



**Strategic Plan
Alignment Update**

2023 - 2028

Vision/Mission/Strategic Pillars:

Vision and Mission

Park City School District is *student-centered with a focus and emphasis on the whole child - our students are safe, supported, engaged, challenged, and healthy.*

Our mission is to inspire and support all students equitably to achieve their academic and social potential.



Our Mission

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Our Vision

Park City School District is student-centered with a focus and emphasis on the whole child – our students are safe, supported, engaged, challenged, and healthy.



Core Values:

Academic Success: We are committed to engaging all students to reach their full potential no matter where they are in their academic journeys.

Leadership: We are committed to continuous development, accountability, and transparency.

Excellent Personnel: We are committed to hiring the best and the brightest staff in a transparent and fair manner.

Communication: We are committed to communicating with all stakeholders in an open, timely, and consistent manner.

Community Alliances: We are committed to a culture of collaboration with our community partners.

Board of Education:

The Park City School District Board of Education will create conditions for student success by:

- Progress monitoring policies on a regular basis with a focus on equitable access and outcomes for our students.
- Progress monitoring the strategic pillars for actions and accomplishments.
- Inform the community about state and local fiscal conditions and legislative changes that may impact the district.

GOAL AREA	WHY IT IS IMPORTANT	HOW IT IS MONITORED/ METRICS
Increasing Academic Achievement	Educational Outcome for Every Student	ECRISS aggregation of student data, growth, and personal learner profile Mid-Year report had all groups achieving expected growth
Provide A Safe Environment that Supports the Whole Child	Aspirational Vision Safe Supported Engaged Challenged Healthy	Incident Management (compare to statewide and year over year data) Staffing/Supports ratios Attendance/Rigor/ Assignment Quality Health/Wellness Data, Cook Center Resources, LC Data Coalition for Safe &

		<p>Supportive Schools</p> <p>Coalition for Safe & Inclusive Schools</p> <p>NSBA Silver Medal (Programming-Bright Future & Dream Big – participation & persistence data)</p> <p>District Wellness Plan</p>
Attract & Retain Outstanding Educators and Staff	Strategic Pillar	<p>Applicant pool, filled positions, open positions, reason for exit if unsuccessful (statewide survey submission)</p> <p>5S Support Initiative</p> <p>Compensation negotiations completed in June of 2023 provide state leading compensation for educators and staff.</p>
Strengthen School, Family & Community Engagement	Community Alliance Pillar	<p>FACE Team leads efforts</p> <p>Create/Build collaborative community partnerships (Bridges, Chamber, PCEF, PCCF, United Way, Sustainability)</p> <p>Outreach - aligned roles/goals & caseload metrics & impact</p> <p>Mid-Year State of District</p> <p>EOY State of Green Schools</p>
Ensure Fiscal & Operational Responsibility	Strategic Goal Area	<p>Meritorious Budget Recognition</p> <p>AAA Bond Rating</p> <p>Bond Passage</p>

		Present Balanced Budget No Tax Increase previous 2 years Ramp up and maintenance with COVID safety operations
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Academics:

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)

Our Philosophy:

The fundamental function of a school system is to educate all students to high levels through quality teaching and learning. The school system provides a process for development and expression of the talent and potential of each student with their own unique characteristics. This is accomplished through the coordinated efforts of educators, administrators, and support staff throughout the district to ensure a guaranteed and viable curriculum is in place at all schools across grade levels and content areas.

Our Beliefs:

We believe that a guaranteed, viable curriculum should:

- Be collaboratively constructed to coordinate and connect instruction horizontally and vertically from Preschool through 12th grade.
- Be informed by research and data with an awareness that educational experiences must be embedded in authentic activities and projects.

- Be delivered at the appropriate level of challenge to ensure maximum learning for each student.
- Guide teaching and learning through an instructional framework that describes expectations for lesson planning and delivery, includes scope and sequence, and defines essential student learning.
- Ensure a personalized and continuous progression approach so that each student can achieve excellence in learning.
- Be an instructional process that empowers learners to own their 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 . . .

