

OUR PURPOSE

Accomplish Mission

All students are

Capable Learners

who transfer their prior learning to new demands, in and out of school.

Vision: All students and graduates will be **fully prepared for their next educational challenges.**

Measurable Objectives: By 2016...

- All students will meet or demonstrate growth toward ongoing rigorous transfer goals, as measured by assessments within and across all Parkway curricular areas.
- All students will meet Missouri's required proficiency or growth targets on state exams.
- All students will take the ACT and achieve a composite score above the national average, with the district average ACT composite score rising to at least 25.
- All students who take an Advanced Placement exam will score qualified to extremely well-qualified.
- All students will graduate and be well-prepared for their future as measured by the district graduate survey as well as career and college readiness data.

All students are

Curious Learners

who understand and respond to the challenges of an ever-changing world.

Vision: All students will offer **creative, thoughtful, and effective solutions** when faced with **challenging problems.**

Measurable Objectives: By 2016...

- All students will improve their ability to develop potential solutions for relevant problems in their community and the world.
- All students will sustain high levels of creativity and expand the capacity for divergent thinking they exhibited in their early childhood years.

All students are

Confident Learners

who are increasingly self-directed, skilled, and persistent as learners.

Vision: All students will **act out of a strong sense of personal, social, and civic responsibility.**

Measurable Objectives: By 2016...

- All students will improve in their confidence, self-direction and persistence as learners.
- All students will report that they are physically and emotionally safe in Parkway.
- All students will monitor and make adjustments to achieve their personal goals, including academic, health, social and civic goals.

2011-16 GOALS

Honor Commitments

OUR PROMISE

Develop and support Strong Professional Communities

that utilize data, knowledge, experience and research to improve practice and accomplish goals.

Measurable Objectives: By 2016...

- All staff members will provide evidence that their professional learning and collaboration has had a positive impact on their effectiveness in their role.
- All staff members will engage in professional learning and collaboration that positively impacts Parkway's diverse student population.

Recruit, employ, develop and retain an Exceptional Staff

dedicated to and representative of Parkway's diverse community.

Measurable Objectives: By 2016...

- Every classroom will be staffed with an effective teacher as measured by Parkway's teacher evaluation model.
- All employees will be effective in their roles as measured by Parkway's evaluation models.
- The diversity of our teachers, administrators and supervisors will mirror that of our students.

Responsibly & Efficiently Allocate Resources

including finances, facilities, personnel and time.

Measurable Objectives: By 2016...

- All programs, schools and departments will maintain fiscally responsible practices to effectively accomplish the Mission.
- All personnel, time and facility space will be allocated responsibly and flexibly based on the Mission-related needs of students and the financial realities of the district.
- All financial practices will be approved by an external auditor, and Parkway will annually receive the Certificate of Excellence from the Association of School Business Administrators.
- All capital improvement projects will be completed successfully, and funding will be secured for future capital improvements.

2011-16 GOALS

Strategic Plan 2011-16 Draft

Parkway School District

Goal 1: All students are Capable Learners who transfer their prior learning to new demands, in and out of school.

Vision: All students and graduates will be fully prepared for their next educational challenges.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 1, Measurable Objective 1: All students will meet or demonstrate growth toward ongoing rigorous transfer goals, as measured by assessments within and across all Parkway curricular areas.

Strategy	Action Steps
Guarantee Relevant, Challenging Curriculum	<ul style="list-style-type: none"> ● Improve the Kindergarten Curriculum when Full-Day Kindergarten is implemented.
	<ul style="list-style-type: none"> ● Process all Special Education course proposals through Parkway’s course approval process. During this process, these courses should document their trajectory to intersect Parkway’s curriculum whenever possible.
	<ul style="list-style-type: none"> ● Review and revise student progress reporting systems to communicate student growth toward Stage 1 desired results and criteria in all courses (including longitudinal rubric development).
	<ul style="list-style-type: none"> ● Improve the curriculum alignment between Early Childhood Programs and Kindergarten curriculum.
	<ul style="list-style-type: none"> ● Explicitly state rigorous transfer goals in Stage 1 for all courses and units.
	<ul style="list-style-type: none"> ● Identify interdisciplinary transfer goals and document their inclusion in the K-12 curriculum (baseline data for interdisciplinary transfer).
	<ul style="list-style-type: none"> ● Establish a Mobility Task Force for determining how to support students new to Parkway through our curriculum (i.e., should there be a transition curriculum to help students get accustomed to our Mission?)
Utilize Meaningful, Valid Assessment	<ul style="list-style-type: none"> ● Establish cross-references between and across content areas on the Online Curriculum Guide that reveal when similar ideas, questions, and understandings are being developed in different subject areas.
	<ul style="list-style-type: none"> ● Ensure instruction and assessment practices are aligned with Parkway's Learning Principles and support the development of capable, curious, and confident learners.
Implement Effective Instructional Practices	<ul style="list-style-type: none"> ● Create inter-disciplinary cornerstone assessment program that increases student expectations for cross-content performance and transfer.
	<ul style="list-style-type: none"> ● Engage students in meaningful learning experiences through which they demonstrate application and transfer of learning across disciplines.
	<ul style="list-style-type: none"> ● Utilize enduring understandings, essential questions, and knowledge and skills from the Parkway curriculum in daily practice.
Ensure Ongoing Professional Development	<ul style="list-style-type: none"> ● Ensure classroom instruction is culturally responsive.
	<ul style="list-style-type: none"> ● Provide professional development on “teaching for transfer” ● Provide professional development opportunities that promote interdisciplinary learning and collaboration across content areas.

