

PARNASSUS



PREPARATORY SCHOOL

Classical Schooling for the Art of Life

Creating the World's Best Intellectual & Virtuous Citizens 2016-2017

This report complies with 120B.11, 2013 Minnesota Statutes along with
Parnassus Continuous Improvement Plan and Annual Report



PARNASSUS PREPARATORY SCHOOL

August 24, 2017

Authored by: Ms. Ford, Executive Director
Complying with the "World's Best Workforce"
Board Approved September 12, 2017

Table of Contents

- INTRODUCTION 2
- STRATEGIC FRAMEWORK 3
- PILLARS OF CHARACTER..... 5
- CORE STRATEGIC GOALS 6
- SUBD.1 PERFORMANCE MEASURES 6
- SUBD.2 ADOPTING PLANS AND BUDGETS 9
 - 1. CLEARLY DEFINED SCHOOL GOALS AND BENCHMARKS FOR INSTRUCTION AND ACHIEVEMENT FOR ALL STUDENTS
10
 - 2. PROCESS FOR EVALUATING STUDENT PROGRESS TOWARD MEETING ACADEMIC STANDARDS 10
 - 3. A SYSTEM FOR PERIODICALLY REVIEW AND EVALUATE EFFECTIVENESS OF INSTRUCTION AND CURRICULUM: REVIEW
PROCESS 11
 - A. A SYSTEM FOR PERIODICALLY REVIEWING AND EVALUATING EFFECTIVENESS OF INSTRUCTION AND CURRICULUM:
REVIEW PROCESS – TEACHER EVALUATION 12
 - B. A SYSTEM FOR PERIODICALLY REVIEW AND EVALUATE EFFECTIVENESS OF INSTRUCTION AND CURRICULUM: REVIEW
PROCESS – PRINCIPAL EVALUATION 13
 - 4. PROGRAMMING TO IMPROVE STUDENT ACHIEVEMENT 14
 - 5. EDUCATION EFFECTIVENESS PRACTICES - PROFESSIONAL DEVELOPMENT 15
 - 6. ANNUAL BUDGET FOR CONTINUING TO IMPLEMENT SCHOOL’S PLAN 16
- PLAN FOR PROGRAM IMPROVEMENT 16
- SUBD.3 ADVISORY GROUPS 17
- SUBD.5 REPORT 17
- SUBD.7 PERIODIC REPORT 17
- REPORTS AND MATERIALS..... 18

INTRODUCTION

Parnassus’ main goal is to create the world’s best intellectual, virtuous, and compassionate thinkers and citizens who are skilled at learning a broad and diverse range of topics and subjects of their choosing and at applying that knowledge to any industry and line of work they choose. Parnassus graduates will have the qualities, knowledge, and wisdom to prepare them for college and careers. These attributes are essential in the world’s best workforce.



As a public, classical charter school, Parnassus will leverage existing performance measures, curriculum, and instruction, as stated in its contract with Friends of Education and required by the state of Minnesota to determine its progress to create the world’s best intellectual, virtuous, and compassionate citizens as described in the school’s mission and purpose.

According to the Minnesota Statutes, MS 120B.11 requires school districts to develop a plan that includes the following components:

1. Clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups;
2. A process for assessing and evaluating each student’s progress toward meeting state and local academic standards and identifying strengths and weakness of instruction in pursuit of student and school success and curriculum affecting students’ progress and growth toward career and college readiness leading to the worlds’ best workforce;
3. A system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, building principal evaluations, and teacher evaluations;
4. Strategies for improving instruction, curriculum, and student achievement;
5. Effective practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and
6. An annual budget for continuing to implement the district plan.

The purpose of this report is to outline the strategic framework of our school and core strategic goals established for achieving the goals identified in the Parnassus – Friends of Education Contract and goals set by the Board of Directors in addition to fulfilling the school’s reporting responsibilities as outlined in Minnesota Statute 120B.11. Detailed information about the schools achievements and progress can be found in the school’s Annual Report. Budget details can be found in the school’s Annual Budget.

