent Personnel

Area #4 Early Learning (K-3)

Activity #1: State Plan

1. Create/Board Approval/Submit Plan

Activity #2: Math Assessment

1. Implementation Plan
2. Training

Communication

Assessment

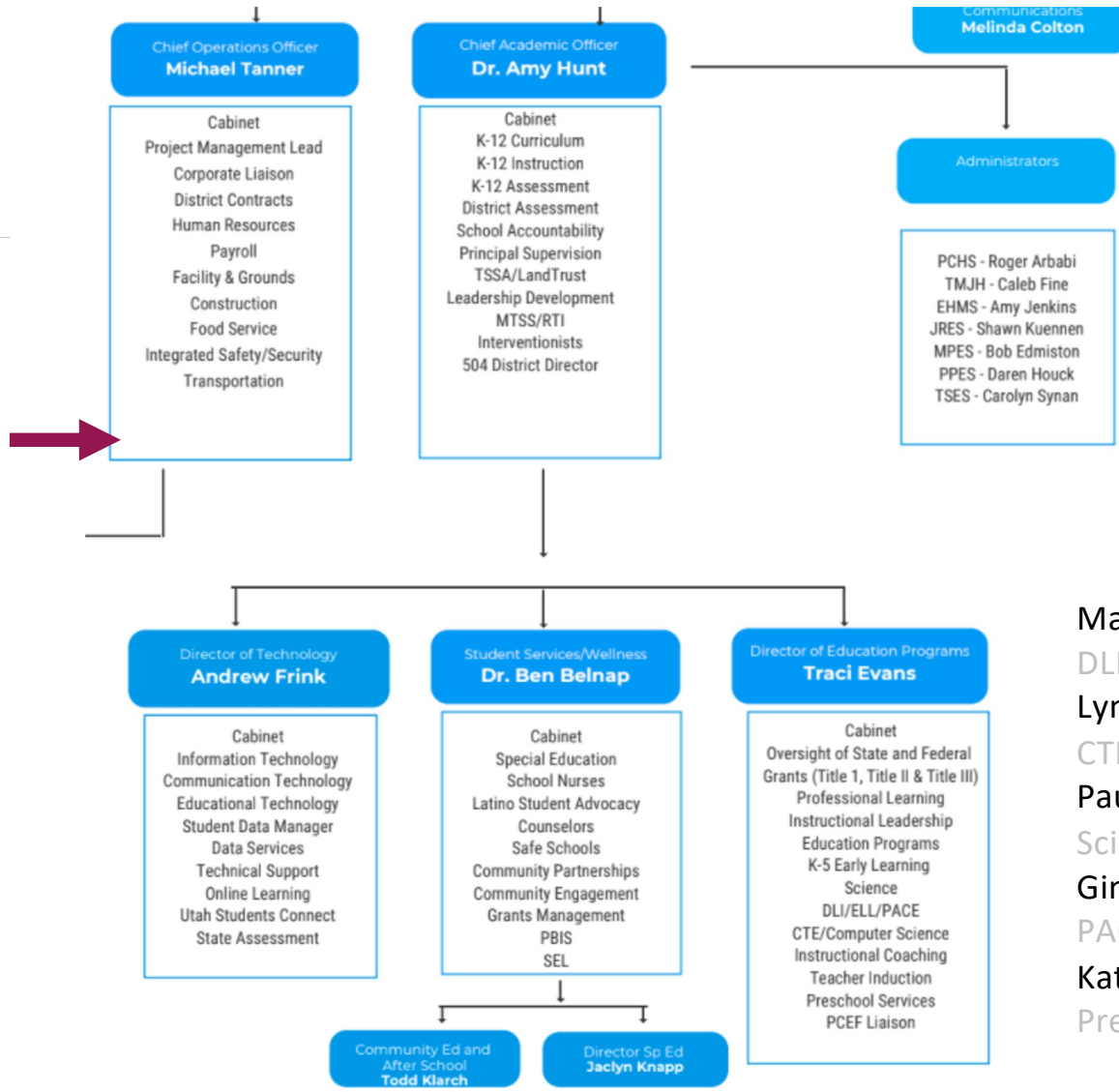
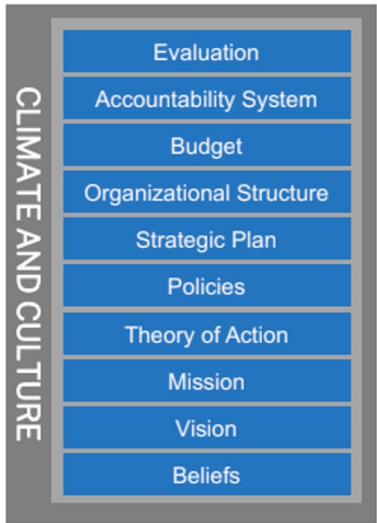
State Testing
State Report Card
Early Learning

Area #9: Future School

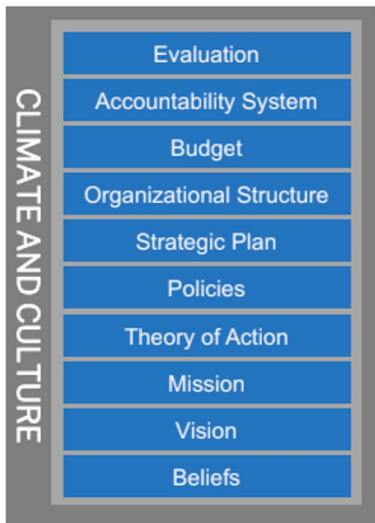
Activity #1: Visioning/ Year 1 Impletation Planning

Outcome

Community Alliances



- Martin Briggs:**
DLI/ELL Coordinator
- Lyndsay Huntsman:**
CTE Coordinator
- Paula Krueger:**
Science/Math Specialist
- Gina Mason:**
PACE Specialist
- Kathy Anderson:**
PreK Program Coordinator



Area & Initiatives	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Standard & Model Curriculum										
PCSD Instructional Framework	✓									
Standards	✓									
Curriculum Mapping	✓									
Classroom Implementation		✓	Substantial							
Curriculum Mapping										
Map Development	✓									
Map Implementation	✓									
Map Evaluation	✓	Not Started								
Map Revision										
Curriculum Mapping Template										
Map Development	✓	Not Started								
Map Implementation	✓	Not Started								
Map Evaluation	✓	Not Started								
Map Revision	✓	Not Started								
Competency Training (M, & R)										
Map Development										
Map Implementation										
Map Evaluation										
Map Revision										
Evaluation Processes										
Map Development										
Map Implementation										
Map Evaluation										
Map Revision										



PCSD Teaching and Le...