Goal 1: All students are Capable Learners who transfer their prior learning to new demands, in and out of school.

Vision: All students and graduates will be fully prepared for their next educational challenges.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 1, Measurable Objective 2: All students will meet Missouri's required proficiency or growth targets on state exams.	
Strategy	Action Steps
Guarantee Relevant, Challenging Curriculum	<ul style="list-style-type: none"> Align applicable curricula with the Common Core State Standards.
	<ul style="list-style-type: none"> Review and revise student progress reporting systems to communicate student growth toward Common Core and Missouri Standards and criteria (including rubric development).
	<ul style="list-style-type: none"> Improve alignment of curricula with Missouri Show-Me Standards and Course-Level Expectations.
Utilize Meaningful, Valid Assessment	<ul style="list-style-type: none"> Improve alignment of district curriculum and assessment to state standards (including Missouri's Process Standards and the Common Core State Standards).
	<ul style="list-style-type: none"> Establish benchmark assessments in all content areas that are aligned with state and national standards.
Implement Effective Instructional Practices	<ul style="list-style-type: none"> Identify and provide targeted instruction or other needed services and/or interventions for educationally-disadvantaged students. (MSIP Process Standard 6.3)
Ensure Ongoing Professional Development	<ul style="list-style-type: none"> Offer professional development opportunities in the use of data to improve instruction.
	<ul style="list-style-type: none"> Provide professional development on a variety of assessment techniques including student self-assessment and goal-setting, formative assessment, and summative assessment.
	<ul style="list-style-type: none"> Require all new staff members to participate in new teacher induction focusing on culturally responsive teaching strategies and best practices
	<ul style="list-style-type: none"> Provide professional development that promotes collaboration between general educators and special educators and general educators and ESL teachers (Learning by Design, PLCs, Co-Teaching, etc.)

Goal 1: All students are Capable Learners who transfer their prior learning to new demands, in and out of school.

Vision: All students and graduates will be fully prepared for their next educational challenges.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 1, Measurable Objective 3: All students will take the ACT and achieve a composite score above the national average, with the district average ACT composite score rising to at least 25.	
Strategy	Action Steps
Guarantee Relevant, Challenging Curriculum	<ul style="list-style-type: none"> ● Improve alignment of current curricula with the ACT college readiness standards. ● Establish “extra-curricular”/supplemental curricula for ACT preparation within and/or beyond the school day and school year.
Utilize Meaningful, Valid Assessment	<ul style="list-style-type: none"> ● Provide ACT Testing for all juniors and utilize an alternative post-secondary metric for students who do not participate in the ACT testing. ● Ensure that students and parents understand importance and meaning of EXPLORE, PLAN and ACT results. ● Embed ACT college readiness standards and ACT-specific test preparation into district curriculum and assessments.
Establish Systemic Progress Monitoring	<ul style="list-style-type: none"> ● Utilize EXPLORE, PLAN, and Junior ACT data to impact instructional decisions at the district, school, and classroom levels.
Implement Effective Instructional Practices	<ul style="list-style-type: none"> ● Identify and provide targeted instruction or other needed services/interventions for educationally-disadvantaged students and/or those who are not familiar with the structure and purpose of the ACT.
Ensure Ongoing Professional Development	<ul style="list-style-type: none"> ● Provide professional development regarding EXPLOR, PLAN and ACT standards (Common Core) and strategies for improved instruction. ● Provide development experiences in teaching reasoning and logic across content areas and grade levels.
Enhance Student Input	<ul style="list-style-type: none"> ● Determine why some students choose not to take the ACT and ensure plans are developed to assist in their success after graduation.

Goal 1: All students are Capable Learners who transfer their prior learning to new demands, in and out of school.