STRATEGIC FRAMEWORK

Parnassus is committed to student success. Ensuring the success of each student begins with a clear understanding of why we exist as a classical public charter school, how we work to accomplish our charter mission and set goals, and what the end result will be. These are described in the school's mission, philosophy, purpose, core principles, pillars of character, and strategic goals, which are summarized below:

Mission

The mission of Parnassus Preparatory School is to provide students with a K-12 classical education grounded in the classical trivium that demands their best in intellectual achievement and character development.

Philosophy

Parnassus's philosophy is that all students benefit from the highest standards of academic integrity and from a rigorous, content-rich, educational program that develops their intellectual capacity and personal character. The school provides an environment that fosters academic excellence through the habits of discipline and thoroughness, the willingness to work, and the perseverance to complete difficult tasks.

Purpose

The purpose of Parnassus is to develop graduates who are critical thinkers, coherent writers, confident speakers, thoughtful leaders and responsible, compassionate and virtuous citizens.

Parnassus Preparatory School is a licensed K-12 public classical charter school approved by the Minnesota Department of Education in 2010. As a public school, Parnassus serves all students who apply for admission. There are no admission requirements or tuition. Parnassus is authorized by Friends of Education.



School culture

- a. At Parnassus, tradition, academic and formal culture is emphasized. A classical, traditional, and formal culture enhances the academic environment for our scholars. Their intellectual and character growth and the development of virtuous and compassionate citizens are our end goal. The expectations change and with that the opportunity for learning is enhanced.
- b. Parnassus is an open enrollment school with no enrollment criteria outside of statutory and contractual requirements.
- c. The Executive Director and school administrators are accountable for the well-being of every student. Faculty members personally know each of their students as well as others.
- d. The Parnassus character pillars are taught, enforced, and modeled by all faculty and staff. Students are to emulate these virtues.
- e. Parnassus upholds the established dress code defined in the Uniform Policy.
- f. Discipline policies are designed to prevent interruption of teaching and learning as well as reinforce the character pillars.

Educational Philosophy

- a. Our educational philosophy is expressed in our charter, our research, as well as Dorothy Sayers' essay "The lost tools of learning", writings from E.D. Hirsch Jr., Susan Wise Bauer and many others classically schooling oriented materials.
- b. Student services and special education provide support for all students with academic, behavioral, and other identified needs. Interventions utilized to achieve Parnassus' expectations are congruent with the classical model, the Response to Intervention (RTI framework), and best practices.
- c. Parnassus resists grade inflation and social promotion. Latin is taught as a critical component of a classical education. Successful completion of a fourth-level Rhetoric (high school senior) thesis is a requirement for graduation.
- d. Students will be academically prepared to pursue multiple post-secondary options.
- e. Literacy is taught through a Direct Instruction phonics-based reading program. Math instruction begins in the Grammar School and moves toward a more conceptual approach using the Socratic Method in the Logic and Rhetoric Schools.
- f. Parnassus complies with state-mandated standards and tests, but the focus of our curriculum is on the classical education framework.

Teachers

- a. The Executive Director and administration select teachers based on their mastery of an academic discipline, their ability to convey knowledge to young people, and their capacity to maintain order and decorum in the classroom.
- b. Parnassus teachers are treated as professionals. Ongoing professional development is provided for our teachers, including intensive summer training sessions prior to the start of the school year which is coordinated by the Executive Director.

Parents and Students

- a. Parents' support of the school's academic and moral mission is essential.
- b. The students are expected to adhere of the school's pillars of character and be committed to a rigorous college preparatory school based on the classical trivium.

Board of Directors

- a. Parnassus' board governs the school and delegates management to the Executive Director.
- b. Parnassus' board is a defender of the school's mission, vision, philosophy, and purpose.
- c. Parnassus budgeting philosophy is conservative. When budgeting, priority is given to instructional materials, faculty development, staff salaries and benefits, and then other areas as deemed important by the Board.

PILLARS OF CHARACTER



Citizenship

To honor rules and laws and act with obedience toward authority. To give of my time and abilities to serve others. To uphold social equality and fairness through respect for individual differences and knowledge of our democratic system.

Courage

To always do what I know is right despite hardship and challenge. To resist negative peer pressure and provide positive peer pressure. To defend the rights of others and myself.