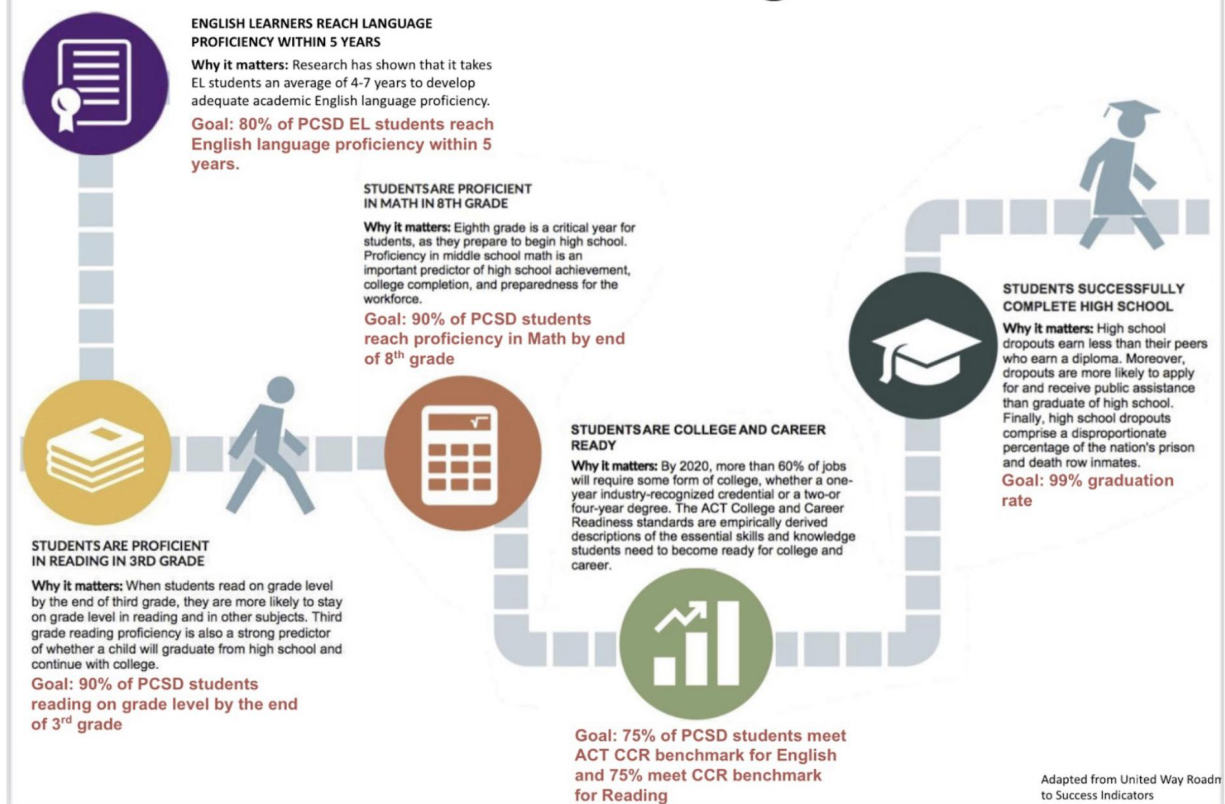
- Engage students in learning using a rigorous standards-based curriculum
- Evaluate learning based on those standards
- Analyze learning data to adjust and provide individualized support

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

We will measure our success with the following goals:

- 90% of 3rd grade students will be proficient in reading.
- 90% of 8th grade students will be proficient in math.
- 80% of MLL students reach proficiency within 5 years.
- 75% of students will meet ACT college and career benchmarks for English and Reading.
- Park City High School's graduation rate will be 100%.

Measurable Strategic Goals



METRICS

The Park City School District maintains a District Dashboard to document progress towards academic system goals. The metrics also provide longitudinal data from 2016 forward across a number of indicators. SAMPLE:

Strategic Dashboard - Park City School District

Download Data

Export PDF

Indicators



Student Achievement

Kindergarten Readiness

[View Data](#) ⓘ

79%

of incoming kindergarteners had adequate literacy and numeracy skills

Early Literacy

[View Data](#) ⓘ

82%

of students reading on grade level by the end of 3rd grade

Student Proficiency

[View Data](#) ⓘ

State Assessment Data

Dual Immersion Program

[View Data](#) ⓘ

35%

of students participating in DLI

English Learner Progress

[View Data](#) ⓘ

39%

of ELs made Adequate Progress in 2022



College & Career Readiness

Strategic Dashboard - Park City School District

Download Data

Export PDF

Indicators

Average Class Size

[View Data](#) ⓘ

22

average number of students in a class

Student-Teacher Ratio

ⓘ

12:1

average number of students per teacher

ESL Endorsement

[View Data](#)