Vision: All students and graduates will be fully prepared for their next educational challenges.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 1, Measurable Objective 4: <i>All students who take an Advanced Placement exam will score qualified to extremely well-qualified.</i>	
Strategy	Action Steps
Guarantee Relevant, Challenging Curriculum	<ul style="list-style-type: none"> • Improve the alignment of existing curricula to Advanced Placement standards. • Audit AP curriculum and document the degree to which the courses are accomplishing Parkway’s Mission and Vision.
	<ul style="list-style-type: none"> • Administer AP practice tests to students in AP classes and engage students in self-assessment and goal setting.
Utilize Meaningful, Valid Assessment	<ul style="list-style-type: none"> • Monitor AP exam results using data protocols and develop plans for improving student performance.
Establish Systemic Progress Monitoring	<ul style="list-style-type: none"> • Differentiate instructional strategies in response to varied student needs while challenging all learners in AP courses.
Implement Effective Instructional Practices	<ul style="list-style-type: none"> • Create a district-wide cycle to provide funding for AP teacher to attend the training associated with their course on rotating schedule. • Cross building AP professional learning communities will be established. • Host AP Institutes in Parkway to offset costs and provide opportunity for more Parkway AP teachers to participate in important development.

Goal 1: All students are Capable Learners who transfer their prior learning to new demands, in and out of school.

Vision: All students and graduates will be fully prepared for their next educational challenges.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 1, Measurable Objective 5: All students will graduate and be well-prepared for their future as measured by the district graduate survey as well as career and college readiness data.	
Strategy	Action Steps
Guarantee Relevant, Challenging Curriculum	<ul style="list-style-type: none"> • Ensure the curriculum is periodically reviewed and audited by local business and university experts.
Utilize Meaningful, Valid Assessment	<ul style="list-style-type: none"> • Create surveys, including graduate exit surveys, regarding Mission and Vision indicators.
	<ul style="list-style-type: none"> • Assess new students to determine appropriate placement and identify which students will benefit from a transition program before placement.
Implement Effective Instructional Practices	<ul style="list-style-type: none"> • Identify and provide targeted instruction or other needed services and/or interventions for students who may be at risk of leaving school without completing high school. (MSIP Process Standard 6.3).
	<ul style="list-style-type: none"> • Design units/lessons to meet students' varying learning needs, styles and interests, and career paths.
	<ul style="list-style-type: none"> • Improve vertical alignment of courses to ensure authentic connections to future courses and life after high school.
Enhance Student Input	<ul style="list-style-type: none"> • Facilitate focus groups and interviews for students at risk of dropping out of school.
	<ul style="list-style-type: none"> • Administer an exit survey (including questions representing mission and vision indicators) to all graduating seniors each year.
	<ul style="list-style-type: none"> • Administer a follow-up survey to graduates four years after graduation from Parkway.

Goal 2: All students are Curious Learners who understand and respond to the challenges of an ever-changing world.

Vision: All students will offer creative, thoughtful, and effective solutions when faced with challenging problems.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 2, Measurable Objective 1: All students will improve their ability to develop potential solutions for relevant problems in their community and the world.	
Strategy	Action Steps
Guarantee Relevant, Challenging Curriculum	<ul style="list-style-type: none"> Identify relevant challenges in the community and world and document their inclusion in the K-12 curriculum (baseline data for curriculum Mission audit).
	<ul style="list-style-type: none"> Determine where to include relevant “local and global problem solving” into existing curricular areas.
Utilize Meaningful, Valid Assessment	<ul style="list-style-type: none"> Monitor student performances and ability to understand and respond to challenges in their community, state, nation, and world.
	<ul style="list-style-type: none"> Develop benchmark assessments of relevant global problems.
Implement Effective Instructional Practices	<ul style="list-style-type: none"> Design motivating lessons around relevant community and/or global problems that engage students in active learning.
	<ul style="list-style-type: none"> Engage all students in problem-solving through contexts that are relevant to an ever-changing world.
Ensure Ongoing Professional Development	<ul style="list-style-type: none"> Provide professional development for creating transformative learning opportunities (Grappling’s Spectrum)
	<ul style="list-style-type: none"> Provide development opportunities to embed problem based learning in instruction
	<ul style="list-style-type: none"> Provide development opportunities supporting global partnerships.
Enhance Student Input	<ul style="list-style-type: none"> Provide opportunities for students to present their solutions to others (classmates, industry experts, and beyond)
	<ul style="list-style-type: none"> Students will serve on committees identifying community and global problems or issues currently in need of solutions.
	<ul style="list-style-type: none"> Develop and administer an annual survey of students to determine their perspective on relevant problems in their community and the world

Goal 2: All students are Curious Learners who understand and respond to the challenges of an ever-changing world.