Cooperation

To take turns, share, and pay attention. To work with others for the good of all involved with a positive attitude. To be a team player by doing my best and supporting others to do their best.

Integrity

To make the best choices with my words and behavior by knowing the difference between right and wrong, and to ask for adult help if I am not sure. To be a person of strong ethical values.

Honesty

To always be truthful with my words and actions, no matter how difficult.

Perseverance

To complete a task or project to the best of my ability; not to give up or become discouraged. To be committed creatively to finding a solution.

Respect

To treat others and myself with kindness. To be polite and considerate. To appreciate the good in others and myself and show compassion. To treat others and the property of others as I wish to be treated and as I wish my property to be treated.

Responsibility

To do what I say I will do and be someone others can count on. To use self-discipline when choosing my words, action, and emotions. To learn from the consequences of my choices, challenges, and mistakes, rather than making excuses or blaming other.

CORE STRATEGIC GOALS

Parnassus core strategic goals are stated in its contract with Friends of Education and are consistent with Minnesota's expectations for preparing students for the World's Best Workforce. In summary, the core goals are:

1. Proficiency in math and reading
2. Achieve measurable academic growth and continuous progress for each scholar
3. Narrowing the Achievement Gap
4. Classical language acquisition
5. College and Career Readiness

The school's goals are ambitious. They are, however, possible to attain with the proper focus and an unwavering commitment to Parnassus' classical Trivium approach to education and pedagogy in a classical school.

SUBD.1 PERFORMANCE MEASURES

Parnassus measures progress towards attaining our set goals. We identify performance measures that indicate both a desired outcome and degree to which Parnassus is making progress towards meeting those goals. Parnassus also measures progress toward creating the world's best intellectual and virtuous citizens via the implementation of the school's classical curriculum.

Parnassus has a Continuous School Improvement Plan (CSIP), which is approved by the school's board on an annual basis. The Continuous School Improvement Plan includes the overall goals as stated in the school's contract with Friends of Education and additional goals that are determined by the school's Board of Directors. The school has developed an Academic Governance Plan around the academic goals of the school that is presented each year to the board in September, in a public meeting, and measured at the end of the first and second quarters to determine students', progress towards those goals. The following year's targets are based on the previous year's performance.

At a minimum, measures include the degree to which Parnassus is accomplishing the following:

1. Proficiency in Math and Reading
2. Achieve measurable academic growth and continuous progress for each scholar
3. Narrowing the Achievement Gap

4. All students in third grade achieving grade level literacy
5. Classical Language Acquisition
6. College and Career Readiness

Measurements used to assess progress include the following assessments:

1. Student performance on the Minnesota Comprehensive Assessments (MCAs)
2. NWEA – MAP testing
3. The size of academic achievement gap by student subgroup
4. Student performance on National Classical Languages exams
5. Parnassus local formative and summative assessments
6. College and Career readiness under MN Statute Section 120B.30

In compliance with MN Statute 120B.11, Parnassus has also identified the following five performance measures:

School Goal Area	2016 – 2017 Goal(s)	2016– 2017 Results
<p style="text-align: center;">All Students Ready for Kindergarten</p>	<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, so that all scholars have a chance to practice the math and reading skills they will need to be successful in Prima.</p>	<p>The school held New Family Orientation meetings for incoming Prima students and their families.</p> <p>The school hosted multiple social events for new kindergarten students and their families.</p> <p>The school provided all incoming kindergarten students with a copy of the school’s Summer Learning Packet so that they would have the chance to practice the math and reading skills they will need to be successful in Prima.</p>

	Incoming Prima scholars will be screened for their math and reading skills to ensure appropriate placement and academic support.	Incoming Prima scholars were screened over the summer to ensure readiness for the upcoming school year.
All Students in Third Grade Achieving Grade-Level Literacy	85% of students receiving instruction in DI Reading classes will score proficient on their checkout assessments.	78% of all students receiving instruction in DI reading classes scored proficient on their checkout assessments.
	Parnassus' absolute proficiency rate of students enrolled in the School for at least three consecutive years in reading will be 84 percent in 2017.	In 2016-2017, the absolute proficiency rate of all students enrolled for at least three consecutive years in reading increased from 74% to 75%. 82% of students enrolled in the school for at least three consecutive years scored proficient in reading on the Spring 2016 NWEA MAP assessments.
Reduce the Achievement Gap Among All Students	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.	In 2016-2017, the percentage of ELL, special education, and F/R lunch students who were continuously enrolled who were proficient in reading on the 2016-2017 state assessments was 42.8%, 54.5%, and 65.0%, respectively.
	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.	In 2016-2017, the percentage of ELL, special education, and F/R lunch students enrolled in the school for at least three consecutive years who were proficient in math on the 2016-2017 state assessments was 31%, 73.7%, and 68.7%, respectively. This represents a significant increase from the previous year.