67%

of PCSD Licensed Staff have their ESL Endorsement

Sense of Belonging

[View Data](#) ⓘ

81%

students, staff, & parents report feeling they belong at their school

Equity

[View Data](#) ⓘ

78%

believe instructional materials reflect students' diverse backgrounds

Safety

[View Data](#) ⓘ

90%

students, staff, & parents report feeling safe at their school

Friendship

[View Data](#) ⓘ

94%

of students report having friends they trust at school

MTSS

ⓘ



Multi-Tiered System of Support

Indicators

McPolin Elementary

Jeremy Ranch Elementary

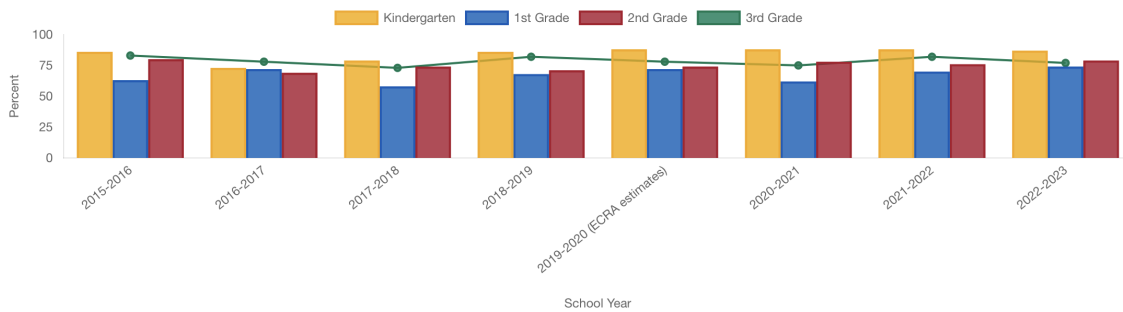
Trailside Elementary

End of 3rd Grade by Student Group

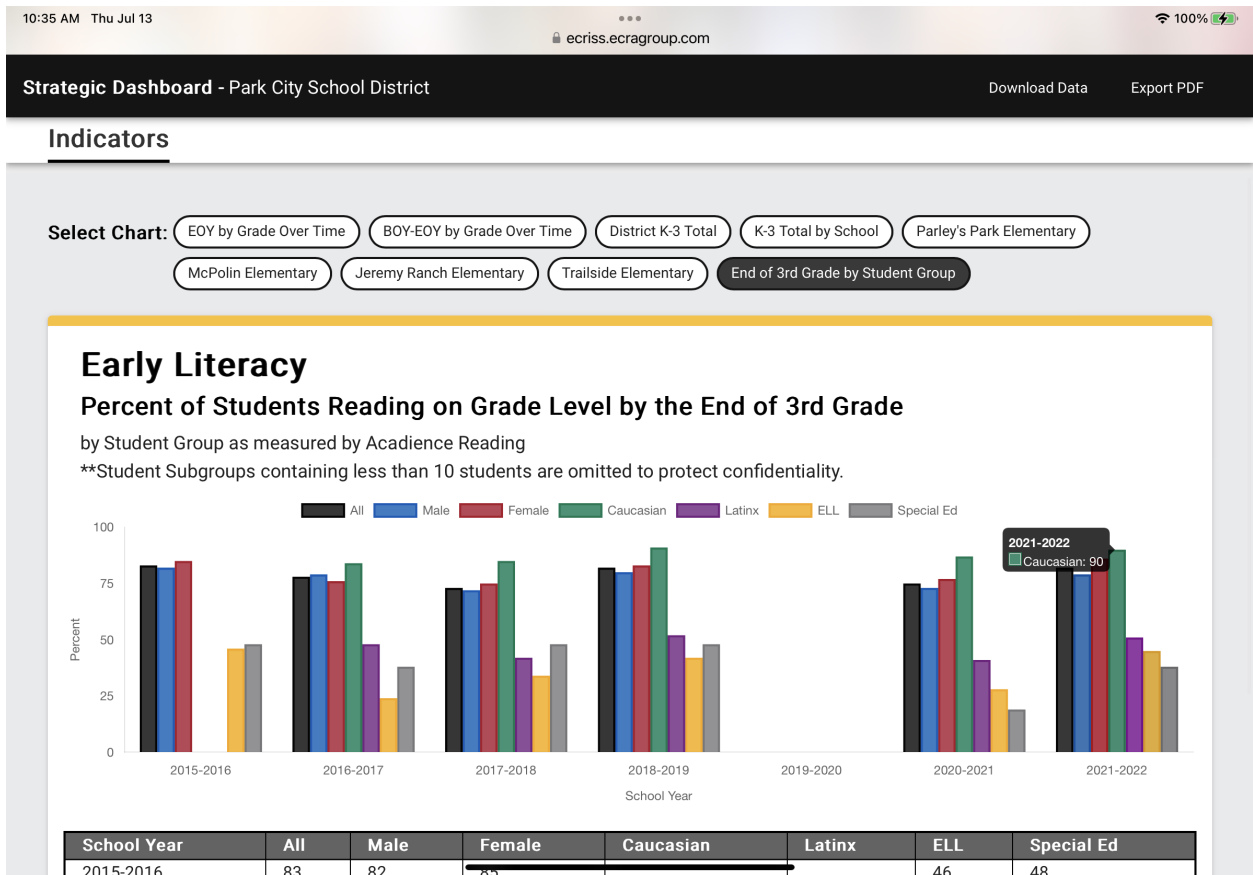
Early Literacy

Percent of Students Reading on Grade Level by the End of the Year

as measured by Acadience Reading



School Year	Kindergarten	1st Grade	2nd Grade	3rd Grade
2015-2016	86	63	80	83
2016-2017	73	72	69	78
2017-2018	79	58	74	73
2018-2019	86	68	71	82
2019-2020 (ECRA estimates)	86	72	74	78



STRATEGIC GOALS:

Strategic Goal 1 (Academic Success): Develop the potential of every student through data-driven and best learning practices to be academically successful and prepared for life beyond graduation. Provide safe, optimal and equitable learning environments for all students and staff.

Strategic Goal 2 (Leadership): Provide district-wide leadership that exhibits transparency, clarity and accountability at all times and in all situations.

Strategic Goal 3 (Excellent Personnel): Create a culture of respect for all employees through recruiting, retaining, and providing professional development, while building the district's leadership capacity.

Strategic Goal 4 (Communication): Continuously deliver efficient, effective, and transparent communication about the district.

Strategic Goal 5 (Community Alliances): Partner with families and the community for the general well-being and education of our collective student base while including a culture of inclusiveness and respect for the rich diversity of our community.

SUPERINTENDENT STRATEGIC PRIORITIES 2023/2024