Vision: All students will offer creative, thoughtful, and effective solutions when faced with challenging problems.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 2, Measurable Objective 2: All students will sustain high levels of creativity and expand the capacity for divergent thinking they exhibited in their early childhood years.	
Strategy	Action Steps
Guarantee Relevant, Challenging Curriculum	<ul style="list-style-type: none"> • Develop and distribute rubrics (standards of success) for documenting traits of curious learners, creativity, and divergent thinking. • Develop a district-level committee to focus specifically on curiosity, creativity, and divergent thinking.
	<ul style="list-style-type: none"> • Audit curricular areas to ensure these learner traits are explicitly stated as Stage 1 desired results in all courses and applicable units (i.e., “Students will be able to create original ideas and work that...”). Highlight that creativity is not isolated to only the arts.
	<ul style="list-style-type: none"> • Develop a generic “Troubleshooting Guide” on the OCG with resources for supporting students at different ages who are not exhibiting these traits.
Utilize Meaningful, Valid Assessment	<ul style="list-style-type: none"> • Explore and implement local assessments and assessment practices that measure and monitor curiosity and creativity (including pre, post, self-assessment, portfolios, rubrics, and assessment of critical questioning).
Implement Effective Instructional Practices	<ul style="list-style-type: none"> • Ensure a safe, respectful learning environment that allows students to learn from mistakes and adjust, improve, and retry work based on feedback.
	<ul style="list-style-type: none"> • Design units/lessons that are authentic, relevant, and motivating, and that provide students with choice.
	<ul style="list-style-type: none"> • Provide classroom opportunities for all students to engage in creative problem solving, generating and testing ideas, and posing problems of their own.
Ensure Ongoing Professional Development	<ul style="list-style-type: none"> • Offer Learning by Design courses, in-district credit, and salary credit courses to further educators understanding of curious learners, student creativity, and divergent thinking.

Goal 3: All students are Confident Learners who are increasingly self-directed, skilled, and persistent as learners.

Vision: All students will act out of a strong sense of personal, social, and civic responsibility.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 3, Measurable Objective 1: All students will improve in their confidence, self-direction, and persistence as learners.	
Strategy	Action Steps
Guarantee Relevant, Challenging Curriculum	<ul style="list-style-type: none"> Develop and distribute rubrics and “look fors,” (standards of success) for setting criteria, indicators, and documenting traits of confident, self-directed, skilled, and persistent learners.
	<ul style="list-style-type: none"> Audit curricular areas to ensure these learner traits are explicitly stated as Stage 1 desired results in all courses.
Utilize Meaningful, Valid Assessment	<ul style="list-style-type: none"> Establish standards and measures for determining the degree to which all students are improving confidence, self-direction, and persistence as learners.
	<ul style="list-style-type: none"> Create and administer surveys and rubrics to assess level of confidence, self-direction, and persistence.
Implement Effective Instructional Practices	<ul style="list-style-type: none"> Design units/lessons that are authentic, relevant, and motivating, and that provide students with choice and self-direction.
	<ul style="list-style-type: none"> Release responsibility for learning to students at a time when they are able to persist through a challenging task.
Ensure Ongoing Professional Development	<ul style="list-style-type: none"> Provide professional development opportunities for educators to recognize confidence, self-direction, and persistence. (Development may include the creation of “look fors”, participating in learning walks, and conducting interviews with students)
Enhance Student Input	<ul style="list-style-type: none"> Collect student input for courses, policies, or programs to promote self-directed learning.

Goal 3: All students are Confident Learners who are increasingly self-directed, skilled, and persistent as learners.

Vision: All students will act out of a strong sense of personal, social, and civic responsibility.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 3, Measurable Objective 2: All students will report that they are physically and emotionally safe in Parkway.	
Strategy	Action Steps
Guarantee Relevant, Challenging Curriculum	<ul style="list-style-type: none"> Establish standards of behavior (social responsibility) as recommended by the School Climate and Bullying Task Force
	<ul style="list-style-type: none"> Establish a district-wide committee who will be responsible for the school climate and bullying policy – its review and implementation
	<ul style="list-style-type: none"> Audit the Counseling Curriculum to ensure Stage 1 desired results are aligned with this Objective.
	<ul style="list-style-type: none"> Review and possibly revise the framework for standards of behavior, including personal, social, civic responsibility and always seeking to understand the views, values, and cultures of others.
Utilize Meaningful, Valid Assessment	<ul style="list-style-type: none"> Create formative surveys/assessments to monitor progress regarding student physical and emotional safety.
	<ul style="list-style-type: none"> Revise existing school climate survey to provide meaningful and relevant information for schools.
Implement Effective Instructional Practices	<ul style="list-style-type: none"> Ensure a respectful learning environment that is safe, welcoming, and well-designed by explicitly communicating, modeling, and reinforcing positive expectations
Continual Progress Monitoring	<ul style="list-style-type: none"> Develop a district-wide school climate leadership team to identify district structures to support the work of improving school climate.
Ensure Ongoing Professional Development	<ul style="list-style-type: none"> Require all new staff members to participate in new teacher induction focusing on culturally responsive teaching strategies and best practices
Enhance Student Input	<ul style="list-style-type: none"> Conduct student focus groups and administer student surveys to determine the needed programs and groups for social and emotional well-being.
	<ul style="list-style-type: none"> Students will complete a district climate survey in elementary, middle, and high schools.