All Students Career- and College-Ready by Graduation	85% of 1R and 2R scholars taking the ACT Aspire will achieve benchmarks for career and college readiness.	ACT Aspire: 92% of students who took the test were on track to be college ready; the predicted average composite ACT score for students who took the test was 28.
All Students Graduate	N/A – Parnassus currently only served grades K-11 in 2016-2017 and will not have its first graduating class until June of 2018.	



SUBD.2 ADOPTING PLANS AND BUDGETS

Parnassus’s Board has adopted a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world’s best workforce. In addition, the Parnassus school goals have been developed and are clearly stated in its contract with its authorizer, Friends of Education. These goals and benchmarks are reviewed quarterly at the school level and annually at the Board level. These goals define the benchmarks for instruction and student achievement for all. *(Please see Continuous School Improvement Plan – CSIP – for details.)*

Below are some highlights of Parnassus academic plans toward CSIP goals:

- a) Parnassus assess and evaluate each student’s progress toward meeting academic standards as identified in the CSIP

- b) Parnassus’s academic program and curriculum, are continuously evaluated to identify areas for improvement, professional training, and academic support
- c) Parnassus’s instruction and curricula are frequently evaluated for effectiveness in relation to best practice and students outcomes
- d) Parnassus evaluates student data to determine strategies for improving instruction, curricula, and academic support toward student achievement and growth
- e) Parnassus implements effective classical teaching practices integrating high-quality instruction, rigorous academic program, supporting technology, and a collaborative professional culture that supports teacher quality and student performance.

1. Clearly defined school goals and benchmarks for instruction and achievement for all students

Please see Parnassus Continuous School Improvement plan for details.

2. Process for evaluating student progress toward meeting academic standards

Please also see pages 7, 8, and included information for details

Parnassus assesses and evaluates each student’s progress toward meeting academic standards. Parnassus’s plan is designed to ensure accountability. It uses multiple measurements to assess student achievement.

Objectives:

- To measure the effectiveness of the school’s curricula in meeting MN academic standards
- To measure the effectiveness of the school’s curricula in meeting local academic standards
- To inform curriculum and instruction decisions based on student achievement results

Use of Test Results:

- Assist in instructional planning and progress monitoring
- Develop focused interventions for increased student achievement
- Inform and assist in placement of students for math, reading and their participation in these programs as well as in academic support programs
- Provide data for evaluation and development and CSIP
- Adhere to state and federal regulations and requirements
- An accountability measurement for the school, authorized, and state

Assessments:

- Local classroom formative and summative assessments
- Reading check outs – Prima through 3rd Level Grammar (Grades K – 3)
- Math and science assessments
- MCAs
- NWEA Map Assessments in math, reading, and science
- OLPAs
- ACT Aspire
- PSAT/NMSQT
- ACT, SAT

3. A System for Periodically Reviewing and Evaluating the Effectiveness of Instruction and Curriculum: Review Process

Parnassus addresses student progress toward meeting state and local goals through student outcomes, local formative and summative assessment results, teacher and principal evaluations as part of the school's evaluation of instruction and curriculum effectiveness. Parnassus's curriculum and instruction are reviewed and evaluated for effectiveness in relation to best practices, student outcomes toward the school's classical mission, the school's contract with its authorizer, and state and federal requirements.

Shaping Teaching and Learning through Curriculum, Assessment, Instruction, and Professional Development

The foundation of teaching and learning at Parnassus is grounded in the school's mission, which is "to provide students with a K-12 classical education grounded in the classical trivium that demands their best in intellectual achievement and character development."

