

PARNASSUS



PREPARATORY SCHOOL

Classical Schooling for the Art of Life

Continuous School Improvement Plan

2016-2018

This document includes Parnassus' goals as well as brief strategies and measurable outcomes for the school in 2016 – 2017 and where applicable for the next two years.

CSIP

Parnassus Preparatory School Continuous School Improvement Plan (CSIP)

I. Educational Goals

Goal 1: State Assessments

Goal 1: State Assessments	Strategies	Measurable Outcome
<p>Sub Goal 1.1: FOE Contract Goal <u>Absolute Proficiency:</u> By the conclusion of FY2017, the school-wide proficiency rate of students enrolled in the School for at least three consecutive years will be no less than 85% for math and 84% for reading.</p>	<p>2016-2017</p> <p>Reading:</p> <ul style="list-style-type: none"> • Ongoing Direct Instruction training and coaching • Corrective reading support for students who have completed Reading Mastery 3 • DDI quarterly assessments • Study Island for 3G-4L students • Heavily target reading standards in levels Prima – 4L (DDI) for student mastery • Training and support for language arts reading skills to teach students how to: read harder texts, closely read texts rigorously and intentionally, read non-fiction more effectively, and write more effectively in direct response to texts. • Increase English and writing instruction from 43 minutes per day to 86 minutes per day for Levels 1L, 2L, & 3L • Additional support for disadvantaged students • Classical Development Teams (Professional learning communities) will work on data review, common planning goals with an emphasis on teaching students in all subjects to teach students how to read texts rigorously and intentionally, read non-fiction more effectively, and write more effectively in direct response to texts. • Review map of standards for each SOG level in Prima – 4G that need to be added to the Language Arts curriculum (not to be confused with reading program in Prima – 3G) • NWEA MAP testing: <ul style="list-style-type: none"> ○ Reading <ul style="list-style-type: none"> ▪ Levels 1G – 4L Fall and Spring <p>Math:</p>	<p>Parnassus’ absolute proficiency rate of students enrolled in the School for at least three consecutive years in <u>reading</u> will increase from 74 percent in 2016 to 84 percent in 2017.</p> <p>Parnassus’ absolute proficiency rate of students enrolled in the School for at least three consecutive years in <u>math</u> will increase from 80 percent in 2016 to 85 percent in 2017.</p>

	<ul style="list-style-type: none"> • Increase math instruction time from 43 minutes daily to 60 minutes daily in 1L – 4L • Study Island for 3G-4L students • Heavily target math standards in levels Prima – 4L (DDI) for student mastery • DDI quarterly assessments • Review map of standards for each school level to ensure that standards are covered and assessed for mastery. The school’s math textbook does not include all of the MN standards so they must be included in instruction at every level. • Additional support for disadvantaged students • Classical Development Teams (Professional learning communities) • NWEA MAP testing: <ul style="list-style-type: none"> ○ Math <ul style="list-style-type: none"> ▪ Levels 1G – 4L Fall and Spring <p>All Subjects:</p> <ul style="list-style-type: none"> • Additional administrator to serve as instructional coach 	
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Sub Goal 1.2:
FOE Contract Goal

Comparative Proficiency:
The School will demonstrate higher grade level and school wide proficiency rates of students enrolled in the School for at least three consecutive years than the Osseo school district for reading, math, and science (for the same grades as offered by the School), and higher school-wide proficiency rates of students enrolled in the School for at least three consecutive years than an Osseo-district school (for the same grades as offered by the School) which the School students would otherwise likely attend for reading, math, and science.

See actions in sub goal 1.1

Students enrolled in the School for at least three consecutive years in each assessed grade level will continue to outperform District 279 in the 2016-17 state assessments for reading, math, and science.

School proficiency rates of students enrolled in the School for at least three consecutive years for the 2016-17 MCA’s will continue to be higher than District 279.

Comparative Proficiency Rates, 2016 MCAs

	Pamassus		Osseo Public Schools		
	Enrolled 3+ Years	All Students	District 279	Elm Creek Elementary	Maple Grove Middle School
Math	80.3	74.9	55.5	57.4	62.5
Reading	74.1	68.5	58.4	57.2	67.2
Science	60.3	64.5	48.2	47.8	44.5

Sub Goal 1.3:
FOE Contract Goal

Growth:

See actions in sub goal 1.1

The percentage of students enrolled in the School for at least three consecutive years achieving high growth on the 2016-2017 state assessments will continue to exceed the percentage of students achieving low growth in reading.