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Vision: All students will act out of a strong sense of personal, social, and civic responsibility.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 3, Measurable Objective 3: All students will monitor and make adjustments to achieve their personal goals, including academic, health, social, and civic goals.	
Strategy	Action Steps
Guarantee Relevant, Challenging Curriculum	<ul style="list-style-type: none"> Develop and distribute rubrics and “look fors,” (standards of success) for setting criteria, indicators, and documenting traits related to different responsibility profiles (academic, social, health, and civic, Mission and Vision).
	<ul style="list-style-type: none"> Curriculum documents clearly define desired outcomes that students can use to set and monitor goals (consider student accessing the Online Curriculum Guide to view the rubrics and outcomes)
	<ul style="list-style-type: none"> Audit existing curriculum to determine when students learn how to develop and monitor personal goals.
	<ul style="list-style-type: none"> Audit existing curriculum to determine student preparation for seeking to understand the views, values, and cultures of others.
Utilize Meaningful, Valid Assessment	<ul style="list-style-type: none"> Engage students in self-assessment of personal goals, including academic, health, social, and civic goals.
	<ul style="list-style-type: none"> Develop qualitative and quantitative measures for tracking student attainment of personal goals.
Implement Effective Instructional Practices	<ul style="list-style-type: none"> Establish a learning environment that promotes and develops students’ self-discipline and teaches them to act out of a strong sense of personal, social, and civic responsibility.
	<ul style="list-style-type: none"> Ensure a safe, respectful learning environment that allows students to learn from mistakes and adjust, improve, and retry work based on feedback.
	<ul style="list-style-type: none"> Explicitly teach students how to set goals and monitor their progress.
Ensure Ongoing Professional Development	<ul style="list-style-type: none"> Provide staff development focusing on the profile and definition of citizenship including development on the incorporation of service learning.
	<ul style="list-style-type: none"> Offer professional development on student goal setting and self-assessment.
Enhance Student Input	<ul style="list-style-type: none"> Collect student input when developing healthy options for nutrition (lunch menu), physical well-being, and emotional well-being.

Goals 1-3: All students are Capable, Curious, and Confident Learners...
 (Impacting multiple Measurable Objectives)

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Strategies and Action Steps for <u>ALL</u> Measurable Objectives in Goals 1-3	
Strategy	Action Steps
Guarantee Relevant, Challenging Curriculum	• Establish high expectations for student thinking, understanding, transfer and performance in all courses and units.
	• Ensure all curriculum documents clearly define the purpose and outcomes of student learning in the course and unit, including documentation of the standards required for success (supporting the first Learning Principle)
	• Ensure Special Education, ESOL, and Gifted faculty are on all curriculum committees in Parkway.
	• Audit existing curriculum against all Mission and Vision descriptors (i.e., when are students learning how to be articulate speakers and effective listeners?)
	• Establish a standing “Future Curriculum” committee to follow the recommendations of the Future Topics Task Force (i.e., brainstorm and possibly create new courses and curricula that are more aligned with Mission and our ever-changing world).
	• Ensure all screenings, pre-assessments, and assessments are aligned with Mission and curriculum.
	• Evaluate criteria for how students proceed through courses and grade levels in Parkway’s curriculum, including defining terms and setting policies related to acceleration, compacting, modification, adaptation, and awarding of credit.
	• Audit existing curriculum to determine when students are learning logical reasoning within and across disciplines (Show-Me Standard 3.5).
Utilize Meaningful, Valid Assessment	• Review and reconsider all existing courses (including “required,” “core,” and “elective” to determine how well they accomplish Parkway’s Mission (i.e., What would a Mission-driven “Credit Wheel” look like?)
	• Improve the quality of local assessments as aligned with Mission and relevant external standards.
	• Research and implement improved grading practices that provide feedback that clearly communicates student performance related to course goals, standards, and Mission-related outcomes.
	• Develop student self-assessment tools and strategies.
	• Implement structures for students to set their own goals.
	• Increase parent involvement and communication regarding assessment and assessment results.
• Develop methods to assess the degree to which Parkway’s Mission and Vision is accomplished with graduates and make adjustments to district and/or building strategies and action steps.	