Best practices in a rich and rigorous curriculum involve planning, teaching, assessment and data analysis, support services, and professional development. Parnassus prides itself on a classical curriculum that is proven with thousands of years of practice. Parnassus continuously reviews and enhances its curriculum and instruction with all student achievement and growth as the focus of the school and the reason for its existence. Guided by the school's administration, teachers and support specialists practice an ongoing process of aligning curriculum, instruction, and assessments toward our goals, state and national standards. Through weekly collaborative meetings, teachers, specialists, and supporting services evaluate students' outcomes, instruction, and best practices and identify and implement strategies for improving instruction, curriculum, and student achievement.

Preparing students for the future means providing them with a solid classical schooling foundation integrated in all subject and skills areas such as:

- Analytical thinking and creative problem solving skills based in deep discussions of the classics, formal study of logic, and expository writing as examples
- Ability to think for themselves based on factual knowledge and understanding
- Flexibility and adaptability through a liberal arts education
- Critical ability to discern the insurmountable amount of information available
- Confidence to speak eloquently and persuasively, write coherently, and become responsible, compassionate, and virtuous leaders and citizens in their communities

Parnassus believes that this is accomplished by focusing on the classical model of education by focusing on the areas:

- Reading, Writing, and Grammar
- Mathematics, Sciences, and Formal Logic
- Integrated Literature, History, Geography, and the Arts (visual, music, drama)
- Spanish, Latin, and Greek
- Martial Arts, Physical Education, Health

a. A System for Periodically Reviewing and Evaluating Effectiveness of Instruction and Curriculum: Review Process – Teacher Evaluation

Parnassus’ Teacher Evaluation model encompasses all requirements of MN State Statute 122A.40. We provide intensive, ongoing professional development to our teachers in the areas of Classical education, curriculum, and effective instructional practices. Staff members receive on-going evaluation and feedback in these areas throughout the school year as part of our district teacher evaluation model. Parnassus’ comprehensive evaluation model includes the following components:

- **Regular Observation of Teacher Practice** – All teachers at Parnassus participate in formal observations with their direct evaluator at least three times a year. After each observation, teachers meet with their evaluators to exchange feedback and discuss their progress on their individual goals for the year. Evaluators conduct frequent, ongoing informal observations throughout the school year to help gauge the effectiveness of instruction and to offer guidance and direction. Teachers are also encouraged to observe their peers and to share best classroom practices with one another.
- **Peer Contact and Collaboration** – All teachers participate in grade- or subject-level Classical Development Teams (CDTs), which are professional learning communities that focus on increasing student achievement and improving instruction. CDTs must meet at least bimonthly to share feedback and to review data from assessments. Together, teachers work with the other members in their CDT to evaluate progress on their personal goals and to student data, learning outcomes, and discuss instructional best-practices and strategies.

- **Growth Setting, Self-Evaluation, and Reflective Practice** – As part of their continuous professional development, all teachers submit and annually update an Individual Growth and Development Plan that outlines how they plan to improve their professional practice and to increase student achievement. In their Individual Growth and Development Plans teachers, with the guidance of their supervisor, set and annually update student learning goals and identify the strategies they will employ to meet those goals. Teachers use our goals from our Continuous School Improvement Plan (CSIP), assessment results, and classroom data and observations to help inform their personal goals and how those goals contribute to the success of our school goals. Teachers meet with their evaluator at least three times a year to discuss their progress, and are required to submit a written reflection on their teaching practice and how they have grown in their understanding of classical education.
- **Student Engagement Measures** – During points of contact, evaluators look for evidence of student engagement and track longitudinal trends in student engagement data. As part of their reflective practice, teachers are also required to periodically self-evaluate their students' engagement during instructional time.
- **Optional Teacher Portfolio** – All teachers have the option to create and submit a Teacher Portfolio that includes evidence of professional growth and achievement in the domains of Professional Practice, Student Engagement, and Student Achievement.
- **Review of Student Achievement Data** – Student achievement data is continuously reviewed throughout the school year during staff meetings, CDT meetings, and meetings with administrators and evaluators. Thirty-five percent of each staff member's final summative evaluation performance rating is based upon student growth and achievement data on assessments that are aligned with state and local measures.