<p>The percentage of students enrolled in the School for at least three consecutive years achieving high growth will exceed the percentage of students achieving low growth in reading and math, and the percentage of non-proficient students achieving high growth will be at least 50% in reading and math.</p>		<p>The percentage of students enrolled in the School for at least three consecutive years achieving high growth on the 2016-2017 state assessments will continue to exceed the percentage of students achieving low growth in math.</p> <p>The percentage of non-proficient students enrolled in the School for at least three consecutive years achieving high growth in reading on the state assessments will increase from 23% in 2016 to at least 50% in 2017.</p> <p>The percentage of non-proficient students enrolled in the School for at least three consecutive years achieving high growth in math on the 2016-2017 assessments will increase from 6% in 2016 to at least 50% in 2017.</p>
<p>Sub Goal 1.4: FOE Contract Goal Achievement Gap Reduction: By the conclusion of FY2017, for both reading and math, the proficiency rate of students enrolled in the School for at least three consecutive years for each subgroup for which the School had publicly-reportable <i>I</i> sufficient counts in 2013 will be no less than:</p> <p style="padding-left: 40px;">[One-half of (100-2013 subgroup proficiency rate)] + 2013 subgroup proficiency rate</p> <p>In addition, by the conclusion of FY2018, the difference between the non-FRL proficiency rate of students enrolled in the School for at least three consecutive years in the school, and the FRL proficiency rate of students enrolled in the School for at least three consecutive years will be no greater than five percentage points for both reading and math.</p>	<p>See actions in sub goal 1.1</p>	<p>At least 75 percent of ELL, special education, and F/R lunch students of enrolled in the School for at least three consecutive years will be proficient in reading on the 2016-2017 state assessments, increasing from, respectively, 50%, 56.3%, and 64.1% in 2016.</p> <p>At least 75 percent of ELL, special education, and F/R lunch students enrolled in the School for at least three consecutive years will be proficient in math on the 2016-2017 state assessments, increasing from, respectively, 25%, 41.2%, and 54.7% in 2016.</p>
<p>Sub Goal, 1.6 WBWF Goal</p> <p>All students in Third Grade Achieving Grade-Level Literacy</p>	<p>See actions in sub goal 1.1</p>	<p>85 percent of students receiving instruction in DI reading will score proficient on their checkout assessments.</p>

		Parnassus' absolute proficiency rate of students enrolled in the School for at least three consecutive years in <u>reading</u> will be 84 percent in 2017.
<p>Sub Goal 1.7 WBWF Goal</p> <p>Close the Achievement Gap(s) Among All Groups</p>	See actions in sub goal 1.1	<p>At least 75 percent of ELL, special education, and F/R lunch students of enrolled in the School for at least three consecutive years will be proficient in reading on the 2016-2017 state assessments (with goal in mind of 80% in 2017-18).</p> <p>At least 75 percent of ELL, special education, and F/R lunch students enrolled in the School for at least three consecutive years will be proficient in math on the 2016-2017 state assessments (with goal in mind of 80% in 2017-18).</p>

Goal 2: Nationally Normed Assessments

Goal 2: Nationally Normed Assessments	Strategies	Measurable Outcome
<p>Sub-Goal 2.1 FOE Contract Goal</p> <p>Each year, the School will administer a nationally-normed assessment in at least 4th and 8th grades. For 4th grade students who have a national percentile ranking of less than 70% and who remain in the School through the 8th grade: at least 50% will increase their national percentile ranking by the end of the 8th grade.</p>	See actions in sub goal 1.1	<p>The school will have administered a nationally-normed (NWEA MAP) test in the following grades and subjects:</p> <ul style="list-style-type: none"> ○ Reading and Math <ul style="list-style-type: none"> ▪ Levels 1G – 4G and 3L fall and spring ▪ Level 4L spring only ○ Science <ul style="list-style-type: none"> ▪ 1L and 4L Fall Only
<p>Sub-Goal 2.2. FOE Contract Goal</p> <p>At least 90% of the class of 2018 will take the ACT; the average composite score will exceed the state average composite.</p>	<p>See actions in sub goal 1.1</p> <p>Additionally, 1R students will take the ACT Aspire Summative Assessments in both the fall and spring of the school year to get a baseline composite score. The school's college admissions advisers and teachers will meet with students to help them set goals toward increasing their ACT score to be higher than the state's average and at the median ACT score for the University of Minnesota and colleges of the students' choice.</p>	<p>Students in the first and second levels of Rhetoric will take the ACT Aspire in the 2016- 2017 school year to set goals for yearly improvement for their junior year of School of Rhetoric.</p> <p>Students in the third level of Rhetoric will take the ACT in the spring of 2017; their average composite score will exceed the state average composite.</p>