(continued) Strategies and Action Steps for ALL Measurable Objectives in Goals 1-3

Strategy	Action Steps
Establish Systemic Progress Monitoring	<ul style="list-style-type: none"> • Monitor student performance data across target areas of growth for all students, and take action to improve student performance.
	<ul style="list-style-type: none"> • Identify stakeholders in the district with whom to share initial information about Progress Monitoring
	<ul style="list-style-type: none"> • Identify and define district structures to support Progress Monitoring including a District Leadership team and roles and responsibilities for administrators
	<ul style="list-style-type: none"> • Develop a communication plan to provide information and rationale to internal and external stakeholders and partners about Progress Monitoring
	<ul style="list-style-type: none"> • Build consensus and support for Progress Monitoring from internal and external stakeholders
	<ul style="list-style-type: none"> • Establish structures for universal, strategic and intensive instruction within a Progress Monitoring system
	<ul style="list-style-type: none"> • Develop and complete a district-level needs assessment related to Progress Monitoring
	<ul style="list-style-type: none"> • Review performance of students in light of universal, strategic and intensive instruction
	<ul style="list-style-type: none"> • Develop structures and supports to facilitate the successful implementation of the Progress Monitoring model
	<ul style="list-style-type: none"> • Develop an evaluation plan and data collection system to measure the impact of Progress Monitoring on mission-related student outcomes.
	<ul style="list-style-type: none"> • Implement the Progress Monitoring professional development plan
	<ul style="list-style-type: none"> • Develop strong, well-trained, school-based problem solving teams that provide on-the-ground support for teachers, students, and parents
Implement Effective Instructional Practices	<ul style="list-style-type: none"> • Implement the evaluation and data analysis plan for sustaining and improving Progress Monitoring implementation
	<ul style="list-style-type: none"> • Identify and provide targeted instruction or other needed services and/or interventions for students from groups that are not meeting benchmarks on relevant assessments (including, but not limited to: Black, Hispanic, ESOL, IEP, qualifying for free or reduced lunch prices, highly mobile).
	<ul style="list-style-type: none"> • Ensure classroom instruction is culturally responsive.
	<ul style="list-style-type: none"> • Implement differentiated instructional practices that align with Parkway’s Learning Principles and support the development of capable, curious, confident learners.
Ensure Ongoing Professional Development	<ul style="list-style-type: none"> • Design authentic learning tasks that facilitate transfer of knowledge and skills
	<ul style="list-style-type: none"> • Provide ongoing professional development for all staff around mission, vision and learning principles.
	<ul style="list-style-type: none"> • Provide opportunities for all educators to participant in development focusing on culturally responsive teaching strategies.
	<ul style="list-style-type: none"> • Focus professional development opportunities for general and special educators around the essential questions: “What is it we want our students to learn (Stage 1)?”, “How will we know that they have learned it (Stage 2)?”, “How will we respond when they have not learned it? (Stage 3)?” and “How will we respond when they already learned it?”
	<ul style="list-style-type: none"> • Provide professional development focused on inquiry-based learning to meet the challenges of an ever-changing world.
	<ul style="list-style-type: none"> • Develop educational leaders for all of our measurable objectives.

(continued) Strategies and Action Steps for ALL Measurable Objectives in Goals 1-3

Strategy	Action Steps
Enhance Student Input	● Students will monitor their own performance data
	● Students will set appropriate goals based on their present level of performance
	● Input from students will be considered when determining interventions (age-appropriate).
	● Elicit student voices in understanding barriers to their learning; student self-reflection and self-assessments incorporated into all courses.
	● Student focus groups will examine and identify issues of equity within schools and the district.
	● Student groups will be used to identify a menu of interventions, acceleration, and enrichment.

Goal #4: Develop and support strong professional communities that utilize data, knowledge, experience and research to improve practice and accomplish goals.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 4, Measurable Objective 1: All staff members will provide evidence that their professional learning and collaboration has had a positive impact on their effectiveness in their role.	
Strategy	Action Steps
Ensure Relevant Professional Development	• Provide all new hires with a required systemic induction program and collect data on the effectiveness of the induction.
	• Utilize the knowledge and expertise of people inside and outside of Parkway to meet development needs of the staff
	• All staff members will design and implement professional learning plans to improve practice based on identified needs (Employee ownership as well as supervisor suggestion for area of focus)
	• Professional development will be offered based on the identified needs of staff members through their PLPs
Ensure Ongoing Professional Development	• Require on-going development outside of the regular school day and provide a variety of development opportunities including salary credit, district in-service credit, extended learning, etc. (Example: 3 credits every 3 years for teachers)
	• Implement job-embedded professional development (professional learning communities), including changes to the development calendar and opportunities for job-alike collaboration
	• Ensure staff evaluation models require accountability at all levels to participate in PD
	• Provide development opportunities in teacher leadership that support collaboration and professional learning communities for student results.
Evaluate Professional Development	• Evaluate professional development as measured by its impact on improving effectiveness.
	• Implement and monitor the new evaluation and development models (both certified and non-certified staff) including annual review of the evaluation and professional learning process
	• Monitor transfer of relevant professional development learning to work
	• Utilize Pre- and Post-Assessments to measure staff learning, impact on professional practice, and, when applicable, student learning