- 1. Implement PCSD Wellness Plan** - Aligned to the Student Services Goals - to support all students in achieving our PCSD strategic vision and mission, our classrooms will introduce and build capacity of staff to implement the wellness plan K-12 through work together within the PLCs during the 23/24 school year.
- 2. Monitor Educational Equity Policy Outcomes** - Aligned to the Leadership Goals - to ensure equitable outcomes are attained for youth across our PK-12 educational system, complete an educational equity baseline assessment and share report, conduct quarterly data review and action planning with the *"Inspiring and Supporting Students Equitably"* committee, monitor access and opportunities towards high rigor academic courses, review multi language learner progress and attainment, and provide educational equity training for all staff annually.
- 3. Move from Sustaining To Transforming** - Aligned to the Student Services Goals - In order to achieve our PCSD vision and mission, we will continue to build the academic framework to benefit each learner through implementation of guaranteed, viable curriculum, system-wide learning through the personalized, competency based learning state grant, continued successful implementation of the multi-tiered system of supports, and through providing effective professional development programming to all.

ANNUAL GOALS 2023/2024

Leadership:

1. Park City School District will prepare all students for career, college, and life-ready success by focusing on high student achievement and maintaining learner-centered focus.
2. **Park City School District will promote safe, supportive, equitable and inclusive school learning environments for students, staff and patrons; including assurances of good sportsmanship, digital citizenship, and creating a kind, positive, inviting, and inclusive school environment that cultivates belonging and engagement. (Action Plan Development Summer/Fall 2023)
3. Park City School District will adopt and begin implementation of the Utah Portrait of A Graduate to prepare all students to succeed and lead via personalized,

competency-based progressions and pathways as part of the secondary redesign process.