b. A System for Periodically Reviewing and Evaluating Effectiveness of Instruction and Curriculum: Review Process - Principal Evaluation

School principals play a vital role in developing and maintaining a school's high standards for student performance, rigorous curriculum, quality of instruction, and culture. The Parnassus Principal Evaluation model encompasses all requirements of MN State Statutes 123B.147. Parnassus has adopted the Principal Evaluation Model proposed by the Minnesota Department of Education, which is comprised of the following:

- **Regular Supervisory Evaluation** – All ~~principals~~ Principals regularly meet with the Executive Director for evaluation and progress monitoring and receive a summative evaluation each year.
- **Review of School Performance Data** – School-level data is regularly compiled and analyzed as it relates to school goals tied to student outcome and to longitudinal data on student academic

growth. Principals meet with the Executive Director each week to discuss data and outcomes. Thirty-five percent of a ~~P~~principals' summative evaluation performance rating is based upon student achievement and growth data on assessments that are aligned to local and state academic measures.

- **Feedback from teachers and stakeholders** – Twice yearly, teachers are surveyed for feedback to help identify the principal's effectiveness, leadership skills and processes, and strengths and weakness in exercising leadership. Parents and stakeholders are surveyed annually to gauge their satisfaction with the school and school leadership.

Parnassus ~~principals~~Principals will establish one goal in each of the following core competencies:

- Mission & Vision
- Instructional Leadership
- Human Resources
- Professional and Ethical Leadership
- Resource Management

Goals are collaboratively set and approved by both the principal and evaluator. A minimum of three goals will be set with at least one goal based on student data or student learning measures (Instruction Leadership).

Measures are collaboratively set and approved by the principal and evaluator.

4. Programming to Improve Student Achievement

4a. English Language Learners

Parnassus recognizes the need to continuously review and evaluate the effectiveness of instruction and curriculum for our English Language Learner (ELL) students and help them in their language acquisition and cultural adjustment. The goal of Parnassus' English Language Learner program is to provide students with the opportunity to develop and strengthen their communication skills in speaking, listening, reading, and writing, which will enable them to fully participate and benefit from Parnassus' language-rich classical curriculum.

All ELL-identified students work with a licensed English as a Second Language teacher who provides instruction in English language development. ELL teachers also provide support to classroom teachers and student support staff to meet the language learning needs of each scholar. Our ELL teachers align their curricula and program with Parnassus' reading, English, language arts, and literature curricula, with WIDA national standards, and with the Minnesota state standards.

ELL students are continuously monitored and assessed to measure progress in language acquisition and to ensure that their learning needs are being met. ELL teachers work closely with classroom teachers and school administrators to identify and meet the needs of our English language learners and to revise and adjust plans of service as needed.

4b. Special Education Program

Parnassus Preparatory School works with Innovative Special Education Services (ISES) to provide a wide range of Special Education programs and services to qualifying students. To qualify, a student must first be evaluated and meet the state criteria. After qualification an Independent Education Plan (IEP) is designed for the scholar.

Our special education staff works with families, administrators, and classroom teachers to ensure that we are best meeting the needs of each student and that he or she is making progress towards the goals outlined in the IEP. Special education staff also works closely with teachers and other faculty to educate and train staff members in best practices for working with identified students. Special education staff members also work with families as part of our Special Education Advisory Council (SEAC).

4c. Title I Programs

Title I, Part A of the Elementary and Secondary Act (ESEA), provides financial assistance to schools with high numbers or percentages of children from low-income families in order to assist schools in ensuring that all children meet challenging academic standards. Parnassus is a Title I school that receives funding to provide support to at-risk students. Trained academic support and intervention specialists work with families, teachers, and administrators to identify and meet the needs of struggling students through interventions and added academic support in math and reading.

5. Education Effectiveness Practices - Professional Development

Professional development opportunities are designed to help teachers with: *Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and collaborative professional culture that develops supports teacher quality, performance, and effectiveness.*

Professional development is a continuous-improvement process. The school emphasizes various areas for teaching and learning improvements based on the needs of the students and teachers. The foundational goal of professional development at Parnassus is to improve student learning by:

- Implementing the classical education model
- Enabling individuals to grow professionally in the classical framework and instructional methods
- Exposing faculty and staff to applications of research-based strategies and methods of instruction
- Assisting teachers in implementing the use of technology to evaluate data and assist student learning and growth
- Assisting teachers in implementing strategies for teaching and learning aligned with the local classical school and Minnesota state standards

Educational effective practices and professional development activities are collaborative, reflective, linked to school mission and goals, and focused on student learning.