Goal #4: Develop and support strong professional communities that utilize data, knowledge, experience and research to improve practice and accomplish goals.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 4, Measurable Objective 2: All staff members will engage in professional learning and collaboration that positively impacts Parkway’s diverse student population.	
Strategy	Action Steps
Ensure Ongoing Professional Development	<ul style="list-style-type: none"> • Provide ongoing development for all staff to ensure the Mission-related success of our diverse students.
	<ul style="list-style-type: none"> • Provide ongoing development for all staff on Parkway’s Learning Principles and how they apply to students from all backgrounds and cultural groups.
	<ul style="list-style-type: none"> • Provide ongoing development for all staff on culturally responsive teaching strategies and how they align with the Learning Principles.
	<ul style="list-style-type: none"> • Include strategies in the curriculum to address diverse learning styles and cultural backgrounds of students (value the uniqueness of each student).
	<ul style="list-style-type: none"> • Utilize informational resources for both students and staff to develop more cultural awareness.
	<ul style="list-style-type: none"> • Annual development on the teacher evaluation model - drawing attention to the category addressing staff members’ ability to meet diverse population needs
	<ul style="list-style-type: none"> • Create a database of information on the various diverse cultural populations in our schools.
Enhance Student Input	<ul style="list-style-type: none"> • Engage students to better understand their backgrounds, experiences, and ideas for improving learning in school.
	<ul style="list-style-type: none"> • Assess student needs and their opinions of diversity for their learning
	<ul style="list-style-type: none"> • Conduct focus groups and student interviews to learn how to better support all students in schools and classrooms
	<ul style="list-style-type: none"> • Define and create a common understanding of diversity among students and staff

Goal #5: Recruit, employ, develop and retain an exceptional staff dedicated to and representative of Parkway’s diverse community.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 5, Measurable Objective 1: Every classroom will be staffed with an effective teacher as measured by Parkway's teacher evaluation model.

Strategy	Action Steps
Provide Feedback, Evaluation, & Development	<ul style="list-style-type: none"> Professional development for administrators on use and implementation of the new teacher development model.
	<ul style="list-style-type: none"> Certified teacher evaluation and development models will be reviewed, revised, and implemented with fidelity.
	<ul style="list-style-type: none"> Professional development for teachers on the evaluation and development model.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 5, Measurable Objective 2: All employees will be effective in their roles as measured by Parkway’s evaluation models.

Strategy	Action Steps
Provide Feedback, Evaluation, & Development	<ul style="list-style-type: none"> Annual (ongoing) review of expectations of all employees on the evaluation and development model.
	<ul style="list-style-type: none"> Non-certified staff evaluation and development models will be reviewed, revised, and implemented with fidelity.
	<ul style="list-style-type: none"> Professional development for support staff on the evaluation and development model as implemented.
	<ul style="list-style-type: none"> Review and revise job descriptions to align with Mission-driven outcomes.
	<ul style="list-style-type: none"> Administrator evaluation and development models will be reviewed, revised, and implemented with fidelity.
	<ul style="list-style-type: none"> Professional development for administrators on all evaluation and development models.
	<ul style="list-style-type: none"> Provide professional development opportunities to build leadership capacity in an effort to attract, support and retain teachers and administrators.

Goal #5: Recruit, employ, develop and retain an exceptional staff dedicated to and representative of Parkway’s diverse community.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 5, Measurable Objective 3: <i>The diversity of our teachers, administrators, and supervisors will mirror that of our students.</i>	
Strategy	Action Steps
Active, Effective Recruiting	<ul style="list-style-type: none"> Actively recruit teachers, administrators, and supervisors from sources where there are diverse candidates.
	<ul style="list-style-type: none"> All administrators will be developed in strategies to interview all candidates in a fair and culturally sensitive manner.
	<ul style="list-style-type: none"> Establish partnerships with universities that are educating and certifying teachers, administrators, and supervisors from diverse groups.
	<ul style="list-style-type: none"> All interview teams and publications will have representation from diverse groups.
	<ul style="list-style-type: none"> Involve the Diversity in Action (DIA) committee leaders in the active recruitment of diverse students to be cadet teachers.
	<ul style="list-style-type: none"> Provide internship opportunities for current Parkway students from diverse groups who are interested in pursuing a career in education.
Ensure Relevant Professional Development	<ul style="list-style-type: none"> Provide support systems for all new hires, including differentiated and culturally sensitive development.