Teaching & Learning:

1. Park City School District will provide high-quality professional development for all educators focusing on the PCSD Instructional Framework as well as review and update the Framework V2.0.
2. Park City School District will continue certification in LETRS (Language Essentials for Teachers of Reading and Spelling) for all certified teachers in grades K-3 to support our “Early Literacy Plan,” and to improve early childhood literacy outcomes and achievement. The ELA curriculum and resource selection will take place in 2023/2024.

Operations and Resources:

1. Park City School District will be stewards of public resources and taxpayer funding and plan for future needs by establishing standards of excellence in budget and financial management, Human Resources, facilities plan implementation and construction, capital outlay, maintenance and custodial services, child nutrition, transportation, and environmental sustainability/clean energy management as well as commission an update to the Master Athletics Facility Plan.
2. Park City School District will continue to provide students and employees with effective, relevant and sustainable 21st century learning tools to bolster technology skills via 1:1 device and ongoing emphasis on personalized, competency-based learning in alignment with the Utah Portrait of a Graduate

Student Services:

1. The Park City School District’s Wellness Plan was created to address the need for a comprehensive outline of the skills necessary for student success in school and after graduation. These skills are similarly referred to in research and literature as soft skills, life skills, 21st-century skills, social-emotional skills, employability, and behavioral skills. They are taught at home and in the community by parents, families, caregivers, and community members, and reinforced at school by educators. The Wellness Plan incorporates competencies for these skills from the state of Utah’s Social Emotional Learning model, aligns with Utah’s Portrait of a Graduate, and plays a vital role in delivering Personalized Competency-Based Learning. It also supports the Park City School District’s mission statement and vision statement with regard to students achieving their academic and social potential with a focus or emphasis on the whole child.
2. Park City School District is committed to support our MLL students by improving MLL language skills while providing professional development, co-teaching, co-planning, and mentoring for teachers working directly with MLL students.

3. Park City School District is committed to improve their MTSS process by continuing to refine all levels at each school staff on Tier 1, Tier 2, & Tier 3.
4. Park City School District is committed to the purpose of the Educational Equity to provide a safe and welcoming environment allowing all students to achieve their academic and social potential.

WORK PLAN:

Leadership

Objective	Activity	Outcome	Person(s) Responsible
S1, L1	Ensure Data Dashboard is updated annually	Central Area to monitor growth, progress and attainment	C O'Connor - Data/Statistician

S3, L2	Training modules on equitable student outcomes are deployed to all staff	Build staff capacity and understanding of equitable outcomes and in the design and creation of equitable learning environments	Dr. Synan - Student Services
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S1, L3		Prepare all students for college, career and life ready success through CCR pathways	Dr. St. James - Head Counselor, L. Huntsman - CTE
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Teaching & Learning

Objective	Activity	Outcome	Persons Responsible
S3, T1	<ol style="list-style-type: none"> 1. Curriculum Maps (POG Mastery) 2. Proficiency Scales revised/uploaded into SIS to reflect student learning in Fall '24 3. Standards aligned assessments created 	<ol style="list-style-type: none"> 1. Curriculum Maps created and/or revised for K-12 2. Agreement around reporting and report cards for 	Teaching/Learning Leadership Team CTLO Dir Secondary Dir Elementary CTE ELA TOSA Math/Sci TOSA ELL Coach

	<p>within content area teams (or procured)</p> <p>4. Evaluate current reporting platforms in use such as PowerSchool, Canvas, etc.</p>	<p>elementary, middle, and high school</p> <p>3. Teacher generated assessments that are aligned to proficiency scales</p> <p>4. Select a platform that encompasses standards reporting</p>	<p>DLI TOSA Data/Stats CIO</p>
S1, T2			<p>CSSO</p> <p>School Administrators School Counselors School Social Workers</p>

Operations & Resources

Objective	Activity	Outcome	Persons responsible
S1, O1	<p>1. Continue successful progress toward execution of Master Facility Plan directed building projects.</p>	<p>1. Provide mission aligned facility improvements on time and on budget</p>	<p>COO MOCA Director of B&G Hughes Hogan</p>
S1, O2	<p>1. Improve industry leading security environment</p>	<p>1. Apply for and receive security funding through FY24</p>	<p>COO Director of B&G B&G Staff CIO Technology Staff</p>