Goal 3: Latin & Greek Acquisition

Goal 3: Latin & Greek Acquisition	Strategies	Measurable Outcome
<p>Sub-Goal 3.1. FOE Contract Goal</p> <p><u>Latin.</u> At least 25% of School of Logic students enrolled in the School for at least four consecutive years will receive awards of distinction on the National Latin Exam.</p>	<p>Parnassus Latin teachers continue to focus on grammar, comprehension, mythology, derivatives, literature, Roman life, history, geography, oral Latin, and Latin in use in the modern world.</p>	<p>In 2017, 25% of Parnassus School of Logic will receive awards of distinction on the National Latin Exam.</p>
<p>Sub-Goal 3.2. FOE Contract Goal</p> <p><u>Greek.</u> At least 25% of School of Rhetoric students enrolled in the School for at least four consecutive years will receive awards of distinction on the National Greek Test – Introduction to Greek</p>	<p>Parnassus will continue Greek beginning for a semester for the 2nd Level School of Rhetoric (2R) students.</p>	<p>At least 25% of School of Rhetoric students enrolled in the School for at least four consecutive years will receive awards of distinction on the National Greek Test –Introduction to Greek</p>

Goal 4: School Culture

Goal 4: School Culture	Strategies	Measurable Outcome
<p>Sub-Goal 4.1 FOE Contract Goal</p> <p>The School will implement an Academic Governance Plan to critically evaluate and strategically lead the School's academic performance and improvement. The School shall include a summary of its findings in the School's board minutes no less than twice annually.</p>	<p>The Executive Director, Director of Academics and Programs, and Academic Community Director/District Assessment Coordinator will create an Academic Governance Plan to academic review goals and progress toward them by September 15, 2016.</p> <p>The District Assessment Coordinator will present an update to the board in December 2016 and March 2017 regarding a summary of the progress toward the Academic Governance Plan. The board will reflect this in its minutes from the meeting.</p>	<p>By September 15, 2016 the board will have received an updated copy of the Academic Governance Plan.</p> <p>The board will have received a summary update of progress toward the Academic Governance Plan in March and November.</p> <p>The board will have reflected a summary of the Academic Progress plan in its November 2016 and March 2017 minutes.</p>

<p>Sub-Goal 4.2 Board Goal The school will promote a culture of intellectualism and love of learning.</p>	<p>The full Parnassus staff will read and discuss two books for the 2016-2017 school year: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson and <i>Climbing Parnassus: A New Apologia for Greek and Latin</i> by Tracy Lee Simmons.</p> <p>The staff will more heavily promote the annual essay writing contest for students in 2L – 3R</p> <p>The school will increase its promotion of oratorical skills for its students. Activities toward this end will include but are not limited to:</p> <ul style="list-style-type: none"> • Forming a competitive forensics (speech and debate) team • Forming a competitive Mock Trial team • Establishing an oratorical competition for the School of Rhetoric • Providing an increased number of opportunities for students to showcase their oratorical skills in all grade levels beyond the classroom <p>The school will have held at least one school colloquium outside of the school day for students, staff, and parents. A guest speaker will be invited to speak on a topic from our school's curriculum.</p>	<p>The staff will have held book discussions during the August 2016 staff development session.</p> <p>The number of students participating in the annual writing contest will have increased by at least 20 percent from the previous year at each level.</p> <p>The school will have organized a competitive forensics team that competed in competitions against other schools.</p> <p>The school will have organized a competitive Mock Trial team that competed in competitions against other schools.</p> <p>The school will have established an SOR oratorical competition.</p> <p>The school will have provided an opportunity for recitation or other oratorical skills for all grade levels outside of the classroom.</p> <p>At least one colloquium outside of the school day will have been held.</p>
<p>Sub-Goal 4.3 WBWF Goal The school will ensure that all scholars are ready for Prima (kindergarten) by offering New Family Orientation meetings, social events, and summer learning packets to all incoming Prima students and their families.</p>	<p>The school will take the following measures in the 2016 – 2017 school year:</p> <ul style="list-style-type: none"> • Hold at least two New Family Orientation meetings that focus on helping students be academically, socially, and emotionally ready to enter Prima • Host at least two social events for incoming Prima scholars and their families to meet their teachers and to get to know their future classmates • Provide all incoming Prima families with a copy of the school's Summer Learning Packet so that all scholars have a chance to practice the math and reading skills they will need to be successful in Prima 	<p>The school will have held New Family Orientation meetings for incoming Prima students and their families.</p> <p>The school will have hosted two social events for new Prima scholars and their families to promote a positive school culture and community.</p> <p>The school will provide all incoming Prima families with a copy of the school's Summer Learning Packet, including</p>

Goal 5: Graduation Rate & College and Career Readiness

Goal 5: Graduation Rate	Strategies	Measurable Outcome
<p>Sub-Goal 5.1 FOE Contract Goal WBWF Goal</p> <p>Parnassus will have a 100% graduation rate.</p>	<p>Parnassus will have benchmarks starting in the third level of the School of Grammar (3G) charting the progress of each student toward graduation and college readiness.</p>	<p>Starting in Spring of 2018, Parnassus will have its first graduating class and 100% of scholars will graduate.</p>