Goal #6: Responsibly and efficiently allocate resources including finances, facilities, personnel and time.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 6, Measurable Objective 1: All programs, schools, and departments will maintain fiscally responsible practices to effectively accomplish the Mission.	
Strategy	Action Steps
Implement Evidence-Based Prioritization	<ul style="list-style-type: none"> ● Implement data analysis as part of data decision making process
	<ul style="list-style-type: none"> ● Implement recommendations from the Efficient Use of Existing Resources Task Force
	<ul style="list-style-type: none"> ● Develop procedures /processes to identify criteria to determine priorities to allocate resources
	<ul style="list-style-type: none"> ● Determine data needed to identify criteria for prioritizing needs
Ensure Ongoing, Deliberate Conservation	<ul style="list-style-type: none"> ● Fully utilize energy conservation and recycling.
	<ul style="list-style-type: none"> ● Continually bid services to secure lowest possible prices.
	<ul style="list-style-type: none"> ● Maintain best practices for conserving resources.

Goal #6: Responsibly and efficiently allocate resources including finances, facilities, personnel and time.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 6, Measurable Objective 2: All personnel, time, and facility space will be allocated responsibly and flexibly based on the Mission-related needs of students and the financial realities of the district.	
Strategy	Action Steps
Continually Evaluate Resource Allocation	• Ensure all schools have balanced enrollments, proportional to their capacity, with no schools overcrowded.
	• Space utilization study done every 1-3 years on schools and all district buildings.
	• Annual reviews of learning spaces by principal, assistant superintendent and operations
	• Consider review by external company (VersaTrans) that works with transportation and facilities to review current routes
	• Evaluate physical make-up of classrooms to ensure they are conducive to learning and quality working conditions
	• Build metrics with comparable districts to ensure buildings are appropriately staffed.
	• Measure and monitor the impact of tuition-free Full Day Kindergarten on Mission-related student outcomes.
	• Measure and monitor impact of the Length of School Day/Start-End Times district changes on Mission-related student outcomes.
Implement Evidence-Based Prioritization	• Review, revise, and possibly create learning alternatives that extend beyond the traditional school day and year.
	• Use data to strategically assign personnel to buildings.
	• Program reviews to include financial “cost” vs. “benefits” analysis of staffing assignments
	• Use data to adjust schedules.
Ensure Relevant Professional Development	• Review reports by the Connections Task Force and the School Enrollment/Boundaries Task Force
	• Communicate connections between daily work of employees and how it relates to the Mission and Commitments of the district

Goal #6: Responsibly and efficiently allocate resources including finances, facilities, personnel and time.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 6, Measurable Objective 3: All financial practices will be approved by an external auditor, and Parkway will annually receive the Certificate of Excellence from the Association of School Business Administrators.	
Strategy	Action Steps
Model Transparency & Accountability	<ul style="list-style-type: none"> • Maintain high standards of transparency using both internal and external accountability measures.
	<ul style="list-style-type: none"> • Conduct Annual objective audits.
	<ul style="list-style-type: none"> • Annually submit report for review of Association of School Business Officials International.
	<ul style="list-style-type: none"> • Ensure that fund balance exceeds board policy fund balance.
	<ul style="list-style-type: none"> • Continue to maintain AAA status of bonds.
	<ul style="list-style-type: none"> • Continually collaborate with neighboring districts to ensure best practices.

Note: Timelines and Persons Responsible for these Action Steps are still in development.

Goal 6, Measurable Objective 4: All capital improvement projects will be completed successfully, and funding will be secured for future capital improvements.	
Strategy	Action Steps
Implement Evidence-Based Prioritization	<ul style="list-style-type: none"> • Monitor, prioritize and update capital needs and plan to make improvements in a timely manner.
	<ul style="list-style-type: none"> • Address each building's accessibility needs on an ongoing basis, with a perspective beyond the next five years and the goal of full accessibility in all buildings. Accessibility considerations include, but are not limited to: meeting areas, restrooms, entrance/egress.
	<ul style="list-style-type: none"> • Ensure the district has periodic bond referenda if and when appropriate for specified needs.
	<ul style="list-style-type: none"> • Develop process to ensure clear understanding of capital improvement needs both with internal and external community.
	<ul style="list-style-type: none"> • Secure an emergency fund that addresses unexpected occurrences.

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