6. Annual Budget for Continuing to Implement School's Plan

Minnesota's World's Best Workforce legislation requires districts to identify how resources will be dedicated to accomplishing the goals of their plan. The plan need not be dependent on new funding. In most cases, resources can be redirected. However, in other cases, additional expenditures will be necessary and are subject to school board approval.

Parnassus reviews its budget annually to determine how existing funds will be used to support the plan and whether additional resources are needed. This might include additional curriculum resources, increase in staffing, teacher training and development, etc. Requests for additional resources will be submitted as part of the regular budgeting process, which begins annually in the spring of the prior financial year and ends in June of the actual financial year.

PLAN FOR PROGRAM IMPROVEMENT

Parnassus's Continuous School Improvement Plan (CSIP) provides the foundation for academic and program improvements. The plan strategizes around the school goals as set forth in the Parnassus – Friends of Education Contract Goals and by the Board of Directors. The overall goals are categorized into state-based assessments goals, nationally-normalized assessments goals, classical languages acquisition goals, school culture goals, graduation and attendance rates goals, and financial goals. Parnassus has a clear and specific focus on the classical schooling philosophy, methods, and pedagogy to deliver its classical program and continually enhance the quality of the instruction. Parnassus's CSIP provides teachers with a rationale for continuous improvement planning and clarity around their roles and responsibilities in conducting continuous improvement planning at the school.

A needs assessment occurs each year by reviewing the previous year's results, longitudinal trends in achievement data, and the school's internal benchmarks and test results. The data collected assist Parnassus in identifying the strengths of instruction and areas for improvement in pursuit of student and school academic achievement and show how well our classical curriculum is fostering student's progress towards intellectual, virtuous, and compassionate citizens resulting in college and career readiness.

Parnassus completes its evaluation by reviewing student achievement data disaggregated by subgroups. Parnassus's measurable academic achievement and annual targets will follow against the goals set in the school's contract and by the Board of Directors. This information is included in the Continuous School Improvement Plan and Academic Governance Plan. As part of Parnassus Staff Professional Development during the summer and throughout the year, teachers meet in professional learning communities that the school calls Classical Development Teams (CDT's). The CDT's set goals and action plans to examine strategies for improving instruction, taking into account and selecting best classical education methods

and pedagogy related to the school (School of Grammar, School of Logic or School of Rhetoric) and grade level they teach.

SUBD.3 ADVISORY GROUPS

A number of parent, community member, staff, and student advisory groups engage stakeholders in the process of making recommendations for improvement as well as general communication and advisement. Membership is generally open to anyone who has an interest in promoting and supporting the classical program. Advisory groups are created on a “need” basis and may have a set timeframe for being active or inactive. The advisory groups (active and inactive) are listed below:

Special Education Advisory	Student Advisory Group	Playground & Facilities Advisory
Finance Committee	Uniform Advisory Group	Office Support Group
Policies and Election Committee	Arts Support Group	Teacher Appreciation Advisory
Marketing Committee	Parents Helping Parnassus (PhP)	Instruction and Curriculum
Facility Advisory Group		Advisory Advisory/Events and Programs

SUBD.5 REPORT

An annual report on the state of student achievement and the overall state of the school is published after school board approval. The report is available on the school’s website. In addition, the results are also discussed in an open meeting. Other reports will be tailored to relevant audiences as warranted. Addition reports are the World Best Work Force and School Improvement Plan.

SUBD.7 PERIODIC REPORT

Every year Parnassus conducts a survey open to all families enrolled at the school. The result of the survey is included in the Continuous School Improvement Plan.

REPORTS AND MATERIALS

Detailed information complying with 120B.11 can be found in the following documents. Please see Parnassus website or ask the front-desk for these:

- Parnassus Annual Report
- Parnassus Continuous School Improvement Plan