		HB61 grant process 2. Implement Aegix system district wide 3. Implement ZeroEyes system district wide 4. Review and apply industry best practices through continued iterations of the Security Committee 5. Provide enhanced staff training in the area of CPR / AED / ALS 6. Create and nourish relationships with first responder and emergency management agencies and personnel 7. Reduce IT vulnerability 8. Provide immediately responsive district security services	PCPD, PCFD, SCSO
S1, O3	1. Reduce district facility and student / staff exposure to earthquake damage	1. Seek BRIC / FEMA / UT funding for UTM review 2. Provide URM review of district facilities	COO Director of B&G SC Emer Mgt PC Emer Mgt

		3. Begin retrofit process to address URM vulnerabilities	
S1, O4	1. Enhance district sustainability efforts	1. Review all capital outlay projects to select most sustainable options with budgetary constraints 2. Continue to apply for federal grants to allow transition to EV fleet 3. Review custodial supplies and processes to ensure use of most environmentally friendly options 4. Work with district sustainability lead and student groups to bring continuous sustainability improvement to the district	COO Director of B&G B&G Staff
S1, O5	1. Provide healthy and desirable menu options	1. Provide equipment and facilities for enhanced scratch preparation and food storage 2. Review all food options	COO CNS Director CNS Staff

		<p>to reduce trans fat, MSG, and other processed food additives</p> <p>3. Increase student participation in CNS program</p>	
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Communications

Objective	Activity	Outcome	Persons Responsible
S4, L2	<p>1. Align and standardize PCSD Communications efforts across platforms.</p> <p>2. Assume responsibility of the digital media plan (web, social, newsletters, podcast.)</p> <p>3. Provide the right information, to the right audiences, in locations where they can find and understand it promptly.</p> <p>4. Anticipate information needs through proactive and tiered communications that drive to the</p>	<p>1. Create Once, Print Everywhere to ensure clear, consistent, transparent messaging is available to constituents in an easily accessible format.</p> <p>2. Revert from outsource to insource creating, translating, and monitoring.</p> <p>3. Similar to Activity 1, a cadence of predictable information dissemination assists constituents in knowing where to access information easily and quickly.</p> <p>4. Staff and public confidence in PCSD/Comms programming increases measured by climate survey (comms</p>	<p>FACE Team</p> <p>Dir FACE</p> <p>Media Relations</p> <p>TOSA</p> <p>PIO</p> <p>CIO</p> <p>Registrar/Translator</p>

	<p>website.</p> <p>5. Build and maintain positive relationships with media and community audiences to strengthen the support of the district.</p> <p>6. Provide accessible district-level communication in Spanish and with ADA accommodations.</p>	<p>questions)</p> <p>5. Produce and follow up on news/information releases</p> <p>6. Monitor ADA compliance daily; all documents are available in English/Spanish</p>	
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Student Services

Objective	Activity	Outcome	Persons Responsible
S1, SS1	<ol style="list-style-type: none"> PCSD Educators will collaborate with Professional Learning Community (PLC) teams to design age-appropriate and challenging learning experiences encompassing the monthly competencies. Educators will create a safe and equitable environment while modeling empathy and respect when interacting with all students. 	<ol style="list-style-type: none"> Creating a safe & welcoming school environment for all students 	Site Administrators Teachers
S1, SS2	<ol style="list-style-type: none"> Increase rigor and MLL strategies for our MLL students in T1. 	<ol style="list-style-type: none"> 80% of our MLL students will be proficient in 5 years. 	Chief Student Services Officer ESL Coach Site Administrators Teachers
S1, SS3	<ol style="list-style-type: none"> Continue training on 	<ol style="list-style-type: none"> MTSS process will be 	MTSS/504

	T1, T2, & T3 best practices.	unified across the district to provide the best supports for all students.	Coordinator Site MTSS coordinators & interventionists
S1, SS4	<ol style="list-style-type: none"> 1. Create an educational equity training for the whole staff. 2. Write and implement education equity administrative procedures to align with Education Equity Policy 1006. 	<ol style="list-style-type: none"> 1. Create an safe and welcoming school environment for all students. 	Chief Student Services Office Site Administrators Teachers & Staff