



**Parkrose School District
School Improvement Goal
Logic Model Fall 2013**

**Situation
(Why)**

Educational indicators (assessment scores and report cards) reveal disparities in academic achievement attainment in students overall and in certain subgroups in our district. Overall academic achievement scores are not strong enough.

Our Students are not graduating with the rigorous academic skills they need to be successful in college and/or career.

**Priorities
(What)**

- 1) Vision: Each child reads and thinks critically, and graduates ready for college and career.
- 2) Mission: Closing the Achievement Gap by designing and creating scholarly environments that invite, accept and support each child.
- 3) Race, poverty, disability and language cease to be a predictor of academic achievement in Parkrose School District.

**Assumptions
(What we believe to be true)**

- A collective impact approach is needed including a common agenda, shared measurement systems, mutually reinforcing activities, functional communication and district wide organizational support.
- Effective and evidence based research practices work to improve teaching and learning.
- Interconnected elements of focus help us achieve our vision.
- Leadership teams and educator teams need to act.
- Coordinated professional development must align with our key strategies.
- Formative feedback is key to growth.

**Inputs
(How)**

- Common Core State Standards
- Educator Effectiveness: Job embedded professional development and use of data
- District-wide school improvement
- Educator effectiveness: Supervision and evaluation
- Organizational Will

**Activities
(How)**

- Design and implementation of common formative assessments that are aligned with Common Core State Standards and English Proficiency Standards.
- Continue to provide job embedded professional development that offers focused and relevant opportunities to improve our practice including systematic use of data to inform and design differentiated instruction for each student, including intervention and supports.
- Implementation of organizational skills, instructional strategies, culture of expectations and equitable opportunities for high levels of instruction (AVID). Formative assessments are used throughout.
- Formatively assess teachers using the new educator effectiveness framework to provide on-going feedback on teaching and learning.
- There are high levels of Equity through educational opportunities for high levels of expectations, instruction and thinking.

**Outcomes - Impact
(What)**

- Focused Results: An increased number of key indicators are consistently trending and moving in the right direction
- Culture Change: Sustained engagement of all educational stakeholder groups beginning with students and including teachers, support personnel, administration, Board, parents and community.
- Culture Change: Equity of service-all students get what they need to achieve and succeed.
- Final Results: All students graduate on time and are ready for success in college and/or a career.

**External Factors
(Mostly out of our control)**

- State school funding
- Additional state wide education reforms
- Transitions in key personnel
- Focus Status
- Community support and understanding

**Data & Evaluation
(How will we know we have succeeded?)**

- Baseline data and annual improvement targets are set both in our Achievement Compacts and goals (see 2012-14 Road Map)
- Annual Report in June of State Wide OAKS Data by school
- Achievement of all goals as set forth in our Comprehensive Achievement Plans (CAPs) K-5.
- PBIS Data provided to the Board twice annually including racial disparities data
- Results of new Equity/Data Team
- Interim academic achievement assessment scores