<p>Sub-Goal 5.2 WBWF Goal</p> <p>All Students Career- and College-Ready by Graduation</p>	<p>See actions in sub-goals 1.1 and 2.2</p>	<p>85% of 1R scholars taking the ACT Aspire will achieve benchmarks for career and college readiness.</p>
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Goal 6: Additional Measures

Goal 6: Additional Measures	Strategies	Measurable Outcome
<p>Sub-Goal: 6.1. FOE Contract Goal <u>Attendance.</u> Each year, the School will maintain at least a 95% student attendance rate.</p> <p>Sub-Goal 6.2. FOE Contract Goal <u>Satisfaction Surveys.</u> Each year, at least 80% of all parents and staff returning the annual survey will indicate overall satisfaction with the School.</p>	<p>The school will continue to monitor, promote, and enforce student attendance.</p> <p>The school will survey parents and staff in the spring of 2017.</p>	<p>Students will have attended school at an attendance rate of at least 95 percent.</p> <p>At least 80 percent of parents and staff returning the annual survey will indicate overall satisfaction with the school.</p>

II. Governance and Financial Management

Goal 7: Financial Goals

Goal 7: Financial Goals	Strategies	Measurable Outcome
<p>Sub-Goal 7.1 FOE Contract Goal <u>Fund Balance:</u> The Board will implement a financial plan to attain a cumulative fund balance of 25% of expenditures by 2020, the year of our <i>third</i> graduating class.</p>	<p>The Board will implement a financial plan to attain a cumulative fund balance of 25% of expenditures by 2020, the year of our <i>third</i> graduating class.</p>	<p>The board will have approved and implemented a financial plan that builds to a 25 percent fund balance by 2020.</p>

<p>Sub-Goal 7.2: FOE Contract Goal <u>Fund Balance:</u> The Board will implement a plan to maintain a positive annual fund balance in FY17 with a minimum cumulative fund balance above 20% of expenditures in 2016-2017.</p> <p>Sub-Goal 7.3: Board Goal <u>Fundraising.</u> The school will develop strategies for fundraising for capital improvements.</p>	<p>The Board will implement a plan to maintain a positive annual fund balance in FY17 with a minimum cumulative fund balance above 20% of expenditures in 2016-2017.</p> <p>The board will develop a strategy for fundraising with a focus on capital improvements.</p>	<p>The ending fund balance for FY2017 will be above 20 percent of expenditures.</p> <p>The board will strategies in place for fundraising for capital improvement expenses.</p>
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Goal 8: Marketing Goals

Goal 8: Marketing Goals	Strategies	Measurable Outcome
<p>Sub-Goal 8.1 Board Goal <u>Annual Giving Campaign:</u> The Marketing Committee will promote an event to kick-off the annual giving campaign in conjunction with the board's fundraising goals for 2016-2017.</p>	<p>The Marketing Committee will promote the annual <i>Autumnus Tribuisti</i> (Autumn Festival) in October to roll out Parnassus' annual giving campaign.</p>	<p>The Marketing Committee will have promoted the annual <i>Autumnus Tribuisti</i> (Autumn Festival) event that supported the board's fundraising goals.</p>

Goal 9: Board Development Goals

Goal 9: Board Development Goals	Strategies	Measurable Outcome
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<p>Sub-Goal 9.1 Board Goal</p> <p><u>Board Training:</u> The board will hold at least one training session on the formation of affiliated building corporations and the process for facility bonding.</p> <p>Sub-Goal 9.2 Board Goal</p> <p><u>Continuous Training:</u> The board will hold at least one training session on effective fundraising.</p> <p>Sub-Goal 9.3 Board Goal</p> <p><u>Continuous Training:</u> The board will continue to develop in its understanding of classical education and the school's curriculum.</p>	<p>The board will hold additional training on the formation of affiliated building corporations and the process of facility bonding.</p> <p>The board will hold at least one training session on effective fundraising systems and strategies.</p> <p>Each board member will read the book, <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson and <i>Climbing Parnassus: A New Apologia for Greek and Latin</i> by Tracy Lee Simmons by the end of the 2016-2017 school year.</p>	<p>The board will have completed additional training sessions on the formation of affiliated building corporations and the process of facility bonding.</p> <p>The board will have held at least one training session on effective fundraising systems and strategies.</p> <p>Each board member will have read the book, <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson and <i>Climbing Parnassus: A New Apologia for Greek and Latin</i> by Tracy Lee Simmons by the end of the 2016-2017 school year.</p>
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